



Article

Research-training as a teaching induction practice: training experience with teachers at the beginning of their careers

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Abstract

This article aims to analyze the development process of a research-training, considered as a teaching induction practice. It presents reflections on a formative experience with beginning teachers, assuming the (auto)biographical narrative as a theoretical-methodological contribution to understanding the main challenges experienced at the beginning of teaching, as well as the strategies found by the teachers to overcome them. The meetings took place monthly and were led by teachers from two Municipal Public Education Networks in Santa Catarina. Beginner teachers were considered to be between the first and fifth year of professional practice in basic education, considering effective or substitutes. The authors who supported the training research and studies on professional induction were Delory-Momberger (2016), Bragança (2011), Josso (2006) and Cruz, Farias and Hobold (2020). The concepts of narrative, experience, biography and identity proved to be essential for understanding the existing contradictions and powers in the investigation of the autobiographical narrative for teacher education (Pereira; Silva; Hobold, 2021). The experience showed the potential of research-training as a teaching induction practice, and, by sharing life and professional stories, the teachers reflected on different aspects that involve teaching, collectively thought about strategies to overcome career challenges and produced a strong bond of identity in discussions concerning entry into teaching.

Keywords: Research-training, Teacher induction, Formative experience, Teacher training.

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1. Introduction

This article aims to analyze the process of development of research-training, considered as teaching induction practice. This article discusses data from a research-training group with early-career teachers from two municipal education networks, Florianópolis and Antônio Carlos, through meetings that took place in the first semester of 2021.

That way, it offers reflections on a formative experience with beginning teachers, assuming the (auto)biographical narrative as a theoretical-methodological contribution to the understanding of the main challenges experienced at the beginning of teaching, as well as the strategies found by teachers to overcome them. The research-training was carried out within the framework of an interinstitutional, multicentric investigation, linked to the project "Research WITH beginning teachers: a study on professional induction", funded by the 2018 Universal notice of the National Council for Scientific and Technological Development (CNPq), which involved three public universities: Federal University of Rio de Janeiro (UFRJ), Federal University of Santa Catarina (UFSC) and State University of Ceará (UECE).

Both the participating teachers and the researchers/mediators from the research-training, through autobiographical narrative, reflected on the professional practices. We believe that "[...] in narrative research, the researcher is not only constructed as an observer of the construction processes of the object of analysis, but as an integral part of an experience that unfolds with each statement" (Pereira; Silva; Hobold, 2021, p. 9). Thus, we defend research-training through narratives about the professional experience process "with an (auto)biographical bias for the constitution of continuing education projects for teachers at the beginning of their careers" (*Idem*, 2021, p.11).

Cruz, Farias and Hobold (2020) published in this same journal an article entitled *Professional induction and the beginning of teaching work: debates and needs* which aimed to "problematize the concept of professional teacher induction, a reflection developed in dialogue with the analysis of the possibilities and weaknesses that permeate the beginning of the teaching career" (2020, p. 11). In this publication, the authors make an important contribution on the distinction of the terms "*inserção profissional, professores iniciantes, professores principiantes, professores ingressantes e indução docente*" (which can be translated to professional insertion, beginning teachers, starting teachers, incoming teachers and teacher induction), situated in the discussions of the field of teacher training.

Based on the process of professional teacher induction, which supported the development of the research discussed here, the authors Cruz, Farias and Hobold (2020) understand that this concept "refers to systematic actions to accompany the work of teachers at the beginning of their careers (induction programs through public policies or other actions aimed at this purpose)". For this formative activity, the induction process was planned for a group of teachers at the beginning of their careers, linked to public education networks.

The research-training group took place monthly from February to June 2021, totaling five synchronous and remote meetings of one and a half hours each, through the UFSC institutional platform, recorded and later transcribed.

The details and agreements for the development of the research were organized in dialogue with the Municipal Departments of Education of Florianópolis and Antônio Carlos.

The meetings took place with the prior authorization of the research participants, by signing the Informed Consent Form – ICF. The research was registered on Plataforma Brasil, duly authorized by the Ethics Committee, through opinion nº. 3,315,899.

Teachers were invited to participate in the research through an invitation letter, sent by the Departments of Education. The profile for sending the message included professionals with up to five years of experience, effective or hired on a temporary basis, working with initial years or early childhood education. We received confirmation from 07 (seven) teachers trained in pedagogy, identified by numbers 1 to 7, followed by the initial of the city (F for Florianópolis and AC for Antônio Carlos).

The planning of the meetings was carried out collectively, always in the week before the meeting, after reading the material they had written, which subsidized the organization of the activities proposed by the three researchers/mediators responsible for the development of the research-training.

Thus, creativity in the planning of each meeting was always required in order to maintain the interest of the teachers-participants of the research-training, and their enthusiasm to remain in the training process. The activities of dialogue and debate, permeated by scenes from films, poetry, excerpts of speeches and texts, songs, etc., were designed based on the writing prompt delivered in the week prior to the meeting.

The writing activities were submitted through e-mail, and, with the agreement of the participants, a WhatsApp group was created. Reminders, short stories, poetry, reports, pedagogical letters and small theoretical texts that contributed to the studies and pedagogical practices were offered around. The axes career entry, challenges, strategies and forms of induction were the basis of the meetings, preceded by activities of writing activities, which were carried out in the form of reflective record.

The text is structured as follows: I) introduction that contemplates the theme of the research and the theoretical foundation, the general objective, justification and methodology; ii) the development of the research, with its analyzes and results; and, iii) the final considerations that punctuate central elements of the “findings” of the research.

2. Induction experience through research-training

The organization of the meetings and their development were based on the understanding of Josso (2006), who considers that research activities contribute to the training of participants as a privileged moment of retroactive and prospective questioning about the life project and training of the teaching professional. In addition to this understanding, we seek to conduct research-training through critical reflexivity on practices and the permanent (re)constitution of professional identity, anchored in the arguments of Nóvoa (2013).

The proposal of professional induction, carried out through research-training, occurred with the mediation of three professors from the Federal

University of Santa Catarina. The agendas of the meetings followed, in general, the following operation: i) opening with a moment of “welcome” provided by artistic-cultural exhibitions, a song, most of the time; ii) development of the central theme, through dialogue and, sometimes, with the help of resources such as films and short stories to motivate discussions; iii) proposals for writing commission activities, related to the subsequent theme, aiming to link and create cohesion between the meetings.

Below we present the description of each meeting, supported by the statements of the teachers. This is not only a didactic choice, but rather a theoretical-methodological option, underlying the nature of the research-formation, which was marked by the narrative. Thus, we understand experience as something that precedes the act of narrating and, in the socialization of memory, “narrative and experience are articulated in the dialectic of time. We are narrative beings because we accumulate experiences and, in order to share them, we access what we have lived through memory ” (Pereira; Silva; Hobold, 2021, p. 4).

Thus, the narratives of the research participants were prominent points in our writing, in the description of the meetings, in order to value the meaning of the experience lived by the teachers at the beginning of their careers.

2.1 Meeting I: welcoming, starting lightly

In the first meeting, the proposal of the training groups was explained, as well as the operation and necessary adaptations to the moment of the pandemic. In this sense, we try to welcome the participants with lightness, inspired by Lenine's song “*Leve e Suave*”. A good part of the first meeting was dedicated to the introduction of the participants, so that we could get to know each other and start a group work. We also articulate, to optimize our communication, two channels: an institutional e-mail that served, above all, for the delivery of written materials, and a WhatsApp group, whose function was to streamline the exchange of notices about possible absences, delays or even reconfigurations of the meeting schedule. This way, we begin the training path based on mutual commitment and collaboration. We observed in that first interaction how much the space and time allocated to the meetings represented a privileged territory for reflection and exchanges about the pandemic moment, but also about teaching in the midst of the pandemic or, simply, about teaching. We live a tense and intense rhythm that gives us a sense of acceleration that “often leads to the prohibition of dialogue, sharing, encounter, reflection” (Bragança, 2011, p. 159). For that reason, attentive listening to all shared life experiences permeated our meetings.

Formation based on life stories presupposes the reconstruction of experience (Josso, 2006). Therefore, we sought to centralize the introductions of all the research participants, including ourselves, who were part of that scenario as mediators. The double action of speaking and listening enables reflection on what was lived and identification by what was narrated as another's experience, creating links with oneself (personal memories) and with the other participants that will be based on complicity. These bonds of trust and identification favored the creation of a tacit contract established by the group that participated in that

meeting and those that followed, since each one decided “what they wanted to share and what they preferred to keep to themselves” (Josso, 2006, p. 376).

As a welcoming strategy, in the first meeting we used a dynamic based on the story titled “Tree of shoes”. Each participant was invited to share their experiences, showing the group the paths they had walked. We consider this dynamic as relevant, because, from there, it stood out the narrative through which the teachers announced their relationship with society through the stitching between time and events. For Delory-Momberger “the mode of presence of the individual in the social world results from an experience in time: the individual lives the social space as a temporal succession of situations and events” (2016, p. 137).

In this sharing of life paths, we observe an indissociably between personal, professional and formative aspects, given by the seam between spaces traveled and time lived. The idea of sharing the life trajectory, in which personal and formative aspects are imbricated, becomes a privileged theoretical-methodological approach for research based on (auto)biographical narratives of education professionals, since training is seen as a permanent process, given throughout life (Bragança, 2011). Each narrative, based on the memorialistic negotiation between what was lived and the experience, demonstrated a “deep articulation between the subject and the broader social and cultural contexts” (Bragança, 2011, p. 161). From there, through the (auto)biographical narratives of the teachers, it was possible to access conceptions about themselves and about the world, revealing choices and contingencies that brought them to the trenches of teaching.

Bragança (2011) defines the conduct of continuing education, based on life experiences, as a dialectic intermingling between the “I” and the “We”, producing identifications capable of constructing identities. Thus, we heard in many of the reports of the participating teachers the maxim: “I always wanted to be a teacher ” and contained in this sentence is the hard core of the teaching identity, something treated, to a large extent, as a vocation and life project. Identity then presents personal and social perspectives, concretely situated. “Considering that the social is permeated with contradictions and dualities, and the identity of the subject is also not harmonious, but points to a constant search for balance between plural processes being in permanent reconstruction” (Bragança, 2011, p. 161). It was possible to verify Bragança's sentence in statements that pointed to interruptions in the certainty that teaching would be the professional choice:

Last year was a year that I woke up every day saying that it would be the last day I was going to work, that at the end of that day I was going to ask for my resignation (Teacher 1, AC).

Another methodological strategy we used for the development of training with teachers at the beginning of their careers was the construction of written records that we named “Writing commissions”. Our intention with this proposal was to stimulate reflections on the beginning of the career and through this exercise, access experiences that were not verbalized. For each meeting we suggested a type of writing commission. They were letters, writings about

remarkable scenes that represented the beginning of teaching, tables of record of challenges and the respective strategies for overcoming them. This repository of memories and experiences, together with the statements we collected with authorization, make up a sensitive collection upon which we will respectfully cast our analytical gaze below.

2.2 Meeting II: Entering the school

In the second meeting the central theme was the arrival at school, discussed after watching a clip of the movie "To Sir, with Love". The opening scene, in which the teacher, played by Sidney Poitier, arrives at a school and is harassed by students and badly received by some co-workers, while others welcome him, triggered memories from the teachers participating in the training. Many of them said they had experienced similar situations. The identification with the lack of reception by fellow teachers was recurrent in the statements of the training participants:

I recognized myself quite a lot in the movie scene, in the sense of discouragement (Teacher 2, F).

I am a temporary teacher for the municipal school, so every school that we enter is the same movement. And there is also that group that makes you feel the way we saw in that scene with the teacher. At the beginning of my career, I felt this a lot (Teacher 6, F).

I mean, there are always the contrarians. When I went to pre-school they said: "ah, new broom sweeps well." We were there all motivated, full of ideas, wanting to do things differently and we heard it from the older ones and it hurt, because we weren't there to show off (Teacher 4, AC).

We infer the presence of a deep helplessness emanating from the events experienced, when they entered school, precisely because they were starting in a new profession and at the same time in a new institution.

A sense of displacement and deconstruction. I practically parachuted there. Guys, what am I doing here? (Teacher 7, F).

The insecurity of being a beginner, permeated by the lack of reception and certain discredit coming from peers, can lead to a great questioning even about the importance of the theoretical dimension in initial training.

When I started my career and saw that what I had seen in college, in the classroom, did not apply, it was kind of like I was in a place that I did not know anything; I was going to have to learn everything from scratch, I had studied for four years and felt so lost (Teacher 3, AC).

When analyzing the words above, we need to pay attention to the possible confusion between the non-mastery of the codes of a given school institution (be it ignorance about the pedagogical political project or about school routines, such as filling out Diaries), something that occurs with a significant part of novice teachers, and the theoretical dimension of Initial Teacher Training. Thinking about the necessary articulation between theory and practice, Pimenta offers that: “problems, in turn, are better responded to as their roots are better known in order to build knowledge that can respond to new needs. That is, practice is at the root of epistemological resignification” (2014, p.16). Thus, we emphasize the indispensable theoretical constitution in initial and continuing education, although it is necessary to constantly map any gaps that exist in them.

We also heard, albeit on a smaller scale, memories about the importance of finding, in the beginning of teaching, peers with welcoming, kind and encouraging postures.

There is always that work mate who arrives and gives an incentive and is quick to tell you about the rules of the school (Teacher 6, F).

I have always had good people, I have found wonderful people on my path who have always helped me (Teacher 4, BC).

We found that, if in many cases the peers did not receive them in a welcoming and understanding way, on the other hand, the initial relationship established with the children was constantly seen as something positive:

And with children it's great, a lot of shouting, but we like it. I don't know how it will be post-pandemic, folks, but those hugs, kisses, all that affection makes me feel motivated to go to work (Teacher 2, F).

I feel that I was much better welcomed by the students, yes, by all of them (Teacher 6, F).

As the first written record, we suggested the elaboration of a letter that could be addressed to several interlocutors: themselves, other teachers who were part of that group, teachers who welcomed them at the beginning of teaching. We work with the perspective of the construction of letters in order to access the moments lived, reframing the experience through the construction of the written narrative. Unlike oral narratives, writing is permeated by more intense filters, associated with reflection, selecting only what the sender wants to communicate.

In the letters we received, there was a great profusion of reports that surrounded the performance of the teachers and perhaps one of the most assertive sentences was:

It is a feeling of great responsibility to take on the role of teacher, to be calm and patient, understanding that what you plan is only an outline, that it will not be the same in practice. A constant

exercise is to try to balance expectation with reality (Teacher 2, F).

As in the excerpt above, through the letters, the teachers were able to elaborate in a different way what they experienced. There was a case of a teacher who destined her letter to another participant in the training group, such was the identification with the testimony given by the colleague during the "Shoe Tree" activity. This gesture represented a kinship between two professionals who didn't know each other before then, working in different municipalities, and who, in that training space, saw a range of affinities through which they constituted a support network.

2.3 Meeting III: Early career challenges

In the third meeting, the challenges of teachers at the beginning of their careers were on the agenda. To this point we need to make an important record: in a context of the pandemic, with remote teaching in progress, the greatest of all challenges, described by the teachers, was the loss of the bond with students. The anguish that each participant reported with the difficulties for the construction of virtual pedagogical materials, the wear and tear with a work routine that exceeded the workload for which they were hired, and the uncertainties in the midst of the health and political crisis gained prominence in all the meetings. Nevertheless, they always reported the hope of resuming face-to-face teaching, something that occurred during the research-training.

We asked questions about the challenges faced in entering school (beginning of teaching career), which, for all of them, occurred in person, about two years before the pandemic. Then, as responses to the challenges in entering the career, we received concerns that plagued school routines before the unusual reality imposed by the disease, but also in the post-covid period.

The reports demonstrated the recurrence of concern with challenges such as special education and indiscipline, as observed in the following excerpts:

I used to hear people saying: "Wow, you took that group of students, but it's the worst group in the municipality, nobody wants it. So and so gave up, that other teacher could not stand it. And if in the first year it is already causing trouble, nobody will want anything to do with this group. And then you go with step carefully, right? Like, how is it that I, with no experience at all, am going to cope while other teachers have given up. They're the ones who have experience, who are more capable (Teacher 5, F).

One challenge is indiscipline, right? The year I started, I had a class that nobody wanted, I went to replace the teacher and that class was the terror of the school. That was the label (Teacher 1, AC).

When I have a child who needs special care, I already feel that hassle inside, you know? How will I work with this child? So that

at least she comes out better than she came in. And I think disability is something we have to think about. Every day we have more students with these issues, right? We have autism, which is something we will always have. I would like to have more strategies to be able to work with these students (Teacher 6, F).

In keeping with the tradition of writing commissions, we asked the teachers to write a scene that represented a challenge they had at the beginning of their teaching career. We did so, as we explained earlier, by identifying distinct dimensions between written and narrated memory.

We were able to observe in all the scenes described moments of insecurity accompanied by institutional helplessness. The inventory of these misfortunes generated, at the individual and collective level, reflections on the changes that occurred in practice to the extent that they accumulated experiences. In addition, all participants were unanimous in affirming the commitment they will have with the reception and integration of beginning teachers in the future.

2.4 Meeting IV: Strategies for overcoming challenges

The fourth meeting was dedicated to coping strategies and overcoming some of the challenges encountered by beginning teachers. The beginning of a career tends to be difficult and staying in it often requires from the new teacher strategies of “survival” and overcoming. The forms of organization and conditions of teaching work influence and can determine the professional identity of teachers at the beginning of their careers. In this regard, Huberman (1995) conceptualizes that the first three years of the teaching career, called “entry”, provides the initial contact with classroom situations, a stage of “survival” and “discovery”, the initial confrontation with the complexity of the professional situation.

After the initial moment of reception, we recalled the central theme to be discussed collectively and highlighted that the most important thing for the research was not to know what the teachers thought they should have done to face the challenge experienced, in the light of some pedagogical theory or their view of the present moment, but what they managed to do, in fact, when they were faced with a challenging situation at the beginning of their career. With the bond we had been building as a group, we believed that there would be a favorable atmosphere of trust so that the reports would be made without judgments, which was confirmed throughout the meeting.

We started the dialogue by presenting a synthesis of the challenges and strategies that the teachers had highlighted in the writing commission requested at the previous meeting, namely, the construction of a table with the indication of a challenge faced (column A) and the description of the respective overcoming/coping strategy (column B).

The challenges highlighted dealt with issues such as racism, fat-phobia, disagreements among children, indiscipline, lack of support from more experienced peers and care for students with disabilities. As coping strategies, the teachers highlighted the need to establish a more effective dialogue with the children, seek support from the collective of teachers and the pedagogical team

of the school, provide moments of assemblies with students to address issues related to interpersonal relationships, send messages in their school agendas communicating to family members about the behavior of their children, research and propose new methodological strategies and, in the last case, turn to the Department of Education for help/guidance.

After presenting the synthesis of the challenges/strategies recorded in the writing commissions, we proposed that the teachers talk in more detail about the coping strategies they had highlighted in the table or report other situations experienced. Let's look at some excerpts from the teachers' reports.

I was one of the people who put indiscipline [as a challenge], because that year [when she started teaching] I had a class that no one wanted. I spoke with the group and we were able to continue the class. In other situations, I needed to ask for help [from the management] because they were already recurring situations that were crossing the limits. At other times we sent messages on the school agendas (Teacher 1, AC).

Frequently, a teacher related to the experience reported by another and felt mobilized to share their own experience, as we can observe in the following reports.

Look, I went through a very similar situation [...] the child taking the note [from the agenda] and I put it back and the child taking it back. [...] Guys, I'll be honest, I don't know what the best strategy is, but that's how I used it. Why? Because during a parent meeting, for example, I would show the child's agenda. I would say, "Look, you didn't follow close enough, I'm sorry." [...] So I'm trying to create a dialogue. So I'm trying to set up a meeting, I'm trying to say that he [the student] is agitated. [...] We need to have this contact, so I use this agenda strategy as well (Teacher 2, F).

I will take the opportunity [of the teachers who had spoken earlier]. [...] There are three of us who use [the agenda], and I used to right a big text, right?! I didn't just send a little note and expected it back later, you know, with the okay from the family (Teacher 6, F).

In addition to sending a note in the agenda to parents/guardians informing about the child's behavior, the teachers also reported some actions taken by them or by other teachers to get attention in the classroom, especially regarding the problem of "parallel conversations".

I taught fifth grade and the teacher from the previous year would bang a can on the table [...] to make children understand this: "I don't want you to talking anymore". I'm here doing a little dance, drawing attention, and it's not working, right. And how am I going to get their attention without exposing [the child]? I started to turn off the lights. Only it is very difficult to do that as well, it is a

strategy that children will not stop. [...] I had a very sincere conversation with them and said, "Look, guys, I'll quit if I need to hit a can on the table. I understand that it is a strategy that teachers use and, sometimes, in desperation we will do it, but I don't want to, I don't want to yell at you. And if I need to yell I'm going to feel bad, you know, I'm going to leave here thinking: Why did I yell when I don't believe this is right?" (Teacher 2, F).

Regarding the challenge of facing racism, some teachers highlighted the conversation with the class as the main overcoming strategy. One of the teachers reported the realization of a didactic-pedagogical work with the project methodology.

We have the ethno-racial matrix. Every year I do a project that I always start in April and finish on November 20, which we will present there at the Training Center (Teacher 6, F).

The challenge of working with children with disabilities was also narrated by some teachers, as well as the strategies they used to overcome it. Let's see.

I went after readings. I decided to study and investigate. Last year I even took a course and understood a little more about autism [...] As I was studying, I had an autistic child in class, so I was trying some strategies and they were working. With the child with microcephaly, as we have a contact with APAE [Association of parents and Friends of the exceptional children], they came to visit [the school] and a psychopedagogue helped and we have a phono [speech therapist] who helps us a lot (Teacher 4, AC).

A simpler strategy [...] was a conversation with the other children. It was a long process, but in the end it worked out. It was the most effective way I found to solve this challenge, to try to include this child with autism in this classroom (Teacher 3, AC).

I worked on her independence with her [child with Down Syndrome]. I taught her to get water, to go to the drinker by herself, I taught her to go to the toilet by herself. And I tried, as much as possible, to socialize her (Teacher 5, F).

Throughout the meeting, all teachers had the opportunity to narrate their experiences and, almost always, began their reports by referring to some aspect that had been presented by those who had preceded them. We, the teachers responsible for mediating the research-training, not only listen to the reports of the beginner teachers, but also present our own experience reports about challenges and overcoming strategies that marked the beginning of our trajectory as teachers.

After these moments of experience exchanges and collective reflection on the strategies to face the challenges experienced at the beginning of their careers, the teachers were presented with the writing commission that they should carry out until next month, when we would have our fifth and last meeting.

The last commission consisted of writing a pedagogical letter to a teacher at the beginning of their career, that is, the teachers should record, in the form of a letter, advice for a colleague who was going through the same challenging moment that they had experienced in the recent past: the entry into school as a teacher. We verified if the teachers had any doubts about the proposal of the writing commission, ending the meeting soon after.

2.5 Meeting V: farewell, with levity!

In the fifth and last meeting, we sought to understand what research-training meant for each teacher. Initially, we were interested in knowing if the participation in the research would have caused an awareness of the teachers in the possible ways they would welcome other novice teachers. The beginning of teaching is, as Antônio Nóvoa (2013, p. 19) warned, "a decisive time for teachers". In this direction, the author poses a question for reflection:

But why, then, is this period so neglected? I believe it is possible to advance two explanations. On the one hand, schools do not have the necessary conditions for teacher residencies and adequate processes of integration into the profession. On the other hand, we continue to have great difficulty differentiating teachers, recognizing the role that the most capable teachers can and should take with young teachers.

From the perspective of professional induction, we believe that research-training is a powerful possibility to welcome novice teachers, but also to sensitize them about the reception, support and accompaniment that they can offer to other teachers throughout their professional career. Someone who, today, is a young teacher, will, tomorrow, be a more experienced teacher and capable of contributing to the entry of new teachers into the career.

Therefore, we started the fifth meeting with the resumption of the writing commissions requested at the end of the previous meeting, that is, the production of a pedagogical letter with advice to new teachers. In the explanation of the proposal of this writing commission, the theoretical inspiration for the production of the pedagogical letter was shared, in the wake of the writings of educator Paulo Freire, with excerpts from the entry on pedagogical letters present in the Paulo Freire dictionary, such as below:

The letter, as an instrument that requires thinking about what someone says and asks for a response, constitutes the exercise of dialogue through writing. Therefore, referring to pedagogical letters implies referring to dialogue, a dialogue that takes on the character of rigor, insofar as it records reflection and thought in an orderly way; a dialogue that exercises amorosness, since we only write letters to those who, in some way, affect us, touch us emotionally, create bonds of commitment (Vieira, 2018, p. 111).

In the letters produced by the teachers, as well as in the speeches presented during the last meeting, when asked about how they would receive a

novice teacher after participating in the research-training, we noticed the articulation of advice with reports of their own experiences, in the sense of indicating a recognition of feelings that a young teacher would possibly be experiencing in their first steps in teaching.

I know how hard you've had to study and work to get here. Many sleepless nights trying to complete that difficult work that needed a lot of research and patience to deliver (Teacher 6, F).

When talking to another teacher, by writing the letters, the participants also talked about themselves, revisiting their memories and emotions. Career challenges were not silenced, but were accompanied by words of encouragement and encouragement.

The time has come to celebrate your great achievement! The road was long and certainly very difficult on some occasions. But you overcame all these challenges and succeeded! Keep working with all this dedication and surely your days will be blessed with even more victories (Teacher 6, F).

The challenges will be part of our entire pedagogical trajectory, with some moments being easier to overcome, others not so much. Even because challenges encourage us to always be looking for the best for our children (Teacher 3, AC).

Both in the letters and in the speeches throughout the meeting, in addition to reiterating that the teaching profession is permeated with challenges and encouraging young teachers not to give up their careers, the teachers also presented some practical advice, such as the need for continuing education.

Keep investing in yourself, in your education, but do it because you really believe in education, and not because you need hours. When the opportunity arises to participate in some research-training, take advantage of this very rich chance, for sure it will reflect positively on your actions, both personal and professional. As soon as you can, do a specialization, master's degree, in short, keep investing in yourself. Onward and ever forward! (Teacher 1, AC).

The teachers also did not fail to emphasize the political character of teaching and to call the new teachers “to the struggle”, in the understanding that, as Paulo Freire (1996) well defended, education is a way of intervening in the world.

My great advice is that we are, from the beginning of our career, in constant struggle against capitalism, against racism, against fascism, against sexism, against unfounded guesswork. Fight against gender issues so demarcated and socially constructed over massacring years. We need, first of all, to feel in the pulse of our heart the injustices of this society, to have then, the revolt

of wanting to transform it. And education, with all this maintenance of capitalist logic, needs to be transformed into an emancipatory education (Teacher 2, F).

After the conversation about the letters produced, we began to hold a kind of "press conference" in order to evaluate the experience of research-training. To do this, we ask four questions:

1) How would you respond to the challenges of teaching today?

With more tranquility, more patience, I would study more, ask for more help, reflecting better on the decisions to be made (Teacher 2, F).

I would be a little calmer with my actions. And inside, as well, because it didn't always show through, but I was almost bursting with nerves, with worry (Teacher 1, AC).

I learned to be patient with time. I was very impulsive too, sometimes I had to solve that thing right away. Not today, I'll stop today. I already think, I reflect what will be the best attitude I have to take (Teacher 4, AC).

I was very impulsive, you know, I wanted the thing for yesterday and it didn't work out. Sometimes I blamed myself, sometimes I even blamed my colleagues. And today I see that I really need to listen more and reflect on what is happening and, especially, put myself in the other person's place, because the other person's time is different from mine (Teacher 6, F).

2) What strategies lived and that you consider successful in the face of the challenges of the first years of teaching would you recommend to a beginner colleague?

I really enjoyed doing assemblies with the students. I think it is a very interesting strategy to bring children to talk about the problems they are going through, instead of bringing them in a way that is sometimes distorted (Teacher 2, F).

A strategy lived by me that I would recommend would be the strategy that I used with the child who has a disability, to make the students, the friends, the children consider the other side, the friend's perspective. If it were up to you, would you want your friends to do it that way? (Teacher 3, AC).

Involving the family more in school projects. But in order to take them to school (Teacher 1, AC).

I think one of the strategies I would say to my classmates, the newbies, is "forget the teachers' usual ways of doing things." Because then, when we arrive at the unit, in which we are new,

that good crowd comes. "Oh! The school is difficult, but there is a project, you can collaborate with it..." And there are those who say: "I'm already tired, I want to retire, because this school this and that..." you know? I would say, "go out there, do your job, try to do it the best way you can. We are all human beings and we have the possibility to change our thinking and opinion" (Teacher 6, F).

As we can see, although the teachers consider the insertion in teaching as a conflictive and difficult moment, as they expand their professional experience and manage to identify positive and successful actions, they already feel able to contribute with the colleagues who are starting through advice about strategies to face the challenges.

3) How would you act or welcome a fellow beginner teacher who arrives at school today?

I would be less pessimistic and I think I would welcome them more warmly (Teacher 2, F).

I would also welcome with affection, especially because my way of seeing the school, the direction, the group of teachers, may not be the same way that this new teacher who is starting now will see it (Teacher 3, AC).

I would be more attentive to their [beginning teachers] needs, because we often have the impression that the person is confident in that. [...] The negative points I would not mention, I would let them draw their conclusions (Teacher 1, AC).

I would introduce the educational unit. I think we can make it easier for people who are starting out, you know? So as not to get to the point of having twenty-five years of teaching and we say things like: "What Have I done? What have I done for my colleague"? (Teacher 6, F).

The sensitization of the teachers' gaze to the reception of future colleagues at the beginning of their careers is a mark of professional induction. It is difficult for a teacher who experiences the memory of how she was welcomed at school and the impacts, positive or negative, of this entry into their career, to receive a new colleague in a careless or insensitive way.

4) Evaluation of encounters. How was this research-formation process for you?

a) With regard to asynchronous moments, intended for the individual production of writing commissions.

The writing part was very positive for me. I had difficulty synthesizing the ideas, but this has been an ongoing problem I have. [...] I was able to make an evaluation of all my work, of everything (Teacher 1, AC).

The writing moments were wonderful because they made me reflect on my practice, the way I did it, how I acted in the classroom and see it differently. And reflecting made me relive several not-so-good moments, and other wonderful ones (Teacher 3, AC).

It's been a while since I've written more freely. I was very happy with that because it made me want to write again. I think we have so many molds there, right? I took immense pleasure in doing the writing commissions, I found it so poetic! [...] I felt connected to myself [...] It was really beautiful, you know, to write without fear, to write freely, without being judged. Very cool! (Teacher 2, F).

I left a lot behind when I realized I was writing. As I relived all that I had been through, I said, "No, but that doesn't suit me anymore. This will have to stay there in the past and new things will have to emerge" (Teacher 6, F).

b) With regard to synchronous moments for dialogue and collective reflection on the themes of the meetings.

The moments of listening for me were wonderful, very pleasant to hear the experiences of colleagues. Now the oral reports I had a lot of difficulty, I am very shy, you must notice the blush on my cheeks and, when I stop talking, I go back to a normal color again (Teacher 3, AC).

I found it very interesting, very intense this exchange, meeting these wonderful professionals. [...] I'm glad for it, thanks for listening. And it is always attentive listening! (Teacher 2, F).

For me it was a gift [...] I think this is very positive, listening to colleagues and seeing that I am not alone made me feel much stronger (Teacher 6, F).

These formations contribute a lot to our growth and it is a pity that some teachers do not have this perspective. And the way we reflect on our teaching, everything we go through! (Teacher 3, AC).

As we can see from the reports, the group showed satisfaction with the result of the research-training and highlighted the importance of being able to talk and write about their experiences and listen to their professional colleagues. The lightness with which the meetings and the mediations were carried out was emphasized.

Throughout the meetings, the teachers built their narratives in a reflective and shared process, socializing with the group the memories regarding the initial moment of teaching. From this movement, many questions arose to reflect on the process of professional teacher induction. It is based on the concept coined by Cruz, Farias and Hobold (2020) who understand induction as a process of guided accompaniment of the novice teacher in the period of their professional insertion. For the authors:

Induction represents the investment of intentional and systematic training of beginning or novice teachers during their professional insertion. [...] the concept of professional induction cannot be simplified to a way of inducing teachers at the beginning of their careers to continue teaching even without the proper conditions, but is understood as a construct that recognizes and defends the need for them to have space for training, reception and monitoring of their professional performance (Cruz; Farias; Hobold, 2020, p. 6).

At the end of the "press conference", the participants were asked to fill out an online form for individual evaluation of the research-training, in order to expand the possibilities of manifestation about the experience they'd had, which reinforced the elements that had already been highlighted orally.

3. Final thoughts

The construction of an epistemology through the recording of experiences is described by Selma Garrido Pimenta (2014) as an important stage for the construction of a school memory. "Memory, which, analyzed and reflected upon, will contribute both to the theoretical elaboration and to the reinvigoration and engendering of new practices" (Pimenta, 2014).

From the research-training, we managed to vectorize the sharing of practices permeated by the loneliness of the beginning of the teaching career. The insecurity associated with working conditions, made difficult by the lack of warm welcome by the most experienced peers emerged as the maximum at all times of the research. The reflection built over these challenges resulted in a commitment assumed by all, as future experienced teachers, about how they would act when identifying a novice colleague around them.

In addition to mapping the difficulties of the beginning of teaching, we are also concerned with the measurement of successful practices, because we see in them experiences that, if shared in the collective, can be formative, stimulating and transformative. The cleaving between individuation and socialization enables a learning that aims at emancipation and social and political transformation (Delory-Momberger, 2016). To this example in one of the writing commissions we asked them to record challenges experienced at the beginning of their career and the respective strategies they used to overcome/face them. As a result of this dynamic we received challenges of diverse natures. For each of them, some overcoming strategy emerged that would be better elaborated through collective reflection.

Affectivity and dialogue were the core of the strategies described by all participants, which demonstrates that, even in complex and unfavorable situations, they did not reduce their teaching practice to pure content teaching (Freire, 1996). This ethical imperative promoted, to a large extent, awareness of the harmonious coexistence between differences, in addition to presenting itself as an important channel for the mediation of recurring conflicts in the classroom and at school as a whole.

Thus, we understand that professional teacher induction programs represent a specific proposal for a phase that differs from that of initial training or even continuing education offered to all school teachers.

We believe that programs with the intention of promoting induction contribute to the teacher making the necessary confrontations in the daily life of the classroom and allows them to carry out a constant process of self-evaluation, so important for the constitution of a professional identity. Looking at one's own practice is essential to take on teaching with more confidence and lightness, from the beginning of the trajectory in the magisterium.

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