

## Teacher's professionalism and class directing teacher project: reflections from vocational schools in Ceará, Brazil

*Profissionalidade docente e projeto professor diretor de turma:  
reflexões a partir das escolas profissionais do Ceará*

*Profesionalidad docente y proyecto profesor director de clase:  
reflexiones desde escuelas vocacionales en Ceará, Brasil*

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**Abstract:** This study aimed to investigate the impact of the Class Directing Teacher Project (CDTP) at vocational schools (VS) on teacher's professionalism in Ceará, Brazil. This is a qualitative research, grounded in the philosophical foundations of Adolfo Sánchez Vázquez, whose basis is Historical-Dialectical Materialism. To do this, a case study and the following data collection techniques were used: a) interview; b) observation; and c) documentary analysis. The information underwent Critical Discourse Analysis (CDA) and the results showed specificities in teachers' professionalism. The CDTP exists specifically in Ceará: it was created in the domain of VS by considering the Portuguese experience, adapted to the full-time curriculum, and influenced teachers' professional ethos. It was concluded that professionalism has been modified and that such a change is not a product of professional training initiatives undertaken with teachers but stems from their teaching work in school's daily life.

**Keywords:** Class directing teacher project. Teacher's professionalism. Vocational education.

**Resumo:** Este estudo teve por objetivo investigar o impacto do Projeto Professor Diretor de Turma (PPDT) em escolas profissionais (EP) sobre a profissionalidade docente no Ceará. Trata-se de pesquisa qualitativa, apoiada nos fundamentos filosóficos de Adolfo Sánchez Vázquez, cuja base é o Materialismo Histórico Dialético. Para tanto, recorreu-se ao estudo de caso e às seguintes técnicas de coleta de dados: a) entrevista; b) observação; e c) análise documental. As informações foram submetidas a Análise do Discurso Crítico (ADC) e os resultados evidenciaram especificidades na profissionalidade dos professores. O PPDT existe especificamente no Ceará: foi criado no âmbito das EP a partir da experiência portuguesa, adaptou-se ao currículo integral e influenciou o ethos profissional dos professores. Concluiu-se que a profissionalidade foi modificada e que tal alteração não constitui produto das formações desenvolvidas com os professores, mas decorre de sua atuação docente no cotidiano escolar.

**Palavras-chave:** Projeto professor diretor de turma. Profissionalidade docente. Educação profissional.

**Resumen:** Este estudio tuvo como objetivo investigar el impacto del Proyecto Profesor Director de Clase (PPDT) en escuelas vocacionales (EV) sobre la profesionalidad docente en Ceará, Brasil. Esta es una investigación cualitativa, apoyada en los fundamentos filosóficos de Adolfo Sánchez Vázquez, cuya base es el Materialismo Histórico Dialéctico. Para hacer esto, se utilizó un estudio de caso y las siguientes técnicas de recolección de datos: a) entrevista; b) observación; y c) análisis documental. La información se sometió a un Análisis Crítico del Discurso (ACD) y los resultados han evidenciado especificidades en la profesionalidad de los profesores. El PPDT existe específicamente en Ceará: fue creado dentro del alcance de las EV considerando la experiencia portuguesa, se adaptó al currículo integral y ha influido en el ethos profesional de los profesores. Se concluyó que la profesionalidad se ha modificado y que ese cambio no es un producto de

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*iniciativas de capacitación emprendidas con los profesores, sino que se deriva de su desempeño docente en la rutina escolar.*

**Palabras clave:** *Proyecto profesor director de clase. Profesionalidad docente. Educación vocacional.*

## Introduction

This study, grounded in the philosophical praxis of Vázquez (2007), sought to investigate the constitution of teacher's professionalism within the scope of the Class Directing Teacher Project (CDTP) at the Ceará state Vocational Education schools, identified herein as vocational schools (VS).

The VS were deployed in Ceará in 2008, during the first term of Governor Cid Ferreira Gomes, within the period from 2007 to 2010. Their implementation was funded with federal grants by means of a cooperative agreement (CEARÁ, 2008a). Such financial contribution was ensured by the Decreto n. 6.302/2007 (BRASIL, 2007), which standardized and established the Professionalized Brazil Program (*Programa Brasil Profissionalizado* [PBP]) in the states.

Formalizing the PBP in Ceará marked a new policy for Vocational Education. The inclusion of a new full-time curriculum in High School changed the professional training and working conditions for practitioners. This new reality triggered several projects aimed at the VS, among them the CDTP, as a specific initiative of the State of Ceará, created by considering the experience of Portuguese schools (CEARÁ, 2011).

From this perspective, we investigated the CDTP in order to think through teacher's professionalism in the light of Saviani (2008), Libâneo (2009) and Contreras (2012), without losing sight of Vocational Education, according to Ferretti (2000) and Kuenzer (2010; 2011), as we see that their studies analyze complex parameters of Vocational Education whose dialogue converges to teacher's professionalism.

Faced with this finding, we resort to these authors to address their respective theoretical analyses, situated in the political and economic context to grasp professionalism at the VS, having the CDTP as a starting point.

After addressing the category Vocational Education, we take as a reference two professional training routes made available to teachers at the VS. One aimed at teaching qualification to work with Vocational Education and the other aimed at the preparation of class directing teachers. Thus, we elucidate specificities of teacher's professionalism in Ceará, like the CDTP itself.

In operation for 10 years in the VS, the CDTP provides specific professional training, which is organized into 2 stages. The first comprised since its deployment until the 6th year of operation. Within this period, professional training took place in person and by regions under the coordination of the Ceará State Department of Education (*Secretaria da Educação do Estado do Ceará* [SEDUC]) and it included systematic monitoring and assessment by technicians from that institution. In the second phase, after the 6th year until the current

context, professional training has been carried out through representativeness, i.e. it is provided to the coordination of the VS through the Regional Education Development Coordinators (*Coordenadorias Regionais de Desenvolvimento da Educação* [CREDE]) and the school coordination shares it with the other teachers at the VS.

The professional training made available to class directing teachers served as a parameter to meet the goal established. We addressed professional training since the deployment and also tried to figure out how its socialization occurs in the current phase, by interviewing class directing teachers and the tutoress from the CDTP/SEDUC. We observed project operation in loco, too, following the routine in one of the VS, in order to capture evidence in school's daily life.

From a methodological viewpoint, we conducted a qualitative research by means of a case study, grounded in the philosophical foundations of Vázquez (2007). We collected information via interviews with 4 tutoresses selected through the social imputation technique, according to Jakobs (2007). Out of the 4 tutoresses, 2 came from the SEDUC staff, 1 works at the Federal Institute of Education, Science and Technology of Ceará (*Instituto Federal de Educação, Ciência e Tecnologia do Ceará* [IFCE]), and 1 works at the State University of Ceará (*Universidade Estadual do Ceará* [UECE]). Such agencies played a role in teachers' training as partners of the SEDUC in the initial phase to deploy the VS.

We selected the research field by using technical criteria, as well as the field participants, based on criteria related to the CDTP and the VS. We reached the total number of 1 school, 4 teachers, and 120 students. The project was observed in operation during school's daily life and some documents were analyzed, such as the student's dossier and the *Manual de orientações das ações do professor diretor de turma* (CEARÁ, 2014), which deals with its structure, organization, and principles of operation. To the students, we applied a questionnaire, in order to collect data and build the class directing teachers' professional ethos. Data underwent Critical Discourse Analysis (CDA), from the perspective of Fairclough (2001).

The text is organized into 3 sections. In the first, we present contributions from theorists on teacher's professionalism, CDTP, and Vocational Education. In the second section, we outline the methodological route. And, finally, we bring reflections and discussions of the results.

## **Teacher's professionalism, class directing teacher project and vocational education**

In this article, the term **teacher's professionalism** is not opposed to the term **teacher's profession**. Teacher's profession has a sense and meaning that is related to the act of being a teacher. We chose teacher's professionalism after conducting a research and reaching the conclusion that **professionalism** is related to the "set of attributes inherent to practicing the profession" (AULETE, 2017) and it is attributed to teaching, adding values to its interconnection to the teaching and learning processes.

The term teacher's professionalism dialogues with the concept underlying this research, i.e. the philosophical foundations of Vázquez (2007), as well as other authors who provide theoretical and methodological grounding. Aligned with the purpose of investigation, such a theoretical and methodological harmony enabled incursions into the categories and brought us closer to professional training as a mediating element to teach in the domain of Vocational Education.

This time, we analyzed the experience of Ceará, without losing sight of the national panorama in which Vocational Education evolved after the ratification of the Lei n. 9.394/1996 (BRASIL, 1996), on the Brazilian National Education Guidelines and Bases, a landmark of political relevance, which brought direct implications to the Brazilian education policy. We situate teacher's professionalism in Ceará within the Vocational Education policy as a state-level event, emanating from the national reality through the PBP, the main motivation for creating the VS (CEARÁ, 2008b).

We seek to know the changes that occurred in teachers' professionalism after the insertion of Vocational Education in the regular High School curriculum. The new system began to offer the full-time curriculum, consisting of common components and the professional base, by using the CDTP as a lens.

The CDTP stemmed from the class director experience adopted in Portugal. Initially, it was tried in Ceará in 3 municipal schools, in 2007, after its introduction at the 18th Meeting of the Brazilian National Association of Education Policy and Administration (*Encontro da Associação Nacional de Política e Administração da Educação* [ANPAE]). It started in 2008 at the first 25 full-time VS. Subsequently, it was expanded to the Ceará state network, reaching regular schools through accession (CEARÁ, 2011).

This project has as premise the demassification of public school. Its insertion in the State of Ceará resulted from the curricular flexibility of the VS and is characterized as an educational technology designed by the school culture aimed at the humanization of relationships to achieve school permanence and good learning experiences, focused on education for citizenship (CEARÁ, 2018).

The CDTP is grounded in the concept that prioritizes a creative curriculum, which enables planned goals and actions, taking into account the context's needs; it also seeks to foster the curriculum with youth, through dialogical mediation via self-control and discipline, in order to achieve success in the learning and teaching processes. The project is based on the education pillars proposed by Delors (2012), namely: learn to learn; learn to be; learn to know; learn to live together. Thus, it establishes a close relationship with the family, in view of the educational purposes. It is worth highlighting that these principles and assumptions of the project are aligned with the wave of reform unleashed in the 1990s (LEITE, 2015).

The reformist pillar that ensured the changes that took place in the 1990s emerged with the Brazilian National Education Guidelines and Bases Law (*Lei de Diretrizes e Bases da Educação Nacional* [LDB]) (BRASIL, 1996), which engendered the supremacy of capital unleashed in Brazil through the education policy. The unfolding of this policy caused stagnation and even setbacks for the area, characterizing the 2000s as a lost decade

(KUENZER, 2010). The Decreto n. 6.302/2007 (BRASIL, 2007), which standardized the PBP, sought to mitigate the effects of neoliberal education, ensuring the legal contribution to provide High School education integrated to Vocational Education at the national level, through partnerships between the Federal Government and the state governments for funding Vocational and Technological Education.

The PBP has sown a new reality in High School and in Vocational Education in Ceará. It inserted a new curriculum, changed teachers' working conditions, provided adequate physical equipment, and brought new materials and a new professional training to managers and teachers (CEARÁ, 2008a).

To grasp the movement that constituted Vocational Education in the Brazilian reality, in order to address Vocational Education in Ceará, we rely on Kuenzer (2010) and Ferretti (2000). This study led us to see that Vocational Education, throughout its history, has tended towards assistance, as a policy aimed at the low-education and socially vulnerable population. Thus, its evolution over time has been marked by advances and setbacks (FERRETTI, 2000).

This reality of advances and setbacks found in the Brazilian education system, specifically aimed at vocational education, has disfavored teachers, above all in professional training processes, due to the decontextualized educational reality. One of the consequences of this reality is the discontinuity of professional training policies and professional devaluation from many viewpoints: curriculum overlap; administrative impositions; precarious working conditions; contaminated autonomy; professional identity disqualification, among others (CONTRERAS, 2012).

Aware of this complexity surrounding teacher's professionalism, Contreras (2012) claims that the viability of a cultural and social transformative teaching practice depends on professional autonomy. According to this author, the degree of autonomy observed in educational institutions is relative because it results from official documents built in isolation from practitioners and the educational reality.

Considering this, teachers work with relative autonomy because they do not reach the level of absolute autonomy (CONTRERAS, 2012). Indeed, relative autonomy prevents the emergence of a critical awareness that leads teachers to in-depth knowledge of the reforms undertaken. Unable to think and act critically, teachers cannot understand reformist interests or overcome professional disarticulation in order to achieve full autonomy.

According to Contreras (2012), teacher's professionalism is focused on reaching intellectuality. Only then it will be possible to have a critical sense. Critical responsibility, in the author's view, comes from a robust professional education that increases deliberative autonomy, of a dialectical nature, which believes in consistent pedagogical mediation in the classroom.

An intervention to raise awareness of social responsibility requires overcoming the principles of illusory autonomy. Contreras (2012) states that the illusion matches the level of relative autonomy, thus it needs to be overcome. There is a need to think of contradiction as an aspect of the opposition, i.e. overcoming professional isolation.



Libâneo (2009, p. 9, our translation) says that “the school is, therefore, committed to reducing the distance between the increasingly complex science and the primary culture produced in everyday life, provided by schooling”, something which dialogues with Contreras (2012). Given the definition of the current role played by the school, the author resumes teacher’s professionalism from the perspective of reconfiguring the characteristics of professional identity as a response to social needs.

The professional teaching practice is faced with the globalization of markets, causing changes in professional profile in order to make it adaptable to this new production requirement. According to Libâneo (2009), economic power directly intervenes in social life, in cultural habits, bringing economic, political, and social changes, in addition to new professional attitudes.

In such a vigorous contemporaneity, teacher’s professionalism is a constant challenge due to the actual working and professional training conditions, especially when teacher’s training is carried out by the private sector, often resulting from poor development, decontextualized, and grounded in public policy, giving rise to certain moments, discontinuities, and even educational setbacks (SAVIANI, 2008).

## Methodological route

The methodological characterization of this study consisted in a qualitative research and the methodological strategy adopted was the case study. A qualitative research is “an interdisciplinary field that advocates a multi-methodological approach, a naturalistic perspective, and an interpretive view of human nature” (ANADÓN, 2005, p. 11, our translation). Therefore, a qualitative research works with complex issues, addressing “the subjectivity of researchers and subjects; it combines many techniques for data collection and analysis, being open to the world of experience, culture, and actual life events; it appreciates inductive exploration and provides a holistic knowledge of reality” (ANADÓN, 2005, p. 20, our translation).

According to Yin (2005), the case study may be seen as an empirical investigation whose essence consists in clarifying a contemporary real life phenomenon. Thus, it aims to gather as much information as possible, detailing them in a systematic way, without losing sight of the scientific nature of the phenomenon. The author also claims that experienced researchers “analyze previous studies to prepare rather objective and insightful questions on the same topic” (YIN, 2005, p. 28, our translation).

From this perspective, we conducted data collection in 2 moments. First, we selected 4 tutoresses who worked on professional training to deploy the VS. To do this, we resorted to the social imputation technique. According to Jakobs (2007), this technique legitimizes professional profile through social contribution. Since the institution appoints a civil servant for a certain professional activity, this designation is due to the fact that this civil servant has the professional qualification and experience needed, which provide her/him with social approval. Thus, the practitioners and tutors were identified and invited to participate in this

study. Social recognition for professional performance has led to the selection of 4 participants due to their social roles. Social recognition does not apply to every individual, it is seen as “a system of positions defined in a normative way, occupied by interchangeable individuals” (JAKOBS, 2007, p. 22, our translation).

The second moment of the interviews encompassed 4 teachers from the school under analysis. The selection criteria applied to teachers from this school facility were: the designation to work as a class directing teacher; and being aware or having participated in the deployment of the CDTP and the VS. The interviews were scheduled according to the availability of these teachers in the school routine. These interviews were guided by a script previously given to participants, along with the free and informed consent term (FICT).

According to Gil (2007, p. 117, our translation), “the interview is one of the most commonly used data collection techniques in the domain of social sciences”. The interview favors direct interaction between researcher and respondents. According to Minayo (1994, p. 57, our translation), “the interview is the most common fieldwork procedure”.

In addition to the interviews, we carried out documentary analysis of the students’ dossier, a physical document used during the phase of deploying the VS and the CDTP, so that we can grasp its concept, its assumptions, and its operational flow, as well as the education for citizenship made available to teachers and aimed at the student clientele. Currently, the student’s dossier is stored in electronic format on the Interconnected School Management System (*Sistema Integrado de Gestão Escolar* [SIGE-ESCOLA]) and it is published in the *Manual de orientações das ações do professor diretor de turma* (CEARÁ, 2014).

Finally, we applied a questionnaire to students and conducted the observation at a vocational school, located in the metropolitan region of Fortaleza, in 2019. The school facility chosen met the set of criteria related to participants, also including the very physical structure model. This school was built by having an official project provided by the Brazilian Ministry of Education (*Ministério da Educação* [MEC]) as a basis, specifically for the PBP. During the observation, we focused on operational aspects of the CDTP to grasp possible changes in professionalism. According to the 2018 school census, the school under analysis enrolled 440 full-time High School students, with the Vocational Education modality distributed into 12 classes and 4 technical courses (Agriculture, Aquaculture, Computer Science, and Chemistry). The questionnaire applied to 120 students covered the respective courses and contributed to build the professional ethos of the class directing teachers.

Participants’ identity was preserved and the tutoresses received codenames of trees from the Atlantic Forest: *Gameleira*, *Araucária*, *Acaiacá*, and *Guapeba*. Teachers from the school under analysis received codenames like *Seringueira*, *Jatobá*, *Castanheira*, and *Pau-Brasil*; in turn, the students received codenames derived from the tropical forest, such as *Arbusto*, *Cipó*, *Erva Rasteira*, *Epífita*. The questionnaire information was tabulated by class and course. Data underwent CDA as proposed by Fairclough (2001), in the sense that discourses are social practices that can modify reality to achieve social change.

Having Fairclough (2001) and Yin (2005) as a basis, data were analyzed under three interconnecting principles within the methodological source variation: theoretical framework consonance; maintenance of an updated database; and evidence chain to ensure the accuracy, reliability, and originality of analysis. With this intent, we present below a synthesis of the results, highlighting that the research showed to be broader and complied with a strict methodological organization. Of a critical-qualitative nature, data were analyzed ad nauseam, in order to reach the density of the phenomenon under study.

## **Vocational school, class directing teacher project and professional training context**

After the institutionalization of the PBP, the preparation of the Integrated Plan for Professional and Technological Education (*Plano Integrado de Educação Profissional e Tecnológica*) began, coordinated by the SEDUC, along with the Ceará State Education Council and the Education Commission of the Ceará Legislative Assembly (CEARÁ, 2008a). The plan gained social notoriety after the promulgation of the State Law n. 14.273/2008 (CEARÁ, 2008b), which postulated the building of 150 VS in a gradual manner, motivated by funding from the PBP. Thus, began the Vocational Education policy in the State of Ceará. We asked the tutoresses how professional training for Vocational Education took place in the curriculum of the VS. Let us take a look at some excerpts from the tutoresses' testimonies:

Managers were provided with major professional training activities; they took entrance tests... (Gameleira).

In an extremely complicated context of many disputes, either because the curriculum itself brings a lot of it, a contestable territory surrounding the hegemony of projects that have taken place and also because that was a significant new experience for the State of Ceará. There was nothing that could set boundaries, that could serve as a landmark, it was a construction that started there and everything would have to be built from there on (Araucária).

The Vocational Education model designed in Ceará through the PBP took as its landmark the experience of the Experimental Teaching Center (*Centro de Ensino Experimental* [PROCENTRO]), created in Recife, Pernambuco, Brazil, in 2002, by a group of entrepreneurs. The PROCENTRO's experience incorporated the principles of the Institute of Co-Responsibility for Education (*Instituto de Corresponsabilidade pela Educação* [ICE]), through the Socio-Educational Business Technology (*Tecnologia Empresarial Socioeducacional* [TESE]), adapted from the Odebrecht Entrepreneurial Technology (*Tecnologia Empresarial Odebrecht* [TEO]), in order to innovate school management in full-time education. The Pernambuco state experience was widely disseminated by entrepreneurs as a successful proposal capable of revolutionizing Brazilian High School, with a view to overcome old problems (ICE, 2005).

Given this vehemently Technical Education scenario, Ceará inserted a specific education proposal in the full-time curriculum, in the midst of business principles, aimed at



training the class directing teacher. We asked the tutoress who created the CDTP how the professional training project emerged for its insertion in the VS:

I did not deploy the project from an academic perspective, I worked directly with teachers. There are reports in the SEDUC with records of everything that has been done. We were talking, trying, and doing. I met wonderful teachers. I put the project into practice according to the reality in Ceará. The project that went to Brazil is not the class director observed in Portugal (Ipê).

The answer shows the CDTP contribution, the project characterization focused on the mediation of knowledge systematized by the student, deepening the relationships between students, teachers, family, and other individuals involved in the teaching and learning processes, promoting cooperative work and providing the class directing teacher with knowledge on the student as an issue, which interferes with school's daily life. In these circumstances, the class directing teacher gains better knowledge on her/his students, projects, wishes, challenges, perspectives, dilemmas, values, interests, and attitudes (CEARÁ, 2018).

Having the intense full-time student routine in mind, the project was designed to provide students with embracement and guidance, both on a technical base and on a common base, in order to support them with a view to being successful in the teaching and learning processes. According to the tutoress from the CDTP, the project's contribution was strengthened over the 10 years due to its principles and teachers' mediation. She highlighted that, currently, education for citizenship has been taking place from a new perspective, i.e. in a dialogue with emotional skills.

The SEDUC learned about emotional skills through the Ayrton Senna Institute's Project. Since 2015, a pilot project called Senna was designed. The Institute began to notice the link to the CDTP. They intended not only to work on the boys' potential, but also to provide some training that could make students emotionally and socially better (Guapeba).

The pieces of information made available by the state coordination of the CDTP corroborated the fact that, since 2015, the partnership with the Ayrton Senna Institute changed the professional training route of class directing teachers. In 2017, this partnership got stronger with the holding of the "1st Ayrton Senna Institute's International Seminar on Emotional Skills", which featured speakers like Ricardo Paes de Barros, chief economist of the institute mentioned above and professor at the INSPER, and Filip De Fruyt, psychologist and professor at the Ghent University (Belgium), among others (SEDUC, 2019).

Pedagogically, the class directing teacher must work along with her/his peers and the pedagogical coordination, in order to provide the class information about behavior, attendance, and performance; discuss and define strategies with the other teachers for the teaching and learning processes; coordinate interpersonal and intergroup relationships; provide information to parents about the student's situation and inform opening hours to parents; call a meeting to choose parents and class leader representatives; propose educational activities for interaction with the family and the school community to strengthen relationships.

The role played by the class directing teacher is challenging due to the responsibilities of monitoring and guiding up to two classes at the same time, the number of students per class, the coping of issues in the school routine, among other challenges, in addition to teaching obligations.

Regarding the perspective of class directing teachers on professional training for Vocational Education, as well as on specific training to work in the CDTP, they highlight that in the implementation phase of the VS and the CDTP, training initiatives provided a richer learning, thus highlighting the realization conditions. Specifically, the CDTP's training took place in person and all teachers participated in it. They also assured that the training process made available during the implementation phase has contributed to expand and consolidate the project. According to teachers, training took place in each region of the state. Thus, teachers received guidance directly from the SEDUC's team. According to the answers collected in loco, professional training has been put into practice through representativeness today. Let us take a look at the answers:

Too superficial (Seringueira).

Good, but it needs to improve; at first, it was better. The Class Director needs training and guidance (Jatobá).

There is no specific training for the project (Castanheira).

It is the project that supports a Vocational School, indeed (Pau-Brasil).

The critique put forward by Fairclough (2010) stresses that the professional training representativeness system does not deepen knowledge. As teachers do not know the bases of training, they usually do not criticize training processes, having in mind that the contents are emptied. Thus, learning is meaningless or silenced.

The briefness of a participant's answers or her/his silence may bring various interpretations. According to Fairclough (2010), there is a quite subjective meaning, which may be related to many situations that led to the position of silencing or restricting verbal exposure.

The type of content, the strategy, and the training conditions determine teachers' intellectual development level to cope with problem situations. Professional training practices, superficial in terms of representativeness, in addition to fragmenting the processes, expose their excessive control (FAIRCLOUGH, 2010).

Teachers' answers reveal an educational duality over the 10 years corresponding to the implementation phase and the current development of the VS and the CDTP.

Therefore, the utterances corroborate the fact that in recent years there have been changes in the professional training system. According to Lima (2001, p. 34, our translation), teacher's training should provide the unveiling of interfaces and nexuses that intertwine the personal and professional relationships in the dimension of historicity, because "continued training consists in the articulation between teaching work, knowledge, and the professional development for a teacher, as a possibility of reflective attitude streamlined by praxis".

Teachers from the school facility under analysis showed that preparation to work at the VS had direct implications for teacher's profession, influencing the development of skills related to professional training, group interaction, and new school practices.

Evidence from observation dialogued with participants' answers, as well as the analysis conducted in documentary records, leading us to find professionalism changes in relation to the physical equipment itself, to workload, to full-time education, to meals shared within the school, to the professional training's content, as well as daily contact with students and practitioners, including those from other areas, who have a Technical Education background. Thus, "[...] teachers' training, as it constitutes a strategy for the reproduction of capital, is not detached from the production sphere [...], as a result, the relative autonomy of pedagogical proposals decreases" (KUENZER, 2011, p. 667, our translation).

The exercise of teaching work in VS culminated in a continuing effort, above all in the role of class directing teacher in terms of embracing and advising students in their full-time education routine. Students and teachers started experiencing new projects in the curricular design, among them the CDTP as an element providing students with support. Built on emotional bases, the project defined itself on the dialogical pillars, mediated by reason and emotion. The CDTP, created exclusively by teachers working on a common base, added significant changes to teachers' professional profile, in terms of guidance and pedagogical mediation, of the support to and the monitoring of students during school's daily life, despite the adversities inherent to the realization conditions.

The project is criticized due to lack of conditions to put work into practice, given the challenges that go beyond teachers' skills. The project requires practitioners' time and dedication to provide students and family members with individualized assistance, but teachers have only 4 hours a week, without any extra pay, for such a task.

Despite the critiques of precarious teacher's working conditions, the pedagogical mediation carried out by teachers working on a common base has determined a CDTP's format as an innovative project that helps establishing the class directing teacher's professional identity, due to the human values addressed, the sensitive listening skills, and the closer relationships mediated by dialogue.

The research results revealed that the class directing teacher has a delimited space within the school based on her/his relationship with students, managers, representatives, leaders, and family members. Thus, her/his relevance in the school community becomes clear. The class directing teacher plays the role of a human learning mediator, who may be seen by students as a reference in terms of embracement and guidance.

We made a questionnaire available to students in order to grasp their views on the CDTP and the class directing teacher. The answers were organized by course and class, according to the respective number of respondents. Based on Fairclough (2001), we addressed in the analysis the textual content, the 'student' as a social construct in relation to the class directing teacher's 'self,' the lexical elements, and the intertextuality. Let us take a look at a summary of the answers about the project:

It is a project that helps in the school routine (Ervas Rasteiras – 1AE1<sup>1</sup>).

It is key to student's school performance and to social life (Epífitas – 2IE1).

As for the class directing teacher's mediation:

[She's] an amazing person, a second mother (Ervas Rasteiras – 1AE3).

[She] provides advice for future decision-making (Epífitas – 2IE2).

A father that you can often vent with (Arbustos – 1QE2).

The CDT gives us a lot of attention, he's really a big daddy (Arbustos – 1QE3).

The terms 'second mother,' as well as 'father' and 'big daddy' were strongly emphasized in the responses, something which highlights the building of a social image that goes beyond teaching. Students recognized that the project helps in educational route, guides and supports the choice of a profession, putting the contributions of the maternal and paternal genders at the core of professional training.

According to Fairclough (2001), students are utterers and they build images on a daily basis. Implicitly, class directing teachers express verbal and non-verbal behaviors. This author highlights that a verbal and non-verbal behavior constitutes an intertextual phenomenon, hence the class directing teachers are interpreted by students' statements. The analysis showed that the student as a construct added a social value to the professional identity pointed out day after day by students.

Maingueneau (2018) claims that ethos is a discursive creation inherent to the very discourse; however, it is not an image built by the speaker her/himself. Usually, a positive self-image is not built by a person, thus, it is an external construct provided by those who are influenced.

## Final remarks

Having the objective outlined for this study in mind, we conclude that the CDTP had an impact on teacher's professionalism in Ceará, in order to clarify the project itself as a Ceará state's specificity, which has contributed to change teacher's profession in the domain of state schools providing Vocational Education.

The analyses showed that, although the specific CDTP's training has been inserted in the Technical Education context, at a certain moment, the school's daily life had some gaps that diverged from such interests due to the educational dialectics. Thus, the project brought advances in the teaching and learning processes. So, we conclude that within the CDTP's implementation period, there was greater commitment of civil servants from the SEDUC and greater participation of teachers in the educational route.

Professional commitment through pedagogical mediation has contributed to provide the class directing teacher with recognition at the institution, as well as to strengthen the project, establishing a strategic action in the teaching and learning processes in the school's daily life.

This research showed specific elements of the class directing teacher's professionalism as a movement to expand the profession beyond teaching, highlighting human values of listening, mutual respect, and attitudes that dialogue with student's embracement. We show that the project in operation at schools has strengthened bonds between class directing teachers, students, managers, and family members.

This time, the PBP consisted in a watershed in the State of Ceará, because it enables a new professional training policy aimed at practitioners, which included various projects, changing the working conditions, the professional routine, the curriculum, and the High School education system, and consequently the students' educational route outlined in the CDTP's specificities, adding values to teacher's professionalism profile.

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## Notes

<sup>i</sup> In the acronym IQE1, ‘1’ means the first grade of High School; ‘Q’ represents the Chemistry course; ‘E’ depicts the student; and the final ‘1’ provides the respondent with an identification number. The same rule applies to the other participants, varying in terms of grade, course, and identification number.

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