


TRADITIONAL AND INNOVATIVE TRENDS IN THE CONTINUING EDUCATION OF LITERACY TEACHERS <https://doi.org/10.56238/sevened2025.019-020>**Glória de Lourdes Silva de Oliveira Melo¹ and Veronica Gesser²****ABSTRACT**

This qualitative, bibliographic and descriptive study investigated the trends in continuing education for the professional development of literacy teachers, focusing on the period from 2018 to 2024. Motivated by the systematic absence of teacher training in the context of professional development, the research sought to present and discuss theoretical findings of an ongoing doctoral thesis, suggesting approaches for study groups. The central guiding question was to analyze the impact of innovations in continuing education, in the light of Imbernón, on the professional development of literacy teachers in the context studied. The relevance of the work lies in clarifying how training trends meet the needs of these teachers, contributing to the understanding of Brazilian educational reforms and offering subsidies for more effective continuing education policies. Practical implications include guiding the formulation of educational policies, improving training programs, and strengthening teacher collaboration networks. The bibliographic survey, carried out in February 2024 in the BDTD, Capes Catalog and Google Scholar databases, using the descriptors "professional development of teachers", "literacy teachers" and "continuing education", resulted in the selection of 17 works (6 theses, 5 dissertations, 1 monograph, 5 scientific articles) after applying inclusion and exclusion criteria. The analysis of these studies, compared with the theories of authors such as Imbernón, Nóvoa and Day, revealed the predominance of qualitative research, mostly from the Southeast of Brazil, addressing the impact of programs such as PNAIC and the limitations of traditional training. The study highlights the uniqueness of its focus on innovations in continuing education in Porto Velho, Rondônia, arguing that significant innovations have occurred, especially in the light of Imbernón's six propositions: treatment of problematic situations, development of collaboration, enhancement of teacher identity, creation of training communities, development of complex thinking, and development of attitudes and emotions. The research concludes that, although challenges persist, innovative approaches offer promising paths for teacher training that is more aligned with the real needs of teachers and the complexity of teaching literacy, with a potential impact on the improvement of basic education, particularly in the Amazon region.

Keywords: Literacy teacher. Training innovations. Formation communities. Collaborative Culture. Teacher identity.

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INTRODUCTION

This study investigated the continuing education of literacy teachers in Porto Velho, Rondônia, from 2018 to 2024, being subjectively motivated by the empirical training movement experienced by the researchers and objectively by the preponderant problem of the systematic absence of teacher training in the context of professional development, with theoretical support from authors such as Nóvoa and Imbernón.

The main objective was to present and discuss the theoretical findings of an ongoing doctoral research, which update the theme and suggest to the academic context approaches for study groups of continuing education of teachers. The central question is: how have innovations in continuing education, in the light of Imbernón, impacted the professional development of literacy teachers in the context studied?

The relevance of the study is manifested in three main aspects: a) professional development: to clarify how training trends meet the needs of teachers; b) social and educational impact: to contribute to the understanding of the educational reforms underway in Brazil; c) academic and institutional contribution: to offer powerful feedback for the formulation of continuing education policies.

In this context, the practical implications of work can manifest themselves in educational policies, program development, and impact on educational communities. The findings can guide the formulation of more effective educational policies, adjusted to the real needs of teachers and the complexity of literacy teaching. They can contribute to the improvement of continuing education programs, aligning them with the best pedagogical practices, and enhancing the professional development of teachers. They can strengthen learning and collaboration networks among teachers, facing historical limitations of traditional training, and promoting practices that value teaching experience and knowledge.

The research, therefore, not only advances academic knowledge, but also has a significant practical impact on the improvement of basic education, since academic publications referring to the permanent training of literacy teachers in the light of professional development in the time frame from 2018 to 2024 focus on topics such as teaching knowledge, training programs and their contributions, pedagogical practice, international influences, the structure of training and teaching work (Soares, 2014; Sousa, 2020; Monteiro, 2018; Felix, 2020). In this debate, innovative trends proposed by authors such as Imbernón (2009, 2010, 2011), Nóvoa (2023), Day (2001), Soares (2014) and others are glimpsed in the most recent studies as only one aspect among the others discussed, although their relevance is highlighted.

METHODOLOGY

The methodological path of the bibliographic and descriptive type, of a qualitative nature. We sought to identify the most recent scientific productions (from 2018 to 2024) and then organize them to understand the relevance of the object "continuing education of literacy teachers in the context of professional development".

This time, considering the proposed work methodology of Romanowski and Ens (2006, p. 43), we proceeded with the survey of publications using the Digital Library of Theses and Dissertations (BDTD), the Capes Catalog of Dissertations and Theses and Google Scholar as sources, in February 2024. The terms "professional development of teachers", "literacy teachers" and "continuing education" were listed as descriptors, and we focused on selecting qualitative research, restricted to the publication period between 2018-2024, from researchers from Education and/or Letters and/or Linguistics Programs, as they are more related to the thesis.

As exclusion criteria, we considered the works that did not fit the inclusion criteria and those that did not have a clear methodology, did not discuss the continuing education of literacy teachers, did not have the teacher of the first three years of Elementary School as a literacy teacher, those that were not made available in full, and those that focused on continuing education in other areas other than the teaching of reading and writing.

The literature surveys presented the following results: BDTD presented 5 studies, 3 theses and 2 dissertations; the Capes Catalog showed 3 works, 2 theses and 1 master's thesis; and Google Scholar pointed out 272 results. In view of the 280 studies found, these were refined taking into account the exclusion criteria. Thus, through exploratory reading, analyzing the title, the abstract, the keywords of each work, the summary and, sometimes, the full text in a panoramic way (Ferreira, 2002), the number of 17 works was reached, 6 theses, 5 dissertations, 1 monograph and 5 scientific articles.

In this path, it was evident that the specific platforms for theses and dissertations remained little changed, while the work of Google Scholar was reduced exponentially. These works, for the most part, were scientific articles that dealt in a different way with the discussion of the continuing education of the literacy teacher; others did not deal with the professional development of the literacy teacher, and others focused on areas of curricular knowledge such as mathematics, physical education, science, etc.; in short, they did not meet the established criteria.

After the survey, the analysis of the contribution of the productions found was carried out, comparing them with the agenda of innovations in the continuing education of literacy teachers, considering works by authors such as Day (2001), Imbernón (2009; 2010; 2011),



Nóvoa (2023) and others, since they are classic theories that deal with the subject and it was prioritized as a central objective to analyze how the training innovations presented and defended by Imbernón permeate the continuing education of teachers literacy teachers today.

For the analysis between the works, the organization of the summary of works in Excel and the file of direct and indirect citations in the pdf of the works in media and the highlighting of text in physical works (printed) were followed. The Excel file made it possible to filter information to compare terms present between the literatures and the highlights with highlighters in the printed works, enhancing the reading and focus for the interpretation of the texts in question.

LITERATURE REVIEW: CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS

Exploring trends in continuing education is relevant to improve teacher training and value the profession. In this context, "trend" refers to orientations or directions; "traditional" implies a vision limited to technical updating; while "innovation" suggests renewing and transformative practices, as discussed by authors such as Canário, Imbernón and Nóvoa.

Continuing education aims not only to improve student learning, but also to promote the professional development of teachers, challenging the vocational conception of teaching. It is recognized that, in order to achieve significant improvements in education, it is necessary to rethink formative approaches.

In view of this, we address fundamental concepts of continuing education and highlight the recent discussions on the training of literacy teachers in Brazil (2018 to 2024). Next, we analyze traditional and innovative trends, as qualified by Imbernón and other authors, and discuss their relevance in educational policy planning. This debate underpins the analysis of how formative innovations impacted teachers in Porto Velho between 2018 and 2024.

THE IMPORTANCE OF CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS

Continuing education is an essential public policy for the professional development of teachers, requiring transformations in the way education is conceived. For Marcelo (2009), the objective of the school is to form "educated minds", demanding commitment and motivation from the teacher. Continuing education emerges as a vital element for teaching

professionalism (Roldão, 2017) and must be analyzed in the historical and political context in which it manifests itself.

Conceptually, continuing education varies in terms such as improvement and recycling, according to García (1999) and Imbernón (2010), who emphasize the importance of intentionality and impact on the internal and external development of teachers. Day (2001) describes continuing education as planned activities that promote individual and institutional growth.

Professional development, in view of this, is an expressive theme that still lacks in-depth research in Brazil, especially for literacy teachers. According to García (1999), it involves approaches aimed at change and continuous improvement of practice. Imbernón (2011) argues that development should go beyond the transmission of knowledge, implying social and community functions.

Marcelo (2009) discusses professional development as a continuous process, based on constructivist practices, critical reflection and collaboration. This requires a redefinition of teaching as a profession, a point emphasized by Nóvoa (2023) when highlighting the importance of considering teaching a profession in fact, with preparation and constant updating, especially in resonance with recent educational changes. Therefore, professional development is a dynamic process, structured in pedagogical experiences and influenced by contextual and political conditions, as emphasized by Romanowski and Cartaxo (2006) and Richit (2021).

Teacher training programs often emphasize the dimension of technical knowledge, considering that gaps in initial training impact the quality of teaching. Richit's (2021) perspective highlights that teacher learning is an interactive process, based on content, strategies, collaboration, and continuous feedback.

The professional culture focuses on collaboration and dialogue among colleagues, promoting change both in the classroom and at broader levels of the education system. In addition, the ethical dimension involves a moral commitment to inclusive and quality education.

Changes in pedagogical practices require the integration of theory with reflective practice. According to Richit, effective changes in teachers' beliefs, attitudes, and practices require time and willingness to take risks. Teaching is a profession of knowledge, but knowledge is not enough. It is vital that teachers understand their social and ethical roles, according to Bransford et al. (2019), who list essential characteristics of professionalism: service to society, academic knowledge, reflective practice, uncertainty, experience, and professional community.

Freitas (2007) argues that teacher training should go beyond the mere transmission of knowledge, integrating social and school life. To face contemporary challenges, it is essential to invest in new training practices that respond to rapid educational changes.

Bransford et al. (2019) propose a conceptual framework with general areas of knowledge to support the curricular training of teachers, promoting teaching as an integrative and transformative practice.

SURVEY OF THE LITERATURE

Understanding the professional development of teachers and the continuing education of literacy teachers is essential for this research. The search for this understanding maps and discusses academic works, with the intention of answering questions about continuing education from the perspective of professional development.

The literature survey from 2018 to 2024 revealed 17 relevant productions, as shown in figure 1, highlighting the predominance of qualitative research mainly from the Southeast of Brazil. These productions, in large part, address topics such as the impact of the National Literacy Program at the Right Age (PNAIC) and the limitations faced in continuing education.

Figure 1- Scientific publications from the period 2018 to 2024 that focused on the continuing education of literacy teachers from the perspective of professional development.

Year	Author	Work	Nature
2018	Lilimar Hoça; Joana Paulin Romanowski.	Professional development of literacy teachers: mesh and ties.	article
2018	Marcia Helena Nunes Monteiro.	Analysis of theses and dissertations that privilege the voices of literacy teachers about their continuing education process.	thesis
2018	Vanuza Daniel da Silva.	Continuing education of literacy teachers: a study of the PNAIC in the municipality of Crato/CE.	dissertation
2019	Ana Paula Gonçalves da Silva.	Teacher training policies of the national pact for literacy at the right age (PNAIC): what was said and what was done.	Final Paper - Monograph
2019	César Gerônimo Tello <i>et al.</i>	Train teachers or produce results? National pact for literacy at the right age-PNAIC.	article
2019	Deniele Miranda Alves Ribeiro.	Contributions of the continuing education of literacy teachers in the context of the national pact for the right age – PNAIC.	dissertation
2019	Kelly Cristina Pereira Lopes	The repercussions of the national pact for literacy at the right age (PNAIC) from the perspective of teachers.	dissertation
2020	Ana Maura Tavares dos Anjos.	Narratives about the more PAIC and the continuing education of literacy teachers.	article
2020	Carla Fernanda Figueiredo Felix.	The movement of the continuing education policy "PNAIC": from the official document to literacy teachers.	thesis
2020	Lenise Teixeira de Sousa.	The PNAIC in the context of two municipalities in Minas Gerais: what are the meanings of training for the professional development of literacy teachers?	thesis
2020	Luciana Castro Oliveira Machado; Beatriz de	Notes on network formation in the national pact for literacy at the right age.	article

	Basto Teixeira.		
2020	Rayana Silveira Souza Longhin Lourenço	The formative potential of comprehensive programs for continuing education of teachers: the PNAIC case.	thesis
2021	Tatiana Andrade Fernandes de Lucca <i>et al.</i>	The articulation of teaching knowledge in continuing education processes: the context of PNAIC	article
2022	Duarte Arita Mendes	The splendor of roses in the university and in the basic school: the practical-theoretical (trans)formations and their repercussions on the professional development of teachers.	thesis
2022	Fabiane Inês de Almeida	National literacy policy: possible implications in the training of literacy teachers.	dissertation
2022	Luciane Aparecida de Souza	Professional development of literacy teachers in a collaborative perspective based on students' diagnostic assessments.	thesis
2022	Flávia Soares Diniz Pinto	The formation of the literacy teacher in Niterói: proposals and foundations.	Dissertation

Source: Authors (2024).

In the studies analyzed, common difficulties stand out, such as resistance to change and lack of institutional support, while new approaches, such as those proposed by Imbernón, offer hope for progress. Studies indicate that, for real impact, training must integrate theory and practice, promoting a collaborative and reflective culture among teachers.

The uniqueness of this study, in this sense, lies in its focus on the innovation of the continuous training of literacy teachers in Porto Velho, Rondônia. Using authors such as Imbernón and Nóvoa, the research argues that significant innovations occurred in this context between 2018 and 2024, highlighting the importance of mobilizing the debate with a focus on Amazonian education.

TRADITIONAL AND INNOVATIVE TRENDS IN CONTINUING EDUCATION

TRADITIONAL APPROACHES TO CONTINUING EDUCATION

The term "traditional" in continuing education refers to more rigid approaches focused on the technical updating of teachers, often materialized in certificates and diplomas. According to Shön (2000), technical rationality is predominant and sees teachers as instrumental problem solvers.

Fiorentini and Crecci (2013) point out that courses planned by specialists dominate the Brazilian scenario, reinforcing a cycle of blaming initial training for deficiencies in teaching practice. The comparison of the continuous learning of professors with the constant need for updating of physicians illustrates that new demands do not necessarily indicate failures in initial training.

The "training" training model, part of the traditional approach, treats development as short sessions aimed at implementing policies, which may devalue the teacher as an

autonomous professional (Day, 2001). Canário (1995) criticizes the "top-down" tendency in educational reforms, which ignore the teacher as an individual and the school as a social organization.

Chantraine-Demilly (1992) describes four models of education: university, school, contractual, and interactive-reflexive. The school model, often synonymous with traditional continuing education, involves the transmission of prescribed knowledge, lacking practical integration. Imbernón (2010) criticizes this model for its lack of post-training follow-up and feedback, which is essential for effective application in the classroom.

Traditional continuing education views professional development as linear, treating teachers as passive participants. Imbernón (2010) and Day (1999) argue that teachers' involvement should be active and intentional, aligning with their real needs and educational context. Training must advance beyond reproducing knowledge, involving continuous feedback and adaptation to the human and social complexities of teaching practice.

Traditional approaches to continuing education persist in prioritizing rigidly structured methods, which aim to update teachers' technical knowledge. Although it is not the intention to depreciate the term "traditional", in this discussion it refers to practices that often disregard the baggage of previous experiences and experiences of educators, a negative factor that discourages new learning and ideas.

Models such as "waterfall" training, where one group of experts trains others successively, are widely criticized. These processes often lack a lasting and significant impact on pedagogical practices, resulting in demotivation and resistance on the part of teachers, who do not feel actively part of training decisions.

The use of terms such as "recycling", historically associated with pedagogical updating, is considered inappropriate by many scholars, such as Mendes Sobrinho (2006), who argues that such terms reduce the complexity of the teaching profession to simple reuse exercises, without recognizing the need for continuous reflection and adaptation.

Imbernón points out that traditional training practices still predominate, often decontextualized and uniform, which limits effective application in the classroom. Despite the growth of continuing education, effective changes are scarce, with teaching treating teachers as passive executors of prescribed theories, with no room for innovation.

Traditional approaches often view the professional development process as linear, neglecting contextual, historical, and social influences. Training is thus presented as a single and homogeneous path, which often fails to adapt to the specific needs of the professionals involved.



In order for continuing education to really meet the real needs of teachers, it must free itself from these rigid models and evolve towards more innovative practices, which value the active participation and contextualization of educators. As Day (2001) suggests, teachers' predisposition to change arises when they recognize needs, diagnose contextual problems, and receive continuous and effective support.

INNOVATIVE APPROACHES

The new trends of continuing education, according to Imbernón's proposals, suggest practices that seek to break with traditional models. The goal is to offer training that really values and considers the context and experiences of teachers. These practices, although not unprecedented, propose transformative directions.

First, training should focus on the problematic situations faced by educators. Rather than adopting generic solutions, it is essential that training addresses the specific challenges of each school, promoting a process of action-reflection-action. In addition, encouraging collaboration among educators is key. This strengthens professional ties and facilitates the exchange of knowledge, indispensable elements for the development of teaching practices.

Another important aspect is the strengthening of teacher identity, which encourages teachers to value themselves and actively engage in training initiatives. Creating formative communities allows for a collective construction of knowledge, offering educators a space for belonging and exchange.

Stimulating complex thinking helps teachers to integrate different knowledge and experiences, favoring a more critical and reflective approach to their practices. In addition, considering the emotional dimensions of teaching is vital. This creates a more humane and engaging environment for learning.

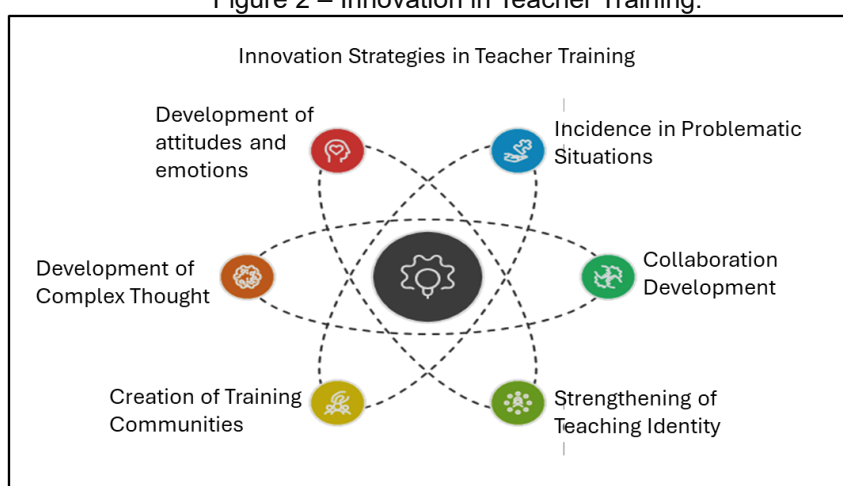
Innovative approaches are a necessary response to traditional training practices that often fail to offer decontextualized solutions. Recognizing the uniqueness of each institution and educational reality, continuous training becomes an agent of effective transformation within schools.

Valuing the autonomy of teachers and integrating their experiences into the training process not only motivates, but also strengthens their commitment to educational decisions. Research indicates that when teachers actively participate in the design and implementation of training programs, there is greater professionalization and a sense of belonging, crucial aspects for significant changes.

For educational reforms to be successful, they must rely on high-quality vocational training, aligned with the real needs identified by the teachers themselves. If driven by innovations, continuing education can effect profound changes and contribute to the improvement of teaching in the current context.

In this sense, Imbernón points out 06 (six) propositions of innovation in continuing education of teachers, namely: the incidence in problematic situations of teachers, the development of collaboration, the enhancement of teacher identity, the creation of training communities, the development of complex thinking, and the development of attitudes and emotions, as shown in figure 2.

Figure 2 – Innovation in Teacher Training.



Source: Organized by the authors (2025).

Dealing with problem situations

The treatment of problematic situations is a fundamental innovation in continuing education, as highlighted by Imbernón and other scholars. As opposed to traditional approaches that offer standardized solutions, this perspective recognizes the diversity of contexts and challenges that involve teaching practice.

The situations faced by educators vary widely, not limited to homogeneous contexts. While some difficulties may share common themes, each one unfolds in different settings, with different subjects, resources, and cultures. Models that prioritize generic solutions often fail to recognize these nuances, leading to the decontextualization of pedagogical methods and the loss of teachers' autonomy. When these unfeasible solutions do not produce results, the responsibility often falls unfairly on teachers and educational institutions.

On the other hand, when continuing education is anchored in the real needs and specific challenges of teachers, the school becomes a priority space for development and

innovation. In this scenario, the school acts as both subject and object of a cycle of action-reflection-action, driving authentic and meaningful improvements.

For this to happen, it is essential to promote school autonomy and create conditions that allow the adaptive evolution of the institution. This involves understanding it as a living organism, where aspects such as teacher qualification, availability of resources, management and school climate have a direct impact on student performance, as evidenced by research by Darling-Hammond (2015).

Continuing education must therefore be in deep harmony with the difficulties and expectations of both teachers and schools. By valuing the experiences accumulated throughout the career of educators, continuing education can minimize natural resistance to political changes and interventions, as observed in several studies. Respecting and integrating teacher autonomy is vital to avoid rejection and foster a true sense of belonging and commitment.

In addition, the active participation of teachers in the design and implementation of training programs is important for the construction of their professional autonomy. This inclusion not only promotes professionalization, but also strengthens co-responsibility in institutional decisions.

Finally, the success of educational reforms is intrinsically linked to the adequate preparation of teachers, emphasizing that generic training rarely promotes real improvements. For effective reforms, it is important that training activities fully correspond to the needs expressed by teachers. This is corroborated by studies that highlight the importance of meeting the specific expectations of educators to achieve the desired transformation in the educational landscape.

Development of Collaboration

The second innovation proposed in continuing education is the development of collaboration, as highlighted by Imbernón. Nóvoa, in a lecture in Rio de Janeiro, broke down the word "collaboration" into three essential components: "co" of cooperation, "labor" of work and "action", emphasizing working together to solve problems. This suggests that education should teach students to collaborate, also reflecting on the practice of teachers, who need to overcome traditional individualism to work collectively. Such collaboration enriches teaching more than the individual preparation of an exemplary lesson.

When collaboration is not fostered, innovations tend to be limited to personal experiences. Collaboration is essential in teacher modernity, especially in the post-Covid-19 pandemic, to build bridges both inside and outside the school. Systematic education must

overcome individualism by emphasizing equal opportunities between students and teachers. Living with experienced teachers is vital, cultivating professional culture through joint learning and knowledge sharing.

Considering the example of literacy classes with different performances within the same school, the lack of collaboration can lead to the unfair blaming of individual teachers. Continuing education should therefore encourage collective protagonism, overcoming barriers between classrooms. This approach drives organizational growth from the inside out, promoting mutual support among educators.

While external training is valuable, the real educational revolution emerges from internal dialogue, joint research, and the exchange of experiences within the school. As Nóvoa points out, educational transformation occurs when teachers come together to rethink pedagogical practices and respond to the challenges of the end of the traditional teaching model.

School culture directly influences collective protagonism. According to Day (2001), management cultures are divided into separation, connection and integration. Separation involves teacher isolation, while integration promotes full collaboration. The connection model offers flexibility, but can be restricted to superficial or mandatory cooperations.

To break pedagogical individualism, schools must promote shared autonomy, share methodological processes, and recognize human complexity in teaching. In addition, the creation of new organisational structures is key for effective collaboration and the continuous professional development of educators.

Imbernón proposes that collaborative culture should be an intrinsic principle of education, treating collaboration not as a technique, but as an ideology that fosters participation and belonging. Therefore, developing collaboration requires the commitment of teachers, schools and trainers, ensuring that continuing education is based on collective protagonism and cooperative culture.

Enhancement of Teacher Identity

The enhancement of the teacher's identity is an indispensable innovation for continuing education, as Imbernón points out. In a formative environment where control dominates, the true appreciation of teacher identity is hindered. The history of teachers is marked by dependencies and lack of autonomy, with closed curricula and hierarchies that undermine their professional identity.

Imbernón emphasizes that the teacher's identity must emerge from the capacity for personal and collective reflection. This identity is influenced by school experiences and

interactions with other educators. The professional identity of teachers is not unique and is constantly evolving, reflecting their aspirations and context.

Marcelo (2009) describes that professional identity involves four aspects: process of interpretation of experiences, dependence on the context, multiple interconnected sub-identities and contribution to self-efficacy. These factors together promote motivation and satisfaction in the teaching work.

Continuing education should therefore encourage teachers to reflect on who they want to become, stimulating continuous growth. Nóvoa warns against the dilution of teacher identity in superficial roles, such as facilitators or mentors, which can fragment the meaning of professionalism.

In addition, Tardif (2014) reminds us that the teacher is not only a transmitter of knowledge, but a subject who structures his practice based on his own meanings and knowledge. Teacher education, then, needs to recognize this complexity and offer a platform for professional dialogue and cooperation.

To this end, training must include the practice of reflexivity, improvement of working conditions and appreciation of teacher autonomy. Teachers must act as active subjects in training, committed to both personal and collective reflections and changes. Imbernón suggests the use of diaries to record and analyze experiences, stimulating self-perception and professional development.

Nothing replaces a good teacher who, through dedication, offers students new perspectives. Thus, continuous training should facilitate this growth, through strategies that integrate personal reflection and collaboration, ensuring that the teacher's identity is robust and respected.

The Creation of Formation Communities

The creation of training communities, according to Imbernón, is a fundamental innovation in the continuing education of teachers. These communities are divided into practices, trainers, and learning, each offering distinct structures and goals that promote collaboration and professional development.

Communities of practice bring together groups of teachers to develop specific knowledge and promote exchanges of experiences. They show promise when educators can observe, analyze, and evaluate lessons together, although their success depends on political and organizational support. When such communities are not viable, continuing education loses effectiveness.

The training community, on the other hand, focuses on joint action and the protagonism of teachers, allowing the internalization of concepts that restructure learning and foster autonomy. However, the Brazilian educational system, with its rigid control of time and space, makes this autonomy difficult.

Learning communities, based on communication and participation, promote dialogue and citizenship in the school environment. Principles such as shared goals, organized learning environment, and continuous evaluation are critical to its success.

Studies by Darling-Hammond (2015) and others underscore that learning communities are vital structures for effective teaching, integrating vision, practices, tools, and willingness. Shulman and Shulman add that teachers' vision and motivation, supported by understanding and reflective practices, are crucial for integrated professional development with individual and community dimensions.

To foster training communities, curricular and political support is needed, ensuring adequate resources. Imbernón proposes communities as a mutual commitment to practice, stimulating the exchange of knowledge and educational adaptation. Training communities foster a supportive environment where teachers can collaborate, solve problems, and innovate.

These communities, in this context, represent a significant evolution in the educational system, creating conditions for innovation, resilience and adaptation to contemporary needs, benefiting pedagogical practice and meeting the demands of educational contexts in the twenty-first century.

Development of Complex Thinking

The development of complex thinking is an innovation in the continuing education of teachers, as proposed by Imbernón. Training needs to incorporate complexity, since the teaching profession works in an environment of constant uncertainty and change. Complex thinking involves awareness of one's own assumptions and the evidence that supports conclusions, in contrast to automated thinking.

Teacher education is shaped by several elements, such as institutional culture and leadership styles. The recognition of complexity avoids professional alienation and fosters an in-depth understanding of social and educational phenomena.

Inspired by Morin (2001), Imbernón presents four principles for cultivating complex thinking:

1. Dialogic principle: Facilitates the understanding of education, even when marked by contradictions.



2. Recursive principle: Perceives processes as interdependent, considering training as a continuous process.
3. Hologrammatic principle: Understands that parts and whole are interconnected; Thus, teachers must know the tendencies of their students.
4. Principle of autonomy/dependence: Promotes a transdisciplinary educational approach.

This process makes teachers interact intelligently, creatively and autonomously in the face of the unique challenges of the classrooms. Training should prepare teachers to solve problems through reflective dialogues, allowing critical adjustments in their practices to better meet the needs of students. This matters for a scenario of integral and full learning.

Development of Attitudes and Emotions

The sixth alternative for teacher training is focused on the development of attitudes and emotions. Imbernón (2009, p. 91) criticizes the forgetfulness of the emotional and subjective of teachers, emphasizing that training must consider not only the theoretical and technical issues of pedagogical work, but also the emotions of educators. Without this attention, teachers can become unmotivated and indifferent, even though they have vast knowledge.

An innovative approach is the adoption of emotional geographies, as suggested by Imbernón and Hargreaves (2000, apud 2010, p. 109-110), which are divided into five categories:

- Sociocultural geography: differences between school segments make relationships strange.
- Moral geographies: school objectives do not coincide with those of the community.
- Personal geographies: differences between teachers generate distance.
- Political geographies: hierarchy and power hinder communication.
- Physical geographies: absence of meetings that promote interaction between teachers, students and the community.

Imbernón points out that training should teach teachers to use these geographies to promote self-esteem and more human bonds. Nóvoa reinforces that valuing the human dimension is essential in the transformation of the school, arguing that education must go beyond technical training for economic development. Names like Martha Nussbaum and António Damásio highlight the importance of emotions and empathy in learning, while George Steiner emphasizes teaching that provokes questions and prepares for the future.

In addition, Hoça and Homanowski (2018, p. 496) discuss teacher affection as a facilitator of learning, but warn of the risk of associating affection exclusively with the gender and age group of students, reducing the profession to a maternal role. The proposal discussed by Imbernón and Nóvoa seeks to respect teachers, value their efforts and insert an emotional approach into training policies.

The sciences indicate that emotions and subjectivities are fundamental in the teaching process, as observed by Nóvoa and Damásio, who speak of the cognitive value of emotions and the indivisibility between feeling and knowing. Thus, the development of teachers' attitudes and emotions is seen as a necessary and viable advance in continuing education, recognizing education as a comprehensive and integrated human process.

CONCLUSION

This study undertook an investigation on the trends of continuing education for the professional development of literacy teachers in the period from 2018 to 2024, seeking to understand the impact of formative innovations, especially those proposed by Imbernón, in this process. The research was motivated by the perception of the absence of a systematic approach in teacher training that effectively promotes professional development, a problem that resonates with the theoretical discussions of authors such as Nóvoa and Imbernón.

The theoretical findings, derived from a careful bibliographic survey, confirm that continuing education is an essential public policy, but that it still faces recurrent challenges. The literature analyzed, although it addresses relevant themes such as teaching knowledge, training programs and pedagogical practice, often sees innovative trends as just one aspect among others, despite recognizing their importance. This suggests that, in practice and research, traditional approaches, focused on technical updating and top-down models, still persist and limit the transformative potential of training.

In contrast, the innovative approaches, detailed from Imbernón's propositions – the treatment of problematic situations, the development of collaboration, the enhancement of teacher identity, the creation of formative communities, the development of complex thinking and the development of attitudes and emotions – emerge as effective and possible paths. These trends propose a departure from the traditional model by valuing the real context of teachers, encouraging reflection and collaboration, strengthening autonomy and professional identity, and recognizing the human and emotional dimension of teaching. The theoretical analysis reinforces that the implementation of these innovations requires a mutual commitment between teachers, schools and educational systems, overcoming individualism and promoting a culture of belonging and collective protagonism.



The uniqueness of this study by focusing on the context of Porto Velho, Rondônia, and Amazonian education, allows us to update the debate and highlight the relevance of these innovations in different Brazilian realities. Although the research presents theoretical findings from an ongoing investigation, the analysis of the literature suggests that the implementation of innovative approaches to continuing education has the potential to generate important practical impacts, which can advance teacher education policy. These include the formulation of educational policies that are more aligned with the needs of literacy teachers, the improvement of training programs that integrate theory and practice in a reflective and collaborative way, and the strengthening of learning networks that value experience, teaching knowledge, teacher identity, and complex thinking.

In short, the research reinforces the thesis that overcoming the limitations of traditional training and the adoption of innovative approaches are fundamental for the professional development of literacy teachers and, consequently, for the improvement of the quality of basic education. The findings point to the need to invest in training that recognizes the complexity of the teaching profession, promotes collaboration and reflection, and values the human dimension of educators. Future empirical research in the context studied could deepen the understanding of how these innovations manifest themselves in practice and what their concrete effects are on the professional development and pedagogical practices of literacy teachers.

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