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TEACHING VOICES: perceptions on continuing education and its impact on pedagogical practices

VOZES DOCENTES: percepções sobre a formação continuada e seus impactos nas práticas pedagógicas

VOCES DOCENTES: percepciones sobre la formación continua y sus impactos en las prácticas pedagógicas

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Abstract
This article aims to present elementary school teachers' perceptions of continuing education and its impacts on pedagogical practices. The research, a case study, was conducted in a public school in the city of Areia Branca-RN. From a dialogical and multireferential perspective (Ardoino, 1998), we reflect on continuing education, intertwining scientific knowledge, contexts, and practices. As a methodological procedure, we used semi-structured interviews to construct narratives with the participating teachers. The results led us to identify the following notions: continuing education as a condition for transforming, reflecting upon, and sharing practice; education as a state policy; and teaching as a political-pedagogical commitment. Based on the teachers' voices, it was evident that training should be a continuous process, integrated into their daily routine, fostering peer interaction and encouraging reflection, self-training, and the resignification of classroom experiences. In this article, we emphasize the need to create a collaborative network of trainers, supported by teachers themselves, to promote the construction of a local identity for continuing education in the municipalities.

Keywords: Teacher education policies. Continuing education. Teaching. Pedagogical practice.

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Resumo
Este artigo objetiva apresentar as percepções de professoras dos anos iniciais da Educação Básica sobre a formação continuada e seus impactos nas práticas pedagógicas. A pesquisa, tipo estudo de caso, teve como *lócus* uma escola pública da cidade de Areia Branca-RN. Em uma perspectiva dialógica e multirreferencial (Ardoino, 1998), refletimos sobre a formação continuada, entretecendo saberes científicos, contextos e práticas. Como procedimento metodológico, mobilizamos a entrevista semiestruturada para a construção de narrativas com as professoras colaboradoras. Nos resultados, chegamos às noções subsunçoras, a saber: formação continuada como condição para transformar, refletir e socializar a prática; formação como política de Estado e docência como compromisso político-pedagógico. A partir das vozes das professoras, foi possível perceber que a formação deve ser um processo contínuo, integrado ao seu cotidiano, promovendo a interação entre os pares e estimulando a reflexão, a autoformação e a ressignificação das vivências em sala de aula. Enfatizamos, neste artigo, a necessidade de criar uma rede colaborativa de formadores, respaldada pelos próprios professores, que promova a construção de uma identidade local de formação continuada nos municípios.

Palavras-chave: Políticas de formação. Formação continuada. Docência. Prática pedagógica.

Resumen
Este artículo tiene como objetivo presentar las percepciones de profesoras de los primeros años de la Educación Básica sobre la formación continua y sus impactos en las prácticas pedagógicas. La investigación, de tipo estudio de caso, tuvo como sede una escuela pública de la ciudad de Areia Branca, RN. Desde una perspectiva dialógica y multirreferencial (Ardoino, 1998), reflexionamos sobre la formación continua, entrelazando saberes científicos, contextos y prácticas. Como procedimiento metodológico, utilizamos la entrevista semiestructurada para la construcción de narrativas junto a las profesoras colaboradoras. En los resultados, llegamos a las nociones subsumidoras, a saber: la formación continua como condición para transformar, reflexionar y socializar la práctica; la formación como política de Estado y la docencia como compromiso político-pedagógico. A partir de las voces de las profesoras, fue posible percibir que la formación debe ser un proceso continuo, integrado a su vida cotidiana, que promueva la interacción entre pares y estimule la reflexión, la autoformación y la resignificación de las vivencias en el aula. Enfatizamos en este artículo la necesidad de crear una red colaborativa de formadores, respaldada por los propios docentes, que promueva la construcción de una identidad local de formación continua en los municipios.

Palabras clave: políticas de formación. Formación continua. Docencia. Práctica pedagógica.

Introduction

Continuing education is a central theme in education because it connects pedagogical practices to teachers' professional development. However, despite its prominent place in normative discourses and educational policies, it does not always translate into meaningful training experiences for teachers in everyday school life. In

this context, it is important to understand how teachers in the early years of basic education perceive continuing education and interpret these experiences. Thus, this article reports on a study that used a qualitative and hermeneutic approach to answer the following question: How do teachers in the early years of basic education perceive continuing training, and what impacts do they identify in their pedagogical practices? Through a plural textual weave, we intertwine teachers' perceptions with legal documents on the subject and our reflections, thereby reinforcing the ephemerality of the connection between knowledge and human construction.

In the context of ongoing training, Freire (1996) likens teachers to sailors who must master technical knowledge and environmental conditions to navigate effectively. Just as a sailor knows the boat, the sails, and the behavior of the winds, a professor integrates theory and practice, navigating the challenges of teaching and learning wisely. Freire (1996) further emphasizes that this knowledge is continually confirmed, transformed, and/or expanded by everyday school life. This dynamic process strengthens the analogy between teachers and sailors, demonstrating that teaching knowledge is expressed through balancing theory and practice in the classroom. This intertwining—or rather, this harmony—becomes an intrinsic requirement of pedagogical practice.

As Gatti (2017) proclaims, pedagogical practices

> (...) are ways of acting that require learning and are based on cultural knowledge and practices of didactic teaching and methodologies related to intentional educational relationships filled with content relevant to human and collective life (p. 04).

From this perspective, teachers refine their skills through work experience and interactions with their peers, viewing the school as a place of learning.

In this context, continuing training refers to the professional, social, cultural, and epistemological growth that occurs throughout one's lifetime. It can take various forms, such as courses, lectures, workshops, online classes, and systematic reflections on daily practices. This path encompasses a wide range of subjects and themes that are sometimes disconnected from the reality of schools. Often, the experiences that occur within these institutions become irrelevant to those who design these training programs.

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The empirical site of the research[4] was a public school in Areia Branca, RN. Theoretical and scientific mobilization on continuing training was based on studies by Gatti (2013, 2019), Nóvoa (1991), and Freire (1987, 1996), as well as on contributions by other authors on the topic. Regarding legal documents, we relied on the Guidelines and Bases for National Education Law (LDB, 1996), the National Education Plan (PNE, 2014–2024), the National Common Core Curriculum (BNCC, 2017), and the National Education Council Resolutions (2015, 2019, 2020).

Inspired by the multireferential approach of Ardoino (2012), Macedo (2020), Barbosa, and Hess (2010), we conducted our research from an epistemological approach that led us to uncover underlying notions arising from the triangulation of scientific narratives, teachers' narratives, and the researchers' interpretations. These notions are: continuing training as a state policy, a condition for transforming, reflecting on, and socializing practice, and teaching as a political-pedagogical commitment.

The article is organized into a coherent narrative that presents the theoretical framework supporting the dialogue on continuing education and teaching practices, and links it to legal documents. We explain the research methodology, emphasizing the epistemological choices and procedures for constructing and interpreting data. Through triangulation involving theory, empiricism, and hermeneutics, we arrive at underlying notions. Finally, through the voices of teachers, we conclude that continuing training must be an ongoing process integrated into their daily lives, promoting peer interaction and stimulating reflection, self-education, and reframing of classroom experiences.

1 Methodology

Field research was conducted in a public elementary school in the municipality of Areia Branca, RN. Two professors from the first and fourth grades collaborated on the research. The professors were chosen based on their backgrounds and

[4] The data presented in this article are part of a Master's Thesis in Education entitled "Continuing Training: professors' perceptions and impacts on teaching practices," developed at a municipal public school located in the municipality of Areia Branca, in the state of Rio Grande do Norte, in 2024.

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experiences, such as their length of service in early elementary education (more than 20 years), their involvement with the school (the field of research), and their effective teaching practice in the municipal school system. To understand the participants' perceptions of continuing training and its impact on pedagogical practices, it was necessary to construct narratives through dense, profound descriptions.

The study's methodological framework stems from a rigor different to Cartesian positivism (Macedo, Galeffi, & Pimentel, 2009), which pursues a pseudo-purism of scientism, neutrality, and fragmentation that has nothing to do with the complexity of everyday life.

Based on a multireferential approach (Ardoino, 1998; Macedo, 2010) and research on everyday life (Certeau, 1994; Alves, 2003), our study adopted a pluralistic view. We sought a hermeneutics of everyday events at school. This perspective echoes Guimarães Rosa's words (2017, p. 153): "[...] nothing strictly speaking has a beginning and nothing has an end, since everything happens at a point on a ball; and space is the reverse of a silence where the world turns more [...]".

This quote inspires us to recognize that the world is in constant motion, marked by transformations that do not follow linear logic or rigid rules. From this perspective of movement and openness to the new, we present our methodological intention.

The construction of this methodological approach required devices for exploring the subject of study, continuing training, and broad, sensitive consideration of the various dimensions involved. In this context, it was essential to employ strategies that would enable us to understand the professors' perceptions and promote a comprehensive understanding of continuing training and its effects on pedagogical practices. This approach recognizes the complexity and diversity of the scenario.

Therefore, this qualitative, ethnographic case study (Macedo, 2010) was conducted. Aligned with the principles of multireferentiality, ethnographic research seeks to embrace and learn from differences, recognizing the heterogeneous nature of knowledge. Its phenomenological approach requires experiencing and sharing

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subjects' experiences. In other words, the study's condition is observation in loco and coexistence with subjects to interpret and value their daily lives.

In this case, the theoretical-methodological bricolage was based on existing documents, research, and studies, interwoven with other knowledge and experiences constructed and perceived in training and teaching practices. This approach requires active listening, detailed documentation of observed phenomena, conducting interviews, analyzing the context, and involving the subjects in the formation of knowledge and practice.

In this hermeneutic movement, we arrive at subsuming notions through an analytical construction that emerges from the triangulation process. This process involves multiple references and assumes a more organized systematization of the analytical corpus. This corpus is expressed through clear and heuristically rich writing. This writing moves toward the construction of the intelligibilities produced in the research (Macedo, 2010).

1.1 Case study and sensitive listening

The case study is qualitative in nature and based on a unique contact and a sensitive search for knowledge through questions and answers. In this context, the researcher continues to value interpreting contexts and portraying reality in a dense, refined, and profound way while establishing plans for relationships with the researched object (Macedo, 2010, p. 88).

This case study leads the researcher to perceive this movement as unfinished because it constantly engages with the uniqueness and plurality of subjects and contexts. Knowledge is continuously constructed, expanded, and reinterpreted.

In this relationship, the researcher's path becomes significant. The researcher must adopt a curious, focused, and attentive stance toward observing real-life events and dedicate themselves to understanding the information that emerges throughout this process. According to Macedo (2010, p. 91):

> [...] phenomenologically inspired case studies also seek the relevance of the detail that builds it and the uniqueness that marks it, identifies it, and

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> 'referentializes' it, without falling into the 'regularisms' and 'formisms' of positivist perspectives [...].

Developing the case study with elementary school teachers was essential to amalgamating the information, focusing on the relationships and reactions regarding the studied object in all its uniqueness, regardless of order or frameworks based on a priori scientific precepts.

To understand the teachers' initial impressions of continuing training in their pedagogical practices, we organized time and space so that, through interviews, the participants could feel safe and comfortable collaborating. We adopted a flexible and open script to encourage dialogue about their experiences with continuing training.

To this end, we used sensitive listening (Macedo, 2010) to gather perceptions. This approach opened space for genuine conversations because the teachers, who are authors and practitioners in their fields, have keen insights, practices, and language on training and the classroom. Therefore, respecting and valuing these achievements and allowing teachers to narrate their actions and feelings without closed precepts was essential for understanding the phenomenon under study.

From this perspective, transforming listening into narrative required the researchers to be sensitive and delicate in their writing, which was meticulous, rigorous, and respectful of the teachers' feelings and perceptions.

The interview was a device for accessing teachers' experiences and constructing data. This method establishes a bond through language (Macedo, 2010) and is an effective tool for interaction, enabling the capture of valuable information about the subject of study. Therefore, listening to first- and fourth-grade teachers discuss the research subject can provide valuable insights given their accumulated experience. This interaction, dialogue, and perception-building moment can significantly contribute to a better understanding of the topic.

Language carries a variety of expressions for interaction. According to Macedo (2010, p. 103), language "[...] reveals, conveys, and creates representations in which forms and meanings are embedded in the social context of their production and use [...]". In other words, language is the path to communication and understanding, creating channels of approximation and meaning.

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During our dialogue with the teachers, we observed the following details: behavior, facial and body expressions, repetition of terms, and emotions. Through these observations, we aimed to understand the teachers' perceptions of continuing training and its impact on their practices.

It is important to emphasize the interview's organized and systematic nature. Using this mechanism is not intended to stifle or control the conversation. It is also not limited to merely collecting information (Macedo, 2010). The interview is open and flexible, yet guided by well-defined direction and objectives, so that every moment is relevant and offers valuable learning opportunities.

With these premises in mind, we organized the interview in two stages. The first stage consisted of presenting the research and its purpose, including the importance of the teachers' contribution to understanding the phenomenon under study. It was also an opportunity to get to know the professors and gather information, including their names, ages, years of service, academic backgrounds, and experience in early elementary education.

In the second stage, we used a scripted interview that included questions and topics to initiate dialogue. Through active listening, we sought to understand the challenges and pleasures of the teaching profession, the experiences and meanings of continuing training, and the perceptions of continuing training policies and demands in light of the profession's needs.

We conducted interviews during the data collection period, respecting teachers' time who did not live in the same city where they worked. Meetings were always scheduled in the morning since teachers were in the classroom during that shift.

We chose to give the participants flower names, elevating them from mere anonymity to the realms of poetry and philosophy. In this sense, each pseudonym became a metaphor for the teaching and learning journey. The desert rose, for instance, represents overcoming challenges, while the bougainvillea, with its explosion of vibrant colors, symbolizes impressive durability. They are light and thin, making them very versatile. This versatility symbolizes teachers' shared knowledge, their relentless pursuit of it, and its ephemeral existence.

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The first interview was conducted with Teacher Desert Rose, who teaches a fourth-grade class in the morning, mostly nine-year-old children. According to the BNCC (Brazil, 2016), at this stage, in addition to consolidating learning from previous years/grades, there is an expansion of language practices and intellectual autonomy. This allows the children to deal with diverse situations related to others, their history, culture, technologies, and the environment.

The second interview was conducted with Professor Bougainvillea, who teaches a first-grade class of six-year-olds in the early stages of reading and writing. According to the National Common Core Curriculum (Brazil, 2017), the first two years of elementary school should focus on literacy, providing ample opportunities for students to learn the alphabet. This should be done in conjunction with developing other reading and writing skills and involving students in diverse literacy practices.

The interviews were audio-recorded with the teachers' consent and transcribed using *Word's* transcription function.

2 Continuing training from the perspective of teachers

Continuing training as a mechanism for revitalizing teachers' knowledge occurs, or at least should occur, within a permanent process of critical-reflective analysis, with a view to seeking understanding of the real contexts that unfold in everyday school life. From the perspective of Professor Rosa do Deserto, continuing training is perceived as:

> [...] a prospect of improvement in my profession and in my classroom practice. Every day, we have to study, seek knowledge, and innovate so that we can access quality education. But without our training, we remain stuck in the same old rut [...] (Rosa do deserto, interview conducted on July 26, 2024).

This excerpt from the interview reveals a tone conveyed by the words "innovate" and "sameness." Rosa do Deserto makes it clear that one must constantly build knowledge to stay up to date. Continuing education enables reading, research, and innovation. Otherwise, daily classroom activities and teacher training become repetitive.

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Amid the complexities and challenges of public education policies, the scent of flowers represents the resilience and hope of educators. Teachers exude this scent even in the most adverse conditions, persevering through the challenges they face in the school environment. The scent of flowers symbolizes dedication, commitment, and passion for education. This passion is embodied in the teacher's narrative.

> First, you need passion right away. In teaching, you have to like what you do. You have to be passionate. You have to take it seriously as if it were a mission. It is through this mission that you will strive to do your work well. Work with responsibility. This involves planning and looking for techniques and ways to do your job as well as possible every day. When you love something, you do it with pleasure. (Professor Bougainvillea, interview conducted on July 26, 2024).

In this sense, teachers must recognize that their work is a profession demanding not only passion and ambition, but also technical, ethical, and pedagogical knowledge. This perspective enables teachers to see themselves as educational professionals rather than merely class instructors. However, the teacher speaks of the mission with an ideological bias that remains intrinsic to teachers. This ideological bias is accompanied by remnants of Jesuit education under the Church's control. Thus, as Nóvoa (1999, p. 15) states, "[...] the genesis of the teaching profession takes place within some religious congregations [...]".

Based on these narratives, this study reveals that continuing training is indispensable for strengthening teachers' professional identities. Furthermore, continuing training is essential for facing the structural and pedagogical challenges experienced in everyday school life. In the public school environment, these challenges are vast and emerge like a winding river, zigzagging between structural and pedagogical issues that impact children's performance and the value placed on professors. From this perspective, Saviani (2008) uses the metaphors of the zigzag and the pendulum to illustrate the vulnerable, oscillating nature of educational policies.

> This manifests itself in various ways, but the numerous reforms throughout the history of Brazilian education most clearly exemplify it. Viewed in

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> retrospect, these reforms describe a movement that the metaphors of the zigzag or the pendulum can recognize. The zigzag metaphor illustrates the winding, meandering nature of the successive variations and changes observed in the reforms, while the pendulum movement exemplifies the sequential alternation of two themes in the reform measures of the educational structure [...] (p. 9).

Every public school faces its own set of difficulties. However, continuing education provides a way to navigate this winding river with its many curves, leading to great discoveries and reflections. Public schools are often perceived as adrift, aimlessly sailing along. Yet, some professionals masterfully tackle their workday and promote the intellectual and social growth of children. The beauty of teaching lies in this eagle-like keen eye that captures emerging potential in the arid soil of this country's public schools. With creativity and boldness, educators develop curricula that respect and value the social, emotional, affective, and cultural dimensions of their students.

During the interview, the teachers expressed euphoria and an intense desire to see changes in education, particularly in their municipality and school. They are optimistic about the future. However, they recognize the need to express their criticism and assert their identity in the school environment. They raise their voices in disagreement with the environmental and working conditions, adopting a posture of "negativity" and "otherness" (Macedo, 2012). The teachers demonstrate a desire to "break the rules" (Macedo, 2020) by opposing any determined idea or action that does not contribute to the development of the pedagogical process.

For the participants, the interview was an opportunity to spontaneously express their reflections on various dilemmas they face in their daily lives at school. It represented a space of freedom in which they could verbalize their feelings and challenges, as they do not receive ongoing training.

> [...] Because sometimes we start a project very well. You start very well, and sometimes we stop, we leave it behind. So, if it's, as I said, the Proale issue we started with, I was feeling very good. Very rich in this issue. When it stopped! I continued with the learning I already had, the knowledge I already had. I applied it in the following years. It stayed with me. But I feel that it is necessary to continue these practices [...] (teacher Bougainvillea, interview conducted on July 26, 2024).

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As Nóvoa (2019) points out, given this, it can be understood that "it is in the complexity of training that extends from professional experiences and cultures that we can find a way out of the dilemmas faced by professors" (p. 11). This is evident in the teacher's statement: "You start very well, but sometimes we stop and leave things behind." This statement reveals traces of discontent. The phrase "leave things behind" reveals the absence of a solid continuing training policy.

Therefore, we observe that one of the main challenges of educational policies, especially regarding investments in continuing training, is ensuring its permanence as "a constant process of transformation for pedagogical practice" (Matos, Grosch, & Dresch, 2020, p. 5). Nevertheless, continuing training allows teachers to evolve with mutual support, building their professional identity within the teaching profession because "it is impossible to learn the teaching profession without the presence, support, and collaboration of other teachers" (Nóvoa, 2019, p. 6).

From this perspective, teacher Rosa do Deserto shared memories of training courses she participated in. Although there were not many, they significantly impacted her professional journey. One of the most notable was the training through the National Pact for Literacy at the Right Age (PNAIC). Even after almost eight years, she spoke enthusiastically about the program, emphasizing its significance in her professional and intellectual growth.

> [...] I remember when we were doing the PNAIC training: I had a large, difficult class, and I was desperate. I cried because I didn't know what to do. I thought I was doing the right thing, but in fact, I realized that it wasn't reading, it wasn't just writing, it wasn't just counting that we had to do with our students. But what we really needed was to see, to know, so that we could understand and change our practice, the acceptance of the student [...] (teacher Rosa do Deserto, interview conducted on July 26, 2024).
> [...] When we were doing the PNAIC 'Ave Maria' training! It was a very rich training that we did from 2012 to 2016. It was a very, very, very cool experience, you know, very powerful, which we expanded a lot. We changed our practices a lot [...] (teacher Rosa do Deserto, interview conducted on July 26, 2024).

In her memoirs, the teachers recounted the challenges she faced while teaching the class. Opening the chest of her memories made her emotional. During this period, she worked with a third-grade elementary school class. It was a very

challenging class. The teacher stated, "[...] it was a large class, a difficult class. I despaired. I cried because I didn't know what to do [...]". At this stage, children should have the opportunity to expand their knowledge and language skills and develop an aesthetic and intercultural awareness (BNCC, 2017). However, the teacher struggled because the class was very undisciplined. She could not find a way to solve this problem, which is always challenging for professors because it affects students' concentration and performance.

The teacher found encouragement and security in the PNAIC program, which made her see situations differently. Through the program, she experimented with other methodologies and pedagogical approaches. These provided her with new perspectives and strategies for dealing with student indiscipline. In this context, her colleagues' support was essential. Sharing her classroom difficulties and receiving constructive feedback helped her feel less isolated in her challenges. Additionally, the program's theoretical foundation was important in enabling her to explore other approaches to address indiscipline in her class.

Furthermore, the following quote shows teachers desire for these training sessions to be systematic and regular so that they can stay up to date and support school events.

> [...] I hope, I long for these practices, for these projects to reach us. I believe that by making ourselves heard and demanding action, I hope that, perhaps because we are feeling this need, our requests will be met, and that in the future I believe we will indeed have [...] (Teacher Bougainvillea, in an interview conducted on July 26, 2024).

In this regard, Bougainvillea states: "I believe that by making ourselves heard and demanding change, perhaps our requests will be met because we are feeling this need." The teacher's statement reflects the hope and urgency that their voices will be heard and that these practices will once again become part of everyday education.

Alvarado-Prada, Freitas, and Freitas (2010, p. 369) point out that "education is a lifelong process." In this sense, we see the importance of teachers' sensitivity to everyday school events and their continuous training. Teachers are essential to the

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development of education, and their knowledge-building process necessarily involves human training and autonomy in their work.

This autonomy is closely linked to independence, self-sufficiency, and freedom. These concepts intertwine with professors' ways of being and doing. However, teachers have a false sense that their freedom to think, act, and reflect is integral to their educational process, camouflaged by these "smoke screens." Contreras (2002) contributes to this discussion by stating that professional autonomy must "go beyond appearances, addressing not only the previously elaborated rhetoric in which certain jargon or language is identified in advance as having a professional advantage or educational benefit" (p. 52).

The author highlights various forms of autonomy since the term is often used without understanding its true application in educational settings. According to Contreras (2002), true teacher autonomy involves more than just freedom of choice; it also entails the responsibility to act on a deep, contextualized knowledge of educational needs and realities. Therefore, a proper understanding of autonomy in educational relationships is essential for promoting effective, transformative pedagogical practices.

The experiences shared by the interviewed teachers further corroborate the idea that continuing education should be part of teachers' jobs, as evidenced by the following excerpt: "[...] I hope, I long for these practices, for these projects to reach us [...]". These experiences not only corroborate this understanding but also underscore the importance of continuing teacher training in daily school life.

Using the first person with expressions such as "I hope" and "I aspire to" signals strength and desire. They also express hope that continuing training, along with the other demands of the teaching profession, will form the basis of policies that value quality education and autonomy in the educational process. To this end, Matos, Grosch, and Dresch (2020) highlight the importance of ensuring "professional recognition, decent working conditions, salaries, and career plans for all education professionals" (p. 5).

3 The underlying concepts and the role of teachers in schools

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"Subsuming notions" is a way of organizing information and interpretations that facilitates understanding of the study's interpretive corpus (Macedo, 2009). Thus, imagining and composing these notions was an extremely complex task, carried out through a heuristic process in which theoretical knowledge, subjects' narratives, and researchers' interpretations intersected to capture the nuances of the research findings.

In their role as research subjects, the professors are "living data" of reality (Macedo, 2016). We interpret this data through hermeneutics and the experiences of life and contexts present to us. This approach yields a different kind of rigor, fueled by the fertility of intellectual terrain. This process enables responsible and reflective creativity, intertwining interpretation and understanding to reveal the depth and complexity of the human condition. Through this process, we identified the specific resources of qualitative research for organizing and systematizing information.

Inspired by Macedo (2010), we proceeded to data saturation, an indication of sufficiency. We reduced or selected the most important parts of the data: the professors' narratives. Other mechanisms were mobilized for the reduction process: imaginative variation, which is the process of exploring various perspectives on the professors' experiences to identify the essential elements; units of meaning, which are the most important excerpts from the narratives; and synthesis, which is the integration of the units of meaning into a more structured understanding of continuing training in an interpretive process.

Based on the narratives' descriptions, we sought to identify the different angles of analysis, the tensions among them, and the theoretical references and normative documents. Our goal was to determine if the produced intelligibilities achieved, at least provisionally, a stability and saturation of the data.

Through this hermeneutic and heuristic process, we understood that continuing training occurs through reflection, reframing, expansion, and socialization of knowledge and practices, as stated by the professors. Beyond established laws, courses, and structured programs originating from federal and state spheres lies the transformative power of practices renewed through encounters with others during continuing training. These encounters challenge the status quo, prompting reflection and questions within and beyond schools.

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Based on the experiences narrated by the teachers, the documents established, and the hermeneutic exercise, we arrived at three subsuming notions, namely:

- The movement provides moments for reflection and the exchange of experiences, to transform everyday classroom life. It offers continuing training as a condition for transforming, reflecting on, and socializing experiences. Discussions about teacher training, especially continuing training, are often fraught with political and ideological interests. This duality of interests has weakened and fragmented the training process since policies without continuity are often dismissed as the whims of governments. Thus, with each new administration, the system changes to make way for the next, weakening the path and compromising the fluidity of the teacher training process. On the other hand, we cannot belittle ourselves or remain inert. We must hold on to the thread of change skillfully woven by inventiveness and training actions manifested in activities carried out in schools. Sharing experiences with colleagues provides living, plural opportunities and constitutes a permanent space for professional development.
- Training as a state policy, with developments such as the continuity of programs and the frequency of training, has been proven to be one of the important aspects for strengthening the educational process. Frequent participation in continuing education provides professors with greater involvement, exchange of experiences, and mutual support. As a central space for events, the school requires essential training opportunities to build an educational network that goes beyond the simple act of teaching and learning and encompasses the subjectivities of those involved. This applies to continuing training programs at the municipal and federal levels. However, the regularity of these training courses has distanced itself from this process, especially at the local level. Therefore, effectively implementing public policies becomes challenging. According to the teachers, these obstacles are directly related to a lack of political will, leading to deficiencies in planning,

systematization, monitoring, and continuity in the ongoing training process. In this context, it is crucial to consolidate training as a state policy.

- Teaching as a political-pedagogical commitment involving a professional mission and passion for teaching is an important finding that recognizes the importance of school in the lives of its participants. In this space, we find interactions between families, students, administrators, staff, and professors. In this context, we address each individual's subjectivities. Therefore, we must acknowledge that education is a serious matter, not only because of its regulations and legislation, but also because of its implications for individual training and development. Affirming that teaching is a political-pedagogical commitment highlights the power of this function in constructing the social, ethical, and academic training of individuals. Initially, the terms "passion" and "mission" were treated as synonyms. However, we seek to add a political-pedagogical dimension to these concepts to balance their meanings. In this mixture of meanings, one must be driven by passion to accomplish the mission more easily. In this context of semantic complexity, it's important to note that education fulfills its political role by teaching, promoting dialogue, critical thinking, and individual transformation.

These overarching concepts brought together the subtleties of the interpretive body, highlighting the importance of continuing training in the dynamic and transformative process of teachers' practices.

Final considerations

We found that teachers recognize the need to continue training to improve their teaching practices. They highlight the importance of meeting with others to enhance reflection and performance. For teachers, interaction is an opportunity to share knowledge and experiences that enrich their work. This interaction is based on the concept of continuing training.

Through the teachers' feedback, we learned that training should be an ongoing process integrated into their daily lives. It should promote peer interaction and stimulate reflection, self-training, and reframing of classroom experiences. However, there is an urgent need to improve this policy in the municipality of Areia.

Branca, RN, giving it more priority and visibility. Continuing education comes to the area through federal government programs with the municipality's support, and teachers participate in all available opportunities. Nevertheless, according to the teachers, implementing these policies faces major challenges in the local context. Through their perceptions, other information and concerns emerged, allowing us to understand their inequalities and leading to different meanings and understandings. Despite the difficulties they face in their daily lives, the professors still resist cultivating the garden, hoping that new flowers will beautify and perfume the path.

In this article, we emphasize the most objective contribution of the study: the need to create a collaborative network of trainers supported by teachers to promote the construction of a local identity of continuing training in municipalities. This action will value professors' experience and knowledge and strengthen their sense of belonging and responsibility for their professional development.

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