

**FROM SOLITUDE TO ENCOUNTER: ARGUMENTS AROUND TEACHER
EDUCATION IN A COLLABORATIVE PERSPECTIVE**

***DA SOLIDÃO AO ENCONTRO: ARGUMENTOS EM TORNO DA FORMAÇÃO DE
PROFESSORES EM PERSPECTIVA COLABORATIVA***

***DE LA SOLEDAD AL ENCUENTRO: ARGUMENTOS EN TORNO A LA FORMACIÓN
DEL PROFESORADO EN UNA PERSPECTIVA COLABORATIVA***



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ABSTRACT: The article presents arguments in defense of a collaborative perspective in teacher education, based on the interweaving of studies developed in the areas of teacher education, curriculum and didactics. In methodological terms, it is a theoretical essay, with the objective of offering contributions to a teacher education supported by collaboration. Its results point to the relevance of the collaborative perspective in teacher education, since collaboration, when constitutive of the professional teaching culture, can contribute to a humanizing education, the professional development of teachers and the strengthening of autonomy in the profession. Moreover, collaboration in the teaching context corroborates an education founded on difference as a pedagogical advantage, by recognizing the school as a community where everyone learns, teaches, and shares experiences. Based on this debate, we understand that it is urgent and possible, in collaboration, for teachers to experiment and share other teachings towards a collective, democratic, reflective, and inclusive professional practice.

KEYWORDS: Teacher education. Curriculum. Didactics. Collaborative Perspective.

RESUMO: *O artigo apresenta argumentos em defesa de uma formação de professores em perspectiva colaborativa, a partir do entrelaçamento de estudos desenvolvidos nas áreas de formação de professores, currículo e didática. Em termos metodológicos, trata-se de um ensaio teórico, com o objetivo de oferecer contribuições para uma formação docente sustentada pela colaboração. Seus resultados apontam para a relevância da perspectiva colaborativa na formação de professores, visto que, quando constitutiva da cultura profissional docente, pode contribuir para uma educação humanizadora, o desenvolvimento profissional docente e o fortalecimento da autonomia na profissão. Além disso, a colaboração no contexto da docência corrobora com uma educação fundada na diferença como vantagem pedagógica, pelo reconhecimento da escola como comunidade onde todos aprendem, ensinam e partilham experiências. A partir do debate, compreendemos ser urgente e possível, em colaboração, que os professores experimentem e compartilhem outras docências em direção a um exercício profissional coletivo, democrático, reflexivo e inclusivo.*

PALAVRAS-CHAVE: *Formação de professores. Currículo. Didática. Perspectiva Colaborativa.*

RESUMEN: *El artículo presenta argumentos en defensa de la formación docente en una perspectiva colaborativa, a partir del entrelazamiento de estudios desarrollados en las áreas de formación docente, currículo y didáctica. En términos metodológicos, se trata de un ensayo teórico, con el objetivo de ofrecer aportes para una formación docente sustentada en la colaboración. Sus resultados apuntan para la relevancia de la perspectiva colaborativa en la formación docente, ya que, cuando es constitutiva de la cultura profesional docente, puede contribuir a una formación humanizadora, el desarrollo profesional docente y el fortalecimiento de la autonomía en la profesión. Además, la colaboración en el contexto docente apoya una educación basada en la diferencia como ventaja pedagógica, al reconocer a la escuela como una comunidad donde todos aprenden, enseñan y comparten experiencias. Del mencionado debate, entendemos que es urgente y posible, en colaboración, que los docentes experimenten y compartan otras enseñanzas en dirección a un ejercicio profesional colectivo, democrático, reflexivo e incluyente.*

PALABRAS CLAVE: *Formación del profesorado. Currículo. Didáctica. Perspectiva Colaborativa.*

Introduction

This work seeks to build a path of reflection on the centrality of collaboration in teacher education, and, consequently, in the exercise of the teaching profession. In methodological terms, it is a theoretical essay, constructed from dialogue with leading authors in the areas of teacher education, curriculum, and didactics, who invite us to think about the multiplicity of factors that permeate the exercise of teaching, as well as in the challenges and possibilities that arise for the training path of teachers, especially those who work/will work in Basic Education.

Recognizing that practical knowledge is insufficient to explain the complexity of the teacher's work and understanding that undergraduate courses still deal in a fragmented way with professional knowledge, Pimenta (1999) points out a training path that takes the context of pedagogical practices as starting and ending point. This movement of reflection on “what is done” (p. 26, our translation) contributes, in the author’s view, to the “production of pedagogical knowledge in action” (p. 26, our translation) when placed in dialogue with knowledge about Education and Pedagogy. In this sense, Pimenta (1999) defends a formative principle in teaching that, from the beginning, involves research, with the teacher's investigative attitude as a central element. To this defense, we add the possibility of enhancing this movement when carried out from a collaborative perspective.

When referring to collaboration in the professional teaching context, we defend the idea that it is a

[...] a process that involves a group of teachers interacting collaboratively around an issue related to everyone's interest and that presupposes voluntary engagement, cooperation, trust between members and shared leadership (RICHIT; PONTE; TOMKELSKI, 2020, p. 4, our translation).

Given the possibilities it offers, some questions emerge as guidelines in this discussion, among which we highlight: To what extent can collaboration be taken as a reference in teachers' training paths? What obstacles can be identified for the creation of training processes based on collaboration? What paths has research in Education highlighted as viable?

Mobilized by these and other questions, we searched the literature for information that could help us broaden and deepen the debate around a collaborative perspective in teacher education. When we looked at the theoretical constructions found, our initial assumption about the relevance of this approach gained new contours, giving rise to the composition of four arguments in defense of teacher education from a collaborative perspective, without the intention of exhausting the subject or even circumscribing the debate. Conversely, by listing

them, we aim to offer contributions to the field, so that actions and (re)elaborations aimed at teaching work supported by collaboration and dialogue between teachers, as well as between the university and the school, are encouraged.

For contextualization purposes, we begin our presentation with a brief report on some meanings of collaboration present in the literature, especially in the field of teacher education, placing, in this scenario, the perspective with which we identify in the present work. Next, the arguments woven are presented in the form of topics, through which we articulate, in dialogue with the reference authors, the discussions around teacher education from a collaborative perspective. They are:

1 - Pedagogy is always a human relationship; 2 - A professional culture guided by collaboration and a sense of belonging among teachers contributes to strengthening the profession; 3 - Collaboration fosters simultaneous processes of knowledge production and teaching professional development; 4 - Difference as a pedagogical advantage: what does teacher education have to do with it?

These arguments have as their point of intersection a broader and more dynamic conception of the teaching profession (NÓVOA, 2017) and the recognition of the centrality of the profession in the training path of teachers. When approaching them, we recognize the personal and professional aspects as constituents of these paths because we understand that teacher education takes place in a complex, continuous, permanent, non-linear and multidimensional way. Furthermore, we seek to contemplate a conception of training that is humanizing, democratic, inclusive and emancipatory, as evidenced in the subsequent topics.

Teacher education and the meanings of collaboration addressed in the literature

In Brazil, the idea of collaboration has been discussed in conjunction with teacher education, especially since the 1990s, through collaborative groups linked to Postgraduate programs in Mathematics Education (CRECCI; FIORENTINI, 2013). These groups were created from a teacher education perspective that involves a partnership between university and basic school teachers, seeking to develop joint studies focusing on the investigation and analysis of pedagogical practices and teaching-learning relationships.

As they gain greater space in the scenario of research developed in the area of Education, discussions around collaboration form a certain dispersion in different terms, such as: collaborative training, collaborative groups, collaborative research, collaborative practices,

among others, making it difficult to conceptualization. We are interested here in demarcating collaboration as a fundamental element in teaching and, therefore, indispensable to teacher education processes today.

Although the word “collaborate” (from the Latin *collaborare*: to work with) is often approached as a synonym for “cooperate” (from the Latin *cooperari*: to operate together, to assist), in our understanding there are important distinctions between the terms. As Fiorentini (2019) points out, collaboration involves deep relationships between subjects, who negotiate decisions and share responsibilities within a group; cooperation, on the contrary, involves the collective performance of diverse tasks, but not necessarily interconnected, shared or negotiated. Among the aspects that can characterize a collaborative practice, some identified by the author stand out: “voluntariness, identity, and spontaneity; shared leadership and co-responsibility; support, mutual respect, and reciprocity of learning” (FIORENTINI, 2019, p. 52-58, our translation). Such elements help us to design teacher education actions that enhance collaborative relationships between teachers and that contribute to the consolidation of collaborative experiences at school, covering different times, spaces and subjects.

According to Boavida and Ponte (2002), collaboration, even though it does not have an end in itself, is a valuable tool in the processes of investigating teaching practices. The possibilities and configurations can be diverse, as well as the contexts of implementation and the roles assumed by those involved. The authors believe that the use of the term collaboration is appropriate “in cases where the different participants work together, not in a hierarchical relationship, but on an equal basis so that there is mutual help and the achievement of objectives that benefit everyone” (Ibidem, p 4). Important aspects in collaborative relationships are mutuality, trust, negotiation; These aspects point to learning that goes beyond solving the problem in question, also contemplating “self-learning and learning about human relationships” (Ibidem, p. 8).

Learning collaboration and negotiation, which is intertwined with it, is, therefore, an unavoidable dimension of today's world. [...] the opportunities for mutual learning [...] make it a particularly promising strategy for outlining paths for investigating professional practices in a world characterized by uncertainty, change and complexity (BOAVIDA; PONTE, 2002, p. 13, our translation).

Defended by scholars on the subject (CRECCI; FIORENTINI, 2013; FIALHO; SARROEIRA, 2012; FIORENTINI, 2019; RICHIT; PONTE; TOMKELSKI, 2020) as an essential element in the constitution of professional teaching culture, we consider that this

perspective deserves more attention in the training of teachers and in the development of research in Education, by bringing together elements capable of encouraging the sharing of practices, beliefs, routines, and overcoming professional teaching cultures guided by individualism (DINIZ-PEREIRA, 2015).

Corroborating the need to look into this topic, Gatti *et al.* (2019), observe that “actions that emphasize collaborative work have become increasingly common, trying to overcome the isolation of teachers and actions of a markedly individualistic nature” (p. 195). And they point to the need for greater depth in studies on such perspectives, which have been gaining ground in the educational field:

There is still little information about how the relevance given to collaborative cultures, reflective and investigative training, the rapprochement between training institutions and schools, training for social justice, etc. have materialized into new training proposals and practices and what their contributions are to improving training courses (GATTI *et al.*, 2019, p. 212, our translation).

Fiorentini (2019), in turn, points out that “various conceptions and models of collaboration and collaborative research have emerged in the last ten years” and, “few, however, have been studies that attempt to systematize these experiences and bring understandings and new theoretical-methodological and epistemological subsidies for this modality of professional practice and research” (p. 72, our translation).

In this sense, through this work we seek to fill some gaps related to the concept of collaboration in the context of teacher education, encouraging, through the proposed approaches, a closer look at the elements that can effectively compose a collaborative perspective within the teaching profession.

Arguments for teacher education from a collaborative perspective

In the following lines, we present the four arguments made with a view to defending a collaborative perspective in teacher education, understanding collaboration as an important principle to be cultivated in the teaching profession.

Pedagogy is always a human relationship

The first argument in favor of teacher education from a collaborative perspective concerns the very nature of the teaching profession. A profession that is based on humanity, human relationships, humanization. Teaching, as a human specificity (FREIRE, 2020), requires

availability to meet, sensitivity to listening and the creation of dialogical relationships between those involved with a view to creating learning opportunities for everyone, without exception.

In Freire's conception, education acts in humanization processes. Human beings and, therefore, historical, unfinished and aware of their unfinishedness, are capable of embarking on a quest to be more, to humanize themselves. This search, which “[...] cannot be achieved in isolation, in individualism, but in communion, in the solidarity of existences” (FREIRE, 2016, p. 129, our translation).

When dealing with the subject, Bernard Charlot refers to humanization as entry into a culture, considering that “[...] by the simple fact of being born into the human species, every human being has the right to humanization” (CHARLOT, 2020, p. 139 apud NÓVOA; ALVIM, 2021, p. 10, our translation). In this sense, being a teacher means intentionally contributing to guaranteeing this fundamental right for human beings.

Through these reflections, it is up to us to ask: in what way(s) has the human dimension been (or not) considered in teacher education processes? If we educate each other through the human relationships we establish, by basing our training dynamics on individual studies and expository classes, wouldn't we be acting against this understanding?

Teacher education committed to humanization requires understanding teachers as subjects who need, from the beginning of their training, to experience collaboration. This has to do with profound changes in political, cultural, and practical aspects of teacher education and the work of teachers themselves. It demands the creation of spaces/times favorable to collective studies, the creation of discussion groups, the exchange of knowledge and experiences, and the construction of relationships of bond and trust, which offer support to pedagogical work. The links necessary for learning are not restricted to teachers and students, but must encompass the entire school community, as a diverse collective whose common objective is to promote education with social quality. In the end,

We need others to educate ourselves. Teachers have a fundamental role in creating the best conditions for this relationship to take place. [...] education implies a bond that transforms, at the same time, students and teachers [...] (NÓVOA; ALVIM, 2021, p. 11, our translation).

In summary, training teachers in a collaborative perspective is, therefore, contributing to the construction of collaborative cultures at school, a space that is itself plural in subjects, contexts and knowledge. Furthermore, understanding the teaching profession from this perspective – that of collaboration – can be an important step towards strengthening the sense

of belonging and reciprocal relationships established from within the school to outside, in a kind of network that is being socially intertwined under the protagonism of the actors who are part of the different school communities and at the same time circulate, interact, and occupy the most diverse political and social spaces.

A professional culture guided by collaboration and a sense of belonging among teachers contributes to strengthening the profession

The second argument brings to light the very configuration of the teaching profession which, despite being based on human relations, often points to the construction of professional cultures based on individualism, isolation, and the mistaken view of teacher self-sufficiency (DINIZ-PEREIRA, 2015). Supported by the study by Diniz-Pereira (2015), we understand that “[...] individualism - one of the strongest and most resistant marks of teaching identity - has been historically and socially constructed in the teaching profession in Brazil and in several other countries of the world” (p. 128, our translation). In the context of this profession, individualistic cultures are built based on the structural conditions of school institutions (which favor an organization in isolated cells: classrooms, with teachers working separately), in the different pedagogical orientations of teachers (with the absence of an identity shared teaching professional), in the social meanings about teaching (which perpetuate ideas that teachers are qualified, fulfill a mission in teaching and are often treated as “heroes”), in the dynamics of teacher education (with a central focus on expository classes, individual studies, and observation internships) and, also, in the ways in which teaching careers are constructed (careers that are generally poorly structured, permeated by inadequate working conditions, meritocratic regimes, and distorted notions about the teacher's movement of reflection, often treated as individual movement only).

Adding other points to the discussion, Fialho and Sarroeira (2012) highlight that the isolation of teachers can result from self-protection actions generated by the many challenges they face on a daily basis:

Individualism, especially in the manifestation of belonging to the class they teach, is a way of being, for teachers to protect themselves from the large group that is the school. This way of working in isolation can be interpreted, based on the data we have, from two perspectives: i) teacher mobility and consecutive professional demotivation can condition the way of being and working and ii) a clear and free choice on the part of the teacher for other variables such as free initiative, autonomy of thought and the pedagogical practices that it considers most pertinent to put into practice (FIALHO; SARROEIRA, 2012, p. 18, our translation).

In addition to the factors mentioned, it is necessary to recognize that individualism is present in society in general and that facing this trend is not a simple task. It is clear, therefore, that there are many barriers to creating cultures of collaboration in the teaching profession. It is up to us to ask: how could the dynamics of training processes, in their didactic, political, and curricular aspects, act in the constitution of collaborative teaching identities and cultures?

Of course, there will be no ready-made answers, but we agree with Nóvoa (2019a) when stating that “No one can be a teacher today without reinforcing the collective dimensions of the profession.” (p. 14, our translation). This requires training teachers in a way that is inseparable from the professional contexts in which they will work, reflecting on the relationships established between the subjects that form the school community as fundamental for the construction of identity processes of a professional nature. A construction that, as Diniz-Pereira (2015) indicates, expresses practices of collegiality, shared responsibility among all, approaching a conception of autonomy constructed and practiced in the collective.

In this context, “[...] structural and cultural changes in schools and teacher education programs” are necessary in order to “[...] offer possibilities for the construction of new, more collaborative and supportive teaching identities” (DINIZ-PEREIRA, 2015, p. 141, our translation).

In the text cited, the author points to carrying out collaborative research as a fruitful path towards the changes he advocates, since this modality brings together research and teacher education. For the scholar,

It is possible to imagine communities and networks of researchers about their own practices sharing their experiences and seeking to create a collective spirit, as well as developing collaborative research and critical approaches in teacher education programs. This is just one of the first steps towards building a new teaching identity (DINIZ-PEREIRA, 2015, p. 141, our translation).

Analyzing the field of teacher education, André (2010) makes observations about the growth of studies at postgraduate level involving investigative modalities that include greater participation of subjects, such as action research and collaborative research. The author highlights that these dynamics have “[...] a great weight in the constitution of teaching professionalism”, providing “[...] the development of knowledge, skills, and values, which, collectively constructed, can give more strength and power to teachers as a professional group” (ANDRÉ, 2010, p. 178, our translation). Furthermore, the possible connections between

research and training, theory and practice, the production of knowledge and the professional development of teachers are highlighted, aspects valued by the author.

This effort to research together has great social, scientific and political merit, as it brings universities and schools closer together, contributes to the articulation between theory and practice, enables school teachers to learn about research and consequently favors the search for professional autonomy (ANDRÉ, 2010, p. 178, our translation).

In view of the notes made so far, we recognize in the collaborative perspective a powerful path for teacher education through the rapprochement between universities and basic schools, aiming to deconstruct old barriers and the inseparable development of research and training, as well as strengthening the profession.

The experiences recorded by research that addresses the subject (collaborative groups, collaborative research, and other modalities) constitute specific initiatives that need to be increasingly made visible, in order to contribute to significant changes in teacher education policies, cultures, and practices.

Collaboration fosters simultaneous processes of knowledge production and teaching professional development

Reflection on one's own work is a fundamental part of the teaching profession and the training processes experienced by teachers. Due to its importance, reflecting on practice needs to take place in the workload of undergraduate students and practicing teachers, as Freire announces:

[...] in the ongoing training of teachers, the fundamental moment is critical reflection on practice. It is by critically thinking about today's or yesterday's practice that the next practice can be improved (FREIRE, 2020, p. 40, our translation).

It must be emphasized, however, that such reflective processes should not take place solely at the individual level, at the risk of becoming individualistic and/or not very fruitful. Reflection, as a vehicle for real teacher development (ZEICHNER, 2008), cannot be understood as an end in itself; but it must be aligned with the purpose of building an education for social justice, that is, it must contribute to the achievement of autonomy and critical awareness on the part of teachers, based on their different contexts of activity.

From this perspective, teaching in a collaborative perspective has to do with the provision of spaces/times for collective reflection by teachers, on contexts, conceptions and

pedagogical practices with which they deal daily, on the knowledge they produce and mobilize in their practices, on the personal and professional experiences and challenges, in short, about the social project they envision and to which they dedicate efforts.

It is worth emphasizing that the development of work based on this perspective requires respect for different positions, the establishment of dialogical relationships and considerable study of theories with a view to expanding repertoires, reviewing and reconfiguring the conceptions and practices of those involved, as well as surveying hypotheses about hitherto unthought of pedagogical possibilities.

It is in the group, acting collaboratively, that the potential for reflection emerges, constituting an amalgam of ideas, strengthening proposals and consolidating decisions that benefit everyone. In other words,

[...] collaboration presupposes equality and mutual help between participants in carrying out work that promotes everyone's growth, distinguishing itself from cooperation, where the focus is on carrying out collective work to achieve an objective that, in Most of the time, it is related to an external purpose (RICHIT; PONTE; TOMKELSKI, 2020, p. 4, our translation).

Evoking the concept of teacher professional development, it is possible to understand more deeply the potential of collaboration as a perspective in teacher education. Already extensively explored by several authors, professional development is here associated “[...] with the process of constituting the subject, [...] of becoming, of transforming over time or through an action formative” (CRECCI; FIORENTINI, 2013, p. 13, our translation). Based on this understanding, it makes sense to have a close link between training and profession (NÓVOA, 2017; 2019b) in training processes, valuing professional development “[...] *en toda su amplitud, es decir, la capacidad de pensar sobre la formación inicial en relación con la inducción profesional y la formación continua*” (NÓVOA, 2019b, p. 214, our translation).

In this sense, related to an understanding of teacher education as a continuous, multidimensional and complex process, the different life experiences and teaching profession, the different times and spaces of experience and, above all, those knowledge and experiences shared in the collective are valued, that enrich the training journey of the entire group.

In a text published in 2013, Creci and Fiorentini (2013, p. 13, our translation) clarify that

[...] teachers learn and develop professionally through participation in different practices, processes and contexts, intentional or not, that promote training or improvement in teaching practice. Fiorentini, for example, has

conceived teacher professional development 'as a continuous process that begins before entering the degree, extends throughout their professional life and takes place in multiple spaces and moments of each person's life, involving aspects personal, family, institutional and sociocultural.

If teacher education is a continuous process, we understand that the ties between the university and graduates cannot be separated. Among other things, this requires combating hierarchies between university teachers and Basic Education teachers, strengthening co-responsibility in teacher education, in the production and dissemination of professional knowledge, assuming that “[...] *neither the universities nor the schools are sufficient to train teachers*” (NÓVOA, 2019b, p. 212, our translation), and that the search for ways to strengthen a teaching profession based on collaboration is an important alternative.

The relations between university and basic school, in this sense, need to be thought of as a partnership, as “[...] collective construction, based on respect and openness to dialogue” (NACARATO, 2016, p. 713, our translation). This procedural movement of approaching and establishing an effective dialogue requires some favorable conditions, among which we highlight the valorization of collective work and training at the school itself; improving teachers’ working conditions, salaries and careers; the protagonism of teachers as producers of knowledge, which will possibly affect the processes of establishing identity as a teacher (NACARATO, 2016).

In addition to a physical space where teacher education is considered, the concepts of “common home” (NÓVOA, 2017) and “third space” (ZEICHNER, 2010) help us understand the need to break down boundaries between the diverse knowledge produced by primary and higher education teachers, who can dialogically assume the role of researchers on Education, training, the profession and teaching practices.

It is also necessary to think, in the context of this discussion, about the school as a space where the exercise of democracy must be encouraged, with opportunities for teachers (and the school community) to participate in spaces for discussion and collective decision-making, such as assemblies, collegiate bodies, forums; the opportunity to experience collective and democratic relationships, where the presence and voice of each person is equally important. A space/time that is one of continuous learning, negotiation, building autonomy and a common goal:

This common public space will only make sense within the framework of strong social participation, with the capacity for deliberation. It is not just about consulting, but about organizing decision-making processes on education policies (NÓVOA; ALVIM, 2021, p. 7, our translation).

Considering the aspects mentioned, it is worth saying that assuming a collaborative perspective in teacher education processes (and in the constitution of teaching work itself) does not mean ignoring or erasing the singularities of each teacher's trajectories. On the contrary, this defense is based on the idea that differences make up an aspect that enhances learning, mutual growth, the search for strategies for everyday demands, a movement that can have repercussions on pedagogical practices with students. To better discuss this issue that makes up part of our argument, in this text, we bring “difference as a pedagogical advantage” to the dialogue, based on studies by Candau (2020).

Difference as a pedagogical advantage: what does teacher education have to do with it?

This discussion is based on an understanding of teacher education as a field of mutual interference, dialoguing, in particular, with the fields of curriculum and didactics (OLIVEIRA, 2020; ROLDÃO, 2014). The relationships established between the aforementioned fields of knowledge, although permeated by disputes and tensions, can significantly contribute to the creation of training paths that respond to the current challenges of Brazilian education, among which the issues related to “[...] to differences, cultural diversity and teaching autonomy” (OLIVEIRA, 2020, p. 215, our translation). In this sense, discussions about teacher education do not dispense with a careful look at reflections on the knowledge that circulates in schools and the teaching-learning dynamics, aspects dear to the fields of curriculum and didactics respectively, based in the school context and in the pedagogical practices that intertwine them.

Addressing the field of didactics, Candau (2020) presents the issue of cultural differences in everyday school life as the main challenge to be faced today. In the research through which he analyzes testimonies from teachers, Candau has frequently observed the term “difference” being “[...] associated with a problem to be solved, with disability, cultural deficit and inequality” (CANDAU, 2020, p. 12, our translation). This way of understanding difference imposes even more barriers to intercultural and inclusive work. Proposing the deconstruction of such approaches, Candau (2020) points out that it is necessary to “[...] transform known and recognized diversity into a pedagogical advantage” (p. 01, our translation).

In the same direction, Pimenta *et al.* (2013, p. 144, our translation) provoke us by asking:

[...] is it possible to teach everything to everyone? By expanding the participation of all subjects, by opening spaces for the inclusion of all social

layers in the education process, the school often trembles and falters: what does didactics have to do with this? Which teachers do we need today?

Based on what the aforementioned authors point out to us, it is possible to mobilize some questions about teacher education in the face of the didactic and curricular challenges present in schools. Is it possible to promote democratic and inclusive pedagogical practices without, at the same time, challenging the individualistic cultures that permeate school organization, teacher education and professional teaching practice? Would teacher education from a collaborative perspective enhance relationships open to diversity and differences in the school context? Are training courses attending to the multidimensionality of the teaching profession that requires, in addition to pedagogical knowledge, content and curriculum, knowledge of subjects and contexts (ROLDÃO, 2014)?

Deepening this reflection, Freire (2020) warns that the presence of the teacher in the classroom and at school is, in itself, political. We commit ourselves, in our way of being and teaching, to the conceptions and knowledge that make up our training trajectory. Given the complex and diverse context that is the locus of our profession, dealing with difference as a power and not an obstacle is a reflection of a stance consistent with a democratic and progressive perspective on education.

Understanding teaching as a social and political practice, it is necessary to rethink the dynamics of teacher education which, as indicated by Pimenta *et al.* (2013), could be based on methodologies that investigate and dialogue with teaching practices in different contexts. Among the possible paths, the author mentions critical-collaborative action research, highlighting "[...] the importance of building knowledge with teachers, elevating them to the status of subjects and authors" (PIMENTA *et al.*, 2013, p. 147, our translation). Thinking about training dynamics that take into account and open space for teacher authorship, above all, from a collaborative perspective, means transgressing a logic of proletarianization of teachers' work (CONTRERAS, 2002), giving way to possibilities for building greater professional autonomy. The teacher, in this sense, needs to follow a training path aimed at

[...] understand the functioning of reality and articulate its critical vision of this reality with its educational intentions, which it defines and reformulates, due to specific contexts. This means defining the teacher's work as intellectual and not as a technical executor (PIMENTA *et al.*, 2013, p. 149, our translation).

This discussion goes back to the idea of building collaborative cultures within the teaching profession. We believe that encouraging collaboration between teachers can also foster

the cultivation of more democratic and participatory relationships throughout the school environment. In agreement with studies by Damiani (2008), there is “[...] evidence that schools in which collaborative cultures predominate are more inclusive, that is, they have lower dropout rates and more effective ways of solving student problems” (ibidem, p. 220, our translation), and the role of teachers is relevant, “[...] both serving as a model of interaction and organizing groups of students that can make the work fruitful” (ibidem, p. 222, our translation). Therefore, teacher education from a collaborative perspective enables the construction of other teaching and disciplines, recognizing the school as a community where everyone learns, teaches and shares experiences. It is worth saying that,

[...] professional collaboration, although it is not new in different professional scenarios, in the educational context has been strongly defended, as it constitutes a viable and ideal way of promoting the professional development of teachers throughout career, excellent learning for students and the transformation of schools into authentic learning communities' (RICHIT, PONTE, TOMKELSKI, 2020, p. 4, our translation).

Far from denying the tensions that are typical of human relationships, we believe it is possible to build collective and plural teaching; This construction undergoes other, more profound changes in the school, from the political-pedagogical project to the daily classroom routine, depending on each context. In our understanding, differences are intrinsic to the subjects and, therefore, to educational practices. Therefore, it is necessary to recognize and value them in the school context (CANDAU, 2020), towards a perspective that promotes democratic affirmation, mutual respect and the construction of a society in which everyone is recognized and treated as citizens.

Considerations: arguments that intertwine, paths that are not finished

The set of arguments presented had the purpose of contributing to the (re)elaboration of teacher education processes in a continuous, multidimensional and collaborative perspective. Along this path, it was important to delve deeper into collaboration ideas, their characteristics, challenges and potential, based on the ideas presented by researchers who have already studied this subject. Likewise, it was important to promote and assume a dialogical stance between authors in the fields of teacher education, curriculum and didactics, identifying articulations and contributions to reflections on teacher education, the teaching profession and its consequences.

Briefly returning to the arguments made, we realize that teacher education from a collaborative perspective offers conditions for raising awareness of the humanizing aspect intrinsic to Education, as well as for its implementation in the diverse relationships established in degree courses and in everyday school life. We also demonstrate that collaboration, understood as part of the teaching professional culture, can foster the production of knowledge and professional development, enhancing the strengthening and construction of autonomy in the profession itself. The possible impacts on teachers' pedagogical practices are no less important, through collective movements of reflection, the search for common paths and closer relationships between university and school.

We do not intend, here, to exhaust reflections on the subject; on the contrary, we recognize that there are still many possibilities to address it and we emphasize the importance of further work continuing and deepening the discussion. We seek, through a systematization proposal, to fill some gaps and support actions that encourage daily collaboration between teachers, collective and authorial reflections on pedagogical practices and the rapprochement between universities and basic schools as fundamental principles of the teaching profession.

It is worth highlighting that the importance given to the theme of teacher education does not exclude other necessary changes to schools and education, especially with regard to didactic, curricular, structural and political aspects. However, we cannot ignore the meaning of promoting teacher education that, as Nóvoa (2019a) points out, favors the metamorphosis of the school and the teaching work itself.

Therefore, in the discussion about teacher education, it is necessary to assume the importance of each moment of training and career exercise, in the path of professional development. A collective movement of reflection and permanent investigation of and about pedagogical practices presents itself as a desirable configuration and can present important clues for thinking about teacher education with a collaborative approach, with its challenges, possibilities and limits in the different training spaces/times Brazilians.

Based on these assumptions, we understand that it is urgent and possible for, in collaboration, teachers to build, experiment and share other teaching skills, towards a collective, democratic, reflective and inclusive professional practice.

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