

**PEDAGOGY AND THE MULTIPURPOSE TEACHER: A COMPLEX PROFESSIONAL FIELD**

***PEDAGOGIA E O PROFESSOR POLIVALENTE: UM CAMPO COMPLEXO DE ATUAÇÃO PROFISSIONAL***

***PEDAGOGÍA Y EL PROFESOR POLIVALENTE: UN CAMPO CONPLEJO DE ACTUACIÓN PROFESIONAL***

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**ABSTRACT:** This paper presents an overview of the Multipurpose Teacher professional exercise with a Pedagogy degree, providing a dialogue among reflective reports of basic education and elements of its constitution, with the main objective to raise possibilities for improving their formation. In order to tread this journey, we introduce this professional about the concept of schooling and its influence in the constitution of his/her Identity, with diverse theoretical support from the perspective of the school space. On a path of uncertainty, the journey of a Multipurpose teacher is developed. Training possibilities and paths are identified that intertwine the initial training with the continuing training in exercise, which in the day-to-day of the school, allow advances in the pedagogical conditions. The research recognizes that the initial formation can be listed as incomplete or uncertain, but their concepts and predicates emerge in the daily tasks and challenges of teaching, demanding to revisit, strengthen and expand them.

**KEYWORDS:** Pedagogy. Multipurpose Teacher. Schooling.

**RESUMO:** Este artigo apresenta um panorama do exercício profissional do Professor Polivalente, egresso da Pedagogia, proporcionando um diálogo entre relatos reflexivos da educação básica e elementos de sua constituição, com o objetivo de levantar possibilidades para melhoria de sua formação. Para trilhar este caminho, apresentamos esse profissional sobre o conceito de escolarização e sua influência na constituição da sua identidade, com aporte teórico diverso pela ótica do espaço escolar. Sobre um caminho de incertezas, a trajetória do Professor Polivalente é construída. Identificam-se possibilidades e caminhos formativos que entrelaçam a formação inicial com a formação continuada em exercício, que no dia a dia da escola, possibilitam avanços nas condições pedagógicas. A pesquisa reconhece como a formação inicial pode se apresentar como incompleta ou incerta, mas, seus conceitos e predicados emergem nas tarefas e nos desafios diários do exercício docente, exigindo revisitá-los, fortalecê-los e ampliá-los.

**PALAVRAS-CHAVE:** Pedagogia. Professor Polivalente. Escolarização.

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**RESUMEN:** Este artículo aporta un panorama del ejercicio profesional del Profesor Polivalente, egreso de la pedagogía, proporcionando un diálogo entre los informes reflexivos de la educación básica y los elementos de su constitución, con el fin de generar posibilidades para mejorar su educación. Para seguir este camino, presentamos a este profesional sobre el concepto de escolarización y su influencia en la constitución de su Identidad, con diferentes soportes teóricos desde la perspectiva del espacio escolar. En un camino de incertidumbre, se construye la trayectoria del Profesor Polivalente. Se identifican posibilidades de formación y caminos que entrelazan la formación inicial con la formación continua en ejercicio, que en el día a día de la escuela, permiten avances en las condiciones pedagógicas. La investigación reconoce cómo la formación inicial puede presentarse como incompleta o incierta, pero sus conceptos y predicados emergen en las tareas y desafíos cotidianos de la docencia, requiriendo revisarlos, fortalecerlos y ampliarlos.

**PALABRAS CLAVE:** *Pedagogía. Profesor Polivalente. Escolarización.*

## Introduction

This paper presents an overview of the Multipurpose Teacher professional exercise with a Pedagogy degree, providing a dialogue among reflective reports of basic education and elements of its constitution, in order to raise possibilities to improve his/her formation. It was written based on the main arguments elucidated in a master's thesis, defended in the Postgraduate Program in Education, at the Federal University of São Carlos, Sorocaba campus (VACILOTTO, 2020). As graduated in Pedagogy and teachers, the path taken in the writing of this paper is organic, since it is part of the experience of a reflective dialogue with literature. It is (un)organized into several sections, mimicking the most varied situations of school life, over which there is no control of spontaneous situations, many unpredictable, that make up the mosaic of the teaching experience.

Let's see. At the early hours of the morning, the bell rings. Everywhere, students looking for their places – concretely and metaphorically. Behind the scenes of a school day, half an hour before, we have the arrival of managers, coordinators and teachers, all with very different and complementary assignments, just to make that day special in the students' lives. What do we have in common among these three professionals, in addition to the daily challenges emerging from the school routine? The Pedagogy course, therefore, in general, to exercise any of these professions, it is necessary to have attended this degree. Upon completing the Pedagogy course, the egress can be effectively a Multipurpose Teacher, in addition to being able to hold various positions in education. This can be read in the National

Curricular Guidelines for Pedagogy (*Diretrizes Curriculares Nacionais da Pedagogia*), according to the following article:

Art. 4 The Pedagogy Degree course is designed to educate teachers to exercise teaching functions in Early Childhood Education and in the early grades of Elementary Education, in the Normal modality of High School, in Professional Education in the area of services and school support and in other areas where pedagogical knowledge are expected (BRASIL, 2006, p. 2, our translation).<sup>3</sup>

However, when choosing teaching, it is necessary to understand how the school routine takes place, to understand that the school is a space of multiple cultures, which for Candau (2008) is a space of cultural production, where there is a complex crossing of cultures. Based on the idea of this author, the issue of culture at school has already been addressed at another time, recognizing that our view must change to identify, understand, accept and share the differences of everyday life (FORTUNATO, 2018).

It is as Paulo Freire (1997) once noted: “[...] I will take as an object of my reflection not only the relationships that the concrete and theoretical context establish among themselves, but also the way in which, in each of them, we behave” (p. 68). Thus, in dialogue with these (and many other) theories, we are sharing experiences reports, turning them into formative trails to identify elements that constitute the Multipurpose Teacher’ identity.

We assume, from now on, the predicates made by Contreras (2016, p. 15, our translation):

Our educational profession, as a profession of the human, can be a source of experience, if we pay attention to what happens to us and if we elaborate and express in a way linked to experience, that is, as a narrative. But, as a way of inquiry, its objective does not end only in the recording of narrative, but looks for visible and thoughtful educational questions that, through narrating themselves, reveal us. Because, to a large extent, the pedagogical knowledge that educators need is a knowledge that can be linked to experience, that can start from experience, to return to what we live with greater sensitivity, awareness and openness.<sup>4</sup>

<sup>3</sup> Art. 4º. O curso de Licenciatura em Pedagogia destina-se à formação de professores para exercer funções de magistério na Educação Infantil e nos anos iniciais do Ensino Fundamental, nos cursos de Ensino Médio, na modalidade Normal, de Educação Profissional na área de serviços e apoio escolar e em outras áreas nas quais sejam previstos conhecimentos pedagógicos (BRASIL, 2006, p. 2).

<sup>4</sup> Nossa profissão educacional, como uma profissão do humano, pode ser uma fonte de experiência, se prestamos atenção ao que nos acontece e se elaboramos e expressamos de uma forma ligada à experiência, isto é, como narrativa. Mas, como um modo de indagação, o seu objetivo não acaba apenas no registro de narrativa, mas procura fazer visíveis e pensáveis questões educativas que, por meio de narrar-se nos desvendam. Porque em grande medida o conhecimento pedagógico que os educadores precisam é um saber que possa ser ligado à experiência, que possa partir da experiência, para voltar ao que vivemos com maior sensibilidade, consciência e abertura (CONTRERAS, 2016, p. 15).

The experience reports trace a formative path, of autobiographical construction, of the constitution of becoming a Multipurpose Teacher. Concrete paths that oppose theories and concepts. When dealing with experience reporting as a method of building knowledge in education, it has already been indicated that the result sought is to know yourself, from your own perspective, to see yourself reflected in the most distinct realities that you want to examine (FORTUNATO, 2018 ). In a way, that's what we aim to do here.

### **Multipurpose Teacher and their formation paths**

The Multipurpose Teacher is the professional graduated in Pedagogy who works on the teaching of early childhood education and/or on the early grades of elementary school, from the first to the fifth grade. For Libâneo (2002): “Pedagogy is a scientific field, not a course. The course that corresponds to it forms the education researcher and the professional who performs educational tasks, whether he is a teacher or not directly teaching” (p. 64). The course is ruled by specific guidelines, dated from 2006, which have undergone significant changes since then to adapt teacher’ formation to educational perspectives. The Multipurpose Teacher can act in different spaces, as discussed in the following sections.

### **Early Childhood Education**

The Multipurpose Teacher, in the Early Childhood Education environment, has an important role in the development of students' autonomy. One of the challenges in working with early childhood education students is the context of partial *separation* from the family. Many students get in the institution at just six months of age, creating a very early routine of autonomy and independence – sometimes even for parents.

Here, conflict mediation is paramount, both for management and for teachers, as bonds are being broken so that new affective situations can happen. Here is an account lived a few years ago, when one of us worked as a teacher in a creche.

### **The first day of a daycare**

When I took my second public office in the city of Itu, I had the experience of work in a few days in a creche, because, that year, I had not yet accumulated the full vacation period.

The first week was intense in facts and situations, helping me to grow quickly as a Multipurpose Teacher, mainly for helping me to understand that, despite the graduation, I still didn't have all the skills to handle so many different assignments.

Due to the fact that the schools are on vacation and only the creches were fully operational, I spent a few days working in this environment.

I noticed that that week was the first for many babies, and the professionals who worked there did not know the children, nor the drivers who transported them there (many babies are taken by school transport vans, because parents were unable to adjust their routine to the school).

Students in the adaptation phase are encouraged to play, to roll in suitable and free spaces for new experiences. Stories are told, little songs sung, meals and more meals are served. This would be a peaceful day, if it weren't for the moment of departure, when a driver, when picking up a child, did not know which baby was. I explain: many students are matriculated at six months of age, they do not have the autonomy of oral language and do not answer by their names, since that this step only happens later.

Nervousness takes hold of all managers, after all it is a serious situation. If you don't know which student you are looking for, but you have all the authorizations for that, how should the school proceed?

Calling the parents and asking who their child is, I believe it would not be the most appropriate. It was when a Multipurpose Teacher, who was absent at that time for meeting other demands, was called and, when asked about who the student was, she promptly showed a badge that had made, with the student's name, characteristics of his clothes, names of parents and drivers. I confess that even I, who was watching the scene, felt relieved, and at the time I thought: how the work experience makes us learn practical situations. In the years I studied Pedagogy, I never asked myself what the identification of babies would be like or how this departure time was carried out. In fact, I never thought of having this task as a job assignment

There are some peculiarities on the school routine that only become known when we are inserted in them. These identification details, of how to proceed with babies, are characteristics built with practice. It is possible that the Pedagogy student, when carrying out the supervised internship, becomes aware of these details, or depending on the period in which he performed his task, the babies' familiarity with their caregivers was already established, and no further badge is required. Soon the student would also not know how to deal with such a situation.

The example of the report brings us the perspective of presenting the school in its daily life. It is true that higher education institutions do not cope with all the specifics, as this requires daily practice, exchange between peers. The supervised internship is also a fundamental tool in these cases, because, when properly applied, it results in knowledge and new experiences. As we saw with Pimenta (1995), the internship is (or should be) the moment of confrontation between theory and practice, and from this clash, there should be motivation for reflection in search of new knowledge, new knowledge and new ways to act – the praxis. In particular, we also understand the internship as a fundamental element of knowledge of school practice, being an opportune moment for the production of profound reflections on the teaching profession. Including allowing access to everyday details that are not part of the scope of university education. In fact, the internship can and should even be a way of providing feedback to Pedagogy courses, by allowing access to these particularities of the school routine.

### **The Elementary School of 09 Years**

This is the longest stage of Basic Education, which includes students from 6 to 14 years old (sometimes with 5 or 15). Here we can notice important changes that happen in the students, which pass from childhood to adolescence; changes not only physical, but emotional, cognitive, affective and social.

From the 1st to the 5th grade, the initial years of elementary school, the Multipurpose Teacher has the important function of literacy. In this five-year period, the teacher becomes responsible for all the contents consistent with the curriculum of the early years of elementary school. At least it is how the work has been done for some time, including being expressed in the Common Base National Curriculum, BNCC (BRASIL, 2018): “in the first two years of this segment, the literacy process must be the focus of the pedagogical action” (p. 63). This is the period for the appropriation of the alphabetical writing system, which takes place at the same time that it appropriates reading and writing skills. In this regard, Soares (2005, p. 24, our translation) explains:

The term literacy designates the teaching and learning of a technology for representing human language, alphabetic-orthographic writing. The mastery of this technology involves a set of knowledge and procedures related both

to the functioning of this representation system and to the motor and cognitive abilities to manipulate writing instruments and equipment.<sup>5</sup>

For this task it is necessary that the Multipurpose Teacher has knowledge about how the student learns, how knowledge is built. Although this is foreseen in the curriculum guidelines, literacy is a complex task that requires study and a lot of practice on the part of those who will promote it. When one is at school in an administrative and/or pedagogical coordination position, for example, it is noticed that many teachers do not have the so-called “literacy profile”. These teachers tend to prefer the 4th and 5th grade classes, which already foresee autonomous reading and writing by students. This choice for this or that grade is almost always up to the teacher; but, this option may suffer external interferences, for example, at the moment of your choice, you no longer have the grade you prefer, which forces you to move on to other grades. Thus, even without the preference for working with literacy, this assignment is part of the task list of a Multipurpose Teacher. That is why it is important for initial formation to focus on this versatility, being something inherent in the teaching position of those who are graduated in Pedagogy.

Each academic year has at least 200 school days during which a range of subjects are dealt with in Portuguese, Mathematics, History, Geography and Sciences. All of these curricular components have their complexities, their specificities. In a day of class, the teacher teaches about two or three subjects, with different contents, and this can generate a certain conflict to the teachers, because when you are ahead of 30 students, it is not enough to know the content, but to know means that enable teach different and diverse curriculum content to many different students. It is a highly complex task, which cannot be taken as trivial.

## **School Management**

School Management comprises the administrative and pedagogical positions of a school unit such as: Director, Vice Director, Pedagogical Coordinator, Educational Advisor among others (or other nomenclatures given by the education departments). The National Curriculum Guidelines are clear as to the expectations of those who occupy a management position, and from the BNC of Formation, and specify the minimum workload and the formative itinerary for each one. They must ensure the construction of a proactive school

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<sup>5</sup> O termo alfabetização designa o ensino e o aprendizado de uma tecnologia de representação da linguagem humana, a escrita alfabético-ortográfica. O domínio dessa tecnologia envolve um conjunto de conhecimentos e procedimentos relacionados tanto ao funcionamento desse sistema de representação quanto às capacidades motoras e cognitivas para manipular os instrumentos e equipamentos de escrita (SOARES, 2005, p. 24).

culture, capable of autonomously assuming resolutions and producing the necessary referrals for the various daily problems, in addition to producing learning from this.

Planning, execution, coordination and evaluation are broad terminologies that match the scope of work of the Director, his Vice Director and the Pedagogical Coordinator. The Director is responsible for the school administrative management, which includes accountability of funds received for school activities for the current and subsequent year, as well as planning how to best apply the resources in the school environment, with a democratic management model at its core, with the support of their Counselors (council formed by parents, teachers and the school community).

It is also important to mention the work carried out by the Pedagogical Coordinator, which is also a Management function. This has in its scope the responsibility of managing the pedagogical dimension of a school unit, the evaluations, in addition to acting as an articulator among all those involved in a school, whether they are professionals, family members or students. As expressed by Placco and Almeida (2015), the Pedagogical Coordinator is an articulator, former and transformer, because, in addition to being a metaphorical bridge between different subjects in the school community, he is responsible for the continuing formation in exercise of the teaching staff, promoting moments of reflection among teachers and to improve the practices practiced at school.

### **Multipurpose Teacher: in the midst of all this, who am I?**

However, to discuss the question of the education subjects' identity, educators and students, it seems to me that it implies since the beginning of such an exercise, to stress that, in the end, cultural identity, an expression increasingly used by us, cannot pretend to exhaust the totality of the phenomenon meaning whose concept is *identity* [...] We have managed, throughout it a long history, to shift from the *species* the decision point of much of who we are and what we do for ourselves individually, but, in the social gear without which we would not also be what we are being. Basically, we are not only what we inherit or just what we acquire, but the dynamic, procedural relationship of what we inherit and what we acquire (FREIRE, 1997, p. 63, emphasis of the author, our translation).<sup>6</sup>

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<sup>6</sup> Discutir, porém, a questão da identidade dos sujeitos da educação, educadores e educandos, me parece que implica desde o começo de tal exercício, salientar que, no fundo, a identidade cultural, expressão cada vez mais usada por nós, não pode pretender exaurir a totalidade da significação do fenômeno cujo conceito é *identidade* [...] Conseguimos, ao longo dele uma longa história, deslocar da *espécie* o ponto de decisão de muito do que somos e do que fazemos para nós mesmos individualmente, mas, na engrenagem social sem a qual não seríamos também o que estamos sendo. No fundo, nem somos só o que herdamos nem apenas o que adquirimos, mas a relação dinâmica, processual do que herdamos e do que adquirimos (FREIRE, 1997, p. 63, grifo do autor).



To deal with the Multipurpose Teacher identity is to construct the meaning for what we have acquired for years in the process of practice. As mentioned by Freire (1997), we are the combination of what we inherit and what we acquire, that is, in our studies as students of Basic Education, undergraduate students and in the school environment as teachers, we acquire knowledge, experiences, and we become the that we are based on all of this, reorganizing our values and attitudes as we modify and are modified by knowledge and experiences. For Tardif and Lessard (2005, p. 271, our translation):

The teaching job is to interact with students who are all different from each other and, at the same time, meet the goals of a mass organization, based on general standards. Working with collectives, the teacher also acts on individuals. Therein lies an essential element of this work that is, at the same time, a central tension of this craft: dealing with collectives reaching the individuals that compose them.<sup>7</sup>

The school, as a place of knowledge and cultures, also develops its own identity due to the numerous personal and subjective relationships that compose it. The teacher who teaches in a particular school unit starts to create bonds in this environment that he works, adding identity details. The teaching identity is related to the daily life and the experiences that compose it as a subject. For Pimenta (2012, p. 19, our translation):

Identity is not changeable. Nor external, that can be acquired. But it is a process of construction of the historically situated subject. The profession of teacher, like the others, emerges in a given context and historical moments, in response to needs that are posed by societies, acquiring legal status.<sup>8</sup>

There is a dynamism in the teaching profession, constantly exposed to social practices and interactions. This annual journey begins again with the process of assigning new classrooms, when meeting their new students, which is in line with new challenges, respectively. Pimenta (2012) also addresses the meaning of the concept of identity, stating the following:

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<sup>7</sup> O trabalho docente é interagir com alunos que são todos diferentes uns dos outros e, ao mesmo tempo, atender a objetivos próprios de uma organização de massa, baseada em padrões gerais. Trabalhando com coletividades, o professor também age sobre indivíduos. Aí está um elemento essencial desse trabalho que é, ao mesmo tempo, uma tensão central deste ofício: lidar com coletividades atingindo os indivíduos que as compõem (TARDIF; LESSARD, 2005, p. 271).

<sup>8</sup> A identidade não é mutável. Nem externo, que possa ser adquirido. Mas é um processo de construção do sujeito historicamente situado. A profissão de professor, como as demais, emerge em dado contexto e momentos históricos, como resposta a necessidades que estão postas pelas sociedades, adquirindo estatuto de legalidade (PIMENTA, 2012, p. 19).

A professional identity is built, therefore, from the social significance of the profession; the constant review of the profession social meaning; by revising traditions. But also, the reaffirmation of culturally established practices that remain significant. Practices that resist innovation because they are full of knowledge valid to the reality needs. From the confrontation between theories and practices, from the systematic analysis of practices in the light of existing theories, from the construction of new theories. It is also built by the meaning that each teacher, as an actor and author, gives to the teaching activity in his daily life based on his values, his way of situating himself in the world, his life history, his representations, of their knowledge, of their anxieties, of the meaning of being a teacher in their lives. (PIMENTA, 2012, p. 20, our translation).<sup>9</sup>

Pimenta (2012) details the concept of teaching identity, stating that we built it from practice, external and internal social relations, the way society sees this profession, the way the professionals see their teachers and, from this set of relationships, looks and meanings, over time, we build the teaching identity. Imbernón (2009), when dealing with teaching identity, explains that there is dynamism in relation to the way of seeing and transforming social and educational reality. Therefore, the teaching identity is gradually built, in a dynamic way, taking into account the inclement weather that can occur both in graduation and in continuing education in service or in the school function exercise. The following is an experience lived by one of us as a Multipurpose Teacher, in the city of Itu, in the interior of São Paulo, a few years ago.

### **A literacy teacher**

I work in a teaching unit from the 1st to the 5th grade, founded in 1916. There are more than 100 years of history, it is one of the oldest municipal schools. When I started working for the city hall, in distant schools, I thought that one day, when I had a higher score, I would work in this school. The building in which it is located is classic, a unique architectural work, which today is being restored to house the school again (for almost ten years it has occupied another building, so that the restoration that I describe) has been carried out. I didn't have to wait for a vacancy in this unit for years, as I was invited to be a coordinator in it, and I've been here for nine years. The brief description is to elucidate what I

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<sup>9</sup> Uma identidade profissional se constrói, pois, a partir da significação social da profissão; da revisão constante dos significados sociais da profissão; da revisão das tradições. Mas também da reafirmação de práticas consagradas culturalmente e que permanecem significativas. Práticas que resistem a inovações porque estão pênhes de saberes válidos às necessidades da realidade. Do confronto entre as teorias e as práticas, da análise sistemática das práticas à luz das teorias existentes, da construção de novas teorias. Constrói-se, também, pelo significado que cada professor, enquanto ator e autor, confere à atividade docente no seu cotidiano a partir de seus valores, de seu modo de situar-se no mundo, de sua história de vida, de suas representações, de seus saberes, de suas angústias e anseios, do sentido que tem em sua vida o ser professor (PIMENTA, 2012, p. 20)

feel when living together with the teachers who make up the staff of this school. It is not easy to have a place available in this assignment, because the first ones on the list always choose it. In this school it is possible to be with teachers who studied there, as students, and became teachers by the Magisterium, then Pedagogues by the University and remained in the same school teaching. I bring with me some feelings about the knowledge built by them, hardly understood by theoretical studies, as it requires a lot of practice: literacy knowledge. As a coordinator, I have been in the classroom watching, I understood some processes, but this teacher, in particular, has the expertise of literacy. She has a way, a form, a literacy speech. She vibrates when a student manages to put the letters together and read her first syllables. She shares those small victories with colleagues. Recently, she received recognition for being one of the oldest teachers in the City Hall, and there were 37 years of teaching! She taught children who became parents of their current students. The knowledge of literacy she built on a daily basis. When I observe her, it is possible to see the love she has for what she does, the energy in dedicating herself to the students, and, if necessary, even taking their hand to build the first spellings. There is a tone of voice, a serenity that undoubtedly helps in the process of literacy. These are years of dedication and building learning. She built a literacy identity (using the concept of free form) and always makes a point of choosing the 1st, 2nd and 3rd grades, as she prefers to literate. The feeling that I do not keep for myself and whenever I can I put it for reflection with the teachers in our weekly meetings, is that there are knowledges that the Academy ignores for its empirical character. The knowledge, for example, about the literacy of this teacher, which is not systematized in books, and which is likely to be lost when she stops teaching.

The report brings, in a simplified way, obviously, the process of the teaching identity construction in and through practice. Teachers who are at school, on a daily basis, assume identity positions, positions built in the exercise of their function. They learned in higher education, in the teaching profession, and remain in apprenticeship in the day-to-day of the school, in each year that it teaches, with each student who goes through its classes. Many teachers seek to share and teach their colleagues. It is not uncommon to have teaching moments between teachers, that indicate this or that activity, or that problematize issues or ways of teaching, so that students can make progress. These moments are also part of the teaching identity construction.

Tardif and Lessard (2005) state that the skills acquired by socialization are difficult to measure. “That is why it is never enough to describe, even if in detail, everything that happens in a school or in a class, to understand the order of interactions”, they affirm (p. 170)

and add: “it is also necessary to understand the interpretations, meanings and intentions of the action partners ”(p. 170). This means that there is a set of elements for the understanding of what identity is and how it is constructed over time, by the multiple experiences of everyday school life.

And about the identity of literacy, the unique way of operating this mechanism, authors such as Ferreiro (1986), Russo (2013), Morais (2012), Ferrero and Teberosky (1999) deal with literacy formats, what and how to literate, each with its own method and line of thought. But, there is a literacy practice that is not in the books, because it is empirical, lived in practice as a hodgepodge of methods, or even the absence of methods. Pimenta (2012) has a name for this, it is the practices that “are full of knowledge valid to the needs of reality” (p. 20). These are the methodologies and knowledge built by teachers in the classroom, reorganized based on methods and theories, but in living contact with the most unique identities of each student. The previous account of the literacy teacher, at the height of her four decades of experience, deals with this knowledge, with the identity dialogue in theory and with how it is constructed with the years of exercise on the function.

There are authors who, when addressing identity, bring the concept of teaching as a vocation. For Snyders and Lopez (2007) this is defined as a strong motivation in which a person repeatedly assumes an intrinsically satisfying attitude. If the Multipurpose Teacher behaves as such, with a vocation in his work, and this factor remains optimistic in his tasks, this will be reflected in his practice, consequently showing affection, sense and even love in what is done.

For Imbernón (2000), the teaching profession development and its identity are developed in the combination of many factors of the profession, it is not possible to understand it as a pure vocation, as it is related to wages, the job market, career, work environment etc. In the same direction, Tardif and Lessard (2005, p. 55, our translation) note the following:

[...] the school has some organizational and social characteristics that influence the work of school agents. As a place of work, it is not only a physical space, but also a social space that defines how the work of teachers is shared and carried out, how it is planned, supervised, remunerated and seen by others. This place is also the product of social and historical conventions that translate into relatively stable organizational routines over time. It is a socio-organizational space in which several individuals linked together by various types of more or less formalized relationships operate,

harboring tensions, negotiations, collaborations, conflicts and circumstantial or profound readjustments of their relationships.<sup>10</sup>

The school space is a constituent element of the teacher's identity, because in this place, a range of relationships and tensions makes each one an essential element in the other's construction. Thus, the construction of identity is also influenced and/or motivated by everyone who relates in the school space: teachers, students, employees and other members of the school community. It is a process in constant development, very well captured by the words of Rubem Alves (1982, p. 22, our translation):

I would say that educators are like old trees. They have a face, a name, a story to be told. They inhabit a world in which the valley is the relationship that connects them to the students, with each student being a “sui generis” entity, bearing a name, also a story, suffering sadness and feeding hopes. And education is something to happen in this invisible and dense space, which is established for two. Artisanal Space.<sup>11</sup>

Teaching is artisanal, it is something unique, made with hands. The Multipurpose Teacher understands this handcraft as he perceives his own evolution since the graduation years and seeks to improve his teaching through continuous formation processes. Understanding the most varied ways of teaching contributes to society, with the teaching of boys and girls present in schools. To be a teacher is, therefore, to perform daily handicrafts that happen, as we saw with Alves (1982), in the encounter between educator and student, mutually transforming them. This, once again, takes us back to Paulo Freire (1996) and his important axiom: whoever teaches learns while teaching and who learns teaches when learning.

## Final remarks

I am sure that one of the indispensable knowledge to the struggle of teachers is the knowledge that they must forge in them, that we must forge in

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<sup>10</sup> [...] a escola possui algumas características organizacionais e sociais que influenciam o trabalho dos agentes escolares. Como lugar de trabalho, ela não é apenas um espaço físico, mas também um espaço social que define como o trabalho dos professores é repartido e realizado, como é planejado, supervisionado, remunerado e visto por outros. Esse lugar também é o produto de convenções sociais e históricas que se traduzem em rotinas organizacionais relativamente estáveis através do tempo. É um espaço sócio-organizacional no qual atuam diversos indivíduos ligados entre si por vários tipos de relações mais ou menos formalizadas, abrigando tensões, negociações, colaborações, conflitos e reajustamentos circunstanciais ou profundo de suas relações (TARDIF; LESSARD, 2005, p. 55).

<sup>11</sup> Eu diria que os educadores são como velhas árvores. Possuem uma face, um nome, uma estória a ser contada. Habitam um mundo em que o vale é a relação que os ligam aos alunos, sendo que cada aluno é uma entidade “sui generis”, portador de um nome, também de uma estória, sofrendo tristezas e alimentando esperanças. E a educação é algo pra acontecer neste espaço invisível e denso, que se estabelece a dois. Espaço Artesanal (ALVES, 1982, p. 22).

ourselves, the dignity and importance of our task. (FREIRE, 1997, p. 32, our translation).<sup>12</sup>

The task of teaching, of being in school, of fighting for the education of boys and girls is highly complex. Many school tasks are attributed to the Pedagogy graduate, so, we started the paper seeking to specify the various attributions that a Multipurpose Teacher can assume after the conclusion of his graduation: teaching in Early Childhood Education, Elementary School from 1st to 5th grade, in Normal modality of High School, in Youth and Adult Education (EJA) and other institutions with school or non-school practices, including teaching in the prison system. Also, the graduate in Pedagogy can become manager of a Teaching Unit, director, vice director and coordinator. In addition to all these functions, he is able to exercise education for people with disabilities and, mainly, to build pedagogical and teaching plans for the indicated categories.

We brought a brief overview of Early Childhood Education, however, we present details and experiences of school practice, including corrections to the route and other particularities that are only revealed with the experience. Therefore, we highlight the importance of supervised internship in the Multipurpose Teacher formation, as it is the moment when one can learn details of the teaching exercise with more experienced colleagues, therefore, knowledgeable about several difficult situations to be foreseen in the disciplines of undergraduate courses in Pedagogy.

We also discussed the 9-year elementary school and the role of the Multipurpose Teacher as a literacy teacher, bringing a reflection on the task of the literacy process. We approach the idea that there are Multipurpose Teachers more interested in acting as literacy teachers, and that they are constituted in this way with skill and mastery for this task. These teachers understand the student's learning processes and know how to intervene so that the one who begins to know the letters becomes someone who can read and write, therefore, communicating and entering the world through the written word. Freire (1981) deals with literacy and how the reading process takes place: the student attributes a meaning of reading his world to conventional reading. Then the meaning of the words is understood, which makes it possible to search for their context. In the early grades, the Multipurpose Teacher acts in all disciplines that make up the curriculum of this stage.

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<sup>12</sup> Tenho certeza de que um dos saberes indispensáveis à luta das professoras e professores é o saber que devem forjar neles, que devemos forjar em nós próprios, da dignidade e da importância de nossa tarefa (FREIRE, 1997, p. 32).

We then discussed School Management, which comprises some distinct functions: direction, vice-direction and coordination. For these functions, the Multipurpose Teacher needs to learn about several other activities besides the classroom. His thinking is no longer exclusively pedagogical, needing to act in management, making decisions regarding the entire school community. Pedagogical coordination is the link between the various school stakeholders, as well as being responsible for continuing in-service formation. Domingues (2014) indicates that for this function, as Coordinator, the Pedagogy course is essential, as it prepares for the various didactic and methodological situations that can happen in a school routine. For Libâneo (2003), the understanding about managers, attributed by the Guidelines, is the function that channels the work of people together so that the educational objectives are achieved.

All the Multipurpose Teacher's assignments, management or teaching, put him ahead of inclusion, respect and value for differences. These themes always need to be articulated with the school context and its diversities, whether in the classroom, with 10, 20 or even 35 students, or in a school with a thousand students or more. The Teacher needs to be an agent that promotes inclusion, seeking to meet the learning needs of every student.

The Multipurpose Teacher's scope of action is, therefore, wide. The interactions of school practice can be constitutive elements of this professional identity. In the end, this paper does not end in the sense of advising, as we would not even have the necessary conditions for that. It only produces a possible overview of the Multipurpose Teacher's assignments, reflecting on the initial formation of this professional. The field is complex, challenging, but potentially transformative. So it is worth it.

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