

Pedagogical Work Conditions: analysis of teachers' discourses

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ABSTRACT – Pedagogical Work Conditions: analysis of teachers' discourses. This study aimed to understand how teachers discourse about their pedagogical work conditions in Postgraduate studies. It was methodologically guided by the Analysis of Movements of Meanings and the data production technique chosen was a questionnaire applied to Postgraduate studies professors, through the *Google Forms* platform. It was found that the conditions of the pedagogical work are related to the attribution of responsibility only to the institution; to the notions of oneself as professionals; and there are also discourses that touch on the issue. In addition, meanings related to the experience of time were observed: precariousness, intensification and performativity.

Keywords: Pedagogical Work. Professional Master's Degree. Working Conditions.

RESUMO – Condições do Trabalho Pedagógico: análises dos discursos dos professores. Este estudo objetivou compreender como os professores discursavam sobre suas condições de trabalho pedagógico na Pós-Graduação. Pautou-se metodologicamente pela Análise de Movimentos de Sentidos e a técnica de produção de dados escolhida foi um questionário aplicado aos professores da Pós-graduação, por meio da plataforma *Google Forms*. Constatou-se que as condições do trabalho pedagógico são relacionadas à atribuição de responsabilidade somente à instituição; às noções de si-mesmo como profissionais; e, há, também, os discursos que tangenciam a questão. Ainda, observou-se sentidos relativos à vivência do tempo: precarização, intensificação e performatividade.

Palavras-chave: Trabalho Pedagógico. Mestrado Profissional. Condições de Trabalho.

Introduction

These are emblematic times, in which the current stage of capitalist society is metamorphosing (Antunes, 2005), generating significant losses in various areas, demanding greater and greater efficiency, which implies working conditions and the more intense exploitation of the workforce. In this context, the work of teachers is inserted, which is considered pedagogical work (Ferreira, 2017; 2018), carried out at different educational levels. Teachers' working conditions are understood not only as issues related to space and time, but also as interactions between subjects (Oliveira, 2010). This is because pedagogical work presupposes establishing relationships aimed at the production of knowledge (Ferreira, 2017; 2018).

There are several studies on the theme of *teachers' working conditions*, carried out by well-known authors: Lüdke and Boing (2004), Oliveira (2004), Leithwood (2006), Bosi (2007), Ferenc and Mizukami (2008), Gatti, Barreto and André (2011), Oliveira, Pereira Junior and Revi (2020), among many other investigations. In common, these studies highlight the factors that affect the pedagogical work of teachers, such as precariousness, devaluation, intensification and performativity, relating them to the educational policies that guide the organization, research and external evaluation of educational institutions. It is believed that these processes are interrelated and are consequences of the experiences in the job, which subjectively affect the teachers. In these terms: "[...] Precariousness refers to the lack of working conditions. [...] And intensification refers to the accumulation of functions, activities, and commitments, and can even generate self-intensification" (Ferreira, 2018, translation our). Also, for the purposes of this text, performativity is understood as an elaboration of a cultural character based on "[...] judgments, comparisons, and exposure as a form of control, attrition, and change. Performance (of individual subjects or organizations) functions as a measure of productivity or outcome" (Ball, 2001, p. 109, translation our). Through these strategies, there is the elaboration of rankings measuring the "[...] quality and the value of an individual or organization in a field of evaluation" (Ball, 2001, p. 109, translation our). Devaluation is aligned with these processes or derives from working conditions.

At the same time, although there are studies on the category¹ of pedagogical work and its conditions, these are still scarce and with meanings treated superficially. It is considered that investigating pedagogical work and the conditions in which it occurs results in some stages: knowing, maturing and systematizing. Therefore, it is assumed that the pedagogical work:

[...] it is the central category both in the organization of the school, expressed in its pedagogical project, and in the knowledge resulting from the processes carried out in the institution. That is why it is urgent to deepen the understanding of this category, establishing more clearly its characteristics and, above all, implications (Frizzo; Ribas; Ferreira, 2013, p. 563, translation our).

In view of the above, having the university, an educational and social institution, as time and space, the question arises: how to attribute meanings to these conditions of pedagogical work in postgraduate studies in this current stage of capitalism? Although there are investigations that deal with Postgraduate Studies in a general way (Sousa; Bianchetti, 2007; Bianchetti, 2009; Silva Júnior; Ferreira; Kato, 2013; Sguissardi; Silva Júnior, 2018; Cury, 2020; Saviani, 2020), when searching on *Google Scholar*, specific studies on the conditions of pedagogical work in postgraduate studies and in professional master's degrees in a network such as the *Stricto Sensu* Postgraduate Program – Professional Master's Degree in Professional Education in the National Network (ProfEPT) were not found. This occurs, perhaps, because it is assumed that a certain naturalization is due to the fact that university professors, postgraduates, accustomed to working in undergraduate courses, also start to work in postgraduate studies, understood, in this bias, as only an extension of graduation. In the same way, it is as if, once a postgraduate course has been completed, they would be able to work as teachers at this level of education as well.

After verifying these aspects related to studies on working conditions, the objective was to understand how teachers discourse² about their pedagogical working conditions in Postgraduate Studies, specifically in ProfEPT, assuming that this pedagogical work is "[...] singular and fundamental in the explanation, not only of what the teachers' work is and how it happens, but also rescuing meanings of this specific work" (Ferreira, 2018, p. 592, translation our).

In order to briefly clarify the *locus* of research, it should be noted that ProfEPT was created by Resolution n. 61 of the Superior Council (Ifes, 2016) and aims to:

[...] to provide training in professional and technological education to professionals of the Federal Network of Professional, Scientific and Technological Education (RFEPCT), aiming at both the production of knowledge and the development of products, through research that integrates the knowledge inherent to the world of work and systematized knowledge (Ifes, 2018a, p. 2, translation our).

The Network Program is spread across 26 states and the Federal District, hosted by 40 associated institutions (IA), of the Federal Network of Professional, Scientific and Technological Education (RFEPCT) – Federal Institutes of Education, Science and Technology (IF); Federal Centers for Technological Education and Colégio Pedro II (Ifes, 2019). It has 489 accredited permanent³ professors, with training in numerous areas of knowledge, and around 1.209 graduates and 727 active enrollments (Brito et al., 2021) of students in course, who have a diversified initial academic training. Furthermore, the Program is configured as a Professional Master's Degree⁴ in Network with qualifications different from what is commonly practiced in Brazil.

In view of these initial considerations, the theoretical and, consequently, methodological aspects of the research are presented below. It then describes conceptions of working conditions and peda-

gogical work and describes the analysis of the data. We arrive at the final considerations that aim not only to close this text, but to enable continuities, as there is a debate about the issues that emerged from the research and their impact on the pedagogical work in ProfEPT and in other postgraduate programs.

Theoretical and Methodological Contributions

In view of the objective of the research – to understand how the professors of ProfEPT, in their speeches, describe the working conditions – a methodological path was elaborated in order to cover the Program. It is known that methodology does not exist without theory and this is not produced without the former. Thus, in accordance with the dialectical approach, the Analysis of Movements of Meanings (AMS) was selected as the theoretical and methodological foundation. It is the elaboration of the research group in which we work⁵, which constitutes a set of guidelines for the analysis of discourses produced by socially located subjects. The notion of discourse is central to the AMS:

These are statements organized and expressed by the subjects, through an intentionality, an objective in relation to the interlocutor(s), pre-established and teleologically elaborated, because they anticipate reactions, understandings, interactions to be achieved through the expressive organization of language (Ferreira, 2020, p. 4, translation our).

Discourses are composed of meanings, that is, they are not stabilized, they are provisional, they need language environments to produce meanings (Costas; Ferreira, 2011). It was intended to observe how, through the meanings that move between and between discourses, these subjects discourse about, in this case, the conditions in which they carry out their pedagogical work. The result of this analysis was a systematization that highlights the senses, their movements and the resulting understandings.

For the production of data, documentary and bibliographic research was carried out. It was investigated in textual materials (books, e-books, articles, reports, legal documents,...), in order to undertake a comparative reading, establishing approximations and differentiations of meanings contained in them, as well as elaborating hypotheses of understanding and interpretation. The AMS allows and guides the attentive theoretical and methodological study in processes of reading, rereading, comparing, organizing, analyzing, interpreting and systematizing data, examining "[...] the senses in their variations, incidences, repetitions, faults and exaggerations, etc., that is, in their movements" (Ferreira; Zimmerman; Calheiros, 2020, p. 150, translation our). Therefore, the AMS was configured as a theoretical, conceptual and methodological matrix, based on which the organizing and sustaining axis of the analysis of the data produced by the research was established.

In addition, a questionnaire with 15 open and closed questions was applied via *Google Forms*, which was sent by e-mail to 489 ProfEPT professors throughout Brazil. A participation rate correlated with about 25%⁶ was obtained, that is, 110 responses⁷.

The questions that made up the questionnaire aimed to obtain answers that would allow us to know the academic characteristics of the teachers, the characteristics and the conditions of their pedagogical work. That said, in convergence with the AMS, the data were analyzed, interpreted, and, as a result, there was a highlight of meanings that, after comparing and compared to other meanings, were evidenced as representative of the set of discourses produced with the interviews. From this sequence, syntheses were produced, the "[...] grouping of the senses in their similarities, with the aim of recomposing the text, now meaningful" (Ferreira; Zimmerman; Calheiros, 2020, p. 150, translation our).

The systematized presentation of the data analysis then consists of a discourse about the discourses of the interviewed teachers, that is, a metadiscourse. Next, the theoretical and critical composite is presented, in the form of systematization of the categories *conditions of pedagogical work*, through the description, understanding and exposition of the meanings within the discourses of the interlocutors, which are called by the acronyms P1, P2, P3, consecutively, to ensure their anonymity. In addition, the profile of the interlocutors is described based on graphs, percentages and tables. It is important to clarify that it is a theoretical and critical composite, since it is based on authors, whose work allows a reading of work in capitalist society and of human beings, having as reference a mode of production. It is referring to authors such as: Antunes (2005), Cury (2020), Saviani (2020), selected among many others. Thus, it is a critical analysis because it emphasizes aspects related to the work of teachers in a society marked by inequality between social classes.

Working Conditions of Professors in Postgraduate studies

Among the authors cited in the introduction, especially Oliveira (in several years, throughout his production), in his research and in the leadership of the Latin American Network of Studies on Teaching Work (Redestrado), has dedicated himself to researching the conditions of teaching work, primarily in Basic Education. However, the aspects highlighted by the author can also be applied to the context of the university. It is also noted that, in 2020, in the midst of the Covid-19 pandemic, Redestrado, in partnership with the National Council of Education Workers⁸, carried out an investigation throughout Brazil, on the working conditions of teachers. In general, the results pointed to precariousness, lack of conditions, and, in the pandemic context, the lack of support and access of teachers to opportunities to learn to work at a distance under the pressure of the historical moment experienced. In an article about the survey carried out with more than 15,000 teachers, Oliveira and Pereira Junior (2020) conclude:

The situation is complex and challenging, ranging from the lack of access and technological support of professionals and students, the little experience of teachers and the lack of prior training for the use of technologies to carry out remote work, to the vulnerable situation of many student families (Oliveira; Pereira Junior, 2020, p. 734, translation our).

As a result of studies and research, Oliveira (2010) systematized a description of the category of *teaching working conditions*, applied to Basic Education, but, it is understood, extended to all educational levels, significant for the debate that is now proposed:

The notion of working conditions designates the set of resources that make it possible to carry out the work, involving the physical facilities, the materials and inputs available, the equipment and means of carrying out the activities and other types of support necessary, depending on the nature of the production. However, working conditions are not restricted to the level of the job or workplace or to the actual realization of the work process, that is, the process that transforms inputs and raw materials into products, but also concerns employment relations. Working conditions refer to a set that includes relationships, which relate to the work process and employment conditions (forms of hiring, remuneration, career and stability) (Oliveira, 2010, n.p., translation our).

From other perspectives, Leithwood (2006) and Berry, Smylie and Fuller (2008) explain that teachers' working conditions are requirements for success in the teaching and learning process and for attracting and retaining good professionals. Oliveira, Pereira Júnior and Revi (2020), in their text, compile a contribution on the conditions of the school, the classroom and professional satisfaction, establishing crucial elements for good professional performance. The authors also allude, based on the OECD (2014), that research on the perceptions of subjects in relation to working conditions can "[...] be related to the demographic characteristics of the teachers (years of experience, gender, training, stage of teaching in which they work) and even their social origin" (Oliveira; Pereira Junior; Revi, 2020, p. 5, translation our). In turn, Dorozynska (2016) points out that it can also vary according to the teacher-student relationship and school management.

Among all the authors cited, it was observed that Oliveira (2004) argues that the study of teachers' working conditions, which is understood to be pedagogical work (Ferreira, 2017; 2018), being at the center of educational reforms, requires pedagogical and administrative changes. Such changes impact the meanings of work for the teachers themselves. For this reason, it is important to keep in mind the understanding of pedagogical work, whose category has a powerful meaning to designate the work of teachers. Ferreira (2017) designates an understanding of pedagogical work:

Pedagogical work is presented as a category that synthesizes aspects that are based on the following assumptions: a) it is work and as such denotes ontological and historical characteristics;

b) it involves the work of education professionals and students, so its production is always relative to a certain group of subjects; c) it is pedagogical, therefore specifically oriented to a process of knowledge production; d) it is intentional, it has defined objectives in its sociability, so it is political. [...] Thus, the category of pedagogical work is now described based on four dimensions, which are: historical-ontological; Pedagogical; social and ethical-political. Each dimension operates in the particularity of its meanings, and the articulation between them produces the understanding of the whole, therefore produces the category pedagogical work as conception (Ferreira, 2017, p. 724, translation our).

The complex and multidimensional model proposed by the authors makes it possible to analyze the category from each dimension in greater or lesser intensity and magnitude, but always in motion, intertwined and interconnected. Thus, understanding the contexts and conditions of this work also explains the expansion, contraction or prevalence of the dimensions in their dynamics at different levels and modalities of education. It also requires locating him socially, in this case, within a "[...] social organization defined in its economic bases by the capitalist mode of production" (Oliveira, 2010, n.p., translation our). From this perspective, the conditions encompass, in addition to the means and possibilities for carrying out the work, the contingencies to which workers are subjected, to the extent that their labor force is exploited through the "[...] specific relations of exploitation, since the labor process in capitalism is the means by which raw materials and inputs are transformed into products, constituting, at the same time, a process of value production" (Oliveira, 2010, n.p., translation our).

Tardif and Lessard (2005, p. 28, translation our) teach that "Marx, [...], showed that the labor process dialectically transforms not only the object, but also the worker, as well as his working conditions". Thus, assuming teaching as work, in the prism of Tardif and Lessard (2005, p. 39, translation our), requires considering that, due to the multiple interactions and relationships, the following: "Organization, objectives, knowledge and technologies, objects, processes and results constitute, consequently, the components [...]" of the pedagogical work.

In the case of *Stricto Sensu* postgraduate studies, such as ProfEPT, some elements that condition the conditions of pedagogical work are identified. The Teaching Area document of the Coordination for the Improvement of Higher Education Personnel (Capes) (Brazil, 2019), which governs the aforementioned program, emphasizes that the teaching area is interdisciplinary and that it should value:

a) compositions of faculty with training in different areas of knowledge, who propose to think together about teaching issues and who show integrative experience in educational research; b) curricular proposals for postgraduate studies that favor the integration between disciplinary fields in the training of graduate students; c) expansion of research that works with educational

processes from an interdisciplinary perspective; d) the research of educational processes and products that also advance towards teaching and learning from an interdisciplinary perspective (Brasil, 2019, p. 8, translation our).

Thus, among the elements that are *a priori* conditions for the development of programs, some are relevant to the argument proposed here: a) availability of at least 10 (ten) permanent professors, with a doctorate degree, with the possibility of collaborators and visitors; b) the professors will be in charge of producing research, academic publications, supervision of final works and classes; c) only external professors up to 30% of the staff are accepted; d) permanent professors must dedicate at least 10 hours per week to activities and collaborators may have a shorter workload compared to permanent professors (Brasil, 2019).

Likewise, as characteristics and, underly, attributions, in ProfEPT, the professors who are part of the permanent category are those who:

- I – develop teaching activities in the program and, in addition, in the undergraduate or technical course at the secondary level;
- II – participate in research projects in the program;
- III – guide master's students in the program;
- IV – have a functional link with the institutions or, on an exceptional basis, meet one of the following special conditions:
 - a) have been assigned, by formal agreement, to work in the institution in which the professors seek accreditation;
 - b) as retired professors, who have signed a term of commitment to participate as professors of the program, respecting the regulations of each IA.

Sole Paragraph. Participation as a permanent professor in up to three programs of the same institution or different institutions is allowed, as long as the workload is compatible with the work regime, and this should not be the majority situation of the program's professors (Ifes, 2018b, p. 1-2, translation our).

In addition, to apply for permanent professors, PhDs must prove the minimum required workload of availability to work at ProfEPT, compose the RFEPCT faculty staff, with a work regime of 40 hours or exclusive dedication, present intellectual scientific production in the last three years (plus the fraction of the current year) in accordance with the criteria of the commission of the teaching area or in the area of concentration of ProfEPT and its lines of research⁹, denote correlation/adherence of their research and productions with the area of Teaching/EPT. They also need to present at least one article published in a qualified journal in the last three years (plus the fraction of the current year) and have completed at least one supervision, at any level of education (Ifes, 2021). The selection notices for permanent teachers are concerned with recruiting teachers with adequate training and time availability, however they do not establish the conditions of the teachers' work offered by the Program to carry out the pedagogical work, a theme that will be discussed in the next section.

The Working Conditions of Teachers in PROFEPT: what the teachers' speeches say

Regarding the characteristics of the research interlocutors, it was observed that 51 (48%) declared themselves to be female and 55 (52%) male. In addition, they were characterized as: 28 (26%) between 31 and 40 years old, 42 (40%) between 41 and 50 years old, 30 (28%) between 51 and 60 years old and 06 (6%) over 60 years old. The respondents are linked to the partner institutions of the Network that offers ProfEPT, as identified in Table 1:

Table 1 – Associated Institutions

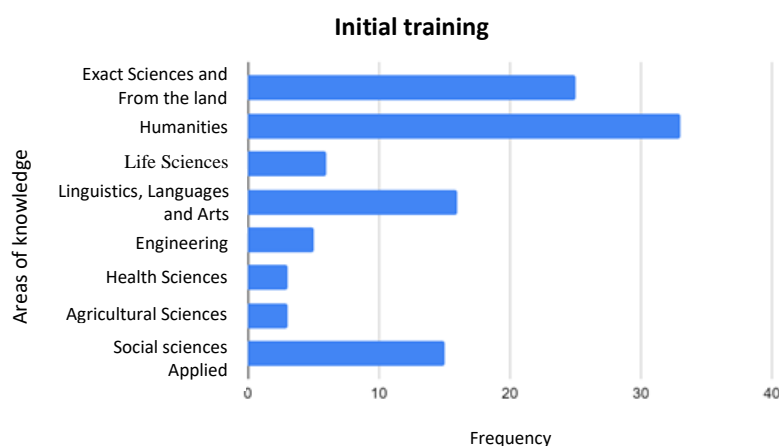
Institution	Number of linked participants	Institution	Number of linked participants
CEFET - MG	01	IFPB	03
Colégio Pedro II	02	IFPE	06
IFAC	02	IFPI	03
IFAL	01	IFPR	08
IFAM	04	IFRJ	01
IFAP	03	IFRN	03
IFB	02	IFRO	02
IFBA	06	IFRR	02
IFC	03	IFRS	09
IFCE	02	IFS	01
IFES	03	IFSC	03
IFF	02	IFSM	02
IFFar	05	IFSP	06
IFG	02	IFSPE	01
IFMA	03	IFSul	01
IFMG	02	IFTM	03
IFMS	01	IFTO	02
IFMT	02	IFSUMG	06
IFPA	01		

Source: Survey Data (2021).

Graphs 1 and 2 below show the initial and continuing education, specifically doctorate, of the respondents. The graphs were constructed with reference to the Areas of Knowledge of the National Council for Scientific and Technological Development (CNPq), based on the

data contained in the interviews with the interlocutors. A diversified initial and continuing education was observed, that is, undergraduate and postgraduate studies *Stricto Sensu* – Doctorate, with a prevalence in the Human Sciences, followed by the Exact and Earth Sciences. Furthermore, it was found that many professors took a PhD in the Human Sciences, despite their initial training being in another area.

Graph 1 – Initial Training



Source: Survey Data (2021).

The diversity of areas of knowledge is timely and salutary in the case of a Program that is included in the area of interdisciplinary evaluation of Capes (Brasil, 2019). Pasqualli et al. (2019, p. 321) allude:

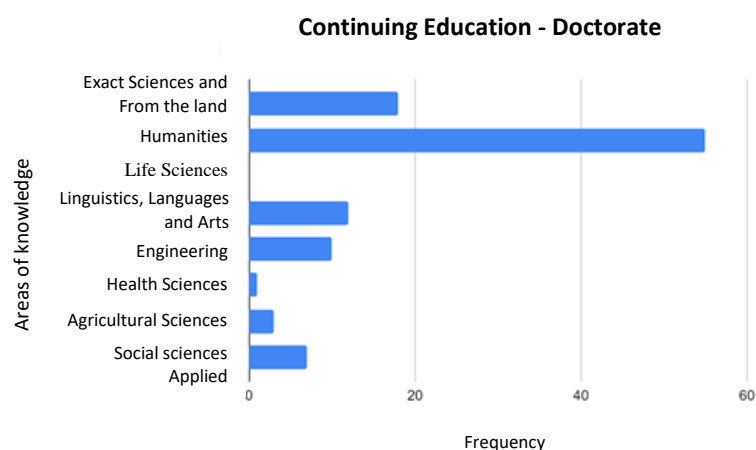
On the one hand, this diversity seemed to enhance a project focused on EPT, which is a teaching modality in which training processes are developed in different areas, marked by considerable challenges in educational practices and in the organization and memory of educational processes, which are the lines that constitute ProfEPT. On the other hand, this discrepancy is demanding flexibility from professors in their areas and in the concentration of the research carried out, that is, each professor is reviewing their research projects, which are generators of intellectual production.

Polyvocality, that is, the dialogue between the areas in the composition and implementation of what is provided for in the Program Regulations, allows to achieve the assumption of an integrated production of knowledge. According to the orientation of the Capes document, interdisciplinary proposals need to be based on "[...] integration of knowledge, strengthening the interdependence between disciplines, their interaction, communication in order to seek the articulation of knowledge and investigate at the interface of the fields involved" (Brasil, 2019a, p. 8, translation our). In this case,

The great challenge to be faced is to learn to work with diversity, seeking a more complete and less individualistic/specialized education. [...] they need to articulate their knowledge with the knowledge of other professional colleagues to advance in the construction of a project that presents demarcated theoretical-methodological principles (Pasqualli et al., 2019, p. 322, translation our).

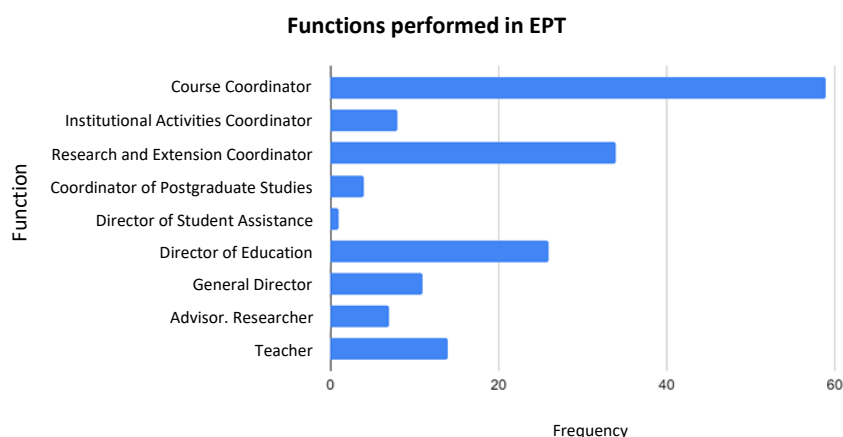
If initial training is diversified, continuing education is also diverse. However, the fact that, even though they did not have a degree in the Human Sciences, the professors chose this area for their doctorate drew attention:

Graph 2 – Continuing Education – doctorate



Source: Survey Data (2021).

The experience of teachers in EPT corresponds to 13 (12%) between 01 and 05 years, 29 (27%) between 06 and 10 years, 36 (34%) between 11 and 15 years and 27 (25%) with more than 15 years. Graph 3 shows the functions – Course Coordinator, Coordinator of Institutional Activities, Coordinator of Research and Extension, Coordinator of Graduate Studies, Director of Student Assistance, Director of Education, General Director, Advisor, Researcher, Professor of each professor – performed in the EPT during the period of work in the FIs. It is noteworthy that, in this question, the interviewee could check more than one option.

Graph 3 – Functions performed in EPT

Source: Survey Data (2021).

Initially, from a collective perspective, the discourses were organized based on three global senses: attribution of responsibility for working conditions to the Higher Education Institution (HEI); attribution of meanings from the notions of oneself; discourses that touch on the issue.

Regarding the attribution of responsibility for working conditions to the HEI: in this case, the meanings of working conditions refer to the other, to the institutional closer, and there is, underneath, an exemption of teachers for elaborating, maintaining and even claiming that their pedagogical work takes place through the necessary spatial-temporal configurations. By organizing the meanings in this way, teachers can also understand that their work is in the realm of practice, that is, of doing and, with this, they separate the work they do and the context, which integrate the notion of pedagogical work, from which it is argued, being integrated elements. Among the discourses that focus on this matrix sense, there are those related to the lack of infrastructure necessary for work; the welcome, care and attention on the part of the HEI regarding teachers and their work in ProfePT; to the conditions of time and dedication on the part of the professors, inserted in the Program, if considering the other attributions and workloads in the HEI.

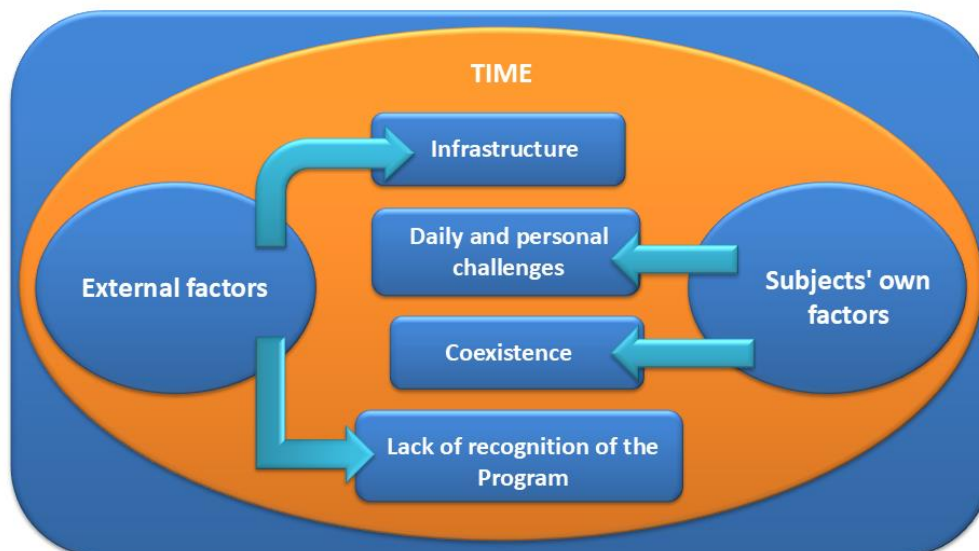
With regard to the attribution of meanings based on the notions of oneself, demarcated by subjectivity: they were evidenced in the discourses organized based on saying about oneself. There are meanings related to professional belonging¹⁰, guided by expressions such as: "I started", "I feel", "My journey in the Program", etc. In these cases, instead of addressing the working conditions, which tend more towards materiality, concreteness, the environment and other aspects that surround the pedagogical work, the teachers describe how they perceive, feel, understand and experience their feelings about the Pro-

gram. The question that arose when analyzing the movements of meanings centered on the subject is the following: in view of the need to describe the working conditions, why does the subject evidence meanings in which he indicates that he is confused with work? Would the subject be so subjectively involved in the work that he is unable to observe and analyze the surroundings?

A third movement of meanings that avoids analyzing the working conditions, from evidencing how the subjects feel at work, generically, is characterized by discourses that touch on the issue, addressing aspects about Postgraduate studies in Brazil, about the importance of the Program in the IF, the relevance of a Program aimed at the training of teachers for EPT, the brief history of RFEPCT and how significant the offer of ProfEPT is within this Network, etc. Analyzing these meanings in comparison with the two previous ones, dissonances can be observed: if the first ones show institutional responsibility for the working conditions of teachers; the second set of meanings focuses on the subjects who are confused with the working conditions; the last one evades the question, perhaps because he did not understand it, perhaps because working conditions are of the macro scope of the profession and not specifically of the place, of the presentified moment of knowledge production.

After this analysis, we delved into these three broader groups of meanings and analyzed how they are internally organized, creating subcategories that allow us to understand and systematize the discourses of ProfEPT teachers about the conditions of pedagogical work. In this stage, meanings were reached that are evidenced as elements repeatedly demarcated by the teachers, in order to characterize difficulties they face, in the midst of the conditions, to carry out their pedagogical work. These subcategories are presented in figure 1, divided into external factors and factors specific to the subjects, considering time as an element of intersection.

Figure 1 – Subcategories of teaching work conditions



Source: Authors (2021).

Even if time, at first, seems to be under the control of the teachers, that is, they are teachers who work in the FI 40 hours a week, with exclusive dedication, it escapes them, when they sell their workforce and take a job. Their working conditions include time management. This time can be the time of knowledge production in class, part of the contracted workday, "[...] measured in regular and complementary hours of attendance before the students. [...] also called length of service, varies according to the employment relationship and the disciplinary field (general or specialized)" (Souza, 2010, n.p., translation our). It can also be the time allocated to work in management functions, in specific positions. And there is also the unmeasured work time, in addition to the class, "[...] participation in cultural and educational projects; class councils; deliberative school councils" (Souza, 2010, n.p., translation our). In this non-measurable time, it is also included "[...] the time of preparation and correction of exercises, tests and school work, followed by contacts with parents and students" (Souza, 2010, n.p., translation our). In this case, it is a time that expands or contracts according to the amount of work and the characteristics of this work. It differs from the time measured by the class-hour, by the time-clock, and could include the time of commuting between the home and the institution, in which the teachers are already preparing or evaluating classes, the interval between classes, in which the teachers, with their peers, evaluate the production; conversations with students, outside the class, in order to guide them.

Finally, the time of knowledge production merges with the time of work in such a way that it is impossible to separate them and ex-

pands, taking over the lives of teachers, who, immersed in their professional life, have difficulties in separating it from their personal lives. Also worthy of attention are the proposals for the organization of pedagogical work that aim to involve and, increasingly, reduce the distance between the time of work and the time of life. He is referring to interdisciplinary projects, distance education without planning, and the demands of continuous participation in courses and seminars outside of school. Such situations "[...] favor the densification of teaching work time, not only because of the place it occupies in life, but also because of its engagement in achievement. The duration and use of working time are increasingly individualized and opaque" (Souza, 2010, n.p., translation our).

Immersed and organized by time, the teachers' discourses indicate that their pedagogical work conditions are close to the phenomena that characterize this work in the current social stage: precariousness, intensification and performativity. For Rosenfield (2011, p. 264, translation our), precarious work is that "[...] socially impoverished, unqualified, informal, temporary and insecure, the notion of precariousness adopted here refers to a social process of institutionalization of instability". Thus, precariousness refers to absences so that teachers can affirm that the performance of the work is satisfactory, especially the shortages related to materials, infrastructure:

Inadequate working conditions (low workload for research, etc.), colleagues who are not aligned with the PROFEPT proposal but who hold power in the institution and end up doing what they want, persecuting those who are theoretically aligned with the program (P52).

Lack of environments for work and guidance, lack of resources for the development of projects. The number of hours allocated to graduate work is much higher than 3 pm (P31).

The lack of working conditions and not because of coordination, but because of a structural problem. The means of production have to be acquired by us, the hours are those of work beyond 40 hours a week, the lies in reports to Capes are the ones we are the ones who will answer... (P50).

In relation to coordination, it is very difficult to reconcile with teaching. The excessive workload in different classes and especially components greatly impairs the work (P70).

Intensification implies "[...] working more densely, or simply working harder, [...] supposes a greater effort, a firmer commitment, a higher commitment, an expenditure of personal energies to cope with the plus, in terms of additional load or more complex task" (Dal Rosso, 2008, p. 22, translation our). Therefore, it refers to the impact caused on teachers and their pedagogical work by the different demands arising from the employment contract, the organization of working times or even their expectations, which configures a self-intensification, since, in order to meet the demands, there is usually a surplus of work for the teacher.

It demands a lot of time and the IFPR overloads the teacher with numerous bureaucratic activities, which would not be the teacher's responsibility. There is a

lack of physical space and greater respect for our performance at this level of education (P13).

Unfortunately, our reality is quite complicated. I have a very high workload in undergraduate and integrated. I'm on the program to collaborate in the best possible way, but most of the time, it's difficult to divide the time (P02).

Performativity is verified when professors mention the many activities demanded by postgraduate studies:

The culture of performativity subtly instills in teachers an attitude or behavior in which they take full responsibility for all problems related to their work and become personally committed to the well-being of institutions. In this scenario, we can cite as an example, the growing concern of university professors to carry out the largest number of researches and publications, even if these do not satisfy their interests and fall short of their intellectual potential in terms of quality, but that they are able to guarantee quantity, which will often result in a better concept of their work and that of their institution. on the part of the committees created by the evaluating State (Santos, 2004, p. 1153, translation our).

The professors assume the postgraduate studies as one more job, to be carried out within their workload, and are responsible for the project, exempting the institution. In this case, performativity can be compromised by being often based on simulacra and superficial practices as an alternative to meet the demands of participation in the Program, in addition to other institutional needs:

The conditions are good. But I must confess that the time we have to dedicate to ProfEPT is still much less than what we need. And we often need to sacrifice other activities to stay in the program (P89).

I think that if I could dedicate myself to only a few levels of education, I would do better in view of the purposes of EPT. In the same semester, I teach in the elderly caregiver technician, in the degree in biological sciences, in the bachelor's degree in mechanical engineering and in the master's degree ProfEPT. I understand that in each of the courses there are different demands and I would need different attention and dedication, but I cannot do this due to the complexity of disciplines and courses that come into my hands each semester (P22).

The effects of precariousness, intensification and performativity on working conditions, as it is a Program that has recently started, which has teachers with a working time of 14 (13%) from 01 to 12 months, 17 (16%) from 13 to 24 months, 29 (27%) from 25 to 36 months, 43 (41%) with more than 36 months, perhaps they cannot yet be glimpsed with such intensity and magnitude. However, it is believed that they are already reflected in the pedagogical work of teachers and it is hoped that they do not produce the *passive abandonment syndrome* (Facip, 2017, p. 14, translation our).

Thus, although ProfEPT is based on principles that are against hegemonic logic, the conditions of pedagogical work can be subordinated, in part, to the sphere of production. Thus, it is necessary to have a critical, continuous reflection with all teachers about the current conditions of pedagogical work, its developments and the forms

of resistance manifested in the Program in the face of the current social dynamics. To this end, it is worth reiterating that the work of teachers is understood as pedagogical work and this would be, in this bias, the denomination that best characterizes the praxis and, consequently, political perspective of this work.

Final Considerations

The theme developed in this article refers to the conditions of pedagogical work in ProfEPT. From the research, it was found data regarding the profile of training and personnel (identifying elements of the population) and the meanings attributed by the interlocutors to the conditions of the pedagogical work category, through: responsibility for working conditions to the IES; of the notions of oneself and; of discourses that touch on the issue.

Furthermore, it was evidenced that, based on these attributions, teachers characterize phenomena that constitute the portrait of pedagogical work in its current stage related to precariousness, intensification and performativity. The results contribute to the elaboration of an initial overview and with data-based subsidies that can guide and inflection graduate policies in the country, especially in professional master's degrees in the network. It is mentioned as an initial approach, which will continue, since studies of the conditions of pedagogical work in network Graduate Programs are still incipient.

The aim of this study was to shed light on this theme of relevance to public education, especially to the Graduate course and to the modality of Professional and Technological Education. It is believed that the academic community, as well as educational policies in Brazil, need to have a directed look at this complex scenario of teachers' working conditions and in search of feasible actions, which positively influence the subjectivity of teachers and contribute to their professional satisfaction, since this will directly impact the pedagogical work.

It is known that this study needs to continue and that other issues need to be explored, such as the working conditions of teachers in professional master's degrees in network in terms of infrastructure, material, time, personnel, pedagogical support, among others. The contributions of the referenced authors, as well as the qualitative research, elucidated some aspects and brought clearer nuances related to the conditions of pedagogical work in ProfEPT. However, other problematizations and analyses are suggested to deepen, understand and validate the theme on stage.

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Notes

¹ Ferreira (2018) identifies that there is no substantial number of studies in order to clarify this category, present conceptions or even explain it. Furthermore, the ex-

pressions teaching work, pedagogical work and teachers' work are often studied as synonyms and with a certain minimization of meanings.

- ² "To discourse, [...] it is to divide oneself into the social, going to meet the other, whether to share or to counteract. It is this dimension of discourse that substantiates it as social production. Through discourse, subjects narrate, describe, plan, project, evaluate, reconstruct and record their work" (Ferreira, 2020, p. 4, translation our).
- ³ Data extracted on March 18, 2021, from the ProfEPT Observatory. Available at: <https://obsprofept.midi.upt.iftm.edu.br>.
- ⁴ The Professional Master's Degree was inaugurated by the publication of MEC Ordinance n. 389, of March 23, 2017 and CAPES Ordinance n. 131, of June 28, 2017 (currently, guided by Ordinance n. 60, of March 20, 2019) and aims to "[...] (1) know from your own experience what research is, (2) know where to locate, in the future, the research that interests your profession, (3) learn how to include existing and future research in your professional work" (Ribeiro, 2007, translation our).
- ⁵ It refers to the Study and Research Group on Work, Education and Educational Policies (kairós).
- ⁶ It should be noted that around 20 e-mails were returned, with an error in the address, not being delivered to possible recipients.
- ⁷ It is noteworthy that two interlocutors accessed the form to declare that they did not accept to participate in the research. One respondent indicated that she does not work in the Federal Institutes of Education, Science and Technology. Another declared that he did not work at ProfEPT. So, 106 responses were excluded, thus leaving 106 responses. Furthermore, it is observed that not all teachers answered all the questions.
- ⁸ The survey report is available at: https://anped.org.br/sites/default/files/images/cnte_relatorio_da_pesquisa_covid_gestrado_v02.pdf. Accessed on: 03 May 2021.
- ⁹ The research lines of the Program are: educational practices in EPT and organization and memories of pedagogical spaces in EPT.
- ¹⁰ "[...] Belonging to the profession is processed in the context of mediations, and cannot be understood a priori, but from the labor relations in a given socio-historical context [sic]. Professional belonging [in the case of teachers] refers to a political bias of teaching since it conceives that teachers perceive themselves as belonging to the context through work and social recognition through it in the collectivity" (Amaral, 2016, p. 27, translation our).

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