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Dossier: TEACHER EDUCATION AND PEDAGOGICAL PRACTICE - TIMES, TENSIONS AND INVENTIONS

BEING A TEACHER, A CONSTRUCTION IN THREE ACTS: FORMATION, INDUCTION AND CAREER DEVELOPMENT

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ABSTRACT: The article aims to reflect about the professional construction of teachers in three moments, namely: initial formation, induction in the first years of professional practice, and development through continuing education. These milestones have repeatedly guided the construction of our teaching identity. In this way, what we will present is an interweaving of research conducted in the scope of our training into three reflections, namely: a dialogue on initial teacher training in Brazil and Portugal; a Systematic Literature Review on induction into the teaching profession; and a reflection on Ongoing Teacher Training in a full-time school. For the Systematic Literature Review (SLR), we rely on theorists such as: Nóvoa (1992; 2019); Huberman (2013), Tardif (2000) and Gatti (2010). The research is qualitative in nature and falls within the interpretive paradigm that presents, among other primary functions, the identification of concepts through a group of theoretical and methodological questions emerging from the research process. For the methodological development, we used different resources, among which we highlight: the document analysis techniques, the organization of a protocol that synthesizes the main arguments of the theorists in their texts, and we brought to discussion the results arising from the RSL. As research findings, we highlight the need to structure the times and spaces for the formative meetings to take place, in order to create moments of exchange that present theoretical and practical meanings in the teacher's individual and collective reflection.

Keywords: Teacher Training, Professional Entry, Continuing Education.

SER PROFESSOR, UMA CONSTRUÇÃO EM TRÊS ATOS: FORMAÇÃO, INDUÇÃO E DESENVOLVIMENTO NA CARREIRA

RESUMO: O artigo pretende refletir acerca da construção profissional do professor em três momentos, a saber: a formação inicial, a indução nos primeiros anos de exercício profissional e o desenvolvimento por meio da formação contínua. Tais marcos têm repetidamente orientado o percurso da construção da nossa identidade docente. Desse modo, o que apresentaremos é um entretecer de pesquisas realizadas no âmbito da nossa formação em três reflexões, sendo elas: um diálogo sobre a formação inicial docente no Brasil e em Portugal; uma Revisão Sistemática de Literatura sobre a indução na profissão docente e uma reflexão sobre a Formação Contínua de Professores em uma escola de tempo integral. Para a Revisão Sistemática de Literatura (RSL), apoiamo-nos em teóricos como: Nóvoa (1992; 2019); Huberman (2013), Tardif (2000) e Gatti (2010). A pesquisa é de cunho qualitativo e se insere no paradigma interpretativo que apresenta, dentre outras funções primárias, a identificação de conceitos por meio de um grupo de questões teóricas e metodológicas emergentes do processo de investigação. Para o desenvolvimento

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metodológico, utilizamos diferentes recursos, dentre os quais destacamos: as técnicas de análise documental, a organização de um protocolo que sintetiza os principais argumentos dos teóricos em seus textos e trouxemos à discussão os resultados oriundos da RSL. Como achados da pesquisa, destacamos a necessidade de uma estruturação de tempos e espaços para que aconteçam os encontros formativos, a fim de criarmos momentos de troca que apresentem significados teóricos e práticos na reflexão individual e coletiva do professor.

Palavras-chave: Formação Docente, Entrada Profissional, Formação Continuada.

SER DOCENTE, UNA CONSTRUCCIÓN EN TRES ACTOS: FORMACIÓN, INDUCCIÓN Y DESARROLLO PROFESIONAL

RESÚMEN: Este artículo tiene como objetivo reflexionar sobre la construcción profesional del docente, analizando tres momentos cruciales en este desarrollo, a saber: la formación inicial, la inducción en los primeros años de práctica profesional y, al final, el desarrollo a través de la formación continuada. Estos hitos han guiado reiteradamente el camino hacia la construcción de nuestra identidad docente. Así, lo que presentaremos es un entrelazamiento de investigaciones realizadas en el ámbito de nuestra formación. Tres reflexiones, a saber: un diálogo sobre la inducción docente en Brasil y Portugal. El segundo presenta una Revisión sistemática de la literatura con un resumen de los datos actuales sobre la inducción en la profesión docente. Y la tercera reflexión trae el tema de la formación continua del profesorado en una escuela de tiempo completo. Para la Revisión de Literatura Sistemática (RSL), nos apoyamos en teóricos como: Nóvoa (1992; 2019); Huberman (2013), Tardif (2000), Gatti (2010). La investigación es cualitativa y forma parte del paradigma interpretativo que presenta, entre otras funciones primarias, la identificación de conceptos a través de un conjunto de cuestiones teóricas y metodológicas emergentes del proceso de investigación. Para el desarrollo metodológico se utilizaron diferentes recursos, entre los que destacamos: técnicas de análisis de documentos, la organización de un protocolo que sintetice los principales argumentos de los teóricos en sus textos, y traer a discusión los resultados que surgen de la RSL. Como hallazgos de la investigación, destacamos la necesidad de una completa estructuración de tiempos y espacios para los encuentros formativos y la importancia de escuchar la demanda interna de cada escuela, para crear momentos de intercambio que presenten significados teóricos y prácticos en el individual y colectivo docente.

Palabras clave: Formación del profesorado, Ingreso profesional, Formación continuada.

INTRODUCTION

When we do a simple search on the internet with the term 'Teacher Education', we will get about 36 400 000 results (0.53 seconds). From this universe, there is a little bit of everything: courses, trainings, texts, blogs. All this to illustrate the dimension contained in the thematic area of teacher training. We, academic researchers, have a more restricted and particular interest in our investigative work, which is based on unveiling and understanding how or which dynamics occur and how they impact the professional lives of teachers. The studies in the area of teacher education have been recurrent and, under multiple aspects, fields, and looks, produce research and new knowledge that help in the discussion of issues of different natures and themes, broadening and deepening current and relevant reflections.

It is not new that there is an expectation about the improvement of the quality of education and social development that is directly linked to the school, in a more general way, and to the teacher, in a more specific way. This pressure is expressed in the words of Montero (2001, p. 25), in the sense that "Renewing confidence in education and giving it an ambitious role in the development of individuals and societies implies maintaining, and increasing, expectations about the role that teachers play in achieving this goal.

This article intends to reflect on the professional construction of teachers in three stages, namely: initial training, induction in the first years of professional practice, and development through continuing education. These milestones have repeatedly guided the construction of our teaching identity, bringing reflections and tensions that permeate our life-training-action, without, however, exhausting these themes. What we defend here is the identity and professionalism of teachers as a process that begins in their student life and, more specifically, continues when the individual chooses teaching as a profession. This journey, as a rule, is marked by three major moments, which are: Initial Training, as the theoretical pathway for the qualification of professional teaching; Entry into the Profession (the first years of practice) and Continuing Education, in which there is the need to be always learning how to learn and teach in new and different ways, so necessary to the development of other areas of society and technology.

Thus, this text represents a weaving between investigations. In this way, what we will present is an interweaving of research carried out in the scope of our training in three reflections, which are: a dialogue about initial teacher training in Brazil and Portugal supported by the discussion of the normative contribution about the training of early years and childhood education teachers; a Systematic Literature Review presenting a summary with current data about induction in the teaching profession and a reflection on the theme of Continuing Education of Teachers in a full-time school with research data.

INITIAL TRAINING: REFLECTIVE QUESTIONS ABOUT TEACHER-EDUCATOR IN PORTUGAL AND BRAZIL

The teacher does not only teach what he knows, he teaches what he is.
(Rui Canário, 2007)

We begin our reflection on initial teacher education by highlighting the different training paths for initial teacher education and early childhood education in Portugal and Brazil.

In Portugal, the Training of Educator-Teachers, the training of educators and teachers of the first cycle of basic education, called kindergarten educators (if they work in pre-school) or teacher-educators (if they work in pre-school and early years - 1st CEB), as a specific group, came into existence through Decree Law No. 43 of 2007. The assumptions that support this change in the professional qualification are part of the Bologna Process, in which the prevailing argument is the improvement of education, inseparable from the improvement of professional training. This orientation has been recurrent and many meetings have originated documents that have reinforced the importance of education as a channel for social transformation, raising the quality of students' learning. This movement, supported by other multilateral organizations and agencies (UNESCO, 2016), will gain impetus with the

possibility of equalizing the training of the European Union member countries, through the recognition of the accreditation of the different courses in these countries. It is not only about reducing the bureaucracy of recognition and equivalence of courses and diplomas, but also about electing a common base that reduces the formative distances, in particular, raising the initial training of teachers from the licentiate, which becomes the 1st Cycle of higher education to the Master's degree, considered the 2nd Cycle of higher education.

In other words, from the Bologna Process on, every teacher needs to complete the 2nd Cycle of Higher Education, achieving a Master's degree in order to be able to teach. Although this meeting took place in 1999, in Bologna, Italy, it was only in 2007 that it was officially adopted in Portugal. This model has fostered, in European countries, the concern to raise not only the level of the degree, when a master's degree is required for the professional exercise of teaching, but also the content, organizing, in the specific case of Portugal, a three-year degree course plus a two-year professional master's degree in the chosen area, where, at the end of the course, the graduate defends a final report, called Supervised Teaching Practice (PES), to conclude and obtain the degree.

In other words, Decree Law 43/2007 evidences that it is "in this context that the broadening of the qualification domains of the generalist teacher is promoted, which now include the joint qualification for preschool education and for the 1st cycle of basic education or the joint qualification for the 1st and 2nd cycles of basic education" (PORTUGAL, 2007).

As the goal of our research is to reveal the origin of this mono-teacher both from the point of view of the law and from the point of view of training, we begin by stating that this is a great challenge, and we recognize that there is no long history or memorized records that can corroborate and provide material for the constitution of our research. However, this is precisely the fact that highlights the innovative character of this study and ratifies its importance. Nunes and Leal da Costa (2016, p. 122) highlight that:

It is important to clarify that in Portugal, there is a legal framework for the teaching career, which aggregates the different levels of education, with the exception of Higher Education. The legislation requires a master's degree as a teaching qualification for both early childhood educators and teachers. This means a long training, five years, in which three years are a Basic Education Degree (LEB) and the next two are a Professional Master's Degree with an internship at the end (PES). The case under analysis focuses on the Master's in Pre-school and Primary School Education, one of the five possible tracks and perhaps the most epistemologically challenging.³ We also note the fact that it is common for students to follow the academic track without interruption and that the qualification for teaching coincides with the professionalization. Thus, future educators/teachers are generally between 22 and 25 years old, obtaining the master's degree quite young and with little or no previous teaching experience, other than PES, and there is no induction period at the beginning of professional life.

A qualification for mono-teacher, but one that paradoxically splits the professional in two when entering the profession, does not offer the professional the opportunity to have a recruitment group, while international research on child education seems to support the existence of such a profile, indicating that early childhood education must guard against and claim communicational processes and transitions that mono-teacher may favor.

Moreover, the understanding of the professions of kindergarten teacher and primary school teacher does not indicate their overlapping and the socio-historical construction of these professions is not coincident in Portugal either. Our reflection is, therefore, permeated by the following questions: After all, how will be the entry into the profession of these individuals who leave universities and higher schools of education several years ago? What is the role of the educational institutions? Have they effectively become teacher educators in the context of their work with children? It is necessary to reflect on the value and the need to listen to teachers, highlighting an ecology of knowledge, understood between the processes and individual, singular and professional learning arising from life in interaction (NÓVOA, 2019; LEAL DA COSTA; SARMENTO, 2018).

In Brazil, the first specific law aimed at the organization of Brazilian education was the Law of Directives and Basis of National Education (LDBEN) No. 4024/61, enacted on December 20, 1961. The law deals with the purpose, law, administration, organization, professionalization of teachers,

teaching systems, among other topics, and addresses the training of teachers for primary education, based on the Normal Course for teacher training. According to the legal provision, the education would take place in the Normal Course, as we can see in the following articles:

Art. 52. The purpose of the normal education is to train teachers, counselors, supervisors and school administrators destined to primary education, and the development of technical knowledge related to childhood education.

Art. 53. The education of elementary school teachers will be done: a) in a normal school with a minimum of four annual series, where besides the compulsory subjects of the secondary school course, pedagogical preparation will be given; b) in a normal school with a collegiate degree, of at least three annual series, as a continuation of the vetoed secondary school degree.

Art. 54 - The normal schools, of the junior secondary level will issue the diploma of elementary school regent, and the collegiate ones, the diploma of primary teacher.

Art. 56 - The teaching systems will establish the limits within which the regents can exercise primary teaching.

Law no. 5692/71 ended up changing article no. 54, allowing public or private schools to offer education (BRASIL, 1971), which, in fact, demonstrates the adjustment of public policies to the needs of private capital. This process is the beginning of the whole dismantling of the public school as a privileged locus of training and education.

LDBEN no. 4024 of 1961 presented parameters for the training of teachers at different levels of education. The ordinance also contained a list of repeals and vetoes for the care of the population through literacy, however, it did not present directives on the training of those who would be able to teach in these mass literacy programs. Vasconcellos (2016, p. 23) states:

In this way if we compare the two laws, we verify a regression in relation to the teacher's training possibilities contained in Law 4024/61, to the detriment of an acceleration in the training of labor to reach the largest possible number of illiterate people, with improvised training and lightening of training.

Gradually, the Normal Course loses its status of forming a promising career, becoming a conclusive qualification of 2nd grade (SAVIANI, 2009). The author points out that the movement of devaluation of training for teaching is linked to the change of the most characteristic training curriculum for a common core curriculum for all high school courses, adding some disciplines of specific character to the teaching qualification, and this organization prevailed until the Law of Directives and Bases of National Education (LDBEN No. 9394/1996)

where, after a broad debate, with tense and opposing positions between public education advocates and private education representatives, the desired advances came in a partial and fragmented way. We recognize the gains for education professionals in terms of nomenclature and the preference for initial training in higher education, however, the multiple forms and training institutions for the teaching professional took a larger proportion than imagined (VASCONCELLOS, 2016, p. 24).

In this sense, we agree with Tardif (2002), when he states that teachers' knowledge is not characterized as an "individual construction", on the contrary, this relationship is built from exchanges with other peers, students and, we add, with the school community, as a complex organism and in consonance of purposes.

In Brazil, with the current LDBEN nº 9.394, of December 20, 1996, the qualification for teaching comes into force, through the graduation in Pedagogy courses, offered in public or private institutions in the country. We point out that the current LDBEN, throughout its 25 years, continues to be the legislation in force and has been constantly changed, thus losing, in many aspects, the essence of innovation and, paradoxically, needing these and other adjustments to be in accordance with the countless changes that occur in society and that directly influence the organization of education. That is, in fact, we think that we are already behind with the need for a new legislation that deals with teacher education and that is in line with the countless socio-political-educational and technological changes that have occurred over the last three decades.

The National Curricular Directives for the Courses of Pedagogy (BRASIL, 2006) refer the training in a Degree in Pedagogy for the formation of teachers, in order that they exert the functions of teaching in Infantile Education and in the initial years of the Fundamental Education; it also qualifies for teaching in courses of Medium Education in the Normal modality; of Professional Education and still in areas of services and school support and in which the pedagogical knowledge is foreseen (BRASIL, 2006, p. 2). As already mentioned, in 2006, the Resolution CNE/CP nº 01, of May 15th 2006, established the DCNs - Pedagogy with an expanded conception of teaching, which includes teaching, research and management. In 2015, the Opinion CNE/CP nº 02, of June 09, 2015, brings the National Curricular Guidelines for the Initial and Continued Training of Basic Education Teaching Professionals (NATIONAL COUNCIL OF EDUCATION, 2015). In 2019, Resolution No. 2, dated December 20, 2019, defines the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and establishes the Common National Base for the Initial Training of Teachers of Basic Education (BNC-Training).

In view of the current Brazilian educational scenario, the need for a reformulation of the teacher education courses becomes inevitable, so that they provide the future professional with learning that understands the construction of knowledge as an essential factor in their integral formation as an intellectual. However, if the structural issues of these courses were not enough, such as: suffocation of resources, lack of motivation on the part of students and teachers, poor infrastructure, etc., the economic and social devaluation of the figure of the teacher is an aggravating factor. To try to reverse this situation, it is necessary to seek an educational policy that effectively values the education of the education professional in all its extent, advocating quality, salary and decent working conditions (BERNADO, 2015).

We have evidenced the dilemma that persecutes the basic school teacher of the 21st century for being formed, as a student and as a teacher, in a reproductive school, with a banking bias (Bourdieu; Passeron, 2011; Freire, 2005), with a routine and a formatted curriculum based on the positivist paradigm and, at the same time, he is challenged to work in a perspective in which students are embedded in new communication technologies, entangled in social networks (at their best and at their worst) and, in the midst of this dubious scenario, he needs to act as a professional teacher. The expansion of teaching duties, more than ever, is linked to a need to seek training and guidance for the exercise of teaching. And despite all the difficulties and the constraints of the school structure, we know the importance of this privileged locus of circulation and construction of knowledge. In this sense, we agree with Bernado (2003, p. 73) when he states that

teacher training leads us to think of the school as a privileged space for training. If in the formal educational institutions, the teacher gets his initial training, be it at high school or college level, in the school, the teacher's workplace, he finds a space that promotes his continuing education.

We emphasize that the initial training of the individual for teaching is supported by legal regulations and that his or her identity will be built throughout their professional practice.

Regarding Initial Training in Portugal and Brazil, whether by an ocean that separates them, by the difference in size or by the number of years of existence, the history of Brazil and Portugal fuses intimately. Between discourses of discovery or invasion, it is certain that there are much more proximities than one would think. In the field of education, it is no different, we have experienced the challenges of building and practicing a curriculum in/of initial training that makes sense to students of undergraduate/Integrated Masters, to increase the time of practice, experiences in real locus, support for investigative practice of their own practice (FLORES, 2015; BODIÃO; FORMOSINHO, 2010). We advocate a revisiting of didactics so that they become ships that float on new and good practices and not anchors that hold and drag what is at the bottom, at most moving sands from one side to the other.

Even more than the differences, the norms/directives that form the teacher of the early years in Portugal and Brazil portray the political-educational mode and vision of both countries. Portugal, in a perspective of a bloc belonging to the European Union, seeks to value the OECD (2016), Agenda 2030, among others. Brazil, on the other hand, trying to overcome socio-economic-educational disparities, in a way of internal globalization because, in fact, Brazil itself already has dimension and depth of continental proportions. What we cannot fail to highlight are the gaps between theory and practice and the lack of a

real project that integrates the university/training centers with schools and, together, the students, future teachers, who aim to learn through direct experimentation and experience.

INDUCTION INTO THE TEACHING PROFESSION: A SYSTEMATIC LITERATURE REVIEW

This section of the article refers to a Systematic Literature Review focused on understanding the construction of knowledge and practices in the early years of teaching, through the participation of subjects in a study that seeks to make public their experiences, their own voices, and to recognize that professional identity, individual and collective, is in constant transformation/construction/refiguration of self and the other.

The research is framed in an interpretative paradigm, of qualitative approach, in the modality of biographical research in education. Associating the techniques of document analysis and reflective groups, we intend that the production of data/collection of evidence with the perspective of life stories and training allow us to proceed with participatory research that values ethics and subjectivities in the construction of scientific knowledge, while relating research, action and training.

For our research, we identified the need to conduct a Systematic Literature Review (SLR), since the chosen thematic field is located in the identity construction of the teaching professional profile. In view of this, we consider it to be of fundamental support for the development of this investigative work to conduct a SLR that contemplates:

- The overview of the research conducted on the construction of the teaching identity;
- The contribution and theoretical discussions about the construction of teacher identity in recent years;
- The most discussed areas and those that are still invisible (gaps) by scientific research on this professional profile, especially in Education Sciences;
- Identify, synthesize, and describe the contributions that theoretical studies have to offer to this research and others that follow.

Our understanding of a SLR is in line with the perspective of Ramos, Faria, & Faria (2014), when they point out that there is an increase in access and dissemination of articles through the media. Carvalho (2002, p.81) contributes to the discussion by emphasizing that Education Sciences are "extensions or special applications of the different Social Sciences and Humanities". In this way, Educational Sciences belong to an interdisciplinary domain in which it is "increasingly complex the activity of selection, not only at the time of research (...) but above all in determining what is or is not scientifically credible" (RAMOS; FARIA; FARIA, 2014, p. 21).

In addition to what we have already discussed, an organized and carefully developed SLR values the work of those who conduct research, making it a reference validated by the scientific community to which it belongs, opening the possibility for other researchers to continue to discover new knowledge, favoring the production of new research, allowing the advancement of a network interconnected with the construction of the other as a collaborator of our research.

According to Gomes and Caminha (2014, p. 397), "well-structured reviews can assist in updating and building new guidelines for professional practice or going into the field in search of solutions for original articles". Since there is not much tradition of the use of SLRs in Education Sciences, we highlight what Ramos, Faria & Faria (2014b, p. 19-20) express about it:

While neither in Portugal nor in Brazil are yet known great advances in this area, we propose that the systematic literature review be applied to the Education Sciences, as it is in other areas of knowledge. Thus, we should seek to define criteria, precise and systematic methods, in order to identify and select the bibliographic sources with the maximum rigor, efficiency and confidence in the work developed.

Since the RSL in Educational Sciences drinks from the initial source of the medical field, empiricist by nature, strictly speaking, it is important for its realization, the initial definition of a protocol, in which are defined: the initial question, what will be the criteria for both inclusion and exclusion of

research articles, which and how will be used the strategies for data collection and analysis of the identified material, how the data production, categorization, analysis, systematization and final report with the research results will be performed.

To begin the RSL protocol, we highlighted as a starting question: To identify the studies that discuss the process of entry into the profession of early childhood educators and teachers of the initial years/1st cycle. Regarding the process and the steps contained in an RSL, Ramos, Faria & Faria (2014c, p. 23) point out that in the

systematic literature review process, it is essential that all research steps are recorded, not only so that it may be replicable by another researcher, but also to assess that the ongoing process follows a series of previously defined and absolutely respected steps in the various stages.

We respect the authors' point of view and, based on our previous investigative practices, we state that the previously defined steps, although important, do not guarantee that they will be absolutely respected. It is necessary to take into account the effective participation of the different actors in the research and their respective contexts.

It is of utmost importance that the researcher seeks to have maximum clarity and transparency, not only in the results report, but throughout the entire process that precedes its finalization and conclusive reflections. To this end, we exemplify how the process of our SLR took place, starting with the construction of the protocol of the SLR that we carried out, and we hope that such sharing will provide opportunities for new reflections and point us in epistemological directions that can help us in this field.

Box 1: The construction of the protocol

Purpose of the review	Identify what studies say about the period of entry into the teaching profession.
Question	What do studies reveal about the period of entry into the teaching profession?
Period:	2007-2019
Databases:	RCAAP, B-On, Scielo, Web of Science
Keyword combination:	Teaching Profession; Induction; Entry into the Profession; Teaching Career; Educators; Teachers; Educational mentor.
Inclusion criteria:	Peer-reviewed academic articles, indexed in recognized journals; Written in Portuguese, Spanish, English.
Exclusion criteria	Master's theses ³ ; Writings in languages other than the ones described above; Proceedings of Congresses, Seminars, Symposia, Meetings; Texts which focus on the epistemology of disciplinary knowledge construction.

Source: The authors.

³ In Portugal, Master's degree final papers are called Theses, unlike in Brazil, where they are called Dissertations.

Initially, we emphasize that the construction of the starting question was intended to find texts that addressed the entry into the profession of Educators/Teachers coming from the Master's Degree courses in Pre-school Education and First Cycle of Basic Education in Portugal. In this way, we widened our search when we realized that this field of study has been the object of some ongoing research, without, however, presenting a vast and consolidated literature to which we could resort.

As for the time frame, we emphasize that the professional profile that is consolidated as the object of our investigation, analysis and reflection, only comes into existence after the Bologna process, which takes us back to 2007. Therefore, after organizing and defining the criteria of the RSL protocol, we selected articles that contained one or more keywords, combined or not. Initially, we obtained 147 articles published in journals according to the inclusion criteria described in the protocol.

From this total, after reading the keywords and the abstracts, we excluded 115 articles, among which 28 addressed the initial training of basic education teachers; 15 referred to the internships and teaching practices, but within the scope of the initial training process; 34 articles addressed the continued training of teachers; 8 pointed out the training of teachers in higher education; 12 discussed the training of teachers of specific areas or for performance at a secondary level; 8 dealt with the narratives of students in training and, finally, 10 referred to the legislation, policy and curriculum of training, however without direct reference to the entry of teachers in the profession.

From this first exclusion, we were left with a number of 32 articles to be read and analyzed. After a thorough reading of these articles, we carried out a second exclusion of 2 more texts and justified it by the fact that, despite providing some approximation to the starting question of our RSL, these texts did not provide information and contributions in a direct way. Thus, as we believe that every reading produces in us knowledge and enriches our conceptual framework, the exclusion of the articles that in this phase of the investigation would not have a direct relation with the starting question of our RSL protocol does not invalidate the fact that, by reading 32 articles in their entirety, we retained some concepts that in other moments may help us in our reflection, critique, and writing.

The results and discussions that we now present are from the 30 remaining articles from this selection and that produced our reflection on the question: What do the studies reveal about the period of entry into the teaching profession? Looking at the time cut in our investigation, we can infer that from 2015 on, studies on induction/initiation in the teaching career appear in more studies. As for the content discussed in the texts, they vary in focus, addressing from public policies of induction in the teaching career to the memories of female teachers in their first year of effective exercise of the profession.

Regarding Public Induction Policies, the review presented studies conducted in countries such as: Mexico, Brazil, Dominican Republic, Argentina, Finland, Portugal, Chile, Peru, Colombia, Spain and France. In these studies, the authors highlight that the organizations of Official Induction Programs are strongly related to the agenda of multilateral organizations, reinforcing the belief of education (initial training, career induction period and continuous training) as a precious tool for the improvement of rates and quality of education (FLORES, 2015; CORDEIRO; JÍMENEZ, 2018; MARCELO; VAILLANT, 2017; SANCHÉZ; RODRÍGUES, 2016).

We emphasize that, some articles brought very important concepts and data that helped us realize that there is no standard model for the construction of teacher identity. Different educations, different curricula, different people, therefore, different ways of being and being/entering the profession. As an example, we bring the case of Finland (NIEMI, 2015) when it points out that the professional development of future teachers begins in their own training and that beyond such perception, future teachers keep the focus on research as a producer of knowledge. Therefore, being a professional teacher is directly linked to being a researcher of one's own training and future practice.

The comparative study conducted by Sánchez & Rodriguez (2016) retains the formula of a comparative framework between two European countries (Spain and France) and two South American countries (Colombia and Argentina), highlighting that training to be a teacher, according to the European Commission/EACEA/Eurydice (2013), can occur simultaneously with the training itself or consecutively, after training.

Regarding the construction of support or improvement of practice in the first years of teaching, Marcelo & Vaillant (2017) highlights the urgency of thinking and implementing induction

programs for incoming teachers, addresses mentoring as a resource, but touches on the point of reception and reflects on unequal and status quo relationship between teachers already on the staff and the "newbies". The author advances the proposal of a vertical construction within a logic of dialogue and exchange of knowledge and experiences.

Some works have presented induction as a gap, a void to be made visible. Nóvoa (2019, p. 199) presents induction as "the most important time in our constitution as teachers, in the construction of our professional identity." And, in this sense, other authors inserted in this systematic literature review brought the voices of beginning teachers to describe what they felt and how they experienced this period of becoming in-service teachers.

Based on the research of Bodião & Formosinho (2010); Roldão & Alarcão (2014), we described the first teaching experiences of female teachers in Portugal as: distressing, isolated, permeated by a posture of reinforcement of hierarchy (the older teachers chose the classes first, the beginners took the classes considered more difficult), little or no integration between beginners and more experienced teachers, and no organization of joint activities among peers to plan and share experiences, among others. The authors also illustrate the beginning of the career as a comparison of: "being thrown to the beasts", "being thrown into the jungle", "clearing the terrain".

Other authors highlighted, in their texts, reflections of epistemological nature on the construction of teaching identity, teaching professionalism, teaching knowledge, teaching practice, teaching professional knowledge, professional action, correlating such conceptual dimensions to the period of teaching induction (GUERREIRO; RIBEIRO, 2015; FLORES, 2015; GORZONI; DAVIS, 2017; ROLDÃO; ALARCÃO, 2014).

Returning to the concept of induction, it has appeared in some texts since the 1990s, with the professional life cycle presented by Huberman (1992) who divided the teaching time into 5 stages, namely: entry into the profession, stabilization, repertoire diversification, serenity, divestment. In another way, Marcelo (2009; 2010) presents a new interpretation in 4 stages: pre-training or training, initial training, professional initiation, and permanent training. Nóvoa (1992), on the other hand, summarizes this cycle to 3 phases: initial training, professional induction, and continued training, and it is with this last organization in stages that we maintain our theoretical approximation. Nóvoa (2019) also reinforces that the entry into the profession is a period that needs a close look and calls this moment "in between". It is the moment that separates the initial training from the actual profession. It is the rite of passage from student to teacher.

As findings, in particular, we can highlight:

- The period of teacher induction gains new looks from educational policies from the demands of world agendas, attribution of improving the quality of teaching through education/training;
- The induction period as a lonely act, of uncertainties, period of abandonment of the career; such aspects are signaled as "lack of shell", that is, the beginning teacher is very dependent on the contents, does not know how to improvise yet, does not have repertoire, practice or security to diversify (ROLDÃO, 2009).
- The induction initiatives in the countries studied described in the articles show a training logic focused on practice (teaching techniques) to the detriment of a welcoming training, with collaborative work, creating bonds between peers;
- A well-designed induction period allows the empowerment of the beginning teacher, collaborating in his/her identity construction;
- Experiences in research-training have proven to be effective for the preparation of beginning teachers, but this is not enough! It is necessary to deconstruct the culture that segments and hierarchizes professionals by seniority or time in teaching practice.
- A period of monitoring and support for the development of the work and integrative practices that strengthen and integrate the new professional to the culture and daily life of the school are effectively what the new professionals are looking for.

In the next section, we present the contributions of continuing education in the teaching professional trajectory.

CONTINUING EDUCATION: WHAT DID WE LEARN FROM/IN THE RESEARCH?

The last part of our article refers to research conducted in 2015/2016 that sought, throughout its development, to investigate a new full-time education project in the municipality of Niterói, in the state of Rio de Janeiro/Brazil. The main objective of this investigation was to analyze the perceptions of teachers regarding the continuing education offered by the municipal education network in order to strengthen full-time education in Niterói/RJ. Throughout our research, we dialogued with several authors dedicated to the full-time theme, such as: Coelho (2009; 2013), Cavaliere (2015), Bernado (2003; 2015).

We also sought, in our state of the art, conceptual support through the reading of studies and research that addressed issues central to our theoretical construction, highlighting: the construction of the issues of teacher professionalization and reflectivity of the teaching action, widely studied by Huberman (1992), Nóvoa (1992), Tardif & Lessard (2005), Gatti et al (2011), among others. In order to develop this work, we conducted a bibliographic and documentary research about the themes of teacher training, full-time education and full-time education in Brazil, focusing on the experiences of Anísio Teixeira with the Carneiro Ribeiro Educational Center, the Integrated Centers for Public Education (CIEPs) in the 1980s and 1990s to the present day.

The research was carried out in the form of a case study, with a qualitative bias, using a descriptive analysis of a questionnaire filled out by teachers and semi-structured interviews conducted with the members responsible for designing, formalizing and implementing the proposal of this specific model of time-space-curriculum different from the other forty-seven schools in the same educational network. This group of scholars was named the Dácio Tavares Lobo Júnior Commission. Nineteen teachers participated in the research, five of whom identified themselves as male and fourteen as female. Regarding the age bracket, we have the following organization: one teacher in the age bracket up to 24 years old; two teachers between 25 and 29 years old; eight teachers in the 30 to 39 age bracket; four, one teacher in the 40 to 49 age bracket, one teacher between 50 and 54 years old, and two teachers over 55 years old. One teacher chose not to answer this question.

The question that moved us was to understand if and how the continuing education promoted by the Niterói municipal education system or by the school itself, the locus of our study process, and the continuing education offered to teachers changed and/or influenced their practices in this full-time school model.

The research participants, throughout the process, were observed and answered a questionnaire with semi-structured questions, in which they could describe, through some open questions, their thoughts, opinions, suggestions, fears, doubts, and disappointments. This feedback was extremely important and has been fed back to the education network and to the participating professionals in the form of magazine articles and book chapters.

To illustrate the importance of listening to the voices of the participating subjects about the contributions of continuing education, we will present an excerpt in which the participating teacher was asked how he saw the continuing education that took place inside the school on Wednesdays, from 3 pm to 5 pm.

The fact that you are already in the workplace helps. We feel more comfortable to talk, to ask questions. When it's in another place, I don't like to talk. I just listen. Many times, it doesn't tell me anything. (Teacher 4)

Another participant, a member of the commission that developed the proposal for a full-time school and who was interviewed for this research, presents a statement that goes in the direction of the need for more time for this teacher to feel more prepared to act according to this guideline.

Yes. I think that the teacher who is experiencing this... this model, needs more time. These two hours alone are not enough, I think. I think they are important, they are fundamental, because an integral education school has to start with the integration among the members that are inside. So, these two hours of training on Wednesdays is fundamental. Now, they need more [...] (Interviewee 2)

So, we thought about what continuing education finally is. In addition to the many individual expressions that carry a particular worldview, there are the conceptual definitions of author-researchers in the area and, in our work, we identify with the definition of Bragança and Perez (2016, p. 1165):

We take the term continuing education, precisely, for its expanded dimension, including the institutional guidelines, forwarded by the education systems, that is, instituted, as well as those movements that occur capillary, small, against the grain, produced by teachers who produce the pedagogical practices in full-time schools, giving these practices multiple meanings.

The conclusions and findings of the research converged to a recognition and appreciation of the formative moments, not only for the potency in terms of theoretical knowledge and new practical constructions, but also for the factor of human approach that such moments provided, strengthening the group of professionals, teaching or not, as a pedagogical body in harmony with the interests of the students and the school community. Such movement allowed us to verify, in the school routine, a series of good and innovative pedagogical practices that overflowed in the form of projects, either individual (per class) or institutional, through partnerships, as for example, in the case of the Inter-institutional Program of Scholarship Initiation to Teaching (PIBID/Pedagogy/UFF).

Despite the positive points we have highlighted, the research also revealed very particular challenges regarding the effectiveness of a full-time school project, as pointed out by the participants, among which we highlight: insufficient training to overcome the challenges of a full-time school; the importance of ensuring the times and spaces for continuing education offered within the school unit; the need for a larger number of professionals to cover the demand for full-time schools, and the urgency of rethinking the training times of these professionals inside and outside the school space.

FINAL CONSIDERATIONS: (IN) CONCLUSIONS AND PROVOCATIONS OF AN INVESTIGATION...

Well prepared teachers, with autonomy, working together inside and outside the school space, in the relationship with families are always the best guarantee of timely and appropriate solutions. Strengthening the professionalism of teachers is fundamental. We must invest in teacher training and in curricular policies that guarantee and recognize teacher autonomy. We need to strengthen teachers' capacity for professional action and collaboration. (Nóvoa; Alvim, 2020)

This epigraph, in itself, would be enough to close this text and leave us restless, wondering in what ways we will follow and build new paths and formative possibilities with our undergraduate students who aspire, after completing their initial training, to enter the teaching profession and that this beginning of the exercise of teaching goes well. The reflection also includes those who participate in our research, narrating their first professional experiences or even those who have already contributed, through their polyphonic voices, in work already completed, reaffirming the importance of always knowing more.

Perhaps, we will have presented them with some repertoire that will provoke new experiments in their daily work and that will build their individual and group identities, their professionalism and ethical character, so necessary in all professions and indispensable in teaching.

In this text, we have tried to stitch together some reflections that have accompanied us over more than two decades of work in teaching, whether in our initial training, in the first years of teaching, or as researchers of our own practices in primary and higher education.

The fact is that the teacher's training cycle is increasingly linked to a movement in the form of a hermeneutic spiral (SUAREZ, 2017), in which the triad training-reflection-action is interspersed, as a pillar of his individual identity construction (the teacher's person), of his collective construction (the identity of the professional teaching group) or yet, the construction and belonging to a community collective, which crosses the first two constructions, conjugating him as a complex subject, endowed with multiple capacities and competencies.

The teacher is the shapeshifter professional who adapts to the conditions that are offered to him and, in this context, needs to be receptive to constant training, whether for improvement, improvement, or acquisition of new knowledge. An important part of teacher training is to understand

that your work needs these and many other new competencies to happen. Being aware of this process is fundamental to continue working and investing in the construction of a solid professional identity consistent with your effort and dedication.

Initial training needs to include in its curriculum the importance of researching one's own practice and the recognition of oneself as a producer of knowledge. The entry into the profession should focus on policies and programs of reception and integration, a true support system for the beginning professional to feel integrated into the collective and the professionals who have already been in the process for some years should be valued, listened to, challenged to continue investing in their training, as an added value for themselves and for their students.

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