



Presentation

Dossier “Education and professional insertion of novice teachers: concepts and practices”

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The idea of organizing this Dossier arose when our group of researchers was developing the project “Processes of Induction to Novice Teachers in Public Schools of Basic Education: What Is Up to the School and the Department of Education?”, supported by CNPq¹ in the Universal Notice of 2018. Coordinated by Professor Marli André, the interinstitutional project brings together 11 subprojects of researchers linked to 14 Higher Education Institutions (UFRJ, UFSC, UFMT, UFSCar, UFOP, UFLA, UFU, IF SUDESTE MG, UEMS, UECE, USCS, PUC-SP, UNITAU, UNASP)² from different regions of the country, with the purpose of investigating the education and monitoring processes of novice teachers in different contexts. Each subproject has a local team of researchers and includes undergraduate students, and master’s degree, doctoral and postdoctoral candidates.

The project has been developed according to the approach of collaborative research, in which all researchers actively participate in actions and deliberations, becoming co-authors of the research process. The general coordinates of the project are common to all subprojects, but the teams can privilege aspects that are more relevant or better suited to different contexts. For example, as the team from Rondonópolis (MT) already maintains a relationship with the city educational department and a support program for beginners, the research will focus on the results of this program. Another team, for example, the one from PUC-SP, will focus on getting closer to schools and teaching boards to map the situation of beginners and plan jointly with these bodies the actions to be taken.

The development of the project from the perspective of collaborative research (IBIAPINA; FERREIRA, 2007) is in line with the conception of a teacher education that guides the work, since it advocates the constitution of learning communities in schools, allowing all educators to be involved in the process of improving pedagogical practice so that students’ learning objectives are effectively achieved. Therefore, the implementation of a collective process of study and critical reflection on educational practices at school is needed, so that together, everyone can find ways to improve pedagogical work and professional development of each one, as well as the institutional group.

The project provides for systematic meetings of the teams, in the form of seminars, to discuss issues related to the development of subprojects. In 2019, there were two seminars, the first one planned activities and establish a work schedule, while the second discussed the theoretical framework for research.

¹ Conselho Nacional de Desenvolvimento Científico e Tecnológico (National Council for Scientific and Technological Development – Brazil).

² Federal University of Rio de Janeiro, Federal University of Santa Catarina, Federal University of Mato Grosso, Federal University of São Carlos, Federal University of Ouro Preto, Federal University of Lavras, Federal University of Uberlândia, Federal Institute of Southeast Minas Gerais, State University of Mato Grosso do Sul, State University of Ceará, Municipal University of São Caetano do Sul, Pontifical Catholic University of São Paulo, University of Taubaté, Adventist University Center Engenheiro Coelho.

When the second seminar was held, the texts prepared by the groups of researchers addressing the key concepts of the research were discussed. At that moment, the idea to socialize these texts came about, as well as to gather the contributions of other researchers in the country, interested in studying the professional insertion processes of beginners. A dossier proposal was then prepared and editors of some journals in the area were consulted. With the positive reception, it was decided to organize the dossier of the *Revista Eletrônica de Educação – REVEDUC - (Electronic Journal of Education):* **Education and Professional Insertion of Novice Teachers: Concepts and Practices.**

The great number of articles sent revealed the relevance of the topic, and the studies and research carried out, as well as reassured the understanding of the vital need for support and accompaniment to teachers in their process of onboarding into the teaching practice.

The demand for articles brought to reflection two overlapping aspects that need to be reinforced. The first one is that this particular period of the teacher professional development cannot be made invisible by general and institutional public policies, and the second is relative to the new situations that constitute the school reality and are requiring the teachers to learn with their context of work and the search for alternatives and procedures, which oftentimes are unknown and unexperienced. Some of these new situations were addressed in the articles selected hereto and are noteworthy because they bring up emerging topics and research results that contribute to the recognition of a qualified process of induction for beginning teachers as strongly related to the improvement of educational processes and students' learning.

Among the emerging topics, the issue of diversity and inclusion from the perspective of human rights is discussed with a focus on the teaching practice of novice teachers and on the teacher education for a more inclusive performance. This indication in addition to the reception policy is also emphasized in the paper addressing the difficulties of novice teachers who work in schools in outskirts, whose challenges include working with literacy classes and students with special needs, with the diversity present in the classroom and, also, with the structural conditions of the school network.

In the Dossier, another emerging and barely investigated topic in studies on novice teachers is their onboarding in Technological Professional Education. In this context, where the majority is made of unlicensed teachers, the attention and care for beginners take on unique conditions, since they become teachers along the exercise of their professions.

Educational paths, performance and challenges of novice professors in higher education are topics little investigated yet. They are developed herein in order to understand the educational needs of beginners in the pedagogical dimension, as well as their socially desired needs. Also, in this segment of teaching, institutional initiatives are indicated and called to collective responsibility for the supervision and support of novice university professors.

In addition to these emerging topics, others were explored in the Dossier, such as, the professional development of a literacy teacher at the beginning of her career and the recurrent indication in studies of teacher isolation as one of the main issues faced during the period of professional insertion.

The subject of mentoring still is a little explored topic in Brazil, which is developed by one of the papers. This is a research on the performance of experienced teachers who act as novice mentors with a focus on mentoring practices, their implications and potentials.

The Dossier also includes theoretical papers on concepts and topics related to the professional insertion of novice teachers, such as induction, educational needs, working conditions, teacher trainers, learning communities and collaborative practices.

There is also an integrative literature review paper that not only sought to analyze the trends of studies on novice teachers in the last decades, but also to identify whether and how the works have presented recommendations to promote the professional insertion of teachers at the beginning of their careers.

The Dossier also brings two important contributions to the field of education and professional insertion of novice teachers. The first is the reflection developed by Chilean researchers Eugenio Beca and Ingrid Boerr on the challenges of inducing teachers who begin to exercise their profession in Latin America, with emphasis on the experience of Chile. And the second, the translation of the paper “Induction Programs That Keep New Teachers Teaching and Improving”, originally in English, by Harry K. Wong, which brings good experiences of successful induction programs in schools and school districts of United States.

The set of reflections and studies presented herein does not claim the completeness of discussions and studies on the education and professional insertion of novice teachers developed in Brazil; however, we are convinced that this Dossier is a further step towards the deepening and dissemination of knowledge on a topic so relevant to the field of teacher education.

Finally, we could not end this presentation without expressing our special thanks to the authors who contributed to the high quality of this Dossier and to the members of Reveduc Publishing Team.

We wish you all a good reading.

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