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Memories of insertion: Narratives of experienced teachers in literacy classes

Memórias da inserção: narrativas de professoras experientes em turmas de alfabetização

Memorias de la inserción: narrativas de docentes experimentados en clases de alfabetización

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Abstract: This work stems from a portion of research aimed at analyzing the similarities and differences that are expressed in different times of professional insertion in teaching literacy, based on the memories of experienced teachers. Methodologically, it considered the “interview-conversation” approach proposed by Bragança (2018), supported by thematic axes that facilitated the construction of narratives. Four teachers with 10, 13, 15, and 25 years of experience in teaching literacy classes participated in the research. The findings indicate tensions during the period of professional insertion, such as: Community and structural issues, types of literacy approaches, and multi-age classes; and regarding the strategies mobilized by the teachers, it was possible to identify the power of peer exchange, specialization, and the documentation of their practices to cope with the tensions that permeate the beginning of the profession.

Keywords: Beginning teacher. Experienced teacher. Narrative. Professional insertion in Literacy.

Resumo: O presente trabalho decorre de um recorte de uma pesquisa que teve por objetivo analisar as aproximações e os distanciamentos que se expressam em tempos diferentes de inserção profissional docente, no ensino da alfabetização, a partir de memórias de professores experientes. Metodologicamente,

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considerou o caminho de “entrevista-conversa” de Bragança (2018), com suporte de eixos temáticos disparadores que favoreceram a construção de narrativas. Participaram da pesquisa quatro professoras com 10, 13, 15 e 25 anos de atuação no magistério em turmas de alfabetização. Os achados apontam para tensões no período de inserção profissional, como: questões comunitárias e estruturais, tipo de abordagem de alfabetização e turmas multietárias; e, no tocante às estratégias mobilizadas pelas professoras, foi possível identificar a potência da troca entre pares, especialização e registro de suas práticas para o enfrentamento das tensões que permeiam o início na profissão.

Palavras-chave: Professor iniciante. Professor experiente. Narrativa. Inserção profissional na Alfabetização.

Resumen: El presente trabajo surge de un recorte de una investigación que tuvo como objetivo analizar las aproximaciones y los distanciamientos que se expresan en diferentes momentos de inserción profesional docente, en la enseñanza de la alfabetización, a partir de las memorias de profesores experimentados. Metodológicamente, se consideró el camino de “entrevista-conversa” de Bragança (2018), con soporte de ejes temáticos disparadores que favorecieron la construcción de narrativas. Participaron en la investigación cuatro profesoras con 10, 13, 15 y 25 años de actuación en la docencia en grupos de alfabetización. Los hallazgos apuntan a tensiones en el período de inserción profesional, como: cuestiones comunitarias y estructurales, tipo de enfoque de alfabetización y grupos multietarios; y, en lo que respecta a las estrategias movilizadas por las profesoras, fue posible identificar la potencia del intercambio entre pares, especialización y registro de sus prácticas para enfrentar las tensiones que permeaban el inicio en la profesión.

Palabras clave: Profesor principiante. Profesor experimentado. Narrativa. Inserción profesional en la Alfabetización.

1 MEMORIES OF TEACHING INSERTION IN LITERACY CLASSES

The process of teacher professional insertion represents an intense phase of learning about teaching, marked by tensions, fears, insecurities, and challenges. The novice teacher needs to deal with various issues of school life, no longer in the role of a student or trainee, but as a professional, which invariably generates a phenomenon known as reality shock, as discussed by Veenman (1984).

If starting in the profession is challenging, perhaps this moment in literacy classes is even more so, as Corais (2018) points out, the shock of reality can be a common aspect for beginner teachers starting in literacy, leading them to complex decisions that can cause various tensions.

In this sense, we seek to engage in a dialogue with two specific conditions: the professional insertion of teachers and literacy. This conversation is based on the understanding of literacy within the web of social relations (SMOLKA, 1988), which requires a reflective process as a stance in collaborative movements. Due to its multiple facets (SOARES, 2004), the field of literacy is permeated by various approaches and understandings, not always consensual, and is comprehended in this research as a process of systematization of reading and writing.

The tensions and challenges present in professional insertion are influenced by the social context in which the novice teacher is placed. That is, the tensions may be similar

but distinct depending on the school where this teacher enters the professional career. Such understanding leads us to the concept of individualizing society brought by Delory-Momberger (2008): Society no longer depends on specific social institutions to provide conformity and collective meaning; other places and institutions go through the individual, making their trajectory more unique. With this in mind, we understand that it is not possible to speak of a single professional insertion, but rather of distinct professional insertions based on specific socio-historical and pedagogical contexts.

This problematization includes the temporal dimension, understanding time as a phenomenon that brings specific contexts, and, in light of this, understanding professional insertion as a process that can vary over the years. The teaching insertion of the last five years may be different from other insertions made 25 years ago.

In light of this, we propose a deep dive into the fabric of the professional insertion biography of experienced teachers, whose entry into the career was in literacy education. We seek to understand the divergent and convergent aspects at different times of insertion based on the following problematizing question: What similarities and distances are expressed in distinct times of professional insertion for teachers in literacy education, based on the memories of experienced teachers?

In this direction, based on the goal of analyzing the approaches and distances that express themselves in different times of teacher professional insertion, in this article we focus on the tensions and strategies mobilized.

For this purpose, the research was guided by the narrative perspective as a path through which memories were mediated and took shape. Bragança (2018) understands memory as a fragment, a conversation between remembrance and forgetfulness. By returning to the memories of their insertion, the experienced teachers participating in the study had the opportunity to establish dialogues between past teaching and the beginning subject, generating reflection and knowledge about their professional trajectories, with emphasis on the teaching practice in literacy that brings new nuances of challenges.

We have understood that narrative research is committed to interweaving the experiences of the subject, their unique way of narrating, with existing narratives, generating new knowledge, a new understanding. This is not static, but is in constant modification, stemming from the experiences of other subjects.

In this direction, we propose a movement of listening that dialogues with the perspective of Bragança (2018), for whom the narrative constitutes a sharing movement in which the biographical interview becomes an interview-conversation, starting from a script

with open topics reshaped during the meeting, placing the researcher and the narrator in a partnership relationship.

At the end of each conversation, each teacher was asked to leave a spoken letter for themselves, in dialogue with their self at the beginning of their career. In the making of this letter, many silences were perceived, looks towards themselves, towards past choices, and reflections on necessary strategies to overcome challenges. After completing the series of interview conversations, each narrative was transcribed and sent to the corresponding teachers for them to review the material.

Interviews were conducted via video call, taking into account the preferences of the participating teachers, carried out in a conversational manner, with four experienced teachers: Maria, Naara, Bárbara, and Alana, who have 25, 15, 13, and 10 years of professional experience, respectively³, considering the criteria of timeliness and having started and continued working in literacy classes. In light of this, the search for subjects began within the scope of the Research Group of which we are a part. This space was chosen considering the profile of its members: Predominantly public school teachers working in Basic Education.

Considering the partnership with the teachers, the interviews were guided based on the studies of Bossi (1979), Delory-Momberger (2008, 2016), and Bragança (2018). In this direction, the work with the narratives unfolded in three movements: The first involved intertwining the narratives through readings and seeking to refine the perspective on the similarities and differences between them; the second endeavor involved creating a framework with each axis derived and its developments, which allowed us to move towards the third point, that is, to establish a dialogue between the highlighted excerpts and the theoretical framework.

The contributions intertwine when they advocate for the researcher-participant relationship as a dialogical movement and mutual active presence. Their narratives reveal tensions and strategies that allow for reflection on the critical nature of professional insertion and the need for attention to this stage of teacher professional development.

2 TENSIONS IN PROFESSIONAL INSERTION IN LITERACY CLASSES

In reflecting on literacy, it is essential to understand that it is a process that also occurs outside of school. As Vidal (2015) points out, children arrive at school with

³Research approved by the Research Ethics Committee (*Comitê de Ética em Pesquisa*), ensuring fictitious names for the narrating teachers.



knowledge of writing. The contact with language and its graphic forms exists beforehand, prior to entering school. When they reach the elementary education stage, the teacher undertakes teaching actions that systematize the writing of the language and present the structure and functions of various types of texts and their carriers; this entire journey is marked by the complexity involved in the act of reading. That said, when combining this responsibility with the phase of teaching insertion, it is common for pedagogical tensions to manifest. Here, tension is understood as difficulties, anxieties, or conflicts that permeate the teacher's work and consequently become challenges that require possibilities for overcoming (CRUZ; LATHERMAHER, 2022).

Alarcão and Roldão (2014) highlight that the teaching-learning process in the context of teaching insertion is also crossed by various challenges of a scientific-pedagogical nature, which can be characterized by: Differences in learning paces, the relationship between the teacher and the students, and the management of teaching. In this article, we situate literacy in professional insertion as a trigger for the pedagogical tensions faced by teachers. Based on the narratives of the teachers participating in the research, it was possible to infer didactic tensions in working with literacy, as well as community and structural tensions, adopting the classification proposed by Cruz and Lahtemaher (2022).

In the initial shock of the career, the novice teacher resorts to the repertoire that is available to them, and at the beginning, many ask “where to start?” (VIDAL, 2015). The following narratives are representative of this reflection.

So, I remember that when I started learning to read and write, in my first class, I was like: “Guys, how come they don’t know how to make the sound of ‘le’, how do they form the ‘L’, how, you know, what letter is this, how do they not recognize the letter ‘C’, how do they know, right?” (Alana, interview, 2023).

I think I gave what I could give, what I had in terms of tools at that moment, I know it was access to books, I think that was the big difference (Maria, interview, 2022).

In this way, when reminiscing about their initial experiences, the teachers highlight the shock of the knowledge of their professional reality in contrast with their limited repertoire to deal with the double challenge of teaching and learning at the moment they entered the profession, especially in a literacy context, one of the most complex in the profession, feared even by more experienced teachers. It is like having a medical novice perform the most complex surgery during their initial contacts with the profession. In this direction, the educators emphasize that they did what was possible with the resources they had at the time. Thus, beyond the tension of the initial shock, and the didactic tension



with the literacy process, the tension of inexperience materializes in questions such as “what to do?”, “how to start in the profession with such a unique responsibility?”, among others.

The narratives of the teachers reveal the challenges they face in guiding their work in literacy, leading them to rely on established repertoires. However, we highlight that one of the risks that arise in this context is the reproduction of pathways that are often uncritical, considering an unconsolidated repertoire. When it comes to literacy, it is necessary to consider not only the meaning of the practices in the students' lives but also in the teacher's life, in order to support their choices and approaches. Naara highlights a process of reproduction without necessarily a deeper reflection, when mentioning that:

I still remember a spelling activity, where I asked us to complete it with S or SS. And she came to me and said: “But why are you doing this?” I didn't know why I was doing that. I was doing it because someone had done that to me at some point in my school life (Naara, interview, 2022).

Beyond the character of reproduction, the teacher emphasizes the tension arising from the different levels of appropriation of reading and writing within the same class, a feeling also shared by Maria, as they both worked with multi-age classes during their insertion period.

.... half of the class was at a progression level that had just... I don't know, they had learned the alphabetic principle and ended up in fourth grade. They had just realized the alphabetic principle, but there were still many gaps to be filled. Officially, I was a fourth grade teacher, so I had to teach, cover the content, the things of fourth grade. (...) it was a class with many issues of... behavior, because they were children with a lag, higher age/grade, and I wasn't only teaching fourth grade, I was also attending to fifth (Naara, interview, 2022).

While Maria and Naara share these tensions, Bárbara mentions difficulties in dealing with what she called “absence of method.” When faced with her working context, the teacher highlights that she did not find a pragmatic path for her work, concluding that the school did not have a shared methodology, an issue she pointed out as problematic from the beginning. We emphasize that this perception may be linked to her understanding of literacy built from her experiences as a student and in her initial and continued training. In dialogue with Vidal (2015), it is possible to assert that:

The analysis of the history of Brazilian literacy shows that there has always been a dispute between analytical methods - which start from words, phrases, texts - and synthetic methods - which start from syllables, letters, phonemes. The question is: what do we do with these methods? How do we select and utilize them? The question “Where to start?” persists (VIDAL, 2015, p. 46).



Upon entering initial training, the trainee becomes familiar with different conceptions and methodologies in the literacy process. In light of the school daily life, the contexts bring tones and nuances that were not explored in the initial training space, since professional teacher development involves a knowledge specific to the school as a place of training. Therefore, for this teacher, the starting point of their practice is quite challenging. The contact with the narratives presented reveals the need to question a conception of teacher training built with an emphasis on applicability and to explore possibilities with greater flexibility, focusing on reflections regarding the teaching of reading and writing.

As indicated by Vidal (2015), the tension at the beginning with reading and writing practices lies in the use of methodologies in teachers' practices, and not in their abandonment. In this direction, it is necessary to think of teacher training as a comprehensive process, which is not limited to its initial moment, but from a continuous perspective, where, through shared reflection, teachers can build sensitivities and management practices of proposals, starting from the lives of the students, their interests, and knowledge, increasingly attributing meaning and significance to the development of reading practices. The narratives of Maria and Bárbara are representative of this defense:

I started from their reality, I asked what they liked to play (...) I began with a storytelling circle, they resisted because they were not used to that, I started asking, and my other colleague (who was teaching in the 1st grade) (...) (Maria, interview, 2022).

So, it is like this, reading, writing, learning with the world, reading the world. It is beautiful in discourse. In practice, it is extremely laborious (...). I find it enchanting, but it is a surreal job that we have. (...) Then I started to doubt what I already found enchanting in the CAP: "Was there nothing? Was there no ABC with LA? Was there no method of the mouth? (...) I said, man, I don't know how to teach reading and writing, I don't know how they teach reading and writing." And that was the conversation with my partner (...) (Bárbara, interview, 2023).

Your words show signs of an understanding of the importance of discursive capacity for the act of literacy. Understanding that:

Literature, as written discourse, reveals, records, and works with forms and norms of social discourse; at the same time, it establishes and expands the interdiscursive space, as it includes other interlocutors - from different places, from different times, creating new conditions and new possibilities for the exchange of knowledge, inviting listeners/readers to participate as protagonists in the dialogue that is established (SMOLKA, 1988, p. 111).

Although their narratives encompass distinct contexts and times, the proposals converge in terms of discursive practice with a focus on working from the students' repertoire, expanding it through literature, and establishing dialogues with other discourses

and knowledge. However, it is possible to identify different conditions in the construction of this knowledge. While Bárbara bases her practice on a construction within the school culture that sees the discursive perspective as fundamental for practices with materials, teams, and spaces designed for this purpose; Maria bases her choices on spontaneous experiences, such as her relationship with a librarian friend who helps her reflect on these proposals. In this aspect, structural and community tensions are perceived in Maria's professional teaching insertion.

In the work of Cruz and Lahtermaher (2022), there is an emphasis on structural tensions related to the set of conditions for the performance of the teacher's work. From this perspective, the difficulty in obtaining materials, the number of students per class, and the time spent on more bureaucratic aspects of the job are pointed out by novice teachers as factors that create tension in their work. However, it is important to consider that these tensions reflect broader issues of the precarization of teaching work.

When reflecting on this tension, in a context of literacy, it is possible to question how the absence of or limited material conditions can affect the work in a way that makes it difficult to build a literary collection in the classroom, the variety of text carriers, and consequently restrict practices that limit the literary and cultural expansion of the student, within the school environment, and often relegating the existence or absence of these materials to the initiative and resources of the teacher.

Thus, the structural and community tensions emerge as a source of tension among teachers. In the words of Maria:

The relationship between the community and the school was very bad. They... they didn't like that environment, because most of them hadn't been able to get through school, it was a community of very poor people, they worked hard to support their families, taking the children to the fields, so the older ones, especially the youth, would actually vandalize the school. There was no electric light, there were no bathrooms, and with all this, I had to learn to deal with it in my first year. Not only the challenge of having a class under these conditions, but also learning to deal with this physical environment that was very strange to me (Maria, interview, 2022).

Community tensions are linked to what affects the teacher in the classroom and are articulated with those involved beyond the school. The dialogue with families, highlighted in Maria's narrative, serves as an example of this type of tension. In dialogue with Cruz and Lathermaher (2022), we understand that the context significantly affects her teaching, which could even determine her retention or abandonment of the profession. Thus, it requires specific attention regarding policies on pedagogical work, considering that the complexity described by Maria would be a challenge for an experienced teacher, let alone

a novice. In light of this, our argument focuses on the need to look at this singular moment in teacher professional development, which, although fundamental, is the most underserved in terms of policies, as pointed out by Cruz, Farias, and Hobold (2020).

Thus, Cruz and Lahtermaher (2022) find community, pedagogical, and structural tensions in the work of beginner teachers and emphasize that in light of the survival need, initially constructed concepts and teaching practices are set aside. By presenting these tensions as challenges inherent to teaching work, which may become a source of tension since they are located at the beginning of the profession, they highlight the need to confront these issues. In this sense, we will next focus on highlighting the strategies employed by these teachers in addressing the tensions that challenged them.

3 STRATEGIES FOR COPING WITH TENSIONS

The novice teacher encounters daily tensions that challenge their professional practice, but without a consolidated repertoire, as we pointed out earlier. Far from considering the experienced teacher as finished, we view the construction of the professional self as a continuous process. In this regard, experienced teachers, when reflecting on their journey, narrated the strategies they initially mobilized in facing the challenges in their first contacts with the profession; their narratives indicate three possibilities, namely: Exchange with peers, individual studies, and personal records.

Literature has pointed out isolation as a very evident characteristic in the profession, especially in the early years. Campelo and Cruz (2019) mention the de-privatization of practice, which consists of a movement to interrupt teaching as a private act, as a formative strategy that favors investigation and questioning through collective and shared processes. In Bárbara's words, the power of exchanges is evident.

We joined as effective members together. So, in a way, one fed off the other. Even so, in partnership. She didn't share the class with me; she was in a different class, the one in front. But we exchanged a lot, from insecurities to ideas, crazy ideas, good ideas. I think that also... You have a partner there who threw things back to you, you know? We did some really, really cool things like that... (Bárbara, interview, 2023).

The teacher uses the metaphor of food to narrate the power of exchange. Considering the critical nature of the act of eating for the maintenance and possibility of life, she mentions the importance of exchange for her persistence and survival in teaching. Her narrative elucidates some points of collaborative work: 1 - It can occur more spontaneously; 2 - Ideas are generated from shared reflection; 3 - Anxieties are shared,



beyond proposals; and 4 - The idea of a “pair” presupposes the conception of a shared journey that favors the construction of a collaborative professional self.

Thus, it is important to consider that during the period of professional integration, two movements have been perceived: The isolation of teachers illustrated by the closed classroom doors and the search for strengthening through peer support. The stance of the interviewed teachers indicates a countercurrent movement of isolation and approaches the process of action-reflection-action.

Although their narratives reveal the power of exchanging with peers, it is worth highlighting that the teachers took the initiative to seek exchanges in an individual and spontaneous manner, that is, without a systematic action, institutional support, or guaranteed regulatory frameworks for such. Therefore, we advocate that exchanges should occur intentionally, integrated into the working hours, and supported by an institutional framework that encourages and facilitates such exchanges, so as not to further relegate this responsibility to the novice: the responsibility to discover for themselves that exchanging is learning.

Beyond the exchanges, immersion in studies emerged as another possibility for facing the tensions, favoring the systematization of literacy practices that would articulate with their defenses and perspectives. Among the accounts, Alana's demonstrates that graduate studies serve as an important space to reflect on her practices.

I also read a lot, right? And we make this movement of studying. So, I was studying a lot of theorists, I studied the psychogenesis of written language to understand the syllabic stages, the hypotheses. I studied a lot about Cecília Goulart to understand what this is. “What is this discursive literacy? Magda Soares, literacy” (Alana, interview, 2023).

In the early years of teaching, Bárbara and Alana mentioned that they dedicated themselves to studying the theorists who underpinned the concept of literacy conceived in school. When theoretical teaching spaces are intertwined with pedagogical practices that engage with the discussions, the novice teacher finds ways to alleviate their pedagogical tensions.

Still considering the strategies mobilized by beginner teachers in facing tensions, writing about their practices proved to be a formative tool that allowed for a deeper reflection on issues that arise throughout the day and may go unnoticed without a record.

It is the logbook that I access the most, to date. I breathe there, you know? When I'm a little lost, I'm like this, my God, what do I do? Could I bring something? That's

where I come back, it seems that I find myself there. Then, if I could, of course I don't have the greatest experiences, but when I feel, like, lost to myself, in the profession, I find myself in this notebook, like this. I read this logbook a lot. I was talking about this yesterday, in a team meeting, that this logbook for me, it's almost bedside, you know? And it's exactly from the class, from the class where I thought, "man, I don't know, I'm going to know how to do this, will I know how to start." And that's where I brought something new, like, an incredible experience..." (Bárbara, interview, 2023).

Bárbara's account highlights narrative as a tool for the formation and construction of knowledge about the teaching of reading and writing. When she needs to report on her practice (at the request of the pedagogical team), Bárbara has in this document a book that will recall practices she has already experienced. In doing so, Bárbara emphasizes narrative as a practice for strengthening novice teachers.

This strategy can be powerful for the training of novice teachers. As it is a period of trials, of advances and setbacks (HUBERMAN, 1992), writing about narratives is a way to reflect on the pedagogical choices that need to be made. The narrative has been shown to be a powerful path for teachers. Bárbara's account intertwines with the research of Prado, Ferreira, and Fernandes (2011) when it presents the writings of teachers:

We advocate that this dialogue between the knowledge and skills arising from education and the profession can enable the emergence of a new set of knowledge and skills to be utilized both in the initial training processes of education professionals and in the continuing education projects of different education systems (PRADO; FERREIRA; FERNANDES, 2011, p. 147).

Thus, writing proved to be an important strategy for professional development as it presented itself as a moment to breathe, that is, to relieve tension and look at situations with more specific and full attention; as an opportunity to reflect and as material that allows for understanding the continuity of learning in the profession. Therefore, the exchange with peers, study, and writing have shown to be fundamental strategies for dealing with tensions to comprehend the unfinished process of becoming, forming, and constructing a teacher, in the gerund, in the continuous.

4 FINAL CONSIDERATIONS

We seek to delineate the insertion of teaching professionals as a complex period that presents tensions for which the beginning teacher does not have a consolidated apparatus to deal with. In this process, various paths are possible, and isolation has proven to be a strong characteristic, favored by the school architecture, the organization of work time, and the dynamics of everyday life in the profession.

In this direction, by sharing their professional journeys, the experienced literacy teachers participating in the research looked back at their periods of professional integration and shared about the tensions they experienced and their coping mechanisms.

Regarding the tensions, the prevalence of those of a pedagogical nature was evident, narrated from the insecurity of the first days with the class and the difficulties in starting the writing systematization process in literacy. In this direction, it is remarkable that new nuances of challenges are added at the beginning of the profession when starting with the responsibility of teaching reading and writing.

However, in the face of the issues that challenged them, the teachers presented strategies mobilized to address these challenges, highlighting peer exchange, study, and individual records. These strategies proved to be formative possibilities conducive to professional development. In this regard, it is important to mark their potential for teaching as a collaborative work and the need to implement strategies through policies and opportunities that are not relegated to the personal initiatives of professionals who are starting in the profession, beset by various tensions.

Thus, looking at their own stories, the narratives point to ways to think about policies for supporting beginner teachers, encompassing their training, the context and school culture they are embedded in, and paying attention to their relationships. The collective dimension is increasingly urgent. In this journey, responsibility is shared, understanding that the knowledge of teaching spreads to higher education institutions and to the school in a collaborative manner, with connections between more experienced teachers and those who are starting in the profession.

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