



Attractiveness of the teaching profession in basic education¹

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SUMMARY

Teaching activity has always been of great importance for the development of societies. However, this activity has been devalued throughout our history, suffering unprecedented losses that it did not have before, through the gradual depreciation and proletarianization of the teaching profession, directly impacting the attraction and retention of professionals, who decide to dedicate themselves to other activities considered more advantageous. In Brazil, this process affects primary school teachers more incisively, and there are many factors that have contributed to this loss of prestige. The article aims to shed light on several factors that have impacted this process: low pay, inadequate training, reduced social prestige, challenging working conditions, work overload, among others. It is necessary to redefine this profession in order to encourage the attraction of better-qualified professionals, seeking to restore the prestige of this essential activity, and, consequently, the interest in practicing it.

Keywords: Teacher Training. Low Pay. Reduced social prestige, challenging working conditions, work overload.

ABSTRACT

The teaching profession has always been of great importance to the development of societies. However, this activity has been devalued over the course of our history, suffering unprecedented losses that it once had, through a gradual process of depreciation and proletarianization of the teaching profession, directly impacting on the attraction and retention of professionals, who decide to dedicate themselves to other activities considered more advantageous. In Brazil, this process has hit elementary school teachers harder, and there are many factors that have contributed to this loss of prestige. The article aims to shed light on various factors that have had an impact on this process: low pay, inadequate training, reduced social prestige, challenging working conditions, work overload, among others. This profession needs to be given a new meaning in order to attract better-trained professionals, seeking to restore the prestige of this essential activity and, consequently, interest in practicing it.

Keywords: Teacher training. Low pay. reduced social prestige, challenging working conditions, work overload.

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1. INTRODUCTION

How to talk about democratization of public schools, access, student retention in school, social inclusion and so many other questions, when we have followed through the media, that the teaching profession is no longer an attractive option for our young people who find in other areas of knowledge a more advantageous path through respectability, status, work structure to perform their functions with excellence and especially the financial conditions that guarantee a more dignified life within of the competitiveness of the labor market. The scenario is set, the question is: how to reverse this reality?

In his book "A Good Teacher Makes All the Difference" published in Brazil in 2013, Taylor Mali wrote: "There should never be a lost generation. Teachers who fight tirelessly for a good cause know this. No matter how outdated the child is, no matter how limited her future seems, you can never give up. That's what teachers do: The promise to leave each student more prepared for the future than when they entered class at the beginning of the year".

A well-qualified teacher has the duty not to leave the future of new generations wither away. Therefore, it is necessary to commit to pedagogical work, so that future young people are attracted to a transformative education that prepares them for a more humanized and happy life. It is worth highlighting that, in the 21st century, the demands regarding to the exercise of teaching have become more complex, increasing their responsibility. The contemporary demands require professionals in education to have more training globalized, such as the domains of new technologies, an indispensable tool in the construction of the intellectual capital of students.

The attractiveness of the teaching profession plays a fundamental role in the quality of education and training of future generations. Throughout history, the appreciation of teachers varied significantly, reflecting social, economic and political changes. In 19th century, for example, with the expansion of public education systems, teaching began to structure itself as a formal career. However, in recent decades, many countries have faced challenges to maintain this appreciation, directly impacting the search for new professionals in the field.

UNESCO data indicates that, globally, there is a growing shortage of qualified teachers, especially in low-income regions. In Brazil, a survey from the National Institute of Educational Studies and Research Anísio Teixeira (INEP) shows that

the lack of qualified teachers affects several subjects, such as mathematics and physics, worsening educational inequality. In addition, the low average salary of teachers Brazilians, which is around 40% below the average of other professions that require higher education, is a factor that contributes to career dropout.

Among the factors that make teaching less attractive, the low remuneration, lack of social prestige, challenging working conditions, work overload tasks, the lack of incentives for continuous training and the lack of effective public policies. These elements contribute to the demotivation of many professionals and to the shortage of new talents in the field of education. However, despite these difficulties, there are aspects positive aspects that still attract individuals to a teaching career, such as job stability, the possibility of social transformation and the significant impact that teachers have about their students and society in general.

The valorization of teaching requires joint efforts from governments, institutions educational institutions and civil society. Investments in better wage conditions, infrastructure Adequate and ongoing training opportunities are essential to reverse the current scenario. Furthermore, recognition of the strategic role of teachers can contribute to strengthen the profession and make it more attractive to new generations.

This text seeks to explore, in detail, the factors that influence the attractiveness of teaching profession, as well as pointing out ways for an effective career development. When understanding the challenges and possibilities for change, it is possible to build a system more solid educational system, where teachers feel recognized, supported and motivated to play your role with excellence.

2. METHODOLOGICAL PROCEDURES

The purpose of this research was to analyze the challenges of teaching and the forms of coping employed by teachers with different career lengths, in Basic Education classes. This led to the creation of a theoretical framework that supported the analysis of the data collected through the chosen instrument. To achieve the objective outlined, a research classified as bibliographic was carried out. It is worth mentioning that the choice of approach infers the type of reflection that will be made on the subject studied. According to Brennand *et al.* (2012), qualitative research is characterized by seeking a detailed understanding of the meanings involved in the phenomenon studied, rather than the

concern with measurements, the intention is to understand the essence of the object of study, therefore invested in the description, exploration and analysis of the human aspects involved.

This study is an exploratory, qualitative bibliographic review. and descriptive. Qualitative research can be defined as a non-statistical study, which identifies and analyzes in depth difficult-to-measure data from a given group of individuals in relation to a specific problem. Among them are feelings, sensations and motivations that can explain certain behaviors, learned with a focus on meaning they acquire (Minayo, 2013). The research is characterized as descriptive due to the fact to present the data as it is. In this type of research, the data is collected without any interference from the researcher. It is exploratory, since we obtain the desired results from contact with a certain population (Marconi and Lakatos, 2010).

Qualitative research provides in-depth understanding of the context of the problem. It is an inductive method par excellence for understanding why an individual acts as they do. acts, thinks as he thinks or feels as he feels, because in-depth responses are generated only through the qualitative approach (Minayo, 2013).

The sources were analyzed using the Content Analysis method (Bardin, 2016). This is a research methodology used to describe and make interpretations of the contents of speeches, documents and texts.

3. THE TEACHER AND NEW TECHNOLOGIES

We were surprisingly hit by COVID-19, we were forced to look for new paths, because the show of life needed to go on. The teaching-learning process, before in person, suddenly, the devastating virus of life, pushed us to seek online education. We literally brought the education system into our homes.

Forced, we had to learn how to handle technological tools. Applying the new technologies in education is a path of no return, the pandemic demonstrated this great challenge to the world, that is, to use these tools like Artificial Intelligence (AI), teaching hybrid, digital objects, in short, it is a world of no return. It is worth mentioning that new technologies are interdisciplinary, as all areas of knowledge are benefiting, “the world is shortened”, while teachers who have not had training, who are digitally illiterate, arise the need to qualify in terms of technologies, as we work in the 21st century,



with digital natives and the trend is for education and technology to increasingly move forward together, therefore, they will be in constant evolution.

I think that for the Egyptians to build their imposing pyramids, even though some may disagree, they were already using technologies, when we understand that even speech is a technological tool. In the past, the classroom was a traditional environment, with blackboards, notebooks, and in the 21st century few changes have occurred, but nowadays, students have a vast technological tool that makes your learning more personalized, dynamic and interactive.

Technology has made education a driving force, as students have access to knowledge, information in real time, and what is very advantageous for the student is that he study anywhere, anytime, respecting your learning limits. In the past, students relied on books and encyclopedias to seek information, which was often limited.

Today, a quick search on the internet is enough to find a wealth of content on any subject. In addition, online platforms offer complete and free courses, allowing people from different parts of the world to have access to quality education. Technology is making the learning process more engaging and interactive. Classes in video, simulations, virtual reality and gamification are just a few examples of how educators are using technology to engage students. These approaches make the more fun and stimulating learning, contributing to a better understanding and retention of content. As technology tends to evolve, education must also reinvent themselves to this world without borders. The introduction of digital skills and programming in classrooms prepares students for an increasingly digitalized job market. In short, technology is essential for education, providing our students better learning to face the globalized world we live in, qualifying them for an increasingly digital future. As we continue to explore and adopt new educational technologies, it is essential that we maintain a focus on quality, equity and in developing the skills needed to face the challenges of the 21st century.

3.1 ATTRACTIVENESS OF THE TEACHING PROFESSION

When we talk about the attractiveness of the profession, we are referring to the factors that make the career more attractive for those thinking about entering it.

3.1.1. Low Pay

One of the biggest factors affecting attractiveness is below-average pay, especially in relation to the responsibility of the profession. Many teachers face financial difficulties, discouraging entry and permanence in the career. This salary discrepancy is even more evident when compared to professions that require the same level of training and qualification. For many, the financial return is not worth it, challenges faced daily, such as work overload, pressure for results educational and the often unfavorable school environment.

Furthermore, low pay has a direct impact on the quality of life of teachers, limiting their access to continuing education courses, essential goods and services, and even moments of leisure. This reality is aggravated in more peripheral regions or rural areas, where the wage gap can be even greater. This creates a cycle of devaluation: low salaries discourage new professionals, contributing to the shortage of teachers qualified and, consequently, affects the quality of basic education. Improving the remuneration and offering competitive benefits are essential steps to reverse this scenario and attract more talent to the profession (Oliveira, 2004). "The author discusses the precariousness of teaching profession in Brazil, addressing issues such as low salaries, lack of recognition and poor working conditions.

3.2 REDUCED SOCIAL PRESTIGE

Despite the crucial importance of teachers in the education of future generations, profession is often not valued socially, negatively impacting motivation of new professionals. This devaluation is reflected in speeches that minimize the relevance of teaching work and the lack of public recognition of the transformative impact that teachers have in society. Often, the image of the teacher is associated with stereotypes negative, which may discourage young people from considering teaching as a career promising.

Another aspect of this devaluation is related to the treatment given to the profession in terms of public policies and investments. The lack of priority for education in many contexts reinforces the perception that teaching work is not a strategic profession. In addition, Furthermore, in cultures where professional success is often measured by financial gain, teaching ends up being seen as a "last option" choice by those seeking recognition and status.



This lack of social appreciation also impacts self-esteem and sense of teachers' belonging in the community. Feeling undervalued can lead to disengagement, professional dissatisfaction and even career abandonment. To reverse this situation, it is necessary to promote awareness campaigns that reinforce the importance of the role of the teacher, create spaces of protagonism for these professionals and ensure that public policies demonstrate, in a practical way, the social and economic recognition of profession.

3.4 CHALLENGING WORKING CONDITIONS

Inadequate infrastructure, lack of teaching resources, and overcrowded classrooms make the work environment less attractive and stressful for teachers. In many schools, especially in the poorest regions, physical spaces present problems such as poor ventilation, damaged chairs and tables, lack of basic materials and even structural issues that compromise safety. These factors not only make it difficult to teaching-learning process, but also increase the daily stress of teachers, who have to deal with precarious situations without the necessary support.

The lack of adequate pedagogical resources is also a major obstacle. Books outdated teaching materials, lack of technology in classrooms and shortage of materials such as Quality papers, markers and boards make teaching work even more challenging. Many teachers end up investing out of their own pockets to fill these gaps, which, added to the already low remuneration, worsens the financial and emotional stress. The lack of modern tools also limit the ability to innovate in teaching, harming the motivation of professionals and engagement of students.

Overcrowded classrooms are another factor that makes teachers' work difficult. With very large classes, it is almost impossible to give individual attention to students or meet their needs. specific learning needs. This overload affects the quality of teaching, in addition to create a chaotic environment that is not conducive to concentration and discipline. Teachers, for in turn, face higher levels of fatigue and mental exhaustion, contributing to the increase of absence rates due to health problems.

The solution to these problems involves consistent investments in infrastructure and educational technology. In addition to physical reforms, it is essential to ensure regular supply of teaching materials and train teachers to use modern technologies. It is also essential to review the policy of distributing students per class, adopting limits



more reasonable measures that respect the capacity of each teacher to serve. These measures would not only improve the quality of teaching, but would also make the working environment more welcoming and motivating for teachers (Gatti, 2019).

3.5 WORK OVERLOAD

In addition to teaching, teachers need to deal with administrative tasks, meetings and pedagogical planning, often without adequate time for rest or training.

These additional demands end up overloading professionals, who need to divide their time between classroom work and the numerous obligations outside of it. The lack of support adequate to deal with these activities generates a backlog of tasks, often leading to a stressful and unproductive work environment.

Administrative tasks include filling out reports, controlling attendance, recording grades and participating in planning and board meetings class. Although these activities are important for school functioning, they often they are not carried out efficiently due to lack of tools or organization, making them become a burden for teachers. This excess of bureaucratic responsibilities distracts from the focus main part of teaching work: teaching and monitoring students' development.

The lack of time for quality pedagogical planning is also a problem recurring. Many teachers need to do planning during unofficial hours or during periods that should be dedicated to rest. This situation not only compromises the quality of the teaching material prepared, but also contributes to physical and mental fatigue. Furthermore, hasty planning can hinder the implementation of innovative strategies, limiting the teaching and learning potential.

Another critical point is the difficulty of reconciling these demands with training continuous professional development. Training and specialization courses, which should be an opportunity growth, end up being seen as yet another burden due to lack of time and energy. Without an institutional policy that recognizes and balances these responsibilities, teachers find themselves trapped in a cycle of burnout that affects their motivation and, consequently, the quality of teaching. To change this scenario, it is necessary to review the workload teachers' work, invest in tools that optimize administrative tasks and create specific spaces and times for training and planning (Tardif, 2014).

3.6 LACK OF INCENTIVES FOR CONTINUING TRAINING

Although education is a constantly evolving field, there are few effective programs to encourage continued training, which can lead to demotivation for those seeking career growth. Continuing education is essential for teachers to be able to monitor pedagogical, technological and social changes that directly impact the teaching-learning process. However, the lack of consistent public policies and the high cost of many specialization courses makes this improvement inaccessible to most of the teachers.

Furthermore, many teachers who wish to invest in their training face barriers such as lack of time, work overload and lack of financial support. In some cases, schools or education networks do not offer flexible schedules or resources to professionals participate in training. This reality creates a scenario where the continuous development depends almost exclusively on individual effort, which can be demotivating and contribute to career stagnation.

The lack of incentives also has a direct impact on the quality of education, since teachers without access to updated training may have difficulty implementing practices innovative and inclusive pedagogical practices. The gap in training mainly affects the adoption of new technologies and methodologies that could engage students and improve educational results. Without institutional support, many teachers end up repeating practices old, even if they recognize the need for change.

To reverse this situation, it is necessary to expand continuing education programs, offering financial subsidies, scholarships and partnerships with educational institutions higher. Furthermore, it is essential to ensure that these programs are accessible in terms of schedules and location, considering different regional realities. Another point is important to formally recognize the efforts of teachers who seek to train themselves, offering career progression, salary increases or other benefits that value the professional development. These actions would not only encourage ongoing training, but they would also reinforce the value of the teaching profession as a whole (Nóvoa, 2010).

3.7 JOB STABILITY

Job stability, especially in the public sector, is one of the main factors that still attracts professionals to the teaching career. This security offers predictability financial and peace of mind, allowing teachers to focus on their duties



pedagogical skills without the constant worry about the possibility of losing their job. In times of economic instability, the stability offered by public tenders and effective links is seen as a significant advantage over other careers.

However, this reality is not uniform throughout the country. In some regions, the precariousness of teaching work has become a growing concern. Contracts temporary, outsourcing and precarious contracts have been replacing public exams and permanent positions, reducing security and the benefits associated with stability. These professionals often face unequal conditions, such as lower wages, lack of rights full labor and lack of prospects for career progression, demotivating many to remain in the profession.

Furthermore, lack of stability can negatively affect the quality of teaching. Teachers on temporary contracts are often moved from one school to another over the end of the school year, preventing the continuity of pedagogical projects and the development of a solid bond with the school community. To make the profession more attractive and ensure better conditions for teaching, it is essential to reverse the process of precariousness, expanding public tenders and ensuring the valorization of effective links. This would bring greater security for professionals and would contribute to quality and sustainable education.

3.8 PASSION FOR EDUCATION AND SOCIAL IMPACT

Job stability, especially in the public sector, is one of the main factors that still attracts professionals to the teaching career. This security offers predictability financial and peace of mind, allowing teachers to focus on their duties pedagogical practices without the despair of suddenly losing their job. In times of economic instability, the stability offered by public competitions and effective links is seen as a significant advantage over other careers.

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3.9 LACK OF EFFECTIVE PUBLIC POLICIES

The absence of effective public policies aimed at valuing and improving teaching working conditions contribute significantly to the low attractiveness of the career, discouraging new talent. Without coordinated action by governments, conditions Teachers' work conditions remain precarious, which generates dissatisfaction among professionals and prevents the emergence of new candidates for the profession. The lack of investment in school infrastructure, the absence of ongoing training programs and the devaluation wages reflect a structural neglect that weakens education as a whole.

Furthermore, the lack of effective public policies also translates into a lack of recognition of the importance of education for the social and economic development of country. When the government does not invest robustly in teaching careers, this reflects a contempt for the profession and, consequently, for the quality of education.

To reverse this scenario, it is urgent to implement policies that ensure that only salary improvements, but also decent working conditions, training programs continuous and a career plan that motivates professionals to stay in the profession and offer the best of themselves for the education of future generations (Oliveira, 2015).

3.9.1 Recognition of the Teacher's Strategic Role

When the role of the teacher is recognized as strategic for development of the country, the appreciation of this profession tends to increase considerably. Teachers who play a fundamental role in the formation of citizens, in the development of skills and preparing future generations for the challenges of the modern world deserve to be seen as pillars of society. Recognition of this importance not only improves the



self-esteem of professionals, but also contributes to a more positive public image of teaching, which can attract new talent to the career.

For this recognition to be effective, governments and society must everyone understands education as a long-term investment. When the teacher is treated as a transformative agent, the value of your profession goes beyond the classroom and is reflected in public policies that guarantee adequate wages, decent working conditions and respect for your professional journey. Building a culture that recognizes the impact social education can create a more favorable environment for the permanence of educators talented and qualified in the education system.

Furthermore, recognition of the teacher's strategic role has an effect multiplier: when future generations of students realize the importance of the teacher in their lives, respect for the profession grows and the attraction to careers in teaching also increases. strengthens. If society values teachers' work more, this could generate a cycle of appreciation and strengthening of education, motivating more young people to enter the career teaching and thus contributing to the growth of the educational system in a more sustainable and qualitative. (Libâneo, 2012). "It emphasizes the importance of the teacher in the structure educational and how its recognition influences motivation and career permanence."

4. POSSIBILITY OF TRANSFORMATION

Despite the challenges, the teaching profession in basic education has immense potential of transformation, both for professionals in the field and for society as a whole. teachers can shape students' future, positively influence the social development and contribute to the construction of a more just and egalitarian society. If properly supported, educators can be key agents of change, promoting pedagogical innovations that transform the way teaching is perceived and experienced in schools.

Improvements in wages, working conditions and ongoing training are essential so that this transformation potential is effectively realized. With higher wages fair and adequate working conditions, teachers would feel more motivated and valued, which in turn would result in greater dedication to teaching. Furthermore, the guaranteeing continuous, quality training would allow educators to remain updated on the best pedagogical practices, using innovative tools to meet the needs of an increasingly connected and diverse generation of students.



The transformation of the teaching profession does not depend solely on isolated actions, but on a joint effort between education professionals, educational institutions, governments and society. By offering better working conditions and encouraging professional growth, it is possible to create a virtuous cycle where the teacher is trained, valued and recognized, positively impacting the quality of teaching and, consequently, in the future of students. This transformation process can not only improve the teaching profession, but also to raise the standards of basic education as a whole, making it more inclusive, effective and capable of facing the challenges of the contemporary world. Freire, (1996) “argues that the teacher is not only a transmitter of knowledge, but a mediator critical of learning and an agent of social transformation.”

The attractiveness of the teaching profession depends, for the most part, on investments governmental, appropriate public policies and a cultural change in the recognition of profession.

CONCLUSION

Given the challenges faced by the teaching profession, it is clear that the appreciation of teaching must be a priority to ensure quality education and the training of citizens prepared for the challenges of the future. Low pay, work overload, the lack of social prestige and inadequate working conditions compromise attractiveness career, driving away potential talent and demotivating those already working in the area.

However, teaching remains an essential profession for the development social and economic, with a transformative impact on students' lives and on building a more just and equitable society. To reverse the current scenario, it is essential to invest in effective public policies that ensure better wages, adequate infrastructure, training continuous and professional recognition.

Furthermore, it is necessary to promote a cultural change in the way society sees the role of the teacher, strengthening his image as an essential agent for the progress of the country. With joint efforts of governments, educational institutions and the country itself society, it is possible to restore the attractiveness of the profession, making it more valued and sustainable in the long term.

By facing these challenges with seriousness and commitment, education can become make an area more attractive, ensuring not only the retention of teachers qualified, but also encouraging new generations to enter the teaching career.



In this way, it will be possible to build a stronger educational system that benefits not only only education professionals, but the whole of society.

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