

# Continuing education: a necessary action for the practice of teaching

## Formação Continuada: uma ação necessária ao exercício da docência

*Júnior Fernandes da Silva*<sup>1</sup>

### ABSTRACT

This study examines the continuing education of teachers, considering their initial training and the professional development programs offered by the Ministry of Education (MEC), such as UAB, PARFOR, and PROCAMPO. It is a qualitative, bibliographical research study, based on classic authors such as Gatti (2008), Demo (1994), Candau (1997), and Nóvoa (1992), as well as the legal frameworks of the Law of Guidelines and Bases of National Education – LDBEN (BRAZIL, 1996) and Decree No. 6,755/2009. The study also engages with recent contributions (SIQUEIRA; VASCONCELOS, 2021; FERREIRA; MENDONÇA, 2023; DUARTE et al., 2024; ALMEIDA et al., 2025) that discuss digital competencies, multiliteracies, and active methodologies. The objective is to analyze the challenges faced by teachers regarding the use of Digital Information and Communication Technologies (DICT) in the classroom and to discuss the relevance of continuing education for the improvement of pedagogical practices. The analysis shows that, although government programs have expanded training opportunities, there are still gaps regarding the critical integration of DICT and the consideration of the historical, political, and economic aspects that permeate teaching practice.

### RESUMO

O presente trabalho tem como objeto de estudo a formação continuada de professores, considerando sua formação inicial e os programas de capacitação ofertados pelo Ministério da Educação (MEC), como UAB, PARFOR e PROCAMPO. Trata-se de uma pesquisa qualitativa, de natureza bibliográfica, fundamentada em autores clássicos como Gatti (2008), Demo (1994), Candau (1997) e Nóvoa (1992), além dos marcos legais da Lei de Diretrizes e Bases da Educação Nacional – LDBEN (BRASIL, 1996) e do Decreto nº 6.755/2009. O estudo também dialoga com contribuições recentes (SIQUEIRA; VASCONCELOS, 2021; FERREIRA; MENDONÇA, 2023; DUARTE et al., 2024; ALMEIDA et al., 2025), que discutem competências digitais, multiletramentos e metodologias ativas. O objetivo é analisar os desafios enfrentados pelos docentes quanto ao uso das Tecnologias Digitais de Informação e Comunicação (TDIC) em sala de aula e discutir a relevância da formação continuada para o aprimoramento das práticas pedagógicas. A análise evidencia que, embora os programas governamentais tenham ampliado oportunidades de formação, ainda há lacunas quanto à integração crítica das TDIC e à consideração dos aspectos históricos, políticos e econômicos que atravessam a

<sup>1</sup> Professor da Rede Pública Municipal de Iuiú- BA. Graduado em Pedagogia e Mestre em Gestão Tecnológica Aplicadas a Educação pela UNEB. Lattes: <http://lattes.cnpq.br/1226500021470477>. E-mail: [prof.juniorfernandes@yahoo.com.br](mailto:prof.juniorfernandes@yahoo.com.br).

The theoretical perspective adopted is close to constructivism, valuing learning to learn, but also engages with the historical-cultural approach (VYGOTSKY; LEONTIEV; DAVÍDOV), which understands teacher training as a process of human development and pedagogical praxis. It is concluded that continuing education should be continuous, critical, and collective, articulating public policies and school practices, in order to favor teacher protagonism and the construction of an emancipatory education.

**Keywords:** Continuing Teacher Education. Education. Information and Communication Technologies.

prática docente. A perspectiva teórica adotada aproxima-se do construtivismo, ao valorizar o aprender a aprender, mas também dialoga com a abordagem histórico-cultural (VYGOTSKY; LEONTIEV; DAVÍDOV), que compreende a formação docente como processo de desenvolvimento humano e práxis pedagógica. Conclui-se que a formação continuada deve ser contínua, crítica e coletiva, articulando políticas públicas e práticas escolares, de modo a favorecer o protagonismo docente e a construção de uma educação emancipadora.

**Palavras-chave:** Formação Continuada Docente. Educação. Tecnologias de Informação e Comunicação.

## Introduction

Teacher training has been the subject of intense debate, especially regarding the conditions necessary to guarantee students the right to a quality education. For this to happen, quality teaching is essential, which depends directly on teacher qualification. This qualification is achieved through initial training and continuing education, which allow teachers to respond to the challenges imposed by the educational reality and intervene in it in a critical and creative way.

Before addressing the continuing education of basic education professionals, it is necessary to understand initial training, considered the first step towards the practice of teaching. In this context, the Jacques Delors Report (UNESCO, 1998) stands out, highlighting the importance of the role of teachers and the conditions necessary for solid and productive pedagogical work. The document proposes four fundamental pillars for education: learning to know, learning to do, learning to live together, and learning to be.

These pillars were developed from reflections on the perspectives of education for the 21st century. Thus, it becomes essential to rethink the

initial training of teachers, with special attention to continuing education, in order to promote more critical and creative pedagogical practices.

When analyzing the history of education in Brazil, the presence of reforms and teacher training programs designed to meet social demands is noted. Gatti (2008) highlights that concern about teacher training has gained worldwide relevance due to the pressures of the world of work and the findings on low school performance. Demo (1994), in turn, criticizes the posture of teachers who limit themselves to teaching content, arguing that the teacher should be a researcher and socializer of knowledge. Candau (1997) and Nóvoa (1992) reinforce the importance of the school as a locus of training and critical reflexivity as a structuring axis of teacher identity.

However, beyond these classic perspectives, it is necessary to consider theoretical-methodological approaches that analyze teacher training in its historical-cultural dimension. Vygotsky, Leontiev, and Davídov understand the formative process as part of human development, in which the teacher is constituted as an active subject of pedagogical praxis. This view broadens the analysis, overcoming descriptive conceptions and incorporating the historical, political, and economic conditions that permeate educational practice.

Contemporary authors such as Siqueira and Vasconcelos (2021), Ferreira and Mendonça (2023), Duarte et al. (2024), and Almeida et al. (2025) reinforce this need when discussing digital skills, multiliteracies, and active methodologies, highlighting that teacher training must keep pace with the technological and social transformations of the 21st century.

Finally, this study is characterized as qualitative research, of a bibliographic nature, carried out from the analysis of reference works and official documents. The authors and legislation were selected for their historical and contemporary relevance to understanding teacher training in Brazil.

## **About some teacher training and development programs**

In Brazil, several teacher training programs have been created that have enabled the qualification of many education professionals. However, problems related to training focused on pedagogical practice still persist. Among the main initiatives, the following stand out:

PROCAMPO (Program to Support Higher Education in Rural Education) – created in 2007 by the Ministry of Education, through the then Secretariat of Continuing Education, Literacy and Diversity (SECAD), in partnership with Public Higher Education Institutions such as UFMG, UFBA, UFS and UnB. The program aims to enable undergraduate courses in Rural Education and contribute to the training of teachers by area of knowledge, aiming to improve the quality of primary and secondary education in rural public schools.

PARFOR (National Teacher Training Plan) – launched in May 2009, through Decree No. 6,755/2009, under the responsibility of CAPES, in partnership with States and Municipalities. The program aims to offer initial training to teachers without a bachelor's degree and a second bachelor's degree to those who already had one but were working in areas different from their training. In addition, it includes continuing education at the postgraduate level and permanent refresher courses, aiming to correct the shortage of teachers in basic education.

The Open University of Brazil (UAB) – established by Decree No. 5,800/2006, aims to expand and decentralize the offer of higher education courses and programs through education mediated by digital technologies. Among its objectives, it prioritizes offering undergraduate courses and initial and continuing training for basic education teachers. Managed by CAPES, the UAB seeks to reduce inequalities in the provision of higher education and consolidate a national system of mediated education.

According to information from the Career Guide (2018), the UAB System offers undergraduate, bachelor's, technologist, specialization, improvement and extension courses. Among the professional development courses, the following stand out: Gender and Diversity in School, Management of Indigenous School Education Programs, Media in Education, and Youth and Adult Education. Extension courses include Education for Ethnic-Racial Relations, Statute of the Child and Adolescent, and Media in Education.

The UAB has support centers in several Brazilian cities, offering infrastructure such as libraries and laboratories, as well as technical support, coordination, and on-site and distance tutoring. In this way, it seeks to train teachers capable of developing innovative methodologies and contributing to quality education.

Continuing education is a right of teachers and is an essential element for improving pedagogical practice. It is a permanent process that should accompany the entire professional career, favoring the construction of new knowledge.

According to Gatti (2008, p. 58):

“In the last years of the 20th century, the issue of the imperative of continuing education as a requirement for work, the idea of constant updating due to changes in knowledge and technologies and changes in the world of work, became strongly emphasized in the most varied professional sectors and in the university sectors, especially in developed countries. In other words, continuing education was positioned as a deepening and advancement in the training of professionals.”

Teacher training, therefore, should not be understood as a mere accumulation of courses or certificates, but as a reflective and critical process regarding teaching practice. Nóvoa (1992, p. 25) reinforces this:

"Education is not built through accumulation (of courses, knowledge, or techniques), but rather through a process of critical reflection on practices and the permanent (re)construction of a personal identity."

In this sense, the school environment is configured as a privileged locus for the implementation of continuing education, allowing the teacher, as a subject of the educational process, to create and recreate their own training, assuming the role of protagonist.

## **Considerations**

Continuing education should not be understood as a mere accumulation of certificates or isolated courses, but as a reflective and critical process that articulates theory and practice in the permanent construction of teacher identity. In this sense, Nóvoa (1992) already highlighted that training is built through critical reflexivity on practices, and Candau (1997) reinforces the importance of the school as a privileged locus for this movement.

However, for continuing education to be effective, it is necessary to overcome restricted and descriptive perspectives, incorporating critical analyses that consider the historical, political, and economic aspects that permeate educational practice. The historical-cultural approach, based on Vygotsky, Leontiev, and Davídov, contributes to understanding teacher training as a process of human development, in which the teacher not only acquires techniques but also constitutes themselves as an active subject in pedagogical praxis. Contemporary authors such as Siqueira and Vasconcelos (2021) and Ferreira and Mendonça (2023) highlight that digital skills and multiliteracies are indispensable dimensions of teaching practice in the 21st century. Duarte et al. (2024) and Almeida et al. (2025) reinforce that the integration of Digital Information and Communication Technologies (DICT) requires not only technical training, but also critical reflection on active methodologies and technological transformations that impact teaching work.

Thus, continuing education should be understood as a collective

and dialogical practice, carried out in the school environment and articulated with public education policies. More than updating content, it should promote the development of critical and creative skills, capable of responding to contemporary social and technological demands. In this process, the teacher becomes the protagonist of their own training, building knowledge that strengthens their performance and contributes to an emancipatory education.

## Formación continua: una acción necesaria para la práctica docente

### RESUMEN

Este estudio examina la formación continua del profesorado, considerando su formación inicial y los programas de desarrollo profesional ofrecidos por el Ministerio de Educación (MEC), como la UAB, PARFOR y PROCAMPO. Se trata de una investigación bibliográfica cualitativa, basada en autores clásicos como Gatti (2008), Demo (1994), Candau (1997) y Nóvoa (1992), así como en los marcos legales de la Ley de Directrices y Bases de la Educación Nacional – LDBEN (BRASIL, 1996) y el Decreto n.º 6.755/2009. El estudio también aborda contribuciones recientes (SIQUEIRA; VASCONCELOS, 2021; FERREIRA; MENDONÇA, 2023; DUARTE et al., 2024; ALMEIDA et al., 2025) que abordan las competencias digitales, las multialfabetizaciones y las metodologías activas. El objetivo es analizar los desafíos que enfrentan los docentes en relación con el uso de las Tecnologías Digitales de la Información y la Comunicación (TDIC) en el aula y discutir la relevancia de la formación continua para la mejora de las prácticas pedagógicas. El análisis muestra que, si bien los programas gubernamentales han ampliado las oportunidades de formación, aún existen lagunas en cuanto a la integración crítica de las TDIC y la consideración de los aspectos históricos, políticos y económicos que permean la práctica docente. La perspectiva teórica adoptada se acerca al constructivismo, valorando el aprender a aprender, pero también se vincula con el enfoque histórico-cultural (VYGOTSKY; LEONTIEV; DAVÍDOV), que entiende la formación docente como un proceso de desarrollo humano y praxis pedagógica. Se concluye que la formación continua debe ser continua, crítica y colectiva, articulando políticas públicas y prácticas escolares, con el fin de favorecer el protagonismo docente y la construcción de una educación emancipadora.

Palabras clave: Formación Continua del Profesorado. Educación. Tecnologías de la información y la comunicación.

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