FEELINGS THAT CROSS THE TEACHING PROFESSIONAL INSERTION: FROM FRUSTRATION TO ACTION

SENTIMENTOS QUE ATRAVESSAM A INSERÇÃO PROFISSIONAL DOCENTE: DA FRUSTRAÇÃO À AÇÃO

SENTIMIENTOS QUE ATRAVIESAN LA INSERCIÓN PROFESIONAL DOCENTE: DE LA FRUSTRACIÓN A LA ACCIÓN

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ABSTRACT: The article discusses part of a research that analyzed the possibilities and challenges of inducing peers to act and react by teachers who are in their first years of professional practice. Inserted in the field of narrative as an (auto)biographical activity, it was conducted from the perspective of research-training as a teacher induction strategy. Theoretically, it is based on the understanding of teacher induction as a systematic and intentional process of formative accompaniment of the beginning teacher guided by the epistemic-formative principles of narrative research. Based on the analyses, the difficulties and challenges faced by beginning teachers during their professional insertion are discussed. It was considered that despite the feeling of anguish and insecurity, the narratives do not point to giving up, but they reveal meanings that are configured in aspects that cross two opposite poles – from frustration to action.

KEYWORDS: Beginner teachers. Teaching professional induction. Research-training. Teaching narratives. Difficulties and challenges of teaching.

RESUMO: O artigo discute parte de uma pesquisa que analisou as possibilidades e os desafios da indução entre pares para o agir e o reagir de professores que estão em seus primeiros anos de exercício profissional. Inserida no campo da narrativa enquanto atividade (auto)biográfica, conduziu-se na perspectiva da pesquisa-formação como estratégia de indução docente. Teoricamente, fundamenta-se na compreensão de indução docente enquanto processo sistemático e intencional de acompanhamento formativo do professor iniciante orientada pelos princípios epistêmico-formativo da pesquisa narrativa. Com base nas análises, discutem-se as dificuldades e os desafios enfrentados por professores iniciantes durante a sua inserção profissional. Considerou-se que apesar do sentimento de angústia e insegurança, as narrativas não apontam para desistências, porém deixam ver sentidos que se configuram em aspectos que atravessam dois polos opostos – da frustração à ação.

PALAVRAS-CHAVE: Professores iniciantes. Indução profissional docente. Pesquisa-formação. Narrativas docentes. Dificuldades e desafios da docência.

RESUMEN: El artículo aborda parte de una investigación que analizó las posibilidades y desafíos de inducir a los pares a actuar y reaccionar por parte de docentes que se encuentran en sus primeros años de ejercicio profesional. Insertado en el campo de la narrativa como actividad (auto)biográfica, se realizó desde la perspectiva de la investigación-formación como estrategia de inducción docente. Teóricamente, se fundamenta en la comprensión de la inducción docente como un proceso sistemático e intencional de acompañamiento formativo del docente principiante guiado por los principios epistémico-formativos de la investigación narrativa. Con base en los análisis, se discuten las dificultades y desafíos enfrentados por los profesores principiantes durante su inserción profesional. Se consideró que, a pesar del sentimiento de angustia e inseguridad, las narraciones no apuntan a la renuncia, sino que revelan significados que se configuran en aspectos que cruzan dos polos opuestos – de la frustración a la acción.

PALABRAS CLAVE: Profesores principiantes. Inducción profesional docente. Investigación-formación. Narrativas docentes. Dificultades y retos de la docencia.

Introduction

The beginning of teaching is characterized by a unique moment in a teacher's professional career. What to do? How to act? These are constant questions that permeate the actions and reflections of teachers at the beginning of their careers. Marked by the transition from student to professional, combined with a lack of repertoire and references, beginners, in general, feel too insecure and lonely, and may abandon the profession. Knowing the class, the curriculum and the school context, as well as adequately planning the teaching-learning process are some of the teaching tasks that, despite being basic and collective, present a lot of complexity and individual investment, especially for those who are just starting out. For Marcelo and Vaillant (2010) teachers generally face the task of teaching alone, with students being the main witnesses of their action.

In view of this, the need for teacher induction programs emerges with the aim of promoting teacher training during their professional insertion. Such programs, to the extent that they include support, monitoring and training strategies, can, on the one hand, help to reduce the burden of these tasks and, on the other, make beginners convinced of how important it is to get involved in a dynamic self-training and participation in training projects, keeping in mind a continuous process of professional development.

For Gatti (2013), the constitution of professional identity occurs under the influence of factors internal and external to the teacher. For the author, the constitution of identity occurs through the clash of subjectivity – the way in which the individual feels, sees and perceives the world and the profession; and objectivity – social structures that in different times and places establish identity policies.

We have verified in our studies (CRUZ *et al.*, 2022) that public educational policies aimed at the period of professional teaching insertion are still scarce. Particularly in the Brazilian context, teacher induction has not yet found institutional emphasis, being restricted to some local and specific initiatives (ANDRÉ, 2012; MARCELO; VAILLANT, 2017), notably marked by attention to welcoming more than to training the beginning teacher.

In this regard, we agree that there is a difference between welcoming with affection and providing systematized support. For Lahtermaher (2021), welcoming with affection refers to cordiality and educability, while providing systematized support goes further, as it refers to a space for professional training and monitoring. Induction corresponds to systematized, intentional and effective support, configuring itself as " a construct that recognizes and defends the need for them to have space for training, reception and monitoring of their professional

performance" (CRUZ; FARIAS; HOBOLD, 2020, p. 6, our translation). Therefore, we believe that induction can become a powerful strategy for attracting and retaining new teachers in their careers, in addition to promoting their professional development.

Regarding this issue, we present part of the findings of interinstitutional research with beginning Basic Education teachers from different public education networks, distributed in three centers organized in public universities located in different Brazilian states (one in Santa Catarina, one in Rio de Janeiro and another In Ceara). The research was designed around the following question: how does peer induction mediated by research contribute to the actions and reactions of teachers in relation to the difficulties that affect teaching in their first years of professional practice?

We believe that the exchange between peers can become a strategy for sharing and facing the difficulties that confront teachers in this delicate moment of professional insertion in teaching. In this way, we sought to investigate the possibilities and challenges of peer induction, under the mediation of research-training, for the actions and reactions of teachers in relation to the difficulties of teaching at the beginning of the profession. To this end, Training Groups were created to accompany teachers in a situation of professional insertion within public education networks through an investigative and collaborative perspective.

The study enabled reflective analysis regarding a series of themes relating to beginning teachers. For the purposes of this article, the approach will focus on the theme relating to the difficulties and challenges faced by beginning teachers during their professional insertion, taking as a focus the territorial context of the state of Rio de Janeiro/BR, which was developed through two Training Groups (GF-Niterói and GF-Rio).

Theoretical-methodological contours of the research

The research falls within the field of narrative research (CLANDININ; CONNELLY, 2015), from the perspective of narrative as an (auto)biographical activity (DELORY-MOMBERGER, 2006), which translates into training research (JOSSO, 2006). It was conducted in such a way that the narratives constructed by the participating teachers about their experience during their period of professional insertion constituted a research-training device.

Delory-Momberger (2006) helps us understand the theoretical-methodological principles of (auto)biographical research. An essential aspect of this conception lies in the fact that, in addition to formal knowledge that is external to the subjects, there is recognition of

subjective and non-formalized knowledge. Thus, "this internal knowledge plays a primary role in the way individuals invest in learning spaces, and their awareness allows them to define new relationships with knowledge and training" (DELORY-MOMBERGER, 2006, p. 361, our translation).

Therefore, working with narratives emerged as an epistemic-methodological path powerful to meet the demands of induction (training) and research. This is a study that dialectically allows investigation through the production and analysis of field texts about the researched object and teaching induction through meetings to socialize the challenges that permeate teaching work during insertion, assuming the narrative as a strategy training and production of research texts.

As stated, the research in question took place in the territorial context of the state of Rio de Janeiro and was developed in two Training Groups, one composed exclusively of beginning teachers from the municipal education network of Niterói/RJ, a city in the metropolitan region of the state; and another by teachers from different public education systems located in various parts of the state. This configuration was an intentional choice, in the sense of, on the one hand, looking more closely at the reality of a municipal education system, whose educational policy has prioritized the expansion of its school network and, consequently, its teaching staff, achieving the level of more than 90% of effective teachers. This is the case of GF-Niterói, made up of recently appointed teachers from schools in the municipal education network of that city, which, in the state scenario, stands out for strengthening principles that include teaching staff training as a significant element of its pedagogical conception. On the other hand, look at the intertwining of various education networks and understand what is common and what is unique to each context in terms of professional insertion. This is the case of GF-Rio, made up of teachers from public schools affiliated with the municipal networks of Araruama, Maricá, Paracambi, Rio de Janeiro, Saquarema, and Silva Jardim.

Participating teachers were chosen through a public selection notice, with pre-established criteria. Of the group of 10 teachers selected to form the GF-Niterói, 05 have a degree in Pedagogy, 01 a degree in History and 04 have a normal course (teacher training at secondary level). Six of them, during the research, worked in Early Childhood Education, 04 in the Special Education modality, 03 in Elementary Education I, 02 in the Special Education modality, and 01 in Elementary Education I and II. The group is predominantly young and female.

Of the group of 19 teachers selected to compose GF-Rio, the majority (15) studied a degree in Pedagogy, one of which also completed a degree in Literature, and, specifically, there is one teacher trained in the following degrees: Geography, History and Biological Sciences. During the research, they worked in Early Childhood Education (5), Elementary School I (10), Elementary School II (3) and one teacher works in the Special Education modality within Elementary School I and II. Like GF-Niterói, GF-Rio is young and predominantly female.

An important aspect that was considered extremely important when carrying out the research, but which was not initially foreseen, was the pandemic caused by the new coronavirus, SARS-CoV-2, which lasted throughout 2020 and whose effects are still felt in our society. This pandemic even affected the format of the Training Groups which had to take place remotely due to the health requirement of social isolation. With regard to daily school life, the pandemic directly impacted teaching practice, requiring creative and inventive adaptations. How did teachers who had barely started teaching feel during this process?

The research-training meetings had a total workload of 35 hours, with 14 hours of synchronous meetings via the Zoom platform and 21 hours of asynchronous activities (previous studies and commissioned writing). The 14 hours of synchronous meetings were distributed into 7 fortnightly meetings (each lasting 2 hours), which took place via the Zoom platform, in an agenda that ran from March to July 2021, at night.

To carry out the virtual meetings, two teams of researchers were organized, each composed of a pair of mediators, one to two observers responsible for recording in the field notebook, and two technical supports. Weekly, the teams met to create the agenda, whose conception considered, in addition to the three structuring axes of the research – Reception by the school – Challenges of teaching – Coping strategies, the events of the previous meeting, the interface with aesthetic enjoyment through literature, music and visual arts and writing orders with the support of the reflective diary.

The investigation was registered on Plataforma Brasil and authorized by the Ethics Committee of the proposing institution. Participants signed the Free and Informed Consent Record and their names are fictitious to ensure anonymity.

Regarding the material produced, we adopted interpretative axes to guide the analysis, which led us to problematize the Training Groups – their subjects, knowledge; the dispositions to participate; events related to entering school as a teacher; the difficulties and challenges of starting teaching; overcoming strategies; and induction through research-training. The article in question will focus exclusively on analyzing the difficulties and challenges of starting

teaching that emerged in dialogues between peers established in the two Training Groups (GF-Niterói and GF-Rio).

Difficulties and challenges at the beginning of teaching

What feelings were expressed during the professional insertion of teachers participating in the training research? What difficulties and challenges would emerge? Looking at their narratives allows us to infer that they had a kind and welcoming welcome from the school management and/or staff. However, as affectionate as these first meetings were, we realized that this was not enough to alleviate the shock of reality (VEENMAN, 1984) in relation to their work contexts. Thus, the distance between receiving with affection and effectively accompanying is revealed in Vera's comment as follows:

> [...] when I was received by the directors and coordinators, the school was introduced to me, materials were suggested, I met other professionals, however, when they introduced me to the class and left, I felt alone and scared, faced with a demand that in reality I still had no idea would be so complex. How to use class diary? How to make reports? How to write the requested documents? How to present the content to the class? How to talk to those responsible? (VERA, GF Niterói, meeting 2, our translation).

Vera's report presents common doubts of those who are starting out in a profession that add to the structural and cyclical problems and teaching dilemmas that characterize teaching today. Regarding this, Livia uses an analogy that refers to the period of adaptation of children in early childhood education (characterized by reduced hours that will gradually expand, playful activities with the presence of the family, etc.) to explain how she felt in her first days as a teacher:

> [...] we need to be welcomed too, not just the children, we need other teachers. Empathy, sensitivity, contact with those who are going through or have gone through the same thing, sometimes we think it's just us and we feel ashamed. I'm starting to realize that we need to change. We have time to take care of the child [newly arrived at school], but we don't have time to take care of ourselves [beginning teacher] (LIVIA, GF Niterói, meeting 3, our translation).

Based on the above, we highlight the relevance and need for professional teacher induction as a construct that recognizes and defends the training, reception and monitoring of beginning teachers and their professional performance (CRUZ; FARIAS; HOBOLD, 2020). Taking as a starting point for professional teacher induction to know and recognize the training

needs of beginning teachers, we present below the difficulties and challenges narrated in the training groups of the research in report.

Difficulties: school management, working conditions, and the aggravating factors of a pandemic time

In one of the Training Groups, the reports focused on the poorly invested relationship with school management, whether in the coordination/direction figures or the education department itself. This fact proves to be a limitation of teaching work for those starting their careers. The following statements demonstrate this:

> Lack of access to the network's pedagogical proposal. Lack of official documentation. "What do I do?". Welcoming peers, but without documents, without anything official (JOICE, GF Niterói, meeting 2, our translation).
>
> Everything is very free, very open, it creates more doubt about what you will actually do in practice. I don't know how to deal with adults, I'm shy. I'm learning to cope. I was drawn to this. Let me be happy locked in my room (VERA, GF Niterói, date 2, our translation).
>
> Everything is very open. Distressing. Dancing to the music, one day at a time. The intern herself helped me, as the management and coordination were busy with other things. She was practically the second regent teacher. My neighbors in the room [other teachers] helped me a lot, I talked a lot in the hallway (LIVIA, GF Niterói, meeting 2, our translation).

This lack of more precise guidance, whether through guiding documents, or even through more intentional contact on the part of the pedagogical coordination, leaves a feeling of insecurity and anguish in beginners. It is important to highlight that although, in general, very defined guidelines are seen as restricting teaching autonomy, we observed that those who are starting out feel insecure in making decisions alone and need more guidance than experienced teachers. It seems that isolating yourself, or turning to those closest to you (interns and teachers from other classrooms) ends up being a coping strategy when faced with difficulties.

In the context of the other Training Group, most statements identify the gap in knowledge/grade level on the part of students (their learning difficulties) as an obstacle for beginning teachers. The following statements help us see this point:

> [...] my students don't know the direction of writing, they don't recognize letters, they don't differentiate letters and numbers, they call pencils pens, I

> despair, I think I won't be able to do it (BIANCA, GF Rio, meeting 2, our translation).

> [...] children in fourth grade, the grade I'm in, with second grade needs. It's shocking, arriving in a fourth year class, and having students who don't know the alphabet. That's why I say there are many challenges (FLORA, GF Rio, meeting 4, our translation).

> The difficulties are literacy for students who are in the fifth year and still do not know how to read (NÁDIA, GF Rio, meeting 3, our translation).

The emphasis of the narratives clearly falls on the students' possible lag in relation to the contents that they should theoretically master, given the classes in which they are inserted. Not having mastery of elementary content is an aspect that shocks and scares beginning teachers. And more than that, the naturalness with which experienced teachers deal with this situation. Beginning teachers feel confused by this reality as they feel divided between fulfilling the curriculum for the school year/grade or meeting the demands of previous years. Another aspect that draws attention is that classes with this profile are practically unanimous among research participants, which demonstrates the pattern of beginning teachers being assigned to classes considered to be the most difficult in the school.

In this sense, the difficulties and challenges faced by beginning teachers based on the narratives circulating in the two Training Groups converge, in general, in the following aspects: overload, precarious infrastructure in schools for teaching work; the influence/consequence of social and economic problems in daily school life (relationships with families), feeling of disorganization at school and the network. Some examples below:

> There was no time to stop and talk, in fact, there was no time to go to the bathroom or eat, I needed to have lunch with them at 10 am (LUÍZA, GF Rio, meeting 2, our translation).

> [...] there is a very big school. But its lack of structure was impressive because for you to turn on the light in the room you have to take one wire and put it on another [...] (ALEX, GF Rio, meeting 2, our translation).

> [...] I went from worrying about the content to my student and worried at many times about the social issue, that is, the student often came to talk to me, it was that student who was already leaving for "bad quebrada" did you understand? Or they were family problems and that was something different for me (LUCA, GF Rio, meeting 2, our translation).

> [...] I see that from the direction [...] in relation to everything that is happening it is really one day at a time. Because, one moment we know one thing, another time we do another, we are trying to move according to the music, and for me this change all the time leaves me feeling helpless (LIVIA, GF Niterói, meeting 4, our translation).

Príncepe and André (2019) explain that the material conditions of schools have implications for the professional development of teachers during their professional insertion period. This means that if, during the insertion process, the environment and working conditions are not adequate, the tendency is to increase the possible difficulties faced by teachers at the beginning of their careers, which can cause discomfort and suffering, even triggering the desire to leave the profession (GABARDO; HOBOLD, 2013).

It is important to highlight that, in the context of one of the Training Groups, the working conditions and structure of the schools were not as striking a point as in the other - "I have already spent a lot of my money on products for the class" (MARIA, GF Rio, meeting 4, our translation), "lack of basic items such as liquid soap" (CLARA, GF Rio, meeting 3, our translation), "the issue of not having a blackboard, lack of chalk, eraser, there is no multimedia in the room, there is no projector, there is no sheet of paper" (ALEX, GF Rio meeting 3, our translation). However, the aspect of precariousness and working conditions was accentuated in both groups due to the demands of teaching during the pandemic. In one of the Training Groups the problems worsened, while in the other they were reconfigured, accentuating aspects related to school/network management. Below we present some extracts about these dilemmas:

> In relation to remote teaching, the difficulties are the devices that are incompatible with the programs offered, the lack of technology skills, and the problems with the internet that many suffer from. The lack of electronic devices for many students, who end up having no other means of communicating with the school, and some still suffer from the lack of support from their parents (NÁDIA, GF Rio, meeting 3, our translation).

> So, the practice that I knew, what I saw, saw and heard from my teachers, including in college, now, from 2020 onwards, I have a new reality. So, I am being a new learner in relation to this whole change in the education scenario [...] (LUCA, GF Rio, meeting 1, our translation).

> [...] now with this pandemic it was another challenge that is actually as if we were starting all over again [...] And these challenges like that, which have presented themselves in this pandemic, which is a situation that we have to, technology really is something that often hinders the signal itself (LIVIA, GF Niterói, meeting 2, our translation).

The reports of these teachers are in line with the findings of Oliveira and Pereira Junior (2021), who state that, in order to carry out non-face-to-face classes, it was necessary to offer technological support and adequate material for teachers and students, which, in many cases, was not available to come to fruition. Sunde (2020) corroborates this by stating that, during the

pandemic period, the setbacks faced by teachers resulted from the lack of specific preparation and the urgent need to learn how to work with technological resources and, also, the inequality of access to them. Livia's report is quite representative of this condition:

> [...] for example, I bought, assembled, improved my computer, I had to buy video programs and applications to edit videos (...) I bought things that I'm still paying for. So, this is also not something that is calm, you know? (LIVIA, GF Niterói, meeting 2, our translation).

Still according to Sunde (2020), the distance in the relationship between teachers and students also became an obstacle in the teaching-learning process, as it began to be mediated by screens. In agreement, Oliveira and Pereira Junior (2020) show that during the remote teaching period, most teachers reported that there was a considerable reduction in student participation in the proposed activities. On this subject, Joice explains a stressful situation of someone who does not feel safe to position themselves in the face of the difficulties of remote teaching precisely because they have only been at school and online for a short time:

> How difficult is it to inform the decision maker, the manager, the director, the secretary, the president of the FME, whoever it may be, that some situations that are prescribed for me to do in my teaching practice, they don't work out, they they won't work! [...] The relationships we are having with information and communication technologies and, mainly, the lack of them. Or even the lack of understanding of some things, both by educators and families. My challenge at this moment is, in addition to working in remote teaching, to promote education for the guardian and the student (JOICE, GF Niterói, meeting 4, our translation).

Another important aspect that needs to be considered is that work overload, which unfortunately seems to be a constant in teaching, has intensified even more during the pandemic. For Oliveira (2020), such an event may not have the necessary visibility, either due to social distancing or the fact that the domestic arrangements that each professional makes to carry out their tasks may not be socialized in school groups. About this, Maria says that:

> I also face the demand of needing to perform roles that I don't know how to do, often as a teacher I need to be a coach, animator, psychologist, social worker, designer and nowadays even a video editor. [...] I have to have a thousand eyes, a thousand ears and a thousand arms (MARIA, GF Rio, meeting 4, our translation).

This precarious and overloaded daily life of teaching work, which worsens during the pandemic, is evident in Maria's narrative. In it, the process of "relearning teaching", so evoked

during the period of remote classes, was significantly more complicated for those who had not even managed to learn "any" teaching whatsoever.

Given what was possible to infer from the reports of beginning teachers, the lack of intentional monitoring on the part of the pedagogical management/coordination, intertwined with the aspects of work overload and the lack of knowledge on the part of the students, create insecurity and uncertainty at this moment. Added to this are the difficulties with remote teaching resulting from the new coronavirus pandemic. The necessary and inevitable social isolation ended up aggravating this period, which already presents a mark of estrangement experienced in the face of the new practice, and which reveals specific demands and situations arising from the teaching profession.

Challenges: adaptation between wanting and doing and conflicts between expectations and reality

Regarding the challenges faced by beginning teachers, the narratives indicate a general agreement between the Training Groups regarding the adaptations between wanting and doing. Thus, incompatibilities arise between dreams and idealizations about teaching at the time when it was nothing more than future plans and teaching itself, but this is accentuated more clearly in the context of one of the groups. As Luiza (GF Rio, meeting 2) explains: you enter the municipality [in the municipal network] with great expectations, with big dreams, wanting to change the world. The issue is that, most of the time, there is a large distance between what is expected from teaching and what it actually is, as Bianca's report exemplifies:

> She [director] told me that I would have a literacy class, the first year. Since university I dreamed about my first year class, I was thrilled, I asked if there was a sequence that was being worked on, there wasn't. I asked if she would like a specific activity for the first day or if she would like me to follow up on the planning that the assistant was doing, she said that I could do whatever I wanted and she was not aware of the planning. I was surprised [...] little did I know that it was just the first of the strange things [...] I entered the room and was faced with a totally unknown universe [...] I imagined that I would already know how to deal with my own demands and the demands of my students. All this certainty went away when I stepped into the classroom (BIANCA, GF Rio, meeting 2, our translation).

This lack of recognition that creates strangeness felt by beginning teachers is referred to in the literature in the area as a reality shock. Veenman (1984) disseminated this concept to indicate the gap between the ideals created about teaching and the reality of everyday life in a classroom, which translates into a complex process that cannot be easily marked in time. It is

noticeable among teachers at GF Niterói and GF Rio that the shock of reality experienced is related to the high expectations teachers have for themselves and their students, as Flora expresses in the following report:

> [...] I have looked daily at the main actors in the education process that is my birthplace, the students, they are the ones who motivate me. I have taken their difficulties as my own, and there are many of them, and every day that I perceive the challenges, I look for strategies, resources and activities that will help in overcoming all the setbacks. [...] looking at those who can actually give me the daily fuel to not give up, to continue, to overcome the demands, challenges and problems of teaching, I have looked at my dear students, from my two fourth classes year, which I am having the pleasure of walking this year (FLORA, GF Rio, meeting 4, our translation).

Flora's stance allows the teacher to understand that a mistake, whether his or her student's, is not a determinant of total and permanent failure, but a sign that things can and should improve because every teacher, at any point in their career, can improve your practice. According to Cochran-Smith (2012), this makes sense with teachers having high expectations of themselves, working from a sense of their own effectiveness as decision makers, knowledge generators and change agents, assuming and acting from the idea that all students are producers of meaning and that everyone is capable of dealing with complex ideas.

As for the belief that every student can learn and every teacher can teach, for Cochran-Smith (2012), it is based on the premise that intellectual capacity is highly distributed among human beings. For Zeichner (2008, p. 18, our translation), teacher training for social justice must prepare teachers to "have a positive view of their students with different profiles, perceiving learning resources in all of them". So, if, on the one hand, having high expectations for yourself and your students can contribute to the reality shock, which is inherent to teaching, having it as an attitude proves to be a powerful tool for overcoming the difficulties of starting teaching in a perspective that focuses on learning everything possible within the limits and possibilities of each person.

Vera sums up this aspect well when participating in an exercise to propose tips for a hypothetical beginning teacher:

> Seeking the real needs of our students as a guide for our work and from there we design our work [...] so before I would start by saying this: ask for help, stop, talk. And another very important thing: study, pursue it, dedicate yourself (VERA, GF Niterói, meeting 6, our translation).

It is important to highlight that "taking the trouble" to develop strategies that allow not only to get through the beginning of teaching, but also to develop professionally in this process

reveals that beginning teachers have high expectations in relation to all students and themselves as teachers. In a context of many and diverse difficulties, we believe that this is an important factor.

However, in addition to the difficulties we have already discussed, the teachers participating in the study report another challenge when it comes to moving from frustration to action and it comes precisely from their peers: the atmosphere of demotivation. The narratives of beginning teachers reveal that no matter how kind, polite and willing to help their colleagues are, the concepts of teaching and teaching of their more experienced peers are not reconcilable with those of those who are just starting out, which generates isolation and a feeling of loneliness. We present some reports about this below:

> [...] one of the teachers who shared the series with me said "they don't even stress, it's like that, they don't know anything and so... they don't take responsibility, they don't learn and they don't insist on learning" (BIANCA, GF Rio, meeting 2, our translation).

> [...] the first thing they said was "you can't laugh at them", and that wasn't just from one person, it was several people at school saying that same phrase, it really shocked me at the time (NÁDIA, GF Rio, meeting 3, our translation).

> [...] what distressed me even more was precisely slightly older teachers saying: "look, it's not scary for me as a child in the fourth year not to know how to read and write", ok, it's scary for me, understand? It scares me a lot (FLORA, GF Rio, meeting 4, our translation).

> [...] when I needed advice, guidance, all I heard was "there's no way it's going to get worse here, so there's no one who doesn't take Rivotril" (LUIZA, GF Rio, meeting 2, our translation).

> [...] they complained about me in the class councils, all the teachers... I was a bit lost like that, every now and then I thought about giving up, but I continued (MARIA, GF Rio, meeting 1, our translation).

The excerpts above reveal narratives with meanings that are quite harmful to the practice of teaching, especially if we think that these are teachers who are entering the career. Could it be that students really don't want to learn or don't see meaning in what is being taught? Even though there are discouraging aspects such as the absence of affection, the lack of confidence in the student's potential, as well as conformity, Maria declares that despite thinking about giving up, she continued.

Nunes (2002) indicates that, during the period in which the teacher is starting at school, there are expectations regarding their performance, and beginners seek help from their colleagues, who end up becoming models of how to work and act in the classroom, therefore

they are important figures in this process. Not having peer support during this period is another of the challenges and difficulties encountered.

Final remarks

From the narratives of beginning teachers in a research-training context, we highlighted aspects whose analysis pointed to the difficulties and challenges faced by beginning teachers.

From the teachers' reports, it was possible to infer that there seems to be no systematized actions in the education networks in which they operate, aimed at welcoming and monitoring teachers who arrive at schools. The kind and welcoming reception from management is not a sufficient action to alleviate the reality shock faced by teachers. The lack of repertoire and experience means that beginning teachers have common doubts about how to proceed in their work contexts. The reports pointed to the need for support and monitoring, as we advocate in teaching induction. In this sense, we consider that the absence of more specific guidance causes insecurity and anguish in beginners, who end up isolating themselves or turning to those closest to them, actions that we understand as coping strategies.

According to the study carried out, teachers in a teaching professional insertion situation are faced with specific problems during this period, in addition to work overload, precarious infrastructure, social, and economic problems, in addition to the feeling of disorganization of the school and the education network in which they operate. It is important to highlight that all these aspects were accentuated due to the demands during the pandemic period.

We also consider that the beginners' narratives revealed a feeling of frustration between wanting and doing. In an attempt to face and overcome the demotivated environment, often generated by peers themselves, some reports pointed to the search for learning everything possible. Even though the challenges are many, teachers seem to understand mistakes as a process that is part of learning to teach. And finally, we highlight that, despite the entire scenario, the narratives do not point to giving up but rather allow us to see meanings that are configured in aspects that cross two opposite poles – from frustration to action.

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CRediT Author Statement

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Data and material availability: The research data were developed based on the transcription of recordings of Research-Training meetings and field notebooks. From this collection, descriptive and analytical tables were organized, and data synopses were prepared to construct the research report. All produced material, including the final research report, is organized and stored in digital files and available for researchers' consultation. Access can be granted whenever necessary, provided there is a justified request.

Authors' contributions: All authors participated in the research in all its phases. Specifically, Giseli Barreto da Cruz coordinated the research in all stages and actively participated in writing the article. Cecília Silvano Batalha contributed to the analysis of the interpretative axis that supported the article's writing and participated in its elaboration. Talita da Silva Campelo: acted as a field researcher, was responsible for the analysis of the interpretative axis that supported the article, and participated in its writing.

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