

**Article****Narratives of beginning teachers, in the context of Agreste of Pernambuco: professional induction in focus****Maria Joselma do Nascimento Franco<sup>1</sup>, Ray-Ila Walleska Santos Ferreira Gouveia<sup>2</sup>, Mônica Batista da Silva<sup>3</sup>, Márcia Batista da Silva<sup>4</sup>**

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**Abstract**

This article is an excerpt from three studies carried out at the PPGEduc/UFPE, linked to REDEP- "Professional Development Studies Network Teachers", which take as their object the training of beginning teachers in the municipal public schools in the Agreste region of Pernambuco. In this article, we discuss the professional induction understood as the orientation process accompanying and welcoming new teachers, as well as the immersion as an exercise in authorship and adherence to teaching, which contributes to pursuit of career consolidation. We have traced a methodological path that is constituted through narratives, evidenced and analyzed based on the discussion groups (Weller, 2006; 2010) and intervention (Gouveia, 2020). Among the narratives used, we had the constitution of Teaching Cases (Mizukami, 2000; 2001; 2002; 2004), understood as a path of professional development and learning how to teach; the Reflective Diaries (Zabalza, 2007) as an authorial instrument, driving awareness of teacher practices, and the Formative Memorials (Passeggi, Passeggi e Câmara, 2008), as a possibility of self-writing and the teacher development. The "research findings" indicate the need to set up a professional induction policy and a continuing training for education professionals that starts from their real demands and considers context, the reflection and the dimension of acting teacher authority, from a collaborative perspective, involving the school community, university and municipal public networks in the Agreste region of Pernambuco.

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**Keywords:** Professional induction, Teaching cases, Reflective diaries, Formative memorials.

## 1. Introduction

Thinking about the professional induction of beginning teachers<sup>5</sup> today is a necessity, when we look at the different realities in which they have been inserted. Add to that also the different researches (Alarcão and Roldão, 2014; Príncipe and André, 2018; Cruz, Farias and Hobold, 2020) that elucidate the urgency with which following-up actions are established for teachers who arrive at school, considering not only the demands, but the insecurities, the challenges of practice and the different contextual issues, which, in addition to the technical and specific knowledge of teaching, will be required of these teachers.

In this path, we take as a central objective, in this text, to discuss and present, as a section of research carried out between the years 2020 and 2022, three training/intervention experiences in the context of Agreste Pernambuco, carried out in the municipal public network of different schools, in three municipalities in the interior of Pernambuco: Caruaru, Toritama and Santa Cruz do Capibaribe. The researches were developed around different training strategies, these being Teaching Cases, Reflective Diaries and Formative Memorials, highlighting teachers' narratives as mobilizing axes of professional induction, teaching learning and continuous professional development.

Understanding, therefore, professional induction as a path that needs to be intertwined with professional practice, articulating, in fact, with the real demands of the networks in which teachers work, we understand that thinking based on different examples of narratives can contribute to the professional development of beginners, especially from a perspective of subjective strengthening of these, through the exercise of praxis, self-writing, orality and sharing.

If we understand induction from the perspective of welcoming and strengthening newly arrived teachers, we defend it as a process that needs to be permeated by exchanges between peers, overcoming the dichotomization between beginning and experienced teachers, which sometimes segregates knowledge from experience rather than embody it. Our defense is an induction proposal that considers the possibilities of correlation and coexistence between the knowledge produced by teachers, in the pedagogical contingency.

That said, we seek to make visible, through this text, the contributions of research on the professional induction of beginning teachers, strengthening the debate around the specific look at this professional phase, understanding it beyond the stage notion, but considering the possibilities for them to establish themselves in their career through continuous professional development, not alien to the knowledge of initial training, but involving the different elements of teaching, amalgamated in the experiences that teachers mobilize from the first day they enter schools.

Therefore, throughout these studies, we always asked ourselves: how to accept the narratives of beginning teachers, in relation to their own development?

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<sup>5</sup> To facilitate reading and considering its numerous mentions throughout the text, where it says "teachers", we are considering all gender identities.

What words do they bring with them when it comes to the initial dilemmas of teaching? When thinking about these issues, we can reaffirm the need to broaden our perspective on teacher induction, through the recognition of their demands, sometimes evidenced through what they say and experience.

Consider the narratives discussed here, specifically the Teaching Cases, the Reflective Diaries and the Formatives Memorials, is configured as a means of self-knowledge and self-development, a path that is followed not vertically in the profession, but as a movement that happens from the inside out. For this reason, we are based on the defense of continuous, consistent and welcoming training, which considers the subjective dimensions of teachers, valuing what emerges from their daily lives.

We then take as an object for this text, the induction of beginning teachers from municipal public networks in Agreste Pernambuco, and as an objective, we aim to reflect on induction experiences experienced by teachers, which are based on self-narratives, in order to understand: the What do these teachers say? What are the real demands of your work? In what way(s) do narratives contribute to your professional development?

Through these notes, we highlight our understanding of continuity of training and defense for the creation of public policies to monitor beginning teachers, which start from their daily lives, as explained by Papi and Martins (2010), Reis (2015), Marcelo and Vaillant (2017), Manso (2021), André (2018), Nóvoa (2019), Príncipe and André (2019), Aimi and Monteiro (2022), among others.

We understand, from these, that induction is configured as a means of support for beginning teachers, through which they can face the challenges of teaching in a mediated, accompanied and not solitary way, since the integration of forces at this moment is fundamental so that everyday emergencies do not overwhelm the pleasure of doing, with which beginning teachers arrive at school.

Furthermore, we understand that one cannot think about strengthening the profession if network training is not continued, as well as without reflection as an axis of pedagogical practice. Newly arrived teachers demand support, considering the countless uncertainties they face, the specific realities of students, the context and the school community, as well as the personal demands that involve starting the profession.

We understand that it is necessary to weave new paths of induction that allow for consistent professional adherence, by encouraging immersion in teaching, which can take the form of immersion in daily practice, which enables, in addition to execution, professional identification and of teachers towards their duties, a process that cannot occur randomly, but is intentional, thought out and consolidated based on the knowledge, relationships and meanings produced daily at school.

By immersion, we conceive of diving in the teaching profession that enables professional affirmation and development in a deep and intense way, as highlighted by Gouveia (2020), as a necessary process for beginning teachers to affirm their positions and appropriate necessary elements and strategies for the professional practice of teaching.

The larger research we developed took these guiding principles to understand Teaching Cases, Reflective Diaries and Formatives Memorials as professional induction instruments that go beyond written records. Through

these, it was possible to understand elements of pedagogical contingency, which, on many occasions, may go unnoticed, but which are essential elements for improving teaching.

Understanding Teaching Cases as strategies that can provide professional development, through teaching practice that involves teaching, learning, choices and directions of teachers, based on the needs of the contexts, we consider them as a training and research tool that gives them a voice, based on a movement of study and reflection based on experiences extracted from their professional realities.

We are anchored in different authors, who present that the Cases express human relationships, based on narratives that involve subjects, space, knowledges, among other aspects. We understand that the strategy can generate learning and greater professional adherence, as the teacher analyzes and makes choices based on the concepts underlying their practice. (Mizukami, 2000; Domingues, Sarmiento and Mizukami, 2012; Rocha, Domingues, Mizukami and Santos 2020; Calil, Almeida and Tinti 2021).

A second strategy we used was Reflective Diaries, understood, based on Zabalza (2007), as means that make the teaching learning process visible, consisting of five moments that are articulated, namely: the first, in which the professional takes awareness of their practices; the second, in which he carries out a movement to analyze these practices; the third, in which it seeks to understand in a deeper way the meaning and meaning of each of them; the fourth, which reflects on the construction of improvement initiatives; and the fifth and last, in which the beginning of a new professional cycle appears.

The third training strategy we adopted was that of Formative Memorials, based on Passeggi, Passeggi and Câmara (2008), as self-analysis strategies, through which self-appropriation and intervention in the environment frequented becomes possible. Through this genre, reflexivity is exercised with a view to promoting awareness around teaching, as well as the relationships that are established throughout everyday experiences.

Therefore, the instruments used contributed to the production of experiences, thus enabling new knowledge in a formative dimension, since, as they were produced and re-elaborated, reflection was the main element, whether in self-analysis, exercised in the selection of cases, whether in the production of reports and writings for memorials or diaries, so that professional development took place, not only individually, but also collectively, as proposed by Zabalza (2007).

Considering then the formative richness of the cases, diaries and memorials, we can say that these were configured as experiences that can trigger the beginning of professional immersion movements, which generate adherence to teaching, by encouraging reflection on what we do. As they carry out their activities, but think about them, teachers can re-elaborate their conceptions, confirm them, or even refute them, in collaboration with others involved in the educational process: students, coordinators and training technicians, among other subjects of this context.

Following our reflections, we explain, in the following item, the path taken throughout the researchs, to produce data with the participating teachers, always taking the aforementioned training strategies as a reference. Soon after, we will

bring our reflections into dialogue, mobilized from the narratives of beginning teachers and the theorists under which we are anchored.

## **2. Using Teaching Cases, Reflective Diaries and Formative Memorials as a professional induction strategy**

As we mentioned in the previous item, in the three studies in question, we took as the core professional induction mobilized from teachers' narratives, through formative strategies, which are: Teaching Cases, Reflective Diaries and Formative Memories.

The theoretical-methodological path followed in each of these continued considering such strategies, with the aim of promoting self-writing as a form of authorial production by the participants, through the professional and personal narrative of those involved. These, in turn, are permanent and contracted teachers from the networks of three municipalities in the Agreste of Pernambuco, namely, Caruaru, Toritama and Santa Cruz do Capibaribe.

For the research with the Teaching Cases, we had four beginners hired from the Caruaru municipal network. We explained to them, cases that had already been prepared, so that they could take ownership of the strategy; then, we proposed the creation of cases by the beginning teachers themselves, and only after that, we would carry out a collective discussion around the “findings” and the axes highlighted by the teachers.

In the research that dealt with Reflective Diaries, we considered the process of presenting diaries as intervention strategies for greater familiarization of participants. There were twenty-three permanent teachers from the Toritama municipal network; then we request the construction of the diaries by them and only then was socialization carried out, like guidelines mobilizers for the continued training of teachers in the context of the education network of which they are part.

In the third research, taking the Formative Memorials, we had the contribution of four beginning teachers from the municipal network of Santa Cruz do Capibaribe, with whom we continued the proposition: first we presented the Formative Memorials, making them available for them to have this contact; We then requested the production of each memorial, and only then did we carry out socialization and collective reflection around the productions, which also led to the production of guidelines that would help in the elaboration of the training policy for beginning teachers in the network.

Regarding the selection of data for this manuscript, after the completion of the three studies, a new analysis was carried out around the data, focusing on what is in common, to be considered in this article, so that, with regard to analysis and data interpretation, evaluation and presentation of results, the research was shared in the GPENAPE study group, and then the common elements were selected for the production of this text.

To this end, we took as a reference the contributions of Moraes (1999) to carry out the data reanalysis movement, since the research excerpts were designed based on the meanings constructed through the three narratives in each of the studies. Aware that the analysis movement can always be improved, revealing other interpretations, we articulated the “research findings”, taking as



our axis the authorial dimension made possible to beginning teachers. From this perspective, Moraes (1999, p. 06) helps us understand that:

The data does not speak for itself. It is necessary to extract meaning from them. This is generally not achieved in a single effort. The periodic return to the data, the progressive refinement of the categories, in the search for increasingly better explained meanings, constitute a process that is never entirely completed, in which new layers of understanding can be reached with each cycle.

In the search for a new meaning of “research findings”, we consider the teachers’ narrative as an authorial axis present in the three training strategies, Teaching Cases, Reflective Diaries and Formative Memorials. Based on the reanalysis movement of these materials, we understand that they acquire a common meaning for beginning teachers, as they deal with the meanings of teaching in professional initiation, since, in both studies, the data reveal the power of writing of itself as an immersion and development exercise for beginners.

Regarding the methodological path followed in both experiences, we will bring some reservations: in the three studies, the production of the narratives only began after the teachers approached them, so that it was promoted a better understanding around Teaching Cases, Reflective Diaries and Formative Memorials.

In these discussions, we even present the form that each genre has, not in the sense of restricting the teachers’ productions, but of guiding them in the process of authoring their own narratives. Furthermore, we highlight the guidance given from elaboration scripts, in order to help them truly understand the dimensions of each of the strategies. Thus, in the three experiences, we sent an elaboration script to contribute to the process of producing self-narratives, which helped teachers in this elaboration, helping them as a starting point in the elaboration of their writings.

Regarding the path taken, we also highlight that, in our propositions, the narratives were being thought of and produced using discussion groups as a means of socialization and dialogue, through which we were able to listen in a sensitive way, mobilize knowledge and develop formative possibilities with beginning teachers, as presented by Weller (2006; 2010) and Meinerz (2011). We also highlight that, as this is research carried out in the context of the Covid-19 pandemic, our meetings in intervention sessions with beginning teachers took place online, via the Google Meet platform.

In the proposed intervention sessions, we mobilize dialogue through guiding questions based on the specific objectives of each research, in order to not only bring elements to the debate, but above all to listen and share the knowledge arising from the pedagogical contingency in which teachers are inserted, articulating the dilemmas at the beginning of the profession and thinking about them collectively. It is also worth highlighting that the meeting schedule, as well as the axes of the sessions, were previously presented and aligned with all participants.

At the end of the intervention sessions, the data produced from the three studies were analyzed, according to Moraes (1999), who proposes the categorization or thematization of the qualitative “findings” acquired throughout

the research, aiming at understanding the phenomenon studied. An excerpt from these will be shared in the following item, where we discuss, in dialogue, the common elements of professional induction, demarcated in the participants' narratives, identified as contributions of the work with the three training strategies that are based on the narratives: the Cases of Teaching, Reflective Diaries and Formative Memorials.

### **3. Contributions of self-narratives to the professional induction of teachers: Teaching Cases, Reflective Diaries and Formative Memories in focus**

Starting from the proposition of intervention sessions with Teaching Cases, Reflective Diaries and Formative Memorials, our research denoted as “findings”, contributions that reaffirm the need for continuity of training in the context of teachers' work, pointing above all to the importance of professional induction for newcomers to the school.

Understanding that beginning teachers experience countless dilemmas in the profession, challenged by different issues that encompass daily life, such as different levels of learning, the school environment, resources – or rather, the lack of these in certain spaces –, it is essential that we defend ourselves of strengthening teaching, taking these teachers as a reference, who have begun their professional trajectories and persisted in contributing to the critical and civic education of subjects.

Refining our perspective on these, based on the narratives and experiences mobilized, we were able to reaffirm our understanding of beginning teachers as those who, no longer in the condition of students, enter the career and begin their professional activities, facing different needs of their operating contexts and seeking balance between little professional experience and theoretical knowledge recently systematized in academic training. (Marcelo, 1999; Dragone and Giovanni, 2014; Cruz, Farias and Hobold, 2020).

Along this path, we understand that the defense of professional induction is pertinent, given the dimensions of teaching work, which cover cognitive, emotional, pedagogical, social, economic aspects, among other spheres. Therefore, when we consider induction as a training and professional development path, we understand that this cannot be disconnected from the concept of immersion, which suggests a deep dive into the issues inherent to teaching.

In this way, the formative immersion movement that we propose throughout the research mobilized this deepening, from a perspective of significant linking of knowledge and production authored by teachers. Considering professional immersion is defending the possibility of learning based on the initial relationships that develop in the profession, in a horizontal and collaborative path, in which beginning teachers can affirm their careers and establish ethical principles of professional continuity.

Throughout the movement undertaken in the research, which was based on the three training strategies, we highlight, among the “findings”, narratives that signal a certain absence of a professional induction path for beginners, in the context of the aforementioned networks, so that the tensions that involve the beginning of professional practice, whether due to the issues specific to doing it

in practice, or due to aspects of the environment, were present in the words of the beginners.

When discussing their arrival at school and their initial experiences in the networks in which they work, the participants highlighted different elements, which confirm this gap, as shown in the following extracts:

[...] when I accepted that I would go there, the girl from the Department of Education said: – you're not even going to question it? – Then I said: no, because for me it's strategy. [...] but for us who are beginners, this is a little scary (Intervention session with Teaching Cases. Gouveia, 2020, p. 119).

I consider the first contact with the director to be terrible. There was a concern in describing the students as the worst human beings in the city, of giving me a sense of authoritarianism which should be a ladder, starting from him and ending with the students (Diários Reflexivos intervention session. Silva, 2020, p. 120).

In addition to insecurity, there is a lack of experience and I believe that I miss support like that, someone to turn to, because that's what I felt. There's that thing where someone from the school comes, usually the coordinator comes to say "I'm here to help", but it wasn't much of what we really needed to deal with that lack of experience, that restlessness. This is what beginning teachers as well as others may feel. I speak in relation to the Network (Intervention session of the Formative Memorials. Silva, 2021, p. 122).

From the narratives above, we can see that the initiation process in schools does not always understand the demands that teachers have to be welcomed emotionally and professionally. The desire to get to know the spaces, to understand who their students will be and to understand the environment, including the surroundings of the school, is not always considered in the first contacts between beginners and those who already work, whether pedagogical coordinators or school managers themselves.

We see attitudes in experiences that indicate authoritarianism, through the propagation of a culture of superiority, which dictates where the beginning teacher should act, without even a dialogue, or even the perpetuation of a hierarchical logic in the school, which determines the place of student, the place of the teacher, and above these is the manager.

Furthermore, in the third extract, the lack of support is highlighted by the beginning teacher as something that made him feel certain insecurity, as he did not feel welcomed by someone experienced, who could guide him through the challenges of everyday life. When mentioning the lack he feels, in general, in the support network, he highlights concerns that show that the lack of effective support for teachers who have recently arrived at school can even increase demands, making them feel vulnerable and alone.

In this sense, we return to the contributions of Giordan and Hobold (2015), when they argue that beginning teachers, when welcomed, establish better relationships with their peers, as well as with school management and the



community, in order to exercise their work with greater freedom the development of their practices, in a mediated and non-solitary way. We also agree that professional induction needs to be conceived as a possibility for the teacher to appropriate the performance required for teaching, being an important tool for the continuity of the professional development of teachers, as Alarcão and Roldão (2014) point out.

In these reflections, we understand that the teachers' narratives show that education networks do not always have an understanding of what a beginning teacher actually is, what these professionals' needs are and what needs to be done so that their practices are developed in a light and contextualized. Simply inserting teachers through the delegation of tasks or simply indicating the class they must deal with does not constitute an induction process. This reception must have a systematic approach, which makes sense for these teachers who are new to teaching, and which are in fact established as national induction policies, as highlighted by Cruz, Farias and Hobold (2020).

Although we noticed this gap in the narratives with regard to a process of induction of beginning teachers, we saw that, in the search for their continuous development and intending to be inserted into the networks in question in a consistent manner, research participants evidence certain professional immersion strategies who indicate alternative paths, through which they sought to strengthen themselves to continue working and overcoming the challenges they faced upon arrival at the profession. Let's look at the extracts from the following narratives:

We in the early years, as well as those in the kindergarten, try to help each other in some way, especially when it comes to students. [...] The second grade teachers join me, we watch the activities and try to give some support, look at the issue of materials and we can do it, I think if it were alone I wouldn't be able to do it, because together we will thinking and then we get it. Without this support, I wouldn't have been able to do it (Intervention session with Teaching Cases. Gouveia, 2020, pp. 126-127).

When this happens, I ask a colleague who teaches at the same school for help. She was a preschool teacher and is always available to help me with suggestions for practical activities, or any other questions that arise, and this occurs outside the school environment. There is another teacher, also a beginner, with whom I share my doubts and partner to carry out some common activities (Intervention session with Reflective Diaries. Silva, 2020, p. 125).

We turn to a colleague, colleague from work, college or a teacher to help us, but sometimes, in our own network, those who should help us may not even be prepared to help us (Intervention session with Formative Memorials. Silva, 2021, p. 122).

The narratives above highlight actions mobilized by beginning teachers, during the period of their insertion into education networks, which indicate a reverse process of induction, which comes from the teachers themselves, in an

attempt to adapt and introduce themselves to the school culture. We highlight, as the first element of this journey, sharing between peers, which supports and solidifies actions in the school context, providing beginners with guidance from other teachers, who already work in the context and who are already somewhat familiarized.

Furthermore, exchanges between beginners themselves are an element that facilitates this professional learning, since the education network, in itself, does not always provide a coherent and intentional induction process. The collective is then configured as an immersion strategy, adopted by teachers as a means to support their practices, as they feel stronger to carry out the activities they need to deal with.

We understand that, even through sharing desires and doubts, teachers find an alternative path, as they are, in this way, heard, as they also listen, without a biased and hierarchical movement, which we criticize so much. In this defense, we agree, based on Passos, Andrade, Aparício and Costa (2020), that the collective is fundamental to enhancing interactions between teachers, impacting their professional development and the entire school institution.

Developing, therefore, a process of continuity in teaching learning means considering that immersing yourself in the profession involves other types of knowledge beyond those constituted individually, as well as dealing with other people and other subjectivities, elements that are so important to the constitution of teaching professionalism. Along this path, another participating teacher states:

I feel the need to have more of this welcome, especially for people who arrive defensively, people who don't arrive with that security, who are there in a new environment and feel a little excluded and automatically exclude themselves too. It's great to arrive somewhere and be well received, to be welcomed, to feel good. Over time, we became a member of that team. Later on, other people will come and we will be on the other side, in the role of the person who will also welcome them. So it's reciprocity, it's putting yourself in someone else's shoes, it's imagining what that situation would be like, how boring it is to be in an environment where you don't feel good. It's just a matter of putting yourself in someone else's shoes and the rest will work out (Intervention session with Memoriais Formativos. Silva, 2021, p. 116).

Continuing our discussions, the extract above confirms that teachers need support, but, beyond this consideration, the participant shows that the search for this is not just for themselves, or with a view to their own professional development. In the construction of his narrative, there is recognition of welcoming as a means of continuity of doing, from a social and constitutive perspective of the teaching career as a category, as the participant mentions "later on, other people will come and we will be on the other side, in the role of the person who will also welcome".

By bringing this dimension, the teacher outlines an understanding that the teaching profession is situated in a human perspective of reciprocity and alterity, under which the exercise of empathy will always be a necessary axis. We consider these dimensions valuable, because, according to Mello (2000), no one

facilitates the development of what they did not have the opportunity to develop themselves. Therefore, by recognizing the need for acceptance for themselves, the teacher develops empathy and a look of care and solidarity towards the other person who arrives, and shares with them the dilemmas they will need to deal with, smoothing the path.

In addition to the strategy of sharing and collaboration, mentioned in the narratives, research showed that the induction path triggered by through Teaching Cases, Reflective Diaries and Formatives Memorials, it was configured as a path through which beginning teachers highlighted the need to experience a professional development process that is based on training that takes place in the context of the networks in which they work.

By stating that they need continued training arising from the specificities they face in the classroom, teachers demonstrate the understanding that they can improve themselves through a systematic process, which starts from the school floor and which can thus encourage new exchanges, as well as the empowerment of doing through the experience they mobilize, as we can see in the excerpts from the intervention sessions highlighted below:

I realized that professional development will always occur, as we do not know everything, my construction as a teacher will be carried out with each new situation experienced, with each new reading done, with each conversation with my fellow teachers, with each continued training, whether recommended by the municipality or the courses that I take and will take on my own. My professional development will be a constant, as I have a great interest in continuing to improve in my studies, as the school will never be static, it changes, its students change, its employees change, knowledge changes, the whole world changes, and with them our needs change (Intervention Session with Teaching Cases. Gouveia, 2020, p. 151).

Training is always welcome, but I am referring to training that allows us to see practice in the classroom and not just theoretical discussions. And this can be discussed on the school floor between more experienced teachers and those who are just arriving, especially because we beginning teachers also have our share of contribution to make, we use creativity more than ever to show our work and thus gain a voice in everyday school life (Intervention Session with Reflective Diaries. Silva, 2020, p. 135).

I believe that these trainings would have to happen more at school, because each school has its own needs, of course we have to participate in training across the entire network, it is essential that we discuss various themes that are present in all contexts, but knowing the school's problems and proposing projects to solve them makes our action more meaningful (Intervention Session with Reflective Diaries. Silva, 2020, p. 137).

In their narratives, teachers demonstrate that they understand that they do not master all the theoretical knowledge necessary for their work, defending

the continuity of their professional development through study, with continued training being an alternative. They also highlight and consider the experience as a path to improving their practices, as long as the real specificities of their classes, schools and the community in which they work as a whole are considered.

The understanding of continuing education expressed by teachers makes us return to the contributions of Pereira (2014), when he states that, from a continuous perspective of teaching professional development, teachers need to be involved in a training process that encourages them and enables active participation in society, so that, if it is constantly changing, its action cannot be static, which is why continuing to improve knowledge and mobilizing new strategies is essential.

In this sense, we understand that the continuity of teachers' professional learning needs to occur in conjunction with theoretical and formal knowledge, but also through the investigation of their own practices, through interactions between their experience and that of their peers, in a that challenges can be overcome and do not become obstacles throughout their careers, as highlighted by Day (2001).

In order to highlight the possibilities of this training process for teachers in practice, we also highlight, as an element evidenced by research, that the experience around narratives can be configured as a path that drives induction and professional development policies, since, according to the participants themselves, the exercise of self-writing, as an authorial and shared training path, was significant and enabled them to learn different things.

When discussing with the participants about the experience mobilized around the Teaching Cases, the Reflective Diaries and the Formatives Memorials, specifically seeking to understand the contributions of the strategies to their professional paths, we obtained the following notes:

It helped for me, because I was able to reflect on this practice, because as I said, every day at work I try to think a little about what I can improve in my classroom, in my teaching. That's always my concern. In this specific case, as I said, the conclusion I reached when I wrote is that I cannot force the student to participate, I could never do that if I want the student to stay seated to participate in the next activities. So as a professional I reflect on this and every day is a day of reflection, because it is this reflection that makes me improve my teaching practice (Intervention Session with Teaching Cases. Gouveia, 2020, p. 133).

When we see these two experiences from reflective diaries, we see ourselves in them and this movement enriches our practice. These two reports were very important for us to remember our practices and reflect on our future practices (Intervention Session with Reflective Diaries. Silva, 2020, p. 151).

It's great because it makes us reflect more; We already have this thought, but it is stored, and from the moment we start talking, putting it out, it expands, this exchange between one teacher and another takes place, and we also put it into practice, because it gives the chance for that person who is there listening,

participating, to reflect and change something in their experience. Speaking is very important, putting it out there, expressing yourself is important because we evaluate ourselves. I felt this evaluation and even reviewed some concepts and some factors that I have, ideas that I may not have put into practice yet, but that I want to do (Intervention Session with Formative Memorials. Silva, 2021, p. 124).

Based on the considerations of the teachers participating in the research exposed above, we were able to see that, in a broad sense, experiences with training strategies enabled, throughout the intervention sessions, learning of different natures, which can reverberate in their practices in the networks in that operate. Among these, we can highlight the following elements, as gains from the process: reflection on practice, not only individually, but collectively, and the desire to always improve as a professional; learning through peer experience; becoming aware of the knowledge they already have and which is mobilized in their actions, even if unconsciously; and the revisiting of concepts through the re-elaboration of practice.

With regard to reflexivity, we understand it as a fundamental principle in the exercise of teaching, based on Alarcão (2011), as a means of constitution and professional fulfillment that allows the professional development of teachers in a critical way, by considering them thinking beings, active and capable of thinking about, making decisions and managing their professional actions through intentional revisiting of practices.

Reflexivity was evidenced through the narratives, as it was actually experienced in the intervention sessions, so that, through both strategies, the beginners were able to review their practices and those of their peers and, from this movement, become configure themselves as researchers of their own experiences, adopting new strategies as an alternative to the dilemmas they have, reformulating hypotheses, revisiting knowledge and even refuting actions already carried out.

In addition to this axis, teachers show that it is this reflexivity that mobilizes them to always improve, not due to external factors, but based on the principles of their own actions, as well as the contributions arising from dialogues established between peers, the revisiting and re-elaboration of their own experiences, denoting new possibilities of meaning to gestures, actions and other ordinary elements of everyday school life, as well as giving new meaning to movements woven throughout experiences at school.

It is understood, therefore, that the exercise mobilized throughout our research enabled adherence to the profession, to the extent that it can promote, through the provocation of self-writing, the exercise of authorship, through which beginning teachers were able to elucidate different axes of their activities, in a mediated and shared way. We point out, based on Domingues (2007), that this authorial dimension is fundamental for beginning teachers to assume the role of writers of their own practices, delving deeper into understanding more about themselves, through self-knowledge, self-evaluation, thus constituting a path of professional development that takes place from the inside out.



#### 4. Final considerations

The professional induction of beginning teachers in the context of working in public education networks cannot yet be conceived as a constant reality in Brazil. In the context in which we studied, Agreste of Pernambuco specifically, we can say that there are still gaps in the reception and guidance of newly graduated teachers, who often arrive without any experience in the classroom, full of particular demands and challenges.

But, in addition to this score, the research data show that beginners understand the need for continuity of training, so they advocate that it takes place *in loco*, in the spaces and communities in which they work, thus considering their aspects, subjects and other specificities.

Another element raised through the studies is the relevance of sharing, the need to reinvent the processes of continued training and exchanges between teachers, whether they are beginners or experienced, coordinators or school managers, without differentiation. The promotion of a welcoming environment and a professional induction process for the mediation of beginning teachers is in fact essential so that they can feel safer, establish their professional trajectories and remain in the teaching career, overcoming, in a harmonious and humane way, the challenges that arise in everyday life. Therefore, the axes of reflexivity, as well as the collective sharing mentioned by teachers, are key elements to be considered in the creation of new professional induction policies, which are so necessary in the education networks researched.

We conclude by stating that, in addition to the contributions highlighted in the narratives produced by beginning teachers, throughout the training path with which we sought to mobilize knowledge around professional induction, it was evident that the intervention sessions with Teaching Cases, Reflective Diaries and Formative Memorials can be confirmed as an alternative to be instituted in education networks, as a means by which a professional induction policy consistent with the real needs of teachers can be established.

We know that, when it comes to establishing a training path for monitoring beginner teachers, there is no fixed model to be followed, especially because, from the perspective we agree on, induction does not advocate a biased action of professional learning. We think, then, that, given the contributions of strategies that encourage the reflective and authorial movement of teachers, it is possible to create policies to guide the work of beginners, which take exchange experiences as a reference, in a collaborative project of immersion, monitoring and professional development at this decisive moment in your career, which is initiation.

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Submitted on: May 11, 2023 | Approved on: September 11, 2023

