

**TRAINING OF PHYSICAL EDUCATION TEACHERS OF ELEMENTARY
SCHOOLS IN THE COUNTRYSIDE OF CEARÁ**

**FORMAÇÃO DE PROFESSORES DE EDUCAÇÃO FÍSICA DAS ESCOLAS DO
ENSINO BÁSICO DO INTERIOR DO CEARÁ**

**FORMACIÓN DE PROFESORES DE EDUCACIÓN FÍSICA EN ESCUELAS DE
EDUCACIÓN BÁSICA DEL INTERIOR DE CEARÁ**



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ABSTRACT: The aim is to reflect on the profile of physical education teachers, considering its historical trajectory from the Brazilian educational context. Initially, traditional teaching methodologies were teacher-centered. Based on the studies of García (1995), Tardiff (2002), Gatti (2016), the teacher needs to understand this historical process in order to have parameters as a basis for teaching and be open to new paths, due to their training being continuous and dynamic. The research is field and exploratory, with the locus in the Municipality of Sobral, specifically in elementary schools. The results showed that part of the teachers had no contact with contents related to health promotion and that they did not have some post-graduation about the theme. Therefore, it is necessary to think of the continuing education process as an essential tool in teacher qualification allied with the school to enable new teaching methodologies.

KEYWORDS: Teacher training. School physical education. Health at school.

RESUMO: Busca-se refletir sobre o perfil de professores de educação física, diante da sua trajetória histórica a partir do contexto educacional brasileiro. Inicialmente, as metodologias tradicionais de ensino eram centradas no professor. Com base nos estudos de García (1995), Tardiff (2002), Gatti (2016), o professor precisa compreender esse processo histórico para ter parâmetros como base de ensino e estar aberto a novos caminhos, devido a sua formação ser contínua e dinâmica. A pesquisa é de campo e exploratória, com o locus no Município de Sobral, especificamente nas escolas de ensino básico. Os resultados mostraram que parte dos professores não tiveram contato com conteúdos relacionados à promoção da saúde e que não tinham alguma pós-graduação sobre o tema. Portanto, é necessário pensar no processo de formação continuada como um instrumento essencial na qualificação docente aliado com a escola para possibilitar novas metodologias de ensino.

PALAVRAS-CHAVE: Formação de professores. Educação física escolar. Saúde na escola.

RESUMEN: *Se busca reflexionar sobre el perfil de los profesores de educación física, frente a su trayectoria histórica desde el contexto educativo brasileño. Inicialmente, las metodologías tradicionales de enseñanza se centraban en el profesor. Con base en los estudios de García (1995), Tardiff (2002), Gatti (2016), el profesor necesita comprender este proceso histórico para tener parámetros como base de la enseñanza y estar abierto a nuevos caminos, debido a que su formación es continua y dinámica. La investigación es de campo y exploratoria, con el locus en el municipio de Sobral, específicamente en las escuelas primarias. Los resultados mostraron que una parte de los profesores no había tenido contacto con contenidos relacionados con la promoción de la salud y que no tenían ningún postgrado sobre el tema. Por lo tanto, es necesario pensar en el proceso de formación continua como un instrumento esencial en la cualificación del profesorado aliado con la escuela para posibilitar nuevas metodologías de enseñanza.*

PALABRAS CLAVE: *Formación de profesores. Educación física escolar. Salud en la escuela.*

Introduction

To reflect on teacher education is to think about the Brazilian historical-educational process, which points to historical trajectories of teaching and its formative process for action, provoking reflections about the past, present and future of a critical and reflective pedagogical formation. Teacher training should enhance the pedagogical processes of future teachers, so that they can develop innovative methodologies in their classes, contributing to the expansion of the development of students (JUCÁ; LIMA; MELO, 2022).

The teaching-learning process was based on banking learning, in which the teacher presented concepts and the student acted passively, receiving "knowledge" in a ready and finished way, in which student perceptions were not considered. This teaching was formal and centered on the information passed on by the teacher, there was no dialogue between teachers and students and knowledge was absorbed automatically and mechanically, without much room for questioning, disstimulating the students (FREIRE, 1997).

Educational practices are a fundamental factor in the process of social construction, especially in the teaching profession. This practice has considerable historical relevance, because it was originally seen as an art; then, in modernity, a technique and, currently, as an interaction between the teacher and the student (GATTI, 2016).

Thus, it is necessary for teachers to know this historical process for a better understanding of the nature of knowledge that serves as the basis for teaching. For this process to happen, it is necessary that teachers be open to changes during their life as educators, because their training is continuous and dynamic (TARDIF, 2002).

From this scope, we can question: How is the training of physical education teachers working in Basic Education in Sobral/CE with regard to health? Thus, it is necessary to understand the training of physical education teachers who work in basic education.

Teacher training is a process that must maintain ethical, didactic and pedagogical principles, regardless of the level of training in question. Moreover, it must be a mutual, continuous and dynamic process, because the teacher model assumed by the education system and society must be present, impregnating teacher training activities at all levels of their training (GARCÍA, 1995).

To understand the education of teachers in Brazil, it is important to highlight some political moments that the country has faced throughout its history of construction, such as the military dictatorship, the movement of democratization of society and the globalization movements of culture and economy. These political moments had a strong contribution and influence in the process of continuing teacher education in Brazil (SOUZA, 2016).

Regarding the beginning of the insertion of Physical Education in the school environment, this area did not present specific teacher training, where physicians and military personnel presented themselves as qualified to teach this curricular component. Thus, the training of physical education teachers was a field that presented tensions and contradictions.

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During the processes that involved the development of teacher education in the field of Physical Education, it is perceived that this area received influences from political and ideological aspects, which aimed to build a certain social structure that produced a vision of the world and society under the logic of maintaining and perpetuation of social relations.

However, the tensions triggered by the educational field presented new perceptions for teacher education in the field of Physical Education.

When one thinks of teacher education, one thinks of a context of interaction with the structural elements that make up the political, economic and social life from which relationships, conditions and values that permeate this environment are formed as active elements of the formation and production of our education, defining its central constitutive traits and, thus, reflecting on the main challenges for thought and action committed to academic and professional transformation in the contemporary world, that the process of globalization of education has been imposing in the various areas of knowledge (BARROS *et al.*, 2020).

Gadotti (2007) presents contradictions to the teaching process centered on the teacher, emphasizing that the student should be recognized as an active subject during his/her academic training process; not passive, but as capable of causing changes in the social space.

In this sense, teacher education needs to be rethought for this new educational context, understanding the trajectory of this formation as a possibility of new opportunities for understanding in a dimension focused on the experience of the historical constitution of Brazilian education, which permeates the history of teacher education in Brazil (AMARAL, 2021).

It is believed, then, in a new posture adopted by the participants, through collective and collaborative dialogues with their fellow teachers, thus assuming a more active posture and not only that of passive subjects under the control of the training process to be incorporated into their teaching practice, to the extent that teachers place themselves in the role of protagonists of their own training process (IMBERNÓN, 2011).

Thus, the objective is to analyze the training of teachers of Basic Education of Sobral/CE, identifying the teacher profile about education and academic performance. It is also expected to contribute to the production of scientific knowledge of the area by physical education teachers, in order to expand the concept of their initial training, in search of the valorization and recognition of physical education in the school environment.

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Methodology

This research is field and exploratory, because it focuses on information and/or knowledge about a problem or situation, seeking answers to do so, or proving assumptions, discovering new phenomena or relationships between them (GIL, 2008).

The *locus* of this research was the municipality of Sobral, specifically, the elementary schools. All teachers who work in schools in the state of Sobral, Ceará, were invited to participate in the research.

As an inclusion criterion, we used the fact that those involved should have an employment relationship with the Department of Education - SEDUC, regardless of whether they are effective or substitutes; and be crowded in the state's schools, teaching the discipline Physical Education, through the signing of the Informed Consent Form - TCLE. ¹

¹ This study was Submitted towards a appreciation of the Committee from Ethics in Search INTA university center - UNINTA, and was duly approved by middle of the CAEE from no: 58338222.3.00008133 and opinion embodied of No. 5.416.781.

The research initially had thirteen participants, however, two were away during the research period due to health and/or professional qualification, not attending and/or not being to participate, and finally, one of the teachers did not attend the period stipulated for collection.

In the end, applying the exclusion criteria, the research was conducted with ten teachers. The interviews took place in early July 2022. Information was collected on age, academic training, degree, time of work in other HEIs (Higher Education Institutions) and UVA, in addition to disciplines taught, in order to verify the impact of this information on training to work health at school.

This study was submitted for the consideration of the Research Ethics Committee of the University Center INTA - UNINTA, and was duly approved through the CAEE of n°: 58338222.3.00008133 and opinion embodied in n° 5,416,781.

Thus, the ethical aspects of research involving human beings were considered, according to the recommendations of paragraph 510/2016, based on Resolution 466/12, being observed in all stages of the research, the fundamental principles of Bioethics, inherent to autonomy, beneficence, non-maleficence, justice and equity (BRASIL, 2012).

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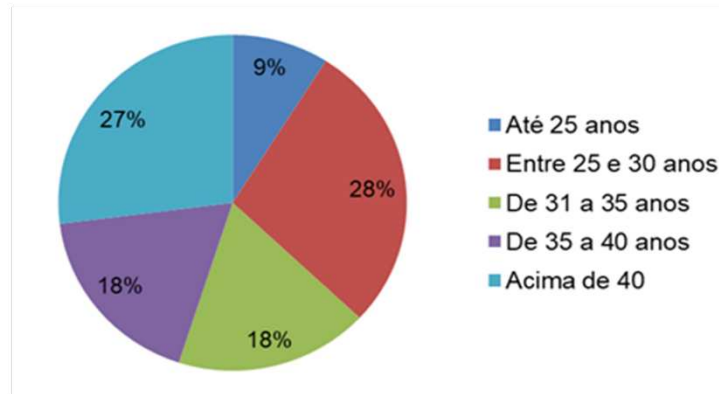
Results and discussions

For the presentation of the data in this session, we chose to use graphics in pizza format. The choice is justified for two reasons: the first is to facilitate, to the reader, the reading through visual perception with the use of colors according to mathematics, through the percentages, contemplating the Simple Descriptive Statistics, of the number of respondents.

To this end, according to the above, the research started with thirteen teachers, but throughout the training process, it was verified the withdrawal of three teachers from the group. This fact must have occurred due to the final evaluation process requested for the completion and obtaining of the certificate of the training course, remaining ten teachers, who were identified by pseudonyms representing flowers, defined in the order: Jasmine, Daisy, Sunflower, Gardenia, Tulip, Narcissus, Amarilis, Agapanto, Alisson and Antúrio in order to meet ethical aspects during the data exposure.

The questions asked during this phase of the research focused on the general characteristics of the participants, such as age, gender, education and educational/professional performance. Graph 1 shows the average age of teachers.

Graph 1 – Average age of teachers participating in the Training Course²



Source: Prepared by the authors (2022)

Teachers over 40 years represent 27%, then come teachers aged between 31 and 35 years, with 18%, and the others are aged up to 25 years, representing 9% within the training group. According to the research, it can be verified that teachers aged between 25 and 30 years were those who predominated within the group, perhaps because they felt professionally motivated.

Another fact to be analyzed are professionals aged up to 25 years (9%), because they represent the lowest percentage within the group, perhaps one of the reasons for the lower representation of these, either because they have generally just left graduation and often believe they are up to date in relation to the formative process and, with this, leave aside the continuity of training.

However, it is important to highlight the importance of continuing education of teachers, regardless of the time of training that these professionals have. García (1999) emphasizes the importance of initial training and the insertion and development of professionals, because, in view of this training, teachers develop a learning and a coherent didactics within the classroom.

Thus, beginning teachers need to have a set of critical ideas and skills, as well as the ability to reflect, evaluate and learn about their teaching in such a way that they continually improve as teachers. That is why continuing education courses are important components in the formative trajectory of these professionals (GATTI, 2016)

² Graph description: Blue: Until 25 years old; Red: Between 25 and 30 years old; Green: Between 31 and 35 years old; Purple: Between 35 and 40 years old; Light blue: Above 40 years old.

Corroborating, Santos; Fernandes; Ferreira (2018) point out that physical education is indispensable throughout Basic Education, which is an indispensable component for the construction of a citizen, healthy and aware of its role in the society to which it belongs.

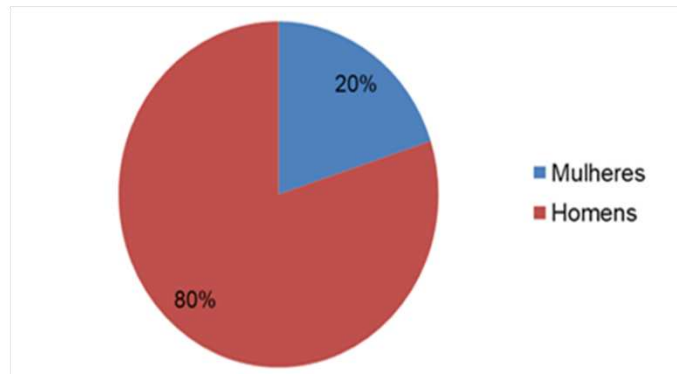
With that, Soares *et al.* (2022) reaffirms that investment in continuing health education is necessary to promote the knowledge of students, teachers and Physical Education professionals working in public health.

In fact, the results of this study are similar to those found by Anjos, Andrade and Timothy (2011). The authors analyzed 36 teachers and observed that 61.1% of them, in the process of continuing education, were over 30 years of age, i.e., they have a greater presence in continuing education practices in education systems.

Given the findings and analysis in the literature, it is believed that this is due to the need for pedagogical and didactic updating that the teacher must go through throughout his formative and professional process.

Regarding the predominance of the gender of physical education teachers, the following results were obtained, as shown in Graph 2:

Graph 2 – Gender of respondents³



Source: Prepared by the authors (2022)

From Graph 2, it is observed that 80% of physical education teachers are male and 20% are female. However, when addressing the genre that is most active in school, Andrade, Anjos and Timothy (2011) found in their studies different results from those observed in this research.

³ Graph description: Blue: Women; Red: Men.

The majority of the professionals working in the schools studied were female, which corresponds to 63.9% (09 teachers) and the others, male with 36.1%, pointed out in their survey with 15 teachers (NUNES *et al.*, 2018).

Of these, 53% were male and 47% female. This result seems to demonstrate a balance in the distribution of teachers, suggesting that it is an area in which both men and women have the same job opportunities. In a study conducted with university professors in the same municipality, Soares (2017) observed that 71% of the sample was composed of men.

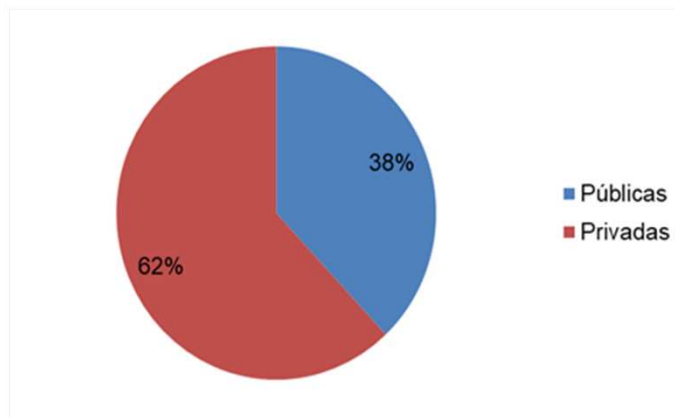
Therefore, it can be thought in two aspects that there is no standard for the gender issue in the performance of Physical Education teachers in the region where the research was conducted, because the insertion of the male or female gender depends on factors such as affinity, motivation, interest in the profession or even the opportunity to enter and/or remain in the labor market.

Another observation that demands a critical reflection is about the slight participation of women in the field of Physical Education in the locus of this study, since professional masculinization in this curricular component has changed over time.

In this context, unlike this study, the study by Martins and Mello (2019) investigated the "professional profile of Physical Education teachers working in public early childhood education in Brazilian capitals", in it the authors point out that it is predominantly the profile of a young group (73.7% <39 years), composed of teachers (64%), in early career (54% ≤5 years) and with post-graduation (76.4%), and 51 (36% of the total) are men.

Thus, the male presence of more than one third, as shown in the study cited, indicates that Physical Education represents a male "gateway" to work in the early years of Basic Education. Continuing the presentation of the results, regarding the type of school that the participating teachers studied in primary education, can be verified in Graph 3, the following:

Graph 3 – Type of school that teachers in continuing education attended in basic education⁴



Source: Prepared by the authors (2022)

In view of Graph 3, it is confirmed that 62% of the physical education teachers surveyed studied in primary schools of the private schools of the City of Sobral, and 38% of the teachers involved in this research studied in public schools. Thus, it is perceived that the majority of physical education teachers in the research studied in private primary school networks.

According to them, the reason for choosing the private network occurred, because, despite the advances in recent years in relation to public school teaching, the violence between students and teachers and the work overload of teachers favor the weaknesses found, such as social vulnerabilities at the time of choice by the public school.

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Thus, this result leads us to reflect on the fact that, possibly in private schools, students obtain better absolute results and a more homogeneous socioeconomic composition.

Corroborating the above, according to a study conducted in the southeast of the country by Dantas and Perosa (2017), the choice for private school expresses the interest of mothers in enabling their children to go through other circuits of the higher education market and the labor market, unlike those traveled by them.

Thus, it is up to the public authorities to seek strategies to improve education systems, increasingly seeking the democratization of education, as well as the minimization of socioeconomic problems, such as violence, vulnerability, overload of activities, among others.

It is considered that from the findings of this study, according to the age of the participants, the time of work in basic education varies, extending from one to twenty years of experience, giving an average of 6.2 years to the investigated group.

⁴ Red: Private schools; Blue: Public schools.

Thus, it is analyzed that the teachers of this study are at different moments of the career. Huberman (2000) explains that the teaching career is organized in accordance with the different moments experienced by the teacher throughout his performance as a teacher, such as: 1st phase - career entry (from 1 to 3 years) - survival time of the profession; 2nd phase - stabilization (from 4 to 6 years) - of professional identity; the 3rd phase - diversification (from 7 to 25 years of profession) - moment of investigations; the 4th phase - affective distance or serenity (from 25 to 35 years) and the 5th phase - of disinvestment (from 35 to 40 years) - at the end of a professional career.

Experience and training are factors that strengthen the process, being the most representative experience. In this orientation, in which teachers gain experience, wisdom and professional awareness, they build in an evolutionary process, the interpretation and reinterpretation of this experience, leading to professional development (KENSKI, 2015; LARROSA, 2015).

A survey conducted by Fernandes (2016) with physical education teachers found that the majority had between 6 and 10 years of experience. The author points out that the teaching exercise time favors the pedagogical practice in Physical Education, because the experiences interact with the knowledge produced in the initial formation, bringing them closer to the educational reality.

Thus, it can be observed that there is a relationship between experience and training in the field of teaching for the promotion of health practices. The physical education professional should reflect the breadth of his field of activity, knowing the evolutionary aspects of the profession and analyze the evolution of the thoughts and behavior of teachers in order to understand their teaching approaches.

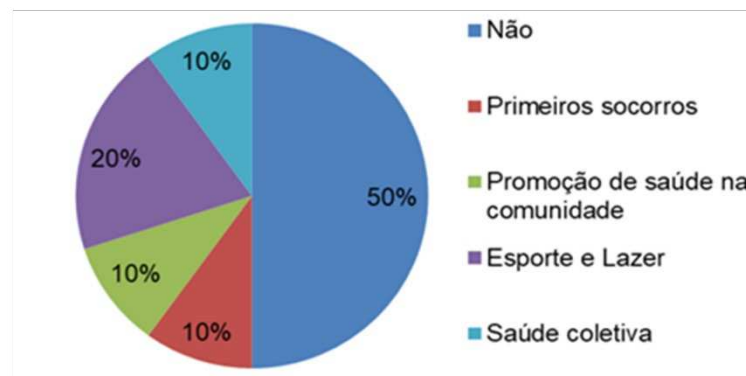
The following questions are: what is the training for health promotion practices in school? During graduation did the professional attend any discipline focused on health promotion? Did you participate in events whose theme indicated health at school? The results obtained are represented in the following graphs.

Training for health promotion practices at school

The next block of questions investigated the interviewees' previous knowledge about the understanding of health promotion at school, personal profile, education and professional experience, training for health promotion, knowledge about the theme of health and practice in school Physical Education.

Graph 4 shows the results in relation to initial education regarding the disciplines on health promotion.

Graph 4 – Initial training: disciplines focused on health promotion⁵



Source: Prepared by the authors (2022)

Through Graph 4, it is observed that 50% of the interviewees answered that they did not attend any degree course focused on health promotion, 20% had the discipline of first aid, followed by sport and leisure, collective health and health promotion in the community with 10% recurrence.

Thus, it is noted that most of the interviewees had no contact with disciplines that evidence health promotion during the undergraduate period. Maybe this is connected to the curriculum of the undergraduate course itself. It is worth mentioning that one of the possibilities of advancement in the teaching of scientific knowledge refers to the adoption of an interdisciplinary perspective, and the transversality of the curriculum.

According to Loch, Rech and Costa (2020), it is increasingly opportune the need for the training of professionals in physical education to go beyond the simple discourse that Physical Education is part of the health area, because the current health context is conducive to this reflection, and this approach will not be positive only for those who intend to work in the SUS

⁵ Blue: No; Red: First Aid; Green: Health promotion in the community; Purple: Sports and recreation; Light blue: Collective health.

(Unified Health System), but for all physical education teachers, because they need a more holistic view of health in their different contexts of professional performance.

Furthermore, it is possible to observe, in contemporary education, that, increasingly, health and education programs are requiring multidisciplinary actions with undergraduate courses aimed at the well-being and education of the school community.

Oliveira and Gomes (2020) reinforce that health policies and programs at school have required integrated actions in which the presence of Physical Education is essential, however, the absence of mention of the health theme is still constant, and it is necessary to develop pedagogical practices aimed at this theme in order to enrich the knowledge of these professionals.

When asked if the interviewees attended any graduate studies related to the theme of health promotion, 60% answered negatively, followed by 20% who studied family health and 20% were teaching health.

According to Palma (2020), training for Collective Health is essential, considering that part of the population's non-communicable chronic diseases is associated with sedentary lifestyle and diet since childhood, which could be addressed in schools.

Regarding the performance of the interviewees in public health and the time in which they worked, 80% answered that they never acted and 20% did. One served five years and the other was two. Mantovani *et al.* (2021) analyzed the scientific production regarding the existing relationships between School Physical Education (EFE) and Health and, although they have seen that the production of new research with the health approach and its promotion have increased, most of the studies analyzed maintain the thematic focus of discussions on the biological implications of physical exercises in the human organism.

The Physical Education professional is trained to elaborate important activities for health promotion in the field of public health. Acting in order to prevent several diseases that can be controlled with the practice of exercises and/or the re-education of habits that the population does not know about. Therefore, it comes to its importance in the benefit of public health.

The reading focused on Health Promotion was also investigated and 70% of the interviewees answered that they did not have the habit of performing reading related to health promotion and the other 30% responded positively citing articles, such as that of Heidemann *et al.* (2006), which deals with the historical trajectory of health promotion, as well as the books

Stir: physical activity, health and well-being, authored by Saba (2011) and *Helman's Culture, Health and Disease* (2009).

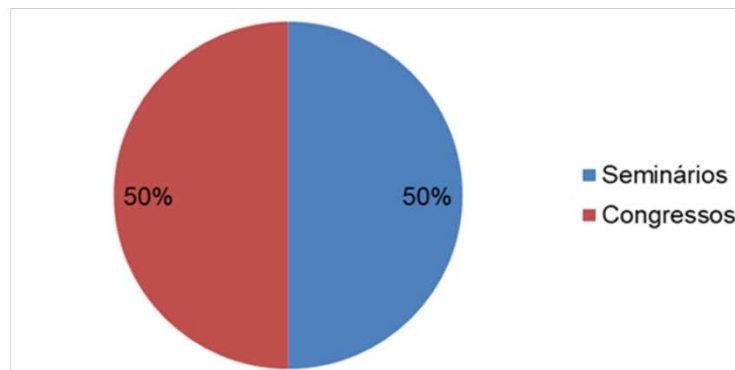
Heidemann *et al.* (2006) emphasize the importance of physical education professionals promoting dialogue with the community and that they should be prepared to intervene and help understand the health reality of the population, stimulating their participation and developing strategies aimed at improving living and health conditions.

From this logic of moving as an initiative, it is a proposal that contextualizes physical practice, also presenting the set of concepts, ideas, attitudes and complementary transformations (TAHARA; DARIDO, 2016)

Corroborating this discussion, Soares *et al.* (2020) state that there is no applicability of School Physical Education without associating it with knowledge about health, as these will provide necessary foundations for the effective pedagogical praxis of the Physical Education teacher and the ignorance and/or fragility on the issues of the participants, according to our findings, may be an important factor for an action reflection.

Graph 5 shows information about the participation of professionals in training in events aimed at health promotion.

Graph 5 - Participation in events focused on health promotion⁶



Source: Prepared by the authors (2022)

It can be observed that all interviewees responded positively to this question, in which 50% were part of congresses involving the theme of health promotion, as well as the other 50% were part of seminars.

This scenario is very important for the process of continuing education of Physical Education teachers, since changes are constantly occurring in the area, since it is directly linked

⁶ Blue: Seminars; Red: Congress.

to the well-being of society. It is through physical education professionals that the population has access to physical activities, whether in academies, clubs, schools, Olympic villages, among others.

Soares *et al.* (2020) report that the search for continuing education in health promotion offers new perspectives, in addition to body movement practices. Throughout the professional and academic trajectory, it is necessary that each professional seeks the influence of new knowledge, mainly involving various approaches to public health.

In addition, Soares *et al.* (2022) also point out that analyzing the opinion of teachers is a good way to discuss the methods of addressing health promotion in Physical Education courses

This fact is fundamental for physical education teachers to feel able to act in all aspects of health, especially when it is possible to infer in the promotion of the quality of life of the population.

Thus, after this first moment, interviews were conducted in which the following results were obtained: professionals who consider themselves prepared to promote health promotion in their School Physical Education classes were investigated. It is observed that 30% feel prepared, 60% feel unprepared and only 10% feel very prepared.

The data found in this research on the feeling of preparation for work in school with the theme health promotion corroborate the findings of the study by Soares *et al.* (2020), who pointed out as a result of their study that the interviewees did not feel fully qualified and/or prepared to work with health at school.

Specifically, on physical education training, it can be a contributing aspect to this result, due to the training process experienced in these courses over the years. Melo *et al.* (2020) state that the training of Physical Education, during a considerable historical period, was based on technical-sports disciplines as being dominant.

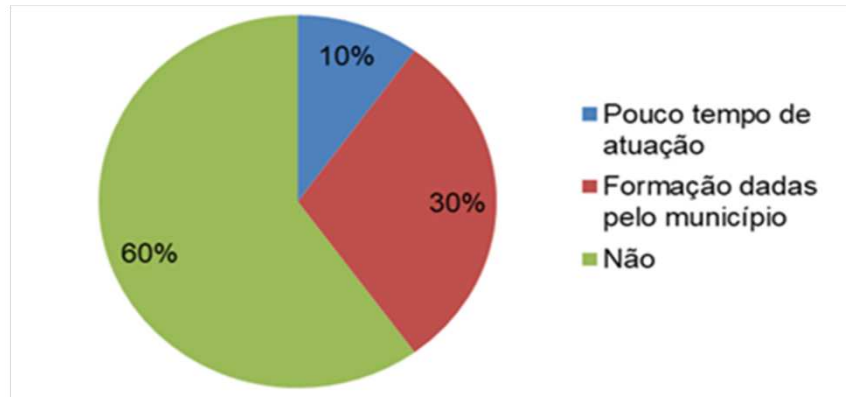
According to Santos (2019), continuing education is part of the training process as an element that contributes to the professional performance of teachers, because the better it is, the more the professional will feel able to pass on the content seen.

This training should provide elements that allow teachers to rethink their pedagogical performance based on attitudes that allow discovering, basing, organizing, reviewing and building knowledge in order to improve their professional performance.

Graph 6 shows the results of teachers' participation in events that promote continuing education in health promotion. In this sense, the participants, when asked if the Municipal

Department of Sobral or State Of Education, promoted or already promoted continuous training on the theme Health Promotion or similar, resulted in:

Graph 6 - Participation in events promoting continuing education in health promotion⁷



Source: Prepared by the authors (2022)

It can be observed in Graph 6 that 10% of the interviewees could not give an opinion because they had little time working in the profession, but 30% of the respondents emphasized that they were part of some continuing education involving the theme of health promotion, while 60% answered that they did not participate in any related event.

It is pertinent to emphasize that professionals in Physical Education should seek new knowledge, whether in congresses, meetings or scientific readings, since the teacher update should be continuous, as shown mostly research in this field.

Dulz and Santos (2017) emphasize that continuing education is an important tool for cutting professional knowledge and, in this learning process, school support is essential for the construction of teaching practices that will be presented to teachers.

In this perspective, we emphasize that the field of Physical Education, focused on health, has been gaining space and goes through an excellent moment before society and public agencies. The positive impact of health promotion opens space for new fields of activity that require qualified professionals to act and train society in relation to the theme.

⁷ Green: No; Blue: Few time of professional activity; Red: Study provided by the municipality.

Final Considerations

About the profile of teachers, it was possible to notice that most are men, with an average age between 25 and 30 years and who studied in elementary schools of the private networks of the City of Sobral.

Regarding the initial education, regarding the subjects on health promotion, half of the interviewees answered that they did not attend any discipline focused on health promotion and, when asked about having attended some graduate studies in the area, the majority answered negatively.

These results indicate the need to promote pedagogical practices focused on this theme. Although they have seen that the production of research focused on health promotion has increased, the thematic focus of discussions on the biological implications of physical exercises in the human organism is still noticeable.

Thus, it is perceived that the formative process of those involved did not prepare them to address the theme health promotion at school, and, consequently, the insecurity to address the theme.

From the findings of this research, it can be concluded that the process of training physical education professionals, despite more than 20 years after their insertion in the health area, with the participants, still has gaps with regard to knowledge and training activities to work for this purpose.

With this, it is proposed to think about the process of continuing education as an important tool to support professional knowledge and the school as an important ally to enable the promotion or encouragement of teaching practices for better teacher qualification and/or professional practice.

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