

Expectativas de professores sobre um curso de formação continuada: tessituras de suas aprendizagens da docência

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Resumo

Buscamos analisar que expectativas de aprendizagem os professores/cursistas intencionam aprofundar e constituir sobre sua participação no Projeto de Alfabetização e Letramento – PROALE. Foram realizadas três rodas de conversa em 2020 com nove professoras do 1º ano do Ensino Fundamental – anos iniciais, analisadas a partir das teorizações de Ibernón (2001), Tardif (2010), Candau (1997) e Veiga (2012). Os resultados apontaram como principais expectativas de aprendizagem: mediação pedagógica; estratégias de ensino voltadas para alfabetização e inovação pedagógica. Faz-se necessário que os cursos de formação com suporte nas discussões teóricas possam mobilizar do professor uma reflexão sobre a sua prática pedagógica, de modo que ele seja capaz de consolidar e constituir aprendizagens relevantes para a docência.

Palavras-chave: Expectativas de aprendizagem. Formação de professores. Saberes docentes.

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Teachers' expectations about a continuing education course: textures of their teaching learning

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Abstract

We seek to analyze what learning expectations teachers/course participants intend to deepen and build on their participation in the Projeto de Alfabetização e Letramento – PROALE. Three conversation circles were held in 2020 with nine teachers of the 1st year of Elementary School - early years, analyzed from the theories of Ibernón (2001), Tardif (2010), Candau (1997) and Veiga (2012) The results showed as main learning expectations: pedagogical mediation, teaching strategies aimed at literacy and pedagogical innovation. It is necessary that training courses based on theoretical discussions can mobilize teachers to reflect on their pedagogical practice, so that they are able to consolidate and constitute relevant learning for teaching.

Keywords: Learning expectations. Teacher training. Teaching knowledge.

Expectativas de los docentes sobre un curso de educación continua: texturas de su enseñanza aprendizaje

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Resumen

Buscamos analizar qué expectativas de aprendizaje los docentes/participantes del curso pretenden profundizar y construir a partir de su participación en el Proyecto Alfabetización y Alfabetización – PROALE. En 2020 se realizaron tres ruedas de conversación con nueve docentes de 1º de Educación Primaria - primeros años, analizadas desde las teorías de Ibernón (2001), Tardif (2010), Candau (1997) y Veiga (2012). Los resultados mostraron como principales expectativas de aprendizaje: la mediación pedagógica; estrategias didácticas orientadas a la alfabetización y la innovación pedagógica. Es necesario que cursos de formación basados en discusiones teóricas puedan movilizar al docente a reflexionar sobre su práctica pedagógica, para que pueda consolidar y constituir aprendizajes relevantes para la enseñanza.

Palabras clave: Expectativas de aprendizaje. Formación docente. Enseñanza del conocimiento.

Introduction

When considering the implementation of teacher training, whether initial or ongoing, two aspects require greater attention: the structuring of the training and the learning outcomes that are sought. It is impossible to reflect on training without clear objectives and planning. In this context, "educating the future professional for the teaching profession" demands intentional and planned action, as they will "perform the tasks of educating, teaching, learning, researching, and evaluating" (VEIGA; D'ÁVILA, 2008, p. 15).

Teacher training, from the perspective of Veiga and D'ávila (2008), needs to be understood as a continuous and progressive action that values pedagogical practice and teaching experience as components of training, considering the social, political, and economic context in which the teacher is situated. It should prepare teachers for the uncertainties of teaching practice, understanding that pedagogical practice must always be both the starting and ending point of the training.

By analyzing the theories presented by Veiga and D'ávila (2008), we understand that this multifaceted and plural process present in training should be valued not only in initial teacher education but also in ongoing professional development, which is fundamental to their practice. This is because the profession itself requires teachers to remain in constant action and reflection on their teaching practice. As Freire (1996) states, "critical teaching practice, involving thoughtful consideration, entails the dynamic, dialectical movement between doing and thinking about what to do" (p. 42-43), which demands theoretical knowledge, study, and research.

Ongoing professional development is offered in various forms, including specialization courses, master's and doctoral programs, short-term courses, participation in conferences, and training provided by Education Departments and schools themselves. It can also be consolidated through state and federal government policies and programs. This study will reflect on ongoing professional development provided at the state level and on a large scale by the Department of Education, Culture, Sports, and Leisure of Rio Grande do Norte/RN.

The training designed for literacy teachers aims to implement the Literacy and Writing Project - PROALE⁴. It is a continuing education initiative, supported by didactic material focused on literacy and mathematical literacy, aimed at contributing to the training and practice of literacy teachers. The objective is to ensure the literacy and numeracy of children in the first and second years of Elementary

⁴ PROALE – Literacy and Writing Project, from the State of Rio Grande do Norte, aims to advance learning levels and ensure equity for students enrolled in the 1st and 2nd years of Elementary School in Municipal and State Networks in Portuguese Language and Mathematics.

School. In its first phase, PROALE aims to support teachers of the first year of Elementary School across the 167 municipalities in the State of Rio Grande do Norte (Brazil).

In this context, we aim to analyze the learning expectations that teachers/candidates intend to deepen and develop through their participation in the Literacy and Writing Project - PROALE. This involves discussing what teachers in the literacy cycle classes hope to learn about literacy and writing, as well as reflecting on the role of continuing education in their pedagogical practice in literacy classes.

We understand that teacher learning is not a single event but rather a process—one that is guided by various experiences and forms of knowledge, starting before formal preparation, continuing throughout it, and permeating all lived practice (MIZUKAMI, 2010, p.47). As continuing education is considered one of these processes in teacher learning, investigating teachers' expectations is justified by the understanding that teachers already possess knowledge developed through initial training and pedagogical practice, because "every continuing education process must have as its fundamental reference the teacher's knowledge, recognition, and appreciation of that knowledge" (CANDAUI, 1997, p. 56).

Reflecting on teachers' expectations may provide an opportunity for them to express what they already know about the study topic, how they conduct their work in the classroom, and what they hope to learn from the training. We believe that this initiative allows us to recognize and value continuing education offered to many teachers as an important activity for their professional development and classroom practice.

For this study, we adopted a qualitative research approach, conducting three discussion groups with nine teachers participating in PROALE in 2020. The discussions were recorded and analyzed based on the content analysis principles of Bardin (2011) and Franco (2012), which guide data analysis through the establishment of categories.

With our introduction outlined, we organized the article as follows: we present the methodology, discussing the methodological aspects adopted. We then present and analyze the data, discussing it through theoretical frameworks covering topics such as training, teaching, and learning.

Methodological path

The study is based on a qualitative research approach, where "the main objective of the researcher is to construct knowledge rather than to give opinions about a particular context. The usefulness of a given study lies in its ability to generate theory, description, and understanding"

Teachers' expectations about a continuing education course: textures of their teaching learning (BOGDAN; BIKLEN, 1994, p. 67), particularly in relation to the complex situations that are primarily present in the school environment. Through the qualitative approach, we aim to describe and understand these situations, rather than restrict or label specific actions of the subjects in the research field.

As we propose to investigate the expectations expressed based on the teaching experience of teachers/participants in the PROALE program, which requires the researcher's involvement in establishing a dialogue with the subjects, we adopt aspects of participatory research in this study, which is characterized as follows:

a) it directly responds to the practical purpose for which it is intended, as a means of understanding social issues to be addressed participatively; b) it is a dialogical tool for shared learning and, therefore, as we have already seen, it organically possesses an educational vocation and, as such, is politically formative (BRANDÃO; STRECK, 2006, p. 46).

Given the opportunity for the researcher to participate interactively with the subjects in the research environment and the identification of this approach as a dialogical tool for learning, which can take on an educational and formative role, we understand that this type of research is a necessary methodological reference and aligns with our research focus.

For data collection, our research subjects were nine pedagogical teachers working in public schools in first-year classes of early years elementary education and participating in the Literacy and Literacy Project (PROALE). This initiative is led by the State Secretariat of Culture, Sports, and Leisure of Rio Grande do Norte (Brazil) in partnership with the municipal education networks of 167 municipalities in the state. It is important to highlight that, in adherence to ethical principles and guidelines, the Free and Informed Consent Form (TCLE) was used with the research subjects. This document outlined the key aspects of the research, emphasizing the objective, title, and methodology, to ensure that the subjects understood the proposed study.

As a data collection procedure, we chose to conduct three discussion sessions with the teachers/participants before they began the theoretical foundation stage of the training course. Of the eighteen teachers/participants, nine attended all three sessions, establishing them as the research subjects. Due to the COVID-19 pandemic, which began in Brazil in March 2020 and led to the suspension of in-person activities due to social distancing measures imposed by a state decree, the training course commenced remotely via the Google Meet platform.

Through this video conferencing platform, we conducted three discussion sessions, during which the dialogues between the researcher and the participants were audio-recorded. The discussion sessions covered the following topics: 1) Literacy and Literacy Education: What I Know and What I Expect to Learn/Study; 2) Teaching Strategies: What I Do and What I Hope to Do; 3) Training: What I Think and What I Wish. The objective of these discussion sessions was to stimulate the teachers' memories regarding their own literacy process, prompting them to reflect on their practices as literacy teachers. Through this reflection, they could identify their learning expectations in the context of literacy-focused training. Since one of the authors of this text is a training instructor for PROALE, there were no difficulties in securing the participation and engagement of the teachers/participants in the study.

For data analysis, we transcribed the audio recordings of the discussion sessions and analyzed the statements to identify the most prominent learning expectations. This analysis was guided by the principles of content analysis as outlined by Bardin (2011) and Franco (2012), which direct data analysis through the establishment of categories. Bardin's (2011) categorization criteria can be semantic, syntactic, lexical, and expressive. Among these categories, we utilized the semantic criterion to guide our analyses, as it aims to categorize the most prominent themes in the data.

From the analysis of the discussion sessions held with the nine teachers/participants, we identified three categories of expectations that were most frequently mentioned by the teachers: pedagogical mediation, pedagogical innovation, and teaching strategies

Teachers' Learning Expectations in Dialogue with Teaching Knowledge

When we reflect on teacher training, a central question arises: *what do teachers need to know in order to teach?* The effort to answer this question leads us to encounter numerous studies that suggest the specific knowledge teachers should possess, such as the structure of initial or continuing education programs. In this threshold of knowledge to be developed, we arrive at further questions: *what do teachers want to learn? What are their learning expectations regarding continuing education? How can we make the knowledge gained from continuing education meaningful for teachers?*

We understand that reflecting on these questions is essential for discussing how teacher training programs, especially continuing education, are structured. Continuing education should not be viewed merely as an accumulation of courses, conferences, and lectures. It must include critical reflection on

Teachers' expectations about a continuing education course: textures of their teaching learning practices and the (re)construction of the teacher's personal and professional identity (CANDAU, 1997). But how can we enable critical reflection on practices and the (re)construction of personal and professional identity?

We believe that there needs to be an interrelationship and integration between teachers' knowledge and their learning expectations. Listening to their aspirations, challenges, and needs could be a pathway to bridging the gap between the knowledge already present in their teaching practices and the professional knowledge conveyed in training programs.

Carvalho and Perez (2001) emphasize that certain types of knowledge are essential for a solid theoretical foundation in teaching, which must be present in a teacher's work. These include *conceptual and methodological knowledge* specific to the area in which the teacher will work; *integrative knowledge*, derived from research conducted in the field of education; and *pedagogical knowledge*, which pertains to the teaching of school subjects. All these forms of knowledge are woven together within the academic space and through various continuing education programs, and they are constituted and reworked in the practice of the profession.

Tardif (2010) explains that teachers establish a relationship with knowledge, which is not limited to the transmission of pre-existing knowledge. In their practice, different types of knowledge are integrated, forming various relationships. These types of knowledge include professional training knowledge, disciplinary knowledge, curricular knowledge, and experiential knowledge.

Professional training knowledge refers to the knowledge of educational sciences and pedagogical ideology, which is transmitted by teacher training institutions. These sciences not only focus on the production of knowledge but also aim to incorporate such knowledge into teaching practice. The teaching practice itself is not confined to the knowledge of educational sciences; it also involves pedagogical knowledge. Tardif (2010) understands pedagogical knowledge as doctrines or concepts derived from reflections on educational practice reflections that are considered rational and normative, guiding educational activities.

Disciplinary knowledge is provided through courses in initial and continuing teacher education at universities, offering a diverse range of knowledge fields that also integrate into teaching practice. Once in schools, teachers must also master curricular knowledge, which pertains to the discourses, objectives, and methods that the educational institution adopts as references. This knowledge is presented in school programs that teachers need to learn and apply.

Finally, we highlight experiential or practical knowledge, which does not originate from training institutions or curricular knowledge but is acquired and developed by teachers in the daily

routine of their classrooms, taking into account the characteristics of the school and the students. In this space, skills that encompass knowing how to be and knowing how to do are developed, validated by pedagogical practice, and serve as learning for teaching action.

Given the types of knowledge presented, Tardif (2010, p. 39) emphasizes what is expected of a teacher, stating that they need to "know their subject, their discipline, and their program, in addition to possessing certain knowledge related to educational sciences and pedagogy and [to] develop practical knowledge based on their daily experience with students." In other words, it is up to the teacher to possess a plural knowledge base that involves understanding various areas, as well as their own teaching practice.

Considering the importance of the interrelationship and integration of teachers' knowledge with their learning expectations through the continuing education courses they attend, we will now present the learning expectations of the teachers/participants in the PROALE program. These expectations have been organized into three categories: pedagogical mediation, pedagogical innovation, and teaching strategies aimed at literacy.

Pedagogical Mediation

The classroom is a dynamic, multifaceted space, a territory open to interaction between the teacher and students and among the students themselves. This space and moment, no matter how carefully planned, demand specific knowledge from the teacher that can only be experienced within the context of the classroom, in interaction with the students. From this perspective, knowing how to mediate teaching with the goal of consolidating learning is fundamental to a teacher's work.

We understand mediation based on Vygotsky's ideas, who considers it a "process of intervention of an intermediary element in a relationship; the relationship then ceases to be direct and becomes mediated by this element" (OLIVEIRA, 1997, p. 26). In other words, to mediate, it is necessary to use tools or signs, such as words used in social interactions to question, explain, and relate information, thus enabling the acquisition of knowledge. Another aspect of Vygotsky's theory that helps us understand how mediation occurs is the concept of the zone of proximal development, considered as a space where the more experienced peer acts to expand the learner's knowledge. In this space, for example, the learner undergoes interventions mediated by the teacher, so that they can perform a certain action independently. Upon reaching this goal, the knowledge moves to another level, now residing in the zone of actual development.

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Pedagogical mediation developed in the classroom does not always achieve the teaching and learning objectives proposed by teachers, who often recognize the need to seek alternative mediation strategies through research and professional development. This was evident in the teachers' comments during the discussion sessions, where they highlighted pedagogical mediation as a key learning expectation. Let's take a look at some of their statements:

So, in this sense, it should bring something that can even improve my positioning as a teacher, a mediator, that teaches me how to increasingly facilitate the child's understanding of what I'm trying to convey. I want to be able to better capture my students' attention and increase their interest in the content I'm presenting. Finding ways to grab all the students' attention in the classroom, as you know, is a challenge, right? You know how children are very hyperactive, very restless. So, we always have to bring something different that holds their attention and increases their interest in the activities and content we need to convey to them (LUIZA).

We want more ways to convey information to them that they will accept and learn from, ways to capture their attention with what we're trying to communicate. I hope this training brings us that—methods we can use to draw their attention. It's not about holding their attention like we used to in the past, but rather about getting them to focus on what we're teaching. I'm hoping that in the next session, you'll bring us things that truly fulfill this need (JOANA).

We can observe from the teachers' statements that pedagogical mediation is a significant concern in their daily classroom activities. When teacher Luísa mentions that the children are restless and hyperactive, she highlights the challenge of maintaining students' attention and engaging them in activities to ensure learning. Based on this classroom experience, expressions such as "capturing attention," "facilitating," and "increasing interest" emerge as both a desire and an expectation for learning that the teachers hold through continuing education.

According to Garrido (2001), the teacher's mediating role requires various actions: coordinating, problematizing moments of dialogue, building scaffolds⁵, establishing analogies, and mobilizing students' attention and engagement, motivating and stimulating them towards intellectual autonomy. These are some of the actions a teacher can employ during mediation. Additionally, the activities to be developed during the lesson are also crucial in mobilizing student engagement. They serve as a means to activate the web of communications that can be established in the classroom; the relationships formed there define the different roles of teachers and students (ZABALA, 1998, p. 89).

Despite the various actions and activities that a mediating teacher can adopt, it is important to understand that mediation is not static; there is no fixed model or script to follow, as students are not

⁵ It encompasses a series of planned pedagogical procedures designed to assist a particular group of students in successfully completing a specific activity.

the same, and neither are the conceptions of learning. Society itself is rapidly changing with the advancement of information and communication technologies, bringing a new student profile into schools and requiring teachers to develop new forms of mediation.

Teacher Joana highlights the different forms of mediation in her statement: *"It's not about holding their attention like we used to in the past, but rather about getting them to focus on what we're teaching. I'm hoping that in the next session, you'll bring us things that truly fulfill this need."* By mentioning that the way of capturing attention she expects is not like it was in the past, she provides us with two pieces of information: first, that there was a way to mediate that ensured students' attention and engagement in the lesson, as it was possible "in the past"; and second, she emphasizes that the old way of mediating no longer works today, as it fails to meet the current learning needs of students.

Reflecting on Luisa's and Joana's statements leads us to ask: how can we help these teachers develop a pedagogical mediation that meets their teaching and learning objectives?

We sought answers in the studies of Weisz and Sanchez (2002). They point out that every pedagogical practice is guided by a set of ideas, conceptions, and theories about the content to be taught and the process by which that content is learned. These ideas, conceptions, and theories may be adopted by the teacher without them being fully aware of it. We believe that encouraging teachers to reflect on and study their practice, supported by training courses, will help them identify which conceptions align with their classroom practices, thus aiding them in making informed decisions to reframe and adapt these conceptions to meet students' teaching and learning needs.

Weisz and Sanchez (2002, p. 124) explain that "unveiling these theories in various situations of observation and analysis of classroom practice is the most solid tool for training the type of professional we need, often referred to as the reflective practitioner." Through observations, notes on planning, recording of lessons, and analysis of activities that allow teachers to understand the theoretical ideas and conceptions guiding their work, they develop what the authors call "thematic work." It is through this practice that teachers become aware of their pedagogical approach in a practical and reflective manner.

Pedagogical Innovation

When we think about the word "innovation," the idea of something "new" and unprecedented, something that has not yet been used or even created, immediately comes to mind. However, when we talk about innovation in education, particularly pedagogical innovation in teaching practice, this

Teachers' expectations about a continuing education course: textures of their teaching learning understanding of innovation broadens. According to Teixeira (2010), “educational innovation can be understood as the search for answers to the challenges present in the dynamics of school processes, based on the analysis and reflection of the socio-cultural context and the effective contributions that such innovations can offer to address these challenges.” For Carbonell (2002, p. 19), innovation is a “set of interventions, decisions, and processes, with a certain degree of intentionality and systematization, that aim to modify attitudes, ideas, cultures, content, models, and pedagogical practices. “From the understanding of these two authors, we can see that innovating is related to carrying out an action in a specific context, where the action is intentionally planned through a process of reflection and analysis to achieve a goal. Thus, the action does not need to be unprecedented or little known; it needs to be effective, as it generates the expected change.

The desire for pedagogical innovation was noted in the statements of the teachers/participants as a learning expectation in the PROALE training program. Let's take a look:

I have high expectations for the course; it's not by chance that I'm sitting here at 2:00 PM waiting for you because of innovation the word of the day is innovation. Every meeting, every training session, we talk about innovation, innovative classes, engaging classes, classes that attract students. We participated in PNAIC, which was wonderful, and my colleague mentioned the math corner, Portuguese language corner, reading corner—all of which we put into practice. But I go further; what I found very interesting in PNAIC was the exchange, the exchange of experiences we had among ourselves, and I hope we continue that. With PROALE, I already see things differently. It's a program that attracted me a lot because of the provision of teaching materials for the students, and this gives me a lot of hope because when the students have the materials, they're already curious. So, I hope that the meetings bring innovative and meaningful strategies that we can put into practice, that we can share, and that we can really prepare these children for the world out there (LAURA).

Teacher Laura emphasizes the word "innovation" in her statement. It is what she expects from participating in yet another training session on literacy. When discussing innovation, she reflects on her formative experiences by mentioning PNAIC⁶, a Federal Government Literacy Program, where she engaged in activities she considered meaningful, such as the math and reading corners. She also highlights the exchange of experiences among colleagues as a very important aspect of the training.

It's interesting to reflect on these aspects of Laura's statement because, while she calls for innovation, she also presents a pathway to achieve it. By referring to the successful activities she developed and the exchange of experiences among teachers, she identifies starting points for pedagogical innovation, aligning with the theories of Imbernón (2001).

⁶ The PNAIC - National Program for Literacy at the Right Age, a Federal Government initiative, aimed to ensure that all children in Brazilian municipal and state schools, both urban and rural, were literate in Portuguese and Mathematics by the end of the 3rd year of Elementary School.

Imbernón (2001, p. 19), in discussing educational innovation and the teaching profession, mentions that "innovation requires both new and old pedagogical conceptions and a new professional culture forged in the values of collaboration and social progress, viewed as educational and social transformation." To innovate, it's necessary to consider what is already established by teachers in the classroom. That is, teachers need to be encouraged to critically reflect on their practice through theoretical studies and to rework it in a way that achieves the primary goal of student teaching and learning.

Continuing education programs must encourage teachers to reflect on the pedagogical conceptions they adopt whether they are appropriate, whether they ensure student learning, and how the new concepts introduced through training can contribute to the work they are already doing. This is the essence of continuing education: using teachers' knowledge as a reference, recognizing and valuing their work, as Candau (1997) states. By starting from what the teacher already knows and has done in the classroom, and by encouraging reflection and active participation in their own context, they can achieve the much-desired pedagogical innovation.

The difficulty teachers often face in recognizing that innovation can be developed by them within their classroom context stems from the idea that innovation is something external, ready-made, a model to be followed and applied. We believe this mindset is the result of a training history where teachers were not encouraged to reflect on their practice and were seen merely as implementers of a teaching methodology, a technique to be followed and applied in the classroom. This is also influenced by a neoliberal discourse that instills in teachers the idea that they must seek innovation to perform their work by acquiring some ready-made material to be followed, when in fact, the act of innovating is constructed through reflection on their practice. This notion can often lead teachers to feel incapable of innovating, thereby compromising the possibility of generating new pedagogical knowledge (IMBERNÓN, 2001).

We believe that the path for teacher Laura and for many other teachers to address many of their challenges and desires for innovation in the classroom is to invest in a form of professional development that considers the teacher as a "dynamic cultural, social, and curricular agent, capable of making educational, ethical, and moral decisions, developing the curriculum in a specific context, and creating projects and curricular materials in collaboration with colleagues" (IMBERNÓN, 2001, p. 21). It is about understanding that the teacher is not in the training space just to listen and execute but also to produce pedagogical knowledge. This knowledge, which arises from reflection on

Teachers' expectations about a continuing education course: textures of their teaching learning pedagogical action, is considered by Mizukami (2010) to be a powerful strategy for teacher training within their own workplace.

Teaching Strategies

Alongside the teachers' desire for pedagogical innovation, another significant learning expectation emerges: "teaching strategies," which were frequently mentioned by the teachers during the discussion sessions. When referring to teaching strategies, it is essential to consider specific procedures that help and facilitate children's learning during literacy instruction. Let's take a look at what the teachers highlighted:

I hope for new strategies; I want a technique or method to really engage my students and make them enjoy reading, to help them learn to use this language in a social context, to get them to interact and participate. We know that many are not interested (Lia).

What I expect from this training is that we gain more strategies to use in the classroom with those students who are more distracted, who don't pay much attention and just want to play—strategies specifically focused on literacy (Amanda).

We always hope for new work strategies because we are constantly searching, and my colleagues and I are always concerned about those disengaged students who show a real lack of interest. We're looking for ways to get them interested and to involve their families in this effort. Sometimes we succeed, but other times we don't, which leaves us feeling somewhat frustrated because the situation is very challenging today (RAQUEL).

Through the analysis of the teachers' statements, we observe a strong desire for new teaching strategies focused on literacy. For instance, teachers Amanda and Raquel emphasize the need for strategies that engage students' attention and interest, while teacher Lia more specifically highlights: *"I want a method, a technique to really engage my students and make them enjoy reading, to help them learn to use this language in a social context, to get them to interact and participate."* Lia mentions that she desires strategies that encourage a love for reading and the use of language in a social context. Reflecting on the teachers' requests, whether they are more specific or broad, highlights the need to engage in discussions with the teachers about the concepts of teaching (ensinagem) and teaching strategies.

Indeed, the process of "ensinagem" (a blend of teaching and learning) encompasses "a complex social practice carried out between subjects, teacher and student, involving both the action of teaching and learning" (ANASTASIOU; ALVES, 2005, p. 15). It involves the act of teaching through a partnership between the teacher and the student, resulting in learning that extends beyond the classroom. The teacher, as a mediator, and the student, in active engagement, work together through

teaching strategies to enable "thinking" a situation where the student begins to rework the relationships of content.

For Anastasiou and Alves (2005, p. 68-69), the term strategy "is the art of applying or exploiting favorable and available means and conditions to achieve objectives." According to the authors, strategy aims to reach a specific goal, and therefore, it is crucial to have clarity about the desired outcome in teaching; to value the student's knowledge as a starting point for choosing the strategy; to define how to act, the type of activity to be carried out; and to explore ways to highlight thinking, as well as to consider the nature of the content, whether it be factual, conceptual, procedural, or attitudinal.

Additionally, Anastasiou and Alves (2005) emphasize the importance of the methodology adopted. In traditional methodology, memorization is the primary operation, which is increasingly viewed as insufficient given the current reality. In contrast, dialectical methodology encourages the teacher to propose challenging situations that facilitate the development of mental operations such as comparing, observing, imagining, critiquing, and interpreting. These situations should be organized to stimulate, exercise, and relate these operations. Thus, "the teacher should be a true strategist, justifying the use of the term strategy, in the sense of studying, selecting, organizing, and proposing the best facilitating tools so that students can appropriate knowledge" (ANASTASIOU; ALVES, 2005, p. 69).

We see that developing a teaching strategy involves many factors: the adopted methodology, the student's existing knowledge, the objective of the teaching, and the type of content. Furthermore, it is essential to recognize that teaching practice is interwoven with various dimensions of the didactic process, including teaching, learning, research, and assessment. According to Veiga (2012), these dimensions should not be present in pedagogical practice independently; rather, they should be related and integrated.

When this integration does not occur, pedagogical practices may fail. For instance, when one dimension, such as teaching or learning, is prioritized over another, such as assessment or research, the lessons planned and implemented by teachers may not yield significant learning outcomes. Without an adequate didactic approach, students may become disengaged in the lessons, leading to distraction and, ultimately, a lack of learning.

This understanding leads us to conclude that a teaching strategy, whether focused on literacy or another area of knowledge, is not a ready-made recipe to be followed, as is sometimes expected by some teachers. A strategy is constructed by considering various factors, and it is necessary for the

Teachers' expectations about a continuing education course: textures of their teaching learning teacher to be aware of this so that they can produce their own pedagogical knowledge, taking into account the environment in which they operate as a teacher. With this in mind, and considering the insights from the discussion session, teacher Laura points the way for teachers to build this knowledge. Let's look at her statement:

I've been a teacher for 22 years, and I really see that with each passing year, the students change a lot. The kids nowadays are very active; they talk about everything. Anything you bring to the classroom, they have something to say about it, both good and bad. What we're looking for are ways and strategies. We hear a lot about the theoretical part, but it's really great when the theory brings ideas on how to work in the classroom, especially in the area of literacy (RAQUEL).

We know that teaching literacy is not a simple task. For decades, Brazil, through the Ministry of Education, universities, and state and municipal education departments, has been conducting studies and initiatives to reduce the high rates of illiteracy in the country. The National Education Plan (PNE) itself sets goals to ensure that all children are literate by the end of the 3rd year of elementary school, eradicate absolute illiteracy, and reduce functional illiteracy by 50% (BRASIL, 2015). To achieve these goals, major initiatives have been adopted, including greater investment in basic education, the appreciation of teachers, and the encouragement of initial and continuing teacher training.

The teachers' statements about their desire to learn new teaching strategies reveal a glimpse of the ongoing efforts to reduce the number of students who are not literate, as well as the ways in which teacher training is being thought out and structured. The teachers participating in our study have, in their formative and professional journeys, experienced the impact of these changes, which are reflected in their classroom practices.

We can reflect on teacher training through the words of teacher Raquel: *“What we’re looking for are ways and strategies. We hear a lot about the theoretical part, but it’s really great when the theory brings ideas on how to work in the classroom, especially in the area of literacy.”* While the teacher highlights what she wishes to learn, she also points to the way training courses are planned. By saying, “we hear a lot about the theoretical part,” and that what’s needed is for theory to bring ideas on how to work in the classroom, she shows us that academic studies need to be developed in formative spaces that value the “teacher as an intellectual of thinking, knowing, and doing.” (VASCONCELLOS; BERNARDO, 2016, p. 216), de modo que o que é discutido possa fazer sentido para o professor, para o trabalho que realiza em sala de aula.

Considering that theoretical training is inseparable from practice, it is necessary to emphasize in formative meetings the idea of reflecting on this practice to rework it and create new strategies, as

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teachers desire, starting from the principle of truly understanding what it means to be a reflective teacher. Alarcão (2010, p. 44) mentions that “the notion of a reflective teacher is based on the awareness of the capacity for thought and reflection that characterizes the human being as creative and not merely a reproducer of ideas and practices that are external to them,” that is, “the reflective teacher is one who is capable of analyzing their own practice and the context in which it occurs” (MIZUKAMI, 2010, p. 51). Understanding this is fundamental so that during formative meetings, creativity, study, and research are mobilized within the teacher, enabling them to produce pedagogical knowledge.

Final considerations

In light of the reflections made, without intending to conclude the discussion—considering that we believe this study is just a starting point for discussing aspects of continuing teacher education, their interests, and formative expectations, using teaching learnings as references we observed that the learning expectations of the teachers involved in the PROALE program focused more on the methodological aspect rather than the conceptual one.

The teachers' learning expectations from the PROALE training were centered on improving their classroom positioning through support in mediation, teaching strategies, and pedagogical innovation. Regarding mediation, they sought to learn ways to guide teaching and learning so that students would engage more deeply with activities. In terms of teaching strategies, they wanted to acquire methodologies that would facilitate and ensure student learning. As for pedagogical innovation, they aimed to discover new ways to teach, guide learning, and design activities. However, they seemed to perceive mediation, strategy development, and innovation as ready-made activities, expecting that continuing education would provide them with specific procedures to implement in practice, thereby achieving the desired ability to innovate, mediate, and develop teaching strategies.

In the theoretical discussion we developed about each expectation, we demonstrate exactly the opposite. There is no model to follow for developing such activities. They all stem from the process of the teacher's own constitution through their pedagogical action in the classroom. Of course, it is necessary for teachers to understand what mediation, innovation, and strategy are. Continuing education plays this role by, starting from theoretical concepts, discussing and helping teachers articulate this knowledge with their work in the classroom. However, what continuing education for so many teachers falls short on is disregarding what teachers themselves want to know. They are the ones who are in the classrooms every day, experiencing difficulties and needing specific knowledge

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We emphasize that considering teachers' learning expectations as the starting point for planning their training values their interests and creates a favorable formative space for meaningful teacher learning. This approach allows the knowledge acquired to positively impact their work, benefiting both their students and themselves as professionals who find fulfillment in the practice of their profession.

We believe it is necessary to revisit the structure of the ongoing teacher training that was researched. This training needs to value the teaching profession and encourage reflection and discussion on pedagogical practice in light of theoretical concepts, so that teachers can find meaning in what is being communicated in the training space and, in turn, produce pedagogical knowledge. Furthermore, this work opens up opportunities for researchers to invest in studies on teachers' learning expectations across various types and formats of training, with the aim of expanding the field of discussion. In the future, discussing teachers' learning expectations should no longer be something new, but rather a standard aspect of formative processes designed for educators.

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