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**Editorial
(English version)**

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Ivan Fortunato

Ph.D. in Geography FoPeTec & NuTECCA. Contact:
ivanfrt@yahoo.com.br

An international journal

2015 was a very special year for us.

We gave life to the *Revista Brasileira de Iniciação Científica* (Brazilian Journal of Scientific Initiation): an educational-driven journal, from student to student, which follows the academic rite of submission-assessment-review-rejection/acceptance-publication.

We started and made thrive the journal *Revista Hipótese*, a multidisciplinary journal, but consistent in each edition, because it is run by thematic special editions, which allows a variety of scientific perspectives on the same phenomenon: just check the link "news" on the website for 2016 and 2017 Call for Papers.

In 2015 we organized four (04) congress! A herculana task.

In 2015, we edited two book buoyed by the theme "teacher training", already in the press.

Thus, Teacher Training became more than a line of research, but a necessity: a teacher must be well trained, but for that, it is necessary well-trained teachers who needed well-trained teachers... and so on. This means to state that, regardless of the level or type of education, the profession needs itself to become better. So, to think of Teacher Training is something that should never run out for those who are teachers in practice.

The journal is called International because our editorial board is a triple alliance Brazil-Portugal-Spain, but also bringing together colleagues from other nationalities.

And if the subject of this editorial note is "we", it is because 2015 would not have happened if it were "I".

This first edition of the International Journal of Teacher Training (RIFP, in Portuguese) brings eight papers, two reviews, an interview and a research note.

The papers are: (1) "A Formação éticodeontológica, parente pobre na formação de Professores?", by Maria Teresa Estrela, from Universidade de Lisboa, and Maria Rosa Afonso, which presents the legislative concerns directed to training in disciplinary and educational areas of teaching, without essential doubt, but undermined by profitability and competitiveness economic pressure of education and training; (2) "Etnografía y narrativa de un profesor universitario en eportafolios", by Olga Alegre, Universidade de La Laguna, and Luis Villar, Universidade de Sevilha, it is discussed the e-portfolios practice in na online formation course (3) "Aprendizagem docente online", by Pedro Demo, Universidade de Brasília, it is about professional communities of online learning for teachers, in order to strongly emphasize the importance of teacher training (original and continuing) for the quality of school learning; (4) "Justicia para vulnerables. El camino de la educación", by Fernando Gil Villa, da Universidade de Salamanca, in which the author makes a reflection on the current circumstances in which come to life both by the conditions of existence, as the subjectivity that fuel

vulnerability; (5) “Justiça para vulneráveis. O caminho da educação”, Gil Villa’s original paper translated to Portuguese by Hildegard Susana Jung; (6) “Los retos educativos del presente y del futuro. La sociedad cambia, ¿y el profesorado?”, by Francisco Imbernón, Universidade de Barcelona, is a free essay about Teacher Training current status; (7) “La participación de las familias de alumnos y alumnas inmigrantes en las instituciones educativas”, by Miguel Ángel Santos Guerra and Lourdes de la Rosa Moreno, both from Universidade de Málaga, exposes the ethnographic research process conducted over two school years in six centers in Malaga (Spain) on the participation of families of immigrant pupils at school; (8) “Projeto político pedagógico escolar da educação infantil na Proposta Curricular de Santa Catarina: primeiras aproximações”, by Simone de Souza, from Universidade do Planalto Catarinense, and Maria de Lourdes Pinto Almeida, from UNICAMP, it was drawn from bibliographical and documentary research which provided subsidies on the issues that guide the concept and articulation that that brings Curriculum Proposal on Early Childhood Education and the Pedagogical Political Project.

The first review, “Educação superior iberoamericana: uma análise para além das perspectivas mercadológicas da produção de conhecimento”, written by Isabela Toscan Mitterer Berkembrock; and the second review, “Estágios supervisionados na formação docente: educação básica e educação de jovens e adultos”, is authored by Lourenilson Leal de Sousa.

The editors of *Revista Internacional de Formação de Professores* conducted an interview with Professor Maria Teresa Estrela, from the Unidade de Investigação em Currículo e Formação de Professores, Instituto de Educação, Universidade de Lisboa.

At the end, in Notes, it is published “About FoPeTec: research group about Teacher Training for basic, technical, technological and higher education”, explaining the activities of our group.

Good reading.