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Resumo	Teaching qualities are often assumed to improve linearly with professional experience, based on the widespread belief that more years in the classroom naturally lead to greater competence in both instructional skills, connection with students, management of student behavior, and stress coping. This study challenges that assumption by examining how teachers' social-emotional and



instructional (SEI) characteristics vary with teaching experience, age, and gender. Drawing on cross-sectional data from over 43 000 Brazilian public school teachers, we analyzed 19 fine-grained SEI characteristics, and found that only about half of these characteristics were positively associated with teaching experience (e.g., presenting and communicating), while others (e.g., stress resilience) declined with increasing years of experience. Age showed unique positive effects on characteristics like managing student engagement. Gender differences also emerged, with women reporting higher levels of interpersonal qualities such as connecting and caring and empathic awareness. The present findings highlight meaningful differences in teachers' SEI characteristics relative to their actual years of experience in the classroom. These results challenge the assumption of overall linear professional growth across the entire spectrum of SEI characteristics, revealing both meaningful increases as well as decreases in teaching characteristics. This underscores the importance of differentiated professional development strategies that correspond with the diverse needs of teachers relative to their career stage.

Fomento
