

THE PEDAGOGUE EDUCATOR'S IDENTITY IN THE MUNICIPAL EDUCATION SYSTEM OF CURITIBA: THE MEANINGS OF (AUTO)BIOGRAPHIC NARRATIVES FOR PROFESSIONAL DEVELOPMENT

A IDENTIDADE DAS PEDAGOGAS FORMADORAS DA REDE MUNICIPAL DE ENSINO DE CURITIBA: OS SENTIDOS DAS NARRATIVAS (AUTO)BIOGRÁFICAS PARA O DESENVOLVIMENTO PROFISSIONAL

LA IDENTIDAD DE LAS PEDAGOGAS FORMADORAS DE LA RED EDUCATIVA MUNICIPAL DE CURITIBA: LOS SIGNIFICADOS DE LAS NARRATIVAS (AUTO)BIOGRÁFICAS PARA EL DESARROLLO PROFESIONAL



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ABSTRACT: This article analyzes the professional identity of the pedagogue educator of Regional Education Centers in Curitiba, proposes to situate and identify the pedagogical, social, and cultural challenges present in their training and professional development. The investigation carried out with eight pedagogue educators started with qualitative research procedures by André & Gatti (2008) and required the methodology of (auto)biographical narratives, from Josso (2007) and Souza (2014) and was developed in meetings of research-training, based on Delory-Momberger's Biographical Project Workshops (2006). In the analysis of the research, the professional identity was presented as a continuous and dynamic process, of personal and professional transformation, considering the cultural processes of the schools. In this dimension, the meaning of the mediating work they develop with the pedagogues and teachers of the schools they attend stands out. From the analyses, references to be considered in the professional development of the participants emerged, aiming the performance of pedagogues in the contemporary municipal school.

KEYWORDS: Professional identity. Pedagogue educator. Research-training. (Auto)biographical narratives. Professional development.

RESUMO: Este artigo analisa a identidade profissional do(a) pedagogo(a) formador(a) de Núcleos Regionais de Educação de Curitiba, propõe situar e identificar os desafios pedagógicos, sociais e culturais presentes na sua formação e desenvolvimento profissional. A investigação realizada com oito pedagogas formadoras iniciou com procedimentos da pesquisa qualitativa de André e Gatti (2008) e requisitou a metodologia de narrativas (auto)biográficas, a partir de Josso (2007) e Souza (2014) foi desenvolvida em encontros de pesquisa-formação, com base nos Ateliês Biográficos de Projeto de Delory-Momberger (2006). Na análise da pesquisa, a identidade profissional se apresentou como processo contínuo e dinâmico, de transformação pessoal e profissional, levando em conta os processos culturais das escolas. Destacou-se, nesta dimensão, o sentido do trabalho mediador que desenvolvem com os(as) pedagogos(as) e professores das escolas a que atendem. Emergiram, das análises, referenciais a serem considerados no desenvolvimento profissional das participantes, visando a atuação das pedagogas na escola municipal contemporânea.

PALAVRAS-CHAVE: Identidade profissional. Pedagogo(a) formador(a). Pesquisa-formação. Narrativas (auto)biográficas. Desenvolvimento profissional.

RESUMEN: Este artículo analiza la identidad profesional del (de la) pedagogo (a) formador(a) de los Centros Regionales de Educación de Curitiba y propone situar e identificar los desafíos pedagógicos, sociales y culturales presentes en su formación y desarrollo profesional. La investigación realizada con ocho pedagogas formadoras partió de procedimientos de investigación cualitativa de André y Gatti (2008), requirió la metodología de narrativas (auto)biográficas de Josso (2007) y Souza (2014) y se desarrolló en encuentros de investigación-formación, basado en los talleres de proyectos biográficos de Delory-Momberger (2006). En el análisis de la investigación, la identidad profesional se presentó como un proceso continuo y dinámico de transformación personal y profesional, teniendo en cuenta los procesos culturales de las escuelas. En esta dimensión se destaca el significado del trabajo mediador que desarrollan con los pedagogos y docentes de las escuelas a las que asisten. De los análisis surgieron referentes a ser considerados en el desarrollo profesional de los participantes, visando la actuación de los pedagogos en la escuela municipal contemporánea.

PALABRAS CLAVE: Identidad profesional. Pedagogo(a) formador(a). Investigación-formación. Narrativas (auto)biográficas. Desarrollo profesional.

Introduction

In view of the social and cultural changes in contemporary society, the demand for professionals endowed with new knowledge and domains to act in the various areas of human formation is increasing. In the administrative instances that guide the educational proposals of public schools, the role of educators acquires significant importance, verifying the intensification and density of their tasks when developing their function of organizing and equating the pedagogical work of school units in Curitiba. From this perspective, the pedagogical trainer promotes advising and monthly orientation of management teams in the school environment, offering theoretical and methodological support to the implementation of curricular proposals and educational policies in force, which guide the work they develop in municipal schools.

The purpose of this article is to present the research we carried out, considering two dimensions of this function: the constitution of the professional identity of the pedagogical educators, considering the educational proposals of the municipal schools they work for; and the professional development, aiming to situate the new social and cultural interests and needs they identify, to be integrated to the pedagogical and educational work of the contemporary municipal school.

In recent literature about the formation of educators, Marcelo Garcia (2009) identifies the existence of at least four perspectives or traditions of professional formation of teachers and educators: the academic perspective, the perspective of technical rationality, the practical perspective and the perspective of social reconstruction. Of these perspectives, according to Franco (2003), a rational-technical tendency, focused on reflexivity, still remains in the professional formation of the educator.

Since the implementation of the Curricular Guidelines of Pedagogy (BRAZIL, 2006), a policy focused on the formation of the teacher of the initial years was configured in the graduation courses, which initially brought criticism and debates, considering the regression that these decisions would cause, disregarding the advances made in the faculties of education, focused on the formation of a researching pedagogue and that would articulate with property the school pedagogic process as a whole. This recognition and reaction also came from representative organizations of the processes of formation and performance of the pedagogue, such as ANFOPE, ANPED, FORUNDIR, among others. In later years, as well as in the courses of Pedagogy in Brazilian schools of education, the formation and professional identity of the

school pedagogue was sought again, considering a less fragmented and unitary performance, requesting, above all, their professional development in a broader way.

From the DCNs of 2015 (BRASIL, 2015), for the training of teachers and educators, it was proposed in the degrees of different teaching areas curricular reviews that considered the evolution of scientific and technological knowledge, in view of the new training needs also in these areas, in the context of basic schooling. The proposals for the formation of the pedagogue in the Pedagogy degree, in the curricular review process of this period, started to consider the dynamics of the multicultural contemporary society, in which children and young people who attend the basic school are permeated by rapid and constant transformation in all areas of human life.

In the state of Paraná, it is verified that the profession of pedagogue in the public-school education networks has historically configured a professional work that has achieved credibility, maintaining an institutional performance assured by internal competitions, becoming a necessary function for the instances of organization and coordination of pedagogical work in the various levels and instances of teaching in public schools.

The group of pedagogical educators participating in the proposed research is made up of professionals who belong to the Regional Education Centers of Curitiba. As articulators between the municipal secretariat staff and the educational units, they participate in the training processes proposed by the Municipal Secretariat of Education (SME in the Portuguese acronym), in relation to their work group and to the pedagogues of the municipal schools.

To support the work of pedagogical educators, since 2012, the coordinators of the Regional Centers of the Curitiba Municipal Education Network have offered continuing education courses, as well as informative and formative texts to support the pedagogical work in schools. One example refers to the Pedagogical Booklet (CURITIBA, 2012), prepared with recommendations for pedagogical educators, so that they develop their function based on a constant process of training and preparation that can contribute to the development of the work of professionals in the school units.

Imbernón (2002) recognizes the identity of each school professional and defends the idea that they should be subjects of their own training. In this case, the pedagogical educators participating in the research began to develop their profession, based on their interests and studies, sharing their convictions about the theoretical and methodological work they promote for contemporary school education, sharing their experiences with the pedagogues and teachers of the schools in which they develop their work. This observation led us to formulate some

questions in view of the changes in the municipal school: Considering the new social and cultural challenges of today's school, do educator-pedagogues recognize new themes and/or attributions that they need to integrate into their professional identity? What studies, methodologies and experiences do you consider necessary for your work? How have they tried to reflect on the real needs of their training and professional development?

In the observations made on the group of pedagogical educators, we noticed that they develop their function based on their knowledge of the pedagogical area, resulting from their initial professional training in Pedagogy, from specialization courses, also offered by the Municipal Secretariat of Education, but, above all, they present new initiatives based on their professional trajectories. In these initial surveys, it was verified, however, that there are few formative proposals in which they participate and can narrate their experiences, memories, learning, and initiatives promoted during their professional trajectory.

These perceptions led us to propose the development of a research, anchored in the methodology of (auto)biographical narratives, with devices of research-training, in Josso (2007) and Souza (2014), from meetings planned based on the Biographical Project Workshops of Delory-Momberger (2006).

To situate the recognition of the educator about his/her professional identity proposes to understand the cultural and social issues of contemporary schools, with their conformations and contingencies. The fields of knowledge, in this perspective, require new forms of mediation and methodologies that provide school educators and teachers with the possibility of organizing pedagogical work in the face of scientific, technological, social, and cultural advances in the contemporary world. These processes, however, need to be situated, researched, and understood, which demands the analysis of their personal and professional positions.

Giroux (1997) refers to the criticism to the legitimating codes by which the great narratives of progress and human development need to be taken back, analyzed, and discussed, generating conceptual positions to be analyzed by those who develop the educational process in school institutions, and that he defines as transforming intellectuals.

The provision of the transforming intellectual refers to educators who develop their function consciously, by understanding, analyzing and interpreting the social, cultural and political needs of teachers, pedagogues in favor of contemporary basic school students. We propose to consider this concept as a possibility to offer a conceptual basis for the constitution and analysis of the professional identity of the pedagogical educators participating in the research conducted.

A brief contextualization on the formation and identity of the educator: the professional dimensions and influences

Regarding the pedagogue's profession, Brzezinski (2011) resumes the scope of the performance of these professionals in several instances of educational practice, directly or indirectly linked to the processes of organization, transmission and assimilation of knowledge and know-how, which require the domains of the school pedagogical field. From this perspective, in view of the numerous responsibilities delegated to pedagogical educators in public schools in the Municipal Education Regional Centers, we propose to pay attention to the initial training and professional performance of those who organize and respond to the challenges of a social conjuncture that is also expressed in the teaching systems and in the official educational proposals.

Marcelo Garcia (2009) refers to school teaching as an increasingly complex task that requires training, knowledge, and commitment. He refers to teacher training, which includes the role of the pedagogical trainer, considering his constant contact with teaching in schools, and covers two dimensions: theoretical-scientific training (specific academic training); and technical-practical training, aimed at professional preparation for the development of pedagogical work, which includes didactics and teaching methodologies. Integral to these dimensions are educational research and forms of interaction and technological connectivity in the school environment and in the communities where the schools in which they work are located.

These dimensions maintain a relationship of reciprocity and permanent interaction and constant articulation with the social and cultural environment in which the pedagogical educators interact, which reaffirms our considerations regarding the knowledge and expertise they incorporate, and which are built during their career and in formative processes, which imply the comprehensiveness of activities and methodologies that make it possible to reach the dimensions of knowledge of the pedagogical area and the innovative processes inherent to them.

The concept of professional identity nowadays, according to Marcelo Garcia (2009), is revealed as a reality that evolves and develops both personally and collectively. Identity is not something one possesses, but something that is developed during one's lifetime. The development of identity "takes place in the intersubjective terrain and is characterized as an evolutionary process, a process of interpretation of oneself as a person within a given context" (MARCELO GARCIA, 2009, p. 112, our translation).

The insertion of educator educators in municipal schools implies the immersion of these professionals in the cultures produced in these schools by their professional teachers, educators, and managers. From this perspective, it is worth considering Viñao Frago's (2000) analysis on the process of identity production as a result of different histories of schools and the system to which they belong, which shape habits, forms, and ways of acting.

Viñao Frago (2000) refers to the school as a space of cultural production, which concerns the ways of experiencing its times and spaces that, when analyzed, do not represent an impeccable order or unique or fixed points of view. The school space is configured as the random and the mobile, which may constitute, above all, more possibilities than limits. According to the author, each school is characterized by different histories, trajectories, and configurations of its pedagogical organization, determined forms of teaching and interaction processes among professionals and from the students' interests and needs.

In this context, each school institution walks different paths, and establishes relationships from their communities, values and attitudes produced by their professionals in produced cultural experiences, which leads us to analyze the characteristics of the processes produced in the school environment from the action of the pedagogical trainer, between the configurations of power relations present in the school culture and democratic practices in schools.

The selected group and the steps of the methodological path for the research

The proposed research was developed within Curitiba's Municipal Education Network, in three of its Regional Education Centers (NREs in the Portuguese acronym)³ and the selection of the pedagogic educators for the research was defined considering the data obtained in an exploratory study carried out with a group of eight pedagogic educators who participate in the Regional Centers of Santa Felicidade, Boa Vista and Matriz.

For the research-training developed with the pedagogic educators selected, a course was planned, with six (6) meetings, during the second semester of 2020 and the first semester of 2021. In articulation with the purposes and objectives of the municipal school, the course was developed with the title: 'The construction of the identity of the pedagogical trainer: revelations of meanings for a transforming professional development'. The meetings were held with the

³ Curitiba's Municipal Education Network has ten Regional Education Centers, where each center organizes its team of pedagogical educators).

objective of revealing and analyzing the constitution of the identity of the teacher educators of the NREs of the RME, from their personal and professional (auto)biographical narratives, also from the social historical point of view, considering the cultural processes produced by professionals from the schools in which they work.

To get to know the group participating in the research, qualitative research procedures were initially adopted, based on André and Gatti (2008), from the initial questionnaire applied, in order to obtain greater visibility on the processes experienced in their trajectories as pedagogues.

The use of the research methodology of (auto)biographical narratives, according to Josso (2007) and Souza (2014), which was carried out considering the formative meetings based on the Biographical Project Workshops of Delory-Momberger (2006), provided the experience of activities that, when analyzed, revealed significant value in relation to the work of the pedagogic educators. The process provided the pedagogic educators with freedom of expression for the reports, verbalizations about memories, conceptions, description of practices and lived experiences, which were analyzed in an interpretative way during and after the development of the research.

The (auto)biographical research methodology during the research-training process made it possible, besides the analysis of the participants' ways of acting, to interpret and discuss the authors' texts, their conceptions and argumentations based on the learning they achieved during the course. In the sense of Josso (2007), the research of (auto)biographical narratives promotes an encounter with oneself and with the 'other', enabling the improvement in the interaction among peers, the exchange of knowledge and wisdom among the pedagogical trainers. The analysis of the speeches and narratives referenced the themes and activities, leading to reflection on the meaning of the professional activities developed, helping to provide greater visibility on the constitution of the professional identity of the pedagogic educators.

The proposed course of the research had a break for a review of the form of the meetings, due to the contingent moment of the COVID-19 pandemic⁴, which made it impossible to hold the face-to-face meetings planned in the research. For this reason, the course was developed online, through the Google Meet platform. In this new format, the activities were planned in a welcoming way, which allowed the free emission of the educators' narratives about the

⁴ The measures to face the Coronavirus pandemic, were considered by the Federal Law no. 13979, of February 06, 2020, and from the Municipal Decree no. 421, of March 16, 2020, that declared an emergency situation in public health, due to the COVID-19 pandemic, leading to the suspension of the face-to-face activities developed in the school educational units, including continuing education.

moments of perplexity experienced in the pandemic and in social isolation, but considering the continuity of the school educators' work. In the online course, on the other hand, it became possible to discuss concepts about professional identity and its recognition by the pedagogic educators, considering the use of technologies and the experience lived through online resources, with new languages and forms of communication among the pedagogic educators, school professionals and students.

To perform the interpretative analysis of the sources, between the elements collected in the orality and in the written reports of the participant group, the elements of reading in three times were used, as suggested by Souza (2014): Time I - Pre-analysis and cross-reading; Time II- Thematic reading from descriptive units of analysis and Time III - Comprehensive interpretive reading of the corpus, for considering the time to remember, narrate and reflect on what was lived.

The narrative and biographical sources under this perspective enabled the apprehension of issues related to the trajectories and paths of life and training of the pedagogical educators, who talked about their learning and experiences built throughout their personal lives, as influences for their options and forms of professional performance, as recommended by Souza (2014).

The research-training course and the recognition of social and professional milestones in the careers of teacher educators

During the course, as announced, two dimensions or categories were developed more intensely in the research: Professional identity of the pedagogical trainer; Training and professional development of pedagogues in the NREs, making up the themes that guided the activities of the units and subthemes addressed during the course.

In the first phase, considered by Josso (2010) and Souza (2014) as moments of identification and initial exchanges with the group, the pedagogical educators addressed in their narratives the origins of their option for a career in school education and as pedagogues. In these life history narratives, five pedagogical educators mentioned family influence on their professional choices. According to Dominicé (2010), family relationships significantly influence decisions about the choice of the initial training course and also influence the subjects' value judgment about the suitability of professions in/for life. Although they were very interested in the educational area, financial issues and the distance from the place of study

appeared as an obstacle to the accomplishment of the initial training in Pedagogy, which was only possible later on in some of the cases.

In relation to the milestones in their professional careers, the pedagogical educators revealed decisive moments in their personal and professional trajectories for choosing a career in pedagogy. The pedagogue Inês revealed the reasons for this option, which she identified "since the affective reasons as well as the learning from people who passed through my life, and how much they taught me, how much I learned with 'the others' during all the time of work".

Through the analysis of the life histories of the pedagogic educators, it was possible to rethink the issues surrounding their professional constitution, their convictions and actions. According to Nóvoa and Finger (2010), life stories make it possible to understand what the subjects themselves choose during their training, leading to reflection on the meaning of the forms of work they develop during their personal and professional lives in the school institution.

The interpretative and comprehensive thematic reading of the professional identity of female teacher educators

In the initial development of the course, we sought to approach the central notion of identity, which, according to Josso (2007), is defined as an expression of existentiality, through the analysis and interpretation of oral and written life stories, which allow us to highlight the phases of its constitution. These are narratives that reveal the plurality, fragility, and mobility of personal and professional experiences and choices throughout life.

In one of the first activities of the course, the song *Lamento Sertanejo*, by Dominginhos and Gilberto Gil, was used for a reflection on cultural origins, trying to approach and/or question their influences on the constitution of identity.

In this first analysis, the northeastern identity was considered, which led to a reflection on the identities present in the different Brazilian regions. From this perspective, it became evident as an issue for school education and its professionals the relationship between the identity of Brazilian men and women and their cultural origins and their rights to schooling without exception. One of the pedagogues reported:

In a way, the place we come from is in us, we carry this place that does not identify us only because we are the set of places we have passed through. We are part of the people we live with and yet considering that we are in constant change (VERA).

According to Pooli and Ferreira (2017, p. 20), when we speak of "Brazilians, Gaúchos, Northeasterners, or even teachers, educators, doctors, and workers, we homogenize a very large set of singular people, through very broad characteristics that make particularities opaque. Thus, when demarcating the country, the state, the municipality, the place of residence or work, there is a tendency to homogenize groups by resorting to a single meaning.

Pooli and Ferreira (2017) define identity as the process of making certain individual or collective characteristics identical, in order to also differentiate them. The authors recall that modernity was very effective in the social and individual production of identity, trying to fit the subject into processes of belonging and adjustment to a certain reality.

The organizational culture is evidenced by the pedagogue Shirlei, who narrated her initiation into school work, an experience that besides revealing her own identity led her to reflect on the need to recognize the identity and even the local culture of the work environment. In her impressions about the northeastern song, she made a comparison: "[...] the song portrays the country man when he doesn't feel comfortable in the place where he has to go. He leaves his comfort zone and goes to a place he didn't know". In this case, he compared it to the turnover and the change of position in front of the school, considering that:

Many times the pedagogues also lack the security to use their voice in the new work environment. When they start working in the nucleus, they need to adhere to a formative identity, which they did not have before, and no longer only as a teacher, different from the posture they had when they were in the classroom (SHIRLEI).

Joana, another pedagogue, mentioned that the song refers to the place we come from, that identifies us, so that we carry and are always changing within our roots and the habits we have:

The lyrics refer to the diversity of people and places, where we are unique, but live in plurality. [One doesn't live alone or isolated. Identity, in my opinion, is fluid, it is a set in our lives, from the individual to the professional, and it is always in transformation. If we think about cultural identity, we can consider that in this group and from the meetings, we are no longer the same, we are adding more to our training as core trainers (JOANA).

Pedagogue Helena reported her impressions alluding to "the feeling of suffering and struggle of a person that portrays her way of being, of being in the place where she lives". She noticed that, in the music, appears what identifies the country man of the northeast, the characteristics that put him close to the people and, at the same time, what differentiates and/or

distances him from 'others' in urban areas. Transposing to the perceptions about the identity of the pedagogue, he analyzed that:

I notice the distance between academic training and the complex reality that is the school's daily routine. The countless demands that the pedagogue needs to meet, but the reality of the school presents itself in other ways and starts to demand other demands from the pedagogue. Many times the pedagogue works without much certainty or guidance, and tries to do his/her job (PEDAGOGA HELENA).

Returning to Marcelo Garcia's analysis (2009), identity is not considered as something given, fixed and unchanging. It is built in a slow and dynamic process through the professional, cultural, and personal experiences of each subject. In this case, the pedagogue signaled the lack of interlocution and the need to resume her training, because there are other and different demands to be discussed and thought for the work of teaching in basic school. This training, however, refers to the expansion and diversification of knowledge needed by the pedagogue to work in contemporary basic school and concerns his professional development as a teacher educator or 'reference' pedagogue.⁵

Gabriela, a pedagogue, considered the differences in the sertanejo's speech and personal aspects and, comparing it with her initial experience, reported:

[...] I saw myself in this process when I arrived at the center, because my identity was that of a teacher. [...] In the core, I came across other movements of cultures, of wisdoms of people with other knowledge. [My identity is in a process of formation, all the time. I go in search of complements, since I am trained in the academy, in a theoretical way, but I need to change my practice, my routines, studies, for my new professional self. The identity is transforming as I change (GABRIELA).

Pooli and Ferreira (2017) resume the configuration of the identity of educators acquired in the training and performance in educational settings, which is neither fixed nor immutable. It is part of the historical, social, cultural, political, and educational development of society, which is intrinsically contradictory and transitory, causing a continuous reconceptualization of meanings.

⁵ The term 'Reference Pedagogue' is also used in the Municipal Secretariat of Education as terminology that defines the pedagogue trainer.

From this perspective, the profession of pedagogical trainer emerges in a certain context and historical moment, which includes considering the contours of its performance from the needs present in the public school of the Municipal Education Network of Curitiba.

Vera noted that "the role of the core pedagogue has changed, and now respects the journey of the school pedagogue, and it is through dialog and reflection that she goes on training and guiding the school teams in a process of building the identity of the school pedagogues". She also mentioned that in the Municipal Secretariat of Education there is little dialogue among pedagogues who work in different levels of education (Elementary School and Children Education).

According to Marcelo Garcia (2010), professional identity does not appear automatically as a result of a degree after the initial training course, but requires a process of individual and collective professional learning, of a complex and dynamic nature. In this way, it is understood that the identity and professionalization of the pedagogue tends to be understood in the educational context of performance.

The pedagogue Ines confirmed that it is in the exercise of the profession that pedagogues try to recognize their identity, but refers to a reaction attitude that she feels is necessary for the pedagogue trainer:

We are formed in the context, in the day to day. [...] Our role as core educators is to break, to clean up these false paradigms that still exist in the political, historical and social context, where the educator meets demands that are not pedagogical. This is historical and has been accepted for a long time. [...] On the other hand, these issues need to be worked out in the daily follow-up with the school units' management team, based on the legislation that deals with the pedagogue's function and attributions (INÊS).

The influence of the municipal institutional culture was observed in the performance of the pedagogical educators, although in their narratives they recognize that, as pedagogues of Regional Education Centers, they tend to seek new ways of developing their work, trying to understand and reinvent it, especially in the relationships that they maintain at a distance with the school teams and that were intensified during the pandemic period.

The processes of action of the educator pedagogue require a constant work of study and research on the daily practice to be analyzed in dialogue with the school pedagogue. This mediation movement with the teachers refers to school activities that can become routine, homogenizing, and many times unquestioned. On the other hand, there are singularities in the

trajectories of school professionals to be respected and emphasized in the proposals for the formation of school pedagogues, considering their work with teachers.

These new needs have generated concerns and influenced the development of a more assertive work regarding the pedagogical educators, considering the relations and orientations they establish with the school educators. One of them reported:

The formative moments with the school teams also form us. If I talk about my identity as a core teacher, this change of performance is a technical change that the headmaster brought, and it came with many conflicts and challenges, but it generated many learnings. [...] The gains I had in my professional life are enormous, the knowledge I acquired came from this destabilization, from a difficult situation that generated a lot of learning (HELENA).

This question interprets the relationship between what the pedagogue trainer thinks about 'himself' and how he wants to be seen by 'others', having a strong affective and emotional charge that enhances his professional development. On the other hand, there is a recognition that the professional demands of the pedagogical trainer of a Regional Education Center in a constantly changing context come with moments of destabilization that, nevertheless, instigate the need to expand the study and research to meet the demands of schooling in charge of the pedagogical teams of the schools they work for.

Final remarks

In this study and research on the training and performance of pedagogical educators of the Regional Education Centers of the RME of Curitiba, we consider the need for attention to the complex and comprehensive work of these professionals, aiming at their contribution to school pedagogues and teachers who work in the scope of municipal schools of early years.

When situating the professional identity of the pedagogical educators, it was necessary to consider the confrontations of new social and cultural processes in the basic school, resulting from the advance of scientific knowledge, technologies, and changes in the productive work and its consequences in schooling. New relationships were established between the pedagogical trainers, school pedagogues, teachers and students, in this context, which requires the mastery of pedagogical science as one of the central points indicated by Brzezinski (2011) in relation to the constitution of the professional identity of the pedagogical trainers.

From the (auto)biographical narratives that permeated the research-training and the activities organized based on the proposal of the Biographical Project Workshops, the

participating teacher educators brought back their memories about the origins of their decision regarding the choice of the educational career.

At this point, the (auto)biographical narratives revealed family influence in the choice of educational career, but the influence of their peers became much more significant in the personal and professional lives of the pedagogical educators. In relation to the milestones in their professional careers, the participating pedagogues reiterated their mastery of the knowledge and methodologies required for their training, which came from the initial and continuing education courses offered by the SME. In this sense, the pedagogical educators referred to the new needs they detected in their training in relation to the new paradigms required for professional performance, necessary for the contemporary basic school.

The pedagogic instructors revealed that it was necessary to adhere to the training identity of reference, which they did not have and which would no longer be of the school pedagogue or of teaching. In constituting this formative professional identity, it was necessary to adapt to or consider the identity of the place where they belonged to the Regional Education Center, with a certain concern about the scope of this function. In this case, the professional identity of the pedagogical trainer includes the referential domains of school education, which need to be adequate to the complex needs and interests of the professionals who work in the basic school and those who attend it.

Professional identity appeared in the research-training process in a fluid, non-static way, encompassing the participants' personal and professional, individual and collective lives. According to Josso (2010), this process provides opportunities for reflections about 'self' and 'the other' during the meetings, which presupposes a change from the first form with which the course began, and the participation in the activities promoted the constant transformation of 'self'. In this way, the participants realized that their profession is under construction all the time, which becomes necessary and constant in this work. This identity is transformed as they professionally acquire an awareness of their influence in schools, which cannot be prescriptive, but in the search for understanding about the processes present in the social, cultural, and pedagogical context in which they interact with the professionals of the municipal basic school.

From the perspective of the constitution of the professional identity of the pedagogical educators, referring to the theoretical-methodological processes of their organizing practices, the mediating function that they develop with the school pedagogue stands out. In this sense, Brzezinski (2011) reiterates the fundamental importance of mastering the knowledge of pedagogical science.

Thus, the pedagogic formators expressed the importance of recognizing and understanding their professional identity considering how they define themselves in the role of reference formators, which means being at the forefront of educational issues in positions of advancement regarding theoretical knowledge and new educational paradigms. This recognition includes the integration of sociological, anthropological, psychological, and other science concepts as adjuncts in the accomplishment of the complex educational work.

Some issues were identified in this case regarding the formation of the pedagogical educators, such as the distance between academic training and the complex reality that constitutes the school's daily life today, which tends to constitute an obstacle to the knowledge of training and research, leading to the improvement of their knowledge and expertise when performing far-reaching functions at the core of the RME.

It was also noticed a change in the performance of the pedagogues of the regional centers, in relation to the dialogue and reflection that has been guiding their training and that of the school teaching teams in a process of building their professional identity in recent years. It is important to consider, at this moment, the work of the coordinating teams in the Municipal Secretariat of Education, which demands constant interlocution to compose the acting processes of the pedagogical educators in the regional centers, with a greater understanding of their initiatives, considering the social and cultural changes and demands of the communities of the municipal schools.

The research based on (auto)biographical narratives allowed for reflection on the professional identity of the participating teacher educators, which led them to reaffirm the need for the continuity of formative processes in this methodological perspective, in which the experiences of 'self' and 'other' can be narrated. The work with authors in research-training led to the identification and analysis of references for the professional development of the group that participated in the research, leading them to configure the new training processes in search of greater autonomy for new initiatives, dialog, and interlocution about their experiences, interests, and personal and professional needs.

It permeates the constitution of the professional identity of the pedagogical educators the disposition of the intellectual transformer of the school, as Giroux (1997) recommended, as a social being that starts to understand, analyze and interpret the social necessities, of the cultural plurality that modifies the range of curricular contents and its methodology for the performance of the pedagogues and teachers, in approximation to the technological issues and the necessary connectivity to the students of the contemporary basic school.

The activities of research-training and the methodology of (auto)biographical narratives have reaffirmed a professional identity for the pedagogical educators, which requires the mastery of pedagogical science, guides their profession, but requires these professionals to seek study, research, self-training in the form of authorial textual productions and protagonism in favor of democratic processes for the advance to be promoted in the network of municipal schools of Curitiba.

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