



Perspectives on The Teaching Career Beginning in Basic Education: A Case Study

Carlos Alberto Lima de Oliveira Pádua; Antonia Dalva França-Carvalho

Abstract

This article presents an analysis of the teaching career beginning in Basic Education using the beginning teacher as a reference. The study is based on the theoretical discussions of Gonçalves (2000), Huberman (2000), Guarnieri (2005), Tardif (2008), Darling-Hammond (2014), among others. For methodological development, we used qualitative research (BRASILEIRO, 2013), type case study (MEKSENAS, 2011) with input in ethnomethodology (COULON, 1995). The research was carried out in a public school and had as participants a teacher whose teaching time is less than two years, a principal and a pedagogical coordinator. The data collection techniques were observation, questionnaire, interview and field diary. Data analysis was performed based on Bardin (1977), and interpretation in accordance with Hermeneutics-Dialectics also discussed through Minayo's reflections (1998). The results indicate elements that facilitate the beginning of the teaching profession, such as commitment, respect, profile, self-confidence, among other principles. They also point out difficult elements, such as shyness and practical fragility. They also show the different challenges encountered by the teacher, especially the process of overcoming the dichotomy between training (theory) and professional practice. In general, the research findings show that the entry of the beginner teacher into the school results from a university education based on teaching and research. And, that the beginning of the teaching career explains a context of learning knowledge, characterized by the availability and proactivity inherent in pedagogical work, by the experiences of social relations between students and school professionals that converge to the construction of the teaching professional identity. Therefore, the study expands the reflection on the teaching profession from the perspective of the beginning teacher collaborating to expand this field of knowledge.

Keyword: Teaching profession. Beginning teacher. Basic Education.

Published Date: 6/1/2020

Page:120-135

Vol 8 No 06 2020

DOI: <https://doi.org/10.31686/ijer.vol8.iss6.2381>

Perspectives on The Teaching Career Beginning in Basic Education: A Case Study

Carlos Alberto Lima de Oliveira Pádua (Corresponding author)

PhD in Education from the Graduate Program in Education (PPGE), from the Federal University of Piauí (UFPI). Email: calopadua1@hotmail.com
Teresina - Piauí, Brazil

Antonia Dalva França-Carvalho

PhD in Education. Professor of the Graduate Program in Education (PPGE) and the Department of Fundamentals of Education (DEFE), at the Federal University of Piauí (UFPI). Email: adalvac@uol.com.br
Teresina - Piauí, Brazil

Abstract

This article presents an analysis of the teaching career beginning in Basic Education using the beginning teacher as a reference. The study is based on the theoretical discussions of Gonçalves (2000), Huberman (2000), Guarnieri (2005), Tardif (2008), Darling-Hammond (2014), among others. For methodological development, we used qualitative research (BRASILEIRO, 2013), type case study (MEKSENAS, 2011) with input in ethnomethodology (COULON, 1995). The research was carried out in a public school and had as participants a teacher whose teaching time is less than two years, a principal and a pedagogical coordinator. The data collection techniques were observation, questionnaire, interview and field diary. Data analysis was performed based on Bardin (1977), and interpretation in accordance with Hermeneutics-Dialectics also discussed through Minayo's reflections (1998). The results indicate elements that facilitate the beginning of the teaching profession, such as commitment, respect, profile, self-confidence, among other principles. They also point out difficult elements, such as shyness and practical fragility. They also show the different challenges encountered by the teacher, especially the process of overcoming the dichotomy between training (theory) and professional practice. In general, the research findings show that the entry of the beginner teacher into the school results from a university education based on teaching and research. And, that the beginning of the teaching career explains a context of learning knowledge, characterized by the availability and proactivity inherent in pedagogical work, by the experiences of social relations between students and school professionals that converge to the construction of the teaching professional identity. Therefore, the study expands the reflection on the teaching profession from the perspective of the beginning teacher collaborating to expand this field of knowledge.

Keywords: Teaching profession. Beginning teacher. Basic Education.

1 INITIAL CONSIDERATIONS

The teaching profession has been discussed by some authors, with the intention of describing it in an attempt to understand it. This idea is justified based on the considerations of scholars such as Huberman (2000), who reports in his work ideas about the succession of facts that occur according to a weather forecast, and presents the work of the teacher of the 1st (first) to 40th (fortieth) year of service. Another study related to this theme is the discussion by Gonçalves (2000), who also systematizes the teacher's activity from a section that comprises from 01 (one) to 40 (forty) years of professional practice.

After this initial orientation, it is understood that “the teaching profession is born and developed in parallel with the growth of teaching activity and in line with the cultural characteristics of specific countries” (PENIN, 2009, p. 16). Through the placement of the author, it is possible to understand how the pedagogical actions of that professional are related to different contextualizations, and their practice is analyzed during the process. Also according to Penin (2009, p. 25) “the person / profession relationship occurs throughout the productive life, in a continuous process, involving, as it is common, experiences that are both stimulating, tense and conflicting”.

In view of this situation, Huberman (2000) and Gonçalves (2000) consider several periods with some characteristics that may be present during the dynamics of the teacher. In this sense, and specifically about the teaching profession beginning, Huberman (2000) presents this moment from 01 (one) to 03 (three) years of activities, and Gonçalves (2000), from 01 (one) to 04 (four) years. We understand that both authors agree that during that time, there is a discovery by the teacher about the practice, among other situations.

Through the described context, and with the proposal to contribute to the development of the teaching profession, this research presents as an objective to analyze the beginning of the teaching career in Basic Education. The aforementioned production about the beginning teacher, comes from a category of the Master's Dissertation in Education. In this context, we reflect on the theme, from Gonçalves (2000), Huberman (2000), Guarnieri (2005), Tardif (2008), and several authors, who through their scientific productions, collaborated with reflections for the systematization of the study.

In order to develop the objective defined in the research and obtain reflective and critical responses, a methodology based on qualitative research was essential because it conceived as situations without considering various considerations in the statistical area (BRASILEIRO, 2013), with advanced ideas of ethnomethodology that “is a research perspective, a new intellectual posture” (COULON, 1995, p. 7), and through considerations about the case study “it is defined as an empirical research method that conducts a comprehensive analysis of a significant social unit” (MEKSENAS, 2011, p. 118-119).

In this perspective, we highlight the research data produced from systematic and participant observation (GIL, 2010), semi-structured questionnaire (BRASILEIRO, 2013), directed interviews (MEKSENAS, 2011), and field diary (MEKSENAS, 2011), developed in the public school space through the participation of a physics teacher who had less than two years of teaching experience, a principal and a pedagogical coordinator. Therefore, the study and explanation of the research findings were based on the contributions of several authors.

It is interesting to note that the beginning teacher is a professional who presents relevant work in order to streamline the teaching and learning process. In addition to this work, some of the school managers,

commonly called the director and pedagogical coordinator, are some of the professionals able to be together with the teacher who starts his career, helping him in carrying out his activities in the classroom and at school - institutional space that presents a culture. In this locus, the physical components - human and material are important, so that a quality education occurs, even if it is not possible in its entirety, but it is a project to be followed to obtain continuous and relevant results.

The reading of the information came from ideas of the content analysis proposed by Bardin (1977, p. 95), which uses “pre-analysis; exploration of the material; the treatment of the results, the inference and the interpretation”, and also the interpretation according to notions from the Hermeneutics-Dialectic also discussed through the reflections of Minayo (1998), being all these important steps for the investigation, and with the intention to better understand the object of the research.

The article is structured based on the empirical methodology described by Bardin (1977), that is, in category, followed by its subcategory. For a better systematization of the work, in the subcategory its interpretation is carried out, accompanied by a self-explanatory figure, then the product of the research is described and soon after the discussion is developed in the light of the theoretical foundation. In this sense, for a demonstration of all the elements contained in the work, *Table 1* presents the general idea of the study in focus, that is, with the category, subcategory and inferences.

Chart 1 – Research category, subcategory and inferences

CATEGORY	SUBCATEGORY	INFERENCE
TEACHING PROFESSION	TEACHING CAREER BEGINNING IN BASIC EDUCATION	Facilitating elements
		Difficult elements
		Challenges

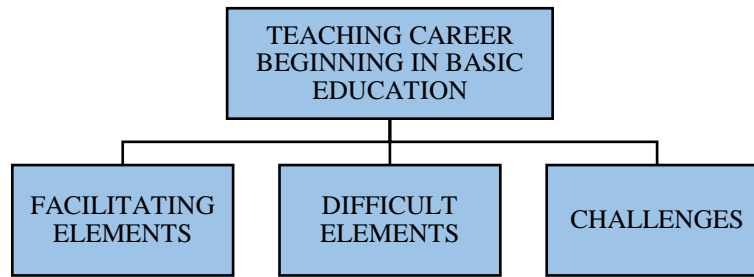
Source: Research data, 2017.

Considering which category is used with instruments to understand regularities in the participants' speech, we identified the category analyzed as being the teaching profession, which emerged from the content analysis and presents in its context the arrival at school.

2 TEACHING CAREER BEGINNING IN BASIC EDUCATION

When starting the teaching career, the professional is invited to learn about the dynamics of the school through the initial guidelines of the managers, but over the years and social relationships, the teacher realizes the problems during the exercise of the educational action. “Teaching is a human activity, an interactive job, that is, a job based on interactions between people” (TARDIF, 2008, p. 118). In this process of interactivity, we sought to unveil the exercise of the beginning teacher through the subcategory – Beginning of the teaching career in Basic Education, and specifically dealing with the facilitating elements at the beginning of the teaching career, the hindering elements at the beginning of the teaching career and the challenges in the beginning of the teaching career, as shown in *Figure 1*, below:

Figure 1 – Teaching career beginning in Basic Education



Source: Research data, 2017.

2.1 *Facilitating elements at the beginning of the teaching career*

The teaching career is also constituted by pleasant moments that encourage the teacher to seek specialized knowledge, to live with other professionals and students, and he is willing to help in whatever is necessary and within his possibilities. Guarnieri (2005, p. 9) understands that “a part of the teaching profession's learning only occurs and only starts in exercise. In other words, the exercise of the profession is a condition for consolidating the process of becoming a teacher.” In this sense, daily life and their experiences are important for the professional's development at school, as the beginning teacher says about the elements that favor his development at the beginning of his career:

In the sense of conviviality and in the sense of entry. Here is a contest, they think me good or bad, the tendency for me to stay was very big, only if I did a big mistake for them to be able to give me back. In general terms, I try not to miss it, I never missed it, I came to need to leave after you started to accompany me, then I told you, I did an activity, I got around the whole situation, [...]. This question of attendance, of punctuality, you are witnesses of times when I was the last one at school, [...]. Okay, this is a point, this question of attendance and punctuality. With regard to socializing, I don't know what the people think of me, I consider myself a very easy person to deal with, I am very much in my own, although he is very friendly, and he is easy to make friends with. I respect everyone, I treat everyone the same way. I go to school, I talk about the doorman to the coordinating staff, the students, the school cook, everyone, just as normal. “Ah! Because it's the director, I'll treat you better, no, I treat everyone the same.” I don't like to criticize anyone (BEGINNING TEACHER).

Continuing on his arrival at school, he explains that:

I arrived at school, the first person I met was the math teacher and she was responsible for adjusting the schedule. Regarding my workload, I asked that I distribute my classes in only two days. I was very well received by the principal, by the teacher who was working the schedule, by all the other teachers and the staff are very good people (BEGINNING TEACHER).

The teacher continues to report other principles that enabled the exercise at the beginning of the teaching career without many problems, that is:

I think that this relationship, we have a very good friendship relationship, I with the other teachers, the coordination, the direction, everyone, with the students I am partly very strict, but on the other hand, I try to understand the their situation, their reality, some work, sometimes they miss classes, we try to take them, [...], I think I have a good relationship, a good relationship with the students, I believe they like me. So I think that all this facilitated my stay because the entry was made through a contest, but the permanence I believe that these factors are crucial for it to exist, [...]. I always give the whole subject, my normal class, I don't mess around, if they have questions I answer, in a thousand and different ways that I can imagine, I try to answer, so I think that all this has facilitated my stay, if someone there is something against me I didn't know and if someone criticized it was behind my back I also didn't know, so there's no way I can change without knowing what they're criticizing (BEGINNING TEACHER).

Specifically, the elements that facilitated your career in the classroom space have the following context:

I usually say that I am not frustrated, I am not a frustrated teacher, [...]. There are even professors who prioritize research over teaching, and I don't, I like the teaching part more. I already like teaching more. There was a guy who gave a lecture I seriously thought about doing my PhD in Physics Teaching, seriously, so I like to teach, and I like it even more when the student is interested in learning, that we don't keep talking and everyone dispersed, [...]. So, what makes me really stay is the will, I like it, I like what I do, I think it's cool (BEGINNING TEACHER).

It is perceived that some contexts contributed to the beginning of the career with less ease, as well as allowing greater tranquility during the performance of their teaching activities, being thus presentable: the admission that was through selective, he is present at school, being punctual, assiduous and using the time that actually belongs to the class, he shows that he has a good relationship with the managers, teachers, employees and students, and above all the love for the chosen, desired and accomplished profession. In this sense, the relationships developed in the educational action space are important for the constitution of the teacher (FURLAN, 2014).

It is noticeable in the daily work of the beginning teacher, a relevant pleasure in exercising the teaching profession, highlighting the moments of the activities carried out together with the students, thus providing an opportunity for an exchange of learning between both. These actions corroborate for a dynamic practice in the classroom, as it uses the sharing of ideas, highlighting an ascending professionalism.

The managers of the institution also point out elements that facilitate the work of the teacher, even when he is at the beginning of teaching, that is, "because he already comes with luggage, he is open to dialogue, he conquers students, he conquers other teachers, he conquers everyone that he is an excellent professional, if it depends on me he remains in school. I take my hat off to him and put on a red carpet" (DIRECTOR). The pedagogical coordinator adds that:

In terms of classroom management, in terms of how to deal with the student, you know, he does not show insecurity with the student, he knows how to deal with the student, because I think the

difference of a teacher ..., I see that it could be that the teacher still didn't know how to deal with the student, because that's something that comes from experience, it isn't, but the [name suppressed] doesn't show this insecurity.

It is understood that the teacher has a good education, also valuing a healthy interaction with the school professionals and students, which collaborates to develop their teaching strategies in the classroom with quality, attracting everyone's attention in the moments of explanation of the contents.

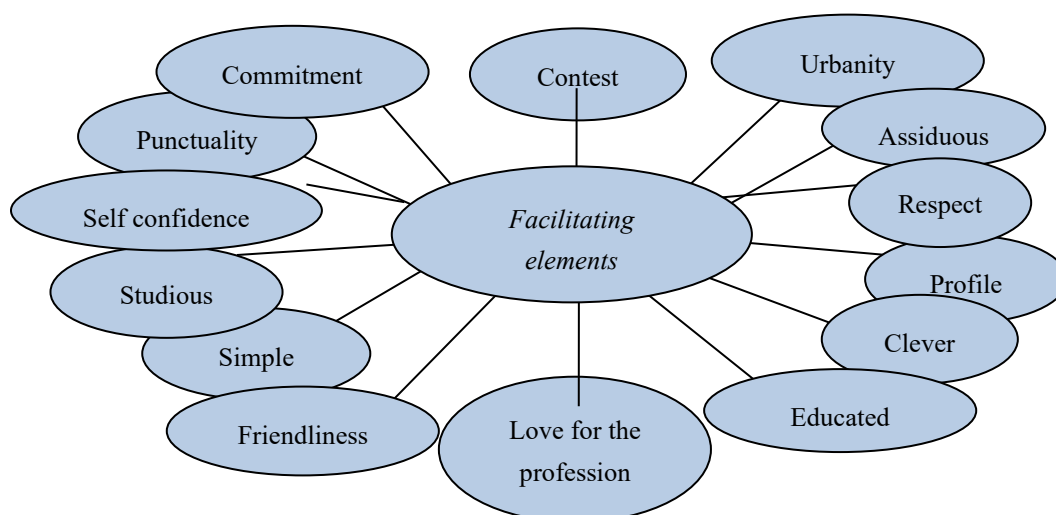
However, the safety demonstrated in the classroom by the teacher, also comes from the knowledge about the subject worked. The way in which he teaches Physics – by means of example and contextualized, facilitates his own learning in working with students, in a friendly and professional relationship.

It is noticeable that if the entry into the career stems from technical competence, since the competition was the means of entry, the permanence in the profession requires, among other knowledge, human competence, and this permanence is ratified by the love for the profession, by I like to teach and among others, as can be seen in the comment below:

For me the possibilities I see, I don't specify anything, but for me I see it as a way of life, I see it as something I like, something I enjoy. It's part of me. I feel like I was born for this. I could do anything, I could do any job. But I like to teach and I like it even more when students pay attention. Without needing to call attention all the time, I don't think it's very cool, but anyway, it's part of it (BEGINNING TEACHER).

According to the beginning teacher, it is clear how satisfied he is with his activity, even in the face of some unpleasant situations. Still, from this subcategory, it is conceivable to specify the following facilitating elements at the beginning of the teaching career, as shown in *Figure 2*. However, there are also elements that hinder the beginning of the teaching career.

Figure 2 – Enabling elements



Source: Research data, 2017.

2.2 *Difficult elements at the teaching career beginning*

The difficulties are inherent to all professions, and related to the teaching professional at the beginning of his career is no different. For this, the school is considered as a great novelty and as a different experience to be known, understood and overcome. In this sense, the obstacles are daily, since school activities are continuous and involve several people with their particularities, needing a harmonious dialogue to exist together. However, the beginning teacher participating in our investigation assumes that he has not encountered any difficulties in entering and arriving at school:

There is no difficulty in my mind. The contest, the test was simple, I was well classified, I was called, I was one of the first to be called, and this school is a little bit on my way home, so I chose this school. I managed to fill my entire workload here, it was another benefit. [...]. So, as I remember, I had no difficulty. I was very well received from the beginning. The classes had already started, I had a few days left, it was also a strike period, the night shift did not strike and then when I entered I was very well received and everything went well (BEGINNING TEACHER).

It is noticed that there was no difficulty for the beginning teacher to enter the educational institution, because due to his theoretical training provided by the university, he managed to succeed in the selective for substitute teacher. Since his curricular internship was smooth, providing practical learning. It is also noteworthy that there was no difficulty in accessing the school because it is close to home and because it is possible to cover its entire workload. Even when he was called to work in the afternoon when there was a strike and in the evening shift he had already started classes, he did not characterize it as an obstacle in the development of his work.

When we asked about the difficulties related to the management team, he highlights that he never had any problems. In this sense, there is a good relationship with all who make up the management team. This information is in line with Martínez's (2009) idea when suggesting that contentment and honesty need to guide educational action. However, through dialogue, or rather, communication, that professionals involved in education can develop work strategies and also build lasting and ethical relationships.

It was also observed that the beginning teacher did not present any difficulty when starting his pedagogical action in the classroom:

[...] so I never had speaking difficulty, sometimes we get a little shy, the voice becomes a little breathless, but after those initial minutes pass, it's normal, from the beginning I never had much difficulty, it's mine I really had no difficulty in restraining students, I am very friendly, very friendly, sometimes they confuse, go beyond the limit of tolerance, but I call attention to a good one. We try to be more rigid, but I never lost control. It never turned into chaos. Since the first time that I entered the classroom and gave the first class, it was all very quiet, I had nothing like that. It was a unique experience, nothing compares to the classroom itself, although we have a whole training, as I already mentioned in other questions, we do not leave the University prepared to teach, and my training was very good, because I invested in myself, I studied a lot. In theory we know the subject we know. Passing on this subject is a bit complicated, so many times when I prepare the class, I think about

what the student may have of doubt then I try to speak in the simplest way I can, so I never had a difficulty saying: “oh! I was like that between the cross and the sword!” I didn't have that kind of experience. [...] (BEGINNING TEACHER).

The difficulties that the teacher presents refer only to the first minutes of the class and are related to his resourcefulness. However, it is clear that it is difficult for him to present the content with an explanation. He attributes his training to this, excellent for being theoretical, but fragile in practical aspects. “Teachers themselves have difficulty articulating what they know and how they know it” (SHULMAN, 2014, p. 203). For Farias et al (2014) the principles related to the period, place and accessible objects, are pointed out in intentionality so that the methodology is executable, being relevant during a class the presence of questions, experiences, figures and other supports that favor active action of the students. These strategies allow the teacher to work with broad objective results, despite requiring more work during practice.

Under the analysis of the school managers, the teacher has no difficulty because he comes with the experience, so he had no problem with the student and the management. For the principal and the pedagogical coordinator, the identity of the beginning teacher is linked to a professional who already emerges from an “experience”, not related to his career, but due to his systematized and committed actions. This professional uses a variety of knowledge.

Such knowledge comes, among other reasons, from daily learning and the responsibilities worked by the professional, as a result of what is proposed by the profession and what the classroom requires, providing that both: beginning teacher, managers and students, could be satisfied with the work offered.

However, one of the difficulties perceived by the participant affects his training. Hence the need to reflect on initial teacher training in Basic Education, which is also developed through studies in undergraduate degrees, the locus being Higher Education, in which it aims to train an ethical and critical professional.

For Imbernón (2016, p. 128) “[...] the university intervenes directly and indirectly in the formation of teachers in all educational stages.” It is in this sense, that the Ministry of Education – MEC has sought to improve the training dynamics of the future educator, seeking to offer a physical structure consistent with reality, subsidized by laboratories, library, training of teacher educators, increase of workload and disciplines in the graduation curriculum and others. It is understood that society's demand is growing every day, requiring Higher Education to accompany its resourcefulness, needs and current contexts. However, the initial training offered by the university does not yet train the teacher:

The university teaches us a lot, but it does not train us. That is their intention, but in practice it does not happen to train the student so that the student arrives in the classroom. So, what I see with greater difficulty, is that sometimes, we are there and we don't have my own discipline, there's a lot that I watched in the room, but I wasn't curious to ask or the question for that mathematics is very advanced and then when we arrive here in the classroom, mainly in high school and elementary school too, they have access to a lot of information, so they ask questions about many things that I often apply to people who never even thought about it. This becomes a problem, we cannot reveal

many doubts because otherwise we will fall into disrepute. [...]. Even when I did the internship, the teacher said that the internship was in theory, it is totally practical, not theoretical. His workload is even practical, but thus, the internship is a first contact only that he falls far short of the teacher's real activity, [...] (BEGINNING TEACHER).

The conflict between the training and the action of the beginning teacher is noticed when he points out that the classroom practice is being different from what is theorized in the university. That the students have knowledge beyond that imagined by the beginning teacher, and that the teacher has a fear of not knowing how to answer the questions according to the wishes of the students. However, the internship is still far from the teacher's reality, as found in Pádua and França-Carvalho (2016) in a recent research on the intern's practice at school.

In this sense, Coutinho (2002), highlights that the beginning teachers when entering the exercise of teaching, perceive the discrepancy between the theory that was learned during graduation and the existing reality of some educational institutions with limited structure for the development of the activity. However, the university has some of its objectives, the training of people to exercise a profession with responsibility, respect for others and ethics in carrying out the action, and it is unable to promote the training of the future teacher, because this training requires that knowledge about the profession and its specific knowledge is brought about in:

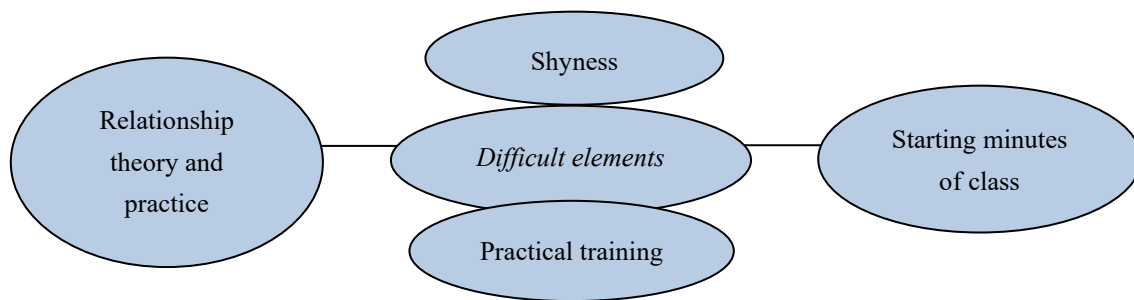
[...] social interactions, collective activities, the linking of competences and responsibilities in which successes and failures are the responsibility of all those involved in the educational act, with a view to enabling the integral development of the trainee and, consequently, their autonomy (COUTINHO, 2002, p. 61).

It is important that the supervised internship is part of the training process during a relevant period of development of the course, not being characterized only in the last blocks / periods, and these contacts with reality express an experience with the future locus of the teacher's work – the school. It is observed that this professional had little experience in the classroom (only in the supervised internship) and that even with an excellent theoretical training, he was unable to immediately relate his academic activities to practice. It is from this intentionality that the university needs to constantly evaluate its courses.

However, Higher Education has sought to develop its educational policies for the training of licensed professionals, despite many curricular, structural and other adversities. This same educational and transformative space has contributed to the construction of the ethical and innovative teacher, who is concerned with the current reality in search of practical and usual changes in the daily life of society, this being the beginning teacher, the desired one.

Although at this stage it has been shown that the element that hinders the beginning of the profession is the teacher training that the university still offers and that unties theory and practice and even in the mandatory internship, the future teacher learns in soliloquy, through trial and error, as he can be seen in *Figure 3*. However, at the beginning, there are also those elements that challenge staying in the profession.

Figure 3 – Difficult elements



Source: Research data, 2017.

2.3 Challenges at the teaching career beginning

The arrival of the beginning teacher at the school was marked by a challenge on the day of his presentation to the school managers.

The day I arrived, due to the absence of the teacher, there were holes in the timetable and there were also many teachers missing, there was no chemistry teacher, no Spanish teacher had arrived, some other teachers had not arrived. When I arrived to introduce myself and everything, I did it all in the afternoon, at night I went to adjust the schedule, all this on the same day, I went in the afternoon I took the documentation to take to the stocking center the next day and I went at night to adjust the schedule. That same day that I went the night, I was only going to deliver the documentation the next day and the director already wanted me to come into the room, you know. She took me from room to room, introduced me, said that she had a Physics teacher and such, that they were supposed to keep going, that another teacher had arrived, that motivation that the principal gives to the students. But there was going to be a vacant schedule and she wanted me to go to class and do something and then I avoided it, because first of all I had no experience, it is the first point, two of my classes escaped from regular school, the 6th (sixth) stage A and B the subject that is given in them is differentiated, so I didn't even have the direction to start, but in the other classes I could even risk it, [...], but if it was a regular school class it would be simpler, it would still be complicated, [...] then I avoided it, I told her that I was not able, that I had not gone to teach, I needed the material to see what their material was like. I know that I managed to avoid it (BEGINNING TEACHER).

When starting his work, the teacher is faced with many situations that need a solution, but due to the little time of experience it can become something exhausting until an answer is found, being important the help of all those who build the school.

[...] The big challenge is the difference in training there for acting here. Of course, I agree that after I become a teacher here I need a much higher education there. I defend that. Even for the purpose of those who want to continue in the master's and doctorate. So we see something much more advanced than we would use to teach here. [...]. It is also a challenge to transmit this content. The students have a lot of aversion to my discipline. They have my discipline as difficult, but I always

try to show that it is not difficult. That we always have the advantage of this has many applications. I even joked who doesn't like Physics, Chemistry, Mathematics, it wasn't to use a smartphone, it wasn't to use any technology. Because all these technologies. You take a cell phone and use the cell phone you are using purely physical, mathematical, chemical knowledge ... So all this evolution is present in our daily lives. Not that the other disciplines are not, but this is present in our daily lives, so we should be aware of that. [...] (BEGINNING TEACHER).

For the beginner teacher, there is still a distance between what is studied at graduation and the practice at the educational institution. He considers continuing education relevant and necessary. And he realizes that the students show a rejection for the discipline worked in the classroom. This action of relating the theoretical to the activity, the pronouncement with doing, is a barrier to the performance of teaching practice according to Coutinho (2002). In fact, it is challenging for the teacher in the beginning of his career to enter a classroom after knowing several theories at the university, but in reality it is being underused. The school space for the beginner professional is becoming an environment of experiences, because according to the context, he uses solutions that are being developed during his actions or through the experiences of other teachers. It would be interesting that he initially resorted to his knowledge learned at the HEI, thus not being restricted to content only.

Another challenge is to keep constantly updated, in continuous training, as the beginning teacher thinks, being one of the exceptions that are outside the statement of Coutinho (2002, p. 44), in which “the initial training (graduation) for some beginning teachers have a terminal character, as they consider themselves competent to face the challenges of the classroom of specific schools.”

If it is during the teaching career that the teacher continues his training, constituting himself through readings, extension courses, specialization, master's, doctorate, exchange of experiences and others. The training process goes beyond graduation in order to cause essential disruptions during the teacher's pedagogical practice, in this sense, Imbernón (2016, p. 145) highlights that:

Traditionally, permanent training was a moment of “culturalization” of the teacher (pedagogical, didactic, disciplinary...). It was assumed that, updating his knowledge, scientific and didactic, the teacher would transform his practice and, as if by magic and miraculously, he would become an innovator who would promote new projects. [...]. Now we are beginning to see that ongoing formation increases its innovative impact if the relationship takes place the other way around: not training to develop a change project, but creating an innovative project. And to carry it out you must receive or share the necessary training.

It is also observed that this teacher at the beginning of his career has characteristics similar to the one detailed by Huberman (2000) and Gonçalves (2000), who during the initial phase of his career, are faced with an amazing and challenging reality. The novice teacher was considering it strange, the small number of students participating in the class, sometimes just one, which made the teaching and learning process challenging, and a questioning was important.

The challenges made explicit by the beginning teacher seem not to have been perceived by the

director and pedagogical coordinator who were always satisfied with the work performed by the beginning teacher, not observing any problem in his practice, as it is possible to identify in the following quotes: for the director, “the his diversity is very interesting, he conquers the students, he has that attraction with the students so I like him very much, [...]”, and for the pedagogical coordinator, “he is a great teacher, he does not demonstrate he is at the beginning of his career no, so much so that I didn't even know he was in the beginning of his career, because when I arrived here he was here acting as a teacher without any difference from the other teachers who are already veterans.” This identity is validated by school management, teachers and students, due to the dynamism of the teacher in solving situations, being communicative, doing a good job in the classroom. And in this regard, Alonso (1999, p. 15) recalls that “the teacher needs much more than intuition to reflect on his practice: he needs to be concerned with the student more than with the knowledge to be transmitted, [...]”. The teacher, however, recognizes himself as an excellent professional due to the fact that he performs his actions with quality, for comparing his dynamics with the other professionals of the school, and even though he is a beginner professional, he sought answers to his doubts and improvement in his practice.

Although the beginning teacher encountered several challenges during the pedagogical action, he highlighted some attitudes towards them, which can be presented through the following context:

[...] being from the stages or regular education, they are more or less at the same level, this audience is a public that has a certain scientific knowledge, even at a very low school level, so most of the knowledge they have is everyday, it is more that knowledge, roughly empirical, it is something that they experience, it is something that is present in their daily lives and then the book of the stage does not, it is already well contextualized although here comes some I work preparing a class, explaining certain content, but it's easier, I need to go to the things they have on a daily basis in order to explain the subject, that was a problem. I got around this problem by bringing it to their reality, to their experience, I always set an example with things at home, I always set an example with things even if it happens on a daily basis. I live in the north, I know what happens here and I use things that happened here as an example too (BEGINNING TEACHER).

Therefore, he informs that he sought to overcome the challenges encountered through the following reasoning / strategy:

As challenges arise I do not try to react in the heat of the moment, I always think very well before making a decision, because sometimes something happens and we even get upset and if we react at that moment, we will certainly be reacting for emotion, so I always think well, relax, to act. So, I didn't find any problems like this, very difficult to get around, I think maybe my way will help, make it easier for me not to have this kind of problem, as I see there are many teachers there that everything said is against them, I'm always in favor, I'm always with the school, whatever they decide I'm here to support, I've always taken that position, I've always taken that position, [...] I also won't work against my principal, [...] (BEGINNING TEACHER).

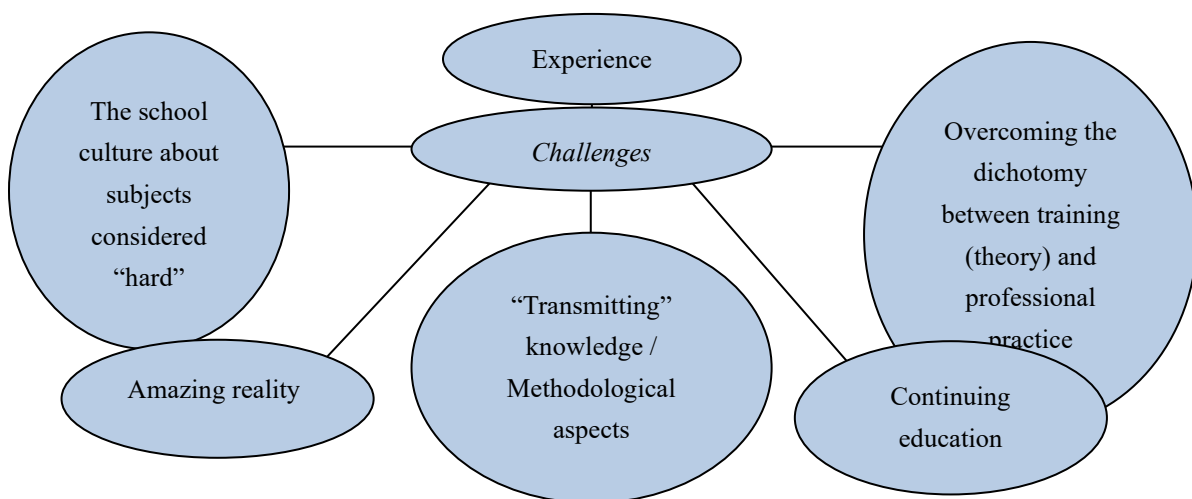
It is analyzed that the challenges have synonyms of problems and that for him it is challenging to combine the student's daily life with the content of the book, due to the difficulty of transforming the

material in class, or the contents, didactically. “The way in which the teacher manipulates the contents and directs the teaching activities is determined by his intentions about the practice and his understanding about the purposes of education, in general” (FRANCE-CARVALHO, 2007, p. 81). It is observed that he used examples from the students' reality to resolve the situation, bringing the student closer to the content and mediating the content. As stated by Lüdke and Boing (2012, p. 443), “the better the initial training, the more capacity for reflexive response and adaptability.”

It appears that given the challenges encountered, he seeks to reflect on a possible situation to be put into practice. Stahlschmidt (2009, p. 111) highlights: “we believe that practice enables teachers to appropriate their knowledge and actions as they seek to go beyond the immediate demands of everyday life to achieve praxis, that is, a thoughtful and reflected practice.” Through reflection, the teacher will be able to systematize the content to be approached, develop a certain subject and relate / evaluate his work according to the proposed objectives and consequently be those achieved by the students. Thus, it is appropriate to present the thinking of Darling-Hammond (2014), when informing that teaching aimed at elucidating some adverse situation, as well as producing and putting into practice an idea, proposes to the teacher the need to make use of a set of knowledge in advance.

In summary, we can see that the greatest challenges for the beginning teacher are related to his experience, ongoing training and methodological aspects, as shown in *Figure 4*. Since these challenges are perceived by the teacher, but not completely overcome, examples of this are the their dissatisfaction with the small number of students present in the classroom, as well as the “transmission” of the content for a better pedagogical practice and consequently a desirable learning by the students. However, these moments of questioning evaluated by the beginning teacher are important.

Figure 4 – Challenges



Source: Research data, 2017.

3 FINAL CONSIDERATIONS

A teaching career comprises a field of action, participation and feelings, which directly interacts

with several factors, such as: the quality of the teaching and learning process, initial training, interactive relationships in the educational space, the instruments and items available for practice, and among other aspects. Reflecting on this reality and the teacher's daily activities, we understand that dynamic actions during the process until the completion of the class, go through planning stages with discussion of the object of knowledge, the approach, the resources to be used and the different pedagogies inherent in a reality. Such conditions corroborate for a predictable teaching systematization and that possibly become easier when working together with clear and agreed ideas, between teams of teachers and managers.

In this sense, the teacher, when starting his career, needs to obtain knowledge about his rights and duties, his dynamics of daily work, and the guiding principles that subsidize the institution in its various contexts. The school, on the other hand, as a social and learning space, needs to present daily dynamization of objectives to contribute to the students' development, as well as reflect, together with the teachers, necessary teaching strategies, which provide satisfaction among those involved. Through this perspective, we infer that such purposes are also valid for the professional in question.

We also understand that the beginning teacher is inserted in the school to offer his / her work based on years of studies related to undergraduate training, and that new learning is essential for obtaining relevant theoretical and practical concepts about daily pedagogical practice. According to these and other clarifications, we analyzed the beginning of the teaching career in Basic Education, and according to the work of this professional, we identified some elements that hinder, elements that facilitate and challenges.

In view of the research findings, it was evidenced that the entry of the beginning teacher in the school results from a university formation based on teaching and research, but that dichotomizes the theory and practice of being a teacher, that is, the teaching profession. Notably, the beginning of the teaching career spells out a context for learning knowledge, characterized by the availability and proactivity inherent in pedagogical work, by the intensity of social relations between students and school professionals who contribute to the construction of the teaching identity.

4 REFERENCES

- [1] ALONSO, Myrtes. Formar professores para uma nova escola. In: ALONSO, Myrtes (organização). Ana Gracinda Queluz (orientação). *O trabalho docente: teoria & prática*. São Paulo: Pioneira, 1999, p. 9-18.
- [2] BARDIN, Laurence. *Análise de conteúdo*. Lisboa: Edições 70, 1977.
- [3] BRASILEIRO, Ada Magaly Matias. *Manual de Produção de Textos Acadêmicos e Científicos*. São Paulo: Atlas, 2013.
- [4] COULON, Alain. *Etnometodologia*. Tradução de Ephraim Ferreira Alves. Petrópolis, RJ: Vozes, 1995.
- [5] COUTINHO, Regina Maria Teles. *A prática pedagógica do professor formador: desafios e perspectivas de mudanças*. Teresina: Halley, 2002.

- [6] DARLING-HAMMOND, Linda. A importância da formação docente. *Cadernos Cenpec | Nova série*, [S.l.], v. 4, n. 2, dezembro 2014, p. 230-246. ISSN 2237-9983. Disponível em: <<http://cadernos.cenpec.org.br/cadernos/index.php/cadernos/article/view/303>>. Acesso em: 27 jul. 2017. doi:<http://dx.doi.org/10.18676/cadernoscenpec.v4i2.303>.
- [7] FARIAS, Isabel Maria Sabino de [et. al.]. *Didática e docência: aprendendo a profissão*. 4. ed. Brasília: Líber Livro, 2014.
- [8] FRANÇA-CARVALHO, Antonia Dalva. *A racionalidade pedagógica da ação dos formadores de professores: um estudo sobre a epistemologia da prática docente nos cursos de licenciatura da Universidade Federal do Piauí*. 2007, 238 p. Tese (Doutorado em Educação). UFC, Fortaleza, 2007.
- [9] FURLAN, Elaine Gomes Matheus. Processos de socialização profissional de professores iniciantes de química. In: GIOVANNI, Luciana Maria; MARIN, Alda Junqueira (organizadoras). *Professores iniciantes: diferentes necessidades em diferentes contextos*. 1. ed. Araraquara, SP: Junqueira&Marin, 2014, p. 107-120.
- [10] GIL, Antonio Carlos. *Como elaborar projetos de pesquisa*. 5. ed. São Paulo: Atlas, 2010.
- [11] GONÇALVES, José Alberto M. A carreira das professoras do ensino primário. In: NÓVOA, António. (org.). *Vidas de professores*. 2ª ed. Porto: Porto Editora, 2000, p. 141-169.
- [12] GUARNIERI, Maria Regina. O início na carreira docente: pistas para o estudo do trabalho do professor. In: GUARNIERI, Maria Regina (org.). *Aprendendo a ensinar: o caminho nada suave da docência*. 2. ed. Campinas, SP: Autores Associados; Araraquara, SP: Programa de Pós-graduação em Educação Escolar da Faculdade de Ciências e Letras da UNESP, 2005, p. 5-23. (Coleção polêmicas do nosso tempo; 75).
- [13] HUBERMAN, Michäel. O ciclo de vida profissional dos professores. In: NÓVOA, António. (org.). *Vidas de professores*. 2ª ed. Porto: Porto Editora, 2000, p. 31-61.
- [14] IMBERNÓN, Francisco. *Qualidade do ensino e formação do professorado: uma mudança necessária*. [tradução Silvana Cobucci Leite]. São Paulo: Cortez, 2016.
- [15] LÜDKE, Menga; BOING, Luiz Alberto. Do trabalho à formação de professores. *Cadernos de Pesquisa* [online]. 2012, vol. 42, n. 146, p. 428-451. ISSN 0100-1574. <http://dx.doi.org/10.1590/S0100-15742012000200007>. Acesso em: 25 jul. 2017.
- [16] MARTÍNEZ, Miquel. O trabalho docente e os desafios da educação. In: PENIN, Sonia; MARTÍNEZ, Miquel; ARANTES, Valéria Amorim (org.). *Profissão docente: pontos e contrapontos*. São Paulo: Summus, 2009. (Coleção pontos e contrapontos), p. 41-63.

- [17] MEKSENAS, Paulo. *Pesquisa social e ação pedagógica: conceitos, métodos e práticas*. 2. ed. São Paulo: Edições Loyola, 2011.
- [18] MINAYO, Maria Cecília de Souza. *O desafio do conhecimento: pesquisa qualitativa em saúde*. 5ª ed. São Paulo-Rio de Janeiro: HUCITEC-ABRASCO, 1998.
- [19] PÁDUA, Carlos Alberto Lima de Oliveira; FRANÇA-CARVALHO, Antonia Dalva. A formação de professores: uma análise sobre as dificuldades da prática dos estagiários do curso de Pedagogia nos anos iniciais do Ensino Fundamental na cidade de Teresina-PI. In: CARVALHO, Maria Vilani Cosme de; CARVALHÊDO, Josania Lima Portela (organizadoras). *Formação e trabalho docente*. Teresina: EDUFPI, 2016, p. 428-434.
- [20] PENIN, Sonia. Profissão docente e contemporaneidade. In: PENIN, Sonia; MARTÍNEZ, Miquel; ARANTES, Valéria Amorim (org.). *Profissão docente: pontos e contrapontos*. São Paulo: Summus, 2009. (Coleção pontos e contrapontos), p. 15-40.
- [21] SHULMAN, Lee S.. Conhecimento e ensino: fundamentos para a nova reforma. *Cadernos Cenpec | Nova série*, [S.l.], v. 4, n. 2, dezembro 2014, p. 196-228. ISSN 2237-9983. Disponível em: <<http://cadernos.cenpec.org.br/cadernos/index.php/cadernos/article/view/293>>. Acesso em: 07 ago. 2017. doi:<http://dx.doi.org/10.18676/cadernoscenpec.v4i2.293>.
- [22] STAHLSCHMIDT, Rosângela Maria. O professor iniciante. In: RANKEL, Luiz Fernando; STAHLSCHMIDT, Rosângela Maria. *Profissão docente*. Curitiba: IESDE Brasil S.A., 2009, p. 109-121.
- [23] TARDIF, Maurice. *Saberes docentes e formação profissional*. 9. ed. Petrópolis, RJ: Vozes, 2008.

Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>).