

BEGINNING TEACHERS IN THE LAST YEARS OF ELEMENTARY SCHOOL: TRAINING NEEDS

Abstract:

This research aims to present the training needs of beginning teachers in the 6th to 9th grade of elementary public schools in Joinville. The participants are beginning teachers (started to teaching between 2010 and 2013). It is a qualitative study that used semi-structured interviews as a tool for data collection. Studies from Romanowski (2007, 2012), Romanowski and Martins (2013), Marcelo Garcia (1999, 2009) and Marcelo Garcia and Vaillant (2013) contributed to support the reading and interpretation of the data. The results showed that teachers reported that continuing education should provide the exchange of ideas / experiences through dialogue with colleagues, and they requested more training promoting their professional development. Two issues due their professional needs were identified as priority to their work: orientation how to use the technology and how to deal with the inclusion of students with disabilities. Teachers reported the importance of two issues as well as teacher education failed to provide them the knowledge about that. Continuing education could be an opportunity to promote discussions related to these important issues.

Keywords: Beginning Teacher. Training Needs. Continuing Education.