

CONTINUOUS TRAINING OF PUBLIC SCHOOL TEACHERS

FORMAÇÃO CONTINUADA DOS PROFESSORES DA REDE PÚBLICA

FORMACIÓN CONTINUA DE LOS DOCENTES DE LA RED PÚBLICA

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ABSTRACT

This article aims to discuss the main challenges and possibilities related to the continuing education of public school teachers, highlighting public policies, training practices and the importance of teacher engagement in this process. The methodology is a bibliographical research with a descriptive and exploratory approach. The results showed that the continuing education of public school teachers is a complex challenge, but essential for the construction of quality education. Ensuring adequate conditions so that teachers can participate in relevant training, connected to their reality, is a commitment that must be assumed by managers, public policies and society in general. In this sense, it was concluded that overcoming structural difficulties and valuing the professional development of teachers are necessary paths to transform public education into a more effective and humanizing learning space.

Keywords: Professional Development. Continuing Education. Public Policies.

RESUMO

O presente artigo tem por objetivo discutir os principais desafios e possibilidades relacionados à formação continuada de professores da rede pública, destacando políticas públicas, práticas formativas e a importância do engajamento docente nesse processo. A metodologia se trata de uma pesquisa bibliográfica de abordagem descritiva e exploratória. Os resultados mostraram que a formação continuada de professores da rede pública é um desafio complexo, mas fundamental para a construção de uma educação de qualidade. Garantir condições adequadas para que os professores possam participar de formações relevantes, conectadas à sua realidade, é um compromisso que deve ser assumido por gestores, políticas públicas e pela sociedade em geral. Nesse sentido, concluiu-se que superar as dificuldades estruturais e valorizar o desenvolvimento profissional dos professores são caminhos necessários para transformar a educação pública em um espaço de aprendizagem mais efetivo e humanizador.

Palavras-chave: Desenvolvimento Profissional. Formação Continuada. Políticas Públicas.

RESUMEN

El presente artículo tiene como objetivo discutir los principales desafíos y posibilidades relacionados con la formación continua de los docentes de la red pública, destacando las políticas públicas, las prácticas formativas y la importancia del compromiso docente en este

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proceso. La metodología consiste en una investigación bibliográfica con un enfoque descriptivo y exploratorio. Los resultados mostraron que la formación continua de los docentes de la red pública es un desafío complejo, pero fundamental para la construcción de una educación de calidad. Garantizar condiciones adecuadas para que los docentes puedan participar en formaciones relevantes y conectadas con su realidad es un compromiso que debe ser asumido por los gestores, las políticas públicas y la sociedad en general. En este sentido, se concluyó que superar las dificultades estructurales y valorar el desarrollo profesional de los docentes son caminos necesarios para transformar la educación pública en un espacio de aprendizaje más efectivo y humanizador.

Palabras clave: Desarrollo Profesional. Formación Continua. Políticas Públicas.



1 INTRODUCTION

The continuing education of public school teachers has been a fundamental element for improving the quality of education in Brazil. In a scenario of constant social, cultural, and technological changes, it is essential that teachers are constantly updated, improving their pedagogical practices and keeping up with new educational demands. According to Gatti (2019), continuing education needs to be seen as a systematic process and articulated with the real needs of the school context, contributing to professional appreciation and student learning.

With regard to initial and continuing education (FIC) or professional qualification according to MEC data, they are organized to prepare for productive and social life, promoting the insertion and reinsertion of young people and workers in the world of work. This includes professional training, improvement and professional updating courses for workers at all levels of education. It includes special courses, freely offered, open to the community, as well as professional qualification courses integrated into the training itineraries of the educational system.

In Brazil, since the 1990s, the policy of state intervention in education, implemented through educational reforms embodied in the new law of guidelines and bases of national education (No. 9394/96), has proposed the implementation of more participatory structures and the decentralization of certain levels of decision-making. The intention is that with the rationalization and control in the use of public resources, greater efficiency and productivity are achieved.

It is observed that all the discussions and challenges regarding teacher training and its perspectives for the twenty-first century have made many specialists pay greater attention to the process of initial and continuing teacher training, as this process needs to be rethought through the new political-cultural demands for a new profile of teaching professionals (Kuenser, 2011). In addition, the narrowness of research practices has been a cause for concern in this area.

The continuing education of public school teachers, despite being recognized as an essential factor for improving the quality of education, still faces several obstacles in its implementation. In view of this reality, the following research problem arises: What are the main challenges and possibilities related to the continuing education of public school teachers?

The choice to address the theme of continuing education of public school teachers is justified by its relevance in the Brazilian educational context. Investing in the permanent training of teachers is one of the most effective ways to ensure quality education, capable of meeting social demands and promoting the integral development of students.

This article aims to discuss the main challenges and possibilities related to the continuing education of public school teachers, highlighting public policies, training practices and the importance of teacher engagement in this process. The methodology is a bibliographic research with a descriptive and exploratory approach.

2 THE FIELD OF TEACHER TRAINING

Despite the broad debate that has been taking place in Brazil in the last thirty years about the training of teachers for secondary education, this issue remains far from being adequately addressed, as it is intended to change a reality that has been dragging on for decades. Among the many divergences, there are at least some aspects on which there is consensus: the shortage of teachers, notably in some areas and regions, the insufficiency and inadequacy of policies and proposals for this training, and their severe impacts on the quality of education.

Recently, access to the stages of Basic Education was contemplated in Law 13.005/2014, which approved the PNE for the 2014-2024 decade. In High School, goal 3 highlights the opportunity to enroll in High School by 2024, 85% of young people belonging to the age group 15 to 17 years old, a school stage appropriate to the aforementioned age group. The proposal is justified when it is found that approximately 4.3 million young people belonging to the 15 to 17 age group were not enrolled in high school in 2015. It reveals, on the one hand, the systematic denial of access and permanence in High School; and, on the other hand, the challenge of the federated entities to carry out what this PNE goal sets for the service by 2024 (Brasil, 2014).

The training of teachers to work in basic education will be carried out at a higher level, in a licentiate course, of full graduation, in universities and higher institutes of education, admitted, as a minimum training for the exercise of teaching in early childhood education and in the first 5 (five) years of elementary school, the one offered at the secondary level in the normal modality (BRASIL, 1996). This understanding is broadened when one considers, among other factors, according to Kuenzer (2011, p. 671), "the inequality in the distribution of qualification among disciplines, a fact that has been repeatedly pointed out in recent



decades. Thus, only 53% of teachers who work in high school have training compatible with the subject they teach."

In their book, Silva Jr. et al. (2020) emphasize that the need for teacher professionalization is now an unquestionable fact. Uncertainty arises, however, when asked about the capacity of university professors to act as educators of teachers for basic education.

Admitting the limitations of a professional training for basic education supported only by typically university standards and forms, the participation of trainers from basic education became indispensable for an integrated training process that would harmoniously contemplate the knowledge produced at the university and the knowledge built by reflection and research directly developed on the work of school institutions.

It is emphasized that the change in education is related to the training of teachers and the innovation of their pedagogical practices, especially in the classroom, in addition to being associated with the school's educational projects. Teacher training involves three general aspects: (formal) knowledge for practice (the teacher knows for him); knowledge (tacit/experimental) in practice (in practice how theory is and is articulated); knowledge of practice Political (broad), Sociologist (community), Intellectual (classroom) (Gatti, 2019).

Considering the formative needs in our current society, how the school and teachers have sought to meet such needs, sometimes in continuing education courses, sometimes in initial training courses. It is necessary to reflect on the possibilities of teacher training in being able to train learning professionals capable of meeting the demands of today's society.

2.1 CONTINUING EDUCATION AND ITS IMPORTANCE FOR THE QUALITY OF EDUCATION

Initial training, despite being a fundamental moment for professional development, is not enough to meet the demands of daily school life. Continuing education emerges as a means of constant updating, allowing teachers to reflect on their practice and seek more appropriate pedagogical strategies. Tardif (2014) states that teaching knowledge is built throughout the career, and continuing education is an opportunity to strengthen pedagogical and specific knowledge of the areas of activity.

Speaking of what would be the continuing education of teachers, being an educational process, for a long time, it has been like improvement, training, qualification, recycling, permanent education and continuing education. However, nowadays it is important to review



these terms that are so present in the daily discourse of teachers and other levels of education administration.

According to Gatti (2019), continuing education is a need that is increasingly pointed out and felt by everyone. This is still offered in ways that have many similarities with initial training. It is carried out by offering courses, in order to define contents in advance, without taking into account problematic situations, difficulties for teachers to develop professionally. Educational systems structured by the provision of basic education work in a scheme of offering courses in blocks and do not invest in the systematic survey of problematic situations for the definition of strategies and training actions.

In this conception, the continuing education of teachers should encourage the appropriation of knowledge by teachers, towards autonomy, and lead to a critical-reflective practice, covering the daily life of the school and the knowledge derived from the teaching experience. It is also highlighted that continuing education is a fundamental condition for the rereading of experiences and learning. An integration into the daily life of teachers and schools, considering the school as a place of action, the curriculum as a space for intervention and teaching as an essential task.

In this sense, it is necessary to defend a process of teacher training in which schools are conceived as an essential institution for the development of a critical democracy and also for the defense of teachers as intellectuals who combine reflection and practice, at the service of the education of students so that they are reflective and active citizens (Giroux, 1997).

In addition, continuing education is directly related to educational results. Studies such as that of Nóvoa (2017) indicate that teachers who regularly participate in professional development programs demonstrate a greater ability to adapt to curricular and technological innovations.

3 PUBLIC POLICIES AND CONTINUING EDUCATION PROGRAMS

In recent decades, several public policies have been implemented with the objective of promoting the continuing education of teachers in the public network. Programs such as PNAIC (National Pact for Literacy at the Right Age) and BNCC (National Common Curriculum Base) have promoted large-scale training actions, aiming to update teachers in relation to the new guidelines and teaching methodologies.

In 2014, during the Dilma Rousseff government, Law No. 13,005/2014 was approved, creating the National Education Plan (PNE 2014-2024), which totals 10 guidelines, 20 goals



with strategies, with a very different structure from the previous plan. Of the 20 goals, numbers 14, 15, 16, 17 and 18 refer to the valorization of education professionals, and are considered strategic for the other goals to be achieved. In relation to continuous training, the "[...] initial and/or continuous training is mentioned in several goals of the PNE, often in a secondary way, related to the goal in one of the strategies to designate a need for specific training" (Hypolito, 2015, p.522).

One of the institutionalized actions in dealing with continuing education is the National Policy for teacher training, instituted by Decree No. 8,752/2016, which has as one of its dimensions the continuing education created after Michel Temer assumed the presidency. Regarding continuing education, it includes regulation and research and information. Its lines of action are: National Common Curriculum Base (BNCC); Literacy; Early Childhood Education; New High School; Technology and Innovation; Education in Human Rights and Diversity; Environmental education; and Training of Managers. Professional Master's Degrees, Specialization Courses, with international cooperation, through the creation of a Management Committee composed of the MEC, Consed, Undime and the training institutions, are proposed.

There are also some programs that are being carried out, and they are listed on the Capes website⁴ (Brazil, 2019). It is worth mentioning that only on October 26, 2020, Opinion No. 14/2020 was approved, instituting the "National Curriculum Guidelines for the Continuing Education of Basic Education Teachers and the National Common Base for the Continuing Education of Basic Education Teachers (BNC-Continuing Education)", giving continuing education a role of complementarity to initial training, and not of articulation. In addition, the document does not take into account the training needs of the subjects and is linked to the implementation of the BNCC.

However, according to Oliveira and Lopes (2021), there are still gaps between what the policies propose and what is actually implemented in schools. Many teachers report lack of time, inadequate infrastructure and training with an excessively theoretical character, with no direct connection to pedagogical practice.

Fanizzi and Santos (2017), when investigating the public policy aimed at the continuing education of teachers in the early years of Mathematics in the Municipal Secretariat of São Paulo between 2005 and 2012, found that, despite the existence of the policy, there is a great mismatch between the official guidelines and the practical appropriation of teachers, evidencing discontinuities between the planning and the effectiveness of the training action



4 CHALLENGES FOR THE EFFECTIVENESS OF CONTINUING EDUCATION

Among the main challenges faced by teachers in the public network, work overload stands out, which often prevents effective participation in training activities. In addition, the lack of resources and the lack of institutional support compromise the effectiveness of the programs offered.

Another factor pointed out by Lima and Souza (2020) is the low valuation of continuing education as a State policy. Many programs are discontinuous and dependent on momentary political interests, making it difficult to build a culture of permanent training in schools.

For continuing education to achieve its objectives, it is essential that actions are planned in a participatory way, considering the real demands of teachers and the school context. The promotion of in-service training, the encouragement of the creation of learning communities and the use of educational technologies are some alternatives that can make the process more dynamic and meaningful.

In addition, investing in professional development and creating policies to encourage training are important steps to strengthen teacher identity and improve the quality indices of public education.

According to Bernardes, Silva and Ditomaso (2023), continuing education faces both internal and external obstacles, such as long working hours, lack of salary appreciation and absence of consistent institutional offer by the Department of Education, making it difficult for teachers to effectively participate.

Galindo and Inforsato (2020) point to a paradox: although continuing education is widely recognized as a strategy for teacher improvement, many actions do not promote significant changes in pedagogical practices, failing to change conceptions and teaching methodologies in a lasting way. França and Battini (2016) highlight the disconnect between training proposals (usually technical and disconnected from the school reality) and the teacher's practice, noting that initiatives often replicate "ready-made" theoretical content, without considering the context and subjects of the school.

Mattia and Maquêa (2018) add that rapid technological advances impose challenges to teacher identity, requiring teachers not only to know, but also to know how to critically integrate technologies into pedagogical practices, which demands more reflective and contextual training.



5 FINAL CONSIDERATIONS

Through this study, it was realized that the continuing education of teachers in the public network is a complex challenge, but fundamental for the construction of quality education. Ensuring adequate conditions for teachers to participate in relevant training, connected to their reality, is a commitment that must be assumed by managers, public policies and society in general.

In this sense, overcoming structural difficulties and valuing the professional development of teachers are necessary ways to transform public education into a more effective and humanizing learning space. It is also essential that public policies for continuing education be planned in a participatory way, involving the teachers themselves in the diagnosis of their training needs.

It is noteworthy that when programs are created without dialogue with the school reality, there is a risk that they will become ineffective initiatives, distant from pedagogical demands and regional specificities. Valuing teacher listening and integration between universities, education departments, and schools are essential strategies to ensure that courses and workshops have real applicability in daily school life.

Finally, it is emphasized that continuous training of public school teachers is an action that directly reflects on the teaching-learning process and on the quality indices of education. Therefore, it is essential to seek to overcome structural challenges, ensure adequate funding and strengthen professional valorization, so that a more democratic, critical and emancipatory continuing education policy can be built.

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