

**MULTIFUNCTIONAL TEACHER: A STATE-OF-THE-ART STUDY ON  
ACADEMIC PRODUCTIONS (1997-2017)**

***PROFESSOR POLIVALENTE: UM ESTUDO DO ESTADO DA ARTE SOBRE  
PRODUÇÕES ACADÊMICAS (1997-2017)***

***PROFESOR POLIVALENTE: UN ESTUDIO DEL ESTADO DEL ARTE DE LAS  
PRODUCCIONES ACADÉMICAS (1997-2017)***

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**ABSTRACT:** This paper aims to present the results of a research that investigated academic productions in the area of education in the period from 1997 to 2017 on the teacher who works in the initial years of elementary school and teaches in public schools. The research carried out was of the "State of the Art" type from three central sources: theses and dissertations, articles in journals and works in events. A total of 7,497 productions were surveyed within the theme, of which 67 were analyzed by pre-defined criteria. In general, the surveyed productions prioritized the global performance of this professional without emphasis on a discipline or on special content. Most of these productions were developed in public institutions and most of the authors were female (88%). The choice for the qualitative approach was predominant with empirical studies counting on the professor as the participant subject of the research. There was the use of various instruments in the production/collection of data, mainly the use of interviews and questionnaires, followed by documentary analysis and observations. We concluded, from the analyzed research, that the study about the polyvalent professional teacher that acts in the initial years of elementary school in the public school and emphasizes questions about his initial and continued formation stands out.

**KEYWORDS:** Multifunctional teacher. State of the art. Early years of elementary school. Public school.

**RESUMO:** Este artigo visa apresentar os resultados de uma pesquisa que investigou as produções acadêmicas na área da educação no período de 1997 a 2017 sobre o professor que atua nos anos iniciais do ensino fundamental (AIEF) e leciona na escola pública. A pesquisa realizada foi do tipo "Estado da Arte" a partir de levantamento em três fontes centrais: teses e dissertações, artigos em periódicos e trabalhos em eventos. Foram levantadas 7.497 produções dentro da temática, sendo que deste total, por critérios pré-definidos, 67 foram analisadas. No geral, as produções levantadas priorizaram a atuação de forma global desse

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*profissional sem ênfase para uma disciplina ou em conteúdo em especial. Grande parte destas produções foi desenvolvida em instituições públicas e em sua maioria os autores eram do sexo feminino (88%). A escolha pela abordagem qualitativa foi predominante com estudos empíricos contando com o professor como sujeito participante da pesquisa. Houve a utilização de vários instrumentos na produção/coleta de dados, principalmente o uso de entrevistas e questionários, seguidos de análise documental e observações. Concluímos, das pesquisas analisadas, que se destaca o estudo sobre o profissional professor polivalente que atua nos AIEF na escola pública e enfatizam questões sobre a sua formação inicial e continuada.*

**PALAVRAS-CHAVE:** *Professor polivalente. Estado da arte. Anos iniciais do Ensino fundamental. Escola pública.*

**RESUMEN:** *Este artículo tiene como objetivo presentar los resultados de una investigación que investigó producciones académicas en el área de la educación de 1997 a 2017 sobre el docente que trabaja en los primeros años de la escuela primaria (AIEF) y enseña en las escuelas públicas. La investigación realizada fue del tipo “Estado del Arte” a partir de una encuesta en tres fuentes centrales: tesis y disertaciones, artículos en revistas y trabajos en eventos. Se relevaron 7.497 producciones dentro de la temática, de las cuales 67 fueron analizadas a partir de criterios predefinidos. En general, las producciones planteadas dieron prioridad a la actuación global de este profesional sin énfasis en un tema o contenido en particular. La mayoría de estas producciones se desarrollaron en instituciones públicas y la mayoría de los autores fueron mujeres (88%). La elección por el enfoque cualitativo fue predominante con estudios empíricos con el docente como participante de la investigación. Se utilizaron diversos instrumentos en la producción / recolección de datos, principalmente el uso de entrevistas y cuestionarios, seguidos de análisis de documentos y observaciones. Concluimos, de las investigaciones analizadas, que destaca el estudio sobre el docente profesional polivalente que labora en la AIEF en las escuelas públicas y enfatiza cuestiones sobre su formación inicial y continua.*

**PALABRAS CLAVE:** *Profesor polivalente. Estado del arte. Primeros años de la escuela primaria. Escuela pública.*

## Introduction

We emphasize that this work, in article format, aims to present data from research carried out on academic productions developed in the area of education (1997 to 2017) and to reveal questions about the teacher of the early years of elementary school (AIEF, Portuguese initials) who teaches at public school present in the raised productions. We emphasize that a “State-of-the-Art” research was developed.

“State-of-the-Art” research has a bibliographic character and it is common for these research to be part of academic studies, in an introductory and summarized way “[...] but some research take this reflective mapping as their exclusive methodology and focus” (FREITAS; PIRES, 2015, p. 3, our translation).

In their definitions of ‘State-of-the-Art’ research, Romanowski and Ens (2006, p. 39-40, our translation) emphasize that the studies are:

[...] made from a systematization of data, called "state of the art", they receive this name when they cover a whole area of knowledge, in the different aspects that generated productions. For example: to carry out a “state of the art” on “Teacher Education in Brazil”, it is not enough to just study the abstracts of dissertations and theses, studies on productions in congresses in the area, studies on publications in periodicals in the area are needed. The study that addresses only one sector of publications on the subject studied has been called "state of knowledge".

Haddad (2000, p. 4) states that 'State-of-the-Art' studies allow the researcher to define a period to be investigated and to systematize a field of knowledge, in order to recognize the main results of the investigations, in addition to “[...] identify dominant and emerging themes and approaches, as well as gaps and unexplored fields open to future research” (our translation).

Research of the “State of the Art” type contributes to the constitution of the theoretical field of an area of knowledge, because in addition to identifying the significant contributions of the construction of theory and pedagogical practice, they seek to point out the restrictions on the field in which the research innovative experiences as alternatives for solving problems and present an “[...] overview of what has been produced in the area and an ordering that allows interested parties to perceive the evolution of research in the area, as well as its characteristics and focus, in addition to identify the gaps that still exist” (ROMANOWSKI; ENS, 2006, p. 41, our translation).

Ferreira (2002) highlights that when developing a research on “State of the Art” the researcher has two very different moments:

First, which is the one in which he interacts with academic production through the quantification and identification of bibliographic data, with the objective of mapping this production in a delimited period, in years, places, production areas [...] A second is when the researcher asks himself about the possibility of making an inventory of this production, imagining trends, emphases, methodological and theoretical choices, approaching or differentiating works from one another, in the writing of a history of a certain area of knowledge. Here, he must seek to answer, in addition to the questions “when”, “where” and “who” produces research in a given period and place, to those questions that refer to “what” and “how” of the works (FERREIRA, 2002, p. 265, our translation).

Based on Lima and Mioto (2007), the criteria we used to support our research were: - thematic parameter: multipurpose public school teacher; - nationality characteristic parameter:

only works in Portuguese; - main sources: theses and dissertations on the theme, articles in periodicals and works in events; - chronological parameter: from 1997 to 2017.

With the objective of "[...] identifying the information and data contained in the selected material, as well as verifying the existing relationships between them in order to analyze their consistency" (LIMA; MIOTO, 2007, p. 41, our translation), we use the reading of recognition of the bibliographic production suggested by Salvador (1986 *apud* LIMA; MIOTO, 2007), consisting of five phases: 1. Reading of recognition of bibliographic material: quick reading that aims to locate and select the material referring to the research theme, through searching banks for reading titles and keywords for productions; 2. Exploratory reading: quick reading in order to identify whether the selected productions really matter for the study - reading of abstracts and parts of the productions; 3. Selective reading: consists of determining the material that is really of interest, relating it to the research objectives - Selection of productions and preparation of identification tables; 4. Reflective/critical reading: critical study of the material guided by criteria determined from the point of view of the author of the work, seeking to order and summarize the information found with analysis of the productions, building categories defined from the material; 5. Interpretive reading: a more complex moment, the objective of which is to relate the ideas expressed in the work to the problem to which an answer is sought; elaboration of summaries and final considerations.

Next, we present the mapping of the productions carried out in order to inventory the selected production and address some elements that compose these research (keywords, objectives, methodology and theoretical framework), with emphasis on the conclusions, since there were few research who critically-analytically analyzed the polyvalent AIEF teacher who works in public schools.

### **Mapping of the analyzed productions**

We started mapping productions from three sources from 1997 to 2017: a) CAPES<sup>3</sup> thesis bank: we found 385 productions (theses and dissertations) and selected 30, 26 of which were master's dissertations and 4 doctoral theses; b) articles in journals: we identified 257 articles (SciELO) and selected 13; c) works in events/congresses of ENDIPE<sup>4</sup> and ANPED<sup>5</sup>: we found 6,855 works and 24 works were analyzed; 16 from ENDIPE and 08 from ANPED.

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<sup>3</sup> Coordination for the Improvement of Higher Education Personnel – CAPES/MEC.

<sup>4</sup> National Meeting of Didactics and Teaching Practices – ENDIPE.

<sup>5</sup> National Association of Postgraduate Studies and Research in Education – ANPED.

Thus, we mapped 7,497 productions and analyzed 67. Regarding the modality of the works presented, in the ENDIPE of the 16 analyzed productions, 9 were posters, 5 texts from panels and 2 from symposium. At the ANPEd meetings there were 7 works and only one poster, with the predominance of WG 08 with 6 surveys and WG 13 with 02 productions.

The first step was to read the bibliographic material (LIMA; MIOTO, 2007), which resulted in a reference list of all productions. Subsequently, we move on to exploratory reading, verifying the relevance of the selected productions for the research. The selective reading aimed to relate the productions that in fact are articulated with the objectives and problems of the study, by reading the abstracts we selected the productions for the analysis process.

The selected productions emphasized the subject teacher of the early years of elementary school who works in a Brazilian public school, prioritizing his performance globally, with no emphasis on a particular subject, or content, or difficulties.

In this research process, we highlight the challenges to map and inventory this production that focus on the unavailability of the productions, weaknesses in the writing (abstracts and full works), search and manual counting of the works and inconsistency of some data.

Some limitations of the catalogs or databases allow a first disclosure of the production, although quite precarious. The summaries expand the available information a little more, however, because they are very succinct and, in many cases, poorly elaborated or misleading, they are not enough to disseminate the results and the possible contributions of this production to the improvement of the educational system (MEGID, 1999, p. 45, our translation).

In the first analysis of the productions we characterized the year of publication and some data from the authors. We found a predominance in the period between 2006 and 2015, with approximately 70.1%, as shown in Table 1.

**Table 1** – Production analyzed: year of publication

Year	Theses Dissertations	Articles	Events	Total	
				Freq.	%
1998 to 2000	-	1	3	4	6%
2001 to 2005	4	1	1	6	9%
2006 to 2010	13	4	9	26	38,8%
2011 to 2015	6	6	9	21	31,3%
2016 to 2017	7	1	2	10	14,9%
<b>Total</b>	<b>30</b>	<b>13</b>	<b>24</b>	<b>67</b>	<b>100</b>

Source: Devised by the authors (2020)

Regarding the institution where the production was defended, we found that 77% of the theses and dissertations are concentrated in public institutions (UFAC, UFPE and UNESP), 57% (17) in federal and 20% (6) in state and only 23% (7) in private institutions (PUC, UNOPAR).

In the journal articles we found that 83.3% (20) of the institutions are public, with emphasis on USP, UFP and UnB, 8.3% (2) also working in private institutions (Catholic University of Santos and Catholic University of Goiás) and 8.3% (2) do not have identification of their operating institutions. These two authors mention the institution of their postgraduate program. In the works of events, we observed that the majority of the authors' institutions are public (66.7%), with emphasis on UFMT, UNESP, UFPE. We had 19.4% of private institutions (UNITAU, PUC, UNESA, UNISUL, UNOESC, UNIVILLE) and 13.9% of the presence of authors from education departments, with two works at ENDIPE.

From the research surveyed, as shown in Table 2, there was a predominance of authors (female) writing about the researched theme.

**Table 2** – Sex/gender of the authors

Year	Theses Dissertations	Articles	Events	Total	
				Freq.	%
Female	29	18	31	78	88,6%
Male	01	4	5	10	11,4%
<b>Total</b>	<b>30</b>	<b>22</b>	<b>36</b>	<b>88</b>	<b>100</b>

Source: Devised by the authors (2020)

A very interesting fact was to note that of the 30 productions, only one had a male author (NOGUEIRA, 2010) and professor at AIEF. Regarding the advisors, we highlight that the number increases, with the presence of 26.7% (8) male advisors (MAIOLI, 2004; OLIVEIRA, 2010; CRUZ, 2012; SAMPAIO, 2012; ARAÚJO, 2015; LIMA, 2016; SOUSA, 2016; ANDRADE, 2017).

About the authors, it is interesting to note that the author Shirleide P. da Silva Cruz (UNB) had four studies analyzed, namely: the doctoral thesis and works presented at ENDIPE and ANPEd. From the data collected at ENDIPE, the author “Filomena Maria de Arruda Monteiro” (UFMT) had three works presented, in 2006 (author/co-author) and in the 2016 edition. And the author Vanda Moreira Machado Lima (UNESP) had two articles analyzed, his doctoral thesis and an article in ENDIPE. And the author Marieta Gouvêa de Oliveira Penna appears in the selection of productions with two articles in journals, one in 2008 and the other in 2012.

## Some results of the production analysis

In the work to inventory the production, we approach the keywords, objectives, methodology and theoretical framework. The highlighted words refer to the teacher, his knowledge, his trajectory and his education emphasizing the policies and space of the early years of Elementary School. However, words similar to “versatility”, which is the focus of this research, were mentioned only 4 times in theses and dissertations and once in articles in journals. We found the expression multidisciplinary performance cited in the article by Brzezinski (2008), which shows little research highlighting this theme.

Regarding the objectives, the productions showed similar themes that make it possible to group them into five categories. The first category refers to the **teaching professionalism** that involves the knowledge, practices and knowledge that contribute to the construction of identity, professional development and professionalism of the polyvalent. The second category "**initial and continuing formation**" consists of studies that discuss the initial formation of the teacher of the early years of Elementary Education in the Pedagogy course, the perception of teachers about their formative needs, the continuing formation courses that they have experienced in their education networks and the difficulties faced by teachers. About the Pedagogy course, the research addresses the weaknesses of the courses, the national curriculum guidelines for formation and other legal documents. The **classroom space** is the third category related to classroom teaching practices, the teaching-learning process, about the organization of teaching work, research as a formative principle, and school time. In the fourth category, I addressed the issues related to the **teacher's working conditions**, addressing the study on the teachers' objective working conditions, related to the school space, professional devaluation, teacher discredit, burnout syndrome and teacher malaise, the difficulties for them faced in dealing with students, the existence or not of autonomy in the conduct of tasks in their daily lives and the establishment of hierarchies in the relationships established at school. The fifth category emphasized **educational policies** discussing the 9-year Elementary School, Quality Conditions Index of the early years of elementary school and the pressures of educational policy geared towards the pursuit of student results in the face of large-scale assessments in schools of Elementary school (initial years).

Among the studies analyzed, we found that the majority announce the option for research or qualitative approach, in addition to mentioning in a lower proportion: sociological research based on *Bourdieu*, historical-cultural perspective by Vigotski, Piagetian *critical exploration method*, descriptive-explanatory study, study of case, dialectical materialist

method, survey, action research, quanti-qualitative research, participatory research, collaborative research, ethnosearch, life history, qualitative methods, qualitative clinical character, microethnography, ethnographic character and Schwartz's ergological theory.

In the theses and dissertations and in the works at events, the predominance of research is empirical and developed in the space of the AIEF school, few research were bibliographic or documentary. In the articles in journals, it is noted that of the 13 selected productions 53.8% (7) developed in the space of the AIEF school and 46.2% (6) were bibliographic and documentary research.

The research carried out in schools all had the AIEF teacher and the management team, the direction, the pedagogical coordination, the students and their respective parents as their central subject.

Regarding the production instruments\data collection, we identified 17 categories with 125 indications, according to the following table:

**Table 3** – Production analyzed: methodological instruments

Instruments	Theses Dissertations	Articles	Events	Total	
				Freq.	%
Interviews	19	6	11	36	28,8%
Questionnaires	14	2	10	26	20,8%
Document analysis	6	6	4	16	12,8%
Observations	3	3	5	11	8,8%
Bibliographic research	3	3	2	8	6,4%
Teaching narratives	4	-	3	7	5,6%
Focus Group	1	-	4	5	4%
Bibliographic study\survey	4	-	-	4	3,2%
Field journal	2	-	-	2	1,6%
Life's history	2	-	-	2	1,6%
Video recording (meetings, activities with students)	1	1	-	2	1,6%
Board Notebook	1	-	-	1	0,8%
Reflective study	1	-	-	1	0,8%
Memorial	1	-	-	1	0,8%
Activity Clinic	1	-	-	1	0,8%
Hypothetical stories	-	1	-	1	0,8%
Autobiography	-	1	-	1	0,8%
<b>Total</b>	<b>63</b>	<b>23</b>	<b>39</b>	<b>125</b>	<b>100%</b>

Source: Devised by the authors (2020)

We highlight the predominance of mixing production instruments\data collection, mainly the interview followed by the questionnaire, document analysis and observations. However, it was possible to verify the use of new instruments such as the focus group, narratives, life history, recording, reflective studies, memorial and hypothetical stories.



From the interviews conducted by the surveys, we identified that there was diversity, such as in-depth interviews, reflective interviews, autobiographical interviews, narrative interviews, informal interviews, clinical and semi-structured interviews.

We emphasize that in the document analysis there was a diversity of documents: curricular matrices obtained from the Pedagogy courses, questionnaire from Prova Brasil; data from school censuses and school performance tests; documentation related to teacher formation from Multilateral Organizations and the DCN of Pedagogy 2006; photos, newspaper reports, student materials and activities and the Pedagogical Political Project and others.

Content analysis in Bardin (1977) was announced by numerous productions. However, it is worth mentioning the use of statistical programs (SPSS and Excel program) and the Signification Centers.

Much of the research valued ethnography research, narratives and teaching cases in educational research, especially in questions about teaching performance. It is noted that the use of these research instruments has a formative and investigative potential by revealing the teachers' perception about the teaching knowledge, their knowledge, their trajectories, their practices, their learning to the development of teaching professionalism. In a special way, the life-formation-profession narratives in the research highlighted that the teacher, when narrating parts of the life trajectory, goes through processes of reflection, better understanding the path lived in the past, relating it to the present moment.

The analysis of the central theoretical framework in the research has become an arduous task and much more complex than it seemed at first, because this information was not available in the abstracts and, in some cases, not even in the production. We decided to look for the theoretical reference in the theses and dissertations about the polyvalent teacher of the AIEF and among the research analyzed we highlight: Lima (2007) discusses the polyvalent teacher; Terra (2010) addresses the issue of solo-teaching, Barreto (2010) mentions feminization and the affective bond in the teaching professionalism of the early years; Cruz (2012) takes polyvalence as the curricular organization of the AIEF's teaching practice, characterizing it as a constituent element of the teaching professionalism of the professional who works in this stage of schooling and is founded in Lima (2007); Barretos (2016) reflects on the polyvalent teacher emphasizing his practice and formation, and Andrade (2017) mentions the productions of Lima (2007) and Cruz (2012) when presenting the term polyvalent teacher.

In articles in journals and works at events, the theoretical framework was identified from the quantification of the works present in the references of the productions.

**Table 4** – Production analyzed: Theoretical framework

Authors	Year of publication	Articles	Events	Total
TARDIF, M.	1991, 2000, 2002, 2012	5	15	20
NOVOA, A	1991, 1992, 1994, 1995, 1999	8	11	19
GATTI, B. A.	1998, 2000, 2004, 2008, 2009	4	6	10
PERRENOUD, P	1993, 1997, 1999, 2000, 2001, 2002	4	6	10
LIBÂNEO, J. C.	1994, 1998, 2002, 2003, 2006, 2010, 2012	4	5	9
FREIRE, P	1979, 1980, 1985, 1998, 1999, 2000, 2002	5	4	9

Source: Devised by the authors (2020)

Of the authors who were most cited in the productions, of the six most cited authors we have three foreigners and three Brazilians.

### **Multipurpose teacher in public school**

Among all the works analyzed, we highlight few productions that discuss the polyvalent teacher of AIEF who works in public schools as a central theme, they are: Penna (2008; 2012), Monteiro (ENDIPE 2006; 2016), Cruz and Batista Neto (ANPED, 2011; ANPED, 2012), Cruz (2012; ENDIPE 2014), Lima (2007; ENDIPE, 2016).

Lima (2016) states that being a teacher in the early years of elementary school means being and feeling polyvalent, since polyvalence is the essence of this professional's work.

Being a multipurpose teacher in the early years means appropriating diverse knowledge inherent in the act of forming and educating children from 6 to 10 years of age, teaching, interacting and dialoguing with them in the teaching and learning process. It means acquiring general knowledge that involves teaching in this age group and specific knowledge that make up the common basis of the national curriculum. The multipurpose teacher is not just the sum of the areas of knowledge; we are much more. The multipurpose therefore represents a professional with multiple knowledge, able to move with propriety and knowledge in different areas (LIMA, 2016, p. 77, our translation).

The analysis of the productions evidences five elements that involve the urgent and necessary reflection on the polyvalent teaching in the public schools of the AIEF. The first refers to the **teacher-student relationship** supported by a global pedagogy, which meets both the needs and interests of the student and encourages the teacher to fully understand the knowledge.

The **time factor** is another element since the AIEF teacher has a longer time of contact with the students, thus identifying their particularities and taking up content not yet apprehended. Carrying out an appropriate selection and grading of the formative contents, considering the educational particularities, still having a peculiar temporal relationship both for direct work with students and for planning and preparing classes. This aspect indicates another specificity of the multipurpose teacher: that of being able to contribute to the integral education of the student.

In this discussion path we have the fourth element that refers to the association of versatility with a **principle of interdisciplinarity**. However, the understanding of interdisciplinarity was not clear.

For example, interdisciplinarity, at times, seemed to be associated with multifunctionality - playing a series of roles demanded by concrete reality in schools and in the classroom. It was also understood not only as the attendance to the disciplinary perspective of the contents of the different areas of knowledge, but the attendance to the understanding and involvement in the students' human formation. Thus, it would not be an element to account for the teaching of the diverse contents of the different areas, but it would constitute a multi-referential action to understand the personal, social, cognitive and emotional development of students (CRUZ, BATISTA NETO, 2011, p. 13, our translation).

The fifth element focuses on the ambivalence between so-called **official polyvalency and real polyvalency**. If, on the one hand, the official documents, in a certain way, defend or silence, in the Brazilian case, about integral polyvalency, under different justifications, on the other hand, the teachers stressed that reality is not experienced in the way it is being proposed and, even, in most cases, it is far from being achieved.

The limits of the concrete conditions of multipurpose work are also perceived in order to guarantee a more effective approximation between an official polyvalency supported by formation and performance requirements and the real polyvalency built by the objective conditions that teachers are submitted to. It appears that the basic education evaluation system and its instruments instituted by educational legislation “[...] have, at times, limited the multipurpose work and reinforced the high school focus of areas of knowledge due to the focus placed by this system on areas of Portuguese Language and Mathematics” (CRUZ, BATISTA NETO, 2012, p. 4, our translation).

Although the teachers recognize that versatility/polyvalency implies working with different areas of knowledge, in terms of curricular organization and the use of pedagogical time, they highlight work with the Portuguese language area, with a focus on literacy processes. In this way, the work with the other

areas becomes high school domain and seems to assume the identity of being “at the service of”, that is, that specific pedagogical work with literacy (CRUZ, BATISTA NETO, 2012, p. 9, our translation).

In view of these considerations, Lima (2016) presents several questions about the link between **initial formation and professional performance**: Do we want to continue the formation of a teacher in the Pedagogy course in fragmented subjects? Do we want the teacher of the early years to continue working in fragmented disciplines? How to advance this discussion? The author emphasizes the urgent need to debate and discuss versatility in initial and continuing education and, mainly, in the performance of the teacher of the early years in Brazilian public schools.

The learning of the teaching job is understood as a continuous process of professional development, marked by the different phases that encompass personal, professional, organizational and contextual dimensions.

[...] the knowledge acquired throughout life and the knowledge of the students' reality. In the first type of knowledge, initial and continuing formation are present; in the second, the importance of getting in touch with the students' world, getting to know them and their families, and also the community where they live to bring the context in which the students are inserted into the classroom. According to them, it is in practice that they develop as professionals and practice makes a big difference in their work (QUEIROZ; MAIA, 2015, p. 4279, our translation).

The “initial and continuing formation” of teachers is at the center of the contemporary educational debate, representing one of the greatest challenges for researchers and educators concerned with improving the quality of Basic Education. On the initial formation of teachers working in the AIEF in public schools, the Pedagogy Course stands out, since the research addresses the weaknesses of the courses, in addition to the analysis of national curriculum guidelines for teacher formation and other legal documents related to this theme.

Despite the lack of definition in the Pedagogy course, as to its identity throughout its historical trajectory, teacher education is now assumed as a priority. It appears that most Pedagogy courses have numerous weaknesses, such as: lack of definition in the pedagogical field, dispersion of the object of pedagogy, pedagogical contents are more emphasized at the expense of disciplinary, disciplinary and fragmented focus, a tendency in the researched courses to focus teacher formation for the early years, to the detriment of formation to work in early childhood education, fragility and absence of subjects from the curricular internships, and diversity of subjects that provide a fragile, superficial, general, fragmented, dispersive and unfocused formation.

In this sense, the Pedagogy courses are not forming the pedagogue and, neither a polyvalent teacher to work with quality in early childhood education and early years of Elementary School.

Being a teacher in the early years of elementary school requires reflection on polyvalence as an organization of teaching schoolwork, characterizing it as a constituent element of the professionalism of the professional who works in the early years of elementary school, so, how to put in “effect an interdisciplinary formation and performance, having a weak disciplinary background?” (CRUZ; BATISTA NETO, 2012, p. 388, our translation).

The interdisciplinary perspective is complex and requires a logical-conceptual disciplinary study, something difficult to achieve considering the research on the quality of Pedagogy courses in Brazil, but this remains as a suggestion for the advancement of these courses. Pedagogy courses need to assume the curriculum not only as an organization arrangement for academic disciplines and teaching practices, but as spaces and times for the construction of cultural and social meanings in a permanent process of reflection/action by social and historical subjects, in this reflection it is relevant to add polyvalence, curricular organization, finally to debate the multidisciplinary formation of teachers for teaching in the AIEF.

Initial teacher formation should be strengthened on an integrated curriculum basis that does not separate real problems from people and society from the nature of knowledge

[...] the breadth of needs mentioned clearly demonstrates deficiencies and gaps in the initial formation of teachers, which makes continuing formation difficult, since any action that is said to be continuous, obviously, presupposes a basis of foundation on which to develop this action. This fact raises different perspectives for continuing formation in terms of structure and activities to be developed. That is, the gaps in the initial formation need, in some way, to be filled by continuing education, despite the denomination, just as action strategies cannot be developed except as strategies: knowledge of reality, reflection on it, provisional action, new data for reflection, another action and so on (GALINDO; INFORSATO, 2007, p. 18, our translation).

Unfortunately, the weaknesses reported in Pedagogy courses by various surveys (PIMENTA *et al.*, 2017; LIMA, 2016; PIMENTA *et al.*, 2014; MOURÃO; ESTEVES, 2013; LEITE; LIMA, 2010; GATTI; BARRETO, 2009; GATTI; NUNES, 2009; KISHIMOTO, 2005; BRZEZINSKI, 1999; CAMPOS, 1999; GATTI, 1994; 2000; LEITE, 1994; LIBÂNEO, 2006; 2010; 2011; NUNES, 2000; SILVA, 1999; among others) point to an enormous challenge for continuing education.

It appears that a good part of the teachers have no mastery of the contents and teaching methods and techniques, they lack a general basic culture, they have noticeable difficulties in reading and producing texts, they are unprepared to deal with social and cultural diversity and with problems typical of today's social reality such as violence, the influence of the media, indiscipline. Other factors that have a negative influence on classroom work are also known, such as, demotivation, rotativity, absenteeism and teacher stress. Add to this the weakness of the forms of organization and management of the school, which make effective actions more difficult with a view to quality education more difficult (FRANCO; LIBÂNEO; PIMENTA, 2007, p. 88, our translation).

In general, from the research surveyed, we highlight that teacher formation courses, with an emphasis on Pedagogy courses, do not form the professional capable of understanding the meaning of their profession and their social role, as well as achieving success in teaching due to difficulties arising from the complexity of the public school context.

Consequently, these courses, for the most part, are not granting the formation for the pedagogue and neither are they a multipurpose teacher for early childhood education and early years of elementary school, as their formation is fragile, superficial, general, fragmented, dispersive and unfocused. The Pedagogy courses analyzed show their weaknesses and it is observed that “[...] they will hardly be able to conduct teaching and learning processes that contribute to an emancipatory formative quality of all children, young people and adults who attend the years basic education” (PIMENTA *et al.*, 2017, p. 24, our translation).

The results show the insufficiency or even the inadequacy of the current pedagogy courses to grant formation for multipurpose teachers, since this formation implies different knowledge: mastery of the different areas of knowledge that make up the common base of the national curriculum of the early years of elementary school and of early childhood education and the means and possibilities of teaching them, as well as the identification of who are the subjects (children, youth and adults) who learn and develop in these educational and school environments. In particular, those from public schools that, today, translate into their daily issues that involve and afflict Brazilian society, markedly unequal, multifaceted and diverse. They also show that the formation of pedagogues in the state of São Paulo, for the most part, is fragile, superficial, generalizing, with no focus on teacher formation, fragmented and dispersive (PIMENTA *et al.*, 2017, p. 18-19, our translation).

The research emphasizes several dimensions of Pedagogy courses, such as: disciplinary and fragmented approach to courses, diversity of disciplines in the matrices that provide a weak and superficial formation, a tendency in the researched courses to focus on teacher education for the initial years, to the detriment of formation to work in early childhood education, the fragility and absence of subjects from the curricular internships.

There is a verbal tradition in teacher formation courses, because it “[...] puts the student in formation in contact with books, inside the university or in formative courses, but they almost

do not to reality, to schools, to observe and learn in the context how the teaching/learning relationship takes place” (KISHIMOTO, 2005, p. 109, our translation). The insufficiency of the Pedagogy courses in the formation of the multipurpose teacher is partly due to difficulties and deficiencies, for example, from “[...] content lightening and its disarticulation in the course structure, teachers with little specific formation and little experience in Elementary Education” (GATTI, 2000, p. 49, our translation).

Regarding teacher education, Libâneo (2020, p. 580-581, our translation) asserts:

What is concluded is something as common as it is dramatically true: the professional formation of teachers for the early years requires, immediately, the reformulation of curricula, in which future teachers are assured the mastery of the knowledge they will teach to children, articulated with appropriate teaching methodologies. In Brazil, in the context of teacher formation, a strange paradox is experienced: teachers from the early years of elementary school, who need to master knowledge and methodologies of very different contents, such as Portuguese, Mathematics, History, Geography, Sciences and, sometimes, Arts and physical education, do not receive these specific contents in their formation, while teachers of the final years, prepared in specific degrees, spend four years studying a single subject, the one in which they will be graduated.

Research, in general, address teacher formation courses, sometimes prioritizing initial formation, and sometimes continuing education. The municipal teachers in the research by Aguiar (2013), reveal the lack of continuing education offered in recent years and, mainly, the fragility of the education of those responsible, who generally *do not work in the classroom and address in the continuing education courses "utopias" that they do not experience daily*. There is an emphasis on teachers for continuing education courses that focus on “pedagogical practice”.

In the context of inaccuracies and discontinuities in “continuing education” actions, studies that emphasize the “analysis of teacher formative needs” and the “voice of these professionals” are highlighted.

Galindo and Inforsato (2007) state that the “needs analysis” enhances formative actions aimed at continuing teacher education because it is related to the endemic knowledge of the subjects' labor difficulties, reflecting, therefore, the construction of teachers' contextual social representations, their aspirations and/or desires to effect changes. In summary, it is necessary to consider continuing education as a public policy, which values and systematizes the permanent formation of teachers, as this tends to be a working condition of education professionals. Another point refers to the methodology for developing formative actions that

requires strategic planning and systemic actions, considering the changes and needs that surround and are linked to this field of knowledge and action.

We note the need for initial and continuing education that develops themes such as: teacher-student relationship, affectivity and teaching, participatory planning, the role of the school and professionals in the construction of values new ways of organizing school times and spaces; new evaluation processes; versatility, articulation between initial formation and professional performance, articulation between initial and continuing education, formative needs, among several topics.

### **Final considerations**

The teaching exercise in the AIEF requires mastery of multidisciplinary knowledge and teaching practice, whose formation must privilege the development of a scientific, ethical, political, didactic and technical posture and must be developed, especially in universities. In the classroom, it is necessary to act as a teacher from different forms of curricular organization, using literature, projects, research as a formative principle, reflective and interdisciplinarity diary due to school time and the presence of polyvalency, solo-teaching and mono-teaching. As well as dialogue and respect as the guiding principle of all teaching action.

The possible ways to overcome the weaknesses in Pedagogy courses are: elaboration of a course with an interdisciplinary focus, with an optional formation course for the student focusing on formation, valuing teacher formation for teachers of early years and early childhood education, expanding the workload of the Didactics discipline etc.

An interesting possibility of action is the articulation between teaching and research as an educational principle in the pedagogical practice of the teachers of the AIEF. This proposal contributes to the formation of critical subjects, makes learning more meaningful and more pleasurable, helps to solve everyday problems and gives back to the teacher the autonomy of his pedagogical practice.

We defend the initial formation of teachers at the university, ensuring spaces for academic formation, research, politics and culture, as well as adequate working conditions in municipal public schools.

We found that the continuing education of teachers should not be conceived only as a means of accumulating knowledge and techniques, but as a work of critical reflection on the practices developed daily. This movement favors the permanent reconstruction of professional autonomy, resulting in the process of building less alienated personal and professional identities



Continuing education should consider what our teachers think and how they experience their learning processes in order to achieve a commitment from professionals, based on research, reflection, and the exchange of experiences.

One possibility is to promote the approximation between the university and the school, that is, it is necessary to articulate the space of formation and the space of professional performance of teachers, in order to reach the longed for inseparable theory and practice and reflection on polyvalency. A partnership aimed at carrying out studies of theoretical references in the field of everyday school and in the field of demands, especially on educational assessment and new forms of school organization. The formative needs of teachers should support the continuing education programs of teachers in the school space, discussing relevant and significant themes for the professional performance of teaching.

The school is the locus in which the teacher not only exercises what he has learned, but deepens and complements his formation, and can become true formative spaces.

Finally, the exercise of teaching is gradually built on the inseparability of theory and practice, from initial to continuing formation, from individual and collective experiences in the school space and outside, in the various relationships of encounters and mismatches. Teachers learn a lot by sharing their profession, their dilemmas, in the context of reflected performance, and it is in the exercise of collective and reflective work that, in fact, the teacher produces his professionalism.

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