

## Editorial

Discussions, studies and researches on teacher's pedagogical formation and policies of teachers' formation of various levels of education, have occupied more and more space between teacher educators, the schools which receive these teachers and researchers in the area. The challenge of the initial formation of this professional, which is indispensable early this century, is related to the pursuit of dialogue between the university and basic education, seeking, in these spaces fundamental knowledge to the production and systematization of knowledge, which expresses this reality.

Indeed, this trend can be observed in the presence of an articulating axis running through the different articles that came to *Diálogo Educacional* Journal by spontaneous demand from national and international researchers whose studies focus on the search for the teachers' formation more articulated with the problems and the reality of Basic Education schools.

Thus, from this perspective the dossier number 42 was organized, focusing the *Teachers' formation: dialogue between university and Basic Education*, in order to promote the dissemination of researches to make important contributions to broaden and deepen discussions on pedagogical formation of teachers more articulated with problems, challenges, and contradictions inherent in the search for alternative pedagogical practice that occurs within the school where they will work or already work. Challenges and commitment that, in this historical moment, is imposed on everyone involved with the teachers' formation.

In this perspective, the studies which are part of the dossier in this number bring to debate questions about the teachers' formation for higher education; the initial training of teachers from different areas

of knowledge in undergraduate courses and the necessary coordination with the reality of basic education from the early years; the possibility of Literacy Degree; contributions of PIBID as space of more articulated formation with the reality of schools; the enhancement of teaching knowledge forged in the pedagogical practice of teachers, as well as the problem of dropout and retention of teachers in schools examined in the light of current educational policies.

We started the dossier with the paper “Teachers’ formation for Higher Education and the diversity in the docence/teaching” by Ilma Passos Alencastro Veiga. The author calls into question the formation of teachers for higher education and its relationship with the diversity of teaching as a professional practice. She emphasizes that teaching in higher education is an endeavor that articulates different possibilities and requires pedagogical formation. From observations made in classes of undergraduate courses in health area, the author proposes a starting point for the training process highlighting six facets of teaching. She concludes indicating formative principles, arguing that teaching is an amalgam marked by public policies, considers that diversity is contextualized social practice.

In order to analyze the dialogue of undergraduate courses with the initial years of basic education in initial teacher education, from the practice of teacher educators from different regions of the country, the second article, of Simone Regina Manosso Carterton and Pura Lucia Oliver Martins “Undergraduate degrees and Basic Education early years: a necessary interlocution in teacher education” presents guiding principles, which are the expression of the practice of trainers in search of the necessary dialogue between undergraduate and early years of basic education. The authors argue that these principles can serve as a basis for thinking a *literacy degree*.

The “Interaction university and school: a collaboration between action and speeches” is the study presented by Gionara Tauchen, Catia Piccolo Viero Devechi and Amarildo Luiz Trevisan. It focuses on the effectiveness of university activities (teaching, research and extension),

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with regard to the promotion and strengthening of interactions between institutions. From this perspective, it highlights the activities linked to PIBID, the observatory of education, extension, to supervised internships and research at undergraduate and postgraduate levels.

The paper by Emilia de Freitas Lima “The construction of inter/multicultural pedagogical practices in the elementary teaching and the teaching knowledge” questions the construction of inter/multicultural teaching practices in elementary education, as opposed to the conception of teacher knowledge. The author argues that the discussion of teacher knowledge is permeated by ethical dimension — the ethics of human being-more — towards the universalization of ethical minimum in order to preserve human dignity and presents considerations concerning the consequences of such ideas to teacher formation and the formation of their trainers.

“PIBID as the ‘third space’ in the initial formation of teachers” by Helena Maria Felício dos Santos, analyzes the perceptions of undergraduates involved in the institutional program of initiation to teaching scholarship (PIBID), the Federal University of Alfenas (UNIAL-MG) as a *space/time* for teacher formation. The study reveals the necessity of PIBID, to cause actions in the policies of teaching career and in defining political conditions of teachers’ work, since for undergraduates, although the PIBID constitutes a fundamental *space-time* to consolidate a teacher training quality, Higher Education configures the desired level for them to carry out teaching.

The analysis of changes in teacher practices, given the cultural processes generated by the programming of virtual media, touting the subjectivities/identities of the contemporary school students is the focus of Regina Cely Campos Hagemeyer’s article: “Teacher’s formation, ethical values and the cultural digital media: referential from teacher’s practices in the contemporary school”. The author compares similar and more recent (2009-2012) surveys which have common points as the possibilities of human-social formation in the current public school and

identifies benchmarks of practices and attitudes of teachers catalysts to initial and continuing teacher education.

The importance and the consolidation of a study group consisting of basic education teachers and academics in a proposal for collaborative work, are brought into discussion by Fernanda Keila Marinho da Silva, Viviane Lousada Cracel and Maurício Compiani in the article “The consolidation of learning groups in the continuing education project”. By the analysis of utterances produced by teachers and records of collective meetings, they highlight the existence of reflective advances of teachers and academic difficulty in dealing with barriers faced by teachers in the training experience. The authors argue the importance of the group for the construction of reflective paths on the part of academics and teachers as well as for the understanding of collaborative research.

“Different perspectives on teaching: of what teacher are we talking about?” is the article of Maiane Liana Hatschbach Ourique and João Luis Pereira which focuses on the study of images propagated in current discourses of teacher education. From the tension between the public policy that associates the quality of education with the professional competence of the teacher and the records of the Brazilian educational materials that show the daily misery and pedagogical work of the teacher, the authors inquire which conceptions of rationality and training support laws and the normative speeches of teaching. In light of the formative dimensions of Critical Theory, especially the writings of Theodor Adorno, they perform a hermeneutic reading of space set between the proposed and developed in the field of teaching.

To finish the dossier, the article “Evasion or permanence in the profession: educational policies and social representations of teachers” authored by Romilda Teodora Ens, Ana Maria Eying, Maria Lourdes Gisi and Marciele Stiegler Ribas. The authors discuss the interference of changes in contemporary societies in the teaching profession, particularly in relation to the valuation of the teacher and his/her permanence in the profession. The study reveals the devaluation; low salaries; difficulties in relation to student behavior and poor working conditions, because of

little investment in education are problems present in representations of the profession. The authors infer that such issues may be a cause of the decline in demand for teaching in basic education and large evasion of undergraduate courses.

In the section of various articles, Maria Eliza Nogueira Oliveira and Graziela Zambão Abdian deal with “Teacher formation: the national guides and the local power”. The authors analyze the process of restructuring the pedagogy course offered by a state public university, since the validity of the new National Curriculum Guidelines, established in May 2006. The study sought to identify the difficulties and possible openings for the changes that met the external and internal interests of the institution. The option of the institution was to reconcile the course guidelines, with no damage to departmental interests. The study shows the need for (re)thinking practices in the classroom — the inherent political commitment to those who assume the role of teacher training.

The teaching professionalism is the focus of the article of Rejane Dias da Silva, Adelaide Alves Dias and Sonia Araujo Pimenta. The authors analyze the social representation on teacher formation for teachers of public schools in Pernambuco. Although the representations of the training include the educational, academic and professional categories, the centrality of these representations was around the academic dimension. The authors conclude that the centrality of the academic category indicates the strong influence of initial training in undergraduate teaching courses.

The Argentine researchers Susana Seidmann, Jorgelina Di Iorio, Susana Azzollini and Silvana Rolando, in their article “The more you know, is it better? School and sexual and reproductive health” brings a fundamental and polemic discussion from the experience in Argentina: sex education in public and private schools determined by law. The study of social representations of teaching practice showed difficulties and tensions in schools in relation to education the teaching of content for Comprehensive Sexuality Education. The authors conclude that teaching practices are a field of complex heterogeneous interactions in which are

developed the daily lives of teachers. In turn, the school as a space for negotiation of meanings. And highlight the importance of reflective practice as a way of explaining concepts and assumptions that work as a condition of effectiveness of school practice.

“Social representations: the historicity of the psychosocial” is the article of Lúcia Pintor Santiso Villas Bôas which presents the historicity of social representations as a key to understanding the reappropriation, contemporarily, historically bound aspect of meaning. The author discusses issues related to the content and representational structure, the group’s history and social memory to point to the complexity of the historical dimension in the fabric of social representations. The article concludes with a survey that illustrates the possibilities of analysis of this historicity.

We ended the session with several articles with the study of Rita de Cássia M. T. Stano and Flavia Vieira titled “Pedagogy at university in transition: reflections from the Bologna Process and the voices of pedagogical managers in Engineering courses in Portugal”. The authors discuss the place in university pedagogy and the promotion of quality education in the context of current reform policies of higher education from the Bologna Process. They understand that such policies also influence public policies in Brazil and present theoretical and methodological elements facilitators for future analysis in this context the aim of the study is to understand the impact of the Bologna Process at the level of innovation and supervision of the teaching activity. The authors conclude that innovation and supervisory move on land in transition, incorporating contradictory logics at all arising from tensions inherent to the changes underway. Both are signs of building a more pedagogical and reflected collectivized potentially instigator culture reconfiguration of teacher professionalism in the academy.

At the end of this editorial we express our thanks to the authors for their valuable help by sending in their works which enabled the composition of the dossier and session of various articles. These studies revealed a central concern for the formation of teachers more

articulated with the problems and realities of schools of Basic Education. This reaffirms that the initial training of teachers in this new century has placed at the center of discussions necessary and urgent dialogue between the university and basic education by making these spaces sources of collective production and systematization of knowledge.

We hope that the studies presented here may contribute to the debates in the field of teacher education and our commitment to basic education.

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