

THE SUBJECTIVE CONFIGURATION OF THE TEACHING OF A SPECIAL EDUCATION TEACHER AND ITS IMPLICATIONS IN PEDAGOGICAL PRACTICE

A CONFIGURAÇÃO SUBJETIVA DA DOCÊNCIA DE UMA PROFESSORA DA EDUCAÇÃO ESPECIAL E SUAS IMPLICAÇÕES NA PRÁTICA PEDAGÓGICA

LA CONFIGURACIÓN SUBJETIVA DE LA DOCENCIA DE UNA PROFESORA DE EDUCACIÓN ESPECIAL Y SUS IMPLICACIONES EN LA PRÁCTICA PEDAGÓGICA

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ABSTRACT: This article aimed to analyze the subjective teaching configuration of a Special Needs Education teacher and how her pedagogical practice with students with disabilities is constituted. The research was guided by the constructive-interpretative Methodology developed by González Rey, based on the principles of Qualitative Epistemology. A Special Education teacher from a public elementary school participated in the research. Interviews, conversational dynamics, questionnaire, writing, sentence completion and observations were used as instruments. The analysis made it possible to understand that the subjective configuration of the teacher's teaching is constituted by subjective meanings associated to the relationship with her family members, with the lack of identification with the teaching profession and the low valuation of Special Education in the school social subjectivity. This configuration, in conjunction with the work context and the social subjectivity of the institution, has implied in the teacher's pedagogical practice, resulting in limitations related to the effective inclusion in the school.

KEYWORDS: Subjectivity. Subjective configuration. Teaching. Special needs education. Inclusion.

RESUMO: O presente artigo objetivou analisar a configuração subjetiva da docência de uma professora da Educação Especial e como se constitui a sua prática pedagógica junto aos alunos com deficiência. A pesquisa foi orientada pela Metodologia construtivo-interpretativa elaborada por González Rey, fundamentada nos princípios da Epistemologia Qualitativa. Participou da pesquisa uma professora da Educação Especial de uma escola pública de Ensino Fundamental. Utilizou-se como instrumentos entrevista, dinâmicas conversacionais,

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questionário, redação, completamento de frases e observações. A análise possibilitou compreender que a configuração subjetiva da docência da professora está constituída por sentidos subjetivos associados à relação com seus familiares, com a falta de identificação com o magistério e a baixa valorização da Educação Especial na subjetividade social da escola. Essa configuração, em articulação com o contexto de trabalho e a subjetividade social da instituição, implicou na prática pedagógica da professora, resultando em limitações relacionadas à efetivação da inclusão na escola.

PALAVRAS-CHAVE: Subjetividade. Configuração subjetiva. Docência. Educação especial. Inclusão.

RESUMEN: Este artículo objetivó analizar la configuración docente subjetiva de una docente de Educación Especial y cómo se constituye su práctica pedagógica con alumnos con discapacidad. La investigación estuvo guiada por la Metodología constructiva-interpretativa desarrollada por González Rey, basada en los principios de la Epistemología Cualitativa. Un maestro de educación especial de una escuela primaria pública participó en la investigación. Se utilizaron como instrumentos entrevistas, dinámicas conversacionales, cuestionario, redacción, finalización de frases y observaciones. El análisis permitió comprender que la configuración subjetiva de la docencia de la docente está constituida por significados subjetivos asociados a la relación con sus familiares, con la falta de identificación con la profesión docente y la baja valoración de la Educación Especial en la subjetividad social escolar. Esta configuración, en conjunto con el contexto laboral y la subjetividad social de la institución, implicó en la práctica pedagógica del docente, resultando en limitaciones relacionadas con la inclusión efectiva en la escuela.

PALABRAS CLAVE: Subjetividad. Configuración subjetiva. Docencia. Educación especial. Inclusión.

Introduction

Currently, the commitments to the construction of Education for All are linked to the paradigm of inclusion, which is based on the principles of diversity, equity and plurality, to remove barriers to the realization of the right to education, especially for historically excluded groups. In the document Education 2030 (UNESCO, 2015), school inclusion is one of the cornerstones of an agenda to address forms of exclusion and inequalities in access, participation and learning outcomes for students, especially those with disabilities.

In this context, the definition of Special Education as a modality of school education, with its transversal character, articulated with common education and following the entire process of schooling of students, through the Specialized Educational Assistance (SEA)⁴, assumes an inclusive perspective in the Brazilian school (BRASIL, 2008).

⁴ According to Art. 2 of Resolution 04/2009, the SEA has the function of complementing or supplementing the formation of students with disabilities, pervasive developmental disorders, high skills/giftedness, through the

The challenges inherent in working with students with disabilities require the creation of new working conditions and relationships, new professional attitudes and changes in educational practices in schools. These challenges are also beginning to impact higher education, leading to changes in access processes and in the relationships between teachers and students, as found by Anache and Martins (2019) in recent research. In this context, the teacher gains more prominence and the demands on the effectiveness of their performance and formation intensify.

Teaching is a process that develops throughout life, going beyond the scope of the career and the professional field. In this process, the relationships and experiences lived, even before entering the career, in the various instances of the teacher's social life count, dialectically articulating the individual and the social, the personal and the professional, the intellectual and the emotional (SOARES, 2020). In the educational sphere, initial and continuing education, interaction with work conditions and dynamics, the relationships between the various individuals and the conflicts arising from the practice count, nurturing the decisions to be taken and the way to deal with the issues relevant to the teaching.

Attitudinal and affective aspects have been highly valued in international surveys and reports for thinking about education and the teaching profession today. Monteiro (2015) studied international reports in which the fundamental problems of the teaching profession are assessed as transnational, making it increasingly complex and exercised under adverse conditions. The reports affirm interpersonal relationships as the gravitational center of teaching, despite finding that the personal qualities of teachers continue to be the most delicate and uncomfortable dimension, therefore, the most neglected in the development of the profession, also in training processes, according to Mitjás Martínez (2003).

Scientific production based on the foundations of the Theory of Subjectivity, in the cultural-historical perspective, by González Rey, which seeks to understand human processes in their complexity and dynamics, has recorded important studies focusing on the subjective dimension of teaching, regarding performance and professional formation, a dimension in which relational and personal aspects are understood from the unity of the symbolic and the emotional (MITJÁS MARTÍNEZ; GONZÁLEZ REY, 2017; 2019; OLIVEIRA, 2016; ROSSATO; ASSUNÇÃO, 2019; SANTOS; MITJÁS MARTÍNEZ, 2019).

provision of services, accessibility resources and strategies that eliminate barriers to their full participation in society and development of their learning.

Specifically on the Special Education⁵ teacher, nationwide research found as a common component, in different realities, the anguish resulting from the numerous attributions, problems in defining the role of care for other professionals in the institutions and the responsibility for articulating inclusion in the school (MENDES; CIA; TANNÚS-VALADÃO, 2015), as well as the ambiguous feelings of belief/disbelief in relation to students with disabilities, solitary work and devaluation towards the teacher in the common room (VICTOR; PILOTO-HERNANDEZ, 2016).

Despite the relevance of reflecting on the feelings of Special Education teachers, given its importance in schools for the implementation of educational policies, there are still few works that contemplate this theme as an object of study. Santos (2018) and Mota (2020) are examples of works based on the Theory of Subjectivity, in which the subjective dimension of teaching in special education is evidenced in the interface of the themes of inclusive practices and continuing education of teachers.

The understanding of teaching in the SEA requires, in addition to problematizing the objective conditions, highlighting the subjective configuration that constitutes the personal and professional trajectory of the teacher and which is expressed in the way the teacher inscribes himself in his field of action, responds to tasks and invests (or not) in the profession. The subjective configuration of teaching acts as a motivational source for the exercise of the profession, in addition to allowing understanding of the actions and experiences of the teacher in their work.

Given the above, the aim of this article is to analyze the subjective configuration of teaching of a Special Education teacher and how her pedagogical practice is constituted with students with disabilities in a Basic Education school.

The subjective configuration of teaching: its significance for understanding pedagogical practice

Subjectivity, according to González Rey, is conceived as a complex and changing system, in which emotions acquire a symbolic character in the face of lived situations, constituting a new ontological definition of human phenomena under cultural conditions (MITJÁNS MARTÍNEZ; GONZÁLEZ REY, 2019). This system assumes a configurational logic that breaks with a universal, standardized and watertight organization of subjectivity, with the ability to articulate the individual and social dimensions of human life in a recursive

⁵ The Special Education teacher works in the regular school, in the Specialized Educational Assistance.

and contradictory movement of mutual constitution.

Subjective meanings are symbolic-emotional units continuously produced in the subjectivation of the individual/group's current experiences, and they bring together both historicity and the context in which they take place, as it entails “[...] the integration of the past and the future as a quality inseparable from the current subjective production” (GONZÁLEZ REY; MITJÁNS MARTÍNEZ, 2017, p. 63, our translation). The subjective meanings, when produced, are integrated, forming subjective configurations that consist of sensitive, fluid and self-generating organizations, with a certain stability and convergence of subjective meanings that generate affective states that are dominant in the course of the experience of a person, group, institution. Subjective configurations, therefore, constitute individual subjectivity and social subjectivity, two planes of permanent and mutual constitution in the subjectivation of the lived (THERRIEN; AZEVEDO; LACERDA, 2017).

The weaving of subjective meanings that form individual subjectivity is significantly crossed by subjective social productions that are singularized by the person, generating specific positions in the face of emerging demands in their socio-relational spaces, in the various spheres of reality. Social subjectivity, in turn, is continuously implied by the positions of people within their fields of activity, also constituted by the subjectivity of other contexts and scopes of the social fabric.

In individual subjectivity, the subjective configuration of personality (GONZÁLEZ REY, 2003; 2011; MITJÁNS MARTÍNEZ; GONZÁLEZ REY, 2017) is a configuration of configurations that acquires a relative stability in the person's life history, but continues to change in the face of the person's experiences. Its stability consists in the emergence of subjective senses with high convergence. The subjective configuration of teaching integrates the subjective configuration of personality, consisting of subjective meanings generated in professional action, as well as in multiple spheres and dimensions of life (childhood, family, marriage, gender and color issues, working conditions and relationships etc.), which are articulated, in an unpredictable and contradictory way, and serve as an emotional source for the process of constitution of the unique trajectory of the teacher in carrying out his work activity.

It is important to highlight that the personality configuration is inseparable from the subjective configuration of the action, as the personality participates in the production of subjective meanings emerging in the course of the person's current action, as a live and dynamic moment of this action, together with the person's life story and the social subjectivity of the contexts in which it operates.

Thus, teaching is a profession that is built along the trajectory of teachers' personal and professional lives (CHARLOT, 2012; FRANCO, 2012; MITJÁNS MARTÍNEZ; GONZALEZ REY, 2019), therefore, it is not given, nor is it consolidated with initial formation, as its constitution is not a series of events, but a process (HUBERMAN, 2000) of permanent learning, also produced in the complexity of the educational task and in the contradictions of the reality in which it takes place.

Understanding teaching in its subjective dimension reflects how teachers live their professional experience – build their careers, establish relationships, assume postures and perform the activities required for their occupational functions – deeply conditioned by the subjective way of what they live and the quality of the built emotional bonds. These bonds emerge from the subjective meanings produced in their context of action, as well as formation and many other aspects of different origins, contexts and repercussions subjectively constitute the teacher and this, in turn, constitutes the social spaces (BRANDENBURG; PEREIRA; FIALHO, 2019).

Methodological explanation of the research

To carry out the research, we chose the Constructive-interpretative Methodology developed by González Rey, for the study of subjectivity, from his epistemological conception: Qualitative Epistemology (GONZÁLEZ REY, 1997; 2002; 2005; GONZÁLEZ REY; MITJÁNS MARTÍNEZ, 2017). This epistemological conception is characterized by the articulation of three fundamental principles: the constructive-interpretative character of knowledge, the dialogic character of the knowledge construction process, the singularity as a legitimate instance of scientific knowledge production.

In the adopted methodology, these principles are expressed in multiple ways. The main one is the constructive interpretative process that the researcher develops during the research, from the information produced, through the instruments used, which results in the construction of indicators that converge in the formulation of hypotheses with which the theoretical model is built. The implementation of this process is mediated by the meanings emerging from the researcher's interpretations, in view of the investigated reality and the participants involved in the investigation. The principles of Epistemology are also expressed in the essential place that the dialogue between researcher and participants assumes throughout the research process and in the in-depth study of singular cases, as was the case study of the teacher presented here.

The following instruments were used in the investigation: semi-structured interview, conversational dynamics⁶, questionnaire, an essay entitled: *Being a Teacher today*, a completion of sentences⁷, and observations in various areas of the school, which are inherent to the research process, as the researcher should be aware of the phenomena that occur in the field under study.

Professor Suzi agreed to spontaneously participate in the research, after a process of information, detailing and awareness, culminating with the signing of an authorization document from the participant and the educational institution. The research had a favorable opinion from the Research Ethics Committee of the State University of Ceará (n. 817.801). It received funding from the Cearense Foundation for Scientific and Technological Development Support (FUNCAP).

The teacher's sensitization and motivation process to participate in the research, that is, the construction of the social scenario of the research, took place in several moments of informal conversations held at school. The forms of recording their oral contributions were carried out through interviews and conversational dynamics, which required notes after the meetings. Suzi suggested the use of written questionnaires so that she could answer some questions, as she found it difficult to express herself orally about issues involving institutional practices.

The Teacher and the School

Teacher Suzi, at the time of the research, was married and was the mother of a girl. She has a degree in Pedagogy and a *lato sensu* postgraduate degree in Special Education. During her professional trajectory, she participated in in-service continuing education courses focused on the theme of Special Education and inclusion. Suzi had been working in the teaching profession for 08 years and had been working for five years in the area of Special Education. In the multifunctional resources room, the teacher had been working for three years and entered through a public exam.

The school where Suzi worked is located in the urban area, in a neighborhood on the outskirts of an interior city in the state of Ceará. Its target audience was students from 2nd to

⁶ Conversational dynamics: it is a process that aims to lead the participant to express the "significant areas of their personal experience, capable of involving them in the subjective sense of the different spaces that delimit their individual subjectivity" (GONZÁLEZ REY, 2005, p. 126, our translation).

⁷ Sentence completion is an instrument that is characterized by groupings of different expressions, united through the content, focus of the study and aims to identify complex subjective meanings, whose content is not apparent (GONZÁLEZ REY, 2005).

9th grade of Elementary School, in the morning and afternoon shifts. The school has a multifunctional resource room that serves students enrolled in two other educational institutions. During the period of the research, the teacher attended 09 students with the following diagnostics-hypotheses of disabilities: physical (01), auditory (01), intellectual (02) and multiple (01); pervasive developmental disorders (03); learning difficulties (01). At school, Suzi maintained a friendly relationship with her peers, although she showed inhibition in moments of collective interaction. She treated the students in a welcoming and caring way, and with the students' families, she maintained a receptive and conciliatory attitude, avoiding tensions arising from confrontations.

Subjective configuration of teacher Suzi's teaching

Since the first contact to carry out the research, Suzi was insecure about the decision to participate, as she explained in an informal conversation: “[...] I'm afraid that my opinions bring me problems at school and even at the Department of Education. With time you will see that things are difficult” (our translation). We managed to overcome many fears that prevented the teacher's spontaneous expression in the investigation process, but we observed that her cautious posture remained for a long time.

The fear and caution shown by the teacher when joining the research indicated, initially, the constitution of the school's social subjectivity, in which Suzi seemed to register under the sign of emotions of insecurity in relation to interpersonal relationships and fear of disapproval of her actions by the other professionals. We built this indicator from the following set of sentences: “13. *I'm better*: it depends on the moment, on the people, mainly; 33. *I feel difficulty*: getting there at times, personal hindrance; 47. *Faced with new situations*: it depends on what they are; 75. *I don't feel prepared*: for the public” (our translation).

Another indicator of the insecurity experienced by Suzi, a strong tension mobilizer, was clearly expressed in the fortnightly planning meetings with the school's teachers, in which she required a space on the agenda to coordinate a formative activity, one of the SEA's attributions. We witnessed at least three participations by Suzi, which were limited to a maximum time of 30 minutes, defined by the pedagogical coordination, for each formative activity, which consisted of an exposition on the characterization of a disability.

In conversations, Suzi complained about the reduced time allocated to her participation in the activity and the lack of interest from the teachers. In fact, in the observed meetings, the indifference of most of the professors present was visible, they talked or

performed other tasks, sometimes counting only on the attention of the institution's pedagogical coordinator. Following the schedule of the observed meetings, Suzi remained in the precinct waiting for the teachers' demands to help with the planning of classes, but there were no requests.

Despite her dissatisfaction with the situation, Suzi did not confront those involved in order to discuss and solve the problem of indifference to formative activities, nor did she take the initiative to suggest actions to teachers in the planning process. Formative activities and shared planning with teachers of common education, in addition to being a service assignment, it is a useful opportunity for dialogue with the school's faculty, as it was not a common practice in the group's daily life.

Gradually, we identified that insecurity and fear of exposure were also associated with the difficulty of experiencing conflicting situations that generated opposition to their opinions and their way of acting at school, as expressed in the following sentence: “27. *I want to be: noticed for the good things I do; 51. My opinion: I won't give up, if I'm right and as I usually am, so!*” (our translation). In several moments of conversations, she refused to comment, when the reflections about the problems of students with disabilities at school directly implied her practice.

These indicators converge to the hypothesis that the subjective configuration of Suzi's profession is part of a flow of subjective meanings that make teaching an experience an uncomfortable and liable linked to recurrent dissatisfaction. Teaching seems to have a disturbing emotional value for Suzi, whether because of the tensions present in the group, the complexity of the situation of Special Education at school, or the lack of identification with the educational field and teaching, as we will see below.

We interpret that the subjective meanings mentioned are articulated as a motivating force that guides the definition of the SEA, as an area of professional activity, within the educational field. She revealed in Essay I, *Being a teacher today*:

As a teacher, I like what I do, even because by coincidence or not, this space, a little more closed, a little more reserved, is similar to what I really am. [...] If I left this space, I honestly don't know where I would go, but being a regular classroom teacher, I'm absolutely sure I don't want to and maybe it wouldn't work either, unless somehow it was also to attend ...back to the particular world once again from not so many people, of not so much movement/event (our translation).

The entry into the role of SEA teacher is justified, therefore, by the characteristics of the service, except for other forms of organization: it works with a reduced number of

students and in an individualized manner, the space of the multifunctional resource room is separated from the other premises of the school and, in his understanding, the Special Education service can be carried out in a less integrated way with the collective pedagogical work of the institution.

The fact that teaching is based on multiple interpersonal relationships, in a context woven into the diversity of references and expectations, continually requires different forms of mediation in everyday school life. These aspects mobilize tensions and contradictions in the socio-relational universe of the classroom and the institution, generating challenges for which not all teachers have a subjective constitution that is conducive to facing them within the scope of the institution, as we hypothesized in the case of Suzi.

In an interview, Suzi explained her dissatisfaction with the field of Education and with the fact that she studied Pedagogy, despite enjoying working in the area: “[...] I didn't like the Pedagogy course, I did it because I was obliged. It wasn't and still isn't, I want to do a new degree, but not in this area anymore [...] in relation to courses, Physiotherapy I like, [...] Nutrition” (our translation). The profession is not always chosen because of emotional attachment, but because of the opportunity to enter the labor market and be able to provide for one's existence, as happened with Suzi, she entered teaching because she does not have the viable material conditions for initial formation in a course in the health area, because she would have to move to another municipality.

Complexity, social disrepute, low pay, precarious working and career conditions have turned teaching into an unattractive profession and justified a high level of dropout in undergraduate courses (GATTI *et al.*, 2019). Even if entry into a given profession does not take place by initial identification, the individual can, in professional practice, subjectify the experience as an opportunity for new perspectives of work, learning and relationships, favoring the reconstitution of emotional bonds that generate satisfaction, the will to remain and investing in the profession, despite the existing difficulties, which did not happen in Suzi's case.

The subjective meanings expressed in dissatisfaction with the profession are related to subjective productions arising from their life history, notably in the family experience lived in childhood, which are renewed in the current moment. We understand that the subjective configuration of Suzi's teaching profession was crossed by the subjective configuration of the family, by subjective meanings associated with preterition and low self-esteem emerging from the relationship with her father and sisters, which had an intense impact on the fabric of her interpersonal ties. We elaborated this understanding based on Suzi's expression in different

instruments, for example, in an excerpt from the interview, in which she reflects on her self-image compared to the characteristics of one of the two sisters and her father's possible preference for her, she says:

[...] because it's the opposite, since childhood, maybe this is a childhood trauma. She was always more open with the public [...] affectionate, not me, I'm always like that, in quotes, more rejected, a little bit, let's say. And I grew up with that [...] our childhood contributes so much to what you are as an adult (our translation).

In another excerpt, Suzi again refers to her sister and her resemblance to her father, reinforcing with strong emotion how she perceived herself to be treated by the people she lived with:

She's amazing, she's wonderful, but I can't be like that [...] And, then, there's this issue, too, of the affinity between children and parents that I think there's a preference or not. [...] my sister is very good, not that I'm not good too, but it's like she was exactly like my father [...] (our translation).

Afterwards, she comments on the other sister: “the older one looks like her too and the two look like my father. I am the black sheep”. The explicit subjective production integrates an emotionality expressed in insecurity and distrust regarding the veracity of the affections of the people in her life, resorting to reserved behavior, certain victimization and blaming the other in the face of circumstances beyond her control. The following set of sentences, among other expressions by Suzi, reinforce this construction: “21. *My biggest problem is:* giving myself too much in relationships, this usually made me suffer, and alone which is worse; 55. *It bothers me:* rejection; 56. *I hate:* being dismissed (lack of response)”. We identified the symbolic-emotional flow expressed in mistrust and regarding the veracity of affections, also related to the spouse, as it was rarely mentioned by Suzi when commenting on family relationships. Let's see, in the set of sentences, indicators of this construction: “12. *Marriage:* my half. 35. *I always wanted to:* get married, but today I think a little differently. 54. *Men:* they are important, right-hand man, but relatively so” (our translation).

This production of subjective meanings integrates the subjective configuration of teaching, giving rise to the construction of the hypothesis that the posture of withdrawal and self-protection demonstrated by Suzi has repercussions on the daily coexistence with the people of the institution and the affinity with the SEA.

The person's history is present in the subjective production of the current experience, not as a past, but as a present formed by marks from different contexts and areas

(GONZÁLEZ REY, 2012). Thus, experiences are not fixed marks in people's history, on the contrary, they compose the dynamism of life and are reintegrated in each new subjective situation and can be reconfigured in the incessant production of new subjective meanings (FIALHO *et al.*, 2020). In Suzi's case, there is a flow of subjective meanings in which the story seems to re-edit itself in the experience lived at school.

Emphasizing the context involved in this historicity, where the social subjectivity of the school expresses itself and mutually constitutes the subjectivities of the participating individuals, we can perceive characteristics of the school context and the relational system of the group's relational system that were uniquely subjectivated by Suzi, expressed in her teaching experience and in the way she mobilized in the face of the challenges of teaching students with disabilities. In time, from the perspective of this work, experience implies ways of apprehending the real, integrating various aspects of psychic life, such as emotions, feelings, which mobilize the production of subjective senses (GONZALEZ REY, 2012).

We observed, in planning meetings and informal moments in the room for teachers, that the pedagogical coordinator also showed a certain level of tension and fear when dealing with matters with the school's faculty (reports, combining actions, etc.). Possibly, this emotionality of the coordinator nurtured solidarity with Suzi in situations of collective confrontation.

In response to the questionnaire, Suzi explains the relationship with members of the school's management nucleus: "I don't find any difficulties, they are considerate [...]. When I look for, they are available and when there is any kind of situation, they try to help too and give suggestions for resolution" (our translation). The quality of the information allows us to identify that the fact of "not encountering difficulties" does not mean finding support from school administrators to plan and carry out actions in favor of students with disabilities.

Suzi added, in a later conversation, that the institution's management support for their work was aimed only at solving specific problems experienced directly with students with disabilities and their families, but they did not share responsibilities with other teachers and pedagogical actions committed to the learning of these students in everyday school life. In the observations, we identified that the central focus of the institution's pedagogical work was aimed at students capable of obtaining successful performances in large-scale external assessments, configuring a high motivational value in the production of the school's subjectivity.

An excerpt from the questionnaire, containing answers about the attitude of the school's teachers, demonstrates the challenge to be faced with a view to including students

with disabilities: “In fact, this is a point that needs to be better accepted, matured and worked with them. [...] They only obligated receive and work with these students, because there is a law for that”. The complexity of the reality is aggravated, according to answers to the questionnaire, by the lack of teaching material, infrequency of students, low performance of students due to disability, interruptions occurring in the continuity of the formation of Special Education teachers promoted by the municipal administration.

As we found through the observations, Suzi's objective working conditions in the multifunctional resource room were deficient: problems in the physical structure, defective air conditioning unit, lack of teaching materials and investments for new acquisitions, computers without maintenance, according to studies by Mendes, Cia, Tannus-Valadão (2015).

The attitudes of the teachers and the pedagogical coordinator in relation to Suzi's work, as well as the search for success in external evaluations, whose investment in the participation of students with disabilities was irrelevant to the desired objectives, express the low valuation of Special Education in the social subjectivity of institution. Despite the legal obligation to include the SEA in the institution's pedagogical project (BRASIL, 2008), its implementation in the school's pedagogical organization is precarious, resulting in a lack of articulation with regular teaching.

As it is not properly valued, there is a silent agreement and each one follows its own way, making it easier for the school community (OZÓRIO *et al.*, 2020), including Suzi, to remain free from the possible tensions arising from the construction of an inclusive pedagogical practice. The lack of social space in the school for students with disabilities, an expression of the ruptures of current education with ethical processes and social and human formation (GATTI *et al.*, 2019), is subjectived by Suzi, implying a low level of belonging to the occupational group. The feeling of belonging to the group is necessary for the emergence of subjective states that favor links with the occupational function, the work context and professional fulfillment (BRANDENBURG; FIALHO; SOUSA, 2020).

This context weakens the institutionalization of regulatory frameworks for inclusive education, as it reproduces a *hospital focused model*, in which the students' deficiencies guide pedagogical actions and relationships. Breaking with this model requires a collective effort to identify barriers and create strategies to overcome them, through cooperative work undertaken by the school community, for the benefit of all students' learning (ANACHE; MARTINS, 2019).

Suzi, despite mentioning, in the conversational dynamics and in the questionnaire, the desire to improve, advance and correct mistakes, showed a very fragile subjective resources to

reach the necessary conditions to face these limitations and convert them into new postures, new routes of subjectivation of the experience lived. As Rossato and Assunção (2019, p. 59, our translation) explain, “It is not the tension between individual subjectivity and social subjectivity that enables the production of new pedagogical positions, but the new positions that open up in these tensions”. These new positions require a subjective constitution that allows individuals/groups to deal with the conflicts and demands of the process, as well as facilitating new subjective productions.

In Suzi's case, the subjective configuration of teaching included subjective meanings associated with her relationship with her father, with her sisters, with the lack of identification with the teaching profession and with the low valuation of Special Education in the social subjectivity of the school. These were expressed in: distrust of people's affections, generating insecurity before the work group and fear of situations that would result in tensions/conflicts; identification with the individualization of the SEA service, justified by the possibility of developing their activity with some independence from other school professionals; dissatisfaction with teaching and with the context of action.

As the subjective meanings emerging from the current experience are inseparable from more stable subjective configurations of the personality, acting as a sensitive source to new productions in ongoing actions, we understand that Suzi's pedagogical practice was marked by the subjective meanings associated with the subjective configuration of teaching. Below are examples of actions taken by Suzi that express the implications of the subjective configuration of teaching in the composition of her pedagogical practice in the SEA.

In the pedagogical organization defined by Suzi, assistance was limited to the multifunctional resource room and activities were almost always restricted to drawing, painting, writing the name, covering dots, cutting and pasting, copies, etc., reproducing tasks already performed by the students in the common classroom, aiming to occupy them. Suzi rarely made games and other low-cost teaching materials, as it was possible to find in multifunctional resource rooms at other institutions, alleging the lack of material and great time-consuming preparation. We observed that there were other teaching resources available in the multifunctional resource room, but they were not used.

The planning of activities, generally, was not integrated into a pedagogical project that articulated specialized and common teaching. We had access to evaluation forms from some students and identified that they were outdated for some time, but they still served as a reference to guide the planning of care. In this way, the assessment, instead of being an ally in

the school inclusion of students with disabilities, has become bureaucratic and definitive records that stifle the possibilities of students' development.

Final considerations

In the study presented, the subjective configuration of the teacher's teaching integrated subjective meanings from other moments of life and external relations to her professional activity, marking the historicity and constitutive complexity of the subjective dimension of human phenomena.

The subjective configuration of Suzi's teaching acted as a significant emotional source for the professional practice of the teacher, showing that practices cannot be explained only by current events and restricted to the context of ongoing actions. Knowing the diversity of subjective meanings that make up the subjective configuration of teaching becomes a relevant theoretical resource for understanding the issues that (de)mobilize and serve as a reference to the attitudes and pedagogical practices of teachers.

The updating of the subjective meanings associated with the teaching configuration took place in the flow of articulation with the social subjectivity of the school and working conditions, generating an emotional repertoire in Suzi in which the professional experience began to be lived with discontent, insecurity and low level of belonging to the occupational group. This construction highlights the heuristic value of the category of subjective configuration of teaching to understand the dominant forms of subjective organization of individuals in their institutional processes, also as a living expression of social subjectivity.

This emotional repertoire in Suzi made it difficult to mobilize subjective resources that promote a critical-reflective and purposeful posture in the school community, as required by the attributions required of the Special Education teacher: activities to raise awareness of people, articulation between professionals and educational services, participate in formation of school professionals, dialogue with the students' families and the school community.

With this, the SEA became a context of action where the teacher felt protected from the interference of co-workers, operating in the design of the service compatible with her needs. While she protected herself from the conflicts and demands of the regulatory frameworks of the SEA, Suzi reinforced the barriers to inclusion that existed in the institution.

The study allowed us to understand that the subjectivation of teachers' experiences in their workspace, due to the multiple motivational, institutional and social aspects, not always acting as facilitators for achieving the objectives set out in the normative frameworks of

education, showing how individuals subscribe to the collective and help to compose its working dynamics.

It is worth explaining that there is no intention to hold the teacher responsible for the identified problems, as we are aware of the contradictions inherent to the dominant exclusionary inclusion in Brazilian education and that pedagogical practice does not depend only on the subjective configuration of the profession. However, the SEA's attributions are the responsibility of the service teacher in articulation with the school and cannot be neglected, under penalty of becoming an abstract challenge in the educational sphere, by depersonalizing the actions to be taken collectively and individually.

Suzi's professional experience also highlighted the problems that exist in the work of the SEA teacher at school: isolation, multiple tasks, the difficulty of articulation with other professionals, which end up making her alone responsible for the task of including students with deficiency.

As the teacher's individual development is insufficient to be able to bring about changes in their pedagogical practice, especially in the case of school inclusion, which requires changes in conceptions, attitudes and practices, it is necessary to create strategies for the development of work groups sensitive to collaboration in face of school's challenges. Working groups need to help people feel responsible for the challenges, but these must be attractive and generate situations in which people feel the possibility of moving forward and not being canceled (GONZÁLEZ REY; GOULART, 2019).

Here are some aspects that favor the production of subjective meanings that generate new links with the professional activity and new resources to face the challenges of school inclusion: the construction of a socio-relational fabric that encourages the feeling of belonging to the group on the part of the institution's professionals; develop dialogic strategies to discuss problems and demands, create solutions and assume them in actions in all spheres of the institution; review the school's pedagogical project and collectively think about how to integrate the SEA into its priority actions and how to implement it; create communication channels with the education system to discuss alternatives for improving teaching and learning conditions so that they are appropriate to the challenges of school inclusion.

These aspects are alternatives that should also have repercussions on the continuing education of teachers and the managerial nucleus, as they involve the entire pedagogical organization of the school.

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