



The Continuing Training of Basic Education Teachers as a proposal to Raise the Quality of Teaching in the Municipality of Ribeirão das Neves

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Abstract: *These are the results obtained in research developed with the theme of continuing teacher education – a challenge. With the following problem: How to evaluate the process of continuing education of basic education teachers, in view of the efficiency and effectiveness to meet the educational demands of the 21st century. We sought to achieve the general objective of understanding the process of continuing education of basic education teachers in view of efficiency and effectiveness for working with the youth public; verifying the hypotheses that the continuing education offered through legal mechanisms meets the needs of basic education professionals, and; to understand whether continuing education significantly interferes with professional performance. Study composed of the analysis of data collected from teachers, specialists in basic education and administrative managers working in two schools located in the municipality of Ribeirão das Neves - MG, which offer elementary and high school education, with professionals from this area being primarily involved. last. At first, questions were asked aimed at probing the professionals regarding their professional life and the continuing education they have been doing in their professional career, and then training was proposed with the theme chosen democratically by the group. The training offered must be in line with the interests and needs of teachers who are a key player in the relationship between learning and teaching, in addition to knowing more closely the problems related to education. It is interesting to note that professionals seek to be in constant training, regardless of their legal obligation. The issue of the quality of education offered in the municipality in question constitutes an important instrument of social transformation and professional improvement because it is a very economically poor region and, therefore, the school plays a fundamental role in the lives of young people and adolescents.*

Index Terms - Continuing Education, Teachers, Basic Education.

I. INTRODUCTION

The continuing education of basic education teachers is an extremely important action for teaching to achieve the desired quality. Considering that the municipality of Ribeirão das Neves, located in the metropolitan region of Belo Horizonte in the state of Minas Gerais, has low proficiency in indexes of official external evaluations that aim to measure the quality of education and the development of public policies that invest in training of teachers is sorely needed.

The study carried out with professionals from schools in the municipality in question points out that teachers seek different ways to qualify professionally, especially to feel more prepared in working with the youth public.

The provision of continuing education for teachers normally follows the standards established in the Law of Guidelines and Bases for National Education – LDBEN, as well as in guiding guidelines for the process. The need is not questioned, but it was found that when training takes place involving topics of greater interest to professionals, there is greater appropriation of knowledge as well as a view that they are really taking advantage of the time spent on activities. They tend to be used in the classroom, thus making more sense, questioning professional attitudes and impacting students.

In the contextualization of the municipality item, we sought information relevant to education and per capita income of citizens. Data available on official government website. Then, the discussion of results and methods was discussed, where the data collected in a survey questionnaire with administrators and specialists in basic education was worked on. The intention was to gather information to assemble the training to be offered to the group of teachers.

II. DEVELOPMENT

2.1 Contextualization of the Municipality and target schools of the research

The municipality of Ribeirão das Neves is located in the metropolitan region of Belo Horizonte, according to data from the Brazilian Institute of Geography and Statistics (IBGE) has a population of about 341,415 inhabitants, with a monthly income of around 1.8 minimum wages, around 34.5% of the population has a per capita income of half the minimum wage.

As for education, let's observe the data presented:

Figure 1 - Educational data of the municipality of Ribeirão das Neves

EDUCAÇÃO	
Taxa de escolarização de 6 a 14 anos de idade [2010]	96,5 %
IDEB – Anos iniciais do ensino fundamental (Rede pública) [2021]	5,2
IDEB – Anos finais do ensino fundamental (Rede pública) [2021]	4,6
Matrículas no ensino fundamental [2021]	39.808 matrículas
Matrículas no ensino médio [2021]	11.102 matrículas
Docentes no ensino fundamental [2021]	1.940 docentes
Docentes no ensino médio [2021]	808 docentes
Número de estabelecimentos de ensino fundamental [2021]	97 escolas
Número de estabelecimentos de ensino médio [2021]	36 escolas

Source: Brazilian Institute of Geography and Statistics (2020) available at: <https://cidades.ibge.gov.br/brasil/mg/ribeirao-das-neves/panorama>. Accessed on: 31 Oct 2022

The municipality has an expressive number of public schools that, between primary and secondary education, have more than 50,000 enrollments. With regard to IDEB, the index of 4.6 for the final years of elementary school in 2021 is well below the national average, which was around 5.1. As for secondary education, according to Qedu, the rate was 4.6 and, at the level of Brazil, it was 4.2. In this case, it is observed that the municipality is slightly above the national average, however the target would be 5.4, which indicates the need to invest in mechanisms that can contribute to the continuous improvement of these indices.

2.2 Discussion of Results and Methods

Questionnaire applied in the researched schools was assembled through extensive discussion with the administrative and pedagogical managers. This tactic had the purpose of surveying the professionals and later setting up training to be offered in schools. Verification of the real needs of the group of teachers impacts on the direction and quality of the training offered. Often, the ineffectiveness of training is related to the group's lack of interest, as well as the purpose and real need that arises. It is necessary to listen to the demands and act to meet them. Training that does not address professional needs and, because it does not aggregate, causes discouragement and lack of interest among professionals.

Generally, teacher training programs are already pre-established by training institutions, by education departments, and often disregard the needs and difficulties of teachers in the training process. In most training actions, training based on the transmission of knowledge, methods and techniques has predominated through theories passed on in a decontextualized way, which do not take into account the real needs and problematic situations of teachers, the that prevents them from being subjects in their formative process and inhibits their professional development. (Soares, 2020, p 153).

The indication of the theme for training had the collaboration of forty-two participants, the questionnaire guaranteed the anonymity of the professionals, and they, in order to answer the questions, agreed with the Free and Informed Consent Term - TCLE - which was submitted on the Platform Brazil and duly approved by the ethics committee of UninCor. Survey questionnaires were prepared to be applied to teachers, managers and specialists in basic education in two schools, and to guest teachers. The criterion for answering the questionnaires prepared in google forms and sent in WhatsApp groups of the invited schools was that the professionals work in the municipality of Ribeirão das Neves - MG.

For the initial survey of interest in relation to the training offer, a broad initial discussion was established between managers and specialists so that, when they get to know the profile of the work group, as well as the imminent needs of the school and community served. After listing the themes, questionnaires were set up that would guide the setting up and offering of continuing education.

2.2.1 The survey questionnaire

To offer training according to the needs and expectations of the group, two questionnaires were applied. The first aimed only at Managers, coordinators of New Secondary Education and Specialists in Basic Education; the second also involved teachers.

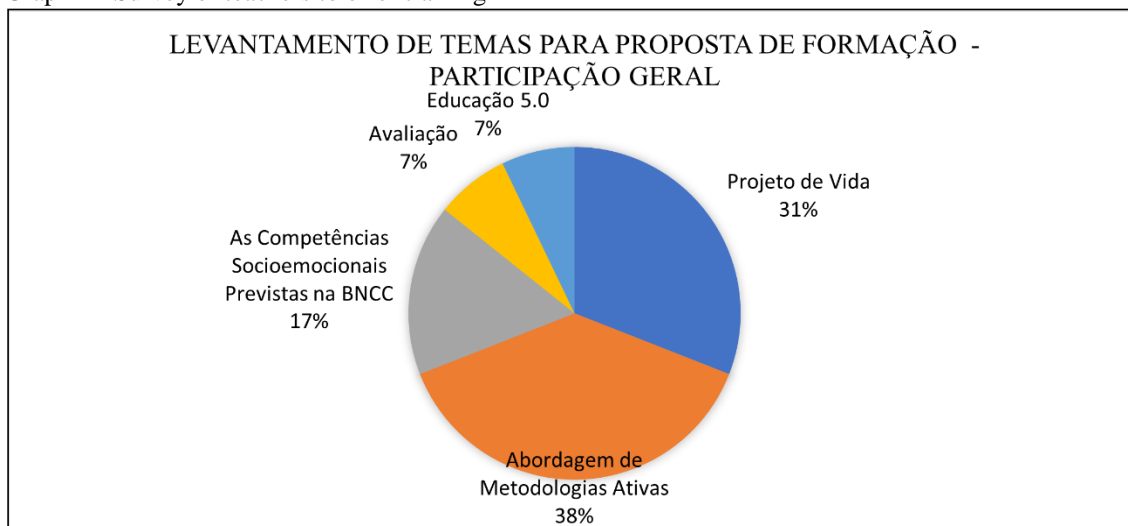
The themes suggested for the training were the same and it was believed that the interest of the teachers was the same indicated by the managers and coordinators, however, this did not happen. This type of consultation is important because it is believed that training will only be effective if democratically indicated by the interested parties who experience the daily problems of the school; they need to discuss legislation as well as monitor the directions that education takes and they need to prepare to act more safely.

“The continuing education of teachers, in this sense, is now seen as a tool that helps educators in the teaching-learning process of their students, in the search for new theoretical and methodological knowledge for professional development and the transformation of their pedagogical practices.” (Alvorada Prada; Freitas; Freitas, 2010 p. 374)

Based on the interest shown by the group of teachers, managers and specialists in basic education, training was set up and applied to the indicated group and, initially, it was thought that the result would be the same when consulting the teachers. This did not materialize, which makes us believe that the teachers' opinion is relevant since they are directly involved in the teaching and learning process and are able to more safely map the gaps that need to be filled in training. In this case, Imbernón (2009) clarifies that permanent training will be more fruitful when it has collegial participation, engagement of administration and teaching representatives, by exposing the clarity of objectives, must have support during the necessary time and contribute to new forms of educational action are incorporated into practice. Thus, imposed training may not correspond to the desires of the group and tends to failure.

As for the direction of training, the following question was asked: In which of the topics presented do you consider relevant for training and which can contribute to the good development of your work in the classroom? And the result was presented with the following proportionality:

Graph 1 - Survey of teachers to offer training



Source: the author (2022).

2.2.2 Training offered in the work environment

A concern that motivated this research was in relation to the training offered and received by basic education teachers. Regardless of the public policies aimed at providing training, professionals need to be aware of the constant changes not only in the content taught but also in the legislation and different themes that involve the school routine and interfere in the teaching and learning process. We then sought to understand the time of activity of education professionals who participated in the sampling. It was found that a large majority of these had more than five years of experience. If for Gatti (2008) initial training has flaws that in many situations are corrected by continuing training, the data revealed here indicate a frequent need to offer training. Being a necessity, they must happen constantly, not only institutionalized by the educational system, but must be instructed by managers because they manage to map deficiencies and difficulties that can interfere with the quality of the educational service provided.

Showing a significant percentage of teachers who have been working in education for more than five years, training must be offered constantly, as Feldman (2009, p 78) informs us that "teachers, in their work environment, deal with issues of an ethical nature, affective, political, social, ideological and cultural."

Education is alive, therefore, it is in constant transformation.

The first task of direct responsibility of the Union will be the revision of the initial and continued formation of the teachers to align them with the BNCC. National action will be crucial in this initiative, since it is the sphere responsible for regulating higher education, the level at which most of these professionals are prepared. Given the evidence on the relevance of teachers and other members of the school team for the success of students, this is a fundamental action for the effective implementation of the BNCC. (Brasil, 2018, p. 21).

With regard to the state of Minas Gerais, the adaptation of the Minas Gerais educational policy to the BNCC gives rise to a document called the Reference Curriculum. Prepared following legal determinations of the Federal Constitution (1988), LDB (1996), PNE (2014) and BNCC (2017), respecting and valuing the different peoples, cultures, territories and traditions present in the state, the document intends to guide the elaboration of the state's educational plans and actions.

The Reference Curriculum of Minas Gerais is, therefore, the result of the collective work of thousands of professionals from all regions of the state, dealing with the plurality of ideas, identities and expressions of Minas Gerais and, in line with the National Common Curricular Base, will be curricular reference for networks from 2019 onwards. (Minas Gerais, 2021, p. 8).

This important educational document in Minas Gerais also refers to the need to promote the training of education professionals in view of their knowledge and applicability of pedagogical practices with the intention of offering quality education, including the development of socio-cognitive skills and competences, without despise the whole human being.

Despite the mishaps of the profession, the juggling between school networks, shifts and performance series, the data reveal an interest in staying informed through readings, as 27 of the 32 professionals involved in the study are active in their readings. Positively, it is observed that 23 professionals have a shorter period of searching for readings focused on their area of expertise.

As the quality of professional performance is not linked only to the initial training that is acquired from attending higher education and pedagogy courses, for Gatti (2008) basic training courses are not able to adequately prepare, since they present themselves in a deficient way and in this sense, improvement courses or any continuing education action tends to fill the gaps, promoting compensation and correcting aspects of poor training. Even if they could, because it is a society in constant transformation, with social interests and purposes of education that aim to meet both internal and external interests, there is no way to renounce constant training. As noted, the number of teachers who have less than two years of experience is almost inexpressible.

Teachers, however, are not sitting idly by, acting in an individualized way, they are looking for training actions that can help in their daily work, although this is not the ideal behavior, see:

[...] teachers need to become aware of the importance and necessity of training to meet the demands of today's society. It is important to point out that training is not just an individual responsibility, but is, above all, the responsibility of training institutions. It is

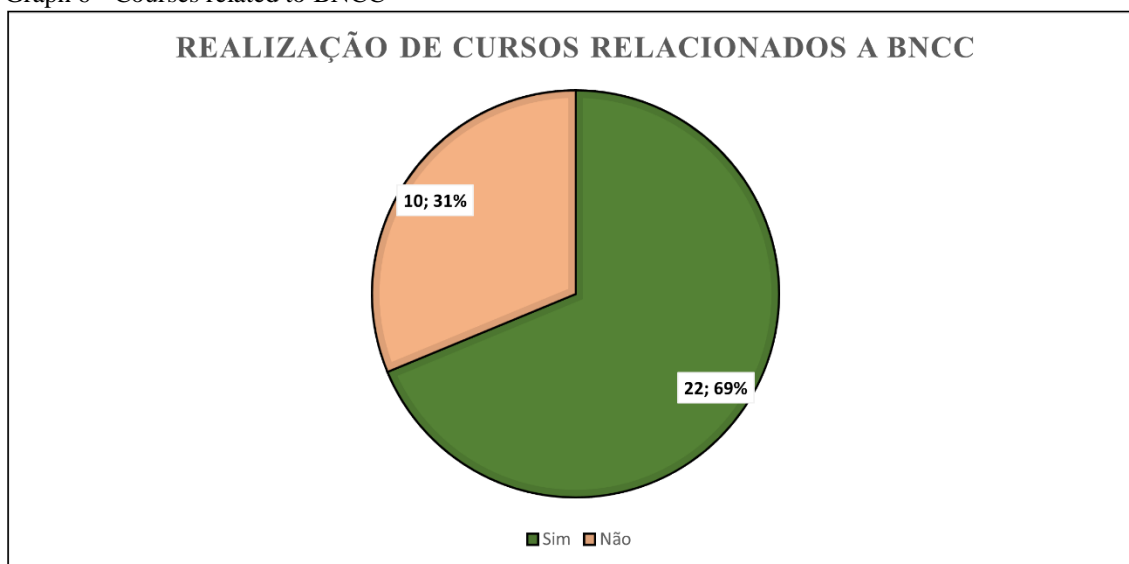
necessary to rethink teacher training, especially when it is configured as isolated, fragmented and disconnected actions from practice, which do not depart from the real needs and problems experienced by educators in their daily work. (Soares, 2020 p. 153).

Faced with the question of frequency in training courses, it was found that 19 teachers had taken more than four courses in recent times. The number of professors who have not taken any courses is small, but it still generates concern. It is important to note that the incentive to seek courses must come from educational institutions and managers. Especially because the number of employees who informed how they found out about training inspires attention. It is common for them to seek training that is not linked to the school space.

The implementation of the new secondary education, foreseen, at the national level, from the academic year of 2022, is on the way to becoming a reality and the requirement that professionals be trained as well. Taking into account the breadth of the country, associated with socio-cultural issues, the offer of continuing education took place primarily online using platforms linked to the MEC and in the case of Minas Gerais, the Training School was adopted.

Faced with the changes, the implementation of the New Secondary School as the final phase for consolidating the implementation of the BNCC, it was asked if they had taken targeted courses. It should be noted that elementary education is already being offered in line with the National Base since 2017.

Graph 6 - Courses related to BNCC



Source: the author (2022).

We know that there are public policies aimed at continuing education, and that there is a whole legislation regulating it. Even so, an intriguing factor was the way education professionals have been seeking training in recent times, as well as the way they learn about them. Whether in an institutionalized way or through social networks, it was possible and important to realize that teachers are not idly by: they seek to be in constant training.

The construction of a democratic society cannot disregard the challenges and dilemmas experienced by different social subjects in their life cycles. This challenge is posed for young people, for the adult world and, above all, for secondary school teachers: how to make our schools manage to incorporate the objectives of the integral formation of our young people enshrined in the new curricular guidelines for Secondary Education? How to make our educational practices work, in fact, as a support in the processes of construction of identities and life projects of young people? (Dayrel; Carrano, 2014, p. 126-127).

As can be seen, the function of education and especially of teachers is of paramount importance for young people, as it contributes to the formation of human beings who must intervene in the environment, in economic production as well as in the elaboration of a life project. In many cases, the coexistence of young people at school influences decision-making that not even families or other social media are able to make. Hence the importance of having qualified professionals to work with this social group.

Teachers were asked if they are prepared to deal with young people and despite the constant transformations and changes that our society involves, the aspirations and demands of young people, they consider themselves qualified, but claim to demand more training. Of the total number of teachers surveyed, around 75% of them claim to be prepared to work with young people, but believe that more training would be of great help.

2.3 Professionals are prepared to work with young people

The definition of youth, according to the dictionary, is thus understood: the period of human life between childhood and the full development of its organism; youth. set of young people; Youth. character that reveals freshness, brightness (HOUAISS, 2009, p. 446). However, "youth must be understood in a more comprehensive way, not specifically dealing with an age definition or a chronological age" (DAYREL; CARRANO. 2014, p. 110). Although in our society it is defined as biological maturity that happens for up to 29 years, and its delimitation should be indicative for the elaboration of public policies and population count.

Youth, according to Dayrel and Carrano (2014), is a category socially produced by different social, political, historical and cultural contexts. What the authors defend is that youth understands beyond age, the different experiences, needs, realities that involve a social group identified as youth. This group has very specific interests and needs according to their time. This perception is interesting because a question related to education and youth is exactly whether teachers are prepared to work and face the challenges that this public requires, preparing them to act in a conscious, critical, democratic way.

II. THE PASSAGE FROM OBJECTIVES AND GOALS TO PURPOSE, DISCONSTITUTING THE IDEA OF SUBORDINATION TO CO-PARTICIPATION

The purpose is the result of a collaborative construction, "coactive power" that presupposes the inclusion or the sum of the desires of the participants of a community, or of a company, here for example: teacher and student. If the purpose is a sum of desires and wishes, this presupposes that the realization of the purpose depends on everyone's participation. "[...] the will or purpose of a man or group is to be found in that activity which is a constant function, or a combination of such functions, of some aspect of its environment" (Follett, 1924, p. 79). Thus, all those involved are co-responsible for achieving the purpose that burdens everyone with responsibilities. Learning is the purpose of the teacher and the student, and everyone involved with education. The thesis that is present in Follett's argument is the conception of "jurisconcourt" that all are contemplated in the purpose, leaders, subordinates, shareholders and companies, teachers, and students. Purpose transcends the company itself and extends to the community. The purpose also presupposes community involvement. Now, the purpose behind the idea that relationships emancipate individuals and contributes to the constitution of autonomy. This becomes, in gestational leadership, an essential element for the expression of creativity. This is the social dimension of the company. "We should no longer think in terms of social institutions, but in terms of social activities". (Follett, 1924, p. 207). The company does not only have an economic purpose. Purpose, in a way, arose from the power to unify, in the reach of multiplicities in what is both a means and an end, that which contains many (Follett, 1924).

This point supports Follett's argument (1924) that the company does not have an end in itself, as announced in the objectives and goals of the approach of traditional administrative theories. "The company as a social institution, not just a production vehicle, is a prelude to a variety of contemporary managerial issues" (Kanter, 1997, p. 13). Administrative leadership is founded on a centralizing perspective of the individual or a company. Their actions are based on the instrumental approach to domination. This idea was well developed by Max Weber, as he understands leadership as an exercise of power to impose a will through processes of rationalization. This traditional leadership model has the pernicious aim of linking our will and desires into productive activity. "Men study the art of persuasion, the method of gaining consent, but it is usually just a method of gaining power." (Follett, 1924, p. 190). Instrumental reason is utilitarian reason with an end in itself. An instrumental reason that associated itself with power and renounced its critical and emancipatory force. This direct association of reason with power impedes the process of emancipation and liberation of students, leading them to understand the fragmented reality in bourgeois ideological discourses of domination.

This idea is understandable, as it assumes that those led do not have the ability to plan and organize. In the absence of these elements, they must be directed by someone who plans their actions to obtain productive and collective results. All this structuring is subdivided into hierarchical orders from the director to the group leaders, strictly respecting the order of command resulting from the objectives and goals. Those who lead a company bring within themselves the ability to command people and their actions linked to objectives and goals. Command demands servile obedience from those led. Now, at this moment, a discrepant action in the fragile process that puts the process and production in disharmony. Administrative leadership presupposes self-determination and self-realization as blind normative contents of self-preservation or domination over the other. Strongly influenced by a cognitive-instrumental heritage of bourgeois ideologies¹

3.1. The decentralization of the figure of the leader as a hero for co-participation and co-responsibility of the led, "coactive power" The idea that a leader develops is associated with the cultural archetype of each social group. Generally, the westernized idea of leadership gathers in itself the perception of transcendentalization. For example, in traditional management theories of leadership, leadership in the Weberian conception brings three fundamental characteristics of leadership, traditional, charismatic and legal. The leader is a representation of an idea of power. So, some thoughts.

a) **Centralizing power based on instrumental reason to power based on cooperative reason**

The idea of power in traditional management theories has always been associated with a hierarchical representation backed by conservatism. This representation developed a dualism in the factory environment between the leader and the followers, between the employer and the employees. This practice is associated with thinking about the space and time of production. This relationship imposes the subjectivity of the leader on the subordinates and the subjectivity of the employer on the employees. A subjectivity associated with power does not allow the emergence of creative thoughts, and men allows a creative experience (Follett, 1924). Paradoxically, the problems arising from this relationship are dependent on creative thoughts.

Planning and its execution directly reflect this dual hierarchical and conservative conception. Workers were believed to lack intelligence and complex reasoning skills for planning. But they were attributed to the driving force of the production process. This reality contrasted the attributions to the employee and the leaders. This relationship did not always work, even with planning and the driving force, production did not reach the pre-established goals. This labor relationship is dependent on a logic of the centralizing power relationship. For, according to Follett (1924, p. 12) "[...] power is the central question of industry, politics, international relations. But our task is not to learn where to place power, but how to develop it".

It was believed that the centralization of power could resolve the problem between planning and production targets. It is associated with this, command, control and direction as intrinsic elements of the idea of leadership. This defines a leader. And these elements: command, control and direction are directly associated with the idea of traditional rationality. Traditional theories of managerial leadership are based on male characteristics. What actually appears is the strong influence of a heteronormative culture. "[...] power only reorganizes what already exists, it does not produce new values. No more just life for men will be the result of such a doctrine".

These new models are shared between researchers and other communities, - there is no rule that the paradigms are restricted only to researchers and their community. We can observe in the history of sciences the demonstration that the paradigm tends to be adopted by different researchers and communities, when this model responds better to the problems faced than the framework of the old paradigm.

IV. CONCLUSION

It is important to promote continuing education in schools as a way to improve services provided to the community. Especially in economically poor regions, the population needs school services to be aligned with local interests. In general, the provision of training using the world wide web - internet - distance learning training, as they are thought of in a generalized way, do not provide a satisfactory answer. The ideal of teacher training is contact with and among peers. Much more than positive indexes in institutional

¹ HABERMAS, Jürgen. Post-metaphysical thinking. Translation by Flávio Beno Siebeneiche. Rio and Janeiro: Brazilian Time, 1990, p. 22.

evaluations, the quality of education offered is noticeable when the school community served manages to transform its social reality, having access to academic training, access to higher education constitutes a fundamental piece in sociocultural and economic advancement. And there is no way to dissociate quality of education from continuing teacher training.

Although an offer of institutionalized training is perceived, which in the minds of many professionals does not meet, being done mostly due to obligation or as a way to fill extra-class hours, teachers are not inert. They seek, within their possibilities, to be in constant formation. Within a reality of facing innumerable difficulties, mainly doing a giant exercise for working in different schools, networks and municipalities, they do not get discouraged, they do not stop. It is inherent to the profession that they are in constant movement.

Teachers who deal directly with young people are even more involved in the search for training. This is because the demands of this social group are constant and present specificities according to time, social group, culture, among other factors.

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