

Teacher development from the perspective of a training action in Brazil – literature review

O desenvolvimento docente sob a ótica de uma ação formativa no Brasil – revisão de literatura

El desarrollo docente desde la perspectiva de una acción formativa en Brasil – revisión de la literatura

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ABSTRACT

The work presented here was guided by the revisionism of what the main authors have written about the educational theme in the teaching profession, emphasizing the issue of continuous education. Various theorists have researched how educational action takes place, its benefits, and its contexts – in Brazil and abroad. The paper has an introduction with contextualization, followed by the methodological proposal; a review of the literature with a qualitative-exploratory approach. The historical findings, from the end of the 20th century to the present day, reflect the educational update, focused on teacher-student issues, classroom dynamics, and virtual objects or resources to support pedagogical practice. A comparison of the authors' thoughts is then made, followed by the conclusion of the study.

Keywords: teacher, professional development, educational practices.

RESUMO

O trabalho ora apresentado pautou-se pelo revisionismo do que principais autores escreveram sobre o tema formativo na profissão docente, enfatizando a questão da formação contínua. Variados teóricos pesquisaram como se dá a ação formativa, seus benefícios, seus contextos – no Brasil e no exterior. O artigo possui uma introdução com contextualização, seguida da proposta metodológica; uma revisão da literatura com o cunho qualitativo-exploratório é feita. Os achados históricos, desde o fim do Século XX até o momento atual, traduzem a atualização educacional, voltada para a atenção às questões professor-aluno, dinâmica em sala e objetos ou recursos virtuais em apoio à prática pedagógica. Uma comparação de pensamentos de autores é feita em seguida, seguindo-se a conclusão do estudo.

Palavras-chave: docente, desenvolvimento profissional, práticas educacionais.

RESUMEN

El trabajo aquí presentado estuvo guiado por el revisionismo de lo que los principales autores escribieron sobre el tema de la formación en la profesión docente, enfatizando la cuestión de la formación continua. Diversos teóricos han investigado cómo se desarrolla la acción formativa, sus beneficios, sus contextos – en Brasil y en el exterior. El artículo tiene una introducción con contextualización, seguida de la propuesta metodológica; se hace una revisión de la literatura con carácter cualitativo-exploratorio. Los hallazgos históricos, desde finales del siglo XX hasta la actualidad, reflejan una actualización educativa, centrada en la atención a la problemática docente-alumno, la dinámica del aula y los objetos o recursos virtuales de apoyo a la práctica pedagógica. Luego se hace una comparación de los pensamientos de los autores, seguido de la conclusión del estudio.

Palabras clave: docente, desarrollo profesional, prácticas educativas.

1 INTRODUCTION

By equipping teachers with the necessary skills and knowledge, we can create more effective and inclusive learning environments that promote academic success and student well-being. Studies on the relationship between teacher continuing education and student learning experiences highlight the importance of investing in the professional development of educators. It is important to discuss the possible consequences of continuing education on the professional advancement of teachers and how this education can positively influence their development, resulting in changes in teaching methods to improve the quality of lessons.

It is clear that continuous teacher training results in the professional growth of educators and, consequently, in the quality of the education offered. The study reinforces

the importance of continuous training, highlighting contributions to an effective pedagogical practice, contextualized and aligned with the demands of education.

2 METHODOLOGY

In recent years, a significant number of studies have been conducted to gain an in-depth understanding of how continuing teacher education can directly impact students' learning experiences. These studies represent an effort to examine beyond traditional teaching and learning methods, encompassing a broader range of factors that influence the educational environment. Work on participatory and integrative experiences with other teachers has become part of the academic educational framework since the last century.

An exploratory and qualitative approach was then conducted, in this framework, based on what the main theorists have discussed about continuing teacher training and its merit in educational processes, chronologically.

3 FINDINGS AND THEIR DISCUSSION

Several authors have researched various nuances of the teacher's formative action, with reflections in the classroom, resulting in the vast literature researched here, in a timeline manner.

3.1 END OF THE 20TH CENTURY, THE BEGINNING OF THE 21ST CENTURY AND THE FORMATIVE THEME

There was a lack of literature, so far, dealing with pedagogical practices in terms of continuing education. Wallon (1975) is an author who emphasized the importance of teacher training not being restricted to the theory found in books, but also incorporating a constant reference to pedagogical experiences that can be personally experienced by them. This implies that the teacher must not only understand the theories of development, pedagogical practice and personality presented in the books, but also adopt a posture of continuous investigation in relation to individual development and his own practice.

According to Dewey (1971), pleasure in study is important for lasting and meaningful learning. When teachers find satisfaction in developing their skills and

acquiring new knowledge, it not only strengthens their teaching practice but also fosters a more stimulating learning environment for students.

Schön (1992) emphasizes the importance of projects as spaces for reflective learning. When developing school projects, teachers have the opportunity to identify and confront challenges, promoting the continuous improvement of their pedagogical practices. According to Shulman (1986), the diversity of academic backgrounds among teachers is a source of wealth for education. Teachers from different major areas of training, such as science, humanities and arts, contribute to a holistic view of knowledge, promoting an interdisciplinary approach to teaching.

Freire (1996) describes the importance of critical reflection as a tool for strengthening teachers' self-esteem. Marin's study (1995) also offers reflections on the continuing professional development of educators, highlighting terms widely present in the discourse of school professionals and administrative bodies, such as training, recycling, improvement, and continuing education. Several terms were identified by Destro (1995) as significant contributions to the continuing professional development of educators, such as permanent education, recurrent education, continuing education, and continuing training. These expressions are adopted by education professionals who aim to prevent training from becoming merely a standard process.

Amaral; Moreira; Ribeiro (1996) state that reflection is a fundamental action in teaching activity and can be stimulated through different training strategies, which aim to train reflective teachers, capable of examining, questioning and critically evaluating their practice. Continuing education is an essential aspect for the professional development of educators, as highlighted by Freire (1996, p. 58): "Continuing education is a fundamental process for the construction of critical and reflective pedagogical practices, enabling the constant improvement of the educator".

The LDB – Law of Guidelines and Bases of Brazilian Education (Law No. 9,394, of Dec/20/1996) was also published in that year. The instrument – regulated and updated in 2001, 2004, 2005 and 2009 – brought a provision dealing with the topic studied herein, addressing the importance of continuing education for teaching professionals, “in the workplace or in basic and higher education institutions, including professional education courses, full undergraduate or technological higher education courses and postgraduate courses” (BRASIL, 1996).

Candau (1997) argues that public and private universities are privileged places for education, implying that continuing teacher training should be transferred from universities to other schools.

According to the research by Garcia (1999), different types of continuing education, such as in-person courses, workshops, mentoring and online programs, offer unique contexts for the professional development of teachers. The author highlights that choosing a particular modality can reflect teachers' individual preferences, access to specific resources, and flexibility to integrate learning into pedagogical practice. According to Sousa (2022), teachers' professional development is related to the concept of the teacher as a teaching professional, and is characterized as a constant attitude of research, questioning, and search for solutions. The author understands that professional development consists of a set of processes and strategies that facilitate teachers' reflection on their own practice.

From Saviani's (2000) perspective, the proposal for teacher training emerges, guided by systematic reflection. From this perspective, the school assumes a crucial role in performing the essential task of socializing the content, historically produced by humanity. The main purpose is to prepare the student for active participation in the process of society democratization. Luckesi (2000) emphasizes that the willingness to learn continuously is fundamental for adapting to constantly changing environments, such as the educational context. The author highlights that being open to new knowledge and perspectives is essential for the professional development of educators, contributing not only to their ability to deal with current challenges, but also to the promotion of more effective educational practices, aligned with contemporary demands.

The topics indicated as crucial objectives for continuing education courses cover a wide range, from reflection on pedagogical practices to the integration of digital inclusion. Studies such as that of Cochran-Smith and Fries (2001) describe the importance of educational policies that value the diversity of teacher training, recognizing the unique contribution of each area to the promotion of a comprehensive and balanced education. Analysis of the frequency distribution of teachers in broad areas of training offers valuable insights into the composition of the teaching staff and their competencies.

It is important to cite the work of Lüdke (2001) on the process of professional socialization of teachers and the interaction between basic education teachers and researchers. In addition, there are significant contributions from theorists such as Perrenoud (2001) to the understanding on the concept of the reflective teacher, who seeks

to modify his practice through reflection during action. For Perrenoud (2002), the desire to learn throughout life is an essential trait of education professionals committed to their practice.

Nogueira (2001) argues that project work is an approach that favors the subject-object interaction of knowledge, also mediating intrinsic and indispensable motivational factors for pedagogical practice and assisting the process of continuing teacher training. Mizukami (2002), in his book "School and teaching learning: research and training processes" cites that continuing teacher training should be focused on solving real problems faced by them. Mizukami and other scholars argue that developing new ideas should be associated with solving concrete challenges in teaching practice. Lima (2002) emphasizes the importance of continuing teacher training, especially with regard to preparing them to deal with specific challenges encountered in classrooms, such as serving children with special needs.

Tripp (2005) highlights that the research project in continuing education promotes a participatory and collaborative approach among teachers. This process encourages the exchange of experiences, sharing of ideas and the collective construction of knowledge. Both authors quote how the research project in continuing education allows teachers to investigate their practices, promoting a reflective and collaborative approach.

Marcelo (2009) cites the appreciation of knowledge as one of the main characteristics of today's society, which is reflected in the values of citizens. The appreciation of society is directly related to the level of education of its citizens, as well as the capacity for updating, changes and adaptation. Prandini (2004), in a holistic view, suggests that emotionality, as well as action, are effective in pedagogy, from the perspective of the teacher-student relationship.

[...] affectivity and the motor act as constituents of pedagogical practice, as much as knowledge, means considering the person of the student, embracing the need for movement and their manifest and latent needs; recognizing the need for movement and the bodily manifestations of feelings and emotions as attitudes provoked and mobilized by the teaching-pedagogical practice process; and, from there, considering the possibility of channeling them to collaborate in the construction of knowledge (Prandini, 2004, p. 37).

Romanowski (2007) cites the continuing education as an unavoidable demand in modern times. Teacher training, therefore, occurs continuously, starting in basic education and being complemented by initial training courses. Pachane (2005) quotes the demands in continuing education as not limited to the pedagogical aspect. Issues related

to time management, the emotional health of the teacher and the insertion of technologies also emerge as essential needs for comprehensive training.

Romanowski and Martins (2008) suggest the relevance of policies that promote the articulation between theory and practice in continuing education. These policies should prioritize the interaction between academic knowledge and the reality experienced by teachers, encouraging the practical application of the content learned.

Also according to the reflections of Romanowski and Martins (2008), local management in continuing education plays a crucial role in promoting a more significant integration between theory and practice. The urgency of investing in public education to improve working conditions, remuneration, teachers' careers and social recognition is a widely known issue, according to Gatti (2008).

Alves and Garcia (2009) emphasize the importance of diversifying teaching resources. The use of different media, such as videos, educational games and interactive materials, helps to engage teachers in continuing education and enrich their teaching practices. Gatti (2009) writes about local management in continuing education promoting more democratic and participatory management, involving teachers in the elaboration, implementation and evaluation of training policies and actions, fostering a more effective and democratic engagement in the educational environment. Gatti (2009) also emphasizes the importance of policies that consider the appreciation of teachers, not only in financial terms, but also recognizing their fundamental role in improving quality in education, including investment in their continuing education.

Coll (2009) highlights participation in communities of practice as an effective form of professional development for educators. In these communities, teachers share their experiences, discuss common challenges and collaborate in the production of solutions, thus fostering collaborative and enriching learning.

Placco (2010) argues that the effectiveness of continuing education modalities can vary considerably. This variation is subject to the quality of the content offered, the duration of the program, and the institutional support provided to teachers. As quoted by the author in the same work, effective continuing education is not limited to isolated events. Marcelo García (2009) highlights the importance of promoting continuing education that integrates not only technical aspects, but also the ethics, personal and professional values of teachers.

3.2 TARDIF AND FULLAN – CANADA AND THE FIRST DECADE OF THE CENTURY

A comparison was made between the positions of two contemporary researchers in pedagogy in Canada, Tardif and Fullan. Tardif (2005) was a relevant theorist who dedicated himself to the study of knowledge that underpins the training and work of teachers in basic education. He (2005) argues that knowing the level of educators training is essential to identify gaps in knowledge as a whole and skills. This understanding makes possible to establish clear goals for continuing education, resulting in more effective and targeted planning.

Tardif (2005) addresses the knowledge acquired in teaching practice, highlighting the importance of experiential knowledge developed throughout the professional career. The debate proposed by Tardif (2005) focuses on the richness that diverse professional experiences prior to teaching can add to the teacher's repertoire. He suggests that professionals who migrated from other areas to education can bring with them transferable skills and a more comprehensive view of the connections between disciplines, thus enriching the educational environment with multidisciplinary perspectives. The author confirms: the ideal teacher is characterized by comprehensive knowledge of his area of expertise, discipline and program, combined with a deep understanding of the sciences of education and pedagogy.

Michael Fullan (2007, p. 35) is concerned about the need for innovation in continuing education: "Constant updating and integration of new approaches are fundamental to the effectiveness of the educator in an ever-changing world." For the author, there is a need for continuing education to embrace innovation and constant updating, enabling educators to respond effectively to the constantly evolving demands in the educational scenario.

Fullan (2007, p. 297) highlights that "the implementation of continuing education programs requires not only financial resources, but also a commitment on the part of local authorities and consistent strategic planning". Citing inspiring examples of municipalities that have invested effectively in the continuing education of their educators, around the world. Despite lectures can provide valuable information, it is crucial to complement them with strategies that allow reflection, practice and the effective implementation of this knowledge in the classroom context.

With technological advances, Fullan (2007) mentions the crucial importance of continuing education in the development of digital skills. Digital inclusion and the effective use of technology in education emerge as themes to prepare teachers for a pedagogical practice adapted to the demands of the 21st century. The author highlights that “continuing education is a key piece for improving education, providing teachers with lifelong learning opportunities to adapt to a constantly evolving educational environment” (FULLAN, 2007, p. 35). According to Fullan (2007), school projects in continuing education allow the transformation of teaching practice by offering an environment to explore new methodologies, collaborate with colleagues and reflect on the teaching-learning process.

3.3 THEORISTS UNTIL THE 2020S

According to Moran (2011), education needs to constantly surprise, captivate and win over students. It is necessary to enchant, excite, captivate, point out possibilities and promote new knowledge and practices. School is a privileged space for the development of research projects and continued teacher training, social intervention and life. Promoting development is also linked to the creation of learning spaces that encourage innovation and experimentation, as Timperley (2011) states. Providing opportunities for teachers to explore new technologies, teaching methods and pedagogical approaches is essential to stimulate continuous growth.

According to Robinson (2011), continuing education should be a space conducive to the exploration and development of new ideas. According to Pinto's research (2011), the experience of educators is closely linked to pedagogical effectiveness, suggesting that professionals with greater experience tend to obtain better results in the classroom. The accumulation of this experience, generally between the ages of 50 and 55, represents a period in which teachers have acquired vast theoretical and practical knowledge, which can positively influence the quality of their teaching and contribute significantly to the education and development of students.

Soares (2012) emphasizes that educational policies for continuing education must be continuous and consistent, ensuring not only the provision of courses, but also the monitoring and results evaluation of these actions on teacher performance and student learning. Furthermore, as highlighted by Soares (2012), local management gives greater autonomy to educational institutions in defining strategies for continuing education.

Almeida (2011) highlights a fundamental approach to pedagogical practice, emphasizing the need for teachers to consider their own emotions and reflect on their actions, as well as those of their students, before making decisions. This emphasis on rationalizing emotions suggests that teachers should seek a balance between immediate emotional response and a more thoughtful and reflective approach.

In the digital scenario, Moran's (2013) suggestion is the potential of online training as a valuable tool for educators' continuous learning. Pacheco (2014) describes the importance of creating a learning environment that promotes curiosity and experimentation. Libâneo (2013) emphasizes the relevance of continuous training that goes beyond content mastery, also encompassing the development of didactic-pedagogical skills, classroom management and skills to deal with the diversity present in the educational context.

According to André Morais (2014), effective teacher training requires interactivity and reflection. Practical workshops, study groups, and mentoring are methods that provide deeper and more applicable learning. The author also highlights that "continuing education strategies that value the experience and practice of educators are essential for more contextualized and applicable learning" (ANDRÉ MORAIS, 2014, p. 119). The author also writes that continuing education courses provide "not only the transmission of knowledge, but also the development of practical skills, reflection on practice, and the search for solutions to real challenges" (ANDRÉ MORAIS, 2014, p. 119). According to Tardif and Lessard (2014), the construction of teaching resources is a reflective practice that allows teachers to adapt teaching materials to the particularities of their classes and school realities, enabling teaching ways that are more aligned with students' demands. In the Brazilian context, Pimenta and Anastasiou (2015) corroborate this view, highlighting the importance of having clarity about the level of training as a basis for professional development. The authors emphasize that this self-knowledge is crucial to building a consistent trajectory of continuous learning. Luckesi (2014) emphasizes the paramount importance of institutional support to enhance opportunities for continuing education. As highlighted by Pimenta (2016), continuing education must be closely aligned with the real demands faced by teachers in their daily school routine. This includes everything from specific student learning challenges to issues related to classroom management, seeking to offer concrete and applicable strategies. For Cury (2015), self-esteem is an essential pillar in the process of learning and personal growth.

According to Paro (2016), the creation and implementation of effective educational policies for continuing education require strategic planning, aligned with the real needs of teachers and schools. This involves creating flexible programs that meet the varied demands of teachers and are aligned with the specificities of each educational context. As emphasized by Paro (2016), local management emerges as an approach that allows closer and more personalized interaction, enabling precise identification of the specific demands and peculiarities of each school.

The National Curricular Guidelines were published in 2017. It is worth remembering that the Guidelines and Bases Law (Brazil, 1996), in its Clause IV of Article 9, stated that it is up to the Union to establish guidelines for Brazilian basic education.

[...] in collaboration with the States, the Federal District and the Municipalities, competencies and guidelines for Early Childhood Education, Elementary Education and Secondary Education, which will guide the curricula and their minimum contents, in order to ensure a common basic education (BRASIL, 1996).

The National Curricular Guidelines (Brazil, 2017) support ongoing training, including reflections and improvement on pedagogical processes, knowledge and teaching values, in collective, organizational and professional dimensions, in multiple activities, such as: extension, study groups, pedagogical meetings, courses, programs and actions beyond the minimum training required for teaching in Basic Education (Brazil, 2017).

With the National Curricular Guidelines (DCN), the government ratifies what is already set out in the LDB, in terms of recognizing the importance of continuing teacher training (Brazil, 2017). According to these guidelines, continuing teacher training includes not only the acquisition of technical knowledge, but also reflections on pedagogical processes, values and educational practices.

Silva and Santos (2018) state that the pleasure associated with studying in continuing education is closely linked to the creation of collaborative learning communities. Alarcão (2011) confirms the importance of continuing education that is sensitive to the particularities and needs of teachers, taking into account the social, cultural and educational context in which they are inserted. Training needs do have to be flexible to adapt to the specific demands of each school reality. Silva (2018) mentions that the true result of continuing education in the teaching career is not only in participation, but in the practical application of acquired learning.

The creation of learning networks, communities of practice and collaborative partnerships between schools and universities are fundamental strategies for the professional development of teachers.

Research conducted by Gatti *et al.* (2019) indicates that well-prepared teachers have the ability to establish a welcoming and inclusive classroom environment, promoting the development of skills such as empathy, resilience, and teamwork. Also according to Gatti *et al.* (2019), despite the advances resulting from programs developed in the last decade, teacher training still represents a challenge for government policies and teacher training institutions. The authors also addressed the educational panorama in Pedagogy in the country, as an essential undergraduate degree for teaching practices. Figure 1 shows the evolution of the last decades, with the growth rates observed from 2012 to 2016, reflecting a trend already observed in previous periods. Namely: in face-to-face teaching, there was an increase of 14.8% in the public network and 29.3% in the private network; in distance learning, in the same period, there was an increase of 3.8% in the public network and 52.1% in the private network.

Figure 1 – Evolution of the number of enrollments in undergraduate courses in Pedagogy, according to administrative dependency and teaching modality. Brazil, 2001 to 2016.

		Total			Ensino presencial			Ensino a distância		
		Brasil	Pública	Privada	Brasil	Pública	Privada	Brasil	Pública	Privada
2001	Total	659.172	297.347	361.825	653.813	291.988	361.825	5.359	5.359	0
		100,0%	45,1%	54,9%	99,2%	44,3%	54,9%	0,8%	0,8%	0,0%
					100,0%	44,7%	55,3%	100,0%	100,0%	0,0%
2001	Pedagogia	222.476	72.010	150.466	220.906	70.440	150.466	1.570	1.570	0
		100,0%	32,4%	67,6%	99,3%	31,7%	67,6%	0,7%	0,7%	0,0%
					100,0%	31,9%	68,1%	100,0%	100,0%	0,0%
2005	Total	982.603	420.060	562.543	904.201	376.630	527.571	78.402	43.430	34.972
		100,0%	42,7%	57,3%	92,0%	38,3%	53,7%	8,0%	4,4%	3,6%
					100,0%	41,7%	58,3%	100,0%	55,4%	44,6%
2005	Pedagogia	315.299	134.434	180.865	288.156	109.276	178.880	27.143	25.158	1.985
		100,0%	42,6%	57,4%	91,4%	34,7%	56,7%	8,6%	8,0%	0,6%
					100,0%	37,9%	62,1%	100,0%	92,7%	7,3%
2011	Total	1.354.918	584.301	770.617	926.641	480.448	446.193	428.277	103.853	324.424
		100,0%	43,1%	56,9%	68,4%	35,5%	32,9%	31,6%	7,7%	23,9%
					100,0%	51,8%	48,2%	100,0%	24,2%	75,8%
2011	Pedagogia	586.651	132.265	454.386	305.103	97.933	207.170	281.548	34.332	247.216
		100,0%	22,5%	77,5%	52,0%	16,7%	35,3%	48,0%	5,9%	42,1%
					100,0%	32,1%	67,9%	100,0%	12,2%	87,8%
2016	Total	1.524.329	579.581	944.748	882.749	497.700	385.049	641.580	81.881	559.699
		100,0%	38,0%	62,0%	57,9%	32,7%	25,3%	42,1%	5,4%	36,7%
					100,0%	56,4%	43,6%	100,0%	12,8%	87,2%
2016	Pedagogia	679.539	126.503	553.036	299.794	100.795	198.999	379.745	25.708	354.037
		100,0%	18,6%	81,4%	44,1%	14,8%	29,3%	55,9%	3,8%	52,1%
					100,0%	33,6%	66,4%	100,0%	6,8%	93,2%

Source: Gatti *et al.* (2019, p. 111)

Career progress is closely related to educators' ability to reflect on their practices, identify areas for improvement, and apply new learning effectively in the classroom context. Santos (2021) emphasizes the importance of diverse training opportunities, such as courses, workshops, mentoring, and online learning platforms.

4 SOME CORRELATIONS AMONG RESEARCHERS

Pierre Bourdieu (1982) brings out concerns that the university is a space for the reproduction of social inequalities. The author, influenced by an elitist structure, developed theories on social and cultural hierarchies in the area of education, while Freire's work, based on a more inclusive institution, focused on pedagogical theories aimed at emancipation and social justice. It is important to mention authors such as Beillerot (1991), Santos (2004) and André (2001), who explore issues related to the interaction between basic education teachers and research. Additionally, the contributions of Monteiro and Giovanni (2000) are also relevant in this context. These authors provide valuable perspectives for understanding the dynamics of education and teaching practice today.

Authors such as Brzezinski (1997) and Hypolitto (2007) emphasize the importance of constant improvement to teachers, as the main person responsible for the educational process. Gauthier (1998) brings out the relevance of continuing education strategies that promote the recognition and appreciation of teachers' prior experiences and knowledge. This not only strengthens self-esteem, but also increases confidence in the ability to contribute effectively to the school environment. Marcelino (2010) writes that teachers' self-esteem can be influenced by external factors, such as the social appreciation of the teaching profession. Libâneo (2013) describes challenges that can arise from the diversity of teachers' professional backgrounds. According to the author, the transition from other professions to teaching requires the acquisition of new pedagogical skills and a deep understanding of the educational context, which can represent a significant challenge. It is worth noting that Cochran-Smith and Fries (2001) share the same multidisciplinary vision, which promotes academic enrichment.

Perspectives from Luckesi (2014) and Santos (2021) converge on the idea that the quality of continuing education depends on the combination of effective educational policies and the consistent provision of institutional support, considering the diversity of learning opportunities and personalization to meet the specific needs of educators.

5 CONCLUSION

Professional insights base decisions on scientific knowledge and on its understanding of social, cultural, economic, political and human diversity. In this context, the ongoing training and development of teachers is a stimulating challenge, considering the demand for knowledge in solving everyday problems. The functions of teaching, supervising and evaluating in a school require pedagogical planning, dedication, discipline and awareness on the part of teachers. In this field, it is essential that educators are attentive to the real needs of the school in which they work, thus seeking to promote the transition from common sense to a more scientifically based approach.

In the analysis of the authors' chronology, several aspects were mentioned here. The need for continued teacher training is intrinsically linked to the contemporary challenges faced in education – in which the evolution of virtual resources deserves to be highlighted. The specialized literature from the 2010s onwards has revealed concern with knowledge of the virtual world, also accompanied by clarity on affective/emotional issues in the teacher-student relationship.

By participating in training programs, teachers can learn new teaching strategies, emerging educational technologies, and assessment methods that are more aligned with student needs and the nowadays demands.

Teacher training and its development are useful topics for understanding the paths of education and the uncertainties faced by teachers in the school environment. The purpose of training is to improve the quality of teaching in the classroom, thus becoming a crucial element in the development process for both existing trainers and beginning teachers.

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