


**A BREATH OF NEW NARRATIVES OF ACTIONS IN PUBLIC SCHOOLS: FROM TEACHING TO PEDAGOGY**

**UM SOPRO DE NOVAS NARRATIVAS DE ATUAÇÕES NA ESCOLA PÚBLICA: DO MAGISTÉRIO A PEDAGOGIA**

**UN SOPLADO DE NUEVAS NARRATIVAS DE ACCIÓN EN LAS ESCUELAS PÚBLICAS: DE LA ENSEÑANZA A LA PEDAGOGÍA**

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**ABSTRACT**

This article aims to engage with the history of teaching and Pedagogy programs, with a critical analysis of initial training as a precursor to teacher identity construction. It discusses narratives grounded in research by Bernadete Gatti, Imbernón, Franco, and Paulo Freire, with the aim of reflecting on the profession of teaching in Brazil.

**Keywords:** Teaching. Pedagogy. Teacher Education. Narratives. Teacher Identity Construction.

**RESUMO**

Este artigo se propõe a dialogar com a história do magistério e dos cursos de Pedagogia, com uma análise crítica da formação inicial como precursora da construção identitária docente. Discorrendo narrativas fundamentadas à luz de pesquisas de Bernadete Gatti, Imbernón, Franco e Paulo Freire com o propósito de refletirmos acerca do ofício de ser professor no Brasil.

**Palavras-chave:** Magistério. Pedagogia. Formação Docente. Narrativas. Construção Identitária Docente.

**RESUMEN**

Este artículo se propone abordar la historia de la docencia y los programas de Pedagogía, con un análisis crítico de la formación inicial como precursora de la construcción de la identidad docente. Se analizan narrativas basadas en las investigaciones de Bernadete Gatti, Imbernón, Franco y Paulo Freire, con el objetivo de reflexionar sobre la profesión docente en Brasil.

**Palabras clave:** Docencia. Pedagogía. Formación Docente. Narrativas. Construcción de la Identidad Docente.

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## 1 INTRODUCTION

In the history of education, teaching corresponds to the professional course for teachers. More broadly, teacher training itself didactically prepared and prepares students to teach classes in the initial grades of elementary school and early childhood education. The magisterium emerged through a decree of D. Pedro I, of October 15, 1827, which determined that all places, towns, cities had their schools of first letters. Since then, it has always been seen as a course that forms the most sublime of professions and, culturally, the idea was fostered that the professional who worked in teaching was a loving, passive, almost missionary person.

This historical, romantic and retrograde look at teaching has been left aside, so that we have and train increasingly qualified professionals, responsible for the constitution of all professions. In its exercise, love, patience and gift or mission alone are not enough; The teaching profession needs respect and appreciation.

With the democratization and expansion of access to public schools, education has experienced numerous crises, with the lack of real public policies to value teachers, which has provoked many debates about the need for permanent or continuing teacher training. The discussions are based on the way society sees professionalization, professionalism and professionalization, concepts that pedagogy courses, currently responsible for initial teacher training, have not been able to handle.

With the reform of education in the 70s, teaching was losing space and, from the Law of Guidelines and Base of National Education (LDB), of 1996, it became mandatory to be replaced by the pedagogy course.

During this historical period, in the 80s, the Specific Center for Training and Improvement of Teaching (CEFAM) emerged, at a time when the market needed teachers, and many did not have access to university. In 1988, the State Department of Education created CEFAM, considered to this day as one of the most interesting experiences in teacher training in Brazil. CEFAM units were installed in the Regional Education Divisions – in all, 47 units – which were not intended to revive the old Normal Schools, far from it.

The Teaching Training Centers proposed another philosophy and another pedagogical practice, aimed at qualifying for teaching, which currently has its real functions decharacterized. The main objectives were: to give effective priority to the training of teachers in the early years of elementary school and early childhood education – formerly, first grade and pre-school – in addition to improving the training of teachers in teaching qualification

courses, so that they would become the great architects of the quality of teaching. (São Paulo, 1988, p. 4-5).

The teaching profession is complex and, like the other professions, it is learned, which demystifies the character of a missionary or having a gift for the so-called teaching. The teacher's learning processes are long and slow, although the importance of nuances and working conditions in the configuration of pedagogical practices, professional identities and teaching professionalism is recognized.

According to Mercadante (2004, p. 55), teaching professionalism is understood as the expression of a profession exercised with autonomy by a subject in constant training, situated in a certain context and in permanent relationship with other subjects. In view of the above, seeking, in initial training courses, to work on this autonomy and the importance of the relationship with others, becomes the focus of school-centered training, and it is a little of this content that is the concern of existing teaching courses, at the secondary level.

Currently, the great challenge, both for teaching and pedagogy courses, refers to the need to train good teachers, with the school as a privileged place for development processes and construction of professional teaching knowledge.

Throughout life, the processes of learning and professional development of teaching occur. From this perspective, we highlight the initial training of the teacher, as a formal moment in which learning to teach, learning to be a teacher, is constructed in a more systematic, contextualized and grounded way.

The teaching course and the Training Center contributed, in relation to knowledge to practice, knowledge in practice and knowledge about practice, as they involved, over the four years, knowledge that the teacher needs to have in order to structure, plan and evaluate concrete teaching-learning situations: knowledge of the subject, of didactics, of theories of learning and human development, strategies, curriculum and educational goals (knowledge for practice).

What is intended for knowledge in action, that is, in the teaching practice, permeates the knowledge that the teacher builds about teaching while teaching. It is an investigative attitude, as a reflection on their practice (knowledge in practice).

The relationship between theory and practice requires observation of the students, the different contexts, and how the "teacher thinks like a teacher" (knowledge of practice).

It is thus evident that this initial training, at the secondary level, gave priority to the school as a "locus" of professional development of teaching and of an investigative attitude, as a formative strategy, involving values, hypotheses, professional and practical knowledge.

Worryingly, Resolution CNE/CP No. 1/2006 (Brasil, 2006), which established the national guidelines for teaching degrees, caused more confusion. Despite defining teaching as the basis of professional training, it maintained a curricular overload of dispersed functions and disciplines, with ambiguous objectives, in which syllabuses and disciplines resent more explicit references to the purpose of training teachers to teach. The absence of content taught in elementary school is noticeable, which is reflected in the poor articulation between specific contents and methodologies different from subjects, in addition to the little study on childhood and early childhood education, compromising the future work of this teacher.

In addition, the fundamental disciplines and didactics of pedagogy courses are not able to ensure, in their teaching, the uniqueness between practice and theory, causing educational weaknesses in the real context of the classroom.

The school, as a social and educational institution, is an element almost absent in the menus, which leads to think of an education of an abstract nature and little integrated into the concrete context where the professional-teacher will work. (Gatti; Nunes, 2009, p. 55).

This fact makes the professional unprepared to teach literacy, to teach in the early years of elementary school. Paradoxically, in Brazil, this teacher needs to master knowledge and methodologies of very different contents – Portuguese language, history, geography, arts, mathematics, science, and physical education, which causes a tragedy and damage to the training system.

Apart from this theoretical and practical chaos, future teachers need to have emotional and social skills to deal with the current demands of society. As a result, what Nóvoa (2009) called "overflow of objectives" is produced in the education systems, when the social and welfare objectives overlap the objectives of the teaching-learning process.

In recent years, public schools have been serving packages directed by the rule of the neoliberal system. Education, as a commodity, with fads, kits, techniques, manuals, platforms, has only consolidated an inglorious destiny, and this scenario has to do with initial teacher training, but also with processes that have been creating taskmasters, aiming to lower costs of the training/training/salary package.

Specifically, in relation to teaching, the distance education of pedagogy courses has, unfortunately, strengthened this chaos in the constitution of the teacher's identity. As Imbernón (2000, p. 57) tells us,

The educational system has always placed the training of the education professional, that is, the professionalization of teachers, in the context of an ambivalent, paradoxical or simply contradictory discourse; on the one hand, the historical rhetoric of the importance of this training; on the other, the reality of the social and academic misery that it granted him.

The quote translates well the attitude towards the disregard for the training offered to future teachers. The relationship between theory and practice is not materialized in the daily life of the different teaching degrees. However, despite the fact that we are in the twenty-first century, with regard to the conditions of teacher training, at various levels of education, there is still the prevalence of the model consecrated in the last century, the superiority of disciplinary knowledge over methodological and didactic knowledge, making the training process, especially in pedagogy courses, fragmented and watertight, without guaranteeing the transversality of the disciplines.

Since education is a process that involves, we know that teaching, pedagogy courses and teaching degrees necessarily serve people with different knowledge, different social, cultural and political lives, and presuppose teaching with a different generational group. And this requires at least an affective, social, cognitive formation, in a given historical, territorial and institutional context. Apparently, face-to-face or distance higher education courses have not been able to account for the constitution of teacher identity.

On the assumption that schools are unique places of learning, we should protect this place of encounters and reunions, of work and of relationships between people who learn from each other. And this finding would need to be in the school benches that train teachers, because it is essential that we value this initial training, as well as the permanent training of teachers. As Paulo Freire (1987, p. 69) said, "[...] no one educates himself alone [...]". Therefore, teaching is human, relationships are necessary for the success of pedagogical work.

Thinking about the activity of teacher training, at the beginning or during their career, means considering their trajectory as a singular process, with the possibility of argumentation, search for meanings, individual ideas, authorship. It is necessary to consider teaching intentionally and share in different contexts.

This diversity is strengthened in a space of sharing, and believing in education is like comparing it to a metaphor, as if it were a journey into the unknown world. Thus, we would have more freedom in relation to the teaching constitution. And we emphasize: what is education for? This question should be in the classrooms of teaching, pedagogy and teaching courses.

If education does not fulfill the role of freeing collective and individual futures to think about this teacher constitution, any other mechanism or technique would do, even artificial intelligence, but, fortunately, nothing replaces a good teacher.

Returning to the metaphor, education is like a journey to the unknown world, to prepare children in advance for the task that belongs to them, that of renewing a common world, as Hannah Arendt (2001) wrote.

It is necessary to seek answers to the questions: how is teaching understood? How is distance formed? Which professional is responsible for this teaching? Who plans? Who supervises? Does having a university degree only guarantee training? Does the technical level of high school bring more practice and less theory? Finding answers to these questions is fundamental for us to think about teacher training policies and practices.

According to Franco (2005, p. 30), the most serious problem facing Brazil today is the quality of education, which is deeply related to the lack of teachers and the precarious training of many of those who are in the exercise of teaching. Therefore, it is also strategic, for the country, to start with undergraduate courses. Therefore, there is an expansion of courses throughout the country, through public notices, ensuring distance study, with an unbridled dissemination.

Today, we are facing a new challenge: the emergence of the collective teacher. The complexity of the school requires the development of pedagogical teams. Collective competence is more than the sum of individual competences. We talk about the need for an enriched professional fabric, like a breath. It is necessary to integrate, in the teaching culture, a set of collective modes of work regulation and self-training, looking at initial training, permanent training and teacher emancipation.

In summary, we believe that this breath of teaching can be in the field of teacher training in the following way:

- a) to train teachers into the teaching profession;
- b) valuing the knowledge and professional knowledge of teachers;
- c) to have collaboration networks between universities and schools seeking reality in

training.

This expectation, in teacher training, nourishes the hope of having future teachers who act as authors of their practice.

It is often assumed, in fact, if not in words, that teachers do not have the training that allows them to give intelligent cooperation to science. The objection reveals a lot, so much so that it is almost fatal to the possibility of having a scientific reference in education. In fact, teachers are the ones who are in direct contact with students, and therefore the ones through whom the results of scientific discoveries reach students. They are the channels that allow us to carry the consequences of educational theory into school life. (Dewey, 1979, p. 30).

Teacher training has been lightening a lot after the LDB moves to higher education, without a policy to support teacher training in the early years of basic education and early childhood education, leaving gaps. The curricular guidelines of pedagogy became extensive, there was a more generic training and less focused on didactic-methodological training. And, as society has been in need of teachers, there has been an expansion of the offer in distance education and the training of teachers necessarily needs to be face-to-face, thinking about the supervision of the course, the internship and the articulation with basic education schools.

The graduations of the other degrees have guidelines more focused on the subject itself, unlike the pedagogy courses. Thus, the knowledge and practice of the teacher in the pedagogy course is adrift in public and private institutions.

The pedagogy course, in general, has been going through a dilemma, always problematic, since its creation in 1938. It arises to form the planner, the educator in general, the philosopher and researcher in Education. The vocation was to train teachers of normal schools. In 1986, the National Council of Education authorized, exceptionally, some institutions to train for teaching. This qualification began, but it was not the essential training. It was only in 2006, finally, that the National Council of Education elaborated the curricular guidelines for the pedagogy course, placing as the axis of the pedagogy courses the training of teachers for the early years of elementary school and early childhood education, which caused a problem for the colleges. Many were not ready to work with didactic methodologies for literacy and other issues aimed at childhood.

Research carried out by Gatti, at the Carlos Chagas Foundation, since 2009, finds that undergraduate courses are still more concerned with knowledge, as if they graduated bachelors and not teachers – this is mainly in private institutions. However, if the initial training

does not take into account the didactic aspects, the permanent and continuing training of the teacher is urgent, and this training, which takes place in the collective of the school, enables the formation of teacher identity.

As stated by Vercelli (2020, preface), "[...] according to Psychoanalysis, the human being is constituted in the presence of the 'Other', and the teacher is also constituted, learns and reinvents himself in the presence of other people who can share different knowledge, experiences of what he has lived and accomplished". In the light of this statement, we cannot deny that the teacher is also constituted in his or her work and in the collective of the school.

In the formative process with the other, the teacher provides a dialogue with himself, sharing his practice and with the other. "In this sense, we, Education professionals, need to reflect more and more on our performance, our participation, our constitution, our identity, and above all, act as subjects in training" (Marcelino, 2018, p. 79).

Throughout the teaching career, we understand teaching as a breath of hope and life for the public school, because, in order to stay in this place, it is emerging to seek the encounter, the reunion with the other, in an incessant search for knowledge that constitutes us. The teachers who today inhabit the schools ask for and fight for change, and find themselves in a tangle of situations of becoming, such as: the teaching being that exists in each one, the understanding or not of who they are and how they can learn all the time, the reflection that is necessary for a critical reading of society, the limits and potentialities of the educational context, and especially the need for permanent training, in a constant doing and understanding.

This doing and understanding, translated into action-reflection, allows teachers to increase, change and redo their pedagogical practices, empowering them and freeing them from guilt, anguish and gaps in their initial training. The new action incorporates the reflection committed to the formation of humanity, in an emancipatory perspective.

We understand emancipation as the ability to free ourselves, to have teachers who are authors of their didactics, methodologies, intellectuals and researchers of their doing.

The teaching profession does not end in the professional space, but continues in the public space, in social life and in the construction of the common good. In this sense, it is especially important that teachers participate in the definition of public policies [...]. To be a teacher is to position oneself in the profession and to take a public position on major educational issues and the construction of public policies. This participation is not primarily aimed at defending their interests, but at projecting their voice and knowledge in a broader social and political sphere (UNESCO, 2021, p. 88).



Professional knowledge resonates in public action, implies the professional identity of teachers, which cannot be diminished, in terms such as mediator, facilitator, monitor, aunt, tutor and others. These terms destroy professionalism. And, although we have historically found gaps and weaknesses in the national policy for teacher training, we have many working in school institutions and that are the result of continued progression, the trivialization of higher education and the failure to meet the goals of the National Education Plan. Just checking is not enough. It is necessary to invest in working conditions, in permanent training, in collaborative and shared training in basic education schools.

Professional teacher training is not limited to their initial or academic training, nor to the acquisition of certain knowledge or skills. This is constituted in the experience, in the socialization, in the interactions and in the collective learning project.

In schools, the common interest is that everyone who inhabits the place learns more and better, and that all people are seen as an inexhaustible source of knowledge, diversity, life experiences and knowledge. This brings to the management teams, and especially to the pedagogical coordinators, a fundamental role in the performance of this collective training process.

We believe in this other school, capable of creating learning communities, as a possibility for social and cultural transformation, more democratic, more collective. Of course, this will not solve the issues raised in relation to pedagogy, licensure and teaching courses, but it is a strong possibility, since, in Brazil, teachers of kindergarten and elementary school tend to work 30 hours a week, 25 hours with children and five hours with organization, planning and training. As Freire (2000, p. 154) would say, "[...] the subject who opens himself to the world and to others inaugurates with his gesture the dialogical relationship in which he confirms himself as restlessness and curiosity, as incompleteness in the permanent movement of History".

The university or the technical course is incapable of promoting such a feat. Learning as a responsibility is shared by all. The commitment to plan, investigate, select, monitor, guide and observe interactions in the classroom is only possible in the teaching process. What is up to the initial teacher training is to seek to have curricular guidelines more focused on this didactic and methodological practice, ensuring supervised internships and face-to-face in the first graduation.

The teacher's knowledge cannot be detached from the relationship between theory and practice, nor from his function as an analyst of moral, ethical, social and political problems of education, nor from a concrete context [...]. When related to the element "educational context", the characteristics of professional knowledge are enriched with infinities (Imbernón, 2000, p. 113).

The reflexive statements pointed out throughout this text also serve the intention of bringing the school, the classroom, learning as a reality lived in professional performance, dialoguing with theoretical concepts, emphasizing the educational context in which we are immersed, a place of heterogeneity of professionals, training paths, positions and practices, with the aim of contributing to announce to students of pedagogy or teaching, future teachers, who believe in what Paulo Freire (1979, p. 84) told us: "Education does not transform the world. Education changes people. People transform the world".

When analyzing the work of Silva (2019), Severino (2020, p. 2) states that, "[...] In order to survive, the human species must initially realize that it constitutes a species, that is, it constitutes itself as a unit. That it is united by an objective solidarity of destiny [...]". As previously stated, the school needs to fulfill this role, to become collective, to become liberating, to become human. To do so, it is necessary to relate, dialogue, maintain the teacher's narrative as an experience and a possibility of transformation.

Here, we emphasize the school as a "locus" of exchanges, interactions and learning of the human species, a place nourished by hope, by relationship and knowledge, by integral and integrated education, to which universities should get involved and seek, through scientific research that contributes, denounces and announces new public policies for teacher training in Brazil.

Starting from the teaching experience, we reduce the distance between the real and the ideal in the context of identity constitution and teacher training. We, teachers, are constituted by narratives, by affections, by our dreams and ideals, by encounters and relationships, which move to live this teaching, which is related to the search for the ideal, to restlessness, which ignites academic production, memory and the history of being.

**Figure 1**

*My teacher portion: first-year class (1988)*



Source: Personal collection.

Despite having been a teaching student in 1983, I started my career the following year, at the end of the technical course, I took over the state school system, and, right away, I took over as a first-year teacher. Literacy was a challenge. The responsibility pushed me to seek courses and self-training, so that, the following year, I was involved with the Ipê Project, as coordinator of the Basic Cycle, and four years later I became a teacher of teaching didactics in the teaching course. I already had a degree in history, my first degree. This narrative is a parenthesis, in this article, only to describe and prove that the teaching life is movement. The training is permanent. The teaching work is not linear. It is full of instability, crises and estrangements. Initial training must guarantee an ontological and anthropological basis, in addition to studies on human development, to sustain the professional career and, above all, to rethink the didactic and methodological issues that involve teaching, the teaching process and the investigation of learning in the different stages of basic education.

We recognize ourselves as beings in constant movement, changes and uncertainties, which makes us aware of the incompleteness, as said in the words of Paulo Freire (2002, p. 55):

As a critical teacher, I am an "adventurer", responsible, predisposed to change, the acceptance of what is different [...]. Here we have reached the point that perhaps we should have left. That of the incompleteness of the human being. In fact, the

incompleteness of the being or its incompleteness is characteristic of the vital experience. Where there is life, there is incompleteness.

Inconclusive, as we are, we see the ingrained concepts and preconceptions, which are deconstructing our profession, and only in the field of research, action and reflection, we are constituting ourselves with this other, aiming and calling for fair and coherent public policies of teacher training.

With these words, we try to explain the importance of teachers and the need to rethink the training processes, transcending the possibilities of teaching and pedagogy courses, implying the transformation of schools into true learning communities, reinforcing the importance of educational policies, but believing in the collectives of educational units, as a source of knowledge and teacher identity constitution.

We are talking about collectivity, relationships, professional training of teachers, training of a profession, which needs to align theories, concepts and practices, in a problematizing and emancipatory way, based on reflections centered on the school reality, on life, on culture and on the exercise of their profession: teacher!

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