

Models of K-12 Teacher Training: who do we train?

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ABSTRACT – Models of K-12 Teacher Training: who do we train? This article is based on a research project on the curricular models that guide the teacher training and aims at tracing the historical course of K-12 teacher training in Brazil. Three models are identified in this trajectory: content model, transition model and resistance model. The regulatory milestones for this training are analyzed for the understanding of the historical, cultural and social contexts constructed from the 1930s to 2015, from a perspective of progressive education and training. The initial question, who do we form? leads us to verify the coexistence of the three models in the current scenario and the necessary appreciation of the resistance model for its historical characteristics in the search for dialogue as an important dimension of a transformative education.

Keywords: Teacher training. K-12 education. Teaching License.

RESUMO – Os Modelos de Formação de Professores/as da Educação Básica: quem formamos? Este artigo advém de um projeto de pesquisa sobre os modelos curriculares que norteiam a formação docente, e tem como objetivo traçar o percurso histórico da formação de professores/as da Educação Básica no Brasil. São identificados três modelos nesta trajetória: modelo conteudista, modelo de transição e modelo de resistência. Os marcos regulatórios para esta formação são objeto de análise para a compreensão dos contextos históricos, culturais e sociais construídos desde a década de 1930 até 2015, em uma perspectiva de educação e formação progressistas. A pergunta inicial: quem formamos? nos leva a constatar a coabitação dos três modelos no cenário atual e a necessária valorização ao modelo de resistência por suas características históricas na busca da dialogicidade como dimensão importante de uma educação transformadora.

Palavras-chave: Formação de professores/as. Educação Básica. Licenciatura.

Introduction

*I do not need the end to arrive.
From where I am, I've already left*
(Manoel de Barros, 2010, p. 348).

This article aims at identifying the place – or places – of teacher training for K-12 Education in Brazil. It is part of the research project titled *Curricular intertwining of initial and continuing teacher training: from officiality to possible everyday life*, developed by the *Curriculum: current issues* Research Group of PUC/SP¹. Which models frame the training and professional profile of teachers in the recent history of undergraduate courses? How do we characterize these places and times in teacher training? Based on these inquiries, a documentary survey of regulatory frameworks (legislation) on teacher education in Brazil was outlined, as well as a consistent bibliographic review on the subject, with the intention of broadening the theoretical methodological framework of the research.

These training times and spaces intersect with the author's educational trajectory, in which praxis moves from a conception of teaching that includes not only the role of thinking together this place, but also of understanding a scenario that surrounds, welcomes and sometimes repels us. As we better understand this role, we can act more clearly in higher education teaching, specifically in the training of teachers.

The concept of training is discussed, enlarged and solidified in the place where the author is. Why do we call teacher training² and not qualification, retraining, or any other terminology? What defines the term training? What is the intention of appropriating this term?

The training issue has always been a problem-topic of teacher praxis resistant to fads and insistent on the importance of the relationship between thinking and doing. Thus, this article has as a guiding principle, the understanding of the teacher training places and, at the same time, to *re-know* these spaces and places inhabited as a teacher and researcher of and in the training of teachers.

We begin with the definition of the term training; in a second moment, we characterize the three models of teacher training in Brazil, and finally, we come to a reflection/problematization about this historical process by defining who we are in Brazil, from the regulatory frameworks of teacher training since the 1930s.

Basic concepts: vocational training

*I use the word to compose my silences.
I do not like words
fatigued of informing*
(Manoel de Barros, 2018, p. 25).

The starting point is to bring a framework that is coherent with the guiding principles of work with teacher training, acting in teaching in Teaching License courses, and also to translate and complement a

transformative and reflexive view of initial and continuing training – place and movement of this researcher.

In this sense, training is understood as the teacher's place of life and residence, in which her/his professional existence is permanently accompanied by formative processes, be them at the beginning, middle or end of the career. Thus, it is possible and necessary to admit the degree of importance that the training carries to the professional. What we have built as a social representation of teaching, in an expanded perspective, is often a consequence of its regulatory milestones. In this way, one sees the need to understand them as a point of reference, starting, considering / conceiving / understanding

[...] teaching as an educational action and as an intentional and methodical pedagogical process, involving specific, interdisciplinary and pedagogical knowledge, concepts, principles and training objectives that develop between scientific and cultural knowledge, in the inherent ethical, political and aesthetic values in teaching and learning, in the socialization and construction of knowledge, in the constant dialogue between different worldviews (Brasil, 2015, p. 9).

In search for theoretical coherence, what provides for the existence of a training course is its intentionality that materializes which conceptions, purposes and principles of training are intended, and expressed through pedagogical projects of Higher Education Institutions. Considering

[...] that the consolidation of national norms for the *training of teachers* for K-12 education is indispensable for the *national project of Brazilian education*, in its levels and its modalities of education, in view of the comprehensiveness and complexity of education in general and, especially, the school education registered in society (Brasil, 2015, p. 8, emphasis added).

The assigned importance to teacher training is legally ensured. From the prescribed point of view, the place of teacher training in the social sphere seems to be recognized, which does not always result in practical and actual effective unfolding. Besides the foundation, the principles are also announced, appropriated from the historical achievement of the National Association for the Training of Education Professionals (Anfope) in recognizing the bases for teacher training in Brazil, since the 1990s, as read in Resolution CNE/CP No. 2/2015:

[...] the principles guiding the common national core for initial and continuing training, such as: a) sound theoretical and interdisciplinary training; b) theory-practice unit; c) collective and interdisciplinary work; d) social commitment and appreciation of the education professional; e) democratic management; f) evaluation and regulation of training courses (Brasil, 2015, p. 8).

Based on concepts that reflect a conception of training, in this Resolution there are significant changes in the practice, preparation, organization and consolidation of institutional projects for teacher training, as well as pedagogical projects of Courses, specifically for Teaching License of K-12 teachers training.

We resume an interview of Paulo Freire in November 1994, in a press conference in São Carlos, Brazil. When asked about the changes announced by [former president] Fernando Henrique Cardoso about the external evaluations that would be implemented in public schools, he says:

The lack of respect for teachers offends me. [...] what the federal government should do is save that money they are thinking of spending in the competency test equip, to make the Brazilian universities accountable for public teaching. Yes, to call for teachers of pedagogies. These schools of education in Brazil must become Brazilian and not kind of Harvard's (Freire, 1994).

Thus, Freire calls for the Universities, especially professors of Pedagogy Courses and Schools of Education to take over the initial training of teachers, to take over the social commitment with this training so that it has Brazilian characteristics and forms. We can understand the provocation made by Freire in the sense of the assumption of the principle and the materiality of teacher training by Schools of Education. We have spent much of our recent history of education importing models, theories and conceptions. We need to empower this training starting from our reality, based on the principles enunciated, making universities accountable, with their social function, to assume this commitment.

This perspective refers to the documentary *Quando sinto que já sei...* [*When I feel I already know...*], in which one of the characters, when interviewed, says: “we need to create, in Brazil, the *Bossa Nova* Pedagogy”. We imagine this movement bubbling up with ideas and formative possibilities in an inert space, because, as Cuban (1984 apud Goodson, 1995, p. 22) states, “[...] the university looks like a shell in the middle of a rough sea”, everything in our surroundings is in movement and we are still with the grids, the curricular structures, considering differentiated formative itineraries as something almost impossible to be considered in the fixed and traditional structures of curriculum in the universities, within the Schools of Education. How to think of another perspective? Understanding our history, our context, helps us understand this reality and intervene in it, so we bet.

Based on these reflections and conceptions, we reiterate that naming a training process of retraining, or qualification gives the impression that we do not consider the learners (Coimbra, 2017). In other words, these names start from a technical rationality paradigm, since they emphasize the idea of training as repetitive action of behavioral skills (qualification) and are structured as a function of the so-called

scientific content conveying, assumed as sufficient for the teaching work (Saul; Saul, 2016). The author believes that retraining, in view of its definition and its means, can be included in this list as a process that, from the outset, considers a liberal and traditional idea for a training process. Therefore, this article assumes “[...] a conception of training that sees teachers as subjects in the training process, considering the relevance of unity between theory and practice, critical reflection on practice, praxis and dialogue for training” (Porto; Lima, 2016, p. 193).

In this sense, we think of an analogy with the word *trans-formation* [training], which shelters and welcomes training, which is traversed by training. This is this article’s point of view: training is crossed by change. It implies a permanent movement, part of the human path in search of a professional expectation, in this case, the teacher as a professional.

As already outlined, the objectives of this article are based, by principle, on a progressive and / or critical conception in which education assumes an important role in a process of social transformation, whether inside or outside school. Given the definition to which we are affiliated, it becomes important to understand the moments that we live up to today, from the legal frameworks of education, in relation to the training of teachers in Brazil.

The Regulations on Training: the three Brazilian models

I'm quite prepared of conflicts
(Manoel de Barros, 2010, p. 348).

In a historical perspective, teacher training in Brazil goes through three moments that we consider as three formative models, in this abovementioned conception. The first moment comprises the Brzezinski idea of the 3 + 1 scheme which we call *the content model* (1939 -...); the second moment, which we consider to be a *model in transition* (2002 -...), assuming practice as the axis of training; and the third and current moment, we call the *model of resistance* (2015 -...), in which the term training is broadened, having the same principle of initial and continuing training. The length of each model is not determined because we know that the history of education, educational theories and conceptions are not linear and static. They are processes and therefore, we find the three models in our educational practice. Conceptions are not modified only by historical time; when we work with the idea of a cultural subject, a history maker, we understand that singular and social times do not always settle, so it is necessary to understand that the beginning has the date of its legal regulator, however its end cannot be precise or dated.

In other words, the idea and conception of models do not mean that they begin and end in a closed and independent temporal linear structure. On the contrary, we have a model intertwining with the other, overlapping one another, even if, in legal terms, they have already

been exceeded. We understand this movement by conceiving the field of education as something consisting of human beings in constant and continuous learning, because we are learners, because we are in the process of constitution and change, advances and setbacks, contradictions that make our understanding of humanity.

The Content Model: a lasting emphasis

The best to reach nothing is to find the truth
(Manoel de Barros, 2010, p. 348).

The initial training, understood in an institutional perspective, trains, assigns the certification and modifies or reproduces the relations of the educational, cultural and economic system of a certain reality. Thus, it is possible and necessary to admit the degree of importance that the initial training plays in social praxis. Initial training is not the only accountable for the mishaps in vocational training, but it is necessary to take responsibility for this professional development. Therefore, our course is historical, legal, but also highlights the contradictions of human and social relations present in regulatory frameworks.

The first moment, the *content model*, begins with the first regulation that created a federal standard in order to train the bachelor and the licensed, in 1939³, through Decree-Law No. 1190. This decree defines the organization of the National School of Philosophy⁴. In article 20, it said:

Didactics course will be one-year long and will consist of the following courses: 1. General didactics; 2. Special didactics; 3. Educational psychology; 4. School management; 5. Biological foundations of education; 6. Sociological foundations of education (Brasil, 1939).

That is to say that, when organizing the National School of Philosophy, the first model is created in which the bachelor is trained in courses defined in the Decree, and after its accomplishment, the Didactics Course was taken in order to obtain the license certification.

As a result of the Decree-Law that grants autonomy to the Universidade do Brasil and under the terms of Decree-Law No. 9092/46, the School adopts the four-year course system – the 4th grade offering, in part, the follow-up studies of the previous grades' specialty and, in part, pedagogical training courses.

This scheme has been widely criticized in dissertations and theses in the field, highlighting the dichotomy between content and form, theory and practice – where the knowledge and practices of teachers are considered low priority, because, to the teacher, what in fact interests in this logic is the content (Mendes, 1999).

After this Decree-Law, both Legal Advice 251/62, which adapted the education of the pedagogue to Law 4024/61, and Legal Advice 252/69, which regulated this same law according to the prescription of university reform, Law No. 5.540/68, are the result of Professor Valnir

Chagas effort to define the Pedagogy Course in the Federal Council of Education (FCE), which shows the authoritarian form of the political model according to which only *a few* decide on the training of the pedagogue in the country (Brzezinski, 1996).

It is in this Legal Advice, 252/69, that the four qualifications of the Pedagogy course appear, offering a unique diploma for teachers and education specialists. Those who can be specialists can also be teachers, that is, “those who can do the most can also do the lesser” (Brzezinski 1996, p. 45). Thus, the history of the definition of minimum curricula for the professionals’ training for teaching and non-teaching work (planning, supervision, management and school inspection and educational guidance) within schools and school systems has become a history far from the reality of educators.

The skills-based course formed the specific professional for specific areas, contributing to the fragmentation and division of the pedagogical work, and more specifically the specialists’ intellectual work. [...] As for titling, the Legal Advice wants to avoid a dispersive polyvalence in sectors that require authenticity. In the meantime, the graduate can return to school to obtain new qualifications by taking advantage of previous studies; these are now included in academic books in the initial title (Brzezinski 1996, p. 77).

This 1969 legislation was the one that regulated for about 30 years the training in the Pedagogy course, until Law 9394/96 brought, although ambiguously, other requirements for the pedagogue’s training.

Following the approval of Law No. 5692/71, the FCE once again initiated actions to standardize the teacher and the educational specialist training provided by the new legislation, instituting the organization of the educational system in first and second grades, now called Elementary Education and High School. According to Brzezinski (1996), between 1973 and 1976 a series of indications were sent to the FCE, establishing the principles, norms, guidelines and procedures to guide the training of education professionals in the country, with the purpose of operating the unity and integration between different areas of teacher and school education specialist training.

Coinciding with the beginning of the political opening movement in Brazil, which until then was under the military regime, this moment meant, in addition to the freedom to think about new issues, the opportunity to manifest the discontent of university professors concerning decisions of the official bodies regarding teacher education (Coimbra, 2007).

For many decades, a conception of teacher training has been kept in Brazil and was named by Brzezinski (1996) as a 3 + 1 scheme, that is, three years of baccalaureate training for specific knowledge and, in the last year, the pedagogical training for teaching.

This model, called the content model, is what we consider to be the first model of training in Brazil, which has lasted from the beginning of the Licensing Courses in Brazil, from 1939 to 2002, that is, a model that has been lasting for over six decades.

Transition Model: the comprehensiveness required

I was armed to like birds
(Manoel de Barros, 2018, p. 25).

To understand this *transition model*, it is essential to understand the process that preceded it, with the scenario of political openness in the country following the 1964 Military Coup⁵. This history is detailed in the works of Brzezinski (1996) and Coimbra (2007), and the most important moments are summarized in this section.

From 1973 to 1976, a set of indications was sent forth to the Federal Council of Education, defining principles, norms, guidelines and procedures in order to guide the education professionals' training in the country.

In 1977, the Ministry of Education appointed Specialist Commissions of the Education Area with the purpose of involving the universities in the debate of teacher training in Brazil. Meetings, seminars and research were conducted to diagnose the conditions of teacher training in Brazil.

Thus, the 1st Committee of Experts concluded in its report that any change in undergraduate courses should be preceded by research that would provide more accurate data on reality. Therefore, the research was recommended by the aforementioned Commission at four federal universities, which results did not constitute an effective contribution to the proposed reformulation (Brzezinski, 1996).

In 1978, Universidade Estadual de Campinas (Unicamp) held the Brazilian Education Seminar. In 1980, the Pontifícia Universidade Católica do Brasil of São Paulo (PUC/SP) held the First Brazilian Conference on Education, when the National Educator Pro-Training Committee was created, in order to articulate the efforts, studies and debates from the point of view of those who build, in theory and in practice, the education of the professional within the Pedagogy Course, the other Undergraduate Courses and the Normal Course.

In 1981, seven regional seminars were held with the purpose of discussing the course of Pedagogy and those of Licensing. Those seminars, with the participation of professionals who worked in the training of teachers, at middle and higher level, were able to systematize significant material about the reality of this training in the country.

In 1983, MEC held in Belo Horizonte the National Meeting of the Project for the Reformulation of Courses for Human Resources Preparation for Education. The National Commission for the Reformulation of the Educator's Training Course was created in order to monitor and continue the process of definition of teacher education in the country.

The *Final Document* becomes the basic reference for forwarding the reflections on *Educator Graduation*. From the Sao Paulo's Regional Committee proposal remains the idea of teacher training as an educator for different stages or modalities of teaching, as well as that of *teaching as the basis of the professional identity of every educator*.

The activities of educators in this period, 1983, with the support of the Committees (National and State), ANDE, CEDES, SBPC, ANPED and student participation were of fundamental importance as the foundations were laid for the beginning of an alternative proposal construction for the educator's graduation in Brazil. It should be added that at that time (and even before and after it), other scientific entities were concerned with the training of education professionals, spoke and have been speaking out against the centralized form of decisions of the Federal Council of Education and other governmental bodies, seeking alternatives to this issue (Anfope, 1998, p. 7).

Legal Advice 161/86 was the result of these regional and national seminars, and in which the Rapporteur, in concluding that there was no *necessary density* in the studies and research carried out by MEC, did not systematize a proposal for a national consensus on the training of education professionals. The Rapporteur's option was to suggest that Pedagogy courses, in the light of Article 104 of Law 4024/61, should continue discussions and develop reformulation experiences, in order to obtain secure data for future regulations.

In 1990, CONARCFE became the National Association for the Training of Education Professionals (Anfope), expanding its structure and striving, more and more, to bring together the effective representatives of those who organize and develop the deepening of studies and decisions about teacher education. Anfope is an organized space of struggle for the education professional training and has an important participation from the initial delineation to the materialization of the Guidelines, of 2002 and 2015.

Throughout this period, Anfope's historical defense was consolidated in the improvement of the concept of teaching, understood as pedagogical work and characterized as the basis for the training course of education professionals. Based on this conception, seven principles still guide the Anfopean theses in the construction of a common national core for the training courses of education professionals: a solid theoretical and interdisciplinary training; the unity between theory / practice; democratic management; social commitment; collective and interdisciplinary work; incorporating the concept of continuing education; and, finally, a permanent evaluation process (Coimbra, 2007).

In 1996, with the approval of Law 9394 – *Law on Brazilian Education Guidelines and Bases* –, the National Education Council (NEC) initiated actions to redefine the training of the teaching profession according to the new possibilities posed by the legal text. As a result of LDB 9394/96, besides the universities, new spaces were created and legalized for the training of teachers for K-12 education, among them, the

Higher Education Institutes. This was another struggle and resistance of the universities in relation to the LDB text.

Thus, in 2002, the first CNE/CP Resolution, No. 1/02, was approved, establishing the National Curricular Guidelines for K-12 Teachers Education in higher education, licentiate course, full undergraduate course. The second Resolution CNE/CP No. 2/02, which establishes the length and the hours of the courses aimed to the training of K-12 teachers, breaking with the content-based training model in force since 1939, is configured as the second model of training in Brazil. A model that it is considered to be a transition model, since it changes the profile of teacher education in Brazil, establishes a new training model based on four central ideas: the need for comprehensive training, the integration of specific knowledge and pedagogical knowledge, practice as a component of the training and, finally, the recognition of a broader view of training, also considering other spaces and formative possibilities.

The first idea of comprehensiveness is the need for a degree course to be characterized as training from the beginning of the Course and not at the end, as it happened in the 3 + 1 scheme; that is, the training for teaching in K-12 education should be organized in such a way as to constitute a time of training, in a comprehensive way, for the degree. This demand caused changes in the institutional projects for the training of professors from university institutions, because what used to happen only at the end of the course gained space and time to articulate an entire training for this purpose.

The second idea stems from the first one, because if there is a comprehensive training and not the training of the bachelor first followed by degree anymore, it is necessary to articulate specific and pedagogical knowledge of the knowledge areas in a curricular proposal throughout the Course. The recognition of the importance of these two fields of knowledge is expressed in Resolution CNE/CP No. 2/02.

The third idea, the understanding of practice as a curricular component of teacher training, created, by means of this Resolution, the inclusion of 400 hours of practice as a curricular component, experienced throughout the Course. This component implies the understanding that the training of teachers in Brazil should not only cover the theoretical components, but also the practical components that are part of the training.

The fourth central idea and one of great transformation in the profile of teacher training is the understanding that other spaces and times must also be considered. The 200 hours of academic-scientific-cultural activities extend the curricular vision in the form of syllabus, recognizing this importance.

However, like the whole history of teacher training in Brazil, since the publication of Resolution CNE/CP No. 1/02, there has been a denial on the part of university professors of which they called the epistemology of practice, with clashes and contradictions, in which the emptying of contents and the preponderance of practice translated into light-

ened, emptied and therefore impoverished courses. Like any change, we understand that a conception, or a model, that has been in force for more than 60 years, would bring about some inconvenience to those who participate in the training, but in many cases do not have it as object of study or research.

Many attempts were made to overturn the this Resolution, but with a decisive participation of the then counselor, Professor Luiz Fernando Dourado, from Universidade Federal de Goiás, in 2015, the National Curricular Guidelines for initial training in higher education (undergraduate courses, pedagogical training courses for graduates and second licentiate courses) and for continuing education, with the maintenance of the ideas of 2002 and other important achievements for the training and professionalization of teachers in Brazil are approved.

Resistance Model: reiterations and advances

I don't like the used word
(Manoel de Barros, 2010, p. 348).

Why do we call as resistance model an in force? Firstly, because a group of university professors hoped that the criticisms would be heard, they hoped that the new Resolution would, to some extent, take up the model of the 3 + 1 scheme of 1939, a content model. Secondly, because the Brazilian political scene was troubled, since, in December of 2015, an impeachment⁶ process against the elected president Dilma Rousseff had begun. A political instability that affects the life of our country.

Despite the context, in 2015 the CNE/CP Resolution No. 2/15 on teacher education was approved, establishing, more broadly, what we call the third model of teacher training in Brazil, *the resistance model*, since it tries to define the National Curricular Guidelines for initial training at the higher education (undergraduate courses, pedagogic training courses for graduates and second degree courses) and for continuing education.

The 2015 Resolution reiterates the profile of teacher training in Brazil, implemented in 2002, and adds other ideas, incorporated into the Anfopean demands and the history of the training debate in Brazil, which include: increases the total course workload, establishes the relationship between initial and continuing training; articulates theory and practice more clearly; includes the appreciation and professionalization of the teaching profession as a component of its text.

It is worth emphasizing, before presenting the most objective questions, some of the principles expressed in such Resolution for teacher training:

I – teacher education for all stages and modalities of K-12 education as a *public commitment of the State*, seeking to ensure *the right to quality education of children, youth and adults*, built on solid scientific bases and solid technicali-

ties in line with the National Curricular Guidelines for the K-12 education;

II – the training of teaching professionals (professors and students) as a *commitment to a social, political and ethical project* that contributes to the consolidation of a *sovereign, democratic, just, inclusive nation* that promotes the emancipation of individuals and social groups, recognition and appreciation of diversity and, therefore, *opposite to all forms of discrimination*;

[...]

V – *the articulation between theory and practice* in the process of teacher education, based on scientific and didactic knowledge, considering the *inseparability between teaching, research and extension*;

[...]

VII – a formative project in educational institutions under a *solid theoretical and interdisciplinary basis* that reflects the specificity of teacher training, ensuring different units' work organicity that apply for this training;

VIII – equity in access to initial and continuing training, contributing to the *reduction of social, regional and local inequalities*;

[...]

X – the understanding of continuing education as an essential component of professionalization inspired by the *different knowledge and teaching experience*, integrating it into the daily life of the educational institution, as well as the pedagogical project of the K-12 education institution;

XI – the understanding of teachers as *culture training agents* and the need for their permanent access to information, experience and cultural updating (Brasil, 2015, p. 9, emphasis added).

These principles, prepared / established by Resolution CNE/CP No. 2/15, respond why we call this as a resistance model; they clearly and precisely define the function and for which society we are portraying teachers training. When it mentions the State commitment to guarantee the right to K-12 education for Brazilians; when it affirms its commitment to a social, political and ethical project for a sovereign, democratic, fair, inclusive nation; when it announces that it is against any form of discrimination; when it implies this graduation in the quest for the reduction of social inequalities, it presents in general terms, a progressive conception of education and training. It incorporates, in this sense, the researches, the organized social movements of the area, the scientific productions and the defense of the teachers training and the teaching profession in Brazil for many decades. Transforming the action, which implies the movement defined at the beginning of this work.

In addition to the principles, the most objective issues of changes in this Resolution are emphasized. The increase in the total hours of the Course, from 2800 hours to 3200 hours, places teacher training as a course close to other careers in Brazil. Thus, it stresses the need for teacher training, in addition to understanding time as something that

materializes certain formative principles. When the integrality to the Degree Course came to be in 2002, the need for more time for this comprehensive training was identified. Therefore, the expansion is configured as an achievement of the professionalization space of teaching in Brazil. Understood as a profession, it requires consistent initial training.

According to Resolutions CNE/CES No. 2, of June 18, 2007 and No. 4, of April 6, 2009, which lay out on the minimum workload of undergraduate courses, baccalaureate, in on-site modality, of the 52 undergraduate courses listed, 31 have a workload greater than or equal to 3000 hours, that is, almost 60% of undergraduate courses in Brazil have a workload of 3000 hours or more. Thus, the teaching profession, from this extension, falls within this context of average time for professional training in Brazil. Or would anyone argue that teacher training, because it is a mission, would not require a workload close to that of other professionals?

The understanding that initial training is not enough for the training of the professional is materialized in this Resolution through the articulation between initial and continuing training. In the guidelines there is a chapter specifically dealing with continuing education. In the definition, the trainings are interrelated and are also the responsibility of the education institutions.

Art. 3 Initial training and continuing education are intended, respectively, for the preparation and development of professionals for teaching functions in K-12 education in its stages – early childhood education, elementary school, high school – and modalities – youth and adult education, special education, vocational high school and technical education, indigenous school education, rural education, *quilombola* school education and distance education – based on a broad and contextualized understanding of school education and education, aiming to ensure the production and dissemination of knowledge of a particular area and participation in the elaboration and implementation of the institution's political-pedagogical project, with a view to guaranteeing, with quality, the rights and objectives of learning and its development, democratic management and institutional evaluation.

[...]

§ 3 The initial and continuing teacher training for K-12 education is a dynamic and complex process, headed to the permanent improvement of the social quality of education and to the professional appreciation, and must be assumed in a system of collaboration by the federated entities in the respective education systems and developed by the institutions of accredited education (Brasil, 2015, p. 9).

In recognizing the continuing education as part of teacher education, those responsible for it, the municipality, the state and the federal government are held accountable, calling them to think about it as a

public policy and no longer in isolation, as we have seen throughout the history of Brazilian education. In addition, it jointly charges higher education institutions, which were previously responsible for initial training only, to think about and construct continuing education projects for practicing professionals. This poses a challenge, since only the Post-graduate Courses do not meet the professional demand to carry out this continuous training. Other paths may arise from the institutional commitment of these entities, with the proposition of diversified times and formative spaces, in which the professional, with his/her experience, identifies the necessity and importance of it. The idea of ongoing training appears in the text to characterize teacher graduation. We return to the initial definition of training found in this Resolution, when it insists on the understanding of permanent training, on the inseparability between initial and continuing, which is in line with what Paulo Freire says in *Pedagogy of autonomy*:

The idea of a research professor is insistently debated today. In my view, what makes a researcher in the teacher is not a quality or a way of being or acting that adds to that of teaching. It is part of the nature of the teaching practice the inquiry, the search, the research. What is needed is that, in its permanent training, the teacher perceives and assumes himself, as a teacher, as a researcher (Freire, 2006, p. 14).

In the 1990s, Paulo Freire was already defining permanent training as a principle of progressive pedagogy, as part of the professional characterization in this perspective. Perhaps in this excerpt there is indeed some clue as to the dimensions of this training. Reflecting on ongoing education challenges us to think about the totality of this training, without fragmentation, challenges us to think about the necessary dialogue between undergraduate and graduate courses, between extension and teaching, between teaching, research and extension. Challenges that put us in search of the materialization of these principles.

The third point of resistance in this model is the recognition of teacher training with its practical characteristic or in its articulation of theory and practice, therefore, praxis.

It is in research, in daily insertion and in different educational spaces, that questions arise which feed the need to know more, to better understand what is being observed / experienced, to construct new forms of perception of reality and to find indications that make dilemmas, challenges that can be faced. [...] Practice is a place of questioning, just as it is the subject of this questioning, always mediated by theory. From this perspective, practice becomes praxis, that is, theory-practice synthesis (Esteban, Zaccur, 2002, p. 22).

This concept of praxis appears in the legal text in two moments: in article 3, § 6, “the insertion of undergraduate students in the institutions of K-12 education of the public school network, privileged space of

teaching *praxis*”, when it explains the composition of the project, and in article 5, “for the recognition of the specificity of teaching work, which leads to *praxis* as an expression of the articulation between theory and practice”, when it explains the training and its common national core. That is, the legislation resisted criticism about the epistemology of practice and advanced to understand that training requires this articulation.

In addition to this articulation, other Anfopean principles that guide the common national core for initial and continuing training are stated in the legal text, such as: sound theoretical and interdisciplinary training; collective and interdisciplinary work; social commitment and appreciation of the education professional; democratic management; and, finally, evaluation and regulation of training courses.

Art. 5 The training of teaching professionals must ensure the common national core, *based on the conception of education as an emancipatory and permanent process*, as well as the recognition of the specificity of teaching work, which leads to *praxis* as an expression of the articulation between theory and practice and to the exigency of taking into account the reality of the environments of the educational institutions of K-12 education and the profession ... (Brasil, 2015, p. 9, emphasis added).

Articulating theory and practice thus becomes the central axis in teacher training for K-12 education.

That is why, in the ongoing training of teachers, the fundamental moment is that of critical reflection on practice. It is critically thinking of the practice of today or yesterday that one can improve the next practice. The very theoretical discourse necessary for critical reflection must be so actual that it is almost mixed up with practice. Its epistemological ‘detachment’ from practice as the object of its analysis must ‘approach it’ as much as it is possible. The better the operation, the more intelligence it gains from the practice under analysis and the greater the communicability it exerts around overcoming ingenuity by its rigor (Freire, 2006, p. 18).

Thus, the 400 hours of practice as a curricular component, distributed throughout the formative process, consolidate the time of practice in the curriculum, an important time for the training of this professional, in this understanding of the definition of *praxis*.

Finally, the fourth dimension of resistance, the appreciation of teaching is presented as a chapter of the same Resolution, as historically we understand that the training is related to the profession and, therefore, shelters the valorization of the teaching in the composition of the text, having in Article 18:

§ 3. The *appreciation of the teaching profession* and other professionals in education shall be understood as a con-

stitutive and constituting dimension of their initial and continuing education, including, among others, the guarantee of construction, collective definition and approval of career plans and salary, with conditions that guarantee a work day with exclusive dedication or full time to be fulfilled in a single educational institution and allocation of 1/3 (one third) of the working hours to other pedagogical activities inherent to the exercise of teaching [...] (Brasil, 2015, p. 11, emphasis added).

Appreciation thus becomes part of the training by ensuring career and salary plans and workday with exclusive or fulltime dedication, concerns that have always remained outside the training field. In addition, assigning 1/3 of the workload to other pedagogical activities is also an acknowledgment that the teaching profession is not limited to classroom space and time, but also to planning, evaluation, study, that is, it requires another time for the professional. And finally, the crucial question of fulfilling the working day in a single educational institution, since we follow the process of nucleation of public schools in Brazil, in the city of São Paulo, and we have seen its impacts, especially in the teachers' life and profession.

Bringing Vocational Appreciation to the text of a Curricular Guideline for training may seem the wrong place. However, since we do not believe in neutrality in education, we know that this political option implies the need to recognize the conditions and characteristics of the profession as part of its training. Recognizing that working conditions influence / interfere with training conditions. Recognizing that salary, time and professional space have implications for training is, in our reading of the world, a movement of resistance.

Final Remarks: Who do we graduate?

*I wish my voice
Looked like singing*
(Manoel de Barros, 2018, p. 25).

What do these three models of teacher education represent? Do they effectively change an educational reality? Can we identify the times and places of teacher education in Brazil? Who do we graduate? We have strong criticisms to an instrumental didactics, in which teaching is configured as a technique, devaluing the human possibilities of creation, invention, sensitivity and other dimensions that comprise it, including politics. Therefore, we recognize the limitations of framing the complexity of teacher education in Brazil in three moments, but this exercise was important for understanding our scenario in the history of teacher education, as well as for explaining this context to undergraduate students.

In summary, three moments were outlined from their historical, political, social, cultural and economic contexts. Who do we graduate? We understand that the three models of training cohabit in the Brazil-

ian scenario; the *content model* (1939 -...), with longer chronological time and, therefore, quite rooted in current teaching conceptions and practices; the *transition model* (2002 -...), which breaks with the logic of content supremacy, incorporating practices as curriculum components; and finally, the *resistance model* (2015 -...), which increases the workload, maintains the practices as curricular components, keeps the comprehensiveness of training and incorporates professional appreciation in its content.

Upon identifying the three moments, it does not mean that one begins when the other ends, the three are, in some spaces and times, living together ... In other ones, contradicting each other ... We search for the word resistance in *Paulo Freire's Dictionary* in order to clarify that “[...] resistance ceases to be a self-defense reaction movement only and becomes an offensive action or policy. Resistances are practices that contradict some aspect of the dominant worldview” (Streck; Redin; Zitkoski, 2008, p. 367).

Resistances are practices. In plural. To affirm and reaffirm that reality is like that, in a skeptical or fatalistic way, is not consistent with the way we conceive education and, consequently, the training of teachers. That is why the questions, the problematizations carried out in daily life, flood the possibilities of resistance to any educational praxis, as long as they are democratic.

How to break with the fragmentation, with the power relations in a course's pedagogical project, in which the most important political *force* components place the others in a hierarchical way, disqualifying them and neglecting their need in education? How to break the historical dichotomy between the baccalaureate and the degree? How to break with the content model that lasted for so many years in the Brazilian scenario?

In the final remarks, we raise questions in order to unveil the complexity of the phenomenon, object of this article: the models of teacher education in Brazil. We do not intend to conclude the debate, much less to present an absolutized truth, but rather to *put firewood in the fire*, as a woman from Minas Gerais would say. Dialogue is the best way to approach and understand different views and, as Paulo Freire's learners, to understand ourselves as incomplete, unfinished beings. We agree with the educator when he says:

Among the responsibilities that, in my opinion, writing proposes to me, not to say imposes, there is one that I always assume. The one that is already living while I write the coherence between writing and saying, what is doing, what is done, intensifying the need for this coherence throughout existence. However, consistency is not paralyzing. I can, in the process of acting-thinking, speaking-writing, change my position (Freire, 1992, p. 65).

This was, in this time of teaching of the author, the practice of resistance in assuming, writing and believing that we walk, in relation to

a national project for the teachers training. We bet in the processes and legislations that are the result of a movement and social mobilization, which incorporate the historical demands of these movements. It is believed that at this moment, we have to resist, because this conservative wave that is plaguing some countries, including ours, could jeopardize a project that is being built at least since the 1980s, with the political opening in the country.

It is in our reading of this world that Manoel de Barros accompanies us, a contemporary Brazilian poet who, in two specific poems, shows us how to write *a book about nothing* or teaches us about the *waste catcher*. With the contradiction in writing, with wordplay, he points to human possibilities for creativity and sensitivity.

Understanding this historical trajectory, from our (conditioned) teaching knowledge, can contribute to the critical reading of this scenario and the willingness to fight for a transformative education, for a school for all, for a quality teaching as a right of children, youth and adults, in building a just, democratic, inclusive and supportive society. This is the way we transform and resist together.

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Notes

- 1 This is a research in two dimensions, namely: a philosophical-pedagogical dimension, to be identified and analyzed from the legal documents on the Training of K-12 Teachers in Brazil, and the dimension of the curriculum subjects (professors and coordinators of undergraduate courses) who were interviewed to identify perceptions about the impacts of legal changes on the courses in which they act as teacher trainers.
- 2 P. N.: In Brazil, training is translated as “*formação*”, formation.
- 3 We know that the first USP’s licensing course is dated of 1934, but the legislation, in the same decade, prescribes what already existed.
- 4 On January 20, 1939, Decree No. 1,063, signed by President Getúlio Vargas and Minister Gustavo Capanema, transfers the courses from the Universidade do Distrito Federal to the Universidade do Brasil. On March 27 of the same year, the Minister sent the President the project of the Decree-Law, organizing the National School of Philosophy (Brasil, 1939).
- 5 We call it Military Coup, according to the references and the historical understanding that we share.
- 6 According to the jury of the International Court on Democracy in Brazil, an event organized in Rio de Janeiro by Via Campesina, the Popular Brazil Front and the Jurists for Democracy Front, the impeachment process of President Dilma Rousseff is characterized as a *coup d’etat* against the democratic rule of law. We agree with this opinion.

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