

TEACHER TRAINING AND INNOVATIVE PRACTICES: PATHS TO TRANSFORMATIVE EDUCATION

FORMAÇÃO DE PROFESSORES E PRÁTICAS INOVADORAS: CAMINHOS PARA A EDUCAÇÃO TRANSFORMADORA

FORMACIÓN DOCENTE Y PRÁCTICAS INNOVADORAS: CAMINOS HACIA UNA EDUCACIÓN TRANSFORMADORA

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Enielen Silva de Sousa¹, Janete Rodrigues Botelho², Silvana de Sousa Pantoja³, Mara Rita Duarte de Oliveira⁴, Marinilda Corrêa Sardinha⁵, Benedita das Graças Sardinha da Silva⁶, Alexandre Augusto Cals Souza⁷, Roseli Moraes Cardoso Albuquerque⁸

ABSTRACT

The article, titled "Teacher Training and Innovative Pedagogical Practices: Paths to Transformative Education," aims to analyze how teacher training can enhance innovative pedagogical practices and, consequently, pave the way for transformative education that promotes student autonomy, creativity, and active participation in the learning process. To this end, the study is based on a bibliographic survey, mobilizing theoretical frameworks that discuss the complexity of teaching, the importance of continuing education, and the need for innovative pedagogical practices, such as those of Paulo Freire (2019), António Nóvoa (2009), Selma Garrido Pimenta (2012), and Maurice Tardif (2014). The study indicates that teacher training, when conceived as a continuous and critical process, can foster innovative pedagogical practices centered on active student participation, collaborative work, and the problematization of reality. The article's scope is that critical teacher training, grounded in solid theoretical foundations and an ethical-political commitment to the emancipation of the individual, constitutes an indispensable path to implementing innovative pedagogical practices that contribute to the construction of a democratic, humanizing, and transformative education.

¹ Master's student in City, Territory, Identity and Education. Universidade Federal do Pará (UFPA).
E-mail: sousaenielen@gmail.com

² Master in City, Territory, Identity and Education. Universidade Federal do Pará (UFPA).
E-mail: janegir100@hotmail.com

³ Master in Education and Science Teaching in the Amazon. Universidade do Estado do Pará (UEPA).
E-mail: silvanasousabio11@gmail.com

⁴ Dr. Prof. in Education. Universidade de Integração Internacional da Lusofonia Afro-Brasileira (UNILAB).
E-mail: mararita@unilab.edu.br

⁵ Doctorate in Education. Fundação Universitária Iberoamericana (FUNIBER).
E-mail: nilda_correa16@gmail.com

⁶ Master in Education. Universidade do Estado do Pará (UEPA).
E-mail: sardinhadousj@yahoo.com.br

⁷ Dr. Prof. in Education. Universidade Federal do Pará (UFPA).
E-mail: alexandre@ufpa.br

⁸ Dr. Prof. in Education. Instituto Federal do Pará.
E-mail: roseli.albuquerque@ifpa.edu.br

Keywords: Teacher Training. Education. Protagonism. Knowledge. Critical Emancipation.

RESUMO

O artigo intitulado “Formação de professores e práticas pedagógicas inovadoras: caminhos para a educação transformadora” tem como objetivo analisar de que maneira a formação de professores pode potencializar práticas pedagógicas inovadoras e, conseqüentemente, abrir caminhos para uma educação transformadora, que promova autonomia, criatividade e participação ativa dos estudantes no processo de aprendizagem. Para tanto, o estudo fundamenta-se em um levantamento bibliográfico, mobilizando referenciais teóricos que discutem a complexidade da docência, a importância da formação continuada e a necessidade de práticas pedagógicas inovadoras, tais como Paulo Freire (2019), António Nóvoa (2009), Selma Garrido Pimenta (2012) e Maurice Tardif (2014). O estudo aponta que a formação de professores, quando concebida como processo contínuo e crítico, é capaz de fomentar práticas pedagógicas inovadoras, centradas na participação ativa do estudante, no trabalho colaborativo e na problematização da realidade. O artigo traz em seu escopo que a formação docente crítica, fundamentada em bases teóricas sólidas e no compromisso ético-político com a emancipação do sujeito, constitui caminho indispensável para a efetivação de práticas pedagógicas inovadoras, que contribuem para a construção de uma educação democrática, humanizadora e transformadora.

Palavras-chave: Formação de Professores. Educação. Protagonismo. Saberes. Emancipação Crítica.

RESUMEN

El artículo, titulado "Formación Docente y Prácticas Pedagógicas Innovadoras: Caminos hacia una Educación Transformadora", busca analizar cómo la formación docente puede potenciar las prácticas pedagógicas innovadoras y, en consecuencia, sentar las bases para una educación transformadora que promueva la autonomía, la creatividad y la participación activa del alumnado en el proceso de aprendizaje. Para ello, el estudio se basa en una revisión bibliográfica, utilizando marcos teóricos que abordan la complejidad de la docencia, la importancia de la formación continua y la necesidad de prácticas pedagógicas innovadoras, como los de Paulo Freire (2019), António Nóvoa (2009), Selma Garrido Pimenta (2012) y Maurice Tardif (2014). El estudio indica que la formación docente, concebida como un proceso continuo y crítico, puede fomentar prácticas pedagógicas innovadoras centradas en la participación activa del alumnado, el trabajo colaborativo y la problematización de la realidad. El objetivo del artículo es que la formación docente crítica, fundamentada en sólidos fundamentos teóricos y un compromiso ético-político con la emancipación individual, constituye un camino indispensable para implementar prácticas pedagógicas innovadoras que contribuyan a la construcción de una educación democrática, humanizadora y transformadora.

Palabras clave: Formación Docente. Educación. Protagonismo. Conocimiento. Emancipación Crítica.

1 INTRODUCTION

Teacher training has been consolidated as one of the central pillars for strengthening education in societies marked by rapid social, cultural and technological transformations. In this context, innovative pedagogical practices emerge as fundamental alternatives to overcome traditional teaching models and promote more meaningful learning. In this sense, thinking about teacher training articulated with innovative methodologies implies understanding the role of the teacher as a critical and reflective mediator, capable of fostering student protagonism and contributing to the construction of a truly transformative education. Thus, this article seeks to discuss how teacher training can enhance innovative pedagogical practices? And, consequently, how to open paths for an education that meets contemporary demands, promoting autonomy, creativity and active participation of subjects in the educational process?

It is worth mentioning that the present study has the general objective of analyzing how teacher training can enhance innovative pedagogical practices and, consequently, open paths for a transformative education, which promotes autonomy, creativity and active participation of students in the learning process. To achieve this purpose, the work seeks, first, to understand, in the light of theoretical references, the relationship between teacher training and pedagogical innovation.

In addition, it seeks to reflect on the practical experiences lived by the researchers in their contexts of work, identifying both the challenges and the possibilities inherent to the implementation of innovative practices in the school space. Finally, it is intended to discuss how the articulation between theory and practice can contribute to the construction of a democratic, inclusive school in tune with contemporary demands, reaffirming the centrality of teacher training in the strengthening of a critical and transformative education.

The methodological choice was based on a bibliographic approach, with the purpose of gathering, analyzing and discussing theoretical references that deal with teacher training, pedagogical innovation and transformative education. The study sought, in contemporary authors, bases to reflect on the challenges and possibilities that emerge in the current educational scenario, especially with regard to the need to align pedagogical practices with the demands of a society in constant transformation.

Bibliographic research is fundamental in studies on teacher training and innovative practices, as it provides a solid basis for understanding what has already been produced

in the educational field and how this knowledge can guide new paths. According to Antônio Nóvoa (1995, p. 25), "teacher training should be thought of from a perspective of personal and professional development, in which the teacher recognizes himself as the subject of his own training". By revisiting academic productions, the researcher finds not only concepts, but also critical views that illuminate the challenges of teaching practice and reinforce the need for transformative education.

This movement of dialogue with literature goes beyond a theoretical survey; it is also an act of listening and acknowledgment. Freire (2019, p. 32) states that "teaching is not transferring knowledge, but creating the possibilities for its own production or construction". In this sense, when studying authors who inspire innovative practices, the researcher does not limit himself to repeating ideas, but begins to reflect critically on how these conceptions can be applied and reinvented in the school reality. Bibliographic research, therefore, functions as a meeting space between the past, present and future of education, allowing new proposals not to emerge from a vacuum, but from a continuous and fruitful dialogue.

The relevance of this type of research is also revealed in the ethical commitment to give legitimacy to academic work. According to Tardif (2014, p. 45) "the knowledge of teachers is plural, formed by the combination of knowledge from training, experience and social interactions", by articulating the knowledge already produced in the literature with new perspectives, the researcher contributes to the strengthening of the teaching profession and to the construction of pedagogical practices that value both the teacher and the student. Thus, bibliographic research is not only a methodological requirement, but a gesture of care for knowledge and the possibility of social transformation through education.

Thus, the methodology used sought not only to map relevant theoretical contributions, but also to articulate these reflections with practical reality, in order to show how teacher training, when aligned with innovative practices, can favor the construction of an education that prioritizes autonomy, creativity and the active participation of students. Thus, space is opened for the consolidation of a more democratic, humanized school in tune with contemporary demands.

2 CHALLENGES OF THE TEACHING PROFESSION AND THE IMPORTANCE OF CONTINUING EDUCATION: SOCIAL AND TECHNOLOGICAL DEMANDS AND PEDAGOGICAL INNOVATIONS

In recent decades, the teaching profession has undergone profound transformations in the face of the social and technological changes that mark contemporaneity. The teacher, previously seen almost exclusively as a transmitter of knowledge, is now called upon to assume multiple roles, adapting to the new demands of a society in constant mutation. This process requires critical reflection on their practice, their knowledge, and the meaning of education in a digitized and globalized world.

Freire (2019) already warned that education is not neutral: it can both reproduce oppressive structures and liberate subjects. Thus, the teacher faces the challenge of mediating knowledge in a reality where technologies, while expanding access to information, can also deepen inequalities.

Teaching knowledge is multiple, resulting from training, experiences and social interactions. In the face of social and technological changes, this knowledge needs to be constantly updated, but without losing sight of the human bond that sustains educational practice, as Tardif (2014) reinforces.

In other words, the teacher's identity is built in the articulation between training, experience and historical context. Today, teachers must continually rebuild their professional identity, dealing with new roles imposed by digital technologies and the demands of a hyperconnected society.

Therefore, reflecting on the current challenges and demands is to understand that the teaching work is not limited to the classroom, but expands to the social, political and cultural dimensions. Among the main challenges is the need to deal with students who are born in contact with digital technologies. These subjects present new ways of learning, interacting and producing knowledge, which requires new teaching methodologies from teachers.

In this sense, the mere presence of technologies in school, however, does not guarantee a transformative education. As Freire (2019) warns, it is essential that teachers take a critical stance towards digital tools, seeking to use them as instruments of liberation and not alienation.

In this scenario, the demand for continuing education is growing. Nóvoa (2009) argues that the professional development of teachers should be understood as a

continuous process, in which the teacher collectively constructs knowledge and practices. This perspective becomes even more urgent in a society in constant technological innovation. Nóvoa (2009) also draws attention to the role of the collective in teacher training. In the face of current demands, it is not enough to invest only in individual skills; It is necessary to strengthen learning communities among teachers, in order to share experiences and face challenges together.

According to Tardif (2014), the teacher cannot be seen only as an applicator of methodologies, but as a subject who produces knowledge from his practice. Social and technological changes, therefore, do not replace the teaching role, but require that it be resignified. Another challenge that is imposed is the emotional and psychological overload experienced by teachers. The pressure for results, added to social transformations and the demands for technological adaptation, puts the well-being of teachers in check, often compromising the quality of teaching.

In addition, new technologies, if well used, can enhance teacher creativity, allowing for more interactive and collaborative methodologies, but for this it is necessary to have adequate training, time for planning and institutional support. The teacher, therefore, should be seen as the protagonist of the educational process, and not as a simple executor of external demands. It is in this protagonism that the possibility of facing the challenges and demands of the present is found.

The teaching profession, more than ever, requires courage. Courage to dialogue with social transformations, courage to reinvent pedagogical practices and courage to resist policies that devalue the work of the educator. At the same time, it is a profession that brings hope. As Freire (2019) states, education is a practice of freedom and hope. The teacher, in his daily action, sows possibilities for a more just and humane future.

Thus, reflecting on the challenges and demands of the teaching profession is also affirming its relevance. In a world of accelerated change, the role of the teacher remains irreplaceable, as he is the one who gives human meaning to the educational process. In short, the teaching profession faces multiple challenges in the face of social and technological changes. However, supported by a critical, reflective and collective practice, teachers can transform such challenges into opportunities for reinvention, reaffirming teaching as an essential practice for the construction of a more just and democratic society.

The educator encounters several challenges in the educational environment, the school is a space of effectiveness for practices that involve various constructions of knowledge and the teacher is a mediator in this process of acquiring concepts, so he needs to seek readings, research, training to be a quality professional in the construction of knowledge, through didactics that dialogue and face the learning difficulties of students. For Nóvoa (1995), there are numerous challenges in the educational space, but this change will only happen when the attitudes come from the educator to contribute to the transformation of a quality environment for our students, respecting their needs. And training is important for these educational advances. Like this:

The training of a professional is not limited to the acquisition of certain knowledge or certain skills, it implies experiences, interactions, socialization dynamics, the appropriation of a culture and a professional ethos. It is a complex reality that requires a presence and a common work between those who are graduating and those who are already teachers [...] (NÓVOA, 1995, p. 15).

The teacher, in order to work in a dialogical, critical way, has to start from an elaborated attitude with goals to be achieved, a philosophical idea with well-explained and outlined intentions, leading the student to rescue their experiences and appropriate their cultures as something valuable. According to Freire (2019), teaching and learning must be dialogical to diversity, in the reality of each student, so that it is a construction of foundations of rights, communicative and in accordance with their needs, that is, for the teacher to have critical positions in the school space, he must seek training that strengthens liberating practices in the construction of knowledge for quality teaching and equity for all who involve the educational environment. According to Freire, (2019, p. 10).

The scientific preparation of the teacher must coincide with his or her ethical rectitude. It is a pity any mismatch between that and this one. Scientific training, ethical correctness, respect for others, coherence, the ability to live and learn from what is different, not allowing our personal discomfort or our antipathy towards the other to make us accuse him of what he did not do are obligations to which we must humbly but perseveringly dedicate ourselves.

Corroborating Nóvoa, he states that "training should stimulate a critical-reflective perspective, which provides teachers with the means of autonomous thinking and facilitates the dynamics of participatory self-education" (1995, p. 13). However, we perceive in the author's statement that training strengthens the professional in his

pedagogical practices in a safe way, enabling autonomy in his role in the classroom in a participatory, dialogical way, as it stimulates the educator to think, recreate and execute in an expressive way in the educational sphere, building quality teaching that emerges from the students' difficulties.

Also according to Luckesi (2006), the professional needs to leave his comfort zone to break paradigms and face new challenges and he will only allow him to reach this educational path by reflecting, creating, redoing and practicing with his students in the school space. The student has to have the opportunity to learn knowledge in an expressive, contextualized, didactic way that faces and critically debates their deficiencies, but to accomplish the teacher has to give himself from the heart, seek training to fight against challenges and thus be able to build pleasurable knowledge with his students, because:

To educate and educate oneself, in the practice of freedom, is not to extend something from the "thirst of knowledge" to the "thirst of ignorance" to "save", with this knowledge, those who inhabit it. On the contrary, educating and educating oneself, in the practice of freedom, is the task of those who know that they know little, so they know that they know something and can thus come to know more – in dialogue with those who, almost always, think that they know nothing, so that they, transforming their thinking that they know nothing into knowing that they know little, can also know more (FREIRE, 2019, p. 25).

In this sense, the teacher must transform his work environment through a didactic that talks and faces the problems of his students, he needs to seek strategies, he is an author who can change the scenario through his critical-reflective classes in which the student can develop an educational scope. For Freire (2019), what matters in teacher studies is not the repetition of contents, gestures, the routine in which that student is, for him the professional has to be aware of the feelings, curiosities, fears that concern this student, enabling autonomy, the courage to overcome their obstacles in the very environment of knowledge construction. Like this:

No true teacher training can be alienated, on the one hand, from the exercise of criticality that implies the promotion of naïve curiosity to epistemological curiosity, and on the other, without recognizing the value of emotions, sensitivity, affectivity, intuition or divination. To know is not, in fact, to guess, but it has something to do, from time to time, with guessing, with intuiting. The important thing, there is no doubt, is not to be satisfied at the level of intuitions, but to submit them to the

methodically rigorous analysis of our epistemological curiosity (FREIRE, 2019, p. 20).

The teacher is an important actor, of initiative in the classroom, his role is to face the adversities encountered, according to Freire (2019), that is, teachers need to be closer and closer to the differences of their students, to their reality so that they can develop meaningful learning with their pupils in the educational sphere.

For Freire (2019), the teacher needs to strive to recreate in his space of knowledge evolution, the studies of his practices must be permanent, since no pedagogical activity is created without meaning, but in the historical, contextualized, social, economic space, in different environments. And the teacher is a fundamental actor in this field to seek to understand these concerns that involve our students, and continuing education is a responsible attitude that enables a democratic, free, fair and egalitarian school.

However, thinking about education from the perspective of human transformation requires thinking about the human being as a whole, constituted by his weaknesses in the face of human ties, but also endowed with the potential to emancipate himself from these ties.

And the existence of these real subjects crosses history and challenges the school to commit to its historical and social condition, in order to, dialogically and interactively, construct alternatives to instrumentalize these subjects for the daily exercise of resistance and liberation. One of Freire's great legacies is to make us reflect on the need for humanization, awareness, humanizing, democratic education, in order to free ourselves and the oppressed from such a condition.

Awareness is this: to take possession of reality; for this reason, and because of the utopian rootedness that informs it, it is a departure from reality. Awareness produces demythologization. It is evident and impressive, but the oppressors will never be able to provoke awareness for liberation: how can I demythologize if I oppress? On the contrary, because I am an oppressor, I tend to mystify the reality that is given to the capture of the oppressed, for whom the capture is done in a mystical and non-critical way. The humanizing work can be none other than the work of demystification. That is why it makes us think about changing the world (FREIRE, 1979, p. 16-17)

And education can be a bias to problematize the lived reality, seeking in the social practices of the subjects that make up education, the guiding thread of the discussions and the essential element to add their knowledge, which is loaded with lived experiences, to the formal knowledge that is produced by science and socialized in school. And thus,

to guarantee the intersection between the knowledge of experience and formal knowledge, so that one enables the instrumentalization for the action of the other.

Education, as an established social practice, is a fundamental space for the individual and collective production of meanings and practices that have as perspectives the intervention in the objective and subjective life of men, serving as an instrument of reading, analysis and intervention in reality, concretizing in the daily life lived the formation of man. (BRITO, 2016, p. 42)

Such a work perspective requires that the teacher bends over to make his planning and execution of his work, true moments of learning, which provide a better reading of the world and aim at the transformation of reality. For Freire (2011, p. 95).

As a teacher, it is not possible for me to help the student to overcome his ignorance if I do not permanently overcome mine. I can't teach what I don't know. But this, I repeat, is not knowing that I should only speak and speak with words that the wind blows away. It is to know, on the contrary, that I must live concretely with the students. The best discourse about him is the exercise of his practice.

Such words demonstrate that, in addition to verbalizing, the teacher needs to demonstrate concern and perspectives of change in his daily actions. Freire provokes us to think and act so that education is notably a mechanism for the promotion of social justice. For this, it must be dialogical, critical, problematizing, promote the dignity of the subject and maintain coherence between speaking and acting, between conception and action.

3 CREATIVITY AND CRITICAL TEACHER TRAINING: EXPERIMENTATION, REFLECTION AND EMANCIPATION IN TEACHING-LEARNING

To think of an education that contributes not only to the labor market, but also to life in society, that is critical and reflective, is to think of an education that takes into account creativity and the ability to experiment, which are essential for the teaching-learning process. The teaching-learning process is a name for a complex system of behavioral interactions between teachers and students (KUBO; BATOMÉ, 2001). In this sense, the teacher must create an environment that connects theory to practice, in order to develop the student's autonomy, in the face of a scenario in which he finds himself, surrounded by the challenges of technological innovations increasingly present in his daily life.

In addition, creativity and experimentation are mechanisms that can help teachers and students in the active engagement of the activity, making them understand concepts more deeply from critical thinking, also improving the ability to solve certain problems. In this process, instead of students simply memorizing information or content, they will be protagonists of their own learning, developing critical skills. This approach is corroborated by authors such as Freire, who defends a dialogical education where the educator and the student build knowledge together (FREIRE, 2019). Both creativity and experimentation play important roles in the teaching-learning process, but they should not happen in any way, it is necessary first of all to plan and that these are thought of from the participation of students. Therefore, the teacher has a fundamental role in carrying out these activities, aiming at the development of the student based on their participation and involvement.

Creativity allows students to express their ideas in an innovative way, contributing to more autonomous and motivating learning. In addition, it is directly related to the development of socio-emotional skills, such as empathy, collaboration, and resilience (ESTEVAM, 2021). According to the author, this is a skill that should be fostered from childhood, as it allows individuals to think outside conventions and find innovative solutions to complex problems. In this way, the teacher needs to use creativity in his favor, it is not simply creating something, but keeping in mind what this creation will enable for his student, formulating activities that stimulate creativity preferably from interdisciplinarity, taking into account the most varied contexts in which students find themselves, enabling them, Be creative.

Therefore, the school environment as an educational institution must assist the teacher in the execution of these activities, since the good will of the teacher and the students is not enough. With reference to this environment, the teacher is a key element to facilitate the development of the students' creative potential. To this end, the school needs to be a space that cultivates and values the original ideas of its educators, providing opportunities for the development and blossoming of skills that these professionals are often unaware of their possession.

Lubart (2007) points out that, even if these professionals try to develop practices that stimulate creative thinking in the school context, as long as there is no investment in their training (initial and continuing) in relation to the importance of cognitive, conative and environmental aspects in the development of creativity, the school will continue not to work

on creative skills or will do so in an intuitive and unprepared way, without being able to meet society's growing demand for more creative individuals who know how to face the constant challenges of today. In the same way, the process of experimentation should take place, where experimental activities can enable an exchange of knowledge between the subjects involved in the educational act.

Experimentation is an essential methodology in teaching, as it provides students with a practical experience that complements theory, not only facilitates the understanding of complex concepts, but also stimulates the interest and curiosity of students in the most diverse spheres of learning, as practical activities based on experimentation make students able to investigate a situation, questioning and seeking explanations for certain phenomena of nature. The fact of questioning and seeking explanations contributes to the citizenship formation of this student, who starts to look at the phenomena beyond the event, but the reason for this event.

It is important to highlight that for the teaching-learning process to occur from experimentation, it needs to involve students in a practical way, where they will be protagonists of the process, it is what we "call getting hands-on", students need to participate actively, not just being receivers of what the teacher is doing, on the contrary he needs to do it to then observe. According to Freire (2019), active learning involves the student's participation in the educational process, where he is encouraged to build his knowledge.

For Freire, true teacher training takes place between epistemological curiosity in connection with the recognition of the value of emotions, sensitivity, affectivity, intuition, and divination (2019, p.45). In this way, the teacher intertwines a testimony of decency (ethical sensitivity) and purity (aesthetic sensitivity) to develop the learning and education of boys and girls in different school contexts, in particular, we can emphasize in the context of the Amazon region, where the professional performance of the researchers/authors of this work is inserted.

Dialoguing with Pimenta (2005), we can observe that the paths that are being taken in relation to teacher training have not been so effective in relation to the training process, which has given rise to discussions to think about necessary strategies and one of the paths pointed out is the construction of a professional identity for the teacher, which will take place from the beginning of training and constantly in the construction of a training that, according to Freire (1996), it must be permanent.

It will also take place from the point of view of working on the needs of the realities experienced by schools in their historical and social contexts, of the experiences shared through the teaching collective, of the investigation, always in a critical-reflective perspective, because "the teaching degree is expected to develop in students knowledge and skills, attitudes and values that enable them to permanently build their teaching knowledge-doing based on the needs and challenges that teaching as a social practice places them in their daily lives", (PIMENTA 2005).

It is in this sense that training should stimulate criticality, the construction of politicized, emancipated teachers, mobilizers of knowledge, who build and also rebuild themselves as they teach, who form and while they train, exercise critical reflection on practice, because "it is by thinking critically about the practice of today or yesterday that one can improve the next practice." (FREIRE, 1996).

The teacher has the potential to decide the style and practice training that he/she intends to assume and develop on the classroom floor, to acquire knowledge, contents and skills necessary for the construction of his/her teacher training in a way that makes it possible to articulate the contents and knowledge that are produced from the experiences and experiences of his/her students for the acquisition of teaching-learning in a permanent and meaningful promotion.

In this educational process and the construction of teacher training, the educator, the student and the school are harmoniously interconnected and inseparable, otherwise:

Educator and students file themselves to the extent that, in this distorted vision of education, there is no creativity, there is no transformation, there is no knowledge. There is only knowledge in invention, in reinvention, in the restless, impatient, permanent search that men make in the world, with the world and with others. A hopeful search too (FREIRE, 2013).

This search for permanent teacher training occurs as the subject of the process establishes a relationship of awareness in relation to his or her formative process, submitting to the practice of teaching-learning, taking into account "assuming oneself as a social and historical being, as a thinking, communicating, transforming, creative, dream-making being, capable of being angry because capable of loving. To assume oneself as a subject because capable of recognizing oneself as an object." (FREIRE, 1976).

Freire provides us with elements that become indispensable to the search for permanent education, one of them is to think critically about the exercise of practice,

which, in dialogue with Nóvoa, proposes training in a perspective that he calls reflexive criticism that "provides teachers with the means of autonomous thinking and that facilitates the dynamics of self-participated training" (NOVOA, 1995, *Apud* PIMENTA, 2002).

Another necessary element in the process of permanent formation, this one perhaps the most indispensable, because it enhances the subject's need to insert himself in a permanent movement of search, which is the awareness of the unfinished.

In fact, it would be a contradiction if, unfinished and aware of the incompleteness, the human being did not insert himself into such a movement. It is in this sense that, for women and men, being in the world necessarily means being with the world and with others [...]. It is in the incompleteness of being, which is known as such, that education as a permanent process is founded. (FREIRE, 2019.p.18).

It is by becoming aware of the incompleteness that we become a participant in the constant process of searching, unfinished and aware of the incompleteness, which makes them curious, inquisitive, which enables teachers to surrender themselves to a permanent search for being more. It is by becoming aware of the incompleteness, as by the constant search that in this process of intervention that they become capable of transforming the reality that surrounds them according to Paulo Freire.

In line with the authors Saul; Saul (2004) that are also aligned with Paulo Freire's thought about teacher training as permanent training and the idea of the human being as an unfinished, inconclusive being. They state:

For Paulo Freire, permanent education presupposes that the trainer and the trainee understand themselves as inconclusive beings and that this is a human condition that impels man to embark, curiously, on the search for knowledge of himself and the world. Freire considers that this is an ontological vocation and that, by realizing that the destination is not given, subjects may increasingly be able to (re)write their stories, contributing to the change of the unjust social order that dehumanizes and oppresses (SAUL, 2016, p.25).

The authors also emphasize the ethical commitment that teachers must assume with the lives of their students and social transformation, and with their own permanent education, who must be willing to always continue learning throughout their teaching career and understanding that it is necessary to engage in training.

Freire's permanent education as a principle for policies, programs and practices for the training of educators can constitute an ethical commitment to be assumed by critical educators who wish to break with the myth of the neutrality of education and with the adaptation of human beings to a supposed life in harmony in a society marked by inequality. It means thinking within the *language of possibility*, in which the present and the future can be created and recreated, based on a collectively organized social praxis (SAUL, 2016, p.33).

Therefore, it is essential to "value training paradigms that promote the preparation of reflective teachers, who take responsibility for their own professional development and who participate as protagonists in the implementation of educational policies." (NOVOA, 2011, p.64). And even thinking, specifically human, education is gnosiological, it is directive, therefore political, it is artistic and moral, it uses means, techniques, it involves frustrations, fears, desires. It requires from me, as a teacher, a general competence, a knowledge of its nature and special knowledge, linked to my teaching activity. (FREIRE, 1996) to promote the awareness, autonomy and emancipation of its students.

4 FINAL CONSIDERATIONS

In this perspective, it is considered that the teacher-researcher is a protagonist of significant changes in the classroom, especially in the search for differentiated methodologies, innovative materials, in order to bring improvements in the teaching and learning process of students.

And, thus, it is observed that teaching and the teacher in action have a social function, because educating has a purpose, the teacher and his commitment to continuous improvement transform his pedagogical work into a space for innovation. In this way, this teacher transforms the classroom into a constant research environment, improving the quality of teaching, forming more curious and critical and prepared students.

In addition, this teacher reflects on practice, as he is able to critically review what works and what does not work in his classroom. Observing the effectiveness of their strategies, they perceive the difficulties of the students, and the impact of their interventions. This continuous self-assessment allows him to adjust his lesson plan and improve student performance.

In this sense, the reflective teacher and investigator has the ability to examine his practice, question his values, identifying his problems and formulating hypotheses, assuming responsibility for his professional development.

In this way, learning is a journey of shared discoveries, the teacher by bringing research to the classroom encourages students to also become researchers. They learn to question, to seek answers, to analyze information and to build their own knowledge, making learning more meaningful and stimulating, transforming the student from a passive receiver into an active agent of their own learning process.

However, the research teacher has offered significant changes in the classroom and in teaching, and for this process to last even longer, it is of paramount importance that there are more investments and opportunities for teachers in institutions that offer postgraduate and/or improvement courses. Where in fact, the integration of theory and practice is more present in school environments. And, thus, develop research skills, where students have the opportunity to develop and experience research, from Basic Education learning to collect, analyze and interpret data, which better prepares them for future academic and professional challenges. And in this sense, these changes reflect a transformation in the role of the teacher, who is no longer a mere transmitter of knowledge to become a facilitator of student learning. and a guide in the investigation process.

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