18 - PROFESSIONAL DEVELOPMENT AND THE JOB MARKET: WHAT SORT OF TEACHERS ARE UNIVERSITIES WILLING TO DEVELOP?

RAFAEL MARQUES FRANÇA
Universidade Estadual de Londrina - Londrina - Paraná - Brasil
wanderf@sercomtel.com.br

1 INTRODUCTION

Professional Development is an important part of professional training and teachers´ development, training them to perform an array of functions and positions created or produced in the nature, and in human culture and society. This education is considered professional because it's instituted and carried out in an organized environment with specific purpose of preparing learners to their job, seen as one of the aspects that most contributes to their development:. to build and deepen the concepts and paradigms regarding issues concerning their field of work , topic of research and area of scientific study, in order to experience practical, problematic and complex situations, therefore, making it a place to consolidate reflection and discussions, a place to acquire relevant knowledge in their field of research and professional career.

Regarding Institutions that aim at developing teachers to work in many different levels and sectors of education, in other words, primarily the undergraduate courses for initial training, our questioning can be applied: what kind of teachers and profiles are our universities preparing? Are they competent, skilled, and reflective professionals, researchers? Why do we prepare competent teachers instead of reflective ones? What is behind or is expressed in small prints in a competent or reflective teacher's discourse? Is teacher's training as well as the documents that institutionalize or legalize them, subject to imperialistic and neo-liberal interests of education and development to the job market? (…) We propose, therefore to study which path and trend teachers´ education have covered nowadays, and what type of professionals they have prepared to the job market.

2 TEACHERS´ DEVELOPMENT IN BRAZIL AND THE PROFESSIONAL TO BE DEVELOPED

Recently, the dean of Londrina State University/UEL - Lygia Puppato - has expressed being pleased and honored with the results this institution has presented in its history: contributing with the construction and production of a fairer, more free and equitable society, for their effort in producing and spreading knowledge, also for the professional development opportunity offered to population and for improving general public's standard of living. According to the dean, these contributions wouldn't have taken place without the role of teachers. On the tribute to teachers, to celebrate their day, Pupatto reinforces the information given previously to the same mean of communication - Jornal de Londrina - about the quality of teaching at UEL: with great pleasure she announces the result presented by Students´ Guide published by Editora Abril (Abril Publishing Co.) in their survey, about the courses proposed by this institution, classifying it among the 13 best universities in the country, following the 10 federal universities and 2 São Paulo State universities. According to the dean, one of the factors that has influenced positively to the development and growth of this institution in Brazilian setting, is the renewal of the school curricula/political pedagogical projects done in approximately twenty eight of forty two undergraduate majors: for the quality these changes were done, updating and contextualizing the questioning and their own university level teaching problems, and professional development.

It seems that Pupatto is in agreement with the changes proposed by Anastasiou and Pimenta (2002), changes seen as necessary to improve the situation of university, problems related to a traditional teaching practice and concepts (where the teaching and researching were separated), to the results of a previous schooling and to cultural universe of unmotivated and uncompromised students toward their own learning, and finally to poor working conditions and lack of opportunities for university professors to pursue further development. These changes must definitely take place, according to the authors, regarding these aspects: (a) professors and students should change their attitude toward Science and knowledge, (b) change university professors´ working conditions concerning their working hours and their attitude regarding their development and identity as professors, (c) organize the curricula and students´ development process, and (d) providing opportunities of professional development to professors through *graduate program,* and through institutional programs of continuing education. Pupatto seems to agree conceptually with Anastasiou and Pimenta when both point out the importance of curricula/the pedagogical proposal reform as a fundamental possibility or tool to review, rethink, reassess college education, professional development, and why not to say, teachers´ professional development.

These changes, however, according to Campos apud Moraes, Pacheco and Evangelista (2003), especially in the context of teachers' education in Brazil, have covered path that go from reflective teacher to competent one. Starting in the mid 90s, the initial teachers´ education for basic school has undergone many educational reforms, where, according to the author, education has been reviewed by the State in order to conform to imperative economists that guided the public policies at the time, which led to the consolidation of technical training concept of teachers´ education, moving away from the proposal presented by the teaching staffs´ movement in the last two decades. Such consideration can be confirmed by the change in the level of Brazilian official documents, from reflective teacher to competent teacher's concept, enhancing the educational model that takes competence as nuclear reference to this education. The type of professional to be trained is not the one who has knowledge and transfers it to learners, but the one who builds competence to deal with more complex and uncertain situations, the development of competent professor as the main object of education replaces the development of "practical-reflective" professional, in 1997 and 1998´s documents (Secretary of Primary Education from the Ministry of Education - MEC/SEF).

Another official document at national level, in Brazilian setting, elaborated and implemented legally by the Ministry of Education and by National Council of Education, about teachers´ education - issues to be faced in this education, in institutional and in curriculum levels, the guiding principles of reform which this education goes through, directives concerning the organization of curriculum matrix - which was approved in the year of 2001. It's the *Parecer* CNE/CP 9/2001 and its respective resolutions that establishes: (a) The National Curriculum Directives of Teachers´ Education for Basic Education (Primary and Secondary Education), higher education, the teaching degree, and full college degree (CNE/CP 1 Act, of 2/18/2002), and (b) the length and the workload of undergraduate degree, BS degree, and teaching degree of primary and secondary education at college level (CNE/CP 2 Act, of 02/19/2002). Supporting Campos´ consideration (2003), concerning the development of a competent professional, the first guiding principle of *Parecer* to the reform of teachers´ education was denominated as follow: "1.1 The concept of competence is the center in teachers´ education Program" (p. 29, our own translation). The competences to be developed in primary and secondary school teachers´ education are: (a) competences compromised to values inspired in democratic society, (b) competences based on the comprehension of social role of school, (c) competences of understanding the contents to be socialized, comprehending their meanings in different contexts and their cross-curriculum articulation, (d)

competences related to pedagogical knowledge domain, (e) competences based on the comprehension of processes of investigation which will lead to improvement of their pedagogical practice, and (f) competence concerning their ability to plan their own professional development. It has been mentioned the need to make a deep review of teachers´ Education, in order to strengthen or to start changes inside institutions that offer teaching degree programs.

According to Pimenta (2002c), in the context of Brazilian government proposals to teachers´ professional development, its noticeable the inclusion of discourse based on certain concepts, which most of the time remain as rhetorical, such as the concept of reflective teacher: which expected some changes on their working conditions, to allow the practice of reflection and research. Moreover, the reform performed in the initial teachers ´development courses, with the shortening of teaching degree programs, has been followed by explicit and sometimes with slight disqualification of universities in educating these professionals, due to lack of incentive to researches about teachers´ professional development. The continuing education policies , if completely implemented, shows fragmentation, leading teachers to constantly pursue further development and improvement courses, most of time at their own expense. According to the author, all these changes that took place from the reforms in teachers´ education and professional development, have led these professionals to acquire centrality in these policies: the sense of competences, "concept which is replacing the knowledge (in the case of education) and the qualification (in the case of work)" (p. 41, our own translation), it becomes one of the controlling mechanisms defined by "position in the work place" (expression used by the author), because it changes the professional identity from the employee to the place of work.

The debate on knowledge and professional competences to be developed in teachers´ training and their development has become quite polemic, and it has sometimes even been taken to extremes, mainly by the experts who dedicate their studies to understand the process of teachers´ development and the profissionalism of teaching staff. Some experts see *professional competence* as teachers´ main role, in their development, because they will find themselves in complex, uncertain, and extremely variable situations, which will require quick action, decision making based on resources they have. In this concept, knowledge will be one of the resources teachers will depend on. This concept considers knowledge as mental/cognitive representation of human being. Perrenoud (2001) is one of the prominent representatives of this line of thinking. On the other hand, there are other experts and authors who call attention to the expression *teaching staff's knowledge,* taking knowledge either individually or socially, between the act and the system, in a wider perspective: it's through knowledge that we are able to criticize, assess and overcome the competences. Pimenta (2002b) and Tardif (2002) can be reference of this line of thinking.

Regarding this issue and topic, the teaching staffs´ knowledge and competences, or knowledge *X* competences, before taking stand on which perspective or tendency of thinking to adopt, it's worthwhile to pursue the meaning/notion of competence, in its historical geneses and etymologically. According to Day (2001):

The origin of competence concept is found in 'scientific management' (Taylor, 1911), in 'the cult of efficiency' (Callahan, 1962) and, regarding teachers, in perceptible (which is disbelieved nowadays) direct connection, made by politicians, media and public opinion, in general, in many countries, between the decrease in economic competitiveness and relative drop in students´ performance (p. 95, our own translation).

Still according to this author, subsidized by Barnett, competence is not itself problematic as an educational objective, however, it becomes problematic when it is taken as the dominant objective, consequently decreasing the importance of other important goals, or when its is seen in an extremely diminishing way. It is also mentioned here, the incorporation and consolidation of competence notion/concept in government's policies, in educational scope, as a form of professional assessment. The government tends, in this sense, to introduce occupational standards in many levels in an attempt to get pre-specified and standardized results (ERAUT, 1991 apud DAY, 2001): authentic universal definitions of efficient education are presented, sacrificing other ways of assessing teachers´ work and to plan their development.

The word competence derives etymologically from Latin *competensentis*, which means competition, expressing capacity, ability, aptitude (CUNHA, 1986). When we take in consideration the etymological meaning of *competence*, it seems to reinforce Day's propositions concerning his geneses with the purpose of efficiency, competitiveness, and productivity. On theories about education and curriculum, those who we take as traditionalist have adopted a curriculum that is at the same time efficient and it is also able to measure the productivity in school scope as well. They have adopted a curriculum that followed the administrative/business references of the period, aspired to become scientific, legitimizing in school environment for considering itself scientific condition (SILVA, 2004). We notice that the notion/concept of competence, in historical and cultural way, is attached to the curriculum and to school in a very intimate way, even though it sometimes masks itself or appears in a more imperceptible and implicit way. There is some relation between professional competence and the maintenance of *status quo*, to the desirable one, to be competent for the system to be organized and to make progress - it's a positivist perspective of society.

3 FINAL CONSIDERATIONS

It seems obvious that the reforms that are being made in professional development field, specially the one regarding teachers´ education, are aimed at developing professional who are more competent than reflective, or one who tries to solve quickly and efficiently the problems he faces in his daily practice than someone who tries to understand his professional meaning/purpose deeply, as well someone who tries to establish possible connection between his professional and private life, his world, and the reality he lives in. Although being aware that our power and roles are limited by rules and directives and that they often don't go along with our desires and discourse regarding the professional we want our universities to develop, we need to act in order to pursue the professional we desired to develop, professionals that go beyond simple and at the same time strong neo-liberal interests and educational models, and the curriculum. It's necessary to review and redesign the profile of professional to develop and what sort of thinking and values universities will help developing in our professional, regarding the relationship between his profession and the job market, his reality, the world, life, and nature/culture/society. As Morin and Capra (1982), would say, we primarily need a deep reform in our thinking structure, in other words, in the way we view these questions, in the paradigms that support them, in the values humanity is based on - since these paradigms, values, and the way we perceive reality

1 Tardif (2002) defined knowledge not as a simple mental representation of human being that resulted from a chain of thinking produced by a rational thinking, or not even a discursive knowledge, in the attempt of trying to achieve a true judgment, free of values, of experiences (personal), that states with reason something regarding something. The concept of knowledge that develops in the other's space and to other being is defended here - a discursive activity that consists in the attempt of trying to validate, through argumentative mean and discursive and linguistic operations, a proposition or an action.

2 Knowledge etymologically means to have knowledge, science, information or news. Moreover: to have taste, to please the taste. It's interesting to observe that when only the etymological aspect is taken in consideration, it's found at science level or knowledge considered scientifical/theoretical/epistemological, as at informational or in the news level, which derives from common sense. Therefore, it's important to take some precautions when adopting only this interpretation of notion/concept of knowledge, which at scientifical/epistemological level, it seems to be mistaken, because knowledge is defined differently from information: in order to know something, it's not only necessary to have information, but one must process/work this information exhaustively, reflectively, and systematically - classifying, categorizing, analyzing, systematizing this information,… (PIMENTA, 2002a). To know implies the arising of an ecological thinking, the thinking of complex, which locates every happening or information in its context, always looking for the relation and inter-retro-actions between each phenomenon and its context, a reciprocal relation whole/parts: how a local modification reflects on the whole and how the modification of the whole reflects on the parts (MORIN, 2001).

and the world are definitely in crisis. It's necessary to think everything in a holistic, integrated, systemic, complex way, in social and ecological web relation. These changes must come with deep transformation in our social institutions, including the University and the type of education it provides and the professional the university is developing.

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Rafael Marques França
Rua Dr. Elias César, número 220, apartamento 301
Jardim Petrópolis, Londrina/Pr
CEP 86015-640
e-mail: wanderf@sercomtel.com.br
telefone: (43) 3342-2742

PROFESSIONAL DEVELOPMENT AND THE JOB MARKET:
WHAT SORT OF TEACHERS ARE UNIVERSITIES WILLING TO DEVELOP?

ABSTRACT

We try to verify and analyze what sort of professional teacher and the profile of teacher the Initial Teacher's Development Courses, Teaching Degree, in a variety of field where this professional will perform, in all basic school level, the universities are developing. For this purpose, we have emphasized the recent reforms that have been done in the discourse related to this development, in Brazilian official documents concerning this issue and approach, as well as the considerations designed by some experts/researchers regarding the paths and tendencies present in teachers´ development. We can clearly notice right away the swift from a concept of developing reflective teachers to a more technical-training approach, which revolves around the *famous* competences that teachers are expected to develop. Finally, we tried to identify which implications are behind when one concept is favored over the other one in teachers´ development, and the contributions of each concept in the process of professional development, in the face of strong and influential (neo)positivist and (neo)liberal educational and curriculum discourse.

Key-words: Teachers´ professional development; Teachers´ development concepts; Professional profile.

FORMATION PROFESSIONNELLE ET MARCHé DU TRAVAIL: QUEL TYPE DE PROFESSIONNEL PROFESSEUR ON DéSIRE AIDER á FORMER?

RESUMÉ

Lors de ce travail, nous avons cherché à vérifier et analyser quel type de professionnel professeur les cours de formation initiale, en licence, dans les plus divers domaines d´exercice professionnel qui se situeront durant toute la scolarisation de base, aidant à former et à construir. De ce fait, nous avons mis en relief les plus récentes réformes qui ont été faites dans les discours qui traitent de cette formation, aussi bien au niveau des documents officiels brésiliens qui disent respect envers ledit thème, et approche, que les considérations traçées par quelques studieux chercheurs par rapport aux orientations et tendances qui ont été vues dans ladite formation de professeur. Dès à présent, nous pouvons noter clairement le déplacement (l´évolution) d´une conception de formation d´un professionel professeur, réfléchi(e) (analysé(e)) par une approche de caractère plus ´´technique professionalisante´´ qui tourne autours des tant *fameuses* compétences à être développées par le futur professeur. Pour conclure, nous avons cherché à identifier quelles implications en retrait à assumer par une ou autre conception de formation de professeurs et quelles contributions de chacune d´elle, dans ce procédé de formation professionnelle, devant le fort influent discours (néo)positif et (néo)libéral d´éducation et de curiculum.

Mots clés: Formation professionnelle de professeurs; Conceptions de formation de professeurs; Profil professionnel.

FORMACIÓN PROFESIONAL Y MERCADO DE TRABAJO: ¿QUé TIPO DE PROFESIONAL PROFESOR(A) SE DESEA AYUDAR A FORMAR?

RESUMEN

En este trabajo, buscamos verificar y analizar cual tipo/perfil de profesional profesor los cursos de formación inicial, en licenciatura, en las más diversas áreas de actuación profesional que irán a localizarse en toda la escolaridad básica, entonces ayudando a formar y a construir. Por tanto, enfatizamos las más recientes reformas que han sido realizadas en los discursos que tratan de esa formación, tanto en los documentos oficiales brasileros que hablan al respecto de tal temática y abordaje, como de las consideraciones trazadas por algunos estudiosos/investigadores en relación a los caminos y tendencias que han sido vistas

en tal formación de profesores. Desde ya, podemos notar claramente el desplazamiento de una concepción de formación de un profesional profesor reflexivo para un abordaje de carácter más técnico profesionalizado, que gira en torno de las tan *famosas* competencias a ser desarrolladas por el futuro profesor. Por fin, buscamos identificar las implicaciones que están por detrás al asumir la preferencia por una u otra concepción de formación de profesores, y en relación a las contribuciones de cada una de ellas en ese proceso de formación profesional, delante del fuerte e influyente discurso (neo)positivista y (neo)liberal de educación y de currículum.

Palabras claves: Formación profesional de profesores; Concepciones de formácion de profesores; Perfil profesional.

FORMAÇÃO PROFISSIONAL E MERCADO DE TRABALHO: QUAL O TIPO DE PROFISSIONAL PROFESSOR(A) SE DESEJA AJUDAR A FORMAR?

RESUMO

Neste trabalho, procuramos verificar e analisar qual o tipo/perfil de profissional professor os cursos de formação inicial, em licenciatura, nas mais diversas áreas de atuação profissional que irão localizar-se em toda a escolarização básica, estão ajudando a formar e a construir. Para tanto, enfatizamos as mais recentes reformas que têm sido feitas nos discursos que tratam dessa formação, tanto nos documentos oficiais brasileiros que dizem respeito a tal temática e abordagem, quanto das considerações traçadas por alguns estudiosos/pesquisadores em relação aos caminhos e tendências que têm sido vistas em tal formação de professores. Desde já, podemos notar claramente o deslocamento de uma concepção de formação de um profissional professor reflexivo para uma abordagem de caráter mais técnica-profissionalizante, que gira em torno das tão *famosas* competências a serem desenvolvidas pelo futuro professor. Por fim, procuramos identificar quais implicações estão por trás ao assumir a preferência por uma ou outra concepção de formação de professores, e quais as contribuições de cada uma delas nesse processo de formação profissional, perante o forte e influenciador discurso (neo)positivista e (neo)liberal de educação e de currículo.

Palavras-chave: Formação profissional de professores; Concepções de formação de professores; Perfil profissional.