TEACHER TRAINING IN PERSPECTIVES: TEACHER´S SOCIAL REPRESENTATIONS ABOUT PARANÁ EDUCATIONAL DEVELOPMENT PROGRAM (PDE-PR)

A FORMAÇÃO DOCENTE EMPERSPECTIVAS: REPRESENTAÇÕES SOCIAIS DE PROFESSORES SOBRE O PROGRAMA DE DESENVOLVIMENTO EDUCACIONAL DO PARANÁ (PDE-PR)

LA FORMACIÓN DOCENTE EN PERSPECTIVAS: REPRESENTACIONES SOCIALES DE LOS DOCENTES SOBRE EL PROGRAMA DE DESARROLLO EDUCATIVO DE PARANÁ (PDE-PR)

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ABSTRACT: This work, the result of a larger research, whose theme is the Paraná Educational Development Program (PDE-PR), has as its first objective to carry out a dialogic interpretive analysis of the social representations of teachers. We have as methodological apparatus studies on the Theory of Social Representations, namely in the considerations of Moscovici (2003, 2012) and Jodelet (2001, 2011), emphasizing the sample that we deal with here is the result of the participation of 50 teachers / pedagogues. As a result, we infer that these participating professors see this program (PDE-PR) as an opportunity for training, learning, knowledge, study and training. Also consider that this offers professional development, through the progression in the teaching career. We analyzed how the PDE-PR contributes to the professional development of teachers, drawing attention to the elements that reveal the character of sociability and rationality.

KEYWORDS: Teachers. Continuing training. PDE-PR. Social representations.

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RESUMO: *Este trabalho, resultado de uma pesquisa maior cujo tema é o Programa de Desenvolvimento Educacional do Paraná (PDE-PR), tem por objetivo realizar uma análise interpretativa dialógica das representações sociais de professores. Temos como aporte teórico os estudos sobre a Teoria das Representações Sociais, nomeadamente nas ponderações de Moscovici (2011, 2012, 2015) e Jodelet (2001, 2011). O que tratamos aqui é resultado de uma pesquisa com a participação de 50 professores/pedagogos. Como resultado, inferimos que esses professores-participantes concebem esse programa (PDE-PR) como oportunidade para capacitação, aprendizado, conhecimento, estudo e formação. Consideram ainda que esse proporciona valorização profissional, por meio da progressão na carreira docente. Ao analisarmos quanto o PDE-PR contribui para o desenvolvimento profissional docente, constatamos elementos que revelam o caráter de sociabilidade e de racionalidade.*

PALAVRAS-CHAVE: *Professores. Formação. PDE-PR. Representações sociais.*

RESUMEN: *Este trabajo, resultado de una investigación más amplia, cuyo tema es el Programa de Desarrollo Educativo de Paraná (PDE-PR), tiene como primer objetivo realizar un análisis interpretativo dialógico de las representaciones sociales de los docentes. Tenemos como aparato metodológico los estudios sobre la Teoría de las Representaciones Sociales, concretamente en las consideraciones de Moscovici (2003, 2012) y Jodelet (2001, 2011), destacando que la muestra que aquí tratamos es el resultado de la participación de 50 docentes/pedagogues. Como resultado, inferimos que estos profesores participantes ven este programa (PDE-PR) como una oportunidad de formación, aprendizaje, conocimiento, estudio y formación. También considere que esto ofrece desarrollo profesional, a través de la progresión en la carrera docente. Analizamos cómo el PDE-PR contribuye al desarrollo profesional de los docentes, llamando la atención sobre los elementos que revelan el carácter de sociabilidad y racionalidad.*

PALABRAS CLAVE:*Maestros. Formación continua. PDE-PR. Representaciones sociales.*

Introductory notes on research

We experience that different challenges are faced by teachers and schools today, and they are held responsible for not reaching the goals of education. Based on this accountability, there are many proposals that only through teacher training will the problems of truancy, grade repetition, illiteracy, among others, be solved. The training they receive and/or have received seems not to meet the innumerous tasks of the teacher nowadays. Permanent training, necessary for all professionals, among them the teacher, has been treated as "continued training", because according to Freire (1996) the teacher's training process is continuous and permanent.

The educational policies have been regulating spaces and processes of continuing education for teachers and, by reaffirming the need for this training, they define it as one of

the components of professional valorization, as well as one of the factors to improve the conditions of education supply. Based on the aspects listed above about teacher training, we raised as a problem question for this research: what are the social representations of teachers/pedagogues from the coast of Paraná about the Educational Development Program of Paraná - PDE-PR?

For this, we sought as a general objective to perform a dialogical interpretative analysis of the social representations of teachers and educators about the Paraná's Educational Development Program - PDE-PR, with the following specific objectives: to describe the proposal of the Paraná's Educational Development Program - PDE-PR; to interpret in a dialogical way the content and structure of the social representations of teachers about the Paraná's Educational Development Program - PDE-PR, through the inductive term "PDE-PR" in relation to the teaching career.

The continuing education program called PDE-PR is pointed out as a possibility of changing the local reality, becoming a public policy, since the enactment of the Complementary Law No. 130/2010. This policy shows an organization that articulates school and university and establishes as parameters that this training should take place by and through research over two years. In the first year, the PDE-PR teacher is 100% removed from his or her duties to carry out studies at the university, attend seminars and meetings, and develop teaching material based on the concerns and difficulties they recognize in the school space in which they work. In the second year, the teacher must apply the material developed in the school where his or her questions emerged. We emphasize that the PDE-PR is the only way for teachers to advance to the last level of their career in the state of Paraná (PARANÁ, 2010).

For this research, the theoretical contribution of Social Representations allows us to interpret the look of education professionals - teachers loaded with representations that they have built throughout their professional lives. Therefore, the study of the representations proposed can contribute to the clarity of how it is being conducted the continuing education in Paraná, specifically on the coast of Paraná, and how it is articulated to the teaching career, thus being able to contribute to the analysis of the effects of the continuing education program of the State of Paraná.

The Theory of Social Representations and the PDE-PR: clarifying concepts

According to Ens and Behrens (2013), the Theory of Social Representations (TSR) was originally conceived by Serge Moscovici in the 1960s and first described by him in: "*La psychanalilyse, son image et son public*", published in 1961. Moscovici (1961) presented the understanding of "[...] social representation in his pioneering study of the ways psychoanalysis penetrated popular thought in France" (DUVEEN, 2015, p. 9, our translation).

Thus, the study of social representations, in the Brazilian space, gained strength from 1994, according to Bertotti (2014), with the beginning of meetings to discuss the topic. According to Denise Jodelet (2001), among the reasons that explain the spread of the course of this theory, we can highlight the fact that it has reinvented social psychology, enabling a new way of looking at the relationships between individuals; its relationship with various methodological mechanisms to explain the notion of representation, including its transversal character, its interdisciplinarity.

Based on Durkheim's concept of collective representations, Moscovici (2011) developed and proposed the concept of social representation, emphasizing the particularities of a given social group, since the representations are

> [...]Phenomena that need to be described and explained. They are specific phenomena that are related to a particular way of understanding and communicating - a way that creates both reality and common sense [...] it is to emphasize this distinction that I use the term 'social' rather than 'collective' (MOSCOVICI, 2011, p. 49, emphasis added, our translation).

Thus, social representations are formed by two processes that occur simultaneously, which are called objectification and anchoring. The first takes into account the identification of a concept, seeking to somehow name it, make it familiar, since it is from the naming of ideas that they gain tangible character. The second process is related to the assimilation of the images created by the previous process and their conduction to the tangible world, also including the insertion of the categorization process, which will act as a filter for future behaviors.

The purpose of the PDE is to provide conditions for the teacher's professional development and teaching practice articulated with the guidelines of the Paraná Basic School (2008), as well as to contribute to the improvement of the quality of education in the Paraná state school system, linked to the last level of the teacher's career (PARANÁ, 2008).

The structure of the PDE-PR was designed, taking into consideration the theoretical conjectures that have been exposed so far. The program is composed of three guiding axes: activities of theoretical-practical integration; activities of theoretical deepening and didactic-pedagogical activities with the use of technological support. For Ogliari (2012), the formative activities contained in the axes were based on the articulation between theoretical training and school, that is, in the theoretical-practical relationship, considering the local reality, since the construction of the object of study occurs by means of a practical context, which needs to be understood in the light of a theoretical reference.

The schedule of activities to be developed during the PDE-PR includes courses that are the responsibility of the HEIs, always observing the discussions that teachers are investigating in their pedagogical intervention projects. From this point of view, teachers are sent to higher education institutions that have pre-selected advisors, who will accompany and guide them in the proposed theme. It is worth pointing out that the subjects and courses need to be in accordance with the specificity of the teachers' training area and the needs of the projects, but it is not always that the program is able to meet the particularities of the courses and subjects.

During the PDE-PR, teachers are required to meet with their supervisors in order to receive guidance on the development of the educational intervention project. In addition, there must be participation in academic insertion activities, which enable interaction among teachers and the routine of attending academic events that target their area of training and the field of education, as well as participation in thematic seminars pertaining to basic education, allowing teachers to debate with the lecturers of the seminars, as well as with their peers. Tutoring activities are also proposed in Network Working Groups - GTRs in the Portuguese acronym, in order to socialize the productions of PDE-PR teachers with other teachers of the state network, but of the same subject, through virtual discussion groups, in which the teachers of the program show their pedagogical intervention project, their theoretical contributions and didactic material to other teachers to be discussed in network, through the Internet.

About the research methodology

We chose a qualitative approach because it allows the production, analysis and interpretation of the data to work in a qualitative way.

> [...]with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relations, processes and phenomena that cannot be reduced to the operationalization of variables (MINAYO, 2014, p. 21-22, our translation).

Thus, to follow up and develop the research, we rely on the qualitative approach and the Theory of Social Representations, through the structural approach, since we seek to understand the content and structure of the social representations of teachers of the coast of Paraná about the PDE-PR.

For this study, we considered the attitudes and inferences that the teacher, participant of this research, when representing, has as a social, cultural, political and social group reference base, among others. In this way, these subsidies are imbricated in the construction of the representation of the object.

In the area of Education, it is essential to delimit the object to be studied, the context in which it is inserted and, also, the probable meanings that can be attributed by individuals, arising from their experiences. From this point of view, the qualitative approach, which methodologically guides research in Social Representations, allows the study of phenomena that are present in society, through a psychosocial interpretation.

This research used the software *Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires* – IRAMUTEQ (RATINAUD, 2009) to systematize the data collected through the associative technique. This software, developed by Pierre Ratinaud (2009), enables statistical analysis from textual corpus and "individual/word" matrices. The prototypical analysis is a technique that was built to analyze the social representations from the point of view of identifying the structure of representation through parameters of frequency and order of evocation of words (WACHELKE; WOLTER, 2011).

After the lemmatization process, which according to Oliveira *et al*. (2005, p. 583, our translation) is a "[...] standardization of words and terms evoked, so that there is a homogenization of the content", joining words with close meanings, we performed the organization of information and the determination of the minimum frequency cut-off point, three evocations, the software distributes these elements, separating them by the criteria of frequency and average order of evocation (WACHELKE; WOLTER, 2011), in four quadrants. For Donato (2017), organizing the words in these quadrants allows the structuring

of social representations through the prototypical analysis, since it classifies and distributes the constituent elements of the representation between the probable central core and the peripheral system.

So, we made use of the similarity analysis to confirm the probable central core of the representations about "PDE-PR". Thus, to confirm the probable central core we performed Similarity Analysis, complementary to Prototypical Analysis. After reviewing the corpus, the material was processed in the software, generating the "maximum tree" that "is a connected "graph" without a cycle whose vertices are the corpus items and the edges are the similarity index values between these items" (SÁ, 1998, p. 128, our translation). The process of constructing the "maximum tree" makes it possible to identify the strongest relationships among the distributed terms according to the degree of connectedness among them.

Thus, according to the methodological route described, the present research had the participation of 50 PDE-PR teachers, who totaled 250 words evoked from the inductive term "Educational Development Program - PDE-PR". Each participant evoked five words and listed them in order of importance.

The research field was based on the Paranaguá-PR Regional Education Center, the state schools in the cities of Matinhos and Guaratuba, those that had teachers who participated in the PDE-PR. After the official authorizations were obtained, we started the procedures for the production of the data. Initially, we made telephone contact to schedule the days with the pedagogues of the schools, to begin the data production process, between the months of January and May 2018. Fifty teachers and educators were individually interviewed, and after filling out the Free and Informed Consent form to confirm their agreement to participate in this research, they participated in the Free Word Association Technique, writing five words that came to mind from the inductive term "PDE-PR" in relation to the teaching career, subsequently numbering them in order of importance and justifying the word that they considered to be the most important. After that, each participant answered an open questionnaire about the program and a sociodemographic questionnaire, with closed and open questions to characterize the research participants. This research was approved by the Consent Opinion No. 2.231.964/2017, of the Ethics Committee of PUCPR.

Results and Analysis

When making the analysis of the results, considering the elements that relate to the possible central core, we found that "training", "learning", "knowledge", "study" and "training" are the words presented as the evocation of greater symbolic value, by most teachers participating in the research, which may mean a high probability of the social representation about the inductive term "PDE-PR" being related to training, learning, knowledge, study and training that teachers receive when they join the Educational Development Program of Paraná - PDE-PR.

The first thing we highlight is the word "study", which has a very low evocation, that is, when asked about the "PDE-PR", the word "study" quickly, almost instantly came to mind, as it represents what the PDE-PR means in the participant's life. The choice of the term "training" through the inductive term "PDE-PR" was justified by some of the participants as follows:

> *Participant 22: To be improving is very important to be always updated.*
>
> *Participant 26: Because when we are in the classroom there is no time to rethink our practice.*
>
> *Participant 28: Because it brings us accomplishments and growth*
>
> *Participant 41: Because it promotes professional training.*
>
> *Participant 43: The PDE was a great opportunity for capacitation, after a long period of time.*
>
> *Participant 46: For the improvement of teaching quality.*
>
> *Participant 49: Because through the improvement we acquire a new vision about the content and the subject worked, thus improving our way of teaching and our methodology, reflecting on our pedagogical practice.*

For Pécora, Anjos and Paredes (2010, p. 60, our translation), the likely central core "[...] holds the functions of generating the meaning of the representation, determining its organization and maintaining its stability". Thus, we realize that the word "training", evoked 24 times, may represent for teachers a desire to improve, update and improve the quality of teaching. However, due to the central nucleus being more crystallized and with little malleability, "training" can only mean what everyone says and not effectively what the participant feels. These characteristics may present themselves as justification for the other terms that are found in the likely central core. "Learning" and "knowledge", 17 and 15

evocations, respectively, go hand in hand. In this sense, Morin (2005, p. 35, our translation) states that:

> [...] the crucial issue is that an organizing principle of knowledge, and what is vital today, is not just learning, not just relearning, not just unlearning, but reorganizing our mental system to relearn how to learn.

In this way, we realize that knowledge comes from constant learning itself, that it builds itself from our openness to new limits and possibilities. Thus, in a process of interconnection of terms, learning and knowledge coexist, one opening to enrich the other. In this sense, the speeches present in the justifications of the PDE-PR teachers are in line with what Morin (2005) states, as follows:

> *Participant 2: The PDE enables new knowledge, or a re-reading of what we already have.*
>
> *Participant 9: The knowledge of new limits and possibilities is possible with the PDE, because there is the learning of new methodologies and approaches.*
>
> *Participant 38: The knowledge acquired in the PDE will never be forgotten, because it changed and transformed the way we teach.*
>
> Following this reasoning, the evocations "study" and "training" complement the others, since to achieve training, knowledge and learning, much study is required in order to improve training.

With regard to the word "training", we realize that there is a need for continuing education for teachers, and it goes beyond just another course, it requires a continuing education applied to reality. Tardif (2014, p. 291, our translation) informs that

> Continuing education focuses on the needs and situations experienced by practitioners and diversifies its forms: training through peers, tailored training, in the work environment, integrated into a collaborative research activity, etc.

Thus, the PDE-PR proposes this type of continuing education, adjusted to the reality of the work environment. According to these needs, we realize that the presence of the terms mentioned above is justifiable in the probable central core of the social representations of PDE-PR teachers from the coast of Paraná about the continuing education program.

What called our attention in this analysis was the word "progression", with 25 evocations. When considering the average order of evocation, it was allocated in the peripheral zone, but when considering the importance of the words evoked, it figured in the probable central nucleus, which requires a more detailed analysis for this term. We found that

"progression" is an individual desire of the participants. Two of the participants describe their feelings about the term "progression", and justify their choice as follows:

> *Participant 25: Because the professional needs recognition and professional appreciation, including financially.*
>
> *Participant 32: Because it is the reward for their efforts, the progression.*

However, there was something that caught our attention, when we asked the participants to list the words evoked according to the importance that each one has, "progression" presented an average order of importance of 2.3, being relocated to the probable central core of the social representation.

Thus, the financial issue is prone to the influences of the social context of individuals, however, it also presents itself as a term that represents the group, becoming stable, coherent and resistant to change, because it is part of the collective memory of the group. Let's see some of the participants' answers when they were asked to justify why they considered the term "progression" the most important of those that were evoked:

> *Participant 1: Due to the countless withdrawals of our class rights, the progression to level 3 is only possible with the PDE, which is running out of days.*

Thus, based on Sá (1998), we realize that the "progression" gives significance to the representation and also determines the ties that bind the other elements of the central core, governing its evolution and transformation. Thus, initially occurs the evocation of words and along with them comes up feelings, emotions, projects and dreams of the participants, because we have the anchoring process, which is explained as

> [...] structures that give us support, to rethink things, and formulate new concepts. One can not fail to emphasize that this process is individual at first, but under the influence of psychic structures that have already been organized and thought socially, because while belonging to the social group we reconstruct our representations and share them with others forming new representations (SIQUEIRA, 2017, p. 95, our translation).

There was a particularity, in evocation and ranking, of the PDE-PR teachers in the contrast zone and second periphery. We noticed that, considering the average order of evocation, there was a sense of sociability and in the average order of importance there was an accentuation of rationality.

The contrast zone brought us elements that are prerogatives of the character of teacher sociability, such as "friendship" and "solidarity", bringing in a complementary way

"solidarity" and "growth". Nevertheless, when the importance of each of the evocations was brought up, a more rational character was emphasized, presenting the elements "research", "opportunity", and "appreciation".

For Pivatto (2007, p. 338, our translation), both the sociability and rationality dimensions are fundamental. The author states that

> The two fundamental dimensions are reciprocally imbricated. As the science it claims to be, education is a thought produced by human beings to be applied to their fellow human beings, which implies a vision of oneself and of being human in general, a vision that is all the more conditioned the smaller the breadth and depth of one's consciousness, the knowledge one has, the registers of personal experience and conviction.

The speech of Pivatto (2007) justifies the presence of elements that prioritize sociability, stating that the lower the level of consciousness, in this case we say rationality, the better the recognition of the human condition in general, that is, the conditions of sociability. Applying the author's description to the concrete case of social representations, specifically the structural approach, we can say that when evocation occurs, feelings and emotions are allowed to emerge, thus arising elements of sociability, but when the hierarchization of evocations occurs, there is rationality over evocations.

For this transmutation of quadrants, we can bring an excerpt from the speech of Pivatto (2007, p. 342, our translation), which says that "Man is an animal that can say no, in fact, the only one. Nietzsche states, in turn, that man is an animal that can promise (even if he eventually fails to deliver)". In this way, the research participants reveal a sociability character, but they do not sustain it, their rationality surfacing when they rank their evocations. To support this statement we use Prestes (1996, p. 10, our translation), who affirms that

> [...]it is worth remembering that the so-called crisis in education is nothing more or less than the crisis of modernity and rationality, of which education is a promising daughter.

Thus, "[...] education is always involved with rationality, at least in the empirical sense of a subject that builds and consolidates individual structures of rationality," according to Prestes (1996, p. 11, our translation). Thus, we conclude that there is the prominence of teachers reaching, through the PDE-PR, the teaching sociability.

Final remarks

The concept of continuing education gained greater representation in the mid-1990s, in an attempt to meet the problems and needs of initial training, ensuring the course of the teaching career. Aiming at constant qualification and reflection, as well as a process of reflection on teaching practice, continuing education enables teachers to design numerous paths during their teaching careers. However, it is the responsibility of the institution, in this case the SEED/PR, to organize and provide this training, aiming at professional improvement.

Thinking, reflecting and discussing about continuing education refers to a new meaning given to the learning of each subject, related to the individual and collective teaching trajectory, especially to the political and social context in which teachers are framed, taking into account that the teacher who works at school is the protagonist who acts on behalf of education and success of the school, apart from the meritocratic character that reaches school environments. For this reason, as teachers are the target of continuing education, it was of utmost importance to analyze, interpret and communicate the social representations they have about the PDE-PR, a program they took part in for two years, offered by SEED/PR, a government agency of the state of Paraná.

In the case in question, about the PDE-PR, we observed that this program brings subsidies that advance toward a training consistent with the school's daily routine. During the PDE-PR, teachers are provoked to catalog problematizations, propose possible solutions, and finalize with the implementation of the pedagogical intervention project. This mechanism causes "advances in the redirection of continuing education proposals, thus contributing to the professional development of teachers who carry it out" (SIQUEIRA, 2017, p. 158, our translation). The data showed that the vast majority of participants in this research are 41 years old or older, which leads us to believe that they have been in the state education system for more than twelve years, the average time needed to reach level II and grade 8 in order to join the Educational Development Program of Paraná – PDE-PR.

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