



THE ROLE OF THE TEACHER: FUNCTION, MISSIONS AND TIMELESS PURPOSES

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ABSTRACT

Objective: The aim of this study is to reflect on the profile and challenges of the teaching profession in a technologically and humanly challenging educational context, with the aim of understanding the relevance and status of the teaching career, as well as assessing and contextualizing the appeal and social commitment of this profession.

Theoretical Framework: We brought together leading theorists, methodologists, pedagogues and thinkers related to the world of education and pedagogy, with special emphasis on Portuguese-Brazilian, European and Spanish-American authors.

Method: Narrative literature review, seeking to describe or discuss the current state of the research topic.

Results and Discussion: The relational triad between the function, the missions and the designs of the teaching function throughout the ages, whose conceptual-reflexive intersection embraces, exposes difficulties and, essentially, points to paths to be trodden in the future by those who (still) respond to the call to embrace a sick career.

Implications of the research: In the future, there are certain considerations that can be reflected on and improved, based on the structure and conceptual basis emanating from the reference authors (and works) that deal with the subject under debate and reflection.

Originality/Value: This review uniquely promotes reflection on the past (more or less recent) and the present and, above all, identifies some issues to be worked on for the future in this context and in the face of the real and current challenges of the teaching profession, in a socio-economic and socio-political context that is constantly changing, which is largely based on the assumption of the conjectural function of technical-technological conciliation with the interaction and social responsibility of the teacher towards society.

Keywords: Education, Teachers' Role, Job Profile, Labour Progression, Educational Offer.

O PAPEL DO PROFESSOR: FUNÇÃO, MISSÕES E DESÍGNIOS INTEMPORAIS

RESUMO

Objetivo: O objetivo deste estudo é refletir sobre o perfil e desafios do corpo docente num contexto educativo tecnológica e humanamente desafiante, com o intuito de perceber a relevância e estatuto da carreira docente, assim como aferir e contextualizar o apelo e compromisso social desta profissão.

Referencial Teórico: Reunimos teóricos, metodólogos, pedagogos e pensadores de referência afetos ao universo da educação e da pedagogia, com especial destaque para autores luso-brasileiros, europeus e hispano-americanos.

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Método: Revisão de literatura de matriz narrativa, buscando descrever ou discutir o estado atual do tema pesquisado.

Resultados e Discussão: A tríade relacional entre a função, as missões e os desígnios da função docente ao longo dos tempos, cuja interseção conceptual-reflexiva abraça, expõe dificuldades e, essencialmente, aponta caminhos a serem trilhados em tempos futuros por aqueles que (ainda) respondam ao apelo de abraçar uma carreira doente.

Implicações da Pesquisa: Perspetiva-se, para futuro, determinadas considerações passíveis de reflexão e aprimoramento, com base da estrutura e base conceptual emanada dos autores (e obras) de referência que versam sobre a temática em debate e reflexão.

Originalidade/Valor: A presente revisão promove, se forma singular uma reflexão sobre o passado (mais e menos recente) e o presente e, acima de tudo, identifica algumas questões a serem buriladas para futuro neste contexto e perante os desafios reais e atuais da profissão docente, num contexto socioeconómico e sociopolítico em transformação constante, o qual assenta, grandemente, na assunção da função conjetural da conciliação técnico-tecnológica com a interação e responsabilidade social do professor perante a sociedade.

Palavras-chave: Educação, Papel do Professor, Perfil Funcional, Progressão Laboral, Oferta Formativa.

EL PAPEL DEL PROFESOR: FUNCIÓN, MISIONES Y DISEÑOS INTEMPORALES

RESUMEN

Objetivo: El objetivo de este estudio es reflexionar sobre el perfil y los retos de la profesión docente en un contexto educativo tecnológica y humanamente desafiante, con el fin de comprender la relevancia y el estatus de la carrera docente, así como evaluar y contextualizar el atractivo y el compromiso social de esta profesión.

Marco Teórico: Reunimos a destacados teóricos, metodólogos, pedagogos y pensadores relacionados con el mundo de la educación y la pedagogía, con especial énfasis en autores luso-brasileños, europeos e hispanoamericanos.

Método: Revisión narrativa de la literatura, buscando describir o discutir el estado actual del tema de investigación.

Resultados y Discusión: La tríada relacional entre la función, las misiones y los designios de la función docente a lo largo de los tiempos, cuya intersección conceptual-reflexiva abarca, expone dificultades y, esencialmente, señala caminos a ser recorridos en el futuro por aquellos que (aún) responden al llamado de abrazar una carrera enferma.

Implicaciones de la investigación: En el futuro, hay ciertas consideraciones que pueden ser reflexionadas y mejoradas, a partir de la estructura y base conceptual emanadas de los autores (y obras) de referencia que abordan el tema en debate y reflexión.

Originalidad/Valor: Esta revisión promueve de forma singular la reflexión sobre el pasado (más o menos reciente) y el presente y, sobre todo, identifica algunas cuestiones a trabajar para el futuro en este contexto y ante los retos reales y actuales de la profesión docente, en un contexto socioeconómico y sociopolítico en constante cambio, que se basa en gran medida en la asunción de la función conjetural de conciliación técnico-tecnológica con la interacción y responsabilidad social del docente ante la sociedad.

Palabras clave: Educación, Función del Profesor, Perfil Profesional, Progresión Laboral, Oferta Formativa.

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1 INTRODUCTION

The guidelines and programs are only guidelines established by the state so that a teaching practice is standardized, with certain clear objectives and purposes, being that the effective practice of the teacher is much more subjective and susceptible to a personal touch in the style of each teacher, which in our understanding only enriches the experience of the teacher and mainly provides the learner ways and styles of teaching and being in the world of education in completely different and (eventually) personalized ways. To get an idea of what the professor can do in general, those whom Joaquim Azevedo (2012, p. 5) calls "professionals of hope"; in addition to the legislation that guides them, we can say that it may be within the reach of each of the teachers to make, even if for a moment, something changes so that nothing is the same. The genesis of the professor, as a professional, took place, according to Nóvoa (1991, pp. 12-13) in "the bosom of some religious congregations, which have transformed themselves into veritable teaching congregations. [...], the Jesuits and the Oratorians, for example, were progressively setting up a body of knowledge and techniques and a set of norms and values specific to the teaching profession".

Delors *et al.* (1996, pp. 18-19) are forceful in reminding us that all the great classical thinkers who have reflected on the problems of education have said and repeated it, reminding us that "it is up to the teacher to convey to the student what humanity has already learned about itself and nature, all that it has created and invented of essential". With regard to the teaching function, another of the great roles, of the many that he has in charge, the teacher, according to Perrenoud (1997, p. 25) must be aware that "teaching is, first of all, to make the knowledge artisanally, making it teachable, exercisable and evaluable in the framework of a class, a year, a schedule, a system of communication and work". Several authors present some professional competences that include: organizing and animating learning situations; managing the progression of learning; designing and developing differentiation devices; involving students in their learning and work; working as a team; participating in school management; informing and involving parents; using new technologies; confronting the duties and ethical dilemmas of the profession; managing their own ongoing training (Perrenoud, 1997; Morgado, 2015; Nóvoa, 2021; Celestino *et al.*, 2024; Morgado *et al.*, 2024; Novoa-Echaurren, 2024). The symbiosis of established relationships between teachers and students is somehow the nerve center of the whole pedagogical process. "Discovery is the only active way of knowing; correlatively, discovery is the only method of teaching" (Bachelard, 1975, p. 38). It was still common to think that teachers would have to be morally perfect. Such a claim or aspiration would be, given their



human condition, something impossible or naturally unrealistic (Sprintall & Sprintall, 1993). According to UNESCO (2016, p. 22) the professor "In the global landscape of education - which is currently in transformation - the role of teachers and other educators is vital to the development of critical thinking and independent judgment, not a conformity without reflection".

2 THEORETICAL FRAME

2.1 ROLE OF THE TEACHER

Continuity of individual development requires an autonomous learning and research capacity, which presupposes a long-term previous training in the company of one or several teachers. The pedagogical relationship itself aims at the integral development of the student's personality while respecting his or her autonomy and, in this way, the authority of which the teachers are endowed is always paradoxical, since it is not based on a relationship of power, but on respect for and recognition of the legitimacy of knowledge (Delors *et al.*, 1996). The decisive role of the teacher is also evident from his or her duties, which are highlighted by the International Commission on Education for the 21st century (Delors *et al.*, 1996, p. 152). that teachers play a 'decisive' role in shaping attitudes - positive or negative towards the study. They must arouse curiosity, develop autonomy, stimulate intellectual rigor and create the conditions necessary for the success of formal education and permanent education". The Commission's excessive expectation of the role of teachers becomes even more evident when it states that

"petty nationalisms should give way to universalism, ethnic and cultural prejudices to tolerance, understanding and pluralism, totalitarianism should be replaced by democracy in its varied manifestations, and a world divided, in which high technology is the prerogative of some, will give way to a world technologically united. That is why the responsibilities of teachers who are responsible for shaping the character and spirit of the new generations are enormous. The stakes are high and highlight the moral values acquired in childhood and throughout life" (Delors *et al.*, 1996, p. 153).

The role of the teacher is so highlighted by the Commission that such a level more resembles a utopia than the contingencies of the "real" teacher that we all know and its authentic role played (with growing demands and requests internal and external to the school):



"Teachers are asked a lot, too much even. They are expected to remedy the shortcomings of other institutions, which also have responsibilities in the field of education and training of young people. They are asked a great deal now that the outside world is increasingly invading schools, mainly through the new means of information and communication" (Delors *et al.*, 1996, p. 26).

It is a question, as Patricio (1992, p. 11) mentions in LBSE (Article 2(3), (4) and (5)), that the teacher 'must be trained in accordance with the principle of creative freedom'. The teacher that the LBSE (in Article 30 are said to be the eight principles that decide on which the education of educators and teachers should be based), therefore demands is a "builder of the human in man in all the complexity of anthropogenic labor. First of all, he has to understand, in his radicality, the anthropological essence of professional educational activity, so he must assume himself not as a public official, but as a human employee" (Patricio, 1992, p. 17). Sacristán (1995, p. 74) states that the teaching competence framework "is not so much a technique composed of a series of skills based on concrete knowledge or experience, nor a simple personal discovery. Thus, the teacher is not a technician or an improviser, "but a professional who can use his knowledge and experience to develop in pre-existing practical pedagogical contexts" (Sacristán, 1995, p. 74).

It is not enough, in the opinion of Roldão (2003), to master the didactics of a discipline, it is not enough to take control of pedagogy or to have many years of service, in spite of "educational knowledge" being a composite entity made up of "all these elements"; even more, it consists in the convergence, organized and coherent, of all these factors around a concrete educational situation - the learning of the student. For Giordan and Souchon (1997), the professor must help the student to clarify and to look for the reasons for the various decisions, so that a confrontation of ideas can be promoted, and even to find other systems of values. Wittig (1981) and Leyens and Yzerbyt (1981) saw the role of the teacher as one of the most indispensable in changing attitudes; as did Klausmeir (1977), that the image of the teacher is also fundamental in the education of values. If the teacher is enthusiastic, joyful, sociable, friendly, competent and methodical to expose, he will probably have a greater chance of functioning as an identifying figure and, above all, can become more efficient in promoting the acquisition of attitudes and values in his disciples (Klausmeir, 1977). in the learning process of Gispert students (2004 p. 36) he states that he should act as a mediator, facilitate human relations and help the development of values, "should stimulate and motivate, establish standards and diagnose learning situations, of each student and the class as a whole; should be expert in resources and means, clarify and define values [...]".



The teacher, according to Kay (1977) can instill in the students habits of self-control, perseverance and respect for others, using precisely the direct or indirect influence it has in the action and contact with his disciples, during the teaching and extralective activity. Sullivan and Beck (1975), in turn, argue that it is a fundamental duty of the teacher to treat and understand the student as another person, possessing a diversity of abilities and desires, just like himself. With this gesture, the teacher will be able to constitute a behavioral reference for the students. For Medeiros (1976), Mérenne-Shoumaker (1999), Roldão (1999, 2003, 2008), Morgado (2015), Roldão e Almeida (2018) , Morgado *et al.* (2023), Morgado *et al.* (2024), affirmation and appreciation of students is one of the capital functions of the teacher, which should be guided according to the following basic behavioral guidelines: 1) Attitude of authenticity, that is, must be with students exactly as it is in reality; 2) Empathic understanding that allows you to feel the world of the student as your own world; 3) Knowing to hear what the students have to tell you, even if it is wrong; 4) Being able to communicate these attributes to students. Patrício (1992, p. 3), on the subject of initial training, states that it 'cannot be regarded as the single, definitive investment ... It's his whole life that has to be a process of formation. On the other hand, this process will only be real and effective if it is assumed personally, and experienced, as a continuous process of self-formation".

In the words of Paulo Freire (2003, p. 177), "The educator or educator as an intellectual has to intervene. It cannot be a mere facilitator." It is therefore essential to carry out training that is more in keeping with the full exercise of its educational functions, as part of its action as an articulator of the teaching and learning process.

It is also important to add that with the generalization of the means of communication and the consequent dissemination of information, resulting from scientific and technological development, they have profoundly changed the teacher's own function - the conception that the professor sees as a mere diffuser of information is increasingly outdated to the detriment of another that conceives the professor more and more as a facilitating agent of personal and interpersonal development (Martin, 2000). In the sense of the recommendations of the 35th International Conference on Education, held under the auspices of UNESCO, the profile of the teacher (Demailly, 1995, 1997) is less and less a mere transmitter of knowledge. Today's teacher goes beyond reconstruction and knowledge of the student: his vocation lies in the scope of the facilitating action that will provide students with the most diverse information integration with which they are bombarded, in order to elaborate their own knowledge. According to Combs (1979) referred to by Martin (2000, p. 280), "the teacher will become the man of the future: the one who will help people develop their full personality". For Paulo Freire (2003, p. 52), "the



role of the teacher and the teacher is to help the student and the student to discover that within difficulties there is a moment of pleasure, of joy". In this respect, the same is true of the general considerations of UNESCO (2016) on the subject matter.

In short, teachers are irreplaceable for this triple enlargement. The best teachers have always been able to receive knowledge from the most diverse backgrounds (science, cultures, educational research...) and to transform it into a "third kind of knowledge" resulting from the dialog between theory and practice, between science and experience, between disciplines and students, which results, above all, from a joint pedagogical reflection with colleagues on education, teaching and learning. This is the core of teaching professionalism, the identity of teachers and their distinction from other professions and activities. Recognizing it is the first step towards rethinking teacher education. "That is why, in my article, I wanted to link the position of teachers to the affirmation of the profession" (Nóvoa, 2021, p. 7).

2.2 TEACHER STYLES

There are several agents who influence and complain about the need for a paradigm shift in teaching activity. Gispert (2004) mentions among other things the explosion in schools, the invasion of the media, the rapid development of society, scientific and technological advances and new educational trends. Roazzi and Almeida (1988, p. 54), consider that teachers are the catalysts of the educational process and their scientific and pedagogical-didactic competences can promote the success or failure of their students. The teaching-learning process can be optimized if "the teacher used the experiences and cultural capital of the students, thus valuing the integration of new knowledge acquired previously and, consequently, promoting truly significant learning".

As far as the teacher's authority is concerned, the teacher should only exercise it in the organization of teaching actions or activities in which he or she is a leader and, therefore, should exercise the role as a member of the working group, that is, he or she should be aware of everything, participate, clarify, help and if necessary assume his or her natural leadership, with the objective, in this case, of promoting moral development, from a cooperative spirit, where it fits and respects the experience of each one (whether student or teacher). Sometimes, this individual teacher's effort to promote the moral development of his students (at the post-conventional level, stages 5 and 6) is clearly invalidated by the school's organization and the environment it creates itself. As Sullivan and Beck (1975) state in this regard, most schools are



still governed by authoritarian schemes, thus preventing the development of a relationship of trust and cooperation between students and teachers.

Sprinthall and Sprinthall (1993) argue that teachers at the post-conventional level are capable of stimulating higher levels of moral development in students, since they are usually more flexible, more tolerant, adapt more efficiently to the style of teaching, develop more diverse and enriching methodologies and strategies in their teaching activity, respect above all individual differences and group differences, as well as in this way they manage to create a much more pleasant and stimulating teaching/learning environment, in short, become more efficient teachers.

Gispert (2004) recommends that the teaching activity should be based on processes that are interesting for the students, so the teacher should select and organize contents, in order to facilitate the formulation of questions, sustaining the debate, evaluating the task carried out and favoring the progressive construction of scientific knowledge. Klausmeir (1977), in turn, recommends that all teachers should not show any interest in their day-to-day life in a classroom, or in their disciplinary content, change their profession. On this subject, Leite e Terrasêca (1995, p. 30) further demand that "every educator must know his position, discover the purpose that guides him, what he really appreciates and the aspects to which he attributes the greatest value. ...".

For some authors, namely Leite e Terrasêca (1995, p. 33), "each teacher adopts a pedagogical practice, that is, develops the curriculum according to concepts of education that have more or less explicit and according to the role that he attributes to the School". With regard to the teaching function, one of the great roles, of the many in charge, the teacher, must be aware that first of all, teaching allows one to emphasize "the construction of knowledge is a collective trajectory that the teacher guides, creating situations and assisting the learner, without being the expert who transmits knowledge or the guide who proposes the solution to the problem" (Cysneiros, 2004, p. 5). Thus "The teacher who "gives" the subject in a frontal pedagogy, based on the traditional lesson, is a professional who tends to disappear" (Cysneiros, 2004, p. 5).

Perrenoud (2002), Perrenoud *et al.* (2002), Perrenoud and Gather Thurler (2002), and Morgado *et al.* (2024) advocate a clear appreciation of the teaching profession. Not only by demonstrating the complexity of the process that involves mobilizing knowledge to teach, but also by "driving the idea of a professional who is not only merely technical, but as a professional who operates with specific knowledge and mobilizes very own knowledge and action schemes" (Conceição & Sousa, 2012, p. 84). This perspective, the teacher understands that by "teaching,

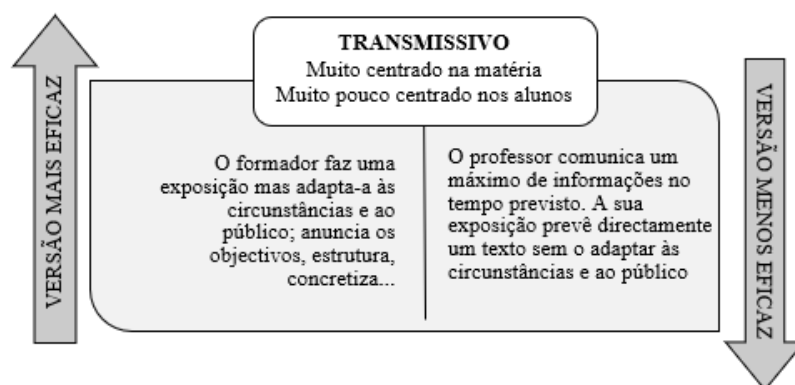


that is, making someone learn" (Roldão, 2008, p. 17) building the inverse of a practice of a privilege of debiting programmatic contents.

Mérenne-Schoumaker (1999, p. 69) concludes this subject, attaching important importance to the ability to communicate and to engage with students, in addition to teaching and scientific skills, since, according to the same author, "one teaches what one knows with what one is!" Mérenne-Schoumaker (1999), Peretti (2000), Chartier (2003), Muller (2005), Bonito (2011), Morgado (2015), Morgado *et al.* 2024) report that within the classroom the behaviors of teachers can be multiple. Therer and Willemart (1983) referred to by Frayssinhes (2012 p. 167) point out that 'le style d'apprentissage, c'est le mode personnel de saisie et de traitement de l'information, c'est donc la manière préférentielle d'un individu pour aborder et résoudre un problème'. But given the attitudes toward the subject and students, these authors allude to four styles of professors presented by Therer and Willemart (1982, University of Liege) that were inspired by the work developed by Blake and Mouton (1964): transmitting style; incitative style; associative style and permissive style. Therer and Willemart, present a synthesis table where they try to distinguish between the four styles of teachers, where they compare less effective and more effective versions (Peretti, 2000; Muller, 2005). Is it convinced that each of them can be more or less efficient in terms of both the situation and the peculiarity of the interventions as teachers, namely: 1. It is mainly focused on the subject - transmitting style; 2. It focuses on both subject matter and students - incentive style; 3. It focuses mainly on students - associative style; 4. It is very little centered (on students and subject) - permissive style.

Figure 1

Transmissive teacher style.

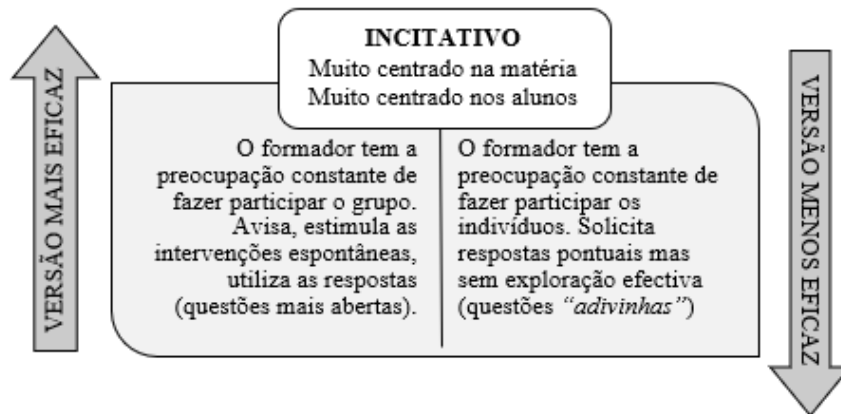


Source: Own (Adapted from Muller, 2015, p. 89)



Figure 2

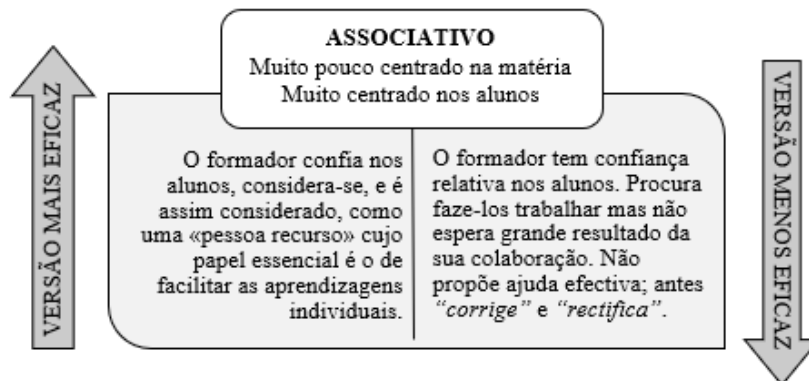
Teacher style incitative.



Source: Adapted by Muller (2015, p. 89).

Figure 3

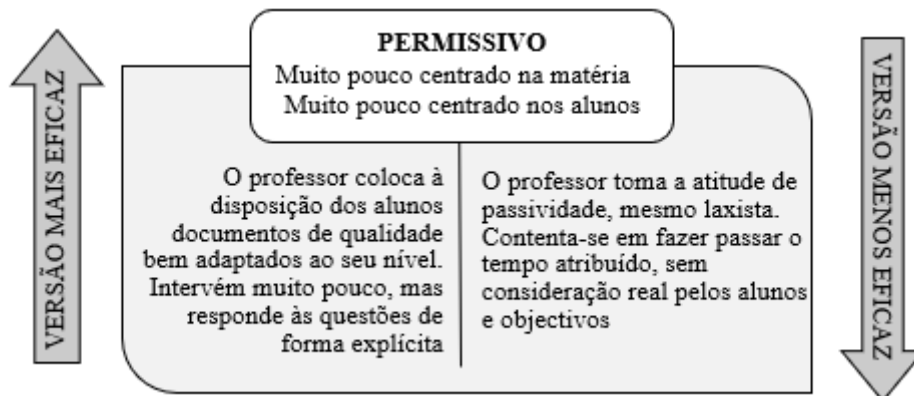
Associative teacher style.



Source: Adapted by Muller (2015, p. 89).

Figure 4

Permissive teacher style.



Source: Adapted by Muller (2015, p. 89).

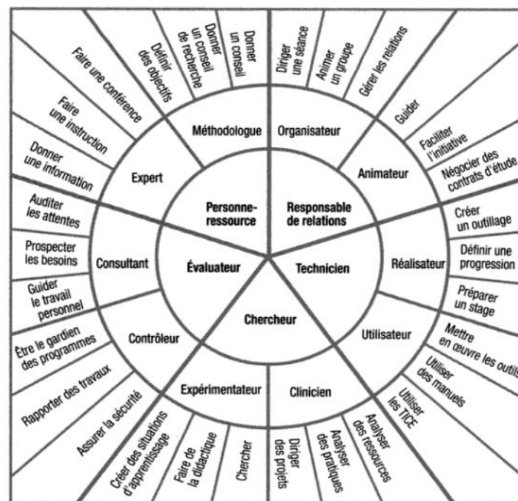


Mérenne-Schoumaker (1999, p. 169) on the profile of the teacher and on the infallibility of adapting a single style, when he states that "there is no good style, applicable in all circumstances: each of the styles may prove effective or ineffective depending on the situations and on the more specific interventions of the teacher". This idea is further reinforced by Jiménez-Aleixandre (1994, p. 31) in highlighting the existence of a "reduced range of teaching strategies that often continue to be employed become insufficient and inadequate to cover the range of desirable educational objectives". Gispert (2004) stresses that if teachers do not want to lag behind in the profession, they must restructure their work and learn to use new means.

In his work *Pour l'honneur de l'école*, André de Peretti (2000), he presents in a pentagram the "Les dix fonctions de l'école", from here he presents a graphic visualization of the generic skills of the modern teacher - "La roue des compétences". That is, it was defined in the "forme d'une roue des compétences avec des aménagements correspondant aux évolutions très récent de notre métier" (Muller, 2005.p. 18). There are ten distinct main areas, each area is divided into two themes, then into three competencies, i.e. a total of thirty competencies (Muller, 2005). With a simple reminder from the author: "Un seul avertissement d'André de Peretti: que toutes ces compétences s'exercent en s'appuyant sur une équipe, par, avec et pour les autres" (Muller, 2005, p. 19).

Figure 5

Le roue des compétences.

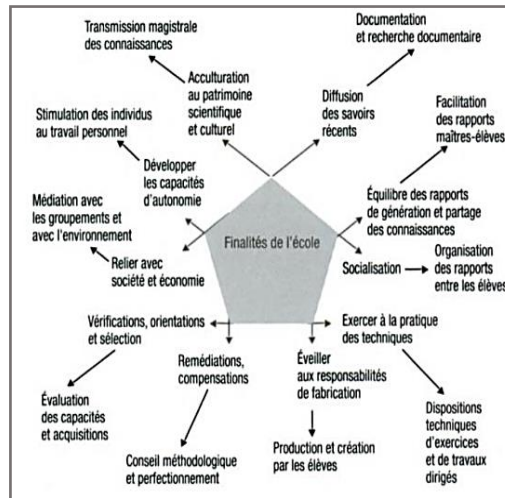


Source: Peretti (2000, p. 282).



Figure 6

Les dix fonctions de l'école.



Source: Peretti (2000, p. 282).

Le Boterf (1994, pp 16-18), referring to competence in education, states that 'competence is not limited to knowledge or know-how. ... competence does not lie in the resources to be mobilized (knowledge, skills...) but in the actual mobilization of those resources'. Adding Tardif (1996, p. 31), "jurisdiction is not a state is a process. If competence is to know how to act, how does it work? The competent operator is one that is able to mobilize, effectively put into action the different functions of a system involving resources as diverse as reasoning operations, knowledge, memory activations, evaluations, relational capabilities, or behavioral schemes." In turn, Roldão (2003, p. 20) stresses that "there is competence (or competence) when, faced with a situation, one is able to properly mobilize various prior knowledge, select it and integrate it adequately in the face of that situation (or problem, or question, or cognitive or aesthetic object, etc)". Perrenoud (2000, p. 15) presents the notion of competence as "ability to mobilize diverse cognitive resources to face a type of situation". The author presented a reference of professional competences (general and specific), based on a reference of competences presented in 1996 in Geneva, with the purpose of guiding teacher training. "In this way, it allowed for a development of the teacher's function to match the evolution of the educational system and society" (Conceição & Sousa, 2012, p. 83). It advocates "the valorization of the teaching profession, demonstrating the complexity of the process that involves the mobilization of knowledge to teach, driving the idea of a professional who is not only merely technical, but as a professional who operates with specific knowledge and mobilizes very own knowledge and action schemes" (Conceição & Sousa, 2012, p. 84). In total,



10 large ‘families’ were identified (around 50 skills), each broken down into four or five specific skills (Perrenoud, 2000, 2001a, b), namely:

Table 1

Families of skills.

Organizing and stimulating learning situations	Know, the contents to be taught and their translation into learning objectives
	Work from student representations
	Working from mistakes and obstacles to learning
	Build and plan learning devices and sequences
	Engage students in research activities, in knowledge projects
Generate learning progression	Design and manage problem situations tailored to the level and possibilities of students.
	Acquire a longitudinal view of the goals of teaching
	Establish links with the theories underlying learning activities
	To observe and evaluate students in learning situations (according to the formative approach)
	Regularly assess competencies and take progression decisions
Design and make differentiation devices evolve	Towards learning cycles
	Administer heterogeneity within a class
	Open, extend class management to a wider space
	Provide integrated support, work with students with great difficulties
	Developing cooperation between pupils and certain simple forms of mutual education
Involve students in their learning and work	A double construction
	To stimulate the desire to learn, to explain the relationship with knowledge, the meaning of school work and to develop the capacity for self-assessment
	Establish a student council and negotiate with them various types of rules and contracts
	Offer optional training activities
	Favor the definition of a student's personal project
Work as a team	Develop a team project, common representations
	Lead a working group, conduct meetings
	Forming and renewing a pedagogical team
	Jointly address and analyze complex, practical and professional situations
	Administering interpersonal conflicts and crises
Participate in school management	Preparing, negotiating a draft institution
	Manage school resources
	Coordinate, run a school with all its partners
	Organizing and developing pupil participation in the school
	Skills to work in learning cycles
	Do interviews
	Involving parents in building knowledge
	"Roll"
Using new technologies	Computer science in school: a subject like any other, a savoir-faire or a simple medium of teaching?
	Use text editors
	Exploiting the educational potential of programs in relation to teaching objectives
	Communicate remotely using telematics
	Using multimedia tools in education
	Competences grounded in a technology culture
	Preventing violence at school and beyond



<i>Facing the duties and ethical dilemmas of the profession</i>	Combating prejudice and sexual, ethnic and social discrimination
	Participate in the creation of common living standards for school discipline, sanctions and consideration of conduct
	Analyze pedagogical relationship, authority and communication in class
	Develop a sense of responsibility, solidarity and a sense of justice
	Dilemmas and competences
<i>Generate your own continuous training</i>	Knowing how to explain their own practices
	Establish your own skills balance and your personal program of continuous training
	Negotiate a common training project with colleagues (team, school, network)
	Engage in tasks at the scale of a teaching order or education system. - Accept and participate in the training of colleagues
	Be an agent of the periodic training system
Knowing how to explain their own practices	

Source: Adapted from Perrenoud (2001b).

Fitzsimmons and Kerpelman (1994), Kennedy (1991), Paul (1993), Mestre (1994), Tinker (1995), Bonito e Rebelo (2001), Cysneiros (2004), Roldão (2003, 2008, 2011), XXX (2014), say that teachers continue to teach as they were taught and there will be huge Abilities of having been taught within a markedly transmissive style. For De Boer (2000), Raizen (1994), Tsui (1999), Roldão (2011) stress that the first priority is still to transmit information directly to students, in the first instance in academic practice in a highly directive form based on assumptions of transmission and acquisition of knowledge, which supports the theory of the teaching profile of a communicative nature (Baldwin & Lawrenz, 1994; Mestre, 1994; Aikenhead, 1998).

3 CONCLUDING REMARKS

There is much talk about keeping the same teachers with the same pupils for a large part of their education, but in our opinion it would be too risky to know that students' references would be so limited and, above all, this would lead to a selection of teachers by country or by schools that would eventually lead to chaos in schools and, above all, could in certain cases deprive experimental actions of educational innovation, while at the same time it could castrate part of the new ways of looking at education, because as we know the human being by nature is sometimes reticent to change, or even averse to it.

The teacher is asked for many more responsibilities than those that were confined to the four walls of the classroom and limited to the time the teacher was with the students. The function of the teacher today crosses the walls of the school and extends in extracurricular



activities, vocational guidance, as well as in the organization of leisure activities. In the teacher's profile lies the responsibility of promoting development and change in the school community. With the loss of the monopoly of knowledge, the professor is becoming more and more a partner in the educational community, to the detriment of an exclusivity that he had in the educational process and that in some way characterized him. Patricio (1992, p. 50) when he says "the excellence of teachers is a key: with it not all doors of success open; but without it all doors of success are kept closed" and as Delors *et al.*, (2006, p. 152) "the contribution of teachers is crucial to prepare young people, not only to face the future with confidence, but to build it themselves in a determined and responsible way". Gispert (2004) has influenced the need to change teaching activity, including the importance of the school explosion, the invasion of the media, accelerated evolution of society, scientific and technological advances and new pedagogical currents. "The professors did not fail in their task, neither individually nor collectively. It is simply much more expected than 50 or even 20 years ago under more difficult conditions" (Perrenoud, 1999, p. 21). Because according to UNESCO (2016, p. 58) "Considering the potential of ICT, the teacher should be a guide that allows students, from childhood and throughout their learning trajectories, to develop and advance through the labyrinth of constantly expanding knowledge".

In addition to all this, the following situations are decisive for the difficult task of assuming the teacher's function, designs and missions: Technical, bureaucratic and administrative procedural intensification for the teaching staff; The incipient career progression and future prospects of links: latent precariousness; Non-differentiating academic overload between areas and sub-areas of knowledge; Society's demand and demand for (and relative) roles that conventionally are assigned to the family or society that are now requested and required of the teaching staff; Clear and unequivocal aging of the teaching staff; Clear international *décalage* among the teaching staff between students and students (the experiences, experiences and references diverse and different between generations that participate in the process); Clear inversion of physical and physical relationship with the community (study visits and common projects between partners); The placement contests and teachers remain in regime of unprogrammed distance and, therefore, any teacher to have a bond close to his family could result in more than one or two decades; Finally, the most clamorous and brutal evidence that is limited to the notorious absence of the generations in formation who stopped looking for the formation of teachers for their future career.

We wanted to bring here, deliberately, less contemporary conceptual perspectives in Education, in order to promote reflection on the timelessness of the challenges of Education of



our times. In short, we can say that the teaching career has gradually ceased to be sufficiently attractive, since it has, notoriously and publicly, lost its relevance in terms of status and associated social commitment, compared with other sectors and classes.

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