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## CONTINUING EDUCATION, TEACHING PLANNING AND MANAGEMENT FOR EDUCATIONAL RESULTS IN THE FRAMEWORK OF CREDE 1 – MARACANAÚ/CE

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*Dionys Morais dos Santos*

<https://orcid.org/0000-0003-1513-6368>

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**Abstract:** The general objective of this work was to analyze the challenges of implementing the Mathematics teaching plan prepared from the continuing education of teachers of this discipline promoted by the 1st Regional Coordination for the Development of Education (CREDE 1), in the period from 2017 to 2019. Theoretical sought to understand the relationship between teacher training and teaching quality through the role that external evaluations play on continuing education policies. The methodology was based on qualitative research based on the case study and, as instruments, the application of questionnaires to teachers of the 3rd grade of High School. The survey results showed that the participation of teachers in courses promoted by CREDE 1 has a strong relationship with certification and with the concept of training and professional improvement.

**Keywords:** Continuing Training, Teaching Planning, Educational Results.

## INTRODUCTION

This research aimed to analyze the challenges of implementing the Mathematics teaching plan prepared from the continuing education of teachers of this discipline promoted by the 1st Regional Coordination for the Development of Education (CREDE 1), in the period from 2017 to 2019, with a view to improving the performance of 3rd grade high school students in external assessments.

The relationships between continuing education, teaching planning and management of educational results provided the theoretical basis for the object of study. In addition, a qualitative approach based on content analysis was adopted, which aimed to analyze the challenges of implementing the Mathematics teaching plan in public schools under the scope of CREDE 1.

The training offered by CREDE 1, aimed at teachers who work in the 3rd grade of high school and with an emphasis on studies on the reference matrices of the Permanent System of Evaluation of Basic Education in Ceará (SPAECE) and the National High School Exam (ENEM), proposes a reflection on the pedagogical practices developed in the classroom and on the way they impact educational results.

In order to understand the situation of the 3rd grade of High School in Mathematics at the state and regional level, the evidence was analyzed from two aspects: the first, comprised the proficiency indices obtained in SPAECE during the period from 2012 to 2018, focusing on the percentage of students at critical and very critical performance standards. Added to this group are the results of diagnostic evaluations carried out by the Department of Education and the internal results of approval in the Mathematics subject. The second aspect encompassed the indicators of participation of course participants in face-to-face and distance training promoted by the CREDE 1 training team.

For this study, the period from 2017 to 2019 was chosen as a time frame. Two factors justified this definition: the first was due to the fact that in 2016 the educational scenario in Ceará was marked by the strike of teachers from the state public network, interrupting the school year in almost four months. That same year, SPAECE was restructured, starting to assess only students in the 3rd grade of high school; the second, because the continuing education course was only implemented in 2017.

The research presented a political and social relevance that needs to be highlighted. From a political point of view, the study highlights the need to reflect on the external evaluation adopted by Ceará since 1992 and its effects on public education in the State. Thus, it favors

a discussion on the role of public educational policies and their reformulations in favor of better learning outcomes and reduction of inequalities.

From a social point of view, it placed the issue of equity at the center of the discussions, as it emphasizes the possibility of (re)constructing a teaching plan or continuing education that addresses the needs of students and teachers, paying attention to the different levels of learning and considering the skills and abilities that these subjects have or need to develop throughout the schooling process.

## **THEORETICAL FOUNDATION**

The theoretical foundation of this study is based on three structuring axes: continuing education, curriculum and teaching planning and management for educational results.

In the context of continuing teacher education, Alvarado-Prada, Campos Freitas and Freitas (2010) show that the continuing education of teachers has always been linked to the idea of updating or maintaining an education that allows the “transmission of scientific knowledge” updated to the students. We emphasize that the idea of knowledge transmission diverges from the primordial concept of continuing education defended by this research. However, it is important to highlight that this formative conception pointed out by the authors must be understood within a political, social and economic context that dates back to the 1930s.

Some authors propose an analysis of continuing education from the State reform in the 1990s, strongly influenced by globalization and neoliberalism. The political, social, economic and institutional transformations of this period, linked to the influences and guidelines of international organizations, set the tone for public policies, including educational policies (FREITAS, 2002).

In this context of changes in the 1990s, it is important to highlight the “nature of continuing education”. It is observed that training practices from that period follow a market logic that aims, above all, to meet international requirements and strengthen private education.

In this work, specifically, continuing education is understood in the sense of permanent education, whose learning is continuous and is effective in the school space and in the relationships between teachers and other agents that make up the community, reinforcing the uniqueness of teaching pedagogical practice.

With regard to curriculum and teaching planning, the study of curriculum theories, especially critical theory, provides important support for analysis and discussion of the effects of external assessments on the school curriculum and, consequently, on teaching planning. Critical curriculum theory has its genesis in the 1970s with “sociological studies that question the prescriptive character, the supposed neutrality of the curriculum and its analysis disconnected from the broader social context” (CUNHA, 2005, p. 66-67).

McLaren (1977) conceptualizes the critical conception of curriculum, emphasizing that it goes beyond the prescriptive vision, the study programs or a simple classroom text. The curriculum as a practical activity and devoid of intellectual work and political and social issues, promotes the fragmentation of teaching work, which also generates fragmented knowledge.

This disciplining of knowledge, based on the disciplinary curriculum and the organization of content, meets certain socioeconomic interests and legitimizes the maintenance of groups that hold valid knowledge (CUNHA, 2005). From this point of view, planning is restricted to an ordering of contents addressed in the classroom

sequentially, according to the textbook index, thus presenting few possibilities for flexibility and dynamism.

To analyze the curriculum is, above all, to envision teaching planning as a way of producing it. Planning a class presupposes organizing content and teaching techniques that are directly and indirectly related to the school's educational project. Therefore, the act of planning is not restricted to a mechanical activity, but to a (practical) action of producing knowledge and the school's own curriculum. In this process, planning becomes an activity carried out by the community, that is, by teachers, students, school management and parents, making the planning and production of the curriculum an emancipatory action, capable of revealing alienation and breaking with the logic of domination (CUNHA, 2005).

Finally, the study on the management of educational results and its importance for the implementation of training actions within the scope of schools and education departments has proved to be complex and challenging. This is because research reveals a deep criticism about the negative consequences that external evaluations can cause in school curricula (ZAPONI; VALENÇA, 2009).

On the other hand, there is an attempt by some scholars to break with the reductionist view that large-scale assessments can generate in the educational field, emphasizing the possibilities they bring regarding the reformulation of public policies and the quality of teaching (BROOKE; CUNHA, 2011).

Added to this study is the issue of political, economic, social and institutional transformations that took place from the 1970s on a worldwide scale with the crisis of capitalism and the State, which caused profound changes in the forms of state intervention and public services, even affecting educational policies (BRESSER

PEREIRA, 1996).

The breadth of the proposed discussion leads us to consider the possibilities of management for educational results as a way to overcome inequalities and improve the quality of teaching, considering the limitations that it may present in the face of curricular issues and accountability practices.

## METHODOLOGY

The first step of the methodological procedures consisted of gathering evidence on the management case through documentary research, specifically in secondary sources, such as educational reports made available by the Ceará Education Department and the Center for Public Policies and Education Assessment (CAEd) on the average proficiency of students at the regional and state level in the discipline of Mathematics in recent years. Added to this are the approval data of state schools under the jurisdiction of CREDE 1 and the participation and approval data of teachers participating in the continuing education of Mathematics.

In the second stage, a bibliographic research was carried out in books, articles, monographs, dissertations and theses in order to seek a cohesive set of references on the subject of study. As a way of delineating with greater precision the central themes of this theorizing process, we list three theoretical-analytical axes: the continuing education of teachers, teaching planning and the management of educational results. This bibliographic research process took place through citation records, including a descriptive approach about the relationship of the texts with the case study in question.

In the third stage of the research, we applied a questionnaire to 63 Mathematics teachers assigned to the 3rd grade of High School and who completed the continuing education

course offered by CREDE 1. The questionnaire consisted of 20 questions and was divided into four parts, each one of them corresponding to one of the theoretical-analytical axes of the research, also including a section focused on the teaching plan. The questionnaire was applied from March 2 to 12, 2020 using the Google Forms tool.

## RESULTS AND DISCUSSION

The profile traced showed that 58.7% of the respondents have a temporary employment relationship and 41.7% have an effective relationship. This demonstrates what Vieira and Maciel (2011) discuss about the provisional nature of teaching work and the impacts that teacher turnover in public schools has on the development of more effective strategies for long-term continuing education, making it difficult to consolidate this practice while fundamental action of the pedagogical management of schools in the regional.

The analysis showed that 58.7% of Mathematics teachers participated more than once in training promoted by the Regional, and 24% of teachers participated in all editions of continuing education. This reveals that the fact that they participated more than once in the training may contribute to the observation of the changes that took place in this training process over the three years. This way, they can contribute in a more relevant way to the improvement of training practices developed by the Regional Office and by the schools, seeking more significant changes to the school reality where they work.

It was observed that 95% of the teachers agree that one of the main objectives of participating in the course refers to the understanding of the curriculum and its relationship with school planning, in this case, with an emphasis on teaching planning. Anchored in the search for these intrinsic

relationships between curriculum and planning, we still have as main objectives in the research the sharing of practices among teachers (97%), getting to know new methodologies (98%) and deepening theoretical-practical knowledge (95%).

We note that 56% of respondents revealed that the focus of planning has been external evaluations. This demonstrates that the Department of Education, regional offices and schools have been strongly mobilizing the process of disseminating educational data and adopting strategies aimed at faculty and students. The holding of classes, competitions, simulations, specific classes on SPAECE descriptors, motivational lectures to encourage participation in these assessments are some of these actions.

The survey revealed that 74.6% of the responses mentioned collective planning by area as the main space for discussion about the results achieved by the school in external evaluations. This data is important because it legitimizes the school as a space for reflection on teaching practice. Therefore, in addition to guaranteeing the necessary conditions for the development of an educational project with quality, it is necessary to give priority to pedagogical guidelines capable of redefining the work of teachers and schools.

Table 1 summarizes the analytical categories, the main results of the research and the possibilities of action, constituting elements for the elaboration of an educational action plan.

When we refer to continuing education, the theoretical basis and field research showed that this type of training needs to be permanent, continuous, a training attentive to the reality experienced by CREDE 1 public schools in recent years, with a strong appreciation of educational results such as agenda of pedagogical meetings, training actions and strategies used in the classroom.

Categories	Main Search Results	Action Possibilities
Continuing Teacher Training	<ul style="list-style-type: none"> <li>The participation of teachers in the course promoted by CREDE 1 has, as a priority, pedagogical objectives. However, the data also point to a strong relationship with certification and the concept of training and professional development.</li> <li>Teachers pointed out difficulties in transferring the training promoted by CREDE 1 during collective planning and in the implementation of content and methodologies in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>To discuss, within the scope of the school, the reality of the community it serves.</li> <li>Continuing education must be built on the basis of emancipation, strengthening a conception of education that values human formation and autonomy.</li> <li>Continuing education is consolidated in the knowledge produced from social interactions that make it possible to overcome problems and difficulties.</li> </ul>
Teaching Planning	<ul style="list-style-type: none"> <li>A good part of the teachers manages to plan collectively in the own school with the other members of their respective area of knowledge.</li> <li>Predominance of pedagogical issues and related to external evaluations, with special attention to the use of reference matrices in the construction of plans.</li> <li>Some teachers show a lack of interest in planning with their peers and use the formative moments to update the pedagogical monitoring instruments.</li> <li>Teacher representation in the process of building the teaching plan was not enough for the teachers surveyed</li> </ul>	<ul style="list-style-type: none"> <li>Planning by area of knowledge: engagement of school actors, sharing of practices among peers, consolidation of the school as a space for permanent teacher training.</li> <li>Teachers are able to carry out formative moments and put their pedagogical concepts and strategies on the agenda for the improvement of student learning.</li> </ul>
Management of Educational Results	<ul style="list-style-type: none"> <li>High participation of teachers in training on external evaluation and ownership of educational results.</li> <li>Collective planning is the most used space for discussion to discuss the results achieved by schools.</li> <li>The actions developed by schools still have a strong relationship with the “training” of students for the tests</li> </ul>	<ul style="list-style-type: none"> <li>Results management is a pillar that guides the pedagogical work without reducing it to mere training.</li> <li>It presents elements for the democratization of all school knowledge.</li> <li>The management of educational results presents a possibility of breaking with inequalities insofar as it makes possible an “equality of acquired knowledge”.</li> </ul>

Table 1 - Main search results.

Source: Prepared by the Author, 2020.

## FINAL CONSIDERATIONS

In the educational field, research with an emphasis on continuing teacher education has been extremely challenging. This is because the understanding of the importance of a teacher training policy permeates numerous government bodies and involves the establishment of a permanent dialogue between the various school actors, especially the management teams that work in public schools.

The theoretical discussion carried out throughout this work and the experiences observed in different educational contexts, such as Ceará, show the need to reflect on what type of continuing education has been offered to teachers and what are the intentions behind the training initiatives. In the case of CREDE 1, it was observed that the training offered from 2017 to 2019 presented a perspective based on learning outcomes linked to the achievement of goals and the certification of teachers participating in the course.

It was observed that it is necessary to strengthen the performance of management teams, especially school coordinators, as training agents, seeking to prioritize training activities to the detriment of “function deviations” caused by the incessant routine of schools.

The research in question, focusing on the challenges of implementing the Mathematics teaching plan in CREDE 1 public schools, led us to an analysis of the importance of continuing education as a process that needs to be constituted with the participation of teachers from the school reality. This does not exempt the Education Department and regional bodies from the responsibility of guaranteeing teaching professionals the necessary conditions for the full exercise of their teaching activity. Therefore, continuing education initiatives such as those of CREDE

1 in recent years are extremely legitimate, as they allow the exchange of experiences between schools and teachers, thus guaranteeing important spaces for discussion for the construction of new educational perspectives.

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