

TEACHER'S PROFESSIONALIZATION: A STUDY ON ACADEMIC PRODUCTION OF THE GRADUATION PROGRAM ON EDUCATION AT THE FEDERAL UNIVERSITY OF SERGIPE

PROFISSIONALIZAÇÃO DO PROFESSOR: UM ESTUDO SOBRE A PRODUÇÃO ACADÊMICA DO PROGRAMA DE PÓS-GRADUAÇÃO EM EDUCAÇÃO NA UNIVERSIDADE FEDERAL DE SERGIPE

PROFESIONALIZACIÓN DEL PROFESOR: UN ESTUDIO SOBRE LA PRODUCCIÓN ACADÉMICA DEL PROGRAMA DE GRADUACIÓN SOBRE EDUCACIÓN EN LA UNIVERSIDAD FEDERAL DE SERGIPE

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Abstract

The present work has as general objective to understand the approach of the theme of “teacher’s professionalization”, realized through the academic research of the Graduate Program on Education (PPGED) of the Federal University of Sergipe (Universidade Federal de Sergipe – UFS). It’s been clear that the terms “qualification and professionalization” are related and complement each other on the teacher’s profession. The professor is a relation’s professional. Nóvoa (1992a) materializes that to the teacher’s qualification, the individual and collective development are indispensable to the professor, promoting a change component to the challenges and the permanent search for knowledge. The understanding is that being a teacher is to daily self educate by means of learning, by which the produced knowledge results into new relations with another knowledge, which in its turn generates new meanings. In these perspective, was realized a research on the theoretical framework about “teacher’s professionalization”, in the scope of reflective involvement face to the teacher’s qualification, presented in the dissertations’ and thesis’ titles of PPGED, The analyzed researches had focused, in their majority, in academic teaching, leading to the belief that the scientific examination of the questions related to basic teaching issues are restricted to the undergraduate term research.

Keywords: Teacher’s qualification; PPGED; Scientific production.

Resumo

O presente trabalho teve como objetivo geral compreender a abordagem da temática “profissionalização docente”, realizada a partir da pesquisa acadêmica do Programa de Pós-Graduação

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em Educação (PPGED) da Universidade Federal de Sergipe (UFS). Torna-se claro que os termos “formação e profissionalização” estão relacionados e se complementam na profissão do docente. O professor é um profissional das relações. Nóvoa (1992a) concretiza que para a formação de docente é indispensável o desenvolvimento individual e coletivo do professor, promovendo assim um componente de mudança para os desafios e a busca permanente do conhecimento. Entende-se assim, que ser docente é educar-se diariamente por meio de aprendizado, em que o conhecimento produzido resulta em novas relações com outros conhecimentos que, por sua vez, geram novos significados. Nessa perspectiva, foi realizada uma pesquisa sobre o referencial teórico “profissionalização docente”, no âmbito do envolvimento reflexivo frente à formação docente, apresentadas nos títulos das dissertações e/ou das teses do PPGED. As pesquisas analisadas focaram, em sua maioria, na docência universitária, levando a crer que o exame científico das questões relacionadas à profissionalização dos professores do ensino básico restringe-se à pesquisa realizada na graduação.

Palavras-chaves: Formação de Professores; PPGED; Produção científica.

Resumen

El presente trabajo tuvo como objetivo comprender el enfoque del tema "profesionalización docente", realizado a partir de la investigación académica del Programa de Posgrado en Educación (PPGED) de la Universidad Federal de Sergipe (UFS). Está claro que los términos "formación y profesionalización" están relacionados y se complementan entre sí en la profesión docente. El profesor es un profesional de relaciones. Nóvoa (1992a) se da cuenta de que para la formación del profesorado, el desarrollo individual y colectivo del docente es indispensable, promoviendo así un componente de cambio para los desafíos y la búsqueda permanente del conocimiento. Por lo tanto, se entiende que ser maestro es educarse diariamente a través del aprendizaje, en el cual el conocimiento producido da como resultado nuevas relaciones con otro conocimiento que, a su vez, genera nuevos significados. Desde esta perspectiva, se realizó una investigación sobre el marco teórico "profesionalización docente", dentro del alcance de la participación reflexiva en relación con la formación docente, presentada en los títulos de disertaciones y / o tesis de PPGED. La mayor parte de la investigación analizada se centró en la enseñanza universitaria, lo que nos lleva a creer que el examen científico de los temas relacionados con la profesionalización de los maestros de primaria se limita a la investigación realizada a nivel de pregrado.

Palabras clave: Formación docente; PPGED; Producción científica.

Introduction: starting reflections

The discussion on the teacher’s professionalization processes is a constant issue at the starting and continued qualification of teachers. In this context, the present research presents an analysis about the theses and dissertations, on what concerns to teacher’s professionalization, bound to the Graduate Program on Education (PPGED), under the institutional aspect, in the context of the Federal University of Sergipe (UFS).

The text is subdivided into three topics: Teacher’s Professionalization, as this research will supply the basis to the theme’s analysis on “teacher’s professionalization”; followed by a brief history of the UFS Graduate Program on Education (PPGED), which is the data source for this research; and, lastly the presentation and discussion of the produced data during the cited study.

The start and continued teacher’s qualification is a lifelong learning journey. Being a teacher demands a theoretical and practical qualification, within the university, and in school and high school environment, and these two institution might never be superimposed, but instead connected, in function of the teacher’s qualification (Pacheco, 2003).

The teacher's qualification constitutes a recurrent environment for debates, evidenced in Brazil, from the 90's on, when a higher focus was granted to the theme, allowing then a more grounded discussion about the start teacher's qualification, mainly following the Law 9.394 promulgation, in December 20th 1996 (*Lei de Diretrizes e Bases da Educação – LBD*) or Law for Guidelines and Bases of Education.

In a broad context, to understand the LBD's role on teacher's formation, we bring as an example of actions: qualification programs for diploma holders; higher education institutes; and the national common basis, always remembering the current condition of Brazilian education, with prejudicial factors that interfere the start and continued teacher's qualification (Brasil, 2000). Being teacher in the current situation demands a certain doses of boldness allied to a set of diverse and different types of knowledge. In the Era of Knowledge and at a time of changes, the teacher's qualification issue came to assume a very urgent position (Perrenoud, 2001).

Face to this context, the present research holds to the following problem: how is the approach of the thematic "teacher's qualification" inserted on theses and dissertations of the Graduate Program on Education (PPGED) of the Federal University of Sergipe (UFS)?

Therefore, as main objective, we aim at knowing a thematic on the "teacher's professionalization", discussed inside the academic research working of the Graduate Program on Education (PPGED, of the Federal University of Sergipe (UFS). And as specific objectives, to rescue the produced works in the scope of the proposed theme and to analyze them from the discussion they realize on the teacher's professionalization.

Teacher's Professionalization

Currently, is notorious the increasing of the discussions on the quality of the Teacher's professionalism. Many have defended the necessity to qualify teachers that critically reflect about their own practices.

According to Perrenoud (2002), referring to the reflective practice of the teaching profession, "the characterization of a professional activity supposes objectives and an ethics, skills from inception to execution, problem identification, imagination and the set in motion of solutions" (Perrenoud, 2002, p. 12).

This way, to understand the teacher's qualification focuses on the fundamental reflection that being a teacher is to be an education professional that deals with people. These perception induces these education professional to a permanent process of qualification or formation, on the constant chase for knowledge by means of the proceedings that confer support to their social and pedagogical practices. In these sense, the education is an humanization process and, as states Pimenta (2002), it is a process by which human beings are inserted into society.

With base on the above cited ideas, the essence of the teacher's activity is the teaching-learning process. That is, it is the technical and practical knowledge that intends to guarantee that the learning comes into being as a consequence of the teaching activity. It involves, therefore, the knowledge of the objective, the purpose setting, and the interaction of the object, for the reality (non learning) to be transformed, as a social reality. That is, the learning (or non learning) has to be pledged as determined in a certain reality (Pimenta, 2006, p. 83).

In these sense, the teacher, as a reflective professional, is based on the mediation over the practice in action and the reflection over action. This last one relates directly to the

reflection over the reflection in action, making easy that the teacher might develop new rationalization, new way of thinking, understanding, action and of problem solving. In this context, the class practice appears as a space that allows the skill aggregation, from the teacher's reflection over his/her action. The reflection and the experimentation, therefore, are essential elements for the teacher's professional actuation, on the constant and progressive seek for autonomy and teaching potentialities (Schön, 1992). The teacher has to see by himself/herself and by his/her manner, the relationships amongst the means and methods employed and the reached results. No one can see for him/her, and he/she could not see only by 'talking' to him/her, even the correct talking might guide their look and to help him/her to see what he/she needs to see (Dewey apud Schön, 2000, p. 25).

In this context, Alarcão (2005) conceptualizes the reflective teacher, by affirming that "the teachers have to be active agents of their own development and the schooling system functioning as organizations on the service of the great social project that is the qualification of the alumni" (Alarcão, 2005, p. 177). Yet, in reflecting on the practice, the teacher does not know only his/her own practice but he/she comes to know himself/herself better.

Thus, the teacher reflection, accordingly to his/her pedagogical practice, is essential to seek solutions to questions relative to the work of the teacher, its identity, as well as its socio educational needs, whose context effectives itself on the pedagogical practices. According to Cardoso (2002, p. 2), "the reflective practice is the search for an imbalance between the routine act and the reflection act", being the practice have to be reflected by the teachers, making the reflection uninterrupted in his/her profession.

Furthermore, according to Guimarães (2004), the teacher's profession is made by means of the link between the qualification and the identity building of the teacher. Succeeds on the measure by which it refers to an education for life. Therefore, the seek for a critic reflective qualification allows the enhancement process of the teacher's professionalization. For these reason, the educational professional must contextualize his/her own formation bind to the society and to the educational institution, for him/her to reflect new paradigms of the knowledge building, aspiring to the permanent enhancement of education.

However, as a result of the validity of curricular perspectives and of Cartesian teacher formation/qualification, fragmented in the licensing courses – not to speak of baccalaureate courses -, the majority of the qualification programs hardly stimulate them (the licensed of bachelor degree holders) to take on seriously the role of intellectual that he/she works on the benefit of an emancipatory point of view. However, the engagement of a teacher of the basic or higher education, in critical or political forms of questioning, it invariably occurs years latter of the graduation at the university responsible for his/her formation (Giroux & Simon, 2009).

When reduced to a technical preparation, "the qualification does not prepare the teacher to solve problems originated from the uncertainty, the singularity and the value conflicts that escape the canons of the technical rationality" (Araújo, 2004, p. 77). The fact is that the teachers, in consonance with the perspective posed by the qualification courses, are not entirely able to respond to the questions that are presented to them in many school quotidian concrete situations, and to the proposed objectives to effective a social transformation envisaging education (Schön, 2000). "Our qualification courses of the educator, are concerned, in general, with methods, techniques, means of teaching, orient, supervise, or coordinate a classroom, but they avoid the political question of education" (Gadotti, 2008, p. 88).

In face of these arguments, the pedagogy needs to be more political, and the political act needs to be more pedagogical (Giroux & Simon, 2009). That is, it's needed to consider the act of educate also as a political act, as the educational process is the time when citizens are formed and in which is desired a formation from the perspective of the critical pedagogy⁴ (Giroux & Simon, 2009). In these process, the intentionality of the educator manifests in break up with the isolation and abandon, what realizes itself in their commitment with the praxis to the educational act, simultaneously with a posture of permanent formation and actuation on the transformation of the reality instituted by the hegemonic relationships (Oliveira, 2012).

Nóvoa (1992b) highlights that we need to recognize the deficiencies of the current formation programs and to go beyond, developing projects that might generate educational changes to “produce the teacher’s life” (rescuing their histories, experiences, and their knowledge), and to produce the “teaching profession” valuing the formation/qualification of protagonists on the implanting educational politics.

The process of teacher’s qualification does not reduces itself to the training and professional training (Nóvoa 1995; Schön, 1992), not even to the transmission of knowledge, because it is, above all, an ethical value set reconstruction, a valuing of the reflected praxis. So, Pimenta and Ghedin (2002) affirm that the reflection about the contradictions in the teacher’s qualification process gain another dimension, centered on the investigation of the very work in the classroom and, by this way, also in the school as a whole.

Therefore it is necessary to break up with the model of technical rationality, that prioritizes the knowing and not the dynamics of the ‘learn how to do’ and ‘knowing by doing’ (Tardif, 2011), and to think the paradigm of the reflective and critical teacher, who conceives the teaching as a critical activity which seeks for the autonomous development and emancipatory of those who participate in the educational process (Nóvoa, 1995; Contreras, 2002; Saviani, 2003; Pimenta & Franco, 2008).

The Federal University of Sergipe Graduation Program on Education (PPGED)

The UFS Graduate Program on Education (PPGED) is ensured by the objectives of preparing professionals of education to activities appertaining to scientific investigation; to develop competencies in educational research, qualifying professionals in the Nordeste Region (Brazil’s northeastern region) to establish the cooperation interchange with diverse national and foreign institutions, in the sense of deepening the workflow of research, the production and the socialization of knowledge; and to consolidate the role of the Federal University of Sergipe as a qualified centre for knowledge production at the northeastern region of Brazil (PPGED, 2018).

The Graduate Program on Education (PPGED) is integrated with the master degree and doctor degree courses, distributed in three areas: History, Society and Educational

⁴Educational process based on the vision that the human liberty involves the understanding and the transformation of the necessity. It is a pedagogy whose patterns and objectives are determined in conformity with the aims of critical vision and the magnification of human skills and social possibilities (Giroux & Simon, 2009).

Thought; Education, Communication and Diversity; Teacher's Qualification, Planning and Educational Evaluation (PPGED, 2018).

The area "History, Society and Educational Thought" has as its objective to analyze the studies on Education History, Education Sociology and Education Philosophy. The area "Education, Communication and Diversity" develops researches about the communication and pedagogical aspects allied to the processes of educational inclusion/exclusion. And lastly, the area "Teacher's Qualification, Planning and Educational Evaluation" analyzes the studies of teacher's qualification in the socio cultural context, planning and availing of Education, in diverse educational environments (PPGED, 2018).

The Graduate Program on Education, realized with the master degree course since 1994, and with the doctor degree course, implanted in the beginnings of 2008, currently sets up with a total of 309 master degree holders and 42 doctor degree holders in the area of Education (PPGED, 2016).

Results and discussions

The chosen method to develop the present study was the documental research, subsidized by means of raising, selection and analysis of the published material about the theme "teacher's professionalization". This kind of research confers to the researcher to reflect and organize the published information in relation to the theme, as to build their questions (Marconi & Lakatos, 2009).

It was realized, a priori, a research about the theoretical references that enrich the concept of the "teacher's qualification theme", on the perspective of the reflective involvement face to the teacher's formation.

Then, it was realized the raising and collection of data of the documental research on the site "Sistema Integrado de Gestão de Atividades Acadêmicas (SIGAA)" [Integrated System for Management of the Academic Activities], on the PPGED site⁵, and on the site of the Federal University of Sergipe (UFS) Library, "digital collection"⁶.

Then the perspective on the thematic "teacher's professionalization" was analyzed, by its approach in dissertations and theses found on the online databank of UFS Library. In this raising of data, we opted out for develop the thematic of "teacher's professionalization" as described in the titles of the dissertations and/or theses. For the selection, it was utilized as criteria the binding of the dissertations and theses to the use of the concept "teacher's professionalization", or in a way or another, had established a relationship between the formation and the teacher's profession. In a set of 359 dissertations we found eight that obeyed to that prerequisite, amongst those stored at the digital collection of the UFS Library.

The data collected in each research were: is a dissertation or thesis, title, author and date of bench. To a better understanding of the produced data about the "teacher's professionalization", were found and taken into analysis the following dissertations, defended from the year 2009 to the year 2017 (Table 1):

⁵ <https://www.sigaa.ufs.br/sigaa/public/programa/portal.jsf?id=136>

⁶ <http://bibliotecas.ufs.br/pagina/785>

Table 1: Dissertations that served as object of analysis

Nº	DISSERTATION OR THESIS?	TITLE	AUTHOR	DATE OF BENCH
1	Dissertation	Teacher's formation by distance: a critical analysis from a Pedagogy course.	Silene Brandão Figueiredo	2009
2	Dissertation	The continuing formation of teachers of Physical Education of the State Educational System of Sergipe	Mércia Maria Machado Guimarães	2009
3	Dissertation	The Teacher's Formation in Accountancy: the importance of the learning for the teaching professional	Claudio Marcos Praxedes Dias	2010
4	Dissertation	Professional Development of teachers and the reflectivity on the childhood education: classroom diary and reflection of the pedagogical action	Luciene Matos de Souza	2011
5	Dissertation	The Teacher's Identity Formation: supervised internship, memoirs and social representation	Sandra Mara Vieira Oliveira	2011
6	Dissertation	Professional identity of the teacher of licensing in Biological Sciences of UFS: unveiling the meanings of being a teacher	Jobeane França de Souza	2012
7	Dissertation	The continuing formation of teachers by the perspective of inclusive education: unveiling the plot	Juliana Nascimento de Alcântara	2014
8	Dissertation	The evaluation of the learning through the teacher's formation: a picture of the knowledge of the undergraduates of the pedagogy course of the Federal University of Alagoas/campus Sertão	Maria Lenilda Caetano França	2017

Source: Arquivo Online do Programa de Pós-Graduação em Educação – PPGED – UFS.

By this proceeding was possible to analyze the academic production, when reviewing the unexplored through a thematic variety. Starting from the researches of PPGED, were analyzed the constructed dialogues between academic production and the professional scope.

We highlight as basis for the theoretician's studies Schön (1992, 2000) and Perrenoud (2001), to the searching of the teacher's professionalization elements, the hypotheses and/or the research questions prioritized at the analyzed documents.

Therefore, we aimed at a reflection which seeks to respond the following orienting question: How is inserted the approach on the thematic of "teacher's professionalization" into the dissertations and theses of the Graduate Program on Education (PPGED) of UFS?

The first question observed in the analyzed corpus is the profusion of courses whose teacher's professionalization serves as an investigation object. It was evidenced that, depending on the course in question, the investigation had followed an specific direction, inside the limits and specifications of the area in which is inserted the course. Bellow, follow informations about the researched dissertations, and which permit to have an idea of the direction given to the discussion (Table 2).

Table 2: Informations about the researched dissertations

Course	Object	Methodology	Results
Accountancy	Formation of Accountancy teachers	Applied questionnaires for the course teachers	The amplification of the Stricto Sensu courses is positive, but structural improvements have to be realized in order to generate an efficient qualification for teachers.
Biological Sciences	Constitution of a professional identity for the teachers	Semi structured interviews with eight teachers from the Biological Sciences course.	The professional identity is a continuous process that is not finished in the formation, but continues during the whole professional actuation and is not stable or linear.
Physical Education	The actions of the Sergipe state educational system directed to the formation of PE teachers (continuing formation conception and evaluation of the program's actions).	Interview and documental analysis.	The continuing formation actions do not stand as a public governmental policy.
Pedagogy	Theoretical and practical references about the evaluation of learning examined in the Pedagogy course of UFAL/ Campus Sertão	Questionnaires applied to the graduating students and those already graduate.	The main evaluation forms are exams, seminars and micro classes, revealing the presence of an evaluative conception which is directed to a learning verification in which the critical perspective does not appear much.
Pedagogy	The relationship between the professional development of teachers and the teacher's reflectivity in the scope of child education	Classroom diary analysis, observation and interview	The Classroom diaries might and must be utilized as an analytical tool of the teacher's personal thinking and acting.
Pedagogy	A conception of teacher's formation and the organization of the pedagogical workflow in a Pedagogy course by distance (online course)	Investigation on the policies of teacher's formation, analysis of the coursework proposal (observation, questionnaires to alumni and semi structured interviews with the classroom tutors)	The teacher's formation is centered in the perspective of skills and competencies, inspired by the neoliberalism
Geography	The diverse knowledge set, the memory and the social representations of the teachers of Teaching Practices of the course of Licensing in Geography of UESB	Case study and oral story, with six interviews directed to eight teachers of the course.	The start formation, the internship experiences and the quotidian experiences developed in the trajectories as teachers have contributed to the overcoming of difficulties caused by intellectual immaturity

Without Course Specification (inclusive education)	The process of continuing formation of the Course of Teacher's Continuing formation in the inclusive perspective	Research-action critical collaborative, video footages and audio recording, reports, field diary and questionnaires.	Significant changes were observed in the attributed senses to the inclusive process and to a necessity of a greater theoretical and practical deepening.
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Source: Arquivo online do Programa de Pós-Graduação em Educação – PPGED – UFS.

Starting the analysis of dissertations, we observe, that authored by Claudio Marcos Praxedes Dias (Dias, 2010), whose frame is the formation of Accountancy teachers, has focused on the particularities of these course being between the market and the teaching profession, being that as states the author (Dias, 2010), the first one [i.e. the Market] does offer better financial conditions than the second [i.e. the teaching profession]. This, according to Dias (2010), focuses directly or indirectly in the complexity of the Accountancy Course (of an extremely technician character) and, therefore, in the investigation, as well as in the lack of training of the teacher during the whole formation/qualification (start and continuous).

In the dissertation written by Jobeane França de Souza (Souza, 2012), the focus was directed to the Biological Sciences teacher's identity, and a discovery that deserves attention, made by the author, is that, some of the interviewed teachers did not enrolled in this course already envisaging exclusively the teaching profession: while some aimed the Biological Sciences field researches, others intended to use this course as a way to access another courses that share some kinship like the Medicine. This match with was found by Castro, Brandão and Nascimento (2011) about the motivations that orient the choice for this course, among so many options. By means of interviews given by the Biological Sciences students of two higher education institutions, the authors have concluded that the course in question is “an indirect way of access to a more prestigious course and the social accepting in function of being not capable to directly access the aimed course” (Castro, Brandão & Nascimento, 2011, p. 125).

We also highlight the three dissertations, inside the analyzed corpus, that refer to the Pedagogy area. Two of them – that of Maria Lenilda Caetano França (França, 2017) and that of Luciene Matos de Souza (Souza, 2011) – focuses on two very particular instruments of the teaching/learning process. We are interested here to witness how the teacher's formation and the practice fit one another by the reflection of the pedagogical making: on the first dissertation, the learning about the evaluation of learning is investigated under the possibility that the students of the Pedagogy course give in to the impulse of using with their students, the same methods applied on them by their teachers;

In the second dissertation, Souza (2011) analyses the classroom diaries of child education teachers, as a way to verify how these instrument acts as a tool of qualification in the teacher's professional development. To this analysis, Souza (2011) adds the observation of practices and the interviews, seeking not only to use the diaries, but also to listen to the very teacher, being that, it was an investigation focused on the teacher from the construction of the registries as a didactic instrument, on the teacher constructed by the outsider, who observes the didactical action from the outside, and on the teacher as construct by himself, on the self observation, reflecting over his/her pedagogical actions. The classroom diary itself is an instrument that serves to accompany the classes progress, allowing a constant evaluation (Porlán & Martín, 1997).

Yet a third dissertation, focused also on Pedagogy, authored by Silene Brandão Figueiredo (Figueiredo, 2009), is different from the others cited because it investigates a

course of teacher's formation that is made by distance, being also focused on the pedagogical action in itself, but, in a most wide perspective and from the point of view of the qualification/formation given to the future teachers, and not focusing of their practices.

As seen on this first frame of the analyzed corpus, we follow to the research axes found: Teacher's qualification (2 works), teacher's identity (2 works), teacher's practice (3 works), conception of the teacher's formation and teacher's practices (1 work) and continuing formation policies (1 work).

The teacher's formation is seen on the analyzed corpus under two different points of view. On the dissertation produced by Dias (2010), its focus is structural and investigated from the teachers in the process of formation, whom have pointed negative aspects that threatened their teacher's qualification/formation, among those obstacles is the superficial pedagogical approach of the courses of specialization, insufficient to the exercise of the teacher's practices with quality. We can also state that this insufficiency is a factor of disarray to the education system, because, as according to Libâneo (2001), the "Teacher's formation is to make the teacher responsible for his/her own professional development, personally and, mainly, the compromise with the transformation of the societies they live in. However, without the proper knowledge and updating, this task is made impossible, as the teacher will remain in the alienation the lack of knowledge causes.

On the other side, on the dissertation of Alcântara (2014), the teacher's formation is investigated inside a specific locus, that is, a course of continuing formation for teachers and for inclusive education, that was designed by teachers. As the constitution of the coursework in question and the process of its formulation were analyzed, as well as the self evaluation of the teacher's practices and of the course, we can state that the teacher's formation, in this case, had its approach diluted to the evaluation of the course and to the vision about the inclusive education, in contrast to the vision of special education.

About the approach on the teacher's identity inside the analyzed corpus, we observe that in both dissertations, on which it appear, it is put as a result of a socialization process and equated to the way of being a teacher currently, related to the practice that is chosen by the teacher to realize. Beyond that, it is problematized from the teaching subjects themselves, that are sometimes listened by means of semi structured interviews and other times by the verbal report of their history.

However, despite the similarities of conception, these dissertations that approach the teacher's identity move away from each other in terms of directing and proceeding: Jobeane França de Souza (Souza, 2012) surpasses the investigation of the Biological Sciences teacher's identity construction, reaching also the identity that they aim to build in their formative students. Sandra Mara Vieira Oliveira (Oliveira, 2011) approaches the construction of the teacher's identity from a unique and essential experience in the teacher's formation: the experiences in the supervised internship. And, giving consideration that the teacher in question does give lessons specifically about the teaching practice, in this dissertation there is an inter relationship between the experimenting of the starting teacher's practice, the teacher's self analysis about her own impacts over her own identity, and the act of teaching these same practice already as a theoretical object, and no more as a self reflection, setting up what Lawn (2001) asserts about the teacher's identity being constructed by means of a speech that exemplifies and composes the system.

Therefore, this last analyzed dissertation which beyond the teacher's identity thematic is also one of three which treat of the axis "teacher's practice", in a rescue of the professional past of the researched people and in their analysis over their own impact in the professional

identity. The other dissertations that were directed to the teaching practices, make it on an instrumental perspective, both being directed to the Pedagogy area. The first one, authored by Maria Lenilda Caetano França (França, 2017) lean over the evaluation forms of learning by which the teacher's of the course went through, and its duplication or not in their students. The second one authored by Luciene Matos de Souza (Souza, 2011), realizes an analysis of the classroom diaries of child education teachers, "this instrument allows to the teacher to investigate and reflect over the educational practice, biographic testimony of their experience" (Porlán & Martín, 1997, p.18). Both dissertations make the analysis of these instruments to lean over the teacher's practice.

The conception of the teacher's formation and of teaching per se is examined on the dissertation authored by Silene Brandão Figueiredo (Figueiredo, 2009), which dedicates to the conception of teacher's formation and organization of the pedagogical workflow in a course of Pedagogy by distance (on line). This investigation is realized from the course analysis and from the answers given by the alumni and tutors to the applied questionnaires, and to the realized interviews. The results reached by Figueiredo (2009) points out the deficiencies of the course by distance (EAD) under investigation, since that its teaching/learning process is based in a fragmented perspective of the teacher's formation. The author links the conception about the teacher's formation and the efficacy of the education process by distance.

Lastly, the policies of continuing formation directed to teachers are approached by Mercia Maria Machado Guimarães (Guimarães, 2009) in an investigation that envisaged to attest the configuration of the formation actions directed to the Physical Education (PE) teachers of the state system of education of Sergipe, and developed by the PE department of the Secretary of State of Sergipe for Education, in the condition of policies of continuing formation.

By means of the directed interviews to the different coordinators of the referred department, the author concluded that this department is at the mercy of the guidelines traced by each government, lacking a grounded institutional guideline, this prevent the consideration of the continuing formation actions directed to the PE teachers, so this actions become ineffective as continuing formation policies. This way is possible to perceive a critic to the absence of compromise with so important an educational public policy.

According to Nóvoa's (1992a) arguments about the teacher's formation, affirming that their individual and collective development is indispensable, in a conjunct way and in a relative way, promoting then a change component to the challenges, and in the permanent search for knowledge, questions and, treat with incredulity, the possibility of reaching this development without the real government compromise with the offer and maintenance of the continuing formation programs. If being teacher is to self educate daily by means of learning, for the produced knowledge to result in new relationships with different knowledge, which by its turn generates new meanings. Why is that the start education receives relative support meanwhile the continuing formation receives no attention at all if is so important as the start education? This is a great question deserving to be investigated in future studies.

Final considerations

The professionalization and continuing formation of teachers are each other mingled, precisely because both concern the teacher as subject of a profession that requires constant updating and reflection, both as a subject member of a collectivity and referring to educational practice, true liberating and emancipating act. In this bias, Nóvoa (2009a) characterizes

teacher professionalization as a process that, in search of improvements in performance, power and autonomy, is considered as a theoretical-practical in relation to knowledge of experience, and which may confer greater professional competence.

However, it is healthy to remember that teaching is not a one-way street in which the teacher is the only constitutive element. The student is a fundamental piece and, therefore, the continuous and efficient teacher training is totally in their interest. Most of the research analyzed focused on university teaching, leading us to believe that the scientific examination of issues related to the initial and continuing education of elementary school teachers is restricted to research carried out at undergraduate level.

Thus, despite all the limitations of research on academic production, this “is a rich horizon for understanding the options, directions, choices and inattention we have produced in the field of research in postgraduate education” (Stephanou, 2008, p. 22). For this reason, the metalinguistic process of using academic research to investigate research focused on education is essential, outlining its limits and weaknesses, perspectives and innovations, always aiming at its improvement and the commitment to a look and act more compromised by part of the public power.

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