

BOOK OF PROCEEDINGS

II International Congress on Interdisciplinarity in Social and Human Sciences

11th - 12th May 2017



Research Centre for Spatial and Organizational Dynamics
University of Algarve
Faro, Portugal

TEACHING IN TWO CYCLES OF PROFESSIONAL LIFE: A COMPARATIVE BRAZILIAN CASE STUDY

Jordana Wruck Timm
 Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, RS
 (jordana.timm@acad.pucrs.br)

Claus Dieter Stobäus
 Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, RS
 (stobaus@pucrs.br)

Juan José Mouriño Mosquera
 Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, RS
 (juan.mosquera@pucrs.br)

ABSTRACT

The teaching profession has been increasingly discussed, both for its relevance and for the growing social and economic devaluation it has been undergoing. The objective of this study is a qualitative analysis of a speech of a teacher interviewed after being in this profession for 24 years, comparing quantitatively with spontaneous responses of people interested in taking the Pedagogy course and entering the educational area. It is, therefore, a comparative study between a professional that is oscillating in the cycle of diversification/activism/questioning and young people who are entering the career, in order to verify the meaning and meaning of the teaching work in the life of these people. The analysis of these data was performed according to the Discursive Textual Analysis. The text runs through the bias of Health Psychology. It was concluded that the interviewees, entering the course of Pedagogy, are afraid of the choice of profession due to the mishaps found in it. Most of these subjects think about the option to enter the area through some family member or to recognize the importance of the profession. The interviewee with a longer career recognizes the difficulties encountered, however, the positive points she reports prevail, giving the immensity that this work has in her life.

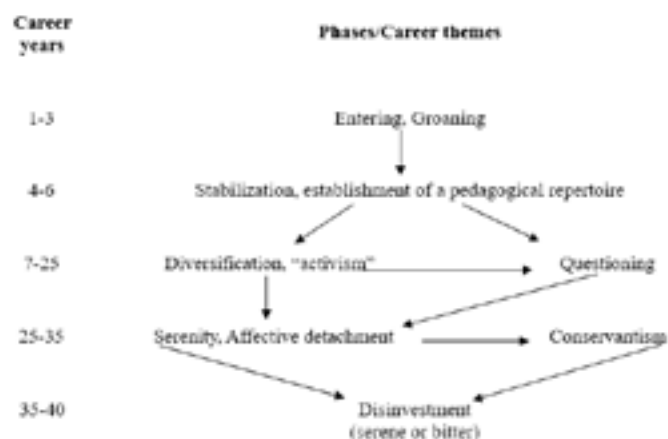
Keywords: Teaching, Professional Life Cycles, Adult Life.

JEL Classification: I20, I23, I31, I29

1. INTRODUCTION

In his Doctoral Thesis, Timm (in progress) proposed to interview teachers, who teach in *Stricto Sensu* Post-Graduation, at different stages of the occupational life cycle. With the discussions with Mosquera and Stobäus, the theoretical framework was expanded. According to Huberman (2013), this cycle is subdivided into five phases, they are: entry into the career; The stabilization phase; The stage of diversification, the questioning; Serenity, affective detachment, and conservatism; And, finally, the divestment, distributed according to Frame 1:

Frame 1: Phases/Career themes



Source: Huberman (2013, p. 47)¹

¹ Translated by the authors.

Before conducting the official interviews, Timm proposed to conduct two Pilot interviews to verify the way of conducting and analyzing them, who generated material to analyze and, consequently, the possibility of making the choice of the methodological process and of analysis to be adopted for the Thesis. For what is being presented here, we are based on the discussion about the results of these pilots. That, besides working with histories of occupational life interviews, at the end of the interview the following questioning was realized: “what is the meaning and meaning of the teaching work in your life?” It is from this questioning that the discussion developed for the writing of this text.

In addition, at the end of 2015, was held, an internal event of our institution, called Open Campus, to welcome for the new students, and to clarify for those interested in taking a university entrance exam. It was given three workshops (in partnership) for those interested in the Pedagogy course, one of them entitled: “why does the pedagogue make a difference in education?” This workshop began by questioning the participants about the meaning and meaning of the teaching work for them.

The Pilot study gave the qualitative margin for this text, based on the speech of a professional who has been working in the area for some time. Already the result obtained in the workshop given, gave the quantitative character, seeking to verify what they are looking for in this profession the people who are now interested in the area.

2. LITERATURE REVIEW

The teaching profession, according to Guarany (2012), was not seen as a work activity, but rather associated with a personal vocation. For a long time, teaching was recognized as a vocation, apostolate, a lay priesthood, and its exercise was mainly based on moral qualities, a virtue which good masters had to possess and exhibit, according Lessard and Tardif (2008). With the university reform of 1968, the chair was abolished and the figure of the professor like final position of career was instituted. Teachers, instead of being allocated at their courses, began to move through departments. In public institutions, teachers begin to have a career that is based on academic degrees and degrees; The Dedicated Work Scheme (ED) is established; And teachers begin to be admitted by employment contract, and the regency becomes effective through the labor regime, says Morosini (2009).

Mosquera (1987) proposed that adult or adult life (adulthood) is a constant personality development stage, involving many aspects of personality construction, such as: identity, self-image, self-esteem, self-realization, always related to the context In which the person grows and develops and acts.

In this sense, during the last decades (marked by the context of the generalization and massification of education and bureaucratization of educational systems), teachers’ unionism and professional associations insisted that education be recognized as a trade, and therefore, teachers as qualified workers should Be treated by the employer respecting the material, social and symbolic plans, said by Lessard and Tardif (2008).

The historical process of teacher professionalization, and at that moment, states that the key period in the history of education and the teaching profession is in the second half of the eighteenth century, when the profile of the ideal teacher is outlined, placed Nóvoa (1999). In dealing with this, it is important to consider issues related to the identity of this professional.

For Pimenta and Anastasiou (2014), in relation to the profession, they affirm that it is by nature a process mediating between teacher and students (essentially different subjects), in the confrontation and the conquest of knowledge. Morosini and Comarú (2009), specifically on the teaching figure, affirm that their identity and professional formation are influenced by governmental and institutional public policies.

Moreover, the teacher is never a teacher in isolation, he is in the encounter with the subjectivity of each student, constructing the heterogeneity of a group (Grillo, 2008). For Morosini and Comarú (2009), this identity constitutes a process of construction, reconstruction and transformation of referential, responsible for dynamizing the teaching profession, from the social meanings and the reaffirmation of culturally consecrated practices, significant and that resist the Innovations, since it contains valid knowledge to the needs considered current in the confrontation between theory and practice.

We can add that the construction of the identity process and used concepts of a teacher, according to Rodrigues, Stobäus and Mosquera (2016, p. 1119):

Are not static and are due to the interactions of the subject with the environment in which it develops leads us to consider that this is a plausible way to add healthy identity to the objects of study of Positive Psychology.

This process, which is considered formative, says Pereira (2013, p. 35):

[...] I am understanding that teacherality is not an identity that a subject constructs or assumes or embodies, but otherwise it is a difference that the subject produces in itself. To become a teacher is to become something that was not being, is to differ from itself. And, in the case of being a difference, it is not the recurrence to the same, to a model or pattern. For this reason, teacherality is not, in my view, an identity: it is a difference produced in the subject. And, as a difference, it can not be a stable state to which the subject would arrive. Teacherality is a state at risk of permanent imbalance. If it is a stable, stagnant state, it would result in an identity and the flow would be impaired.

It is also important to take into account the vision not only of being a teacher, as a professional, but of looking at the teacher as a person (Mosquera and Stobäus, 2008, 2006a). Grillo (2008) states that for the analysis of the dimensions of teaching, the starting point is the figure of the teacher as a person and professional, which, for the author, are inseparable references

to this profession that is built on ethical-philosophical foundations and is impregnated with Values and intentionality. These fundamentals stimulate an existential project (more than pedagogical) explaining the human dimension of teaching.

Morosini and Comarú (2009) also defend the inseparability between the personal development and the life history of the teacher, considering that from the process of continuous formation, the collective and participative dimensions of work are taken as reference, with the intention that by this process Awareness, consolidation and teacher autonomy. For the authors, the work with teaching is characterized by an investment, for which the teacher needs to invest in himself as a person.

For Maciel (2009a), the investment in the career depends on motivational aspects, that is, it is necessary to administer social and personal requirements. Through work, there is a process that alters the nature and autotransforms the being that works, for Antunes (2009).

When the question of teaching comes into discussion, with the current context it is impossible not to remit the multiplicities of roles and responsibilities to which the teachers are affected, many of them extrapolating the educational character, besides the numerous legislations and collections made for these professionals. Morosini (2008) argues that there is an image created that teachers are incompetent, referring to the teaching function that has come to have a complexity that generates the feeling of incapacity in teachers to exercise it.

This is because there is a diversity of actions developed by teachers beyond the space of the classroom that are encompassed in teaching (Morosini and Comarú, 2009).

Pimenta and Anastasiou (2014) also defend that teaching surpasses the processes of the classroom in Higher Education, putting in discussion the purposes of teaching in this level. Morosini (2009) states that the teaching functions are under discussion. We can no longer see a teacher as a model, as an ideal type, as in the past was seen/idealized. As well, it is verified that multiple teachers are dependent on their work regime, the qualification and the institution where they teach.

Morosini and Comarú (2009) describe about the formality and recognition by the numerous legislations of the Brazilian Higher Education system. The charges to teachers differ according to the level of education and the institution in which they work. If the teacher teaches at a university, for example, in addition to teaching activities, he should conduct research; If it is in a university center and/or in isolated colleges, it is not charged with compliance in research activities; If it is at the *Stricto Sensu* Postgraduate level, you will necessarily be charged for the master's and/or doctorate course.

It was already believed that he could know how to teach one who was a good professional (Masetto, 2003). Pimenta and Anastasiou (2014) point out as some of the problems of teaching, the fact of putting professionals/researchers from a certain area to act as a teacher. As if the knowledge specific to their area of expertise was sufficient. For them, nobody is born professional/researcher and wakes up teacher.

In this sense, according Pereira (2013, back cover),:

Being a teacher is like a brand that is produced in the subject. It is not vocation, it is not identity, it is not destiny. It's a product of you. The search for the formation walks in the direction to look for ways of appropriation and activation of this mark in consonance with the singularities of the subject. If I become a teacher, I need to open myself to the forms of constitution of myself and propose situations of experiences that give support so that students also experience themselves as teachers in formation.

All this discussion is necessary, because later, when we discuss the speeches of the interviewees, we perceive the question of the vocation quite marked in the speech of those who want to enter into the profession, however the same falls to the ground, when analyzing the speech of those who have been teaching in the area for the longest time.

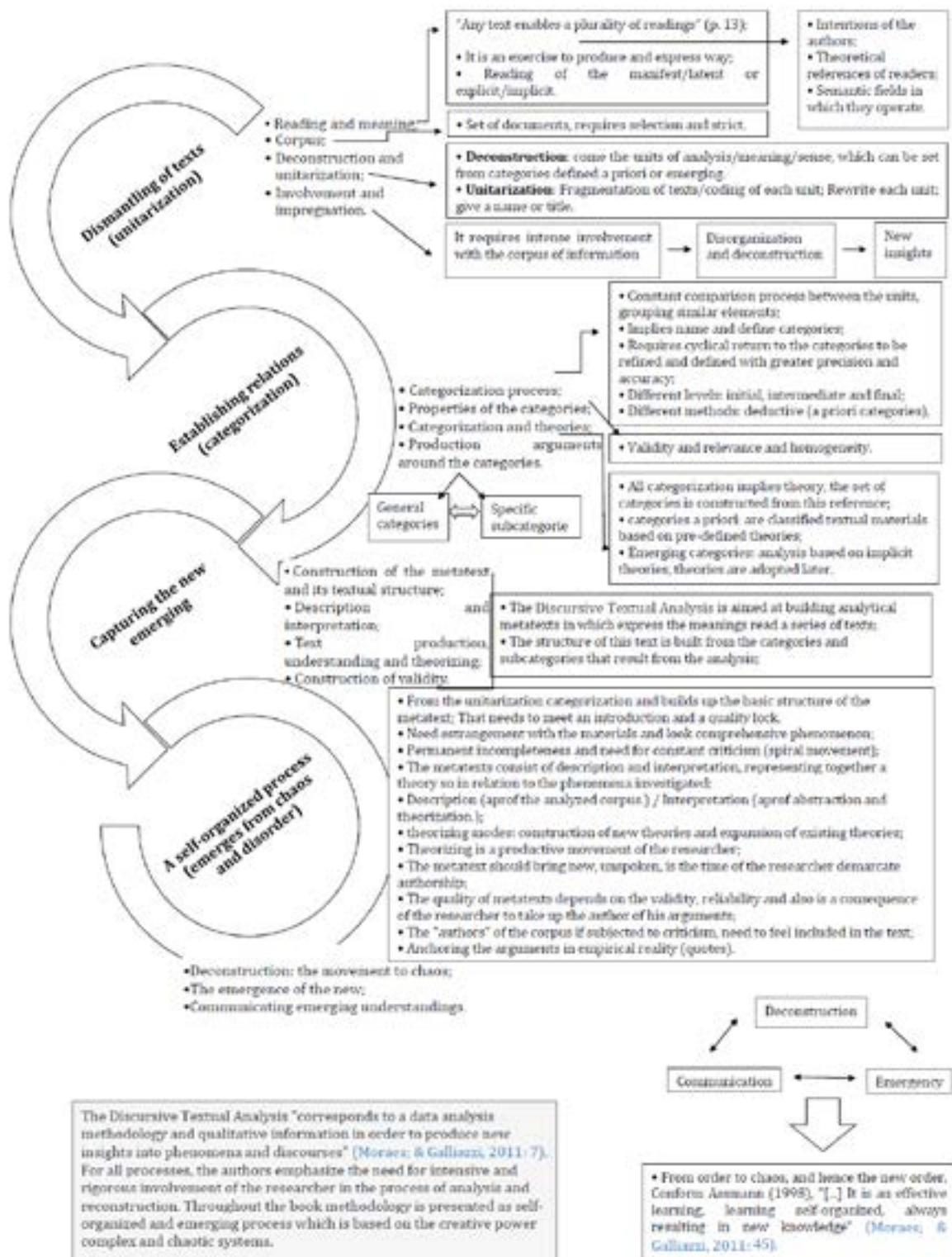
3. METHODOLOGY

The data collection consists of a cut of a pilot interview, focusing on occupational life history, performed for the author's doctoral thesis. Concomitant to this, were used statements of students interested in providing a college entrance examination for the Pedagogy course. Both cuts were aimed at the meaning and meaning of teaching.

In the pilot interview, the discourse of a female teacher was interviewed because she had a lot of experience, after being in school for 24 years, 10 years in Higher Education (the time was calculated at the time of the interview, Held in 2015). It acts in the area of Physical Education. The interview lasted 46 minutes and 13 seconds, with the main objective being life history and occupational life history. It was performed at a previously scheduled time and place, being recorded and then transcribed before analyzing it.

Already, the methodology adopted for data analysis, as mentioned previously, respects the principles of Discursive Textual Analysis proposed by Moraes and Galiazzi (2011). The way this methodology is used to perform the analysis can be better understood, from Figure 1.

Figure 1 - Schematic on the steps of Discursive Textual Analysis



Source: Timm *et al.* (2016, p. 1769), based in Moraes e Galiazzi (2011)

4. RESULTS AND DISCUSSION

In the Open Campus workshop, when they were asked about the meaning and meaning of teaching, the answers of possible future teachers, the following categories emerged:

- Taste/passion for teaching;
- Vocation;
- Affectivity for working with children;
- Follow the professional career of the mother and/or other relative.

Already, in the execution of the pilot interview, before this question and according to the Discursive Textual Analysis of Moraes and Galiazzi (2013), twenty-nine subcategories appeared and from these emerged six categories, arranged in Frame 2.

Frame 2 – Subcategories and Emergent categories indicating the meaning and meaning of teaching, according to the interviewed teacher

| SUBCATEGORIES | FINAL CATEGORIES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Peculiar area, Classes differentiated as course; Only those who experience the course of Physical Education, recognizes; peculiar area in which people express themselves; Peculiarity and possibility of knowing the student; Different classes that require an active student behavior, particular area of expertise | Peculiar acting area |
| Music as a form of expression; Expression and unfold ; Corporal conscience; The student's need to express themselves, The transpires body language very essence of teaching in this area; Body language | (Self) expression. |
| Know the other through body language; Knowing the other is one of the characteristics of physical education; It works with the body of the other; Need to (self) meet bodily to meet and work with the other's body. Know the other/the other's body | Know the other/other's body |
| Taste for teaching; Taste and interest of teachers with their work; I taste for teaching | Taste for teaching |
| Daily renewal; The renew and teaching. The encounter with the unexpected; Unpredictability; (Re) learning; Constant renewal | Constant renewal |
| Multiplicity of meanings; The meaning and significance vary with the perception of each; The meaning and significance vary with the perception of each; different perceptions; Feeling of importance for the activity carried out, so that people can know; Source: prepared by the authors | Multiplicity of meanings that vary according to the perception of each |

Source: Timm *et al.* (2016, p. 1770), based in Moraes e Galiazzi (2011)

In view of the six categories that emerged from the pilot interview, it is pertinent to point out that they were constituted from the open question “what is the meaning and meaning of the teaching work in your life?” In the first emergent category, entitled peculiar area of activity, we perceive that the interviewee brings this very strong in her report, because she is teaching in the area of Physical Education, which differs from teaching, learning, socializing and relating, when compared to other areas.

We believe that this category is closely linked to the following two, since the question of (self) expression and knowing the other and the body of the other, is also something more visible and recurrent in professionals who teach in that area. In the following section, it is possible to observe the interviewee putting herself in relation to this, interpreting that the meaning and meaning of the teaching work, especially in the area in which it works, offers:

[...] to get to know people a little more. And my course, my area is an area that greatly favors this. It is different from other areas, it is a very peculiar course, [...]. And there we see a little more of the students, we know the students a little more, and that's a very interesting thing. It has a very big interaction, because we deal with body issues a lot. (Pilot Interview 1).

Linked to this, the taste for teaching is another emerging category of this research and that also emerged during the realization of the workshop, as we wrote at the beginning of this subtitle. In the meantime, the interview of the exhibition exposes the experience with a student who had always been quiet in his classes, until the day that was given as an activity the creation of a choreography for a certain music, through which the students could express themselves, being this student highlighted with the interpretation made.

That scene created a new meaning and meaning in the teacher interviewed, making her realize the taste she has for the activity she carries out. Even at this point in the interview, she commented: “[...] I love to teach because, in fact, this is the big balcony [...].” (Interview pilot1), observing this as a constant renewal and as a Unpredictability that for her is one of the great senses of her profession.

In the fifth category, called Constant renewal, it is noticed that the daily renewal, the encounter with the unexpected, the unpredictability and (re-)learning in the performance of the said profession, are constant in the speech of the interview, as shown in the following section:

We arrive and do not know what to expect from the students. It's this thing like that, you renew yourself every day. [...]. And that there renews you in a certain way, and that renews you every semester or every class you give. Because you do not know what's going to happen, it's not a predictable class. So the idea of the meaning and meaning of teaching is not? It is this renewal thing, that of you also learning, of your learning a little every day. (Pilot Interview 1).

In fact, as the interviewee brings in her report, teaching brings very strong this question of the new, the unexpected. The classes in Graduation and Post-Graduation, have their characters changed every semester, so each beginning of semester is a new story to write and live. Of course in the intention of teaching, we always learn from each other. There is a mutual exchange in this teaching-learning process. When the interviewee talks about this issue of renewal and learning constantly, we refer to what Pimenta and Anastasiou (2014) defend by teaching, while the unfinished being constantly relearn, learn as he teaches. Freire (2000) also defended this idea of being unfinished beings and that we came in a state of conditioned and not determined.

Finally, in the last emergent category, entitled multiplicity of meanings that varies according to the perception of each one, it appears quite marked that the meaning and meaning of this profession varies according to the perception of each one, therefore, characterized by the individual perceptions obtained individually and the Which characterizes the multiplicity of meanings. For the interviewee, in addition and above all, what constitutes their sense of importance for their activity is that people can get to know each other, but believes that this can change according to each individual and according to the area of activity.

Therefore, in confronting the emerging categories, it is perceived that in both phases, the taste for teaching appears as one of the meanings and meanings of the said profession. The affection with the field of work is also characteristic present in both, however, one focused more on the issue of the child as a whole and another on the question of the body, which is understood if we take into account the specific area of performance. The other categories differ and we believe that this happens, precisely, by the time of performance.

In this sense, we emphasize the aspects related to affectivity, in which Mosquera and Stobäus (2006b) report that,:

[...] for personal aspects [...], also for Social Aspects [...], and Institutional Aspects [...], which leads, in general to the understanding that, for teachers interviewed, Affection is very important in the educational context and depends on individual (self) training so it can be used positively in this environment as a tool for learning and for healthy interpersonal relationships (contextualization).

The other categories, both in the workshop and the interview, are different, and we believe that this precisely happens through the teacher's time in the field.

5. CONCLUSIONS

In view of the above and the lines analyzed, it is possible to perceive some similarities between those who seek teaching and those who practice it, however, others are modified along the professional path. The question of meaning and feeling in this profession is quite strong and appears demarcated in both situations. Another strong factor is the issue of constant learning, since those who opt for this professional branch need to be in constant (re-)learning, aiming to meet the needs that emerge and constantly change in this segment.

The foregoing reveals a great deal about lifelong learning and the feelings derived from this profession; however, as future work, we suggest conducting interviews in each one of the phases, and then analyzing when changes occur in discourses about the way you feel about your work

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