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Dossier: TEACHER EDUCATION AND PEDAGOGICAL PRACTICE - TIMES, TENSIONS AND INVENTIONS

Presentation of Dossier

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...many teacher educators continue to believe that teachers learn to teach over time. In fact, it is the consensus in the teacher education community that we are never done learning to teach, because each group of new students brings new challenges and possibilities, and because as societies change, the problems and issues that teachers confront also change." (Cochran-Smith, M., 2012, p.2)

Time Time Time Time Time
Destination Composer
[...]
Time Time Time Time Time
For being so inventive
And seemingly continuous [...] (VELOSO, 1979).

... muitos professores educadores continuam a acreditar que os professores aprendem a ensinar com o tempo. De fato, é consenso na comunidade da formação de professores que nós nunca terminamos de aprender a ensinar, porque cada grupo de novos estudantes traz novos desafios e possibilidades, e porque, enquanto as sociedades mudam, os problemas e as questões que os professores confrontam também mudam." (Cochran-Smith, M., 2012, p.2)

*Tempo Tempo Tempo Tempo
Compositor de destinos
[...]
Tempo Tempo Tempo Tempo
Por seres tão inventivo
E pareceres contínuo [...] (VELOSO, 1979).*

The above epigraphs, both the excerpt from Professor Cochran-Smith's article and the poem/composition "Oração ao tempo" (Prayer to Time) by Caetano Veloso, remind us that no one is formed and ready, but that time "composes the destinies", continuously invents our paths.

Therefore, we believe that, yes, teachers learn to teach over time, because no one is born with the enlightened "gift" of teaching (as if there were a divine vocation to be a teacher). Although there are personal predispositions, constant learning is necessary for the teacher to be able to cope with the challenges and opportunities that he/she encounters in the daily routine of his/her work. It is constant,

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because time changes everything, always and subtly, brings new problems/issues to the teacher and demands new learning processes from him, in a continuous movement.

Thus, we agree with Moita's (2000, p. 133) statement: "education is usually conceived as something one 'has' or something one 'receives', without considering its complexity", highlighting the inextricable nature of teacher education as well as the statement that it is not situated in a precise time and space, being a "vital action of self-construction" (2000, p. 114).

Paraphrasing and expanding the author's statement, formation happens from a teacher's professional choice until his/her retirement. We can consider that, being part of the teachers' life history, teacher education begins at the first contact with school, and extends to the "post-retirement" period. It takes place both in the institutional spaces - where the profession unfolds - and in their living spaces. Each formation process is "unique", which makes it impossible to generalize.

Without, however, contradicting the aspects highlighted above, academic research in this area shows that there are cycles and/or phases that commonly repeat, although they do not always happen. Huberman (2000) is one of the main authors to address these aspects when dealing with the life cycle of teachers, with emphasis on some of its phases, notably: the entry into the career, the stabilization of the career, the diversification in the career, the phase of "putting oneself in question", of "serenity and affective detachment", of "conservatism and regrets", and of "divestment". According to him, not all career sequences are experienced in the same order, not all individuals experience these phases, but he proposes an analysis to problematize some aspects of teachers' lives.

Marcelo (1999, p. 13) is another great reference on this subject. The author considers that initial education is a continuum and that it has significant links with teachers' professional development. However, he differentiates the phases of "teacher education" into: 1) initial education; 2) education during the induction period; and 3) professional development. It is important to note that he cites authors who also demarcate the pre-education phase. The differentiation exposed by Marcelo helps us to analyze the notable differences and the different moments and components of teacher education.

We emphasize the theoretical considerations above to highlight our understanding of the existence of possible times and experiences in the process of professional education and facing daily challenges in the teaching professional practice. These times and experiences form a continuous and unique process that makes sense in the lives of these teachers, especially in their professional practice.

Thus, the articulation between teacher education and pedagogical practice is the object of this dossier, which brings together papers that discuss tensions and inventions observed in different times of education:

- during initial education, given the challenges of the supervised internship/pedagogical practice;
- in the teaching professional induction
- in continuing education situations;
- in the course of professional experience.

Since teacher education is so complex, as it combines theory and practice, it is difficult to define it. However, we will quote below a broader concept, according to our perspective:

[Teacher education is] the area of knowledge, research and theoretical and practical proposals that, within the scope of Didactics and School Organization, studies the processes through which teachers - in education or in practice - engage individually or in teams, in learning experiences through which they acquire or improve their knowledge, skills and dispositions, and which enable them to intervene professionally in the development of their teaching, the curriculum and the school, with the aim of improving the quality of the education that students receive (Marcelo, 1999, p. 26).

Thus, conceptually, teacher education cannot be dissociated from professional teaching practice, from teaching, or even from theoretical knowledge and research.

We agree with Marcelo, when he proposes the principles underlying the concept of teacher education, namely: 1) teacher education is continuous; 2) it needs to be integrated with processes of change, innovation and curriculum development; 3) it is necessary to link teacher education processes to school organizational development; 4) it is essential to integrate teacher education with academic,

disciplinary and pedagogical content; 5) it is crucial to observe the theory/practice interconnection; 6) there is an isomorphism (not identity) between the education received by teachers and their pedagogical practice - which they will have to develop, in time -; 7) individualization must exist, that is, "teacher education must respond to the needs and expectations of teachers as individuals and as professionals"; 8) teacher education must stimulate their critical capacity and promote the "context for teachers' intellectual, social and emotional development" (1999, p. 29-30).

However, we can state, based on both our daily lives and those of teachers, and on academic research in the area, that to this day, most of the time, these principles have not been observed. On the contrary, we observe that the conclusion of Gonçalves' research (2000, p. 167) is still very current, as it states that teachers consider their initial education as being disconnected from reality. There is a need for continuing education and learning with colleagues. Teachers demarcate the beginning of their careers, and/or the period close to retirement, as being the worst years of their teaching careers.

In view of these considerations, the present dossier is justified by the need to reflect on the times of education, focusing on the demands and possibilities of teacher education in its various times and modalities. We must understand that teacher education is a continuous process that is part of each teacher's life story.

Times, not stages that replace each other; times when experiences affect, and form, teaching identities that are not fixed, that are subject to reflection, that are re-elaborated and that need to be open to face challenges and to recognize the possibility of recreation, of reinvention in face of the characteristics and demands of each new group of students and of the social changes in process. Thus, in addition to the organized education activities, the teaching practice is a space/time of education, when teachers continuously adjust and invent alternatives for the daily facing of their professional challenges, either alone or with their peers. After all, as many say: "I learn by doing".

Therefore, this dossier aims to disseminate current knowledge and reflections, so as to be accessible to both researchers and students in this thematic field, by bringing together articles focused on teacher education in articulation with pedagogical practice. It should also contribute to strengthen the effective participation of basic education teachers in their education processes, as well as in that of their peers.

The first article of this dossier: "Being a teacher, a construction in three acts: formation, induction and career development", by Elisângela Bernado and Katia Vasconcellos, from UNIRIO, is a reflection about the professional construction of the teacher. The authors analyze, theoretically and qualitatively, the three crucial moments of this development, namely: initial formation, induction in the first years of professional practice and, finally, development through continuing education. We chose this article to open the dossier because we believe that it helps in the understanding of the subsequent articles, and because it defines the need to structure the 'times' and 'spaces' of formative meetings - as well as the importance of listening to the demands of each school, of creating moments of exchange associated with theory and practice during the individual and collective reflections of teachers.

The article of the researchers from *Fundação Carlos Chagas* (Carlos Chagas Foundation): Cláudia Leme Ferreira Davis (FCC and PUC-SP), Gisela Lobo Baptista Pereira Tartuce (FCC) and Patrícia Cristina Albieri de Almeida (FCC and UNESP), entitled "*Formative tools on undergraduate programs: analysis of brazilian experiences in the light of francophone literature*", reflects on initial teacher education by focusing on the work developed by teacher trainers, who work in undergraduate courses, in Brazil, and who have been awarded the Professor Rubens Murillo Marques Award. The article shows the influence of Francophone literature in the education practices they suggest and/or adopt in their initial teacher education courses. These authors also analyze and disseminate pedagogical proposals aimed at initial teacher education in French-speaking countries. The authors represent an important reference group in Brazil, for they point out that the projects analyzed show specific teacher-education initiatives that manage to promote unity between theory and practice, by bringing the undergraduate close to the school at various times during the course, by reflecting on and learning about the theories developed in universities, and by questioning the devices they use, in light of the results expected and obtained.

Next, we present two articles about the 'times' and 'reflections' on the supervised internship in initial teacher education: "Teacher education and the supervised practice: weaving dialogues, mediating

learning", "Teaching practice in history in times of pandemic: students' perceptions from their field diaries".

The article "Teacher education and supervised internship: weaving dialogues, mediating learning" by professor Cintia Chung Marques Corrêa, from the Catholic University of Petrópolis, approaches the supervised internship as an articulator of the university, as well as the school as an institution responsible for teacher education, in general; of teachers as co-trainers of future teachers; of student interns as participating agents in pedagogical actions, as active subjects, mediated by the more experienced ones, under the guidance of the university professor. In conclusion, the supervised internship is the fundamental space for guiding the future professional to practical education.

The article "Teaching education in History in times of pandemic: perceptions of students", by professors Nadia Gaiofatto Gonçalves and Ana Claudia Urban, from UFPR, proposes a very current and fruitful discussion about the activities developed in the subject "Teaching Practice in History", based on the reflections of students from the History course, approached during remote classes in 2020 - which were recorded through "field diaries" and discussed and oriented at the University. The theoretical analyses and the results presented highlight many discussions about the content of the discipline, the dilemma of quantity versus quality, the meaning of the activities presented, among other debates about these 'unimaginable times' we are living in. Such discussions can also induce us to question the curriculum and the school practice that have persisted in schools for centuries.

When relating initial formation, supervised internship, and the continued formation of teachers who receive the interns, we present the article by Inês de Bragança: "Teacher education at school and university: contributions of (auto)biographical narratives", which exposes the contributions of (auto)biographical narratives, about the initial formation of teachers, developed in supervised internship classes of the Pedagogy course at UNICAMP, as well as the continued formation in schools, in the initial years of Elementary Education, in the studied region. The research affirms the potency of the production of "knowledge" resulting from the dialogue between university and school, the role of (auto)biographical narratives in the mediation of a reflective path, of sharing and of collective construction of pedagogical knowledge.

This dossier presents two articles related to the times of professional induction of teachers or the beginning of a teaching career. One of them: "Support for early career teachers: impacts on the professional induction of teachers in Teacher Residency Program of Pedro II School", by Amanda Rabelo (from UFRRJ) and Ana Maria Monteiro, from UFRJ, analyzes the action of professional induction of newly graduated teachers, in the initial years of elementary school and in early childhood education offered by the pilot program '*Residência Docente no Colégio Pedro II*' (Teaching Residency at Pedro II School), through quantitative analysis and data obtained through questionnaires and interviews. The objective of the study was to analyze the impact of the program described above on the professional induction of teachers, focusing on the dialogue between the education institution and the school, with emphasis on the difficulties encountered by teachers in their pedagogical practice, on the role of the program through the mentor-teachers, in the basic school of Pedro II School, on the supervisors-teachers of the program, at the beginning of their professional performance and in their relationship with their school. As a conclusion, the article shows the tensions and innovations presented by the program, which improve the qualification of teachers and, consequently, the quality of teaching. This is because the program makes up for the lack of experience, on the part of newly graduated teachers, in a school environment. These teachers are supervised by practicing teachers and by institutions of higher education and teacher education.

Professor Rachel Shanks of the University of Aberdeen (Scotland) explains in her article " 'New teachers' experiences of the transition into teaching" that the induction year in Scotland ensures that teachers move from initial teacher education into teaching, offers a year of mentoring with an induction mentor, and a reduced workload. The author examines, using mixed methods, the problems, learning needs, and professional support that teachers, beginning in their careers, demand in the transition from initial induction year teacher status to the position of fully registered teacher in Scotland - particularly since, after the induction year, there is no further assistance, and no reduced workload. Her research checks issues related to moving schools, working as a substitute teacher; management supervision of new teachers, post-induction 'mentoring' opportunities, learning from observations; peer

support, relationships with students and their future career. Finally, according to the author, although the induction year is an excellent initiative to support beginning teachers, there is still a need for ongoing support for early career teachers.

To conclude the articles described in the dossier, we present a reflection on teachers' professional development during continuing education, through the article: "Supervision and collaboration modalities in Portuguese schools: the discourses and practices of teachers in education contexts", by Ana de Lurdes Videira Sérgio and Maria João Mogarro. The article in question analyzes the reports produced by teachers in education, participants in the National Program for Promoting School Success (2016/2018). The program provides continuous education during the working period, adjusted to the needs signaled by the teachers. The analysis focuses on the following dimensions: representations of supervision and collaboration; supervisory and collaborative practices in the use of intermediate school structures - groups, departments and class councils; potentialities and constraints of supervision and collaboration with educational organizations, and representations of education at work.

The results showed that, according to the teachers, supervision has been increasingly detached from inspection and control, by gradually approaching the modality of peer work and collaboration. However, teachers expressed that there is little supervision of teaching practice and that teamwork remains weak; although both are considered powerful for personal and professional development - as well as for combating professional loneliness. Therefore, the change in the way school work is organized, based on the valorization of education spaces, proves to be necessary. We are left with the instigating question: would we find similar results in Brazil on the awareness of teachers about the importance of supervision, collaboration and continuing education at work?

We end the dossier with the review: "José Carlos Libâneo: A warrior without sword in defense of Public Education", by Cristina D'Ávila, from UFBA, which gives an excellent review of the book: "Education as social practice, didactics and teacher education. Contributions by José Carlos Libâneo", organized by Marilza Suanno, Sandramara Chaves, and Sandra Valéria Rosa. This book brings several chapters by renowned authors in honor of this important intellectual of Brazilian education, who brought irrefutable contributions to teacher education in Brazil.

We take this opportunity to end this presentation by reflecting on another excerpt from Caetano Veloso's poem, which we presented at the beginning of the dossier:

Time, Time, Time, Time
I still believe
It is possible to come together
Time, Time, Time, Time
On another level of bonding

We emphasize, with this excerpt, that the different "times of teacher education", and the variety of possible paths that each teacher follows, should not mean that he/she is alone on this path; but that we believe it is possible for us teachers to come together in other types of bonds, whether they are partnerships, exchanges, or joint learning.

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Minibiography

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