

TEACHER EDUCATION FOR UNDERGRADUATES: POSSIBILITIES FOR NOVICE TEACHERS

FORMAÇÃO DOCENTE PARA BACHARÉIS: POSSIBILIDADES PARA PROFESSORES NOVATOS

FORMACIÓN DOCENTE PARA LICENCIADOS: POSIBILIDADES PARA PROFESORES NOVATOS

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ABSTRACT: Many professionals are early in teaching and in many cases, showing pedagogical unpreparedness. The article aims to reflect on the teacher considered a novice and his teacher formation process. This study of theoretical reflection had as guiding questions: how is a novice teacher constituted? What are the main dilemmas faced by this one? How can teacher education help in problematic situations? The results suggest that the possibility of formal formation is widely considered and that proposals for teacher formation to use strategies in addition to those that only stimulate reflection on teaching practice itself. They can help, but not replace formation, in this process: observation of the practice of colleagues and horizontal learning with peers, use of the reflective portfolio, collaborative studies, such as Lesson Study, creation of communities of practice and adoption of the period of professional induction. We reiterate institutional support as essential. Based on these reflections, we intend to contribute to teaching practice, emphasizing that teacher formation strategies are part of a broad formation process.

KEYWORDS: Teaching. Teacher education. Research in nursing education.

RESUMO: *Muitos profissionais inserem-se precocemente na docência e em muitos casos, apresentando despreparo pedagógico. O artigo objetiva refletir sobre o professor considerado novato e seu processo de formação docente. Este estudo de reflexão teórica teve como questões norteadoras: como constitui-se um docente novato? Quais os principais dilemas enfrentados por este? Como a formação docente pode auxiliar em suas situações*

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problemáticas? Os resultados sugerem que a possibilidade de formação formal seja amplamente considerada e que propostas de formação docente utilizem estratégias para além daquelas que estimulam unicamente a reflexão sobre a própria prática docente. Podem auxiliar, mas não substituir a formação, neste processo: observação da prática dos colegas e aprendizagem horizontal com os pares, uso do portfólio reflexivo, estudos colaborativos, como Lesson Study, criação de comunidades de prática e adoção do período de indução profissional. Reiteramos como imprescindível o apoio institucional. A partir destas reflexões, intencionamos contribuir para a prática docente, salientando que estratégias de formação docente são parte de um amplo processo de formação.

PALAVRAS-CHAVE: *Ensino. Capacitação de professores. Pesquisa em educação de enfermagem.*

RESUMEN: *Muchos profesionales ingresan precozmente en la docencia, presentando muchas veces falta de preparación pedagógica. Este artículo objetiva reflejar acerca del profesor novato y su proceso de formación docente. Este estudio de reflexión teórica tuvo como principios las cuestiones siguientes: ¿Cómo se forma un docente novato? ¿Cuáles sus principales dilemas? ¿Cómo la formación docente puede auxiliar sus situaciones problemáticas? Los resultados sugieren fuertemente que se considere la posibilidad de estudios formales y que propuestas de formación docente utilicen otras estrategias además de las que estimulan únicamente la reflexión acerca de la misma práctica docente. En este proceso, pueden auxiliar, sin embargo no reemplazan la formación, los siguientes métodos: observación de la práctica de compañeros profesores y aprendizaje horizontal en parejas, utilización del portafolio reflexivo, estudios colaborativos, como Lesson Study, creación de comunidades de práctica y constitución de un período de inducción profesional. Reiteramos como imprescindible el apoyo institucional. A partir de estas reflexiones, es nuestra intención contribuir para la práctica docente, subrayando que estrategias de formación docente son parte de un amplio proceso de estudios.*

PALABRAS CLAVE: *Enseñanza. formación del profesorado. Investigación en educación de enfermería.*

Introduction

“My first day as a teacher? I remember! On Monday morning, I started as a nurse in the Intensive Care Unit (ICU) and in the evening, internship supervisor of the Technical Course in Nursing. The invitation came from the course coordinator, who had already worked with me, during graduation, while working as a nursing assistant in a pediatric ICU. I survived Monday! What a day, with many emotions! On Tuesday, I get the call from the coordinator, who needed to talk. I was overcome with anxiety, fear of having done something inappropriate and I went over the previous day countless times, to try to find something that could have gone wrong and nothing! To my surprise, she invited me to teach a theoretical discipline. According to the coordinator's report, the invitation came when considering my

knowledge in the area and my assistance skills. I readily accepted, due the surprise and relief of not having made any mistake, for the professional recognition, for the possibility of supplementing income and for the opportunity to teach what I knew. She handed me the handout, indicated the content, introduced the school and briefly the work flow. "Ah, it starts tomorrow, ok"? And I left with the handout, the exchange of the internship for the theoretical class and I had forgotten that I would have 24 hours to prepare a class and that I would be a teacher. As soon as I entered the room, I opened the booklet and started my first monologue in teaching". (Daniela, author 1, our translation).

This report intends to address the beginning in teaching of many newly graduated nurses, who go to classrooms stimulated by the most diverse reasons and have in common, in part of the cases, the pedagogical unpreparedness to start the teaching exercise. From this very first moment, until the development of a certain experience, there is a contrast between the initial utopias and the reality of everyday life in the classroom, and this mismatch can generate a period of intense learning (VEENMAN, 1984).

Graduates in their fields who become teachers have been the object of study with more emphasis in the last ten years, largely due to the growing number of public and private institutions (the latter, in exponential growth) that, from the creation of new courses of graduation, demands more professionals to teach. There is a reality that deserves attention from the point of view of pedagogical preparation for teaching in higher education, as well as in technical schools: they are professionals who, for various reasons, enter teaching to educate new professionals, and who, therefore, do not have formation for this, since there is no such formal requirement for entry into the role of teacher.

In addition to discussing teacher professionalization, with courses structured as a formal prerequisite for this, since we understand this need as utopian for the Brazilian reality, we intend to reflect on the marked implications in the teaching practice of these professionals who assume themselves as teachers, generating repercussions in multiple dimensions, among which we highlight the quality of teaching and student demands. In this scenario, it is also important for us to think about the universe of someone who wants or does not want to teach, but who perceives himself in front of what may be his only possibility of work, even if only in a momentary way. This beginner in teaching is understood here as a novice teacher, that is, one with up to five years of professional experience (IMBERNÓN, 2011; SHULMAN, 2005).

The problems faced by novice teachers turn out to be part of their empirical formation. This can be a source of imbalance and unlearning for changing conceptions and educational practices that allow the resolution of problematic situations (IMBERNÓN, 2011).

From this context, we will present some considerations that refer to the novice and some practices of the European teacher formation model, situating its main problematic situations, with some possibilities of coping and advances in teacher formation strategies. We chose this model from our experiences in doctoral and post-doctoral internships⁵. For this, methodologically, some guiding questions stimulated the search for these answers: how is a novice teacher constituted? What are the main dilemmas faced by this one? How can teacher education help in your problematic situations?

Method

It is a study of theoretical reflection based on the authors' experience with teacher education studies and in the literature on the subject⁶. We assume the defense of a teacher formation in addition to that which is empirical, which almost always occurs through trial and error, as well as that based on reflexive processes only. The article presents the following elements for this reflection: What it is like to be a novice teacher; main dilemmas of novice teachers; Teacher formation as a strategy: mentoring and learning with peers; professional induction program in Europe; Portfolio; Lesson Study; Communities of Practice and Institutional Support.

The novice condition applies to any bachelor who starts his teaching career, regardless of his basic university education. The so-called Pedagogical Knowledge of Content (CPC) of Shulman (2005) stands out for the individual need of the teacher to perform the fusion between content (material) and pedagogy, which allows the transformation of the first into something to be taught and teachable to the students. Thus, problematic situations experienced by newcomers can assist them in the development of CPC, improving the quality of the education offered.

⁵ The references used to compose this review comprise studies by the Teacher Formation and Pedagogical Innovation Group (FODIP) and references indicated by FODIP professors, during the period of the sandwich doctorate at the *Universidad de Barcelona* (UB), as well as studies by the Research Laboratory and Technology in Education in Nursing and Health (EdEn), from the Postgraduate Program in Nursing at the Federal University of Santa Catarina/Brazil.

⁶ The manuscript originates from the doctoral thesis, entitled: “*O Professor Enfermeiro Novato da Educação Profissional Técnica de Nível Médio e o Conhecimento Pedagógico do Conteúdo de Lee Shulman*” (The Novice Nurse Teacher of Technical High School Education and the Pedagogical Knowledge of Lee Shulman's Content), presented to the Postgraduate Program in Nursing at the Federal University of Santa Catarina / Brazil.

Novice teacher, problematic situations and possibilities

The novice teacher is characterized by having little or no experience as a teacher (UBILLUS; ROMERO, 2017). For Medina, Borrasca and Sánchez (2005), this period presents varied demands and can be a source of anguish, uncertainty and insecurity, as it is marked by the recognition of new interactions between their own perspectives, beliefs and practices with reality, generating profound repercussions on their professional identity.

Being in the classroom for professionals who are specialists in their fields, whose formation obviously does not include content or practices related to teaching, comes from a peculiar reality that denotes mismatch in teacher formation, either due to the lack of formative options or the absence of legal requirements for entry to higher or secondary education. Faced with a reality in which teaching may even be the second option, as an income supplement or something for which the professional is less dedicated, the challenges intensify and present themselves latent numerous times.

The first year in the classroom is considered to be the most critical, more pragmatic than reflective, marked by the absence of pedagogical knowledge, lack in the sense of incorporating theory into practice, in addition to the sudden increase in the volume of activities (MEDINA; BORRASCA; SÁNCHEZ, 2005; FLORES, 2009; FREIRE; FERNÁNDEZ, 2015).

At this moment, to base his practice, the novice values his previous experience as a student, with his ideas and beliefs about the meaning of being a teacher and about teaching (FLORES, 2009). And this uncritical imitation of other teachers' conduct ends up guiding their teaching action (GARCIA, 2009; ZEBALLOS, 2009).

Teaching is a complicated task and it is up to the school to take a close look at the teachers who work there. This view of teacher education must focus on one of the most important, but also most neglected, stages of learning to teach, the period of professional insertion (GARCIA, 2009; ZEBALLOS, 2009; CAMPOS, 2012).

Demands and specificities of novice teachers

In a study to learn about these main difficulties, it was identified that they are primarily related to: concerns about their own competence; inexperience with audiovisual resources; difficulty in carrying out planning; excessive workload; relationship with students; knowledge of institutional routines; insufficient pedagogical preparation and inadequate support in their acting schools (VEENMAN, 1984).

They arise as problematic situations in addition to the absence of pedagogical formation: conflicts between being a teacher and being an expert in a certain area, relationships with peers and students, valuing only professional care experience, teaching work organization, public hiring policies and work regime, among others (LAZZARI; MARTINI; BUSANA, 2015).

The classroom routine, the selection of contents and the methods to teach them, the evaluation of students and the need for failure, the administrative demands of schools, the need to incorporate the concepts of the Pedagogical Course Project in order to form certain professional profile are concerns that take shape throughout the teaching routine.

Certainly novice teachers are not completely unaware of the processes related to teaching. Understanding their beliefs about teaching helps them to interpret their experiences (IMBERNÓN, 2011; GARCIA, 2009). Thus, the novice must understand that teaching is not limited to explaining, reproducing and transmitting content, but creating and generating contexts rich in learning opportunities, providing meaningful learning (MEDINA; BORRASCA; SÁNCHEZ, 2005).

And to achieve this purpose, some learning needs must be met, such as learning to encourage students to participate actively in classes, improving group work processes, enhancing students' reflection and stimulating their autonomy (BOZU; MANOLESCU, 2010).

These characteristics value the students' previous knowing and knowledge, starting from the reality where they are inserted, stimulating dialogue and reflection, where the teacher acts as a mediator of the construction of knowledge (SOUZA; MOCELIN; DANIELSKY; BACKES, 2018).

The idea is to link formation with the practice and interests of novice teachers, developing a program that offers the basic skills for teaching and the skills to evolve in teaching (CAMPOS, 2012).

Thus, the first years should be an opportunity to help novices to become adaptive experts, who are able to learn throughout their lives (GARCIA, 2009). And for this, the proposal for teacher formation must be of a constructivist nature, where reflection on practice is part of the activities (ZEBALLOS, 2009).

Next, we will comment on some possibilities that go in this direction of reflection on the practice itself.

Mentoring and horizontal learning with peers (experienced teachers)

Learning to be a teacher is a complex process and the transforming activity takes place through the relationship established with the world and with others, thus learning to recognize and build new meanings from the practice of the other and this implies the connection with other teachers. more experienced (FREIRE; FERNÁNDEZ, 2015). In this way, observing the practice of more experienced teachers allows the novice to reflect on the teaching style he wants for himself, in addition to facilitating integration with the team, allowing the sharing of ideas, clarification of doubts and exchange of experiences (BORGES; GONZALÉZ, 2017).

Observing the practice of the other (novice observing the experienced or vice versa, or yet another novice observing the practice of the novice colleague), characterizes one of the activities established in the mentoring process, which includes the figure of an experienced teacher, who will act as a mentor, where this peer review and observation system allows for collective reflection (ZEBALLOS, 2009; BOZU; MANOLESCU, 2010).

The teacher formation proposals that rely on this strategy, assist in welcoming and professional growth of newcomers, creating a climate of cooperation and a feeling of belonging to the institution, by allowing the internalization of the institutional academic culture (GARCIA, 2009; CAMPOS, 2012). Thus, mentoring strategies make it possible to create collaborative bonds, reducing the chances of isolation, in the professional initiation of the novice teacher.

Mentoring is used in teacher formation programs in countries such as Spain, lasting two years, based on the figure of the mentor (there is no specific formation for this activity), which accompanies and supervises the formation of the novice teacher. Thus, in the first year, the mentor and the novice prepare a work plan, indicating the objectives they wish to achieve, the proposed actions and the programming of a discipline that will be taught by the novice in the second year, when the mentor accompanies and supervises him in practice, performing the mentoring activities in a reflexive way about the practice, highlighting aspects that need improvement (CAMPOS, 2012).

The evaluation of the process is carried out with informative and formative meetings about the work process, seeking to detect the formative needs of the novices and mentors, expressed and/or observed in the sessions that mentors and novices hold individually or with the members of the supervising committee, where questionnaires and rating scales are used, which allow the analysis of aspects related to professional and personal support, with the

characteristics of the mentor and the novice, which facilitate the mentoring process (CAMPOS, 2012).

In these evaluation processes, the parameters must be explicit, with the principle of transparency, for a development orientation with effective changes (SHULMAN, 2008).

And by making an association of roles of the trainer and a mentor, we have as essential the need for technique, strategy and motivation, which produces a level of commitment, with a new vision of the process and the successful abilities of the mentee, which results in a new identity, due to the new internalized sense of self (SHULMAN, 2008).

Mentoring activities can take place in the most varied ways and meet proposals used in successful teacher formation practices, provide support for implementation and adaptation, according to the reality and specificities of each educational institution.

Professional Induction Program in Europe

In Europe, teacher formation is usually divided into three stages: initial formation (during graduation), professional induction (during insertion in teaching) and permanent formation (continuous formation throughout the teaching career). The period of professional induction is characterized by being a formative program, to facilitate the initiation in teaching, and it is located between the initial formation and the permanent formation, to facilitate the insertion in the teaching career and thus reduce the eventual traumatic effects of this experience (UBILLUS; ROMERO, 2017; MEDINA; BORRASCA; SÁNCHEZ, 2005).

It is considered that novices have particularities to be worked on, different from the needs of older teachers and in this program that occurs in parallel to teaching activities, strategies are established to reduce the 'reality shock', with three essential components: a concept of teaching and of formation; selection of content and formative strategies that facilitate learning (aiming at professional socialization) and learning professional teaching knowledge (UBILLUS; ROMERO, 2017; MEDINA; BORRASCA; SÁNCHEZ, 2005; CAMPOS, 2012).

As the induction period is not mandatory in all European countries, it can contemplate different formative actions, from a simple meeting of the beginning of the course to more structured programs, with reception plans, discussion sessions on the discipline, creation of teaching and learning situations, case studies, classroom observations, use of the portfolio, recordings of classes and mentoring sessions with experienced teachers (BORGES; GONZALÉZ, 2017; GARCIA, 2009).

These proposals for professional induction programs aim to foster reflective attitudes resulting from the critical analysis of the teaching practice itself and have the presence of a monitor teacher (with the same academic background as the participants) and another support teacher. The program starts with the teachers answering the questions: Where do I teach? How is a normal day in my class? How did I get to this teaching model that I do? What do I want to know from now on? These questions serve as triggers for the discussion about teaching situations, thus, teachers negotiate the contents of the program and define the themes that will be developed, in the form of seminars (MEDINA; BORRASCA; SÁNCHEZ, 2005).

A teacher education that allows us to go beyond theoretical knowledge and that values practical knowledge from the exercise and experience of teachers enables a change in the way of being of that observed and experienced performance, enabling new teaching practices resulting from the reflective activity provided (MOYA; BORRASCA; MENEGAZ, 2018).

Portfolio

A new teaching concept, centered on the apprentice and his active and autonomous participation, where he is responsible for his learning process, requires a personalized assessment strategy and the portfolio allows this type of assessment, as it stimulates creative, reflective and critical, characterizing it as a learning and self-assessment tool (BOZU, 2012).

Introduced since 1980 by the Canadian association of university professors, the portfolio can be used to certify the professional skills acquired by the teacher during a formative process, contributing to their professional development (BOZU, 2012).

The recorded evidence allows to establish a reflective cycle with three key moments: analysis of the starting situation, carrying out actions for improvements and analysis of the new situation (CAMPOS, 2012).

Thus, the portfolio is an important mediator of learning, being guided by the apprentice's analysis, creativity and autonomy, enabling a reflective and critical training on the pedagogical practice itself, making this professional an apprentice subject, where the change of posture enables him to coping with the multiple realities that await him in his school routine (DANTAS, 2017).

With the use of the portfolio, the novice reflects on his own practice, conducts his learning and reflects by recording his individual perceptions and reflections aroused in the formation process, thus giving a new meaning to his practice.

Lesson Study

The teacher formation model of observation/evaluation can be offered to teachers by the lesson study methodology, originally from Japan and having repercussions in the European teaching scenario. It is an inclusive and investigative methodology, where teachers are the protagonists and contribute to improving educational practice.

In this model, teaching practices are centered on the study of a lesson (defined by the teachers), where the teachers cooperatively plan an experimental class/lesson, and at the time of teaching, there is the observation of the practice, which allows the collection of evidence for subsequent discussion between the group (data on student study and learning) (VRIKKI; WARWICK; VERMUNT; MERCER; VAN HALEM, 2017).

When analyzing and revising the class/lesson there is the possibility of critical observation of the offered practices and this discussion allows the development of a new revised class/lesson, which will be developed in another class, with new observation and later discussion, with evaluation and reflection on the new evidence, which will allow the dissemination of experience and improvement of teaching practices, thus stimulating teacher formation (VRIKKI; WARWICK; VERMUNT; MERCER; VAN HALEM, 2017).

It is known that there is a complexity of demands in the classroom and in these contexts, the teaching style manifests itself in a conscious or unconscious way and critically analyzing its own practice, in a collaborative environment, where the evidence was observed and collected, allows for recognition teaching practices offered and the incorporation of new strategies (AKERSON; PONGSANON; PARK ROGERS; CARTER; GALINDO, 2017). Thus, the lesson study helps in solving problematic situations, in a collaborative and welcoming environment, which ends up allowing advances in the construction of the teacher's CPC.

Community of practice

The concept of community of practice is aligned with the perspective of a social learning system, where one learns in the relationship between the person and the world, in a relationship of participation (WENGER, 2008). This dynamic and informal social structure enables meaningful learning, which requires participation and interaction, so that the participants seek their own meanings, which are established by a set of criteria and expectations of the group itself (WENGER, 2008).

Thus, a group of teachers united by a common interest (where everyone has knowledge and shares it) builds specialized and diversified knowledge in a collaborative way, exchange experiences on their own professional practice and interact to develop a repertoire of thought and action, if constituting a space for professional development (CRUESS; CRUESS; STEINERT, 2018).

This partnership can be harmonious or full of conflicts, as a learning partner is not someone who necessarily shares the same understanding as the others, which ends up enhancing learning (WENGER, 2008).

Coordinated by a professional who plays the role of facilitator, formation happens in the place where work practice is generated, with the intention of learning from peers, deepening knowledge and exchanging information, in an uninterrupted way (IMBERNÓN, 2011). Thus, committing to one's own learning and contributing to the learning of colleagues, assists in sustaining a community of practice and being unfinished and in a constant process of evolution and learning, allows for the continuous strengthening of teachers.

Institutional Support

Providing spaces for reflection on the teaching practice itself are still isolated practices, leading to a mismatch in the formation of teachers, which is a challenge for educational institutions. Thus, the need for improvements in teacher and pedagogical formation for novices will have little impact if there is no institutional support and if the culture of teacher training in the institution is not present (MEDINA; BORRASCA; SÁNCHEZ, 2005).

To overcome the resistance on the implementation of teacher formation, institutional support is necessary, with the insertion of formation in the academic calendar, with financial resources and adequate infrastructure, ensuring the quality of formative programs, with prior awareness of teachers, defining realistic goals and prioritizing themes perceived by the teachers themselves (UBILLUS; ROMERO, 2017).

Starting from institutional support, the teacher needs to be aware that the changes in his teaching practices have an impact on the learning of his students and thus, his participation in formative meetings is not a requirement but a possibility for professional development (IMBERNÓN, 2011). And in order to be successful in the formative processes, more than the teacher formation being instituted in the schools, the teacher must perceive himself as the instigator of this process.

Final considerations

The insertion to teaching reported at the beginning of this article could have had a different outcome if the practices proposed in the course of the reading were made available by educational institutions. And unfortunately, what is observed in practice, is still an insertion in the teaching of an informal, self-taught character, without the professionalization that the teaching activity requires.

By pointing out some characteristic aspects of the novice, we suggest some ways that can minimize these problematic situations, which affect the teacher's self-esteem, as well as the quality of the teaching offered. They are not conclusions, they are reflections on this problem that is in a constant process of transformation and that counts on the advances in research results related to the theme of teacher education, which should continue to encourage the discussion of these important aspects of the teaching profession.

The most experienced teachers, who have also had their days as beginners, are highlighted in teacher formation strategies, to assist with their expertise the novices, in this trajectory of building and strengthening the CPC. And in addition to serving as inspiration and support, these experienced teachers, in the same way, should be aware of the continuous need to improve their practices, participating in meetings of permanent teacher formation, so that they can continuously reflect on their practices.

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