

IMPLICATIONS OF A COLLABORATIVE TRAINING PROCESS FOR THE PROFESSIONAL DEVELOPMENT OF BEGINNING TEACHERS

IMPLICAÇÕES DE UM PROCESSO FORMATIVO-COLABORATIVO AO DESENVOLVIMENTO PROFISSIONAL DE PROFESSORES INICIANTES

IMPLICACIONES DE UN PROCESO DE FORMACIÓN COLABORATIVA PARA EL DESARROLLO PROFESIONAL DE LOS DOCENTES PRINCIPIANTES



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ABSTRACT: This research aimed to understand the implications of a collaborative-formative process to the professional development of novice teachers who work in the early years of elementary education in a municipal public school in Piçarras-SC. A qualitative and collaborative research was developed, and the data were analyzed using textual discourse analysis. During the course of the research, the main challenges faced by novice teachers in their daily practice were listed through a narrative interview: collaborative work, teaching knowledge, ethical commitment of the teacher, interpersonal relationships, and reflective practice. Based on these challenges, a learning community was formed. The implications obtained in this collaborative formative process led to the defense of: continuing education based on the interests and challenges faced by teachers; continuing education centered in the school; and collaborative work among teachers.

KEYWORDS: Teacher professional development. Beginner teachers. Learning community.

RESUMO: Esta pesquisa teve o objetivo de compreender as implicações de um processo formativo-colaborativo ao desenvolvimento profissional de professores iniciantes que atuam nos anos iniciais do Ensino Fundamental em uma escola pública municipal de Piçarras-SC. Desenvolveu-se uma investigação qualitativa e colaborativa, e os dados foram analisados por meio da análise textual discursiva. Durante o percurso da investigação, elencou-se os principais desafios dos professores iniciantes em seu exercício diário por meio de entrevista narrativa que foram: trabalho colaborativo, saberes docentes, compromisso ético do professor, relacionamentos interpessoais e a prática reflexiva. A partir destes desafios, constituiu-se uma comunidade de aprendizagem. As implicações obtidas na comunidade levaram a defender: a formação continuada que parta dos interesses e dos desafios enfrentados pelos professores; a formação continuada centrada na escola; e o trabalho colaborativo entre professores.

PALAVRAS-CHAVE: Desenvolvimento profissional docente. Professores iniciantes. Comunidade de aprendizagem.

RESUMEN: Esta investigación tuvo como objetivo comprender las implicaciones de un proceso colaborativo-formativo para el desarrollo profesional de los profesores principiantes que trabajan en los primeros años del Enseño Fundamental en una escuela pública municipal en Piçarras-SC. Se desarrolló una investigación cualitativa y colaborativa, y los datos se analizaron mediante el análisis del discurso textual. En el transcurso de la investigación se enumeraron, a través de una entrevista narrativa, los principales retos de los profesores noveles en su práctica diaria: el trabajo colaborativo, los conocimientos pedagógicos, el compromiso ético del profesor, las relaciones interpersonales y la práctica reflexiva. A partir de estos retos se constituyó una comunidad de aprendizaje. Las implicaciones obtenidas en este proceso formativo colaborativo llevaron a abogar por: una formación continua basada en los intereses y retos a los que se enfrentan los profesores; una formación continua centrada en la escuela; y un trabajo colaborativo entre profesores.

PALABRAS CLAVE: Desarrollo profesional docente. Profesores principiantes. Comunidad de aprendizaje.

Introduction

Many studies provide knowledge about teacher training, however, there is a need for training that supports the beginning teacher and leads him to quality practice. With this in mind, in order to approach and deepen the study on the training of beginning teachers in the school context, we carried out this research by constituting a learning community. We assume that developing practices that support teachers at the beginning of their careers will positively influence teacher professional development, reducing insecurities regarding professional insertion and contributing to student learning.

It is necessary to support the teacher in his teaching practice and in everything that involves this process. Conduct it by recognizing yourself as the subject of your training, developing your teaching identity, with autonomy, ethics and commitment to the quality of teaching. And, as it is understood, that teachers at the beginning of their careers have to deal with the complexity of teaching, bringing ideals closer to the everyday reality of the classroom, concern for beginning teachers becomes essential, who also demonstrate enthusiasm initial responsibility and being part of a professional group.

In this context, the following investigative question was established: what are the implications of a training-collaborative process for the professional development of beginning teachers who work in the initial years of Elementary School in a municipal public school in Balneário Piçarras - SC? To this end, we seek to understand the implications of a formative-collaborative process for the professional development of beginning teachers who work in the initial years of Elementary School in a municipal public school in Balneário Piçarras - SC. We identified the main challenges faced by beginning teachers in the initial years of a municipal public school in Piçarras in their daily work; we promote a training-collaborative process through the learning community aiming to contribute to the challenges faced by beginning teachers; and we analyzed the implications of this collaborative training process for the professional development of beginning teachers who were part of the learning community.

Concepts were used that deal with the teacher's training process from a collaborative perspective, considering mainly the ideas of Imbernón (2009, 2010, 2016), Nóvoa (2002, 2019, 2022) and García (2005), which deal with teacher professional development of beginning teachers, as well as Tardif (2002) and Shulman (2014), who address the knowledge inherent to teaching. There was also a dialogue with the authors Almeida (2002) and Placco (2004), who deal with interpersonal relationships that occur in the school space, Alarcão (1996, 2004), who

brings concepts about the reflective teacher aware of the place he occupies in society, and Freire (1996), who talks about the formation of teachers.

This research is relevant because it presents the possibility of continuous training that starts from the school reality, working in groups with peers and reflecting on the teaching and learning processes. The experience is reported based on the phases of collaborative research.

Professional development for beginning teachers

Reflections on teaching initiation should be part of the discussions of teachers at the beginning of their careers. In this sense, the research addresses the professional development of teachers who have experienced the first cycle of their professional life³. We perceive this cycle of professional life as the most conflicting and challenging for the teacher who encounters at this certain moment a “reality shock”⁴, which involves their personal and professional ideals, the knowledge acquired in initial training through the exercise of the profession. Likewise, it is in the first years of teaching practice that the teacher builds his teaching identity, “[...] even determining his future and his relationship with work” (TARDIF, 2002, p. 11, our translation).

Nóvoa (2019, p. 199, our translation) states that:

I became aware that the first years as beginning or beginning teachers are the most decisive in the teaching professional life, as they mark, in many ways, our relationship with students, colleagues and the profession. It is the most important time in our constitution as teachers, in the construction of our professional identity.

When assuming professional responsibilities, beginning teachers find themselves faced with challenges, expectations and insecurities. The first years leave deep marks on the way the profession is practiced. García (2005, p. 113) defines this stage of teaching insertion as “a period of tension and intensive learning in generally unknown contexts, and during which beginning teachers must acquire professional knowledge in addition to maintaining a certain personal balance”.

³The concept of professional life cycle is presented by Huberman (2000).

⁴“The 'survival' aspect reflects what is commonly called the 'shock of the real', the initial confrontation with the complexity of the professional situation: the constant groping, the concern for oneself ('Am I coping?'), the distance between ideals and everyday classroom realities, the fragmentation of work, the difficulty in simultaneously dealing with the pedagogical relationship and the transmission of knowledge, the oscillation between relationships that are too intimate and too distant, difficulties with students who create problems, with inadequate teaching material, etc.” (HUBERMAN, 2000, p. 39, our translation).

Nóvoa (2019, p. 200, emphasis added) calls this central time in the first years of teaching, between the end of training and the beginning of the profession, as “time between two”, decisive years in professional and personal lives. Nóvoa (2019, p. 200, our translation) adds that:

We can think of this time as the initial phase of the profession, as the first moment of experience of the profession, of contact with all the realities of teaching life. In this case, we must insist on the responsibility of school management and more experienced teachers in welcoming and monitoring their young colleagues.

This central time is established as the first four or five years of starting a career, so that each teacher acquires their own professional teaching identity (NÓVOA, 2019), bearing in mind that professional development is a construction. As the teacher gains experience, we also have the concept of professional identity, which is the way in which teachers develop individually and collectively. A construction that does not refer to 'who am I?', but rather to 'who do I want to be?'

From this point of view, the beginning of a career presents itself as a time to put into practice all the knowledge acquired during initial training, however, beginning teachers encounter setbacks in this process when faced with the reality of everyday school life, feeling often unprepared and insecure. For this reason, according to Huberman (2000, p. 39), teaching initiation is marked as a period of “shock of reality”, in which the teacher encounters unpredictable situations related to student behavior, the teaching and learning processes, the content to be developed and the organization of the classroom.

Considering the initial development path of teachers, we need to understand how the dilemmas faced influence teaching work. The impact faced with reality often leads the beginning teacher to imitate others in favor of the so-called “survival in the profession” (RAUSCH; SILVEIRA, 2020, p. 228). In this way, we realize that teachers do not leave undergraduate courses ready and that initial training is just one stage of a complex process.

In this direction, the continuing education of teachers presents itself as the main link between the profession and the construction of professional identity by standardizing the dynamics of teaching work, especially through the interaction of the educational class. According to Nóvoa and Vieira (2017), interactions between these professionals are extremely important, contributing significantly to the introduction of young teachers into the profession and school.

The initial years, as a teacher, are decisive for shaping and defining our relationship with the profession, for strengthening our professional identity and for asserting a position among older colleagues. It is in the transition from university to schools, and in the way other teachers welcome us and integrate us, that a large part of each one's professional future depends (NÓVOA; VIEIRA, 2017, p. 28, our translation).

Following the author's reasoning, we realize the importance of continued training for beginning teachers as a learning phase. “[...] developing, together with other school professionals, an in-service training project that helps them overcome their difficulties, breaking with individualism and isolation, aspects present in the conduct of many teachers at this stage” (FRANCO, 2000, p. 35, our translation). In view of this, the school space is where the beginning teacher will seek to overcome their obstacles, positively impacting teacher development, adding and transforming classroom practice.

Beginning teachers are concerned when entering their work contexts with teaching and, consequently, with the quality of students' schooling. Therefore, beginning teachers, in addition to the support of school managers and more experienced teaching colleagues, need specific continuing education, planned based on the dilemmas of professional insertion.

It is understood that some challenges are different, given the time spent teaching, therefore, the importance of thinking about the continued training of beginning teachers in a different way is clear. It is worth emphasizing that training can be understood as a process of professional development, which enables learning and experiences for teachers at the beginning of their careers. According to García (2005, p. 19, our translation), “[...] training can be understood as a social function of building knowledge, knowing-how, or knowing-being, which is exercised for the benefit of the socioeconomic system or of the dominant culture.”

This identity construction is a complex and dynamic process. As García (2005, p. 18, our translation) assures,

[...] begins during the student period in schools, but is consolidated during initial training and continues throughout their professional career. This identity does not arise automatically as a result of the degree, on the contrary, it needs to be built and modeled.

García (2005) views initial and continuing training as an exercise that encompasses dimensions of teaching professional development as a possibility to train and transform.

Methodology

The research is based on collaborative research with a qualitative approach. Desgagné (1997, p. 10, our translation) infers that “collaborative research is linked to projects whose research interest is based on the understanding that teachers build, in interaction with the researcher, about an aspect of their professional practice, in a real context”.

The empirical context of the research took place in a public school, in the municipality of Balneário Piçarras, in Santa Catarina - SC. The school chosen for data production has approximately 1,200 students, serving children from Kindergarten to the 9th year of Elementary School. For this research, the collaborating participants were four teachers at the beginning of their careers, who work in the early years of Elementary School.

Regarding the personal profile of the participants investigated, three are female and one is male, four of whom are beginning teachers aged between 25 and 38 years old. When it comes to degree level, only one participant studied teaching, all four have a degree in pedagogy completed via distance learning courses and only one did not undertake a *lato sensu* specialization.

Based on the research objectives, we propose collaborative training, through the creation of a learning community. Reflecting on the learning community, we highlight some principles presented by Imbernón (2010, p. 90, our translation):

In teacher training, we can say that training that considers the community is based on certain assumptions: All community agents who interact with the school have knowledge, no one has it in its entirety. It is necessary to share everyone's knowledge. This exchange of knowledge between community agents brings professional enrichment. Training with the community allows for a better form of organization, which has an impact on improving the school.

To start the learning community, an individual narrative interview was carried out to learn about the main challenges faced by beginning teachers in their daily work. For Jovchelovitch and Bauer (2002, p. 95, our translation), the narrative interview “[...] is considered a form of unstructured in-depth interview with specific characteristics”.

In data analysis, discursive textual analysis was used. “Discursive textual analysis is a data analysis approach that moves between two established forms of analysis in qualitative research, which are content analysis and discourse analysis” (MORAES; GALIAZZI, 2003, p. 118, our translation).

Discursive textual analysis constitutes a continued recursive process for greater qualification of what was produced. “The process of discursive textual analysis is a constant coming and going, grouping and ungrouping, constructing and deconstructing”. It is a process in which the researcher moves with the truths he tries to express: “the final writing process was extremely rich (MORAES; GALIAZZI, 2003, p. 122, our translation).

In the last stage of the analysis, an interpretative metatext was developed that dialogues with the authors and theories that contribute to the understanding of the object of the research and the facts investigated. Moraes and Galiazzi (2003) also point out that this methodology is capable of creating spaces for the emergence of the new, a storm of light arising from the chaos created within the process, which enables the construction of another order.

This research started from **challenges faced by beginning teachers**, in which the teacher was encouraged to be the subject of training, participating in the analysis of their needs. According to Imbernón (2016, p. 163, our translation), “[...] these needs start from the basis that, to plan training, it is important to know what teachers think, their felt and expressed needs”. In other words, help solve the problems felt and expressed by the training subject.

Data analysis: collaboration opening doors

Considerations are presented resulting from the analysis of the narrative interviews of the participating teachers and the participant observation of the learning community. It is said that after extracting the challenges faced by beginning teachers, five central categories were reached: collaborative work; teaching knowledge, the teacher's ethical commitment, interpersonal relationships and reflection on teaching practice. These categories became a priori in the community and served to guide the participants' training process.

From the narrative interviews, it became evident the importance of encouraging collaborative work and how teachers recognize and have the need to share and learn with their peers. One of the strategies used in the learning community was the organization of a group work base, which, based on problem situations, sought solutions centered on collaborative work. The need to discuss the plurality of teaching knowledge and how it is incorporated into professional practice was perceived. Knowledge inherent to teaching work and its possibilities for educational innovation were highlighted, in order to contribute to educational and social transformation forged in the values of collaboration. A certain anguish was noted in the narratives regarding changes in the social context and how these events interfere with the fulfillment of the teacher's social and ethical responsibility. Thinking about the new social

situation reported by teachers, debates and analyzes were proposed on aspects that are increasingly present in the social and educational system, such as: inequalities of opportunities, family constitution, the Covid-19 pandemic, technology and others. Interpersonal relationships presented themselves as a pedagogical and educational concern and needed to be understood as an aspect of everyone's development. It was noticed that in the daily life of the school, the relationships that occur in the classroom between teacher-student, student-student, teacher-teacher, are often fragmented and not synchronous.

In order to contribute to changing a dichotomous view of relationships present in the school space, an interaction movement was proposed, strengthening interpersonal relationships through the collaborative work of teachers. It was assumed that in any interaction, whether personal, interpersonal, social, subjects develop as people and influence the development of others. The full development of both depends on the quality of these interactions and are fundamental to each person's cognitive-affective-social constructions (ALMEIDA, 2002). Questions and insecurities of the participating teachers regarding their own practice led to favoring reflective capacity and reflecting on the work carried out. Based on the interview, we provide a moment of dialogue, expressions and experiences, as an opportunity to develop the reflexivity of the participating teachers, so that they can think about their practices and be able to seek ways to manage their action towards the necessary changes.

Learning community: school-centered collaborative training

Following the stages of the discursive textual analysis process during the participation of beginning teachers in the learning community, some meanings were articulated that led to the final emerging categories. To this end, we brought excerpts from the participants' speeches. Moraes and Galiazzi (2003, p. 11, our translation) highlight that “[...] descriptive and expository speeches represent an initial way of involving subjects in the discourse. By themselves they already express arguments, although generally implicitly”.

However, “[...] it is in the interaction between narratives, when already in written form, in the various versions produced by different participants, that dialogicity can become more significant” (MORAES; GALIAZZI, 2003, p. 17, our translation). This discursive appropriation between the narratives, the dialogue, their confrontations are the objects of this analysis, based on this form of written production. We present the following categories:

From individualism to collectivity

The learning community discussed one of the five dilemmas that emerged in the analysis categories of the narrative interviews of the participating teachers: collaborative work. Professor K (2021, verbal information, emphasis added) argued the following: “[...] *I realize nowadays the importance of collaborative work, as it encompasses the entire teaching and learning process*”. The teacher's speech is in line with the ideas of Imbernón (2010, p. 64, our translation) when she states that currently “teaching has become a necessary and essential collaborative work to improve the work process of teachers, the organization of educational institutions and the student learning”. Teacher A (2021, verbal information, emphasis added, our translation) added: “[...] *how rich it is to be able to be with co-workers in training and not alone. It seems to me that we have more positive results*”. Reflecting on the fact that recognizing the importance of collaborative work does not guarantee that it actually takes place among teachers, it is often presented as the first step towards breaking individualism.

The discussion in the community permeated the culture of individualism, as also mentioned by the teachers in the narrative interview, as well as by teacher A (2021). She contributed by reporting that she observes more experienced colleagues with attitudes that do not favor dialogue and that they may have lacked training that stimulated dialogue and debate. It is noticeable that teachers need moments that provide them with experiences that go beyond individualism so that they can build their teaching identity focused on a shared professional culture. Teacher A (2021, verbal information, emphasis added, our translation) added: “[...] *today we are here working as a true team [...] practicing attitudes such as dialogue and empathy*”. This statement corroborates Imbernón's (2010) discussions about offering continued training, collective training to break the culture of individualism, through dialogue, debates, work methodologies and affection.

However, teacher K (2021) reported that she has difficulties working as a team, sharing and dialoging about the teaching and learning processes, as she considers herself shy. Professor L (2021, verbal information, emphasis added, our translation) inferred from Professor K's report that, “[...] *we must think that we are unique, each with our own limitations, and seek to develop collective skills, in order to expand our teaching objectives.*” This speech made the group reflect on how difficult collaborative work among teachers is, and the need for training methodologies of participation, acceptance, and respect for differences and diverse situations.

Dialogue with the authors, and given the narratives of the participating teachers, we noticed the necessary tendency to change teacher training models. The individual teacher, who

works alone, needs to give way to joint work between teachers, which respects diversity and collaborates with the form of pedagogical organization.

From professional training knowledge to the plurality of knowledge

In this category of analysis, the narratives of the participating teachers are presented about their understanding of the teaching knowledge that is the result of their work. And how aspects of teaching quality and teacher qualifications are related. For this purpose, it begins with the narrative of teacher T (2021, verbal information, emphasis added, our translation),

[...] during my initial training I had no contact with the classroom floor. I was only concerned with the content and mastery of the classroom to teach. Today I also consider the physical and psychological characteristics, the context experienced by my students to do my work.

Based on the teacher's speech, Professor L (2021, verbal information, emphasis added) explained: “ [...] *there are so many things we need to know to teach that I ask myself, how is it possible to learn everything about how to teach in such a short time? of formations?*”. When thinking about teaching knowledge, it is necessary to consider other aspects that involve this set, which permeate initial training, practical experiences that generate socialization and the context in which the work is inserted (SHULMAN, 2014). It is therefore considered that the diversity of knowledge, skills and competences involved in teaching work is characteristic of teacher professionalization.

This practical or experiential knowledge is characterized as that which arises directly from the daily practice of the profession (TARDIF; LESSARD; LAHAYE, 1991). From their professional experiences, teachers create knowledge that they relate to throughout the teaching process, producing effective teaching knowledge from there. It can be said that the knowledge linked to work is temporal, as it is built and mastered progressively during a period of variable learning, according to each occupation (TARDIF, 2002, p. 58). In this way, the group reflected on how this temporal dimension permeates experiences, which provide opportunities for situations that require the teacher to use the knowledge linked to their work. Thus, the knowledge, skills and attitudes that are acquired in contact with real situations from these experiences were developed.

The dynamics of teaching include individual and collective experience in the form of *habitus*⁵, which is also shared with other professional colleagues. During the discussions, the beginning teachers' dialogues highlighted experience as a fundamental factor in the development of teaching skills. It is of great relevance when considering not only the specialized knowledge of the subject to be taught but also other instances such as social and political ones.

It is evident how comprehensive teaching knowledge is. This knowledge includes training, didactics, curriculum and professional experience. They are constituted through constant dialogue between the teacher and his professional colleagues, as well as with his own students. Dialogue raises awareness of this process in the production of knowledge necessary for the task of teaching. Therefore, it is in practice that the experience takes place, in which the teacher is faced with unexpected situations, using intentionality to manage the situations. The learning community is in line with Shulman (2014) when he highlights that the school is a privileged space for training. Therefore, it is essential to listen and start from the challenges that teachers face in the exercise of their profession to prepare school-centered training.

From each person's need to the responsibility of promoting the best education

In this category, teaching development is presented that permeates ethical and social issues, as a commitment to society is found in teaching. With this purpose, it begins with the narrative of professor L (2021, verbal information, emphasis added, our translation) who defined teaching as a fundamentally social activity, which favors the culture and struggles of a people: “ [...] *it is Our responsibility is to prepare students for society, participants in social life, in the family, recognizing and valuing their culture. Exercising citizenship and fighting for your rights*”.

In this sense, it is reflected that the teacher must have internalized ethics and respect in his professional practice, highlighting the autonomy of his student, increasingly encouraging his participation, integrating his experiences, which were experienced in his life path and in the social environment in which it is inserted. According to Freire (1996, p. 9), it is necessary to emphasize “[...] to ourselves, teachers, our ethical responsibility in carrying out our teaching task. Emphasize this responsibility equally to those who are in training to exercise it.”

⁵ *Habitus*, a concept used by Bourdieu that refers to “[...] *internalized schemes* that organize social experiences and allow them to be generated” (TARDIF, 2002, p. 71, emphasis added, our translation).

Teacher A reported with satisfaction a situation in Portuguese class, when carrying out an activity orally with a special student. She reports:

[...] at that moment I thought, I'm going to do it with other students, it will be a teaching strategy for everyone in the class. Wow, they loved it, they wanted to participate, they waited attentively for their turn and the inclusion student felt truly included [...] and I felt a sense of accomplishment (TEACHER A, 2021, verbal information, emphasis added, our translation)

This way, upon realizing that by changing the teaching strategy she would be able to achieve her learning objectives, considering all aspects involving the ethical and social commitment of her professional practice, teacher T (2021, verbal information, emphasis added, our translation) shared the feeling with the group of overcoming an obstacle, “[...] *my student felt like one of them, he felt like he belonged to that group*”. At this moment, it was possible to reflect on the ethical commitment inherent to our profession, in which knowledge is built in the learning process through opportunistic experiences. Through education, it is possible to change behavior and practice ethics, which arises from relationships, in which those involved in the learning process learn together, with a view to practicing universal ethics (FREIRE, 1996). In this way, “[...] the change in teacher training also implies the creation of a new environment for professional teacher training” (NÓVOA, 2022, p. 36, our translation). It's not enough to just say that things have changed, she needs to change the way she thinks and acts. Therefore, this research is an invitation to dialogue, study and exchange of experiences.

From pedagogical work to strengthening interpersonal relationships

From this category, the affective relationships that take place within the classroom were analyzed, considering the social dynamics, relationships and school memories narrated by the teachers participating in the research. In this sense, the speech by teacher T (2021, verbal information, emphasis added, our translation) stands out: “[...] *I have unforgettable memories of my school days, my first-grade teacher was very affectionate.*” Teacher A (2021, verbal information, emphasis added) also narrated: “*I remember a teacher who made a difference in my life, she had a serene way of being, a calm voice always welcomed us with a smile*”. The images saved from school days, as well as teachers who marked the lives of students, whether with smiles or attitudes, are images that have repercussions on the subjects' adult lives. When starting with this narrative, it was reflected that the figure of the teacher becomes an example for the student, especially in the contexts currently experienced, in which the teacher ends up

assuming many responsibilities. And this makes the teacher a very important person in the life of his student and the student in the life of the teacher, “[...] in which both develop as a person and interfere in the development of the other” (PLACCO, 2004, p. 9, our translation). It is noticeable that, during the discussions, it was found that in most continuing education courses the cognitive, social and affective dimensions are not integrated. Professor L narrated the following: *“I have heard very little about relationships, emotions and affections within the classroom, as it all starts with the quality of our relationship”*. On this subject, Imbernón (2010, p. 107, our translation) clarifies that “[...] training must be more attitudinal in its process and methodology, allowing different emotions to be shown, so that teachers improve communication, coexist in educational institutions and transmit this education to students.”

This dialogue proposed by Imbernón (2010) considers it necessary to find mechanisms that motivate teachers so that they work with better quality, find themselves, fulfilling themselves professionally and valuing their workplace. Teacher A (2021, verbal information, our emphasis, our translation), in this regard, contributes by highlighting that *“ [...] I have observed colleagues who are emotionally shaken, they need to deal with school conflicts and meet the needs of students and the system [...] this becomes overwhelming.”* This speech made the group reflect on the teacher's dilemma in finding a balance between the challenges that directly influence teaching. Such challenges, some addressed in this research, permeate the entire complexity of the teaching and learning process.

The formative-collaborative experience resulted in better observation by teachers in relation to classroom demands. Thus, reported teacher K (2021, verbal information, emphasis added, our translation): *“[...] I started to look at this situation in a different way [...] this was based on our dialogues”*. Placco (2004, p. 12, our translation) identifies the importance of the teacher being attentive to “[...] what students express in relation to their cognitive, affective or social needs”. In accordance with this collaborative principle, teacher T (2021, verbal information, emphasis added, our translation) *“[...] so I used another approach [...] I was thinking about what teacher L said about the strategies to help my student with your emotional issues [...]”*. This corroborates what Placco (2004) says, from the simultaneous movement in which the student develops intelligence and affectivity, he learns to deal with his cognitive, affective potential and self-control. It is in this sense that interpersonal relationships in the classroom, in exchanges involving affection, values and desires, serve as support for the student to recognize themselves and the world that surrounds them. And the teacher is aware of the possibilities of this process for his teaching practice.

From teaching actions to the development of contexts that favor teacher reflexivity

The narratives were organized around the understanding of the participating teachers about the importance of the strategy of thinking and reflecting on teaching practice. The analysis of this category began with the narrative of teacher A (2021, verbal information, emphasis added, our translation) who, when explaining her speech, demonstrated that the act of reflecting on action is a learning process: “ [...] today *I reflect more, I find myself constantly thinking about work. But look, I'll tell you it's a difficult exercise, I have a lot to learn!*”. Reflective thinking is a capacity (ALARCÃO, 1996), and therefore, it needs favorable conditions to develop.

Based on the narrative of teacher A (2021), we reflected on the continuing education of teachers and its fundamental continuity during the working day. Alarcão (2004) recommends some training strategies, which involve the teacher in situations demonstrating teaching and learning processes. If the teacher is open and flexible in their process of learning to reflect to act, they will allow the learning process to be reconstructed based on new concepts and theories.

In the same way, teacher T (2021, verbal information, emphasis added, our translation) exposed the reflections of her questions in relation to teaching knowledge when she narrated that “[...] *sometimes it is frustrating when they are not interested in the content, I question myself about what the meaning of this activity is for my students, the strategies I choose and then in class I try out the methodologies, observing their expectations and attention*”. It is observed in the teacher's narrative that the questioning takes place based on the compression of real situations of personal involvement. “It is effectively the questioning stance that characterizes reflective thinking” (ALARCÃO, 1996, p. 9, our translation). When teacher T (2021, verbal information, emphasis added, our translation) narrated “[...] *it is frustrating when they are not interested in the content [...]*”, she demonstrated that she is emotionally involved with the reality of this context and understands that you need to look for other realities. With this, she demonstrated an attitude of questioning about her practice, challenging herself to investigate a new reality.

This entire reflective process is, as Alarcão (1996, p. 3, our translation) states, “[...] a process that is simultaneously logical and psychological, combining the rationality of investigative logic with the irrationality inherent to the intuition and passion of the thinking subject; unites cognition and affectivity in a specific act, typical of the human being”. Teacher A (2021, verbal information, emphasis added, our translation) concluded by saying: “[...] *when my student is having difficulty, I call the family and in many cases I understand why some situations are happening. This helps me measure my expectations regarding my work.*” Alarcão (1996), in this direction, also reflects that the source of learning is valuing experience, thinking

about what we understand and learn to know our own way of knowing, and the way of sharing what we learn or understand.

Teacher T (2021, verbal information, emphasis added) inferred that “[...] *until recently I brought everything half-ready for my students*”. About this, Professor L (2021) reflected that the student also needs to develop their autonomy and that: “[...] *they need to understand why they are learning that content, how important it is for their life*” (TEACHER L, 2021, verbal information, emphasis added, our translation). The group argued that it is essential to encourage autonomy on the part of students. Make them think about their activities in a movement to build learning in a reflective way so they can develop autonomously. These group arguments are related to Alarcão (1996, p. 15, our translation) when he infers that: “[...] educating for autonomy implies reflective teaching which, in turn, is based on a reflective stance of the teacher himself”. In view of the discussions, we realized that the teachers were discovering themselves in this process in terms of the profession and as a teacher, helping their students to discover themselves.

Metatext

It was inferred that through the learning community and, therefore, collaborative work, the research's main purpose was dialogue, participation, cooperation and solidarity between the subjects involved, aiming to contribute to the group and generate reciprocity between them. To this end, supported by the fact that it is a school-centered training process, we can perceive a pertinent training approach as suggested by Imbernón (2016, p. 157, our translation),

[...] which is one that is based on a group that enters into a process where deliberative reflection predominates, in an investigative model in which the teacher develops their own solutions in relation to practical problematic situations that they face in their practice professional.

In view of this, we advocate continued school-centered training in the collaborative work model that supports beginning teachers, based on their needs. That takes into account initial training, individual and team experiences, which in turn acquires “[...] commitment, intentionality and availability [...]” (IMBERNÓN, 2016, p. 158, our translation).

When we talk about the teacher's training process, changes that go beyond thoughts and attitudes arise. They also need to offer means for them to occur, chaining the necessary changes for each context. The aim is to ensure the engagement and support of the entire group, deconstructing the position that the teacher does not need to know everything, but rather be

willing to learn. When experiences are given new meaning, the construction of new practices becomes easier. As a key point, this research valued the teachers' experiences, even the negative ones, seeking to understand what went wrong, what the context was and possible solutions. By approaching the teacher and placing him as an agent of experience who can collaborate and provide support for change, new conceptions and constructions were created.

Directly and indirectly, the entire teaching unit's work team was involved so that the learning community could take place: in the organization of activity hours for meetings; in the availability of space and technological equipment used; in informal but attentive listening from other teachers to teachers participating in research on learning community issues, demonstrating interest in this training methodology.

Teachers were observed to be motivated by the collaborative training process, identifying with the dynamics of dialogue and discussion. From then on, teachers created motivating situations, respecting each person's difficulties, in order to provide equal opportunities and increasingly stimulate learning, especially for students who have difficulty achieving their objectives. However, the connections gained by working collaboratively contributed to helping break the individualism of teaching work. Collaboratively, it was possible to better understand the educational work and provide better answers to the dilemmas faced by beginning teachers. Through a methodology that positions the teacher in cases of identification, acceptance, disagreement, participation, the use of creativity, contemplated by an affective climate, the pillars of this training took place. According to Imbernón (2009, p. 62, our translation), these pillars develop the “[...] ability to respect difference and to develop different itineraries with different tools with an open character that generates dynamism and different situations”.

This research enabled the beginning teacher to work collectively, participating directly in the collaborative process, assuming a greater role in their work. This protagonism emerged from discussions of real facts and construction of new practices. The school was also affected by collaborative training, when it demonstrated concern about encouraging dialogue and exchange between professionals. They then established moments for teachers from the same sectors to plan together, enhancing collaborative groups and strengthening the collaborative culture at school.

Nóvoa (2002, p. 38-39, our translation) states that “[...] being in training implies a personal investment, light and creative work on one's own paths and projects, with a view to building an identity, which is also a professional identity”. Teachers need training that helps

them share the problems that arise, considering diversity and multiculturalism, which helps them in their relationships with their co-workers and the community. So that teachers, individually or collectively, reverberate their training in their daily activities, moving towards the construction of their teaching identity, based on the relevance they give to their own teaching activity, through their performance with the interpersonal relationships established within the schools and others.

It is hoped that the implications of this collaborative training process will reverberate in the trajectory of the teaching professional development of those involved, and thus advance in the teaching identity with dynamism of social and educational transformation with decision-making autonomy.

Final remarks

Teaching nowadays is a challenging task, many aspects interfere in this process, and as a result the teacher finds himself in a territory of uncertainty and questions: am I right? What are the students' difficulties? How can we best achieve educational objectives? As a result, they need to make changes and adaptations to values, contexts, content, and teaching that are normally difficult, as they are then anchored in the teacher's professional culture. This requires seeking interpretations and understandings of situations, analyzing the experience lived with desire and persistence. Based on the interview, a moment of dialogue, expressions and experience was provided, as an opportunity to develop the reflexivity of the participating teachers, so that they could think about their practices and be able to seek ways to manage their action towards the necessary change.

In order to understand the implications of a formative-collaborative process for the professional development of beginning teachers who work in the initial years of Elementary School in a public school in the municipality of Balneário Piçarras, in Santa Catarina, SC, the investigative path began, through narrative interview. Thus, together with teachers, we identified the main dilemmas they encounter in the exercise of their profession.

At this stage of the research, we reached an understanding of the subject, their training and the challenges they faced. In the interviews, similarities were observed between their oral testimonies in that, in depth, the teachers reported facts and episodes that are products of their own history.

Carrying out research at school was not just a strategy or a group of teachers, but an important process capable of redefining strategies, roles and purposes. A training path was outlined with new values and attitudes. The school is the possible stage for all educational change and the center of the action-reflection-action process. Imbernón (2010, p. 91, our translation), infers that

In school-centered training, teacher training becomes a process of self-determination based on dialogue, to the extent that a type of understanding shared by participants is implemented about professional tasks and means to improve them [...].

In this way, school-centered training leads the teacher to assume himself as a subject of pedagogical action committed to his context and transformation. It is also important to highlight that it approaches problematic situations that challenge the teacher's practice. Therefore, it is an important tool in the professional process of the beginning teacher, continuing initial training and improving the knowledge necessary for the classroom capable of guaranteeing the quality of teaching.

Therefore, it is not enough to provide continued training, it must be designed for beginning teachers, capable of accepting their insecurities, filling the gaps observed in the narratives of beginning teachers participating in the research. To this end, we believe it is pertinent to discuss this topic by suggesting the expansion of data collection with a greater number of beginning teachers. Involving other segments such as early childhood education and the final years of primary education, respecting each person's professional development cycle.

When following this training process of beginning teachers, it was verified that the concept of professional development resides in the fact that it does not occur in a vacuum, but rather, inserted in a broad context of curricular and institutional advances. Concisely: the implications achieved in this collaborative training process for beginning teachers in a municipal public school in Piçarras, defends: training from within the school; that starts from the training needs established by teachers, in their work environment; encourage team development, with collective decision-making; active participation of the teacher throughout the training process, as subject of training. As a composition for other research, the need for training that investigates the relationship between the teacher's professional development and the improvement of the school institution is indicated, as one favors the other.

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