

FORMAÇÃO DOCENTE: PERCURSOS FORMATIVOS DURANTE A PANDEMIA

TEACHING TRAINING: TRAINING COURSES DURING THE PANDEMIC

FORMACIÓN DOCENTE: CURSOS DE FORMACIÓN DURANTE LA PANDEMIA

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RESUMO

Durante a pandemia de Covid-19, foi preciso repensar na formação docente como promotora e dinamizadora das relações múltiplas de ensino e aprendizagens demandadas no contexto educacional. Objetivou-se no artigo analisar os percursos formativos dos docentes nas instituições de ensino de Aracaju no período pandêmico, bem como retorno às atividades presenciais. A aproximação com os docentes neste período possibilita entender as necessidades e construir estratégias de qualificação da formação docente. O método foi descritivo-qualitativo, e os dados foram obtidos por meio de questionários on-line e entrevistas por vídeos, tratados e considerados conforme a análise de conteúdo da Bardin (2016). Evidenciou-se essa formação como ferramenta para reconhecer as demandas contextuais e construir ações efetivas de continuidade educacional.

Palavras-chave: Formação docente; Educação básica; Pandemia.

ABSTRACT

During the Covid-19 pandemic, it was necessary to rethink teacher training as a promoter and dynamizer of the multiple teaching and learning relationships required in the educational context. The objective of the article was to analyze the teacher training paths in educational institutions in Aracaju during the pandemic period, as well as the return to face-to-face activities. Bringing teachers closer together during this period makes it possible to understand needs and build strategies for to qualifying improve teacher training. The applied method was descriptive-qualitative, and data was obtained through online questionnaires and video interviews, treated and considered according to Bardin's content analysis (2016). This training was evidenced as a tool to recognize contextual demands and build effective actions for educational continuity,

Keywords: Teacher training; Basic education; Pandemic.

RESUMEN

Durante la pandemia de Covid-19 fue necesario repensar la formación docente como promotora y dinamizadora de las múltiples relaciones de enseñanza y aprendizaje requeridas en el contexto educativo. El objetivo del artículo fue analizar los caminos de formación docente en instituciones educativas de Aracaju durante el período de pandemia, así como el retorno a las actividades presenciales. El acercamiento de los docentes durante este período permite comprender necesidades y construir estrategias para la formación docente cualificada. El método fue descriptivo-cualitativo y los datos se obtuvieron a través de cuestionarios en línea y entrevistas en video, tratados y considerados según el análisis de contenido de Bardin (2016). Esta formación se evidenció como una herramienta para reconocer demandas contextuales y construir acciones efectivas para la continuidad educativa.

Palabras clave: Formación docente; Educación básica; Pandemia.

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INTRODUCTION

In the field of education, teacher training has been present in studies and research in the movement of qualification of formative models, seeking the qualification of the processes of teaching and learning. In the pandemic context of COVID-19, teachers suddenly began to work or to develop their activities in a remote mode, largely implemented through digital technology, for promotion and participation in professional activities, including development of learning situations; interaction with students; meetings; reading of articles and planning; continuing teacher training courses; among others.

Therefore, this study aims to analyze the formative paths of the teaching staff of teaching institutions in Aracaju during the pandemic period, as well as during the return to face-to-face activities. Therefore, this article is valid, as it analyzes the contacts of teachers in that pandemic moment and aims to investigate the constant training of the teaching staff in teaching institutions in Aracaju, providing evidence of the struggle against the difficulties and the strategies used in the process of teaching-learning.

To structure our work, we used theoretical material on the importance of teacher training, such as Marcelo (1999), Nóvoa (2022), Gatti (2020), and those who have recently discussed school education in the pandemic context. Among those, we have Nóvoa and Alvim (2021) and Vidal (2020), as well as other authors who contributed to the rethinking of teaching in that singular moment.

Based on the descriptive method with qualitative approach, the present study is an instrument for the production of data that contributes to achieve greater contact among teachers, despite social restrictions, thereby building spaces for listening to the difficulties and for following up strategies in the construction of formative paths. The questionnaires and the interviews were conducted in a virtual manner and constituted a moment for listening to the professors in their individualities and in their collective character, describing the situation they were treating. The data produced was described, handled, and analyzed based on Bardin's (2016) content analysis.

We reiterate that the course of this study was challenging: at the same time that researchers observed the studied phenomenon, they also dealt with the challenges and the possibilities of a situation that had never been seen before. Similar to the teachers, this study managed the difficulties and created strategies of contact with the educational realm. In terms of teaching, the study provided evidence about the demands discussed worldwide in the field of education, seeking to create new ways of contact with knowledge and with the students, and promote an individual search for continuing, as well as collective and collaborative, training.

THEORETICAL CONTRIBUTION

Teacher training is a path that begins with initial training and the career perspective, and continues throughout the professional life of a teacher. It is a continuous learning process with professional cycles, starting with the involvement in the field of work, continuing to the building of experiences and professional development, and ending with termination (retirement). During the teaching career, the teacher learns constantly through studying and through the experiences and reflections that stem from practice.

The job of a teacher is dynamic, preceded by studies, reflections, and adaptations, as generations change; therefore, it demands differentiated proposals and actions aimed at its different moments and daily situations. In this perspective, teacher training is considered, by Marcelo (1999), to be a complex and diverse phenomenon, since there is little consensus in relation to theories that support it and in terms of its conceptual dimensions. However, it has the following specific characteristics:

In the first place, training as a conceptual reality is not identified in other concepts which are used as well, such as education, teaching, practicing, etc. In second place, the concept of training includes a personal dimension of human development in institutions (schools), interacting with other people (students) to be able to make people learn something (to become educated) (FLODEN; BUCHMANN, 1990, apud GARCÍA, 1999, p. 5).

Due to the generalization sometimes present in the initial training, with fragmentation of theory and practice (GATTI, 2020), this article revisits the conceptions, feelings and actions that emerge in the formative teaching paths as continuous and complementary, based on diagnosis and investigation, with knowledge that it is generated by needs, as well as by the contexts and the teaching institutions where those professionals work.

As a result of the fast spread of the SARS-CoV-2 virus, which caused the COVID-19 pandemic, adapting to the adoption of social isolation was required, and in that period, many social establishments had to close their doors: commercial establishments, leisure spaces, as well as public and private teaching institutions at every level. School activities had to be suspended, and there was a need for initiatives to reduce the educational loss resulting from the closing of schools during the pandemic, thus ensuring the constitutional right to education (FUNDAÇÃO CARLOS CHAGAS, 2021).

On March 27th, 2020, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) warned that 850 million students from 102 countries were not having school. In Brazil, the Ministry of Education (BRASIL, 2020) regulated, by Decision no. 343, that teaching institutions (public and private) adapted lessons to remote teaching, exceptionally, for the duration of the pandemic period. According to Agência Senado (2020, p. 5),

Among the nearly 56 million students enrolled in basic and higher education in Brazil, 35% (19.5 million) had lessons suspended due to the COVID-19 pandemic, meanwhile 58% (32.4 million) started to have remote lessons. In the public education network, 26% of the students who should be having online lessons do not have access to the Internet.

The use of digital technologies became an important alternative for reducing the effects of the absence of in-person teaching, considering that during that time the school meetings, tasks, planning, lessons, and other activities were performed solely in the online format. Additionally, many forms of social inequalities became evident in the pandemic context, and the educational environment became defined by: a lack of access to digital resources in schools, especially in the public schools, as well as difficulties of the students and their families to gain access to digital devices and the Internet. The moment also revealed the fragility in teacher training in terms of innovation abilities and in the use of technology in the educational context.

The routine of teachers and students was changed, and surveys indicated that teachers were overwhelmed, performing, from their own homes, professional tasks related to the needs of the students and their families (Project - Education Can Not Wait project (A EDUCAÇÃO NÃO PODE ESPERAR), 2020).

According to Silva, Cunha and Santos (2021), teaching practice initially had difficulties

consolidating planning, execution, and intervention actions that were proficient enough for the learning process. In that context, it was noticeable that, on the one hand, there was a need to reconfigure education to the remote format and continue to teach. On the other hand, there was fragility in terms of training and knowledge regarding digital tools, as well as an absence of resources in the teaching institutions (CALDAS; SILVA, 2021).

These issues resulted in two kinds of situations: i) some teachers quit their career, as they were unable to adapt to the new reality; ii) others began a journey in search of new ways of teaching and learning.

Costa (2019) and Amaral and Wolf (2016) mentioned the importance for teachers to search for continuing education, since it constitutes the main propeller for addressing the needs and difficulties that teachers face in daily life at school. In this light, to stay in the market during the pandemic period, many teachers supported each other, searching for updates and working on developing creative competence, as well as adaptive and technological competences, in order to be able to continue to offer education and to make learning more dynamic.

In this sense, Santos et al. (2021) talk about continuing education as a structuring factor in the teaching career, placing it with a series of experiences that result in professional qualification, with focus on improving its performance and trajectory, considering the needs of the new generations and coping with new demands, which require teacher training.

For Pinho and Ribeiro (2020), continuing education for teachers must be able to provide a view that goes beyond the linear and fragmented one, in which subjects are mere executioners of decisions and educational programs. Hence, this training must be able to “[...] make the professionals capable of participating, reflecting, and proposing improvements for their own training, thereby promoting the education of the students, giving prestige to the ontological being, and valuing subjectivity” (PINHO; RIBEIRO, 2020, p. 2).

The search for refinement, however, should not be a lone and individual path, it should also be present in the planning of the teaching institutions, with the encouragement of collaborative learning in an ongoing basis, so that teachers can reinvent themselves and break away from the practices entrenched in the system, which have already shown to contemporary teachers, their lack of efficiency (NÓVOA, 2022).

Marcelo (1999) states that there are elements in the process of teacher training that seek to understand and promote the trajectory of the teacher. The first step is initial training, then beginning a job, with follow-up throughout the career, and ending with retirement. Those principles are linked to individual and collective factors and perspectives, combined with the demands of the context, the working conditions of teachers, and the impacts on professional development. This development is constructed based on reflection and the study of daily situations, as well as the promotion of strategies to resolve problems, thus contributing to performance and qualitative improvements.

Ongoing training of teachers is a requirement in order to cope with educational demands and the recurrent social changes, looking into recognizing and reflecting on teaching practice. Therefore, the investigation of the impacts of the COVID-19 pandemic on the process of constant teacher training from educational institutions in the city of Aracaju contributes to revisiting the theme and to building formative proposals aimed at developing quality educational processes and effective permanent learning.

Considering that the school is similar to a living organism, with multiple demands and specificities, we reiterate that, for the teaching profession, there is the intrinsic need of a formative path that is constant and qualitative – contemplating attention to the development of diagnosis abilities, planning, and execution of actions that address the demands of each context, and with the promotion of the means to build effective strategies for the processes of teaching and learning.

METHODOLOGY

This is an educational research with descriptive character and qualitative approach. It is justified as a mechanism for identifying problem-situations in daily life by treating, analyzing, and building strategies for the resolution and improvement of practices.

Regarding the descriptive survey, Gil states that it (2021, p. 42): “has as its primordial objective, the description of the characteristics of a given population or phenomenon, besides the establishment of relationships between variables. Moreover, “[...] one of its most significant characteristics lies in the use of standardized procedures for data collection, such as a questionnaire and systematic observation”.

Qualitative analysis is focused on recognizing and interpreting information contained in the process of investigation, seeking contextualized understanding, thus demanding effort and dedication from the researcher to describe the phenomenon observed by means of the necessary instruments for data production. For Rossi et al. (2013, p. 17), qualitative research “[...] seeks interpretation and discovery, valuing induction and considering that facts and values are intrinsically related”.

According to Gatti and André (2011, p. 30), qualitative research “[...] seeks to interpret rather than measure, at the discovery in the place of realization, and assumes that facts and values are closely related; it, furthermore, [...] defends a holistic view of the phenomena, taking into consideration all of the components in a situation and their interactions and reciprocal influences”.. Mynaio (2001) complements by defining this approach as follows: “[...] one can answer very specific questions [...] with a level of reality that cannot be quantified” (MINAYO, 2001, p. 22).

This kind of approach may be considered, according to Sampieri, Collado and Lucio (2013), as a set of interpretational practices that “make the world visible” in data and documents, enabling the understanding of aspects of the social context.

In this methodological approach, initially, bibliographic studies were conducted, in search of reports of experiences and normalization, in periodicals that reported on education during the pandemic, and by so doing, build a theoretical corpus aimed at recognizing what was being studied and produced. According to Gil (2021, p. 44), bibliographic analysis “[...] is developed based on already existing material, mainly books and scientific articles” (p. 44).

Questionnaires, as well as interviews via Google Meet, were used as data production instruments. The time frame was defined between 2020 and 2022, considering the proximity with the scientific knowledge in discussion, aimed at its correlation with the processes as they happened in the reality of Aracaju.

To ensure ethical aspects, telephone and virtual contacts were made with the SEMED, with the schools and the teachers, to present the objectives of the study, its purpose, and its research instruments, and promoting respectful and mutual acquaintance, as a premise to conduct the study. Thus, the research project was submitted to the Ethics Committee for analysis and guidance, and it was duly approved, logged under Decision no. 5,173,138, which formally authorized the investigation and its data collection instruments.

The study brought contributions in terms of offering a questionnaire with objective questions, standardized by the Google Forms platform, accompanied by a Free and Informed Consent Form (FICF), which allowed the teachers the options to continue the survey according to the guidelines or to quit in case of disagreement or lack of motivation to participate.

The questionnaire was sent by e-mail to 100 teachers who work in Basic Education (Elementary and High School), with a response of 34 questionnaires, and teachers from different areas of knowledge participated in the study: Geography, Portuguese, Writing, Arts, English,

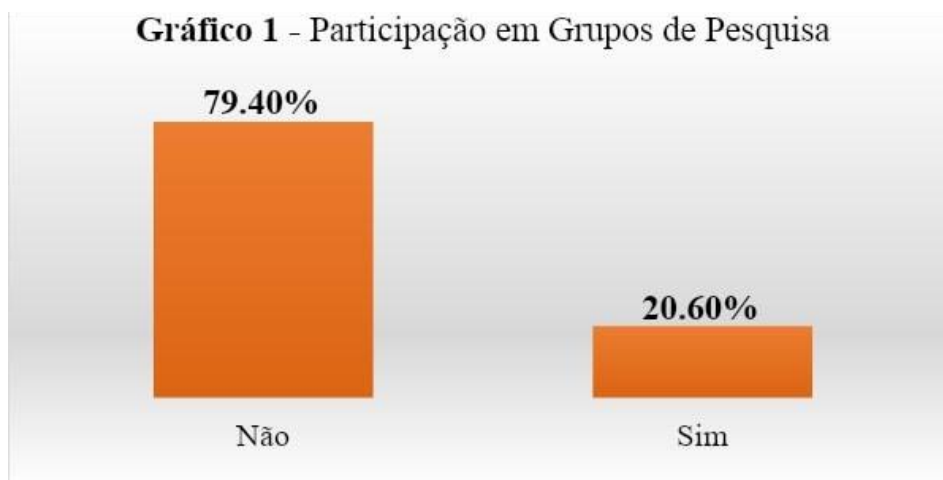
Spanish, History, Biology, Physical Education, and Mathematics. These professionals were then invited to participate in a videoconference, in which the issues covered in the questionnaire could be treated in greater depth. At that point, 10 of the teachers accepted the invitation, establishing the group of participants in the next phase of the study. All of the teachers were identified by number, ensuring anonymity and reliability of the interviewees.

The material produced went through detailed reading and transcription, and was related to the literature used in the corpus of the revision, as well as to the theoretical references. Data interpretation was based on Bardin's content analysis (2016); hence, the questionnaires and interviews were described, categorized, analyzed, and interpreted for triangulation with the theoretical material and the construction and inferences.

It is not an issue of referring only to practical matters or professional training, in a technical and applied sense, but rather, of understanding the complexity of the profession in all of its dimensions (theoretical, experiential, cultural, political, ideological, symbolic, etc.). In this sense, the most adequate comparison for teacher training is the training of doctors and engineers. However, to say such a thing, although simple, means to ponder much of what is done in terms of teacher training. (NÓVOA, 2022, p. 62).

When questioned about participation in research groups, 79.4% of the teachers declared that they did not participate in any (Graph 1). This situation is often due to distancing of teachers from Higher Education Institutions (*Instituições de Ensino Superior* - IES), in which, predominantly, the research groups are conducted. After finishing the initial training, many move on to the job market and become disconnected from the universities.

Even though there are hurdles, the research groups continue to be excellent environments for professional development, given that they act, according to Nóvoa (2022), as a space in the field of teacher training, providing collaborative formative experiences by the exchange between peers. Hence, formation is built within the profession, valuing the knowledge of the teachers.

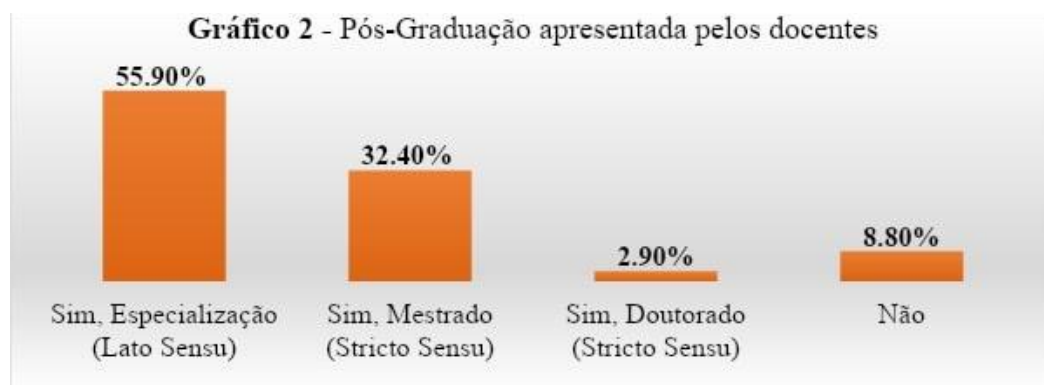


Source: Created by the authors, based on interviews with teachers.

To participate in research groups at the IES or at work means to discuss complex and current themes for the interests of the area of work. For Rossit et al. (2018), the groups are formed because of the opportunity of coexistence, “[...] of being together, learning together, and doing together”, to learn from the mutual sharing of knowledge and understandings, also providing interaction among the participants, thus creating a space for professional development”.

It is decisive, for the construction of such “teaching being”, to recognize the need for improvements in teaching practice and the demand for acquisition of new knowledge. Likewise, Marcelo (1999) claims that teachers must be ready to learn, on a daily basis, with their peers and within their practice. Professional development is continuous and includes personal and professional experiences.

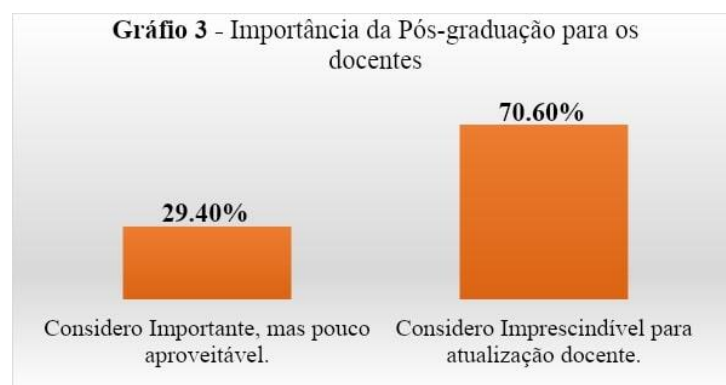
Considering the search for specific training in the context of multiplicity of the teaching job, we identified as phases of continuing education, programs such as specialization; M.A. and Ph.D. programs and postgraduate *lato sensu e stricto sensu* programs. When asked about the format of the postgraduate programs that they had completed, 55.9% of the professionals reported having *Lato Sensu* specializations, while 32.4% had academic Master’s degrees.



Source: Created by the authors, based on interviews with teachers.

Continuing education is related to the phase of career in which the teachers find themselves. The initiation phase takes place in the early years of teaching practice, and during that period, the professional learns by practicing, while performing the job. According to Garcia (1999), this phase is about “learning survival strategies”. It is a time when difficulties and deficiencies in the initial training are noticed, and the teacher begins to seek ways to resolve them.

Imbernóm (2011) states that the teaching professionals are subjects of their own training, and not simple objects. Hence, the search for knowledge and professional development is given by the needs and perceptions that arise when one takes over the identity of a teacher. Continuing education is considered indispensable for the dynamization of teaching knowledge (Graph 3), for building new understanding which is needed for the trade.



Source: Created by the authors, based on interviews with teachers

Postgraduate courses are sought according to area of interest, given that personal interest (for related areas), or professional (expanding opportunities in job). Given these demands, the initiatives of formative continuity found, during that specific period, the search for improvement and educational technologies, in response to personal and professional demands of that time. As a strategy, the educational relationships were adopted during the COVID-19 pandemic, expanding the models of teacher training: Before, teaching preferably happened on a face-to-face basis, and then, became mostly online. Likewise, social contact was defined by smartphone and computer screens (Graph 4). Teachers were faced with the need to work specifically with technological tools and devices, producing videos and didactic games, given that those abilities were poorly contemplated in their initial training.



Source: Created by the authors, based on interviews with teachers

Much like in the case of in-person teaching, remote teaching presented formative situations and challenges for teachers. In an interview by videoconference about the process of continuing education during the pandemic, we identified different testimonies by the teachers, who reported the following:

[...] We did some training that was like short courses, I had to learn how to record videos, those things, so I searched for courses that were available on the Internet, I also took advantage of the time and did my Master's degree, did all of the lessons online, I am going to graduate next August, so I took advantage of the situation, right [...] I needed to learn how to do things that I did not know how to do, I even depended on my son to edit videos, I could not stand it, I do not like to hear the sound of my voice, and I had to record online lessons, that was torture for me, painful, as soon as I started recording, I would make the most absurd mistakes, so, that was it, I had to learn [...] (Teacher 1).

[...] I did not have a chance to do it (continuing education), I was doing a post-graduate course in Psychopedagogy and Inclusive Education, EaD [Distance Learning], but I could not continue, since, because of the online teaching, the workload of the teachers during the endemic was tripled, quadrupled, compared to what we had to deal with in regular teaching, so, it was too much, not only because we had to do the job, but we also had our personal life, and in my case, I had a house, husband, it was very challenging because we had to balance the two realities, and it got to a point that I had no time left for my personal life, and I realized that my work was losing quality, I was not able to manage everything, so I had to suspend my post-graduate course [...] (Teacher 2)

Some aspects of the teachers' personal lives may be seen in the remote teaching context, especially referring to female teachers. About that, Vidal (2020, p. 98) realized that "[...] online lessons for female teachers were more disrupted, and more often had the presence of children than those

teacher-mothers had to take care of. In the case of male teachers, being parents or not, the online lessons were calmer and without interruptions”.

We live in a society in which, historically, women have dealt with the responsibilities and attributions of child care and with the other aspects related to the management of the domestic realm. Such factors directly influence their professional development - as well as the extensive work shifts and time dedicated to family, which become hurdles for any training actions (Graph 5).

We can observe in this graph that 11.8% of the professionals say that family care impacts the search for professional development. Of those, all were females. However, the data did not show that family care constitutes a barrier for male teachers as well.



Source: Created by the authors, based on interviews with teachers

Regarding the influence of the teaching institution where they work in the process of continuing education, 67.6% of the teachers mentioned the offering of development and training courses online (Graph 6), followed by collaborative peer learning.



Source: Created by the authors, based on interviews with teachers

However, during the interview by videoconference, there were reports indicating that:

[...] there is no support from the institutions, because actually, there is no one there that cares about that, all of them (training courses), I was the one who went after them, because I wanted to do them, so I had to look for them myself, no one came to me and offered such and such a course to learn such and such, that never happened, so, it was something that was not addressed [...] The institutions were utterly indifferent, and neither the government, nor the private institutions ever came to me and said 'We are going to get you into this course, and you will learn this and that, no, not at all, they just said that 'starting tomorrow, you have to have recorded lessons'. I was lost, it was despairing to know that one day, you know how to do something, and on the next day, you had to use Meet, do online lessons, but how do you do

those things? I am telling you, it was a terrible experience, I was teaching online lessons, and I did not understand very well, everything was very new. On one of the first days, my computer crashed, and on the next day, one of the students said: 'you have to learn how to use it, teacher!', I was lost, and that was what motivated me to learn, and no one ever offered me anything, and if someone says that help was provided (the institution), you can thank them yourself [...] (Teacher 1).

[...] Particularly, the institution did not get involved in anything, I did all of the searching myself. [...] (Teacher 3)

[...] I think that in the beginning, it was challenging for everyone, even though there were signs, from the start, that we could be heading into a pandemic, but still, it caught everyone by surprise. I believe that in the beginning, there was a certain disdain, I don't know if that is the word, but there were a lot of difficulties for the teachers [...] there was a lot of pressure on the teachers so that they fit into the new reality, in that new format of online teaching, and we know that there are even many teachers who are older, and who had a lot of difficulty with the use of new technologies. If we struggled, just imagine the older teachers [...] In the beginning, there was a lot of pressure, but later, things began to settle down [...] (Teacher 2).

The social conditions experienced by the teachers were many, as their testimonials show:

[...] When the pandemic started every institution was worried, especially the private ones, but the public ones were as well, the private institutions were more targeted because if they have no students, they have no financial balance. So, the private institutions were more worried about making the teachers start working immediately with the new technologies. Those institutions invested, therefore, in teacher training because they knew it was going to bring financial return to the institution. In public schools, the process was slower as far as offering continuing teacher training, even though it did happen for them as well, because they noticed that evasion was happening, and they had to curb that evasion. [...] There was also the issue of the high demand that the public institutions have, I even worked in the production of notebooks that were distributed in town for the students. The whole process of getting things all the way to students was not something that took one or two months, it took a very long time [...] (Teacher 4).

[...] the institution that I work for always showed interest in our continuing education, especially aimed at the search for active learning methodologies [...] (Teacher 5).

These reports point to the lack of standards and/or training programs, making the processes of teaching and learning, sometimes unequal. Some institutions invested effectively in the training of their teachers, while others took a long time to do the planning and aggravated the challenges faced by the teachers. The difficulties faced by teachers were even greater. Out of the interviewed teachers, 40.6% reported a lack of support by their teaching institutions in terms of training courses during the COVID-19 pandemic (Graph 7). Others reiterated the presence of hurdles, such as the lack of time available to search for continuing education actions, and consequently, the means for teachers' professional development.



Source: Created by the authors, based on interviews with teachers

Another relevant fact was the financial burden that the teachers experienced. Many did not have equipment with decent technological resources or smartphones with good quality cameras, which were required during remote lessons:

[...] all of the material for online lessons, I purchased with my own resources, my own money, because no one did anything, no digital table was offered, and I did not know how to write with the mouse, I could not do it, so at the time, I spent five thousand reais to be able to teach my lessons, I had to buy a computer, a digital table, because I did not want to be providing a bad service to my students. There was a feeling of abandonment, we were completely abandoned at the time, there were also the expenses that we paid with our own money. You know, mathematics is something visual, there is no way that you can just talk to students [...] mathematics, you have to keep showing how to do things all the time. I think we were really abandoned, as always [...] (Teacher 1).

In some Brazilian states, including Sergipe, financial support was granted to teachers in hybrid teaching, through the “More Connected Education” program (law no. 8,847), and there were also municipal programs such as the “Teachers On” program (“Professores On” in Portuguese) established by Decree no. 6,449/2021, by the city of Aracaju, and the “School Goes to You” program (“A Escola vai até você” in Portuguese). Those programs, however, followed selective criteria, and did not contemplate all of the teachers; so, remote lessons, to a great extent, were funded by the teachers themselves.

Nonetheless, the need for updating in face of the new demands of education, motivated the search for continuing education (Graph 8). According to Nóvoa (2022, p. 24), the pandemic revealed that “[...] Brazilian education has an old soul in a new world”. This shows that the teachers, who are the professionals in the frontline, need to advance their knowledge to educate a new generation, with new formats of teaching and learning.



Source: Created by the authors, based on interviews with teachers

Among the reasons for searching for training, didactic knowledge, evaluation, and teaching methods (Graph 9) have been the most sought themes by the interviewed teachers, followed by specific knowledge on the subject taught. For Nóvoa and Alvin (2021), it is impossible to perceive current education without technological reference; there is thus a need for teachers to invest in knowledge and development of efficient and coherent applicability in the classroom.

For the authors, in the present context, teachers are key figures in the construction of this new educational context, in which “[...] proximity with families, with local institutions, being private or public, may produce the conditions for capillary educational based in common ground and coexistence” (NÓVOA; ALVIN, 2021, p. 7).



Source: Created by the authors, based on interviews with teachers

According to teachers who collaborated in this study, there were improvements after the implementation of actions of continuing education (Graph 10). Mororó (2017, p. 47) explains that formative actions enable a rupture with customary thinking, organization, and guidance for the teaching practice, and providing to the teachers the recognition of the relationship between “[...] theory, global social practice and pedagogic practice”.



Source: Created by the authors, based on interviews with teachers

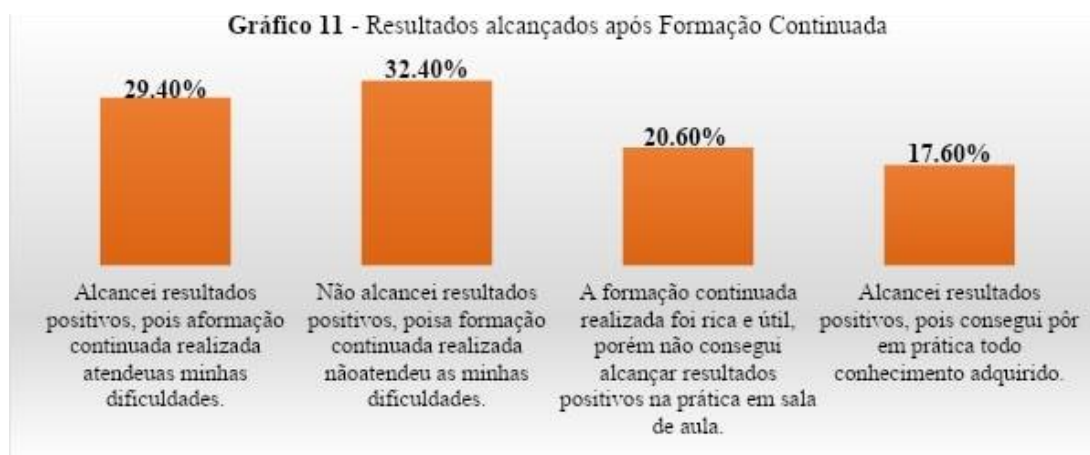
When asked, during the interview, about the perception of changes in teaching practice after continuing education, some teachers answered:

[...] yes, in terms of teaching methodology as well as in terms of STS (Specialized Teaching Services - Atendimento Educacional Especializado), because of some of the students, I identify by the STS, by the practice I had during postgraduate studies, whom I identify as having difficulties in terms of learning, not because of psychological or health issues, or some specific mental disorder, but for having conditions such as attention deficit, learning deficit,

so I learned in post-graduation how to help those students as best as possible in my lessons. Reiterating, I am not trying to undervalue the training that I had in College, but I did not have a chance to learn that in graduation, so, the new knowledge helped me, in case I may have students with difficulties, with some deficit, or some disorder. It helped me in terms of methodology as well, making me look into new areas of development, and not restrain myself to work with reading material, but also include activities, something more ludic for the students, you know, improving the ways to explain things to students [...] (Teacher 7).

Nothing happened, nothing that I expected, and it boiled down to the same answer, we have to look, ourselves (for training), however, for me, there was no change at all (in the classroom) [...] (Teacher 6).

Often, continuous teacher training does not bring the results desired by the teachers (Graph 11), since this training is often an economic project created for mass consumption that is being offered to teachers. It is important that training actions be elaborated in partnership with teachers and for the teachers, taking into consideration the educational context experienced by the teachers (ROSSIT et al., 2018).



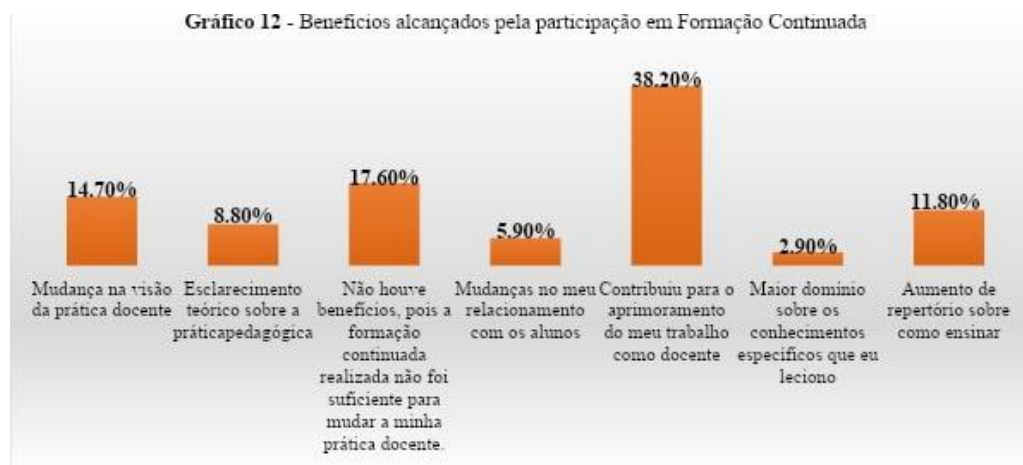
Source: Created by the authors, based on interviews with teachers

Moreover, continuing education can be customized as a mechanism for collecting degrees, without having, necessarily, a compromise with the development of thoughts and experiences for teachers. In the testimonials, we see that:

[...] I looked for qualification, right, because in order to get into the public system, to pass a governmental exam, all those things, you need the degrees, so that is the way we get it, looking into post-graduate courses to have those titles and get a position, of course, it comes as a consequence of the knowledge and everything else that we use inside the classroom [...] (Teacher 7).

[...] initially, to improve training, but also to achieve knowledge and be able to focus on governmental exam [...] (Teacher 3).

Regarding motivation for searching for twining, some teachers mentioned extended studies as the means through which to improve teacher performance (Graph 12), which helps to change views towards teacher practice, since in that case, the professional would acquire new knowledge and experience situations that enable them to reflect on the practice.



Source: Created by the authors, based on interviews with teachers

Alferes and Mainardes (2011) explain that continuing education, in an isolated manner, rarely leads to significant changes. That is the case, likewise, when each new project or program fails to consider the experience and knowledge of the teaching professionals, their working conditions, the available resources, remuneration, the institutional environment, as well as other aspects. Moreover, it is not integrated as a permanent training action capable of inspiring learning moments.

Continuing education must value theoretical knowledge, allowing for the implementation of pedagogical practices, thus guaranteeing the acquisition of significant knowledge by the learners. Therefore, it should enable the students to achieve knowledge that can support their pedagogical work.

CONCLUSIONS

The COVID-19 pandemic period shed light on the relevance of continuing education as an element of promotion of teacher development in response to the demands and challenges faced in the educational context, making something that was already necessary unavoidable (NÓVOA, 2022). In their various models and formats, the training actions experienced by the teachers, whether in public or private teaching institutions, by collective or private initiative, as well as continued education actions, were decisive in attenuating the impacts caused by the pandemic in the process of teaching and learning, for teachers and students alike.

It is evident that the pandemic left marks on education, and was an invitation to rethink the daily processes of teaching and learning in schools. When we return to school, we will be back with the students, we will plan lessons and live school experiences like we used to have before. However, we are now living in a new educational moment, with the expansion of the very concept of teaching, of interactions between different subjects in school, of being a student, and of being a teacher. To understand the formative paths is a factor that brings us closer to quality education.

It is important to emphasize that the teacher plays a decisive role in the education of the learners. Therefore, it is important that we rethink the teachers' professional development, as being a right and a duty, as something beneficial for the individual and for society as a whole, for the development of education aimed at producing new citizens. The government also plays a decisive role in the planning and implementation of public policies that boost those training actions, subsequently strengthening and improving them.

As Nóvoa (2021) claims, the coming years will be decisive for the Brazilian educational system, since there will be effects of remote teaching and of the changes in the relationship

between teaching institutions and technological resources. As a result, constant teacher training is essential in order to cope with the new challenges that add to the schools' daily life.

By analyzing the formative paths of teachers during the pandemic period, we were able to revisit the conceptions, the feelings, and the actions of the teachers in face of the complex process of professional training, with its initial and continuing models, and their relationship with interpersonal and intrapersonal aspects.

The results presented here deal with the formative actions and experiences of teachers, with training that is required for their professional life, as well as the feelings and experiences related to the pandemic period. This is a historical moment to reconsider the embedded thoughts and attitudes and look into new ways of doing, of living, and of learning.

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