



## **Continuing teachers formation: the partnership between university and school to leadership and the recognition of teaching work**

*Formação continuada de professores: da parceria entre  
universidade e escola ao protagonismo e reconhecimento do  
trabalho docente*

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### **Abstract**

University and school have rehearsed some experiences in partnership towards a more qualified teacher training. The research group has been experimenting this since 2001 through various investigative projects. The object of study is the initial and continuing training of teachers, reflecting on the knowledge produced in the practice of the craft of these professionals. Investigations have ethnographic character, are qualitative, highlighting the critical action-collaborative research; make use of discussion groups, records of experiences,

documentary analysis, observation and interviews. Findings of the research: university and school spaces are rich in contradictions; subjects that take part in there have what to say, produce knowledge that need to be recorded, valued, publicized; the way how institutions work can be facilitators or cause difficulties on learning and professional development; professionals graduate in their workspace and change it; dialogue and reflection are presented as primordial in achieving learning spaces; shared spaces for reflection and questioning facilitate the professional development process, are formative and can result in professional learning; the continued educational work and the identification of its benefits to the classes and the students favor learning and professional development; the positive and purposeful welcoming from directive team to the teacher's work, listening and valuing it favors the development of professionals learning; change of representations and discourses of teachers may be accompanied by changes in teaching practices and the partnership University/College/University may maximize more qualified teaching actions.

**Keywords:** *Teaching. Continuing education. University school.*

### **Resumo**

*A Universidade e a Escola têm ensaiado algumas experiências em parceria, na direção de uma formação docente mais qualificada. O grupo de pesquisa “Formação de professores e práticas pedagógicas” vem experimentando isso desde 2001, por meio de vários projetos investigativos. O objeto de estudo é a formação inicial e continuada de professores, refletindo sobre os saberes produzidos na prática do ofício desses profissionais. As investigações têm cunho etnográfico, são qualitativas, com destaque à pesquisa-ação crítico-colaborativa; utilizam-se de grupos de discussão, registros de experiências, análises documentais, observações e entrevistas. Achados da pesquisa: a universidade e a escola são espaços ricos de contradições; os sujeitos que nelas habitam têm o que dizer, produzem saberes que precisam ser registrados, valorizados, publicizados; a forma como as instituições funcionam podem ser facilitadoras ou dificultadoras de aprendizagem e desenvolvimento profissional; os profissionais se formam em seu espaço de trabalho e o modificam; o diálogo e a reflexão apresentam-se como primordiais na conquista de espaços de aprendizagem; espaços de reflexão e problematização compartilhados facilitam o processo de desenvolvimento profissional, são formativos e podem resultar em aprendizagem para a profissão; o trabalho pedagógico continuado e a identificação dos benefícios desse para as aulas e os alunos favorecem a*

*aprendizagem e o desenvolvimento profissional; a acolhida positiva e propositiva da equipe diretiva ao trabalho do professor, ouvindo-o e valorizando-o, favorece o desenvolvimento de aprendizagens profissionais; as mudanças de representações e de discursos dos professores podem ser acompanhados por mudanças nas práticas docentes, e a parceria Universidade/ Escola/Universidade pode ser potencializadora de ações docentes mais qualificadas.*

**Palavras-chave:** Trabalho docente. Formação continuada. Universidade escola.

### **Resumen**

*La Universidad y la Escuela han probado algunas experiencias en colaboración hacia una formación del profesorado más cualificado. El grupo de investigación ha estado experimentando con ella desde el año 2001 a través de diversos proyectos de investigación. El objeto de estudio es la formación inicial y continua del profesorado, la reflexión sobre el conocimiento producido en la práctica del trabajo de estos profesionales. Las investigaciones tienen cuño etnográfico, son cualitativos, destacando la investigación-acción crítica y de colaboración; hacen uso de grupos de discusión, los registros de experiencias, análisis documentales, observaciones y entrevistas. Hallazgos: las universidades y escuelas son espacios ricos en contradicciones; los sujetos que viven allí tienen lo que decir, producen conocimiento que necesitan ser registrados, valorados, publicitados; cómo funcionan las instituciones puede ser facilitadores o causar dificultades en el aprendizaje y el desarrollo profesional; profesionales se forman en su espacio de trabajo y lo modifican; el diálogo y la reflexión se presentan como lo más importante en la consecución de espacios de aprendizaje; espacios para la reflexión y el cuestionamiento compartidos facilitan el proceso de desarrollo profesional, son formativos y pueden resultar en el aprendizaje de la profesión; el trabajo educativo continuo y la identificación de los beneficios de los mismos en respecto a las clases y los estudiantes favorecen el aprendizaje y el desarrollo profesional; la acogida positiva y propositiva del equipo directivo al trabajo del profesor, el oído y la valoración que favorece el desarrollo de los aprendizajes profesionales; cambios de representaciones y discursos de los profesores pueden ir acompañados de cambios en las prácticas de enseñanza y la asociación Universidad/ Escuela/ Universidad puede ser potenciador de acciones de enseñanza más cualificadas.*

**Palabras clave:** Enseñanza. Educación continua. Escuela universitaria.

## Introduction

The investigations developed by the research group entitled *Teacher formation and pedagogic practices*, which have as object of study the initial and continuing teacher education, analyze situations of formation of and in school life, discussing the elements that make them or not, generating teacher professional development. Dialogue to the knowledge produced by the self practice of the occupation of these professionals, starts from the assumption that teachers are competent and subject knowledge actors and through their own experiences, both personal and professional, they build their knowledge, assimilate new knowledge/skills and develop new practices. Therefore, the intent of the founding investigative projects undertaken have been discuss and qualify the relationship between university/school intensifying collaboration and mutual learning, introducing formation, action and research devices governed not only by a university logic, but a logic that approximates the daily professional practice. In this sense, Zeichner (1998) states that the production of knowledge to a better quality education for all and does not only at the university but has great contribution to those who build the everyday school experience.

The interlocutors of the investigations made have been teachers and management teams of Municipal Schools in Montenegro, RS. The studies are qualitative in nature; action-research critical-collaborative that worth, especially, observations, field diaries, interviews, reports of experiences and wheels conversation was used in the methodology. The reflection and Freire's dialogue are the theoretical and analytical structural axes. For purposes of this text, we synthetically rescued some of the investigations realized by the Research Group and deepened the current project. Some keywords that marked those different times were: collective space, protagonists teachers, autonomy, freedom, shares, innovation and emancipation. They gave visibility, on the one hand, to the value of research in university/school partnership and, secondly, to formative actions undertaken in the school with positive repercussions on pedagogic practice and the social environment.

## About continuing formation

The problem and the brief historical outline — outlined here — explain that the teacher education faces today, the challenges and dilemmas compatible with the requirements of the new times. Broadens the range of issues surrounding this topic, making it comprehensive and related to different fields of education. In this respect Loureiro (2001) states that teacher formation has also been seen as the panacea for the ills of education, which is not consistent with its complexity in relation to education and society itself.

A reflection of this nature involves understanding that formation can't be seen simplistically, as a univocal concept. Despite the consensus on the need and importance of formation teachers, there are many nuances in the way of designing this formation. Although, in general, can be defined as a specific action or activity systematization and organization to acquire multiples understandings there are multiple different ways to think about what those understandings. Reflect on how they will be worked out, the role of teachers and trainers, as we inform Liston and Zeichner (1997), in discussing the conceptual orientations around the teacher formation (academic, technological, personalistic, practical and social reconstructionist, among others).

In addition to these guidelines, there are a variety of terms used synonymously with continuing formation: training, capacity, recycling, formation in job, which express different meanings formative practices. We chose the term *continuing formation* because it keeps the idea of permanence, amplitude and inserts as part of professional socialization. This expression assumes the formation "as an organized and intentional process, [which] corresponds to a particular aspect and parcel of an ongoing, multifaceted process of socialization which coincides with the professional trajectory of each" (CANÁRIO, 1999, p. 74). In this sense, the production of professional practices (and consequently its change) should be involved in the professional socialization processes - living in work contexts

in which "coincide in space and time, a formative dynamics and a process of identity construction" (CANÁRIO, 1999, p. 74).

Some scholars, domestic and foreign, already have contributions to addressing formation in all its complexity and breadth through studies that show specific and different ways of understanding and search the continued formation. These studies derive some characteristics: models and formative strategies, situated by Marcelo García (1994) as reference systems for formation activities; the type of activity trainers and the priority in forming them; the role of formative institutions in view of formative networks (UNDA; CHAPARRO; ESPINOZA, 2001); the ongoing evaluation of formative actions, understood here based on the motions of Cabrera (2000).

From discussions provoked by these authors, we highlight — not only by the basic category of this project, but also because it can structure situations of initial and continuing teacher formation, or the proper exercise of the profession — the development, by teachers, the ability to *question/problematicization/reflection*, seemingly obvious, because it assumes that every human has, but they need intentionality, needs to be learned and, more than that, exercised (DEWEY, 1959).

It is believed that professional development, understood in this direction, has an emancipatory character. He is the facilitator of possibility of educators "take into their own hands", both the management of teaching and continuity of professional, individual and collective formation, because are essential actions to its qualification and the implementation of education grounded in the transmission of knowledge. Emancipatory attitudes require, for that, academic knowledge and technical and social skills that constitute a know-how that go beyond the processes of reproduction. Without ignoring the almost hegemonic dominance of this reproductivist paradigm, we believe that teaching practice is not established on a general regulatory *ethos*. Rather, as stated Sousa Santos (2000), its characteristic is "not to be indifferent to difference" (p. 30). This means that *good quality* education (RIOS, 2002) situates, precisely in acting differently for each situation, from a reading culture and

the conditions of knowledge production — that is established between teachers, between these students and their between researchers.

Investigations conducted by us have shown several shortcomings in teacher formation, but lack or reduced possibility of problematization, reflection, autonomy, by teachers, seems to be the more serious as it has hindered opportunities for learning practice of freedom and democracy, critical understanding of situations, events and educational, social, cultural facts, forms of interrogation of the real; relationship between the sphere of ethics, politics, and social performance and the sphere of education and pedagogic activities.

This has caused us to think of teacher formation in a much broader sense, understanding it as a process of *emancipatory professional development, autonomous* that incorporates the idea of career, not as a linear path, but as evolution, such as continuity experiments. This trajectory, marked by phases and moments in which different factors (social, political, personal, family) do not act as absolute influences, but as facilitating or hindering the process of learning the profession (NÓVOA, 1992; MARIN, 1996; TARDIF, 2002, TARDIF; LESSARD, 2005; among others). Therefore, this process of *being and becoming* a teacher is being built from the first contacts of individuals with so-called "pre-professional sources of learning to teach" (TARDIF; RAYMOND, 2000), passing through experiences as students/ teachers in initial formation courses, up to future interactions of this professional with the educational institutions characteristics — where they operate or will operate with other professionals, with teaching exercise and, especially, with the opportunities for study and reflection on this multiple box of experienced references, from the top of its trajectory toward the profession.

Therefore, it is fundamental to consider that the process of continuing formation of teachers is the result, on the one hand, the commitment of each teacher with their own personal and professional development and, secondly, the recognition that "the school can and should be taken as the axis of their formation. In other words, it is realizing that

educational institutions not only form students but also professionals working in it" (BARROSO, 2004, p. 41).

The *being/living teacher* is an ongoing process, conducted throughout history/ trajectory of this professional, acquired, as Tardif (2002), "in the context of *professional socialization*, in which is incorporated, modified, adapted by the moments and phases of a career" (p. 14, emphasis added). This does not necessarily mean a change in their teaching and evaluate procedures in order to break away from so-called traditional teaching models. What can be said, however, relying on the words of Tardif and Raymond (2000), and to reaffirm what says Barroso (1997), that is the work changes the teacher know to work. The knowledge to be taught by teachers and their teaching evolve over time and social change (BARROSO, 1997). In this respect, "the knowledge of teachers is seated in what Bourdieu calls cultural arbitrary: it is not based on any science, in any logic, in any natural evidence" (TARDIF, 2002, p. 13). Such knowledge are socially constructed, its contents and forms are in close dependence on the history and culture of a society.

We thus highlighting the potential formative of work situations, although we recognize its limits and constraints. "We are so accustomed to conceive knowledge as a principle of order on things and on others that it's hard to imagine a form of knowledge that serves as the principle of solidarity, and this is a challenge to be faced" (SOUSA SANTOS, 2000, p. 30).

### **Nature of the investigations**

Sustained on authors as Brandão (1982); Fiorentini, Geraldi and Pereira (1998); Garrido, Pimenta and Moura (2000); and Franco (2005), it has been used the ethnographic research, qualitative; critical-collaborative action research methodology has been recurring; ethnography and action research inspire us to realize the subjects and the phenomena studied as socially produced, in a historical and cultural context. We accept the paradigm of complexity, with an open systems view, combining the

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organization, information, energy, supplies, products, flows from the system without being closed in a cloister. Action research adopts the notion of sensitive listening, dialogue and reflection. It is considered as a preferred method in the study of the processes of continuous formation of teachers. Its constitutive dimension is based on the link between theory and practice from which derive the construction of knowledge (MIRANDA; RESENDE, 2006). Authors define action research (BARBIER, 2002; CARR; KEMMIS, 1988) as a method founded on theoretical assumptions on which, through action and participation of group members investigated, problems are identified and developed new alternatives. Its emphasis lies in the associated action to reflection and is therefore suitable for activities that aim to raise awareness and emancipation.

Speaking of action research process is to speak of a process that should produce transformations of meaning, reinterpretation of what we do or what we think. The transformation of meaning implies reconstruction of the subject itself, as highlighted Ghedin (2002) to mention that when we build meet a given object, it is not only the object that becomes known, but the subject itself. Thus, the author concludes: "knowing something is also simultaneously a self." (2002, p. 141).

This is the perspective of to form, forming; research and understand; understanding to transform; and transform to understand that we undertake different investigation processes - we are calling for the co-formation of the investigative collective.

In-critical collaborative research, the "collaborative" design comes to represent the creation of a culture of analysis of practices, which are realized at the school in order that the subjects, aided by university researchers, may transform their actions at the pedagogical framework and institution (ZEICHNER, 1993). Studies of Gramsci (1968); Habermas (1983), and Kincheloe (1997), focused on political and institutional realities of the studied aspects, still allow to consider action research as "critical", in that it shall be the objective of social and political democratization of society, forming skilled professionals, trained to be agents of change within the school space.

One can also consider that collaborative research is characterized by the joint action of the group of subjects in the school and university researchers, in which the first will progressively becoming researchers and problem-solving of its reality. On the next moment, the "critical" reflection will mean not only the dialogue about teaching and institutional practices, but also the development and implementation of exploratory research and intervention projects by the researchers (ZEICHNER, 1998; FIORENTINI; GERALDI; PEREIRA, 1998; GARRIDO; PIMENTA; MOURA, 2000).

### **How it all began**

During the course of the Research Group, near the Municipality of Montenegro, RS, some investigations have been and continue to be developed.

The first titled *(In)disciplining the discipline: construction of teaching practice and school everyday process* favored the school context and the teacher as pedagogical authority and focused on five schools in the municipal elementary school in Montenegro, RS, which, in season, faced *disciplinary* difficulties. This research, as well as others performed, had qualitative approach and used action research. Some conceptual tensions were worked, such as: discipline/indiscipline, authority/power/authoritarianism, freedom/licentiousness, order/disorder, limit/requirement, rigidity/ rigor. Note that we start from a demand of the municipality and the investigative project, from its first stage involved the main protagonists: supervisors/educational counselors and teachers. This time, the action research critical-collaborative proved to be fundamental to achieving goals. Approached the Research Group of different realities, created more effective linkages and favored the trust between people and institutions involved.

The central theoretical framework used was Freire, in dialogue with Giroux (1999), Ghiggi (1992), Bourdieu (1989), Aquino (1999), Estrela (1994), and Foucault (1993). Study meetings, experiences of

different dynamics that confronted teachers with real situations related to the theme. Observations, field diaries, document analysis, were fundamental tools to capture, listen, share and build alternatives to the individuals involved and their surroundings. The investigative emphasis happened by promoting situations that caused his interlocutors to discuss their teaching practice, giving new meaning to it, as well as its role as a pedagogic authority. In this dialogue, it became necessary to uncover the discourses that emerged, the life stories and professional histories of the subjects, comparing them in order to leverage new questions and transformative reflections. The work was developed with supervisors and mentors from the schools involved, which, along with the research group, planned, conducted and participated in meetings with teachers. Beyond what has been stated here, we sought to demystify the phenomenon of indiscipline towards their crossings — that pointed to change devices, to build alternatives. In this respect, it has become fundamental rethinking of the intersection enabling connections between the everyday world and the world of school, without disregarding the fragility of these by locating them in the social space.

The main results of this study showed up: 1) the school, as a rich space of contradictions; 2) subjects who inhabit there have potential, produce knowledge that need to be publicized; 3) how the school system and/or school work may be facilitating or hindering learning and professional development; 4) spaces and situations of reflection and shared/collective problematization facilitate the process of professional development, are formative, but may — or may not — result in learning for the profession; 5) continued pedagogic work and the identification of his benefits on the classes and the students, promote learning and professional development; 6) positive and purposeful welcoming to the work of the teacher staff, hearing and valuing it, favors the development of professional learning; 7) not always representations change and discourses of teachers are accompanied by changes in teaching practices; 8) human actions, systematized around established processes, as in the case of school education, with tax the conception of State, are carriers of both regulatory and emancipatory forces.

A second research project, entitled *(Re)determining the school as a formative space: the dialogues with the school community to the systematization of knowledge* — which was concerned with the continuing formation of teachers — had the school as a privileged formative space. Counted as interlocutors, teachers and directive staff of a public school in the municipality of Montenegro, RS, the previous project participants who perceived the research as qualifier instrument of the educational activities. The central theoretical framework was Freire (1997, 2000, 2006), Tardif (2002), Canário and Barroso (1999), Pimenta (2006), and Brandão (1982).

The qualitative methodology, through participant survey, and two axis of analysis, guide the work: *dialogue and reflection*, supported in Freire. The intention was, through dialogue, *identify and analyze the knowledge* that are being worked on with, in a view to reflect on them and on the relationship with the present subject and the social environment in which they live. Furthermore, to investigate the formative situations *of and in* everyday school life was intended to *discuss the elements that make them or not, generating emancipatory teacher professional development, and what meanings attribute to them teachers and directive staff*. In this sense, the process of reflection is presented as an alternative to instigate the need for a recontextualization, giving rise to discussions of epistemological basis for sustaining new pedagogical proposals. The research of reality and its implications in everyday school life have been the broader construct articulator.

Investigation sought to assist in the systematization of knowledge produced by discussions and triggered actions, explaining the complexity of empirical existence. Also noteworthy, the possibility of such knowledge feed the initial teacher formation at the university involved.

The work developed (university/school partnership) between Unisinos and Cinco de Maio School, in Montenegro, RS, showed promising results, identified not only in the research group, but especially at school (teachers and management staff).

When we hear the protagonists of our study about the impact of working in partnership, some dimensions stood out, among them: the awakening of desire for change; a strong trace of collective and

collaborative work; the formulation of common goals; the importance of the quality of the directive staff; constant dialogue, that the design of Freire is the force that drives the critical thinking/problem-solving in relation to the human condition in the world; the ambience and the host; all this, according to the teachers, implies their daily work, in which interdisciplinary activities that are stimulated and developed, in which relationships with students and colleagues become more fraternal, critical and reflective, with consequences for a more innovative work, breaking with linear logic. In this regard highlights Streck, Redin e Zitkoski (2010, p. 117): "through dialogue we can look at the world and our existence in society as a process, something under construction, unfinished as reality and in constant transformation." The autonomy and authorship, encouraged teachers entuses them not only to socialize their work internally, but externally. Additionally, it assists them to understand these two dimensions as foundational for pedagogical practice.

### **Expanding our practice**

Studies have shown how the teacher is formed in school and at the same time, how teacher form school. This idea is signaled by Nóvoa (1992, p. 28) when he states that the change in educational practice needs to be considered from two perspectives, the "schools can't change without the commitment of teachers; and these can't change without a transformation of the institutions in which they work". The impact on school curriculum are visible when it occurs and favor a better quality teaching. We have clear, however, that changes occurred can't be interpreted only as a mechanical consequence of an instrumental action of Continuing Formation, because result of a combination of favorable factors, which need to be considered by trainers, by the schools, by responsible, by education systems and public policy. Likewise, it is important to consider that the process of continuing formation of teachers is the result, on the one hand, the commitment of each teacher with their own personal and professional development

and, secondly, the recognition that "the school can and should be taken as the axis of their formation. In other words, it is realizing that educational institutions not only form students but also professionals working in it" (BARROSO, 2004, p. 41). Thus perceive the school as a place of knowledge and senses producer of professional and continuing formation.

Given the results presented so far, the Research Group has proposed to expand the scope of their studies, involving more partners. In contact to the Education and Cultural Municipal Secretariat (SMEC) of Montenegro, RS, it was decided to invite more schools to participate in the investigation. In this perspective, a new step of the project was consolidated. It is entitled *Continued formation and innovative teaching practices: influences on/of school*. According to Rios (2002), continuing formation is something that keeps their roots and with each new stage of the process gain originality, renewing itself in the transformation.

Therefore, the proposal to seek "different" pedagogical experiences, we proposed to challenge teachers, its main protagonists, to relate them. The work began with a survey in the schools of the Municipality on "learning experiences that worked" or "experiences that made a difference to the student/community/teacher/school". Larrosa (2002, p. 21) defines experience as "what happens to us, happens to us, touches us". Supported this view is that we seek teaching experiences that happen and mark the students, teachers and the school community. These experiences, that made a difference and that might cause reflection of the subjects challenging them to be always open, unafraid to experiment, try new events, being ready for new opportunities and for their own transformation. Above all, we can say, as Larrosa (2002), that the same experience can happen to many people, but each will be played in a unique way. Likewise can be said that "critical thinking and creativity will overcome this proposal because teachers with autonomy can and should change it, reworks it" (BEHRENS, 2005, p. 98).

We proposed that these experiences were written/described by teachers who voluntarily agreed to participate, stating the time, space and the goals of the experiment, describing the environment involved,

identifying the positive/negative elements present, the procedures used, results obtained and finally, a review of the experience.

The challenge undertaken was well received by the schools and their teachers, as 15 of the 25 schools in the city sent us reports. We have relied on different instruments to consolidate the findings, such as:

- *Fortnightly meetings of the research group*: these meetings systematize, through reflections, knowledge and learning, theoretical perspectives that help us for the development and analysis of research data;
- *Memories*: are records made during the meetings, which are repeated at the beginning of each new meeting, in the intentionality of vivify past events and guide the staff in place;
- *Field trips*: the dimension is more intense contact with the interlocutors, which qualifies the content of the research itself. Focuses at that time, participation in meetings and events with employees of the municipal schools;
- *Field diaries*: records are coming from field trips;
- *Records made by teachers*: They are based on reports of "successful" experiences of teachers in the municipal schools of Montenegro;
- *Bank of experiences*: from the reports of teachers, is forming a bank of experience of the research group and then that bank is allocate the Municipal Montenegro Bureau.

The 85 experiments received went through a process of analysis, based on some pre-established indicators of innovation, supported by studies of Cunha (2006). These indicators were of utmost importance to guide the systematization of content and knowledge produced through the accounts of teachers. Indicators were characterized as follows:

- *Break with the traditional way of teaching and learning*: means mainly comprise knowledge from an epistemological perspective that questions the educational procedures inspired on

positivist principles of modern science; Here experiments were included, for example, favoring students and teachers actions and protagonist reflections, autonomous, as subjects who can produce knowledge.

- *Participatory management*: implies a management that was favored subjects of the innovative process to participate in the experience as a whole, from inception to analysis of results.
- *Reconfiguration of knowledge*: this refers to a key category for understanding innovation as paradigmatic rupture, because it requires the annulment or reduction of classical dualities proposed by etymological perspective of modern science, between it: action and reflection, theory and practice, feeling and rationality.
- *Reorganization of the theory/ practice relationship*: changing the logic in that theory always precedes practice and is a condition of predominance.
- *Organic Perspective in Case*: refers especially the apprehension of the relations between the pedagogical decisions that accompany the whole process of teaching and learning.
- *Mediation*: assumes the inclusion of socio-affective relations as a condition for meaningful learning, favoring the intermediation of interventions to encourage the acquisition and understanding of knowledge.
- *Prominence*: breaks with the subject-object relationship historically proposed by modernity. Recognizes that both students and teachers, are subjects of pedagogical practice, and even in different positions, act as active subjects of their learning.

Innovation indicators that stood out in the reports, the analyzes undertaken so far have been: a break with the traditional way of teaching and learning, the attempt to break dualities between theory and practice, retrieving values such as respect, self-esteem, appreciation of each other and the teacher mediation with a view to meaningful learning.

## By way of conclusions

To perform the analyzes of the experiences we realized that the school presents itself as a privileged space for formation; the teacher is a trainer of school space; the registration process of educational actions is a time of systematization, formation and reflection; give voice to the teacher and hear him, let make him aware of the knowledge produced; socializing knowledge is propellant of recognition of teaching job, the elevation of self-esteem, contributing to the teaching role.

The movements of change in teaching practice are slow, distinct and meaning in their uniqueness by the different interlocutors; are being experienced in different conditions, with possible repercussions on teaching and learning process, within the school routine, so full of contradictions.

The enthusiasm of the teachers Montenegro network with triggered proposal makes us understand how much we project the university/school partnership can show themselves as driving the acquisition of new knowledge and learning. Individuals who are integrated in the process discover new horizons, new ways of being a teacher, as recorded by the management team of Cinco de Maio School:

[...] we feel that bond with the Research Group, in this mode, assists in the promotion of formation defecting in the School Community. We therefore believe that the purpose of this Research Group also reveals indications of innovation towards building the knowledge-emancipation, therefore, the process allows for a reflection in different areas [...].

Believe that in this dynamic professional teaching affection may occur, reflecting on their educational practices and, consequently, forming your acting space.

In this work, we have observed that all involved in the research (teachers from education network, researchers, doctoral, masters and undergraduate research fellows) have been modified; as subjects of the

formative/ investigative process lived in different places and in the process, sometimes starring, sometimes mediating, studying, discussing, reading and analyzing experiences of the teachers. We have the opportunity to develop a more critical, analytical and comprehensive look at the school, academic and social reality. We agree with Boaventura de Sousa Santos (2009) notes that when the whole process involves self knowledge. Therefore, we support the work done in partnership, we believe we can allow continuous formation of teachers in a process of recognition of self and others, appreciation of the school environment as a key part in the formation of student and teacher, because that is everything happens. Therein are led experiences, moments that can promote sharing, favoring the construction of new knowledge.

Our institutions, both universities, as schools, have been placed under suspicion and blamed for educational failures; we need to reattach them to another level. Knowledge and understanding produced by us and the good results obtained need to be socialized. It is needed to make them available – although the task is complex –, in favor of science, as Bourdieu calls us (1989, p. 5):

[...] at the social world there are people who have enormous practical knowledge, but such practical knowledge is not produced, they do not always have the tools to express them. It is the task at the same time scientific and policy put this knowledge at the disposal of science, allowing science, appropriating it. But this is difficult, requires a lot of energy.

While it still fits us asking in what science would we put our energies on service, we can't stop feeding utopias, which at this time we are advocating in favor of the university and school partnership.

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