

Apresentation

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“Teacher training: Challenges and perspectives”, the subject of this issue of the Journal of Education - PUC-Campinas, seeks to contribute to the training and professional development of teachers, enabling our readers to analyze their challenges and perspectives.

It is our intention to encourage a critical discussion about the conceptions that stand out in the field of teacher education, but also to raise a debate about the repercussions of public policies in initial and continuing training developed by different political and administrative instances (municipal, state and private networks) from basic education to higher education.

Among the challenges and perspectives for teacher education that imply education of social quality, matters related to, on the one hand, initial training and professional development and those that affect the educational institutions, their management processes and the practices present in the training space of teachers and their trainers are relevant.

Reflecting on the challenges and perspectives of teacher education also means considering public education policies in the contemporary world and the complexity of management, which have different consequences and repercussions on teaching, educational institutions and, especially, in the classrooms. This requires that education professionals - and, in particular, professors - be better prepared to deal with the challenges faced in the curriculum and assessment programs of education systems (basic education and higher education), which are imposed by the state regulatory model. However, the implementation of training policies does not suffice if the working conditions, as well as the wages, career plans and initial and continuing training are not assured, which must be constantly revisited to overcome the challenges posed by the teaching activity itself. To this end, we consider that increased investments that take into account the importance and specificity of the work and teaching profession and the promotion of a solid theoretical and practical foundation in the different training courses will thus contribute to the command and expertise of the subject taught by the teacher in order to respond to the needs and challenges of contemporary society and change the exclusive practices to favor more democratic ones.

In order to discuss some of these matters, the first article, "Teacher training, professionalism, and professional representations: concepts at stake", Maria de Fátima Barbosa Abdalla, Universidade Católica de Santos, analyzes the implications of the National Policy for the Training of Basic Education Professionals (Law nº 6.755/09) from the perspective of professional representations of teachers attending the Education/PARFOR program, and she questions the concept of training, professionalism and professional representations. These conceptions, according to the author, guide knowledge and professional practices and reveal the need for an identity renegotiation regarding training, the challenges of teaching and the consequent process of professionalization and/or teacher insecurity.

Next, the article "Teacher education and professional development", Maria do Céu Neves Roldão, Faculty of Education and Psychology of the Universidade Católica Portuguesa, analyzes the initial and continuing training of teachers concerning professional development. For this, the author identifies three central issues. The first one is related to the nature of training as a process of construction and professional development; the second focuses on the models of organization and association with the classical components of training - the relationship between theory and practice; and the third refers to the purposes of training and how these purposes reflect on the quality of professional performance. Finally, the author highlights the need to reinforce the concepts of professional development and professional teaching as those that will transform teacher education effectiveness and quality.

The article by Marli Eliza Dalmazo A. de André, Pontifícia Universidade Católica de São Paulo, and Patrícia Cristina A. de Almeida, Carlos Chagas Foundation, entitled "The professional life of professors in teacher education programs", discusses the results of a research with thirty professors from undergraduate courses from two different universities, a public and private one. In particular, the authors highlight the challenges faced in teaching and the extent to which they affect the development of professionalism in view of the new demands arising mainly from the heterogeneity of students and institutional conditions. These demands require, according to the authors, the revision of knowledge and practices to respond to the new work conditions and contribute to teacher training policies.

Following, the article "Beginning teachers of degree courses: Corrosion or constitution to new professionalities" Laurizete F. Passos, Lisandra M. Príncipe and Rodinei Pereira, Pontifícia Universidade Católica, and Nayana Cristina G. Teles, Federal University of Amazonas, emphasize the relationship between working conditions and professionalism of professors who began their career in higher education. The intention is to identify the possible harmful factors and/or the establishment of new professional aspects of professors who work at different undergraduate courses in public and private institutions. Among the harmful factors, the authors indicate the intensification, precariousness and individualization of work; and, according to the constitutive factors of professionalism, they focus on the ethical, social and cultural commitment of these professionals when they seek to learn from the conflicts and contradictions in class.

The article "PARFOR: Teacher training in the state of Maranhão: A Course in Education", by Ilma Vieira do Nascimento, Lélia Cristina Silveira de Moraes and Maria Alice Melo, Federal University of Maranhão, presents part of a research that analyzed the repercussions about the conditions of the establishment of Emergency Programs regarding the pedagogical practices of teachers in public schools in municipalities of Maranhão from the formative process in the course of Pedagogy. The results obtained from the participation of twelve course attendees, from three different educational centers, although showing positive aspects regarding the valuation of education professionals thanks to the expansion in knowledge on teaching, presented weaknesses, particularly regarding the poor work conditions necessary for the training process, as well as problems related to the intensification of teaching combined with an increase in working hours that have impacted their family and professional life.

In the article "Second undergraduate dancing degree from PARFOR: accepted citizenship, denied citizenship", Iria Brzezinski, Pontifícia Universidade Católica de Goiás, associates the theoretical referential and conceptions of citizenship with those of democracy. She argues that full citizenship in the Brazilian Democratic Federative Republic is not in agreement with the neoliberal ideology and capitalist model of production as commodities acquire citizenship much earlier than the workers. Citizenship will not be achieved in a society of classes without social democratization; anyhow, the state denies it to the popular classes. The author addresses the results of two studies, a national one and one conducted in the mid-western region, funded by CNPq. Based on the results, the study object of the article became the emergency second undergraduate degree in dancing, offered by the Federal Institute of Brasília, funded by CAPES through the implementation of the National Plan for Basic Education Teachers (PARFOR/Law 6.755/2009). The objective of the study was to evaluate the degree using questionnaires that were answered by graduates and conduct a comparative analysis between the official data of the research conducted by the Department of Education from the Federal District and data collected by ANFOPE, an investigation coordinated by the author. From the analysis, the three following categories emerged: teaching faculty performance, evaluation of the pedagogical project of the course, and assessment of student learning. On the one hand, the official results point to an 'accepted citizenship', which is "optimistic" regarding the quality of the course; and, on the other hand, the unofficial data reveal a 'denied citizenship', which detected weaknesses in the training regarding the theoretical depth compatible with the objective of the degree in Dancing, among other weaknesses.

The article "Teacher training in Pará: The course of the Permanent State Forum for the Support of Teacher Training in Pará and its challenges", by Emmanuel Ribeiro Cunha, State University of Pará, Gláucia de Nazaré Baía e Silva, State Secretary of Education of Pará, and Ana Rosa Peixoto de Brito, Federal University of Pará, refers to a research developed within the framework of the Forum composed of representatives of the political and civil society, with the objective of analyzing the how the Forum can ensure teacher training in the State of Pará. The results of the research indicate that, although there are some restrictions, the partnerships were decisive and the changes significant, and that it is necessary to increase the teacher training at the higher education since teacher training ensures citizenship.

Finally, the article "Teacher training for a humane society", by Teresa Sarmiento, Universidade do Minho, Institute of Education, Center for Research in Child Studies, discusses and problematizes teacher training based on critical knowledge on contemporary society with the purpose of promoting a more humanized society. Within this perspective, the author reflects on training that can promote a more emancipatory education that is committed to new contexts of socialization, changes in the teaching and learning processes due to the new forms of knowledge access, and resignification of the relationship between teachers and students and knowledge that underlies the educational process.

It is within this context that the challenges and perspectives on teacher education are set, favoring new training concepts and practices and offering the possibility to question and overcome educational problems.