

ARTICLE

CONTINUING TEACHER EDUCATION: AN INTEGRATIVE REVIEW OF THE JOURNAL EDUCAÇÃO EM REVISTA¹

WILDER MAX VIEIRA DOS SANTOS¹

ORCID: <https://orcid.org/0009-0009-4940-9679>

[<Wilder.max.vieira@gmail.com>](mailto:Wilder.max.vieira@gmail.com)

RODRIGO RODRIGUES DE FREITAS¹

ORCID: <https://orcid.org/0000-0002-7051-1610>

[<rodrigo.rodrigues@animaeducacao.com.br>](mailto:rodrigo.rodrigues@animaeducacao.com.br)

¹ Universidade do Sul de Santa Catarina (UNISUL). Tubarão, Santa Catarina (SC), Brazil.

Abstract: This article presents an integrative review with the objective of mapping and analyzing studies published between 2020 and 2024 in the journal *Educação em Revista* on continuing teacher education in different educational contexts in Brazil. The following question guided the research: How does continuing education contribute to the professional performance of teachers? Based on the analysis of eight selected articles, it was identified that continuing education has played a relevant role in qualifying pedagogical practices, strengthening professional identity, and promoting inclusion. The studies reveal that teachers have sought to actively participate in training processes, especially those that consider school contexts and the specificities of teaching practice. However, challenges persist related to the institutional structure, the articulation between theory and practice and the effective application of acquired knowledge. It is concluded that continuing education, when developed in a critical, collaborative and contextualized way, can contribute significantly to the transformation of educational practice.

Keywords: continuing teacher education, teaching practice, professional development, integrative review.

FORMAÇÃO CONTINUADA DE PROFESSORES: UMA REVISÃO INTEGRATIVA SOBRE O PERIÓDICO EDUCAÇÃO EM REVISTA

¹ Article published with funding from the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES/Brazil* for editing, layout, and XML conversion services,

Resumo: Este artigo apresenta uma revisão integrativa com o objetivo de mapear e analisar estudos publicados entre 2020 e 2024 no periódico *Educação em Revista* sobre a formação continuada de professores em diferentes contextos educacionais no Brasil. A pesquisa foi guiada pela seguinte questão: de que maneira a formação continuada contribui para a atuação profissional docente? A partir da análise de oito artigos selecionados, identificou-se que a formação continuada tem desempenhado papel relevante na qualificação das práticas pedagógicas, no fortalecimento da identidade profissional e na promoção da inclusão. Os estudos revelam que os professores têm buscado participar ativamente de processos formativos, especialmente aqueles que consideram os contextos escolares e as especificidades da prática docente. No entanto, persistem desafios relacionados à estrutura institucional, à articulação entre teoria e prática e à efetiva aplicação dos conhecimentos adquiridos. Conclui-se que a formação continuada, quando desenvolvida de forma crítica, colaborativa e contextualizada, pode contribuir significativamente para a transformação da prática educativa.

Palavras-chave: formação permanente de professores, prática docente, desenvolvimento profissional, revisão integrativa.

FORMACIÓN CONTINUA DE DOCENTES: UNA REVISIÓN INTEGRADORA SOBRE LA REVISTA EDUCAÇÃO EM REVISTA

Resumen: Este artículo presenta una revisión integradora con el objetivo de mapear y analizar estudios publicados entre 2020 y 2024 en la revista *Educação em Revista* sobre la formación continua de docentes en diferentes contextos educativos en Brasil. La investigación fue guiada por la siguiente pregunta: ¿de qué manera la formación continua contribuye al desempeño profesional docente? A partir del análisis de ocho artículos seleccionados, se identificó que la formación continua ha desempeñado un papel relevante en la cualificación de las prácticas pedagógicas, en el fortalecimiento de la identidad profesional y en la promoción de la inclusión. Los estudios revelan que los docentes han buscado participar activamente en procesos formativos, especialmente aquellos que consideran los contextos escolares y las especificidades de la práctica docente. No obstante, persisten desafíos relacionados con la estructura institucional, la articulación entre teoría y práctica, y la aplicación efectiva de los conocimientos adquiridos. Se concluye que la formación continua, cuando se desarrolla de forma crítica, colaborativa y contextualizada, puede contribuir significativamente a la transformación de la práctica educativa.

Palabras clave: formación continua de docentes, práctica docente, desarrollo profesional, revisión integradora.

INTRODUCTION

Continuing teacher education began in the 1960s, initially focusing on early childhood and early elementary education. It aims to provide training opportunities for teachers (Farina; Benvenutti, 2024). While there were efforts to update and enhance teachers' knowledge during the 1970s and 1980s, it was in the 1990s that a significant change was marked with the enactment of the Law of Directives and Bases of Education (LDB), Law 9.394/96. This law made continuing teacher education mandatory, with objectives grounded in "[...] tacit, spontaneous, intuitive, and experimental knowledge, knowledge constructed within the daily reality of educational practice" (Schön, 2000; Tardif, 2014).

With the enactment of the LDB, continuing education, also known as lifelong learning, became a right for education professionals, as stipulated in Article 62. Item I of this article mandates: "The Union, the Federal District, the States, and the Municipalities shall, in a collaborative arrangement, promote initial training, continuing education, and professional development for teaching staff (provision

included by Law number 12.056 of 2009)" (Brazil, 1996). Consequently, it became necessary for federal, state, and municipal governments, through joint and coordinated action (Farina; Benvenuti, 2024), to implement measures supporting teacher learning throughout their entire professional careers in education.

Continuing education of public education professionals became the responsibility of education departments. In partnership with higher education institutions (HEIs), it coordinates, funds, and sustains training and professional development initiatives. Thus, continuing education is seen as part of a development continuum that begins with undergraduate studies and extends through the teaching profession across various levels of practice, with the active involvement of HEIs. From this perspective, Libâneo (2004) explains that continuing education represents a continuation of initial training, aiming at both theoretical and practical professional improvement within the actual work environment, and the development of a broader general culture that transcends the scope of professional practice.

In addition to the LDB, continuing education was also addressed in the National Education Plan (PNE), established by Law 10.172/2001. The document recognizes the need for its implementation "[...] in light of scientific and technological advances and the demand for an ever-broader and deeper level of knowledge in modern society" (Brazil, 2001, p. 67), highlighting the importance of permanent (in-service) training for education professionals (Brazil, 2001).

Based on the law, it is evident that continuing education aims to assist teachers in reflecting upon and transforming their practices, enabling them to understand and address the challenges inherent in their daily work (Libâneo, 2013). Thus, continuing education should be approached and developed as an ongoing, reflective process that contributes to teachers' professional practice (Imbernón, 2010).

Freire (1996) clarifies that the continuing education of teachers occurs through practice and critical reflection on that practice. Thus, the formative process requires constant analysis, as it is based on "[...] the practice of today or yesterday that one can improve the next practice" (Freire, 1996, p. 39). Teachers should view themselves as evolving individuals in a process of constant updating, seeking to improve facing the challenges they encounter in their professional practice.

Based on these reflections, it is evident that the continuing education of teachers, across various educational contexts and teaching modalities, can and should be viewed as a strategy for teacher professionalization. This process entails a reflective stance regarding one's pedagogical practice, with the teacher remaining "[...] always open to changes that can improve their practice" (Cortez; Accioly, 2012, p. 84).

Continuing education has the potential to foster reflection on teachers' pedagogical practices. However, to be effective, conditions for collaboration and peer interaction must be established, enabling the implementation of reflective models and strategies (Garcia, 1992 *apud* Nóvoa, 1992). Within this process of critical reflection, Pérez-Gómez (1992 *apud* Nóvoa 1992) emphasizes that the teacher must view themselves as a citizen living in a world shaped by various influences, connotations, values, symbols, social interests, and political contexts.

According to Freire (1993), the subjects involved in continuing education (the facilitator and the learner) must see themselves as beings in progress. They are unfinished individuals seeking knowledge of themselves and the world, aiming to rewrite their stories and transform the social injustices that dehumanize and oppress them. It is through recognizing the continuous possibility of learning and gaining knowledge that "[...] education and lifelong learning are grounded" (Freire, 1993, p. 22).

Thus, this article stems from an understanding of the importance of continuing teacher education in Brazil, as well as the significance attributed to this topic by the journal *Educação em Revista* over the past five years. We chose *Educação em Revista* because of its historical and academic relevance within the Brazilian educational landscape, establishing it as a leading journal in the field of Education. Affiliated with the School of Education at the Federal University of Minas Gerais (UFMG), the journal compiles work grounded in diverse theoretical and methodological perspectives, addressing themes such as teacher training, educational policies, and pedagogical practices, factors that contribute to its wide national circulation and recognition within the scientific community. Furthermore, issues concerning

teacher practice in the context of professional development are crucial for understanding how the relationship between theory and practice is applied and cultivated in school environments.

Another reason we chose the journal is that the interest in the topic of continuing education lies in the need to understand how teachers-in-training respond to reflections on their teaching practice. Furthermore, we aim to analyze how the knowledge and the discussions fostered during these training processes affect their future daily school practices.

Thus, seeking an in-depth understanding of continuing education and its contribution to teachers' practice in Brazil, an integrative review was selected as the research method. This choice enabled the synthesis and analysis of studies published in the journal *Educação em Revista*, to gather current empirical and theoretical knowledge regarding the development of the continuous training process in Brazilian education over the last five years, as well as identifying its contributions to teaching praxis.

METHODOLOGY

The literature review used in this study originated in the health area, in response to the need to ground professional practices and public policies in solid scientific foundations derived from rigorous research. Mendes, Silveira, and Galvão (2008) note that this type of inquiry began to be used particularly from the 1970s onwards, driven by the growth of graduate programs and shifts in health research criteria.

Rodrigues, Sachinski, and Martins (2022) reflect on integrative reviews and their objectives, and state that, based on this type of study, "[...] it is possible for us, as researchers, to question which themes are being discussed in research developed in Education, as well as which methods, contributions, and questions are being focused on by peers." The authors also point out that

This review study option is a specific method due to its unique characteristics, such as the opportunity to provide a more comprehensive understanding of a particular phenomenon. Furthermore, it is significant because it contributes to theory development, that is, it facilitates a better understanding of the subject under study. The objective of an integrative review also confirms its specific nature, as it focuses on analyzing existing knowledge, highlighting avenues for future research (Rodrigues; Sachinski; Martins, 2022, p. 6).

As the authors point out, the integrative review contributes to the process of training researchers to update them on what is being investigated in their area. Like this,

By gaining a better understanding of their field of study, the researcher is enabled to step beyond the comfort zone often encountered in daily academic life. In constructing new knowledge, the researcher, particularly in the field of Education, revisits their key references and may become a foundation for future researchers to develop new perspectives (Rodrigues; Sachinski; Martins, 2022, p. 6).

Interest in integrative reviews within the education field has increased alongside the growth in the number of courses and research groups (André, 2009). Consequently, it is essential to conduct studies that can synthesize and characterize the findings of previous research, providing a solid theoretical foundation for new initiatives. Kramm (2019) emphasizes the importance of integrative reviews in education, noting that they help foster professional development among educators. These reviews make critical information available for reflecting on pedagogical practices and identifying needs that can inform the development of public policies.

Integrative research seeks to search for and analyze results while considering both temporal and spatial aspects (Mendes, Silveira, & Galvão, 2008; Souza, Silva, & Carvalho, 2010). For this methodology to be properly employed, specific steps must be followed, as "[...] the intention is to synthesize findings from previously published research to identify how the field of interest is structured during a given period, in a comprehensive and organized manner" (Carvalho, 2020, p. 44).

This study adopted six stages recognized in the literature on integrative reviews (Botelho, Cunha, & Macedo, 2011; Mendes, Silveira, & Galvão, 2008; Souza, Silva, & Carvalho, 2010): *i*) definition of the topic and guiding question; *ii*) establishment of inclusion and exclusion criteria; *iii*) selection of studies; *iv*) data categorization; *v*) analysis and interpretation of results; and, finally, *vi*) presentation of the synthesis of findings. Adopting these systematic stages ensures fidelity to the method proposed for integrative reviews. According to Souza, Silva, and Carvalho (2010, p. 102), "[...] the integrative review is a method that enables the synthesis of knowledge and the incorporation of the applicability of results from significant studies into practice." This research followed these guidelines, ensuring the accuracy of the results, reproducibility, and rigor.

Although integrative reviews often encompass multiple databases and journals, this study opted for an in-depth analysis of a specific journal of recognized relevance within the Brazilian educational field. This methodological choice enabled a more detailed analysis of thematic trends, theoretical approaches, and perspectives regarding continuing teacher education within a well-established editorial venue in the field of Education.

This literature review aims to analyze scientific articles addressing the continuing education of teachers across various educational contexts, guided by the question: how does continuing education contribute to teachers' professional practice? Given its scientific relevance, this topic is part of the contemporary debate on education.

After defining the theme and the guiding question, the second stage involved establishing selection criteria: the study included original articles published in Portuguese between 2020 and 2024 in the journal *Educação em Revista* that focused on the continuing education of teachers. The 2020–2024 timeframe was chosen because it represents a period marked by profound transformations in pedagogical practices and teacher training processes, driven largely by the impacts of the COVID-19 pandemic and the expanded use of digital technologies in education. Thus, the study sought to analyze recent publications that could highlight contemporary trends in teacher continuing education in Brazil. Data collection was conducted in April 2025 via the SciELO Educ@ portal.

The defined exclusion criteria were: integrative review articles (CE1); studies that did not address continuing education (CE2); and publications whose primary objective was to discuss both initial and continuing education simultaneously (CE3).

Upon completion of the first two stages, the process moved to the third stage, study selection and identification, which was carried out by reading abstracts on the journal's website based on the previously established criteria. Only studies with the central objective of examining the contributions of continuing education to teaching practice were included. The descriptors used in the search were: *formação continuada* (continuing education); *formação continuada docente* (teacher continuing education); and *formação continuada de professores* (continuing education for teachers).

The search criteria adopted incorporated these descriptors and the Boolean operators "AND" and "OR." This procedure was outlined in a search scheme (Table 1).

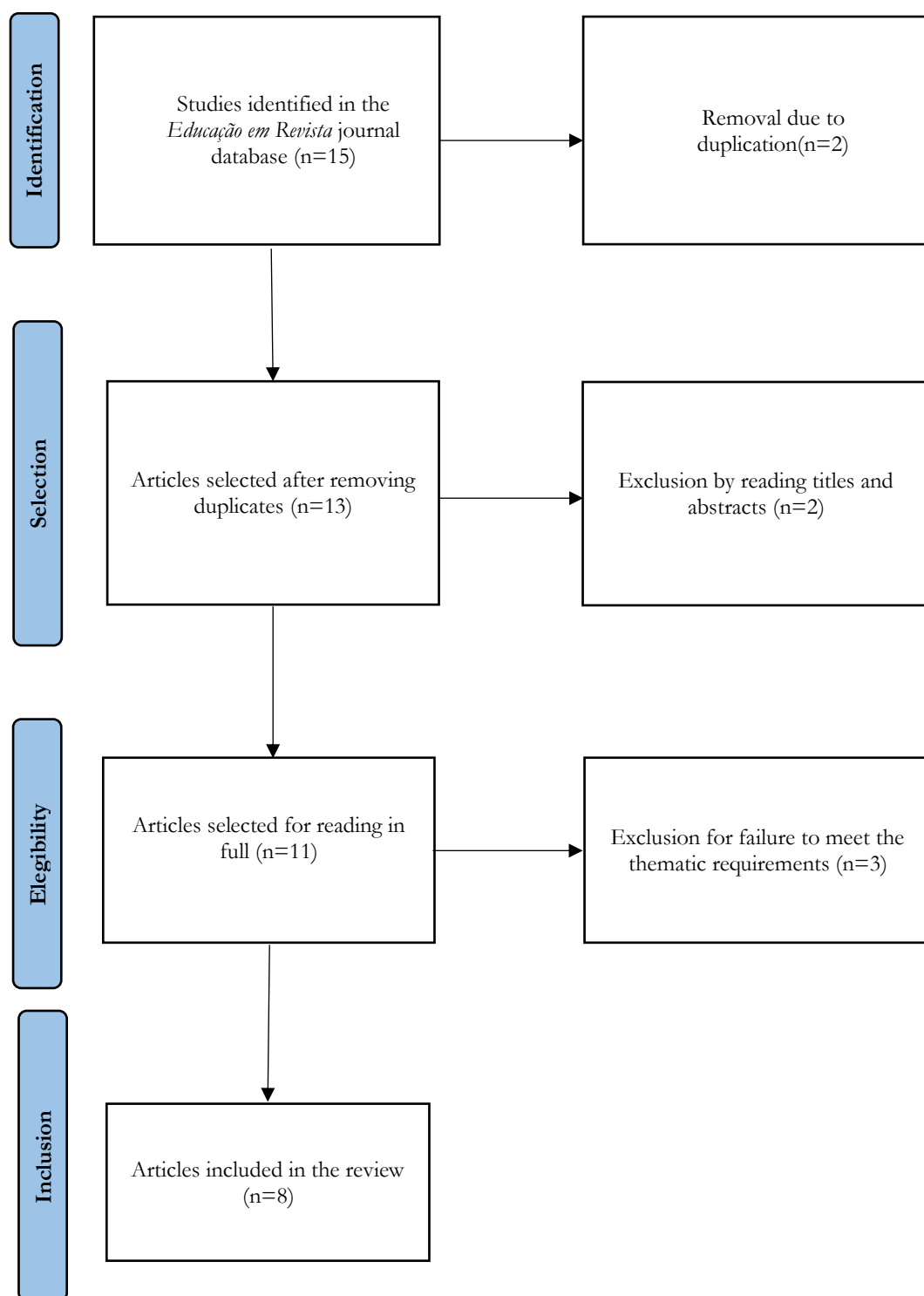
Table 1 – Search plan

Search 1
" <i>formação continuada</i> " OR " <i>formação continuada docente</i> " OR " <i>formação continuada de professores</i> "
Search 2
" <i>formação continuada</i> " AND " <i>formação continuada docente</i> " OR " <i>formação continuada de professores</i> "

Source: Created by the authors (2025).

The process outlined in Table 1, applying the inclusion and exclusion criteria, initially resulted in 5 articles from the searched database. After removing duplicates, 13 studies remained for eligibility analysis. Reading the abstracts reduced this number to 11; finally, reading the full texts resulted in 8 articles, as shown in Flowchart 1 below.

Flowchart 1 – Article selection process



Source: Created by the authors (2025).

Once the articles were organized according to the established selection criteria, the process advanced to the fourth stage: the categorization of the studies. In integrative reviews, this categorization can be based on frequency of occurrence, chronological order, or sample characteristics, and may also use a previously established conceptual classification (Souza; Silva; Carvalho, 2010). To conduct this phase, the procedure described by Bardin (2011) was adopted, which consists of three stages: pre-analysis,

material exploration, and treatment of the obtained data. After reading and analyzing the selected studies, we identified five main categories:

- 1) objectives of continuing education (purposes identified for the training processes);
- 2) modalities and strategies of continuing education (types of training and methodologies used);
- 3) teacher participation (teachers' engagement and motivation in the training processes);
- 4) difficulties and challenges in continuing education (barriers and problems encountered during the ongoing teacher training process); and
- 5) impact on professional life (application of acquired knowledge and skills in daily school life).

The fifth stage, corresponding to the analysis and interpretation of the results, began after a full reading of the previously categorized articles. The studies were examined with to answer the research's central question, grounded in theoretical references relevant to the topic under investigation.

The sixth stage involved the systematization and presentation of the review and the findings obtained. This phase resulted in the creation of this article, which aims to contribute to the advancement of research on the impact of continuing education on teachers' professional practice.

RESULTS AND DISCUSSION

In this study, an integrative review was selected as the methodological strategy. This allows to systematize the key findings on a specific topic, enabling the identification of knowledge gaps and a deeper exploration of the issue, while also suggesting new directions for future research (Souza, Silva, & Carvalho, 2010).

The eight articles identified (Table 2) were analyzed and discussed in terms of continuing education initiatives and their contribution to the teachers' professional practice.

Table 2 – Selection of articles by number, title, keywords, and authorship

Nº	Title	Key word	Authorship
1	Continuing pedagogical training in higher education: reflections on the role of facilitators in distance education	continuing education, teaching, distance education	Dri <i>et al.</i> (2024)
2	Digital technologies as pedagogical resources in remote teaching: implications for continuing education and teaching practices	continuing education, digital technologies, teaching practices	Aureliano e Queiroz (2023)
3	"Slow and steady work": continuing education on sexuality for teachers in the Manaus municipal school system	continuing education, sexuality, municipal education	Rotondano (2023)
4	Sustainability as pedagogical praxis for transdisciplinarity in professional and technological education (PTE)	continuing education, sustainability, vocational education	Pereira (2022)
5	Teacher Education in Schools and Universities: Contributions of (Auto)biographical Narratives	continuing education, (auto)biographical narratives, teacher education	Bragança (2021)
6	Being a teacher: a construction in three acts, training, induction, and career development.	continuing education, career development, teacher induction	Bernado e Vasconcellos (2021)
7	Challenges in the Schooling Process of Children with Autism in an Inclusive Context: Guidelines for Continuing Education from the Teachers' Perspective	continuing education, autism, school inclusion	Camargo <i>et al.</i> (2020)

8	Hoe, pen, and mouse: the dialogue between technologies in the distance-based continuing education of rural teachers	continuing education, rural education, technologies	Manfroi e Noal (2020)
---	---	---	-----------------------

Source: Created by the authors (2025).

The collection of articles presented offers a comprehensive exploration of various aspects of teachers' continuing education across different levels, modalities, and educational contexts. It highlights its importance for enhancing pedagogical practices and addressing contemporary educational challenges. The studies emphasize themes such as the integration of digital technologies in remote teaching, the inclusion of children with autism in schools, and distance education. This demonstrates that continuing education is essential for updating and strengthening teaching practice in diverse settings. Furthermore, the articles discuss the need to consider subjective aspects, such as autobiographical narratives and teachers' personal development, in shaping more conscious and engaged professional journeys. Based on this initial analysis, the decision was made to organize the studies into analytical categories (Table 3) and further describe the themes addressed by each article.

Table 3 – Systematization of studies, by study number, reference, and analysis categories

Nº	Reference	Training goals	Modalities and strategies	Faculty participation	Difficulties and challenges	Impact on professional life
1	Dri <i>et al.</i> (2024) – Continuing pedagogical training for higher education teaching	☑	☑	☑	✗	☑
2	Aureliano and Queiroz (2023) – Digital technologies as pedagogical resources in remote teaching	☑	☑	☑	☑	☑
3	Rotondano (2023) – “Patient, incremental work”: continuing education for teachers on sexuality	☑	☑	☑	☑	☑
4	Pereira (2022) – Sustainability as pedagogical praxis for transdisciplinarity	☑	☑	✗	☑	☑
5	Bragança (2021) – Teacher education in schools and universities	☑	☑	☑	☑	☑
6	Bernado and Vasconcellos (2021) – Being a teacher: a construction in three acts	☑	☑	☑	☑	☑
7	Camargo <i>et al.</i> (2020) – Desafios no processo de escolarização de	☑	☑	☑	☑	☑

crianças com autismo						
8	Manfroi and Noal (2020) – Hoe, pen, and mouse	✓	✓	✓	✓	✓

Source: Created by the authors (2025).

The study conducted by Dri et al. (2024) explores the complexities of continuing professional development in higher education, focusing on the role of facilitators in distance learning (DL). The authors highlight the importance of pedagogical support that goes beyond mere technical training. They propose a model of developmental mediation aimed at fostering collaborative knowledge construction among faculty members and tutors.

Aureliano and Queiroz (2023) discuss the integration of digital technologies as pedagogical tools in remote teaching, highlighting their implications for continuing professional development and teaching practices. The study shows that the COVID-19 pandemic accelerated the adoption of digital resources, requiring teachers to constantly adapt their professional and developmental approaches, with a focus on inclusion, creativity, and pedagogical autonomy.

Rotondano (2023) offers a sensitive perspective on the continuing education of teachers regarding sex education within Manaus's public-school system. The author employs the metaphor of "ant-like work", implying painstaking, incremental effort, to describe a continuous, horizontal, and collective training process aimed at dismantling taboos and fostering a critical, reflective approach to sexuality in the school setting.

Pereira (2022) links continuing education with sustainability and transdisciplinarity in Professional and Technological Education (PTE). The author supports the sustainable pedagogical praxis as a means to promote critical education that integrates diverse forms of knowledge and contributes to the holistic development of individuals.

Bragança (2021) highlights the value of using (auto)biographical narratives as a methodological resource in teacher education. The author states that revisiting teachers' life experiences and personal journeys contributes to strengthening professional identity and developing more conscious, reflective practices.

Bernardo and Vasconcellos (2021) propose a process-oriented view of the teaching career, structured in three acts: initial education, induction, and professional development. In this context, continuing education emerges as an essential link for ensuring teacher retention, growth, and reinvention throughout their careers.

Camargo et al. (2020) focus on the challenges of teachers regarding the education of children with autism in inclusive settings. They emphasize the need for specific, contextualized continuing education guided by the actual demands of pedagogical practice and the voices of the teachers.

Manfroi and Noal (2020) discuss distance-based continuing education for rural teachers, based on a dialogue between different technologies (hoe, pen, and mouse). The study highlights the importance of respecting educators' sociocultural contexts and promoting training practices that integrate local knowledge with academic and technological knowledge.

The studies analyzed support the idea that continuing education is an ongoing, contextual, and dynamic process, essential for meeting the multifaceted demands of contemporary teaching. Thus, after individually analyzing and describing the selected texts, we will examine the studies collectively, considering the established categories, the objectives, and the guiding questions of the research.

Objectives of continuing education

Continuing education is an essential process for the professional updating and development of teachers regarding their pedagogical practices (Freire, 1996; Furtado, 2015; Nóvoa, 1992; Sacristán, 1999). According to Dri et al. (2024), one of the primary objectives of continuing education is to

strengthen teachers' performance in higher education, particularly within the context of distance learning, where pedagogical mediation requires specific skills. Thus, such training seeks to go beyond the mere updating of content, fostering critical reflection on teaching and learning practices.

The integration of digital information and communication technologies (DICT) emerges as a central aspect of the objectives of modern teacher training. Aureliano and Queiroz (2023) highlight that continuing education must equip teachers to use digital technologies as effective pedagogical resources, in both remote and in-person teaching, expanding their scope of practice and contributing to educational innovation. According to Almeida and Valente (2011), DICT should be part of the teacher training process, primarily because they show that:

Given that education is not limited to the transmission and memorization of information, and recognizing that the capabilities of DICTs offer far more than mere information transmission, it is important to leverage them to enhance pedagogical practices. These practices should foster a curriculum aimed at developing student autonomy in seeking and generating meaningful information to understand the world and participate in its reconstruction, as well as cultivating critical and self-reflective thinking. This enables students to exercise judgment and achieve self-fulfillment, while also empowering them to champion the ideals of responsible freedom, social emancipation, and democracy (Almeida & Valente, 2011, p. 28).

An important objective highlighted in the literature is the need to address specific themes within pedagogical practice. This is seen in the work of Rotondano (2023), who discusses the importance of teacher training in sexuality. The author argues that continuing education should address topics still considered taboo, preparing teachers to act in an ethical, welcoming, and critical manner, particularly within public school systems. The study finds theoretical support in the National Curriculum Parameters (PCN), which recognize the teacher's role in creating spaces for dialogue with students about themes that influence their daily lives.

The approach to sexuality within education needs to be clear, so that it is addressed simply and directly; broad, so as not to reduce its complexity; flexible, to allow for the coverage of diverse content and situations; and systematic, to enable progressive learning and development (Brazil, 1998, p. 307).

The perspective of continuing education as an autobiographical process is also relevant. Bragança (2021) argues that professional development should value teachers' (auto)biographical narratives as tools for reconstructing professional knowledge and identities, recognizing each teacher's trajectory as a constitutive element of their educational practice. Teacher education must take into account experiences and reflections regarding practices and trajectories; these should be addressed and re-signified, enabling the individual to reconstruct their sense of meaning and professional identity (Court, 2008; Josso, 2004; Nóvoa, 1992).

Camargo et al. (2020) highlight that one of the main objectives of continuing education is to prepare teachers to face the challenges of educating children with autism within an inclusive context, ensuring quality education for all students. From this perspective, the teacher training process should create opportunities for listening, reflection, and the re-evaluation of pedagogical practices. This approach aims to make inclusion effective and encourage critical reflection on the teacher's role in the inclusion process.

Manfroí and Noal (2020) highlight that the objective of continuing education, through distance learning and specifically aimed at rural teachers, is to foster dialogue among different technologies while respecting cultural and regional specificities, contributing to the democratization of access to knowledge. In this context, Moran (2002) argues that distance education is a significant strategy for teacher professional development, as it offers flexibility and expands access to up-to-date content, promoting meaningful learning even outside the in-person classroom environment.

An analysis of the selected studies reveals that continuing education has multifaceted objectives: technological updating, the strengthening of pedagogical practices, the promotion of inclusion, the valuing of teaching trajectories, and addressing new educational demands. Thus, understanding the objectives of continuing education establish the conceptual and practical foundations that guide the development of training strategies. This understanding is essential for delving into the modalities and approaches discussed below, broadening the perspective on potential pathways toward consolidating a form of teacher training that is critical, contextualized, and transformative.

Continuing education modalities and strategies

Continuing teacher education has been established as an essential element for enhancing teaching practices, particularly based on the contemporary challenges of social, technological, and pedagogical transformations (Farina; Benvenuti, 2024). Therefore, various modalities and strategies are being explored to address diverse educational needs and contexts.

Among the most prominent modalities, continuing education through distance learning (DL) stands out as an effective alternative, primarily due to its flexibility and expanded reach. "When well-structured and integrated into reflective, contextualized approaches, distance learning offers flexibility and can contribute to the transformation of teaching practices" (Moran, 2002; Pesce, 2007).

Studies similar to Dri et al. (2024) highlight the role of facilitators in distance learning, showing the importance of pedagogical mediation as a training strategy. Manfroi and Noal (2020) emphasize the articulation between different technologies ("hoe, pen, and mouse") in the training of rural teachers, revealing the potential of distance learning to meet regional and cultural specificities.

Digital technologies have been incorporated as pedagogical strategies in continuing education, especially in remote teaching, as discussed by Aureliano and Queiroz (2023). The authors highlight that the use of these technologies demands a new meaning in teaching practices and provides new spaces for collaborative and critical learning. Imbernón (2010) emphasizes that the insertion of technologies in the training process must be linked to a reflective and contextualized proposal, enhancing the collective construction of knowledge. For Kenski (2012), digital technologies should not be understood only as tools, but as means of expanding interaction, teaching authorship and the autonomy of teachers in training. Belloni (2001) argues that distance education mediated by technology, when well planned, can favor the flexibility of time and training space, enabling innovative and collaborative pedagogical practices. Thus, the critical and creative appropriation of technologies contributes to strengthening learning communities and teaching professional development in different contexts.

Training practices that use (auto)biographical narratives, as discussed by Bragança (2021), are an effective strategy for recognizing the knowledge gained through teaching experience and encouraging reflective thinking. This approach supports the development of a professional identity and enhances teacher autonomy. Similarly, Tardif (2014) emphasizes that this knowledge emerges from daily school experience, resulting from interactions with different elements of the work environment. This type of knowledge has intrinsic value and should not be considered inferior to scientific knowledge. Valuing its importance in continuing education is essential for elevating the teaching profession and reinforcing professional identity.

Continuing education conducted within the school setting, as shown in Rotondano's (2023) study on addressing sexuality in public schools in Manaus, exemplifies localized strategies. These strategies involve meticulous, gradual efforts, similar to the work of ants, where continuous dialogue regarding the teachers' everyday reality is paramount. According to Imbernón (2010, p. 34), this exchange is crucial, as "[...] training programs disconnected from the teachers' reality tend to yield little benefit."

Other initiatives, such as the integration of inclusive guidelines into teacher training for working with children with autism (Camargo et al., 2020), reveal strategies rooted in listening to the teachers. These strategies aim to formulate training proposals that align with actual practice and the challenges encountered in the daily school environment.

Thus, it is evident that continuing education strategies range from in-person, reflective activities to technology-mediated interventions, all sharing the common goal of fostering a teaching practice that is more critical, reflective, and transformative. The diversity of continuing education modalities and strategies demonstrates that there is no single formula applicable to every context. Instead, the effective participation of teachers must be considered the central organizing principle of these initiatives, as active teacher involvement is what gives meaning and impact to training practices, a point that will be explored in the next section.

Teacher participation in continuing education

The active participation of teachers in continuing education processes is recognized as a central element in redefining their pedagogical practices and strengthening their professional identity (Tardif, 2014). According to Dri et al. (2024), the presence of facilitators in continuing education, particularly in distance learning formats, acts as an essential mediator for the collaborative construction of knowledge and the encouragement of effective teacher participation, reinforcing the need for spaces dedicated to dialogue and critical reflection.

According to Aureliano and Queiroz (2023), the use of digital technologies demonstrates that continuing education provides teachers with not only technical skills but also the opportunity to rethink how these resources can be used in teaching. This process is only possible through the active and critical participation of educators, who take on the role of agents of transformation in their own educational practices.

Another example of teachers taking a leading role is discussed by Rotondano (2023) in a study on sexuality education. The author highlights the work of teachers in the Manaus municipal school system, noting that their ongoing participation in training activities led to substantial changes in their practices and attitudes towards diversity and inclusion. This view is supported by Nóvoa (2009), who argues that recognizing teachers' knowledge and ensuring their active involvement in training processes are fundamental elements for strengthening professional identity and building a more democratic and inclusive school environment.

Bragança (2021) adds that the use of (auto)biographical narratives in teacher education fosters not only reflection on practice but also a more committed and conscious participation by teachers in their professional development, as they embrace their life stories as a source of learning and transformation. For Schön (2000, p. 45), "[...] continuing education that encourages critical reflection transforms the teacher into an autonomous agent, conscious of their practice and capable of facing the uncertainties of daily school life with competence and creativity."

Camargo et al. (2020) also emphasize the importance of teacher participation, particularly in the context of school inclusion. According to the authors, listening to teachers' needs and actively involving them in developing guidelines for continuing education is crucial for ensuring that initiatives are effectively adopted and implemented in pedagogical practice. Mantoan (2006) highlights the central role teachers play in promoting inclusion, as they are responsible for translating inclusive principles into concrete actions within the daily school routine. To this end, continuous professional development is essential, processes that value teachers' experiences and knowledge, helping them to reframe their practice in the face of diversity.

Teacher participation in continuing education is fundamental to ensuring the effectiveness of training initiatives. It is not enough for teachers to be mere recipients of content, but they must also be active agents in the process of constructing knowledge and transformative pedagogical practices. Placing teacher participation at the heart of training processes not only strengthens professional identity but also reveals the obstacles hindering the implementation of meaningful training. At this point, the structural and contextual challenges facing continuing education emerge, challenges that will be explored in greater depth below.

Difficulties and challenges in continuing education

Continuing teacher education faces several challenges, particularly in constant social, technological, and pedagogical changes (Souza, 2021). The lack of institutional policies is a major obstacle identified, ensuring systematic support for teachers' professional updating. This is a point highlighted by Dri et al. (2024) in their discussion on the role of facilitators in continuing education for distance higher education. The authors emphasize that a lack of institutional support and recognition undermines teachers' engagement with these training processes.

Gatti (2009) notes that teachers often feel uneasy during continuing education programs because they struggle to connect the training to the actual needs encountered in their daily practice within their respective educational contexts. This comes from the fact that they are often unable to follow through on the pedagogical initiatives introduced during such training.

Continuing education is organized with little regard for the needs and challenges faced by teachers and schools; teachers do not participate in decisions regarding the training processes they undergo; trainers lack knowledge of the school contexts and the teachers they are training; programs do not provide for systematic monitoring and support of teachers' pedagogical practice, leaving teachers struggling to connect the program content with their daily classroom activities; even when the impact on teaching practice is evident, teachers find it difficult to sustain the new approach once the program ends; the lack of continuity in system policies and guidelines hinders the consolidation of progress made; and there is a need for better compliance with legislation guaranteeing teachers the right to continuing education (Gatti, 2009, p. 221).

Another issue identified in the ongoing professional development of teachers concerns the incorporation of digital technologies into pedagogical practices; while necessary, this integration still generates tension within the educational sphere. Aureliano and Queiroz (2023) demonstrate that many educators feel unprepared to use digital tools critically and innovatively, particularly when the training provided is sporadic and disconnected from the realities of the school environment. This gap highlights the challenge of integrating technological training with effective pedagogical practices.

Another significant obstacle in the context of continuing teacher education relates to the difficulty of addressing sensitive topics, such as sexuality. According to Rotondano (2023), initiatives in this area still face cultural resistance and a lack of preparedness among the professionals conducting the training, requiring persistent, painstaking effort, like the work of an ant, to transform deeply rooted practices.

In the context of inclusive education, Camargo et al. (2020) point out that continued training for caring for children with autism is still deficient. Teachers report that courses often do not address the practical needs of everyday school life, which reinforces the feeling of unpreparedness and the difficulty of implementing inclusive proposals effectively. In this sense, considering the object of the analyzed study and continuing education, the authors reflect that

The urgent need for continuing education focused on the specific needs of teachers regarding daily pedagogical work with students with autism is highlighted by the number of practicing teachers whose initial training took place before 2008, the year when the implementation and discussion of inclusive practices gained momentum in schools and teacher training programs following the National Special Education Policy from the Perspective of Inclusive Education (2008). Before that, such issues were not even considered or addressed in the training of general education teachers, as the education of individuals with disabilities was confined to the realm of Special Education (Camargo et al., 2020, p. 18).

Compounding these challenges are issues related to the gap between theory and practice in teacher training programs. According to Bragança (2021), incorporating (auto)biographical narratives in teacher education highlights the importance of treating teachers' life experiences as a central element of the training process, something often overlooked in traditional courses.

Additionally, distance learning modalities present their limitations. Manfroi and Noal (2020) point out that, while interactions between different technologies expand access to continuing education, technical and infrastructural barriers still hinder the model's full effectiveness, particularly in rural areas.

Thus, the studies analyzed converge on the conclusion that continuing education faces structural, cultural, and methodological challenges. These challenges need an approach that is more contextualized, continuous, and sensitive to the realities of teaching to truly create a transformative impact on pedagogical practices.

Recognizing the challenges and limitations in continuing education is essential for proposing alternatives that are more effective and aligned with the realities of the teaching profession. This critical assessment enables understanding the concrete impacts, whether positive or not, that these training processes have on teachers' professional lives, an aspect that will be analyzed in the next section.

Impact on professional life

Continuing education plays a fundamental role in transforming teachers' professional journeys, supporting not only the refinement of their practices but also the redefinition of their professional identities, since "[...] to learn is also to transform oneself" (Nóvoa, 1992, p. 27). Thus, in this context, Dri et al. (2024) report that the development of continuing education programs aimed at higher education, particularly in distance learning, contributes to strengthening the role of facilitators, directly impacting the quality of pedagogical mediation and teaching-learning relationships.

In the study of Aureliano and Queiroz (2023), they highlight that continuing education enables teachers to use innovative pedagogical resources in remote teaching. This not only enhances their professional skills but also positively impacts their daily practices. The importance of such training becomes especially evident in emergencies, such as those experienced during the COVID-19 pandemic, where the ability to quickly adapt to new teaching environments was essential for the continuity of teaching work. In this sense, it is important to reflect that...

The integration of digital technologies in education requires that teachers are continually trained to develop technical, pedagogical, and didactic skills. This training enables the appropriation of technological resources as instruments to enrich teaching practices, promoting more dynamic, interactive teaching and aligned with contemporary demands (Behar, 2010, p. 140).

Also, the perspective of continuing education can be viewed as a process of gradual career building, as highlighted by Bernardo and Vasconcellos (2021), who describe the teacher's journey in three acts: initial training, induction, and development. Thus, continuing education is an element that supports career progression and fosters professional maturation over time. Libâneo (2013) emphasizes that continuing education is a mechanism supporting progress in the teaching career, contributing to the development of competencies and the consolidation of professional identity over time.

Regarding the perspective of career growth, Pimenta (2002) understands that ongoing teacher education not only enhances skills but also strengthens autonomy and a sense of identity, elements essential for professional advancement. Other scholars also acknowledge that many teachers pursue continuing education to achieve salary increases and career advancement. According to Formosinho (2009), lifelong learning, beyond fostering pedagogical improvement, is often motivated by institutional requirements linked to career progression. Libâneo (2010) also observes that, in contexts marked by meritocratic educational policies, teachers are encouraged to participate in training courses and programs to meet the criteria established for promotions and professional recognition. Thus, continuing education is not limited to personal and pedagogical development but serves as a strategy for mobility and recognition within the teaching career.

Continuing the discussion on impacts, Bragança (2021) argues in her study that using (auto)biographical narratives in teacher education promotes critical reflection on practice. This process

leads to significant transformation, influencing both pedagogical work and teachers' self-perception as education professionals. According to Ribeiro (2005, p. 112), autobiographical narratives "[...] are powerful tools in continuing education, as they enable teachers to revisit their trajectories and reframe their educational practices."

The impact of continuing education also extends to educational inclusion. Camargo et al. (2020) emphasize that the ongoing preparation of teachers to work with students who have specific needs, such as children with autism, is essential to promote more inclusive and efficient pedagogical practices, significantly enhancing teachers' professional performance across diverse contexts.

Manfroi and Noal (2020) highlight that, within the contexts of rural and distance education, the dialogue between traditional and digital technologies, facilitated by continuing education, enhances teaching practices. This process expands the scope of professional practice, better equipping teachers to address the challenges posed by varying educational realities.

Thus, continuing education proves to be an indispensable factor in teachers' professional growth. Such training impacts not only their educational practices but also their personal development and social recognition.

FINAL CONSIDERATIONS

This integrative review showed that continuing teacher education, when based on critical, collaborative, and contextualized approaches, is crucial for strengthening pedagogical practices and supporting teachers' professional development. An analysis of the eight selected articles revealed that continuing education place a significant role in improving the quality of educational activities, shaping teachers' professional identities, and promoting inclusive and innovative practices.

The studies highlight a growing interest among teachers in participating in professional development processes that engage with their realities and value their experiences. The various training modalities and strategies investigated, ranging from in-person and distance learning to technology-enhanced, narrative-based, and school-centered approaches, reveal the diverse pathways available for constructing teaching knowledge. Furthermore, elements such as active listening, teacher agency, and critical reflection on practice emerge as foundational components of the most effective professional development initiatives.

Despite the benefits of training programs, several challenges must be addressed to improve their effectiveness. Key obstacles include the instability of public policies regarding continuing education, the gap between theoretical knowledge and practice application, structural and technological limitations in some school settings, and the difficulty of discussing sensitive topics within the educational framework. These challenges highlight the importance of viewing teacher training as a continuous process that is integrated into professional life and supported by educational policies dedicated to valuing the teaching profession.

One limitation of this study is that the integrative review focused exclusively on articles published in the journal *Educação em Revista*, within the specific timeframe of 2020 to 2024. While these choices allowed for a detailed analysis of recent work from a well-regarded journal in the Brazilian educational field, they also restricted the scope of the survey conducted. Therefore, future research could expand the scope by incorporating other journals, databases, and timeframes to deepen the historical and epistemological understanding of continuing teacher education in Brazil.

By promoting critical reflection, peer exchange, and the recognition of the unique characteristics of individual teachers, continuing education can be a powerful tool for transforming educational practices and establishing a fairer, more democratic, and of high-quality education system. It is expected that this study will contribute to deepening discussions on teacher education and inspire further research and initiatives that strengthen this essential dimension of the teaching profession.

REFERENCES

ALMEIDA, Maria Elizabeth Bianconcini; VALENTE, José Armando. *Tecnologias e currículo: trajetórias convergentes ou divergentes?* São Paulo: Paulus, 2011. p. 27-37.

ANDRÉ, Marli Eliza Dalmazo Afonso de. A produção acadêmica sobre formação de professores: um estudo comparativo das dissertações e teses defendidas nos anos 1990 e 2000. *Revista Brasileira de Pesquisa sobre Formação Docente*, Belo Horizonte, v. 1, n. 1, p. 41-56, ago./dez. 2009.

AURELIANO, Francisca Edilma Braga Soares; QUEIROZ, Damiana Eulínia de. As tecnologias digitais como recursos pedagógicos no ensino remoto: implicações na formação continuada e nas práticas docentes. *Educação em Revista*, v. 39, 2023. Disponível em: <https://www.scielo.br/j/edur/a/PDVy8ythhFbqLrMj6YBfxsm/>. Acesso em: 28 abr. 2025.

BARDIN, Laurence. *Análise de conteúdo*. São Paulo: Edições 70, 2011.

BEHAR, Patrícia. *Educação e tecnologias: mediação pedagógica e formação docente*. Campinas: Papirus, 2010.

BELLONI, Maria Luiza. *Educação a distância*. 2. ed. Campinas: Autores Associados, 2001. (Coleção Polêmicas do nosso tempo).

BERNADO, Elisângela da Silva; VASCONCELLOS, Katia. Ser professor, uma construção em três atos: formação, indução e desenvolvimento na carreira. *Educação em Revista*, v. 37, e32800, 2021. DOI: <https://doi.org/10.1590/0102-469832800>.

BOTELHO, Louise Lira Roedel; CUNHA, Cristiano Castro de Almeida; MACEDO, Marcelo. O método da revisão integrativa nos estudos organizacionais. *Gestão e Sociedade*, v. 5, n. 11, p. 121-136, 2011. DOI: 10.21171/ges.v5i11.1220. Disponível em: <https://ges.face.ufmg.br/index.php/gestaoesociedade/article/view/1220>. Acesso em: 5 maio 2024.

BRAGANÇA, Inês Ferreira de Souza. Formação docente na escola e na universidade: contribuições das narrativas (auto)biográficas. *Educação em Revista*, v. 37, e32746, 2021. DOI: <https://doi.org/10.1590/0102-469832746>.

BRASIL. Ministério da Educação. *Lei nº 9.394/1996, de 20 de dezembro de 1996*. Estabelece as diretrizes e bases da educação nacional. Brasília: MEC, 1996.

BRASIL. Ministério da Educação. *Lei nº 10.172/2001, de 09 de janeiro de 2001*. Aprova o Plano Nacional de Educação e dá outras providências. Brasília: MEC, 2001.

BRASIL. Ministério da Educação. Secretaria de Educação Fundamental. *Parâmetros Curriculares Nacionais: terceiro e quarto ciclos do ensino fundamental: orientação sexual*. Brasília, MEC/SEF, 1998.

CAMARGO, Sígria Pimentel Höher *et al.* Desafios no processo de escolarização de crianças com autismo no contexto inclusivo: diretrizes para formação continuada na perspectiva dos professores. *Educação em Revista*, v. 36, e214220, 2020. DOI: <https://doi.org/10.1590/0102-4698214220>.

CARVALHO, Agda Malheiro Ferraz de. *Psicologia Sócio-Histórica e formação continuada de professores em serviço: revisão integrativa de estudos de 2005 a 2020*. 2020. Tese (Doutorado em Educação: Psicologia da Educação) – Pontifícia Universidade Católica de São Paulo, São Paulo, 2020.

CORTEZ, Maria de Jesus; ACCIOLY, Débora Cristina da Silva (Orgs.). *A formação do professor na perspectiva transdisciplinar: o paradigma para a educação no século XXI*. São Paulo: All Print, 2012.

COURT, Jean-Claude. *Formação e desenvolvimento profissional de professores*. São Paulo: Edições Loyola, 2008.

DRI, Wisllayne Ivellyze de Oliveira *et al.* A formação continuada pedagógica na docência do ensino superior: reflexões sobre o lugar dos facilitadores na educação a distância. *Educação em Revista*, v. 40, 2024. Disponível em: <https://www.scielo.br/j/edur/a/68m8YJ7pBbJbXhmf3nZhZry/>. Acesso em: 28 abr. 2025.

FARINA, Ione; BENVENUTTI, Dilva Bertoldi. *Formação continuada de professores: perspectiva humana e emancipatória*. Joaçaba: Editora Unoesc, 2024. Disponível em: <https://www.unoesc.edu.br/wpcontent/uploads/2024/03/Formacao-continuada-de-professores-1.pdf>. Acesso em: 28 abr. 2025.

FORMOSINHO, José Manuel. *Formação continuada de professores: uma perspectiva estratégica*. Porto: Porto Editora, 2009.

FREIRE, Paulo. *Pedagogia da autonomia: saberes necessários à prática educativa*. São Paulo: Paz e Terra, 1996.

FREIRE, Paulo. *Política e educação*. Indaiatuba: Villa das Letras Editora, 1993.

FURTADO, Odília. *Didática e prática de ensino de professores iniciantes*. Campinas: Papirus, 2015.

GARCIA, Carlos Marcelo. A formação de professores: novas perspectivas baseadas na investigação sobre o pensamento do professor. In: NÓVOA, António (Coord.). *Os professores e a sua formação*. Lisboa: Dom Quixote/IEE, 1992. p. 53-73.

GATTI, Bernadete Angelina; BARRETO, Elba Siqueira de Sá. *Professores do Brasil: impasses e desafios*. Brasília: UNESCO/MEC, 2009.

IMBERNÓN, Francisco. *Formação continuada de professores*. Porto Alegre: Artmed, 2010.

IMBERNÓN, Francisco. *Formação docente e profissional: formar-se para a mudança e a incerteza*. São Paulo: Cortez, 2000.

JOSSO, Marie-Christine. *Experiências de vida e formação*. Tradução de Jussara Haubert Rodrigues. Porto Alegre: Artmed, 2004.

KENSKI, Vani Moreira. *Tecnologias e ensino presencial e a distância*. Campinas: Papirus, 2012.

KRAMM, Daniele de Lima. *Políticas de formação de professores da educação básica no Brasil*. 2019. Tese (Doutorado em Educação: Psicologia da Educação) – Pontifícia Universidade Católica de São Paulo, São Paulo, 2019.

LIBÂNEO, José Carlos. *Adeus professor, adeus professora? Novas exigências educacionais e profissão docente*. São Paulo: Cortez, 2013.

LIBÂNEO, José Carlos. *Organização e gestão da escola: teoria e prática*. 12. ed. São Paulo: Cortez, 2010.

MANFROI, Miráira Noal; NOAL, Mirian Lange. Enxada, caneta e mouse: o diálogo entre tecnologias na formação continuada de professores do campo na modalidade a distância. *Educação em Revista*, v. 36, 2020. Disponível em:

<https://www.scielo.br/j/edur/a/PHWpVQZkpgJ3sCzHpRhMzqP/abstract/?lang=pt>. Acesso em: 28 abr. 2025.

MANTOAN, Maria Teresa Eglér. *Inclusão: construindo uma sociedade para todos*. São Paulo: Moderna, 2006.

MENDES, Karina Dal Sasso; SILVEIRA, Renata Cristina de Campos Pereira; GALVÃO, Cristina Maria. Revisão integrativa: método de pesquisa para incorporação de evidências na saúde e na enfermagem. *Texto & Contexto Enfermagem*, Florianópolis, v. 17, n. 4, p. 758-764, out./dez. 2008.

MORAN, José Manuel. *A educação que desejamos: novos desafios e como chegar lá*. Campinas: Papirus, 2002.

NÓVOA, António (Org.). *Os professores e a sua formação*. Lisboa: Publicações Dom Quixote, 1992.

NÓVOA, António. Professores: imagens do futuro presente. In: NÓVOA, António (Org.). *Os professores e a sua formação*. Lisboa: Publicações Dom Quixote, 2009. p. 15-34.

PEREIRA, Máriam Trierveiler. Sustentabilidade como práxis pedagógica para a transdisciplinaridade na educação profissional e tecnológica (EPT). *Educação em Revista*, v. 38, e35849, 2022. DOI: <https://doi.org/10.1590/0102-4698e35849>.

PÉREZ-GÓMEZ, Ángel Onrubia. O pensamento prático do professor: a formação do professor como profissional reflexivo. In: NÓVOA, António (Coord.). *Os professores e a sua formação*. Lisboa: Dom Quixote/IIE, 1992. p. 95-114.

PESCE, Lucila Maria Costi. Formação continuada de professores a distância: novos significados em construção. *Revista Brasileira de Educação*, n. 36, p. 194-205, 2007.

PIMENTA, Selma Garrido. *Formação de professores: saberes da docência e identidade do professor*. 6. ed. São Paulo: Cortez, 2002.

RIBEIRO, Ana Maria. *Formação de professores e autobiografia: narrativas e trajetórias*. São Paulo: Cortez, 2005.

RODRIGUES, Aline Santos Pereira; SACHINSKI, Gabriele Polato; MARTINS, Pura Lúcia Oliver. Contribuições da revisão integrativa para a pesquisa qualitativa em Educação. *Linhas Críticas*, v. 28, e40627, 2022. Disponível em:

<https://periodicos.unb.br/index.php/linhascriticas/article/view/40627/32871>. Acesso em: 16 maio 2025.

ROTONDANO, Érica Vidal. Trabalho de formiguinha: formação continuada de docentes em sexualidade na rede municipal de educação de Manaus. *Educação em Revista*, v. 39, e20723, 2023. DOI: <https://doi.org/10.1590/0102-469820723>.

SACRISTÁN, José Gimeno. *O currículo: uma reflexão sobre a prática*. 3. ed. Porto Alegre: Artmed, 1999.

SCHÖN, Donald A. *Educando o profissional reflexivo: um novo design para o ensino e a aprendizagem*. Porto Alegre: Artmed, 2000.

SOUZA, Marcela Tavares de; SILVA, Michelly Dias da; CARVALHO, Rachel de. Revisão integrativa: o que é e como fazer. *Einstein*, São Paulo, v. 8, n. 1, p. 102-106, 2010.

SOUZA, Maurilane de. *Formação continuada de professores: fundamentos e práticas*. São Paulo: Cortez, 2021.

TARDIF, Maurice. *Saberes docentes e formação profissional*. 16. ed. Petrópolis: Vozes, 2014.

Submitted: 07/07/2025

Preprint: 06/17/2025

Approved: 05/28/2026

Section Editor: Suzana dos Santos Gomes

FINANCING

Article published with funding from the *Instituto Ânima* through a research grant awarded to Rodrigo Rodrigues de Freitas.

DATA AVAILABILITY STATEMENT

The data from the research are contained in the manuscript.

AUTHOR'S CONTRIBUTIONS

Author 1 – Conceptualization, investigation, writing – original draft, visualization.

Author 2 – Methodology, writing – review and editing, supervision.

CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interest regarding this article.