

ABSTRACT

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Personal doubts concerning the profession of being a teacher and the work as a teacher advisor at a school elicited different general questions about the formation of mathematics teacher. This questioning is made within a multiple approach, in which technical skills are not considered apart of the social, cultural and ethical qualifications. The effective choice of the career, the academic formation and the work as a school teacher give context to these questions. The methodology of the work includes since the analysis of official texts, legal documents and instructions norms to the presentation of institutional proposals and the discussion of academic papers besides other educational publications. The description of the principles that rule the work in a religious educational institution shows the environment in which most of the interest of the present work has started and developed. A short historical review of the initial formation of mathematics teachers in Brazil presents the necessities and difficulties felt in different periods of our recent history to conceive a formation in mathematics, with the general qualifications required to teach. Different propositions are then considered, concerning the work of the teachers in general and of mathematics teacher in particular, trying to combine knowledge of the subject, pedagogical skills, human values and world vision. Broad conceptions on education and knowledge, in which linear sequences are exchanged by network structures, allow an approach to mathematical knowledge transversely interconnected with other fields. Learning in context is the common feature of several proposals, that involves fundamental education and the corresponding formation of teachers, and which makes use of project approach. It is then shown how the reform of the basis of Brazilian education in the last ten years places new challenges also for teachers formation, that is convergent with humanistic milestones that guide this work. School subjects as mathematics are taught in terms of needs, skills and interests of the students, in the context of contemporary society and productive system. As a conclusion, it is revealed that, besides a good conceptual understanding of this area, it is essential for the mathematics teacher construct an identification with the institutional goals of the school where he/she teaches, as well as a perception of his/her social, political and philosophical role.

Keywords: formation of teacher, Mathematics, knowledge, network, learning in context.