PEDAGOGICAL MENTORING FOR BEGINNING TEACHERS IN BASIC EDUCATION: A LONGITUDINAL STUDY ON THE ROLE OF PEDAGOGICAL COORDINATION

https://doi.org/10.56238/sevened2025.011-042

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ABSTRACT

The longitudinal study analyzed the training needs of beginning teachers in a public school in Mato Grosso, Brazil. Using autobiographical narratives and interviews, the research highlighted the role of pedagogical advice in professional development. The research was based on studies by established authors in the field of teacher training such as Garcia (1999; 2008, 2009), Huberman (2000), Marcelo and Vaillant (2012), Rodrigues (2006), Ureta (2009) and others. The methodology is narrative (Souza and Cabral, 2015; Rodrigues, 2006), with a longitudinal study and data collection carried out in 2 moments: 1) in 2014 with the use of autobiographical narratives (written and oral) of training collected through memorials and formative meetings dialogued between beginning teachers, pedagogical coordination of the school investigated and the researchers involved, 2) in 2024 with narrative interviews focusing on reflection on the experience acquired with the advisory process during the initiation to teaching by teachers and pedagogical coordination, considering the period of a decade (2014 to 2024). It was concluded that reflective processes and continuous support from the pedagogical coordination are essential for the permanence and effectiveness of novice teachers.

Keywords: Beginning teachers. Training needs. Pedagogical coordination.

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INTRODUCTION

The Teaching Degree courses in Pedagogy in Brazil are based on a generalist training with practical insertions in the field limited to internship periods. Gatti (2012), when reflecting on training in Pedagogy degree courses, emphasizes that training has an excessively generic character, with the absence of relationships between knowledge from the world of teaching work and Basic Education in the context of initial training.

The compression of this fact implies rethinking the initial and continuing education of teachers, aiming to provide a training that is more in dialogue with the reality of the fields of work, especially the school and its professionals. It is thus considered that in order to meet the challenges of the professional insertion process, the assisted monitoring of beginning teachers, as well as formative experiences for the professional (teacher or coordinator) by the 'mentor' (Ureta, 2009) is a demand of the educational present. In the meantime, it was sought to understand difficulties perceived by teachers starting in their careers, as well as to stimulate advisory processes for them by the pedagogical coordination, in a school context in the interior of Mato Grosso and to identify the developments of the formative actions of the coordination after a decade.

The proposal is based on the studies of Garcia (1999), Marcelo; 2008; 2009), Huberman (2000), Gama and Fiorentini (2008), Ureta (2009), Vaillant and Marcelo (2009, 2012), Mizukami et al (2003), Gatti (2012), among others, seeking to elucidate the scope of the demands required for the pedagogical practice of the beginning teacher and the fulfillment of their specificities and training needs. The research is also based on authors who address the narratives of education, highlighting: Sousa and Cabral (2015), Souza (2006), Bolívar (2015) and Galvão (2005), who deal with the narratives of teachers at the beginning of their careers.

In this context, the following question is asked: What training needs do beginning teachers have in a given real work context? How does the reception of beginning teachers occur in the school, by teachers and/or by the pedagogical coordination? How did the experienced teachers and/or the pedagogical coordination start to deal with the entry of beginning teachers after the period of advising started with the researchers? his actions over a decade?

SPECIFICITIES OF THE BEGINNING OF TEACHING

For Garcia (1999) and Mizukami et al (2003), teacher training is a continuous and endless process established a priori. In this conception, the beginning of teaching is only

one of the stages of professional development. However, it is different from the others in that it has its own characteristics.

Studies on teachers' lives (Marcelo and Vaillant, 2012) point to the various stages experienced by teachers during their professional career. Based on Huberman (2000), they affirm that there are different phases of professional development, depending on the length of experience in teaching. Among the stages of the teacher's professional development, Vaillant and Marcelo (2012, p.59) take as a reference the studies of Day (2001) and emphasize that the first 0-3 years of work mark a period of many commitments, during which the support of school principals and supervisors for beginning teachers becomes essential.

Initiation to teaching is understood in the international literature as a period of experiencing tensions, difficulties, challenges and intense learning. Thus, the process of insertion and support for newly graduated teachers and those beginning their teaching careers demands attention from training agencies, as it is a period of "becoming a teacher", that is, it is the period of transition from student to teacher, and is characterized by developing the greatest number of skills and abilities in the shortest period of time (Garcia, 1999). In this phase, as pointed out by Marcelo (2009, p.14), "(...) Teachers want step-by-step instructions on how to do things efficiently, they want to learn how to manage the room, how to organize the curriculum, how to evaluate students." In general, they are very concerned with the "how" and less with the "whys".

Although this dimension is important, the author emphasizes that it, by itself, does not lead to effective teacher development, unless it is accompanied by the innovation dimension, which represents the need to go beyond skills oriented towards efficiency and adaptation to new situations.

This period is remarkable for many teachers, who experience a diverse range of experiences and learning. Often, these experiences are accompanied by emotion and enthusiasm, but also by apprehension and anxiety in the face of the new responsibilities assigned to them. As Veenman (1998) points out, educators face the 'shock of reality', referring to the need to assimilate a complex reality that imposes itself incessantly on the beginning teacher, day after day.

This feeling emerges when the beginning teacher is faced with complex situations never seen before: "(...) difficulty in relating to students, the principal, parents and more experienced colleagues; difficulties in the transmission of knowledge, in the use of didactic material, among others" (Gama and Fiorentini, 2008, p. 32).

It is worth mentioning that both beginner and experienced teachers are faced with numerous challenges in their daily school life. However, Vaillant and Marcelo (2012, p.123) point out that "(...) Beginning teachers experience problems with greater doses of uncertainty and stress, due to the fact that they have fewer references and mechanisms to face these situations". In other words, it presents a limited repertoire of experiences both in beginner professional life and in student life as a graduate whose possibilities of solving problems and facing complex situations are limited given the little autonomy they have as an intern.

Thus, the need for growth and acquisition of diverse professional skills that boost the professional development of the beginning teacher is recognized, since the influence of internalization of the model(s) of "teacher" acquired throughout their student life is strong. Therefore, breaking with the model established throughout school education, and often also initial training, is a challenge to be overcome during the exercise of one's career.

This process of change requires dialogue among peers, problematization (reflection and awareness) about their practice in context and/or in the situations in which they occur; It also requires projections for significant change in pedagogical practice, guided by ethical principles committed to improvements in teaching performance and professional development within the scope of the teaching career. As pointed out by Nacarato (2013, p.26): "Reflecting is inherent to the human being, but reflection as a transformative practice does not occur individually; the presence of the other is fundamental". The author relies on Cochran-Smith and Lytle (2002) to emphasize that this space of education cannot be limited to a space of meetings and conversations between teachers, the discussions "(...) they must enable the joint construction of knowledge (...) be based on dense and problematic descriptions experienced in the classroom, which, when discussed, problematized and reflected, lead to meaningful learning" (Nacarato, 2013, p.26).

Such a statement highlights the possibility of providing teachers with an environment conducive to the development of a more systematized and collaborative work, involving the exchange of experiences between experienced and novice teachers, thus culminating in a joint construction of valid and meaningful knowledge for them who are at different stages of their careers.

ADVISING BEGINNING TEACHERS: OUTLINING A MENTOR PROFILE

Counseling is understood as the set of training actions in a given period of time in which the monitoring and support of teachers at the beginning of their careers is privileged (Ruiz and Moreno, 2007), by a coordinating teacher experienced in the school. Marcelo

(2009, p.12) calls an experienced teacher an "expert teacher" and based on Bereiter and Scardamalia (1986) considers that "(...) it does not refer to the teacher with more than five years of teaching experience but a person with a high level of knowledge and dexterity, something that is not acquired naturally, as it requires a special and constant dedication (...)"; it is the reflection on the practice in the school daily life that is placed as a condition to reach the level of thought and conduct of an experienced/'expert' teacher. For the author, the *expert* teacher, in any area of knowledge, has specific characteristics:

> [...] complexity of skills, that is, the *expert* performs his actions based on a different and more complex structure than that of the beginner, exercising voluntary and strategic control over the parts of the process. Secondly, there is the amount of knowledge that the *expert* has in relation to the beginner, who has less knowledge. Third, beginners tend to have a more "superficial" knowledge structure, a few general ideas, and a set of details connected to the general idea, but not to each other. (Marcelo, 2009, p.12)

What differentiates the 'experts' from the beginners, therefore, is the representation of the problems, that is, the *expert subject* attends to a more abstract structure of the problem and uses a variety of knowledge already acquired and available. Beginners, on the other hand, are influenced by the concrete content of the problem and, thus, have difficulties to represent it in an abstract way, as well as rarely have a previous experiential repertoire, acquired during the initial training in the teaching degree courses.

Marcelo (2009, p.13) points out that "(...) Expert teachers note and identify the characteristics of problems and situations" – which may escape the attention of beginners. For him, "The knowledge of *the expert* consists of much more than a list of disconnected facts about a given discipline (...), his knowledge is connected and organized around the important ideas about his discipline".

Ureta (2009, p. 214), when proposing the figure of a mentor (according to the table below), – a conception that is close to the experienced teacher, as idealized by Marcelo (2009) – emphasizes that one of the main objectives of the mentor is to foster or add to the beginner a permanent attitude of inquiry, of confrontation with problems, with professional challenges, and to formulate with him/her, attempts at solutions, debate and contrast them.

Chart 1. General competencies of the teacher-mentor

01	Know the particularities and methodologies of adult learning. To know how the novice teachers with whom he has relationships learn best.
02	Generate a relationship of trust (avoiding the risk that mentoring is perceived as a covert evaluation with consequences, internal or external, for the beginner.
03	Welcome the novice teacher, informing him of the key aspects of functioning, norms, institutional climate, etc..., provide emotional support and help in his socialization at school.
04	Listen actively and empathetically, and use dialogue as a means to learn, teach, evaluate and resolve situations and conflicts.
05	Have positive and high expectations about the task and the beginning teacher.

06	To value and promote creativity, autonomy and personal initiative, as well as rigor, reasoning and collaborative work.
07	Accept mistakes and conflicts as opportunities for dialogue and learning.
08	Take risks.
09	Appeal to the needs and demands of beginners and, based on them, design the mentoring plan.
10	Explain and reconstruct beliefs and habits.
11	Observe by explaining the criteria used by him, and perform joint analyses of the observed. Show willingness for their opinions and practices to be observed and evaluated.
12	To consider the teaching experiences as similar, but never identical.
13	Advise by showing different points of view on the same reality.
14	Work collaboratively.
15	Articulate theory and practice in reflections and actions.
16	Know how to make/guide a teaching plan.
17	Work through projects, problems and cases.
18	Organize experiences that promote the development of the novice teacher, leading him to relevant projects and teams, and to tasks that are professional challenges.
19	Offer continuous feedback to teachers.
20	Use the possibilities and resources (informative, communicative, collaborative, instrumental, material, etc.) offered by ICT in the mentoring process.
21	Behave in accordance with the code of ethics of the profession, within the framework of democratic values.

Source: Information reworked from Ureta (2009, p.223) and translated from Spanish by the authors.

The information described in the previous table corroborates the idea that the work of the teacher-mentor is essentially a socially collaborative, contextually and culturally specific learning experience: it takes place within a community with peers; it assumes meaning and significance to the participants as they act within this context from a perspective of analysis of the needs of the situation/context, in perennial questioning of the forms of action, decision and possible referrals, considering the repertoire of knowledge acquired in initial training, mediated and enhanced in the process of professional performance in the relationship established between beginning teacher and mentor teacher. It is also highlighted the need to establish professional reference parameters for which the author understands to be those aligned with the democratic values inherent to the profession, to the performance and to the code of ethical conduct of teachers.

This perspective is close to the conception of knowledge of/about teachers proposed by Cochran-Smith and Lytle (1999, p.278): the knowledge of practice, the teacher "(...) learns collaboratively in groups, where participants build meaningful local knowledge together with others". It is understood, therefore, that groups of teachers with basic characteristics of knowledge provide a favorable environment to discuss issues about the teaching and learning process of students, aiming at reflection on the performance and questioning of current practices. Likewise, according to Ureta (2009), the specific competencies of the teacher-mentor to accompany beginning teachers are related to the applications of general competencies in the context of mentoring in a concrete reality, the school.

However, there is a challenge to mentoring as a form of advice to beginning teachers, the articulation of general competencies (as shown in Chart 1) with the training needs expressed in the concerns of beginning teachers. The functions and tasks to be developed by the experienced teacher who advises another (teacher starting the career) are diverse and complex, especially due to the difficult coexistence with people in very different positions of status in the teaching culture (same occupation with significantly different repertoires of experiential knowledge). In this sense, it is worth highlighting what Ruiz and Moreno (2000) recommend for the mentor teacher:

> […] to help beginners develop different skills specific to their profession; to develop confidence in oneself as well; to introduce them to the culture of the profession and the institution. In addition, the mentor teacher will act as a model demonstrating his teaching skills in the classroom, and in the social relationships maintained with colleagues, and in dealing with students, in managing meetings, having a commitment to personal work and finally being a facilitator of change and perfectionism. (Ruiz and Moreno, 2000, p. 78)

The role of mentors, among the various aspects mentioned by the authors already mentioned, should also provide beginning teachers with security during the first years of professional activity, as well as reduce the isolation they usually experience, helping them to overcome gaps (especially practical) left by initial training.

It is understood, therefore, that the profile of the mentor teacher above is close to the attributions of pedagogical coordination, since it assumes a strategic role within school management guided by democratic principles and values (Brasil, 1996). The assignments require a professional who plans actions for and with teachers, whether within the scope of the school's pedagogical proposal, or in the conduction of actions aimed at supporting teaching tasks, learning assessment, coordination of actions with the school community, planning and execution of pedagogical meetings and continuing education actions, among other actions - are associated, therefore, with the principles of collaborative, reflective work aimed at meeting needs commonly presented by teachers.

METHODOLOGY

This research is a qualitative longitudinal study, which aims to understand educational phenomena from the perspective of changes over a period of time (2014 to 2024). The research uses the narrative approach articulated with teacher training (Souza and Cabral, 2015) in the process of professional insertion in the school, associated with the analysis of conscious 'training needs' (Rodrigues, 2006) mediated by reflection processes induced in the workplace with training interventions by the researchers involved.

The research focused on different data collection techniques to highlight the needs narrated orally and in writing by the subjects (2 novice teachers and 1 experienced teacher in the role of coordinator). Among these was the writing of training memorials - which is one of the ways of expressing (auto)biographical narratives rich in events relating to the training experience, professional practice and also life (Galvão, 2005; Sousa and Cabral, 2015). In addition to the memorials, oral narratives were collected and recorded in interviews conducted in 2024.

The research was carried out in two stages: 2014 and 2024, and included data collection with: 1) Memorials and dialogical meetings (2014): where the participating teachers and coordinator recorded autobiographical narratives, revealing initial challenges and the process of resignifying the role of pedagogical coordination with the emergence of welcoming, guidance and socialization skills in the school. 2) Narrative interviews (Rodrigues, 2006): highlighting the formative journey and seeking to understand and give new meaning to the present by recovering these memories - a process mediated by dialogued meetings with the researchers, allowing us to analyze the consolidation of a broader range of reflective pedagogical-formative competences in mentoring practice over the course of the decade.

The expression of needs (oral or written) put forward by the teachers were understood to be representations of individual and/or collective interests (of the group in question), genuinely socialized in order to obtain links and support for overcoming recognized shortcomings for a perspective of desired change. The analysis of the training needs expressed in the process was guided by the joint construction of a scope of needs accepted and recognized in the participating group, understood and legitimized in the context of the difficulties of novice teachers, perceived in the singular and specific sense of the subjects who aim to overcome them. The data collected was organized in order to express: the profile of the participants, the difficulties perceived by the novice teachers, the coordination's perception of the condition of novice teachers in the school and the advisory process developed.

PRESENTATION AND ANALYSIS OF DATA

For the analysis of the narratives, MC was named the mentor and coordinator of the school, PA and PB for the beginning teachers and Escola Viva for the place where they worked; excerpts from their narratives were considered as a way of clarifying or attributing meanings to their representations of training and professional performance, resignifying them from the mediated reflections.

PROFILE OF THE PARTICIPANTS

The profile of the participating teachers (Chart 3) demonstrates the temporality in the professional practice, pointing out experiences of training and professional practice that assure them (or not) knowledge about the situation of "being/being a teacher" in the period in which they participated in the research.

Chart 2. Profile of the participants

Experienced Teacher - Coordinator (MC)	Beginning teachers (PA and PB)
He graduated in Pedagogy from the Federal University of Mato Grosso, Rondonópolis campus in 1999, and in 2011 he received a Master's degree from the same university. As soon as she completed the undergraduate course, she started as a teacher in the municipal public network, at School X, taking over a Youth and Adult classroom until 2003. In 2004 he took over the Science classes of the 3rd phase of the II Cycle in the afternoon at the same school. In 2005, he participated in the Teacher Training Group offered by the Municipal Department of Education for a brief period. In 2006 he took over the Pedagogical Coordination of Escola Viva and remained there until the beginning of 2024.	PA and PB graduated in Pedagogy from the Federal University of Mato Grosso in the first semester of 2013, in an annual curriculum. In 2014, both began the process of inserting teachers in classes in the fourth year of Elementary School, in the final years of Elementary School II, working with the area of Human and Social Sciences. It is worth mentioning that PA took over a class in the morning and PB in the afternoon at Escola Viva in 2014.

Source: Data from the autobiographical memorials (Collected in 2014)

The chart above highlights the experience of the coordinating teacher, who graduated in 1999, and in 2014 had 15 years of teaching experience and in 2024 she has 25 years of teaching experience, 18 of them in pedagogical coordination - an experience that she attributes to be the most significant in her career. Initially, she taught for 4 years as a teacher in Youth and Adult Education (EJA) - a period in which she sought to deepen adult learning - and, in the following two years, as a Science teacher in Elementary School I. Demonstrates an ongoing commitment to their training; she participated in a teacher training group promoted by the city hall and completed her Master's Degree in Education (2011) focused on the training policies of the Municipal Department of Education of Rondonópolis-MT.

DIFFICULTIES PERCEIVED BY BEGINNING TEACHERS

Seeking to understand the training needs of beginning PA and PB teachers, they were asked about the difficulties they perceived in teaching at the beginning of their careers (2014). The data reported in training meetings and memorials indicated a wide spectrum of difficulties that affect failures in initial training, demands for continuing education and also

impact on the professional identity of teachers. The chart below lists the highlights made by the teachers:

Chart 3. Identification of the difficulties of beginning teachers during the training meetings and the records in memorials

Perceived difficulties	Autobiographical narratives
1. Lack of initial receptivity with incoming professors	When I went to the school to introduce myself, I arrived and looked for the coordinator, I found one who took my letter and simply did not explain anything and simply said that it was right, then I thought about giving up but no, I took a deep breath and faced (PA). The first day of school, the one who came to me to know who I was was the teacher Sônia where I learned about certain things about the school, but the other teachers, coordinators and others, for them it was just one more and period, I didn't know anyone I was isolated (PB)
2. Inefficient communication	I got home and went to the internet to research my doubts and how to act in the classroom and what social sciences meant, because I already had a notion that I would be (PA) I feel that there should be a greater bridge between school and university, because the internship period is little and also very pressured, in relation to the real reality of the schools (PB)
3. Lack of pedagogical guidance	(...) I called a friend who had been working in the area for a longer time, she answered my questions about what these areas would be within the subjects and how I could behave inside the room and with the students and what I could apply in my first class (PB) My help is myself as I am to this day, but I am succeeding, making mistakes and learning at some point I am great in the profession, if I don't give up before. (PA)
4. Anxiety and insecurity at the beginning of the career	Insecurity when accepting the vacancy at Escola Viva without previous experience. (PA) Fear of not being able to do it, (...) because I was forced to go back in time and relive everything I learned in my time in the initial grades as a student and also in the Pedagogy course and I ended up enjoying teaching. (PA)
5. Classroom management challenge	In the classroom there are difficult children (indiscipline) but I am managing to get them to study and be interested in studying. (PA)
6. Need for pedagogical reorganization	The reality of children is very difficult, they do not have a good learning development, it is necessary to go slowly and try to find out what they need most to adapt to reality. (PA)
7. Difficulty in planning lessons	My anguish was like making a plan so that I could achieve my goal with the children in class, but little by little I managed to do it and today I don't have so much anguish and anxiety. (PA) My plans are always individual, sometimes I have difficulties, but I am overcoming it day after day, because I already see that some children who did not know how to read, are already well advanced and, between mistakes and successes, I am overcoming the challenges. (PA)
8. Excessive workload	I feel tired with the rush because where I work is far from each other work, but I feel happy to be useful to someone (PA)
9.Shortcomings in initial training	In initial training, psychology should go deeper so that we can have and know how to act in certain cases both with children and parents. The classes on planning should also be broader in class hours, it should have demanded more, as well as in the internships inside the classroom it should have a greater scope so that we can have a practice in developing a good job so that what happened to me does not happen, in arriving at school and not being supported by the competent school staff. (PA). I tried to organize the content even without knowing the importance of the didactic sequence, something that I had not even learned in college. (...) And how to screen students (PB)

10. Stress in the teaching career	During the classes I discovered that there are three students who know nothing. I got sick... I ended up in the hospital with my blood pressure rising, labyrinthitis attacked that no medicine could pass. I even talked to the coordinator that I was going to give up, but they didn't accept that I gave up and asked me to continue. I needed to overcome but I didn't know how (PB)
11. Absence of emotional and motivational support	Inside me it was just indecision what I was going to do without experience of anything without knowing how to act in a fourth grade (PA) class (...) Today I can enter the room and be able to talk to the children without fear, I am really insecure. (PA)

Source: Teachers' narratives recorded in memorials (Coleta 2014).

The beginning teachers highlight two striking episodes of lack of support: the day the teacher went to the school with the cover letter in hand and the first day of class. These events generated a feeling of isolation and a desire to give up. Such difficulties presented by the teachers refer to the "reality shock" that Veenman (1998) describes as the need to assimilate a complex reality that imposes itself incessantly on the beginning teacher, day after day.

In addition to the difficulties presented, PA points out that in the scope of the academic knowledge acquired in the university training course, there were failures in the sense of not having provided the resolution of real problems of pedagogical practice.

When PA remembers about her training in the Pedagogy course, as a beginner teacher, she notices the gaps in her training. In this sense, Oliveira (2011) highlights the understanding of the formative importance of teachers in the act of narrating significant episodes. By reconstructing their stories, teachers build relationships necessary for the production of meanings valid to the lived experience; not determinant, but representative of its history.

Another aspect mentioned by PA was the search for a class model similar to the one she experienced when she was a student in the initial grades of schooling - which indicates that in her formative experience the class model experienced as a student of basic education predominated, not being mobilized during the initial/continuing education sufficient pedagogical knowledge for resignification that overcomes old teaching trends. Therefore, there are demands especially for the initial training of teachers with regard to the overcoming of training methods that have little incidence in the expansion of repertoires of significant and resignified experiences.

The reports of the beginning teachers reiterate the need to make the school a powerful environment to identify training needs and act on them, as there are many difficulties that beginning teachers encounter when entering school. As Galindo (2020) highlighted, the classroom poses teachers, on a daily basis, challenges that drive them to the permanent search for better professional performance in different dimensions of the

tasks that make up teaching. In this context, at the same time that they seek knowledge to improve their practice, the meanings of the needs are altered when responding to them, generating new actions and new demands. Of the list of difficulties mentioned in chart 3, only two are not linked to actions dependent on the coordinator's interventions, namely: "gaps in initial training" and "excessive workload". The teachers recognize that these aspects are linked to the working conditions of the profession, which are established by the education systems and historically.

The beginning teacher reaffirms a serious problem in our educational reality: the loneliness of teachers and the isolation already highlighted by Imbernón (2000) as a problem of the profession that needs to be overcome with intentional actions. Along with this problem is the intensification of the work of beginning teachers when immersed in an unknown group. The teacher (PA) reiterates the teacher's solitary work when she says that her plans are always individual.

Such notes, emerging from the memorials, reveal what Marcelo (2008) emphasizes about the role of the experienced teacher in advising beginners. The relationships that teachers establish daily with other teachers and the interaction with more experienced teachers are examples that can promote safety, as described by BP.

The records (autobiographical memorial) and their joint reflection enabled the beginning teachers to expose their anxieties and challenges. When reflecting on them, they consider that they could benefit from proposals at school that would contemplate more understanding about this period of insertion, boosting them in the process of professional development (Marcelo, 2008).

COORDINATION'S PERCEPTION OF THE CONDITION OF BEGINNING TEACHERS IN THE SCHOOL

Regarding the coordination's perception of the condition of beginning teachers in the school, the coordinator (MC) emphasizes through her oral narratives that she did not have an understanding that this initial phase of teaching requires, she did not have a different look in support of those newly inserted in the teaching profession. The following excerpt makes explicit his awareness of failures in the follow-up process:

> When we were [as school managers] sought out by the research teachers to expose the project of monitoring beginner teachers, it was when, I in particular, and also the entire management team, became aware of how we received the teacher in our school unit, believing that they already have experience and that they do not need a different look. They arrive at school and start working. If you need it, we guide you; We give the "support", but this is not something we anticipate doing. (Formative Meetings, MC - 2014)

The coordinator's statement portrays what Garcia (1999) advocates when she emphasizes that the school institution has, in relation to novice teachers, the same expectations that they have in relation to veterans, although the literature in the area of teacher training, national and international, is unequivocal as to the specificities in different areas of work among beginners. This discrepancy shows that teachers require training actions that favor the appropriation of Science in the area of Education during the exercise of their careers, corroborating the fulfillment of the needs that are evidenced.

In a moment of training in which the researcher, PA and BP novice teachers and the MC coordinator reflected , based on the rereading of the memorials, seeking to highlight the main dilemmas and challenges experienced by the novices, the coordinator makes the following observation:

> This process of reflection has helped me to question my previous practice and the one that I am gradually reordering. It was very distressing for me to hear from the beginning teacher the difficulties encountered in the school's reception, carried out by me and the other coordinators, a reception that we thought was sufficient to integrate them in the school environment, and that were not enough, that these doubts caused her anguish and even so, they were afraid to seek us to help them. (Formative Meetings, MC - 2014)

The coordination points out that despite performing complex assignments, especially due to the numerous demands that transcend pedagogical issues, it recognizes that reflections directed in a research situation, about the condition of being a beginning teacher, favored it with formative contributions in the sense of awakening to specificities typical of the beginning of teaching, such as insecurity, the fear of not having enough time to work on the contents, dialogue with students. After a few meetings, the coordinator recorded her understanding of the initial phase of teaching:

> At this moment I was able to understand how necessary it is to welcome these beginning teachers, to look at them as such, worrying about their insertion in the group, enabling their interaction and organizing study spaces that help them in the performance of their functions. (Formative memorial, MC - 2014)

And she also adds that she started to take a closer look at the process of monitoring beginners:

> Through these meetings, I visualized more accurately my work of accompaniment with them, in the school routine, such as their planning and execution, as well as spaces for reflection on their practices. (MC Formative Memorial - 2014)

In the moments destined to continuing education developed in the school itself, this phase of teaching was not taken into account, and it became the agenda of the meetings in these meetings, as the coordinator emphasizes:

> The subject became part of our reflection meetings, of the organization of our meetings with the group of teachers in the moments of continuing education [at the school], because before that, for me and also in the conception of colleagues on the management team, the teacher who arrives at the school unit, whether through a competition or a temporary contract, is a trained professional, forgetting that teaching is a process that is built throughout the professional career, that no professional leaves an undergraduate course ready and finished. (MC Formation Meetings - 2014)

For the coordinator, the moments of reflection with the beginners and researchers from the oral or written narratives, and the exchange of experiences in the formative moments were configured in advisory actions for the beginning teachers.

In the participants' statements, the need for systematized monitoring and approximation that enables dialogue between beginning teachers and experienced teachers in the school is reaffirmed, in addition to the relationship with the pedagogical coordination. Vaillant and Marcelo (2012) and Nacarato (2013) have already reiterated the essential role of the other in the resignification of needs and in advancing exchanges between peers.

LEARNING IN THE ADVICE OF BEGINNING TEACHERS

During the training meetings, it was gradually noted changes in the attitude of both the teachers and the coordination, in the relationship they established among themselves and in the establishment of a closer bond of trust - supported by the research process. The reflections induced to the constitution of attention to the initiation in the teaching profession proved to be fertile as a formative modality for all the subjects involved in the investigated reality, especially in the constitution of the school as an environment of professional development (Mizukami *et al*, 2003) and as a possible way to overcome difficulties perceived or unveiled in the formative process mediated by reflections on the reception of beginners in the school. In this regard, we highlight the coordinator's statement:

> […] With the visits of the researchers, the conversations in the meetings, it became evident to me and helped me to direct my gaze on the beginning teacher, their needs, their daily challenges with the students and with themselves. This helped me to reflect on my own practice, not only with the two professors who were the subjects of the research, but with all the other co-workers; It helped me to see that teachers are not a single group as I thought. (...) But knowing this makes me think about the need to have answers to support these beginning teachers and every year we have some. I need to study more! These meetings have allowed me to take time to improve myself, to learn about the needs of beginners and see how to help them in some way. (Formative Meetings, MC - 2014)

Corroborating the perspective of professional development in school, collaborative training processes emerge as allies to the understanding of the training needs of subjects in contexts or situations (Galindo, 2011) that require joint actions to overcome the demands of the group in question. Furthermore, the perceived needs proclaim that the reflective process is potentially effective in collective formative situations. In this sense, the organization of subgroups (in situated formative meetings) with a common focus constitutes a fruitful possibility to be enhanced for the objectives of this investigation and other formative proposals focused on the understanding and apprehension of formative needs in contexts.

From the initial intervention in the investigated reality, the coordinator began to accompany the beginners and advise them, motivated to observe their classes and positions, ask about the achievements made, the difficulties, the opinions that would help them mutually in the creation of support for the beginning teachers - developing a close relationship, with dialogues focused on meeting the difficulties, mainly, and promoting reflections that allowed them to feel like a group that revisits the practices and needs inherent to them; without fear, without hierarchies. Such complicity favored the purpose of thinking together about the best way to solve the emblematic situation: invisibility of the specificities inherent to the initiation to teaching. Thus, as Rodrigues (2006) points out, they were able to establish a promising collaborative partnership in meeting the 'training needs' announced by the beginning teachers (chart 3), at the same time, they outlined an advisory movement, which was developed throughout the meetings and also in the coming years in an intentional way.

The advice was made, therefore, in a collective construction (researchers, teachers and coordination) where the subjects involved made themselves available in the establishment of sharing, aware of the impulse for professional growth:

> I'm finding it interesting to write about all this I went through as a beginner and I also feel closer and more secure in what I need with the experienced teacher, who is my coordinator and now. (Formative Meetings (PB - 2014)
>
> I found it very interesting to talk about my insertion in the profession, because I do think it is a light at the end of the tunnel, an opportunity to change my reality as a beginner teacher and that of future pedagogues who arrive, so who knows with my way of seeing I can help in this change. (PA Formation Meetings - 2014)

In the excerpts mentioned above, the beginning teachers reflect on the process of writing and also of sharing in the training meetings. In the set of stages in which the reflection on the recorded experiences is centralized, the recognition and awareness of the

importance of this formative process stands out. As already highlighted by Nacarato (2013, p.26) the "(...) reflection as a transformative practice does not occur individually; the presence of the other is fundamental".

Over a decade of experience in the position of pedagogical coordination, MC recognizes that year after year, he has been acquiring skills in approaching beginning teachers, especially recognizing the need to be with them, to assist them to improve their knowledge and skills of perception of difficulties and monitoring and pedagogical support; recognizing that the advice with beginning teachers is improved to the extent that, objectively, it intends to acquire and improve the mentoring competencies highlighted by Ureta (2009). MC also recognizes that it is a continuous process, and in some excerpts extracted from the interviews, he elucidates:

> (...) I started to follow up more closely with humanized care in relation to anguish and insecurities during this period. I learned how good it is to have an experienced professional to accompany the first challenges of our profession (...); they need these moments of exchange with their peers and to have help in daily challenges (...). I had to organize moments of study in the school unit, with experienced teachers and beginners together, but also exclusive moments for individual guidance and sharing (...) and also look for more readings to better understand this process. (MC Interview, 2024).

The pedagogical coordinator demonstrates the importance of socialization processes and peer training to promote collective learning, identifications and also boost professional development since the sharing of demands and cooperative resolutions create points of identification and value group results.

According to Ureta (2009), one of the primary competencies of mentoring concerns initiatives so that teachers feel confident and express their needs. In this sense, the coordinator expresses that over time she has been improving the welcoming strategies with the beginning teachers. It concludes that knowing how to dose and create individual and collective spaces and moments is essential to achieve results from open speeches and initiatives to solve problems, difficulties or impasses. The coordinator points out that the first experiences with the university's formative meetings demonstrated that seeking readings (on teacher training, the difficulties of beginning teachers and specific demands mentioned) was crucial to support her in understanding the needs, of formative actions with theorized reflections with the school's teachers - a strategy that she considered to significantly alter the quality of continuing education and pedagogical meetings carried out with beginner and experienced teachers at the school. She highlighted that her follow-up actions with beginning teachers before and after the Covid 19 Pandemic, were organized at different times, being a) knowledge of the school structure, b) individual dialogues for particular

expressions of needs, followed by meetings only with beginning teachers to share the dilemmas, difficulties and impasses perceived (experiences in classroom management, planning of teaching and participation in collective pedagogical work schedules in an active way) and sometimes, c) moments of socialization with all the teachers of the school, aiming to carry out studies on aspects considered common to all, often relating the needs thematized by the beginners with the official curricular organization.

There is a concern with organizing a sequence of actions, although she herself recognizes that there are limitations regarding the precise fixation of the different moments and formative and socializing actions. The coordinator demonstrates continuous learning and reflection essential for the mentor profile, mentions studies by authors that support her conceptions of intervention with teachers, highlighting studies such as: the pedagogical practice of beginning teachers of Basic Education as a teacher trainer (de Guidini, Martins and Mendes, 2015). In subsequent years, MC continued with his reflections and interventions in support of the beginning teacher, based on Giordan and Hobold (2015) and Sousa and Cevallos (2018) on the emerging training needs in the school. It is noted that by accompanying the beginning teachers and organizing advisory stages, it favors the autonomy of the professionals (teachers and coordinator) in creating proposals that meet the most poignant needs of the group.

CONCLUSION

The particularities of the initial phase of teacher insertion require the school to have a new configuration in supporting teachers, evidencing the centrality of pedagogical coordination in meeting the training needs that are objectively expressed by teachers, but with intentional training initiatives, which provide specific moments of support in which trust stands out as a key element, inducer of possibilities of pedagogical training and development of skills to face individual and collective dilemmas in professional situations. In this context, dialogue proves to be an important training strategy in advising beginning teachers.

The teachers' reports showed concerns regarding the phase of entry into teaching and highlight aspects that are consolidated as a minimum condition for any teacher to start the profession with dignity (Vaillant and Marcelo, 2012), such as knowing how to plan teaching, masterfully manage the classroom and participate safely in the moments of pedagogical meetings.

The advice induced by the research and the actions sequenced by the coordinator consolidated it as a strategy of continuing education that can be extended to other realities

and perhaps to the implementation of public policies. The consolidation of the advisory process by the pedagogical coordination is powerful to meet and reveal training needs.

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