

Teacher training in light of Brazil's 1961 and 1996 education guidelines and bases laws (LDB)

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Abstract

Teacher training has been expanding discussions in the educational field, mainly from the educational reforms of the late 20th century, and attracting the eyes of specialists and legislators, whom see in teacher training paths for certain educational purposes. Therefore, this article aims to understand the historicity of teacher training in Brazil, highlighting the implications of the 1961 and 1996 Education Guidelines and Base Law (LDB). This is a bibliographic and documental research, whose objects of study are those legal instruments, in the context of the history of teacher training and Brazilian education. As results, after the proposed analysis, it became evident that the historicity of teacher training in Brazil crosses particular interests of groups, reflected in the laws that support the Brazilian educational system, and is also marked by social issues relevant to the times, which reverberate in the constitution of the teaching profession, in its identity, formation and social status.

Keywords: Teacher training. Education Guidelines and Bases Law (LDB). History of Education.

A formação de professores à luz das leis de diretrizes e bases da educação de 1961 e 1996

Resumo

A formação de professores vem ampliando as discussões no cenário educativo, principalmente a partir das reformas educacionais do final do século XX, e atraindo olhares de especialista e legisladores, que veem na preparação docente caminhos para determinados fins educativos. Este artigo tem por objetivo, assim, compreender a historicidade da formação de professores no Brasil, com destaque às implicações das Lei de Diretrizes e Base da Educação (LDB) de 1961 e 1996. Trata-se de uma pesquisa bibliográfica e documental, cujos objetos de estudo são esses instrumentos legais, no contexto da história da formação docente e da educação brasileira. Como apontamentos, após a análise proposta, evidenciou-se que a historicidade da formação docente no Brasil atravessa interesses particulares de grupos, refletidos nas legislações que amparam o



sistema educacional brasileiro, e é, ainda, marcado pelas questões sociais pertinente às épocas, que reverberam na constituição da profissão docente, em sua identidade, formação e status social.

Palavras-chave: Formação de professores. Lei de Diretrizes e Bases da Educação (LDB). História da Educação.

1 Situating the departure

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Teacher education and the Brazilian educational context arise in a process of (dis)formative paths, understood as the social and educational trajectories that teachers perpetuated, coupled with a process of devaluation of education and teaching professionals, as pointed out by the studies of Saviani (2008) and Vicentini and Lugli (2009). In view of this, it is necessary to think about the paths and movements through which this training has taken us, which makes us reflect on models and conceptions of teacher training.

This study emerges from discussions developed in a stricto sensu post-graduation course in Education in the State of Ceará about the historicity of Education. But, also, of individual researches about the constitution of teachers and their formation, in special, the social conceptions and educational policies throughout the history of the teaching profession.

It is justified as relevant due to the intention of understanding, through the history of Education, the paths that have constituted teacher education in Brazil, especially the scenarios of Brazilian education in the 1960's and 1990's, with the educational transformations of policies for teacher education in this period. In focus, the creation of the Laws of Directives and Bases of Education (LDB) of 1961 and 1996, fundamental legal landmarks.

Those familiar with the discussions on educational policies will certainly point out as a gap the fact that here we do not emphasize the second Brazilian LDB, Law 5.692/71. However, having been approved in a context of exception, during the military regime, the fact brought important implications on its educational conceptions analyze





this aspect of this law. Therefore, the focus of the present study is directed to the understanding of the significant changes in the scope of teacher education and education in Brazil, having as marks the first and the last Law of Directives and Bases, comprising a time interval of approximately four decades.

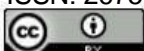
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Starting from the scope of teacher education and the paths of the educational trajectories, we have as problematic the historical constitution of teacher education in Brazil, from the legal landmarks of the Laws of Directives and Bases of Education nº 4.024, of 1961 and nº 9.394, of 1996. Our goal is, then, to understand teacher education within the context of the history of Brazilian education, with emphasis on the regulations and changes arising from the above-mentioned LDB. Thus, it is configured as an object of study these legal instruments, in the midst of the history of teacher education in Brazil.

This is a qualitative approach study, in the form of bibliographic and documental research. According to Minayo, Deslandes and Gomes (2016, p. 21), "[...] the qualitative approach delves into the world of meanings. This level of reality is not visible, it needs to be exposed and interpreted, in first instance, by the researched themselves, and in second instance, by a contextualized comprehensive and interpretive process". Thus, we seek, from the types of research used, to understand the universe of meanings about the referred object of study.

This research is organized in the following sections, which we will call stations, as in a journey through the debate proposed here: 1st station: teacher education in Brazil and its historical contextualization between 1961 and 1996; 2nd station: teacher education in Brazil after the Law of Directives and Bases of Education nº 9.394/96, in which we discuss teacher preparation and the due changes resulting from such legal landmark. Finally, the last station, in which we make our final considerations.

2 THE FIRST STATION: TEACHER EDUCATION IN BRAZIL FROM 1961 TO 1996





To discuss the main (un)paths that originated the training of teachers and the context of Brazilian education is to make a journey through the processes of social and formative construction of the teaching profession. This context starts before the decades from 1960 to 1990. The first discussions about "school", "education" and "formative process" in the colonial period were with the religious intervention and the use of the Ratio Studiorum, a process that went through an organization of the mission and catechizing ideals of the Catholic Church in Brazil.

Such processes, pointed out by Bosi (1992), manifest the power relation and, also, the relation of past, present and future. The author also presents this colonial period from a movement of "domination", with the actions instituted by the colonizing peoples, especially the Portuguese, with the Society of Jesus Saint Ignatius of Loyola, the so-called Jesuits, whose objective was the catechization, bringing to the aboriginal peoples the European "salvation" and "humanization".

From the colonial period on, we experienced many other educational and pedagogical processes that ended up in the current discussions about education in Brazil. This is what Saviani (2008) shows us, when he presents the following periodization of the history of pedagogical ideas in Brazil:

1st Period (1549-1759): Monopoly of the religious strand of traditional pedagogy;

2nd Period (1759-1932): Coexistence between the religious and lay strands of traditional pedagogy;

3rd Period (1932-1947): Balance between traditional pedagogy and new pedagogy;

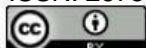
4th Period (1947-1961): Predominance of the influence of new pedagogy;

5th Period (1961-1969): Crisis of new pedagogy and articulation of technicist pedagogy;

6th Period (1969-1980): Predominance of the technicist pedagogy, manifestations of the analytical conception of philosophy of education economically development of the critical-reproductive conception;

7th Period (1980-1991): Emergence of the critical-historical pedagogy and alternative proposals;

8th Period (1991-1996): Neoconstructivism, neotechnicism, neo-scholasticism (p. 14).



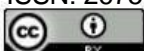


These periods presented by the author are milestones in Brazilian history, especially from the Colony to the Imperial period. In these periods, there was a formative organization of religious teachers, which made the first teachers in Brazil to be subjects linked to the Catholic Church. Thus, the teaching profession presents itself in (un)formative paths, about which it is necessary to emphasize the "un" in this writing, because we understand that during the history of Brazilian education and, especially, regarding teacher education, cultural practices were perpetuated that valued the knowledge about what was taught in detriment of the specificities for the teaching action.

Nevertheless, in Brazil of the 19th century, although the hegemony of traditional religious pedagogy diminished, manifestations of these cultural practices still made themselves felt. We had, thus, in our formative history, legislations during this century that started the discussions about the formation and instruction of the educational model, among which we can mention the Law of the Schools of First Letters, of 1827, and the Additional Act of 1834, which contributed to the consolidation of the model of the Normal School in the states of Minas Gerais (1835), Niterói (1835), Bahia (1836), Ceará (1845) and in São Paulo (1846) (VICENTINI; LUGLI, 2009).

In this scenario, we highlight the Normal Schools, an unquestionably important model for the history and consolidation of the teaching profession on national soil. Changes can be observed throughout history, with periods of ruptures, decline and maintenance, in its formative structural context. It is pertinent to highlight the implications of this model in the legal normative indications of teachers in the LDB of 1961, especially in relation to the format adopted after the reform of 1890, which brought back prestige to the effectiveness of Normal Schools as educational institutions.

At the end of the historical process of the Normal Schools, two segments were perceived: the first, lasting four years, would form professionals for teaching schools, and the second, lasting three years, which would train the primary school teachers in Regional Normal Schools, and the third, lasting three years, which would train the primary





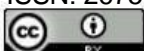
school teachers in Regional Normal Schools primary teachers who would teach in Normal Schools and Education Institutes (VICENTINI; LUGLI, 2009).

At this juncture, the works by Freitas and Biccas (2009), Gondra and Schueler (2008) and Vicentini and Lugli (2009) are researches that present different specificities in the context of the teaching profession and Brazilian education, but that help to understand and reflect on the paths that perpetuated the proceedings of the educational legal process in Brazil. We highlight the promulgation of the first Law of Directives and Bases for Education No. 4.024/61, a State responsibility process that aimed to systematize and organize, in general aspects, teaching and public education in the country.

This legal landmark was conceived in the midst of the new air of the 20th century, which exuded republican ideals and, also, of the effervescent educational movement inspired by the Chicago School and John Dewey's pedagogy, which reached Brazil strongly through the ideas and speeches of the so-called Pioneers of Education, in their 1932 Manifesto. This scenario made resound the need to think about an instrument that could regulate Brazilian education and the interest of sectors of the public power in mediating this process.

Thus, this trajectory began in 1947, with the elaboration of the preliminary draft of the LDB, based on the demands of the Brazilian Constitution promulgated in 1946. To this end, a commission was created for this purpose, to which "[...] the most expressive educational leaders of the country were summoned, being clear, by the composition of the commission, the supremacy of the representatives of the renovation movement in relation to those who still profited the traditional pedagogy" (SAVIANI, 2008, p. 16).

In this context, experienced by educational and political disputes that emerge in the Estado Novo, with Getúlio Vargas, there was an attention dedicated to public education, especially with a view to the industrialization and expansion process of the country. Nevertheless, there were religious groups in this scenario that remained close to





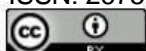
the educational discussions, even if it was, as highlighted by Saviani (2008) earlier, a period of predominance of the new pedagogy.

It is also noteworthy in this period, as mentioned, the contribution of the Manifesto of the Pioneers of New Education (1932), composed by educators such as Anísio Teixeira, Fernando de Azevedo and Lourenço Filho. This movement was driven by an educational reconstitution in Brazil, thinking about an education according to the modernity in which the country was projecting itself.

In the manifesto some key points were highlighted, such as the educational renewal movement, the purposes of education, the State in relation to education (unity, gratuity, secularity of the school), the educational functions (unity, autonomy and decentralization), the psychobiological bases (the educational processes, concept and foundation of the New School) and the planning of the system. (FREITAS; BICCAS, 2009)

It is noted, thus, the plot from which was woven the discussion of teacher education during the period, even more when thinking about the construction of a legal document that guided and regulated the Brazilian education. This plot is understood in the context of power relations, between ideological and political disputes, in which educators and the escolanovista movement were integrated, the public power and the technicist disputes of education that dialogued with the intentionality of the economic development of the country, and also the religious front and its purposes that insisted on permeating the educational conceptions in the country (FREITAS; BICCAS, 2009).

As a result of this situation of tension and dispute, the process of processing the law lasted a long 13 years, ending with its promulgation in 1961. Although it was a legal document on Brazilian education, due to the deadlocks reported here, the LDB still lacked conclusive specificities on some issues in Education, which motivates the emblematic phrase of Anísio Teixeira when referring to the creation of the law as "half a victory, but a victory". As an example of these gaps we can cite the development of the school and the teaching profession, which, in some passages and articles, are presented as follows:





Art. 2 Education is everyone's right and will be given at home and at school. Sole Paragraph. It is up to the family to choose the kind of education it should give its children.

Art. 3 The right to education is assured:

I - by the obligation of the public authorities and the freedom of private initiative to provide education at all levels, in the manner prescribed by law;

II - by the obligation of the State to provide the necessary resources so that the family and, in its absence, other members of society may be relieved of the burden of education when it is proven that they lack sufficient means, in such a way as to ensure equal opportunities for all (BRASIL, 1961, s/p).

The role of education is thus understood as a right for all, as well as the availability of education at home and in schools. The obligation of the public authorities to provide education, albeit in a superficial way, begins, given the new demands of society. Regarding the training of teachers and the stages of instruction, it is presented that:

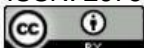
Art. 52: The purpose of normal education is to train teachers, supervisors and school administrators for primary education, and to develop technical knowledge regarding the education of children.

[...]

Art. 54 - The normal schools, at the junior secondary level, will issue the diploma of elementary school teacher, and those at the high school level, the diploma of primary school teacher (BRASIL, 1961, s/p).

In the legislation cited above, teacher education is referred to from the formative instruction of the Normal Schools, which in turn, had significant changes as presented in this study. It is worth, therefore, reflecting about how the pedagogical formation of teachers in this period was thought.

In view of the above, we identify a conflicting path of teaching, school and teacher training different from the educational movements in the world context, but also understood as the initiative of the first steps in the discussion of these themes in the national context. It is necessary to highlight that the religious link in this process is still latent, that is, we perceive remnants of a colonizing and slavery formation, which, in turn, ratifies the privilege of the specific knowledge linked to the content, to the detriment of the specific knowledge of the teaching profession.





In later articles, it is pointed out that:

Art. 55 - Besides the high school courses referred to in article 53, the education institutes will provide specialization, school management and improvement courses, open to those who have graduated from normal collegiate schools.

Art. 56 - The educational systems will establish the limits within which regents can exercise primary teaching.

Art. 57 - The training of teachers, counselors and supervisors for rural elementary school can be done in establishments that prescribe their integration in the environment. [...]

Art. 59 - The training of high school teachers will be done in the faculties of philosophy, sciences and letters and that of teachers of specific technical high school subjects in special technical education courses.

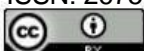
Sole Paragraph. The educational institutes may offer teacher-training courses for normal education, within the norms established for pedagogical courses in the faculties of philosophy, science and literature [...] (BRASIL, 1961, s/p).

There are gaps in the legislation regarding the establishments that train teachers for rural elementary school, unlike the training of teachers for what we now call secondary schools. In this sense, it is understood a fragility in the organization of teacher training in rural regions of the country, especially in primary education.

Despite the creation of the LDB, there was no compulsory requirement for teacher training, systematization of teaching, curriculum and structure. These discussions only started in the 1990s, as we will see later on. The plot of the history of the teaching profession is understood by Magalhães Junior (2006, p. 317) in the following terms: "Historically the exercises of the teaching profession were permeated with myths and rites that referenced the space of those who propagated the truth, a space of knowledge/power. The transformations of the educational conceptions of a certain formative process are located in this relationship of knowledge/power.

During the 1970's there were strong transformations in the public education context, such as the insertion of technical/professional teaching in primary and secondary schools (including this new school layout format) with Law nº 5.692/71, the introduction of subjects aligned to the military regime in force at the time, besides the expansion of public schools and the construction of new buildings.

As elucidated by Freitas and Biccas (2009, p. 281)





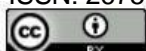
The issue of professionalization or training for work was the most discussed and debated aspect of Law 5692/1971. It rearticulated the social fabric that circulated the valuation of credentials for jobs. Changes in legislation carried out in societies with marked social inequality or, as in the case of Brazil, changes that intensify social distances had contradictory effects when it came to obtaining work 'through' the presentation of new school credentials.

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These changes were made as part of a political educational process, since 1964 was the year of the Military Coup, organized by political representatives, military and civilian, around a political project for the nation. And, like every historical process, the organization and the educational thought suffered modifications, as well as the discussion about teacher education. The latter, in a clear process of regression, marked by precariousness, lack of flexibility and the reduction of teacher education to a medium level qualification. The singularity of this phenomenon made us choose not to discuss in detail about this legal landmark (law number 5.692/71), as we understand that its nuances and implications on current education are objects of a specific and in-depth study.

The characteristics described in both periods help us understand the historical path of teacher education, but also the transformations in the thinking about public education and its expansion in these periods. In this way, by analyzing teacher education, we can see the advances and setbacks that impact the teaching profession, regarding the legal specificities of education, as well as the construction of the knowledge of the job. We also understand that the challenging advances of this professionalism are presented in the search for the consolidation of this profession. This is the panorama that leads us to our next stop.

3. Second station: teacher education in Brazil after the Law of Directives and Bases of Education No. 9.394/96



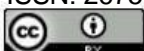


The early 1980s, in Brazil, were marked by the emerging eagerness of part of the population to undermine the military dictatorial government and thus restore a democratic ideology of state organization. Regarding education in this dark period of national history Freitas and Biccás (2009, p. 311) point out that "[...] an endless amount of damage was done to the country, and education, in general, paid a high price for decisions that have negative repercussions to this day in the core of our complex society.

As the dictatorship scenario was gradually diluted in a process of transition to democracy, influenced in part by the anti-authoritarian events that were taking place in Latin America, actions were taken to restore the democratic character (or attribute one, as it were) to education. As an example of these, we can cite the National Education Conferences that took place in the 1980s. These were movements mobilized by educational associations with the purpose of organizing demands and forwarding them to the National Constituent Assembly, regarding the situation of public education in the country. In all, there were four conferences, held biennially between 1980 and 1986.

Within the scope of the Conferences, as far as the social, political and educational scenario of the time is concerned, the documents produced on these occasions stand out, which served as a beacon for their restructuring in the democratic period. In particular, the Goiânia Charter, which articulated principles and agendas dear to education, already signaling the demands that would figure in the text of the new LDB. From these documents, and the way they were assumed by the Forum of Education in the Constituent in Defense of Public and Free Education (idealized by organizations focused on public education), the discussions were strengthened and gained strength and shape amidst the political discussions of the time. However,

[...] It is worth noting that, just as in the 1950s, when the first LDB was being processed, there were conflicts between public and private interests at that time as well. There were renewed questions about how public the State should act, and the formulations that proposed considering the public nature of some non-state institutions (FREITAS; BICCAS, 2009, p. 317).





It is in this scenario of articulations that the long-awaited Magna Carta of 1988 appears. Known as the Citizen Constitution, it reestablished the democratic principles of Brazilian society, presenting considerable gains in terms of recognizing the importance of social rights, specifically in education.

The text of the new Constitution gives education a new place, being, from then on, the right of all and the duty of the State and of the family. It also brings specifications that are fundamental for the guarantee of an inclusive and comprehensive school, as, for example, when it mentions, in its article 208, the guarantee of Youth and Adult Education (YAE), education for people with disabilities, the promotion of day care for children, and night school education.

This new scenario with an air of renewal, propitiated by the end of the dictatorship, caused the educational sectors to mobilize demanding a new legislation that would respond to the current demands for Brazilian education, since the last law that considerably modified Education, law number 5.692/71, dated from a period dominated by authoritarianism. Thus, inspired by the democratic ideals of the Citizen Charter, a draft of a new LDB was submitted to the Congressional Education Commission in November 1988 and to the Senate in May 1993. In 1996, the new Law of Directives and Bases of National Education was promulgated under number 9.394.

Named the Darcy Ribeiro Law, this legal instrument brought several changes and clarifications about national education. Regarding accountability, for example, according to the legislation in force, the education system became the responsibility of the Union, the States, the Federal District and the Municipalities, in a collaborative regime. In this sense, it is noted that, when it comes to educational matters, the Federal Government has a redistributive and supplementary function. "That is, it is responsible for providing technical and financial assistance to the states, the Federal District and the municipalities, in addition to establishing the fundamental guidelines of education" (PECEGUEIRO, 2016, p. 4).





Other changes that can also be pointed out, according to the same author, are:

[...] compulsory higher education for teachers in basic education; compulsory graduation in pedagogy to perform functions in administration, planning, supervision and educational guidance; inclusion of a minimum of 300 hours of teaching practice; compulsory graduate studies for those who work in HEIs; functional progression based on degrees and, as already mentioned, emphasis on continuing professional development, in addition to the concern with decent salaries (PECEGUEIRO, 2016, p. 5).

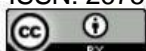
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Although it is possible to identify progress in the new legislation, with regard to the status granted to educational matters and the updating of the structure and organization of education in the country, it must be considered, however, that the new LDB arises in the midst of the dissemination of policies developed and driven by the advance of neoliberalism, specifically with regard to education. The biases that this law sustains are forged and strongly impregnated with neoliberal ideals, easily inclined to market policies, as Carvalho (1998, p. 81) states:

In the dispute between the collective and the individual, between the public and the private sphere, between the representatives of the population and the representatives of the government, neoliberal politics is winning.

Having been conceived in the midst of a period of strong interventions by agents external to education and linked to the financial sector, such as the World Bank (WB), for example, the LDB shows elements that perfectly meet the determinations of the 1993 World Education Conference and, consequently, the interests linked to the WB neoliberal policies. We can mention the valorization of the private sector (through direct or indirect privatization policies), the ideology of the contents, pedagogical conception and school evaluation, and also the decentralization of powers and responsibilities, justified by an alleged autonomy that is restricted only to the administrative and, in a way, financial sphere (since external factors, such as curricula, evaluations, control and inspection criteria, continue to be directed and centralized) (CARVALHO, 1998).

The new law of Education guidelines also triggered a series of processes around the educational discussion that, in turn, generated documents regulators in these





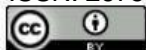
instances. We can cite, as an example of these legal landmarks, the National Curriculum Parameters (PCN) and the National Curriculum Guidelines (DCN). These are documents that establish goals and objectives for the levels of education, while the NCP are limited to proposing curricular references and guidelines. The regulatory documents, thus, have the function of enabling the execution of the LDB and its ideals for education.

It is important to take a look at the teaching profession in terms of its education and work in this context. Throughout the history of the teaching profession there have been different models and levels of education that resulted in the heterogeneity and disarticulation, especially political, of this professional category. The phenomenon has its origin in the different purposes and manifestations of education throughout history and has a direct impact on the identity of this professional. As an example, we can cite the following training models previously widespread in the country: the artisan model, the Normal Schools, complementary education, the Specific Qualification for Teaching (HEM).

In this sense, the law no. 9.394/96 came to fill in some gaps that have been present in the teaching context since its genesis and that were not contemplated by previous legislations. As for the Education Professionals, this law points out several guiding rules, such as "[...] the purposes and fundamentals of the education of education professionals; the levels and the place of teacher and 'specialist' education; [...] the workload for teaching practice; the valorization of teaching and teaching experience" (CARVALHO, 1998, p. 82).

Note that the aforementioned law brings a new nomenclature to the discussion, worthy of its own title (Title VI: education professionals), which contains seven articles. As to this aspect, we should reflect on:

According to this author [Freitas, 1992], a professional in education is "one who has been prepared to perform certain relationships inside the school or outside it, where dealing with the pedagogical work occupies a prominent position, even constituting the central core of their training. Therefore, there is no identification of "pedagogical work with teaching, [...] being this one of the aspects of the performance of the education professional". However, still according to with





Freitas, one must reaffirm that the formation of the education professional is his "formation as an educator, with emphasis on acting as a teacher" (CARVALHO, 1998, p. 84).

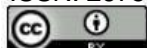
In a special way, regarding teacher training, we observe what is stipulated in article 62, which states in its current composition that:

[...]The training of teachers to work in basic education will be done at a higher level, in a full degree course, admitting, as minimum training for the exercise of teaching in early childhood education and in the first five years of elementary school, the one offered at a medium level, in the normal modality (BRASIL, 1996, s/p).

In a pioneering way, the current LDB stipulates that Basic Education teachers, for the effective and full performance of their teaching duties, must have a college degree. This aspect is undoubtedly an advance, considering that, although the previous legislations had mentioned teacher training, they were not very specific or precarious regarding this dimension.

It is necessary to point out, however, that the aforementioned article 62 has undergone changes since the publication of the law. In its current writing, as mentioned above, it lost an important element that had appeared since its first version, which pointed out that such training at a higher level should take place in universities and higher education institutes (ISE). Such removal occurred through the enactment of Law No. 13,415 of 2017, inserted in the context of the latest reform in secondary education, implemented by provisional measure of the Federal Government.

Although it seems like a simple detail in the wording, in this way it cannot be considered, since in the legal sphere everything is intentional. The dismissal of universities and ISEs as the locus of professional teacher training can be understood as a step backwards in educational policies, since it is in line with "[...] the World Bank guidelines, for whom teaching is a matter of training, not initial training. The emphasis is on teacher training, which gives more control over the educational process" (CARVALHO, 1998, p. 87-88).





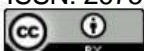
Also in article 62, in its eighth paragraph, we have again the implications of Law 13.415/17, this time intervening in the curricula of training courses, which "[...] will have the Common National Curricular Base [BNCC] as a reference". This curricular base (BNCC) has been the subject of numerous discussions in educational circles, in view of its purpose, format, and the controversial process of its elaboration and implementation, constituting a point of tension between education researchers and theoreticians and the sectors (especially the private sector) that are in favor of its implementation.

In article 65, the LDB goes further, compared to its predecessors, with regard to practical training. According to the text, "Art. 65. Teacher training, except for higher education, will include teaching practice of at least three hundred hours" (BRASIL, 1996, s/p). Here we see reverberate, with the force of law, the educational theories that are by no means recent (having as a starting point the studies of John Dewey, in the 1920s, and strongly influenced by the concepts of the reflective teacher and the researcher teacher), which deal with the importance of practice in the teacher's training and professional development.

However, beyond the provisions of art. 65, which ensures teaching practice during training, we look at the gaps left along the way. Going back to the quote, we notice that between commas appears "except for higher education", showing that, while the relevance of practice for the basic education teacher is recognized, the same need must be emphasized for the higher education teacher.

This gap, which disregards the need for pedagogical training for higher education teachers, is reinforced by the following article that points out:

Art. 66. Preparation for the exercise of higher education will be done at the graduate level, primarily in master's and doctorate programs.
Sole paragraph. Notorious knowledge, recognized by a university with a doctorate course in a related area, may supplant the requirement for an academic title (BRASIL, 1996, s/p).





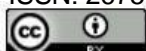
In this regard, Morosini (2000) points out that the main characteristic of this legislation as to who is the professor of higher education, and consequently, as to your training, is silence. So that, in the midst of the advances in teacher training for Basic Education that Law nº 9.394/96 presents, this gap remains and waits, until now for more than two decades, for another legal instrument that proposes proper training for teachers at this level of education.

Another article that deserves reflection is Article 67, which deals with the valorization of the education professional as a duty of the educational systems. It guarantees, in terms of the statutes and career plans for public teachers, the following rights:

- I - entrance exclusively through public competition of tests and titles;
- II - continued professional development, including paid periodic leave for this purpose;
- III - professional salary floor;
- IV - functional progression based on degree or qualification, and on performance evaluation;
- V - time reserved for studies, planning and evaluation, included in the workload;
- VI - adequate working conditions (BRASIL, 1996, s/p).

Undoubtedly, this measure gives some appreciation and stability to the teaching work, endorsing the condition of profession and giving some prestige to the professional career of teachers, as taught by Tardif and Lessard (2014) on the relationship between man and work, especially the teaching work, which refers to the mobilization of specific knowledge of the teaching action.

It is necessary, therefore, to move forward to understand and fill in the gaps that still exist in the major law on education, in order to improve the Brazilian educational system. To this end, one must always be alert to the attempts of forces opposed to the advancement of universal education in Brazilian society, sometimes disguised as seductive speeches, which try to revoke rights collectively conquered and ensured by the law.





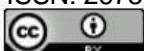
4. Final season: outlining new horizons

Revisiting these paths, unveiling the nuances that permeate the educational policies, is essential, because understanding the paths taken historically allows for a broader understanding of the current scenario of education in Brazil. It also allows for the possibility of finding new paths, especially regarding the discussion of teacher education in our country. Thus, we do not intend to disregard or even deny the paths (this time, with propriety and without the parentheses) that the history of Brazilian education reveals, but, on the contrary, to understand them in the perspective of, supported by such contradictory phenomena, taking other steps that may lead us to new directions in the country's education.

These new paths can be guided mainly by research that brings conceptions about teacher training, seeking to diminish the implications of particular interests little committed to public, free and universal education and that act on and around Brazilian education. As history shows, educational policies should not be anchored in the projects of agents that are external to the context of this activity. We should, on the contrary, base educational policy on concepts about education and teacher training based on scientific studies, giving validity and credibility to educational science and to Brazilian researchers who perform competent work in the area.

It is valid to say, as closing remarks, that we understand teacher education today as a continuous process that reverberates in knowledge of and for the teaching profession. Far beyond specific knowledge and notorious knowledge, it is about considering the specificity of the teaching profession that manifests itself, among other forms, in the knowledge of teaching mobilized from a training and knowledge about the teaching professional practice.

With that, having reconstituted some of the paths of teacher education in Brazil, a country that undeniably brings in its history consolidated religious, colonial, slavery, authoritarian roots and, still, marks of moments of colonialism and authoritarianism





interruptions of democracy, it is worthwhile, starting from here, to question ourselves: How has Brazilian education consolidated and presents itself in the face of this problematic? What is the place and role of teachers in this conjuncture? And what paths can we follow in this sense, when thinking about educational policies and training models for teachers? These are questions that we do not venture to answer on this occasion, but that will serve as future beacons in new crossings.

Given the above, we understand the historicity of teacher education in Brazil as a process permeated by particular interests of dominant groups, reflected in the laws that organize and structure the Brazilian educational system, and marked by social issues and context, which reverberated and continue reverberating in the constitution of the teaching profession, in its identity, social status and training.

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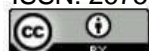
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