

Chapter #5

PROCESS OF CONTINUING EDUCATION IN THE PROGRAM SCHOOL MANAGERS OF PUBLIC BASIC EDUCATION

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ABSTRACT

This study aimed to understand the meaning and importance of training under the National Program School Managers of Public Basic Education for the participant teachers from the perception and reflection of each other on their practice. We tried to understand how this training is manifested during the course and at the end, in practice teachers, but especially as these teachers participate, through their reflection on their practice as agents acting within their classroom, the school and the community. This field research was carried out with five tutors and ten course participant teachers of that program and engaged in the teaching profession, particularly, the educational coordination in public schools in cities of Minas Gerais - MG enrolled at the Federal University of Viçosa, using one semi-structured interview and document analysis. We concluded that the participant teachers have done and still do a brainstorming exercise on their training and on their practice in the classroom, and in the pedagogical actions at school, in view of what was proposed by the course, the development in the practice of action-triad reflection-action.

Keywords: teacher education, National School Program Managers, teaching practice, reflective teacher.

1. INTRODUCTION AND OBJECTIVES

This study addresses the training and pedagogical practice of teachers who underwent a course of Post-graduation Lato Sensu offered in the distance mode, by the Federal University of Viçosa (UFV). This course, offered under the National School Program Managers of Public Basic Education, developed by the Ministry of Education in partnership with the Federal Universities, designed for teachers who work as school managers in the early years of primary education in public schools of Brazil.

Specifically, what was intended in this study was to discuss the training of teachers under the National School Program Managers in order to identify the perception of participant teachers on the influences of this course in their teaching during the course and at the end. This research was developed through a qualitative approach.

We tried to see how participation in a course of in-service training specifically in this program, involved and still involves reflections on the teaching practice of the participant teachers, through an interview with ten course participant teachers and five tutors belonging to the Federal University of Viçosa.

The school manager stands out in the promotion of public school, but requires the exercise of multiple skills and various matrices, because the educational systems and educational institutions are living and dynamic organisms characterized by a network of relationships between all elements that act on them.

2. BACKGROUND

Teacher education in Brazil was linked to several conceptual proposals that vary according to the educational policy of its time, ranging from educational technicality, the market logic to the state neglect that left the training of teachers at the mercy of the private sector without an effective social control. That neglect comes whether by government, or by the corporation, allowing the formation of basic education professionals is that a minimum quality conditions which are not linked to teacher training to the investigative nature of the research and development in education (Cioffi, & Bueno, 2011).

In the formative context, it is worth noting that professional contentment, which is a multifaceted concept embraces personal, vocational and contextual aspects regarding the reality of work. "The figure of the teacher built throughout the history of mankind is present in the learning records of each of us under the most different guises" (Seidmann, Thomé, Di Iorio, & Azzollini, 2012, p. 43).

The pursuit of continuing education from the perspective of post-graduation distance courses noteworthy, according to Candeias (2013) by the concrete fact that we have a growing contingent of teachers who will make the choice of a training linked to a course graduate broad sense. It is not decontextualized reality of basic education, which is configured as a constant and it seems that "here to stay", imposing the universities and especially the Graduate Programs throughout Brazil the debate about its social role.

3. METHODOLOGICAL RESEARCH ROUTE

This work was developed through a qualitative approach. The qualitative methods have as a contribution to the research, methods to provide better understanding of the phenomena (Moreira, 2010). The qualitative research works with beliefs, meanings and values. It answers to particular questions, in order to understand a specific phenomenon in depth, instead of statistics, rules and other generalizations. It also works with descriptions, comparisons and interpretations, worrying in the social sciences with a level of reality that cannot be quantified (Minayo, 2004). A particular feature of qualitative research is data collection through direct interaction of the researcher with the phenomenon at hand.

This work involved obtaining verbal data and interactive processes through the direct relationship of the researchers with the situation studied in order to understand the phenomena according to the perspective of the subjects. For the purpose of obtaining a thorough and systematic study of research theme, we made an investigative path, at first, with the bibliographical survey, with a survey of publications about the education of teachers and their conceptions. To the extent that the study was being thorough, we mobilize to understand the design of the research subjects in relation to its course, which contributed to the choice of conducting an interview with the students, to obtain a more descriptive study. Upon completion of the field research, we began to analyze the data obtained in partnership with the collected material, seeking to characterize the perception that students have in relation to their course.

The discursive responses were subjected to content analysis performed from the initial reading of each answer, in order to establish a first contact with the material, the exploitation of data for each question was held, with its decoding in order to select the units of meaning, and subsequently we made the categorizing of elements and grouping of sense units based on what they had in common. Through the grouping of sense units we got to emerging categories, that are not unique, professing a criterion in which we contemplate, as analysis categories, the continued education, the activities held during the course and the relationship with teaching and also the pedagogical practices.

4. CONTEXTUALIZING THE NATIONAL PROGRAM SCHOOL MANAGERS IN THE FEDERAL UNIVERSITY OF VIÇOSA

The National Program School Managers has the basic objective of contributing to the effective training of educational managers from public school, so they have theoretical and practical elements that enable a basic school education with social quality.

This program is part of All for Education Commitment, a target plan that integrates the Education Development Plan (PDE) and concerns the mobilization around the improvement of basic education in Brazil, contributing to the improvement of the schools' IDEB – Basic Education Development Index – and education systems. The policies related to the joint development and strengthening of educational systems and schools are being produced and implemented with the participation of several institutions. It is important to note the dialogue with entities and organizations, supported by the principle of decentralization and partnership in its formulation and implementation, considering the multifaceted reality that defines education in our country. To implement the Lato Sensu course in Pedagogical Coordination, there were expected five integrated systems in order to ensure their implementation in all organizational levels. They are:

Instructional System - responsible for the operation of the curriculum - define areas, subjects and work load, seeking to ensure the use of instructional materials defined by the MEC, but with autonomy given to the Federal Institutions of Higher Education (IFES).

Operating System - responsible for the arrangements for carrying out activities - general selections (candidates, tutors, additional materials) planning and coordination of activities (individual and collective).

Mentoring system - responsible for establishing the pedagogical support for activities (individual, at distance, oriented teaching practice), planning and implementing remedial learning activities, development of materials to support the participants, planning and monitoring of tutors.

Monitoring and Performance Evaluation System - responsible for evaluating the program, its quality and to verify the learning of teacher students - collecting data: deployment processes, expected results, impacts on pedagogic practice, besides the development of evaluation tools.

Communication and Information System - responsible for contacts and information flows - organizes face-to-face and distance service centers. This UFV computing core will provide access to the Internet, the learning platform, with information regarding the course, the tutoring, the news, the school program, agendas and records of evaluations. It should be noted that the course offers a set of activities, interaction strategies that are developed through individual and group activities, some face-to-face and others at distance.

5. PRACTICE REFLECTIONS PEDAGOGY TEACHERS INSERTED IN SCHOOL PROGRAM MANAGERS

Understanding the teacher as a reflective practitioner, the context is fundamental to the process of formation. And this reflection must be made in sharing with other teachers, the exchange of experiences, the look on the action itself as a teacher, in dialogue with the theories, methods and standards of their field. Viewed from this perspective, continuing education advances in the interests of initial and continuing training, where the school-space context and the role of the teacher become privileged locus of such training.

Based on these principles, we analyzed the data obtained from this research that gave voice to tutors and participant teachers aiming to identify the established relationships between the obtained training and everyday teaching practice, focusing on the importance of the collective reflection to the reconstruction of the teaching practice itself and for the development of the educational context. We analyzed, also, the social and political implications of the reflexive practice on the actual educational context.

In addition to changes in teaching practices, the course also led some participants to study more, seeking new opportunities for continuing education, as highlighted by the tutor:

We realize the reorientation of practice of course participants, both in monitoring their memorials, and in the reorientation of their practices. We already have several teacher students in graduate school, for example, a gain beyond higher education and this is an important development milestone (Tutor "Jasmine").

The course participants emphasized that there was freedom of opinion and dialogue among course participants, tutors and coordinators of the project, as they were free to provide feedback and were heard when they did not agree with some work methodology.

We questioned the course participants about how it was obtained in training program and analyzes made by them highlighted advances in their practices and changing attitudes in the educational work of these:

I changed, grew after having completed the School Managers Program, my students tell me that I changed and I realize that in the classroom, and in my own life, an advance that I sought and found in the Project, the experience with the fellow students, tutors and exchange of experiences. I moved into the house, and now I've learned to look for new ways to help students advance when they cannot learn in a way (Cursista "Bromelia").

As can be observed in the speech of Cursista "Bromelia", changes occurred not only in the classroom, but in your life as a whole, affecting domestic space.

In the case of the evaluation process they went through in School Program managers, the course participants reported that, and have been observed during the course, made several reviews and papers. Said that despite the new methodology of work, because it is a distance learning course, were being evaluated in a comprehensive and integrated manner:

With the tutor in the classroom observing the lesson the teacher seeing how he put into practice what they had studied in the guides. This happened once during the semester. So the teacher would have the notes in accordance with the attitudes, procedures, plans, everything which would take the student to have a significant learning (Cursista "Rosa").

The course participant "Margarida", in the following quote, brings a critique of a certain type of assessment that prioritizes memorization, which is already ready, made by people not involved in that group:

The assessment has for the teacher, to the student and the institution, where all are valued in the teaching-learning process and should this assessment be continuous. But the problems were more personal and yet were heard and respected, the biggest problems we observed were in some tests per module, the coming of Belo Horizonte to do like an entrance exam. Some questions were of pure memorization there did not like, but over time has improved, the course was therefore constructed from the development (Cursista "Margarida"). This report shows the ability of course participant criticize their own training process, reflect on the type of evaluation used, which leads necessarily to reflect on their own practice, leading to changes in how these course participants analyze and act on their practices evaluative as teachers.

[Rate] is diagnose what the student has learned or did not learn while you could teach or not and that this evaluation should be done, because that's how we know our students, but there are several ways to assess and teachers must use all (Cursista "Hortência").

The ability of the teacher to reflect on their actions takes you to redraw a new knowledge, a new business strategy from the challenge presented here. The proposal of the School of National Program Managers realize the teacher as a reflective practitioners able to think about your practice and through the combined studies acquired with their experience, redesign new knowledge, new knowledge-doings and new practices.

Through the data collected, it can be noticed that for the investigated group, the training received in the course broad sense of the National Program of School Managers offered at UFV favored a link between the theoretical principles studied and the pedagogical practices developed by these teachers.

6. FUTURE RESEARCH DIRECTIONS

Establishing an analysis of the continuing education of teachers of Basic Education articulating with the Information and Communication Technology and Post-graduation has been the challenge at the present time. The importance of the relationship between these issues meets the Mill's view (2012) that investigated the data from CAPES, theses and dissertations that bring tangent points to the growth in the country about the appearance of the Information and Communication Technologies (TICs). The author noted that few academic papers relating to continued education of teachers from Basic Education with the Information Technologies and Communication and the Post-graduation and most initiatives are restricted to specialized or advanced courses. Therefore, this theme is an indicative for further development in future researches.

7. CONCLUSION

The National Programme School of Basic Education Managers shall base the teaching paradigm or the practical rationality paradigm, it strengthens the importance of reflective teacher, whose main axis the redefinition of teacher professional identity. This paradigm is opposed to the paradigm of technical rationality and values the pedagogical experience and practice, considering the knowledge constituted by the people, their knowledge of luggage for experienced teaching practice.

We realized, research carried out here, that course participants and tutors stressed that the course provided the emergence of new perspectives on their teaching practices. The knowledge and the process of acquired training and reworked through the course seem

to provide these teachers a sharper critical sense, offering them useful intellectual tools to understand and interpret the most complex situations in which a link between intellectual knowledge and the practice every day in the teaching profession in public schools. The reality walks in order to allow the emancipation of these people and not just instrumentalize them technically to "pass on" content and this involves rethinking their actions in the classroom, their professional behavior, their own school.

The most important finding was the need for a practice whereby, according to Schön (2000, p.30), action and reflection must go together, contributing to the dialogue and overcoming "practical situations that are unique, uncertain and conflicting". Certainly, action and reflection-in-action are able to give real support to the changes in the educational field, political and social.

Based on the positive experience they had with the offering of the first class, we certified that the University cannot exist without its social and production of knowledge functions. The partnership between several institutions, effected in the course broad sense not only helps in the formation of the course participants, but it has been a meaningful experience for all involved, promoting changes in teaching practices at all levels, highlighting the ever pressing need to link theory and practice in order to build an inclusive and quality education.

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