CONTINUING EDUCATION AND CURRICULUM: COMPLEMENTARY DIMENSIONS OF EDUCATION

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ABSTRACT

Objective: This study aimed to carry out an investigative review, under the State of Knowledge model, which addresses the curriculum in continuing education in order to look for evidence that continuing education improves/reframes/refutes the conception of curriculum.

Theoretical Framework: The incessant search for quality education seems to be the keynote of the ongoing training available to teachers with the most varied themes and formats. Continuing professional improvement and critical reflection on pedagogical practice, as well as the need to review the simplistic view of teaching activity, are arguments in favor of training.

Method: Data collection was carried out on the Journal Portal of the Coordination for the Improvement of Higher Education Personnel with the descriptors: “continuing education for teachers”, “curriculum”, “National Common Core Curriculum” and “basic education”. The research is of qualitative nature and follows the arguments of Discursive Textual Analysis.

Results and Discussion: The results suggest that continuing education improves, reframes and/or reaffirms the conception of curriculum.

Research Implications: The study found evidence showing that curriculum and continuing education are intrinsically linked; as such, thinking about either one individually may undermine discussions.

Originality/Value: This study contributes to the literature as the reality caused by the Covid-19 pandemic has called into question the training provided by education networks and brought to light aspects of the curriculum that need to be reviewed.

Keywords: Teacher Training, Basic Education, Teaching Protagonism, Brazilian National Common Core Curriculum.

FORMAÇÃO CONTINUADA E CURRÍCULO: DIMENSÕES COMPLEMENTARES DA EDUCAÇÃO

RESUMO

Objetivo: Este estudo se propôs a realizar uma revisão investigativa, no modelo Estado do Conhecimento, que aborda o currículo na formação continuada a fim de encontrar evidências de que esta aperfeiçoarressignifica/refutura a concepção de currículo.

Referencial Teórico: A incessante busca por uma educação de qualidade parece ser a tônica das formações continuadas disponibilizadas aos professores com os mais variados temas e formatos. O aprimoramento profissional contínuo e a reflexão crítica da prática pedagógica, bem como, a necessidade de rever a visão simplista da atividade docente, são argumentos a favor da formação.

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Resultados e Discussão: Os resultados apontam para a percepção de que a formação continuada aprimora, ressignifica e/ou reafirma a concepção de currículo.

Implicações da Pesquisa: A realização da pesquisa evidenciou que o currículo e a formação continuada estão intrinsecamente ligados, de forma que pensar um ou outro individualmente pode ocasionar perdas na discussão.

Originalidade/Valor: Este estudo contribui para a literatura na medida em que a realidade ocasionada pela pandemia de Covid-19 colocou em xeque as formações proporcionadas pelas redes de ensino, assim como, trouxe à tona aspectos do currículo que necessitam ser revistos.


FORMACIÓN CONTINUA Y CURRÍCULO: DIMENSIONES COMPLEMENTARIAS DE LA EDUCACIÓN

RESUMEN

Objetivo: Este estudio se propuso realizar una revisión investigativa, en el modelo Estado del Conocimiento, que aborda el currículo en la formación continua con el fin de encontrar evidencias de que esta mejora/reinterpreta/refuta la concepción de currículo.

Marco Teórico: La búsqueda incesante de una educación de calidad parece ser la tónica de las formaciones continuas ofrecidas a los profesores con los más variados temas y formatos. El perfeccionamiento profesional continuo y reflexión crítica de la práctica pedagógica, así como la necesidad de revisar la visión simplista de la actividad docente, son argumentos a favor de la formación.

Método: La recopilación de datos se realizó en Portal de Periódicos de la Coordinación de Perfeccionamiento de Personal de Nivel Superior, a través de los descriptores: “formación continua de profesores”, “currículo”, “Base Nacional Común Curricular”, “eduación básica”. La naturaleza de la investigación es cualitativa, sigue los argumentos del Análisis Textual Discursivo.

Resultados y Discusión: Los resultados apuntan a la percepción de que la formación continua mejora, reinterpreta y/o reafirma la concepción de currículo.

Implicaciones de la Investigación: La investigación evidenció que el currículo y la formación continua están intrinsecamente ligados, de manera que pensar en uno u otro individualmente puede ocasionar pérdidas en la discusión.

Originalidad/Valor: Este estudio contribuye a la literatura en la medida en que la realidad ocasionada por la pandemia de Covid-19 puso en jaque las formaciones proporcionadas por las redes de enseñanza, así como sacó a la luz aspectos del currículo que necesitan ser revisados.

Palabras clave: Formación de Profesores, Educación Básica, Protagonismo Docente, Base Nacional Común Curricular.
1 INTRODUCTION

The importance of continuing teacher training seems to be a matter of course. Rosa and Schnetzler (2003) point out at least three arguments in its favor: continuous professional improvement and critical reflection on pedagogical practice; the transposition between contributions from educational research and its use to improve the classroom; and the need to review the simplistic view of teaching activity, according to which, to teach, it is enough to know the content and use some pedagogical resources. However, it is necessary to think about the weaknesses of the training process. We often hear from teachers that training is out of context with the school environment. Gatti (2003) states that, for changes in teachers' educational conceptions and practices to occur, it is necessary that programs aimed at educational innovations, improvements and updates have a concrete intertwining with the psychosocial environment in which these professionals work and live.

Research into the teaching profession – to, among other issues, get to know teachers better, their basic training and how they are constituted throughout their career – are fundamental to understanding pedagogical practices in schools. Becoming a teacher is a long-term process, of new learning and without a specific end (Nóvoa, 1999). Studies on teacher training imply, according to Wengzynski and Tozetto (2012), knowledge of the relationships that structure such training, considering the teacher as a subject inserted in a debate beyond the field of their activity.

From the perspective of continuing education, understood as part of the professional development that takes place throughout teaching, situations experienced in the classroom can change the procedures adopted. In this way, they can provide a new meaning to pedagogical practice, contextualize new circumstances and give new meaning to the teacher's role. Bringing new questions from practice and seeking to understand them from the perspective of theory – and in practice itself – allows us to articulate new knowledge in the construction of teaching, dialoguing with those involved in the process that involves training (Imbernón, 2010). Still for Imbernón (2010), professional knowledge consolidated through ongoing training is supported both by the acquisition of theoretical knowledge and information processing skills and by analysis and critical reflection in, on and during action.

Continuing training, for Wengzynski and Tozetto (2012), contributes significantly to the development of the teacher's professional knowledge, whose objective, among others, is to facilitate reflective capabilities on teaching practice itself, elevating it to a collective consciousness. From this perspective, continuing education gains a privileged space by
allowing a rapprochement between the processes of change that we wish to encourage in the school context and intentional reflection on the consequences of these changes.

Change involves learning, planning and reflection. It involves values, purposes and concepts associated with what is being modified. Teachers do not change their practice just because a new guideline is implemented: they must be part of the change. Considering that they are individuals with varied trajectories, beliefs, culture and spirituality, with an immense capacity to overcome difficulties, the least that can be done is to give them a voice (Hargreaves, 2002).

Regarding continued training, Maldaner (1999; 2000) points out that teacher training takes place in a permanent process that includes their entire school life, their initial training and the world of work. For the author, the teacher must be a researcher of his own pedagogical practice. It is understood, from this perspective, that it is the role of the teacher to promote continuous self-education during teaching. This search for professional qualification must be promoted by the institution to which you are linked or on your own.

Tardif (2000), on the other hand, uses the term “recycle” to refer to continued training, which in his conception means updating. He writes in his text: “Professional knowledge is evolutionary and progressive and therefore requires continuous and ongoing training. Professionals must, therefore, self-train and retrain through different means, after their initial university studies”.

Educational changes are attributed to the teacher, giving him a role as protagonist of the expected transformations. To this end, it is necessary to expand new educational practices through updating and acquiring new knowledge. In this sense, Nóvoa (1992, p. 30) states that:

“Continuing training must be linked to the professional performance of teachers, taking schools as places of reference. This is an objective that only acquires credibility if training programs are structured around problems and action projects and not around academic content”.

It is also necessary to think about continued training in light of the National Common Curricular Base (BNCC). After the approval of the BNCC, Brazil also began to re-discuss the initial and continuing training of teachers. According to Ramos (2020), the National Curricular Guidelines (DCNs) for initial teacher training were redefined in December 2019 by the Common National Base for the Initial Training of Basic Education Teachers (BNC-Formação) . This document established general teaching competencies and specific competencies linked to the fields of knowledge, practice and professional engagement.
In this way, continuing education presents itself as a challenge for educational institutions, on the premise that it is essential for updating the knowledge necessary for teaching. This is because this knowledge does not only emerge from initial undergraduate training, but rather from continued training, practical experience and the career path.

Given the above, the question that underpins the purpose of this research is the idea that continuing education provides teachers with the possibility of reaffirming or refuting their initial conceptions regarding the curriculum. We attempt to discuss the topic based on published studies on continuing education and curriculum in order to affirm our hypothesis.

2 METHODOLOGY

This qualitative research is related to the universes of meanings that correspond to the relationships between phenomena and processes explored in its course. For a broad scientific investigation into validity issues, it is essential to observe pre-existing concepts about the object of study, which has a bibliographic character and was carried out based on a mapping of scientific productions on the Capes Periodicals Portal. The search was carried out on June 15, 2022.

To carry out a rigorous analysis, considering the research theme, the principles of Discursive Textual Analysis (DTA) were adopted, which is “a methodology for analyzing information of a qualitative nature with the purpose of producing new understandings about phenomena and discourses” (Moraes & Galiazzi, 2020). This methodology is relevant to this investigation not only because it aims to test hypotheses to prove or refute them, but because it focuses on understanding and reconstructing existing knowledge on the subject investigated. In this sense, the article fits into what we know as the State of Knowledge, which concerns the construction of a bibliographical study with the objective of mapping and discussing a certain topic of academic/scientific production in different fields of knowledge with the aim of respond to the initial aspect(s) that led to the research (Ferreira, 2002).

To achieve the State of Knowledge, the selected materials were organized and analyzed in detail. During this process, the corpus was investigated considering the three phases of ATD: disassembling texts and creating units of meaning; establishing relationships and creating categories; and capturing the new emerging and communicating through metatexts (Moraes & Galiazzi, 2020). The selection and disassembly of texts is discussed below. Thus, it becomes clear how the research, reading and meaning of the corpus was carried out.
The Capes journal portal covers a variety of Brazilian and international scientific research and is considered one of the best virtual libraries in existence. To carry out the proposed mapping, some processes were considered: 1) The Capes journal portal was accessed remotely via CAFe-Unijuí; 2) In general research, the period from January 2016 to December 2021 was selected; 3) The following descriptors were used: “continuing education”, “curriculum”, “National Common Curricular Base” and “basic education”.

A search was carried out using the descriptors “continuing education”, “curriculum”, “National Common Curricular Base” and “basic education”. As a result, 2710 searches were found. Subsequently, the years of publication, language and type of publication (article) were delimited, returning 1452 documents. Based on this result, the titles of all documents were observed, under the criterion that they should contain at least one of the descriptors. In this process, 10 documents were selected. After reading the summaries of the 10 articles to determine their relevance to the research, six were excluded. Therefore, four articles were selected for analysis. The Boolean “AND” was used in the search to limit the results and obtain research closer to the objective of the study.

Next, we expose the second moment of the ATD cycle: the development of units of meaning in relationships of meanings that generated categorization. The productions that make up the corpus of this research are presented in Tables 1 and 2, from which the metatexts were produced. For the discussion, renowned authors in writing about curriculum were consulted, such as Paulo Freire, Michael Apple and Gimeno Sacristan.

3 RESULTS AND DISCUSSIONS

Reading the articles (Figure 1) allowed the organization of a set of units of meaning, from which similar categories emerged: 1) Critical and dialogical continuing education; 2) Continuing training and teaching protagonism (figure 2). The themes will be developed and analyzed below, being compared with curriculum and teacher training theorists.
A continuing education course for Physics teachers. Technologies, more specifically for the discipline of Physics. 

Analysis of a continuing education program with an emphasis on BNCC: evaluation and teacher participation. Vanessa by Cassia Pistoia Mariani Lenira Maria Nunes Sepel (2019) (...) analyze participation, evaluation and understanding regarding the implementation of the BNCC in the area of Natural Sciences, taking into account a group of twelve teachers as a result of participation in the Continuing Training Program: Science Teaching in the Initial Years from BNCC.

The Common National Curricular Base and the continued training of teachers on the Amazon forest: what do we still have to discuss? Orleylson Cunha Gomes Maria Inês Gasparetto Higuchi (2020) (...) verify how the theme “Amazon forest” can be inserted in the continued training of Natural Sciences and Biology teachers, aiming at their interaction at BNCC based on an in-depth dialogue with researchers from this biome.


Source: Authors.

### Figure 2

**Units of meaning and categories identified in articles with ATD.**

<table>
<thead>
<tr>
<th>Units of meaning</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>(...) if teachers are not provided with the conditions to exercise and develop their criticality, it does not seem reasonable to expect that schools will be able to form critical citizens who are active in transforming society...</td>
<td>Critical and dialogical continuing education</td>
</tr>
<tr>
<td>In dialogue with other professionals, for example, scientists, the teacher is confronted with different cognitive angles, allowing an enrichment of ongoing educational proposals.</td>
<td></td>
</tr>
<tr>
<td>The review of concepts with the support of science encourages a new role in teaching towards new horizons and greater flexibility in curricular proposals in the school context.</td>
<td>Continuing training and teaching leadership</td>
</tr>
<tr>
<td>It is conjectured that teachers have stopped being the protagonists of their training and performance, and the BNCC reaffirms this neoliberal assumption propagated in society.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Authors.

From this organization it was possible to develop metatexts that express the understandings reached from the set of texts that form each category, which dialogue reflexively with scholars of each theme.

### 3.1 CRITICAL AND DIALOGICAL CONTINUING TRAINING

Of the four articles read and analyzed, only one presents the issue that continued training provides the development of criticality. This seems to be a fundamental factor in teacher...
training. It is not a recent phenomenon that managers (municipal, state and federal) impose their intentions on education through standards, resolutions and curriculum. Along these lines, it is necessary to realize that the role of the teacher is not simply to reproduce what managers impose. Although the teacher cannot refuse to carry out what has been determined, he or she has full authority to discuss and problematize the tax with colleagues and students.

Dialogicity between the different actors in education is the path to training teachers and students with the ability to question what is established. However, we have a curriculum that alone may not provide this dialogue. As Freire (2007) very well states, individuals meet to learn about and transform the world in collaboration, hence the importance of dialogue. Dialogue, which is always communication, founds the collaboration that takes place between subjects.

Freire (2007) also points out three dimensions of dialogue in his educational thought: existential, because dialogue is inherent to the historical nature of human beings and allows them to be subjects of their knowledge and history; ethical-political, because it enables subjects to participate in the political life of society, having a voice in the fight for their social rights (and, being ethically respected, we are sociocultural subjects); and methodological, by enabling subjects to appropriate knowledge, as participating subjects, with autonomy and providers of cultural knowledge.

In general terms, Sacristán (2017) agrees with Freire when he states that the curriculum is culturally, socially, politically and administratively conditioned, becoming reality according to the school configuration; It is, so to speak, a selective cultural project. Along these lines, it is clear that there is intentionality on the part of those who designed a certain curriculum. In terms of intentionality, education is, in essence, an intentional act, as it is what gives meaning to all action, speech, decision, organization of spaces and proposals, allowing the teacher to know the reason for what he does and the you want to achieve.

The teacher who proposes to create spaces for dialogue with his peers and also with his students is creating favorable and possible paths for an emancipatory education, capable of favoring positions of resistance among teachers to a curriculum formulated from a neoliberal perspective (Severino, 2010). From the perspective of an emancipatory education, Freire (1987) writes that it is necessary to overcome the relationships that are established in capitalist societies, in which the oppressor intends to domesticate the oppressed in the present to perpetuate the system of oppression; it is necessary to emancipate oppressed subjects, that is, to help them become responsible for the formation of their own history.
The neoliberal conception has demonstrated its effects on education, as Magalhães (2019) rightly puts it, among the problematic aspects related to training, we can highlight the disarticulation of the relationship between theory and practice, as a way of dividing teaching work and contents of the knowledge area. Furthermore, the lightening of courses is also highlighted, which are now carried out as training, preferably at a distance, and the massive ideological investment, which results in teaching alienation and blaming them for the ills of education. Still on the neoliberal perspective, Apple (2005) states that public servants are now seen by the social imagination as ineffective and usurpers of money.

Given this scenario, the need for continued training to provide moments for dialogue is evident, so that doubts and concerns related to the profession can be expressed. Zanotello and Pires (2016) point out that continued training is more fruitful when the experiential knowledge of teachers is effectively considered. It is urgent to make the pedagogical discourse less authoritarian and more controversial, constructed by the collective.

There is no doubt that little is being said, but certainly not what is necessary is being heard. Continuing training needs to be much more than simply reading manuals, attending lectures and studying documents (BNCC, Gaúcho Curricular Reference, PPP, Regulations). Actually listening to teachers about their experiential knowledge would generate support for the construction of curricula that were not stagnant, but were in constant evolution.

3.2 CONTINUING TRAINING AND TEACHER PROTAGONISM

When we think about continuing education, courses, lectures and seminars offered by schools, education departments and universities inevitably come to mind. Most of the time, many of these trainings are imposed on teachers. As a result, performance is often lower than expected, due to reasons such as the topics selected, the teacher's disposition and schedules. Still along these lines, a study by Menezes et al. (2017), points out that courses offered by the Regional Education Coordination Offices of Rio Grande do Sul may not qualify the teaching work satisfactorily, as they are short in duration and, in some cases, have blended offerings. With this in mind, it is important to create a new training paradigm that surpasses the traditional current models.

Nóvoa (1992) states, that we cannot limit ourselves to understanding the continuing education of teachers as a training that is built through the accumulation of courses, knowledge or techniques: it is built through critical reflection work. on the practices of (re)construction of a personal and professional identity. However, it is necessary to consider that the
commitment of this professional differs when there is the understanding that their practice is improved through continued training, that there are values that need to be noted and aligned in the exercise of the educational promotion of their profession: autonomy and constant evolution (Martins et al., 2021).

An autonomous individual, the protagonist of their formation, recognizes the other as a legitimate part of the relationship. He recognizes himself as an active subject of his training and knows how to position himself within the spectrum of his qualification and, based on it, reconstitute and re-elaborate new movements that increase his knowledge (Gomes & Higuchi, 2020).

Event modalities are recommended that, in addition to prescriptions about what works, favor reflection by participants. They tend to inspire a protagonism that allows us to rethink and remake ourselves in the face of the multiple facets of the profession (Lima & Santos, 2017).

Learning to think, to review pedagogical convictions, to become motivated for your classes and other career possibilities, to try new strategies and to recognize the importance of listening to students are ideas expressed by teachers. These ideas, to a certain extent, strengthen the claim that the practice of continuing education improves teachers' performance and broadens horizons (Lima & Santos, 2017).

There is undoubtedly a need for teachers to let go, to be protagonists of their training. In continuing education courses, motivation to learn can be associated with several factors, but is particularly influenced by the quality and nature of the proposals to which trainee teachers are challenged. This leads us to infer that activities that place teachers as passive consumers of ideas developed by experts are not successful, because, in this configuration, the presentation of such ideas may lack meaning for the teacher (Lima & Santos, 2017).

The paradigm shift in relation to continuing education seems to be timidly progressing, because there are autonomous teachers, who are protagonists of their training. These teachers seek new courses, specializations, master's degrees and doctorates. These teachers establish dialogue with their peers, in order to qualify their teaching performance in basic education and/or with the intention of reorienting their professional trajectory. Furthermore, they seek forms of curricular reorganization based on theoretical references. An example is the development of the curriculum in the form of a study situation (Maldaner & Zanon, 2001) based on a socio-historical-cultural perspective that defends the development of a curriculum based on contextualization and with concrete examples that relate the student's reality.
4 FINAL CONSIDERATIONS

The purpose of continuing education, in general terms, is the theoretical and practical improvement of the teacher, necessary for their professional development. Continuing training actions seem to be more fruitful when teachers' experiential knowledge is effectively considered, creating spaces for dialogue, doubts and concerns related to the profession, in order to build a contextualized curriculum that has meaning for everyone involved in the educational process. Continuing training that respects teaching knowledge is very promising, as it encourages teachers to rethink their practice, to become critical and even to reaffirm their knowledge.

The educational movement provided by the practices developed in training courses can lead the teacher to professional autonomy, changes in conceptions and ways of working and the awakening of critical reflection about their work and the curriculum. This real functionality of training course practices allows us to conclude that the experience needs to be shared by everyone involved, understood as part of a continued training process.

It seems reasonable to infer that teachers in continuing training in teaching have the opportunity to reaffirm or refute the curriculum concept to which they had access during their initial training. This opportunity allows well-trained teachers to provide a huge contribution to the different actors in the educational process.

REFERENCES


