

CURRICULAR CHANGES AND TEACHER EDUCATION: CHALLENGES AND POSSIBILITIES

MUDANÇAS CURRICULARES E FORMAÇÃO DOCENTE: DESAFIOS E POSSIBILIDADES

CAMBIOS CURRICULARES Y FORMACIÓN DOCENTE: RETOS Y POSIBILIDADES

Jane Mery Richter VOIGT¹
Sonia Maria Chaves HARACEMIV²
Nivia Moreira de CAMARGO³
Leiri Aparecida RATTI⁴

ABSTRACT: The curricular policies promote changes in the school curricula, in practice and in the teacher education. Considering the social and cultural context in which the school is in, curricular adjusts must meet the identities and characteristics of such school reality, which requires a collective curricular construction and permanent teacher education. From a qualitative methodological perspective, this research presents a theoretical discussion that encompasses concepts and perceptions about teacher education and curricular studies. Studies show that the possibility of advances in national Basic Education implies investments in the reorganization of teacher education, seeking a teaching intership, based on curricular autonomy, which considers theoretical methodological support to teachers as critical and transforming intellectuals, aiming at the deconstruction/reconstruction of agenda and planning that resignify the professionalism of the teacher.

KEYWORDS: Teacher education. Curriculum. Curricular autonomy. Professionalism.

RESUMO: Políticas curriculares promovem mudanças nos currículos escolares, na prática e na formação docente. Considerando o contexto social e cultural em que a escola está inserida, os ajustes curriculares devem atender às identidades e características da realidade escolar, exigindo uma construção curricular coletiva e formação permanente do professor. Com base nesse contexto, esta produção tem como objetivo discutir os desafios em relação aos enfrentamentos dos professores diante de novas propostas curriculares prescritas e a formação docente. De perspectiva metodológica qualitativa, a pesquisa apresenta uma discussão teórica sobre conceitos e percepções acerca da formação docente e dos estudos curriculares. Os estudos evidenciam que a possibilidade de avanços na Educação Básica

¹ University of the Joinville Region (UNIVILLE), Joinville – SC – Brazil. Full Professor and Coordinator of the Postgraduate Program in Education. Doctorate in Education (PUC/SP). ORCID: <https://orcid.org/0000-0003-2180-5476>. E-mail: jane.mery@univille.br

² Federal University of Paraná (UFPR), Curitiba – PR – Brazil. Associate Professor IV in the Department of Teaching Theory and Practice. Doctorate in History and Philosophy of Education (PUC/SP). ORCID: <https://orcid.org/0000-0001-9305-5227>. E-mail: sharacemiv@gmail.com

³ Federal University of Paraná (UFPR), Curitiba – PR – Brazil. PhD student in the Postgraduate Program in Education. ORCID: <https://orcid.org/0000-0002-6820-0274>. E-mail: nmcamargo@gmail.com

⁴ University of the Joinville Region (UNIVILLE), Joinville – SC – Brazil. Master's in Education by the Postgraduate Program in Education. ORCID: <https://orcid.org/0000-0001-8940-9555>. E-mail: leiri.r@gmail.com

nacional implica investimentos na reorganização da formação de professores, buscando uma residência docente pautada na autonomia curricular, que considere o apoio teórico metodológico aos professores como intelectuais críticos e transformadores, visando à desconstrução/reconstrução de agendas e planejamentos que ressignifiquem a profissionalidade docente.

PALAVRAS-CHAVE: *Formação docente. Currículo. Autonomia curricular. Profissionalidade.*

RESUMEN: *Las políticas curriculares promueven cambios en los currículos escolares, la práctica y la formación docente. Considerando el contexto social y cultural en el que se inserta la escuela, los ajustes curriculares deben responder a las identidades y características de la realidad escolar, exigiendo una construcción curricular colectiva y una formación docente permanente. Con base en este contexto, esta producción tiene como objetivo discutir los desafíos en relación con los enfrentamientos de los docentes ante las nuevas propuestas curriculares prescritas y a la formación docente. Desde una perspectiva metodológica cualitativa, la investigación presenta una discusión teórica que engloba conceptos y percepciones sobre la formación docente y los estudios curriculares. Los estudios muestran que la posibilidad de avances en la Educación Básica nacional implica inversiones en la reorganización de la formación docente, buscando una residencia docente, basada en la autonomía curricular, que considere el apoyo metodológico teórico a los docentes como intelectuales críticos y transformadores, apuntando a la desconstrucción/reconstrucción de agendas y planificación que ressignifiquen la profesionalidad del docente.*

PALABRAS CLAVE: *Formación docente. Currículo. Autonomía curricular. Profesionalismo.*

Introduction

Global movements have promoted significant changes in the national Basic Education curriculum and, consequently, in the formative processes of primary school teachers. In the curricular order, the criticism of the distance between the Basic Education curriculum and teacher formation is significant, so that in this context the gap that arises in the teaching processes transcends the identification of the obstacles to the teaching and formation of students by teachers.

In order to think about the relationship between the curricular proposals for Basic Education and teacher formation, considering the tensions and confrontations of teachers in the face of social changes, curricular issues and teaching methodologies, some questions arose: What is the curriculum autonomy of teachers as a critical and transformative intellectual? How do teachers cope with the procedures related to teacher evaluation and

practice, proposed by higher bodies, in public school institutions? How does the teacher formation process take place in the face of curricular changes?

Thus, the objective of the present production is to discuss the challenges in relation to the confrontations of teachers in the face of new prescribed curricular proposals and teacher formation. For this, it is considered that the theoretical-methodological changes presented by the recent curricular policies cannot be dissociated from the formation, performance, professional development of teachers and the school context.

For the study and analysis, it is worth highlighting the importance of the teaching function of teaching, to be developed in a manner consistent with the contextual reality, as analyzed by Arroyo (2013), when stating that the State supports that education is directed to classificatory results that meet the demands of the job market's vocation to the detriment of the contexts in which schools and individuals are inserted, whether students or teachers.

In this perspective, the hypothesis raised is that both the weight and the valuation on the normative curricula as well as the guidelines and prescriptions for teaching work corroborate the political sense of dispute between what is proposed and the tensions in the appropriation and expropriation of the teaching professional in your daily practice.

For Nóvoa (2009, p. 27, our translation), “education lives a time of great uncertainty and many perplexities. In this criticality, the need for changes is perceived, but we are not always able to define their course”. This does not mean that there have been no advances regarding the reality of the current school, however the tensions are exposed, breaking the concurrence so prolonged in curricular monologues and reaffirming the necessary articulation between the curriculum and the classroom.

The curriculum, as a field of disputes in the globalized scenario, contemplates choices about what and how it will be taught in educational institutions, as a set of knowledge and political and cultural intentions, based on economic and ideological assumptions that influence the formation of subjects and in a certain way in the social organization, as stated by Apple (2006). In this sense, considering the social and cultural context in which the school is inserted, the adjustments of the curriculum in relation to the identities and characteristics of the school reality require a collective curriculum construction to be promoted, according to Sacristán (1998), in which the teaching actions can improve the quality of teaching practice.

Pacheco (2005) defines the curriculum as a set of experiences planned within the scope of schooling. For the author, it is about “[...] a broad construction of intentions and practices that coexist in a way that is not always coherent, because they are based on conflicts,

due to a formative project belonging to a given organization" (PACHECO, 2005, p. 59, our translation).

In this text it is proposed to discuss, based on three themes, the implications of the relationship between curricular proposals and teacher formation and professional development. In the first, concepts and perceptions about the formation of professionals working in basic education will be addressed. The second theme refers to the prescribed curricula and teacher curricular autonomy, for formation through the teaching residency, in the context of the educational institution, seeking the theoretical concepts and the chains of the teachers' appropriation process on curricular practice. In the third theme, it is intended to contemplate the discussion of the challenges of the relationship between curricular proposals and teacher training and professional development.

Professional formation for Basic Education

New contexts require new professionals. In the educational field it is no different. In Brazil, given the diversity of regional and local contexts, Voigt (2019) points out that the formation of teachers in Brazilian universities, the working conditions and the valorization of the profession, instrumentalized by national curricular policies, still need to move towards rethinking the school and its social function in the context of content. According to the author, in many cases, situations of precariousness in teacher professional formation and working conditions in schools are aggravated by differences in schooling processes, in all regions of Brazil. The current scenario of national Basic Education presents a new student who, on the one hand, has easy access to local and global information, on the other hand, lacks culture, digital inclusion and knowledge.

With regard to technologies, there is a false sense of quick and easy knowledge, which often places the teacher in a less important condition in this process, in society. Other factors also influence the professional life of the teacher, who "is still affected by the working conditions, the technical means, the respect, the remuneration, the prestige and the attraction exercised by the profession, which constitute a heterogeneous set of conditions in most of the countries" (ALVES; ANDRÉ, 2013, n/p, our translation).

According to Camargo (2018), it is possible to (re)signify formation and professional development, as an intentional and planned proposal that aims at the change required of Education professionals. In this process, which needs to be critical and creative, it cannot be forgotten that teacher formation and professional development can be understood as a socially

constructed movement, and within the school and training courses, spaces in which different possibilities of appropriation are mobilized. knowledge and teaching knowledge.

Nóvoa (2019) emphasizes the importance of professional initiation in university institutions, in which teacher education policies need to be linked to the actions of Basic Education teachers, in a solid and balanced way, so that in the development of the curricular process, be possible the integration of new needs and interests of children and young people in teaching practice.

The author reinforces the importance of the teaching collective, which, according to Voigt (2019, p. 31), will result in transformations “if teachers, through collaborative work, understand, assume and believe in the potential of schools' educational projects”. The relationship between the quality of training and the performance of the teacher involves, according to Alves and André (2013, n/p), “experience, personal characteristics, social engagement, commitment to the emancipation of the other”, thus the teacher education contemplates the search for understanding of the school context.

In this sense, Nóvoa (2009) points to five provisions that are essential to the definition of teachers today: knowledge, professional culture, pedagogical tact, teamwork and social commitment. The author argues that teacher formation also takes place in practice in the school environment, with other professionals in the field who, with their experiences and experiences, contribute to acquire and improve the practice in the exercise of professional teaching activity.

Such experience establishes a dialectical relationship between the subjects, between the world that constitutes them and the intricacies of their subjectivity, when recognizing themselves as part of the social whole, they become able to perceive the need for innovation in teaching, starting from the new one. These processes start from the reflexes themselves, from the constitution of *Perijivânie*⁵, an expression by Vigotski (1996 *apud* MARQUES, 2015) that indicates the unity of the personality and the environment as a figure of development, showing the active nature of the experience.

In an analysis of the importance of teacher training in the school's locus, Nóvoa (2009) highlights some key points regarding teacher training, which

[...] would gain a lot if it were organized, preferably, around concrete situations, [...], the importance of a knowledge that goes beyond theory and practice and that reflects on the historical process of its constitution, [...] the

⁵ “[...] unity of personal and environmental elements that takes place in a series of diverse experiences” (VIGOTSKI, 1996, p. 383 *apud* MARQUES, 2015, p. 6779).

search for pertinent knowledge, which is not a mere practical application of any theory, but which always requires a re-elaboration effort, [...] the importance of conceiving teacher formation in a context of responsibility professional, suggesting constant attention to the need for changes in work routines, personal, collective or organizational (NÓVOA, 2009, p. 30, our translation).

The author insists on the importance of having research work developed and built with the other professionals who work at the school in teacher education. He reaffirms: “[...] the reinforcement of research-based formation processes only makes sense if they are built within the profession” (NÓVOA, 2009, p. 31, our translation). This movement conceives the teaching internship, which has been pointed out as the real way to “integrate someone into a profession, the teaching profession, and not just within a knowledge or a way of acting” (NÓVOA, 2019, p. 201, our translation).

It is possible to say that teacher education is a process in motion that

[...] school-centered involves all the strategies used jointly by educators and teachers to direct the formation programs so that they respond to the defined needs of the school and to raise the quality of teaching and learning in the classroom and in schools (IMBERNÓN, 2011, p. 85, our translation).

The teaching internship can promote the necessary space for the professional development of teachers and contribute to the construction of the professional identity of the teacher, which is constituted in the relationship between theory and practice and also in professional interactions (MARCELO, 2009a), in the school environment, especially in times of new curricular proposals, which require studies and adaptation of curricula to the context.

When considering that only external influences present weaknesses, when compared to the interior of the teaching professional field, the control imposed by the central power has sometimes been placed as an impediment to professional development, which, according to Marcelo (2009a), while process, covers contextual issues of the institution, especially in the interaction with other professionals.

Professional development implies a continuous process, individual or collective, of deconstruction and reconstruction of knowledge that reverberate throughout the teaching profession in the institution, which also undergoes transformation. The collective space of the educational institution, which brings together professionals from different areas of formation and with rich unique experiences, makes the school environment a place for professional and personal formation and development, in the construction of knowledge and teaching identities.

[...] the possibility that the school can (re)affirm itself as a space of social reference depends, essentially, on the ability of teachers to build true curricular autonomy, essential for them to be able to pursue educational purposes in better conditions, a construction that cannot be dissociated from three components that we consider basic: professional competence, professional identity and teaching professionalism (MORGADO, 2011a, p. 795, our translation).

When recognizing teachers as professionals with a specialized set of scientific, pedagogical and specific professional knowledge, there is “a given process of pedagogical reconfiguration of knowledge from the various fields of human knowledge” (BOTO, 2018, p. 6). In addition, the new educational reality that integrates in the changing social context, both global and local, requires a professional with the ability to (re)construct himself in his profession and be constituted ontologically in his identity. All of these factors configure the need for autonomy and cosmopolitanism to be built by the education professional, notably the teacher.

When dealing with the changes that new reform processes and curricular policies generate when teaching, it is worth recognizing that these will develop in the school context, in which processes of inequality and social, political, economic and cultural inconsistencies develop. Hagemeyer (2004, p. 81, our translation), when considering the formation of the teacher, warns that “it is no longer possible to see him removed from the reflections on the political-pedagogical process of the context in which he works, passively responding to proposals for change imposed and not discussed”. Thus, it is necessary to discuss curriculum policies and proposals for Basic Education, amid prescribed curricula and the need for teacher curricular autonomy.

Prescribed curricula *versus* teaching curriculum autonomy

Curriculum policies, presented as a solution for each moment of crisis in school education, constitute a set of regulations and prescriptions that, many times, suppress the possibilities of articulating the global transformations that are imposed on local expectations and singularities. The changes are interwoven "in the demands of the current context, in the reforms and official prescriptions, which place the teacher in the daily clash of the function, in the face of dilemmas and challenges that demand new work configurations" (HAGEMEYER, 2004, p. 81, our translation).

In this sense, Pacheco (2005) challenges the centralized regulations and defends curricular policies that allow the construction of a curriculum as a set of experiences planned

within the scope of schooling, which links learning to the teaching plans. When considering the curriculum as praxis, Sacristán (1998) argues that we will have a socializing and cultural function of the school through objectives that are constructed and proposed collectively. In this process, the structural, organizational conditions of the school and the ideas and conceptions of the teachers who work on it matter in thinking about education as a process of educational transformation (SACRISTÁN, 1998).

The curriculum, object of criticism and discussion, constitutes a heap of incompleteness from which discussions emerge, becoming a field of disputes in public educational policies (MORGADO, 2000), while the manifestation of a schooling project, studies and curricular definitions implies a set of decisions with the intention of improving school quality.

A determined official curriculum, of a strongly prescriptive character, both for the teacher and for the work environment in schools, results in losses for the development of teaching work and for the quality of education, as warns Moreira (1996). The author refers to a prescription that is linked to regulation, derived from a neoliberal logic, whose consequence is the control of pedagogical work, through a system of school evaluation, focusing on the formation of certain social identities and defining what knowledge is built. In this perspective, there is a lack of discussions about the inequalities that neoliberal modernization causes: the large contingent of excluded people that the school should be concerned with (MOREIRA, 1996), disregarding the context and needs of the community.

Morgado (2005) advocates that "the educational act must be, essentially, an act of creation", which requires flexibility and collective work. While a prescribed and standardized curriculum can bring excruciating characteristics, this accountability characteristic, which came linked to globalization, imposes on schools that have less resources and classes with more students less time for teacher professional development (PACHECO, 2018). The design of curricular structures, which provide conflicting themes and characteristics, ends up silencing the reality of the school.

In view of this silencing, one of the most important political discussions has been that of curricular autonomy, as it is seen as "an opportunity to mobilize local agents and structures and to reinforce the role of the school as a unique space for all educational action and (re)construction of the curriculum itself" (MORGADO, 2009, p. 433, our translation). The curriculum becomes a shared construction, establishing a dialogue between the local and the global, since

[...] to speak of curricular autonomy is to invoke a curriculum built on the basis of a permanent dialogue between the agents directly involved in it, having as knowledge construction reference the reality that serves as context (MORGADO, 2009, p. 433, our translation).

The great challenge is to find a balance between the most significant issues of the local and the global. It is necessary to rethink the role of teachers and their formation, as they must be agents of the construction of change. Teachers are often not engaged in curriculum reforms. This is because we insist

[...] in the production of what we refer to as inclusion reforms - theorized, legislated and implemented by entities outside the school institution - when it should be invested in hatching reforms - that is, resulting from a profound change in curricular physiology, the involvement and accountability of educational agents, especially teachers, and the possibility of schools assuming themselves as authentic spaces for collective reflection and decision (MORGADO, 2009, p. 434, authors' highlights).

The factors pointed out by Morgado (2009), added to others such as the lack of continuing education, working conditions that meet the needs of teachers and the school, make the proposals for change unsuccessful. In the following, some challenges of teachers in relation to their professionalization and curricular changes will be discussed.

The curricular challenges of Basic Education professionals

Curricular (de)construction and (re)construction involve the development of teaching work, in a movement from the global to the local, based on the curricular proposals of central agencies, necessary to implement a project that meets the demands of local communities. Such work begins in the (re)elaboration of the political pedagogical project, a fundamental parameter for the management and organization of the educational institution that, according to Voigt (2019), aims to insert it into a broader or renovation project, through the participation of educational agents. It is understood as necessary, initially, to return the critical look to the goals and objectives that one wants to establish for the educational institution, to collectively re-elaborate the political pedagogical project of the school and its curriculum, in a process that establishes, through democratic actions, the participation of all agents: parents, students, teachers and the community (VOIGT, 2019).

The teacher's action also cuts across teaching planning and practice. Hagemeyer (2004, p. 83, our translation) argues that "it is no longer possible to think about the current pedagogical proposals without analyzing the process of change engendered by the teacher,

under the risk that they constitute plans without responses to their real practice”. This perspective assumes that teachers need elements to understand theories and concepts in new curricular proposals, because the rationality of the practice is conditioned by the educational policies and guidelines that shape the curricula of the Basic Education school (SACRISTÁN, 1998).

This process also requires autonomy, which, emphasized in the discourses of educational and curricular policies, is “granted, therefore reversible and relative, as no school can be fully and unilaterally autonomous” (ALVES, 2002, p. 162, our translation). The flexibility and autonomy addressed in the prescribed curricula correspond to a way of decentralizing decisions taken at the level of educational policies, which can, by means of a neoliberal bias regulation, hold the school and teachers responsible for the reforms that are to be implemented.

In the context of teacher education, to meet the changes that the current scenario requires, it is essential, therefore, an “intentional and planned process of activities and experiences that can promote the professional development of teachers” (ANDRÉ, 2010, p. 175, our translation), to prepare the teacher to exercise responsible curricular autonomy, with a view to promoting a quality teaching and learning process.

In the meantime, according to Morgado (2011b), the development of teachers' curricular autonomy requires good formation and permanent updating, resources necessary to improve the quality of teaching, working conditions that enable advances in practice and decentralizing educational and curricular policies. All the factors mentioned imply a political and pedagogical educational space, a stage for discussions, reflections, negotiations, partnerships, participation and curricular decision, not just a place for implementing decisions taken by higher agencies.

Teachers must take the lead in discussions about what they teach, to whom and how they should teach. As transformative intellectuals (GIROUX, 1997), teachers are responsible for setting goals in the face of current circumstances. For that, “it is of fundamental importance that the formation of this educator considers the historical social aspects of our society” (HARACEMIV et al., 2019, p. 162, our translation). It is in this perspective that the teacher's work results in actions of transformation and changes towards a quality and emancipatory education. That is,

[...] one of the most noble tasks of teachers is to get students to develop autonomous learning skills, which is only possible if they are provided with the integration of fields of knowledge and experiences that allow students to

have a more reflective and critical understanding of the reality in which they live (MORGADO, 2011b, p. 393, our translation).

Faced with tensions and based on Haracemiv et al. (2019), the challenge before diversity touches on the questioning: Considering the reality of Brazilian education, how to carry out teaching work when students from different age groups, from different cultures and social classes, in a single classroom, are subjects of different realities and experiences? This questioning leads us to infer that the challenge of the teacher and his formation in the face of curricular changes involves bringing the subjects to the curricula, in order to mediate teaching and learning from the experiences they have lived. Thus, in a constant dialogue, it is possible to seek the meanings necessary for professional teacher formation, essential to the changing curriculum process.

Final considerations

The questions related to teacher formation, the processes of teacher formation and the impediments caused by prescribed curricula bring dilemmas that require professionals who enter or those with professional experience who come to identify and occupy spaces that allow them to make choices.

The challenges of teacher formation and professional development today arise especially from recent curricular policies, which, although they appear to be decentralized, are charged with regulation, either in daily practice or through external tests or large-scale assessments, imposed by organizations nationals and internationals.

The social and cultural changes of today's society, amid the demands of digital technologies, require a new political-pedagogical project in Basic Education schools; it is up to the teacher to review his planning for the development of new methodologies and pedagogical practices. In order for these moments to mobilize a teaching activity focused on the teacher's reflections as a transformative intellectual, the processes of teacher formation and professional development are interwoven with the challenges of (de)construction and (re)construction the teaching objectives and the new ways of doing teacher.

In this case, it is possible to speak of (dis)regarding the traditional forms of teaching, to resume the research questions for the new ways of mediating and developing the pedagogical work. This new knowledge reiterates the possibility of developing teacher curricular autonomy, to be considered as the possibility for teachers to make decisions in the curriculum process. In the revision of the curricular work, the new cultures of the students are

included, the digital inclusion, the local singularities and the insertion of new essentials thematics for the full formation and professional development of the teacher of the basic school (MORGADO, 2004).

The movements of teaching practice and formation are interconnected to the challenges that arise especially from contemporary social and cultural changes, which materialize in new curricular policies, indicating new analyzes, mediations and domains of the curricular process in the areas of activity. Such findings lead to promoting new forms of (re)construction of teacher training and professional development.

It is perceived that the challenges in relation to the curricular proposals and the formation and the professional development of teachers are linked to the regulatory contexts, the adaptation to contemporary changes, the digital inclusion, the new methodologies and new professional identities. Therefore, there is a need to deconstruct hegemonic and homogenizing forms of curricular practice, reconstructing possibilities to relate the advances required by curricular action to the constitution of professional identity and the construction of teaching curriculum autonomy. The idea is to make it possible, urgently, for teachers to occupy their places, becoming aware of their identity, to expand their professional boundaries in an autonomous, plural and collective way.

In view of these considerations, the possibility of advances in national Basic Education implies investments in the reorganization of teacher formation, seeking a teaching internship, based on principles of curricular autonomy, which considers the theoretical and methodological support to teachers as critical and transforming intellectuals, aiming at deconstruction/reconstruction of agendas and plans that give new meaning to the professionalism (or professional identity) of teachers.

REFERENCES

ALVES, P. Autonomia curricular: a face oculta da (re) centralização? *In: COLÓQUIO SOBRE QUESTÕES CURRICULARES*, 5.; *COLÓQUIO LUSO-BRASILEIRO*, 1., 2002, Braga. *Anais* [...]. Braga, Portugal, 2002. p. 161-166.

ALVES, C. S., ANDRÉ, M. E. D. A. A constituição da profissionalidade docente: os efeitos do campo de tensão do contexto escolar sobre os professores. *In: REUNIÃO NACIONAL DA ANPED*, 36., 2013, Goiânia. *Anais* [...]. Goiânia: Universidade Federal de Goiás, 2013.

ANDRÉ, M. Formação de professores: a constituição de um campo de estudos. *Educação*, v. 33, n. 3, p. 174-181, 2010.

APPLE, M. *Ideologia e poder*. Porto Alegre: Artmed, 2006.

ARROYO, M. G. **Currículo, território em disputa**. 5. ed. Petrópolis: Vozes, 2013.

BOTO, C. António Nóvoa: uma vida para a educação. **Revista Educação e Pesquisa**, v. 44, 2018. DOI: <http://dx.doi.org/10.1590/s1678-4634201844002003>

CAMARGO, N. M. **Formação docente e o Ensino Médio a distância na educação de jovens e adultos**. 2018. 122 f. Dissertação (Mestrado em Educação) – Universidade Federal do Paraná, Curitiba, 2018.

GIROUX, H. **Os professores como intelectuais**. Porto Alegre: Artes Médicas, 1997.

HAGEMEYER, R. C. de C. Dilemas e desafios da função docente na sociedade atual: os sentidos da mudança. **Educar**, n. 24, p. 67-85, 2004. DOI: <http://dx.doi.org/10.1590/0104-4060.350>

HARACEMIV, S. M. C.; SOEK, A. M.; MILEK, E. Diversidade e multiculturalismo: formação docente necessária à educação de jovens e adultos. **Dialogia**, n. 31, p. 155-164, 2019. Available: <https://doi.org/10.5585/dialogia.N31.8675>

IMBERNÓN, F. **Formação docente e profissional, formar-se para a mudança e a incerteza**. 9. ed. São Paulo: Cortez, 2011.

MARCELO, C. Desenvolvimento profissional docente: passado e futuro. **Sisifo - Revista de Ciência da Educação**, n. 8, p. 7-22, 2009a.

MARCELO, C. Identidade docente: constantes e desafios. Formação Docente. **Revista Brasileira de Pesquisa Sobre Formação Docente**, v. 1, n.1, p. 95-108, 2009b.

MARQUES, E. de S. A. Perijivânie (vivência), afetos e sentidos na obra de Vigotski e na pesquisa em educação. *In*: CONGRESSO NACIONAL DE EDUCAÇÃO, 12., 2015, Curitiba. **Anais [...]**. Curitiba, PR: Pontifícia Universidade Católica do Paraná, 2015. p. 6774-6787.

MOREIRA, A. F. B. Os parâmetros curriculares nacionais em questão. **Educação & Realidade**, v. 21, n. 1, p. 9-22, 1996.

MORGADO, J. C. **A (des)construção da autonomia curricular**. Porto: Edições ASA, 2000.

MORGADO, J. C. **Currículo e profissionalidade docente**. Porto: Porto, 2005.

MORGADO, J. C. Identidade e profissionalidade docente: sentidos e (im) possibilidades. **Ensaio: Avaliação e Políticas Públicas em Educação**, v. 19, n. 73, p. 793-812, 2011a.

MORGADO, J. C. Lideranças e autonomia: impactos na mudança das práticas curriculares. **Revista Contrapontos**, v. 4, n. 3, p. 425-438, 2009.

MORGADO, J. C. Liderança e autonomia: impactos na mudança das práticas curriculares. **Contrapontos**, v. 4, n. 3, p. 425-438, 2004.

MORGADO, J. C. Projecto curricular e autonomia da escola: das intenções às práticas. **Revista Brasileira de Política e Administração da Educação**, v. 27, n. 3, p. 361-588, 2011b. DOI: <https://doi.org/10.21573/vol27n32011.26411>

NÓVOA, A. Entre a formação e a profissão: ensaio sobre o modo como nos tornamos professores. **Currículo Sem Fronteiras**, v. 19, n. 1, p. 198-208, 2019.

NÓVOA, A. Para uma formação de professores construída dentro da profissão. *In*: NÓVOA, A. **Professores: imagens do futuro presente**. Lisboa: Educa, 2009

PACHECO, J. A. **Estudos curriculares para compreensão crítica da educação**. Porto: Porto, 2005.

PACHECO, J. A. **Ser professor em contextos de regulação transnacional**. Para uma atitude cosmopolita docente. CIED-IE, Universidade do Minho, Portugal, 2018.

SACRISTÁN, J. G. **O currículo: uma reflexão sobre a prática**. 3. ed. Porto Alegre: Artmed, 1998.

VEIGA, I. P. A. Projeto político-pedagógico da escola: uma construção coletiva. *In*: VEIGA, I. P. A. (Org.). **Projeto político-pedagógico da escola: uma construção possível**. Campinas: Papyrus, 2002. p. 11-35.

VOIGT, J. M. R. O projeto político-pedagógico da escola brasileira e a construção da autonomia curricular: possibilidades e desafios. **Revista de Estudos Curriculares**, v. 9, n. 2, p. 20-33, 2019.

How to reference this article

VOIGT, J. M. R.; HARACEMIV, S. M. C.; CAMARGO, N. M.; RATTI, L. A. Curricular changes and teacher education: challenges and possibilities. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 16, n. esp. 1, p. 836-849, mar. 2021. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v16iEsp.1.14918>

Submitted: 20/06/2020

Required revisions: 16/09/2020

Accepted: 03/11/2020

Published: 01/03/2021