



TEACHER PROFESSIONAL LEARNING IN BRAZIL

some reflections



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WE WORK FOR THE COMPREHENSIVE DEVELOPMENT OF ELEMENTARY, MIDDLE AND HIGH SCHOOL STUDENTS

Instituto
Ayrton
Senna



SCIENTIFIC RESEARCH

We develop scientific research in order to foster innovative and transformative education



LARGE-SCALE DISSEMINATION

We implement high-impact educational solutions throughout the country



MOBILIZATION AND ADVOCACY

We support and mobilize various sectors of society pro comprehensive education

OUR REACH IN 2022

From actions aimed at the socio-emotional development of students and educators, to innovative ways to combat the loss of learning caused by the pandemic, 2022 was a year of hard work and achievements.



RELATÓRIO
2021

BIG NUMBERS

OUR ACTIONS SO FAR

In
28 years
of operation

More than
36 million
people impacted

In more than
3 thousand
municipalities
within every
brazilian state



27 states
3.385 municipalities



6.289 schools

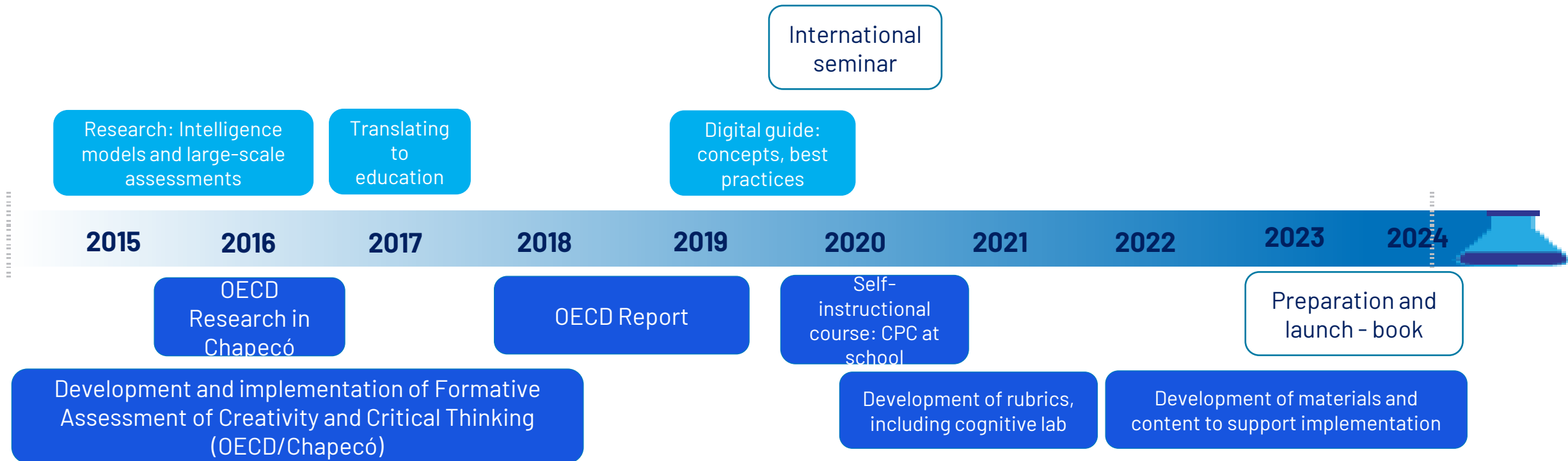


**59.993 trained
teachers**

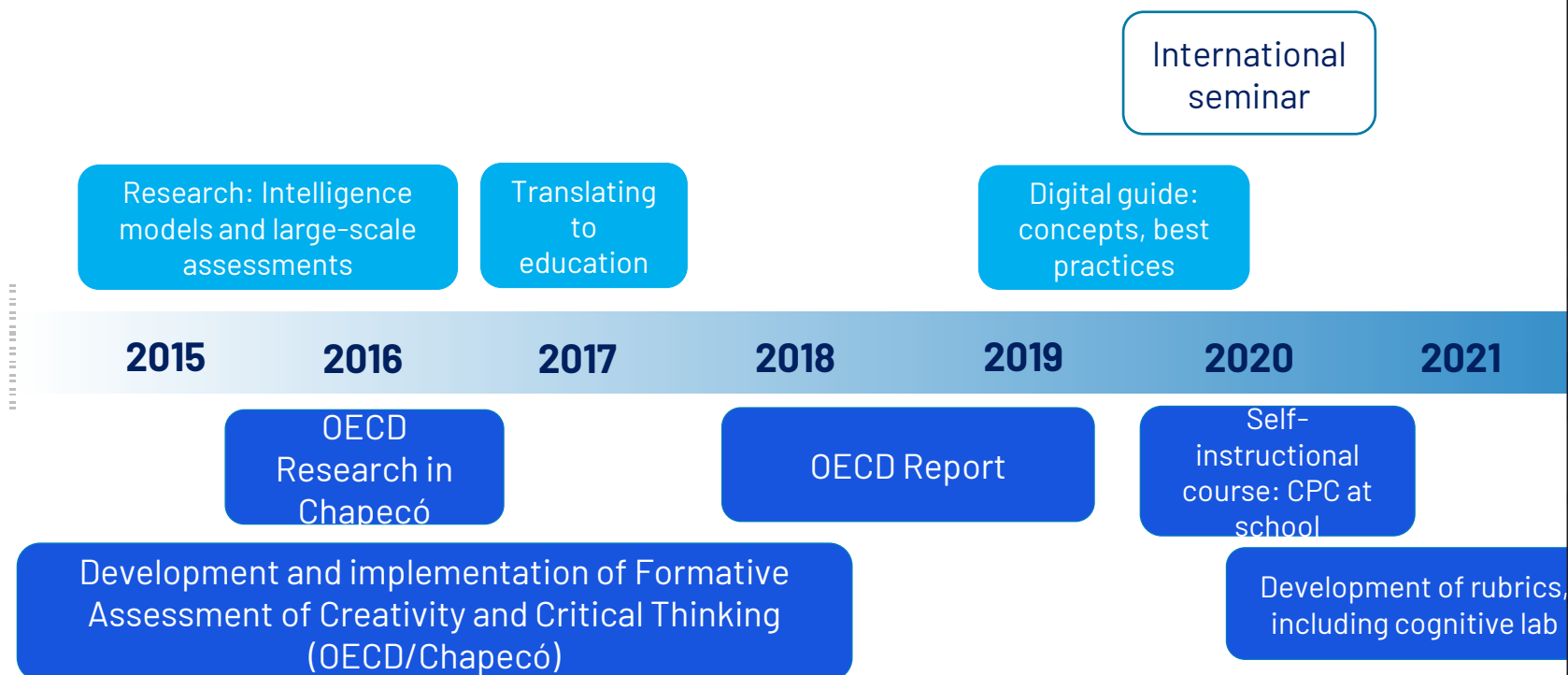


2.665.251 students

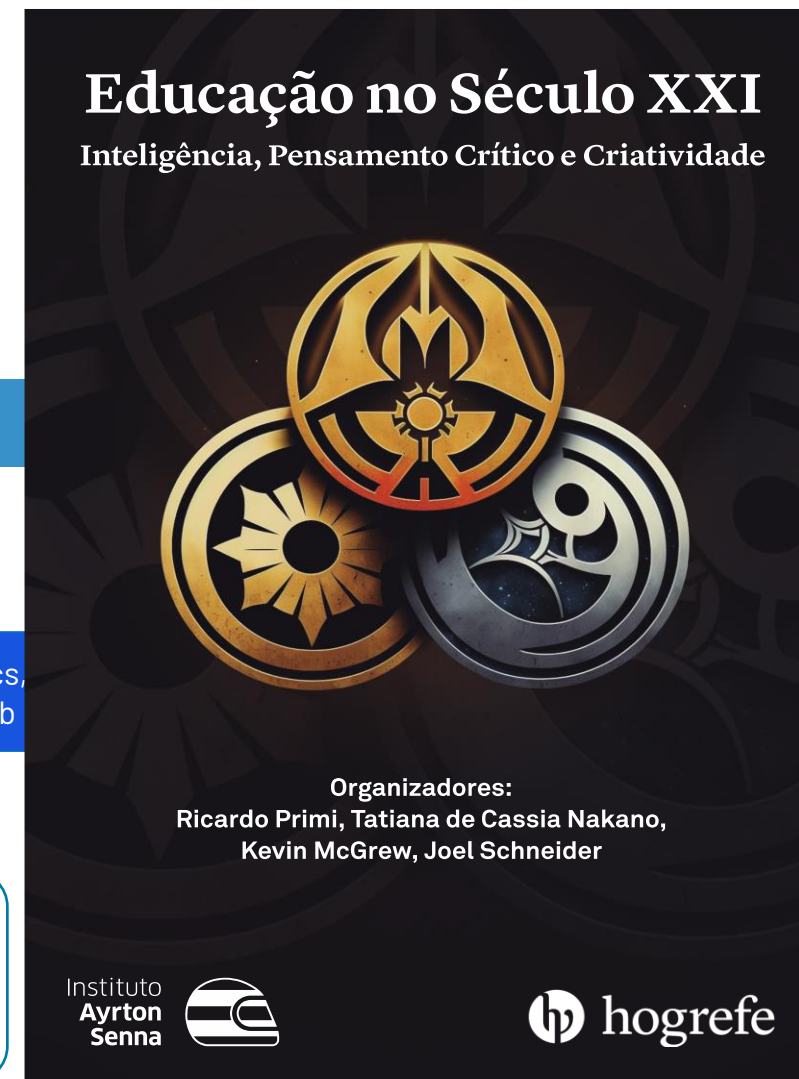
Creativity and critical thinking project



Creativity and critical thinking project



“Education on the 21st century: intelligence, critical thinking and creativity”



2.315.616

educators in Basic education

Primary education (1st to 5th grade)

763.048 total

579.002 public schools

193.638 private schools

Secondary education (6th to 9th grade)

• **774.152** total

634.712 public schools

161.453 private schools

High school (10th to 12th grade)

• **545.974** total

456.864 public schools

105.335 private schools

Brazilian teachers' profile



≈ 70% are women

≈ 40% are between 40 and 49 years old.

≈ 50% are black, "pardo" (brown skinned) or indigenous

≈ 70% have 10 or more years of teaching experience

Percentage of teachers with Higher Education*:

90% in primary education

93% in secondary education

97% in high school

*Considering only Licensed Teachers:

87% in primary education

89% in secondary education

93% in high school

61.1% of them completed the initial teacher training in a distance learning modality.

Challenges for developing Creativity in the classroom

Teachers do not have a clear idea about what creativity is

- Emphasis on the cognitive aspects of the construct
- Beliefs that creativity can't be developed, taught or learned → depends only on intrapersonal and innate factors
- have difficulty recognizing which of their students are more or less creative and have difficulty evaluating their students' creative abilities

Discrepancy between perceptions of teachers and students about teacher's posture and actions

Dynamic and motivating or monotonous?

Teachers do not feel secure in stimulating creativity

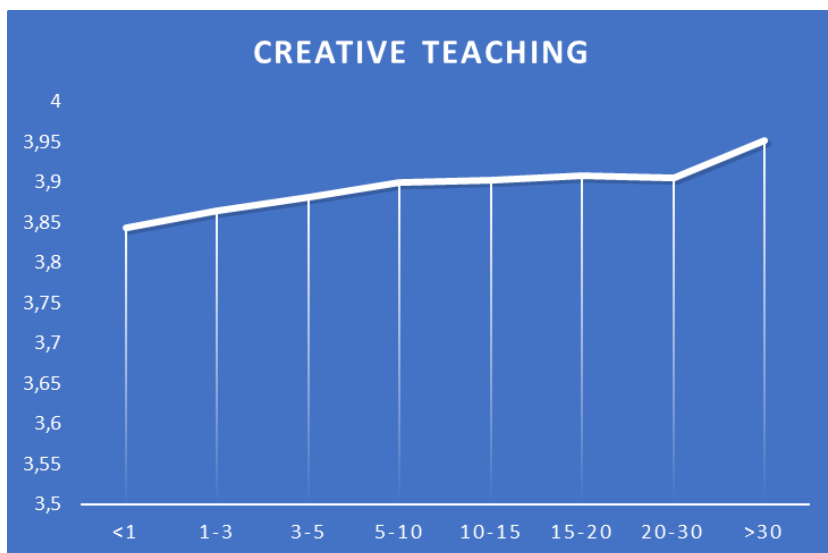
- Fear that the student will use this learning to evaluate them
- Lack of abilities and difficulties with: interpersonal skills; adapting their language to the student's age group; controlling indiscipline and planning diversified classes without compromising the content
- Shyness
- They don't know what to do to stimulate creativity

Challenges for developing Creativity in the classroom

Study performed in 2021 by Ayrton Senna Institute with 42.789 teachers from public schools of a Brazilian state

75% women

Average age: 45 years



Which skills are considered important, very important or extremely important?	
Relevant skills for teaching	% of teachers
respect skills	99.2
fairness skills	99.1
motivating skills	98.4
drive and enthusiasm skills	98.2
verbal and presentation skills	98.2
building trust skills	98.1
interpersonal skills: Connecting with students	97.7
classroom structuring skills	97.6
ICT skills	97.6
implementation skills	97.3
building relationships with parents	97.1
Emotional self-control skills	97.0
collaboration with colleagues	96.6
creativity	96.3
monitoring and reflection skills	96.2
stress management skills	96.0
dealing with diversity skills	95.8
creating a happy and relaxed classroom	95.2

To which skills teachers would like support from the education network to develop?	
Relevant skills for teaching	% of teachers
emotional self-control skills	57.5
collaboration with colleagues	46.6
stress management skills	43.8
classroom structuring skills	43.3
verbal and presentation skills	42.7
interpersonal skills: Connecting with students	38.8
building relationships with parents	38.3
ICT skills	36.0
creating a happy and relaxed classroom	34.2
fairness skills	31.3
respect skills	30.5
building trust skills	28.8
implementation skills	27.3
drive and enthusiasm skills	26.6
monitoring and reflection skills	21.7
creativity	18.4
dealing with diversity skills	18.3
motivating skills	14.8

Challenges for developing Creativity in the classroom

Educational conditions reported by teachers as restrictive of creative expression in teaching

- Lack of time and scarcity of material resources
- Extension of the program to be completed during the school year (extensive Brazilian school program)
- Low pay and recognition of the teacher's work
- High number of students in class and work overload

Student's attitude

- Immaturity, aggressiveness and pranks in the classroom
- Lack of interest in the content and demotivation

Public policy

- Lack of political awareness about teachers importance in society
- Implementation of isolated policies and actions
- Value the assessment of skills such as creativity and critical thinking
- **Lack of proper teacher training**

15% of public school teachers from **primary education** have excessive workload levels, on average.
(Rio de Janeiro ≈ 21%)

20% of public school teachers from **high school** have excessive workload levels, on average.
(Pará ≈ 40%)

Excessive workload levels =

- Have more than 300 students
- Work in two or three schools
- Teach in two or three cycles

Successful practices of creative teachers seem to be explained more by personal factors, life experiences, hardworking and experimentation, than by the protagonism of the education system in which they were inserted

Teacher professional training

There is a lack of information about creativity in teacher training

- promotes gaps and helps explain teachers' lack of knowledge about tools for creative expression, causing teachers to end up using the little knowledge they have in an almost intuitive way
- the lack of knowledge of strategies that favor creative development tends to reflect in educational practices that are inconsistent with this aim
- They don't have adequate space to exercise and reflect about practices and interventions focusing on development of creativity

Teachers are poorly prepared to help students develop their creativity, as it involves characteristics seen as "undesirable"

- Responsibility for this current situation begins in the teacher training process, which tends to prepare them to deal with the "standard student", the "obedient student" and the "passive student"

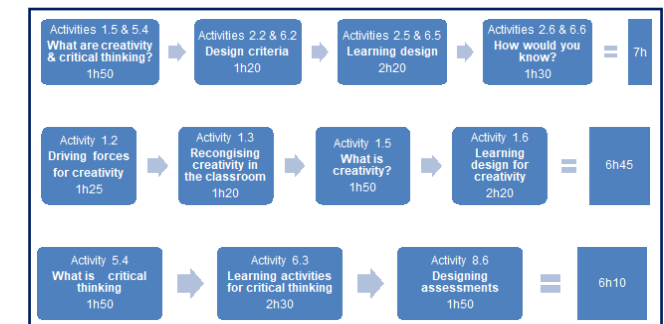
According to pedagogy undergraduates, the areas of their training that most need further development are creativity in education, followed by research and a questioning attitude

A professional learning framework for fostering and assessing creativity and critical thinking

Reflections about how it might support Brazilian teachers

- Theme of great interest
- Structure and content meet the training needs of teachers
- Although extremely relevant, 99h seem unfeasible, given the teachers' limited time
- Difficulty in gaining scale with training conducted in-person by facilitators
 - Layer of complexity: responsibility for schools (primary and secondary schools – municipalities/ high school – states)
 - Online synchronous training
 - **Self-instructional online course**
- Important: **generate certification accepted for career progression**

Creativity	Critical thinking
Module 1: Introduction to creativity	Module 5: Introduction to critical thinking
Module 2: Planning and learning design for student creativity	Module 6: Planning and learning design for student critical thinking
Module 3: Teaching for student creativity	Module 7: Teaching for student critical thinking
Module 4: Assessment and student creativity	Module 8: Assessment and student critical thinking
Module 9: Institution-wide creativity / critical thinking (primarily for institutional leaders)	
Module 10: System-wide creativity / critical thinking (primarily for policy-makers)	



WHAT WE STAND FOR

COMPREHENSIVE EDUCATION AS A KEY TO PRESENT AND FUTURE CHALLENGES

LEARN MORE →



COMPREHENSIVE
EDUCATION AS A KEY TO
PRESENT AND FUTURE
CHALLENGES

01

HELP TO SUPPORT THE
EDUCATION OF
THOUSANDS OF
BRAZILIAN CHILDREN
AND YOUNG PEOPLE!

02



AYRTON SENNA
INSTITUTE

The Ayrton Senna Institute is the result of the Brazilian three-time Formula One winner's long held dream of creating more opportunities for everyone to develop their potential.

Thank you!

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Educação do futuro,
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