

## Teacher education: contributions of the teacher professional development plan

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### Summary

This article analyzes the continuing education of teachers through the document that implements the development of teachers. It shows that teacher training should be guided by transformations and challenges in the face of practice, beginning already in the undergraduate courses. The methodology presented is qualitative research, based on document research. The documentary research was carried out in the Teacher Professional Development Plan (PDPD) of the public university researched. The results achieved are relevant to this research, because the quality of continuing education should be based on reflection and innovation, because it is through training that teachers develop their practice in order to face new challenges, thus ensuring a comprehensive training of teachers.

**Keywords:** Teaching. Education. Higher education.

### Formação de professores: contribuições para o plano de desenvolvimento profissional dos professores

#### Resumo

Este artigo analisa a formação contínua dos professores através do documento que implementa o desenvolvimento dos professores. Mostra que a formação de professores deve ser orientada por transformações e desafios apesar da prática, começando já nos cursos de graduação. A metodologia apresentada é a investigação qualitativa, baseada na pesquisa documental. A pesquisa documental foi realizada no Plano de Desenvolvimento Profissional dos Professores (PDPD) da universidade pública investigada. Os resultados alcançados são relevantes para esta investigação porque a qualidade da formação contínua deve basear-se na reflexão e inovação, pois é através da formação que o professor desenvolve a sua prática para enfrentar novos desafios, assegurando assim uma formação abrangente dos professores.

**Palavras-chave:** Ensinar. Formação. Ensino universitário.



## 1 Introdução

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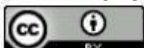
This text was a cutout of a research on the theme teacher education, bringing to the center of the discussion the interface of continuing education with the professional development of teachers. The general objective of the study was to analyze how the document that guides the professional development of teachers at a public university in the state of Ceará implements the continuing education of its teachers.

The article had the following sections: an Introduction, which announced the organization of the text. In the sequence, the methodology situating the nature and trajectory of the research. Next, the results and discussions of the research, highlighting reflections pertinent to continuing education and teacher professional development, as well as the findings of the research in question. Continuing on, the final considerations and the references.

## 2 Metodology

The methodology was of a qualitative approach nature with documentary research. In the qualitative approach, it is necessary for the researcher to observe the subjects and make an effort to understand the various opinions, highlighting the characteristic to make use of the qualitative approach in teacher training in the reading of Bogdan and Biklen (1994) "The aim is not value judgment; rather, it is to understand the world of the subjects and determine how and by what criteria they judge it" (p. 287). The work corresponds to the qualitative research approach, falling on aspects of teacher training.

This research had as theoretical support the studies of Oliveira (2012), Imbernón (2009) and García (1999). The documentary research was carried out in the Teacher Professional Development Plan (PDPD) of the public university researched, being our locus the State University of Ceará (UECE). According to Lakatos and Marconi (2001), documentary research is the collection of data from primary sources, such as written or





unwritten documents belonging to public archives, private files of institutions and households, and statistical sources.

We chose to conduct a single case study, considering that the case study is an in-depth analysis of a study unit, which meets the purpose of the research. According to Godoy (1995, p. 25), it aims at the detailed examination of a particular environment, subject, or situation. Widely used in education, it has become the preferred method of those who seek to know how and why certain phenomena happen, or those who are dedicated to analyzing events over which the possibility of control is reduced or when the phenomena being analyzed are current and only make sense within a specific context.

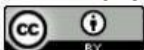
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### 3 Results and Discussion

The concept of professional development has integrated the global and regional agenda in recent years, through international organizations, such as: the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization of Ibero-American States for Education, Science and Culture (OEI) and the Organization for Economic Cooperation and Development (OECD). (OLIVEIRA, 2012)

According to Imbernón (2009, p. 77-78), the concept of PDD defines professional development as being a set of factors, among the main ones would be autonomy, as a condition for change in their cognitive dimension and also their values, socio-affective and cultural. This autonomy reflects in the teachers' professional growth, reverberates in their personal edification and also in their identity as education specialists.

The author considers the importance of external "factors" important for the teacher's performance and for the professional development to be consolidated in fact. When stating that the absence of these "factors" ends up proletarianizing the teaching class, Imbernón (2009) emphasizes the importance of PDD to be understood not only in the micro context of the school, where the conceptions of learning, professional training, and curriculum structure are inserted, but also in the material base of capitalist society,





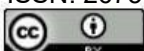
which has historically identified the individuals who make up the teaching profession as proletarian professionals.

According to García (1999), the PDD is characterized by the union of several factors, such as the initiative for research, the quality of teacher training, and the ability to act in the face of dilemmas in the educational field. This author also infers that PDD refers to "[...] a long-term process in which different types of opportunities and experiences are integrated and systematically planned to promote professional growth and development" (GARCÍA, 2009, p. 7).

To contemplate a problematization of the Development Plan, we bring to this dialogue an institutional document of the UECE, with the purpose of provoking reflections regarding teacher training. Resolution No. 1379/2017 - CONSU, of December 6, 2017 - approves the Plan for Professional Teacher Development of the UECE (PDPD). The present plan is based on the systematization of the material produced by the pedagogical advising teams that are members of the Pro-Rector of Graduation (PROGRAD), which have undertaken efforts to contribute to the process of teacher training at this University, considering the institutional demands.

In this way, it has as a reference the document entitled "Policy of Professional Teacher Development for the UECE", produced by the team of the Technical-Pedagogical Cell (CTP/PROGRAD) during the 2008-2012 administration, according to Resolution No. 3414, of 10/10/2011, of the Teaching, Research and Extension Council (CEPE), which approves the Teacher Training Project 2011/2012 - Axis: University Pedagogy.

The Training and Professional Development Plan has as its general objective the strengthening of the relationship between the improvement of the teaching-learning processes of the students and the qualification of teaching practice and scientific production of the university. To this end, it assumes as specific objectives, to organize the pedagogical space, always based on dialogue; to favor the exchange of experiences and knowledge among the teachers; to verify if the methodology of training and evaluation is





linked to innovation; to develop training focused on teaching, research, extension, and university management.

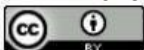
The demands related to teacher training were identified by means of document analysis, the application of questionnaires to the permanent teachers of the UECE and interviews with pedagogical advisors of the institution, who pointed out, among other aspects

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- a) The non continuation of the implementation of the Teacher Education Project, approved by CEPE, systematized and initiated during previous administrations of PROGRAD;
- b) Insufficiency of the political-legal foundation to discipline teacher education actions in the University;
- c) Centralization of the attributions of proposition, conception and organization of teacher education in PROGRAD;
- d) The offer of isolated educational actions, without integration with other institutional actions of qualification and professionalization of professors;
- e) Lack of other opportunities and modalities for the initial formation of teachers, which is restricted to the Didactics of Higher Education course, the Specialization Courses for University Teaching and the Masters and Doctorates financed by the public power and also self-financed by interested teachers;
- f) Lack of a mapping (database) of the expertise of teachers from different centers in the area of teacher training for higher education;
- g) Lack of material resources to subsidize pedagogical training actions in the UECE in an integrated and constant manner. (RESOLUTION No. 1379/2017).

After diagnosing this reality within the university, PROGRAD discusses an action plan called Plan for Professional Teacher Development (PDPD/UECE). According to the aforementioned resolution, the plan has as its objective the comprehension of teaching as a situated and ethical action, which translates intentionality and is supported by theories and experiences that weave its conceptions and practices.

In order to ensure the benefits of training on the teaching career, the UECE established, through Resolution No. 1089 of the University Council (CONSU), August 4, 2014, which regulates the rules of the program of performance evaluation for purposes of functional development of teachers in the career of the occupational group Higher Education (MAS) of the State University of CEARÁ Foundation (FUNECE) and makes other provisions, dealing with the factors and aspects considered as Professional Training in the Performance Evaluation Program of its servers.





Thus, the attempt to create a plan for the professional development of teachers that integrates training and career, with a view to contributing to the professionalization of teachers, requires, among other aspects, the explicitness of its theoretical foundation, its principles, objectives, goals and actions.

Considering the epistemology of practice as the formative paradigm that makes it possible to understand the teaching work as praxis, training and professional development assume guiding principles that are mentioned in Resolution no. 139/2017, point out that teacher training should be guided by transformations and challenges that go through, first, the practice and, subsequently, the professional training, starting from the beginning, the undergraduate courses and their respective programs. The respective principles rectify in the improvement of the formation processes in the scope of higher education and with this, improving the methodology of the teaching and learning process.

The PDPD at UECE adopts two basic axes, namely: 1. pedagogical training, common to all teachers, and 2. diversified training, conceived according to the specific demands of the areas in which these professionals work. The training initiatives, both pedagogical and diversified, will be aimed at all the teachers, regardless of how long they have worked in the institution and of their institutional ties. In this case, training will be guaranteed for newly recruited, permanent, substitute, and visiting professors.

The first axis of training, represented by actions focused on the pedagogical training of teachers, is coordinated by the Dean of Undergraduate Studies, with the support of the Centers, Colleges, Undergraduate Courses and Graduate Programs. The purpose of the Pedagogical Axis is to promote the understanding of the nature and the competencies required for teaching in higher education in the activities of teaching, research, extension, and university management, in order to stimulate pedagogical innovation and a critical and creative sense. The second axis, on the other hand, defined and coordinated by the Centers, Colleges, Undergraduate Courses and Graduate Programs, with the support and follow-up of PROGRAD, will focus on specific questions and themes demanded by the world of work and by the Course Pedagogical Projects.



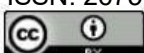


Given these proposed objectives and relating them to the current moment in the perspective of national education and teacher training, the current moment demands from the educational space changes in methodology and, therefore, in the improvement of training. It is noticeable, however, the challenge that all educators face, highlighting a teaching based on total quality and technological domain. Therefore, teacher education cannot accept "fads" as imposed alternatives, but also cannot reject them without grounding and justification. It is necessary to make feasible a critical and conscious pedagogical practice where there is an importance of changes in teacher education aimed at their practice in the act of teaching.

To achieve these goals, some actions are listed in the document. The actions are important and mean that the relevance of teacher training is a reflection on the educational process, where the teacher experiences the changes that occur in the daily life of the school.

The goals proposed for the Professional Development Plan for Teachers at UECE are many and affect the entire teaching staff of the university. The first of these is to guarantee that 100% of the permanent professors joining the UECE will receive an institutional welcome, integration, and initial pedagogical training course, for a total of 40 hours, after each appointment/appointment, under the responsibility of PROGRAD, in partnership with DEPES, SEPLAG, Directors of Centers and Faculties, and Course Coordinators, also guaranteeing to 100% of the substitute professors that start at the UECE an institutional welcoming, integration and initial pedagogical training action, in a total of 20 hours, after each period of hiring, under the responsibility of PROGRAD, in partnership with DEPES, Directors of Centers and Faculties and Course Coordinators.

In order to improve the training of the university's course coordinators, the PDPD will offer a training course (with no specific date) of at least 20h/a for all course coordinators (one course every two years), with a view to preparing them for academic-administrative management activities. It will also offer a training course of at least 12h/year for all coordinators and internship supervisors (one course every year), under PROGRAD's responsibility, in partnership with the colleges of courses, so as to



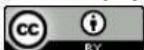


contribute to the improvement of the quality of the development processes and the follow-up of the supervised internship.

To guarantee the enrollment of professors interested in Specialization Courses promoted by the UECE, with total exemption of monetary costs and respecting the percentage of 10% (ten percent) of the total number of vacancies offered per course, according to Resolution 293/2006 of the Director Council (CD); Promote at least one continuing education course, extension and/or improvement per semester, in partnership with the Education Center (CED/UECE), the Secretariat of Support to Educational Technologies (SATE/UECE), the School of Public Management of Ceará (EGP/SEPLAG) and/or other institutions, about public management, teaching in higher education, educational planning and evaluation, distance education and digital resources in education, environmental education, human rights, Libras, among other themes; to encourage the offer of disciplines such as Didactics of Higher Education, Methodology of Higher Education, University Teaching, Psychology of Education, among others, in the Graduate Programs of the UECE, from a partnership with PROPGPq.

In this web of organization it will also assure the enrollment of teachers (effective and substitute) in subjects offered by the UECE's Graduate Programs, defining the criteria of access together with PROPGPq, encouraging the enrollment of effective and substitute teachers in foreign language courses (of work) offered by the UECE.

The PDPD has instituted the Pedagogical Week of the UECE's undergraduate courses, before the beginning of each academic semester, in partnership with the course coordinators, with the aim of discussing pedagogical themes, specific issues of interest to the collegiate groups of courses, evaluation of the previous academic period, planning of the courses and other activities of the semester; to hold an 8-hour pedagogical workshop with the structuring teaching cores (NDE) every year, about the elaboration, restructuring, and evaluation of the course's Pedagogical Project (PPC) and the operationalization of the Electronic Course Pedagogical Project (EPPC), under PROGRAD's responsibility, in partnership with the Department of Informatics (DI) and to hold a meeting to socialize







teaching practices during the UECE University Week, with a presentation of the UECE teachers' work.

All the actions mentioned above are aimed at providing a continuous in-service training for the teachers of the UECE undergraduate courses, considering their specificities. This is a positive point, given the different demands of a teacher from a bachelor's course to a licentiate's course. Different realities require differentiated actions that meet their expectations.

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## 4 Final considerations

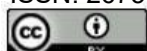
University teaching has been understood over time and reinforced by legislation as predominantly linked to the knowledge of the content/discipline taught by the professor. The mastery of content should be based on research activities that support the capacity to produce knowledge.

The results of the research allowed an approximation with the reality experienced by the university professors of the researched institution. From the research, it was possible to identify challenges to be faced by UECE regarding the institutional training of teachers.

An institutional investment is needed to increase the quality of in-service continuing education for teachers within the university and consequently the teaching offered to students. Reflective and meaningful training is needed to avoid mere non-innovative training. The actions taken institutionally must move towards collective and shared action in the development of pedagogical work within the courses and the university.

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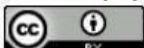
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