

Beginning of teaching, reception and induction in Technological Professional Education: approximations with the Technical course in Gastronomy^I

Michele Cristina Voelker ^I  

Maria de Fátima Ramos de Andrade ^{II}  

Karina Nonato Fonseca ^{III}  

Abstract

The beginning of teaching in Professional and Technological Education presents challenges related to pedagogical training, the understanding of institutional routines and the transformation of technical knowledge into teachable knowledge. This article aims to analyze what theses and dissertations reveal about the beginning of teaching and the processes of reception and induction of beginning teachers in Professional and Technological Education, seeking approximations with the specificities of the Technical Course in Gastronomy. This is a bibliographic study carried out in the Brazilian Digital Library of Theses and Dissertations and in the Catalog of Theses and Dissertations of Capes. 15 works defended between 2017 and 2024 were analyzed, organized into five categories: professional experience and gaps in pedagogical training; difficulties at the beginning of teaching; transformation of technical knowledge into teachable knowledge; reception, institutional support and induction processes; and specificities of teaching in the Technical Course in Gastronomy. The results show that many teachers enter the career with professional experience and technical mastery, but face difficulties related to planning, evaluation, methodologies and school routines. The support received occurs predominantly informally, evidencing the need for continuous institutional actions of welcoming, mentoring, pedagogical training and monitoring. It is concluded that there are still few studies on induction processes specifically aimed at beginning teachers of the Technical Course in Gastronomy, which reinforces the need for mentoring, pedagogical training and follow-up actions.

Keywords: Beginning teacher; Teacher induction; Technological Professional Education; Technical Education; Gastronomy.

- I. Specialist in International Gastronomy from Faculdade Metropolitana (FAMEESP). Master's Student in Teaching and Educational Management at the Municipal University of São Caetano do Sul. São Caetano do Sul, São Paulo, Brazil. E-mail: michele.voelker@uscsonline.com.br.
- II. PhD in Communication and Semiotics from the Pontifical Catholic University of São Paulo. Professor at Presbyterian Mackenzie University. Professor in the Graduate Program in Education at the Municipal University of São Caetano do Sul. São Caetano do Sul, São Paulo, Brazil. E-mail: mfrda@uol.com.br.
- III. Bachelor's Degree in Pedagogy from Anhanguera University of São Paulo (UNIAN/SP). Master's Student in Professional Education at the Municipal University of São Caetano do Sul. São Caetano do Sul, São Paulo, Brazil. E-mail: karina.fonseca@uscsonline.com.br.

Início da docência, acolhimento e indução na Educação Profissional Tecnológica: aproximações com o curso Técnico em Gastronomia

Resumo

O início da docência na Educação Profissional e Tecnológica apresenta desafios relacionados à formação pedagógica, à compreensão das rotinas institucionais e à transformação dos conhecimentos técnicos em conhecimentos ensináveis. Este artigo tem como objetivo analisar o que teses e dissertações revelam sobre o início da docência e os processos de acolhimento e indução de professores iniciantes na Educação Profissional e Tecnológica, buscando aproximações com as especificidades do curso Técnico em Gastronomia. Trata-se de um estudo bibliográfico realizado na Biblioteca Digital Brasileira de Teses e Dissertações e no Catálogo de Teses e Dissertações da Capes. Foram analisados 15 trabalhos defendidos entre 2017 e 2024, organizados em cinco categorias: experiência profissional e lacunas na formação pedagógica; dificuldades no início da docência; transformação do saber técnico em conhecimento ensinável; acolhimento, apoio institucional e processos de indução; e especificidades da docência no curso Técnico em Gastronomia. Os resultados mostram que muitos professores ingressam na carreira com experiência profissional e domínio técnico, mas enfrentam dificuldades relacionadas ao planejamento, à avaliação, às metodologias e às rotinas escolares. O apoio recebido ocorre, predominantemente, de maneira informal, evidenciando a necessidade de ações institucionais contínuas de acolhimento, mentoria, formação pedagógica e acompanhamento. Conclui-se que ainda são escassas as pesquisas sobre processos de indução destinados especificamente aos professores iniciantes do curso Técnico em Gastronomia, o que reforça a necessidade de ações de mentoria, formação pedagógica e acompanhamento.

Palavras-chave: Educação Profissional Tecnológica; Ensino Técnico; Gastronomia; professor iniciante; indução docente;



Inicio de la enseñanza, recepción e incorporación en la Formación Profesional Tecnológica: aproximaciones con el curso Técnico de Gastronomía

Resumen

El inicio de la enseñanza en la Educación Profesional y Tecnológica presenta desafíos relacionados con la formación pedagógica, la comprensión de las rutinas institucionales y la transformación del conocimiento técnico en conocimiento enseñable. Este artículo pretende analizar lo que revelan las tesis y disertaciones sobre el inicio de la enseñanza y los procesos de recepción e inducción de profesores principiantes en Educación Profesional y Tecnológica, buscando aproximaciones con las especificidades del Curso Técnico de Gastronomía. Se trata de un estudio bibliográfico realizado en la Biblioteca Digital Brasileña de Tesis y Disertaciones y en el Catálogo de Tesis y Disertaciones de Capes. Se analizaron 15 trabajos defendidos entre 2017 y 2024, organizados en cinco categorías: experiencia profesional y carencias en la formación pedagógica; dificultades al inicio de la enseñanza; la transformación del conocimiento técnico en conocimiento enseñable; procesos de recepción, apoyo institucional e inducción; y las especificidades de la enseñanza en el Curso Técnico de Gastronomía. Los resultados muestran que muchos profesores inician la carrera con experiencia profesional y dominio técnico, pero se enfrentan a dificultades relacionadas con la planificación, la evaluación, las metodologías y las rutinas escolares. El apoyo recibido se realiza predominantemente de manera informal, lo que evidencia la necesidad de acciones institucionales continuas de bienvenida, mentoría, formación pedagógica y supervisión. Se concluye que aún existen pocos estudios sobre procesos de inducción dirigidos específicamente a profesores principiantes del Curso Técnico de Gastronomía, lo que refuerza la necesidad de mentoría, formación pedagógica y acciones de seguimiento.

Palabras clave: Profesor principiante; Inducción de profesores; Formación Profesional Tecnológica; Educación Técnica; Gastronomía.



Introduction

In recent decades, technical courses in Gastronomy have gained a broader presence in Brazilian Professional Education. This movement is linked to the expansion of professional training offerings and the recognition of the course in the National Catalog of Technical Courses, within the Tourism, Hospitality, and Leisure axis (Brasil, 2020). The inclusion of Gastronomy in this document contributes to consolidating its presence in Professional Education and to guiding aspects related to curricular organization, graduate profiles, and the infrastructure required for the execution of pedagogical activities.

The expansion of these courses also points to the need for discussing the education and training of teachers operating in this field. Technical expertise and professional experience constitute important elements for teaching Gastronomy; however, they do not guarantee, by themselves, the organization of meaningful learning situations. To teach, the instructor needs to transform knowledge constructed through professional practice into understandable content, articulating theory and practice, selecting methodologies, planning activities, and monitoring student learning.

This issue assumes particular importance in the Technical Course in Gastronomy, as many teachers enter academia after building their professional trajectories in commercial kitchens, restaurants, gastronomic ventures, and other field-related spaces. Upon transitioning to the school environment, they encounter a context that demands competencies distinct from those mobilized in the job market. Frequently, the kitchen itself serves as the classroom, combining demonstrations, technical procedures, work organization, safety protocols, and the simultaneous supervision of students. In this environment, knowing how to execute a technique does not necessarily translate into knowing how to teach it.

Teaching learning, therefore, does not end in initial teacher education. For Vaillant and Marcelo (2012, p. 168), professional teacher development



constitutes a continuous journey built through lived experiences, reflections on practice, relationships established with peers, and conditions found in the work context. Beliefs, values, prior experiences, and situations faced in daily school routines influence how the teacher understands teaching and builds their professional identity.

In technical education, this process presents specific characteristics, particularly when entry into teaching occurs without prior pedagogical training. Teachers who master the knowledge of their specific domain may face difficulties related to planning, assessment, methodological choices, classroom management, and adapting content to student needs. Along this path, guidance from more experienced professionals and the presence of institutional spaces for dialogue can help novice teachers construct pedagogical knowledge and understand the demands of teaching work with greater confidence. In this sense, Souza and Reali (2020, p. 1929) highlight the importance of mentoring relationships and exchanges between novice and experienced teachers.

Nóvoa (2007, p. 16) also emphasizes that teacher education stems not only from practical experience, but from the opportunity to reflect upon it. Analyzing lived situations, evaluating decisions made, and reorganizing pedagogical actions allow teachers to attribute new meanings to their own work. However, this process should not occur in isolation. As the author states, “teachers cannot live in an isolated logic, enclosed in their classrooms, without answering to anyone, without taking part in this collective reflection” (Nóvoa, 2007, p. 20). Thus, building collaborative spaces constitutes an essential condition for learning and professional development.

The beginning of the teaching trajectory is often marked by insecurity, doubt, and intense professional learning. Romanowski and Martins (2013, p. 5) observe that the challenges faced during the early years can generate conflict and reveal to teachers the limitations of their training in responding to daily school situations. In the case of Gastronomy, these difficulties can be intensified



by the transition from a profession exercised in the labor market to an activity that demands transforming technical experience into teachable knowledge.

Given this context, it is necessary to understand how academic production has discussed teacher training, career entry, and the welcoming and induction processes of novice teachers in Professional and Technological Education, considering their approximations with the Technical Course in Gastronomy. Thus, this article aims to analyze what theses and dissertations reveal about this process, paying attention to the specificities of the aforementioned course. To this end, theses and dissertations defended between 2017 and 2024, retrieved from the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Capes Catalog of Theses and Dissertations, were analyzed. The analysis sought to identify approximations, differences, and gaps in research, particularly regarding pedagogical training, early-career teaching difficulties, institutional support, and the specificities of teaching Gastronomy.

Research Procedures

This study is characterized as a bibliographic research, conducted through the survey and analysis of theses and dissertations related to teacher education, early career stages, and welcoming and induction processes in Professional and Technological Education, with attention to approximations with the Technical Course in Gastronomy.

The choice to analyze theses and dissertations was based on the opportunity to gather in-depth academic investigations developed across different Brazilian graduate programs. For the survey, two national databases were consulted: the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (Capes). Searching both databases aimed to broaden the mapping scope and identify works related to the object of investigation.



The initial survey was conducted on BDTD between May and July 2025. This database was selected due to its national coverage and the relevance of the academic literature it gathers in the field of Education. Searches were guided by the descriptors “teacher training,” “professional education,” “vocational secondary education,” and “technical course in gastronomy,” combined using the Boolean operator AND.

The selection of studies occurred incrementally. Initially, titles were read to identify studies aligned with teaching in Professional and Technological Education. Subsequently, abstracts were examined to verify alignment with the research topic and to exclude studies that, despite containing similar terms, did not align with the focus of this investigation.

Inclusion criteria encompassed theses and dissertations defended between 2017 and 2024 addressing teacher training, early career stages, teaching in Professional and Technological Education, technical education, welcoming and induction processes, or the Technical Course in Gastronomy. The timeframe was defined to focus the survey on recent productions prior to the search period and aligned with contemporary debates on teacher training and career entry.

Works were excluded if, despite presenting descriptors in titles, abstracts, or keywords, they did not establish a relationship with the training, practice, trajectory, or professional insertion of teachers in Professional and Technological Education. At the end of this stage, 11 studies (theses and dissertations) were selected.

Studies that did not directly investigate novice teachers were also retained if they presented relevant results for understanding the curricular, political, and institutional conditions under which teaching in Professional and Technological Education occurs. Including these studies allowed contextualizing the challenges of career entry within a broader framework, considering aspects such as curricular integration, technical education organization, working conditions, and institutional profiles. These studies were not used to draw



specific conclusions about novice teachers, but rather to contextualize the processes of training, insertion, and professional development analyzed in the article.

Following initial mapping, the search was expanded to the Capes Catalog of Theses and Dissertations in October 2025. In this database, the descriptors “teacher training,” “novice teacher,” “technical education,” “technical school,” and “Centro Paula Souza” were employed, also combined via the Boolean operator AND. The refinement of descriptors aimed to tailor the search closer to the beginning of the teaching career and the context of technical schools.

In the Capes Catalog search, the following search strings were used: “novice teacher” AND “technical education”; “technical school” AND “Centro Paula Souza”.

The timeframe of 2017–2024 and the general inclusion/exclusion criteria used in BDTD were maintained for the Capes search. Selection similarly proceeded through title and subsequent abstract screening. At the end of this process, four studies aligned with the research objectives were selected.

No specific protocol or instrument was used to assess the methodological quality of the studies. Selection was guided by the predefined inclusion and exclusion criteria, considering study relevance to the investigated object, full-text availability, and the presence of sufficient information to understand their objectives, procedures, and findings. Thus, the inclusion of studies in the final analytical set was determined by their alignment with the review objectives rather than by a formal quality rating.

The final set comprised 15 studies: 11 retrieved from BDTD and 4 from the Capes Catalog. Following selection, the studies were read and organized into tables detailing authorship, institution, year of defense, title, and keywords.

Subsequently, the results were comparatively examined to identify recurrences, approximations, differences, and gaps across studies. From this analysis, five analytical categories were established: professional experience and gaps in pedagogical training; challenges at the beginning of teaching;



transformation of technical knowledge into teachable knowledge; welcoming, institutional support, and induction processes; and specificities of teaching in the Technical Course in Gastronomy.

Categorical organization made it possible to move beyond isolated presentations of each thesis or dissertation and analyze what the research collectively reveals about entering teaching, professional learning, and mentoring processes for novice teachers in Professional and Technological Education.

Presentation of Selected Studies

The search and selection procedures resulted in a set of 15 academic publications, 11 of which were retrieved from the Brazilian Digital Library of Theses and Dissertations (BDTD) and 4 from the Capes Catalog of Theses and Dissertations. The selected works are presented in Tables 1 and 2.

Table 1 – Related Studies – BDTD.

GENERAL DATA	TITLE	KEYWORDS
SANTOS, Annah Bárbara Pinheiro dos Master's Dissertation State University of Rio de Janeiro (UERJ) 2024	Professional education and gastronomy: analysis of the political-pedagogical project of the technical course at the Federal Institute of Brasília	Professional education; Vocational secondary education; Gastronomy; Culinary technician; Gastronomy technician
BOANAFINA, Anderson Teixeira Doctoral Dissertation Federal Rural University of Rio de Janeiro (UFRRJ) 2020	Teacher training for professional and technological education in times of expanded duality	Teacher training; Professional education; Federal Institutes; Educational policy
WIEBUSCH, Eloisa Maria Doctoral Dissertation Pontifical Catholic University of Rio Grande do Sul (PUCRS) 2019	Beginners in the craft of teaching in professional and technological education	Novice teachers; Professional and technological education; Teacher training; IFSUL; Mentoring



GENERAL DATA	TITLE	KEYWORDS
PINHO, Camila Silva Master's Dissertation Federal Rural University of Rio de Janeiro (UFRRJ) 2022	Secondary education reform and its potential consequences on integrated technical courses in the federal professional and technological education network	History of professional education in Brazil; Education and work; Secondary education reform
ARRAES, Matheus de Vasconcelos Master's Dissertation Federal Institute of Education, Science and Technology of Pernambuco (IFPE) 2022	Training of novice teachers for integrated secondary education: formative needs for professional development	Training of novice teachers; Professional and technological education; Federal Institutes; Integrated secondary education
SILVA, Jeremias Rodrigues da Master's Thesis University of Brasília (UnB) 2019	Teacher narratives and their representations of integrated secondary education	Curriculum; Integrated curriculum; Teacher narratives
MEDEIROS, Vanessa Reis Master's Dissertation University of Taubaté (UNITAU) 2019	Trajectories of secondary-level professional education teachers at Centro Paula Souza	Secondary-level professional education; Teacher professional development; Continuing teacher education; Biographical-narrative research
SOARES JÚNIOR, Néri Emílio Doctoral Dissertation University of Brasília (UnB) 2018	Curriculum policies in secondary-level professional education and teaching work: limits, possibilities, and contradictions	Curriculum policies; Professional education; Teaching work
ROCHA, João Antônio Doctoral Dissertation Federal University of São Carlos (UFSCar) 2017	The identity of Federal Institutes of Education: the old resists dying and the new cannot be born	Federal Institute; Professional education; Polytechnic school; Unitary school
SILVA, Catarina Angélica Antunes da Doctoral Dissertation Federal University of Ceará (UFC) 2020	Integrated secondary education in the State of Ceará: entrepreneurship as a perspective of education for public school youth	Professional education; Work; Human development; Entrepreneurship; Secondary education

(Continued)



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GENERAL DATA	TITLE	KEYWORDS
OLIVEIRA, Elimeire Alves de Master's Dissertation São Paulo State University "Júlio de Mesquita Filho" (UNESP) 2019	The proposal of secondary education integrated with technical-vocational education in the public network of the state of São Paulo	Secondary education; Technical-vocational education; REDE Program; SEE-IFSP Partnership

Source: The authors (2025).

Table 2 – Related Studies CAPES.

GENERAL DATA	TITLE	KEYWORDS
AFFONSO, Cláudio Roberto Master's Thesis Municipal University of São Caetano do Sul (USCS) 2020	The induction process of the novice teacher in technical education	Novice teacher; Induction process; Professional development; Teacher training; Initial training
SANTOS, Graziéli Teixeira da Rocha Master's Dissertation University of Taubaté (UNITAU) 2023	Influences of welcoming novice teachers: aspects of entering the teaching trajectory	Teacher welcoming; Professional insertion; Novice teachers
TRINDADE, Gisele Cristina Barbosa da Silva Master's Dissertation Municipal University of São Caetano do Sul (USCS) 2020	Teacher training in professional and technological education based on narratives of technical school teachers at Centro Paula Souza	Professional and technological education; Teacher training and practice; Narratives; Oral history
RIBEIRO, Thayssa Martins Moraes Master's Dissertation Paula Souza State Center for Technological Education (CEETEPS) 2017	Teacher training in professional and technological education based on narratives of technical school teachers at Centro Paula Souza	Professional and technological education; Teacher training and practice; Narratives; Oral history

Source: The authors (2025).



Related Studies: Analysis of Findings

Analyzing the selected studies from the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Capes Catalog of Theses and Dissertations revealed convergences across investigations conducted in various institutions and contexts within Professional and Technological Education. Although the works pursued distinct objectives, their results converge on issues regarding pedagogical training, early-career challenges, the transformation of technical knowledge into pedagogical content, and the forms of support extended to novice teachers.

To avoid an isolated presentation of each thesis or dissertation, the findings were structured into five analytical categories: professional experience and gaps in pedagogical training; difficulties at the beginning of teaching; transformation of technical knowledge into teachable knowledge; welcoming, institutional support, and induction; and specificities of teaching in Gastronomy. This organization allows for observing what the literature reveals collectively, as well as identifying divergences and remaining research gaps.

Professional Experience and Gaps in Pedagogical Training

One of the most recurring themes across the analyzed studies is the entry into Professional and Technological Education of professionals with solid background and experience in their domain, but without specific pedagogical preparation. This situation emerges with varying emphasis in the studies by Boanafina (2020), Wiebusch (2019), Arraes (2022), Silva (2019), Medeiros (2019), Affonso (2020), Trindade (2020), and Ribeiro (2017).

Boanafina (2020, p. 89) critiques the assumption that technical mastery or advanced academic degrees are sufficient for teaching in Professional and Technological Education. The author notes that the increase in faculty academic qualifications was not necessarily accompanied by consistent institutional policies for pedagogical training. The possibility of hiring professionals recognized for their “notorious knowledge” (*notório saber*) further reinforces,



according to the study, the prioritization of technical expertise over essential teaching knowledge.

Studies focusing on teacher trajectories and experiences confirm this issue in concrete scenarios. Wiebusch (2019, p. 191), Arraes (2022, p. 111), Affonso (2020, p. 98), and Trindade (2020, p. 70) show that many teachers enter institutions feeling confident about their domain content, but face difficulties in lesson planning, evaluation, methodology selection, classroom organization, and addressing student diversity. Medeiros (2019, p. 18) also identifies professionals who entered teaching after years in the job market and only began building pedagogical knowledge after joining technical schools.

The findings indicate that this issue cannot be reduced to individual lack of preparation. It represents a structural feature of Professional and Technological Education, where domain-specific expertise is often assumed to be the primary requirement for teaching. However, while industry experience is a rich source of practical knowledge, it does not replace the acquisition of pedagogical knowledge necessary to organize effective teaching.

In the Technical Course in Gastronomy, this issue is particularly critical. Many instructors enter academia with extensive experience in professional kitchens, restaurants, culinary businesses, or related fields. Yet, mastering techniques, operations, and culinary procedures does not automatically ensure that this knowledge can be organized in an accessible and meaningful manner for students.

Challenges at the Beginning of Teaching

Research also converges in characterizing the beginning of teaching as a period marked by insecurity, doubt, discovery, and intensive professional learning. Wiebusch (2019), Arraes (2022), Medeiros (2019), Affonso (2020), Santos (2023), and Trindade (2020) show that the initial years require teachers to learn not only how to teach, but also how to understand institutional culture,



administrative routines, pedagogical documentation, and the relationships that constitute school work.

Wiebusch (2019, p. 115) identifies a “reality shock” among novice teachers, particularly those coming from non-licentiate bachelor’s degree programs (*bacharelado*). Despite mastering their field of knowledge, teachers report difficulties related to planning, assessment, classroom management, and addressing student diversity. The author also highlights “pedagogical loneliness,” expressed as the feeling that each teacher must independently figure out how to handle daily classroom challenges.

Arraes (2022, p. 106) presents similar difficulties among novice teachers in Integrated Secondary Education. In addition to selecting methodologies and adapting content for students, participants must grasp the concept of curricular integration, the Course Pedagogical Project, and the relationships between general and technical education. The study highlights that career entry occurs within a context demanding complex pedagogical decisions, even as teachers are still establishing their own teaching frameworks.

In studies conducted at Centro Paula Souza technical schools, these difficulties are closely associated with unfamiliarity with institutional routines. Affonso (2020, p. 98) shows that beginners experience uncertainty regarding documentation, lesson plans, teaching work plans, and role expectations. Trindade (2020, p. 70) identifies insecurities when confronting planning demands and the varied characteristics of student groups.

Medeiros (2019, p. 78) adds that entering teaching is not always the result of a previously defined professional trajectory. Among the teachers investigated, entry into the technical school occurred through invitations, unexpected opportunities, career shifts, or moments of dissatisfaction with their previous occupation. This means that, beyond learning how to teach, some educators must also construct a new professional identity and make sense of their transition from their field of origin to teaching.



Santos (2023, p. 84) demonstrates that initial experiences are directly influenced by the way the teacher is received by the institution. In the absence of clear orientation or supervision, expectations built prior to entry can quickly yield to insecurity and a feeling of abandonment. Taken together, these studies show that early difficulties stem not merely from inexperience, but from the lack of institutional conditions designed to help teachers understand and navigate professional challenges.

Transformation of Technical Knowledge into Teachable Knowledge

Another aspect highlighted across the research is the need to transform knowledge constructed through professional training and industry practice into teachable knowledge. The works of Santos (2024), Wiebusch (2019), Arraes (2022), Silva (2019), Medeiros (2019), Affonso (2020), Trindade (2020), and Ribeiro (2017) reveal that knowing content or mastering a procedure does not automatically translate into knowing how to teach it.

Arraes (2022, p. 60) shows that novice teachers face difficulties in making technical content understandable, selecting appropriate methodologies, and connecting specific knowledge with the integrated curriculum proposal. Silva (2019, p. 68) corroborates this by highlighting the complexity of articulating theory and practice, understanding the Course Pedagogical Project, and bridging general and technical education.

Trindade (2020, p. 61) observes that, in the absence of prior pedagogical preparation, many teachers construct their practice intuitively. To teach, they draw on their lived experiences as students, undergraduate knowledge, references from the job market, and peer observation. Learning occurs through trial and error: educators test strategies, observe student responses, and adjust their practices over time.

Medeiros (2019, p. 90) and Ribeiro (2017, p. 75) demonstrate that previous professional experience can enrich teaching when aligned with educational objectives. Connecting lessons to real-world scenarios in the workplace



contributes to contextualizing content and giving meaning to learning. However, this experience must be pedagogically reconstructed. Teachers must select what will be taught, define a sequence, explain the underlying principles of technical procedures, monitor students, and establish evaluation criteria.

This transformation can be understood through Shulman (2014, p. 216), who argues that content knowledge, while fundamental, is not sufficient for teaching. Teachers need to reorganize what they know, selecting representations, examples, explanations, and strategies that make the content accessible to students. In the Technical Course in Gastronomy, this means transforming techniques, procedures, and workplace experiences into planned learning situations where students can grasp not only how to execute an action, but also the principles guiding it.

This process is also related to pedagogical reasoning, as discussed by Shulman (2014, p. 205). For the author, teaching involves cycles of comprehension, transformation, instruction, evaluation, and reflection. These actions do not occur in isolation; rather, they are revisited and refined throughout practice. In Gastronomy education, this movement can be observed when a teacher evaluates whether a demonstration was understood, modifies an explanation, adapts terminology, and reorganizes the activity in response to student difficulties.

In this regard, Roldão (2017, p. 1145) emphasizes that teaching involves mediation between knowledge and students. Teaching cannot be reduced to transmitting content; it demands that specialized knowledge be structured and transformed into learning experiences. In the Technical Course in Gastronomy, this mediation occurs when teachers do not merely demonstrate a technique, but select ways to explain it, connect it to curriculum objectives, and adapt instruction to student needs.

Research that does not focus directly on novice teachers helps to clarify the curricular and institutional conditions under which this process unfolds. Soares Júnior (2018) shows that the curriculum is realized not solely



through the existence of official guidelines, but through the decisions teachers make regarding resources, student characteristics, and working conditions. Pinho (2022), Rocha (2023), Silva (2020), and Oliveira (2019) discuss tensions surrounding Integrated Secondary Education, curricular policies, and the identity of Professional Education. Although these studies do not take the start of teaching as their primary focus, they illustrate that a teacher's practice is shaped by broader debates and contradictions that transcend the classroom.

Thus, difficulties in transforming technical expertise into teachable content cannot be understood solely as individual limitations. They are also linked to curriculum structure, planning conditions, offered training, and the opportunities for collaborative work within institutions.

Welcoming, Institutional Support, and Induction Processes

The analyzed literature demonstrates that novice teachers actively seek support to navigate career entry. However, this support is predominantly informal, disjointed, and dependent on the goodwill of colleagues and coordinators. This pattern is highlighted by Wiebusch (2019), Arraes (2022), Affonso (2020), Santos (2023), Trindade (2020), Ribeiro (2017), and Silva (2019).

Santos (2023, p. 78) illustrates that initial welcoming across technical schools is uneven. Experienced teachers and coordinators often voluntarily step in to guide newcomers. While these informal gestures alleviate initial anxiety, they do not replace structured institutional policies. Thus, a novice teacher's experience largely depends on the specific school campus, workplace relationships, and individual willingness to assist.

Affonso (2020, p. 98) similarly identifies minimal guidance regarding pedagogical practice and institutional routines. Training workshops, while considered helpful, rarely address the immediate challenges of early teaching. Pedagogical meetings, which could serve as collaborative learning spaces, are frequently consumed by administrative matters.



Trindade (2020, p. 70) reaches a similar conclusion: while meetings and workshops provide some support, opportunities to discuss actual classroom practice remain limited. To address this gap, the author proposes an institutional welcoming plan featuring orientation, integration, and continuous monitoring throughout the academic year.

Wiebusch (2019, p. 219) expands this discussion by proposing a *Mentoring and Institutional Monitoring Program for Novice Teachers in Professional Education*. The proposal includes a three-year mentorship structure involving experienced faculty and ongoing pedagogical training. Affonso (2020, p. 62) offers an induction framework covering administrative orientation, social integration, mentorship, and practice-based follow-up.

These proposals highlight the distinction between initial welcoming and systematic induction. Welcoming refers to initial reception and administrative orientation. Informal support consists of spontaneous help from peers and administrators. Induction, by contrast, requires formal planning, continuity, classroom observation, targeted training, and institutional responsibility.

Along these lines, Souza and Reali (2020, p. 1924) emphasize that mentorship between novice and veteran teachers fosters professional knowledge growth through active listening, guidance, and critical reflection on concrete teaching situations. This perspective clarifies that induction must extend beyond administrative onboarding or one-off orientation days. It is an ongoing professional development process where novice teachers receive structured support to analyze their practice, navigate early career challenges, and build professional autonomy.

This understanding aligns with Vaillant and Marcelo (2012, p. 1926), who frame professional development as a lifelong journey shaped by experience, peer interactions, and institutional learning opportunities. Similarly, Imbernón (2011, p. 49) notes that much of teaching knowledge is co-constructed through shared experiences and peer collaboration, reinforcing the vital role of institutional spaces for professional dialogue.



From an international standpoint, Wong (2020, p. 13) asserts that teacher induction must transcend isolated orientation events or informal buddy systems. Comprehensive induction programs integrate continuous professional development, collaborative networks, study groups, classroom observations, and sustained institutional support during early teaching years. Wong highlights that structured induction reduces teacher isolation, improves retention, and enhances overall instructional quality. This reinforces the conclusion that induction cannot rely on individual goodwill, but must be designed as a sustained institutional commitment.

Overall, the literature shows that while institutions acknowledge the necessity of supporting novice teachers, a significant gap remains between recognition and the implementation of structured induction programs. When mentorship remains informal, teachers may receive occasional advice, but remain individually responsible for resolving complex instructional challenges.

Specificities of Teaching in the Technical Course in Gastronomy

Among the reviewed studies, only Santos (2024) specifically investigates the Technical Course in Gastronomy. This scarcity underscores a major gap in research combining early-career teaching, teacher induction, and the distinct characteristics of Gastronomy education.

In analyzing the Course Pedagogical Project of a technical program at the Federal Institute of Brasília, Santos (2024, p. 63) identifies a framework designed to integrate technical, cultural, and pedagogical dimensions. Gastronomy education extends beyond mastering culinary techniques to encompass food culture, regional memory, human development, interdisciplinarity, and theory-practice integration.

However, the presence of these principles in official documents does not guarantee their realization in classroom settings. Teachers entering without pedagogical preparation may be unfamiliar with the Pedagogical Project or



struggle to translate its principles into instructional practice. The study highlights a gap between intended curriculum design and actual workplace execution.

Insights from broader studies indicate that these challenges take on unique forms in Gastronomy. In this field, the teaching kitchen serves simultaneously as a workplace, a laboratory, and a classroom. Instructors must manage equipment, utensils, ingredients, workstation safety, and time, while simultaneously guiding student learning. They must explain theoretical principles, demonstrate manual techniques, enforce food safety standards, and evaluate both the process and the final dish.

While industry experience provides a valuable foundation, it cannot simply be replicated in class. Commercial kitchen practices must be pedagogically adapted to align with educational goals and student learning levels. This requires deliberate planning, instructional mediation, active learning strategies, and the ability to articulate procedural knowledge that experienced chefs often execute automatically.

Furthermore, Gastronomy educators do not merely teach recipes; they address the socio-cultural, historical, and economic dimensions of food, preparing students to critically evaluate their field. This broad scope underscores the critical need for pedagogical training and structured institutional induction during early teaching years.

In this regard, Freire (2019, p. 42) conceptualizes teaching as a human practice constructed through relational engagement. In Gastronomy technical education, this involves recognizing that students enter the kitchen with prior food memories, cultural backgrounds, and practical experiences. Valuing these prior perspectives enables teachers not only to demonstrate culinary techniques, but also to build meaningful connections between course content, student lived experiences, and the cultural meanings of food.



Synthesis of Analysis

The categorical organization of the studies highlights significant convergence: teachers in Professional and Technological Education frequently enter academia with technical knowledge and professional background, but encounter gaps regarding planning, assessment, methodologies, classroom management, and navigating school culture. The start of the teaching career is marked by insecurity, experiential learning, and the search for support among peers.

Despite these shared patterns, the studies differ regarding the contexts investigated and the responses proposed for entering teaching in research centered on federal institutions and Integrated Secondary Education, such as the works of Wiebusch (2019), Arraes (2022), and Silva (2019), issues related to curricular integration, the articulation between general and technical education, and the conditions of insertion into complex institutional structures take center stage. In studies conducted in Centro Paula Souza technical schools, Affonso (2020, p. 60) and Trindade (2020, p. 77) highlight, with greater emphasis, uncertainties regarding institutional routines, pedagogical documentation, lesson planning, and the initial welcoming of incoming teachers

Furthermore, differences also emerge across the proposed support strategies differences also emerge in the proposed support strategies. Wiebusch (2019, p. 213) outlines a three-year monitoring program featuring the participation of experienced faculty and continuous pedagogical training; Trindade (2020, p. 77) proposes a year-long institutional welcoming framework; and Affonso (2020, p. 28) organizes induction around institutional routines, social integration, peer mentoring, and practice monitoring. Thus, while sharing a common defense of institutional support, the studies offer distinct approaches to addressing the needs of novice teachers.

The literature further indicates that translating professional expertise into effective teaching does not occur automatically. Teachers must reconstruct



their knowledge, taking into account the curriculum, the student body, and educational objectives. In the absence of teacher training or structured mentoring, this transition tends to unfold through trial and error.

While support from colleagues and coordinators is highly valued, it remains predominantly informal. Researchers advocate for the establishment of institutional policies incorporating welcoming protocols, pedagogical training, structured mentorship, continuous monitoring, and spaces for collective reflection. However, few studies investigate fully structured induction programs within Professional and Technological Education.

In the specific case of Gastronomy, this gap is even more pronounced. Among the reviewed studies, only Santos (2024) directly addresses the course, and none of the works specifically investigate an institutional induction process designed for novice teachers in this discipline. Consequently, the primary literature gap lies in the absence of research linking professional experience in the culinary field, pedagogical learning, and systematic monitoring during early career entry.

Final considerations

This article aimed to analyze what theses and dissertations reveal about early-career teaching, welcoming, and induction processes for novice teachers in Professional and Technological Education, seeking approximations with the specificities of the Technical Course in Gastronomy. The analysis of the 15 selected studies made it possible to identify that while many instructors enter teaching with technical expertise and experience gained in the professional world, they encounter difficulties related to planning, assessment, methodology selection, and understanding school routines. Furthermore, the studies indicate that the support offered during this period remains predominantly informal and dependent on the individual availability of peers and coordinators.

The contribution of this study lies in gathering and analyzing, in an articulated manner, findings produced across different contexts within



Professional and Technological Education, bringing them closer to the specificities of the Technical Course in Gastronomy. Organizing the findings into categories demonstrates that the challenges faced by novice teachers—such as transforming technical knowledge into teachable content, understanding institutional routines, and building pedagogical practices—do not stem solely from individual inexperience, but also from the conditions of training and monitoring provided by institutions. Additionally, this article contributes by distinguishing informal support (which generally depends on the availability of colleagues and coordinators) from initial welcoming protocols and planned, continuous, institutionally backed induction processes. This synthesis brings greater visibility to an under-researched area in academic production and underscores the need for formative initiatives that account for the distinct characteristics of Gastronomy instruction.

Among the limitations of this study is the fact that the survey was conducted across only two databases, focusing exclusively on theses and dissertations defended between 2017 and 2024. While these choices made it possible to collect recent and in-depth academic investigations, they narrowed the scope of the search, as journal articles, books, book chapters, and studies indexed in other databases were not included. Likewise, among the 15 selected works, only one directly addressed the Technical Course in Gastronomy, which limits the ability to draw more specific conclusions about entering teaching and induction processes within this field.

Given these research gaps, it is necessary to expand field research involving novice teachers actively working in Technical Courses in Gastronomy to better understand their professional trajectories, difficulties, learning processes, and support mechanisms during career entry. Empirical research is also needed to monitor the implementation, development, and outcomes of institutional induction programs designed for these professionals, taking into account the unique dynamics of teaching in pedagogical kitchens, converting technical culinary practice into teachable knowledge, and integrating theory



with practice. Studies of this nature will contribute to designing welcoming, mentorship, and pedagogical training initiatives that are closer to the real-world needs of Gastronomy educators.

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