

**Article****Professores iniciantes e as estratégias de ação frente aos desafios da docência partilhadas em uma pesquisa-formação****Beginning teachers and the shared action strategies facing the teaching challenges in the context of a research-training****Docentes principiantes y estrategias de acción frente a desafíos docentes compartidas en el contexto de una investigación-formación*****Iure Coutre Gurgel¹******Luciana de Oliveira Souza Mendonça²*******Maria Gerlaine Belchior Amaral³**

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Resumo

O presente artigo objetiva discutir a importância das práticas de acompanhamento e processos de indução de professores iniciantes na educação básica, focalizando as estratégias para superação dos desafios vivenciados por esses profissionais no início da docência. Como problema de pesquisa, destaca-se: de que forma as práticas de indução podem contribuir para a aprendizagem do professor iniciante da rede básica cearense? O estudo caracteriza-se pela abordagem qualitativa de pesquisa, resultante de uma pesquisa em rede concluída em caráter interinstitucional e apoiada pelo Conselho Nacional de Desenvolvimento Científico e Tecnológico e pela Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro, tendo o dispositivo da pesquisa-formação como caminho metodológico reflexivo para a indução docente. Os sujeitos

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participantes deste estudo foram professores dos Anos Iniciais da rede básica cearense. O aporte teórico que deu sustentação ao estudo caracterizou-se a partir dos contributos de Cruz, Farias e Hobold (2020), Garcia (1999), Mizukami (2004), Veenman (1984), dentre outros. Os resultados evidenciam que as principais estratégias de superação partilhadas pelos professores iniciantes foram: buscar apoio com os pares e a gestão; ser afetivo na relação com os alunos; fortalecer a relação família-escola; refletir sobre a prática; e buscar melhorias permanentes através da pesquisa, estudo e formações para superar os desafios da docência. Os dados apontam a importância do apoio da gestão da escola a partir da prática de indução como perspectiva formativa para o desenvolvimento dos professores no início da carreira.

Abstract

This paper aims to discuss the importance of induction practices of beginning teachers in basic education, pointing to strategies to overcome the challenges experienced by them at the beginning of their teaching career. So, as a discussing problem of this work we stand out: how can these induction practices could contribute to the learning of beginning teachers in the teaching network of the Brazilian state of Ceara? However, this study is characterized by a qualitative research approach, coming from a network research, concluded, in an inter-institutional nature, supported by the National Council of Scientific Researches, and Foundation for Research Support of the State of Rio de Janeiro, bringing the research-training as a methodological and reflexive way for teacher induction. For that, it got the teachers from the Early Years of Ceará's basic teaching network as subjects participating. The theoretical framework which supported this study was characterized by the contributions of Cruz, Farias and Hobold (2020), Garcia (1999), Mizukami (2004), Veenman (1984), among others. Therefore, we could observe that some of the main overcoming strategies shared by beginning teachers were: Seek support from parents and school management, also being warm with students, strengthen the family-school relationship, reflect on practice and seek permanent improvements through research, study and training to overcome all the teaching challenges that arise. Lastly, the data obtained here point to the importance of support from the school management based on the practice of induction as a formative perspective for the development of teachers at the beginning of their careers.

Resumen

Este artículo tiene como objetivo discutir la importancia de las prácticas de inducción de profesores principiantes en la educación básica, centrándose en las estrategias de superación de los desafíos vividos por esos profesionales en el inicio de la docencia. Como problema de investigación, cuestionamos de qué manera las prácticas de inducción pueden contribuir para el aprendizaje del profesor principiante de la red básica del estado de Ceará, en Brasil. El estudio se caracteriza por el enfoque cualitativo de investigación y resulta de una investigación en red concluida en carácter interinstitucional con el apoyo del Consejo Nacional de Desarrollo Científico y Tecnológico y Fundación de Apoyo a la Investigación del Estado de Rio de Janeiro. El camino metodológico adoptado fue el de la investigación-formación, por su perspectiva reflexiva para la inducción docente. Los sujetos participantes del estudio fueron profesores de la primaria de la red básica de Ceará. El aporte teórico de esta investigación se basó en Cruz, Farias y Hobold (2020), Garcia (1999), Mizukami (2004), Veenman (1984), entre otros. Las principales estrategias de superación compartidas por los profesores principiantes fueron: solicitar el apoyo de sus pares y de la gestión; ser afectivo en la relación con los estudiantes; fortalecer la relación entre familia y escuela; reflexionar sobre la práctica; y buscar optimizaciones a través de la investigación, del estudio y de la formación a fin de superar los desafíos de la docencia. Los resultados revelan la importancia del apoyo de la gestión de la escuela por medio de prácticas de

inducción como perspectiva formativa para el desarrollo de los profesores en inicio de carrera.

Palavras-chave: Indução docente, Professores iniciantes, Superação dos desafios, Pesquisa-formação.

Keywords: Teaching induction, Beginning teachers, Overcoming challenges, Training research.

Palabras clave: Inducción docente, Profesores principiantes, Superación de los desafíos, Investigación-formación.

1. Introduction

Nobody starts being an educator on a Tuesday at four o'clock in the afternoon. Nobody is born an educator. We become educators [...] (Freire, 1991, p. 58). (our translation)

The epigraph takes us back to professional teacher development as a continuous, complex, and, at the same time, challenging process, especially for teachers at the start of their careers. The initial phase of a teacher's career has been highlighted as a challenge since the 1980s, when records began to emerge about the need for formal programs to minimize the attrition of early-career teachers (Alarcão; Roldão, 2014). This paper aims to address the issue of beginning teachers in their professional practice, highlighting challenges and learning, but, above all, focusing primarily on strategies for overcoming the challenges experienced at the beginning of teaching by teachers participating in the research-training project entitled *Research with beginning teachers: a study on professional induction*. The previously mentioned project was developed inter-institutionally by three public universities located in the Northeast, Southeast, and South of Brazil, supported by the National Council for Scientific and Technological Development (CNPq) and the Rio de Janeiro State Research Support Foundation (Faperj), which brings together researchers from different research groups in the previously mentioned regions.

Research-training was the methodological path selected to respond to the social, political, cultural, and technological transformations that call into question the individualistic way of producing knowledge since it was carried out with the participating beginning teachers, with sharing, listening, cooperation, and the process of reflexivity as the core framework of the investigation. In addition, the study was based on narrative research from the perspective of Josso (2010), in which beginning teachers, by narrating their teaching experiences, provide visibility for their knowledge and actions in the context of learning and exercising the profession.

The theoretical-methodological choice of research-training is made to overcome the culture of teacher isolation and an intentional decision to promote dialogue between peers (Josso, 2006). It is a way of producing innovative knowledge that breaks away from verticalized structures in which holders of knowledge dictate the practice that must be carried out by others. Research-training involves a horizontal way of thinking and building collective solutions to common problems together (Zeichner; Payne; Brayco, 2015). In other words, experienced and beginning teachers train with their peers in a collaborative dynamic.

From this investigative perspective, researchers and participants are mutually formed by sharing their life stories, experiences, knowledge, and the dilemmas they face daily. Mutuality, sharing, and reflection are the basic principles that underpin training research (Nóvoa, 2019).

The inter-institutional project was guided by the following question: how does peer induction mediated by research contribute to the action and reaction of teachers concerning the difficulties that affect teaching in their first years of professional practice?

The research objectives were as follows: to set up Induction Groups to accompany teachers in a situation of professional insertion within public education networks through an investigative and collaborative perspective; to develop a research-training initiative aimed at professional induction with a focus on tackling the difficulties that affect the teaching of the participating teachers; to analyze the narratives of teachers in a situation of professional teaching insertion in the context of Induction Groups with research-training; and, finally, to analyze different contexts of professional induction and what can be interpreted as a common point or cultural specificity, or both, local and institutional.

This text records a snippet of the research; it focuses on the experience developed by the nucleus of a public higher education institution in Ceará. The subjects of the research-training were twenty-two teachers in their first five years of teaching in basic education in the public school system. To produce the research data, three Training Groups (TG) were organized: Early Childhood Education (ECE TG); Early Years of Elementary Education (EYEE TG); Late Years of Elementary Education, and High School Education (LYEE and HSE TG).

Due to the COVID-19 health crisis that has hit the world², the selection of beginning teachers was carried out through an open call, inviting teachers from the different regions of Ceará to sign up using an electronic form on the Google Forms platform (<https://forms.gle/gVqk3M19sWkUjHvr9>) to take part in training offered through an Extension Course. The entire selection process was publicized on the social networks of the researchers involved in the project.

At the end of the selection process, of the 30 candidates selected, 22 showed interest in participating in the training, thus covering the various sectors in which these professionals work. These teachers were divided into TGs: eight teachers in the ECE TG, seven in the EYEE TG, and seven in the LYEE and HSE TG. To delimit the topic, this text addresses the strategies for overcoming the challenges of teaching shared by the teachers.

As for the textual structure, there are the following parts: a discussion of the challenges experienced and the strategies used to overcome them; an explanation of how the data was produced; a record of the main strategies for overcoming the challenges pointed out by the research participants; and, finally, considerations about the research findings.

2. The Beginning of Teaching: Experienced Challenges and Overcoming Strategies

² In 2020, the World Health Organization (WHO) declared a pandemic as a consequence of COVID-19 due to its high transmissibility and rapid lethality, as it is one of the causes of Severe Acute Respiratory Syndrome (SARS).

Becoming a teacher is a process that unfolds throughout the profession, based on the multiple experiences, challenges, and learning that the professional goes through in the work context. It should be pointed out that the teaching profession has its specificities and requires specific knowledge and specialized know-how from teachers. From this perspective, Mizukami (2013, p. 23) points out that:

Teaching is a complex profession and, like other professions, it is learnable. The processes of learning to teach, becoming a teacher, and developing professionally are slow. They begin before graduation and continue throughout life, nourished and transformed by different professional and life experiences. (our translation)

Specifically, the beginning of a teacher's career is a unique period in which multiple types of learning take place that are essential to the exercise of the profession. The teacher, particularly the beginning teacher, is a learning subject and active in consolidating their learning. In this process, understanding teaching as a reflective practice that is not spontaneous or automatic is fundamental (Reali; Reyes, 2009).

From this perspective, García (1999) has shown that the first few years of a teacher's career are extremely important for professional development, since they are characterized by a period of experimentation and intense learning in the face of "reality shock" (Veenman, 1984).

García (1999) also states that the first few years of teaching are important because they are the transition process from being a student to a teacher. It is a period of adaptation between the idealized and the lived, of taking on professional responsibilities, in which the teacher is faced with challenges, expectations, and insecurities in dealing with their work. This process involves various feelings, such as anguish, anxiety, and fear, and the support of peers and the school's pedagogical management is essential for this period of "reality shock" and "survival" in the face of the challenges encountered at the start of a career.

Given the above, we recognize the need to discuss and expand studies and research on the issue of beginning teachers facing challenges, dilemmas, and strategies for overcoming them through actions that can contribute to broadening the experiences built up by beginning teachers.

As such, professional induction processes become essential elements in helping beginning teachers face the challenges that arise in their practice. It is important to note that teacher induction in the initial years of the profession can be associated with informal support, mentoring, policies in place to support teachers, and even probationary periods (Alarcão; Roldão, 2014; André, 2014; Flores; Day, 2006; García; Vaillant, 2017; Wong, 2020).

We therefore understand induction as a process of formative, relational and shared accompaniment. Garcia (2008, p. 28) defines induction as "[...] un programa planificado que pretende proporcionar algún tipo de apoyo sistemático y sostenido específicamente a los profesores principiantes durante al menos un

ano escolar"³. Following this same logic, Ferreira and Reali (2005, p. 2) explain in their studies that:

Teacher induction programs, also known as induction programs, are those aimed at teachers in their first professional insertions. They aim to help teachers enter the profession in a less traumatic way, given all the demands placed on new professionals, which require personal, conceptual, and professional changes. In general, these programs offer support and guidance to promote learning and the development of the professional knowledge base and help these professionals socialize with the school culture. (our translation)

Based on the understanding pointed out by Ferreira and Reali (2005), it is important to recognize that induction programs are essential and should take place continuously through a process that contributes to the professional development of beginning teachers, as well as the construction of plural learning necessary for the development of professional teaching practice. Thus, induction is characterized as a time of acquiring professional knowledge and skills on the part of the beginning teacher, who needs systematized actions to accompany their teaching work, either through induction programs proposed by public policies or other actions aimed at this purpose (García, 1999).

To think of the induction process as a time of support and intense learning for beginning teachers, we draw on the studies of Portuguese educators Alarcão and Roldão (2014), who emphasize the school as the place where beginning teachers practice their profession in a clear logic of training in a work context and of the school's commitment to the training of its players, since this institutional space is a fertile place for dialogues, reflections and collaborative actions that seek to promote teacher learning. In this respect, the work of the management and pedagogical team is considered to be of the utmost importance when it comes to welcoming, accompanying, and supporting beginning teachers in the school context. Cruz, Farias, and Hobold (2020, p. 7) consider that:

[...] the concept of induction cannot be dissociated from issues related to the objective and subjective working conditions experienced by teachers. This is because the concept of professional induction cannot be simplified to a way of inducing teachers at the start of their careers to continue teaching even without the right conditions, but rather understood as a construct that recognizes and defends the need for them to have space for training, reception, and monitoring of their professional performance. (our translation)

It was this premise that guided the entire induction process triggered by the research-training recorded in this text and which made it possible to foster discussion about the multiple reflections that arose and the possible overcoming strategies that the participants in this research shared in the induction project,

³ "[...] a program designed specifically for beginning teachers for at least one school year, which aims to provide some kind of systematic support for these professionals." (our translation)

based on the challenges of starting teaching. To broaden our understanding of this phenomenon, we will use the concept of referents of teaching action, defended by Mendonça (2022, p. 252):

"[...] constituted by beginning teachers based on the reinterpretation of references in their professional performance that have diverse and significant experiences as their source, considering the singularities of teaching and the context of educational trajectories. These constitute the moral and social commitments and professional competencies that guide and underpin the way teachers act and react to the challenges of teaching in context. Faced with the challenges of starting their careers, beginning teachers draw upon their reinterpreted references to inform their teaching actions and use them to develop their professionalism, driven above all by their social commitment to their students and their professional development." (our translation)

This concept helps us to understand how induction processes that promote support, the exchange of experiences between all the participants, and systematized accompaniment can foster the development of the professionalism of teachers at the start of their careers in the face of the multiplicity of knowledge that is involved in their practices, combined with the crises of the "reality shock" and the period of "survival," which require them to seek to expand their repertoire of action references to face the unforeseen and complex situations they encounter, especially at this stage of their careers.

3. How was the data produced?

This topic discusses how the data was produced from the teachers' autobiographical narratives about the challenges of teaching and the possible strategies for overcoming them. We consider it important to emphasize in this article that autobiographical narratives allow the subject to produce knowledge about themselves, others, and everyday life, revealing themselves through subjectivity, singularity, experiences, and knowledge (Souza, 2007).

Thus, we corroborate the perspective pointed out by Delory-Momberger (2012) in stressing that work based on narratives is configured as a space in which human beings form, elaborate, and experience their life history, recognizing themselves and being recognized by others through the process of "biographization."

It is also important to note that working with research-training enables participants to build the knowledge they need for human and professional development. This investigative perspective makes it possible, at the same time, to produce knowledge and training for all those involved in the research process (Bragança; Abrahão; Ferreira, 2016).

It is a methodological alternative that intertwines participants and researchers in the reflexive act of recreating teaching. For Bragança (2012), it is through reflection that teachers narrate, problematize, and recreate their socio-history of life. In this way, research-training approaches do not seek a mechanical or descriptive act in the narrative, but, in a way, the recreation of the past and the

construction of the future, through a return to the origin, an inventory of the founding experiences.

Thus, research-training takes on an innovative character when it favors narrative and teacher autonomy, leading participants to take an investigative stance on their practice. It is a broad process of constructing meanings that take into account the knowledge and actions of all those involved in the process; both researchers and participants are formed by producing knowledge about teaching practice and learning (Cochran-Smith, 2012). It was in pursuit of these assumptions that this research-training was developed.

To experience the reflective process and the socialization of the narratives, five meetings were held. In the fourth meeting of the research, the theme was action and reaction and strategies for overcoming the challenges listed in the third meeting. Due to the pandemic context, the meetings were held online.

We projected Chart 1 with the challenges of each TG and asked the teachers to describe possible strategies for overcoming the challenges listed by the participants in the previous meeting.

At the start of the fourth meeting, we projected a table with only the first column filled in and asked the beginning teachers to describe possible overcoming strategies. The last column of Chart 1 was then filled in with a summary of the teachers' comments. It should be noted that everything was done with the validation and consent of the participants. In the end, we systematized the data from the ECE TG, as shown below.

Chart 1 - Challenges and overcoming strategies identified by the ECE TG teachers who took part in the research-training, Ceará State University Center

Challenges	Overcoming strategies
Non-democratic management.	Stay in school; file complaints within the administrative sphere, with the union of the category; do not isolate yourself and seek partnerships to resist collectively.
Lack of pedagogical support.	Talk to the school management to express the need for support.
Instruments and procedures for planning and monitoring children's development and learning.	Talk to the pedagogical coordinator about their difficulties; discuss the issue in training sessions and pedagogical meetings.
Lack of time to study.	If the third of the working day is not used for planning and study, demand that this right be fulfilled.
Inadequate infrastructure and lack or scarcity of materials.	Make complaints to the Municipal Education Council and demand an inspection and <i>in loco</i> visit report; make complaints to the Public Prosecutor's Office; make complaints to the union of the category; request from the management, Municipal Education Secretariat (MES) or Municipal Council a document or resolution that deals with the rules for accreditation, authorization, and operation of institutions (Basic Infrastructure Parameters).

Bullying/sexual harassment.	Talk to colleagues for support and to vent/report; request school management to intervene and speak with the parents.
Number of children per class.	Ask the management, MES, or Municipal Council for a document or resolution that deals with the rules for accreditation, authorization, and operation of institutions (teacher/child ratio).
Demands related to the development of practices that prioritize oral and written language/impacts of external evaluations on ECE.	Resist pressure and carry out practices in line with the theoretical assumptions that underpin their <i>praxis</i> .
Lack of material and pedagogical support for work during the pandemic.	Seek support from management and talk to the union about working conditions and charges during this period.

Source: Produced during the fourth research-training meeting of the ECE TG (2023)

As shown in Chart 1, the beginning ECE teachers recounted that faced with the challenges they encountered in the day-to-day running of their institutions, they reflected on their work and sought support from their peers and school management, as well as new alternatives to help them overcome these problems. Below, we share some of the narratives of the participating teachers about their strategies for seeking support to improve their pedagogical work.

There was the issue of the study. I tried to find those responsible at the MES. Along with the group, we requested more meetings, so the issue of undemocratic management was another way. (TEACHER-1 ECE)

So, this pedagogical support is very important. A lot of the time, the coordinator is very overloaded because, sometimes, there is that issue of not having a partnership of management and coordination, so it ends up putting more of a burden on the coordinator. However, I realized that it is very important to follow up because I was very lost at the beginning. I did not know how to make a plan. I was embarrassed when a teacher I had made friends with took my plan and said, 'Oh my God! It is not like that!' I told her that I did not know and that I had not been followed up. Today, my plan has changed a lot more because, before, my plan did not include the fields of experience, and nowadays it has changed a lot because of the support I get and the exchange of experiences with the other teachers (TEACHER-4 ECE).

The importance of dialogue, cooperative work between peers, and recognizing the school as a training space were overcoming strategies pointed out in the ECE TG, LYEE TG, and HSE TG as elements that favor the development of teaching practice. Nono (2011) and Nóvoa (2019) highlight the role that the school environment plays in improving teachers' work.

We believe that the school is a complex, multifaceted, dynamic space that can contribute to improving the work of teachers, as Cochran-Smith and Lytle (1999) advocate when they point out that teachers' knowledge is implicit in their

practice, in their reflections on practice, in their inquiries into practice, and in the narratives they tell about their practice.

Concerning the importance of working in partnership with peers for the constitution of the teacher's identity, Dubar (2003) argues that it is the experiences in the relationship with the group that translate feelings of belonging, clarity of the codes, norms, symbols, and values that make up a certain professional ethos and favor the development of learning on the part of teachers in the quest to improve their practices more and more:

It is clear that the experiences of the early years of a teacher's career have the greatest impact on their professional life. At the same time, they help them to develop perceptions about teaching, students, the environment in which they work, and their teaching (Facin; Fagundes; Zanchet, 2002, p. 2). (our translation)

With this in mind, we believe that the school's role becomes unique and necessary in the sense of developing collaborative actions in which dialogue, the exchange of ideas, and the sharing of experiences in the early years can be socialized among peers and thus help them to organize work that meets the specific needs of the class and helps to improve the teacher's pedagogical practice. It is from this intentional and systematic support for teachers who are in this phase of professional insertion that the learning of teaching is built up, as André (2014, p. 117) points out when she points out that "[...] the learning of teaching does not end at the conclusion of degree courses, but must continue throughout the career."(our translation)

Other strategies that stand out in Chart 1 are struggles, resistance, and denunciations of serious problems within the school, such as sexual harassment, undemocratic management, lack of material resources to guarantee the rights of democratic management, and moral harassment by the management, as the narratives illustrate:

I believe that the issue of changing the institution was more related to harassment, to the issue of non-democratic management: there was the issue of the study. I tried to seek those responsible at the MES, gather the group, and ask for more meetings, so the issue of non-democratic management was another path and I think the change of the institution is more related to harassment itself (TEACHER-1 ECE).

Yes. I had recently graduated. As much as I know a bit about my rights, in any case, you feel afraid of reprisals, and, like, we were also persecuted a lot when we arrived here because we were not from here; that also gave us fear. We were not welcome here because they had that thing about outsiders (TEACHER-7 ECE)."

From the reports, we can see that, when they encounter these various situations at the start of their careers, involving difficulties in dialoguing with management, disrespect for teaching work, lack of monitoring, and specific issues related to bullying, we can see that these situations lead to a series of

negative feelings and insecurity concerning this lack of support and monitoring, thus causing demotivation and often even abandoning their careers. André's studies (2018, p. 6) point out that "[...] beginners need to receive support and guidance in the workplace so that they recognize that teaching is a complex profession that requires learning".

It is also worth pointing out that the situations faced by beginning teachers are of different kinds, including the logistics of how teaching works. There are reports of some strategies, such as buying materials and dividing up tasks to try to solve problems of inadequate numbers of students, among others, on the part of beginning teachers. This situation indicates that these subjects are driven by a commitment to their student's learning and, on the other hand, also shows a feeling of excessive responsibility for the lack of adequate teaching and learning conditions, as expressed in the following excerpt.

Please do not judge me, do not criticize me for this, but if I, as a teacher, am not finding any other way and if I can afford it, I will buy, I will buy things for my students. I have seen many teachers doing much more than I do. I am like: 'Guys, what a beautiful thing!' I know it is not the teacher's obligation; I know she has a condition beyond that, but I do not have the condition to do that. Therefore, I will do what is within my means, within my reach, and ideally, we should receive all this support, all these resources, but when we do not, we turn around and go after it (TEACHER-10 EYEE).

The narrative denounces the lack of objective working conditions, as well as the overcoming strategy for the lack of material resources and adequate teaching and learning conditions: buying materials with their salary.

We then saw how the data was produced on the overcoming strategies of the ECE TG. Based on this data, it was possible to arrive at the most recurrent overcoming strategies in this group, which served as initial categories for tabulating the data produced in the three research-training groups.

Based on the systematized data from the Early Childhood Education TG, we started reading the tables produced in the EYEE and HSE TGs, trying to identify convergences and divergences between the overcoming strategies of the three groups, as well as categorizing them. Below, we present how we tabulated the frequency with which a given strategy appeared during the narratives of the fourth meeting of the three TGs.

Table 1 - Strategies for overcoming challenges by a group of teachers

Action Strategies	Frequency			
	ECE	EE	HSE	Total
Seek support and dialog with peers and school management.	05	03	03	11
Relate with affection, dialogicity, and empathy.	01	02	02	05
Reflect on teaching work in order to improve it.		01	01	02
Seek knowledge and study.	01	03	01	05

Persevere, despite the fear of making mistakes.		01		01
Buy and adapt materials with their salary.		01		01
Use active methodologies and technology.		01	01	02
Fighting for students' and teachers' rights.	06			06
Bringing the family closer to the school for support and partnership.	03		01	04
Relate theory and practice.		01		01
Know how to work with bureaucratic aspects of the school.			01	01
Relate content to the student's daily life.			01	01
Total	15	11	10	40

Source: Elaborated by the authors (2023).

Analyzing Table 1, we can see that the overcoming strategies that appeared more than once in the summary tables of the three TGs were the following: seeking support from peers and school management; relating with affection, dialogue, and empathy; bringing the family closer to the school for support and partnership; seeking knowledge and studying; reflecting on teaching work in search of improvements; and using active methodologies and technology.

We also tried to carry out a broader categorization of the teachers' overcoming strategies in the TGs. To do this, we used the category of teaching action references of beginning mathematics teachers identified in Mendonça's research (2022) and constructed Chart 2, as shown below.

Chart 2 - Categorization referring to teaching action

Teaching action references Theoretical categories	Overcoming strategies Empirical data
Know-how: professional practice	Employ diverse active methodologies and technological resources.
Developing yourself: professional development	Reflecting on the work undertaken in pursuit of enhancements; seeking knowledge and engaging in study.
Relating: relations with the school community	Seeking support from peers and school management; establishing relationships with affection and dialogical engagement; engaging the family with the school in an empathetic manner for support and partnership.
Commitment: social commitment	Fighting for the rights of early childhood education students and teachers.

Source: Mendonça (2022)

Mendonça (2022) warns that the categories referring to teaching action have intersections and should not be used as standards but can indicate formative elements related to the teachers' professionalism development at the start of their careers.

Therefore, this categorization helps us to understand that seeking support and good relationships with peers, school management, parents, and students are recurring strategies for these teachers, as shown by the Early Childhood Education data.

These overcoming strategies can emphasize the need for beginning teachers to feel welcomed, supported, and valued by their peers to achieve professional autonomy.

The narratives of the Early Childhood Education teachers, which relate to the struggles, resistance, and complaints about the lack of a third of the workload for study and planning, moral harassment, and undemocratic management, among other reasons, do not appear in the others groups, showing that strategies for overcoming teaching are neither standardizable nor standardized since they are based on each school reality, the public commitment made to the school community, the meaning and sense that teachers attribute to their work and the professional skills they possess and mobilize in the face of the challenges of teaching and the moral and social commitments they make that can promote the development of teaching professionalism (Contreras, 2002).

Using Contreras's (2002) development of teaching professionalism as a reference point, we can see in Chart 2 the commitments made by teachers in overcoming strategies, such as defending the rights of teachers and students in the search for improvements in teaching and learning conditions, as well as the search for commitments to families, students, and their professional development. Some professional competencies also appear, such as the use of diversified and active methodologies, among others that are less recurrent.

However, when some teachers talk about how they reacted to the challenges, the data indicates a certain degree of paralysis, reality shock, and heteronomy, which highlights the need for mentoring and induction processes for beginning teachers, especially in the work context.

On the other hand, during the training process, we observed exchanges of experiences, such as when a teacher said she did not know how to plan in the elementary school group, when several colleagues gave her suggestions, such as asking colleagues for support, researching on the internet and even another colleague in the group shared her planning and was willing to help her outside the training.

The teachers also revealed in their narratives that the training they experienced during the research provided a lot of learning and strengthened their teaching identity, through the exchange of experiences between the participating peers, as the narratives highlight:

If I were to start today after having taken part in this group, what I would take away with me is this: knowing who I am, valuing myself, and knowing that, if I do not have any experience, I will acquire it along the way, but that I will succeed, that I also have the potential to engagement, because we are not born knowing everything (TEACHER-4 EYEE).

This indicates that induction processes based on teachers' needs, in which teachers can talk and reflect in a learning environment with their peers, can favor learning and the strengthening of the teaching identity of beginning teachers

who are experiencing a phase of intense challenges, uncertainties, and discoveries.

4. Main strategies for overcoming the challenges pointed out by the survey participants

We present the most recurrent overcoming strategies in the teachers' narratives in the three TG described below.

4.1 Peer assistance and dialogue with school administration.

We see in Table 1 that seeking support and dialogue with peers and school management appears as the most recurrent overcoming strategy among teachers in the three TGs in Table 1. This strategy appears in at least 11 narratives involving coping with challenges such as difficulties in planning; working during the pandemic without pedagogical and material support; students' psychosocial problems, for example: drugs, pregnancy, juvenile offenders, and sexual harassment; and working with external assessments.

The search for support from peers and the need for dialogue with school management by beginning teachers are highlighted in their narratives, illustrating how challenging it was to begin their professional careers without this dialogic and collaborative interaction among peers. Therefore, the participants emphasized:

"Nowadays, my plan has changed significantly. Previously, my plan did not encompass fields of experience. However, now it has changed considerably due to the monitoring I receive and the exchange of experiences with other teachers. This aspect is particularly crucial. Here in my town, given its small size and the limited number of classrooms in the Early Childhood Education Center [...], the director effectively ensures individualized follow-up with teachers for their planning. It is very beneficial for us, especially as beginners (TEACHER-2 ECE)."

We understand that managers are busy with other demands and there is not this transition, this entry into the school, this support for the new teacher. There is not! This does not exist at all, in any school! As a colleague said, we rely on the solidarity, good deeds, and empathy of our peers (TEACHER-20 EEHSE).

This exchange of experiences with the other teachers has brought the family closer to the school and it is been very good. We get very good feedback (TEACHER-4 ECE).

The narratives demonstrate that the process of becoming a teacher within the profession requires beginner educators to establish effective dialogue with their peers and other members of the school institution to foster quality pedagogical work. To this end, more experienced teachers play a significant role in welcoming and, through their gaze, empathy, commitment, listening, respect, putting themselves in the other person's shoes, welcoming and being welcomed,

building the good interpersonal relationships needed to create a school with socially-referenced quality.

Below, we share a narrative from a participating teacher about his perceived need to develop his work by exchanging ideas with more experienced teachers.

"It was difficult with my peers because I did not have any help at first, but I soon developed friendships with everyone and shared experiences with the more experienced ones; I had this openness. Some were afraid because when you leave university, some people think, 'Wow! You are full of ideas! Look, she came from UECE [Ceará State University]. She is full of ideas. It will not work here. It will not adapt here.' So they calm down. I ended up receiving support: 'Ah! How is it? How do you do it? Oh! Is it like this?' I also wanted to know how they did it because I had little experience, so we exchanged experiences, and I benefited (TEACHER-9 EYEE)."

The narrative above, and those of the participants illustrate the importance of collaborative work among peers, in which everyone learns. Papi and Martins (2010, p. 43) posit that "The first years of professional practice are fundamental for shaping future professional actions and for remaining in the profession."

It should be noted that all the teachers from the three groups participating in the research mentioned that the research-training process they went through provided an exchange of experiences among peers, which encouraged significant reflection and learning, as well as strengthening their identity, as the narrative below illustrates:

The dialogues with colleagues in the group have been therapeutic at times because we get things off our chest, but they have also been formative because they add things, they add knowledge, a new vision, and a new experience. I also learned a lot from listening to the examples spoken about previously and learned about the realities of my colleagues. I saw myself in many realities, even though it was not my municipality, but I saw myself a lot there, [even though] they were not my students, but I also saw myself. "I learned that it is important to have a partnership to create good lesson plans in physical education. These plans should not be ready-made recipes, but rather a starting point for changing the student's perception of the subject, so that they understand how physical education is relevant to their lives, to the school and society as a whole." (TEACHER-10 EEHSE).

The researchers unanimously recommend that both management and teaching teams provide necessary support to beginning teachers. Additionally, they emphasize the importance of mentoring processes and professional induction for beginning teachers, enabling them to learn, develop, and establish their autonomy and teaching identity. This is based on the experience of a praxis enriched by dialogue among peers and the school community.

4.2 Affectivity and the horizontal relationship with students

Another aspect highlighted in the narratives of the participants in this research was the need they had to build a horizontal relationship with the students, to create affective bonds to get closer to the students and get to know their life stories as a parameter for restructuring the entire planning and (re)thinking about the teaching and learning process.

In the three TG included in this research, we observed that beginning teachers felt the need to build these affective bonds to facilitate the organization and structuring of their teaching practice. Below, we share excerpts from some of the teachers' accounts:

I had to learn a lot about seeing my students, even what they revealed to me that I did not like. What challenges I had to overcome because I could not change his family background, I could not change the issues about the level of learning he was at (TEACHER-8 ECE)

Building a horizontal relationship, lowering the bar, engaging in dialogue with the student, understanding the best way for them to learn, knowing what content is most meaningful for them, for their reality, and then trying to build rules in the relationship, teacher and student, because students usually follow school rules in general. They know that they have to arrive on time and that they have to sit in the chair with a queue, but there are no rules. Many teachers do not create rules in their relationship with students (TEACHER-21 EEHSE).

In the narratives above, we also see that the teachers seek a closer relationship with their students, aiming to understand their realities, difficulties, and potential to favor both the student's learning process and the teacher's professional development.

Furthermore, various feelings, such as fear of making mistakes, anxiety, and insecurity, caused isolation and distancing from peers and school management. These multiple feelings experienced by beginning teachers are pointed out in the literature as significant during the initial years of professional practice and result from what Huberman (1992) terms as "reality shock." It is worth noting that the relationship between teachers and students, teachers and their peers, and teachers and administrators can positively or negatively impact early-career teachers.

Therefore, we emphasize that the dilemmas inherent in the early stages of entering the teaching profession can be minimized when there is support, affection, and empathy between those who have worked in the school for a long time and the newcomers. The accounts confirm that affection acts as a turning point that can positively impact beginning teachers, as evidenced by the following narrative:

The collective snack time in schools is very vibrant and present as well. I believe that the moment of coffee, of tea, with that dialogue, that exchange, that conversation among peers, enriches a lot, especially for those who are just arriving, because I think these words of affection and encouragement help a lot (TEACHER Form-7).

If, on the one hand, welcoming is capable of motivating and encouraging teachers who are experiencing their first moments in teaching, on the other hand, a lack of welcoming can lead to frustration, even illness, and, in more extreme cases, abandonment of the teaching career. See below:

So I kept saying that I was there for my students, for their learning, so the relationship got better when I could say who I was, and what I was worth. Initially, I did allow myself to be judged, to be underestimated. Unfortunately, I did because there is a whole story when you are in the probative internship, so you are nobody. There is that, you see (TEACHER-9 EYEE).

These narratives reveal that when some beginners arrive at the school in the first few days, they are not well received by their colleagues, often causing isolation. We also need to highlight the necessity to create a movement of integration between teachers in insertion situations and the more experienced ones in a dialogical and collaborative process so that they can experience the opportunity to reflect and share issues that affect their teaching. This could be an initiative of the school's coordination, as the following account shows: "And I believe it was a moment of great importance when the coordinator had the sensitivity to observe that we were not doing well and proposed this moment" (TEACHER-5 ECE).

Thus, it becomes evident the need for affection, empathy, and support to be considered within the scope of the multiple relationships established in the school context. Goleman (1995) warns that our emotions can be a source of pleasure or illness, depending on their management, a perspective reiterated by Antunes (2014).

4.3 Reflection on Teaching Work

In their narratives, beginning teachers recognize the importance of the process of reflection on teaching action as a possibility of rethinking their practices. Furthermore, they indicate that they can continuously improve their work through dialogues between peers and studies, planning, or moments of conversation with coordination or management. Along this line, we present the account of a teacher who took part in the research when he presented the group with a movie he identified with:

I chose the movie "Freedom Writers" because it portrays well all the phases and all the challenges that teachers face, especially when they are in a very vulnerable situation, let us put it that way. She is the teacher and goes to work in a peripheric school and

thinks she will be able to teach her subject, and everything happens the other way around when she enters the classroom[...] then she goes home and reflects on what she can do to change that reality. I think reflection is essential (TEACHER-21 EEHSE).

Based on this account, we have identified some of the challenges present at the beginning of professional practice, especially for teachers who are learning the profession, experiencing various situations, learning, and challenges in their school's daily life, whether they are personal, didactic, or administrative. Among these issues, we point to reflection on teaching action as an essential procedure for improving educational practice and professional teacher development, as we understand that teaching requires research, critical thinking, acceptance of the new, critical reflection on practice, and a desire for research (Freire, 1996).

Therefore, studies by Imbernón (2010) indicate that teacher training should promote the reflection of individuals regarding their teaching practice, favoring the improvement of knowledge and the permanent process of self-assessment of the work carried out since pedagogical content knowledge goes beyond mastery of the subject. Thus, engagement, reflection on practice, and knowledge are necessary to teach students the best way to learn (Mizukami, 2004).

4.4 Bringing the family closer to the school in search of support and partnerships

Another strategy recurrently highlighted by beginning teachers was the need to seek family support as a way of improving the teaching and learning process and as a strategy to bring parents closer to the school context:

So, the family is essential and, at this time of the pandemic, [...] I believe dialogue is the best way with the child and the school. 'Oh! It did not work out with my son because I will call the school to find out how he is doing, if he is attending classes, how his grades are, and if they are good. [...] This support issue and family structure are of the utmost importance for this child's academic performance (TEACHER-17 EESHE).

As the beginning teacher elucidates, the family plays a pivotal role in children's education by engaging in a collaborative effort with the school. Together, they strive to develop strategies aimed at mitigating issues related to learning, discipline, or any other challenges faced by students, thereby promoting advancements in learning and fostering the establishment of quality education.

4.5 Seek knowledge and study

Another recurring issue in the three TGs was the participants' emphasis on seeking knowledge and studying to improve their practice. These needs were made explicit in the participants' narratives:

In my case, I went to study; in my case, I really went to study; I went to look for sources; I went to revisit my material at university if it gave me any support. In fact, my path was not one of seeking help from anyone, no, because I did not feel free to do so (TEACHER-9 EYEE).

In my case, I also included research because when I did not have that group plan, I would go online to research the plan. Not that I copied it, but to get an idea of the processes and the parts that I forgot (TEACHER-12 EYEE).

We keep seeking ways... we keep trying because, you know, we are aware that the family does not have the means; we see the student's struggle to keep up with remote activities, and we have to observe, we have to assess their environment, we have to consider everything, to try to find some ways to overcome this. Thus, it is very complex. It is challenging, but it is necessary to keep researching and studying (TEACHER-10 EYEE).

The narratives above show the teachers' perception of the need to continue studying and learning more to teach a successful class. They say that they need to learn more and better about the content so that they can create methodological strategies that favor interaction and quality learning for students. It is important to note that when beginning teachers enter the profession, they have high expectations of themselves and their students (Cochran-Smith, 2012) and that, most of the time, these expectations are not met, especially when it comes to the teaching and learning process, which requires them to constantly search for mechanisms that favor understanding and good student development.

Teachers who have just entered professional life are motivated to teach and to give their best, thus: "The motivation to teach and to continue teaching is an intrinsic motivation, strongly linked to the satisfaction of getting students to learn, develop skills, evolve and grow" (Garcia, 2010, p. 123).

In this way, we can see that the teacher's motivation to teach, to make students learn certain content, is the result of reflecting on his or her practice. In other words, to learn to be a teacher, it is necessary to think systematically about what is being done.

4.6 Diversified methodologies and the use of technological resources

Teaching is a complex and multifaceted process and does not have a format, a recipe, or a static guideline; on the contrary, the teaching process is a human, social act that is recreated infinitely by those who carry it out. The process of reinventing the act of teaching involves mistakes and successes, successes and unsuccessful experiences that unsettle and challenge teachers. Generally, methodological innovation is intrinsically linked to the quest to get it right and to promote meaningful learning that fosters student development.

Diversified methodologies are methodological recommendations aimed at meeting the specific needs of students, taking into account each person's

different ways of learning and also their learning rhythms and interests (Sacristán; Gómez, 2000). This methodological recommendation has recently been reinforced by the discoveries of Neuroscience, which point to the brain as the biological basis of learning. According to Cosenza and Guerra (2011), the brain is the center of the nervous system; it receives and processes information received from the sensory organs and stores it in memory, and memories establish a direct relationship with learning.

In the pedagogical sphere, this information confirms the relevance of diversified methodologies for learning because when performing different actions, the person uses different senses, and the information is sent to different areas of the brain. This understanding allows the teacher to use the student's different senses to enhance learning. An element that is also worth highlighting is that diversified methodologies make lessons more enjoyable. In other words, they produce positive emotions, and emotions are fundamental in consolidating memories and, therefore, learning.

Regarding the use of technological resources, it is worth noting that the pandemic context has been challenging in all aspects, from both biological and emotional health perspectives, as well as operationally within work contexts. Within the realm of education, many educators lacked mastery of technological tools, requiring not only learning these tools but also innovating with the technologies available to both themselves and their students.

5. Final considerations

The main objective of this article was to present and analyze the overcoming strategies developed by beginning teachers from Ceará who participated in an induction process mediated by research-training. The findings of this investigation highlight significant aspects faced by teachers regarding their entry into the teaching profession and the research-based training induction process they experienced.

One of the main elements of the induction process was the reflective and affective process, in which teachers were invited to narrate and reflect on their lived experiences in the school context. The reflective process occurred in various forms, individually or collectively, with or without the mediation of facilitators, in a relationship among participants of reception, support, and empathy. We identified in the research-training experience that teachers expected us to offer suggestions for activities and ideas so they could overcome the challenges they face in educational practice at school. However, they were immersed in a reflective process about the exercise of teaching and the multiple actors that intersect it, being invited to (re)think of the multiple experiences lived in the school context, to together construct possibilities to overcome or minimize such situations.

Participants' accounts demonstrate that the reflective process can be developed in different ways: individually, collectively, with or without the mediation of a more experienced individual in the profession. In this study, the lived experience encompassed all of these situations. At each meeting of the TGs, individual reflection was requested, aiding beginning teachers in examining themselves, and their personal experiences, to systematize them in some way and bring them into collective exchanges.

Another pivotal element in this process is the collective dimension. The research-training was conducted in a way that each individual, in addition to personal reflections, engaged in collective reflections. In these collective meetings, two elements are important to highlight: the presence of the formative teacher and the fact that they are with their peers, the teachers, who experience the same anxieties, challenges, and triumphs. By being with their peers, they feel comfortable expressing their limitations and achievements without feeling judged, as they share the same "reality check" of becoming a teacher in practice. It can be ensured that the research-training gave a voice to the participating teachers.

The presence of the mentor teacher in the professional induction process has proven to be highly significant, as this individual plays a crucial role in mediating the process. Being a more experienced individual, they can stimulate reflections and also broaden perceptions when needed.

The TGs were thus groups of exchanges, building knowledge and experiences between beginning teachers and between beginning teachers and teacher trainers. In our view, the fundamental issue is the broadening of the view, of the training horizon that takes place in both groups, both for teachers who are entering the profession and for those who have been in it for longer.

In this exercise of knowledge sharing and expansion, we highlight the achievements documented in this text as important strategies crafted by the participating teachers in this research. Through these strategies, they were able to develop mechanisms that assisted them in (re)thinking of the classroom context as a space for professional growth and development, infused with dialogue, exchange of ideas, and pedagogical mediation.

Finally, the process of reflecting on the strategies for overcoming the challenges faced by beginning teachers who participated in this research-training was essential for (re)thinking about the paths they could pursue to enable the teaching and learning process in different spheres of basic education. This acknowledges that the narratives shared by the participants about their experiences at the beginning of their professional careers serve as research-training devices and as transformative tools for pedagogical practice in a critical, reflective, and emancipatory manner.

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