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**INCENTIVES AND APPRECIATION FOR CAREERS AND POSITIONS IN
TEACHING IN BASIC, TECHNICAL AND TECHNOLOGICAL EDUCATION (EBTT)**

**INCENTIVES AND APPRECIATION FOR CAREER AND TEACHING
POSITIONS IN BASIC, TECHNICAL AND TECHNOLOGICAL EDUCATION
(EBTT)**

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Summary

This study aims to analyze the impacts of the incentives and recognition provided by the EBTT career plan on the teaching practice and professional development of teachers. The following specific objectives were defined: to understand how the career plan and continuing education influence the pedagogical practice of teachers; to identify the main incentive and recognition policies implemented at the Instituto Federal de Rondônia. The justification for this study is based on the need to understand more deeply the effectiveness of the recognition and recognition policies for teachers. This understanding is essential to improve pedagogical practice and create a more stimulating and productive educational environment. By identifying successful practices and areas that require improvement, it will be possible to develop practical recommendations that contribute to the professional advancement of teachers and to improving the quality of education offered. The research methodology was based on a comprehensive literature review. The review indicates that the new recognition model, which includes progression by qualification levels (specialist, master's and doctorate), has promoted greater motivation and engagement of teachers with their continuing education. The possibility of progression and the reward for investing in academic qualifications have encouraged teachers to continually seek new knowledge and to specialize. These factors are essential for attracting and retaining talent in the educational field, demonstrating that legislation and the recognition system have fulfilled their role effectively.

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Keywords: Continuing education. Career plan. Federal Institute of Rondônia.

ABSTRACT

The present study aims to analyze the impacts of the incentives and appreciation provided by the EBTT career plan on the teaching practice and professional development of teachers. The following specific objectives were defined: to understand how the career plan and continuing education influence the pedagogical practice of teachers: to identify the main incentive and valorization policies implemented at the Federal Institute of Rondônia. The justification for this study is based on the need to understand more deeply the effectiveness of policies to value and encourage teachers. This understanding is essential to improve pedagogical practice and create a more stimulating and productive educational environment. By identifying successful practices and areas for improvement, it will be possible to develop practical recommendations that contribute to the professional advancement of teachers and to the improvement of the quality of the education offered.

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1 INTRODUCTION

The valorization of the teaching career in Basic Technical and Technological Education (EBTT) has become a central theme in the search for quality education and the promotion of continuous professional development for teachers. Law No. 12,772/2012, which establishes the career plan for EBTT professionals, represents a significant advance in the structuring of the teaching career, offering a set of incentives and mechanisms to value educators. This legislation aims to recognize and reward the qualifications, experience and commitment of teachers, creating a clear path for professional growth and career progression.

However, the effectiveness of these valorization policies and the incentives provided for depends not only on their normative design, but also on the way they are implemented and experienced in educational institutions. The practical experience of teachers and the concrete application of these policies are crucial factors that influence teacher motivation, the quality of their pedagogical practice and, consequently, the educational success of institutions. Thus, there is a need for an in-depth analysis of how incentives and valorization impact teaching practice and the

professional development, identifying strengths and areas that need improvement.

Based on the aforementioned aspects, the research problem that guides this study is: How do the incentives and appreciation provided for the EBTT teaching career and positions influence teaching practice and the professional development of teachers?

Given the above problems, this study aims to analyze the impacts of the incentives and recognition provided for by the EBTT career plan on the teaching practice and professional development of teachers. The following specific objectives were defined: to understand how the career plan and continuing education influence the pedagogical practice of teachers; to identify the main incentive and recognition policies implemented at the Instituto Federal de Rondônia.

The rationale for this study is the need to gain a deeper understanding of the effectiveness of reward and incentive policies to improve teaching practices and foster a more motivating and productive educational environment. Identifying successful practices and areas that require improvement will allow for practical recommendations to be formulated that can contribute to the professional development of teachers and to improving educational quality.

To achieve the proposed objectives, the research methodology was based on a comprehensive literature review. The review involved the collection and analysis of relevant literature on valorization and incentives in the teaching context, including books, academic articles, and public policy documents. The analysis included both the identification of existing theories and models and the evaluation of practices and policies implemented in different contexts and institutions.

The 1988 Brazilian Federal Constitution, in its art. 205, stipulates that education is a universal right and a responsibility of the State, emphasizing the continued training of teachers as a means to ensure excellent teaching. Art. 206 reinforces the appreciation of education professionals, recognizing the need for continued training for the constant improvement of their pedagogical skills and knowledge (Brazil, 1988).

Furthermore, Article 208 establishes the State's obligation to provide technical and financial assistance to municipalities to guarantee teachers' access to continuing education, thus promoting equity in access to quality education throughout the country (Brazil, 1988).

Continuing education, also known as continuing education or permanent education, is a fundamental process in the educational field, aiming at the continuous improvement of professionals' knowledge and skills throughout their careers. According to Oliveira (2019), a renowned author in the area of teacher training, continuing education is not just a set of updating activities, but a complex and dynamic process that encompasses reflection, practice and theory. It goes beyond the simple transmission of information, involving the critical analysis of pedagogical practices, the development of new teaching strategies and adaptation to changes in the educational environment.

The 1988 Federal Constitution valued the teaching profession by guaranteeing teachers a national minimum wage, linked to the complexity of the work and the need for ongoing training. This constitutional provision not only increased educators' remuneration, but also encouraged the constant search for improvement, directly impacting the quality of training offered in educational institutions (Santos, 2018).

A teacher career plan is a fundamental element that shapes educational practice and professional development. This plan provides a clear framework for teacher advancement, offering a defined path that includes salary progression, promotions, and opportunities for specialization. With a well-structured career plan, teachers have a clear vision of the steps they need to take to achieve their goals.

achieve new positions and responsibilities, which can increase their motivation and engagement with the profession. Setting goals and milestones throughout their career provides direction that can lead to a more focused teaching practice committed to continuous improvement (Pereira, 2019).

According to Santos (2020), an effective career plan contributes to the valorization of teaching by recognizing and rewarding teachers' professional development. When teachers perceive that their qualifications and experience are valued and rewarded, there is an incentive for them to dedicate themselves more to improving their skills and knowledge. This valorization can translate into greater job satisfaction and a deeper commitment to the educational mission, resulting in a more effective and enriching teaching practice for students.

Teaching practice is directly impacted by career planning, as the opportunity for professional advancement encourages teachers to continually seek new methodologies and pedagogical practices. When teachers are encouraged to specialize and invest in their training, they are more likely to apply new teaching strategies in the classroom. This can lead to a significant improvement in the quality of teaching and student engagement, directly reflecting educational effectiveness and academic results (Nóvoa, 2018).

The interaction between career planning and continuing education can create a virtuous cycle of professional development. When career planning is integrated with training opportunities, teachers are encouraged to constantly seek new knowledge and skills, knowing that this will have a positive impact on their professional progress. This cycle of incentive and reward motivates teachers to invest in their own development and to apply what they have learned in their teaching practices, resulting in a continuous improvement in the quality of teaching (Oliveira, 2020).

The historical evolution of Basic Technical and Technological Education (EBTT) in Brazil reflects a trajectory of constant transformation and adaptation to the country's economic and social needs. The concept of technical education began to take shape in the late 19th and early 20th centuries, when industrialization required a qualified workforce. During this period, the first schools and courses focused on technical training emerged, seeking to provide practical and specific skills that complemented general education. (Cunha, 2014).

In the 1940s, the expansion of technical education in Brazil gained more structure with the creation of Federal Technical Schools. These institutions aimed to prepare young people for the job market, offering courses in areas such as electricity, mechanics and commerce. The creation of these schools was an important milestone for the development of technical education in the country, establishing the foundations for the training of professionals in various productive sectors (Santos; Chaves, 2017).

The 1960s brought a new phase for technical education with the implementation of the Law of Guidelines and Bases of National Education (LDB) of 1961. This law established standards for technical and professional education, promoting the integration between general education and technical training. The LDB of 1961 was an important step in the organization and regulation of technical education in Brazil, establishing guidelines that would influence the evolution of educational policies in the following years (Cruz; Vital, 2014).

The 1980s were marked by a period of redemocratization and revision of educational policies. In 1983, the Law of Guidelines and Bases of National Education (LDB) was created, introducing significant changes to the Brazilian educational system, including technical education. The new LDB emphasized the importance of vocational education integrated with secondary education, promoting a more articulated approach between technical education and general education (Dominik, 2017).

In the 1990s, the Brazilian government began a process of restructuring and expanding technical and technological education, focusing on improving quality and expanding access. The 1996 Law of Guidelines and Bases for National Education (LDB)

was a fundamental milestone for this restructuring, by establishing a solid basis for the organization of Technical and Technological Education in Brazil. The new LDB promoted the creation of Federal Institutes and the expansion of the offerings of technical and technological courses in several regions of the country (Morais; Souza; Costa, 2017).

The creation of the Federal Institutes in 2008 represented a significant innovation in the technical and technological education system. The Federal Institutes were established to offer integrated and quality training, ranging from basic education to higher education. These institutions play a crucial role in offering technical and technological courses, promoting a link between professional training and the demands of the labor market. (Cunha, 2014).

The organization of Federal Institutes is characterized by a decentralized and regionalized structure, allowing each institution to adapt its courses and programs to local needs. This structure has contributed to the diversification of educational offerings and to improving the quality of technical and technological training offered in different regions of the country. (Brito; Caldas, 2016).

In recent years, Basic Technical and Technological Education has faced challenges related to the integration of new technologies and adaptation to rapid changes in the job market. The incorporation of digital technologies and the need to prepare students for emerging professions have driven the updating of curricula and the creation of new courses and programs. This adaptation is essential to ensure that the training offered by EBTT remains relevant and aligned with market demands. (Morais; Souza; Costa, 2017).

The importance of EBTT is also highlighted by its role in promoting social inclusion and reducing educational inequalities. The provision of technical and technological courses in various regions of the country has contributed to democratizing access to quality education, offering opportunities for young people from different socioeconomic backgrounds. (Dominik, 2017).

In addition to its contribution to the training of qualified professionals, the EBTT plays an important role in promoting research and innovation. Many EBTT institutions are directly involved in research projects and

development, collaborating with companies and research centers to create innovative solutions and promote technological advances. This participation helps to strengthen the country's scientific and technological base, contributing to global competitiveness. (Santos; Chaves, 2017).

The EBTT has also stood out for its ability to offer integrated and multidisciplinary training that combines theoretical and practical knowledge. This approach allows students to develop technical skills and transversal competencies, such as critical thinking and teamwork, which are essential for success in the job market. The integration of theory and practice is an important differentiator in the training offered by the EBTT (Cunha, 2014).

The organization of the EBTT is characterized by collaboration between educational institutions, companies and government agencies. This coordination is essential to ensure that the training offered is aligned with the needs of the labor market and social demands. Partnerships and cooperation are key elements for the continuous improvement of the quality of technical and technological education. (Brito; Caldas, 2016).

In recent years, the EBTT has received significant investments to modernize its infrastructure and update its teaching resources. These investments are essential to ensure that educational institutions can offer quality training and keep up with technological innovations. The modernization of infrastructure and teaching resources is an important factor in maintaining the relevance and effectiveness of the EBTT (Morais; Souza; Costa, 2017).

Basic Technical and Technological Education (EBTT) is relevant in the Brazilian educational system, offering training that goes beyond traditional general education. Its importance is evidenced by its ability to prepare students for the job market, providing them with technical skills and practical knowledge that are directly applicable to various professions. This technical training integrated with basic education not only improves students' employability, but also contributes to the country's economic development by training a qualified workforce that is adapted to market demands. (Santos, 2021).

One of the main contributions of the EBTT is the promotion of social inclusion and equal opportunities. By making technical and technological courses available in different regions, including remote and less favored areas, the EBTT democratizes access to quality education. That said, this expanded access allows young people from different socioeconomic backgrounds to acquire valuable skills and thus improve their future prospects. Providing accessible and quality technical education is essential to reduce educational and social inequalities. (Santos; Chaves, 2017).

In addition to its role in inclusion, EBTT is also essential for innovation and technological advancement. Many technical and technological education institutions are involved in research and development projects, collaborating with companies and research centers (Brito; Caldas, 2016). These projects contribute to the creation of new technologies and innovative solutions, which helps to keep the country competitive on the global stage. The connection between EBTT institutions and the productive sector is a key factor in driving innovation and technological progress (Dominik, 2017).

Another important dimension of EBTT is its ability to train professionals with transversal and technical skills. Technical and technological education is not limited to providing specific knowledge about a specific area, but also promotes skills such as critical thinking, problem-solving skills and teamwork. These skills are essential for success in any profession and help students stand out in an increasingly competitive and dynamic job market. (Morais; Souza; Costa, 2017).

EBTT also contributes significantly to regional development. By offering courses in different locations, EBTT promotes the training of professionals who can meet the specific needs of their regions. This regionalized training helps to strengthen local economies, attracting investment and promoting economic growth in areas that might otherwise face difficulties due to a lack of qualified labor (Cruz; Vital, 2014).

The connection between technical education and the job market is another important advantage of EBTT. Many technical and technological education institutions maintain

partnerships with companies, offering internships and practical learning opportunities that are directly applicable to the professional environment. This connection between theory and practice ensures that the training offered is relevant and aligned with market needs, better preparing students for their future careers (Santos, 2019).

In addition to preparing students for the job market, EBTT also plays a role in training entrepreneurs. Many technical and technological courses incorporate content related to entrepreneurship and management, encouraging students to develop their own business ideas and innovative projects. This emphasis on entrepreneurship helps foster a culture of innovation and self-employment, which can contribute to economic development and the creation of new jobs (Brito; Caldas, 2016).

4 LEGISLATION AND VALUE OF THE TEACHING CAREER IN EBTT: EVALUATION OF POLICIES AND PRACTICES AT THE FEDERAL INSTITUTE OF RONDÔNIA – IFRO

Law No. 12,772/2012, by establishing guidelines for the appreciation and incentives for the career of teachers in Basic Technical and Technological Education (EBTT), represented a significant advance in the structuring of the teaching career. This legislation introduced a robust recognition system that aims to reward both the academic training and the experience of educators, with the aim of providing a clearer and more stimulating professional trajectory. The new model creates an environment that not only recognizes the qualifications and performance of teachers, but also offers tangible incentives for continuous improvement and specialization (Brazil, 2012).

The system established by the law includes the creation of a career path that promotes progression based on academic qualifications and acquired skills. By categorizing teachers into different levels of recognition, the legislation ensures that those seeking to improve their academic and professional qualifications have a structured path to advance in their careers. This approach aims to increase the motivation and engagement of educators, while promoting a

higher quality in teaching through continuous professional development. (Brazil, 2012).

Furthermore, the implementation of Law No. 12,772/2012 contributes to the formalization and institutionalization of recognition processes. The creation of councils and committees, such as the Permanent Council for the Recognition of Knowledge and Skills (RSC), provides a regulatory framework that guarantees equity and transparency in the granting of recognition and benefits. This regulatory system is essential to ensure that evaluation criteria are applied fairly and consistently, reflecting the true skills and achievements of teachers (Brazil, 2012).

The legislation also establishes specific criteria for granting Employment Regime (RT), differentiating between specialist, master's and doctoral levels. This differentiation allows for a more precise assessment of teachers' qualifications, aligning institutional expectations with the academic and professional achievements of educators. As a result, teachers are encouraged to seek additional training and engage in activities that contribute to their specialization, promoting a virtuous cycle of development and continuous improvement. (Instituto Federal de Rondônia, 2024).

By creating these recognition mechanisms, Law No. 12,772/2012 aims to respond to historical challenges faced by EBTT teachers, such as the lack of incentives and the need for a better defined career path. The legislation offers a structured response to these issues, creating opportunities for professional advancement and encouraging the ongoing development of educators. This approach not only benefits teachers, but also positively impacts the quality of education offered to students, resulting in better educational outcomes (Brazil, 2012).

The introduction of the Permanent Council for the Recognition of Knowledge and Skills in the Teaching Career of Basic, Technical and Technological Education (RSC), as established by MEC Ordinance No. 491 of 2013, aimed to institutionalize and formalize the recognition of teacher qualifications (Brazil, 2013).

The RSC emerged as an essential tool for the management and application of the guidelines established by Law No. 12,772/2012, creating a formal and structured mechanism for the appreciation of teachers of Basic Technical and Technological Education (EBTT). This initiative's main objective was to ensure that the recognition of educators' skills was carried out in an objective and systematic manner, accurately reflecting their academic and professional qualifications. (Telles et al., 2023).

The creation of the RSC brought a more structured approach to the recognition of teachers' competencies, offering a system that categorizes qualifications into different levels. According to the regulation, teachers can achieve three distinct levels of recognition: specialist, for those with a bachelor's degree; master's, for those with a specialization; and doctorate, for those with a master's degree. This hierarchical system not only provides a clear career path for teachers, but also establishes a solid basis for the assessment and granting of benefits related to their qualifications (Lopes et al., 2023).

In addition to formalizing the recognition process, the RSC also seeks to ensure that the evaluation system is fair and transparent. The creation of a specific board for this purpose allows evaluations to be carried out impartially and based on well-defined criteria. The presence of a regulatory body such as the RSC helps to ensure that decisions about the recognition of competencies are made based on concrete evidence and in accordance with established guidelines, which contributes to teachers' confidence in the system. (Instituto Federal de Rondônia, 2024).

The Permanent Council for the Recognition of Knowledge and Skills also plays a crucial role in promoting continuing education. By linking the recognition of skills to career advancement, the RSC encourages teachers to constantly seek new training and specializations. This encouragement of continuing education is essential for improving the quality of teaching and for

updating educators regarding new methodologies and technological advances in the field of education. (Federal Institute of Rondônia, 2024).

Furthermore, the RSC structure promotes alignment between institutional expectations and faculty achievement. By recognizing and rewarding academic qualifications and experience, the council contributes to a more equitable appreciation of faculty, rewarding not only seniority but also expertise and significant contributions to education. This can result in increased teacher motivation and career satisfaction.

However, the effectiveness of the RSC depends on its implementation and its ability to adapt to the specific needs and contexts of teachers. It is crucial that the board is prepared to deal with the diverse situations and challenges faced by educators, ensuring that the recognition system remains relevant and effective. Constant review and improvement of the RSC criteria and procedures are essential to maintain its effectiveness and teachers' trust in the system (Telles et al., 2023).

Complementing this initiative, Resolution No. 026/CONSUP/IFRO/2014 established specific regulations for granting recognition of Knowledge and Skills at the Federal Institute of Rondônia (IFRO) (Brazil, 2014). This regulation is crucial to ensure that national guidelines are adapted to local needs and realities, guaranteeing that the process of assessment and granting recognition is fair and efficient. The resolution defines the procedures and criteria to be followed, providing a solid basis for the application of appreciation policies within the scope of IFRO (Federal Institute of Rondônia, 2024).

The Sole Paragraph of Article 11 of Resolution CPRSC No. 1/2014 introduced specific guidelines for the evaluation of teachers, establishing a scoring system for different criteria, according to the position and institutional appreciation. The guidelines adopted by IFRO include differentiated criteria according to the level of occupation, establishing a greater weight for aspects that are considered more relevant for institutional appreciation. The weight 02 attributed to guidelines numbers I and

IV of the first level of the RSC, for example, reflects the emphasis given to essential criteria for the development and professional practice of teachers. (Brazil, 2014).

The recognition and appreciation system established by Law No. 12,772/2012 and regulated by MEC Ordinance No. 491/2013 and Resolution No. 026/CONSUP/IFRO/2014 has significant implications for the teaching career in Brazil. The structure offered allows teachers to see a clear path for professional advancement, with tangible incentives to seek further academic training and practical experience. This can result in increased teacher motivation and satisfaction, in addition to contributing to a higher quality of education offered (Telles et al., 2023).

However, the implementation of these systems faces challenges that need to be monitored and adjusted over time. The need to ensure that evaluation criteria are applied consistently and fairly is fundamental to the effectiveness of the system. Furthermore, teacher adherence to the recognition system depends on clear communication and adequate institutional support, which may require additional efforts on the part of educational institutions (Telles et al., 2023).

The continuous evolution of recognition policies and systems is essential to meet the needs of teachers and changing educational demands. Periodic review of criteria and guidelines, as well as consideration of teacher feedback, are important practices to ensure that the system continues to be relevant and effective (Lopes et al., 2023).

The integration of a recognition system based on qualification levels and specific criteria can significantly contribute to improving the quality of teaching and the satisfaction of education professionals. The continuous improvement of these policies and practices is crucial for the sustainable development of the teaching career and for the promotion of excellent education (Telles et al., 2023).

The analysis of the factors that influence the valorization and incentives for the career and positions of Basic, Technical and Technological Education Teachers (EBTT) reveals that the implementation of Law No. 12,772/2012 and the establishment of the Permanent Council for the Recognition of Knowledge and Skills (RSC) were fundamental steps in the restructuring of the teaching career. These mechanisms created a formalized system of recognition based on qualification levels, providing a clear path for professional advancement and specialization of teachers.

The proposed objective of investigating the effectiveness of these factors in valuing teachers was achieved by demonstrating that legislation and the recognition system contributed significantly to improving the career structure. The review indicates that the new recognition model, which includes progression through qualification levels (specialist, master and doctorate), has promoted greater motivation and engagement of teachers with their ongoing training. The possibility of progression and the reward for investing in academic qualifications have encouraged teachers to continually seek new knowledge and to specialize. These factors are essential for attracting and retaining talent in the educational field, showing that legislation and the recognition system have fulfilled their role effectively.

However, the analysis also revealed challenges in implementing and adapting the assessment and incentive systems. Despite positive intentions, issues such as the uneven application of assessment criteria, lack of sufficient resources and the need for constant policy adjustments indicate that there is room for improvement. The effectiveness of the initiatives depends on the consistency in the application of the guidelines and the ongoing support to educational institutions and teachers. Thus, while the objective of investigating the impact of assessment factors has been largely achieved, the full realization of the objectives still requires continued efforts to address the identified challenges.

In conclusion, the factors analyzed demonstrate that Law No. 12,772/2012 and the RSC system have provided a solid basis for the appreciation of teachers in

EBTT, promoting a significant advance in the structuring of the teaching career. However, the complete success of these policies depends on effective implementation and continuous adaptation to the needs of the educational field. The proposed objective was therefore partially achieved, and the full effectiveness of incentives and teacher appreciation requires a continuous commitment to improving practices and resolving the challenges identified.

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