

Teacher professional development: theoretical courses, perspectives and (dis)continuities¹

*Desenvolvimento profissional docente:
percursos teóricos, perspectivas e (des)continuidades*

*Desarrollo profesional docente:
caminos teóricos, perspectivas y (dis)continuidades*

Lúcia Gracia Ferreira² 

Abstract: This article aims to contribute to studies on Teacher Professional Development and its relationship with the elements/factors involving and influencing it as well as the contexts where it occurs. It aims to reflect on the teacher professional development of Basic Education (elementary and lower secondary education) teachers, reflecting mainly on their courses, perspectives and (dis)continuities. We know that the teaching career is not set and fixed, it has many variables that influence its development. From this perspective, the research that gave rise to these reflections is underway and will help us answer many questions about training, professionalism, professional identity, teachers' experiences and the influence of all that on their professional development. Thus, the process of teacher professional development, its concepts, models and resources will be discussed in this study.

Keywords: Professional development. Teaching. Teacher.

Resumo: Este artigo visa contribuir para os estudos sobre o Desenvolvimento Profissional Docente e sua relação com os elementos/fatores que o envolvem e influenciam e os contextos onde este ocorre. Objetiva refletir sobre o desenvolvimento profissional docente dos professores da Educação Básica, refletindo, principalmente, sobre seus percursos, perspectivas e (des)continuidades. Sabemos que o percurso profissional docente não é fixo, tem muitas variáveis que influenciam seu desenvolvimento. Nessa perspectiva, a pesquisa que deu origem a essas reflexões está em andamento e nos ajudará a responder muitos questionamentos sobre a formação, a profissionalidade, a identidade profissional, as vivências dos professores e a influência de tudo isso no seu desenvolvimento profissional. Assim, o processo de desenvolvimento profissional docente, seus conceitos, modelos e características serão discutidos neste estudo.

Palavras-chave: Desenvolvimento profissional. Docência. Professor.

Resumen: Este artículo tiene como objetivo contribuir a los estudios sobre el Desarrollo Profesional Docente y su relación con los elementos/factores que lo involucran e influyen y los contextos donde ocurre. Su objetivo es reflexionar sobre el desarrollo profesional docente de los maestros de Educación Básica y Secundaria, reflexionando principalmente sobre sus caminos, perspectivas y (des)continuidades. Sabemos que la carrera docente no es fija, tiene muchas variables que influyen en su desarrollo. Desde esta perspectiva, la investigación que dio lugar a estas reflexiones está en progreso y nos ayudará a contestar muchas preguntas sobre educación, profesionalidad, identidad profesional, experiencias de los docentes y la influencia de todo esto en su desarrollo profesional. Por lo tanto, el proceso de desarrollo de la enseñanza profesional, sus conceptos, modelos y características se discutirán en este estudio.

Palabras clave: Desarrollo profesional. Enseñanza. Maestro.

¹ Submitted: 23 Nov. 2019 - Accepted: 29 Jan. 2020 - Published: 14 July 2020

² Federal University of Recôncavo da Bahia (UFRB) – Email: luciagferreira@ufrb.edu.br

Introduction

In this article, we point out the need for reflection about teachers' professional development and the teaching career. This is a study linked to the research named "Professional development and Brazilian teaching career: dialogues with teachers of Basic Education". The mentioned research is registered at the Federal University of Recôncavo da Bahia (UFRB), under document number 2.3007.004922 / 2017-88, and comprises in its composition four Bahian Higher Education Institutions, with planning for development up to five years, able to further extension. It started in 2017 and is funded by the National Council for Scientific and Technological Development (CNPq), through the universal call of 2018. It was submitted to the Ethics and Research Committee of UFRB, approved with the Certificate of Presentation for Ethical Appreciation (CAAE), whose document number is 72103517.4.0000.0056, and has authorization from the Private Schools and Municipal, State and Federal Education Network for its realization.

This research has as general objective to analyze how the teachers of Basic Educationⁱⁱ are professionally formed, considering the current public policies, the Brazilian model for the teaching career and the contributions / contributions to teaching. It is known as an "umbrella research", one that is bigger and, from its perspective, has originated other smaller researches, initiated mainly in Graduate Programs in Education.

Due to the specificity of the topic, we made a methodological option for the qualitative research, considering its constructive and procedural character (BOGDAN; BIKLEN, 1994). This approach allows the researcher to center the investigation and analysis in a paradigm that values the subjectivity of the subjects involved in the process.

First, we sought to map scientific production on the topic of professional development and teaching career, aiming to know what has been produced and disseminated on the matter focusing on Basic Education teachers. This search was made at the Master and Doctoral Dissertations Bank of the Coordination for the Improvement of Higher Education Personnel (CAPES). Subsequently, a panoramic survey of public policies for teacher education in Brazil will be conducted based on a typological analysis and the comparative method, using international references as a counterpoint.

Basic Education teachers participated in this research in all periods of their career, according to the Brazilian model (FERREIRA, 2014). The initial plan was to develop the research with Bahia as the State with a central sample, but, due to the existing limitations in the research (of financial and human resources), the field of study was narrowed to the municipality of Itapetinga, in Bahia.

Its execution, so far, has being developed by the Federal University of Recôncavo da Bahia (UFRB) in partnership with the Federal University of Bahia (UFBA), State University of Southwest Bahia (UESB) and State University of Santa Cruz (UESC). However, we emphasize that we will count on the involvement of several partner institutions, with the additional intention of forming a collaboration network among them. Those institutions will promote the research consolidation and strengthening, based on dialogue and collaboration

for the education practices and knowledge dissemination, formation and management of the collaborative research network and data interpretation.

The main instrument for data producing is the questionnaire – applied personally to the teachers who volunteered to answer them. The research team visited all public and private schools in the municipality of Itapetinga, in order to facilitate the questionnaire distribution to the teachers. Our perspective was that, with this instrument, it would be possible to reach a larger number of participants for data production. So far, we have obtained around 500 questionnaires to analyze – we do not know the exact number, because we are still in the survey phase.

The teachers' questionnaire has structured questions about the individual profile – aspects such as sex, age, marital status, education level, workplace, amount of time of teacher training and teaching, etc. – and identification of characteristics of the group to be researched. There were also questions related to the subjects' life stories, considering aspects of personality, marriage, pregnancy, birth and / or adoption of child(ren), marital separation, teacher malaise, accidents, emotional and social aspects and family problems. We consider it pertinent to ask questions regarding other variables, such as the teacher's functional situation (effective / hired), contextual relationships and external pressures, how they experience teaching, how they see themselves in the profession etc.

Thus, the research aims to investigate the professional teaching career and outline an overview of the teaching career in Brazil. We know that the subject does not become a teacher in a linear way. Although there is an idea of a succession of events, there may be a (dis)continuity of the stages and processes (subjective / objective) inherent to the work path.

This research aims to produce a model (theory). Through this investigation, we try to explain the facts and then test the effectiveness of this explanation (hypothetical-deductive construction). In this perspective, there are two parameters of study: purpose and time. The first one is due to the existence of a possible explanation from previous studies, which we will try to validate; and the second one is because we investigated the six proposed periods, which refer to several variables present in different sequential periods of time, as it is a continuous study (FERREIRA, 2014).

The qualitative data analysis will be developed based on the theoretical framework that underlies this research, and, later, described and organized into articulated categories, guided by Bardin's (2010) content analysis technique. In each category, the research data will be presented and analyzed in order to produce a significant synthesis on the points raised. In our view, qualitative data tend to be more susceptible to variables of inferences and interpretations, in addition to being endowed with particular characteristics, through which we will analyze part of the universe of meanings, motives, aspirations, beliefs, values, attitudes and behaviors, in order to "capture" the participants' perspective.

This article consists of a bibliographic research – part of a larger research already mentioned – that illustrates, among other points, the proposal (intention) of the research under construction but does not show the analysis resulting from it. We punctuate theoretical paths, study perspectives and try to address aspects of the discontinuity of teacher

professional development. These points under discussion are the result of the bibliographic survey of the ongoing research. The topic of this research section is based on the fact that all theory emanates from previous theoretical bases that provide subsidies to strengthen and justify the theory and / or show the need for its creation. In addition, career studies are subsidized, among others, by Teacher Professional Development (TPD).

Hence, this study points out some characteristics already identified from the studies carried out and cited below on Teacher Professional Development. It also highlights the perspectives of studies – developments of the research in progress – carried out within the scope of research institutions and graduate courses, which will provide considerable contributions on the subject. We also deal with aspects of the discontinuity of the TPD, a subject rarely addressed in scientific productions. This is how the TPD will be treated in this essay.

Teacher professional development: characteristics and reflections

The topic addressed here is the teacher professional development. According to Marcelo García (2009, p. 9), “the term professional development is better suited to the conception of the teacher as a teaching professional”. Thus, the author prefers to use this term and justifies that “the concept ‘development’ has a connotation of evolution and continuity that, in our opinion, surpasses the traditional juxtaposition between teacher initial training and teacher continuous training” (MARCELO GARCÍA, 2009, p. 9). In this sense, the professional development of teachers is understood as: “[...] an individual and collective process that must be implemented in the teacher's workplace: the school; and that contributes to the development of their professional skills, through different experiences, both formal and informal”.

Consistent with Marcelo García (2009), there have been changes in the concept of professional development in the last decade, due to the evolution in the understanding of the production processes of learning and teaching. Professional development has been considered a long-term process, “in which different types of opportunities and experiences are integrated, systematically planned to promote the teachers’ growth and development” (MARCELO GARCÍA, 2009, p. 7). It must be understood as the construction of the professional’s identity, which is influenced by the school, political reforms, beliefs, etc. “Professional identities are a complex tangle of stories, knowledge, processes and rituals” (MARCELO GARCÍA, 2009, p. 7).

Teachers’ professional development must be understood based on their work identity, as it influences the socialization and learning processes of the profession, insofar as teachers are defined and define themselves and their professional colleagues. Marcelo García (2009) argues that the construction of the teaching professional develops and evolves in the course of life processes.

For the author (1999, p. 144), this professional development is also understood “as a set of processes and strategies that facilitate the reflection of teachers about their own

practice, which helps teachers to generate practical, strategic knowledge and be able to learn from their experience”. Still according to him, the teacher is constantly developing professionally, due to several factors. In this perspective, the teacher cannot be separated from what he represents; it is necessary to understand them, as well as their development process, as several researches already state (BRZEZINSKI, 2002; VEIGA; AMARAL, 2002; D’ÁVILA, 2007; FERREIRA, 2010; 2014; FERREIRA; BEZERRA, 2015). André *et al.* (1999), on the other hand, highlights that there is a field of studies on teacher training embracing and advancing to discussions on professional development.

As a result, Marcelo García (1999, p. 146-192) refers to some models of professional development and points out that, over time, the trend would be the emergence of others or the complementation of existing ones.

- “Autonomous Professional Development Model” – conceive that teachers learn on their own and are capable of building self-directed and self-oriented learning;

- “Professional Development Model based on reflection, mutual professional support and supervision” – refers to the use of strategies that provide reflection and metacognitive skills development; also, the knowledge and analysis of the teacher’s work shared and / or supervised by another professional and colleagues;

- “Professional Development Model through curricular development and innovation centered on training” – involves curricular adaptation activities and project development to solve problems of the school organization itself; promotes learning from the need of solving a problem;

- “Professional Development Model through training courses” – involves formal spaces for training and learning in interaction and collectivity;

- “Professional Development Model through investigation” – it implies the investigation of a daily school situation that enables teaching learning;

- “Integrating Professional Development Model – SIPPE” – it is an integrating proposal model that involves aspects of the other models already mentioned, the Integrated System for the Improvement of Exercising Teachers (SIPPE). It aims at institutionalizing teacher improvement centered at the school, with the teachers’ workplace as a starting point for professional development.

In this same perspective, Oliveira-Formosinho (2009) points out that professional development is linked to opportunities to learn and to teach. According to the author, professional development can be understood as:

[...] a continuous process of improving teaching practices, centered on the teacher, or on a group of interacting teachers, including formal and non-formal moments, with the concern to promote educational changes for the benefit of students, families and communities. This definition assumes that the great purpose of professional development processes is not only personal enrichment, but also the benefit of students. It presupposes the search for practical knowledge on the central issue of the relationship between the teacher professional learning and their students’ learning, focusing on the professional context (OLIVEIRA-FORMOSINHO, 2009, p. 226).

As it can be perceived, his perspective matches with that of Marcelo García. It aims at improving practices, continuing education, (re)construction of knowledge and benefit of students. Oliveira-Formosinho (2009, p. 227-236) also presents three perspectives of professional development.

- “Teacher development as a development of knowledge and skills” - it is important for the dimension of teaching work, as it is necessary to know in order to teach (one does not teach what one does not know). Opportunities to learn and to teach seek to improve the quality of education;

- “Teacher development as an ecological change” - it has to do with work and its conditions;

- “Teacher development as (development of) personal understanding” - development involves profound changes, at various levels, in teacher’s persona. It considers the teacher in their integrality: his life stories and historicity.

For Oliveira-Formosinho (2009), as well as for Marcelo García (2009), and based on this latter, TPD involves the teachers’ beliefs, as they influence the way teachers learn and the change processes experienced by them.

In line with the concepts already presented, Day (2001, p. 15) highlights that “the course of teachers’ professional development depends on their personal and professional lives and on the school policies and contexts in which they exercise their teaching activity”. The teacher's work is multidisciplinary and multidimensional in nature, requires emotional work and involves influencing factors in its development.

Thus, the author suggests that teachers’ professional development should meet the need to improve the levels of learning and academic success of students and that it should seek to raise the quality of teachers and teaching. Therefore, efforts are being made, with the intention of ensuring teachers continuous training, to update the knowledge of the content and to persist in the formulation of strategies for the organization of the classroom, teaching and assessment.

For Day (2001), training also compounds the teachers’ professional development, including learning experiences and those that can benefit people, groups or institutions in order to contribute to the quality of education. It is in this process that teachers, together or alone, “review, renew and develop their commitment as agents of change, with the moral purposes of teaching, and acquire and develop knowledge, skills and emotional intelligence” (DAY, 2001, p. 20), important for the practice with students and professional colleagues.

Hobold (2018, p. 428), in a study on the conceptual and practical aspects of professional development, adopting Marcelo García (1999; 2009) and Oliveira-Formosinho (2009) as main authors, defines professional development as follows:

[...] as continuity of initial training, taking into account the varied and diverse experiences that teachers have in the profession, with their students, fellow teachers, management team, training courses, moments of study, situations they experience in the course of life, their relationships, their beliefs, their representations – a multitude of events inherent in the teacher's life.

Hence, according to Hobold (2018, p. 428), the teacher must be thought of as a subject “who aggregates, interferes, learns, coexists and walks through the different spaces that life leads him”. These experiences contribute to teacher development, according to the author.

As it was demonstrated, Teaching Professional Development is considered, by several authors, as a broad and complex topic that encompasses several elements, being influenced by several factors. Figure 1, below, seeks to represent this, based on the TPD conceptions presented here and their characteristics.

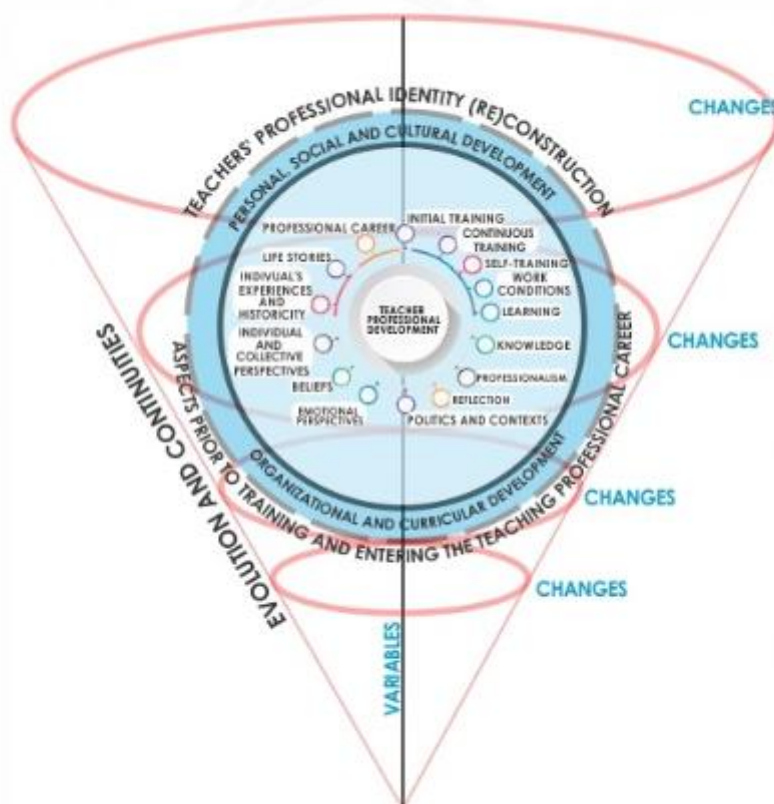


Figure 1. Perspective of representation of Teacher Professional Development.

Source: Elaborated by the author.

Figure 1 presents some of the elements of the TPD and shows aspects that involve it and by which it is influenced, citing contexts of other developments where the TPD occurs. In the figure, the TPD in the middle surrounds and is influenced by the elements around it. It occurs in a context of personal, social, cultural, organizational and curricular development. It considers aspects prior to training and entering the teaching profession. The cone, with all its elements, represents the process of evolution and continuity, already highlighted by the authors, which evolves amidst the variables and causes changes of various orders. It is in this process that the professional teaching identity is constantly (re)constructed.

In this perspective, based on Marcelo García (1999; 2009), we can understand that Teacher Professional Development encompasses initial training, continuing education,

professionalism, self-training and learning processes. It occurs linked to the context of performance, contexts of organizational and curricular development; involves processes to improve teacher's skills and attitudes, individual and collective processes; implies (improvements and influences of) working conditions; occurs on a personal level; involves the subject's life stories and historicity, therefore, it also occurs in the social; and takes place at a crossroad that tends to unite educational, pedagogical, school and teaching practices. TPD is a process full of fluctuations, variables and changes. It is subject to pressure; involves and is influenced by beliefs and personal experiences, experiences based on formal (and informal) knowledge, school experience, that is, it involves and is influenced by experiences prior to the training course and entering the profession (the experience of being a student, being a son, being a mother, being an aunt, for example).

So, it involves the experiences themselves. It is based on reflection and involves intimately the school in its process. It is influenced by policies (salary, incentives, autonomy, reforms, etc.), the organizational structure and culture, and the teachers themselves – individually and collectively (therefore, it has negative aspects – isolation, for example – and positive aspects). In short, TPD is multidimensional and suffers individual, collective, emotional, political, social, economic and professional influences. In the meantime, it implies knowledge, actions, practices and (re)construction of professional identity, since TPD is a process also focused on the person of the teacher. In addition, the TPD seeks to promote the construction of knowledge, changes (in teaching, at school, in the processes involved and, in the teacher) and the construction of learning.

Our perspective with the present research proposal is to add, (re)build and mobilize knowledge in this field; we intend to do this by undertaking multidisciplinary research to understand to what extent current public policies impact this development. We will not choose which teacher, which area of knowledge, but we will include them all in one dialogue. It is pertinent to clarify that the present research proposal starts from the analysis of international studies on the professional career carried out by Huberman (1992) and Gonçalves (1992), with a view to producing knowledge and expanding it from the Brazilian perspective.

According to Huberman (1992), all teachers experience, throughout their careers, the same steps, but he warns that these steps are not settled. He divides them into phases: entry into the career (up to 3 years); stabilization phase (between 4 and 6 years of career); diversification and questioning phase (from 7 to 25 years); serenity, detachment and conservatism (25 to 35 years old); last phase, that of divestment (35 to 40 years). Gonçalves (1992) proposes the following stages: beginning (up to 4 years), stability (from 5 to 7 years), divergence (from 8 to 15 years), serenity (from 15 to 20/25 years), “interest” renewal and disenchantment (25 to 40 years old). In the Brazilian context, Ferreira's proposal (2014) is organized as shown in Figures 2 and 3, below.

Figure 2. Periods of Female Teaching Professional Career in Brazil.

Years of experience	Periods
1-5	INITIATION
5-8	↓ STABILIZATION
8-15	↓ VARIATION (+ or -)
15-18	↓ EXAMINATION
18-20	↓ SERENITY
20-25	↓ FINALIZATION

Source: Ferreira (2014, p. 48).

Figure 3. Periods of Male Teaching Professional Career in Brazil.

Years of experience	Periods
1-5	INITIATION
5-8	↓ STABILIZATION
8-14	↓ VARIATION (+ or -)
14-22	↓ EXAMINATION
22-25	↓ SERENITY
25-30	↓ FINALIZATION

Source: Ferreira (2014, p. 48).

This is the model on which this research will be based and will seek to test. In view of the various studies existing abroad and in our country on professional development, it is worth emphasizing the importance of thinking about a Brazilian career, with its peculiarities. We also emphasize that these experiences, traced in stages, are not settled. They vary, considering the subjects' life stories – personality, pregnancy, childbirth, marriage, marital separation, teacher malaise, accidents, family problems, among other noticeable aspects. Other points must also be taken into account, such as gender (male / female)ⁱⁱⁱ, types of school (public / private)^{iv}, teacher functional status (effective / hired), contextual relations and external pressures.

The flexible configuration of these steps is very positive, if we think about the construction of teaching and autonomy. It is necessary to think that there will not always be a clash with reality at the beginning of professional life, as this varies from person to person

and each being carries with them stories and experiences that will allow them to experience each stage in a different way, including the first one. Furthermore, previous school experiences have also minimized this shock and teaching initiation programs for undergraduate courses have appeared, aiming to contribute to reducing this impact^v. It is worth mentioning that when a teacher changes the modality or level of education in which he will act, he suffers the impacts of that change.

Perspectives of studies and their collaborations

The review of studies and their collaborations includes a bibliographic survey about the scientific production on professional development and the teaching professional career, in order to know the existing studies on this theme that involves Basic Education teachers at CAPES' Master and Doctoral Dissertations Bank. Through this mapping, it will be possible to verify how the teaching career has been discussed in Brazil and from which model, with which variables and with which thematic approaches. The research will be of a qualitative and exploratory character and will focus on the mapping of studies on professional development and teaching career of teachers of Basic Education.

The proposal in progress aims to analyze the national production of the specific area of professional development in teaching at the mentioned CAPES' Master and Doctoral Dissertations Bank. The survey started in 2017 and is characterized as a bibliographical research about the scientific production on the theme, seeking to know the existing studies that involve professional development and teaching career of Basic Education teachers at CAPES' Master and Doctoral Dissertations Bank. For this survey, two descriptors were used, namely: "teaching professional development" and "teaching career". A large number of works were initially found; when realizing the unfeasibility of the analysis, refinements of the results (filters) were made for the search, such as: 1) Only the ones from these three years available (2014-2016); 2) Large area – Human Sciences; 3) Knowledge area – Education; 4) Evaluation Area – Education; 5) Concentration area – Education. After applying the filters, with the first descriptor, 3,849 studies were found and with the second, 2,018.

In this step, we are performing data crossings to verify which works found with the two descriptors are coincident with each other. Subsequently, the studies found will be separated so their abstracts can be read, in order to know which ones are focused on teachers of Basic Education. After some eliminations from these readings, the studies dealing with this type of teachers will be separated for reading and noting of the complete works. The data found will be analyzed and separated by categories, making it possible to see the whole work.

Up until this point in the research, we are adding another descriptor to the survey – "professional life cycle" – and we feel the need to expand the search to the years 2017 and 2018 as well, with research on the topic in the last 5 years. We will use the same criteria and filters so that there is no distortion in the search.

Regarding the works on the topic developed at the Graduation Program (*stricto sensu*) and guided by the author of this article – directly or indirectly (guidance and co-orientation) -,

the first is a master's dissertation defended in 2019, produced by Jurema Rosendo dos Santos. It was carried out within the scope of the Graduate Program in Education at the Federal University of Bahia, under the title "Teacher professional development: a study on beginning teachers of Basic Education in situations of lack of well-being". It aimed to understand how the professional development of basic education beginners in a situation of absence of well-being occurs, characterized as a qualitative research, with an autobiographical approach that used the life stories method, carried out with four beginning teachers of the Early Childhood Education and Elementary Years in the municipality of Itapetinga, Bahia.

The investigation relied on the questionnaire and the narrative interview as a source for data production and content analysis as a technique for data analysis. The results were divided into two categories: 1) "Dilemmas and their consequences in the beginning of teaching"; and 2) "Socialization and learning". In this study, based on the "umbrella" research, it was already possible to observe that the professional development of beginning teachers has been occurring amid situations of malaise, with continuities and discontinuities, even at the beginning of their careers. The study provided important data on this development, since professional initiation is a singular period of the career, for there is no experience, which is the great differential from the other periods.

The constructions of teaching of these surveyed teachers showed a development that is personal and professional, with influences from emotional demands in their daily work; and also that the school, the place of their performance, represents in the beginning a place of formation, of professional constructions and of dialogue. Thus, the study draws attention to the need of designing and implementing public policies that assist Basic Education teachers and assure them of the professional well-being in this career.

The second work is a doctoral project, in progress, with the title "Professional teacher development and the founding principles of Freire's pedagogy: training itineraries for teachers of Basic Education". This is being developed since 2019 under the Graduate Program in Education at the Federal University of Bahia, by Lílian Moreira Cruz. Its general objective is to analyze from the perspective of the founding principles of Freire's pedagogy how the teachers of Basic Education in the municipality of Itapetinga-BA, with *stricto sensu* education, develop professionally and what are the developments and implications for the teaching practice. Specifically, it proposes: to identify and get to know teachers with *stricto sensu* education in the municipality of Itapetinga-BA, their socio-historical context of professional development and advantages; to relate the founding principles of Freire's pedagogy to the professional development of these teachers; to know the socio-historical context of professional development of these teachers; to verify the consequences and implications of the relationship between the founding principles of Freire's pedagogy in the teachers' professional development for the teaching practice.

It is an exploratory qualitative research. It will be held with teachers from Basic Education from the municipal schools of Itapetinga, with a master and / or doctorate degree concluded or in progress. The data production will take place through the questionnaire, the conversation circle and the narrative interview and will be analyzed from the dialogical analysis of the discourse (CRUZ, 2019).

The third research is a proposal for a dissertation that has been developed at the State University of Southwest Bahia in the Graduate Program in Education since 2018. The researcher Juliana da Silva Moura conducts the investigation of “Mental and behavioral disorders in teachers and the implications for the teaching career”, whose general objective is to analyze the implications that Mental and Behavioral Disorders can cause for the teaching career of Basic Education teacher of the public school system. In addition, it aims to: identify the occurrence of Mental and Behavioral Disorders in Basic Education teachers from public schools; identify and meet Basic Education teachers in the municipality of Itapetinga-BA who were affected by Mental and Behavioral Disorders; verify and describe the most recurrent Mental and Behavioral Disorders in Basic Education teachers from public schools in the city of Itapetinga-BA; understand the implications that Mental and Behavioral Disorders can cause for the teaching professional career.

The methodological path provides for qualitative, exploratory research, using forms for data production from the public sectors in which Basic Education teachers work, questionnaire and Provocative Interactive Conversation (PIC) with teachers. These data will be analyzed using the Content Analysis Technique. This research has a strong perspective of producing data on the emotional issues of teachers present in their professional development that have implications for the teaching career (MOURA, 2019).

Lastly, we mention the investigation by Paula Cristina Soares Silva de Almeida, entitled “The conditions of teaching work: processes of (dis)continuities in teacher professional development”, which has been developed at the State University of Southwest Bahia, in the Graduate Education Program since 2018. It seeks to analyze the conditions of teaching work, from the perspective of policies and actions for valuing the professional of the municipal public teaching of Itapetinga and their resonances that lead to processes of (dis)continuities of professional development. Also: to know the teaching work conditions and their resonances; understand how Itapetinga’s municipal schools invest in actions for their teachers’ professional development; verify the processes of teachers’ (dis)continuities, arising from the condition of teaching work, and their resonances.

This investigation is of a qualitative-exploratory nature, with the need, in order to achieve the proposed objectives, to use documentary analysis (Organic Law of the municipality of Itapetinga, Career Plan for the Municipality’s Teaching Department, Municipal Education Plan and other documents that are echoes of the National Education Plan) and interviews with Basic Education teachers. In addition, an analysis based on the Content Analysis Technique will be carried out (ALMEIDA, 2019).

(Dis)continuities in TPD

It is the focus of the research that has been carried out to investigate the processes that accompany teachers in the teaching career and that lead to continuities and discontinuities in professional development.

The continuity process is understood in its literal sense, as that which is continuous, and TPD tends to be. We are calling interruption or continuity reduction processes as discontinuities. Thus, discontinuities are characterized by ruptures and interruptions in TPD. In this perspective, some facts, such as the abandonment of the profession, for example, interrupt the continuity process of TPD, characterizing the discontinuity. Other aspects also influence the teaching profession, configuring themselves as disruptions in the process.

Huberman (1992, p. 38, emphasis added) points out that “the development of a career is like this, a process and not a series of events, for some, this process may seem linear, but for others, regressions, dead ends, start-up moments, **discontinuities**”. The author already referred to discontinuity as a possibility of TPD process, as there are disruptions in the life cycle and the professional aspect is no different.

Bolívar (2002) calls our attention to the objective and subjective dimension that involves the career, when relating events of personal and professional life. The career, in this aspect, is considered a socialization device and its evolution can present setbacks and discontinuities. Thus, Figure 4, below, illustrates a possible demonstration of this.

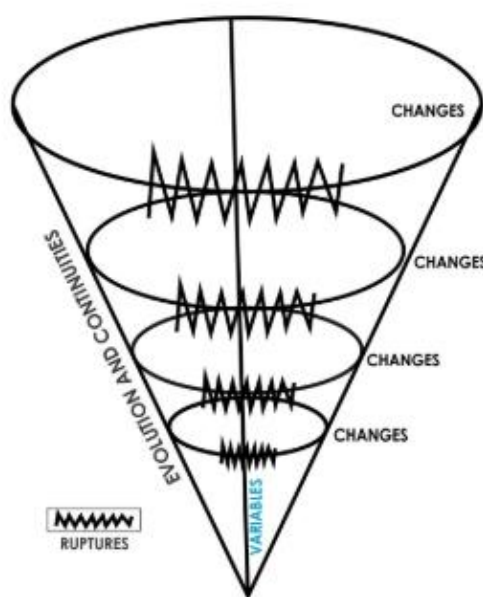


Figure 4. Perspective of representation of how the discontinuities occur in Teacher Professional Development.

Source: Elaborated by the author.

Discontinuities can occur at any period of the career, with teachers of any gender or race. As already mentioned, TPD involves many influencing elements. As shown in Figure 4, the evolution and continuity process, with its variables, can cause changes of different orders, including negative ones, those that interrupt or reduce this process. In the figure, these discontinuities are represented by the zigzag lines, which show the difference from the continuous line that forms the spiral. Both continuity and discontinuity cause changes, different changes. A teacher who leaves the profession, for example, ceases the evolution of

the spiral; the one who interrupts in other ways fluctuates in their TPD (zigzag line). We consider that teachers occupying another position job also interrupt their TPD, because, according to Marcelo García (1999), TPD involves teaching, the classroom and the teacher's task. There are many variables related to TPD discontinuities that tend to be deepened until the end of the research.

In the study conducted by Santos (2019), one of its specific objectives is to analyze in professional development the (dis)continuities of beginning teachers in situations of lack of well-being. With the results, the author found that “the professional development of these beginning teachers, even in moments of lack of well-being, has been occurring in a **continuity** process, resulting from experiences in the workplace and outside it” (SANTOS, 2019, p. 82, emphasis added).

In a previous research, Santos (2014a) analyzed the life story of two teachers affected by teacher malaise. One teacher, still in early career, abandoned the profession; and the other one, after 20 years of teaching, moved away from her duties to treat the health problem (depression). In both cases, they “had their professional development marked by discontinuity, him because he abandoned and her because she left” (SANTOS, 2014a, p. 130). In other words:

It is evident in both cases the career discontinuity, this is a marked fact of the teacher malaise, because there is an interruption in the teaching career process and the continuity of professional development, in the case of teacher Diva being away from work, presenting medical certificates due to her illness (there was a discontinuity in the process); and, in the case of Fábio, from the definitive abandonment of the teaching profession, interrupting (discontinuing) his professional teaching development (SANTOS, 2014a, p. 132).

Thus, malaise is one of those factors that take professionals away from their job, interrupting or reducing their continuity. Emotional problems also greatly reduce this continuity and this is reflected in teacher productivity. We emphasize that absence from work from different origins ends up causing interruptions or reductions in continuity.

Aspects that lead to discontinuity in TPD culminate in the quality of teaching. Problems of different origins – personal, professional, emotional etc. – that affect teachers tend to influence the way they develop teaching work, consequently the quality of that work. In a perspective that encompasses political, social and educational factors, among others, from this developed work, there may be a chain of events – teacher removal in need of substitution; pensions; drops in the teacher school's Basic Education Development Index (IDEB) score etc. – that can lead to an undesirable evaluation of the teaching-learning process. We have to be aware that quality is possible when measures are taken to prevent and overcome existing problems (and their consequences), along with caring for the teacher and their professional development.

Conclusion

The research here presented highlights the importance of the topic Teacher Professional Development. We refer to the starting point, a research currently developed, funded by CNPq. Several other researches, in this same perspective, have been developed in Graduate Programs (*stricto sensu*), in order to collaborate with the investigation on the theme, even though the research in progress has the municipality of Itapetinga-BA as its central sample.

Therefore, we sought to discuss the paths of TPD. For this, we presented some concepts and models that make it possible to understand, in addition to the point of view on this specific situation, even though only with the research results we can have greater clarity. Finally, we addressed the (dis)continuities, because TPD is constituted by them, which are elements that are in the essence of this and are latent for the clarification of different perspectives.

References

ALMEIDA, Paula Cristina Soares Silva de. **As condições do trabalho docente**: processos de (des)continuidades no desenvolvimento profissional docente. 2019. Relatório de Qualificação (Mestrado em Educação) - Programa de Pós-Graduação em Educação. Universidade Estadual do Sudoeste da Bahia, Vitória da Conquista, 2019.

ANDRÉ, Marli *et al.* Estado da arte da formação de professores no Brasil. **Educação & Sociedade**, Campinas, v. 20, n. 68, p. 73-89, dez. 1999. <http://dx.doi.org/10.1590/S0101-73301999000300015>

BARDIN, Laurence. **Análise de Conteúdo**. Lisboa: Edições 70, 2010.

BOGDAN, Robert; BIKLEN, Sari. **Investigação qualitativa em educação**: uma introdução à teoria e aos métodos. Porto: Porto Editora, 1994.

BOLÍVAR, Antonio (org.). **Profissão professor**: o itinerário profissional e a construção da escola. Bauru: Edusc, 2002.

BRZEZINSKI, Iria (org.). **Profissão professor**: identidade e profissionalização docente. Brasília: Plano Editora, 2002.

CRUZ, Lílian Moreira. **Desenvolvimento profissional docente e os princípios fundantes da pedagogia freireana**: itinerários formativos de professores/as da Educação Básica. 2019. Projeto (Doutorado em Educação) - Programa de Pós-Graduação em Educação. Universidade Federal da Bahia, Salvador, 2019.

DAY, Christopher. **Desenvolvimento profissional de professores**: os desafios da aprendizagem permanente. Porto: Porto Editora, 2001.

D'ÁVILA, Cristina Maria. Universidade e formação de professores: qual o peso da formação inicial sobre a construção da identidade profissional docente? *In*: NASCIMENTO, Antônio Dias; HETKOWSKI, Tânia Maria (org.). **Memória e formação de professores**. 1 ed. Salvador: EDUFBA, 2007. p. 219-240.

FERREIRA, Lúcia Gracia; BEZERRA, Paloma Oliveira. O professor do ensino superior e sua formação: uma discussão necessária. **Revista de Ciências da Educação**, Americana, ano XVII, n. 32, p. 193-208, jan./jun. 2015. <https://doi.org/10.19091/reced.v1i32.396>

FERREIRA, Lúcia Gracia. **Professoras da zona rural**: formação, identidade, saberes e práticas. 2010. 260 f. Dissertação (Mestrado em Educação) - Programa de Pós-Graduação em Educação e Contemporaneidade. Universidade do Estado da Bahia, Salvador, 2010.

FERREIRA, Lúcia Gracia. **Professores da zona rural em início de carreira**: narrativas de si e desenvolvimento profissional. 2014. 272 f. Tese (Doutorado em Educação) - Programa de Pós-Graduação em Educação. Universidade Federal de São Carlos, São Carlos, 2014.

GONÇALVES, José Alberto M. A carreira das professoras do ensino primário. *In*: NÓVOA, António (org.). **Vidas de professores**. Porto: Porto Editora, 1992. p. 141-169.

HOBOLD, Márcia de Souza. Desenvolvimento profissional dos professores: aspectos conceituais e práticos. **Práxis Educativa**, Ponta Grossa, v. 13, n. 2, p. 425-442, maio/ago. 2018. <https://doi.org/10.5212/PraxEduc.v.13i2.0010>

HUBERMAN, Michaël. O ciclo de vida profissional dos professores. *In*: NÓVOA, António (org.). **Vidas de professores**. Porto: Porto Editora, 1992, p. 31-61.

MARCELO GARCÍA, Carlos. **Formação de professores**: para uma mudança educativa. Porto: Porto Editora, 1999.

MARCELO GARCÍA, Carlos. Desenvolvimento profissional: passado e futuro. **Sísifo - Revista das Ciências da Educação**, Lisboa, n. 8, p. 7-22, jan./abr. 2009.

MOURA, Juliana da Silva. **Transtornos mentais e comportamentais em professores e as implicações para a carreira docente**. 2019. Relatório de Qualificação (Mestrado em Educação) - Programa de Pós-Graduação em Educação. Universidade Estadual do Sudoeste da Bahia, Vitória da Conquista, 2019.

OLIVEIRA, Thays Marinho. **Docência no início da carreira**: aprendizagens e dificuldades de professores da educação infantil. 2014. Monografia (Graduação em Pedagogia) - Universidade Estadual do Sudoeste da Bahia, Itapetinga, 2014.

OLIVEIRA-FORMOSINHO, Julia. Desenvolvimento profissional dos professores. *In*: FORMOSINHO, João (coord.). **Formação de professores**: aprendizagem profissional e acção docente. Portugal: Porto Editora, 2009. p. 221-284.

SANTOS, Jurema Rosendo dos. **História de vida de professores atingidos pelo mal-estar docente e desenvolvimento da carreira**. 2014. Monografia (Graduação em Pedagogia) - Universidade Estadual do Sudoeste da Bahia, Itapetinga, 2014a.

SANTOS, Jurema Rosendo dos. **Desenvolvimento profissional docente**: um estudo sobre professores iniciantes da Educação Básica em situação de ausência de bem-estar. 2019. 104 f. Dissertação (Mestrado em Educação) - Programa de Pós-Graduação em Educação. Universidade Federal da Bahia, Salvador, 2019.

SANTOS, Caroline Ferreira. **As dificuldades enfrentadas pelos professores da educação infantil em início de carreira**. 2014. Monografia (Graduação em Pedagogia) - Universidade Estadual do Sudoeste da Bahia, Itapetinga, 2014b.

VEIGA, Ilma Passos Alencastro; AMARAL, Ana Lúcia (org.). **Formação de professores**: políticas e debates. São Paulo: Papirus, 2002.

Notes

ⁱ Translated by Tainá Almeida Alves Martins. Email: nahalmeida@hotmail.com

ⁱⁱ Brazilian version of elementary and lower secondary education.

ⁱⁱⁱ As for the gender issue, it is worth highlighting the differences in the writings and representations of the ways in which teaching is experienced as a man, woman or homosexual expressed in male and female narratives.

^{iv} The differences between being a beginning teacher in a public school and being a beginning teacher in a private school are shown in the studies by Santos (2014b) and Oliveira (2014), monographs produced within the scope of the Pedagogy Degree Course at the State University of Southwest Bahia (*Campus Itapetinga*).

^v The Institutional Program for Scholarships for Initiation in Teaching (PIBID) is an example of this type of program, implemented since 2009 in Brazilian universities.

Anti-Plagiarism Check



Distributed under

