



---

TRAINING NECESSITIES OF EARLY CHILDHOOD EDUCATION FOR  
TEACHERS AT THE BEGINNING OF THEIR CAREER


---

NECESSIDADES FORMATIVAS DE PROFESSORES DE EDUCAÇÃO INFANTIL NO  
INÍCIO DA CARREIRA

---

NECESIDADES DE FORMACIÓN DEL PROFESOR DE EDUCACIÓN INFANTIL AL  
INICIO DE LA CARRERA

---

Neusa Ambrosetti 

Eliara de Oliveira Coelho 

**ABSTRACT**

This article discusses the results of research that analyzed the professional insertion of teachers of Early Childhood Education in a public municipal school system attempting to identify and understand the training necessities of teachers in this process of professional insertion, as well as the possibilities found by them in meeting these needs. This qualitative research used questionnaires as data collection instruments answered by 37 teachers beginning in Early Childhood Education, and a focus group, composed of six teachers. The analysis of the results revealed that the education system in question does not recognize the training necessities of the beginning teachers, especially regarding the lack of support and enhancement of their knowledge. The results offer contributions to the public education systems for the development of proposals to meet the training necessities of beginning teachers of Early Childhood Education.

*KEYWORDS: Training necessities. Beginning teachers. Children's education.*

**RESUMO**

Este artigo discute resultados de uma pesquisa que analisou a inserção profissional de docentes de Educação Infantil em uma rede pública municipal de ensino, buscando identificar e compreender as necessidades formativas desses professores no processo de inserção profissional, bem como as possibilidades encontradas por eles no atendimento a essas necessidades. A pesquisa, de natureza qualitativa, utilizou como instrumentos para coleta de dados um questionário respondido por 37 professoras iniciantes na Educação Infantil, e um grupo focal, composto por seis professoras. A análise dos resultados revelou que a rede de ensino em questão não reconhece as necessidades formativas dos professores iniciantes, com destaque para a falta de apoio e da valorização dos seus conhecimentos. Os resultados oferecem contribuições ao sistema público de ensino para o desenvolvimento de propostas de atendimento às necessidades formativas dos professores iniciantes da Educação Infantil.

**PALAVRAS-CHAVE:** Necessidades formativas. Professores iniciantes. Educação Infantil.

**RESUMEN**



Este artículo analiza los resultados de una investigación que analizó la inserción profesional de los maestros de Educación Infantil en un sistema escolar público municipal, buscando identificar y comprender las necesidades de formación de los maestros en este proceso de inserción profesional, así como las posibilidades que encuentran ellos para satisfacer estas necesidades. La investigación, de carácter cualitativo, utilizó como instrumento para la recolección de datos un cuestionario respondido por 37 profesoras que se inician en Educación Infantil en la red escolar, y un grupo focal, compuesto por seis maestros. El análisis de los resultados reveló que la red educativa en cuestión no reconoce las necesidades de formación de los maestros principiantes, con énfasis en la falta de apoyo y la valorización de sus conocimientos. Los resultados ofrecen aportes al sistema educativo público para el desarrollo de propuestas que atiendan las necesidades formativas de los maestros principiantes de Educación Infantil.

**PALABRAS CLAVE:** Necesidades de formación; Maestros principiantes; Educación Infantil.

## INTRODUCTION

Studies on professional development have been showing a relevant aspect in research on the teaching profession, by analyzing teaching learning as a process that takes place throughout one's career, integrating experiences of different nature, influenced by work situations and teaching policies (MARCELO, 2009).

In this perspective, many studies have dealt with the period corresponding to the first years of a career. For some years now, national and international researches on this subject have been produced, acknowledging the importance of this period as a decisive learning moment, in the constitution of the teachers' professionalism and contributing to the discussion of possible strategies for the reception and introduction of teachers in classrooms.

Research mentioned by Tardif (2014) points out that the conditions for exercising the profession in the early years significantly influence the process of building professional knowledge and can even discourage continuing in the teaching career. Despite the consensus regarding the importance of this period for the professional development of teachers, in Brazil, yet, there are not enough public policy initiatives aimed at valuing and qualifying the beginning of the teaching profession (ANDRÉ, 2015). According to the author, an aspect disregarded by the education systems is the catering to the training necessities of beginning teachers, which implies directly involving the teachers in this analysis, becoming an important reflective strategy on the conceptions, values, and beliefs that guide their practices.

Given this situation, it is opportune to investigate this issue, especially through studies that seek to give teachers voice, seeking to regard for what they think, say, feel and do in this period of insertion in the teaching career, in order to identify the perception of these teachers about their training necessities and, thus, bring contributions to public



policy initiatives specifically aimed at this professional at the beginning of their teaching career, especially in Early Childhood Education, the focus of this study.

This article discusses the results of a research developed within the scope of a Professional Master's Program in Education, which analyzed the professional insertion of Early Childhood Education teachers in a public municipal teaching network, seeking to identify and understand the training necessities of teachers in this process of professional insertion, as well as the possibilities found by them in meeting these demands.

### TRAINING NECESSITIES: THE TOPIC IN QUESTION

Understanding teachers' training necessities demands a reflection on the meaning of the term, since, despite research indicating a set of knowledge and skills considered mandatory for teachers, the concept of training necessities could be better situated.

The word necessity is ambiguous and far too broad. According to Silva (2000), in the first sense, necessity is conceived as something related to the biological nature of the human being. This definition does not cover all the complexity of the term, as factors such as survival, well-being, and human development are related to the satisfaction of necessities both at the biological, as well as the psychological and social levels.

Searching for the meaning of the concept regarding the training necessities of teachers in the educational context, it is important to refer to Rodrigues and Esteves (1993, *apud* SILVA, 2000), authors who broaden the idea of necessities, specifying that they “emerge in concrete historical-social contexts, being determined externally to the subject, and common to several subjects or defined as strictly individual necessities” (RODRIGUES; ESTEVES, 1993, *apud* SILVA, 2000, p. 42). These authors define that authentic necessities can manifest themselves as necessities-expectations, that is, necessities related to an ideal situation, and necessities-concern, those related to the current situation, as they are experienced.

Rodrigues *apud* VASCONCELOS, 2015, p. 12778) points out that necessities cannot be considered only as a discrepancy between the current state and the desired state, as they are the result of “the confrontation between expectations, desires and aspirations, on one end and, on the other, the difficulties and problems experienced in the professional life”.

Di Giorgi *et al.* (2011) understand that necessities are representations of reality and differ according to time, socioeconomic, cultural, and educational contexts. Thus, one cannot speak of objective necessities, as they were simply discovered; they are multiple and do not have a stable or lasting existence. The authors emphasize that necessities can be conscious or unconscious, and emphasize the importance of taking into account, in



the training processes, the necessities that are not perceived or are felt in a diffuse way by individuals, in the sense of “bringing awareness to what was unconscious or unknown” (DI GIORGI *et al.*, 2011, p. 44).

Silva (2000) notes that, despite being in the field of subjectivity, when a necessity is felt by a large number of individuals, it also transits in the field of objectivity. Based on McKillip (1987, *apud* SILVA, 2000), the author highlights that necessities represent value judgments needed, therefore, they are determined by the conceptions and perceptions of those who define and feel the problems, and it involves values, assumptions and beliefs. Thus, it is not possible to say that there are necessities of an absolute nature. Necessities are related to the subjects and the contexts that delimit them, therefore, they must be understood as a dynamic process, which changes throughout one's career, in different moments and spaces of the teaching career.

These diverse theoretical perspectives indicate that we are dealing with an ambiguous and comprehensive concept, involving individual and subjective aspects, as well as collective and institutional demands. They show that necessities are not always consciously expressed, they are often perceived as spontaneous expressions of feelings and desires. They emphasize that necessities change over time and must be understood in relation to the work context of each group of teachers, as well as with the problems that they experience daily, as these are decisive for the perception of these necessities.

This ambiguity makes it clear the difficulty of diagnosing the training necessities of beginning teachers. To this end, Esteves and Rodrigues (1993, *apud* DUARTE, 2009), present some questions that can serve as indicators in the investigation of necessities, when taking into consideration:

[...] the discrepancy teachers make between the perception of what the teacher's work really is and what it should be; the difference between the practices that satisfy them and those that cause them discontent; the divergences between the training modalities that they perceive as being useful and those that appear to be useless; the difficulties and problems experienced in the daily professional life (ESTEVEES; RODRIGUES, 1993, *apud* DUARTE, 2009 p. 14).

In this regard, Duarte (2009) highlights that we can also consider as indicators the differences between the functions provided by the system and those that teachers claim to perform, as well as the differences between the capacities and attitudes considered in the law and those that teachers explicit as relevant exercising their profession.

In this same sense, Benedito, Imbernón and Félez (2001) differentiate training necessities and training shortage, emphasizing that the analysis of necessities expressed by teachers must be considered in a dialectical perspective, taking into account both what the teacher feels and expresses as training necessities, as well as the knowledge



that should be part of the development of the beginning teacher, considering their teaching function, which can be understood as a training gap. The authors emphasize that often the analysis of beginning teachers' necessities is defined in a prescriptive way by managers, disregarding those necessities that are effectively felt by the teachers.

In the same way, when reflecting on necessities identification processes, Estrela, Madureira and Leite (1999) observe that, if understood only as gaps, difficulties, or deficiencies presenting the teaching activity, necessities can be considered objective and of easy identification. However, if also considered as an expression of the teachers' wishes and interests in relation to teaching, they must be understood as subjective, dynamic and in constant transformation. The authors discuss the appropriate methodological approaches to capture these necessities, not only for teachers to expose their difficulties and necessities, but also to reveal their interests and desires related to teaching.

In the words of Rodrigues (2006, *apud* ANDRÉ, 2015), surveying training necessities with teachers is an essential and formative process, as it allows teachers themselves to develop awareness in work situations, perceiving and analyzing their beliefs, values, ideological, political, ethical, scientific, pedagogical positions. André (2015) points out that identifying training necessities is seen as a strategy for the development of reflective competence, an aspect that deserves consideration by the bodies that implement the policies.

Di Giorgi *et al.* (2011) conceive the process of diagnosing necessities as a training activity that elucidates knowledge and values that the subject already has and allows awareness of what was unconscious or unknown. Emphasizing the importance of investing in the analysis of training necessities, the authors express the expectation that the analysis of necessities has to result in greater involvement of the teacher in their training, contributing to a greater adaptation of the training to the uniqueness of school contexts as they are perceived by teachers, and enable a greater impact of training on professional teaching practice.

The contributions of the different studies point to the importance of considering the training necessities of teachers when planning training actions and reinforce the necessity to recognize teachers as agents in the process of identifying these necessities. As stated by Duarte (2009), it is not a question of identifying what the teacher lacks and, consequently, the skills they must acquire, but of a construction process that articulates institutional demands and individual sensitivities, involving teachers and training agents in the sense to make explicit and aware of values, difficulties and desires for change.



Understood in this way, the identification of the training necessities of professionals in Early Childhood Education can be an important tool to improve the professional training that has been offered to teachers at this stage, whether initial or continuing training, allowing to reflect on the training in relation to issues of pedagogical practice, in a process that favors teachers' autonomy and reflection.

It should be noted that, in relation to the training of professionals in Early Childhood Education, the discussions and achievements are recent and follow the difficult and time-consuming process of social struggles that seek to overcome the welfare character that marked the history of Early Childhood Education, evolving towards pedagogical proposals whose objective it is to promote the integral development of the child, bonding both care and education (OLIVEIRA, 2011).

We are, therefore, facing a process of building a new way of being a teacher in Early Childhood Education, in terms expanding the responsibility of the educational system, which necessities to be organized in order to serve this new professional group, respecting its particularities and the inherent necessities a good development of the role. That alone entails the understanding and apprehension of these teachers training necessities, especially in the period of professional initiation.

## THE METHODOLOGICAL PATH

As Gatti (2002) points out, there are a variety of possibilities in methodological approaches in the field of research in education, all involving work related to human beings. Considering that this research aimed to study educational phenomena from the perspective of the subjects who experience this reality, we privileged the qualitative approach in the investigation. The approach is highly adequate for this object of study since it allows access, in greater depth, senses and meanings implied in the teaching experience of the participants.

It is worth mentioning that this type of approach does not entail mandatory use of qualitative data collection techniques only. As observed by Gatti (2002), qualitative and quantitative aspects in the study of a phenomenon are not totally dissociated, since quantity is a meaning attributed to the greatness or frequency with which a phenomenon manifests itself, and in this sense, it must be interpreted qualitatively.

Thus, in the process of conducting the investigation, a questionnaire for an initial survey of the characteristics and opinions of the investigated population was used, in addition to the realization of a focus group, which allowed for the deepening of aspects indicated in the questionnaire. This methodological design configures the use of mixed methods, which according to Moscoso (2017) offer possibilities for a deeper understanding of the



research object in its complexity. The author points out that there is no incompatibility between quantitative and qualitative approaches, they can be complementary, understood as a source of data that feed each other back

The school network in question had, in 2020, 592 teachers teaching at the 70 Early Childhood Schools in the municipality. Of this total, the focus of the research was these 208 teachers who joined the educational network between 2018 and 2020, including tenured teachers and those admitted by temporary contract. As a criterion for choosing the participants, the period between the first and the third year of teaching was defined, considered by Huberman (1995) as the stage of entrance in the career, since it is at this moment of the professional life that teachers are faced with concrete classroom situations and several challenges, characterizing an exploring period that can be either easier or even more problematic.

Data collection was conducted from June to July 2020. The questionnaire, containing 30 questions, was organized in four parts. In the first two parts closed questions were presented, aiming to obtain data referring to the characterization of these teachers, such as age, experience in teaching and teaching in Early Childhood Education, time of exercise in the current education network, work status, as well as information about their education journey, either initial or continuous. In the third and fourth part, with open questions, information was sought regarding the process of professional insertion and the training necessities of beginners.

With the authorization of the Municipal Department of Education, the questionnaire was sent to 208 potential participants through the Google Forms platform. Responses were obtained from 60 teachers, discovering, after an initial selection, that 23 of the respondents did not meet the criteria for participating in the research because they had over three years of experience. The final sample, therefore, comprised 37 teachers beginning in the early childhood education research field education network.

At the end of the questionnaire, each teacher was asked if they would like to participate in the second stage of the research, planned as a virtual meeting for group discussion, considering the necessary constrictions in times of social isolation. The focus group was carried out with six teachers who volunteered to participate, guided by a flexible script, seeking to capture each member's subjective experience, as well as common aspects to the collective experience. The technique proved to be adequate for the purposes of the research, as it made it possible to capture, from the interactions between the group participants, concepts, feelings and opinions regarding the reality experienced by the participants (GATTI, 2005).

In the analysis of the questionnaire data, the closed questions were submitted to tabulation using resources from the Google Forms platform itself, thus allowing an initial organization of aspects of the teachers' characterization. The open questions were submitted to consecutive readings in relation to the focal group's data, aiming at understanding the participants on the analyzed selected items.

The following analysis is a result of the process of exploration and interrogation of data, comprehending it in a movement between the theoretical and conceptual sources and data obtained in a way to clarify issues related to the research topic.

### **THE PARTICIPANTS OF THE INVESTIGATION: CHARACTERIZATION AND WORKING CONDITIONS**

All 37 participants of this study are women, which confirms a condition observed in Carvalho (2018), who analyzed data from the Census of Primary Education (Censo da Educação Básica), from 2009 to 2017, pointing that the teaching in Early Childhood Education is mainly female<sup>1</sup>.

Concerning the age group, 46% are aged between 21 and 35 years old, but 54% are aged 36 years old or over, which suggests that they are not necessarily beginning teachers in their career, although all participants are novices teaching Early Childhood Education. This situation is corroborated by another data of our study, where 46% of teachers declare to have between 4 and 10 years of teaching experience and a group of 13% said that they have more than 11 years in the teacher career. In other words, only 40% of the study participants are effectively novices in the teaching area.

The data can be better understood when the work status of the teacher-participants is analyzed. Although working in a public municipal teaching system, the main way of hiring all 37 study participants was the temporary contract, there were 30 teachers in this condition, which represents 81.1% of participants. Only 7 were tenured (18.9%).

This configuration of the research participants is related to the fact that the municipal government hires teachers into a fixed-term employment contract, according to the legislation in the Consolidation of Labor Laws (BRASIL, 1943). In this condition, contracts have a maximum duration of two years, and may be renewed only after one year after the termination of the previous one, which generates an intermittent working condition, in which the teacher must keep, every two years of work, a one-year "toll" lapse, until being eligible for readmittance in the same system.

<sup>1</sup> From this moment on, we adopted the gender inflection for females, since all identified teachers are women.



The responses on the participants' workload show that 29 of the 37 teachers work a double shift, with 48 hours of work per week, either in the same school or in different schools. This data may mean that just one period is not enough for teachers to survive in the profession. According to Gatti *et al.* (2009), researching the attractiveness of the teaching career, the salary issue was cited by the participants as the second factor for not choosing the teaching profession.

In summary, the characterization data indicate a not as young group as expected in the case of beginning teachers, in unstable working conditions, with a very intense workload, especially if we consider the specificities of working with young children. This condition configures a situation that Tardif (2014, p. 89) defines as “teachers in a precarious situation”. The author cites research that shows that career instability makes professional learning more difficult and hinders the consolidation of beginners' pedagogical skills, and notes that “precariousness has psychological, affective, relational and pedagogical consequences caused by the professional changes experienced by these teachers” (TARDIF, 2014, p. 90).

As for training, we discovered that all participants have training in Pedagogy. Four research participants also have a second degree (in Biological Sciences, History and Letters) and 15 have a specialization, carried out in *Lato Sensu Postgraduate courses*. When analyzing the courses sought by them, they seek training modalities with themes related to work in the stage of Early Childhood Education.

The data related to training indicate that most teachers continue to seek their professional development, which is also confirmed when considering that 35.1% of teachers said they were taking a course at the time of filling out the questionnaire. This condition favors the recognition of the professionalism of the Early Childhood Education teacher, contributing to overcome a perspective of assistentialism, according to which teachers' professional training dedicated to the care of the small child was not required.

### **TRAINING NECESSITIES: WHAT TEACHERS SAY?**

The immersion in the data leads us to agree with the authors who have been discussing the theme of teachers' training necessities (ESTRELA; MADUREIRA; LEITE, 1999; SILVA, 2000; DUARTE, 2009; DI GIORGI *et al.*, 2011) when they state that these necessities are guided by both individual and collective issues, thus being able to be related to the subjective demands of teachers and to the conditions of the professional context of the teaching career.



Throughout the analysis, we identified a range of training necessities, which can be placed in three categories: affective/relational necessities; technical/pedagogical necessities; and bureaucratic/institutional necessities. It should be noted that these categories are not watertight, but interpenetrate and compose themselves, revealing a path in which feelings, conceptions, values, knowledge and attitudes, constructed throughout life and initial training, are reaffirmed, questioned and reconstructed by teachers in the confrontation with the challenges of everyday school and the conditions of the institutional context.

The teachers were invited to point out the feelings experienced in their professional beginning, indicating the degree of intensity of these feelings. We observed that "fear", "doubt" and "anguish" were felt intensively by this group. Fear was the most expressed feeling, being especially high in the beginning of the career, since 31 teachers have expressed this feeling, at a medium or high level.

These feelings are characteristics of the stage that Huberman (1995) pointed as survival, in which teachers face the reality and the complexity of the professional situation and they experience the challenges of this scenario. On the other hand, it is possible to confront data with the feelings that teachers expressed, experiencing "motivation", "safeness", "satisfaction", which poses the excitement for teaching and the acknowledgement of their first achievements. Huberman (1995) named this initial phase of a career as discovery, a counterpoint for the survival stage. The feelings that favor the best conditions for facing challenges in the beginning of the career, as they encourage overcoming them, are strongly present in the teacher's responses, and are reported as feeling prepared "prepared", "secure" and "satisfied for being a teacher".

When referring to skills they have identified as professionals and that contributed to the beginning of their career, the responses point to conceptions coming from the teachers teaching practice. While some skills emerged from a romantic view of the work in Early Childhood Education, others have shown a more critical and purposeful view. The skills founded on dispositions as "love working", "dedication", "kindness", "maternal instinct", suggested an idealistic view of the teacher's role in Early Childhood Education. Aspects such as "reading ability", "creativity", "listening capacity", "research", "seeking tools with more experienced colleagues" that were most common in responses reveal a critical and reflexive conception for teaching in Early Childhood Education, in which the teacher is seen as a professional and, therefore, must be qualified.

From this data it is possible to reflect upon the role of initial education in the beginning of the career, since some of these words mentioned by participants-teachers - "commitment", "persistence", "resilience", "dedication", "communication", "effort",

"willing to be better" are not necessarily skills developed in initial education. They refer to attitudes and values, emotion and feelings, and to the dimension of teacher's subjectivity.

Tardif (2014) emphasizes that these conceptions, filled with affective issues, are constructed throughout personal story and pre-professional trajectory and they resist critical reflection during initial education and integrate themselves to the experience knowledge of teachers. Thus, it is necessary to consider, in accordance with Gatti (2011, p. 176) that the training processes must consider "the complex socio-psychological dynamics involved in relations between knowledge, values, attitudes, and actions", so that they are capable of promoting changes in the way of acting of teachers.

The teachers were invited to point to skills they do not have, which can reveal training necessities that are noticed by them. Their responses mainly attest aspects related to the pedagogical technical work, and they are expressed by: "specific skills to work with early childhood education", "work with inclusion", "time management", "resources and materials", "deal with a large group", "improve ways of registering and cataloguing work", "alphabetization". Even in the lower level, skills related to relational/affective necessities were also indicated, among them "learn to calm down children at the beginning of the school year", "how to deal with parents", "leadership", and "communication".

The necessities teachers point relate to daily situations in schools and are in accordance with Nuñez (2004) when he states that teacher's necessities originate from practical situations and relate to the search of aspects, they lack to perform the teaching practice in a more professional way.

It is interesting to observe that three teachers said that they do not lack any skill and eight of them did not know how to identify which skill had not been developed, attesting the considerations of Estrela and Leite (1999), when they emphasize that one of the difficulties in identifying necessities is the fact that they are not always conscious, making it difficult to express their thoughts and prevents individuals from finding ways to overcome them.

In this aspect, the moment of collecting training necessities is already a source of reflection and identification of necessities.

I think that having the possibility of answering something related to our area is really important because it makes us reflect about our practice and also reflect upon what we have already studied, what we are doing with the theory studied and what we are bringing from theory to practice, whether you have

space and in case you do not have it, how it can be adapted (Teacher Athena)<sup>2</sup>.

According to André (2013), raising training necessities with teachers, analyzing them in a context is a fundamental action for teachers to be aware of themselves in work situations, understanding their beliefs, values, ideological, political, ethical, scientific, and pedagogical positions in what guides their action. Therefore, it makes it possible to practice and develop reflective competence. The author draws attention for this perspective and states that serious consideration by authorities in educational policies is required.

### **TRAINING POSSIBILITIES IN THE CONFRONTATION OF NECESSITIES**

When questioned about the training possibilities that they had in the beginning of their professional activities and that were important, the teachers-participants pointed to several activities, among them continuous education. However, the most frequent training possibility was the exchange of experiences among colleagues, both in moments organized by schools or informal situations.

Data points that exchanges with more experienced colleagues are valued by teachers, but they suggest that they have not been finding organized and institutionalized moments in the school space for this communication to happen, either quantitatively or qualitatively. Teacher Laura tells her experience and how the exchange of information was decisive to her, both in positive and negative ways, when reporting different conditions in two years of work.

[...] this is my second year as a teacher; last year I had to share a classroom with a teacher that was there for a longer time and that was very important to me. She welcomed me, listened to my ideas, we could work together, even if she was working in the morning and I was working in the afternoon, we changed the HTPC (activity-hour collective pedagogical working time). This year I am also sharing a classroom with another teacher. Unfortunately, I could not swap with her because I am working in two schools and my HTPC is in another school. [...] Then we can only talk by text (Teacher Laura).

The teacher's report shows the importance of the partnership relation between the beginner and the experienced teachers, but it also represents how difficult work conditions are, with a double shift in different schools, which makes moments of learning and communication less likely to happen.

It is observed that, at the same time they report difficult situations at the beginning of their careers, teachers point ways to address these necessities:

<sup>2</sup> To guarantee the participants anonymity, the names given to them are not real names.

So, I think support and welcoming, right, this team work from the cleaning lady, the gardener, up to the director, if everybody works there, as a team, as the teacher said [...] then, I guess a lot is missing (Teacher Greta).

The teachers revealed the importance of an institutional, affective and relational environment organized to receive them, with professionals who are accessible and prepared to promote exchange of knowledge that are significant for beginning teachers. An aspect mentioned in the reports of the focal group is the necessity of preparing experienced teachers to welcome novices and keep a productive interaction with them:

To accept the novice and what they bring, listen and exchange in a fair way with novices. So, it means saying that who is at school can also stop, look and think: they are not coming empty [...] because I went through situations like this, because they look at us as if... Wow! You are arriving now, you know nothing (as expressed it), right, so it is like there's an indifference to what's new when we enter that space (Teacher Athena).

We perceived that beginning teachers defend the opportunity to listen and to participate in the choices made by the school team, which indicates that experienced teachers must see novices as partners in knowledge exchange.

The teachers also indicated other situations they consider as relevant training possibilities for developing their teaching knowledge, such as activity-hour collective pedagogical work time (HTPC)<sup>3</sup>. It can be inferred that these times are valued because they represent moments in which teachers can discuss and exchange knowledge with colleagues, hence being acknowledged as possibilities of education.

Among training necessities, continuous education was seen as very relevant by 59.5% of teachers. However, 83.8% of participants said that they did not have any continuous education directed to beginning teachers. When described how these initiatives happened at school, the other 16.2% indicated that not all of them are characterized as continuous education, they also mention actions as support and welcoming of managers, meetings to explain Early Childhood Education routines, materials developed for beginning teachers, conversations with the coordinator teacher to solve doubts. One possible conclusion is that these are punctual actions, performed by managers and coordinators but they are not systematic actions, promoted by teaching systems.

Considering that the educational network offers continuous education to teachers, it is understood that these actions do not meet training necessities of beginning teachers. In the discussions of the focal group, even if the discussions are not related to specificities of the beginning of their career, teachers value possibilities of continuous education offered by the teaching systems and seek knowledge for the classroom practice.

<sup>3</sup> The HTPC times comprises the workload in this teaching net, from two to four hours in class, depending on the teacher's weekly work hours.



According to Nuñez (2004), continuous education is seen as a permanent, systematized, and planned activity that has to be based on real necessities and in the perspective of the profession. Thus, it is important for training programs to consider teachers profiles, analyzing their experiences, expectations, as well as their aspirations and previous knowledge.

Overall, data point to moments and situations that are most valued by teachers, as possibilities to identify and meet their training necessities, which occur at the school space, especially those involving situations of interaction, collaboration, and exchanges with other school agents and related to professional learning.

Not only do teachers in this investigation indicate the problems and challenges of the beginning of their career, but also point directions for this stage to happen in the most favorable way, emphasizing the willingness and interest of being considered as protagonists in the process. They are voices that should be listened to by the teaching system that is receiving them.

### SOME CONSIDERATIONS

In this study, teachers pointed that many of the difficulties and necessities experienced at the beginning of their careers are a result of an initial education that is still distant from school reality and it is intensified by unstable working conditions and by the lack of organization and preparation of the school teams to support and welcome the beginning teacher.

An idea of "readiness" of the beginning teacher still persists, that is, when they arrive in the school system, they should be ready to face all challenges of the beginning of their career, not needing support or follow-up. We must consider the beginning teacher who is learning and teaching and, therefore, identify and consider teachers training necessities in this period.

The research results confirm that adopting public policies for this phase of professional insertion is urgent, as this is a fundamental period in the teaching professional development. In this process, the survey of training necessities becomes an essential tool to outline policies of pedagogical welcoming and follow-up by beginning teachers.

The study results provide recommendations for school managers, education bureau technicians, and other professionals to care and formulate education programs to consider novices as "beginners" in a career, understanding their difficulties and specific necessities. Data attests that some schools do provide initiatives for beginning teachers - although just in some isolated cases - in which the optimization of training processes



happens due to commitment and availability of the management team. The teachers valued these actions and recommended that this should be network action and not isolated school units.

Another aspect to be noted is the need for involvement of teachers in defining and implementing training actions. This indicates that it is viable and important that teaching system managers organize and act in democratically developing a program of teaching education in which novices are consulted, seeking for direction and effective follow-up for beginning teachers, considering both their characteristics and training necessities in the initial phase of the teaching career.

This investigation points to the necessity of creating spaces for reflective discussions, both in schools, education boards and centers of teacher education, with proposals focused on beginning teachers, considering their insertion in the work world, as a phase of their professional development.

## REFERENCES

ANDRÉ, Marli. Políticas de formação continuada e de inserção à docência no Brasil. **Educação Unisinos**, v. 19, n. 1, jan.-abr., 2015, p. 34-44. Disponível em: <http://revistas.unisinos.br/index.php/educacao/article/view/edu.2015.191.03>. Acesso em: 30 abr. 2020.

BENEDITO, Vicente Antolí; IMBERNÓN, Francisco Muñoz; FÉLEZ, Beatriz Rodríguez. Necesidades y propuestas de formación del profesorado novel de la Universidad de Barcelona. Profesorado. **Revista de Currículum y Formación de Profesorado**, v. 5, n. 2, 2001, p. 1-24. Disponível em: <http://www.redalyc.org/articulo.oa?id=56750205>. Acesso em: 04 dez. 2020.

BRASIL. Decreto-lei nº 5.452, de 1 de maio de 1943. Aprova a consolidação das leis do trabalho. **Lex: coletânea de legislação**: edição federal, São Paulo, v. 7, 1943.

CARVALHO, Maria Regina Viveiros de. **Perfil do professor da educação básica**. Brasília, DF: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2018. 67 p. (Série Documental. Relatos de Pesquisa, ISSN 0140-6551; n. 41).

DI GIORGI, Cristiano Amaral Garboggini *et al.* **Necessidades formativas de professores de redes municipais**: contribuições para a formação de professores crítico-reflexivos. São Paulo: Cultura Acadêmica, 2011.

DUARTE, Carina Sofia Barata. **Análise das necessidades de formação contínua de professores dos cursos de educação e formação**. 2009. 107 p. Dissertação (Mestrado em Ciências da Educação). Universidade de Lisboa, Portugal, 2009.

ESTRELA, Maria Teresa; MADUREIRA, Isabel; LEITE, Teresa. Processos de identificação de necessidades: uma reflexão. **Revista de Educação**, Lisboa, v. VIII, p. 29-48, jan. 1999.

GATTI, Bernardete Angelina. **A construção da pesquisa em educação no Brasil**. Brasília: Plano. Série Pesquisa em Educação, v. 1, 2002.

GATTI, Bernardete Angelina. **Grupo focal na pesquisa em ciências Sociais e Humanas**. Brasília: Liber Livro, 2005.

GATTI, Bernardete Angelina. Formação continuada de professores: a questão psicossocial. In: GARCIA, Walter E. (org.). **Bernardete A. Gatti: educadora e pesquisadora**. Belo Horizonte: Autêntica Editora, 2011.

GATTI, Bernardete Angelina *et al.* **Atratividade da carreira docente no Brasil**. São Paulo: Fundação Carlos Chagas, 2009. Relatório de pesquisa.

HUBERMAN, Michael. O ciclo de vida profissional dos professores. In: NÓVOA, António. (org.). **Vidas de professores**. 2.ed. Porto: Porto, 1995. p. 31-61.

MARCELO, Carlos. Desenvolvimento profissional docente: passado e futuro. **Sísifo. Revista de Ciências da Educação**, Portugal, n.8, p. 07-22, 2009.

MOSCOSO, Javier Núñez. Los métodos mixtos en la investigación en educación: hacia un uso reflexivo. **Cadernos de Pesquisa**, São Paulo, v.47, n.164, p.632-649, abr./jun. 2017.

NUÑEZ, Isauro Béltran. Estudo das necessidades formativas de professores(as) do ensino médio no contexto das reformas do currículo. In: REUNIÃO ANUAL DA ANPED, 2004. Caxambu, MG. **Anais...** Caxambu, MG, 2004. Disponível em: [27reuniao.anped.org.br/gt08/t089.pdf](http://27reuniao.anped.org.br/gt08/t089.pdf). Acesso em: 24 nov. 2020.

OLIVEIRA, Zilma Ramos de. **Educação Infantil: fundamentos e métodos**. 2.ed. São Paulo: Cortez, 2005.

SILVA, Maria Odete Emygdio. **A Análise de Necessidades de Formação na Formação Contínua de Professores: um caminho para a integração escolar**. 2000. 286 p. Tese (Doutorado em Educação). Faculdade de Educação da USP, São Paulo. 2000.

TARDIF, Maurice. **Saberes Docentes e Formação Profissional**. Petrópolis: Vozes, 2014.

VASCONCELOS, Sandra Lima de. Análise das necessidades formativas dos professores de pedagogia quanto a preparar futuros professores para a inclusão escolar. In: EDUCERE, Congresso Nacional de Educação. **Anais...** PUCPR, 2015. Disponível



em: [https://educere.bruc.com.br/arquivo/pdf2015/21734\\_10576.pdf](https://educere.bruc.com.br/arquivo/pdf2015/21734_10576.pdf). Acesso em: 20 nov. 2020.