



PUBLIC EDUCATIONAL POLICIES TO IMPROVE THE QUALITY OF
TEACHER PERFORMANCE: CASE STUDY OF HIGHER EDUCATION
PEDAGOGICAL SKILLS OF CUANZA NORTE

EDUCATIONAL PUBLIC POLICIES FOR THE IMPROVEMENT OF CALIDAD
OF THE PERFORMANCE OF THE MAESTROS: CASE STUDY OF THE SCHOOL
PEDAGOGICAL UNIT OF CUANZA NORTE

EDUCATIONAL PUBLIC POLICY FOR UPGRADING THE TEACHER'S CAREER:
THE CASE STUDY PEDAGOGICAL SCHOOL OF CUANZA NORTE

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SUMMARY

This work aims to analyze public educational policies, focusing on the professional well-being conditions of teachers at the Higher Pedagogical School of Cuanza Norte, facing numerous challenges, such as: promotion in the category, scholarship study, which can be internal or external, extension courses and other similar courses, for the gradual increase in their professionalism or as a condition for the exercise of their growth cement and academic development. The teacher must grow every day, from the point of view of your basic training versus know-how, from the point of view of your role as agent of social transformation versus his work philosophy. However, the study, now referenced, allowed us to better understand the background of the issue and the applicability of the practical point of view and the results applying different methods, with the intention of enlarging gain more knowledge in this area (public education policies), which is sometimes little explored and at the same time of extreme importance for the work of the teacher. Relat- the questionnaire applied again, allowed us to analyze with greater rigor and depth the motivational and interest level of teachers also allowed us to analyze another group of teachers who are not covered by some benefits to facilitate and improve to live their intellectuality in the face of demanding and constant changes, taking into account, that the current context related to the teaching-learning process suffers from numerous challenges, in order to meet the demands of a more efficient and effective one. That is, (Case study of the Cuanza Higher Pedagogical School – North), facing the challenges global.

Keywords: Public policies; Teachers; Educational and Quality.

SUMMARY

This work aims to analyze public educational policies, aiming as a focus on the quality of life of the teacher at the Escuela Superior Pedagógica do Cuanza-North, face countless challenges, such as: the promotion in the category, well, that may be internal or external, extension courses and other related dual of his professionalism or as a sinequonon condition for the exercise of his growth academic development and development. The teacher must grow every day, from his point of view basic training versus know-how, from the point of view of its role as a trans- agent

social formation versus his philosophy of work. However, the study, now referenced, allowed you to know better the telón of the question and the applicability of the practical point of view and of the results by applying different methods, with the intention of improving the cementing this area (educational public policies), which is sometimes little explored and At the same time, this time is extremely important for the maestro's work. Regarding it applied questionnaire, allowed us to analyze with greater rigor and honesty and the level of motivational and interest of teachers, also, allowed us to analyze another group of teachers who are not covered by some benefits to facilitate and improve their intellect. The current situation makes them demanding and constant changes, keeping in mind that the context The current process related to the teaching and learning process faces numerous challenges, so to correspond with the demands of a more efficient and effective one. Esto es, (Case study of the Escuela Superior Pedagógica del Cuanza – Norte), despite global challenges.

Keywords: Public policies; Teachers Educational and Calidad.

ABSTRACT

This work aims to analyze educational public policies, focusing on the quality of life of teachers at the Higher Pedagogical School of Cuanza Norte, facing numerous challenges such as: promotion within the category, scholarships which can be internal or external, extension courses, and other related matters, for the gradual increase of their professionalism or as a condition for exercising their academic growth and development. The teacher must grow every day, from the perspective of their background versus know-how, regarding their role as an agent of social transformation versus their work philosophy. However, the referenced study allowed for a better understanding of the background of the issue and the applicability of the practical viewpoint and results by applying different methods, with the intention to broaden knowledge in this area (educational public policies), which is sometimes little explored and at the same time extremely important for the work of the teacher. Regarding the applied questionnaire, it allowed us to analyze with greater rigor and depth the motivational level and interest of teachers; anyway, it allowed us to analyze another group of teachers who are not covered by some benefits to facilitate and enhance their intellectuality in light of the demanding and constant changes, considering that the current context related to the teaching-learning process faces numerous

challenges in order to meet the requirements of a more efficient and effective one. That is to say, (Case study of the Higher Pedagogical School of Cuanza Norte), in the face of global challenges.

Keywords: Public policies; Teachers; Educational and Quality.

INTRODUCTION

The Staff Training Plan is one of the crucial elements of public policies educational, as it aims to increase the number of teachers without a scale regional and national for the sustainable development of the academic community and other related ones, which we want to develop, since, for your satisfaction, whether in the indicative sphere, individual or collective sphere, this staff training plan must be politically organized and structured mind.

Alongside this instrument, there are others, namely: policies on scholarships internal or external (Presidential Decree, Official Gazettes of the Republic of Angola) Courses of University extension and other related training, which aims to train and inform about the Public educational policies, with the intention of promoting and disseminating the scientific degree of all STAKEHOLDER of the teaching and learning process.

In this way, public education policies must serve as a management model, feasibility and distribution focused on effectiveness and efficiency to ensure well-being of all, with regard to local growth and development and, at the same time, time, these policies should make the school a functional and well-equipped academic unit of a power that brings together all pedagogical, philosophical and axiological values.

In short, policies must make their employee (the teacher) a thinking, innovative being, creator and, above all, transformer in his way of thinking and acting on the process of teaching and learning, since this process constitutes an arduous and noble mission, in the sense of building the mental structure of one of the most important elements of this process. so what the student is, taking into account his particularities, that is, his cognitive aspect, affective and psychomotor, under evaluation or depending on other factors, such as. The age, interest in learning, degree of participation, the subject matter



of the evaluation itself and the evaluator, therefore, these and other factors have a great impact dependence on learning.

Looking at the focus of the question posed on the conditions of professional well-being of the teacher at the School in question, it is urgent to think about a range of activities and means that can enable them to achieve this goal, such as: being equipped with knowledge-theoretical and practical skills to conduct their teaching activities, as well as being equipped with means, namely: computer, scientific and literary books, maps according to their research area, portfolio and other related areas that will help build your collection bibliographic. It is expected of the professional in education, in addition to conditions of professional well-being, that is a thinking being, with broad skills.

According to Presidential Decree , No. 19118 of August 8: Career Statute University Professor, in the Regulation of the Pedagogical Aggregation Courses for Agents of Education and Teaching in service in Pre-School Education, Primary Education and Secondary Education, that is, in its article 2 (scope), decrees that: This Diploma applies to all pedagogical aggregation courses taught by public institutions, public-private Secondary and Higher Pedagogical Education, exclusively intended to Education and Teaching agents without qualifications to practice the profession teacher to perform teaching duties in public, public-private and private pre-school, primary and secondary education institutions.

As well as article 3 (definitions), it decrees that: for the purposes of this Diploma, given by:

- b. Tutorial support for trainees, i.e., teaching activities carried out by teachers adequately qualified teachers from teaching schools or higher education institutions. higher education who teach the pedagogical aggregation course by Education and Teaching agents in service, which consists of guiding and advising trainees in preparing classes and of other school activities, analyze the teaching materials they prepare, observe and comment on their teaching performance and recommend improvements accordingly necessary.
- c. Certification of learning achieved in the course, that is, the process of issuing a title formally guaranteeing that a set of knowledge acquired by a trainee

were evaluated and validated by a Teaching School or by a Teaching Institution Higher Education as corresponding to those expected according to a quality profile. professional teaching qualification.

e. Curriculum of the Pedagogical Aggregation Course, sets of essential elements to consider when organizing a course that aims to provide opportunities for acquisition of skills required for professional teaching performance: exit and exit profile entry, curricular structure, study plan or curriculum grid, program of each course or curricular unit, methodology for assessing learning and certification of professional aptitude.

g. Postgraduate courses that do not confer a degree, that is, courses in the subsystem of Higher Education that aim to improve the technical and professional skills of individuals. viduo who has completed one of the levels of graduate training, which may be courses of professional or specialization training.

1.1 Epistemological bases of the Professional in education

In Sander's view (1996), he states that the concept of lifelong learning (lifelong learning), has been established in the field of education and teacher training as a priority issue on the agenda of the late 20th and early 21st centuries. XI, that is, precisely in the contribution of an important European work on the question raised, with regard to the continuous training of teachers.

Still for Sander, he reaffirms that we must reflect on the problems and needs of ongoing training, hence this need is based on an educational tradition, about the potential of teacher training, which can be listed:

1. The illusion that the professional has mastery of all the material necessary to awaken the needs of children, young people and adults;
- 2..The illusion that educational sciences constitute a coherent body of knowledge rational and applicable that can be transmitted in systematic courses to future teachers;
3. The illusion that professionals are capable of educating students for life and work about which he does not know enough; and finally.



4. The illusion that the professional is a servant of the State who is above social classes, without getting politically involved in contradictions and antagonism.

For Morin, (2001), highlights that the complexity paradigm has as an integrating framework from different perspectives, thus constituting a philosophical and scientific option that include ethical and epistemic values and paths to the formation of capable citizenship to think and build a more just and sustainable world.

While Garcia (2004) is about understanding the world more as interaction than antagonism, of seeking complementarity between the natural and the social; between science and ideology; between some sciences and others; between individual and collective responsibility; between the local and the global.

In light of these social authors, other questions arise, namely: what is the role of school in today's society? How to understand the teaching function and what type of training best suited to responding to today's complex challenges in a world of uncertainty? What are the essential skills that make up the profile of teaching professionals? What are the changes and training and what changes are required to respond to training over the course of life? Therefore, these and other questions lack an axiological answer or attitude, praxeological and ethical-philosophical to better understand the different thoughts above-but exposed.

Therefore, these questions open up new possibilities for a conceptual revolution, fair, sustainable, that is, the vision of complex, holistic and interactive reality proposes new ways of accessing their knowledge, highlighting the problematic, transdisciplinary-ity and dynamics that permeate the ways of thinking, feeling and acting on this same reality.

Another reality, regarding the problem of teacher training, in the view of these authors Harvard (1996), Alonso (1998), Formosinho (2001), Roldão (2001) and Inbernón (2001), highlight the following:

aThe preponderance of the transmissive model that considers teachers as Object training;

bThe abstract conception of theory and practice;

- c. Hierarchy and fragmentation of knowledge in training curricula;
- d. Decontextualization of training and lack of interaction between different contexts stakeholders;
- and the prevalence of individualism;
- f. The cellular and academic structure of training institutions;
- g. The lack of continuity and interaction between the different stages of training.

However, when we look at the practices that guide school functionalism, it is still possible to observe remnants of a statistical and compartmentalized conception of knowledge and of learning, understood as passive, linear, and individualistic accumulation of knowledge in which the instructive function predominates over integral training, giving factual and conceptual content, to the detriment of procedures and attitudes and in which academic learning is disconnected from experiential learning, with the lack of significance and functionality.

While Gimeno (2001) states that not to include more content in the curriculum, further compressing the experience, but rather to make them relevant to life, in a society of permanent learning, therefore, school should be considered as a learning organization still struggles with the lack of a blueprint for cognitive society, for which it is essential to reconsider the role of teachers, as fundamental project mediators.

In a general and basic way, one of the biggest challenges of teaching as a professional current is the equipping with the theoretical, technical and practical instruments that allow it to allow us to carry out a reflective practice, capable of responding to the diversity of demands that confront the school of today and the future (Alonso, 2003).

SURVEY TABLE APPLIED TO TEACHERS

Table No. 1

No.	Employment	Gender	Time (years) in public service	Chronological age here
1	Effective MF Collaborator	25	6 to 18	
2	20 total	45		32 to 68
Source: authors		45		

This table refers to the fundamental indicators for a better understanding of the biometric studies of the participants of this research in a qualitative and quantitative study.

Table No. 2

The table below refers to the analysis of the results presented by the teachers of Higher Pedagogical School of Cuanza-Norte, in the year 2025, with the intention of giving responses to the problem now raised.

Questions asked to teachers		Probable Answers - %		
		Yes	No	Others
1	Public Educational Policies, in their Institution, constitute a factor in local development	15 33%	25 55%	5 11%
2	In your Institution, public educational policies are applied.	10 22%	31 68%	4 9%
3	Public Educational Policies, in their Institution, aim to promote	35 77%	7 16%	3 7%
4	Does your Institution have a memorandum of understanding with the Local government to help with public education policies	6 13%	36 80%	3 7%
5	Your Institution has created public educational policies internal nationals for the development of the academic community	15 33%	20 44%	10 22%
6	Public educational policies in your institution are a fundamental axis for the internal and external growth and development of your region. <i>Comment on this statement.</i>	9 20%	30 67%	6 13%

Source: authors

DISCUSSION OF RESULTS APPLIED TO TEACHERS

To understand the impact of the questions posed to the Institution's 45 employees, there is an urgent need to bring statistical data to light, as well as to make the correct reading, in order to correctly carry out a feasibility study on the policies educational publications.

Regarding the first question posed about the public educational police (PPE), if constitute a factor of local development 15 employees representing 33% claim that yes, while 25 represents 55% and another 5 employees equals 11% rarely claim, this negative percentage constitutes a concern, whose solution must be urgent to the satisfaction of the institution.

Regarding the second question, about public education policies, whether they are applied in the institution only 10 say yes, which represents 22% and 31 which is equivalent to 68% states that it does not apply and, finally, 4 employees representing 9% state that it is rare. Sometimes, when faced with this issue, it is understood that the non-application of public policies is serious. educational initiatives to improve the quality of the institution. However, from the point of view of first and second questions are quite pertinent.

Below, we observe the statement of the third question posed about the promotion that 35 employees representing 77% claim the promotion only occurs for a group that claims to be the elite group, however, a group that represents 7 employees representing 16% claim that they are all teachers, but this process occurs in a phased manner, while 3 employees representing 7% claim that not one has the chance of being promoted through the educational public policy of the institution in question reference.

For the fourth question, if there is any memorandum protocol with the local government, in what with regard to public educational policies, only 6 claim that it represents 13% that yes, unlike the 6 that represent 80% who say no, and 3 employees who represents 6.6% who say that there is no public educational policy.

Regarding the fifth question on the creation of internal public education policies for the development of the academic community 15 employees representing 33%

says yes, while 20 employees who represent 44%, as opposed to the 10 employees representing 22% claim that there is no public education policy national that constitute a factor of local development.

Therefore, the last question raised about public education policies, in its Institution, constitutes a fundamental axis for growth and development internal and external to your region, 5 employees representing 11% with comments favorable on public educational policies guaranteeing growth and development development and 38 representing 84% state that there is no visibility of public policies educational, unlike the 2 employees who represent 4% who claim that there is neither an educational public policy that integrates as a promoter of development.

In summary, the understanding of public educational policies consists of serving and be part of the integrating base to better manage, administer, and allocate all its resources or work tools in favor of the employees of the institution in question, in the However, well-applied resources can generate innovations and greater visibility for the academic community and society in general.

In this line of thought, Souza (2005) found that: Beginning teachers have intense concern with the promotion of teaching, such as mastery of content, teaching methodologies, control of class time and student discipline, the same research showed that experienced teachers are more concerned about learning and difficulties of students.

The text set out above further reaffirms the continued training of teachers. How do you experience this issue in your teaching practice? It is very important that you can question the propositions presented and examine them carefully in order to be able to infer contributions to promoting rigorous reflection on one's own practice. The challenge may go beyond the indications expressed in the text.

So be it looking at the modalities of continuing education according to the vision of Demaily (1992) who expresses the following: the different training modalities include courses, seminars, projects, etc. Qualitative distinctions are related to representations about training, the pedagogical relationship between trainer and trainee,

autonomy and legitimacy of the trainer, the identity of the reference people and the plans us and training strategies.

The same author reaffirms that continuing education can be divided into two categories: rias, thus proposed, namely:

• Formal, courses and programs systematized in spaces different from the local ones

The teacher's work activities are planned and structured in person and at a distance. instance.

• Informal, situations that occur in teaching activities, at school and in the classroom.

Formal continuing education proposals can be considered in four ways:

more distinct, namely: the university form, the school form, the contractual form, the for-interactive-reflective ma.

1. The school form: constitutes the teaching legitimized by society through the State, tending of an official nature. These are the proposed courses and can be based on practical problems teaching, but they can also take the form of theoretical courses, that is, directed to change existing practice.
2. The contractual form: there is a contract between those involved and the institution that hires the for-teacher. The trainee is linked to the company and carries out his training during his working hours. work. This process is in service, through courses.
3. The interactive-reflective form: relates in-service training to research - action, reflection in action and of action. The problems analyzed are those of the reality of classroom and, preferably, resolved in time and place. At school, teachers with more time working contribute to the training of teachers who are just starting out career. In this model, the analysis of practice predominates.
4. The university form: programs and courses arising from the relationship between training and education of has similarity with the form that maintains liberal professions, that is, the purpose-essential is the transmission of theory. The relationship between trainer and trainee is established ce mediated by knowledge, assuming that the trainer produces knowledge through research, then transmits it to teachers who work in educational practice. basic tion.

The school's main objective and main responsibility is to promote the necessary conditions for each person involved to develop, at a high level, their capacity ability to think, to be interested, to value, to enable and to apply this ability in towards the improvement of the human condition. Thus, the basic function of education is not is to identify, for each student, a set of truths that they should take with them through your life, but rather, in helping each student learn, how to learn, how adapt to changes and, above all, be a being capable of transforming its environment surrounding.

CONCLUSION

Regarding issues related to professional well-being conditions and the process of public educational policies, deserve particular attention, so the term does not has a proportional and/or exact indicator from the point of view of its applicability, considering that many of the public educational policies depend on the needs or vision of the institution and on the other hand, they depend on the vision of the ministry.

When public education policies are well articulated or combined, they serve or will serve to meet the desires of the academic community as it becomes be a systematic, functional and above all tangible project for all its stakeholders. convenient, always finding a better model to manage and guarantee reliability, in terms of priority management for its institutional stakeholders.

The sharing of information and social interaction among the members surrounding the institution allowed us to think and rethink a new management model that is participatory, autonomous and democratic, to define and redefine what kind of social and academic space we want to have for the enhancement of the institution. Thus, the institution must be seen as the space or surrounding environment and its task definitions, whether from the technical and administrative must be aligned or synchronized individual responsibilities and collective.

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