

International
Journal of
**Human
Sciences
Research**

**IDENTITY PATHWAYS
FOR TEACHERS AT THE
BEGINNING OF CAREER
IN CABINDA, ANGOLA:
A CONTRIBUTION TO
UPDATING TRAINING
CURRICULUMS**

João Maria Bazonga Gomes
Education Ministry

Lando Emanuel Ludi Pedro
Institute of Education of the
University of Lisbon

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: In this article we intend to analyze the contribution of initial training to the construction of the professional identity of teachers at the beginning of their career, based on an investigation carried out with teachers in training attending the internship in basic education schools and in the first cycle of secondary education. In an attempt to understand the processes of teacher training in both institutions, we raise some starting questions: what are the representations of future teachers about their training? What identities have been produced in the training of new professionals and how can they influence the updating of curricula? Therefore, we adopted the methodological approach of a quantitative nature, through a survey based on the Likert scale, which was applied to prospective teachers from two schools for initial teacher training. According to the teachers and students, it can be noted, how they measure the work of the teacher to whom they attribute the qualification: commitment, social well-being of the students, making it associated, the humanistic dimension, the technical-didactic dimension and the promotion of social justice. On the other hand, teachers point out some difficulties and weaknesses. The first one focuses on the teaching model centered on the transmission of the curriculum, the excess of disciplines, as well as the lack of teaching conditions and materials. The results also point out as difficulties little mastery of the different teaching methodologies. Likewise, the research results point out as training needs the investment in teacher training schools, the construction of new schools. Future teachers also point out as training needs, the improvement of the criteria for recruiting teachers and access to teaching schools and the design of training based on professional dialogue.

Keywords: Professional identity, curriculum,

initial teacher training, Primary Teaching.

INTRODUCTION

SCIENTIFIC WRITING – AN ACT OF RESISTANCE

The writing of this text results in times of crisis(s) and reinforces the need for us, the teachers, to reinvent ourselves when the indicators show that we are increasingly lost in terms of educational purposes, and above all, for teacher training, which has been bombarded with simplistic speeches, considering it a light activity - as if it were easy to train a teacher. Despite this simplicity attributed to the profession, the existence of a discourse of blaming the teaching class is still notorious.

These presuppositions lead us not only to the existence of an identity crisis, perhaps, let us now add a crisis of purposes/purposes; as if we don't know what we want, not only in this generation, but also in the future, and we insist on saying that we are improving what is good. However, this crisis of purposes/purposes can still be a crisis of ideas, resulting in the neglect of the social role of the teacher, providing a training that, instead of constituting a mechanism of emancipation and transformation, is a mechanism of miseducation that deforms the subjects involved in the process. What will be the purpose of education if the subjects involved are not able to free themselves from the illusions and errors that knowledge itself can generate and from the problems that the system itself generates? Education, in Morin's view, "must be dedicated, therefore, to identifying the origin of errors, illusions and blindness" (2000, p. 21).

Thus, we recognize that the current situation is not the best, but as Paulo Freire exhorts us, obstacles/difficulties are not eternal. Hence, it is important that in the face of this(these) crisis(es), we know how to weather the storms

and scientific writing is exactly that, an act of resistance. Writing is, as Delouze advances, quoted by (Paraskeva, 2017, p. 37) “bringing something to life, freeing life from where it is gagged, tracing lines of flight”. This act of releasing, bringing something new to life and finding escape routes implies movement, which is the fundamental condition of progress (there is no progress without movement). For this to become possible, it is necessary to promote transgressive personalities, “who are not afraid to transgress, which in fact is the engine of creativity, evolution and revolution” (Santomé, 2017, p. 60). However, choosing to be a teacher, in a country where politicians are more valued than teachers, where the government ignores the strike and does not conform to immobility, in a country where it is valued that earns more is an act of resistance. This is a great challenge that teachers have to face every day to “resist” and their survival will depend on this effort.

STUDY PURPOSE

The aim of this article is to analyze the contribution of initial training in the construction of professional identity, based on an investigation carried out with teachers in training, attending the internship in base schools and in the first cycle of secondary education in Cabinda, Angola. In this sense, it is essential to take into account the importance of the research problem, it can be a source of obtaining new knowledge and benefits that may result from a solution (Gil, 2008). In this terms, for the present investigation we raised several questions: what are the representations of future teachers about their training? What identities have been produced in the training of new professionals and how can they influence the updating of curricula? What are the obstacles/constraints that future teachers point out in the initial training of teachers and what are the possible ways to overcome them?

This questioning leads us to the analysis of training needs and expectations in the training process and the way in which teachers appropriate their training and their profession. However, this appropriation, referring to (Nóvoa, 2017), implies the construction of training models that are capable of renewing the profession and that are renewed by them, and somehow falls under the pertinence of conceiving the process of being a teacher as a path, that is, a path where one learns to be, to feel, to act, to know and to intervene as a teacher. This focus has a strong impact on curricula, since the traditional view of the school as a reproduction center is predominant in our context, with teachers as implementers of curricular guidelines, specialists in downloading content to students (Quitambo, 2014)

This way of seeing teacher training “as a place for training repeaters” (Quitambo, 2014; Gomes, 2021), hinders the very process of developing the intelligence of teachers and future teachers. In other words, the school has developed a toxic intelligence (if it really is intelligence), generating in the students, a kind of syndrome of dependence on false illusions “that I am learning to be a teacher by memorizing theories/information”, creating a kind of addicted students – an addicted generation. What educational quality and innovation can students trained in these logics implement?

Thus, in the view of Pedro (2022), there are two indicators used to assess the quality of an education system, namely: the quality of the exercise of citizenship, which implies looking at how the school, the teachers, are useful for society and the development of the country.

The quality of the exercise of citizenship is further reinforced in the words of (Harari, 2018). In his view, the fusion of information technology and biotechnology will place humanity under a strong catastrophe, not one

of exploitation, but something much worse: irrelevance, or if we want to put it another way, “uselessness”. In a world full of changes and uncertainties, the author asks: how can we prepare ourselves and our children for a world full of unprecedented changes and such radical uncertainties? What must we teach a baby born today that will help him/her survive and thrive in 2050 or the 21st century? What kind of skills will you need to get a job, understand what’s going on around you, and navigate life’s labyrinth?

To survive these uncertainties, (Harari, 2018) urges that the last thing a school or teacher needs to give their students is information and provide students with a set of predetermined skills. If we walk into an unknown, uncertain world, what must we be teaching? For the author, we must start teaching “the four Cs” – critical thinking, communication, collaboration and creativity.

Now, perhaps, it is necessary to add: what do we need to teach today’s teachers to survive in the 21st century? To what extent are/future teachers, teachers are/will be useful to society or country? Are they really useful? The growing impoverishment in teacher training is visible, which in fact is worrying and leads us to question: what will be the use of these future professionals in the next twenty (20) or thirty (30) years? What is the use of training based on accumulated knowledge, when we live in an era in which others produce and we limit ourselves to copying and even borrowing from decontextualized public education policies? This questioning allows for a reflection on the challenges of teacher training; the challenges of assessment in the context of learning cycles; evaluation of curricula in both the practical and theoretical components. So that the learning of future education professionals is meaningful and takes place based on experience.

THEORETICAL FRAMEWORK DOES PROFESSIONAL IDENTITY IMPLY A PATH?

It is not possible to talk about identity without referring to the look of the other, the environment in which we are involved and the interactions we establish with others, that is, the construction of identity implies accepting the judgment of others (acceptance/recognition). In the words of Carrolo quoted by Flores, Escola and Delgado (2009, p. 2) “it is not enough that I consider myself competent, it is necessary that others recognize me as such”, that is, what I am or assume to be must be recognized by others. Identity, in these terms, in addition to being a process of construction/acquisition, is also a process of recognition/attribution by others (an acquired and attributed identity). In this sense, as stated by Gomes (2021), the construction of professional identity must not be carried out under the logic of imposition or implementation, but rather, it must be the result of a process of integration, construction and socialization with training and the profession.

The formation of professional identity is dynamic and constitutes a process of construction/reconstruction, configuration/reconfiguration and interpretation of the experiences lived in the training environments and in the teacher’s daily life (Gomes, 2022) and implies a journey for several reasons:

a) we are not born teachers, as if we were a ready-made product. “Being a teacher is a slow and methodical metamorphosis; it is a perpetual movement between the caterpillar and the cocoon, it is a continuous back-and-forth between knowing and unlearning; it is permanent adaptation to change (Ruivo, 2012, p. 37). In other words, we learn to be teachers, to feel, think and intervene as a teacher (Nóvoa, 2017), which reminds us of the need to value the experiences produced in

the training environments in this journey. A teacher is not born, “a teacher is erosion and reconstruction. It’s forward and backward. It is accusation and victim. It is conqueror and besieged. It is a holy and profaned place” (Ruivo, 2012, p. 37);

b) a process - which involves examining the initial motivations of teacher candidates. It is not possible to train a teacher without knowing their motivations, expectations in training. This implies a change in the criteria for accessing teaching schools (Nóvoa, 2017);

c) a process - which requires an examination of training - action, that is, how training is carried out, the way in which teachers and future teachers experience it, the means and resources available to them to train students;

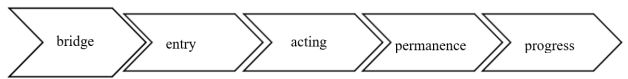
d) a process - because it requires examining the representations that teacher candidates have about the profession.

It is not enough to look at the conceptions of future teachers about training, it is also important to seek to understand the representations that they have about the profession. These initial representations of future teachers must be shaped, perfected throughout the training in ways that suit the training experienced with the desired one;

e) a process - which reinforces the need to reflect on what will be done after the end of the training. The usual thing is, after finishing their training, many students, because they are not able to enter higher education, “stay at home”, others dive into the struggle of finding their first job in private schools. There are still some who are waiting for the public tender in the education sector. However, in our understanding, this constitutes one of the obstacles to the development of a professional conscience in future teachers.

Accordingly, it is important to create training models that ensure not only entry into training, but also into the profession (in order to ensure their employability), as well

as performance and permanence in training/ profession, which way can guarantee progress (professional development). This is how to build a bridge:



We believed that this way of conceiving teacher training can help to overcome some constraints that we have experienced in our context, with regard to the preparation of new education professionals. Thus, we reiterate that, in our view, there can be no teacher professional development when training is not conceived as a cycle. Effective and constant exercise must be one of the goals to ensure teachers’ progress.

TO BE A TEACHER TODAY - WHAT KIND OF TEACHER?

Based on the current situation in the world and the challenges imposed on education and, above all, on teacher training, we are aware of the need for change, but often we do not know the way forward (Nóvoa, 2004). However, “the first step of change is to recognize the existence of a problem” (Nóvoa, 2017, p. 1111). Recognition of problems is not a difficult exercise. The most worrying thing is our position before them. Thus, it is not enough to say that teachers do not carry out their profession with zeal and rigor, or even that future teachers have not presented motivations during their training. More than identifying the problems, it must be recognized that teachers are not the only ones to blame for the problems we experience in education, as well as we have to be aware of admitting that without them, we have no possibility of achieving change. desired. Given this, what has been our position in teacher training? What lessons can we extract from the current context of teacher training in Angola? The answer seems to be obvious: throughout

this trajectory, while in other contexts there was learning from the mistakes made, in our context we keep making mistakes (we don't learn from our mistakes), which can translate into a crisis of purpose/ purposes or even a crisis of ideas, as mentioned above.

Faced with the reality we live in, the functionality of the school will depend on its ability to reinvent itself, which is the only possible way for it to play an important role in the 21st century (Serrano & Seabra, 2022). This need for reinvention also falls on the action of teachers and future teachers, since they are fundamental parts in the development and improvement of education, since "if we alienate teachers, there is no hope of surviving" (Munro, quoted above). by Moreira, 2003, p. 53).

Bearing this view in mind, it is important to ask: what kind of teachers are needed today? The role of the teacher, today, must move away from traditional models characterized by the emphasis of theory that is transferred to students in the form of lectures and the breakdown of training systems that teach in a traditional way (Korthagen, Loughran, & Russes, 2013). Being a teacher today implies renunciation. To renounce the prescriptive dimension that is attributed to the teacher, based on the logic of the teacher being an implementer of curricular guidelines, the false idea that the knowledge learned at the university is sufficient to be an efficient teacher.

Renunciation also implies abandoning the traditional conceptions that teachers have about "teaching and learning". However, we must insistently show teachers/future teachers that "saying no is teaching, listening is not learning" (Korthagen, Loughran, & Russes, 2013, p. 34). Allied to this issue, teachers need to renounce immobility/complacency and commit to the pursuit of knowledge. Teachers need to embrace this challenge as a way of

realizing that, today, they are fundamental parts of school changes and the educational system.

The challenge imposed on teacher training in Angola is limited to the urgency of breaking this vicious circle "to train based on accumulated knowledge", to train teachers based on the fascicles (in which students orbit and struggle to memorize vehemently), generating illusions in teacher training "future teachers learn theories and apply them in schools", that is, the dissociation of theory and practice. The Magisteriums, par excellence, must be places of production of theories, and not of application.

Teachers need to take on this challenge (if the system does not change, we can influence it to change) and understand that their role must not be reduced to mere technicality, becoming a scientist and artist "there is a part of scientist in the teacher's work: in the acquisition of knowledge, in thorough study, in the rigor of planning and evaluation"; there is also a part of the artist, in the way one reacts to unforeseen situations, how the pedagogical game is produced, which is always a game-in-situation" (Nóvoa, 2004, p. 11). In addition, today, the teacher needs to intervene in the life of communities, have pedagogical skills that refuse the fragmentation of the curriculum and develop in their students essential skills for the exercise of citizenship, which teaches for inclusion/integration in a globalized world, that is, he is a cosmopolitan teacher (Serrano & Seabra, 2022).

Teachers are currently considered as helping and human professionals (Nóvoa, 2017). This new way of conceiving the teacher reminds us of the need to recognize that one is only human to the extent that we recognize the humanity of the other, which implies a commitment to social justice and the promotion of the social well-being of students. When conceiving the teacher as a helping professional, the teaching

nature acquires another amplitude, since it is “simultaneously the work of the heart and the work of reason” (Nóvoa, 2004, p. 10). Teaching from the perspective of Flores (2003), citing Nias, constitutes an emotional practice and implies a moral purpose that is related to well-being. For the author, teaching means care/attention and includes a moral duty. Based on these assumptions, we understand that today’s teacher needs to incorporate and internalize in their practice that their role is to transform and help, and they are required to have an experiential knowledge of the diversity of the families and communities of their future students (Nóvoa, 2017).), and this teacher’s commitment implies an openness to society and local communities.

The teacher needs to commit himself to the humanization of his students, in order to favor their integral development. His practice is not neutral. Thus, the training of new teachers must not be limited to schools, it must also include the involvement of students in the life of communities to prepare them in the contexts in which they will teach (Nóvoa, 2017).

In this perspective, today’s teachers must not conform to social injustice or lack of commitment. They feel pain and are sensitive to the difficulties of their students:

my argument is that to be a teacher, as to be a doctor, it is not enough to know the latest techniques and technologies. The quality of teaching also implies ethical and moral commitment – which could be called a pedagogical imperative. Teachers who possess this integrity feel that they cannot see an accident and carry on. They stop and help (Shulmam, apud, Nóvoa, 2017, p. 1122).

The teacher, seen from this angle, is an agent of social transformation, who knows his students (their difficulties and needs). However, it is not an easy exercise, but it is necessary. However, the desire to change the focus on teacher training must not be seen in

a single perspective, since “teacher training is a political problem, and not just a technical or institutional one” (Nóvoa, 2017, p. 1111). Thus, we reiterate that it is not enough to change the representations that teachers have of themselves and of their training/profession, it is also necessary to intervene in the contexts in which they act in order to improve their socio-economic conditions, an indispensable condition to combat the demotivation of teachers or even paraphrasing João Ruivo the disenchantment of teachers.

However, it seems that in our context we are far from reaching this level of awareness on the part of policy makers, since our fundamental characteristic is centralization. We need to try a little harder. As long as our main concern is to teach the subject, compliance with the programs, the increase in workload, the fulfillment of the 45 minutes, we will be far from building dedicated teachers, committed and aware of their mission and increasingly, the school will make less sense in the students’ lives. We need to decide what future we want for the country, what kind of education we want to give the new generation. Teachers need to denounce the evils that affect our society, children and the teaching profession itself. This denunciation must be translated into an act of writing - research, a fundamental condition for the growth of the teacher, that is, it is a decisive issue that must be present from the beginning of teacher training (...) a profession that is not written neither is it inscribed, nor is it publicly stated” (Nóvoa, 2017, p. 1129).

For the same author, the social stability of teacher training has repercussions on the profession, that is, “there cannot be good teacher training if the profession is fragile, weakened (...), but there can also be no strong profession if the teacher training is devalued and reduced only to the domain of subjects to be taught” (p.1131). Training needs to

participate in the renewal of the profession and vice versa.

However, changing current teacher education structures requires you to take into account seven (7) fundamental principles:

a) learning about teaching involves the continuous existence of conflicting and competing demands;

b) learning about teaching requires a view of knowledge as a discipline to be created, and not as an already existing discipline;

c) learning to teach requires a change in the focus of the curriculum;

d) learning about teaching is improved through research carried out by prospective teachers;

e) learning about teaching requires an emphasis on those who are learning to teach and on collaborative peer work;

f) learning to teach requires meaningful relationships between schools, universities and students;

g) learning about teaching is enhanced when the approaches to teaching and learning advocated in the program are modeled by prospective teachers in their practice (Korthagen, Loughran, & Russes, 2013).

Change is urgent. It is necessary to de-characterize the current model of training based on the closed curriculum. However, teachers need to recognize and change routines, but not just teachers:

It is crucial to recognize that weaknesses in teacher education are not the main reasons for not having better education. Schools and government bear greater responsibility for low salaries, lack of programs for beginning teachers, low requirements for hiring new teachers, and poor working conditions that cause high teacher turnover (Levine, apud, Zeichner, 2013, p.81).

It is important to reiterate that to change the teacher it is necessary to intervene in his social life. If there is no willingness to change, these alerts will just be false alarms.

According to the European Commission (2009) the practical curricular component is essential for initial teacher training programs, constituting a privileged place for experimentation by the future teacher. Therefore, professional practice must allow future teachers to: 1) – observe models of good professional practice; 2) – learn to build suitable learning environments; 3) – begin to understand what it means to be a teacher; 4) – experience practical reality in all its diversity; 6) – reflect on their practices; 8) – begin to build their professional identity and gain self-confidence as teachers and 9) – learn to act according to professional values and ethical norms.

METHODOLOGICAL OPTION

To carry out this study, we opted for a quantitative approach, using a questionnaire prepared based on the Likert scale. It is important to mention that the survey was applied to prospective teachers from two schools for initial teacher training in Cabinda, namely: the Suka-Hata teacher and the ADPP teacher in Lândana. The quantitative approach seeks to translate opinions and information into numbers and then classify and analyze them and can be used in various types of research, seeking to create and form a certain group and interpret the particularities of the behavior of the study subjects (Prodanov & Freitas, 2013).

PRESENTATION AND ANALYSIS OF RESULTS

Next, we present the results of the survey applied to prospective teachers from the two initial teacher education institutions in Cabinda.

CONCEPTIONS OF THE STUDENTS OF THE ADPP MAGISTERIUM OF LÂNDANA ON TEACHER PROFESSIONAL IDENTITY

Students were asked about the meaning of “being a teacher” and the indicators with the highest percentage value refer to: transmitting knowledge, being a parent, friend and student counselor, being a researcher, knowing the difficulties of students and promoting social justice. Graph 1 illustrates the results of the survey applied to students.

CONCEPTIONS OF SUKA-HATA MAGISTERIUM STUDENTS ON TEACHER PROFESSIONAL IDENTITY

Graph 2 illustrates the students’ thoughts on the teaching professional identity; respondents understand that being a teacher means being a researcher in an order of 58.3%, actively participating in society with 40.8%, knowing the difficulties of students in an order of 40.7% and transmitting knowledge with 38.4%, according to the chart that follows.

PERSPECTIVE OF THE STUDENTS OF THE ADPP MAGISTERIUM OF LÂNDANA ON THE DIFFICULTIES EXPERIENCED IN TRAINING

Graph 3 shows the difficulties/constraints experienced by students in training. The indicators with the highest percentage refer to the participation of students in political events (56.7%), to the excess of subjects (45.9%), granting more time to the theoretical component to practice (40.5%) and lack of libraries (35.1%).

PERSPECTIVE OF SUKA-HATA MAGISTERIUM STUDENTS ON THE DIFFICULTIES EXPERIENCED IN TRAINING

Graph 4 presents the students’ conceptions about the constraints they experience in

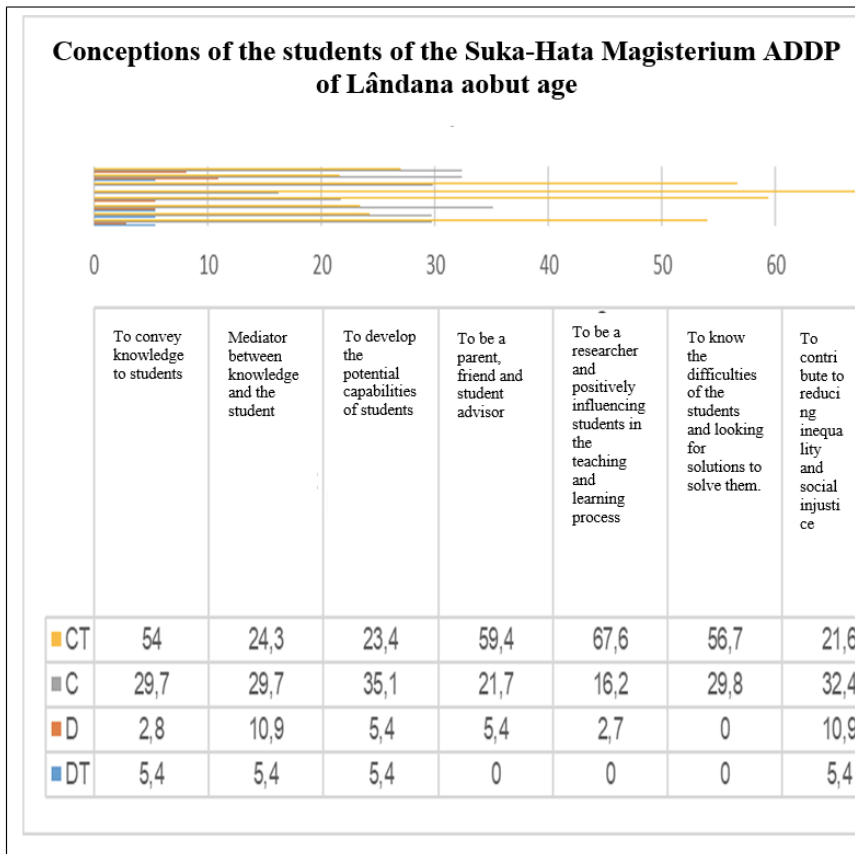
the training process. The most outstanding indicators refer to the excess of subjects (30.8%), the lack of conditions and teaching materials (28.6%), lack of libraries (24.1%), lack of reflection on the practice (19.7%); the graph illustrates this data.

STUDENT OPINION ON THE IMPROVEMENTS THAT MUST BE IMPLEMENTED TO IMPROVE INITIAL TEACHER TRAINING IN THE ADDPP MAGISTERIUM OF LÂNDANA

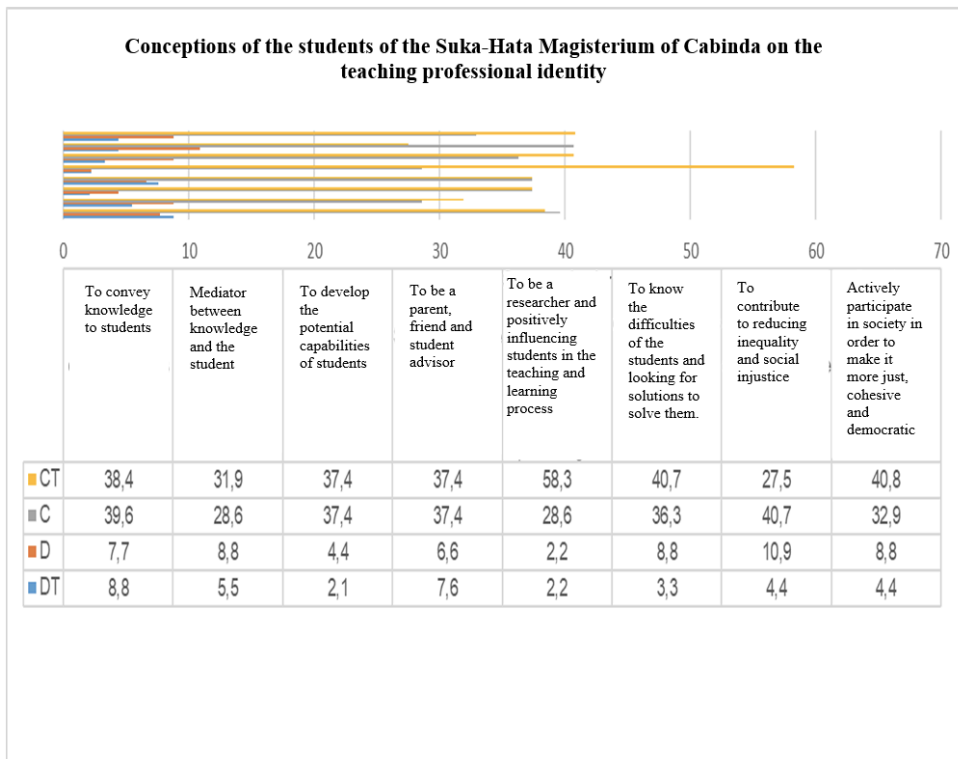
Graph 5 presents the students’ conceptions about the improvements that must be implemented in training. In their view, these improvements imply investing in teaching schools and universities responsible for training teachers, designing training based on dialogue or collaboration, building schools with better conditions, improving the criteria for recruiting teachers and rules for students’ access to teacher training schools, as well as investment in partnerships between teaching schools and the Instituto Superior de Ciências da Educação (hereinafter ISCED). The chart below illustrates this data.

STUDENT OPINION ON THE IMPROVEMENTS THAT MUST BE IMPLEMENTED TO IMPROVE INITIAL TEACHER TRAINING IN THE SUKA-HATA MAGISTERIUM

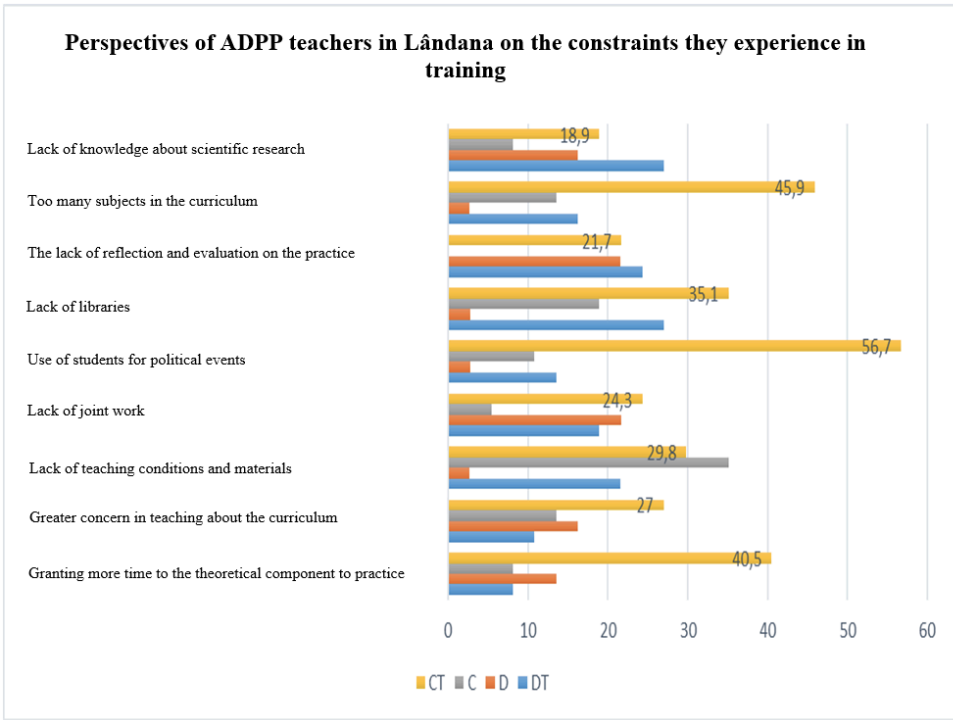
Graph 6 presents the students’ view of the improvements needed to improve training. The indicators with the highest percentage refer to investments in teacher training schools, the construction of new schools, the improvement of teacher recruitment criteria and the rules for student access to schools, joint work and greater interaction between schools in the Magisterium and ISCED.



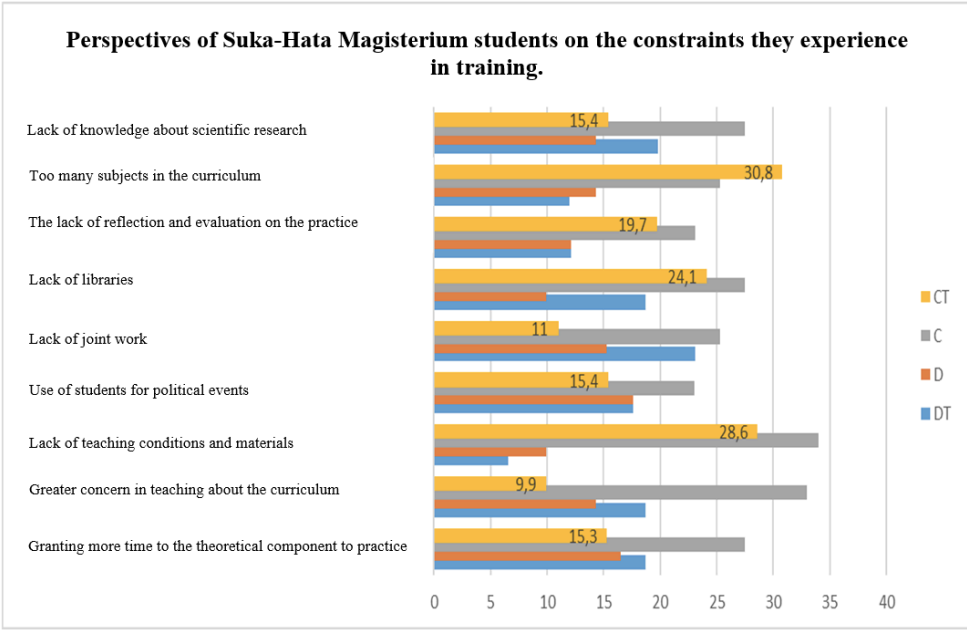
Graph 1: Being a teacher in the view of the students of the ADPP Magisterium of Lândana



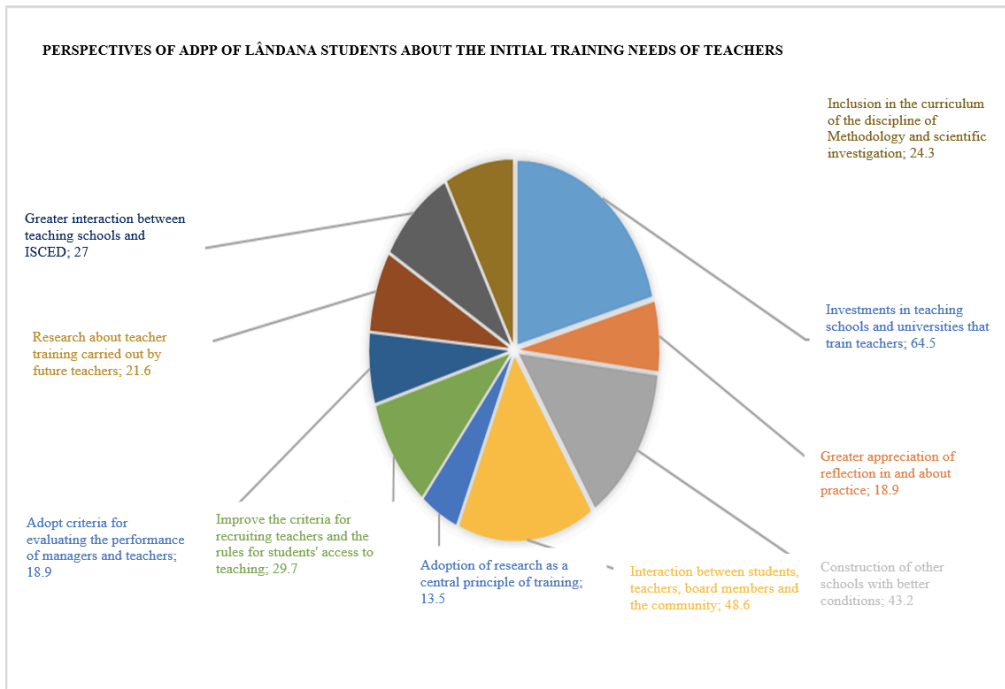
Graph 2: Being a teacher from the point of view of Suka-Hata Magisterium students in Cabinda



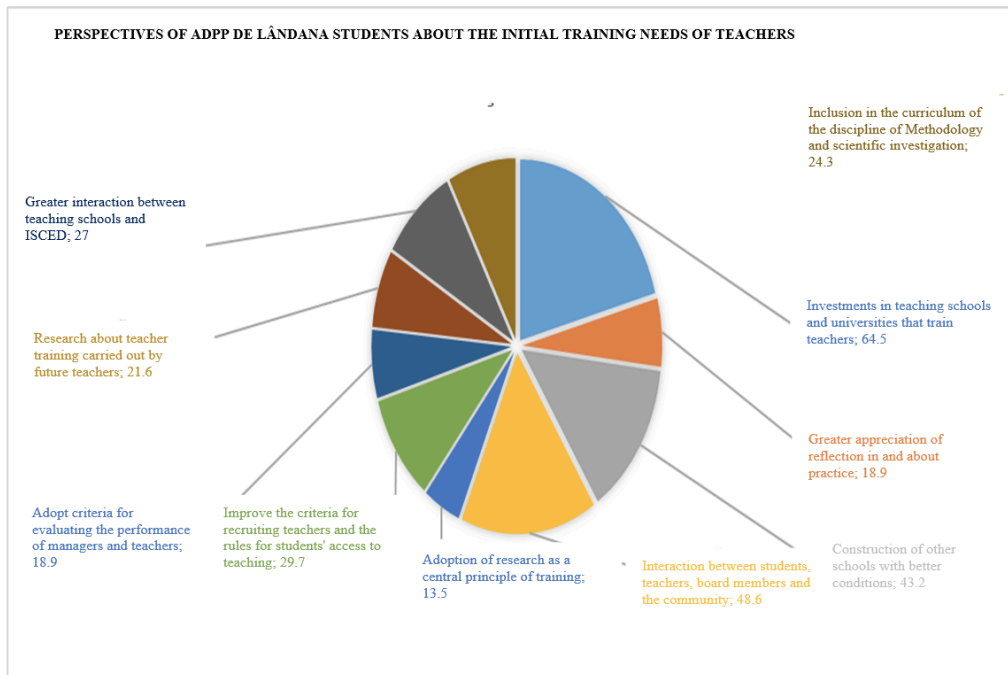
Graph 3: Opinion of ADPP Magisterium students in Lândana about the difficulties experienced in training



Graph 4: Opinion of Suka-Hata Magisterium students on the difficulties experienced in training



Graph 5: opinion of ADPP Magisterium students in Lândana on the necessary improvements in initial teacher training



Graph 6: Suka-Hata Magisterium students' opinion on the necessary improvements in initial teacher training

CONTRIBUTIONS TO UPDATING TRAINING CURRICULA

In line with the assumptions listed in this text and the challenges that are imposed in modernity, it is imperative that training models are constantly adapted to the needs of the country and the world. In view of the results of the present investigation, we believe that the following is necessary:

a) For the effectiveness of the teacher profile appointed by future teachers, it is necessary to improve the current organization of schools and classrooms and to design a common space where teachers and future teachers learn in an integrated way.

b) Invest in the creation of a partnership between the ISCEDs and the teaching schools. It is necessary to do away with the borders imposed in our country, in which these institutions in charge of teacher training seem to be two different worlds.

c) We defend the idea of conceiving teacher training outside the university/school. Teachers must be trained, not only in schools, but above all, in the communities in which they live.

d) Teacher training, understood outside the usual context (school), can facilitate the dichotomy that exists between theory and practice. In other words, in order to enhance the image of the teacher-researcher, it is imperative that training be conceived around problem-situations. These problems exist in communities, so teachers and future teachers, as well as schools, need community intervention projects (only then will the idea of training teachers outside the usual context make sense).

e) As for the curricula of teacher training schools, we believe it is necessary to make them more flexible in order to make them more robust. The quality of training is not directly linked to the number of subjects, but rather to the quality of the teaching and learning

process and the usefulness that subjects (what is taught) have in the real life of students. For this purpose, it is necessary to conceive the discipline as a process of construction and not of transmission (this requires decentralizing power).

f) Rethink the profile of teachers, teacher trainers. This boils down to answering the following: who must train a teacher? What skills and competencies do you need? Is a degree enough? What differentiates a teacher in general from a teacher trainer? How to train research professors, when the trainers did not have a professional orientation based on these terms? This implies a review of teacher recruitment criteria.

g) The criteria for students' access to training schools are inadequate (even politicians know this), but the other problem we see is the teaching proletariat. How many of them, future teachers, after completing their training, will fulfill their dream of working? In order to overcome this problem, we propose the suppression of public tenders so that the framing of teachers is done according to the logic of referral. This logic applies to entry into higher education (if the average 14 is already defined, it is more plausible that it is by referral).

h) It is necessary to rethink the pedagogical internship. In our view, the selection criteria for application schools must be improved, as not all of them have the desired conditions. Allied to this issue is the need to rethink the profile of internship supervisors (what training is required for internship supervisors?).

FINAL CONSIDERATIONS

Taking into account the results of this investigation, the conclusion is obvious: the only way to improve the current framework of teacher training in Cabinda, Angola, is the need to build new curricula and training models that suit the needs of trainees and

current teachers. challenges facing society. It is necessary to look/observe others and, from this, learn lessons, correct routes and reconstruct ideas based on our reality. Change is necessary, but we don't need to run or compete. However, changing the current training structures requires not only will on the part of teachers, but above all, of policy makers, who need to consider teachers as fundamental partners to implement innovations in education and not see them as

enemies or simple employees of the state. We needed to overcome the fear of change. What is change? In the words of Bernard Charlot (2005), to change is to betray; betraying our parents, friends, the community, perhaps, let us add now, betraying our belief systems, forms of social representation, dogmas and ideologies, how to form and build teachers capable of serving the country and the world and a better Angola.

REFERENCES

- Charlot, B. (2005). *Relação com o saber, Formação dos Professores e Globalização Questões para a educação de hoje*. São Paulo: Artmed.
- Flores, M. A. (2003). Dilemas e desafios na formação de professores. Em M. C. Moraes, J. A. Pacheco, & M. O. Evangelista, *Formação de professores perspectivas educacionais e curriculares* (pp. 127-160). Porto: Porto Editora.
- Flores, P. Q., Escola, J., & Delgado, P. (2009). A identidade Profissional Docente na era digital. Em H. FERREIRA, S. BERGANO, G. SANTOS, & C. LIMA (Ed.), *Sociedade Portuguesa de Ciências de Educação X Congresso*. Brangança. Acesso em 10 de Maio de 2021, disponível em <https://www.researchgate.net/publication/291523297>
- Gil, A. C. (2008). *Métodos e técnicas de pesquisa social* (6ª ed.). São Paulo: Atlas.
- Gomes, J. M. (2021). *Análises dos processos de formação de professores nos magistérios em Cabinda: um estudo reportado dos discursos dos formadores e dos formandos, ano 2020 (monografia)*. Cabinda: ISCED-Cabinda.
- Gomes, J. M., & Pedro, L. E. (2022). Análise dos processos de formação de professores em início de carreira nos Magistérios Primários em Cabinda - uma análise reportada dos discursos dos formadores. In: C. Cavaco, F. A. Costa, Joana Marques, J. Viana, R. Marreiros, A. R. Faria (org.) *Educação e Idades da Vida Problemáticas de Investigação e desafios na sociedade contemporânea* (pp. 285-293). Lisboa: AFIRSE Portugal, Instituto de Educação da Universidade do Lisboa.
- Harari, Y. N. (2018). *21 lições para o século 21*. (P. Geiger, Trad.) São Paulo: Schwarcz S.A.
- Korthagen, F., Loughran, J., & Russes, T. (2013). Desenvolvimento dos princípios fundamentais para os programas e as práticas da formação de professores. Em A. Lopes, *Formação inicial de professores e de enfermeiro: identidades e ambientes* (pp. 19-54). Porto: Mais leituras.
- Moreira, A. F. (2003). Seleção e organização dos conhecimentos curriculares no ensino superior. Em M. C. Moraes, J. A. Pacheco, & M. O. Evangelista, *Formação de professores Perspectivas educacionais e curriculares*. Porto - Portugal: Porto Editora.
- Morin, E. (2000). *Sete saberes necessários à educação do futuro* (2ª ed.). (C. E. Silva, & J. Sawaya, Trads.) São Paulo; Cortez: Brasília, DF: UNESCO.
- Nóvoa, A. (2004). Currículo e docência : a pessoa, a partilha, a prudência. Em E. M. E. Gonçalves, *Currículo e contemporaneidade: questões emergentes*.
- Nóvoa, A. (Out/Dez de 2017). Firmar a posição como professor, afirmar a profissão docente. *Cadernos de pesquisa*, 47 (166), 1106-1133. doi:<https://doi.org/10.1590/198053144843>

Paraskeva, J. M. (2017). “Bruti, Sporchi & Cativi”: Rumo a um currículo não-abissal. Em M. A. Flores, M. A. Moreira, & L. R. Oliveira, *Desafios Curriculares e Pedagógicos na formação de professores* (pp. 19-50). Portugal : Edições Pedago, Lda.

Pedro, L. E. (2022). Concepções e percepções dos professores e graduados sobre a formação humanista no curso de pedagogia no isced de Cabinda, Angola. In Carmem Cavaco, Fernando Albuquerque Costa; Joana Marques; Joana Viana; Rúben Marreiros; Ana Rita Faria (org): *Educação e idades da vida Problemáticas de investigação e desafios na sociedade contemporânea* (pp. 509-521). Lisboa: AFIRSE Portugal, Instituto de Educação da Universidade de Lisboa.

Prodanov, C. C., & Freitas, E. C. (2013). *Metodologia do trabalho científico: métodos e técnicas da pesquisa e do trabalho acadêmico* (2ª ed.). Novo Hamburgo-Rio Grande do Sul: Feevale.

Quitambo, A. D. (2014). A formação de professores e os desafios da educação em Angola: algumas reflexões. Em J. C. Morgado, Quitambo, & A. D. J., *Currículo, Avaliação e Inovação em Angola, Perspectivas e desafios*. Ondjiri Editores.

Ruivo, J. (2012). *O desencanto dos professores*. Brasil: RVJ - Editores, Lda.

Santomé, J. T. (2017). Políticas educativas e curriculares na construção de um senso comum neoliberal. Em M. A. Flores, M. A. Moreira, & L. R. Oliveira, *Desafios curriculares e pedagógicos na formação de professores* (2ª ed., p. 5172). Portugal: Edições Pedago, Lda.

Serrano, S., & Seabra, F. (2022). Ser professor no século XXI: desafios e metamorfoses. n: C. Cavaco, F. A. Costa, Joana Marques, J. Viana, R. Marreiros, A. R. (org.) *Faria Educação e Idades da Vida Problemáticas de Investigação e desafios na sociedade contemporânea* (pp. 658-665). Lisboa: Afirse Portugal, Instituto de Educação da Universidade de Lisboa.

Zeichner, K. M. (2013). *Políticas de formação de professores nos estados Unidos: como e por que elas afetam vários países*. (C. Antunes, Trans.) Belo Horizonte: Autêntica Editora.