

**THE IDENTITY OF THE TEACHING PROFESSIONAL: THEIR TRAINING AND
REFLECTIONS IN THE STATE OF GOIÁS**

**A IDENTIDADE DO PROFISSIONAL DOCENTE: SUAS FORMAÇÕES E
REFLEXÕES NO ESTADO DE GOIÁS**

**LA IDENTIDAD DEL PROFESOR PROFESIONAL: SU FORMACIÓN Y
REFLEXIONES EN EL ESTADO DE GOIÁS**

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ABSTRACT

This article analyzes the evolution of the professional identity of teachers and its relationship with initial and continuing education in the State of Goiás. It is based on the premise that teaching constitutes a socially and culturally mediated practice, whose knowledge is formed at the intersection of theory and practice. Teaching is not limited to the mere transmission of knowledge, but rather involves the formation of individuals for the progress and transformation of society. The research, of a bibliographic and documentary nature, is based on authors such as Gatti (2016), Nóvoa (1992, 2017), Pimenta (1999), Sacristán (1995), and Tardif (2002), as well as documents such as the National Education Plan (PNE) and the Goiás State Education Plan (PEE 2015–2025). Public policies and concrete working conditions shape teacher identity, and continuing education can act as a key element in professional development and career advancement for teachers.

Keywords: Teacher Identity. Initial Training. Continuing Education. Goiás. Educational Policies.

RESUMO

Este artigo analisa a evolução da identidade profissional docente e suas relações com as formações iniciais e continuadas no Estado de Goiás. Parte-se do pressuposto de que a docência constitui uma prática social e culturalmente mediada, cujos saberes se formam na intersecção entre a teoria e a prática. A docência não se restringe somente à mera transmissão de conhecimento, mas sim na formação das pessoas para o progresso e a transformação da sociedade. A pesquisa, de natureza bibliográfica e documental, baseia-se em autores como Gatti (2016), Nóvoa (1992, 2017), Pimenta (1999), Sacristán (1995) e Tardif (2002), além de documentos como o Plano Nacional de Educação (PNE) e o Plano Estadual de Educação de Goiás (PEE 2015–2025). As políticas públicas e as condições concretas de trabalho moldam a identidade docente e a formação continuada pode atuar como eixo articulador do desenvolvimento profissional e da valorização da carreira docente.

Palavras-chave: Identidade Docente. Formação Inicial. Formação Continuada. Goiás. Políticas Educacionais.

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RESUMEN

Este artículo analiza la evolución de la identidad profesional docente y su relación con la formación inicial y continua en el estado de Goiás. Se parte de la premisa de que la docencia es una práctica mediada social y culturalmente, cuyos conocimientos se forman en la intersección entre la teoría y la práctica. La docencia no se limita a la mera transmisión de conocimientos, sino que consiste en la formación de las personas para el progreso y la transformación de la sociedad. La investigación, de carácter bibliográfico y documental, se basa en autores como Gatti (2016), Nóvoa (1992, 2017), Pimenta (1999), Sacristán (1995) y Tardif (2002), además de documentos como el Plan Nacional de Educación (PNE) y el Plan Estatal de Educación de Goiás (PEE 2015-2025). Las políticas públicas y las condiciones concretas de trabajo moldean la identidad docente, y la formación continua puede actuar como eje articulador del desarrollo profesional y la valorización de la carrera docente.

Palabras clave: Identidad Docente. Formación Inicial. Formación Continua. Goiás. Políticas Educativas.

1 INTRODUCTION

The discussion about the professional identity of teachers and the processes of teacher training has been consolidated as one of the central themes in contemporary educational research. In a scenario marked by rapid social, cultural and technological transformations, understanding the role of the teacher as a historical, critical and reflective subject has become an urgent and necessary task. In Brazil, and particularly in the State of Goiás, this debate gains relevance by highlighting the intrinsic relationship between initial training, continuing education and professional valorization, fundamental dimensions for strengthening teaching and improving the quality of basic education.

Authors such as António Nóvoa (1992), Maurice Tardif (2002) and Paulo Freire (1996) highlight that teacher identity is not a static attribute, but a dynamic process of construction, forged in the interaction between knowledge, practices and experiences. For Nóvoa (1992, p. 25), "continuous training should be integrated into the daily work of teachers and schools, and not be an isolated episode or a moment outside of time and professional space", showing that professional learning becomes effective when it is incorporated into daily life and becomes part of the teacher's own identity. Tardif (2002, p. 36) emphasizes that "teachers' knowledge is plural, it is composed of knowledge from their professional training, their life history and their daily practice", demonstrating that the teaching work is based on a set of heterogeneous and socially constructed knowledge, which form the basis of the teacher's professional identity. Freire (1996, p. 25), in turn, expands this conception by arguing that:

"Teaching is not transferring knowledge, but creating the possibilities for its own production or construction. Therefore, teaching requires ethics, aesthetics, lovingness, and commitment to social transformation."

In this context, discussing teacher training in Goiás implies understanding how public and institutional policies shape teacher professionalism and influence the constitution of their identity. In recent decades, the State has developed significant actions through the State Education Plan (PEE 2015–2025), which establishes goals for the appreciation and continuing education of educators, recognizing them as strategic agents in the educational process. Initiatives such as Pair Training, promoted by the Center for Studies, Research and Training of Goiás (CEPFOR), and the Formative Roots program, demonstrate advances in the search for collaborative, contextualized education focused on the reality of public schools. However, challenges remain related to the fragmentation between initial and continuing

education, the precariousness of working conditions and the need for effective articulation between universities and education networks, as pointed out by Gatti (2016) and Dourado (2015).

The relevance of this study lies, therefore, in the possibility of critically reflecting on the process of teacher training in the State of Goiás, articulating it with the construction of the professional identity of teachers. By understanding teaching as a complex social practice, crossed by ethical, political and pedagogical dimensions, it seeks to highlight the importance of an emancipatory and reflective education, which goes beyond the mere transmission of content and promotes the integral development of the educator.

The general objective of this article is to analyze how initial and continuing education contribute to the constitution of the professional identity of teachers in Goiás. As specific objectives, it is proposed: to discuss the theoretical foundations of teacher identity; to examine the role of initial and continuing education policies in the State; and to reflect on the tensions, challenges and perspectives that permeate the professionalization and appreciation of teachers in Goiás.

Methodologically, this is a qualitative research of a bibliographic nature, based on classic and contemporary authors in the area of teacher training and professional identity, such as Freire (1996), Nóvoa (1992, 2017), Tardif (2002), Pimenta (1999), Contreras (2002), Imbernón (2000), García (1999), Gatti (2016) and Dourado (2015). The analysis also considers official documents, such as the Law of Guidelines and Bases of National Education (Law No. 9,394/1996) and the State Education Plan of Goiás (2015–2025), seeking to establish relationships between theoretical propositions and training practices developed in the local context.

Thus, the introduction of this article situates the problem of the professional identity of teachers at the confluence between training and practice, theory and reality, valorization and autonomy. Throughout the article, the text deepens the discussion on the constitutive elements of teacher identity, examines the dynamics of initial and continuing education in Goiás, and presents critical reflections on programs and public policies aimed at teacher training, culminating in final considerations that reaffirm the centrality of teaching as a transforming axis of education and society.

2 THE PROFESSIONAL IDENTITY OF TEACHERS

The professional identity of teachers is a social, historical and cultural construct in permanent evolution. It is not something given, but a process of **continuous (re)construction**, which manifests itself in the articulation between **initial training, continuing education, pedagogical practice and life experiences**. For **António Nóvoa (1992)**, the teacher's identity cannot be understood as a fixed essence, but as the result of multiple interactions and personal and professional trajectories that are intertwined in time. The author argues that teaching should be understood as a "process of self-construction", a life project that is constantly redefined in dialogue with the school and sociocultural contexts in which the teacher works.

Similarly, Maurice Tardif (2002, p. 36) states that "teachers' knowledge is plural, it is composed of knowledge from their professional training, their life history and their daily practice", which demonstrates that the teacher's professional identity is structured on a set of heterogeneous and socially constructed knowledge. Thus, for the author, professional knowledge is not only theoretical or scientific, but also practical and experiential. It is knowledge produced in the daily relationship with students, colleagues and the school environment. This plural conception of knowledge breaks with the technician view of teaching, which reduces the teacher to a mere executor of prescribed methodologies, and recognizes him as an **epistemic subject** who produces knowledge from reflection on practice.

In the context of Goiás, this understanding gains particular relevance, as the teacher from Goiás is inserted in an educational field marked by **structural challenges, regional inequalities and public policies in constant transformation**. The concrete working conditions, the training guidelines and the processes of professional valorization directly influence the construction of their identity. According to the **Goiás State Education Plan (2015–2025)**, one of the main objectives is precisely to promote the professional development of teachers, articulating training and appreciation, as established in **Goal 17**, which aims to ensure quality continuing education for all basic education professionals.

Teacher identity is, therefore, the result of a **dialectic between the personal and the professional**, between the individual and the collective. According to **Claude Dubar (2000)**, professional identity is constructed in the tension between **"identity for oneself"**, how the subject perceives himself, and **"identity for the other"**, how he is socially perceived.

In the case of the teacher, this tension is evident, that is, on the one hand he recognizes himself as an educator, trainer of consciences, mediator of knowledge and on the

other hand, he faces the devalued social image of the profession, marked by low salaries, work overload and little autonomy in pedagogical decisions. Dubar (2000) calls this field of tensions **the "field of identity forces"**, in which teachers need to constantly negotiate between their personal convictions and the social and institutional expectations that fall on them.

This relational dimension of teacher identity is complemented by **José Gimeno Sacristán (1995)**, who understands teaching as a social and cultural practice loaded with intentionalities. For the author, the professional identity of the teacher is linked to his ability to critically interpret the curriculum and to adapt educational policies to the concrete reality of his school. Thus, being a teacher is not limited to mastering contents, but to **acting ethically in a specific social and political context**, recognizing oneself as an agent of transformation and a historical subject.

This critical conception of teacher identity is close to the reflections of **Paulo Freire (1987, 1996)**, for whom teaching is a political and liberating act. Freire argues that the teacher must assume a dialogical and problematizing posture in front of the world, developing what he calls **praxis**, the reflected and transforming action. In *Pedagogy of the Oppressed*, the author states that "there is no teaching without discency", that is, teaching requires continuous learning, and it is in this process that the teacher builds and resignifies his identity. Praxis, as reflection and action on the world to transform it, is the core of teaching professionalism, as it prevents both **"practicalism"** (action without reflection) and **"theoreticalism"** (theory without commitment to reality).³

In this regard, **Donald Schön (2007)** contributes by developing the notion of **"reflective professional"**, emphasizing that the teacher is a professional who learns from experience. For him, reflection in and on action is the central element of teacher training and improvement. Reflection in action occurs during the pedagogical practice, when the teacher adjusts his practice in the face of the challenges that arise in the classroom; On the other hand, the reflection on the action takes place later, when he critically analyzes his practice and extracts new lessons from it. This reflective spiral is what allows the development of a solid and autonomous professional identity, as it promotes a continuous movement of self-education.

³ The distinction between "practicalism" and "theoreticalism" was widely discussed by Freire (1987) and taken up by Schön (2007), both converging in the defense of a pedagogical praxis that unites action and reflection, overcoming both unreflective activism and abstraction detached from reality.

On the other hand, **Pimenta (1999) and Marcelo Garcia (1999)** argue that professional identity is also constructed collectively, in spaces of collaboration and dialogue among peers. Teaching, in this sense, is a profession that requires **community**, because it is in the sharing of experiences that the teacher consolidates his knowledge and reaffirms his identity. This perspective dialogues directly with the proposals for continuing education in Goiás, especially those that value work in pairs and collaborative training, as observed in the **Center for Study, Research and Training of Education Professionals (CEPFOR) model** and in programs such as **Raízes Formativas**⁴.

However, the construction of the teacher's identity does not occur in a linear way. Contreras (2002, p. 157) states that "the professional autonomy of teachers is crossed by multiple forms of administrative, curricular and evaluative control, which limit their possibilities of decision and reflection on their own work." In this way, the author draws attention to the tensions between autonomy and control that permeate the exercise of teaching, highlighting that the professional autonomy of teachers is constantly limited by administrative, curricular and evaluative mechanisms that restrict their freedom of decision. The author warns that, many times, educational policies impose norms and curricula that reduce pedagogical freedom, weakening the autonomy and, consequently, the professional identity of the teacher. To overcome this condition, he proposes the strengthening of **critical autonomy**, understood not as absolute independence, but as the capacity for reflection, choice, and ethical positioning in the face of institutional demands.

In addition to these individual and institutional dimensions, the **temporal dimension** of identity is also central. According to **Huberman (1995)**, the teaching career is composed of different phases, initial enthusiasm, stabilization, experimentation, disenchantment and maturity, and each of them implies different identity challenges. Professional identity, therefore, is also biographical, that is, it reflects the history of each teacher and their interactions with the teaching contexts.

In Goiás, this trajectory is manifested in the various generations of teachers who faced processes of expansion of the public network, curricular reforms and training policies that sometimes value, sometimes disregard the protagonism of teachers.

⁴ The courses of the "Formative Roots" project are offered by the Department of Education of Goiás (SEDUC-GO), in partnership with the Getúlio Vargas Foundation (FGV), with a focus on the continuing education of high school teachers in the state. Several courses are available, such as Portuguese Language, Mathematics, Art, Biology, Philosophy, Physics, Geography, History, English Language, Sociology and a track for trainers, with options in the Virtual School format. (Source: escolavirtual.educacao.go.gov.br)

In summary, the professional identity of teachers is a **multidimensional** phenomenon, which involves the intertwining of **subjective, institutional and sociopolitical** factors. In the case of Goiás, understanding this identity requires looking beyond the classrooms, in order to consider the role of public policies, educational institutions and concrete working conditions. It is in this context that **initial and continuing education** is presented as fundamental pillars for the strengthening of teacher identity.

3 BETWEEN INITIAL TRAINING AND CONTINUING EDUCATION IN GOIÁS

Teacher training is a central axis of educational policies and research in education in Brazil, being understood as a **continuous, unfinished and reflective process**, which accompanies the entire professional trajectory of the teacher. The **Law of Guidelines and Bases of National Education (LDB 9.394/96)** establishes higher education as a minimum requirement for the exercise of teaching, which reinforces the need for solid initial training and permanent continuing education.

However, as Gatti (2016, p. 47) states, "teacher training in Brazil still presents a fragile articulation between what is taught in universities and what is done in schools, revealing a worrying distance between academic theory and professional practice." In Goiás, this issue takes on particular contours, because the state, despite recent advances, still lives with regional inequalities, structural deficiencies and a heterogeneous educational network.

According to the **Goiás State Education Plan (2015–2025)**, teacher training is one of the strategic pillars to ensure the quality of basic education. The document proposes policies aimed at valuing teachers, expanding continuing education programs and strengthening training institutions.

However, the effectiveness of these goals depends on a real articulation between **universities, education departments and schools**, so that the training processes are not fragmented, but integrated into the daily practices of teachers.

Authors such as **Imbernón (2000)** and **Libâneo (2013)** reinforce that teacher education needs to overcome the transmissive and technicist model, approaching a **dialogical and reflective logic**, in which the teacher is seen as an active subject of his or her own education.

Initial training is the first institutionalized moment in the teacher's professional trajectory, representing the space in which the epistemological, pedagogical and ethical bases of the profession are built. In Goiás, this training is offered by public and private

institutions, especially the **Federal University of Goiás (UFG)** and the **State University of Goiás (UEG)**, which play an important role in the training of teachers for basic education. However, there is a consensus among researchers that initial training in Brazil faces a **persistent dichotomy between theory and practice**.

According to **Gatti (2016)**, teaching degree courses tend to prioritize the accumulation of theoretical content, often disconnected from school realities. As a consequence, many graduates report difficulties in adapting to the teaching routine, experiencing the so-called *reality shock*⁵, a term coined by **Huberman (1995)** to describe the impact of the entry of the beginning teacher into complex and challenging teaching contexts.

To overcome this fragmentation, Zeichner (2008, p. 542) proposes the idea of a practice-based education, "understood as a space for authentic learning, in which reflection and conceptual mastery have equal importance in the construction of teaching professionalism", arguing that teaching degree courses should promote significant experiences that articulate theory and practice. In this sense, the supervised internship ceases to be a bureaucratic moment to become a privileged space for the construction of knowledge.

In the context of Goiás, it is essential that universities strengthen **links with public education networks**, promoting extension projects, action research and institutional partnerships that integrate the academic environment with school realities. **Libâneo (2013)** argues that the university should take a critical stance towards educational policies, contributing to the training of autonomous, creative teachers committed to social transformation.

Thus, initial training should not be seen as a closed cycle, but as the **starting point of a permanent formative trajectory**, which finds its logical and epistemological continuity in continuing education.

Thus, continuing education is one of the fundamental pillars of teacher professionalization. Far from representing only a technical update, it constitutes a space for reflection, socialization of knowledge and **identity reconstruction**. According to **Imbernón (2000)**, continuing education should be understood as a process of **professional and**

⁵The term "reality shock" was introduced by Huberman (1995) to describe the emotional and professional impact experienced by teachers at the beginning of their careers when confronting the school reality with the expectations idealized during initial training.

personal development, in which the teacher learns from experience, from peers and from the social transformations that go through his practice.

In the State of Goiás, continuing education has been strengthened by initiatives of the **State Department of Education (SEDUC)** and related bodies, such as the **Center for Studies, Research and Training of Goiás (CEPFOR)**. These actions seek to bring training closer to the real needs of teachers, avoiding generic and decontextualized courses.

The **Pair Training** model, offered by CEPFOR, is a significant example of this collaborative approach. Inspired by the conceptions of **Nóvoa (2017)**, who understands training as a process of "self-invention", the program proposes that teachers learn from each other, collectively building knowledge and pedagogical practices. This methodology favors **autonomy, reflection and appreciation of the teaching experience**, fundamental elements for the strengthening of professional identity.

From a theoretical point of view, this perspective dialogues with **Garcia (1999)**, who defines the professional development of teachers as a process of **situated learning**, in which knowledge is produced within educational practices. For the author, continuing education must be articulated with the concrete conditions of the school, promoting a culture of collaboration and investigation into one's own practice.

Another relevant example in the context of Goiás is the Formative **Roots: Integration of Learning program**, a partnership between SEDUC and the Getúlio Vargas Foundation (FGV). Aimed at teachers of Portuguese Language and Mathematics, the project is based on the integration of knowledge and interdisciplinarity, seeking to strengthen the essential skills of teachers. Although it presents promising results, it faces challenges such as the need for greater continuity and the systematic evaluation of its impacts on pedagogical practices.

According to Pimenta (1999), continuing education cannot be restricted to specific actions or occasional courses; it must be configured as an organic and emancipatory process, guided by research and collective reflection. This perspective is also defended by Freire (1996, p. 39), when he states that "teaching requires loving-kindness and courage — the fear of taking risks is an obstacle to creation and freedom. Teacher training, therefore, must be an act of love and courage, committed to the transformation of the world."

Therefore, continuing education should be seen as a **political and ethical space of resistance**, in which the teacher recognizes himself as a historical subject capable of critically intervening in his practice. This understanding is essential for training policies in Goiás to

advance from a model of technical training to a project of **humanizing, critical and emancipatory training**.

In view of this, the articulation between initial training and continuing education is one of the most persistent challenges of Brazilian education. Often, the two processes are treated in a dissociated way, which compromises the continuity of the teacher's professional development. **Gatti (2016)** and **Dourado (2015)** point out that the absence of dialogue between universities and education networks results in fragmented and decontextualized training.

In Goiás, this fragmentation manifests itself when initial training does not dialogue with the real demands of public schools and when continuing education does not take advantage of the knowledge produced in universities. To meet this challenge, it is necessary to build a **"community of practice"** (Wenger, 1998), in which different educational agents share experiences and produce knowledge collaboratively.

The **National Curriculum Guidelines for the Training of Basic Education Teachers (2015)**, prepared under the coordination of Luiz Fernandes Dourado, reinforce the importance of teacher training that promotes the inseparability between theory and practice, teaching and research. The document proposes that education systems establish integrated policies for training and professional development, ensuring coherence between the various levels and stages of teacher training.

In addition, **Nóvoa (2017)** argues that professional development should be understood as a **formative spiral**, in which initial training feeds into continuing education, and this, in turn, feeds back into practice and higher education. In other words, it is not a matter of two separate stages, but of complementary moments of the same process.

In the case of Goiás, the creation of **mentoring and tutoring programs between beginning and experienced teachers** can represent a promising way to strengthen this articulation. This proposal dialogues with the idea of a **reflective and collaborative teacher**, defended by Schön (2007) and Pimenta (1999), who understand education as a shared social practice.

Overcoming the tensions between initial and continuing education also requires policies of professional appreciation and recognition. The precariousness of teaching work, low salaries and administrative overload make it impossible for teachers to effectively participate in training processes.

As Contreras (2002, p. 205) warns,

... It is not possible to talk about teachers' autonomy and professional development without considering the real conditions of their work. Precariousness and excessive control prevent teachers from actually exercising their autonomy and engaging in meaningful training processes.

Thus, to think about training without discussing working conditions is to perpetuate a structural contradiction in Brazilian education.

In summary, teacher training, both initial and continuous, should be conceived as a unitary, continuous and contextualized process. In Goiás, the consolidation of this perspective implies strengthening partnerships between training institutions and education systems, ensuring decent working conditions and fostering a culture of collaborative, reflective and emancipatory training.

4 REFLECTIONS ON THE OFFER OF INITIAL AND CONTINUING EDUCATION FOR TEACHERS IN THE STATE OF GOIÁS

Teacher training, both in its initial and continuing dimensions, constitutes the **structuring axis of the teacher's professional identity**. In the context of Goiás, this training reflects a complex web of policies, practices, and experiences that, while promoting significant advances, also highlight persistent gaps.

Reflecting on this dynamic is fundamental to understand how teaching is constituted and developed in a State that seeks to reconcile educational expansion, professional valorization and improvement of the quality of teaching.

According to **Nóvoa (2017)**, thinking about teacher training implies rethinking the profession itself, because training teachers is to form critical subjects, capable of interpreting and transforming reality. This understanding requires that training programs are not restricted to the transmission of techniques, but promote reflection, autonomy and teacher protagonism. It is in this sense that training policies in Goiás should be analyzed, considering their potentialities and limitations.

Positive points and convergences are observed, such as teacher training in Goiás, which presents advances that deserve to be highlighted. The offer of **teaching degree courses** in public institutions, such as the **Federal University of Goiás (UFG)** and the **State University of Goiás (UEG)**, in order to represent an important axis of democratization of access to higher education and training of qualified teachers. These institutions have invested

in curriculum updating, in the articulation between teaching, research and extension, and in the creation of pedagogical support programs aimed at teaching.

In addition, the **continuing education policies** implemented by the **State Department of Education (SEDUC)** and by specialized centers such as **CEPFOR** have sought to bring academic theory closer to school realities. The implementation of programs such as **Continuing Education in Pairs** and the project **Formative Roots: Integration of Learning** is an important milestone, as it signals a paradigm shift, that is, from a verticalized and prescriptive training to a **collaborative and reflective** approach.

According to Imbernón (2000, p. 47), "effective training is that which starts from the reality of teachers, recognizing them as active subjects in the construction of their own knowledge, capable of reflecting and transforming their practice." In this sense, the model of pair training is close to Schön's (2007) **conceptions** of the *reflective professional*⁶, by proposing spaces for dialogue and analysis of pedagogical practice. This methodology breaks with the idea of training as a "recipe" and provides the construction of professional knowledge based on experience and collective exchange.

Another positive point is the growing understanding that **teacher training is a continuous process**, which is in line with the thinking of García (1999, p. 139), who understands that "the professionalization of the teacher is a process that is built throughout life, articulating different formative moments, initial, insertion and continuous development, which feed back and give meaning to the teaching practice."

The **Goiás State Education Plan (2015–2025)** also recognizes this continuity by establishing specific goals for the consolidation of permanent training and professional development policies.

These initiatives express a **theoretical and political convergence** between academic discourse and institutional practices. The emphasis on interdisciplinarity, collaborative learning and the integration between theory and practice reveals a commitment to a broader conception of education, which goes beyond simple technical updating and focuses on the **integral development of the educator**.

However, as **Pimenta (1999)** and **Tardif (2002)** point out, the challenge is to transform these principles into sustainable practices, ensuring objective conditions for teachers to

⁶ The concept of "reflective professional", developed by Schön (2007), refers to the professional who learns in and about action, transforming his practice based on systematic reflection.

effectively participate in the training processes. It is at this point that the gaps and challenges of the Goiás system emerge.

Gaps and challenges that, despite the advances observed, teacher training in Goiás still faces, such as the obstacles that compromise its effectiveness. The first and most evident of them is the **fragmentation between initial and continuing education**, a topic already discussed by **Gatti (2016) and Dourado (2015)**. Universities often train teachers with a solid theoretical base, but without proper articulation with school practice, and the education networks, in turn, offer specific training, not always integrated with local demands. The result is a discontinuous and non-transformative training process.

Another challenge is the **instrumental nature** of some continuing education, which is limited to the presentation of decontextualized content or methodologies.

Imbernón (2000, p. 63) criticizes this model when he states that

... Teacher training cannot be conceived as a simple technical training, but must constitute a space for critical reflection on practice and reconstruction of teachers' knowledge, considering their experiences and real contexts of action.

When training is imposed, detached from school realities or guided by pedagogical fads, they end up generating demotivation and resistance among teachers.

The **precariousness of teaching work** is also a determining factor. Low salaries, overload of activities and absence of institutionalized time for study and reflection make it difficult to adhere to training processes. Contreras (2002, p. 199) argues that "teachers cannot be required to have autonomous and reflective attitudes when the working conditions imposed on them are based on distrust, devaluation and bureaucratic control of their practice." Teacher autonomy, therefore, must be accompanied by policies of professional valorization that ensure decent working conditions and social recognition.

In addition, the **impact assessment of training** is a point that has not yet been explored. In Goiás, although there are reports and administrative records, there are few studies that systematically analyze the effects of training on pedagogical practice and student learning. **Gatti (2010)** emphasizes that evaluation should not be restricted to the satisfaction of the participants, but should examine the effective transformations in the way of teaching and learning.

Another critical aspect concerns the **regional contextualization of policies**. The State of Goiás is marked by significant geographic and socioeconomic diversity, which

requires that training courses consider local specificities. The reality of rural schools, for example, differs profoundly from urban schools in the capital. An education that ignores this heterogeneity runs the risk of reinforcing inequalities and producing limited effects.

Finally, there is a cultural challenge, that of consolidating a **culture of permanent formation** in schools. As Nóvoa (1992, p. 25) points out, "continuous training must be integrated into the daily work of teachers and schools, and not be an isolated episode or a moment outside of time and professional space." This change in mentality requires incentive policies, time for collective study, and pedagogical leadership that values research and reflection.

The analysis of teacher training in Goiás shows that the evolution of **professional identity** is intrinsically linked to the quality and continuity of training policies. Teaching, as **Freire (1996)** and **Nóvoa (2017) point out**, is a social and political practice that requires reflection, ethical commitment, and collective engagement. Therefore, the strengthening of teacher training is not only a technical issue, but also **a matter of social justice and valuing educational work**.

The positive experiences observed in the **Peer Training** and **Formative Roots programs** reveal possible paths such as investment in collaborative practices, recognition of the knowledge of experience and the promotion of spaces for dialogue between teachers. However, for these programs to reach their fullness, it is necessary that they be incorporated as **a State policy**, and not just as one-off or temporary management actions.

In this sense, the consolidation of an articulated and continuous training policy requires the strengthening of partnerships between universities and education networks, the institutionalization of permanent spaces for reflection and teacher research in schools, as well as the material and symbolic valorization of teaching.

These measures not only qualify teaching, but also reaffirm teaching as an essential profession for human and social development. As Tardif (2002, p. 11) reminds us, "there is no profession without knowledge, and there is no knowledge without recognition of experience."

In summary, teacher training in Goiás is in the process of maturing. It is moving towards a more collaborative and reflective practice, but it still needs to overcome structural and cultural challenges. Only with an **integrated, continuous and contextualized training policy** will it be possible to consolidate a solid, critical and emancipatory teaching identity

that is capable of responding to the challenges of education in Goiás and contributing to the transformation of society.

5 FINAL CONSIDERATIONS

The professional identity of teachers, as demonstrated throughout this study, is a continuous process of evolution and reconstruction that reflects the historical, political and social conditions in which teaching takes place. This identity is not born ready-made, it is woven daily in the relationship between **training, practice and reflection**, permeated by tensions between autonomy and control, theory and practice, vocation and professionalization.

In Goiás, this process is particularly complex, as it involves the challenge of consolidating educational policies capable of articulating **initial training, continuing education and professional valorization** in a context of inequalities and emerging demands.

From the theoretical review and analysis of the training policies and programs of the State of Goiás, it was possible to verify that there are **significant advances**, especially in **collaborative continuing education** initiatives, such as **Peer Training** and the **Formative Roots** program, which demonstrate a paradigm shift by prioritizing dialogue, exchange of experiences and reflection on practice.

However, **structural and cultural gaps** remain that limit the scope of these initiatives. The fragmentation between initial and continuing education, the absence of institutionalized time for study and the precariousness of teaching work make it difficult to consolidate a permanent training culture. Thus, any training policy that ignores objective working conditions runs the risk of becoming merely rhetoric.

Public education policies, especially the **National Education Plan (PNE 2014–2024)** and the **Goiás State Education Plan (2015–2025)**, recognize the importance of teacher training as a strategic axis for the quality of basic education.

Reinforcing the commitment to valuing teaching and offering continuing education in all areas of knowledge depends on adequate funding, administrative continuity and systematic monitoring, elements that still constitute challenges in the Goiás scenario.

In this sense, it is essential to think of **teacher training as a State policy** and not as a government policy. This implies ensuring its **institutional sustainability**, so that advances are not lost with management changes.

Another important point is also the strengthening of **partnerships between universities, education departments and schools**, creating collaborative training and research networks that promote the integration between theory and practice, teaching and learning, knowledge and experience.

Teaching, according to **Freire (1996)**, is a political and ethical act that requires commitment to social transformation. The teacher, as a mediator of knowledge and agent of change, needs training and professional conditions that enable him to perform his function in a critical and autonomous way. It is, therefore, urgent to reaffirm that **the quality of education necessarily involves valuing teachers**, ensuring their integral training and recognizing their central role in society.

In view of this, this article reaffirms three strategic axes for the strengthening of teacher identity in Goiás, the first being the **integration between initial and continuing education**, through programs that promote dialogue between university and school and the exchange between beginning and experienced teachers. The second, the **valorization of the teaching work**, with salary and career policies and adequate conditions for study and reflection and, finally, the **institutionalization of permanent training**, in order to guarantee time and pedagogical space for teachers to develop research and reflective practice.

Only with the consolidation of these axes will it be possible to train teachers capable of critically understanding their profession, acting with autonomy and building a solid teaching identity, committed to public, democratic and emancipatory education.

In other words, and finally, strengthening the teacher's identity is strengthening the public school itself, that is, it is investing in a future in which education is, in fact, the path to social and human transformation in Goiás and throughout Brazil.

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