



## **GRADUATES OF THE PEDAGOGY COURSE AT ESPÍRITO SANTO UNIVERSITY CENTER - UNESC: an analysis of their professionals' routes**

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### **ABSTRACT**

*This research aimed to map the professional functions performed by students who graduated from the Pedagogy Course at Centro Universitário do Espírito Santo (UNESC), corresponding to the period from 2011 to 2021, totaling approximately 134 graduating students. A documentary analysis of the materials produced/used for the organization of the Pedagogy Course offer was conducted: Pedagogy Course Pedagogical Project and Resolution No. 02 of July 1, 2015, which defines the National Curricular Guidelines for initial training in higher education (degree courses, pedagogical training courses for graduates and second-degree courses) and for continuing education, with the aim of analyzing the norms established in these documents regarding the training of undergraduates, with the perceptions of graduates about their initial training and the range of characteristics/competences/skills that are intended to be developed by them during the course of pedagogy. To map the perceptions of pedagogy graduates regarding their initial training, a questionnaire was structured using the Google Forms tool to obtain data and information about the current professional occupations of graduates of the pedagogy course and the potential contribution of the course to their professional performance in the area of education or in another area in which they are working, with the profile of the graduate foreseen in the Pedagogical Project of the Course and the pertinence of the contents addressed in diverse disciplines with real demands in their professional practice, primarily taking place in the area of education. After performing the categorizations as described above, the information collected was organized into graphs with their respective analyses, objectively presenting the highlighted aspects and others that were identified during the analysis of the material collected through the questionnaire. It is important to note that for all the categorizations conducted, analyses prioritized the investigation objectives and the epistemological paradigms of the research fit.*

**Keywords:** *Initial teacher education, egress profile, university education.*



## 1 INTRODUCTION

The Pedagogy course and its different forms of curricular organization, regulated by current legislation, have been the subject of constant analysis and reflection, both by Higher Education Institutions (HEIs) and by professional bodies representing education professionals, specific research groups on the subject of “Teacher Training” and undergraduate student organizations.

Degree courses have gone through and are going through a reconfiguration in their complex set of aspects, whether in the political, cultural or educational spheres, due to the continuous need for professionals to adapt, with the aim of supporting the student in training for qualified performance in the teaching and learning processes in basic education schools (Cambi, 1999).

According to Pimenta (2012), training curricula should not be groups of isolated subjects with no connection to practice. It is necessary for these disciplines to overcome fragmentation and enter into a dialog with the real field of activity, since the teaching function is situated in a certain historical space and time, which requires a professional capable of seeing the collective and social character of their profession. It is therefore necessary to take reality into account as the starting point for realigning curricular practices, in order to provide students with the conditions and knowledge necessary for their professional performance.

The reflections presented by Pimenta (2012) are in line with the reflective discussions on the importance of aligning theory with practice highlighted by Nóvoa (1999), when he states that teacher training needs to stop being excessively theoretical, in order to enable reflection on practices, because “know-how” needs to be aligned with the observation of theories in the real context of the classroom, because it is the exercise of reflecting on practice that will make it possible to re-signify knowledge and apply it in a coherent and dialogical way with the reality experienced, since learning the profession also takes place in its practice, bringing the practical knowledge of teachers closer to the school and the Higher Education Institution, so the articulation between knowledge of a different nature inevitably happens.

In order to carry out the analyses proposed in this study, it is necessary to consider the organization planned and carried out by the Higher Education Institution analyzed, which needs to comply with the legislation in force for the formatting of undergraduate courses. Currently, the Pedagogy course at Centro Universitário do

Espírito Santo - UNESC, is structured based on the CNE/CP Resolution of July 1, 2015, which establishes in Art. 8 the competences that students - who subsequently graduate from the course - should be able to perform in the future exercise of their profession. These competences are the guidelines for the construction of the course syllabus, bearing in mind that teaching needs to be considered as an educational action and as an intentional and methodical pedagogical process, that involves specific, interdisciplinary and pedagogical knowledge, concepts, principles and training objectives that develop between scientific and cultural knowledge, in the ethical, political and aesthetic values inherent in teaching and learning, in the socialization and construction of knowledge, in the constant dialogue between different worldviews.

By analyzing the graduate profile described in the aforementioned resolution and the graduate profile contained in the Pedagogical Project of the Pedagogy Course, we propose to identify the challenges encountered by graduates in entering the job market and the potential developed in professional practice that align with the graduate profile provided for in the Pedagogical Project of the Course, through the following questions: does the student work professionally in their area of training? Did you feel prepared to work when you finished your degree? Have you encountered any difficulties in hiring and/or doing your job on the job market? To what extent did the subjects you took contribute to your success or difficulty in practicing your profession?

## **2 REGULATIONS FOR THE PEDAGOGY COURSE: AN ANALYSIS OF CURRENT LEGISLATION**

In order to achieve the objectives set out in this research, it is necessary to analyze the current regulations governing the provision of teacher training courses in our country.

The National Education Guidelines and Bases Law, in paragraph 1 of Art. 62 states that the training institutions, in conjunction with the respective education systems, must promote the initial and continuing training of teaching professionals in the Pedagogy course and other degrees.

Based on this legal determination, the National Education Council has proposed resolutions to guide the structuring of degree courses throughout the country. Currently in force is CNE/CP Resolution No. 02 of December 20, 2019, however, this research was based on the CNE/CP Resolution of July 1, 2015 because this is the one that guides the Pedagogical Project of the UNESC Pedagogy Course, given that the most

current Resolution is still within the grace period for its mandatory implementation.

Paragraph 1 of Art. 1 of the CNE/CP Resolution of July 1, 2015, which ratifies the determination set out in the LDB and determines the main requirements to be met in the organization of the offer of bachelor's degrees by the federated entities, as follows:

§ Paragraph 1 Under the terms of Paragraph 1 of Article 62 of the National Education Guidelines and Bases Law (LDB), training institutions in conjunction with education systems, in a collaborative system, should promote, in an articulated manner, the initial and continuing training of teaching professionals to make it possible to meet their specificities in the different stages and modalities of basic education, observing the specific standards defined by the National Education Council (Brazil - CNE, 2015).

The CNE/CP Resolution of July 1, 2015, defines in its Art. 7 the repertoire of information and skills that graduates of initial and continuing training must possess in order to be able to align, in the exercise of their practice, the plurality of theoretical and practical knowledge in accordance with the pedagogical project and the training path experienced, enabling a pedagogical practice based on principles of interdisciplinarity, contextualization, democratization, relevance and social relevance, ethics and affective and aesthetic sensitivity. The following are the main skills expected of graduates of the Pedagogy course, as set out in the sections of Art. 7:

I the knowledge of the educational institution as a complex organization with the function of promoting education for and in citizenship;

II the research, analysis and application of the results of investigations of interest to the educational and specific area;

III the professional performance in teaching, in the management of educational processes and in the organization and management of basic education institutions (Brazil - CNE, 2015).

The profile of the Pedagogy student foresees as the main objective of their activities the promotion of quality education, considering the plurality of knowledge, social relations, ethical guidelines, etc. Based on this, initial training aims to ensure skills, knowledge and competences so that their practices improve the teaching and learning process in the early stages of basic education, early childhood education and the early years of elementary school, research in the field of education and work in pedagogical roles in school and non-school spaces.

### **3 ACADEMIC BACKGROUND: AN ANALYSIS OF THE PEDAGOGICAL PROJECT OF THE PEDAGOGY COURSE**

The Pedagogical Project of the Pedagogy Course - PPC, of the Centro Universitário do Espírito Santo - UNESC, is the guiding document for the organization of the offer and development of the methodological actions that should fulfill the objective of training the students enrolled in this course. For the discussion intended in this paper, it is necessary to analyze the professional profile of the graduate envisaged in this document, identifying its guiding values for the management actions of the Pedagogy course.

The PPC of the Pedagogy course identifies the following as guiding objectives for the training of education professionals: that they have a humanistic vision and are democratic and innovative, and that they have the technical skills required for professional practice, as can be seen in the following excerpt from the PPC of the Pedagogy course:

I - The promotion of the integral education of the citizen, including ethical training and the development of intellectual autonomy and critical thinking, as well as the training of professionals and specialists at a higher level, suitable for immediate insertion in professional sectors, able to participate in the process of political-cultural and socio-economic development of the country and, in particular, of the Espírito Santo region and aware of the need to continue learning, in order to be able to adapt flexibly to new conditions of occupation or further training [...] (UNESC, p. 11, 2022).

In order to achieve the objectives set out in the course's PPC, the institution seeks to offer students ways of meeting national and regional needs in terms of universalizing quality higher education, with a view to training technically competent and humanly responsible professionals, through competent materials and methods, such as quality teacher training, systematically offering research and extension projects, internal and external evaluations of teaching staff and students, encouraging UNESC graduates and employees (managers, teachers, technical-administrative staff) to take part in the research and academic production projects developed by the institution, especially those who carry out professional activities linked to the strategic thematic axes researched.

However, the road to graduating with a degree in Pedagogy is a long one, because, according to a survey by the Anísio Teixeira National Institute for Educational Studies and Research (INEP), linked to the Ministry of Education (MEC), there is currently a shortage of teachers in the country's public schools, due to various factors, as highlighted below:

The local reality confirms this deficit, as there is a constant search by the

Colatina Municipal Education Department, as well as private schools, for professionals trained in Pedagogy and, not infrequently, the supply of vacancies is greater than the qualified/available professionals. This reiterates the need for the course in the local and regional context, as there is demand, good job opportunities and a shortage of educators in Colatina and the region (UNESC, p. 27, 2022).

Therefore, their training must stimulate them to awaken their intellectual, creative and sensitive capacities, which will enable them to strengthen their interaction with individuals, bearing in mind that, in order to face the challenges inherent in education, a professional is needed with the competencies, skills and attitudes necessary to act in the complex educational scenarios produced by the most diverse social contexts, because the education professional is, above all, a transforming agent who generates new knowledge and creative solutions for action in their specific field of work.

#### **4 HISTORICAL CONTEXT OF TEACHING PRACTICE**

According to Tardif (2002), teachers have a fundamental historical importance in all societies and civilizations over time. In short, the historical importance of the teacher is deeply rooted in the evolution of societies and has been a driving force for human progress and civilization over the centuries. Its role goes beyond transmitting knowledge; it builds cultural identities and influences the trajectory of human development.

Teachers need to be able to plan the most appropriate methodologies to ensure that the teaching and learning process takes place in a meaningful way.

If we call “social knowledge” the body of knowledge available to a society and “education” the body of socially elaborated training and learning processes designed to instruct the members of society on the basis of this knowledge, then it is clear that the groups of educators, the teaching staff who actually carry out these educational processes within the framework of the training system in force, are called upon, in one way or another, to define their practice in relation to the knowledge they possess and transmit (Tardif, 2002, p. 31).

This being the case, it is necessary to consider that teachers will need to constantly seek to update their practices, bearing in mind that the target subjects of their professional work are immersed in a changing social, virtual and cultural reality, which the school needs to appropriate in an incessant movement, just like that of reality, which never stops for a second.

By virtue of the very functions they perform, teachers occupy a strategic position within the complex relationships that link contemporary societies to the knowledge they produce and mobilize for various purposes (Tardif, 2002,

p. 33).

Considering the reflections made up to this point, we can state that teachers must have access, in their training process, to the contents and areas of knowledge of the science of education in order to meet the demands of the different social spheres, and be able to meet the different needs of the students under their responsibility, planning different pedagogical practices and establishing a good student-teacher relationship, because [...] “If there really is an ‘art of teaching’, this art is only present when the basic techniques of the job are assimilated and mastered” (Tardif, 2002, p. 121).

## **5 MATERIALS AND METHODS**

This survey mapped the professional roles held by students graduating from the pedagogy course at the Centro Universitário do Espírito Santo - UNESC between 2011 and 2021, totaling approximately 24 graduating students, out of an expected 134 graduates.

The methodological approach of this research is characterized by qualitative research with data collection using a structured questionnaire and document analysis.

The aim of the research was to identify, by means of a structured questionnaire using the *Google Forms* tool, the professional occupations held by Pedagogy course graduates, their position in the job market and their perception of their initial training and its influence on their performance in the teaching profession.

The first stage of the research consisted of a documentary analysis of the Pedagogical Project of the UNESC Pedagogy Course, and what is established as the competencies to be presented by graduates of the course, as well as mapping the legislation observed for the elaboration of the graduate profile contained in the Pedagogical Project of the Course.

In the second stage, the graduates of UNESC’s Pedagogy course were mapped by asking the institution for nominal lists of graduates from 2011 to 2021, totaling 134 graduates. After identifying them, the structured questionnaire was sent electronically and 24 graduates responded to the survey.

The third stage consisted of analyzing the questionnaires answered, using the following thematic categories as a parameter for categorizing the responses: identifying the challenges faced by graduates in entering the job market and the

potential developed in professional practice that is in line with the graduate profile set out in the Course's Pedagogical Project.

After categorizing as described above, the information collected was organized in spreadsheets and graphs, objectively displaying the aspects highlighted and others that were identified during the analysis of the material collected through the questionnaire. It is important to note that all the categorizations made were based on analyses that prioritized the research objectives and the epistemological paradigms of the research.

## **6 DISCUSSION AND RESULTS**

When they took part in the questionnaire, the students of the Pedagogy course at the Centro Universitário do Espírito Santo (UNESC) explained their perceptions of their career paths and their activities during their undergraduate and postgraduate education. The survey showed that the predominant audience for academic training in the years analyzed was mainly female, accounting for 83.3% of the general public, while males accounted for 4.2% of the total.

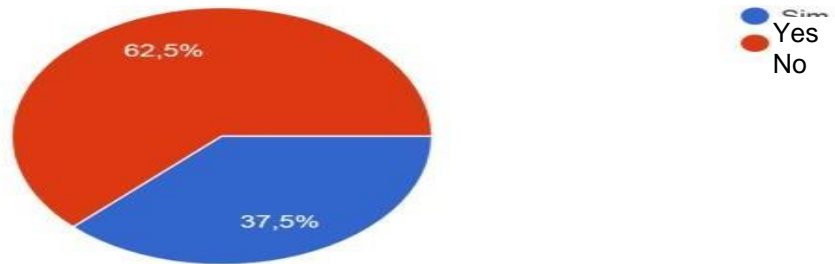
According to Tardif (2002), these percentages point to a strong gender culture associated with the choice of a teaching career, especially when it comes to graduating from university to teach in the Early Childhood Education and Primary Education stages, as these stages of education have been associated with characteristics traditionally considered feminine, such as empathy, care and patience. These gender stereotypes can influence the career choices of young people entering higher education.

However, it is important to note that these are general trends and that disparities can vary significantly between different countries and socio-cultural contexts. In addition, in recent decades there has been an increase in efforts to promote gender equality in all professions, including teaching in the early stages of basic education, which may influence this proportion in the future (Tardif; Lessard, 2005).

When asked if they had studied for a second degree, it emerged that a higher percentage of UNESC Pedagogy graduates had not studied for a new degree.



Have you taken a second degree?  
24 answers



**Graph 1- Reflection on the second degree**

Source: The authors

The second degree is a way of broadening academic training, providing opportunities for in-depth studies in areas of interest to undergraduates. Thus, by analyzing the degrees chosen by the graduates who took another degree, we can conclude that the vast majority remained in their choices in the educational field, which is something very significant, as it reflects that the trained professionals chose to resignify and broaden their pedagogical studies.

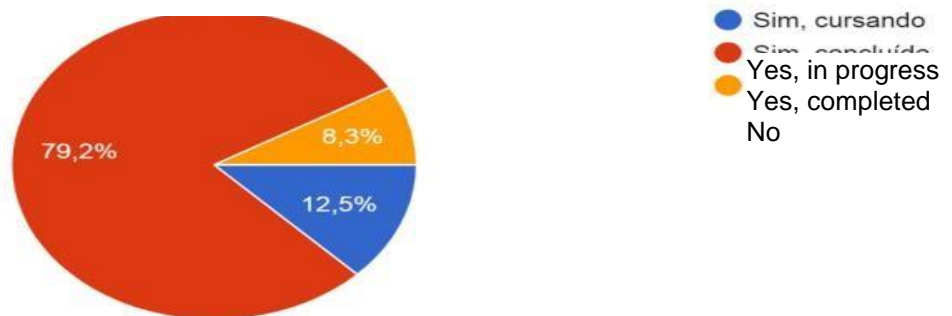
On the other hand, the data on graduates who invested in their postgraduate studies is significantly positive, and we can see that the vast majority of them sought to extend their knowledge after their academic training.

Você cursou alguma Pós-Graduação?

24 respostas

Have you taken any postgraduate courses?

24 answers



**Graph 2 - Reflection on postgraduate studies**

Source: The authors

Another important point to note is that 72.7% have completed their specialization and 9.1% have a master's degree in progress. This shows that continuing studies in education is highly popular, considering the survey of graduates over the last ten years.

It can be said that postgraduate study is an important educational stage that contributes to improving professional careers, consolidating and expanding the areas

of knowledge of interest to education professionals and helping to stimulate research and innovation, as well as enabling the development of essential skills to face the challenges of the contemporary world.

Teachers' knowledge is not a set of cognitive contents defined once and for all, but a process under construction over the course of a professional career in which teachers progressively learn to master their working environment, while at the same time inserting themselves into it and internalizing it (Tardif, 2002, p. 14).

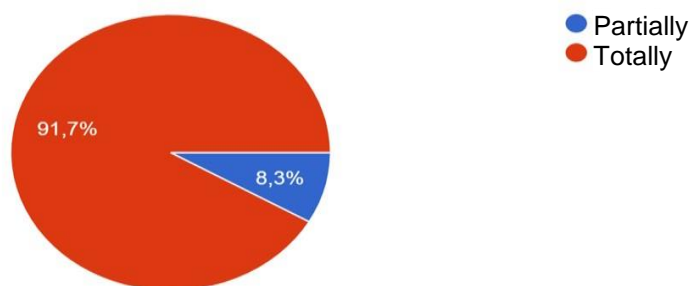
With regard to the subjects studied during the course, these are compatible with the demands of your job. The graduates questioned confirm the applicability and relevance of the curriculum and the development of the subjects to current professional practice.

However, when asked about the academic structure and teaching staff, the results were exceptional. This is due to the objectives set out in the course's Political Pedagogical Project for teaching staff and students.

The course's PPC proposes that students be given the characteristics of a teacher who is suited to the different realities of the education system and teaching stages. The PPC seeks to train educators capable of teaching, learning and training people with a humanistic vision, always involving social inclusion (UNESC, p. 30, 2022).

The performance of the teaching staff contributed to maximum use of the themes and areas of knowledge covered in each subject during the course:

24 answers



**Graph 3 - Reflection on the teaching staff**

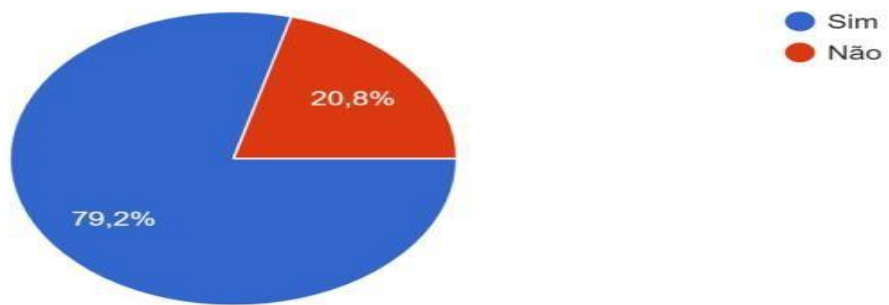
Source: The authors

The relationship between students and teaching staff must always be aligned for the best performance and enjoyment of the activities carried out inside and outside the institution. Therefore, when asked about their participation in research and extension projects, the percentage presented shows that a larger number of graduates have not participated in extension projects. The data shows that 62.5% have not taken part in extension and/or scientific initiation projects, compared to 37.5% who have (Nóvoa, 1999).

However, the institution's intention is to train students who will build and strengthen their career in education, which is why, when asked about their career choices, 79.2% of the graduates confirmed that they work in the area of their initial training. This indicates that the training offered is sufficiently compatible with the professional challenges of the job market.

**Atualmente você atua na área da Educação?**

24 respostas



**Graph 4 - Work in the field of education**

Do you currently work in education?

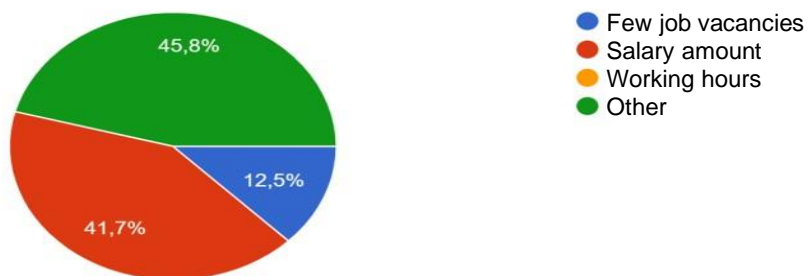
24 answers

On the other hand, we know that the provision of jobs in the education sector is primarily the responsibility of the public sector, given that guaranteeing access to education is a subjective right and a duty of the state. As a result, there is a need to increase the number of people entering the public education sector through public examinations.

The graduates were asked about their difficulties in entering the job market, i.e. what challenges they encountered when entering the profession:

When entering the job market in the field of education, check the following items that you consider to be a challenge:

24 answers



**Graph 5 - Challenges of entering the job market**

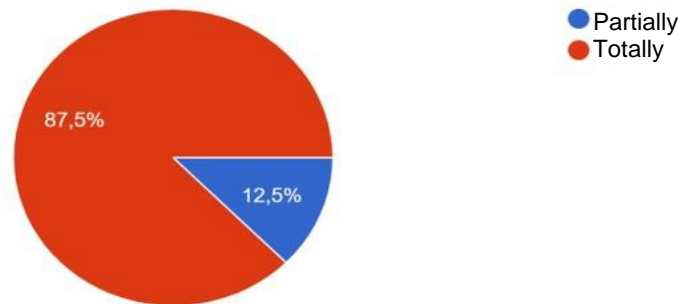
Source: The authors

Analyzing the data, we can see that the salary issue is still very much a problem in the job market for graduates in Pedagogy. This fact needs to be a constant topic in

discussions about the future paths of the profession, since it is in the midst of so many difficulties and is an indispensable theme in the face of modern issues (Tardif; Lessard, 2005).

In your current professional activity, regardless of the area (education or not), do you consider that the pedagogy course has contributed to your training as a professional?

24 answers



**Graph 6 - Contribution of Pedagogy**

Source: The authors

After analyzing the results above, it can be seen that even though there is a percentage of over 10% who do not work in education, and that there are many challenges still present in the area, when asked about the contribution of Pedagogy to their area of work, they were unanimous in affirming the relevance of studies in the pedagogical area to their current professional occupations.

Through educational practices, its objective is to offer quality teaching, promoting the social inclusion of individuals, whether they are children, young people, adults or people with special needs; developing their citizenship, making them committed to a formation of the idea of social transformation (UNESC, p. 30, 2022).

Therefore, it can be concluded that, regardless of the area of work, pedagogical training was essential for the consolidation of the professional area of work of the graduates, which highlights that a professional trained in Pedagogy has the necessary characteristics to work in the job market, such as: empathy, skills in working together, solving adverse problems, creativity, critical sense, etc.

The education professional is first and foremost a transforming agent who generates new knowledge and creative solutions for their specific field of work. As far as he is concerned, his training needs to encourage him to invest in his education and innovation, bringing out his capacities for intelligence, creativity and sensitivity, which will strengthen his interaction with individuals. Because to face the inherent challenges of education requires a professional with the competencies, skills and attitudes needed to operate in a given scenario (UNESC, p. 26, 2022).

## 7 CONCLUSION

This research has provided an analysis of the trajectory of UNESCO's Pedagogy students, mapping their objectives and their professional activities. The students of the Centro Universitário do Espírito Santo - UNESC participated voluntarily in the questionnaire, and their views on the themes presented were essential to analyzing the students' perception of professional training and teaching practice, in other words, how much their academic training contributed to their professional performance and permanence in the field of education.

Teachers play a fundamental role in the development of social skills and are agents of social transformation, which is why it is necessary to map out the issues that can help to keep more professionals in the field, and what might prevent them from choosing to work in it. It is common knowledge that the education professional market has a shortage of professionals, due to numerous issues experienced in educational institutions, such as devaluation of salaries, for example.

Therefore, the research was necessary in order to present the possible issues that interfere positively and negatively in the area of Pedagogy, as well as showing that teachers not only teach academic concepts, but also help develop empathy, the ability to work in a team and conflict resolution, essential aspects for a good personal formation of individuals.

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