

**PROFESSIONAL DEVELOPMENT AND PRECARIZATION OF TEACHING  
WORK: PERSPECTIVES AND (DIS)CONTINUITIES**

**DESENVOLVIMENTO PROFISSIONAL E PRECARIZAÇÃO DO TRABALHO  
DOCENTE: PERSPECTIVAS E (DES)CONTINUIDADES**

**DESARROLLO PROFESIONAL Y PREACARIZACIÓN DEL TRABAJO DOCENTE:  
PERSPECTIVAS Y (DIS)CONTINUIDADES**

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**ABSTRACT:** This text presents a reflection regarding the phenomenon of Precarious Work and Teacher Professional Development, in the face of the changes that occurred in the world of work, driven by the processes of capitalist restructuring. The instrumental resource of the questionnaire was used, containing the axes/elements constituting the stages of the teaching career. The data revealed a professional development that is marked by progressions and (dis)continuities. Characterized, above all, by a non-linear professional trajectory, going through psychic-emotional crossings. We completed this study by establishing that Teacher Professional Development presents itself through a non-linear, complex and contradictory trajectory. Reflection of the relations marked by the capitalist state. It is necessary to understand it from a historical and critical point of view. Passing through an understanding of space-time, the phases of the teaching career should not, therefore, be taken as static or linear, but conceived through a dialectical, material and historical relationship.

**KEYWORDS:** Professional development. Precarious work. Career stages.

**RESUMO:** Este texto apresenta uma reflexão no tocante ao fenômeno da Precarização do Trabalho e o Desenvolvimento Profissional Docente, em face das mudanças ocorridas no mundo do trabalho, impulsionadas pelos processos de reestruturação capitalista. Utilizou-se o recurso instrumental do questionário, contendo os eixos/elementos constitutivos das fases da carreira docente. Os dados revelaram um desenvolvimento profissional que é marcado por progressões e (des)continuidades, caracterizado, sobretudo, por uma trajetória profissional não linear, perpassando por atravessamentos psíquico-emocionais. Perfazemos este estudo estabelecendo que o Desenvolvimento Profissional Docente se apresenta por meio de uma trajetória não linear, complexa e contraditória, reflexo das relações marcadas pelo

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*Estado capitalista. É necessário compreendê-lo por um viés histórico e crítico. Perpassando por uma compreensão de espaço-tempo, as fases da carreira docente não devem, portanto, ser tomadas como estáticas ou lineares, mas concebidas por meio de uma relação dialética, material e histórica.*

**PALAVRAS-CHAVE:** *Desenvolvimento profissional. Precarização do trabalho. Fases da carreira.*

**RESUMEN:** *Este texto presenta una reflexión sobre el fenómeno del Trabajo Precario y el Desarrollo Profesional Docente, frente a los cambios ocurridos en el mundo del trabajo, impulsados por los procesos de reestructuración capitalista. Se utilizó el recurso instrumental del cuestionario, que contiene los ejes / elementos que constituyen las fases de la carrera docente. Los datos revelaron un desarrollo profesional marcado por progresiones y (dis) continuidades. Caracterizado, sobre todo, por una trayectoria profesional no lineal, atravesando cruces psíquico-emocionales. Completamos este estudio estableciendo que el Desarrollo Profesional Docente se presenta a través de una trayectoria no lineal, compleja y contradictoria. Reflejo de las relaciones marcadas por el estado capitalista. Es necesario entenderlo desde un punto de vista histórico y crítico. Pasando por una comprensión del espacio-tiempo, las fases de la carrera docente no deben, por tanto, tomarse como estáticas o lineales, sino concebidas a través de una relación dialéctica, material e histórica.*

**PALABRAS CLAVE:** *Desarrollo profesional. Trabajo precario. Etapas de la carrera.*

## Introduction

The theme addressed in this investigation concerns the Professional Development of Teachers and its correlation with the phenomenon of Precariousness of Work. In this direction, according to Marcelo García (2009, p. 9, our translation), “the term professional development is better suited to the conception of the teacher as a teaching professional”. The author advocates that “the concept 'development' has a connotation of evolution and continuity that, in our view, surpasses the traditional juxtaposition between initial education and continuing education of teachers” (MARCELO GARCÍA, 2009, p. 9, our translation).

In this perspective, Professional Teacher Development is understood as: “[...] an individual and collective process that must be implemented in the teacher's workplace: the school; and that contributes to the development of their professional skills, through experiences of a different nature, both formal and informal” (MARCELO GARCÍA, 2009, p. 9, our translation). Contributing to this perspective Najjar and Lunardi (2020, p. 191, our translation) advocate:

Ongoing formation stems from a concept of Professional Development that must consider the education systems and networks, the pedagogical project

of schools and the context in which it operates, monitor innovation and development associated with knowledge, science and technology, respect the teacher protagonism and offer a space-time that allows them to critically reflect and improve their practice, dialogue and partnership with competent actors and institutions, capable of contributing to leverage new levels of quality to the complex work of managing the classroom and the educational institution.

Marcelo García (1999, p. 144, our translation) complements this understanding by advocating that professional development is also understood “as a set of processes and strategies that facilitate teachers' reflection on their own practice, which contributes for teachers to generate practical, strategic knowledge and be able to learn from their experience”. Day (2001, p. 15, our translation), in turn, points out that “the meaning of the professional development of teachers depends on their personal and professional lives and on the policies and school contexts in which they carry out their teaching activity”. In this direction,

[...] based on Marcelo García (1999; 2009), we can understand that Teacher Professional Development encompasses initial formation, continuing education, professionalism, self-formation and learning processes; it occurs linked to the performance context, organizational and curricular development contexts; it involves processes to improve teacher competences and attitudes, individual and collective processes; implies (improvements and influences of) **working conditions**; it takes place on a personal level; it involves the life stories and the historicity of the subject, therefore, it also takes place in the social; it takes place at a crossroads that tends to unite educational, pedagogical, school and teaching practices. TPD [teacher professional development] is a process full of fluctuations, variables and changes and subject to pressure; involves and is influenced by beliefs and personal experiences, experience based on formal (and informal) knowledge, school experience, that is, it involves and is influenced by experiences prior to the formation course and entry into the profession [...]. So, it involves the experiences themselves. It is based on reflection and involves the school intimately in its process. **It is influenced by policies (salary, incentives, autonomy, reforms, etc.), by the organizational structure and culture, and by the teachers themselves – individually and collectively (therefore, it has negative (isolation, for example) and positive aspects)**. Therefore, TPD is multidimensional and suffers individual, collective, emotional, political, social, economic and professional influences. In the meantime, it implies knowledge, practices, practices and (re)construction of professional identity, as TPD is also a process focused on the person of the teacher. In addition, the TPD seeks to promote the construction of knowledge, changes (in teaching, in school, in the processes involved and in the teacher) and the construction of learning (FERREIRA, 2020, p. 8, authors' highlights, our translation).

Regarding the phenomenon of Precariousness of Work, according to Piovezan (2017), the term precarious work is mentioned in the scientific literature to characterize the new working conditions established after the crisis in the 1970s. According to Rosenfield (2011, p.

264, our translation), precarious work is: “[...] socially impoverished, unqualified, informal, temporary and insecure work, the notion of precariousness adopted here refers to a social process of institutionalization of instability”. Druck (2011, p. 41, our translation), in turn, establishes that precarious work is present “[...] in the forms of insertion and contract, in informality, in outsourcing, in deregulation and flexibilization of labor legislation, in unemployment, [...] in the loss of wages, in the fragility of the unions”.

In this sense, the literature points out that the phenomenon of precariousness substantially impacted the teaching work, with negative connotations to Professional Teacher Development, namely: flexibilization, intensification, non-compliance with educational legislation, flexibilization of contractual forms, loss of autonomy over the work process, wage tightening, accountability, competitiveness, deprofessionalization, degradation of the workforce, education and labor of the working class in the service of capital, psychological distress, illness and alienation of this professional category, as advocated by Piovezan (2017), as well as corroborate the findings of Castro Neta, Cardoso and Nunes (2021, in press), Castro Neta (2020), Castro Neta *et al.*, (2020), Brito, Prado and Nunes (2017), Moura *et al.* (2019), Ilha and Hypolito (2014), Brito and Nunes (2020), Fardella and Sisto (2014), Robalino and Crespo (2014), Silva, Brito and Nunes (2019), Fernandes and Barbosa (2014), Duarte and Oliveira (2014), Fernandes and Barbosa (2014), Teixeira and Nunes (2016; 2019a; 2019b; 2019c), among other education researchers who investigate teaching work. In this perspective, the present study is organized in an effort to promote a reflection on the phenomenon of Precariousness of Work and Teacher Professional Development, in view of the changes that have taken place in the world of work, driven by the processes of capitalist restructuring.

Ferreira (2014) dialogues with theorists who focus on the professional teaching cycle, such as Marcelo Garcia (1999), Bolívar (2002), Gonçalves (1992), among others. According to the author, Marcelo Garcia (1999) analyzes Huberman's theory (1992), advocating that there is no linearity in the phases and that they are not experienced as such. Bolívar (2002, p. 75-76, our translation), in turn, expands the view of career as a succession of stages of ascension at work, clarifying that the life cycle of teachers,

[...] can be understood from the professional career and associated with the development of work life. The concept of career is an analytical device formulated by the Chicago School sociologists, particularly by the work of Hughes (1958: 63) [...]. The professional course can be described by the subject retrospectively or anticipating what is expected – and, for that very reason, it is not restricted to professional trajectories associated with work ascension, also contemplating the experience of life.

Teacher Professional Development is seen, therefore, as a procedural phenomenon that suffers external influences of a personal, professional and contextual nature, consisting of changes, oscillations, discontinuities and regressions. This justifies the fact that the phases of the teaching career are not watertight and/or linear (FERREIRA, 2014).

Also contributed to the understanding of the discussions presented here the studies of Tozetto and Domingues (2020), Silva, Raimann and Farias (2020), Cardoso Neto and Nez, (2020), Sobzinski, Diogo and Masson (2015), Souza and Mello (2019), Araújo, Pires and Ribas (2020), Ramos (2010), Magalhães and Anes (2015), Andrade, Moreira and Neves (2014), Brito, Silva and Nunes (2018), Ribeiro and Nunes (2018), Castro Neta, Cardoso and Nunes (2018), Maués and Costa (2020), Nunes and Oliveira (2017), Nunes (2019), Oliveira *et al.* (2018), Peroni and Oliveira (2019), Silva and Nunes (2019), Silva (2009), Socorro, Santos and Nunes (2017), Calazans and Nunes (2018), Rocha and Malheiro (2019), Machado (2018).

## Methodology

The understanding built by the researcher about terms such as knowledge, science and method are fundamental to understand their choices in relation to instruments and techniques, as well as the epistemological and methodological principles adopted in their study (SOUZA; CRUZ, 2017). Regarding the method, Gatti (2012, p. 47, our translation) considers that “[...] it is not something abstract. Method is a live, concrete act that reveals itself in our actions, in our organization of investigative work, in the way we look at things in the world”. In this direction, this study was inspired by the principles of Dialectical Historical Materialism, which seeks to know the concrete and effective relations of phenomena, in terms of basic categories of Marxism: contradiction, totality, classes, class struggle and work. Due to the specificity of the theme, we made a methodological option for quantitative-qualitative research, in view of its constructive and procedural nature.

This study is an excerpt from the broader research entitled “*A precarização do trabalho e os impactos para o processo de adoecimento da classe trabalhadora docente*” (The precariousness of work and the impacts on the illness process of the teaching working class) (CASTRO NETA, 2020). Thus, 25 teachers who work in a teaching institution of the State Education Network, located in the interior of the state of Bahia, were surveyed. We used the instrumental resource of the semi-open questionnaire, containing the axes/constituent elements of the phases of the teaching career established by Ferreira (2014).

The operationalization of this research implied the organization of two elementary moments, which are articulated, providing unity around the objectives of the study, namely: the bibliographic/state of the art survey and the field/empirical research; so that the problematizations, debates and reflections that will be developed throughout this study will be products of the interpretations and incorporation of the theoretical framework, as well as of the information contained in the analyzed documents.

Regarding bibliographic research – state of the art, for the survey of productions on the subject of this study, having as criteria the academic relevance and scope of the collection, we chose the CAPES theses and dissertations catalog<sup>4</sup>; the CAPES journal portal<sup>5</sup>; the ANPED library<sup>6</sup>; the library of GESTRADO/UFMG<sup>7</sup>; the SCIELO portal<sup>8</sup>; and the PPGED/UESB dissertation bank<sup>9</sup>. We defined as a time frame the period between January 2014 and October 2018. The query was carried out considering the descriptor “*Precarização do Trabalho Docente*” (Precariousness of Teaching Work) seeking to correlate it with Teacher Professional Development. After reading the titles and abstracts of the results, some studies were discarded.

From the notes described above, the graph extracted as a result of the data processing of the bibliographic survey carried out is presented below, which can contribute to illustrate the quantity of publications that have dealt with the subject of this study.

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<sup>4</sup> Available: <http://catalogodeteses.capes.gov.br/catalogo-teses/#/>. Access: 10 Oct. 2020.

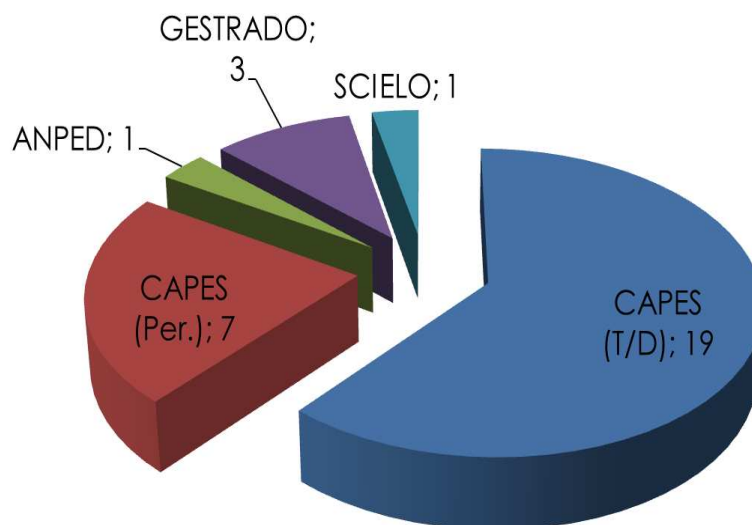
<sup>5</sup> Available: <http://www.periodicos.capes.gov.br/>. Access: 10 Oct. 2020.

<sup>6</sup> Available: <http://www.anped.org.br/biblioteca>. Access: 10 Oct. 2020.

<sup>7</sup> Available: <http://www.gestrado.net.br/>. Access: 10 Oct. 2020.

<sup>8</sup> Available: <http://www.scielo.org/php/index.php>. Access: 10 Oct. 2020.

<sup>9</sup> Available: [http://www2.uesb.br/ppg/ppged/?post\\_type=producao](http://www2.uesb.br/ppg/ppged/?post_type=producao). Access: 10 Oct. 2020.

**Graph 1 – Precariousness of teaching work: Results**

Source: Research data (2021)

Therefore, 99 studies are identified in the CAPES theses and dissertation database. However, only 19 productions were selected; of these, 16 dissertations and 03 theses. The values decrease in the other consultation portals, namely: 07 articles on the CAPES journal portal (initially, 88 investigations were identified); a study in the ANPED library (initially 03 studies were identified); 03 productions in GESTRADO, including an entry, an article and a dissertation; and an article on the SCIELO portal. The PPGED/UESB dissertation bank did not present results based on this descriptor.

Regarding ethical care, participation occurred voluntarily and was confirmed by signing the Free and Informed Consent Term (ICF). This study was approved by the CEP of the State University of Bahia, with CAAE 43789015.4.0000.0057 and opinion number: 2,555,025. To analyze the information obtained from the questionnaire, we organized a database in the *Statistical Package for Social Science* (SPSS) program and, based on that, a descriptive analysis was performed.

## Results and discussion

The following data characterize the studied sample. Therefore, we traced the sociodemographic profile of the subjects of this research. Initially, in relation to age group, we observed that the group covered all age groups listed in the sociodemographic questionnaire. Of these, 16% are 20 to 29 years old, 28% are 30 to 39 years old, 44% are 40 to 49 years old

and 12% are 50 years old or more. Therefore, there is a prevalence of individuals aged between 40 and 49 years old.

Regarding the gender of the subjects, 80% are female and 20% are male, which is in line with scientific findings about the feminization of teaching. According to Codo (1999), the large female presence in the teaching profession is related to the expansion of the educational system in the country from the second half of the 20th century, accompanied by the need to recruit workers for teaching. Despite being an activity performed by both sexes, at that time, it was believed that women could better develop this task, because they already exercised the role of caregiver and educator of their children at home, that is, aspects considered inherent to the teaching activity.

As for marital status, the proportion of single refers to 28%, the proportion of married refers to 64% and, regarding divorced and widowed, both refer to 4%. Regarding the subjects of this investigation, there is, therefore, the prevalence of married individuals, notably 64% of the sample. All teachers in the study have a higher education degree, and 96% of them are postgraduates (specialization and master's level). This may be related to the approval of the Law of Directives and Bases of Education, in December 1996, which started to require all teachers, at all levels of education, to be formed in higher education.

Regarding the career stages, we adopted the stages listed by Ferreira (2014), which illustrates the reality of the Brazilian professorship, expressed in tables 01 and 02:

**Table 1** – Stages of the FEMALE teaching career: Ferreira's Model (2014)

YEARS OF EXPERIENCE	PERIODS
1-5	Initiation
5-8	Stabilization
8-15	Variation (+ or -)
15-18	Examination
18-20	Serenity
20-25	Finalization

Source: Ferreira (2014, p. 48)

**Table 2** – Stages of the MALE teaching career: Ferreira's Model (2014)

YEARS OF EXPERIENCE	PERIODS
1-5	Initiation
5-8	Stabilization
8-14	Variation (+ or -)

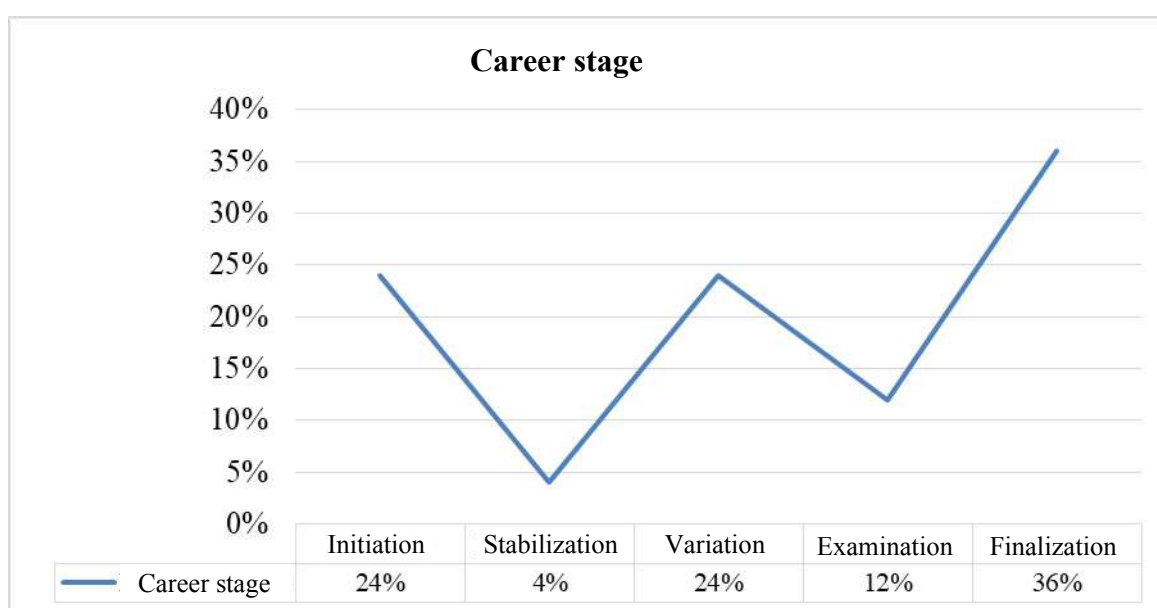


14-22	Examination
22-25	Serenity
25-30	Finalization

Source: Ferreira (2014, p. 48)

In this sense, 24% of the sample is in the initiation phase, 4% stabilization, 24% variation, 12% examination and 36% completion. No teacher investigated is in the serenity phase, as shown in graph 02:

**Graph 2 – Career stage**



Source: Research data (2021)

The phases of the teaching career adopted in this study were systematized by Ferreira (2014), which represent: **Initiation** (01-05 years) is the period of entry into the career. Teachers feel insecure about the development of their work. Feel the impacts of the concrete reality of working life. The first discoveries are made and the teacher perceives the contributions of initial formation, programs, dialogues and also the gaps they left behind. The emergence of dilemmas is continuous and there is greater assimilation of problems, lamentation, anguish, tiredness, complaints, emotional weakness, disillusionment, insecurity etc. Teachers change as they also suffer external pressures and are very vulnerable to teacher malaise, psychological distress and abandonment of the profession.

Ferreira (2014) recommends that the second phase is marked by career **stabilization** (between 06 and 08 years). The teacher feels safe, confident and acts with confidence in the face of the problems created in the work environment. There is a pedagogical maturity and

flexibility. The third period is marked by the **variation** experienced by the teachers, sometimes positive, sometimes negative (Period: 08-14/men and 08-15/women). **Examination** is the period marked by questions about the career and positive and negative achievements. Self-examination is more linked to the negative aspects of the career (Period: 14-22/men and 15-18/women). **Serenity** is the period marked by tranquility and maturity in the professional development of teachers. There is also an affective decline between teachers and students (Period: 22-25/men and 18-20/women). The last period is the final years of the career towards retirement; period expected by some and lamented by others (**Finalization** - Period: 25-30/men and 20-25/women). The end of the career is characterized by a trend of professional disinvestment, saturation and disenchantment for some and a renewal of interest for others (FERREIRA, 2014).

The predominance phase of the investigated professors is completion, corresponding to 36% of the sample. Moment characterized, above all, by the disinvestment in the career. In this perspective, Cardoso (2017) advocates that, in the Brazilian reality, the disinvestment phase occurs prematurely due to the precarious working conditions, characterized, above all, by the assumption of low wages, double or triple working hours, lack of material resources and human resources in schools, intensification and flexibilization of work, among other aspects, elements that contribute to preventing teachers from investing in their careers and being affected by illness and psychological suffering. In addition, many teachers, for not finding the return they wanted in this profession, give up right at the beginning of their career.

Regarding the phases of the teaching career in Brazilian literature, Cardoso (2017) points out that there is a significant lack of research on the teaching career cycle and a need to look at the career from a broader perspective that goes beyond this movement marked by stages: beginning (search), middle (stability) and end (reclusion), since we can find professors with significant career time and still in a moment of ascension.

The author also advocates that there are lines of force that coexist in moments of transition from one phase to another. And even though there is a career cycle that happens individually and at the same time collective, that is, each teacher experiences and feels the career stages in a unique way, from their social context and their uniqueness, but there is in this trajectory points of intersection that everyone will pass through, which makes the cycle something collective (CARDOSO, 2017).

## Final considerations

Professional Teacher Development is presented through a non-linear, complex and contradictory trajectory, reflecting the relationships marked by the capitalist State. It is necessary to understand it from a historical and critical perspective. Passing through an understanding of space-time, the phases of the teaching career should not, therefore, be taken as static or linear, but conceived through a dialectical, material and historical relationship. The data of the investigated professors revealed a professional development that is marked by progressions and (dis)continuities, characterized, above all, by a non-linear professional trajectory, passing through psychic-emotional crossings.

Regarding (dis)continuity in the career, teacher malaise is a factor that distances teachers from their role, interrupting or generating professional instability. The term teacher malaise adopted by Esteve (1999) represents a worrying and quite common situation in the daily life of teachers, who are invariably unhappy with their working conditions and, sometimes, with themselves. In such a way that “[...] the malaise of the teachers was a verified and studied reality, from different perspectives, by different research works” (ESTEVE, 1999, p. 22, our translation). For Souza and Leite (2011, p. 1109), the expression teacher malaise describes the permanent negative effects that affect the teacher's personality, resulting from the conditions in which they teach. From such conditions, teachers begin to manifest intense negative feelings, such as anguish, alienation, anxiety and lack of motivation, in addition to emotional exhaustion, coldness in the face of others' difficulties, insensitivity and dehumanized posture, greatly compromising their professional development.

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