

## PROFESSIONAL DEVELOPMENT OF PROFESSORS OF PROSPECTIVE TEACHERS IN BRAZIL

*DESARROLLO PROFESIONAL DE FUTUROS FORMADORES DE PROFESORES EN  
BRASIL*

**Adriana Richit<sup>1</sup>**

<sup>1</sup>Universidade Federal da Fronteira Sul (UFFS), Erechim, RS, Brasil. E-mail:  
<mailto:adrianarichit@gmail.com> ORCID: <https://orcid.org/0000-0003-0778-8198>

**William Xavier de Almeida<sup>2</sup>**

<sup>2</sup>Universidade do Estado de Santa Catarina (UDESC), Chapecó, SC, Brasil. E-mail:  
[wxalmeida89@gmail.com](mailto:wxalmeida89@gmail.com) ORCID: <https://orcid.org/0000-0001-5477-3373>

Recebido em: 28/11/2022 | Aceito em: 14/12/2022.



Esta obra está licenciada com uma Licença Creative Commons Atribuição 4.0



## ABSTRACT

This article examines the opportunities for the professional development of professors of future teachers determined by the legal regulations concerning teacher education in higher education and the actions and programs of agencies related to the Ministry of Education dedicated to higher education. The analysis is supported by the concept of professional development outlined by Christopher Day, and by principles presented by Thomas Guskey and their significance for the concept of teacher professionalism. The analysis focuses on a set of official documents found in archives associated to the Ministry of Education, which constitute the empiric material for the study. Two perspectives were identified concerning the process of professional development of university professors. The first is that the university is a locus for the development of educators of future teachers, as the space for the realization of graduate and post-doctoral programs, and institutional and interinstitutional partnerships, and by providing professors-educators different professional experiences with teaching, research, extension and institutional administration. The second is the development of professors is realized through research and the production of knowledge, indicated by the fact that the incentives are found in the distribution of grants for research, and graduate and post-doctoral studies.

**Keywords:** Professional development of professors; educators of future teachers; higher education.

## RESUMO

El artículo examina las posibilidades de desarrollo profesional de los formadores de futuros docentes que surgen del ordenamiento jurídico relacionado con la formación docente de educación superior y de las acciones y programas de organismos vinculados al Ministerio de Educación orientados a la educación superior. El análisis se sustenta en el concepto de desarrollo profesional esbozado por Christopher Day, así como en los principios presentados por Thomas Guskey y sus desarrollos en el concepto de profesionalismo docente. El análisis se centró en un conjunto de documentos oficiales, extraídos de repositorios oficiales vinculados al Ministerio de Educación, que constituyeron el material empírico del estudio. Como resultado, el análisis mostró dos perspectivas para el proceso de desarrollo profesional de los profesores universitarios: la universidad es el locus para el desarrollo del docente de los futuros profesores, ya sea como



instancia para la realización de programas de posgrado, posdoctorado, alianzas institucionales e interinstitucionales, además de brindar oportunidades para que el docente docente tenga diferentes experiencias profesionales en docencia, investigación, extensión y gestión institucional; El desarrollo del formador se logra a través de la investigación y la producción de conocimiento, ya que los incentivos se concentran en la distribución de becas de investigación, posgrado y posdoctorado, así como promover la investigación a través de la distribución de recursos y premios de obras.

**Palavras-chave:** Desarrollo profesional docente; formadores de futuros profesores; educación universitaria.



## INTRODUCTION

Historically, teaching has been a professional activity characterized by constant decisions about what, why and how to teach, involving the specificity of the content, the contexts in which the teaching is realized and the characteristics of the subjects who learn and the content to be taught (Soto et al., 2020). Moreover, it is an activity that is realized through complex and differentiated interpersonal interactions with students, who are not always motivated to learn, requiring decisions about curriculum and teaching strategies and that teachers have various professional qualities (Day 2001).

From this perspective, teaching demands the engagement of teachers in a continuous process of development during their careers (Day, 2001), along which beliefs, concepts, dispositions, practices and knowledge are expanded, modified and resignified (Richit, 2020). Moreover, according to Day (2001), this process is influenced by the personal and professional histories of teachers, by momentaneous dispositions and how they condition their particular needs, and by the educational policies and contexts in which the teaching activity is realized (Richit & Almeida, 2020).

Day's concept points to an expanded view of professional learning (Lieberman 1996), while it simultaneously contributes to the valorization of professional teachers, placing these professionals at the heart of the attentions and intentions of official and unofficial educational projects (Gatti & Barreto 2009).

It is from this perspective that the concept of professional development of teachers gains importance, stimulating discussions about the dimensions that are subjacent to this process, such as public policies and concepts of the education and continuing education of teachers, the contexts in which these processes are realized and the elements that condition them. Guskey (1995), upon recognizing professional development as a crucial component in every proposal for educational improvement, emphasizes that the process allows teachers to expand and elaborate on their base of knowledge, practices and dispositions, and to maintain (or rediscover) an enthusiasm, hope and commitment to education.

In the same direction, by discussing the role of the university context in professional development Zabalza (2004) considers that the university is the privileged locus, par excellence,



in the professional education of teachers. By recognizing universities as spaces for acquisition of knowledge and academic and professional development, great responsibility is placed on university professors, especially those who work in teacher accreditation. It is professors who, in the academy, are committed to leading the students, future teachers, along their educational paths. Thus, the educational process of these professionals, which is a process of education of professors of teachers, gains importance and must be reflected on, because these professionals must appropriate distinct and profound knowledge in order to develop a qualified professional practice that is coherent with the purposes of the teacher accreditation course.

Therefore, the continuing education of professors of future teachers has the processual character of professional development, which allows the appropriation of new knowledge and deepening of previously acquired professional knowledge and practices (Gatti & Barreto 2009). Professional development understood in this way, is a continuous process in the trajectory of a professor that does not end with a certain level of education or degree, making essential the constant search for processes that allow the expansion and review of practices, through the appropriation of new knowledge.

Considering these aspects, we will focus on examining laws and regulations related to the education of professors who work in higher education in Brazil, to identify the perspectives of professional development for professors of future teachers. We examine the educational process of professors of future teachers, primarily because there is a lack of studies about this issue in the field of educational research. Moreover, in the past two decades in Brazil considerable investments and efforts have been made to qualify the education of teachers who will work at different levels of education and fields of knowledge, which are realized through a set of policies, programs and official incentives.

### PROFESSIONAL DEVELOPMENT AND PROFESSIONALISM IN TEACHING

According to Roldão (2007), teaching is the key element that constitutes the professional specificity of teachers, and this is a relatively stable concept over time, even considering deep structural changes in society. Roldão adds that the very concept of teaching is also socially constructed and subject to change. However, Roldão affirms that transversally to epochs and cultures, teaching is established as the mediation operated by someone (teachers) between the



knowledge to be acquired (content, curriculum) and the subjects who learn (students) (Roldão 2014).

Nóvoa (1999) corroborates this perspective by highlighting that it is not possible to imagine a change in any educational situation that does not involve the education of teachers. Nóvoa calls attention to the fact that it is necessary to understand education not only as a “program of formation” or merely a sequence of isolated actions: it is necessary to reformulate the concept of education situating it along the different cycles of life and the career of teachers, in a trajectory of personal and professional development.

Corroborating with the ideas of this author, the Brazilians Gatti and Barretto (2009) support a resignification of what is understood as “continuing education”: a reconceptualization that removes it from the exclusive function of filling in gaps in an initial education and shifts it to the spectrum of activities that promote potential for growth of teachers and the strengthening of their practices and of the very identity of teaching.

The protagonism of the teacher comes to be valued and to occupy the center of attentions and intentions in projects of continuing education. New models seek to overcome the logic of educational processes that ignore the trajectory taken by teachers in their professional exercise. In this concept of education as a continuum throughout professional life, the subjacent concept is that of professional development. The process of education is defined as a movement oriented to respond to the various challenges that arise in what can be identified as different phases of professional life: the beginning of a career, the process of development and the more advanced times when teachers consolidate their professional experience (GATTI & BARRETTO 2009, 202-203, emphasis ours).

Similarly, Marin (1995) emphasizes this perspective by affirming that the professional activity of teachers is something that is continuously and daily remade, through formal and informal formative processes, without a disassociation or dichotomy between life and work, work and leisure. This process is also influenced by aspects that condition a cultural, political and social nature, delineating and modifying the dispositions and practices of the teacher (Day, 2001). This understanding of teaching activity corroborates the importance of continuing education,



conceived as a process of professional development, which “should be designed with long-term goals based on a grand vision of what is possible” (Guskey 1995, 120).

From this perspective, the concept of continuing education transcends the dichotomy between initial and continuing education, because the broad spectrum of activities, both institutionalized, formal and spontaneous, participate in the process of professional development of teachers at any time in their careers. Thus, to conceive of the educational process of university professors as a process of professional development means to broaden the concept of education by considering the multiple elements and aspects that influence the personal and professional growth of teachers (Day 2001; Guskey 1995) and therefore contribute to the growth of the collective and the qualification of education.

Based on these understandings, the concept of professional development emerges that is the basis of this study, which is that sketched by Christopher Day. According to Day (2001), the professional development of a teacher involves the spontaneous experiences of learning by the teacher and the various activities that are planned and realized for the individual growth of the teacher and the group, which favor changes in the quality of teaching in the classroom. Moreover, it characterizes the process

through which teachers, as agents of changes, review, renew and expand, individually or collectively, their commitment to the moral proposals of education, acquire and develop in a critical form, together with children, youth and colleagues, the knowledge of skills and emotional intelligence, essential for effective professional reflection, planning and practices, in each phase of their professional lives (Day 2001, 20).

Conceived in this way, professional development is characterized as a dimension that is constituent of the career of a teacher, that is “as a self-directed journey to find meaning and appreciation in one’s work, or as a structured effort to keep professionals abreast of advances in their field” (Guskey 1995, 126).

Thomas Guskey, upon analyzing a set of experiences of professional development in which he was involved, points to some guidelines related to the context, by means of which a teacher has the opportunity to develop personally and professionally. They are: recognize change as both an individual and organizational process; think big, but start small; work in teams to maintain support;



include procedures for feedback on results; provide continued follow-up, and pressure; integrate programs. According to the author, “what is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have” (Guskey 1995, 126).

According to the suppositions of Thomas Guskey, professional development is thus a dimension of the professionalism in teaching, which concerns the

Quality of professional practice, integrity of the work of teaching, professional development and skills and competencies; to the constitution of the teaching identity; to the knowledge of teaching, to the integrity of the social and personal dimension of the teacher; to their individual and community responsibility and ethical and political commitment (Gorzoni & Davis 2017, 1399).

Therefore, to assume professional development as a dimension of teaching professionalism implies, in the specific case in our study, examining and understanding the aspects that condition this process and especially how elements of the professional context contribute to the consolidation of professionalism of professors in higher education. That is, it is necessary to consider the specificity of the teacher accreditation course in which the professor works, the motivations and expectations of the professor towards their professional activity, the challenges faced by university teaching today, as well as the opportunities that arise from official programs and policies.

## PROFESSIONAL DEVELOPMENT AND EDUCATION OF EDUCATORS

By education of educators, we refer to the process of continuing education of university professors who work in teacher accreditation courses, that is, professors of future teachers. However, to designate this process as continuing education is not suitable because it would distance it from the perspective of professional development presented in the previous section of this article. That is, the designation that best characterizes the education process of professors of teachers, continuously and dialectically, is the professional development of professors of future teachers.

Gatti and Barreto (2009) affirm that the quality of the activities of teaching in the university are related to the proper education of the professionals who work as educators, from whom is required conceptual, disciplinary and practical command of teaching, and their involvement and





commitment to the education of future teachers. In other words, successful learning by their students is an indication of the effective professional development of professors (Guskey, 1995).

This commitment to the education of educators therefore requires solid and positive concepts of professional development and of professionalism in teaching, that is, that which distinguishes teachers from other professionals, as well as a command of a broad range of knowledge that legitimates the action of teaching and contexts favorable to personal and professional growth of teachers.

In this sense, the authors affirm that continuing education, in particular, lacks a solid identity of itself and about what is the act of teaching, and of what theoretical, practical, political and moral supports sustain the practice of teachers. They also add that educators often do not have the theoretical or practical knowledge needed to teach the future teachers who they are educating. Thus, the education of professors is a subject of interest, because the coherent and consistent education of these professors is essential to the development of new generations of teachers.

Studies and research about educational processes for the professional development of educators indicate that the theme of education of educators deserves attention. The quality of initial education and professional development of educators is related to the preparation of the professionals who are the educators in this work, their conceptual and practical command and their involvement and commitment to the education of teachers (Gatti & Barretto 2009, 229).

These authors also affirm that even when professionals dedicated to educating future teachers have command of the knowledge inherent to teacher education, they themselves need space and support for their own education and development, with this being a limitation that is commonly observed in studies, which these studies indicate can be overcome with integrated and institutional work (Gatti & Barretto, 2009).

Therefore, we emphasize that university teaching encompasses a new dimension, that is fundamental and challenging, which is the research and initial education of students to conduct research. In this regard, Day (2001), supported by the ideas of Lawrence Stenhouse, understands that to be a professional of education implies performing research and that this requires that teachers comprehend the implications of this for their practice. Day adds that research is a context for teachers to conduct important professional learning throughout their careers. Therefore, Day



emphasizes that due to the adverse working conditions of educational institutions, few teachers have the opportunity to dedicate themselves to research to complement teaching.

For this reason, it is necessary for professors of future teachers to have clarity about the knowledge that sustains their practices and the elements that influence them, stimulating the future teachers to also reflect critically about the bases of teaching and the elements that constitute professionalism in teaching. This understanding can bring positive reflections for the practices of the professors of teachers, such as a greater articulation between theory and practice, a review of methods and positions about evaluation, greater awareness about what is teaching, the why and how to teach (Soto et al., 2020), understanding of the moral and ethical dimension of teaching (Day, 2001), as well as understanding about the elements that constitute teaching professionalism today.

In this sense, the education of professors of teachers is a process of acquisition of new knowledge, socialization of new practices, reflection about teaching and discussion of the process of teacher education. In this regard, Zabalza (2004) conceives of the university space as the privileged locus of education, and therefore, the professionals who mediate this education must continuously develop their capacities, and constantly reflect on and modify these practices. However, Gatti and Baretto (2009) warn that the discussion about the locus should never hide the primordial issue of the debate of the issue, which is the need to reformulate the concept of teacher education.

## METHODOLOGY

This study used a qualitative perspective, given that it sought to interpret perspectives on professional development of professors of future teachers found in policy guidelines and programs for teacher education of the Ministry of Education. That is, the approach that guided us did not involve measuring or analyzing data, but a qualitative analysis of the empiric material and the possible meanings that can be attributed to them, because it focuses on how social experiences are created and acquire meaning (Denzin & Lincoln, 2006).

The constitution of the empiric material involved compiling policies and programs for continuing education in higher education found on the websites of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) [Coordination for the Improvement of



Higher Education Personnel], the Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq) [National Council for Scientific and Technological Development] and the Ministry of Education (MEC). This step provided us a list of normative documents that support and regulate teacher education, at the levels of both basic and higher education.

All of the sites visited have a search function. The only descriptor used on the websites of these institutions was “formação” [education], and we read and analyzed the artefacts identified with this search. After the compilation and systematization of these documents, we proceeded to the reading and analysis, seeking to reveal the perspectives on education of professors of future teachers.

### PROFESSIONAL DEVELOPMENT OF PROFESSORS IN HIGHER EDUCATION

The analysis focused on the official programs and actions supported by agencies linked to Brazil’s Ministry of Education, identified in the documents found on three sites: that of the Ministério da Educação (MEC) [Ministry of Education], the Coordination for the Improvement of Higher Education Personnel (CAPES) and the National Council for Scientific and Technological Development (CNPq). The analysis of this material pointed to two perspectives of professional development for professors of future teachers: (i) the university is a locus for the development of these educators and (ii) the development of these professors is realized through research and production of knowledge. These categories are interpreted and discussed in an articulated manner in this article because they were found to be interrelated in their nature and goals.

Among the materials found in the MEC repository, two important documents supported the discussion proposed in this text: the Lei de Diretrizes e Bases da Educação [the National Educational Guidelines law] (LDB) and the Plano Nacional de Educação (PNE) [the National Education Plan]. In addition to these, we examined a set of programs presented on the pages of CAPES and CNPq.

The law for National Educational Guidelines and Bases (LDB) of 1996. Title IV of this law, denominated “Higher Education”, is completely dedicated to higher education. Article 43, the first in the chapter, defines the attributions of higher education, which are strongly linked to the ideas of cultural diffusion, scientific investigation and intellectual development within a perspective of professional education. The chapter highlights in insertion VIII, which was included with the



passage of law n.º 13.174 of 21 October 2015, which specifically addresses the role of institutions of higher education in the education of professional educators:

VIII – to act in favor of the universalization and improvement of basic education, through the education and training of professionals, the realization of pedagogic studies and the development of activities of extension that approximate the two levels of schooling (Brasil, 2015).

According to this clause, the guidelines established by the National Educational Guidelines law corroborate the centrality and importance of teacher education for qualifying basic education (Guskey, 1995; Nóvoa, 1999; Day, 2001), at the same time that it presents research as a dimension complementary to teaching (Day, 2001). These guidelines thus indicate the importance of higher education for professional education and the national commitment to education of teachers of basic education, with universities as the locus of this education (Zabalza, 2004). In addition, the law for National Educational Guidelines, in article 54 of chapter IV, determines:

§ 1º In the exercise of their autonomy, in addition to the attributions assured by the previous article, public universities can:

I - propose their teaching, technical and administrative staff, as well as a plan of positions and salaries, in keeping with the pertinent general norms and the resources available;

II - elaborate the regulation of their personnel in conformity with the general relevant norms; [...] (Brasil, 1996).

According to these guidelines, the institutions of higher education have the autonomy to compose their teaching staff, and to propose career plans and develop the norms for regulating personnel and professional activities. This perspective points to the possibility for professional development of professors of teachers to be realized through integrated and institutional efforts (Gatti & Barretto, 2009) in the elaboration of regulatory guidelines for their professional activities. On the other hand, according to this orientation, the responsibility for meeting the demands and conditions of supply related to the continuing education of professors of higher education is transferred to the university, a perspective that defines (the university) as a context of growth and development of its professionals.

Title VI of the LDB, entitled “Education Professionals”, in the sole paragraph of article 62, which was included by Law n.º 12.014, of 6 August 2009, addresses the education of those who work in education:



Sole paragraph. The education of professionals of education, to meet the specifics of the exercise of their activities, and the objectives of the different steps and modalities of basic education, will have as its fundamentals:

I – the presence of solid basic education, which provides the knowledge of the scientific and social foundations of their competencies of work;

II – the association between theories and practices, through supervised internships and training in service;

III – the use of education and previous experiences, in educational institutions and in other activities (Brasil, 2009).

Clause I reveals a perspective on the education of future teachers focused on the development of the fundamentals of teaching, which are understood to encompass scientific, social and professional aspects. Clause II emphasizes the necessary articulation between theory and practice in teacher education and suggests that this articulation be promoted through concrete experiences, expanding to continuous education (Roldão, 2007; 2014). Clause III defends the valorization of educational and professional experiences gained prior to the educational path to contribute to the constitution of teaching professionalism (Day, 2001).

These three clauses point to a perspective of the initial education of teachers that is presented as a first step in professional development (Nóvoa, 1999), and its lessons should be expanded and deepened later on in a career (Day, 2001; Guskey, 1995). Clauses I and II reveal that the promotion of initial education requires professional educators who have knowledge and professional experiences that qualify them to educate future generations of teachers.

We understand, therefore, that the orientation of clause II should be more vigorously pursued, because it is through the articulation between theory and practice that teachers attain the balance between the theoretical bases of teaching and the daily practice of the teacher (Gatti & Barreto, 2009). But this articulation does not always occur, and is an obstacle that reveals a historic tension found in teacher education colleges (Tanuri, 2000; Saviani, 2009), which is expressed in the alternance between a content-based and eminently technical education in contrast to an instrumental education, void of scientific knowledge and focused solely on teaching techniques.



The analysis also shows that the expression “continuing education” appears for the first time in the law for National Educational Guidelines with the approval of Law n.º 12.796, of 4 April 2013, in its article 62-A:

Art. 62-A. The education of professionals referred to in clause III of art. 61 will take place through courses with a technical-pedagogical content, at the level of high school or in higher education, and include technological skills.

Sole paragraph. To guarantee continuing education for the professionals referred to above, in the workplace or in institutions of basic and higher education, including courses of professional education, undergraduate courses or in graduate or technological courses. (Brasil, 2013).

According to this article, it is the responsibility of the federal government to offer continuing education to educational professionals in their workplaces, above all at universities and, although the theme of education of professors was formally mentioned in article 62, the National Educational Guidelines contemplate this issue. In addition to these aspects, articles 65 and 66 of the Guidelines of 1996 are of special interest to this study, and their text, still unchanged since the original, determines:

Art. 65. The education of teachers, except of those in higher education, will include practice in teaching of at least three hundred hours.

Art. 66. The preparation for the exercise of a university professorship, will be conducted at a graduate level, with a priority for master’s and doctoral programs (Brasil, 1996).

The National Educational Guidelines do not require that the education of professors in higher education include practice in teaching, commonly denominated as “internships” and recognize that the preparation for professors in higher education takes place predominantly in graduate courses, in master’s and doctoral programs. This guidelines supposes, a priori, that the education of professors in higher education at the graduate level is supported by specific disciplines for this purpose, such as “Didactics in Higher Education” or “Methodology of Higher Education”, which specifically address the pedagogical bases of higher education. Nevertheless, the guidelines that organize and guide graduate program curriculums in Brazil, do not contemplate this aspect, so no requirement exists to offer these components. This aspect reveals a trend to the spontaneous education of university professors concerning the foundations of teaching. We clarify, however, that we understand that the role of master’s and doctoral courses is to prepare researchers and



produce relevant scientific knowledge. We problematize this aspect to emphasize the lack of guidelines aimed at the education of teachers of higher education.

The National Education Guidelines law does not require that professors in higher education conduct a teaching internship as a pre-requisite of their professional education. Even if an internship occurs, it is not sufficient to effectively constitute the bases of teaching in higher education. That is, teaching internships, which are only required for graduate students with grants, are not a guarantee that there will be professional learning related to the pedagogic and didactic dimension of education, because they are activities much more of an observational than a participatory character, in which there is little time and space for deep discussions about pedagogical methodologies or theories (Pereira & Medeiros, 2011). Thus, if teaching internships are optional for future university professors, and many of the professors in higher education have bachelor's degrees but not teaching accreditation, it is supposed that these professionals can receive the necessary pedagogical education through educational paths that they define, and in a spontaneous manner.

Therefore, the perspective subjacent to the National Education Guidelines corroborates a concept of professional development that transcends the paradigm of overcoming the fragilities of the previous educational processes (Nóvoa, 1999) given that it concedes greater autonomy to university professors to delineate their educational path during their careers, recurring or not to formal training processes inherent to teaching.

In this direction, the National Education Guidelines law determines in article 67 that educational systems should promote and value educational professionals, supporting them with measures such as career norms and plans, and certain rights, among which we mention:

II – continued professional improvement, including with periodic paid sabbatical for this purpose; [...]

IV - functional progression based on title or qualification, and on performance evaluation;

V - period reserved to studies, planning and evaluation, even during work hours; [...].  
(Brasil, 1996).

Based on these principles, teachers are assured, regardless of the level of teaching at which they work, the right to continuous professional improvement, and are guaranteed periodic paid sabbaticals for this purpose. The prevalence of incentives for educating professors that are limited



to paid leaves is thus converted into a legal support that legitimates titles based on functional progression in a professor's career. This guideline thus suggests a perspective of professional development associated to the degree held by the professor. Moreover, it determines reserving time during a professor's working hours for study, which indicates a movement to provide incentives so that the educational process is not separated from daily pedagogical practice (Guskey, 1995; Day, 2001).

Moreover, the concept of education subjacent to the National Educational Guidelines law transcends a dichotomy between initial and continuing education (Nóvoa, 1999), because a broad repertoire of formal and informal activities (Marin, 1995), undertaken at any time in a career, is characterized as a formative process that is converted into professional development (Nóvoa, 1999).

National Education Plan (PNE) of 2014. The most recent version of the Plan was approved in 2014 under Law n.º 13.005, of 25 June 2014. In its article XXX, the Plan established goals for the 2014-2024 period, for both basic and higher education. Goal 12 is to elevate by 50%, by the end of the period, the gross rate of registration in institutions of higher education for youth from eighteen to twenty-four years old. In the list of strategies determined by the Plan to attain this goal, we highlight:

12.14) map the demand and support the provision of training of personnel in higher education, particularly in reference to preparation in the fields of sciences and mathematics, considering the needs for development of the country, technological innovation and improved quality of basic education; [...] (Brasil, 2014).

Goal 13 refers specifically to higher education, directly mentioning teacher education courses (pedagogy and teacher accreditation), of which we highlight the following aspects:

Goal 13: raise the quality of higher education and expand the proportion of professors with master's and doctorates on fulltime teaching staff throughout the system of higher education to 75% (seventy-five percent), and of this total, at least 35% (thirty-five percent) should be doctors.

Strategies:

13.4) promote the improved quality of the courses of pedagogy and teacher accreditation [...] combining general and specific education with didactic practice, as well as education about ethnic-racial relations, diversity and needs of people with disabilities;





13.5) raise the standard of the quality of the universities, steering their activity, so that they effectively conduct institutionalized research, articulated to master's and doctoral programs; (Brasil, 2014).

Goal 14 of the plan also aims to stimulate the expansion of the number of masters and doctors in the country. Item 14.12 of the strategies of this goal is “expand investment in the education of doctors to reach a proportion of 4 (four) doctors per 1,000 (one thousand) residents ” (Brasil, 2014). This strategy recalls the guidance of the National Law of Educational Guidelines and Bases that continuing and periodic education be assured to professors in higher education, including by providing paid sabbatical, and found in the National Education Plan support. Another issue that attracts our attention in goals 13 and 14 of the National Education Plan is that the support to increasing the number of people with master's and doctoral degrees in the country points to an interface with the promotion of graduate research as a strategy for professional education at the university level.

Goal 18 of the National Education Plan assures the existence of career plans for professionals in basic and higher education at public institutions. Two of the strategies dedicated to attaining this goal are:

18.2) implanting, in public school networks of basic and higher education, accompaniment of beginning professionals, supervised by experienced professional staff, to give foundation, based on documented evaluation, to the decision to hire them after a trial period and to offer, during this period, a course to deepen studies in the field of activity of the professor, highlighted by the contents to be taught and teaching methodologies of each discipline; [...]

18.4) include, in career plans for educational professionals in the states, the Federal District and municipalities, paid sabbaticals with incentives for professional training, including in master's and doctoral programs; (Brasil, 2014).

Once again, the legal measures lead us to the question of permanent continuing education, the provision for paid sabbaticals and other types of support for teachers and professors, regardless of the level at which they act, can allow them to dedicate themselves completely to their own education. In the realm of the National Education Plan, the formation of professors is a priority, and always linked to higher education, in consonance with the National Law for Educational Guidelines and Bases. Item 18.2 highlights, above all, the need for professional development of professors in higher education, specifically professors of future school teachers,



and contemplates the deepening of prior education, as well as learning related to aspects of teaching not developed in educational experiences prior to the university (Day, 2001).

The guidelines of actions called for in the National Education Plan point to a resignification of the paradigm of teacher education on a national level, to the degree to which they shift the focus from filling in gaps in initial education to the promotion of growth of the teacher or professor and strengthening of their professional practice (Guskey, 1995; Day 2001; Gatti & Barreto, 2009) through the realization of master's and doctoral courses, conducting scientific research to complement teaching (Day, 2001) and production of relevant scientific knowledge.

The National Council for Scientific and Technological Development (CNPq) provides incentives and promotes professional qualification and scientific development of the country by providing grants and assistance to students and researchers, and through programs that support scientific research. These actions, however, are more focused on production of science and technology than on education and teaching. Among the programs of CNPq, we highlight the webpage that presents grants and assistance to master's and doctoral students and the Scientific Initiation and Master's Program (PICME).

The section on grants and assistance on the website describes the modalities and amounts of the incentives that the Council offers, always emphasizing the steering of these policies to support scientific initiation and technological development (BRASIL, 2018a). However, since a number of these grants are aimed at supporting master's and doctoral studies in Brazil or abroad, (including post-doctoral studies), it is clear that the preparation for teaching in higher education occurs mainly in these courses, as foreseen by article 66 of the National Educational Guidelines Law of 1996, the issue of grants and assistance is the main form of promotion of professional development for professors of future teachers.

Scientific Initiation and Master's Program (PICME) offers university students who stand out in the Mathematic Olympics the opportunity to conduct advanced studies in mathematics simultaneously to their course in higher education, to strengthen the discipline in Brazil by granting them scientific initiation grants and grants to master's students. The program is a partnership between the National Council for Scientific and Technological Development and various agencies, including CAPES (Brasil, 2018b).



Some items found on the page of the program indicate a strong relation with the education of university professors. The first is one of the three objectives of the program, which is to “strengthen the education of mathematicians and professors of mathematics” (Brasil, 2018b). One of the criteria for an institution to establish ties with the PICME is that it has a graduate program in mathematics or applied mathematics that is recognized by CAPES. Thus, due to the direct tie of PICME with CAPES and graduate studies, and once again referring to article 66 of the National Educational Guidelines, the provision of grants to master’s students in this program is the main (and perhaps only) specific modality of CNPq aimed at preparing professionals to teach in higher education in teacher accreditation programs, specifically in the field of mathematics.

The actions of CNPq, therefore, suggest a perspective of professional development, made viable by the support to research and the production of knowledge, as a continuous process throughout a career, which is made concrete in the context of the university (Zabalza, 2004). This perspective, in addition to revealing the inconclusive nature of the professional development, promoted through formal and informal processes of education that associate aspects of life and work of the professor (Marin, 1995), point to a resignification of the concept of education of educators to the degree to which the roles assumed by these professionals in the university become broader and more complex (Guskey, 1995). In other words, influenced by a society in transformation (Roldão, 2014) and to support the production of knowledge and growth in the country, the function of professors is expanded to encompass research as a complement to teaching (Day, 2001). This perspective returns to professors their role as producers of knowledge.

The Coordination for Improvement of Higher Education Personnel (CAPES) is an agency specifically dedicated to the education and improvement of higher education personnel and offers a larger number of programs and support strategies to support the education of university professors. Similarly to CNPq, CAPES has an official website that presents details of the research grant programs, assistance to students, incentives for institutions and support for events that it offers.

On the website’s list of “Institutional Programs in the Country” we found detailed descriptions of the active programs that offer grants and support to education, of which we highlight those directly linked to master’s, doctoral and post-doctoral programs. The descriptions once again



emphasize that, according to law, this modality of teaching is responsible for preparing university professors and is supported by incentives to research as an educational activity.

Moreover, on the subpage entitled “Strategic Programs” 37 actions and programs are listed that are aimed at improving personnel in higher education. However, despite the various forms of support to master’s and doctoral programs, as well as the incentives to graduate professors and students, none of the actions is specifically aimed at teaching or to the education of professors. The programs give priority to various dimensions of scientific development or innovation to support development of the country, as well as programs to support scientific publications (periodicals and articles). It also highlights, in this section of the CAPES site, actions that focus on awards for graduate students that can be understood as a stimulus to education and qualification of future professors while they are students in a master’s or doctoral program. That is, they provide incentives to preparation for higher education with an emphasis on production of relevant scientific knowledge.

In relation to the active programs promoted on the CAPES website, which are related to the education of professors particularly in master’s and doctoral programs, we found grants and financial incentives, such as the Social Demand program (DS), the Graduate Studies Support Program (PROAP), the Program to Support Graduate Studies at Institutions of Community Education (PROSUC) and the Program to Support Graduate Studies at Private Educational Institutions (PROSUP), which provide financial assistance grants so that master’s and doctoral students can dedicate themselves exclusively to their studies. Similarly, the National Post-Doctoral Program (PNPD) provides grants to doctors for post-doctoral internships (BRASIL, 2018c). As at CNPq, it is noticed that the incentives to education from CAPES are mainly linked to issuing study grants and financial support to research.

However, CAPES has supported actions that promote education through the creation of temporary graduate courses and by facilitating sabbaticals for university professors so that they can earn higher level degrees. In this sense, we highlight the Inter-Institutional Doctoral program (DINTER) and the Program for Doctoral Education for Professors (PRODOUTORAL), which are two actions to help higher education professors with master’s to earn doctorates. This program supports temporary doctoral programs in response to specific demands and under special



conditions, characterized by the fact that some of the activities to educate doctors linked to the program are undertaken at an institution other than that where they teach. Meanwhile, the Inter-Institutional Doctoral Program, in addition to providing study grants, supports the mobility of university professors between institutions of higher education so that they can obtain a doctoral degree, to support the education of university professors and attain the goals established in the National Education Plan concerning the minimum number of doctors in undergraduate courses of the public institutions of higher education (Brasil, 2018c).

The Program to Support Events in the Country (PAEP) is an initiative to pay for events. It is dedicated to supporting the realization of short scientific, technological and cultural events in the country, aimed at researchers, professors and students in master's and doctoral programs. It is thus a financial incentive to promote formal activities to support the education of professors in higher education, such as symposiums, seminars, congresses and others. These actions corroborate the perspective that the education of professors should be based on research activities (Day, 2001), and the production, socialization and recognition of the knowledge produced at the graduate level. These elements are considered the foundation of the professional development of university professors.

In addition to the programs described, the CAPES website presents a history of now discontinued programs related to education of university professors, of which three stand out: the Inter-Institutional Master's (MINTER); the New Frontiers Inter-Institutional Doctoral program; and the Program for Consolidation of Teacher Accreditation Courses (PRODOCÊNCIA). MINTER is a version of DINTER to help professors in public institutions of higher education earn master's degrees. DINTER New Frontiers is a specific version of DINTER, focused on stimulating the establishment of inter-institutional doctoral programs at public institutions of higher education in the North, Northeast and Central West of Brazil, and providing specific resources to these locations. Meanwhile, the Program for Consolidation of Teacher Accreditation Courses (PRODOCÊNCIA), which is specifically for teachers' colleges, provides financial support to innovation and the elevation of quality at teacher's colleges, in an effort to enhance teaching careers in higher and basic education (Brasil, 2018c).



Moreover, the search of the CAPES programs revealed that there are various programs that have been terminated and others that will be terminated. Some initiatives of interinstitutional graduate courses have been systematically discontinued, so that grants and assistance have become the main focus in terms of educating personnel for higher education. The discontinuity of the Program for Consolidation of Teacher Accreditation Courses program is one example, given that it is the sole CAPES program that focuses on teacher accreditation programs and whose objectives include the “valorization of the teaching career”. However, in 2020, these actions have been severely hampered by cuts and a suspension of resources to all programs, and these cuts intensified during the pandemic.

According to the CAPES website (Brasil, 2018c), the institution offers financial support in the form of awards, such as the “CAPES Thesis Award” and the “CAPES Thesis Grand Prize”, annually issued to the best doctoral theses approved in graduate programs in the 49 fields of knowledge. In partnership with public and private institutions, these awards offer financing, grants and incentives to post-doctoral fellowships in Brazil and abroad, awarding doctoral students and their supervisors. Specifically for the education of professors and personnel in higher education related to teacher accreditation, awards for special honorable mention are issued by the Fundação Carlos Chagas (FCC), within the “CAPES Thesis Award”, for work in two fields: education and teaching. These awards provide an important financial incentive, not only to research in Brazil, but also to teaching in higher education, by contemplating professors who supervise the works selected. In addition, the partnership of government agencies with other institutions is notable, including those in the private sector, to secure resources for these awards.

Therefore, the analysis of the programs and actions of Capes and CNPq points strongly to a perspective of professorial professionalism, which values scientific practice (Day, 2001) and the production of new knowledge, to the degree that it emphasizes the financing of institutional research and at a graduate level, as well as recognition of outstanding works in the distinct fields of knowledge contemplated by these programs. These aspects therefore point to a resignification of the concept of “continuing education of professors” in the programs and actions underway in Brazil, especially those focused on higher education, raising this process to the status of professional development of professors (Gatti & Barreto, 2009).



This broader perspective of professional development, which encompasses personal and professional aspects of professors and political, social and cultural elements of their work context (Guskey, 1995; Day, 2001), allows professors of future teachers to experience a concept of teaching professionalism which establishes a new professional identity (Gorzoni & Davis, 2017) by broadening the borders of teaching in higher education. In synthesis, the analysis points to the valorization of professors to the degree to which they are the focus of official and non-official educational projects (Gatti & Barreto, 2009), while the specificity of their teaching activity is also valued (Soto et al, 2020), in particular in the education of future teachers, linking this process to research and the production of relevant knowledge.

To summarize, the analysis revealed two perspectives of professional development for professors in higher education. The first is that the university is the principal locus for the development of professors of future teachers to the degree to which it is the context for the realization of graduate and post-doctoral programs and institutional or inter-institutional partnerships, and by providing professors-educators various professional experiences at the levels of teaching and research. The second is that the development of professors is realized through research and the production of knowledge, and the official incentives are concentrated in the distribution of research and graduate study grants, awards for studies that make a recognized contribution to the fields contemplated by these programs, incentives to participation in and the realization of events, and creation of periodicals to promote the knowledge produced with these incentives.

Although the legal structure analyzed gives priority to the education of university professors, the actions foreseen focus on educating professors in conducting research, which is a very particular aspect of the teaching professionalism of professors of teachers. From this perspective, the education of professors of future teachers encompasses the conceptual and practical domain of teaching (Gatti & Barreto, 2009; Roldão, 2014) in higher and basic education, the involvement and commitment of the professors to the education of future teachers, as well as the command and the conditions for scientific development (the exercise of research and production of knowledge) in the fields in which these professionals act, as a complement to education.



This perspective on the education of professors of schoolteachers, which effectively characterizes the process of professional development of professors (Guskey, 1995; Nóvoa, 1999; Day, 2001), solicits an expanded and coherent concept of professorial professionalism, which reveals the specificity of teaching in teacher colleges in times of change. It is a concept of professionalism that considers the distinct elements needed by the practice of teaching (Roldão, 2014) in teacher accreditation courses, which have a dual commitment: to educate to teach in basic education and to educate to conduct research. Therefore, considering educational processes with a focus on professional development of professors of future school teachers signifies supporting actions and activities in which professors can become active and central subjects in the appropriation of the knowledge needed for their professional practice and for the qualification of the teaching activity. Moreover, these actions must be supported and focus on the specificities of the professionalism of teaching in teacher accreditation courses. They must also promote reflections about the potential and fragility of this process in a social, political and economic context in transformation.

## CONCLUSIONS

In Brazil, the perspectives of professional development of professors of future school teachers, revealed through the analysis of educational guidelines for higher education (the National Educational Guidelines and the National Educational Plan) and the programs and actions of CAPES and CNPq, are: the university is the main and privileged locus of professional development of professors of future teachers and; the development of these educators is realized by conducting research, producing knowledge, and promoting and recognizing the knowledge produced. These two perspectives, which are inseparable, given that the production of knowledge is inherent to university education, reveal a broader concept of professorial professionalism in teacher accreditation courses (which are focused on preparing future teachers). This concept values university teaching linked to research and the production of knowledge, at the same time that it revives and values the university as a place of personal and professional growth of professors, who have a dual function at this level of education: to educate for the profession and to educate to conduct research.





This perspective, in addition to revealing the inconclusive and dynamic nature of the professional development of professors, resignifies the education of professors of future teachers to the degree to which the roles assumed by these professionals at the university become broader, flexible and complex (Richit, 2021; Richit, 2023). In other words, university teaching, influenced by a society in transformation and dedicated to the production of knowledge and growth of the country, expands the role of professors, who become producers, disseminators and critics of knowledge.

## ACKNOWLEDGEMENTS

We are grateful to CNPq for the financial support (Process: 402748/2021-2).

## REFERENCES

- Almeida, W.X.; Richit, A. (2021). Conhecimento e desenvolvimento profissional de formadores de futuros professores. *Currículo sem Fronteiras*, 21(3), 1720-1742, [online]. DOI: 10.33448/rsd-v10i14.22247 [Acesso em: 20 jan. 2023].
- Brasil. 1996. *Lei nº 9.394, de 20 de dezembro de 1996*. Brasília, 1996, [online]. Disponível em: <[http://www.planalto.gov.br/ccivil\\_03/Leis/l9394.htm](http://www.planalto.gov.br/ccivil_03/Leis/l9394.htm)>. [Acesso em: 05 set. 2022].
- Brasil. 2009. *Lei nº 12.014, de 06 de agosto de 2009*. Brasília, [online]. Disponível em: <[http://www.planalto.gov.br/ccivil\\_03/\\_Ato2007-2010/2009/Lei/L12014.htm](http://www.planalto.gov.br/ccivil_03/_Ato2007-2010/2009/Lei/L12014.htm)>. [Acesso em: 05 set. 2022].
- Brasil. 2010. *Lei nº 12.269, de 21 de junho de 2010*. Brasília, [online]. Disponível em: <[http://www.planalto.gov.br/ccivil\\_03/\\_Ato2007-2010/2010/Lei/L12269.htm](http://www.planalto.gov.br/ccivil_03/_Ato2007-2010/2010/Lei/L12269.htm)>. [Acesso em: 05 set. 2022].
- Brasil. 2013. *Lei nº 12.796, de 04 de abril de 2013*. Brasília, [online]. Disponível em: <[http://www.planalto.gov.br/ccivil\\_03/\\_Ato2011-2014/2013/Lei/L12796.htm](http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2013/Lei/L12796.htm)>. [Acesso em: 05 set. 2022].



Brasil. 2014. *Lei nº 13.005, de 25 de junho de 2014*. Brasília, [online]. Disponível em: <[http://www.planalto.gov.br/ccivil\\_03/\\_Ato2011-2014/2014/Lei/L13005.htm](http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2014/Lei/L13005.htm)>. [Acesso em: 20 out. 2022]

Brasil. 2015. *Lei nº 13.174, de 21 de outubro de 2015*. Brasília, [online]. Disponível em: <[http://www.planalto.gov.br/ccivil\\_03/\\_Ato2015-2018/2015/Lei/L13174.htm](http://www.planalto.gov.br/ccivil_03/_Ato2015-2018/2015/Lei/L13174.htm)>. [Acesso em: 20 out. 2022]

Brasil. 2018a. *Conselho Nacional de Desenvolvimento Científico e Tecnológico*. Brasília. Bolsas e auxílios, [online]. Disponível em: <<http://www.cnpq.br/web/guest/apresentacao-bolsas-e-auxilios/>>. [Acesso em: 20 out. 2022]

Brasil. 2018b. *Conselho Nacional de Desenvolvimento Científico e Tecnológico*. Brasília. PICME - Programa de Iniciação Científica e Mestrado, [online]. Disponível em: <<http://www.cnpq.br/web/guest/picme>>. [Acesso em: 20 out. 2022]

Brasil. 2018c. *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*. Bolsas/Estudantes. Brasília, [online]. Disponível em: <<http://www.capes.gov.br/bolsas>>. [Acesso em: 20 out. 2022]

Day, C. (2001). *Desenvolvimento profissional de professores: os desafios da aprendizagem permanente*. Porto: Porto Editora.

Gatti, B.; Barretto, E.S. (2009). *Professores do Brasil: impasses e desafios*. Brasília: UNESCO.

Gorzoni, S. P.; Davis, C. (2017). O conceito de profissionalidade docente nos estudos mais recentes. *Cadernos de Pesquisa*, Rio de Janeiro, 47(166), 1396-1413.

Guskey, T. (1995). Professional Development in Education - in search of the optimal mix (pp.114-131). En: T. Guskey & M. Huberman (eds), *Professional Development in Education - new paradigms & practices*. New York: Teacher College Press.

Guskey, T. & Huberman, M. (1995). The Diversity of Professional Development (pp.269-272), En: T. Guskey & M. Huberman (eds), *Professional Development in Education - new paradigms & practices*. New York: Teacher College Press.



Lieberman, A. (1996). Practices that Support Teacher Development - Transforming conceptions of teacher learning (pp.185-201). En: M.W. MacLaughlin & I. Oberman (eds), *Teacher Learning - new policies, new practices*. New York: Teachers College Press.

Marin, A.J. (1995). Educação continuada: introdução a uma análise de termos e concepções. *Cadernos CEDES*, 36, 13-20. [Acesso em: 12 jul. 2022]

Nóvoa, A. (2003). *Esboço de um modelo de análise da profissão docente* (pp.22-23). En A. Nóvoa. *Profissão Professor*. Porto Editora.

Nóvoa, A. (1999). *Os professores na virada do milênio: do excesso dos discursos à pobreza das práticas*. *Educação e Pesquisa*, 25(1), 11-20. DOI: 10.1590/S1517-97021999000100002 [Acesso em: 12 jul. 2022]

Pereira, E.F.; Medeiros, C. C. C. (2011). *Metodologia do ensino superior nos programas de pós-graduação Stricto Sensu em Educação Física no Brasil: a formação docente em questão*. *Movimento*, 17(4), 165-183. DOI: 10.22456/1982-8918.17806 [Acesso em: 12 jul. 2022]

Richit, A. (2020). Lesson study in the perspective of teacher educators. *Revista Brasileira de Educação*, 25, 1-24, [online]. DOI: 10.1590/s1413-24782020250044 [Acesso em: 12 jul. 2022]

Richit, A. (2021). Desenvolvimento profissional de professores: um quadro teórico. *Research, Society and Development*, 10(14), 1-19, [online]. DOI: 10.33448/rsd-v10i14.22247 [Acesso em: 12 jul. 2022]

Richit, A. (2023). Professional Development of Professors in Lesson Study. *Educação Unisinos*, 27, 1-20 [online]. DOI: 10.4013/edu.2023.271.20 [Acesso em: 20 out. 2023].

Richit, A.; Almeida, W.X. (2020). Perspectivas para a formação de formadores de futuros professores no contexto das políticas públicas. *Revista Brasileira de Política e de Avaliação da Educação*, 36(2), 670-691, [online]. DOI: 10.21573/vol36n22020.100486 [Acesso em: 12 jul. 2022]



Roldão, M. C. (2014). Currículo, didáticas e formação de professores – a triangulação esquecida (pp. 91-104), En M.R. Oliveira (ed), *Professor - formação, saberes e problemas*. Porto: Porto Editora.

Roldão, M. C. (2007). Função docente: natureza e construção o conhecimento profissional. *Revista Brasileira de Educação*, 12(34), 94-103, [online]. DOI: 10.1590/S1413-24782007000100008 [Acesso em: 12 jul. 2022]

Saviani, D. (2009). Formação de professores: aspectos históricos e teóricos do problema no contexto brasileiro. *Revista Brasileira de Educação*, 14(40), 143-155, [online]. DOI: 10.1590/S1413-24782009000100012 [Acesso em: 12 jul. 2022]

Soto, G. et al. (2020). I don't know! What do you think? Why? Collaborative work between primary and secondary school teachers. ICMI Study, 25, Proceedings, Lisboa.

Zabalza, M. (2004). *O ensino universitário: seu cenário e seus protagonistas*. Porto Alegre: Artmed.

