

# Arts, Linguistics, Literature and Language Research Journal

## THE SCHOOL AND THE APPRECIATION OF THE TEACHING IDENTITY

---

*Weberson Fernandes de Freitas*

Universidade Lusófona – Centro

Universitário de Lisboa

Master in Education, Lusófona Universidade  
de Lisboa

<http://lattes.cnpq.br/6545213295790505>

<https://orcid.org/0000-0001-8988-0873>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



**Abstract:** We have the school as a natural environment for the exercise of teaching practice, especially regarding reflections on the present and professional future. It is important to realize that changes in technological, social, environmental and political scenarios directly affect the context of school experience. Therefore, education professionals and trainers of these professionals must effectively consider the notorious need to evaluate teacher training by exercising criticality of what is offered to students and what these students seek at school in current times. This brief study focuses objectively on a bibliographic review, in which we will highlight reflections on the teaching identity. We highlight theorists such as ARROYO (2007), BEHAR (2009), BORGES (2013), HOPE (2013), FREIRE (2021), GIROUX (1997), IMBERNÓN (2009) and NÓVOA (1992). Considering relevant identifications in this research, it appears that the teaching identity has to do with social changes. Furthermore, it is very important that teacher training emphasizes the critical and participatory professional in curriculum construction and a work environment favorable to acting in constructive ways through new practices.

**Keywords:** School, Professional identity, Formation.

## INTRODUCTION

The teaching profession for many, an art, is one of the noblest of societies in societies today, however, one lives with constant situations of professional devaluation, which comes to result, including in the lack of interest in the profession by many young people who start their labor careers. In the words of Imbernón (2009, p. 90) “one of the myths in the teaching profession is that teaching is easy. Teaching has always been difficult, but these days it has become even more difficult.” Nóvoa (1992) rescues the historical context that dates back

to the time of the first movements regarding the idea of the teaching profession in which “teaching became a profession thanks to the intervention and framework of the State, which replaced the Church as the entity responsible for teaching. This complex change in the control of teaching action acquired very specific contours in Portugal, due to the precocity of the dynamics of centralization of teaching and functionalization of teaching” (p. 2).

In this diachrony of the constitutive thought of professional identity, a paradox appears: if, on the one hand, the <<historical>> social role of the teacher is important in the intellectual formation of citizens, on the other hand, there is a disproportionate relevance in terms of valuing the professional. We can highlight the work environment and instruments (structural, material and safety resources), autonomy and encouragement to new ways of teaching (continuous qualification). Thus, there is a discrepancy between what is provided in professional training and what is required or expected in its performance. In general terms, “the relationships established between what constitutes the person and the teaching professional in the course of life experiences constitute the identity of the teaching professional” (Martins, 2018, p. 128).

The teacher is a professional who, historically, has neither social recognition nor appreciation. He earns poorly and is not respected by parents, students, or even his peers. In addition to teaching, he has the challenge of dealing with crowded classes, with students who represent great diversity and a real challenge (Borges, 2013, p. 102).

The professional construction of a teacher comes from the social need to promote the perpetuation of knowledge through generations through teaching. Hence, the teacher has his social prominence and understanding of his role in the civic and

political formation of people. On the one hand we have the teacher with social obligations and responsibilities, on the other hand, this same society is poor in policies that sustainably value the teacher. I don't just say in terms of remuneration, but also politics.

In this sense, the school is one of the most outstanding favorable environments for the exercise of citizenship through the culture of democracy. Certainly, the school is a living, dynamic organization that must assume a posture that is sensitive to changes in the social, technological and infrastructure spheres. It must also be constantly vigilant regarding the demands of its public: students and society. That said, school management has challenges in the 21st century, which possibly include paradigm shifts and new visions, as highlighted here:

- have to self-evaluate;
- has to follow/adapt to the changes that occur in society;
- cannot close in on itself;
- it has to share its good practices;
- has to compare results with those of neighboring Schools;
- have to develop partnerships;
- you have to be demanding;
- it has to be seen as a place of work and not just a place of pleasure;
- it has to be inclusive;
- you have to know how to deal with multiculturalism;
- have to be valued by Families (Esperança, 2013, p.30-31).

In the scope of education, which is a pillar of social representation, that is, what the State identifies as essential in the education of its citizens, the Federal Constitution of Brazil (CF) of 1988, in its Article 205, establishes "The Education, a right of all and a duty of the State and the family, will be promoted and

encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work."

According to the Michaelis dictionary (2008, p. 418), the term citizenship is a "quality or status of citizen", and this is the "individual enjoying the civil and political rights of a State". Therefore, education is directly linked to the citizenship of a people.

According to Article 214 of Federal Constitution, in 2014, from Law no. 13,005, the National Education Plan (PNE) is approved, effective until 2024. I highlight Article 2, which lists the PNE guidelines, item 'IV – improvement of the quality of education'. Despite being a generic term, I understand that the teaching of foreign languages has the attention for its quality and attention required in the school context, in the formation of the citizen.

Politics is an instrument that articulates all social and cultural layers of a people, thus, education is part of the political scenario of an entire society. It conducts knowledge and positions social conduct, for democracy, for citizenship. By Freire (2021, p. 108) "education does not become political because of the decision of this or that educator. She is political". Within the scope of teacher training, it is clear that policies and structures based on legal instruments have a large area to improve.

I add from the work of Freire (2021), "Pedagogy of Autonomy", in which the author, using the verb 'teach', establishes a series of considerations about the teacher's performance. It is dedicated to bringing to the reader, an approach in which it reveals the challenges of the teacher, in the art of teaching. It also develops an environment of textual reflection, which refers to several points that portray the professional identity of the teacher, through considerations, which allow positioning the teacher in the social context

and its importance in the construction of teaching. Despite not being a work dedicated to the term curriculum, Freire (2021) allows us to identify conceptual elements that go back to a position of teaching attitude towards curriculum construction.

In 'teaching requires recognizing that education is ideological', chapter 3 of the same work by Freire, allows us to understand that ideology is a constitutive element of the teacher's practice and that, therefore, it is important to seek to increase the curriculum, a since "the ideological discourse threatens to anesthetize the mind, confuse curiosity, distort the perception of facts, things, events" (p. 123). The curriculum has to do with the dynamics of making educate, "the disrespect for education, for the students, for the educators and for the educators corrodes or deteriorates in us, on the one hand, the sensitivity or the openness to the good will of the educational practice itself, on the other hand, the joy necessary for teaching" (p. 139).

## **MATERIAL AND METHODS**

Research with characteristics essentially of a bibliographic review with analysis based on findings in the research literature.

## **RESULTS AND DISCUSSION**

The professional construction of a teacher is based on the social need to promote the perpetuation of knowledge through generations, through teaching. Hence, the teacher has his social prominence and understanding of his role in the civic and political formation of people. On the one hand we have the teacher with social obligations and responsibilities, on the other hand, this same society is poor in policies that sustainably value the teacher. I don't just say in terms of remuneration, but also politics.

Imbernón (2011, p. 43) adds that "the type of initial training that teachers usually receive

does not provide sufficient preparation to apply a new methodology, nor to apply theoretically developed methods in classroom practice". It is a paradox, between the teacher's professional preparation and the expectations or natural requirements that the profession challenges in everyday life.

"Instead of learning to reflect on the principles that structure life and practice in the classroom, future teachers learn methodologies that seem to deny the very need for critical thinking. The point is that teacher training programs often lose sight of the need to educate students to examine the underlying nature of school problems. Furthermore, these programs need to replace the language of administration and efficiency with a critical analysis of the less obvious conditions that structure the ideological and material practices of teaching" (Giroux, 1997, p. 159).

That said, the position to reflect on is that the teacher is a fundamental element for conducting the pedagogical models necessary for teaching to take place. In fact, according to Behar (2009, p. 21), "the expression 'pedagogical models' represents a teaching/learning relationship, supported by learning theories that are grounded in different epistemological fields. All this points to a certain paradigm". The fact is that the pedagogical model constitutes a fundamental element in the construction and creation of ways of teaching in a school context.

Therefore, teaching does not appear to be an attractive career due to the lack of professional recognition, the disrespect of society and policies regarding the teaching career, and even little prestige and recognition made explicit in low wages and inadequate working conditions (Borges, 2013, p. 101).

Truly, each profession has its challenges and requirements for professional skills. In the case of teachers, regardless of their area of expertise, a series of skills are required that have been designed over the years. Hence, the

dynamic and complex identity of this highly relevant professional is perceived: the teacher.

According to Imbernón (2009, p. 76), “the current concept of teaching identity allows us to question many things, such as, for example, that there is no longer a certain stage in which the teaching profession is formed and another in which it is in educational practice, as indicated by the tradition of formative itineraries”.

## FINAL CONSIDERATIONS

Learning contexts are diverse, complex and challenging, whether for education professionals or students. At this moment, it is clear that technological solutions are present in all spheres of society, such as artificial intelligence, personal identification processes, speed and access to information, modes of production, among others. Therefore, we are inspired to think that change through innovation forms a professional behavior to be considered by schools, since students have a natural demand for processes of continuous reflection in teaching to learn.

From this, it can be seen that changes in teaching-learning environments must be considered, considering possibilities of educational strategies with greater speed than in past times. In this reflection, we can infer that the student’s motivation is directly linked to their perceptions, challenges and accessibility to teaching methods.

Recognizing and respecting diversity calls into question generalist concepts of knowledge, culture, knowledge and values, training, socialization and learning processes.

Seeing the curriculum as a specific option for a temporal and spatial organization, which conditions the organization of the school, the teaching-learning processes and the work of educators and students, leads us to rethink this organization in proposals for curricular reorientation (Arroyo, 2007. p 13).

The school environment today is beyond the physical spaces of the school. The distance learning modality, or hybrid, for example, has taken on dimensions that have come to break with the conception of the classroom, within its four walls. From this understanding or observation, it is clear that the curriculum and its premises undergo significant changes in order to give meaning to teachers and students, in an active, continuous and emerging construction.

Therefore, the school is the environment that must be favorable to the exercise of education, experiences and citizenship. Generally, when we think of the word school, what comes to mind is the physical plan, the building, but beyond that, it is made up of people, such as the teacher, educator, multidisciplinary professional, endowed with knowledge and work techniques focused on teaching.

## REFERENCES

- ARROYO, Miguel. **Indagações sobre currículo: educandos e educadores, seus direitos e o currículo**. Brasília: MEC, Secretaria de Educação Básica. (2007).
- Behar, P. A. (org.). **Modelos pedagógicos em educação à distância**. Artmed. (2009).
- BORGES, Maria C. **Formação de Professores – Desafios históricos, políticos e práticos**. Paulus. (2013).
- BRASIL. **Constituição da República Federativa do Brasil de 1988**. Brasília, DF. Disponível em: [https://www2.senado.leg.br/bdsf/bitstream/handle/id/518231/CF88\\_Livro\\_EC91\\_2016.pdf](https://www2.senado.leg.br/bdsf/bitstream/handle/id/518231/CF88_Livro_EC91_2016.pdf). 1988
- ESPERANÇA, M. **Porque a educação é assunto de todos**. In Benavente, A. & Peixoto, P (Coords.). *Observatório de Políticas de Educação e Formação (OP.EDU). Escola em tempo de crise: problemas, desafios e perspectivas*. Edições Universitárias Lusófonas. (2013).
- FREIRE, Paulo. **Pedagogia da Autonomia**. Paz e Terra. 2021.
- Giroux, H. **Os professores como intelectuais transformadores**. Rumo a uma pedagogia crítica da aprendizagem. Porto Alegre: Artes Médicas. (1997).
- IMBERNÓN, F. **Formação permanente do professorado: novas tendências**. Cortez Editora. (2009).
- \_\_\_\_\_. **Formação docente e profissional: formar-se para a mudança e a incerteza**. 9ª. edição. Cortez Editora. (2011).
- MARTINS, A. C. **Processo formativo de professores de língua inglesa: ser formador e ser professor sem álibis**. 1ª. Ed. Paco Editorial. (2018).
- MICHAELIS. **Dicionário escolar da língua portuguesa**. Editora Melhoramentos. 2008.
- NÓVOA, A. (coord.). **Os professores e a sua formação**. pp. 13-33. Dom Quixote. <http://hdl.handle.net/10451/4758>. 1992
- \_\_\_\_\_. (org.). **Profissão professor**. Coleção Ciências da Educação. 2ª. Ed. Porto Editora. 1995.
- \_\_\_\_\_. **Firmar a posição como professor, afirmar a profissão docente**. Cadernos de Pesquisa, 47(166), 106-113. <https://doi.org/10.1590/198053144843>.