

## **The reflection of the practice as a strategy in the continuing education of teachers: necessary actions**

### **A reflexão da prática como estratégia na formação continuada de professores: ações necessárias**

DOI:10.34115/basrv6n3-018

Recebimento dos originais: 18/02/2022

Aceitação para publicação: 14/03/2022

**Alcemir Horácio Rosa**

Doutorando em Ensino Tecnológico (IFAM)

Instituição: Instituto Federal de Educação, Ciência e Tecnologia do Amazonas

Endereço: Avenida 7 de Setembro, 1975, Centro, 69020-120 Manaus, Amazonas, Brazil

E-mail: [alcemir.horacio@ifpi.edu.br](mailto:alcemir.horacio@ifpi.edu.br)

**Daniel Nascimento-e-Silva**

Pós-doutorado em Administração (UFSC)

Instituição: Instituto Federal de Educação, Ciência e Tecnologia do Amazonas

Endereço: Avenida 7 de Setembro, 1975, Centro, 69020-120 Manaus, Amazonas, Brazil

E-mail: [danielnss@gmail.com](mailto:danielnss@gmail.com)

#### **ABSTRACT**

The continuing education of teachers has been the subject of intense discussions in recent decades. Concerns are rooted around the activities involved in this process. There are doubts and questions about the strategies that can be used in the continuing education of teachers in the search for better training results. In this context, reflection on practice is placed as a strategic action to expand the benefits of training. The objective of this work is to reveal the necessary actions so that the reflection of the practice can be constituted as a strategy to reach better results of the continuous formation of teachers. The technological scientific method (NASCIMENTO-e-SILVA, 2012; 2019) was used to establish the steps and means to arrive at the answers of this investigation. The method was used to identify the guiding question, organize, seek scientific references, organize the data and structure the answers. The work concluded that the reflection of practice is an effective strategy for the continuing education of teachers, as it allows teachers to analyze their own realities and give new meaning to their pedagogical actions. For this, some necessary actions were listed: 1) To promote a process of reflective permanent education based on the action-reflection-action relationship; 2) that continuing education is developed in a theoretical-practical format; 3) theoretical support to the participating teachers; 4) appreciation of didactic-methodological diversity; 5) Encourage teachers to reflect and put into practice what they have learned.

**Keywords:** continuing education, reflection, practice, strategies.

#### **RESUMO**

A formação continuada de professores tem sido alvo de intensas discussões nas últimas décadas. As preocupações estão enraizadas em torno das atividades envolvidas neste

processo. Há dúvidas e questionamentos sobre as estratégias que podem ser utilizadas na formação continuada de professores na busca de melhores resultados formativos. Nesse contexto, a reflexão sobre a prática é colocada como uma ação estratégica para ampliar os benefícios da formação. O objetivo deste trabalho é revelar as ações necessárias para que a reflexão da prática possa se constituir como uma estratégia para alcançar melhores resultados da formação continuada de professores. O método científico tecnológico (NASCIMENTO-e-SILVA, 2012; 2019) foi utilizado para estabelecer os passos e meios para chegar às respostas desta investigação. O método foi utilizado para identificar a questão norteadora, organizar, buscar referências científicas, organizar os dados e estruturar as respostas. O trabalho concluiu que a reflexão da prática é uma estratégia eficaz para a formação continuada de professores, pois permite que os professores analisem suas próprias realidades e ressignifiquem suas ações pedagógicas. Para isso, foram elencadas algumas ações necessárias: 1) Promover um processo de educação permanente reflexiva pautado na relação ação-reflexão-ação; 2) que a educação continuada seja desenvolvida em formato teórico-prático; 3) suporte teórico aos professores participantes; 4) valorização da diversidade didático-metodológica; 5) Incentivo aos professores a refletir e colocar em prática o que aprenderam.

**Palavras-chave:** educação continuada, reflexão, prática, estratégias.

## 1 INTRODUCTION

The continuing education of teachers is a complex activity that requires preparation, dedication, training and reflection on the practices carried out. However, this is not an easy activity to perform. Strategies are necessary for this to occur and achieve satisfactory results. Reflection on practice is understood in this initial context as a strategic opportunity to reach out to teachers. A training opportunity that allows teachers to put their doubts, anxieties, potential and skills in a situation of continuous doing and redoing.

According to the works of Paulo Freire (1991; 1996), the teaching profession must undergo a constant movement of reflection between practice and action developed in training environments. It is a dialogical movement that must take place in continuing education. Therefore, this work established as a guiding question: what are the necessary actions so that the reflection of the practice can help permanent education to achieve better results?

According to Soares and Pedroso (2016), in recent decades there has been a broad discussion around continuing education, with questions about its effectiveness. This training has been placed as a strategic environment for the development of the teaching-learning process of students. Theorists have argued that school success depends, to a greater or lesser extent, on adequate teacher training (VITAL and CUNHA, 2019; FERREIRA, 2019; FLOR, 2021; SILVA and BIANCHINI, 2020; AZEVEDO, 2020;

NOGUEIRA, 2020; BATISTA and SANTOS, 2020; COSTA, 2020; LAURINDO, SILVA and NEVES, 2020). It is with this demand that this work sought to investigate the benefits of reflection on practice for teacher training. Seeking to understand what are the actions that can help in this construction.

To better understand this demand, it was necessary to analyze the scientific literature and make an analysis of the answers found to understand more precisely the process of reflection on the practice and how it is added to the continuing education of teachers. This so that the objective and the guiding question could have concise answers.

Thus, the work sought to investigate what is the reflection of practice, and its relationship with teacher training. For this, authors with debates in the area of teacher training were consulted with perspectives on the reflection of practice, as is the case of Zeichner (1993); Zeichner (2008); Nóvoa (1992; 2019) and Schon (1992); Pereira and Zagonel (2021); Cirino, Paulo and Campos (2021); Silva, Santos and Pereira (2021); Schmitt and Zanon (2021); Fronza, et al. (2021); Gomes, et al. (2022); Silva and Amorim (2022); Silva and Bica (2021); Nordi, Ogata and Machado (2022); Mometti (2021); Silva (2022); Plácido, Alberto and Plácido (2021); Cajueiro, Pina and Gonçalves (2021); Felício, Menezes and Neto (2021); and, Araújo (2021). That deal with the process of reflection on the practice as a possibility of improving permanent education.

The work was structured through the technological scientific method (NASCIMENTO-e-SILVA, 2012; 2019). First, the method structured the guiding question, then organized the work through the data obtained in the investigation, then organized the data and arrived at the results. These showed that reflection on practice is a significant strategy for the continuing education of teachers, as it favors the resignification and strengthening of practices. And that for this, a set of actions is necessary, such as the promotion of continuous and reflective training, in a theoretical-practical format, the existence of theoretical support, the didactic-methodological valorization and the stimulation of teacher participation.

## **2 THEORETICAL REFERENCE: CONTINUING EDUCATION CONTEXT**

In recent decades, Brazilian education has undergone numerous changes, both curricular and public policies. With factors that drastically alter the educational scenario. Thus, with so many changes taking place, it is possible to identify that the continuing education of teachers plays an essential role in this process and needs to be more valued. Because it is up to it to be the way to make an education more aligned with social and

political changes. Continuing education has proved to be a major factor for a more adjusted and quality education.

In 2017, Brazil instituted the BNCC – Base Nacional Comum Curricular (BRASIL, 2017), in which changes were made to the entire organization of the curriculum; including some approaches that have been causing difficulties among teachers. Among them, the need to work skills and abilities with students. This has generated doubts and raised questions, as our professors still have difficulty understanding the real interests of the BNCC, especially the issue of skills and competences. In this sense, to assist teaching work, the National Education Council (CNE) launched on September 18, 2019, the National Curricular Guidelines of the Common National Base for the initial and continuing education of teachers. This document was launched as a strategic way to help the continuing education of teachers understand the changes required by the BNCC. A way of organizing the work of teachers. The CNE guidelines established what was expected of teachers for the training proposed by the National Base. A professional development that would help the subjects to be prepared to articulate strategies and knowledge. that could assist in the development of “competencies” to be developed with students (BRASIL, 2019, p 11). To achieve this objective, three dimensions were established with guidelines on what teachers should understand and be able to do in the institutional day-to-day. Thus, it was highlighted that: 1) teachers must appropriate knowledge about their students and how they can learn in different contexts; 2) they must seek to appropriate knowledge and specific approaches in the areas of knowledge, as well as in the learning objectives; and, 3) they must appropriate pedagogical knowledge in the relationship between teacher and student and with the learning process (BRASIL, 2019).

Also according to the CNE guidelines, there were five basic principles for the continuing education of teachers to be effectively developed: 1) the strategic use of pedagogical knowledge; 2) use of active methodologies; 3) collaborative work between subjects; 4) continuity of training; and, 5) consistency.

It is possible to perceive that the intention was not just to develop a new curriculum through the National Base, the intention was to structure the teachers' work so that it took place in an active process and that the subjects understood the circumstances involved in it. That is why continuing education is so important so that teachers can interact with new social and pedagogical realities and take ownership of documents and their effects on education. Changes and transformations that are

characteristic of the development of the world and that it is through continuing education that this can be reflected in the classroom.

According to the works of Gatti (2019), continuing education has been devalued over the years, but with so many changes in the educational field, there needs to be a change in perception. A greater stimulus to continuing education is needed; through proposals, planning the structure of activities and establishment of concrete objectives on the profile of the teachers that the training intends to train. “Little attention has been paid to the training of teacher trainers and the need to build a training project that defines principles, structures activities and proposes forms of evaluation according to the profile” (GATTI, 2019, p. 78).

Any proposal for continuing teacher education must take into account an alignment with the teacher's conceptions and desired practices. It is necessary that the objectives are developed according to the pretensions of the professionals who aim at the teaching-learning process of each reality, after all, continuing education serves to structure the students' right to learn (ZEICHNER, 2008; NÓVOA, 1992; 2019).

The CNE guidelines (BRASIL, 2019) also state that continuing education is a collective proposal. It needs to be a project designed for everyone, in which it is recognized that the construction and execution of a proposal for teacher training must pass through the collectivity. According to Nóvoa (2019, p. 10), “no one enters a profession alone, isolated. Nobody builds new pedagogical practices without having a reflection with colleagues. No one, alone, completely dominates the profession”. Because the continued construction is a reality aimed at the school set and, therefore, must take into account the reality of the collective. The new demand for training is that teachers are not only heard, but that their considerations are taken into account for the development of continuing education. Therefore, the BNCC highlights three dimensions of competences for continuing education: the development and improvement of knowledge, practice and engagement as a possibility to structure continuing education and which can reveal training that brings effectiveness to teaching practices.

## 2.1 TEACHING PRACTICES

Teaching practices are reflections of the conceptions, exercise and training that teachers receive throughout their practice. Therefore, the continuing education of teachers is strategic. According to studies by Gatti et al (2019), continuing education for teaching practices is a complex action that happens with and about people. In this context,

continuing education has purposes and intentions aimed at the development of training processes that help the teacher to exercise effective practices. Also according to Gatti et al, the teaching profession is a complex function both due to the daily exercise and the demand for training actions for the effective continuity of the exercise. The complexity lies precisely in the fact that social, structural and educational policy changes are moving the training processes and the school context itself. Thus, continuing education needs to take this whole context into account. It needs to start from the reality of the classroom and the teacher and constitute itself in a process of collective work; taking into account the challenges and difficulties of professionals. Because it cannot be a generalist proposal that comes from the top down; nor can it be an individualistic proposal that simply presupposes the lack and absence of things in the process, forcing certain ready-made solutions (NÓVOA, 1992; SCHON, 1992 and NÓVOA, 2019).

Very generic proposals run the risk of bringing vague ideas to continuing education; such as, for example, the idea that the teacher always makes mistakes in his pedagogical practices or that he does his work badly. When in reality what is known is that teaching is a complex activity, developed with an audience of different characteristics in different scenarios and situations. Therefore, all this diversity needs to be considered and give the teacher the conditions to qualify and be able to deal with this whole situation (PERIPOLLI, BEMME and ISAÍAS, 2021; SILVA and BIANCHINI, 2020; BARBOSA, BARBOSA and CUNHA 2020; SANTOS, 2019; WOLFFENBUTTEL and ELTZ, 2019)

Pedagogical practices need to be in tune with the educational model and with the goals to be achieved at school; especially with student learning. This is important to discuss because each institution brings its reality and demands. Every proposal for continuing education needs to recognize that teachers are involved in a scenario with legislation, principles, ways of functioning, culture, specific realities of each region; Therefore, recognizing that the teaching activity does not only involve vocation or good will, but must be a properly planned activity so that real opportunities for training and education are achieved. Through very well-designed training processes that allow for quality education and up-to-date with the routines of the world.

Reflection is essential in this process. It is necessary to recognize that teaching practices are the result of daily exercise and the way in which teachers carry out education. Therefore, care must be taken with the way this routine is developed. It is necessary to have a process of constant reflection with the teaching actions so that there is a reflection of the practice and the resignification of the pedagogical and educational



processes. The importance of this is the improvement of continuing education processes and the teaching-learning process itself.

## 2.2 REFLECTION OF PRACTICE

Continuing teacher education needs to start from the context of teachers themselves, and reflection on practice needs to be included in this process. Be placed as a strategy to re-signify the actions of teachers. The reflection of practice has the potential to provoke engagement, interest and resignification of pedagogical practices (ZEICHNER, 2008; NÓVOA, 1992; NÓVOA, 2019; RODRIGUES, 2021; SILVA et al. 2021; PERIPOLLI, BEMME and ISAÍAS, 2021; SILVA and BIANCHINI, 2020; BARBOSA, BARBOSA and CUNHA 2020; SANTOS, 2019; WOLFFENBUTTEL and ELTZ, 2019; and, MOTA and SOUSA, 2019). This is because, when the teacher reflects on his/her own action and professional practice, he/she is able to assess the way in which he/she has developed his/her practices and, thus, be able to re-signify his/her actions.

The BNCC (BRASIL, 2017) established that teachers are responsible for developing skills and competences with students. This is a very complex mission. Help students develop desired skills. Therefore, education needs teachers capable of developing such goals and this is only possible through continuing education that leads them to a process of continuing education that generates qualification.

According to the work of authors Perrenoud (2002), Zeichner (2008) and Silva and Bianchini (2020), continuing teacher education leads professionals to reflect on what is happening beyond the classroom. Awakening professional knowledge that elevates the teaching profession to an epistemological investigation of more assertive professional practices for the learning phase of each student. The authors also reveal some existing conflicts in school environments and that continuing education can offer great help in this matter. Therefore, school spaces are divided into a duality. Some institutions are still observed working with content developed strictly in the classroom, while others work in a transdisciplinary way involving content intrinsic to the lives of the students themselves. On the other hand, teachers are held hostage by an educational policy that provides a mapping of the contents that must be addressed in the classroom. On the other hand, they become restless when they realize that they need to glimpse innovative knowledge in the face of the world in motion. In this context, continuing education needs to include reflective actions so that professionals give new meaning and give meaning to their pedagogical practices.

Reflection on practice has great potential to assist in teacher training. It can help in the construction of teaching competences, in engagement, in the mobilization of knowledge; but for all this to happen it is necessary that the reflection of the practice is intrinsically associated with the training of teachers. “This reflexive posture and the habitus that corresponds to it are not built spontaneously. If we want to transform the teaching profession into a full and integral profession, training – initial and continuous – must develop a reflective attitude”. (PERRENOUD, 2002, p. 44). Thus, the reflection of practice must be considered an internal action of the teacher training process and must take into account the institutional reality and the participating subjects.

This reflection process needs to start from the principle that the teacher is inside an educational institution and from this reality it is necessary to think about how to do and redo this work. And it is a continuous construction, because every day the teacher has the possibility of replicating the way his work is developed or modifying it. However, reflection on practice is not a process that occurs alone. It is necessary for people to be encouraged to participate in moments of continuing education to awaken reflective action on their own practice (ZEICH, 2008).

Although the BNCC (BRASIL, 2017) and many other documents establish the need for continuing education, what is perceived is that there are still some misunderstandings, resistance or the erroneous transformation of continuing education into lectures or short-term processes. Errors that cause serious damage and formative interruptions. Thus, what is perceived is that the reflection of the practice only happens if it is developed in a formation that is in fact continuous and that the teachers are pedagogically stimulated to think and to be interested in the formation.

According to Perrenoud (2022), the practice of reflection is not present in teacher training curricula. What has been causing damage to the teaching processes. Therefore, reflection on practice should be encouraged and included in training curricula. Because, if we really want an education in which the teacher is a complete individual, with comprehensive training and capable of developing quality education; it is necessary to encourage initial and continuing education to develop a reflective attitude towards the teacher. So that their knowledge, knowledge and practices can be fed back.

Zeich (2008) organized some understandings about the reflection of practice in teaching practice. According to this author, reflection needs to be present in continuing education and should be used to 1) help teachers to reproduce practices that are more adjusted to the school, pedagogical and students' reality; 2) stimulate teaching reflections



for the management of technical, methodological and teaching-learning process issues; 3) help teachers to develop routine reflections about their teaching process; and 4) help teachers to reflect collectively and individually.

Reflection on practice is a process capable of provoking effective changes. It leads the teacher to reproduce the curriculum and its teaching methods with more quality. The teacher is technically qualified and starts to develop his practice with competence, quality and criticality. He begins to develop his role to make decisions based on a more judicious perception of his own work. In this way, reflection is seen as the practice of improving the profession. Because it generates results both for work, and also improves the social aspect of education. "Reflection as a social practice that takes place in communities of teachers who support each other and in which one supports the growth of the other. Being challenged and, at the same time, supported by social interaction is important to help us" (ZEICHNER, 2008, p. 543).

The reflection of the practice allows the teacher to structure his work in a globalized knowledge. And not in a process full of ruptures as is still observed. According to the author Morin (2002) it is necessary to understand that the education of the future needs well-trained teachers prepared for social changes. According to this author, the reflection of practice needs to reveal the defragmentation of teaching as its main focus. For the existence of a Cartesian education was still perceived, with barriers to the formative process of the students and with limitations between the disciplines. This prevents knowledge from being developed globally and with interdisciplinarity. Continuing education needs to bring these issues into a reflective context. They need to use reflection to awaken a formation process that contemplates greater educational possibilities. And this education, based on comprehensive training, needs to reflect on teaching practices. The act of reflecting is what makes the subject realize the need to improve his actions, review his practices and be able to re-signify his professional practice.

Paulo Freire, through his book *Pedagogy of autonomy* (FREIRE, 1926), released in 1926, revealed that reflection is a process that needs to be present in every educational action, as subjects need to be stimulated to develop their curiosity, creativity and its completeness. Learn and relearn. And reflection manages to awaken all these questions. For Freire, reflection is what makes teacher training a possibility to improve education. "In the permanent training of teachers, the fundamental moment is critical reflection on

practice. It is by thinking critically about today's or yesterday's practice that the next practice can be improved. (FREIRE, 1996, p. 39).

Continuing teacher education has the potential to help professionals develop a constant update of their work through reflection on practice. But for this it is necessary to develop moments for teachers to get used to this reflective action. The benefits of this strategy are to make teachers think of themselves as a constant self-assessment. But evaluation from the point of view that the teachers themselves are the evaluators to understand what their own practices are like.

Thus, the reflection of the practice finds from 2019 in the BNCC (BRASIL, 2017) and in the National Base for Teacher Training (BRASIL, 2019) the need to structure a continuing education based on social demands, on the aspirations arising from this legislation and also of the educational environment in which the subjects are inserted.

### **3 RESEARCH METHODOLOGY**

The research was developed through the scientific-technological method (NASCIMENTO-e-SILVA, 2012; and 2019). The method structured the work in four basic steps: the structuring of the guiding question, the collection of scientific data, the organization of information and the architecture of the response. Based on the steps of the method, the work was organized in a logical structure.

First the introduction, bringing the main approaches on the subject, and the problem encountered. Then, the theoretical framework, highlighting some of the authors and documents that supported the work. Then the methodology, which established the work strategies to achieve the desired results. The results and the discussion were the space for the synthesis and highlighting of the main inferences and deductions made based on the scientific literature. The conclusion synthesized all the results achieved throughout the work. And, finally, the theoretical framework organized the scientific bases to demonstrate the works that gave veracity and robustness to the research.

### **4 RESULTS AND DISCUSSION**

It seems assertive to raise the hypothesis that the reflection of the practice associated with the continuing education of teachers is capable of generating beneficial results for the teaching-learning process. But for that, some actions are necessary: 1) that there is the promotion of a process of permanent education that is reflective and based on the action-reflection-action relationship; and that is capable of enabling the critical-

creative process; 2) that continuing education be developed in a theoretical-practical format, in which there is a relationship between practice and theories and that they can be developed in a unified way; make a quality process robust and effective, thus achieving a more effective teaching-learning process; 3) this training needs to provide theoretical support to the participating teachers, as it is necessary to start from a conceptual repertoire so that teachers can develop a didactic transposition between theory and the activities developed in the classroom and, from that, develop a reflection on practical pedagogical actions that can be improved; 4) it is necessary that training values didactic-methodological diversity; thus, it is necessary to consider the possibilities of developing active methodologies, methodological alternatives, integrative curricula, planning of interdisciplinary actions and so on; 5) it is necessary to encourage teachers to put into practice the learning developed during their training. It is necessary that teachers reflect on their practices, methodologies, pedagogies, new developed content. Encourage teachers to take ownership of this information and put all this knowledge into practice.

Continuing education in the context of reflection has the potential to awaken practices in a collaborative, proactive way and with the awakening of the protagonist role of the participating subjects. Another important point is that reflection on the practice needs to be developed together and collaboration needs to be the basis of this action. Both teachers and pedagogical coordination teams, principals and the school community, in general, need to be part of this process. This is so that the pedagogical practices reflect the dialogue with the school community. Therefore, it is necessary to bring the training meetings closer to the professionals who are involved in attending the school. This diversity guarantees essential dialogues to broaden the reflection of a work that must be proposed to meet the demands of the school community. This is because the teaching profession is not limited to itself, but reflects the service that must be extended to the entire community; that is why it is necessary to bring this school community into the context of the discussion (ZEICHNER, 2008; and, MORIN, 2002).

In summary, reflection on practice can be an excellent strategy to strengthen the process of continuing teacher education; once it manages to put the pedagogical actions on the agenda. Also enabling the emergence of new proposals, new ideas and visions and perceptions about the educational process that is being constituted. However, it is not enough to have training based on reflection, it is necessary that there is continuity throughout the year and the effectiveness of these training spaces. It is not enough for events to take place at different times with training through reflection on practice. On the

contrary, it must be a frequent and routine action so that reflection becomes something habitual in the actions of teachers.

Reflection on practice has the possibility to deepen everyday reflections, deepen issues of the teaching reality, involve teachers more in the organizational climate and help teachers adapt to a routine of reflection on their actions.

Pedagogical practices, when planned in this way, start to generate results, valuing the diversity of methodologies and reflection is present in the training processes. It is not only the classes that can improve, but also the emergence of different teaching strategies, bringing the school community closer and innovating the training processes.

However, it is also necessary that the proposal be assumed as the responsibility of the entities involved. And this responsibility cannot fall solely on teachers. The participation of the school, community, teacher trainers is necessary and, thus, all the elements involved are called upon to assume this responsibility. For, as already mentioned, this is a collective process, which requires the responsibility and effective participation of the entire school community.

Finally, it is necessary to understand that the strategies used in training situations cannot be linked to the internal environment of the institution. Although it is recognized that it is necessary to value its internal public and the institutional reality and its subjects; it is necessary to understand that this cannot be limited only to the institutional environment. It is necessary to take into account external actions and guidelines, such as research, legislative guidelines, basic laws and also recommendations arising from research investigations in the educational field. For example, in the work of Guimarães and Matias (2020), it is understood that the reflexive process in teacher training gains a lot when it involves research studies by universities, researchers and thus managing to enrich the training process. In this sense, it is worth noting that the National Curricular Common Base itself (BRASIL, 2019) guides that institutions have an alignment with academic and research institutions. “Continuing education, understood as an essential component of teacher professionalization, must be integrated into the daily life of the educational institution and consider the different teaching knowledge and experiences, as well as the pedagogical project of the Basic Education institution in which the teacher works” (BRAZIL, 2019, page 13).

The reflection of the practice must be aligned with the daily life of the institution and also with the fields of investigation and research close to the reality of teachers in training. This is because it strengthens and enriches the proposal for continuing education.

Which must involve the entire theoretical and practical set that is involved with teachers. The intention of this is that the training is to serve the community and is focused on the demands of this reality. Thus, it is possible to foster a collaborative, holistic and meaningful proposal for the subjects.

Continuing teacher education benefits from the strategy of reflection on practice because teachers are encouraged to be part of a process that is truly ongoing and that takes into account the whole set that surrounds them. It is not just about training based on precepts restricted to the institution, but about continuing training that transcends institutional reality, laws, regulations and regimental guidelines; and thus, it must be constituted with a process that works in a holistic way.

## 5 CONCLUSION

The work allowed to conclude that the reflection of the practice can be an excellent strategy to strengthen the process of continuous formation of teachers. Because it puts pedagogical actions on the agenda and enables the emergence of new proposals, new ideas, visions and perceptions about the educational process. It has the possibility of deepening the themes of the teaching reality and involving the subjects in the organizational climate and helping the teachers in the adaptation of a routine of reflection on their actions.

The investigation allowed us to identify that the continuing education of teachers associated with the reflection of practice as a strategy leads to positive results to awaken significant pedagogical practices; but that some actions are necessary for the reflection of the practice to reach its objectives: 1) That there is the promotion of a reflective permanent education based on the action-reflection-action relationship; be critical-creative; 2) that it is developed through a theoretical-practical format, in a relationship of practice and theories in a unified way; make an educational process robust and effective; 3) theoretical contribution for teachers to develop a didactic transposition between theory and activities developed in the reflection on pedagogical actions that can be improved; 4) appreciation of didactic-methodological diversity; with possibilities to develop active methodologies, methodological alternatives, integrative curricula, planning of interdisciplinary actions and; 5) encourage teachers to put into practice the learning resulting from the training.

Reflection on practice is a strategy that allows teachers to understand that initial training does not end their responsibility as a teacher, but that it is necessary to develop a constant analysis, evaluation and reflection on their pedagogical practices. Institutions,

on the other hand, need to support teachers so that they can participate in formative moments and also create conditions so that they have the time and conditions to exercise these formative moments. Another point is that the responsibility for continuing education should not fall only on teachers, but a joint responsibility between the institution, directors, teachers and the school community. Everyone must contribute to a dialogic environment that helps the teacher to participate in the planned training processes. This reflection process serves as feedback, in which teachers exercise reflection and from there they can make new decisions, in a more assertive way that gives more quality to the educational process.

It is assumed that there must be an open space for dialogue and constant stimulation so that teachers can participate and develop their reflections without judgment, freely and with all the necessary institutional support so that they can do and redo without fear of being judged or punished. This freedom is what makes the reflection of practice something true and meaningful for teachers, so that they can develop a re-signification of their pedagogical practices. This is what will lead to the construction of new pedagogical practices in a more autonomous, proactive and creative way.

Finally, it is also concluded that the reflection of practice has many possibilities to offer as long as it is treated in a continuous way, not just sudden or empty moments. It needs to be planned, organized and strategic to happen over periods. Never as isolated periods. And it must be linked to the interests of teachers, so that it is interesting and attractive to the participating subjects.



## REFERENCES

- ALMEIDA, H. A., & da Silva Diniz, R. E. (2021). Reflexões de professoras de ciências sobre as analogias: uma experiência formativa pautada nos princípios de reflexão e colaboração. **Revista Valore**, 6, 822-834.
- ARAÚJO, FDAA (2021). Prática docente: saberes e fazeres na era da informação. **Revista Ibero-Americana de Humanidades, Ciências e Educação**, 7 (2), 12-12.
- AZEVEDO, H. L. (2020). **Anais IV colôquio de ciãšncias naturais e matemã tica â€“iv cocin (resumos simples)**. Scientific Electronic Archives, 1-67.
- BACH, C. B.; GUASSELLI, M. F. R. (2020). Percepções sobre formação continuada na rede municipal de ensino de Novo Hamburgo e a parceria com o PPG em Linguística Aplicada da UNISINOS. In: GUIMARÃES, A. M. M.; CARNIN, A. (org.). **Formação continuada de professores de Língua Portuguesa: a importância do coletivo para a ressignificação do trabalho de ensinar**. Araraquara: Letraria.
- BARBOSA, Á. J., BARBOSA, M. C., & CUNHA, M. R. (2020). **A escola como espaço de formação permanente do professor**. Seminário de Formação do Cefapro, 2(1), 41-51.
- BATISTA, T. P., & dos SANTOS, E. G. (2020). **O PIBID e a formação continuada dos professores supervisores da área de ciências da natureza: ressignificação da prática docente**. Salão do conhecimento, 6(6).
- BERNARDES, C. M., SILVA, J. S., & DITOMASO, A. (2021). **Formação continuada de professores em uma unidade de ensino da rede pública estadual no município de Santa Helena de Goiás-Goiás: resistência ou desafio?**. Research, Society and Development, 10(16), e324101623381-e324101623381.
- BRASI. **Conselho Nacional de Educação**. (2019). 3ª versão do parecer (Atualizada em 18/09/19) Assunto: Diretrizes Curriculares Nacionais e Base Nacional Comum para a Formação Inicial e Continuada de Professores da Educação Básica. Disponível em: <http://portal.mec.gov.br/docman/setembro2019/124721-texto-referencia-formacao-de-professores/file>. Acesso em: 30 jun. 2021.
- BRASIL. (2017). **BASE NACIONAL COMUM CURRICULAR: documento de caráter mandatório que orienta a formulação dos currículos escolares**. Brasília, DF: Ministério da Educação.
- CAJUEIRO, D. D., DE PINA, E. A., e GONÇALVES, T. V. O. (2021). Reflexão sobre a ação: experiências formativas de professores sobre a aprendizagem escolar. Amazônia: **Revista de Educação em Ciências e Matemáticas**, 17(39), 61-72.
- CIRINO, C., PAULO, M., & CAMPOS, V. (2021). **Conteúdos de aprendizagem do judô: da prática tradicional às novas abordagens pedagógicas**. Journal of Sport Pedagogy and Research, 7(4), 4-13.

COSTA, A. G., MENDES, C. M. S., & GOMES, L. M. (2019). **AValiação DE DESEMPENHO E FORMAÇÃO DE PROFESSORES NA EDUCAÇÃO BÁSICA SOBRALENSE: BREVES NOTAS.**

COSTA, M. D. G. S. D. (2020). **Formação continuada de professores em instituições de ensino superior confessionais de Pernambuco: concepções e práticas.**

FELÍCIO, MSNB, MENEZES, DB, e NETO, HB (2021). **Sequência Fedathi para a mudança de prática: estudo** de caso de uma experiência com o teatro científico. Revista Teias , 22 (64), 132-150.

FLOR, M. G. (2021). **FORMAÇÃO CONTINUADA E RESSIGNIFICAÇÃO DA PRÁTICA PEDAGÓGICA DO PROFESSOR DA EDUCAÇÃO INFANTIL: DESAFIOS E PERSPECTIVAS**, 2021.

FREIRE, P. A. (1991). **Educação na Cidade**. São Paulo: Cortez.

FREIRE, Paulo. (1996). **Pedagogia da autonomia: saberes necessários à prática educativa**. São Paulo: Paz e Terra.

FRONZA, et al. (2021). Prática educativa inclusiva na formação inicial do professor de matemática: ações e reflexões sobre o ensino de equações. **Educação Matemática em Revista-RS**, 2(22).

GATTI et al. (2019). **Professores do Brasil: novos cenários de formação**. Brasília, DF: UNESCO.

GOMES, et al. (2022). **Vamos refletir sobre a prática?** A aplicabilidade de uma ferramenta reflexiva para sustentar o raciocínio profissional em terapia ocupacional. Cadernos Brasileiros de Terapia Ocupacional, 30.

GUIMARÃES, A. M. M.; MATIAS, J. (2020). **O papel do coletivo na formação continuada de professores: as comunidades de desenvolvimento profissional**. ReVEL, edição especial, v. 18, n. 17, 2020. Disponível em: <http://www.revel.inf.br/files/11b06398bc140e30084ee901c8899251.pdf>. Acesso em: 31 dez. 2020.

LAURINDO, A. P., DA SILVA, J. A. P., & NEVES, M. C. D. (2020). **EDUCAÇÃO PARA A CIÊNCIA E CTS: UM OLHAR INTERDISCIPLINAR.**

MOMETTI, C. (2021). **Operadores Culturais e a Prática Pedagógica na Educação Matemática nos Anos Iniciais**. Boletim Cearense de Educação e História da Matemática, 8(23), 1202-1218.

MORIN, Edgar. (2002). **Os sete saberes para a educação do futuro**. Lisboa: Instituto Piaget.

NASCIMENTO-E-SILVA, D. (2012). **Manual de redação para trabalhos acadêmicos: position paper, ensaios teóricos, artigos científicos, questões discursivas**. São Paulo: Atlas.

NASCIMENTO-E-SILVA, D. (2019). **Manual do método científico-tecnológico**. Florianópolis: DNS Editor, 2019.

NORDI, A. B. D. A., OGATA, M. N., e MACHADO, M. L. T. (2022). Experiência de disciplinas do Programa de Estágio Supervisionado de Capacitação Docente na pósgraduação: reflexão e potência no ensino superior. **Interface-Comunicação, Saúde, Educação**, 26, e210342.

NÓVOA, A. (1992). **Os professores e sua formação**. Lisboa: Dom Quixote.

NÓVOA, A. (2001). Professor se forma na escola. Nova Escola. Edição 142. Maio.

NÓVOA, A. **Os Professores e a sua Formação num Tempo de Metamorfose da Escola**. Disponível em: <https://seer.ufrgs.br/educacaoerealidade/article/view/84910>. Acesso em: 31 dez. 2020. ISSN: 2176-8501 Revista Conhecimento Online | Novo Hamburgo | a. 13 | v. 3 | set./dez. 2021.

PEREIRA, F. K., & ZAGONEL, I. P. S. (2021). Programas de desenvolvimento docente como ativadores da prática reflexiva de processos de aprendizagem: revisão integrativa. **Espaço para a Saúde**, 22. saúde (Online), 774-774.

PERIPOLLI, P. Z., BEMME, L. S. B., & de AGUIAR ISAIA, S. M. (2021). **Formação continuada de professores de Matemática com foco em contexto online, Educação Financeira, metodologias ativas e fluência tecnológica e pedagógica: uma revisão bibliográfica**. Revista de Ensino de Ciências e Matemática, 12(3), 1-24.

PERRENOUD, Philippe. **A Prática Reflexiva no Ofício do Professor: Profissionalização e razão pedagógica**. Porto Alegre: Artmed Editora, 2002.

PLACIDO, R. L., ALBERTO, S., e PLACIDO, I. T. M. (2021). A DOCÊNCIA E A FORMAÇÃO CONTINUADA: UM COMPROMISSO NO EXERCÍCIO DA PROFISSÃO. *Formação@ Docente*, 13(1), 30-53.

RODRIGUES, M. B. (2021). **Tecnologia digital e aprendizagem de música no contexto da educação básica**.

SCHMITT, L. Z., & ZANON, L. B. (2021). A PESQUISA COMO PRINCÍPIO PEDAGÓGICO NA RECRIAÇÃO DA PRÁTICA DOCENTE ESCOLAR. **Tecné, Episteme y Didaxis: TED**, 1289-1294.

SCHÖN, D. A. (1992). Formar professores como profissionais reflexivos. In: NÓVOA, António (Coord.). **Os professores e sua formação**. Lisboa: Dom Quixote.

SILVA et al. (2021, August). **Relato de uma Formação Continuada sobre Pensamento Computacional e Cultura Maker para Professores da Rede Municipal de Feira Nova-PE**. In Anais do VI Congresso sobre Tecnologias na Educação (pp. 215-224). SBC.

SILVA R. C. M., e BICA, B. F. (2021). Educação Significativa como Prática de Estágio Curricular. **Revista Pleiade**, 15(32), 38-45.

SILVA, A. A., & BIANCHINI, B. L. (2020). **Mapeamento das teses brasileiras relacionadas à formação continuada de professores que ensinam matemática: período 2007-2018.** Revista Eletrônica de Educação Matemática, 15(2), 1-22.

SILVA, A. A., & BIANCHINI, B. L. (2020). **Mapeamento das teses brasileiras relacionadas à formação continuada de professores que ensinam matemática: período 2007-2018.** Revista Eletrônica de Educação Matemática, 15(2), 1-22.

SILVA, K. C., e AMORIM, S. M. B. (2022). Tecendo diálogo entre prática pedagógica e a identidade do educando da educação de jovens e adultos. **HUMANIDADES E TECNOLOGIA (FINOM)**, 33(1), 57-6.

SILVA, R., SANTOS J. R. R., e PEREIRA, R. G. (2021). Formação pedagógica na enfermagem: reflexão para a prática. **Revista Eletrônica Acervo Enfermagem**, 15, e9080-e9080.

SILVA, Z. S. (2022). História e gênero: uma reflexão sobre a prática docente e a heteronormatividade no ensino fundamental, anos finais. **Revista Ibero-Americana de Humanidades, Ciências e Educação**, 8(1), 1713-1729.

SOUSA, J. D. S. (2019). **A influência da formação dos docentes no processo ensino e aprendizagem da Escola Municipal Barra da comunidade quilombola-kalunga do município de Monte Alegre de Goiás dos alunos de 1º ao 5º ano.** Repositorio de Tesis y Trabajos Finales UAA.

VITAL, S. C. C., & da CUNHA URT, S. (2019). **COACHING: proposta inovadora para a formação continuada de professores?**—reflexões a partir da teoria histórico-cultural e da pedagogia histórico-crítica.

WOLFFENBUTTEL, P. P., & ELTZ, P. T. (2019). **A escrita docente como estratégia para reflexão sobre a prática educativa no curso de especialização em educação.** Brazilian Journal of Development, 5(8), 12805-12820.

ZEICHNER, K. (1993). **A formação reflexiva de professores: ideias e práticas.** Lisboa: Educa.

ZEICHNER, K. (2008) Uma análise crítica sobre a “reflexão” como conceito estruturante na formação docente. Educação e Sociedade: **Revista de Ciência da Educação, Campinas**, vol. 29, n. 103, p. 535-554, maio/ ago. 2008 Disponível em: <https://www.scielo.br/pdf/es/v29n103/12.pdf>. Acesso em: 3