

# Teaching identities in Pedagogical work

Rosiane Rocha Oliveira Santos\*, Deise Cristiane Nascimento, Celso Sales Franca, Anderson Wagner Santos de Araújo, Valeria Damasceno Coelho, Ralliny Soares Rocha dos Santos

\*Faculty of Social Sciences and Petrolina, Brazil. Campus s / n - Vila Eduardo, Petrolina - PE.

**Abstract**— *The relevance of this study is given by the look of differentiated pedagogical action in higher education to realize that there is a differential in this segment of the professional educator performance when compared to other educational institutions, both formal education and non-formal education. In addition, guided discussions about the multiple identities that are constructed / deconstruct / reconstruct in educational environments, requires contemplate and analyze which elements contribute directly and indirectly to the phenomenon of (re) construction of identities, especially with regard to the exercise of teaching practice in bachelor's degree programs.*

**Keywords**—*Pedagogy, Teaching Identity, Teaching.*

## I. INTRODUCTION

The professional field for those forms in the Faculty of Education may consider a number of formal and non-formal spaces, but there is a simplistic understanding and limited as these possibilities of action in Brazil. In general, understanding of pedagogy has been restricted to teaching and management of educational processes in basic education at the expense of the range of possibilities that provides pedagogy as a science and professional field (Libâneo, 2009).

In fact, Libâneo (2006) will say that this view of pedagogy settled in Brazil via Manifesto of the pioneers of the New School in the 1930s under the reasoning of a brief etymological analysis of pedagogy word, which contributed to the persistence of this view to the present day at the expense of their more comprehensive and broad character, which comes into being, as a field of knowledge, with respect to the study and is:

[...] a guiding instance of educational work. [...] Science and education, therefore, is the theory and practice of education. It has a character at the same explanatory time praxiological and normative of the educational reality, because theoretically investigates the phenomenon of education, provide guidance for the practice from the very practical action and proposes principles and rules related to the purposes and means of education (Libâneo, 2006 p. 63).

Thus pedagogy allows a much broader, investigative and scientific activities that the performance in basic education - not that this space is not possible to produce, create and

recreate, in fact this is a constant in the lives of those who work in education at any level - as it moves towards the production of knowledge regarding the formulation of guidelines to be followed in practice, working in a more analytical and propositional field.

In this sense, the look of the research was aimed to know how the educational activities may contribute to this phenomenon, on-site survey cited, considering that the teaching of the local authority framework is composed of professionals predominantly graduates and who have not had as base their training the didactic and pedagogical disciplines.

## II. AS PEDAGOGY REFLECTS THE IDENTITIES TEACHERS

In the context of discussions on how to build knowledge that overcome practices and uncritical reproductivist practices is thought to reflect on the construction and affirmation of identities teachers. According to Pimenta (2012) discussion on identities teachers emerge in the context of reflections on teacher training and practice in the educational context. These identities, according to Azzi (2012) consist of pedagogical knowledge built into the daily lives of their work, enabling the teacher to interact contextually in the educational environment in which it operates, expressing it in their practice with and from it.

Thus, the identities come to life and materialize through the discourses and practices of certain groups. In addition, identities are plural and compete with each other while the

identity of "principal" and identities "supporting" even when devise enroll all and set in one (FERREIRA, 2011; HALL, 1997; SILVA, 2000). It is in the context of these plural identities Ferreira (2011) will defend "[...] that there are identities that are always there, pre-existing the supposedly" identical "as immortal souls waiting to take the" body time " in an eternal return process, once set are materialized ad aeternum "(Ferreira, 2011, p. 106).

It is in the midst of this reflection that it is necessary to reflect "on the type of individual that the university wishes to form a mere technician player of the knowledge acquired in the gym or a citizen endowed with humanistic and capable vision to understand the rapid and sharp social change" ( SANCHES;.. SOARES, 2014, p 59) Therefore, the professional who can directly contribute towards a critical, reflective and public awareness building practice thinking for the construction of pedagogical projects of the courses (PPC), the Plan Institutional Development (PDI), etc., under the aegis of historical-critical pedagogy, is the teacher of the institution.

Based on this assumption it is valid to point out that higher education, especially in the context in question has not laid hands on the theoretical and practical knowledge regarding the development of teaching practices for bachelor's (SANCHES; SOARES, 2014) both in everyday the classroom and the teacher's actions to mediate academic and institutional actions, given that the academic training of teachers who teach in baccalaureate courses mostly not originally have the didactic and pedagogical expertise, as in degree courses.

Importantly, such reflections are woven from the conception of a historical-critical pedagogy, which is a pedagogy counter-hegemonic, questioning, transforming (Saviani, 2003) of existing social relations and fighting order "social transformation through the socialization of systematized knowledge, ie the appropriation of knowledge historically produced by mankind "(MOREIRA, 2014, p. 13). The steps of this pedagogical current are presented by Gasparin (2009) and take place in the respective order: 1. Social Practice initial content; 2. Questioning, 3. Instrumentation; 4. Catharsis and 5. Social practice end of the content.

In this sense, the philosophical basis of historical-critical pedagogy is the transformation of relations of production with a view to a new order conducive to building equity and social justice (Saviani, 2003; MELLO, 2007; GASPARIN, 2009). It is with this bias that is thought to reflect on the identities teachers and their educational practices, so that these can not be dissociated from social practice.

It is in the context of a local authority exclusively offer bachelor's degree programs with teachers mostly graduates who enter the educational activities as a possibility interventional, mediator and promoter of (re) construction of identities teachers, guiding the need for these teachers exercise reflections on the process of teaching and learning at the expense of an uncritical attitude, based on a bank and reproductivist education (Freire, 2005), according to which the teacher has placed in their students the knowledge you have and the same way as the acquired (DEMO, 2006; SANCHES , Soares, 2014).

In higher education as professional educator playing field is possible to distinguish various areas or sectors of this activity, not only in teaching, as is usual, so it is important to emphasize that "all teaching is teaching, but not all work teaching is teaching "(Libâneo, 2009, p. 39). In this sense, the description of the teacher's performance in the locus of our research deals with the possibility of teaching in higher education while acting non-teaching, but teaching that media and contributes to the educational processes. Therefore, we speak here of pedagogical assistance carried out by the local authority educational sector.

### III. RESULTS AND DISCUSSIONS

The pedagogical mediation presented here is nothing more than the performance of the institutional educator engaged in pedagogical support. In the case of the institution concerned, the local authority has the work of two pedagogues in the sector. These, daily work in the municipality, among other actions, following the academic activities regarding service faculty and students, as well as in the construction and review of institutional projects and in partnership with the academic board.

In the observed period, the joint action of the educational sector and academic board operated in several instances, among them reworking of PPC's, carrying out pedagogical weeks and pedagogical mediations between teachers and students of the courses offered, all of which are at the level of bachelor's degree in applied sciences and social. During this period the pedagogical weeks carried happened (over four semesters) to discuss the following themes:

- The pedagogical perspective of higher education policy, citizenship and transforming;
- Being a university professor and the evaluation of the student;
- The contemporary demands of higher education and the pedagogical interfaces;
- New Scenarios of Higher and University Education Teaching.

From this last subject the institution proposed to hold a workshop with teachers, listing "The teacher identity and practice Teaching" as a guiding theme. In conducting the workshop teachers could expose an overview, in a word, on the main feature of teacher identities. In these terms, the following listed features by the teachers and teachers present were: Mediator, Trainer, Professional, Politician, Actor, Facilitator, Maestro, Contributor, Persistence, Persistent, Design, Love, Dedication, Respect, Commitment, Joy, Educator, Construtora do knowledge, Mediatrix, supportive, Enthusiast, Disciplined, zeal, uplifting, Committed, Organized, Study / Learning, Wake, Dedication, cause, Achievement, Responsibility and Sensibility, Learning. According to the methodology used in this study, the technique of participant observation was performed; writing the words presented herein occurred in the field diary used as a data collection instrument.

During this workshop the teachers and teachers present, who highlighted these words also briefly spoke about their memories of how they came to teaching career, which trod paths and external influences that suffered in the family / society for the choice of acting. In field observation revealed that the institution also has a big job ahead to win their teachers to participate in the activities promoted by the pedagogical support, given that, in general, the number of participants in the pedagogical weeks does not exceed 30% of nearly 150 teachers of the faculty council.

It was from the workshop held on that pedagogical week came the interagency partnership for the realization of the project "MEMORY, REPRESENTATIONS AND EVERYDAY OF TEACHING THE INVENTION IN HIGHER EDUCATION" which has held meetings with a reflective group and weekly meets in the municipality to study, discuss, reflect and propose new approaches to the project scope as well as the ways in which data will be presented to the institution teachers.

Obtaining such data, following the pedagogical week has been conducted via questionnaire prepared by the reflective group. This instrument has 58 questions that ask directly about the educational profile among other type of Likert scale questions, to elucidate the key factors that influenced the career choice, impact types of training at work and need for professional development. The data presented herein, however, discuss about some clippings from around the research.

Of the total number of teachers who make up the institution, and who received the questionnaire to respond, only 30% returned the questionnaire with the answers, 5% returned the questionnaire unanswered and 65% has not yet responded. This figure confirms the number of participants

of pedagogical weeks and reaffirms the need for an interventionist work in the sector together with the academic board. The latter has indeed understood this need, corroborating the claim that Sanches & Soares (2014, p. 78) point out that when:

Many of the leaders of higher institutions already understand the need to encourage the training of its professionals, both in the sense of acquiring new skills as teacher improvement of its faculty. This is due to the constant need to innovate and expand the didactic and pedagogical knowledge.

From the observations and the local authority case study, you can easily understand that the statement of the authors is consistent with the practice of the academic director of the institution, despite an Engineering ongoing training, has acted positively that encouraging training and expansion of didactic and pedagogical knowledge faculty. So much so that the commencement of the workshop that gave way to the entire project emerged from the inquiries of his own board and, according Demo (2007) this is due to the fact that to go through a post-graduate studies program, many of the teachers it tends to have another practice and have a look and the other 'no longer hold the' same class', so instructionist and reproductive style "(DEMO, 2007, p. 3). This is easy element to be proven,

Importantly, however this is not the case of all teachers trained at the level strictly speaking, not only within the institution, but the overall level. In the case of the institution concerned, it was revealed in one of the pedagogue reports the statement of a student who, dissatisfied with the practice of one of the teachers said that "possess doctorate is not synonymous with giving class quality." In this case, the work of mediation of pedagogical support needs to be in order to guide teachers to use the knowledge acquired during their training as a basis for improving the quality of their teaching, considering that:

We can not force such data because in addition to refer to a single point in time, can not guarantee that graduate is infallible remedy. One can make instructionist graduate easily. Titles do not guarantee competence. What guarantees is the appropriate learning. You can also learn pedagogical weeks, especially depending on the teacher who does. After all, there are students who learn well despite the teacher! (DEMO, 2007, p. 4).

Hence corroborate with Demo by stating that the teacher Brazil need to study, because for every context presented here, we see that there are numerous challenges to reach a critical practice, reflective, contextualized and emancipatory, supported in Demo perspective that proposes as a practice of systematic studies developing a dense

critique of the educational environment. Certainly, we corroborate still Severino (2003, p. 73) when he says that the identities teachers spend the signification of "a social practice of broader intervention, reaching other areas of life and society" and Zeichner (2003, p.

It is in this constitutive process of identities teachers who works with his students not only a localist perspective of the classroom, but it contributes to social transformation, which is thought to developed pedagogical mediation in the municipality, however, this work requires effort on pedagogical support to promote reflective moments on the teachers' identities and a continuous and consistent monitoring. At this point, the research aimed to evaluate the understanding of teachers on the entry and stay in the teaching career analyzing how some categories listed were decisive for the career choice as follows: Vocation. social status of the profession. Social commitment. Lack of other professional option. Possibility of an extra remuneration. Influence of another / the person / as. To represent a stable job.

Among the options presented in this issue, the categories that have received degree of importance in the choice of teaching career were the Vocation and Social Commitment. The categories defined as having average importance, according to the responses were social status of the profession and the stability representation. Already the lack of other professional option, the possibility of an extra pay and the influence of other / the person / as were the categories defined as of little or no importance to the choice of the teaching career. This can be a tacit indication of confirmation that the listed words by teachers in teaching week workshop reveal, in fact, their perceptions of their teachers' identities and how this is revealed in their daily academic, as the practical driver, and not the choice of be a teacher,

It is from this angle that we think the construction of teachers' identities as a process and not a product. In the case of local authority of staff concerned, the identities are mainly associated with the vocation and social commitment that each teacher identifies profile to pursue the career. Thus it is necessary to realize the important role that has the pedagogical support of the institution so that it will act to bring about the recognition of these identities, as well as its constant (re) construction.

Why, then, the pedagogy of intervention as a mediator of construction of these identities? Because the understanding of what is a vocation or social engagement is very important so that teachers can act in the face of a society that undergoes transformation and is that where they are based professors and students. To understand their work

as a vocation, the teacher can move away from the practice that should be guiding chief of their work, which is the social commitment, in this case the resources, methodology, addressed pedagogical trend or even to his relationship with the student may be soaked in a vision backed by something that does not exist naturally according to Bourdieu (1999, 2007). Therefore, the intervention of the pedagogical advice should act to mediate such understandings,

For him, the vocation is not present in genetics, but is the result of culture, in their capacity as structuring structure of social relations, according to which "the effective vocation includes, as a provision acquired within certain social circumstances, the reference to its conditions (social) of embodiment which tends to adjust to the objective potential "(BOURDIEU, 1999, p. 89).

Therefore, teachers (re) construct and reflect on their identities based on the concept that work with a social commitment, which is approached bias by the historical-critical pedagogy, can act much more politicized way, awareness-raising and, especially, transformative. Not the teacher who realizes his vocation as the main guiding his career is incapable of it, but the relevance that will realize its social commitment as practice guidance is that it will lead to an understanding of a job, even though it is not possible only the practice teaching solve social problems, "it may be that they can not change certain aspects of the present situation, but at least will be aware of what is happening" (Zeichner, 2003, p. 47)

#### IV. CONCLUSIONS

In considering the founding categories of research as the identities teachers and the historical-critical pedagogy, the study sought to discuss the mediation of pedagogical support as possible to contribute to the (re) construction of these identities in the municipality. It was presented in this sense that there is no identity, but identities, and that these are plural and are in constant construction / deconstruction / reconstruction.

The initial questions raised about the characteristics of the educational sector have addressed in its activities over the period investigated show that the sector has not only highlighted the issue of teachers' identities as an important element, but also sought to act in the institution's daily life with the academic board and this leads us to conclude that, as a development of these discussions took place pedagogical weeks that have evolved over the semesters until the last teaching week observed may highlight the issue of identities teachers through a workshop and its development that was MEMORY project



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Overall, it was explained that most associate teachers choose the teaching career to social commitment and vocation. However there is a further need to discuss these two categories in both the reflective group and in the work to be developed by teaching the local authority sector in order to build a reflection on the vocation of perspective may be associated with deterministic naturalized factors in society issues structuring.

And discussed the social commitment not seem to be necessarily a determining career choice, but the driver of the practice in those terms, the research reveals a new challenge for reflective group: social commitment, in itself, would be the end or means by which the teaching practice develops? How could you make such a statement? New questions that need to be made to teachers to ratify the already put statements? These still need to be discussed points in reflective group on the agendas of boards and proposals of the academic board for the redirection of investigative and future institutional actions.

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