

TEACHER EDUCATION AND THE TEACHING PROFESSION IN BRAZIL, SPAIN,  
AND PORTUGAL: MEMORIES, POLICIES, AND TEACHING PRACTICES

*FORMAÇÃO DE PROFESSORES E PROFISSÃO DOCENTE NO BRASIL, ESPANHA  
E PORTUGAL: MEMÓRIAS, POLÍTICAS E PRÁTICAS DOCENTES*

*FORMACIÓN DE PROFESORES Y PROFESIÓN DOCENTE EN BRASIL, ESPAÑA Y  
PORTUGAL: MEMORIAS, POLÍTICAS Y PRÁCTICAS DOCENTES*



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The present dossier, entitled "**Teacher education and the teaching profession in Brazil, Spain, and Portugal: Memories, policies, and teaching practices**," aims to share studies and research on the profession and education of teachers, addressing their policies, educational practices, and memories related to the paths of teacher education and professionalization in Primary Teaching Schools in Portugal (Coimbra), Normal Schools and Institutes of Education in Brazil and Ecuador, focused on the education and training of teachers for so-called "primary" or elementary education and first letters. In Brazil, Normal Schools emerged from the need to train female teachers to work in Group Schools, established at the beginning of the Republican period (during the transition from the 19th to the 20th century) to modernize the education system and Brazilian schools. In this context, isolated and multigrade schools prevailed, where classes were taught by lay teachers, also known as schoolmasters/schoolmistresses.

The presented articles aim to contribute to constructing the history and historiography of education in different social spaces in Ecuador, Portugal, and Brazil. Furthermore, they seek to promote the exchange of research findings, theses, dissertations, monographs, experiences, and other works (such as articles, texts, and reviews) on teacher education in both countries. The purpose is also to establish interfaces and identities between these formative processes in the two countries, expanding discussions on the points of convergence between government policies and teacher education, as well as their teaching practices. Moreover, the goal is to consolidate knowledge about the school, its practices, and knowledge, as well as the different versions of the history of education in the three countries, including Brazil and Portugal, as is the case with schools and group schools.

To open the dossier, researchers **Mercedes Blanchard, Mayra Palma, and David Lanza** presented a paper entitled "**What methodological paradigm guided the work of teachers in the classroom? An exploratory study in higher education**". Their objective was to investigate to what extent a group of professors from the Faculty of Philosophy, Letters, and Education Sciences of a Public University in Ecuador incorporated methodological changes in their discourse and classroom practice. The authors conducted a qualitative study using communicative history as a research tool. They examined the responses of 25 university professors. According to the researchers, the results suggest that most teachers used expressions related to the learning paradigm. However, they emphasize the need for a specific investigation, with direct observation, to assess the extent to which these changes have become a reality in classroom practice.

The Portuguese authors **Luís Mota, António Gomes Ferreira, and Carla Vilhena** presented us with a beautiful article entitled “**Teacher training schools in Coimbra (1901-1974)**” According to the researchers, the article is a historical synthesis that addresses a set of teacher training institutions for primary education located in Coimbra, Portugal, during the period from 1901 to 1974. The authors sought to understand the evolution of the physical spaces and buildings of the schools, the administration, and the teaching staff, as well as the curriculum, study plans, and educational practices. They used various sources, including archives, memories, and museum materials, subject to documentary and content analysis to achieve this.

“**Teacher training in Minas Gerais: Teaching ethics in the precepts of the Revista de Ensino in the scenario of 1925–1940**” was the research presented by professors **Betânia de Oliveira Laterza Ribeiro, Elizabeth Farias da Silva, and Maria Zeneide Carneiro Magalhães de Almeida**. They demonstrate that from 1925 to 1940, teacher education in Minas Gerais was not limited to the Normal course but also involved other strategies, such as the *Revista de Ensino* (Teaching Magazine). In this study, the researchers problematize the relationships between teacher education, this publication, and professional ethics. The image of the teacher outlined by the magazine emphasized women as more suitable for teaching due to divine will and their supposed intellectual "limitations." According to the authors, the magazine naturalized the woman's role as a mother and teacher, establishing an interconnection between these roles. The texts also reveal a Catholic religious influence, interpreted as an underlying ethical foundation for primary education in Minas Gerais, where teaching was seen as a vocation.

**José Carlos Souza Araújo** elaborated the article “**Normal schools in Brazil: Their genealogy, issemination and extinction (1835-1971)**” which addresses the normal schools in Brazil from 1835 to 1971 when they were extinguished. The author reveals the relationships of these schools with the normal school movement, particularly in France, although the phenomenon of teacher education in Europe predates it. In this article, the author also proposes a periodization that outlines the movement of Brazilian normal schools in three stages: the first from 1835 to 1920, the second from 1921 to 1945, and the third from 1946 to 1971.

**Rômulo Pinheiro de Amorim and Elizabeth Figueiredo de Sá** presented a beautiful article entitled “**The closing of normal schools in Mato Grosso (1937–1947)**” The authors' objective was to analyze the representations constructed about normal education in the context of the closure of normal schools in Mato Grosso from 1937 to 1947. The authors explain that

they chose this time frame due to the termination of activities at the Pedro Celestino Normal School at the end of 1937 and the reestablishment of normal education in 1947. In light of this situation, the question arises: how was the extinction of normal schools portrayed in the official documents issued by the state management? The research is based on the concept of representations elaborated by Roger Chartier (1990).

**Maria Célia da Silva Gonçalves, Edney Gomes Raminho, and Alessandra Cristina Furtado** aimed to promote a debate on the importance of discussing knowledge and the Pedagogical Political Project in teacher education in the 21st century. To do so, they developed an article entitled “**Training contributions to the knowledge of the 21st century teacher: A project to be discussed**”. The methodology used was qualitative, with an ethnographic approach, in which empirical data were collected from a group of students in the eighth semester of a Pedagogy course at a private college located in the northwest region of Minas Gerais, under the guidance of a Pedagogical Political Projects teacher. The field research allowed the researchers to observe that the participants in the Pedagogy course analyzed acquired a solid theoretical foundation and internalized various knowledge necessary for emancipatory educational practice. According to the authors, the participants demonstrated familiarity with classical and fundamental authors and an understanding of the importance of continuous professional development.

**Maria Edimaci Teixeira Barbosa Leite and Lizandro Poletto** wrote a text titled “**Teacher training: Advances and challenges**” in which the authors aim to reflect on the origins and challenges of the Pedagogy course and teacher education, highlighting both the advances and challenges. For them, understanding how Brazilian education is configured in the current scenario leads to seeking facts that can depict a reality full of advances within the various dimensions that make up the social fabric, considering its conflicts and challenges. This allows for reflection on the close relationship between education and society. According to the authors, the role of the teacher requires exclusive education, which encompasses the acquisition of learning and commitment to a community based on principles that drive human behavior, especially in a period marked by trajectories and transformations in current society.

**Leandra Vaz Fernandes Catalino Procópio, Marcos Vinícios Rabelo Procópio, Anabela Maria de Sousa Pereira, and Natalia Oliveira Ferraz** wrote an article entitled “**Social support as a “buffer effect” and its importance in the context of teacher training**”. In this paper, the researchers demonstrate that the supervised internship is considered the most difficult period in higher education, as it involves a series of new challenges that gradually



increase students' stress levels. According to the researchers, satisfaction with social support is an important protection and adaptation factor. Therefore, this work aims to evaluate satisfaction with social support and analyze students' sociodemographic and academic variables in the context of supervised practices in teacher education.

**Giselda Shirley da Silva, Vandeir José da Silva, and Margareth Vetis Zaganelli** set out to analyze the perception of Pedagogy students regarding the importance of research as an educational principle in forming teachers for basic education. The study was titled **“Research as an educational principle in teacher training for teaching in basic education: A study on the perception of Pedagogy students”**. A qualitative research approach was chosen using a case study. The empirical data were collected through the application of a questionnaire containing three questions directed at 37 students in the eighth semester of a Pedagogy course offered in the Distance Education mode by a Higher Education Institution (HEI) located in the Northwest region of Minas Gerais.

**Alina de las Mercedes Martínez Sánchez, Manuel Pabón Carrasco, Margarita Rodríguez Gallego, and Leandra Fernandes Catalino Procopio** wrote an article entitled **“Communicative competence: An initial assessment in student teachers”**, aiming to analyze the perceptions of teacher education students regarding communicative competence in the sender and receiver roles. For this purpose, a descriptive-cross-sectional non-experimental methodology was used, with a sample of 184 students selected through non-probabilistic sampling. The results revealed that women perceive their communicative skills slightly better.

In the Reviews section, **César Evangelista Fernandes Bressanin** **“Reviewed: Education, history and memory: Teacher training in different cultural spaces”**. According to the author, it is the second publication of the Directory of the Research Group - CNPq/PUC Goiás - Education, History, and Memory in Different Social Spaces - EHMCEs/HISTEDBR. The book, dated 2016, was organized by the Ph.D. professors Maria Zeneide Carneiro Magalhães de Almeida and José Maria Baldini, along with the doctoral students at the time, Moisés Gregório da Silva and Denilda Caetano de Faria. The researcher highlights that the collection presents a variety of investigations that address teacher education from the perspectives of Education, History, and Memory. With contributions from several authors, the book **“Educação, História e Memória: formação de professores em diferentes espaços culturais<sup>1</sup>”** provides, in its thirteen chapters, a valuable basis for reflection and further research

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<sup>1</sup> This book aims to discuss the importance of history and memory in the education of teachers in different cultural contexts.

on such an important, intriguing, and always relevant topic in contemporary education, which is teacher education.

We want to express our sincere gratitude for the valuable contribution of the authors and reviewers of this volume and reaffirm the importance of the academic and scientific debate fostered by these interdisciplinary dialogues promoted by **Revista Educação e Fronteiras**. We invite the entire academic community to participate of this editorial project and wish everyone a pleasant reading experience!

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