1 - PROFESSIONAL TEACHERS DEVELOPMENT: PROFESSIONALIZATION AND PROFESIONALISM

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Introducion

In search of our professional identity, as instructors, we have been evidencing a **lack of definition of the current purpose of the teachers' work**. This provides an absence of clarity about the own development and professional performance process and also the philosophical, epistemological and ontological basis of these processes.

Therefore, the purpose of this study is to share some of our problems and problem-situations, and we hope to find other professionals that want to contribute in this search to solve these perturbations. The development of our study is structured according to the following analysis categories: **complexity, diversity, contextualization, globality**. We, as instructors, want to be recognized as professionals, but on this search the first problems emerge:

-What is to be a professional? What is professionalization and professionalism?

-What is to be instructors? What is the meaning in being an instructor? What is the meaning of our professional performance?

-How to think/articulate/implement constructive processes that contribute to professionalization and with instructor professionalism? What type of education professional we should become?

On the search for answers to these problems other problems arise, but not less important: How is the instructor development process on the perspective of instructors as professionals? What do we, instructors, know about our profession? And about our socioprofessional identity? What is the specificity of instructor performance? What is the sociocultural and epistemological role and value of instructor performance while performance of a professional? What do we need to know to assume this role in a social and cultural context (the school)?, In other words, What knowledge is necessary for instructor performance? What is our epistemological identity?

Each one of the problems, by itself allow us the elaboration of detailed studies!

When we started to think about these problems, it is evidenced that the terms profession and professionalization have many meanings.

Profession

Professions have surged, historically, as the development of occupations, when these search for more scientific recognition, recognition of specificity and achievement of social status. A situation that has promoted this approach (occupation of the profession) is the industrial revolution that pushes us to an arrangement of specialized knowledge fields produced by rational science since the XVIII century. Evidently this is, also, directly linked to the social division and changing of work in the complex production system of modern society (sociopolitical, economic and cultural scientific issues, among others).

Professionalization

When searching the term **Professionalization** the following understanding is presented: as being a qualification process in which an organized occupation obtains exclusivity rights to execute a particular kind of work.

We have also found professionalization as an exercise of power and authority among community and subordinated occupational groups.

Currently, many studies related to intellectuals and researches of the subject[1] helped us to think about the work of instructors as professionals. It is considered that our professional performance is centered in an *intellectual emphasis, with clear rules of work, with concrete mechanisms of ingression to the profession and with a body of specific knowledge*.

Although, in our search (own professional experience, researches and studies with other instructors), when analyzing, according to those categories presented in the beginning, we found a situation of lack, some lacunas from not well clarified situations, about the following:

a) Do we have an institution worried about the construction and advance of professional instructor knowledge?; b) Do we have a knowledge basisdelimitating the group of proper knowledge that define the professional identity?; c) Are we able of demonstrating our knowledge and our acts and arguments of the reasons of our professional decisions and actions?; d) Do we have mechanisms to decide about the profession exercise?; e) What is our autonomy and responsibility on the exercise of our specificity (in other words, what is our capability/competence to decide in a responsible way the adaptation between the educative propose and reality in which will be performed)?

Though, how can we be responsible if we have few or almost any autonomy/ability to decide!, as much as individual as in collective levels, legal or intellectual and moral subjects, among others? What do not able us to decide/construct, if we have a professional "certification"?

We, can, yes, form solid basis, well structured and autonomous, with responsibility, demonstrating our knowledge with sustaining arguments, individually and collectively, and also building mechanisms that make possible solutions findings for problems that till now enunciate.

One of the steps, considered important in this path, is taken when we involve in processes related to continuous formation.

When searching to establish the process of professional resilience and instructor professionalization, some other problems arise: Who are the subjects that can be these teaching professionals?; How should be the professional preparation?; Is the initial preparation sufficient or the professional preparation should be continuous?

Rather than the involvement in continuous professional preparation processes, another step to be taken considered important is to understand that professional certification, only in legal sense, is not enough. We need to understand that our professional performance is not a mechanical act. We need to understand, that this professional exercise is characterized by a subjective and hidden dimension that is not evident, that remains subjacent, what is not seen, is not said, but it is noticed in the

professionals' actions and speaking, in the professional posture.

We are referring to professionalism.

Professionalism

Instructor professionalism refers to the professional practice qualities according to the requirements of educative work: it points out at two dimensions: the description of teaching performance and the expression of values and purposes desired to reach and develop in the profession - preoccupations in performing good teaching.

Although, what is the act of teaching? Is it our specificity?

To teach assumes a group of complex operations that changes the curricular pedagogic school project in real practice. It must also be understood as an intentional act, historically situated and systematically organized - formal - in a socio-cultural context (social activity with educative process). That is why it is configured as a group of related actions in which many factors take part: historical, cultural, social, institutional and even work. Teaching is a social request and public responsibility and, for this reason, it should not be assumed isolated, but shared.

Professionalization and professionalism

Professionalization and professionalism are dimensions of professional development and implies in the necessity of assuming an attitude of reflexion, critical analysis and research as possibilities of participation in the construction of the identity of our profession, and, therefore on the development of the educational reality in the environment of its personal and collective projects - educative innovation (RAMALHO et al, 2003). Despite that each one of these dimensions have their specificity, they must be understood as part of the same process that takes us to the necessity of thinking complexly.

To "become an instructor" is, therefore, a complex, dynamic and evolutionary process, that contains many formative steps, which are comprehended as a varied group of learning. A profession is learned; to act with professionalism is also learned. At this point professionalism can be considered to integrate an attitudinal dimension of knowledge necessary for the professional instructor performance.

Beginning the walk

We live in an accelerated process of socio-cultural changes, since the end of the last century that has been promoting strong pressure on the educational systems. These pressures fall upon, especially, us, instructors.

We assure that, we instructors are indispensable elements and primordial in the formal educative process, as dynamic promoters and as mediators, although we should not assume responsibility, alone, for the educational results. We should, society, instructors and government, assume together not only the success but also the failure of the process.

We are in front of a great challenge and we should not omit ourselves in this work, which is to find answers to the problems found. They are made of theoretic-practical as much as socio-cultural challenges, because, today it is attributed to the school that hands to the instructors the main task in educational process.

Thinking of instructors as professionals, in other words, instruction as profession implies: *recognition, not only by society, but specially for us, instructors, as producers of our identity, and therefore, producers of knowledge*.

We cannot wait or attribute to strangers this responsibility, even knowing that this will demand us hard work, once again.

We understand that the movement towards instructor professionalization is not only ideological, but social, political, economical and cultural. But why are we looking forward to as professionals, to achieve our professionalization? Is it because we want to assume our professional performance with professionalism?

While analyzing this process, problems were identified, searching for solutions, we are developing our capability of decision making, interpretation, critical analysis, evaluation of our actions, and not simply looking with limited theoretical possibilities. This group of actions allow us possibilitates "awareness of the construction processes of our actions - the pedagogical doing and understanding".

This group of actions can be considered, as being attitudes of researchers, and research, as professional activity, must be understood with an ethical principle to go beyond the methodology of superficiality. Research guides debates about other investigation experiences. We are not referring to academic research with laboratorial and clinical view, but to the adoption of attitudes that assume the use of scientific methods and productions as references for the construction of knowledge that possibilitates development of such well known necessity of educative innovation - professional autonomy. This process can be named scientificity rather than scientifism.

Improving the instruction exercise, the actions considered pedagogic-educative, the school education reality will be improved.

What is implied in this process of better qualification? The answer to this question is not considered an easy task. Theorizing the solution has been easier and noticed that offers us a great risk: the apparent reach of renewed of the instructors' thinking (in professional preparation universities or courses) or those in formation.

Instructor action must be guided by desired purposes and objectives that assume ethic sense as fundamental - what is meant to be said, by imminent ethic criteria of educative practice - that is the professional instructor action.

Due to its complexity we must find, in an intense and undefined search on the temporal subject, our identity, to formulate our conception of profession and professionalization; transform this objective not only wanted, but vivid. This way we are searching for emancipation - a proposal towards instructor professionalization and professionalism.

Professionalization with professionalism implies in a complex development of the profession, while a systematic, multidimensional, dynamic and continuous process (individual and collective) and requires that:

-our instructor attitudes and performance become deeply anchored on a theory and educative research basis;

-the search for autonomy remains constant to permit traffic, paths and decisions surrounding a wider educational context in which we perform;

-the generalization of our instructor responsibilities become a constant for the inclusion of those facing other parts of the community, in general.

Therefore, becoming a professional in instruction is not a natural process, but socio-historical - conditions not given spontaneously, but built in constant movement of interactions, in which, interest and contradictions might emerge, and consequently, more problems.

BASSO 1998; CHARLIER 2001; CONTRERAS, J., 2002; FREIRE, 1998; GIROUX, 1997; PACHECO & FLORES, 1999; TARDIF, M., 2002; RAMALHO, NUÑES, GAUTHIER, 2003; among others

Some characteristics that arrise the professional instructor performance with professionalism:

-Recognize himself as part of a social project; - Have clear the methods and objectives of school education, understanding the pedagogic relation basis; - Recognize, understand and consider the human dimension of who learns; - Maintain relations with theoretical knowledge without depending on them;

-Know the content taught organizing it in a criterious way and with epistemic basis;

-Choose between educational theories that achieve the objectives proposed, arguing the choices' reason; - Relate problems pertinent to life that the student may find in his social context and that his knowledge field, with its knowing, provide conditions to construct competences to solve them;

-Identify in the context of social practices which competences their students need to have to introduce himself in it active, critic and autonomously;

-Understand the need of continuous study.

To desire our professionalization and our professionalism we understand necessary to guarantee quality, for initial formation as much as for continuity of instructors that already perform in school education, because it is:

-An ethic and moral commitment;
-A way of guaranteeing credibility;
-A consequence of professional dignity;
-A necessity of the professional field surviving.

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ABSTRACT

In search of our professional identity, as instructors, we have been evidencing a lack of definition of the current purpose of the teachers' work, fact that provides an absence of clarity about own formation process of professional performance and also the philosophical, epistemological and ontological basis of these processes. Professionalization is a qualification process in which an organized occupation obtains exclusivity rights to the executions of a particular type of work and professionalism is linked to quality and commitment of the professional exercise. Professionalization with professionalism implies in a complex development of the profession, while systematic, multidimensional, dynamic and continuous, individual and collective process. We consider important that teaching understood as a process of professional performance and that professionalism the situation that guarantee us the necessary quality. To achieve our Professionalization with professionalism it is necessary to guarantee quality, as much as for initial development as for the instructors continuity that already perform on scholarized education, because it is an ethical and moral commitment, will guarantee credibility, professional dignity and survival of the professional field.

Key-words: Professionalization, professionalism, instruction

FORMATION ET DÉVELOPPEMENT PROFESSIONNEL ENSEIGNANT : PROFESSIONNALISATION ET PROFISSIONALITÉ

RESUMÉ

À la recherche de notre identité professionnelle, tant qu'enseignants et enseignantes, nous avons prouvé une indétermination de la finalité actuelle elle-même du travail enseignant costume qui dans leur fournit un manque de clarté sur le processus lui-même de la formation et une performance professionnelle et aussi des bases philosophiques, des epistemológicas et ontologiques de ces processus. Professionnalisation est une procédure de qualification dans laquelle une occupation organisée obtient le droit à l'exclusivité de l'exécution d'un type particulier de travail et profissionalité est attaché à la qualité et à l'engagement de l'exercice professionnel. Professionnalisation avec profissionalité implique dans un développement complexe de la profession, comme processus systématique, multidimensionnel, dynamique et continu, individuel et collectif. Nous considérons important que l'enseignement soit considéré comme un processus de performance professionnelle et que profissionalité est la situation qui dans leur il assurerait la qualité nécessaire. Nous pour deconvoiter notre professionnalisation avec profissionalité comprenons être nécessaire de assurer

qualité, tant pour la formation initiale que pour la continuation des enseignants et des enseignantes qui déjà agissent dans l'éducation écolier, parce qu'est un engagement moral et moral, assurera la crédibilité, la dignité professionnelle et la survie du secteur et du professionnel.

Mots- clé: professionnalisation; profissionalité; enseignement

FORMACIÓN Y DESARROLLO PROFESIONAL QUE ENSEÑA: PROFESIONALIZACIÓN Y PROFESIONALIDAD

RESUMEN

En busca de nuestra identidad profesional, mientras profesores y enseñando, probamos una indeterminación de la finalidad actual ella misma del trabajo que enseñaba a traje que en su proporciona una falta de claridad sobre el propio proceso de la formación y un consecuencia profesional y también de las bases filosóficas, epistemológicas y antológica de estos procesos. Profesionalización es un procedimiento de calificación en el cual un empleo organizado obtiene el derecho a la exclusividad de la ejecución de un tipo particular de trabajo y profissionalidad se liga a la calidad y al compromiso del ejercicio profesional. Profesionalización con profissionalidad implica en un desarrollo complejo de la profesión, como proceso sistemático, pluridimensional, dinámico y continuo, individual y colectivo. Consideramos importante que la enseñanza sea entendida como un proceso de resultado profesional y que profissionalidad es la situación que en su garantizaría la calidad necesaria. Para deconvo nuestra profesionalización con profissionalidad comprendemos ser necesario garantizar calidad, tanto para la formación inicial como para la continuación de los profesores y de enseñando que ya actúan en la educación colegial, porque es un compromiso moral y ético, asegurará la credibilidad, la dignidad profesional y la supervivencia del sector y el profesional.

Palabras - clave: profesionalización; profissionalidad; enseñanza

FORMAÇÃO E DESENVOLVIMENTO PROFISSIONAL DOCENTE: PROFISSIONALIZAÇÃO E PROFISSIONALIDADE

RESUMO

Em busca de nossa identidade profissional, enquanto professores e professoras, temos evidenciado uma indefinição da própria finalidade atual do trabalho docente fato que nos proporciona uma falta de clareza sobre o próprio processo da formação e atuação profissional e também das bases filosóficas, epistemológicas e ontológicas desses processos. Profissionalização é um processo de qualificação no qual uma ocupação organizada obtém o direito à exclusividade da execução de um tipo particular de trabalho e profissionalidade está vinculada à qualidade e compromisso do exercício profissional. Profissionalização com profissionalidade implica em um desenvolvimento complexo da profissão, enquanto processo sistemático, multidimensional, dinâmico e contínuo, individual e coletivo. Consideramos importante que a docência seja entendida como um processo de atuação profissional e que a profissionalidade seja a situação que nos garantirá a qualidade necessária. Para almejarmos nossa profissionalização com profissionalidade entendemos ser necessário garantir qualidade, tanto para a formação inicial como para a continuada dos professores e professoras que já atuam na educação escolarizada, porque é um compromisso ético e moral, assegurará a credibilidade, a dignidade profissional e a sobrevivência da área e do profissional.

Palavras-chave: profissionalização; profissionalidade; docência