PUBLIC POLICIES FOR INITIAL AND CONTINUOUS TEACHER TRAINING IN EARLY CHILDHOOD EDUCATION

POLÍTICAS PÚBLICAS DE FORMAÇÃO INICIAL E CONTINUADA DE PROFESSORES NA PRIMEIRA INFÂNCIA

POLÍTICAS PÚBLICAS DE FORMACIÓN INICIAL Y CONTINUA DE PROFESORES EN LA PRIMERA INFANCIA

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ABSTRACT: This article aims to understand the implications of public policies for teacher training in early childhood education, considering the historical context of struggles and the specificities of this educational stage. Issues related to the challenges in consolidating a comprehensive training plan are discussed, aiming to overcome isolated government actions and the prevalence of prescriptive curricular guidelines, in which teachers are mere executors of programs and projects. This is a qualitative research study, categorized as a state-of-the-art investigation, mapping scientific productions from the Brazilian Digital Library of Theses and Dissertations (BDTD) database, covering the period from 2017 to 2021. The findings indicate multiple interconnected factors that belong to the framework of public policies for quality education, such as professional appreciation, social recognition, different forms of school organization, better working conditions, career plans, and salaries. The article advocates for the professionalization of teaching with appreciation and quality training for all school actors.


RESUMO: Este artigo tem como objetivo compreender as implicações das políticas públicas de formação docente da educação infantil, considerando o contexto histórico de lutas e as especificidades dessa etapa de ensino. Discutem-se questões relativas às dificuldades na consolidação de um plano de formação, com vistas à superação de ações governamentais isoladas e prevalência de diretrizes curriculares prescritivas, nas quais os professores são executores de programas e projetos. Trata-se de uma pesquisa qualitativa, do tipo estado do conhecimento, com mapeamento das produções científicas na base de dados da Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), no período de 2017 a 2021. Os achados indicam múltiplos fatores interligados e pertinentes ao delineamento das políticas públicas de uma educação de qualidade, como valorização profissional, reconhecimento social, diferentes formas de organização escolar, melhores condições de trabalho, plano de carreira e salários. Defende-se a profissionalização da docência com valorização e a formação de qualidade para todos os atores da escola.


RESUMEN: Este artículo tiene como objetivo comprender las implicaciones de las políticas públicas de formación docente en la educación infantil, considerando el contexto histórico de luchas y las especificidades de esta etapa educativa. Se discuten cuestiones relativas a las dificultades en la consolidación de un plan de formación, con miras a superar las acciones gubernamentales aisladas y la prevalencia de directrices curriculares prescriptivas, en las cuales los profesores son ejecutores de programas y proyectos. Se trata de una investigación cualitativa, del tipo estado del conocimiento, con un mapeo de las producciones científicas en la base de datos de la Biblioteca Digital Brasileña de Tesis y Disertaciones (BDTD), en el periodo de 2017 a 2021. Los hallazgos indican múltiples factores interrelacionados y pertinentes al diseño de las políticas públicas para una educación de calidad, como la valorización profesional, el reconocimiento social, diferentes formas de organización escolar, mejores condiciones de trabajo, plan de carrera y salarios. Se defiende la profesionalización de la docencia con valorización y formación de calidad para todos los actores de la escuela.

Introduction

Considering the specificities of early childhood education, it is essential to discuss and study the initial and continuing education of teachers who work at this educational stage. The challenges related to public policies and legal frameworks are highlighted, often permeated by setbacks and contradictions in the Brazilian educational scenario. Examples of this include Resolution CNE/CP No. 2, dated December 20, 2019, which defined the National Curriculum Guidelines for Initial Teacher Training for Basic Education and established the National Common Base for Initial Teacher Training (BNC-Formação), and Resolution CNE/CP No. 1, dated October 27, 2020, which addresses the National Curriculum Guidelines for Continuing Teacher Training for Basic Education and established the National Common Base for Continuing Teacher Training (BNC-Formação Continuada). Both documents aim to equip teachers through control and standardization to fulfill the general competencies of the National Common Curricular Base (BNCC), published in 2017.

In this regard, the present article aims to understand the implications of public policies on teacher training for early childhood education, considering the historical context of struggles and the specificities of this educational stage, based on the mapping of scientific productions in the database of the Brazilian Digital Library of Theses and Dissertations (BDTD) from 2017 to 2021.

This is a qualitative research, based on the survey of bibliographic production to construct a state of knowledge that allows "[...] identification, recording, categorization that lead to reflection and synthesis on the scientific production of a specific area, in a given period of time, bringing together journals, theses, dissertations, and books on a specific theme" (Morosini; Kohls-Santos; Bittencourt, 2021, p. 23, our translation).

Given the above, a survey of publications from the last five years is presented to understand the influence exerted by public policy actions on training teachers who teach early childhood education. To this end, a brief retrospective of the legal frameworks related to educational policies aimed at teacher training in Brazil was organized, based on debates about ensuring quality education as an inherent right of children.

In the subsequent sections, reflections on the trajectory of debates in the field of educational policies for teacher training will be addressed, followed by a description of the methodology used for data and information collection and organization. Additionally, discussions referenced by researchers in the field will be presented.
Historical Context of Teacher Training

The topic of teacher training has been a subject of research and discussion in the field of education. The earliest investigations date back to the 1960s, highlighting the significant female presence in teaching, often depicted as self-sacrificing and endowed with a maternal instinct considered innate to women. These characteristics were associated with the perception that they should not receive good salaries, due to the view that their work was vocational. Until then, teacher training primarily occurred in secondary normal schools, which underwent significant transformations starting in the 1960s, influenced by the development of capitalism. This development expanded the role of women beyond domestic tasks and increased the social need for worker training to meet the demands of the contemporary world (Pimenta, 2012).

The National Institute for Educational Studies and Research Anísio Teixeira (INEP), a federal government agency created in 1940, published in 1967 the results of research on regular schools, which until then were responsible for teacher training. The study revealed the inadequacy of offering quality education, noting the gap between the courses offered and the reality of the educational context in primary schools. From the 1980s, research and debates occurring at the Brazilian Education Conferences highlighted the need for basic education teacher training to take place in higher education institutions. During this period, agreements were established between public systems and universities to train teachers without higher education degrees (Pimenta, 2012).

In the described historical trajectory, the first signs of recognition of the public teaching profession emerged with the promulgation of the Federal Constitution (CF) of 1988, especially in the post-military dictatorship context. This period was marked by intense pressure from unions seeking substantial reforms in working conditions, remuneration, and the provision of free and quality education (Silva; Nunes, 2021). These movements influenced significant advances in the appreciation of education professionals, as well as the implementation of measures to ensure student access and retention in schools, as stipulated by Article 206 of the CF (Brasil, 1988).

Significant aspects related to changes in the context of educational public policies are observed, as stipulated in Article 206 of the Federal Constitution, in clauses VI and VIII. In 2006, the creation of career plans for public teaching professionals was established, followed by the definition of a minimum wage, which initially did not correspond to the National Minimum Wage Law, promulgated only in 2008. At that time, the disparity in municipal
revenues hindered the implementation of a unified minimum wage, in addition to the requirement that entry into public teaching positions occur exclusively through public competitive examinations, based on tests and titles. It is worth noting that the latest Constitution does not clarify “[...] the concept of teaching professionals or education professionals. The priority in the constitutional text was given to those who directly performed teaching activities” (Silva; Nunes, 2021, p. 1137, our translation).

The increasing academic production resulting from the creation of graduate programs in the field of Education in the 1990s expanded the scientific understanding of the positive consequences of training teachers for the initial grades in higher education institutions, aiming at teaching quality. The rising movement of research and academic production on teacher training led to the formation of the National Association for the Training of Education Professionals (ANFOPE), created in 1992 during Brazil’s re-democratization period, marked by the resumption of direct elections and significant advances in Brazilian Education. The understanding of the necessary solid training of teachers spread, conceived as professionals capable of not only technically executing pedagogical work but also reflecting on the context, problematizing it, and proposing alternatives for change.

From this perspective, the teaching professional is configured as an intellectual capable of generating knowledge, reflection, and decision-making. The appreciation of reflective thinking about practice is fundamental to the teaching profession, resulting in the implementation of continuing education programs in collaboration between universities and Brazilian state governments (Pimenta, 2012).

Research results on the importance of elevating the training of primary education teachers to the higher education level were published, and the Law of Guidelines and Bases of National Education (LDB) was enacted in 1996. This legislation partially met the teachers’ aspirations regarding the required training for teaching in the early years of basic education. Article 62 of the LDB allowed professionals to work in early childhood education and the initial years of elementary education at the secondary education level in the normal mode, reserving the requirement of higher education for other levels of education. Additionally, Article 67 of the LDB establishes criteria that governments must fulfill to value teachers:

Article 67. The education systems will promote the appreciation of education professionals, ensuring them, including in terms of the statutes and career plans of the public teaching profession: I - entry exclusively through public competitive examinations of tests and titles; II - continuous professional improvement, including periodic paid leave for this purpose; III - professional
minimum wage; IV - career progression based on qualification or certification and performance evaluation; V - period reserved for studies, planning, and evaluation, included in the workload; VI - adequate working conditions (Brasil, 1996, unpaged, our translation).

It is observed that despite the advances instituted by law and influenced by scientific publications in the educational field, corroborated by the voices of researchers and continuous struggles against the devaluation of the teaching profession, significant challenges persist. Issues such as the appreciation of teaching professionals, curriculum organization, the adequacy of school institution structures with environments and materials suitable for the needs of teachers and students, as well as dignified working conditions and time dedicated to continuing education within the teacher's workload, require effective fulfillment by public authorities at national, state, and municipal levels.

Law No. 11,738/2008, which establishes the National Professional Minimum Wage for public basic education teachers, still faces resistance from mayors and governors regarding its applicability. Moreover, the precariousness of school institutions concerning the structure adequate to the needs of early childhood education and the refusal to grant paid study leaves are points that need to be overcome from the normative scope towards the realization of rights in the daily life of teachers.

Additionally, concerning the legal frameworks that define measures for valuing the teaching profession, Resolution CNE/CEB No. 2 provides criteria for the establishment of career and remuneration plans based on the National Professional Minimum Wage Law with the establishment of an initial career salary, observing Law No. 11,494/2007, which addresses the portion of the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (FUNDEB) allocated to the payment of teaching professionals. Thus, this resolution establishes the differentiation of salaries according to qualification, workload, and career progression of teachers (Silva; Nunes, 2021).

In this brief retrospective on deliberations related to the training of Brazilian teachers, the importance of research and scientific studies in formulating public policies is highlighted, with significant contributions from researchers dedicated to this topic. The discussion at hand is justified by the need to investigate public policies aimed at training teachers who work with young children in early childhood education. This allows us to understand the historical legal frameworks that reflect conceptions of children, childhood, development, and children's learning, which are crucial for developing regulations that guide pedagogical practices in this educational phase.
Methodological Pathway

This qualitative research employs a state of knowledge approach, utilizing studies published in the Brazilian Digital Library of Theses and Dissertations (BDTD), using the following descriptors: public policies AND teacher training AND initial training AND continuing education AND early childhood education, within the timeframe from 2017 to 2021.

Based on a thorough analysis of the results obtained, using inclusion and/or exclusion criteria such as title, abstract, and keywords of scientific productions to seek evidence that the academic study addressed the guiding question of this research, a total of 21 documents were identified, comprising two theses and 19 dissertations. Among these 21 productions, six research papers, four dissertations, and two theses specifically focused on public policies for the training of teachers in the first stage of basic education.

In this regard, 15 academic works were excluded due to a lack of alignment with the central theme of this research. These works addressed cross-cutting themes such as gender and sexuality relations in early childhood, specific teacher training for students with visual impairments, the use of Digital Information and Communication Technologies (DICT), and training for teachers in school coordination and management roles. Therefore, due to their lack of direct relevance to the scope of the research, these studies were excluded. To summarize the review conducted, six selected scientific productions were categorized and mapped, as presented in Table 1.

**Table 1 - Aspects of the corpus of publications from BDTD in this research**

<table>
<thead>
<tr>
<th>Title/Authors</th>
<th>Theme</th>
<th>Year/UF</th>
</tr>
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<tbody>
<tr>
<td>Dissertação de mestrado: Relação universidade e educação básica: impactos do PIBID na formação inicial e continuada de professores da educação infantil – ARRUDA, Viviane Aparecida Bernardes de.</td>
<td>The contributions of the Institutional Teaching Initiation Scholarship Program (PIBID) for the initial and continued training of academics on the pedagogy course at the State University of Londrina (UEL) and teachers at child education.</td>
<td>2019/PR</td>
</tr>
<tr>
<td>Tese de doutorado: Políticas de formação de professores da educação básica no Brasil – KRAMM, Daniele de Lima.</td>
<td>Integrative review on initial training policies for primary education teachers in Brazil, based on articles published in peer-reviewed journals, on the Journal Portal of the Coordination for the Improvement of Higher Education Personnel (Capes).</td>
<td>2019/SP</td>
</tr>
</tbody>
</table>
Public policies for initial and continuous teacher training in early childhood education

| Dissertação de mestrado: Educaçã infantil em Cristalina-Goiás: história, trabalho e identidade docente na perspectiva das professoras da rede municipal de ensino – VALE, Cleonice Moreira do. | Analysis of public policies on education and childhood in Goiás: history, concepts, projects, and practices, developed by the Center for Studies and Research on Childhood and Education in Different Contexts (NEPIEC/UFG). | 2018/GO |
| Tese de doutorado: Trabalho docente com crianças de zero a três anos: concepções e desafios – COSTA, Dinara Pereira Lemos Paulino da. | The conceptions of teachers at Municipal Early Childhood Education Centers (CMEIs) and Early Childhood Education Centers (CEIs) and the constituent elements of teaching work with children from zero to three years of age. | 2017/GO |
| Dissertação de mestrado: Discursos a respeito da criança e do professor: imagens e consequências em suas formações – CIPULLO, Tathiane Graziela | The existing images of childhood/children and teachers working in early childhood education classes are present in documents guiding teaching practice and in academic texts that deal with teacher training and child care. | 2018/SP |

Source: Authors' compilation (2022).

Based on the established corpus, the research has been categorized into three main themes. The first focuses on issues related to initial and continuing education programs at both national and local levels. The second category aims to analyze texts and academic productions on the subject matter for research construction, while the third category of scientific productions examines formative environments promoted within institutional contexts and their implications for pedagogical work. These aspects are organized in Figure 1.

**Figure 1 - Categorization of the analyzed research**

Source: Authors' compilation (2022).
Thus, following the categorization of the collected productions, an analysis was conducted on the identified aspects that underpin this state of knowledge. There is a clear need for urgent adoption of measures and governmental policies aimed at teacher training, crucial for improving pedagogical practices, adapting teachers' actions to the particularities and demands of children, and valuing educators working in early childhood education.

In this context, the importance of establishing a robust national teacher training system capable of meeting the demands of the complex educational process is discussed. One of the main challenges in teacher training lies in transitioning from fragmented training plans to the implementation of an integrated governmental project involving states and municipalities, which considers early childhood education's specificities and needs as a crucial element in ensuring the right to quality education.

Public policies for teacher training in early childhood: analysis and discussion

Within the established corpus, in the category of productions focused on the analysis of initial and continuing training programs, Arruda (2019) highlights the theoretical-methodological implications of the Institutional Program for the Initiation of Teaching (PIBID) in light of Brazilian educational public policies. The study focuses on the initial training of Pedagogy students at UEL and the continuing education of teachers working in early childhood education, employing the Historical-Cultural Theory and Critical Historical Pedagogy as theoretical-methodological foundations, with an emphasis on discourse analysis in Bakhtin grounded in historical-dialectical materialism.

The state-of-the-art research was conducted to gather scientific works on PIBID Pedagogy (UEL), covering the years from 2013 to 2018. Data were collected through questionnaires administered to scholarship students and volunteers of the program, as well as semi-structured interviews with supervising faculty. The results demonstrate the program's relevance for initial and continuing teacher education, despite challenges stemming from reduced funding and scholarships for organization and maintenance purposes.

Arruda (2019) emphasizes the importance of the Institutional Program for the Initiation of Teaching (PIBID) for undergraduate students while also pointing out weaknesses in its implementation, suggesting the need for a review in the organization of actions to ensure the program contributes more effectively to the training of future early childhood educators.
Financial constraints within governmental, and educational policies and the reduced scope of the program have compromised its outcomes.

Continuing the analysis of scientific works, in the analytical category encompassing the literature review on the topic discussed in this article, Kramm's (2019) thesis examines how teacher training policies were formulated and established in Brazil, identifying the main influences and the repercussions of these measures on teaching work. The research constitutes an integrative review of initial teacher training policies for basic education in Brazil, based on articles published in peer-reviewed journals on the Capes Periodicals Portal from January to March 2019. Searches aimed to locate as many articles as possible on the topic, with no temporal restriction applied as a filter. After preliminary steps for inclusion/exclusion, 104 publications formed the corpus of this study.

Kramm (2019) categorized the research according to central themes, organizing them into three distinct axes. The first axis highlights external influences on teacher training policies, addressing the analysis of control exerted by multilateral organizations in the formulation of educational policies, as well as influences from the theoretical field at national and international levels. The second topic of analysis focused on policy and legislation, including the Law of Guidelines and Bases of National Education (LDB), the National Education Plan (PNE), the Education Development Plan, the National Policy for Teacher Education of Basic Education, and the National Curriculum Guidelines. In the last axis, the repercussions of implementing public policies on teaching work were observed, and the effectiveness of these deliberations in practice and the consequences of expanding training courses for the Brazilian teaching staff were discussed.

The research findings indicate that external influences on teacher training are diverse, involving teachers and other education professionals, class movements, educational institutions, and training centers, public bodies responsible for policy management, and various levels of government (federal, state, municipal, and the Federal District), as well as civil society and international organizations.

There is noticeable difficulty in consolidating an effective governmental plan for teacher training. Furthermore, the precariousness of the profession is highlighted by low salaries compared to other professionals with similar academic qualifications, inconsistent career plans, violence in school environments, lack of resources and suitable working conditions, and social devaluation of the profession. Additionally, teachers are increasingly blamed for the problems afflicting the educational system.
The studies revealed a discrepancy between the discourse of policymakers and those responsible for implementation. There is pressure from researchers and academics for more thorough and consistent training, contrasting with governments' market-driven approach, often limited to minimal compliance with isolated actions. There is a lack of incentive for debates, sharing of experiences, mediation of actions, and reflection on practices, all essential elements for promoting changes and innovation in the educational system. A predominance of training is observed in training focused on the transmission of uniform knowledge, aligned with principles of neoliberal and conservative policies.

[...] prevail policies and trainers who vigorously and enthusiastically practice a transmission-based and uniform education, with a predominance of a decontextualized theory, valid for all without differentiation, distant from practical and real problems, and grounded in an ideal educator that does not exist (Imbernón, 2010, p. 39, our translation).

Current policies for training Brazilian teachers reinforce the view that a teacher is "trained" to perform tasks and achieve objectives established in the BNCC. Specifically, in early childhood education, the overlap of official documents and the creation of a single curriculum that disregards the regional specificities of a diverse country like Brazil has not effectively addressed identified issues in the educational system and met the specific needs of early childhood education. Thus, there is a trend towards prescriptive public policies that reduce teachers to implementers of programs developed by experts.

In this perspective, there is evidence of private sector involvement in financing recent decisions regarding Brazilian education, such as the BNCC itself. This occurrence cannot be considered random

[...] but intentionally constructed to enable the BNCC to serve the interests of business movements reforming education, leveraging propositions from the OECD and the World Bank for public education (Moimás; Araújo; Anjos, 2022, p. 54, our translation).

In the meantime, there is a deliberate rush by companies to mass-produce didactic materials, ready-made and decontextualized courses aimed at children and teachers working in early childhood education. Thus, education is transformed into a commodity to meet capitalist, pragmatic, and neoliberal interests, thereby undermining public, secular, and emancipatory education.
In the category of analysis focusing on surveys of research and documents in the field of teacher education, we find Cipullo's (2018) study, which aims to relate the images constructed about early childhood educators and children found in the legal documents governing training and pedagogical practices in Brazil. These include the LDB (Law of Guidelines and Bases of National Education), the curricular guidelines for undergraduate courses in Pedagogy, the National Curricular Guidelines for Initial and Continued Training of Basic Education Teaching Professionals, version homologated in 2015, ten political-pedagogical projects (PPP) from Brazilian public universities, and academic texts addressing teacher training and the necessary care for the early childhood audience.

The primary objective of the research is centered on understanding the relationships between the vision of the child and the training provided to teachers. Cipullo (2018) employs Pêcheux's theories of imaginary formations and Foucault's contributions, based on concepts of discourse analysis. The socially constructed images of children and teachers are discrepant and influenced by the socio-political context, reflecting changes in the idea of childhood that automatically impact teacher training and educational practices in schools.

Regarding care for children, they have emerged from anonymity and invisibility. There is a beginning recognition of children as subjects who demand attentive observation and listening, with the proposal of holistic education, at least in the discourse present in regulatory documents. Cipullo (2018) argues that, despite advances in legal documents aimed at valuing children, such efforts are still insufficient to accurately capture their actual image, given the plurality of images that only superficially approach politically correct discourse.

The guiding documents are understood to regulate the pedagogical action within educational networks. There is a clear need for transformative agents who reflect on their teaching practice from initial to ongoing training. From this perspective, such training should be grounded in creating real moments of reflection for individuals about their practice, enabling them to

[...] examine their implicit theories, their operational schemes, their attitudes, etc., establishing a firm process of continuous self-assessment of what is done and why. A formative orientation focused on this reflection process, and the underlying political assumptions, demands a critical definition of the organization and methodology of teachers' ongoing training, as it should help individuals to revise the ideological and behavioral assumptions underlying their practice (Imbernón, 2010, p. 47, our translation).
In these terms, training recognizes that knowledge construction also occurs through reflection on practice. Therefore, formative actions encompass cognitive and emotional development, skills, and values that underpin teaching practice. Cipullo (2018) highlights a crucial point by stating that the images found during their research, both of the conception of children and teachers, are constructed in texts and reflect the rhetoric of discourse. Thus, the results may not precisely correspond to the images existing in reality. It is also emphasized that texts on teacher training should be critically observed and analyzed, not taken as absolute truths, and should be subject to discussion.

Regarding the third category of analysis, which addresses formative environments, Sampaio (2018) highlights the formation as DPD (Professional Development of Teachers) and aims to analyze the demands experienced by teachers from the municipal public network of Mariana-MG and their relationship with the National Education Plan (PNE) and the Municipal Education Plan (PME). The research is qualitative in nature and involved 27 teachers from early childhood education and primary education (early years) in the municipal public education system. Data collection instruments included documentary research, a characterization questionnaire, and conducting focus groups.

The results demonstrate the minimal participation of teachers in the process of constructing, organizing, implementing, and evaluating educational policies, leading to a lack of ownership in these formative actions. In this interim, problems arise related to the gap between the theory taught in initial training and the challenges of teaching practice, the social devaluation of the profession, the numerous demands that overload teachers, and the precarious working conditions. Findings also point to conflicts between the PNE and the PME, highlighting the lack of regulation in the collaboration between federated entities in the management of educational systems and in achieving the goals established nationally.

From this perspective, there is a need for the effective participation of teachers in training programs. Teacher training cannot be conceived without teachers expressing their aspirations, difficulties, and demands. Therefore, public training policies should be developed in a collaborative environment among teachers, state and municipal managers, along with local trainers, aiming to provide adequate support to teachers. With the active participation of teachers recognized as subjects rather than mere spectators, the idea of training programs based solely on discourse and intentions is overcome, aiming for effective implementation in practice, resulting in advancements in training, professional development, and the quality of education.
It is recognized that the professional quality of teachers goes beyond technical, disciplinary, and academic training; it flourishes in pedagogical practice based on fundamental conceptions. In this sense, education should promote and facilitate teachers’ reflection on their practice, encouraging the process of self-assessment regarding what they do and why they do it (Imbernón, 2010). Therefore, a critical approach is crucial in defining the organization and methodology of training programs, allowing the construction of knowledge aligned with ideological, conceptual, and values-based assumptions that underpin pedagogical practice.

Analyzing issues related to teachers’ trajectory and identity, Vale (2018) presents the results of a master's research conducted between 2017 and 2018, involving 17 teachers working in early childhood education in the municipal network of Cristalina (GO), Brazil. These teachers participated in a continuing education program offered by the Center for Studies and Research on Childhood and its Education in Different Contexts (NEPIEC) during the period from 2014 to 2015. The main objective of the research was to analyze the historical constitution of early childhood education in the chosen municipality, seeking to understand the teachers' conceptions of their work and trajectory in early childhood education. The author starts from the premise that teachers' professional identity is constructed in social relationships, in the process of identification, differentiation, and recognition.

According to Vale (2018), the social relationships experienced by teachers have a direct impact on their professional identity. Aspects such as the predominant participation of female teachers are evident, historically reflecting the assignment of women to the role of caring for and educating children, with maternal characteristics and a predisposition for working with young children. In the history of early childhood education, one of the criteria for being an educator was based on caregiving, valuing principles such as supervision, hygiene, and protection, characteristics of a welfare-oriented and compensatory educational approach.

The author also discusses the various challenges faced in implementing public policies for early childhood education, and how these initiatives impact the professional devaluation and low social status of teachers. There is a prevalence of a philanthropic model in catering to children up to six years old, where the municipality of Cristalina shares the responsibility for providing early childhood education with private institutions through agreements and contracts, resulting in precarious structures for child care. Another critical point is the fragmentation caused by the municipal education network, which transfers children aged 4 to 5 to elementary schools.
Such actions are in conflict with Brazilian legal norms that regulate children's access to early childhood education, provided by municipalities through nurseries and preschools with suitable structures to meet children's needs, aiming at "[...] the comprehensive development of children up to 5 years old, in their physical, psychological, intellectual and social aspects, complementing the action of family and community" (Brasil, 1996, no pagination, our translation).

In this perspective, Vale (2018) points to initial and continuing teacher education as a possibility for changing entrenched and decontextualized conceptions, values, and practices toward building ways of thinking and teaching to ensure quality education as a right while linking the social valorization of the profession to teachers' professional development. It is understood that "[the] deprofessionalization directly affects the social status of the profession due to low salaries, precarious theoretical-practical training, lack of a teaching career path, and inadequate working conditions" (Libâneo, 2011, p. 43, our translation).

In this context, through the construction of scientific knowledge, teacher identity is consolidated for professional development and recognition, contributing to children's access to quality education. According to Vale (2018), the research concludes that teacher identity construction occurs dialectically with the socio-political formation of children's and teachers' rights.

Regarding teachers' conceptions and the challenges faced in working with very young children, Costa (2017) focuses on the influence of the conception of the child advocated by teachers in Municipal Centers for Early Childhood Education (CMEIs) and Early Childhood Education Centers (CEIs) in Jataí (GO), and the pedagogical practices developed with children aged zero to three years. The author investigates how teachers' experiences and their knowledge about children influence the planning and promotion of learning experiences, considering the historical and social context.

Thus, the central issue of the thesis focuses on understanding the influence of early childhood teachers' conceptions on the constitutive elements of working with children aged zero to three years. This includes considering the objective conditions of institutions, such as material and pedagogical resources, physical space, and aspects related to teacher valorization and career.

The methodology used in the research includes a literature review to gather theses and dissertations on the investigated topic, seeking contributions or existing gaps deserving investigation. Costa (2017) analyzes guiding documents for early childhood education in the
municipality of Jataí (GO) to support the research. Data collection in the empirical field took place between 2015 and 2016, involving 63 teachers working with groups of children aged zero to three years in municipal schools.

Data collection and information gathering were conducted through two questionnaires. The first aimed to understand the profile of the surveyed professionals regarding their education, age, years of experience, and workload. The second focused on issues related to the constitutive elements of teaching work, seeking to comprehend the influence of teachers' conceptions about education and children on the pedagogical work developed in municipal educational institutions. The research utilized an extensive theoretical framework from the historical-dialectical materialist perspective to understand the topic at hand.

The thesis results indicate that teaching work with children aged zero to three years requires intentional actions from professionals aimed at the holistic development of the child. It is necessary to establish routines, dedicate quality time to daily planning, organize spaces and activities, and engage in reflective self-assessment of proposed interactions and mediations to replan and redefine practice.

It is evident that the constituent dimensions of teaching work with very young children go beyond the caretaking-educating dichotomy, adopting a perspective that considers the specificities and peculiarities of childhood. In this sense, in recent decades, early childhood education has increasingly adopted a more comprehensive approach sensitive to children's needs.

the conception that links educating and caring, understanding care as inseparable from the educational process. In this context, daycare centers and preschools, by embracing children's experiences and knowledge built within the family environment and their community context, and articulating them in their pedagogical proposals, aim to expand the universe of experiences, knowledge, and skills of these children, diversifying and consolidating new learning, acting in complementarity with family education - especially when it comes to the education of babies and very young children, which involves learning closely tied to both contexts (family and school), such as socialization, autonomy, and communication (Brasil, 2018, no page number, our translation).

Considering the peculiarities and needs of children aged zero to three years, it is pertinent to discuss the intentions behind pedagogical actions aimed at promoting meaningful experiences in early childhood education institutions. In this regard, professional development supports the construction of scientific knowledge that enables educators to break away from decontextualized practices that do not align with the unique characteristics of young children.
Final considerations

Specifically within the field of early childhood education, there are significant issues concerning the valuation of children, their knowledge, hypotheses, and learning processes. It is crucial to acknowledge that guidelines for the training of Brazilian teachers are aligned with neoliberal policies. Consequently, the objective of the National Curricular Base for Teacher Education (BNC-Formação) is summarized in "training" teachers to implement the Common National Curriculum Base (BNCC).

As a result of this approach, a group of experts and companies advises training Brazilian teachers, aiming to meet learning objectives aligned with the BNCC. The active participation of teachers, based on their specific demands and needs, is disregarded in favor of standardizing a single curriculum, ideologically guided by the principles of the BNCC.

In this regard, current training policies favor the control of schools and teachers through external evaluations that blame educators for the historical accumulation of woes and difficulties in the Brazilian educational system. The analysis of the theses and dissertations comprising the corpus of this article indicated that fostering scientific research and deepening studies on this topic are essential. This aims to affirm quality education in early childhood, directed towards the holistic development of children, by understanding the influence of initial and continuing education on teaching practices.

It is crucial to emphasize the necessary development of public policies focused on teacher training that are aligned with the specificities of early childhood education, in accordance with guiding documents for this stage of education. This aims to overcome isolated governmental actions towards consolidating a professional teaching identity. When addressing issues related to teacher training, multiple factors must be considered in this process, namely: professional valorization stemming from social recognition, different forms of school organization, attention to infrastructure and dignified working conditions, financial incentives for careers, and access to quality education. These elements are interconnected and integral to the framework of educational public policies, advocating for teachers' rights to professional development and children's rights to meaningful learning.
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