


CONTINUING TEACHER EDUCATION: the municipality of Manacapuru - AM as locus of study

FORMAÇÃO DOCENTE CONTINUADA: o município de Manacapuru-AM como lócus de estudo
FORMACIÓN DOCENTE CONTINUADA: la municipalidade del Manacapuru-AM como lugar del estudio


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ABSTRACT:

The present work aimed to carry out a study descriptive/comparative study on the type and availability of continuing education courses for teachers working in two public elementary schools II – one from the state network and the other from the municipal education network – located in the municipality of Manacapuru, state of Amazonas. Through a bibliographical review and survey of primary and secondary data with the state and municipal education departments. In the end, the importance of making viable mechanisms for teachers' access to continuing education is discussed so that pedagogical practices are a permanent exercise of reflection and criticality for the (re)construction of the teacher's professional identity.

KEYWORDS: Continuing teacher education; BNCC-Training; RCA.

Introduction

According to the Brazilian National Institute for Educational Studies and Research (*Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira* – INEP), the agency responsible for the census in basic education, in 2021 the country had 2,190,943 teachers working for basic education, most of them (62.7%) working for elementary schools, a total of 1,373,693 teachers. When we observe these teachers educational background, in the first years of elementary education (741,161 teachers) 86.4% of them have an undergraduate degree (83.4% with a graduate degree and 3%, with a bachelor degree), 9.2% have completed secondary education in teaching training courses and other 4.4% have completed general secondary education or less (Brasil, 2022).

The last two groups together represent 13.6% of all the teachers working for basic education I, who still need to attain an undergraduate degree. Achieving this is the focus of the 15th goal of the National Plan for Education (PNE) which, through the advocacy of a necessary national policy for the training of education professionals in collaboration with the national government, the states and municipalities, seeks to ensure that all basic

education teachers achieve undergraduate degrees, in the area of knowledge in which they work until the year 2024 (Brasil, 2014).

With a view to offer adequate training for these professionals working in basic education, back in 2009 (through Decree nº 6.755/2009) the federal government created National Plan for Education of Basic Education Teachers (PARFOR) which in collaboration with the Coordination for Improvement of Higher Education Personnel (Capes), higher education institutions (IES), states and municipalities had the goal to implement joint actions to provide higher-level education for teachers who have not obtained an undergraduate degree.

Through PARFOR, basic education teachers were to have access to further education in degree courses of their choice, with classes taking place during school vacation periods and taught by professors linked to and/or selected by the federal and state universities responsible for the courses. According to the Ministry of Education, in its first three years of existence, the program served more than 54 thousand teachers, in more than 19 thousand classes in 397 municipalities, mainly in the North and Northeast regions of the country. By 2012, it had already served more 28 thousand teachers in the North region, more than 20 thousand in the Northeast, 3,400 in the Southeast and 753 in the Midwest (Brasil, 2006).

PARFOR was part of a series of federal public policies that, in addition to making it possible for teachers to graduate from teaching courses, also granted access to professional master courses for educators working for public schools, and established the Institutional Program for Teaching Initiation Scholarships (PIBID) and the Degree Consolidation Program (PRODOCÊNCIA) (Brasil, 2016).

The training of teachers who work in basic education in Brazil

The enactment of Decree No. 8752, of May 9, 2016, revoked Decree No. 6755/2009. Although it maintained the goal of attaining an undergraduate degree for basic education teachers, it was necessary to update the national policy to connect it with the 2014-2024 PNE.

Goal 15 of the PNE states that the national policy for training education professionals dealt with in items I, II and III of Law nº 9.394/1996 (BRASIL, 1996), ensures that all teachers working in basic education must have the specific undergraduate degree in the area of knowledge in which they work. According to the fourth report for monitoring goals published by Inep (BRASIL, 2022b), the four indexes for this goal are at different levels of progress, as shown in Table 1 below.

Table 1 Indexes for goal 15 of PNE 2014-2024

Index	Goal	Current status (2021)
Index 15A – Proportion of teachers in preschool whose degree is appropriate for the area of knowledge they teach	100% up to 2024	60,7%
Index 15B – Proportion of teachers in elementary school whose degree is appropriate for the area of knowledge they teach	100% up to 2024	71,2%
Index 15C – Proportion of teachers in middle school whose degree is appropriate for the area of knowledge they teach	100% up to 2024	58,5%
Index 15D – Proportion of teachers in high school whose degree is appropriate for the area of knowledge they teach	100% up to 2024	66,6%

Source: Own authorship (2022). Data: (2022b).

Monitoring indicates that the country has been advancing, year after year, in the index of basic education teachers with undergraduate degree, although at a very slow pace. It signals that unless the Ministry of Education implements more forceful actions in all Brazilian regions, especially in the North and Northeast regions, the indexes for this goal tend to be well below the established target.

Goal 16 of the PNE is even more challenging, given the Brazilian educational scenario. Nevertheless, it is possible to be achieved through public policy with enough actions and funding. It focuses on the continuing education of teachers, with the goal of reaching 50% of all teachers working in basic education having access to continuing education in their area of work, considering the needs, demands and contextualization necessary for each system of education, allocating a special index to graduate training for these teachers (BRASIL, 2014). In the last report published by Inep (Brasil, 2022b), the two indexes for this goal are at different levels of progress, as shown in Table 2 below.

Table 2 Indexes for goal 16 of PNE 2014-2024

Index	Goal	Current status (2021)
Index 16A – Percentage of basic education teachers with a <i>lato sensu</i> or <i>stricto sensu</i> graduate degree.	50% up to 2024	44,7%
Index 16B – Percentage of basic education teachers who took continuing education courses.	100% up to 2024	40,0%

Source: Own authorship (2022). Data Inep (2022b).

The report's data indicate that in index 16A most teachers (40.7%) who worked in basic education had, in 2021, a postgraduate degree at a specialization level, 3.3% at a master's level and 0.8% at the doctoral level (Brasil, 2022b). Although it presents a gradual growth in the annual index, for the target to be reached an average annual growth of 1.8 points will also be necessary.

Data for the 16B index demonstrates clearly that it will not be reached until 2024, given the annual low increase in the continued actions offered to basic education teachers. The positive highlight was for the South region (61.3%) and the negative for the Southeast region (29.3%) (Brasil, 2022b).

Continuing education of Brazilian basic education teachers

The quality of teaching is the result of joint efforts, educational reforms and pedagogical innovations. It is also undoubtedly related to the initial and continuing training of teachers provided for in the National Education Law (LDB), which established the need for continuing training of teachers to meet the different levels and modalities of teaching. In this regard, Guerreiro (2004) highlights that:

It is through good teacher training that methodological changes in teaching reach classrooms. Teachers need a solid theoretical-conceptual base both in the specific area of knowledge in which they are most interested, and in pedagogical and psychological theories so that the student learning process effectively occurs in the classroom (Guerreiro, 2004, p. 23).

In this sense, continuing education has a lot to contribute, since educating oneself is not the mere process of accumulating knowledge from courses, books and techniques, but rather it is done through a reflective and critical work on practices of permanent construction and (re)construction of their professional and personal identity (Carmo, 2009).

In this way, education and also continuing education is understood as a process of self-training, since teachers re-elaborate their initial knowledge in comparison to their practical experiences in school contexts.

It is in this confrontation and in a collective process of exchanging experiences and practices that teachers constitute their knowledge as *practicum*, that is, one that constantly reflects in and about practice (Pimenta, 2002, p. 29).

Current research on teacher education values what is called a reflective teacher, as opposed to the technical thinking that used to mark the work and training of teachers. According to Nóvoa (1992), training should encourage a critical-reflexive attitude to offer teachers the means of independent thinking, facilitating the dynamics of engaged self-training. In the critical-reflexive attitude, the teacher is seen as an intellectual in a

continuous process of education, in this sense, thinking about his/her education means considering it as an initial and continued process (Carmo, 2009).

Callai (2002) in turn states that in teacher training it is necessary to evoke not only the pedagogical discussions, but also the theoretical foundations behind different forms of investigation and adequate instruments of science. For the teacher must know both his science and its foundations, and what it means to learn, in order to build his/her own base of knowledge, so that s/he can teach with solid knowledge.

The theory/practice connection, in the case of teacher training, must have the perspective of the pedagogical, the educator and the science with which one is working, so as not to become a mere content collector or a methodological coating (Callai, 2002, p. 256).

In this regard, Nóvoa (1992) affirms that it is necessary to work towards the diversification of training models and practices, establishing new relationships between teachers and pedagogical and scientific knowledge. According to the author,

[...] training involves experimentation, innovation, testing new models of pedagogical work, and also a critical reflection on its use. Training is made through research processes, directly articulated with educational practices (Nóvoa, 1992, p. 28).

Providing new and different experiences to teachers becomes very important for the improvement of their education, contributing a lot with the critical-reflective perspective. In this sense, Zeichner (1992) states that this strategy improves teachers' training, since it can increase their ability to face complexity, uncertainties and injustices at school and in the society.

The terms used to name the continuing education programs for teachers (improvement, continuing education, recycling, training, qualification) are not synonymous and differentiating them is not just a semantic issue. These terms are imbued with the philosophical conception that guides the process, revealing the postures and concepts that guide training actions, as shown in Table 3 below.

Table 3 Terms used to name the continuing education

Capacitation	Aims to provide certain skills to be acquired by teachers in a course; presents a mechanistic conception that considers teachers to be incapable.
Qualification	It does not imply the absence of capacity, but it remains mechanistic, as it aims to improve existing qualities.
Improvement	It implies making teachers perfect. It is used in association with most other terms.

Recycling	Term specific to industrial processes and usually refers to waste recovery.
Updating	Action commonly used in journalism. Aims to inform teachers about current events. It receives criticisms similar to those given to Banking Education.
Continuing education	It aims to reach higher levels in formal education or to deepen the knowledge that teachers already have.
Permanent education	Carried out constantly, it aims at the general education of the individual, not focusing only on the levels of formal education.
Specialization	It is the completion of a graduate degree on a specific topic
Deepening	It aims to deepen some of the knowledge that teachers already have.
Training	It suggests acquiring skills by repetition. The term is used for handling machines in industrial processes, in the case of teachers, they interact with people, building knowledge.
Retraining	Repeat previous training situations.
Enhancement	Improving the quality of teachers' knowledge.
Overcoming	Climbing to other levels or standards, for example, a university degree or postgraduate degree.
Professional Development	Short courses that pursue the "efficiency" of the teacher, that is, the search for better professional performance.
Compensation	Supply something that is missing. Activities that intend to grant knowledge that was lacking in previous training.
Profissionalization	Make professional. Ensure a title or diploma for those who do not have one.

Source: Prada (1997) *apud* Carmo (2009).

Given this, the present work will use the definition of continuing education proposed by Candau (1997), who presented three vital aspects for the process of teachers' continuing education: the school as the privileged locus of training; valuing teacher's knowledge; and the life cycle of teachers. This means that continuing education must start from the real needs of the teacher's daily school life, then value teacher's knowledge, that is, curricular and/or disciplinary knowledge along with experience knowledge; finally, valuing and recovering the teaching knowledge built in pedagogical practice (theory added to practice).

Continuing Education and the BNCC and the RCA

Regarding the process of constructing the BNCC, Da Rosa (2018) reported that it was extremely disputed by different groups during its preparation, from the first version in 2014. The winner was the Common Base Movement that according to Avelar and Ball (2017) is funded by Fundação Lemann, Instituto Natura and Banco Itaú BBA. Fundação Lemann, in addition to being a financier, is the "executive secretary" with the mission of choosing the members who participated in the elaboration of the New BNCC. Avelar and Ball (2017) still point to a planned strategy of the Movement, which was to insert

members of the Government and former members. Hence, we hypothesize a strong connection between the Federal Government and economic institutions sharing market interests in this political connection, which is later exposed with the restructuring of the New Secondary School, having new subjects, and the offer of technical courses.

In the presentation of the third and final version of the BNCC (BRASIL, 2017) the document states that it complements and revises the second version, and that it is the result of a broad process of debate and negotiation with different actors in the educational field and with the Brazilian society. According to Da Rosa (2018), discussions contrary to some parts of the proposal were ignored in the third version and CNE/CP Resolution No. 2, of December 22, 2017, was published establishing and guiding the implementation of the BNCC.

The following year, the Movimento pela Base Comum, released the "Criteria for continuing education for a curricular framework aligned with the BNCC" (Movimento Pela Base Comum, 2018). The introduction of the document mentions that the new BNCC (Brasil, 2017) brings a new proposal for education, aiming at the integral formation of the student, education must provide the opportunity to develop

[...] criticality, autonomy, the ability to use knowledge and skills to solve problems in the contemporary world. In this sense, the BNCC proposes to rethink the way we learn and, consequently, the way we teach. This change requires careful planning of education, initial and continuing, so that teachers are fully qualified to innovate in pedagogical practices, to maintain an open listening channel with students and to improve their own skills, both professional and personal. Therefore, this document, prepared for secretariats, training teams and school managers, aims to present fundamental criteria for thinking and organizing continuing education for curricula aligned with the BNCC. The idea is to bring questions, strategies and good practices to design the training model that best suits the needs of each network, in clear and accessible language, in a practical, objective and concise way (Movimento Pela Base Comum, 2018, p. 3).

Regarding continuing education, the document is emphatically states that:

Continuing education is not a course or a lecture. It must be something continuous, with periodic meetings to accompany the teacher's development and the presence of a trainer who knows the reality of the school and the classes. In addition, for deepening and reflecting on day-to-day practice, training should take place at school and primarily among peers. Finally, training should preferably take place in-service, that is, during the teacher's workload, with a guaranteed physical space for study and training (Movimento Pela Base Comum, 2018, p. 5).

Imbernón (2010) also states that

Continuing education should foster the personal, professional and institutional development of teachers, enhancing collaborative work to transform practice. It is easy to say, but it is very difficult to change training policies and practices (Imbernón, 2010, p. 45).

Collaborative practice among teachers is presented in a work prior to the aforementioned, when Imbernón (2009) exposes that training is a collective task, which presupposes that in training institutions there are collaborative training activities, promoting their own processes of intervention and institutional innovation. In this respect, Mariani and Sepel (2019) state that continuing education programs need to focus on collective strengthening,

[...] theoretical-practical and a spread of collaboration between peers, with a view to building more solid practices, focused on overcoming difficulties and on student learning. Nóvoa emphasizes that training implies changing teachers and schools, which requires investment in innovative experiences. Otherwise, it may trigger personal and institutional resistance and passivity of educational actors (Mariani and Sepel, 2019, p. 28).

The document addresses eight items considered essential for continuing education that seeks to build a curricular framework aligned with the BNCC. These are listed in Table 4 below:

Table 4 Important items in the construction of the state curriculum reference

- | |
|---|
| 1. Continuing education should not be a single or isolated event. |
| 2. Continuing education is more effective with materials aligned with the curricular framework or the BNCC, which show teachers how to do it and bring them closer to practice. |
| 3. Continuing education must be based on competencies, objects of knowledge/skills and pedagogical procedures and practices. |
| 4. Continuing education should allow the teacher to develop general skills through professional experience. |
| 5. Continuing education should recognize and value teachers' experiences, helping them to transform their practice. |
| 6. Continuing education should teach teachers to reflect on their practice. |
| 7. Continuing education should identify teachers' learning challenges to prioritize what will be worked on. |
| 8. Continuing education must establish a permanent cycle of diagnosis, action and monitoring and evaluation. |

Source: Own authorship (2022). Data from the Common Base Movement (2018).

In this sense, seeking to put into practice the guidelines of MEC, the state of Amazonas began in 2018 the signing of the Term of Technical Partnership between the National Council of Secretaries of Education - CONSED/AM and the Board of Municipal

Education Directors of Amazonas - UNIDE/AM, for the elaboration and implementation team of the Amazonense Curricular Reference – RCA.

The construction of RCA had the support of the Amazon society, mainly education professionals of all levels. In mobilization to create the document, there was a contribution from public and private institutions that worked together with the assignment of professionals who became critical readers, privileging relevant aspects for the enrichment of the RCA. And one contribution that stood out was that given by professionals provided by the Secretary of State for Education and Teaching Quality - SEDUC/AM and the Municipal Secretary of Education of Manaus - SEMED/Manaus, who helped to improve and write the document (Amazonas, 2019).

The structure of the RCA is guided by the BNCC, which defends the development of students through skills and abilities, based on continuous training, articulated between theoretical knowledge and those experienced in everyday life. In Elementary School, the final years, the student will become competent as the knowledge objectives of the various components are worked on in a transdisciplinary and contextualized way (Amazonas, 2019).

Like the BNCC, the RCA of Final Years of Elementary School comprises five areas of knowledge that “encourage communication between the knowledge of the different curricular components” (BRASIL, 2010), dividing the curricular components into nine. Structured and presented, as follows in the RCA (Figure 1).

Picture 1 Standard flowchart of all RCA curriculum components

Presentation	Introduces the document, reinforcing the process of democratic construction in collaboration.
Thematic Texts	Address topics relevant to basic education in the light of the Common Curriculum Base.
Introductory Texts	Deal with the peculiarities of each curricular component, followed by the specific components.
Organizing Chart	They aim to organize the thematic units, competences, skills and object of knowledge, in a clearer way.
Thematic Unit	Defines an arrangement of objects of knowledge throughout Elementary School suited to the peculiarities of the different curricular components.
Competencies	They are defined as the mobilization of knowledge, skills, attitudes and values to solve complex demands of everyday life and to the full exercise of citizenship.
Skills	They express the essential learning that must be assured to students in different school contexts. Therefore, they are described in the form of an alphanumeric code following a certain structure.
Object of Knowledge	They are essential learning processes that present increasing sophistication and/or complexity as the student moves forward in the educational process, understood as contents, concepts and processes.

Detailing the Object of Knowledge | These are aspects for achieving the object of knowledge and skill in a timely, regional and in-depth way.

Source: Own authorship (2022). Data available in Amazonas (2019).

When it comes to teacher training, the RCA addresses this subject in chapter 13, “Continuous training of teachers and its relationship with the National Common Curricular Base - BNCC and the Amazonian Curricular Reference”. This marks a great advance compared to the BNCC (2017), which has no emphasis or focus on the field of teacher training and curriculum reformulation (Pereira, 2021). The author goes further stating the following about RCA:

[...] at the same time that the RCA presents authors who oppose the technical and reproductive model, it also presents a discourse of continuing education based on the definitions of UNESCO and the OECD, which happens through competence and skills. This demonstrates an inconsistency between the proposed policy and what will actually be applied (Pereira, 2021, p. 141).

Another point worth mentioning about the RCA is the absence of any formal guidance on how this continuing education will be offered to teachers. Whether the municipal education secretaries or the state education secretary will be responsible for offering this training or producing an action plan explaining how such training moments will occur within the specificities of each curricular component, and the different needs of the target audiences.

Faced with this lack of information about continuing education at RCA, the education secretaries decided on their own how to proceed, and opted to offer face-to-face and online courses for teachers. This is the case of the State Secretariat for Education and Teaching Quality of Amazonas-SEDUC/AM and the Municipal Secretariat for Education and Culture – SEMEC - Manacapuru.

The municipality of Manacapuru is located 90 km from the city of Manaus, and is part of the Metropolitan Region of Manaus-RMM. It is connected to the capital by the AM 070 (Rodovia Manuel Urbano). It has an estimated population of 169 thousand inhabitants, with approximately 103 thousand concentrated in the municipal seat (IBGE, 2021).

Continuing training provided by SEMEC/ Manacapuru

SEMEC/Manacapuru serves a total audience of 18 thousand students divided into urban and rural students who are enrolled in the following levels of education: Early Childhood Education (daycare), Early Childhood Education (preschool), Elementary School - II, Youth and Adult Education - EJA. To serve this public, the body of teachers in the urban perimeter alone is 480 teachers (SEMEC/Manacapuru, 2022), as shown in Table 5.

Table 5 Quantitative of SEMEC/Manacapuru teachers in the municipal seat

Level	Morning	Afternoon	Total
Elementary I	159	172	331
Elementary II	49	100	149
Total	208	272	480

Source: SEMEC/Manacapuru (2022).

SEMEC/Manacapuru does not have an exclusive sector for providing courses to teachers. However, they have partnerships with the following digital platforms: Universidade de Marília - UNIMAR and the AVAMEC Platform. For many teachers, this is the first time they are in contact with teaching technologies.

For Costas (2018) teacher training is constantly changing and discussions about the use of technological practices are very necessary. The author explains that:

The initial training of teachers does not usually treat technology as tools, and not as fundamental media and languages for the learning of children born in a hybrid, connected and mobile world. Future teachers should learn through more hands-on processes, close to those they will develop as teachers (Costas, 2018, p. 9).

In this tone Farias and Pereira (2021) in their work "Digital technologies and their use in complementing teacher training: An analysis of the AVAMEC platform", raises important questions about the need for teachers to make technology important partners in the development of their future activities within the teaching dynamics, and not as a mere tool that helps in teaching activities in very sporadic classes.

According to SEMEC/Manacapuru (2022), every year teachers are instructed to take courses on digital platforms. UNIMAR offers varied courses and not specifically directed to the areas of knowledge. Some of them are: Didactics; Learning Disorder; Early Childhood Education (Theories and Pedagogical Practices); Fundamentals of Special and Inclusive Education; Fundamentals and Methodology of Literacy and Literacy; Ludic Pedagogy. All are paid and have an average workload of 60 hours/class.

SEMEC/Manacapuru professors are instructed to enroll in two courses per two-month period, totaling a total of 8 courses at the end of the school year.

Another platform that SEMEC/Manacapuru teachers use is the AVAMEC platform, which is a virtual learning environment, developed by the Information Technology and Educational Media Laboratory (LabTime), at the Federal University of Goiás - UFG, together with the Ministry of Education-MEC.

The AVAMEC platform offers free courses, with varying workloads between 60 and 180 hours/class. In addition to providing courses aimed at the general public of basic education teachers, it also offers courses targeted by area of knowledge.

These are the Courses Directed to the Humanities Area on the AVAMEC platform available this year: Training in Applied Human and Social Sciences and Training in Natural Sciences and Technologies, both with a workload of 180 hours, aimed at the public of teachers working with the new High School. The courses aimed at basic education in general can be seen in table 6 below.

Table 6 Courses aimed at general public basic education teachers

Courses	Workload
Improvement in Well-Being in the School Context	180 hours
Improvement in Education and Technology	180 hours
Training for Organizers of the Connected Education Innovation Program	180 hours
Use of Digital Educational Resources	60 hours

Source: Own authorship (2022). Data available on the AVAMEC Platform.

The AVAMEC platform, according to Farias and Pereira (2021), is prepared to provide several courses in the non-face-to-face modality, which may or may not complement academic training, being offered in the following modalities: improvement, training, specialization, extension and continuing education.

Course participants on the platform can take several courses at the same time, and their registration is conditioned to the availability of vacancies offered. It is also important to point out that the teaching methods used do not need a mediator, leaving it to the student to advance in the teaching modules according to their level of learning and acquired knowledge. As you meet the required requirements, certification at the end of the course is obtained on the platform itself.

In addition to the content offered in each module of the courses, they provide activities for understanding and reflecting on what was learned during the module, with the opportunity to open discussions in the course forum (Farias and Pereira, 2021).

Continuing training provided by SEDUC/ Manacapuru

The State Secretariat for Education and Teaching Quality of Amazonas-SEDUC/AM, has a Local Coordination in the municipality of Manacapuru. According to the State Education Plan of Amazonas – PEE/AM (2015), SEDUC/AM had 24,370 thousand teachers working in 62 municipalities in 2015. Most entered through a simplified selection process at local coordination offices.

The PEE/AM (2015) presents alarming data. In 2014, the state of Amazonas had a population of 784,571 thousand children and adolescents between 6 and 14 years old. However, only 654,398 thousand (83.4%) were enrolled in Elementary School (both at the municipal and state levels). That is, 130,173 were out of school. After this survey, no others were carried out in the state.

Currently, SEDUC/AM has approximately 455,954 students enrolled in Elementary School II, and 108,294 thousand students in High School throughout the State of Amazonas (Censo Escolar, 2022).

SEDUC/Manacapuru has 11,788 students enrolled, served by a total of 534 professionals, including teachers, pedagogues, school support teachers and managers. These data were captured by the Integrated Educational Management System of Amazonas-SIGEAM. The workload of the teaching staff varies between 20, 40 and 60 hours/week (SIGEAM, 2022).

With regard to continuing education, SEDUC/AM also makes use of the AVAMEC platform, offering courses for teachers. However, the secretary of education also has a specific sector for training, which is called the Professional Training Center Pe. José de Anchieta - CEPAN.

CEPAN is dedicated to providing face-to-face and online courses for teachers and school managers, with a varied workload and recognized certification. Generally, at the beginning of the school year, there is a face-to-face training period, with CEPAN teachers who are effective teachers at SEDUC/AM.

This initial training is called “Trilhas do Saber” and is aimed at all professionals working both in elementary and high state schools in the municipality of Manacapuru. They have the opportunity to carry out training according to the available topics (TABLE 7).

Table 7 Trilhas do Saber: Theme of trainings in 2022

Implementation of curricula and curricular and pedagogical proposals
Pedagogical Curriculum Proposal for the New High School - Main Changes
Elementary School Pedagogical Curriculum Proposal
Pedagogical Curriculum Proposal for Youth and Adult Education

Pedagogical Curricular Proposal Flow Correction Program (AVANÇAR)
Special education
Full-time Schools (Active School / Bilingual School) Successful Methodologies
Elaboration of the School Management Plan
Vista School Management Board
Teacher training
New High School Training Itineraries
Technological Mediation
Elementary Education and School Flow Correction Program - AVANÇAR

Source: Own authorship (2022). Data available on the Saber+ AM Platform (2022).

This Trilhas do Saber training is carried out in person at the headquarters of the municipality of Manacapuru, with CEPAN teachers themselves. The average duration is four days in two shifts, morning and afternoon. Lectures, workshops, dynamics and sharing of experiences among professors are held (PICTURE 2).

Picture 2 Trilhas do Saber: New High School Training Itineraries course



Source: Authors' registry (2022).

Teachers choose in advance the courses they would like to take, according to those that will be available at Trilhas do Saber and their needs and interests. This year, 2022, the state of Amazonas began to implement the New High School, starting with the 1st year classes of High School. For this reason, the course Itinerários Formativos do Novo Ensino Médio - NEM was made available to teachers. Teachers were very interested in this course in order to solve doubts caused by the new changes, especially with the

introduction already in the first year of NEM of three new “disciplines” they are: Digital Culture; Financial Education and Life Projects.

Despite the COVID-19 pandemic, the first effects of these training courses can already be seen in the result in the Basic Education Development Index-IDEB (2021), where secondary education in Amazonas raised from 12th place in the National Ranking of state networks in 2019 to 8th place in 2021, rising 4 positions above, and being among the 10 best-placed states in the country.

According to IDEB (2021) in elementary school final years (6th to 9th grades) the state also presented good results, surpassing the target of 4.7 as it reached a grade of 4.8. However, the learning level is still classified as basic level No. 2 in Mathematics, as it reached a score of 247.07 in the average proficiency, and in Portuguese, it is classified at level 3, as it obtained a score of 250.57. When analyzing the IDEB data by administrative body, the municipality of Manacapuru reached a score of 5.2, ranking among the eight best municipalities in the state of Amazonas, where the capital Manaus reached first place with an average score of 5.7 (IDEB, 2021).

Still on Trilhas do Saber, the culmination of this training occurs with the sharing of experiences reported by the teacher, of subjects and directed orientations. In some cases, the CEPAN professor proposes solutions to be worked on certain topics in the classroom (PICTURE 3).

Figure 3 Trilhas do Saber: Training culmination



Source: Authors' registry (2021).

In this culmination, the historical evolution of the Ciranda Tradicional de Manacapuru was presented, which is part of the three associations that compete in the Festival de Ciranda de Manacapuru, held every year in the municipality in the month of August.

In addition to this face-to-face training at Trilhas do CEPAN, teachers are offered free courses on the Escolas Conectadas platform every year, with a workload varying between 10 and 60 hours/class.

It is important to highlight that both SEMEC/AM and SEDUC/Manacapuru ask teachers to inform the courses they took on the platforms that year every two months, not immediately requesting the presentation of certificates but only for the information at the first moment.

Final considerations

In view of all that was exposed in the present work, it was to be expected that the Amazonian Curricular Reference - RCA addressed a direction or orientation concerning the way the departments of education, both state and municipal, should deal with the continuing education of teachers, that is, produce an action plan explaining how such formative moments would occur within the specificities of each curricular component, and the distinct needs of the target audiences. However, as there was no such direction in the document, the respective departments of education chose to make online courses and face-to-face available for teachers, both at SEMEC/Manacapuru and SEDUC/Manacapuru.

In the case of SEMEC/Manacapuru, the courses are available mainly online, using the courses offered by the UNIMAR and AVAMEC platforms. Teachers are instructed to take courses annually, directed to their respective areas of activity.

SEDUC/AM, in turn, also makes use of the online platforms, both AVAMEC and Escolas Conectadas. In addition, it provides face-to-face courses through CEPAN where teachers from the sector travel to all municipalities in the state, to provide training to teachers who are in the classroom. However, despite the offer of both face-to-face and online courses, some teachers, the vast majority with more than two decades of experience, were resistant to taking the training courses, claiming that they were not interested in learning new things, "because they are in the final stages of their career and about to retire" (within 3 years maximum). They also reported not having patience with teachers with "little experience in the classroom". This undoubtedly demonstrates, among other things, their fatigue with their role as teachers and their lack of interest in improving their teaching practices.

Considering everything that has been exposed here, it is necessary to highlight that the teachers who were resistant to participating in the training courses do not represent the majority of the teaching staff of the schools in the municipality of Manacapuru, but the minority. Therefore, most teachers from the education departments, both municipal and state, carry out training in order to improve their teaching practices. They actually carry out reflective and critical work on their construction practices and permanent reconstruction of their respective professional identities. It is already possible to see the reflection of this throughout the historical evolution of the state's SAEB scores, which have shown an increase since it began to be evaluated.

Therefore, we can conclude that in order to be great professionals, a critical self-reflection of our teaching practices is necessary, in order to constantly rebuild ourselves throughout our professional journey, to adapt more easily to the constant changes of the new generations and to be able to guide them in the best possible way.

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RESUMO:

O presente trabalho tem como objetivo realizar estudo descritivo/comparativo sobre o tipo e a disponibilidade de cursos de formação continuada destinado aos professores lotados em duas escolas públicas de ensino fundamental II – uma da rede estadual e outra da rede municipal de educação – localizadas no município de Manacapuru, no estado do Amazonas. Por meio de revisão bibliográfica e levantamento de dados primários e secundários junto às secretarias de educação do estado e do município. Ao final, discute-se a importância da formação continuada para que as práticas pedagógicas sejam um exercício permanente de reflexão e criticidade para a (re)construção da identidade profissional do professor.

PALAVRAS-CHAVE: Formação continuada de professores; BNCC-Formação; RCA.

RESUMEN:

El presente trabajo tiene el objetivo un estudio descriptivo/comparado sobre el tipo y la disponibilidad de cursos de formación continua para profesores que actúan en dos escuelas primarias públicas II, una de la red estatal y otra de la red municipal de educación. – ubicada en el municipio de Manacapuru, estado de Amazonas. A través de una revisión bibliográfica y levantamiento de datos primarios y secundario las secretarías de educación estatales y municipales. Al final, se discute la importancia de viabilizar mecanismos de acceso de los docentes a la formación continua para que las prácticas pedagógicas sean un ejercicio permanente de reflexión y criticidad para la (re)construcción de la identidad profesional del docente.

PALABRAS CLAVE: Formación continua de profesores; BNCC-Formación; RCA.