

Editorial

In the last decades, the teachers' formation takes more importance as a subject for studies and investigations. From 1987 to 2011 there are more than 5,000 defended thesis and dissertations in graduate programs in education that has teacher's formation as object of studies. The research on teachers' formation analyzes the material on its online website, with the objective of publishing researches, studies and reflections. In that period of time, the magazine received about 60 articles focusing on teachers' formation written by researchers from all over Brazil and some other countries. Menga Lüdke presents an article specifically about the dossier's subject which covers the issues discussed during his researches. It takes in consideration the contributions of Elliott and Zeichner related to the research and its importance in the formation and work of teachers and in the articulation with the basic educational problems.

On that aspect of the relation of research and teachers' formation, the article "Teacher and researcher: considerations on the problematic relationship between teaching and researching", by Marcos Francisco Martins and Adriana Varani, discusses the potentialities and conflicts found in the relation between the teachers' work and researcher. The article starts by pointing out the connections between the specific remarks of the teaching work and researchers which creates a dialogue with authors who deals with that subject. It also has a strong influence on that discussion which has been recently developed in Brazil. It ends as notes about the teachers' challenges as well as the researchers' in overcoming the academic

scientific theoricism, the teaching practices, the utilitarianism that often identifies both the investigative and the educational practices, and the need for conditions in order to let the teachers make the investigations, linking teaching and researching.

Considering “The research and study processes and the role of teacher training: some theoretical and methodological aspects”, Luciana Aparecida de Araújo Penitente, Maria Candida Soares Del-Masso, Rosane Michelli de Castro investigate the university research and extension as experiences taken by students during teachers’ formation. The experiences start with daily school matters, having the approaching between theory and practice along with teaching matters as a goal. The authors highlight that based by those aspects, the theoretical and methodological relations of the research and study processes that add quality to teachers’ formation in the initial as well as the continuing levels.

In the same aspect, Rita Buzzi Raush presents the article “Teacher-researcher: conceptions and practices of master professors who work in elementary schools”, focusing on the teacher-researcher in graduate programs. The text is based on the investigation carried out with the objective of knowing the conceptions and practices in the teachers’ researches. It also highlights that most of the teachers showed interest and skill in making researches at school. They revealed some difficulties due to aspects related to structure, lack of time, low income and little support from administrators.

The article “Research and teacher education: an intricate and instigating challenge”, by Iône Inês Pinsson Slongo, Maria dos Anjos Lopes Viella, Nadir Castilho Delizoicov and Ireno Antonio Berticelli sees the research as a fundamental component to the teachers’ formation in licentiate major. The objective was to investigate the use of the term research by the supervisors of final papers, as well as the formative value that it is attributed to the activity performed in initial formation of basic education teachers. The results presented in the text show the insufficiency on the criteria of what research is, being mistaken by teaching.

The article “The research on teacher’s training and work on elementary school”, written by Kátia Augusta Curado Pinheiro Cordeiro da Silva and Sandra Valéria Limonta, presents an analysis of the research in the formation and work of teachers that act in public basic education in the mid-west of Brazil. The investigation considered basic education teachers that have *strictu sensu* graduation, indicating that those teachers live in proleratization process at work and tare willing to make researches, but are lacking of structure to develop them.

The article “Initial training and internship: a reflection on the concept of ‘reflective-teacher’”, by José Rubens Lima Jardimino and Nayara Ferreira de Moura Barbosa, puts in dialogue the concept of ‘reflective teacher’ of schönian thought and the discipline of supervised internship in licentiate majors. It sets a course after the emergence of the concept, its use in Brazilian educational researches and the respective criticism, as well as considering the conceptions of supervised internship, concluding it with indications about the concept to better base the internship activities.

Still considering the discussions on initial formation, the article “The implication of trainer’s work in the constitution of professionalism of licensed teachers” by Márcia de Souza Hobold and Mônica Schüller Menslin which is based on the results of researches reveals that the teacher trainer in licentiate majors have an important role in the constitution of knowledges and teaching practices of the ones who enter teaching area.

The research possibilities developed during the master degree and the contributions in teacher formation were focused by Ivete Cevallos and Laurizete Ferragut Passosin “The professional master course and teacher research”, taking in consideration that in that graduate program, the investigation object are the matters related to teaching.

Luciane Maria Schlindwein discusses in the article “Research on teachers’ continuing education: possibilities for aesthetics in education” a continuing formation system for teachers of initial years of elementary school about the possibilities of having an esthetic development in the continuing formation of teachers. Results indicated that, much

more than learning music, the sensible look has been enhanced and has possibilities of ramifications of daily pedagogical practices.

The discussion about the analytical potential that emerges from the teachers' biographies and the interview on deep researches about the formation and teachers' actions is the main objective of the article "Research on identity and teachers' socialization: action and formation in teachers' biographical imbrications", written by Adriane Knoblauch and Marília Andrade Torales. They highlight that social structures and the historical process have an important role in the definition of the vital journey of people and that journey interferes on the formative process of teachers.

In the perspective of the study carried out on the type of art, the article "An illustrious unknown: educating teachers for vocational education", written by Sandra Terezinha Urbanetz, analyses the academic production about the teachers' formation for Professional education and indicates the barely existence of that subject in researches and publishings. Therefore, it is understood that this happens due to the political indefiniton to those teachers.

The evaluation teacher researcher formation in scientific production of the IV, V and VI National Meeting of didactics and teaching practice (Endipes) that happened in the 80s is subject of the article "Mediations of the training of the researcher professors in Endipes of the 1980s", by Silvana Vantorim. The author concludes that in the Endipes, the debate on the teacher researcher formation evolved and strengthened, and was incorporated in the teacher formation and practice as a building movement by progressing and strengthened the Endipes themselves as a field for several experiences in scientific areas of education.

She ends the dossier with the article "Notes on research on teacher education: contributions to the debate", by Joana Paulin Romanowski, which analyzes studies, investigates and debates conducted by research groups which covers the teachers' formation to indicate convergences and recurrences, showing notes about the debate on the research which covers the teachers' formation.

The articles sessions consists in a set of articles about the teachers' formation and work starting with the article: "The teaching profession: about the professional work, knowledge and feelings of argentine teachers", by Andrea Alliaud and Lea Vezub, which questions the way teachers see their tasks.

The article: "Formation in Pedagogy and universe of the teacher's work in the initial years", by Benedita de Almeida, Clésio A. Antonio, Mafalda Nesi Francischett, Cecília Maria Ghediniand and André Pereira Pedroso analyzes the relation between the Professional profile to teaching in this phase of basic education and the conditions of effectuation of the pedagogue formation. "The supervised curricular internship at UFSM: the work of teachers in higher education", by Sandra Agostini and Eduardo Adolfo Terrazzan, covers the work developed by advisor professors of curricular internships in licentiate majors of University of Santa Maria (UFSM).

The article: "Initial training of basic education teachers in Brazil: trajectory and perspectives", by Rosa Oliveira Marins Azevedo, Evandro Ghedin, Maria Clara Silva-Forsbergand and Amarildo Menezes Gonzaga discusses the initial formation of teachers in basic education, highlighting the requirements of that formation. "Philosophy teacher's education: between teaching and learning", by Elisete MedianeiraTomazettiand Cláudia Cisiane Benetti develops reflections over the matter: Which should we think the formation of the future teacher or, on the other hand, how should we think learning of those Who are going to teach?

In the historical perspective, Valquiria Elita Renk presents the article: "Teachers of ethnic school in Parana State: to protect the culture or to respect the law?". And the article: "Cultural massification, educational practices and social autonomy", by Luiz Hermenegildo Fabiano and Franciele Alves da Silva, analyzes the fundamental aspects about the cultural formation constituted on the logic of late capitalism.

In order to end this issue, the review of the book *Histórias de vida e formação de professores*, written by Denise Araujo Meira.

Therefore, this long issue is dedicated to the debates on research and teachers' formation as well as the results of the research on the formation, by contributing to the deepening of Field debates. We would like to thank the article writers and reviewers that contributed to this issue.

Good reading!

Joana Paulin Romanowski

Chief-editor