

Narrativas de professores formadores: entre tramas, experiências e trajetórias formativas¹

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Resumo

Este texto tem como objetivo problematizar e potencializar as relações e os caminhos teórico-metodológicos de uma pesquisa de mestrado sobre História Oral de professores formadores de professores, enfatizando suas trajetórias formativas. Tomou-se a História Oral como caminho metodológico e a narrativa da narrativa para análise de cinco entrevistas com professores formadores bacharéis que atuam em cursos de Licenciatura de uma instituição pública em Uberaba, Minas Gerais. Os resultados apontam que os professores bacharéis estão em um processo contínuo de sucessivas socializações e que a constituição profissional à docência perpassa pelo pensar, sentir e viver o ser professor em articulação entre os nossos sentidos, os sentidos dos outros e as instâncias profissionais formais que constituem este arcabouço repleto de interpretações.

Palavras-chave: História Oral. Professores Bacharéis. Formação de Professores.

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Narratives of teacher trainers: between schemes, experiences and formative trajectories

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Abstract

This paper aims to discuss and to potentialize the theoretical-methodological relations and paths of a master's degree research about Oral History of teacher trainers, emphasizing their formative trajectories. The Oral History was taken as a methodological path and the narrative analysis to interpret five interviews with professors with a Bachelor's Degree who work in teacher training degree courses in a public institution in Uberaba, Minas Gerais, Brazil. The results show that professors with a Bachelor's Degree are in a continuous process of successive socializations and their constitution as teachers go through thinking, feeling and living their being a teacher in articulation between our senses, the senses of the others and the formal professional instances that constitute this framework full of interpretations.

Keywords: Oral History. Professors with Bachelor's Degree. Teacher Training.

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Resumen

Este artículo tiene como objetivo problematizar y potenciar las relaciones y los caminos teórico-metodológicos de una investigación de maestría sobre Historia Oral de profesores formadores de profesores, resaltando sus trayectorias formativas. Se tomó la Historia Oral como camino metodológico y la narrativa de la narrativa para el análisis de cinco entrevistas con profesores formadores graduados en sus áreas específicas (sin formación pedagógica) y actúan como docentes en cursos de formación de profesores de una institución pública en Uberaba, Minas Gerais, Brasil. Los resultados apuntan que los profesores graduados están en un proceso continuo de sucesivas socializaciones y la constitución profesional a la docencia atraviesa por el pensar, sentir y vivir el ser profesor en articulación entre nuestros sentidos, los sentidos de los otros y las instancias profesionales formales que constituyen este armazón repleto de interpretaciones.

Palabras clave: Historia Oral. Profesores Graduados. Formación de profesores.

Introduction

This article is dedicated to a research study on teacher education, intertwined with the methodology of Oral History. According to Thompson (2002), Oral History consists of interviews that represent an academic trend aimed at understanding and discussing society and the challenges of its processes through the intimate and personal aspects of individuals, that is, the experiences and meanings constructed by people throughout their lives or during a specific moment or theme, relived through memory.

While Oral History originates from historiography, it is often assumed that its use is confined to historical studies. However, it is possible to establish that its methodological framework recognizes, above all, individuals in their own time, in relation to the experiences lived in a distant or recent past. Therefore, it is a methodology that also provides elements for understanding non-historical themes in human sciences research, as the individual and their experiences, expressed in the present, are unique to qualitative studies.

In education, our survey of theses and dissertations shows a growing use of Oral History in non-historical educational research, especially with teachers and their training. Studies such as those by Nóvoa (2007), Garnica (2005), and Fonseca (1997) are examples of works that have long consolidated this perspective in academic and educational debates.

In this context, the aim of this article is to problematize and enhance the theoretical-methodological relationships and pathways of research on the Oral History of teacher educators, focusing on their formative trajectories. This article is part of a master's research conducted with bachelor-trained teacher educators from several teacher training courses in Uberaba, Minas Gerais. The study adopts the Oral History perspective, investigating their formative trajectories and the construction of their teaching identity.

We understand that teacher educators are individuals who work in teacher education courses, and their formative trajectories play a role in shaping the individual/teacher through experiences lived and reinterpreted in the present as part of their identity.

This article is organized into two parts: first, we will explore theoretical-methodological convergences and divergences between Oral History and research on teacher education, highlighting its limitations and contributions to scientific development. In the second part, we will delve into our research experience, giving space to the formative trajectories of our protagonists and highlighting the challenges they face in teacher education.

Pathways of Oral History for Qualitative Research with Teacher Educators

In recent years, research on teacher education, as noted by André (2010), has been shaped by a plurality of qualitative and quantitative methodologies, often combining multiple instruments or methodological choices. The author's survey demonstrated that interviews are the primary method chosen by researchers investigating teacher education. However, there have been significant developments in the dialogue with other instruments and methodologies derived from the human and social sciences.

However, despite the evidence of the predominance of interviews in qualitative studies on teacher education, André (2010) does not specifically mention Oral History as a methodological alternative for these studies. We believe that qualitative research on teacher education still leans toward structured or semi-structured interview formats, which have their purposes and attributes aligned with the objectives of each study and have contributed significantly to advances in educational studies from a qualitative perspective.

Our own survey of theses and dissertations conducted during this research process supports André's (2010) assertions. However, our aim here is not to assess the merits of Oral History in comparison to other types of interviews, nor to apply any value judgments to their relationship. Clearly, each research project follows its own path, contextualized with the researcher's objectives. What we intend to do here is to present an opportunity for the academic use of Oral History and its potential in educational studies, particularly in non-historical themes.

Despite recognizing the importance of various interview types in qualitative research, we question the potential of Oral History in studies on teacher education, considering the breadth of personal narratives and their contributions to academic discussions from a historical perspective. In the case of teachers, this approach opens a window to explore their experiences in relation to educational processes and the teaching profession.

Like Ferreira and Amado (2010), we believe that in the realm of qualitative research, Oral History represents a set of perspectives, techniques, and theories that establish it as both a discipline and a methodology, emphasizing individuals in their historical context and supporting studies focused on experiences and identity as central elements of human studies.

Thus, we consider something that seems somewhat consensual among various authors—that qualitative research is concerned with the meanings and intentions inherent in social processes,

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Based on the understanding of an intrinsic connection between the scope of Oral History and its principles as elements for qualitative research in education, one of its potentialities lies explicitly in the contextualization of the past from the present through the representation of individuals in their narratives. Thus, the principles of Oral History are understood as:

[...] powerful tools for discovering, exploring, and evaluating how people understand their past, link their individual experiences to their social context, interpret them, and give them meaning from the present moment (MINAYO, 2008, p.158).

In the context of educational research, we understand that Oral History provides a significant contribution through the collaboration of teachers and students, whether in basic or higher education, as well as various individuals involved in formal and non-formal educational processes. Given the perspective of individuals' experiences as the core of educational studies, it seems that Oral History presents itself as a viable option. From a humanistic perspective on educational research, as emphasized by Nóvoa (2007), it is impossible to reduce teacher education and education itself to mere rationalization or bureaucratic concerns. Instead, it is crucial to understand the perspectives of educational actors, that is, the individuals embedded in educational processes.

These collaborators, participants in educational processes, as individuals who interpret, construct, and reconstruct their personal and professional identities, can, through Oral History, express in their narratives their version of themes, experiences, and impressions of the entire educational context, situated in time and space.

For us, this also means emphasizing the intentionality of these individuals within the educational context, whether in their institutional or personal relations, or in their deliberate stance as narrators of their own stories. Narratives are not mere free productions; they are, above all, intellectual productions about experiences, intentionally shaped and articulated by their actors, thus constructing versions of reality (MEIHY, 2005).

This is an important point to consider in Oral History research, acknowledging that the experience narrated and woven into the temporal and spatial context conceived by the individual is a version, an interpretation, or even a production of human imagination. Therefore, a narrative from an

Oral History interview is imbued with human interweavings, personal aspects of a narrated reality. In the educational context, we believe this is even more amplified, as education is inherently composed of processes deeply shaped by human relationships.

Oral History aligns significantly with the principles of all qualitative research, as it “[...] can only raise questions, never resolve them; it formulates the questions but cannot provide the answers” (FERREIRA; AMADO, 2010, p.xvi, authors’ emphasis).

In our view, Oral History thus emerges as a methodology capable of transcending the boundaries of teacher education as a normative, bureaucratic, and rational space within educational structures. It dives into the realm of the individual, moving beyond informative or testimonial interviews, creating a space for representing individuals in the fullness of their experiences, expressions, and impressions of daily life. Through these narratives, it problematizes teacher education as a human construction of meaning.

In this context, Oral History has been established as a tool “[...] validated by oppressed groups, [...] and has come to be identified as **a history seen from below or an alternative history**” (MEIHY, 2005, p.36, author’s emphasis). In this sense, the personal history of the researched subject becomes the focus, surpassing institutional or political history, and emphasizing the lives of the collaborators—their meanings, perspectives, experiences, and narratives—which, for this work, constitutes the core of our investigative concern.

Given this challenging historical premise in the face of institutional and political spheres, we consider that Oral History holds significance within a theoretical-methodological dimension that gives voice and prominence to those who create experiences, to those who construct history through life and relationships: the subjects themselves. In this sense, for Teacher Education, Oral History emerges as a means to differentiate itself from research centered on the pragmatism of power spheres, political discussions, and institutional frameworks within education and teacher training—without dismissing their importance. Instead, it promotes teachers or other subjects involved in educational processes as the core of the research, embracing their role in constructing history, both past and present, as the individuals they are!

Clearly, we view Oral History with its academic purposes in mind, beyond mere records and archiving. We believe that it enables the consideration of subjects’ contributions as part of an ongoing process, not a finished product. It represents the history of the researched subjects, a narrative of the past told through the lens of present-day relationships and experiences, weaving stories about life, educational practices, and formative processes. Oral History, in this context, provides a unique

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The perspective of Oral History that we endorse here involves understanding that the researched subjects, who are at the center of the investigative process, are autonomous in constructing their oral accounts. They are the narrators of their own stories, and through these narratives, they share their experiences within educational and formative processes. Therefore, the core of the investigative process in Oral History lies in the narratives of these individuals, focusing on their personal experiences and daily lives in relation to the subject under investigation.

It is also important to consider that the subjects narrating their experiences in this case, focusing on formative trajectories are presenting their versions of events, rather than recounting events in their entirety or as we might expect them to be in a so-called "reality." In this sense, we align with Meihy (2005), who asserts that research involving narratives within Oral History does not seek to establish truths and facts, but rather to gather versions of events imbued with meaning by the researched subjects. Therefore, we acknowledge that Oral History narratives highlight elements of human personality, encompassing not only meanings and intentions but also silences, fantasies, lies, distortions, and other aspects of human nature. Thus, in Oral History, the narrative is:

[...] always and inevitably a construction, elaboration, selection of facts and impressions. Therefore, as a discourse in constant elaboration, the narrative in oral history is a version of events, not the events themselves. It is worth remembering that, no matter how similar the narratives of the same events may be, each time they are retold they carry significant differences (MEIHY, 2005, p.56).

From this perspective, we believe that the subjects' narratives are uniquely constructed versions, told in a singular way, and would never be spoken in the same manner again. Therefore, Oral History research does not necessarily need to seek various versions from different subjects, as it is not about seeking truths but rather valuing the experiences of individuals and the meanings they construct regarding identity, social relations, educational practices, or, as in our case, formative trajectories.

By placing experience at the core of the narratives, we align with Larrosa (2002, p.21), who states that "[...] experience is what happens to us, what touches us. It is not what happens, or what touches, but what happens to us." Many things may occur daily, but only a few of them truly touch us or become part of our personal experience. The author's perspective is crucial for considering Oral History, as subjects, when narrating their trajectories, do not reveal or even remember the entirety of events and relationships they have built or continue to build in their daily lives. However, in narrating their stories, they expose the most significant marks and sensations of their personal history.

We believe, in agreement with Larrosa, that the concept of experience goes beyond factual, technical, or concrete boundaries; it is no longer exclusively empirical or experimental. Experience is established based on the meanings we subjectively assign to it what touches us in relation to our lives, histories, and sensations. Experience, therefore, refers to the constitution of the individual in relation to the surrounding world, based on what affects them and reconstructs their knowledge, whether scientific or not. In studies of educational processes and teacher education, this aspect is crucial, as it allows for the problematization of how individuals construct meanings about educational processes or teacher training, contextualized by their trajectories and permeated by their intentionality.

In this regard, we complement this discussion on narrative with Cunha's (1997) ideas, which emphasize the power of using narratives in educational studies. For Cunha, narratives are formed as experience (for both the subject and the researcher) in the context of educational research, and in teaching, they are formed as memory and practice in teacher education.

Working with Oral History narratives also suggests the flexibility of the relationship between the researcher, the subjects, and the research process, becoming an experience for the researcher as well, who builds and rebuilds the research according to their intentions. This creates a dialogical process, almost like a triangular relationship between the researcher, the researched subjects, and the research itself, permeated by emotions, sensitivities, and the identities of all involved in the research process.

Given these assumptions, it becomes evident to us that incorporating narratives into the research process is essential in the context of teacher education and educational research in general. The focus on narratives within Oral History supports the deconstruction of political, ideological, and institutional paradigms in teacher education research, giving voice to individuals and their experiences, who ultimately construct history and transform space and social relationships.

Between Narratives, Experiences, and Formative Trajectories: Teacher Educators as Protagonists

We now move on to narrate the experiences of the protagonists in our study. As previously highlighted, through Oral History, our research explored, among other aspects, the formative trajectory of teacher educators who hold bachelor's degrees in their respective fields of knowledge but work in teacher education programs, focusing on training future teachers.

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At first glance, the fact that these educators have a bachelor's degree and work professionally as instructors in teacher education courses may create conflicts from a curricular/academic standpoint. However, beyond formal discussions about the curriculum of their training bachelor's degree versus teacher certification it is possible to identify a set of formative experiences that intertwine with the trajectories of these individuals. These experiences are not necessarily entirely tied to or determined by the formal issue of their diplomas.

The use of Oral History in our research allowed us to perceive that the trajectories of these teacher educators, despite being bachelor's degree holders in their respective fields of knowledge, open up numerous considerations about a formative process filled with experiences, sensitivities, and circumstances that shaped them as educators in teacher education programs.

In this section, we will explore the formative trajectories of the educators Miguel (Biology), Alice (Mathematics), Arthur (Mathematics), Sophia (Literature), and Davi (Chemistry) fictitious names to discuss their formative experiences in teaching. By doing so, we aim to highlight the potential of Oral History as a methodological pathway in educational research, focusing on the intimate and personal aspects of the subjects' lives and the meanings they have constructed over time in relation to teaching.

Our narrative of these five teacher educators' formative trajectories, who participated in our research, will be organized around three sets of experiences they shared with us: personal formative experiences, which revolve around their childhood, adolescence, and family relationships; formal formative experiences, expressed through their relationships with school and university as formal educational spaces; and finally, their everyday formative experiences, which relate to their work as teacher educators in licensure programs and their interactions with individuals and institutions in the educational process.

The organization of our analysis through a "narrative of narratives" is grounded in the principles of Bolívar Botía (2002), who argues that researchers produce their own narratives from the subjects' stories, interpreting and expressing their readings of the chosen theme without constraining the subjects' voices into categories and while considering their uniqueness. Thus, the theoretical framework guiding the analysis helps us think through formative trajectories without reducing the subjects' narratives to rigid classifications. Our writing, therefore, is not focused on constantly citing various authors but rather on presenting our intentional interpretations in the form of a narrative that dialogues with the readings of these scholars.

When discussing the narratives of the teachers, we acknowledge that, for the purposes of this text, it is not possible to delve into the full richness and detail of the collaborators' experiences. However, we will highlight the aspects that, as researchers immersed in the research process, stood out to us most significantly in our interpretive process.

This approach emphasizes the power of narrative in capturing the complexities and nuances of each teacher educator's formative journey, as well as the value of Oral History as a means of understanding how personal, formal, and professional experiences come together to shape educators' identities and practices in teacher education.

Personal Experiences in Formative Trajectories

Childhood, as narrated by the collaborating teachers, emerges as a profoundly impactful space in each of their lives, filled with unique characteristics and diverse stories. We agree with Dubar (2005) that childhood plays a crucial role in identity formation as the initial process of constructing meaning. The experiences shared by these bachelor-trained teachers often revisit significant moments from their childhood, perhaps lacking in detail but imbued with memories that evoke emotions, touch them deeply, and provoke reflection in their narratives.

For us, these childhood experiences form a foundational framework of unique characteristics for each collaborator, shaping their formative trajectory and contributing to their identity as individuals and as teacher educators. These experiences were carried forward as personal marks and values throughout their lives, often unconsciously reproduced in various social interactions, while simultaneously being reconstructed and reinterpreted through new experiences.

Let's begin with the narrative of Professor Miguel, who holds a bachelor's degree in Biological Sciences and is a Master and Doctor in Geology, working in the field of Paleontology in a teacher education program. A significant aspect of his formative trajectory, as highlighted in his narrative, is his childhood dream of becoming a paleontologist. This experience, which permeates his entire story, recalls a series of formative childhood references that were impactful enough to shape his sense of professional belonging from an early age. The dream, shaped by both historical and social contexts, and at the same time infused with Miguel's subjectivity, became an ongoing experience that did not encounter a clear break throughout his formative trajectory. However, his childhood dream was reconstructed and reinterpreted, leading him to not only become a paleontologist but also a professional he had not anticipated: a teacher. Let's look at his words:

I've always liked animals and dinosaurs, so my dream was to become a paleontologist. When I was 12, the movie Jurassic Park came out, and it was an inspiration for me. I already liked dinosaurs before, and when I watched the movie, I remember knowing the names of the dinosaurs and everything [...] I think it gave me that extra push. So, I wanted to be a researcher, not a teacher [...] (PROFESSOR MIGUEL, 2015).

In the case of Professor Miguel, the meanings attached to his childhood aspirations remained constant throughout his formative trajectory, without any abrupt changes. Instead, his experiences provided contexts that gradually shaped and reshaped his professional path later during his undergraduate studies. Throughout this process, the professional attributes and **dreams** of his childhood - becoming a scientist - were never lost. Rather, they were reinterpreted to form his professional identity as a teacher.

Professor Alice holds both a bachelor's and a master's degree in pure Mathematics and transitioned to work in the field of mathematics education throughout her career. She describes her personal characteristics from childhood, portraying herself as a good and obedient student. Her reference point is her family relational context, as she speaks about the influence of her father and mother in encouraging her to excel in her studies. Alice's parents valued supporting and motivating their daughter to study, which is evident in her accounts.

I attended kindergarten, primary education, and during this process, I completed high school at night while taking a teaching course during the day. Perhaps something in that experience contributed to my reluctance to become a teacher, because during the teaching internship, with a bunch of little kids, I saw the reality of literacy. I did it because my father said it was important, and that if anything else didn't work out in my life, I could be a teacher. But my focus was on the evening high school course because that was where I would gain the knowledge to prepare for the entrance exam. I already had a preference for the exact sciences [...] (PROFESSORA ALICE, 2015).

Professor Alice's narrative highlights the influence of her family, particularly her father's perspective, which led her to not want to become a teacher. At the same time, this contributed to a pejorative view of the teaching profession - that it was merely something to fall back on if nothing else worked out - long before she even completed high school. This experience significantly marks her trajectory in terms of professional definitions. As we will see later, the experiences in Professor Alice's formative journey will deconstruct and reconstruct these concepts. Although the threads of her childhood are impactful, the circumstances of her life will not make them determinative for her role as an educator.

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Professor Sophia, who holds a bachelor's degree in Languages and a master's and doctorate in Literature, also attributes significance to her family relationships as the core of a social process that values education throughout her formative trajectory in childhood, influenced by her academic background. After all, she is the daughter of a PhD in Physics and a mother with a Master's degree in Geography, and she also pursued an academic career. This influence is socially constructed in her formative journey, perhaps unconsciously, as Sophia acknowledges that, at one point, she did not appreciate her parents' academic pursuits. However, at another moment, she attributes importance to them, reflecting a back-and-forth process regarding this influence.

I think my parents mirrored something for me [...] over time, I realized that this was essential to my trajectory and how I approached my studies. I believe that when we are very young, there is a phase of denial, a bit of that, because my parents always expected certain behavior from us. So much so that I always joke with my students today when they say: 'Wow, teacher! Getting a compliment from you is really difficult!' Well, I was raised by a Russian-Jewish father and a Cuban mother! I was taught from a young age that compliments are quite scarce and come only after a long process of merit. So, I think that really stayed with me (PROFESSORA SOPHIA, 2015).

In addition to a family experience focused on education, as both of her parents held high degrees and expected certain behaviors from their children, Professor Sophia also discusses how this stricter influence from her parents impacted her development as a teacher. She experienced influences tied to the cultural context of her family, which shaped her identity throughout childhood, oriented toward an academic focus and a personality she considers to be more rigid and demanding.

We align with Dubar's (2005) assertions, believing that childhood experiences, especially within the family context, construct meanings that persist throughout individuals' trajectories, particularly concerning a set of personal characteristics and values attributed to family relationships. These meanings can obviously be constructed and reconstructed over time and through other experiences, but they are rooted in the positions of individuals as expressed directly or indirectly in their narratives.

Another example is Professor Davi, who holds a bachelor's degree in Chemistry, as well as a master's and doctorate in the same field. He describes himself as a very quiet and shy child, personal characteristics that, we believe, led him to provide few details about his family relationships. However, he attributes significant meaning to his childhood through music and the influence his mother had in this process. Throughout his narrative, Professor Davi emphasizes the lasting impact

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[...] My contact with music in adolescence came from my family, particularly through my mother's influence, and I see that, in a way, the study of music led me to a context of great discipline, as it requires a lot of discipline. So, I was always a very disciplined child. On the other hand, I already had the responsibility of music, and I was taking lessons at a music teacher's house, so all of this helped me create a routine of studies, tasks, and so on. And I carry that with me to this day (PROFESSOR DAVI, 2015).

This process of social connection with his mother's influence, in addition to involving him in a family experience marked by the cultural characteristic of music, constituted elements that formed a set of personal traits for Professor Davi. He cites discipline, autonomy, and determination as clear reflections of his relationship with music and, consequently, with his family group. Throughout his narrative, he illustrates how these characteristics manifest in his role as a teacher, whether through rigidity, adherence to routine, or the disciplinary expectations he upholds in his classes.

In the case of Professor Arthur, who holds a bachelor's and master's degree in Mathematics, the family and familial context emerged circumstantially as a catalyst for a break from his lived reality during childhood and his social context. Acknowledging the important role of his parents and relatives in his trajectory, Arthur narrates his resistance to the context and the specific circumstances in which he experienced his childhood and adolescence in a rural area, where he saw no prospects for pursuing what he loved studying. He began working in the fields at an early age, and no one in his family or social circle had studied much, nor did they see the usefulness of education.

[...] in my childhood, school was what I enjoyed doing the most! That's the most vivid and significant memory I have of my childhood. I would do anything to go back to school. My relationship with school was always one of fulfillment. I found it very difficult to be out in the fields, and my whole family, my siblings, all took the opposite path because they dropped out of school due to the heavy work in the fields. So, my focus was always on trying to do the opposite. My focus was always on school because that's where I found fulfillment; I felt good there and liked doing well and getting good grades (PROFESSOR ARTHUR, 2015).

Arthur cannot pinpoint the reason that drove him to fight against the adversities of rural life, but he attributes meaning to the intensity of his feelings about being in school, studying, and finding satisfaction in being there. Even in a family and social group where school and education do not constitute a reproduced social and cultural experience, nor do these groups assign meaning to it,

Professor Arthur narrates his resistance, stemming from an element he himself does not understand but is related to a desire to change and not to identify with that context for his entire life. This resistance has become a strong mark on his formative trajectory as a teacher. In addition to these experiences of constant dissatisfaction with the realities he has faced since childhood, he also narrates his professional journey and his role as a teacher. Arthur expresses a persistent discomfort and dissatisfaction with the problems of the profession, which drives his dedication to institutional struggles within the university.

We have highlighted some aspects of the personal experiences that permeate the narratives of teacher educators, which constitute characteristics of their formative trajectories for teaching in higher education. We believe that these aspects, which are just a few among many others that could not be described here, form life stories that are directly related to who these individuals are, both personally and professionally. Recognizing these elements has been important for discussions on teacher education and the professional constitution of teachers, as corroborated by Dubar (2005), Roldão (2005), Nóvoa (2007), and Pimenta (2009).

Moreover, we view Oral History and its potential, based on our research experience, as a methodology that encompasses a wide range of accounts of subjects' experiences and the social and personal aspects that involve their sensitivities, life histories, and values. Regardless of the theme addressed in educational contexts, this methodology can provide researchers with a more humanized perspective on the individuals involved in their studies.

For us, considering individuals in educational processes also means reflecting on their dreams, their stories, the place from which these people speak and express themselves, and the contexts that give meaning to their practices and social relationships. In this regard, we are convinced that the personal experiences of the formative trajectories of these bachelor-trained teacher educators have been crucial for understanding the professional constitution of these individuals, regarding who they are or claim to be.

Formal Experiences in Formative Trajectories

What we refer to here as the formal experiences of the formative trajectories of the bachelor-trained teachers who collaborated in the research pertains to the processes, experiences, and references related to institutionalized education. This includes their schooling, university experiences,

Narratives of teacher trainers: between schemes, experiences and formative trajectories and postgraduate studies, considering them as formal educational spaces that constitute important aspects of their trajectories.

Generally, regarding the school experiences of the collaborating teachers, the narratives attribute significance and meaning to personal references from basic education teachers and how these have influenced their formative trajectories. Professors Arthur, Alice, Sophia, and Davi narrated examples of teachers who inspired them or encouraged them to study or even to engage in teaching practice. In all these narratives, despite their uniqueness, each collaborator shared different situations and characteristics that made these basic education teachers their role models.

Conversely, Professor Miguel, taking a different path, recounted that his experiences in basic school were discouraging for his conception of teaching and his desire to become a teacher. According to him, the basic education teachers did not have a close relationship with scientific knowledge, and from a young age, he wanted to be a scientist, not a teacher. The marks narrated by Professor Miguel in his formative trajectory have shaped his conception of being a teacher to this day, as he believes that there are many conditions lacking for basic education teachers to approach scientific knowledge as those in higher education do. This concern with teaching, primarily in terms of scientific affiliation, is remembered throughout Miguel's narrative.

We align with Roldão (2005) and Pimenta (2009) in believing that the social relationships and formal processes individuals experience over many years in basic education leave lasting marks on their professional teaching constitution. Generally, the references and examples that individuals encounter during this experience are carried throughout their formative trajectory and often reproduced in their teaching practices, whether in basic education or as university professors.

Based on the formal experiences of the formative trajectories of the collaborating teachers, we consider that the biographical process of the interests and contexts that led individuals to their initial training and postgraduate courses constitutes an aspect of their professional constitution that is historically situated in their trajectory. These processes and social relationships, along with a sense of belonging derived from their childhood and basic school experiences, are reconstructed through institutional and socialization processes during initial training, postgraduate studies, and the personal and professional experiences individuals undergo, which touch and mark their memories, shaping them as historically dimensioned subjects in their contexts.

We believe, grounded in Dubar (2005), that formal formative experiences consist of socialization processes that are not isolated; they are not determinative due to their institutionalization in the formative trajectory. We contend that formative experiences represent a historical-biographical

construction of the individual and a successive socialization that is interconnected with childhood, transitional pathways, social contexts, and the personal characteristics of the subjects. This means that education is an element linked to the individual's trajectory and is not static or definitive, as it depends on the reconstruction of prior socialization processes and can still be reconstructed later through new socialization processes and experiences.

The subjects' sense of belonging to the profession throughout their formative trajectory is reconstructed in their initial training according to the social and institutional context and experiences disruptions when faced with the possibility of academic training in postgraduate studies. What intrigues us about this process is the dualities of formative experiences, as it is not their professional roles as bachelor's degree holders in their initial training that determine their paths, but rather the academic formation of the collaborating teachers that leads them to assume teaching roles in higher education as part of their professional identity. We observe that this aspect becomes an integral and inherent part of their trajectories.

In the narratives of Professors Arthur, Miguel, and Davi, conflicts related to the initial dualities concerning their sense of belonging or not belonging to teacher education programs are revealed. For Professors Alice and Sophia, the relationships of belonging to teaching are reconstructed over their formative experiences.

For example, Professor Davi expresses in his narrative the reconstruction of his professional belonging throughout his formative experiences, transitioning from an intentional affiliation with the role of a chemist in the job market an aspect stemming from his initial training to the reconstruction, through socialization, of his professional belonging to academia in a postgraduate program, which he characterizes as training for researchers rather than for teachers.

[...] When I started the Chemistry course, I aimed to work in the industry. [...] I didn't see any other opportunities for someone with a degree in Chemistry. But over time, as I became involved in academia, I encountered new information and new expectations, which contributed significantly to shifting my focus away from the industry. It gave me a push during my scientific initiation that made me look at postgraduate studies differently [...] and from the professors I had who also influenced me (PROFESSOR DAVI, 2015).

These experiences lived by Professor Davi in his formative trajectory are due to the cultural and scientific context of the university where he completed his education. The culture of scientific initiation, as he describes, redefined his professional expectations, and the academic environment of the university, along with the professors and established research, inspired and motivated him to

Narratives of teacher trainers: between schemes, experiences and formative trajectories reconstruct his sense of belonging, focusing on postgraduate studies. Throughout his narrative, the professor emphasizes that his training did not relate to teaching, even in postgraduate studies, which, according to him, was realized more in his practical role as an educator.

On the other hand, Professor Miguel, who from his childhood and school experiences did not want to be a teacher but rather a scientist, narrates that it was during his undergraduate and postgraduate studies that he began to understand the professional paths he would take to achieve his childhood dream of becoming a paleontologist. In his narrative, the first references and experiences during his undergraduate studies emerge as significant milestones in his trajectory, and he states that these experiences led him to redefine his conceptions about being an educator.

Despite wanting to be a researcher since childhood, I didn't know how things worked here in Brazil, and during my undergraduate studies, I realized that to be a researcher in Brazil, I would have to be a teacher. So I started to accept that idea, and over time, I began to see that being a teacher wasn't a bad thing as I had thought. When I was a child, I genuinely thought: 'Oh, I'm not going to be a teacher; I'm going to be a researcher!' as if it were something of lesser merit (PROFESSOR MIGUEL, 2015).

Professor Miguel reconstructed his definitions and interests based on the experiences he lived during his undergraduate and postgraduate studies, and in a way that was conscious and aligned with the university context and structure, he began to develop a sense of belonging to the teaching profession. This mark on his trajectory, stemming from his formative experiences, still reflects the ideals and context he experienced in childhood, as Miguel continues to attribute importance to teaching from a scientific perspective, while recognizing himself as a university professor and not merely a scientist.

Similarly to Professors Miguel and Davi, Professor Arthur narrates the context of the institution, his socialization with professors, and the knowledge production for research that shaped his formative trajectory. Arthur discusses the ideological disputes and dualities existing between the Licentiate and Bachelor's degree programs in Mathematics at his university.

In his formative experience, he describes how these dualities influenced him, through the impact of his professors, competition among students, and especially his belief that the Bachelor's program contained more content and that one learned more Mathematics compared to the Licentiate program. Professor Arthur's narrative clearly exposes his own intentions to focus on the Bachelor's program and his lack of identification at that time with the pedagogical subjects of the Licentiate. His commitment was to mathematical work; it was what inspired him, intrigued him, and allowed him to construct meaning for his profession.

At that moment, I also had no identification with the Licentiate program or with being a teacher, as my focus at that time was to learn Mathematics! Back in my time, the discourse and differences between the degree programs were very striking, because in the Licentiate there were pedagogical courses, right? So we would look at that and think: 'But I want to learn Mathematics, so I'm going for the Bachelor's degree!' That was the kind of circumstance I lived in and noticed in that environment (PROFESSOR ARTHUR, 2015).

It was during his postgraduate studies that Arthur reconstructed his sense of professional belonging, breaking away from the professional expectations of a mathematician in the job market and embracing the idea of academic training as a prerequisite for teaching in higher education. The professor characterizes this process as something natural that happened in his life. However, we believe that his experiences during postgraduate studies, where the socially constructed idea is that one prepares for higher education, were a significant milestone for this redefinition of interests and feelings toward the profession, charting unexpected directions in his formative trajectory.

On the other hand, the narrative of Professor Alice, who graduated in Mathematics from the same program and university as Professor Arthur, reveals different experiences and meanings constructed by her during her formative journey. Her decision at that time to pursue a bachelor's degree was already a conscious act of not wanting to become a teacher. Her trajectory throughout her initial training reaffirmed her commitment to the Bachelor's program in Mathematics, and this context of formative experience led her to define her path toward postgraduate studies as a continuous trajectory inherent to that context, as she wanted to professionalize herself to practice the profession of Mathematics.

During my undergraduate studies, I already took some master's courses in Mathematics and [...] I had already chosen my advisor, who worked in the area of coding. At the time, he was a well-respected professor at the institution with a large network of other professors. [...] What happened during the master's program was that we had, well, I don't know if they were problems, but perhaps due to my inexperience, my advisor, who had been my professor during my undergraduate studies, had a style that allowed the student more freedom, unlike the majority of advisors who were very demanding. Due to my lack of experience in understanding what it means to write a master's thesis and how that process works, I think I struggled a bit [...] In the meantime, an opportunity for work arose in São Bernardo do Campo, and that's when I decided to take a break (PROFESSORA ALICE, 2015).

Postgraduate studies were a moment marked by what the professor considers a traumatic experience that profoundly affected her professional and personal life. During this time, the processes

Narratives of teacher trainers: between schemes, experiences and formative trajectories of socialization completely shattered the professional expectations she had regarding being a mathematician. The meanings constructed from this experience moved the professor during the interview, as it involved reflection and decision-making that confronted all her previous expectations and the pressure for an academic career. Her initial decision not to pursue a doctorate served as an escape valve, as she was still uncertain about the professional relationship she would later build. This escape eventually led her to teaching in higher education, which we will highlight further in this text.

In contrast, Professor Sophia's narrative reveals the feelings of uncertainty she experienced during her undergraduate training, both in the transitional path to her degree and in the conflicts of interest within the field of Languages. She had not clearly defined her professional expectations and, at the same time, was teaching English in language courses. The collaborator discusses the differences she perceives in her relationships with teachers during her formative journey in both her undergraduate and postgraduate studies, which she characterizes as distant, and how she attempts to overcome this distance in her current practice. Sophia believes that today she does not reproduce this distance in her teacher-student relationships due to the formative experiences she shared with her doctoral advisor.

The postgraduate process was a direct continuation after my undergraduate studies. So, I finished my undergraduate degree and then immediately entered the master's program and later the doctorate. I think I was much happier during my postgraduate studies because I took all the courses I wanted [...] I believe that every class I took brought me some form of theoretical or practical knowledge that I somehow incorporated into my lessons. A lot of what I learned actually served me well in my professional experience, and I took the opportunity to use it in my own classes (PROFESSORA SOPHIA, 2015).

However, in the case of Professor Sophia, it is during her postgraduate studies that her formative experiences reconstruct her professional belonging, allowing her to view academia as a pathway to a teaching career in higher education. This experience is consciously defined for her, given the autonomy she had during this formative process, the joy she felt in studying what she wanted, and, above all, the theoretical and practical content she describes as influencing her lessons today. In fact, Professor Sophia was the only one to narrate a direct relationship between her education and her teaching practice.

Nevertheless, we believe, in accordance with Dubar (2005), that formative experiences—whether in school, undergraduate studies, bachelor's programs, or postgraduate studies—are biographically intertwined with the successive processes of socialization and personal and institutional experiences of individuals in their formative trajectories. Both the bachelor's and

postgraduate programs are not isolated processes; they constitute dynamic professional training processes situated within the context of institutions and the lives of the collaborators. We argue that Oral History has enhanced the research's openness to these elements, which consist of experiences filled with emotions, traumas, decisions, uncertainties, overcoming challenges, and achievements that are inherent to the identity formation of these teachers.

However, we also consider that beyond these formal elements of the formative trajectory, the collaborating subjects enrich the debate on this formative experience through reflection on the experiences that touch them in their teaching practice. This process of questioning and reconstructing teaching experiences reshapes their professional identities in reference to a socially constructed professional commitment to teaching (Pimenta, 2009). We will argue this process, which is personal and full of dualities and conflicts in the trajectories of bachelor-trained teachers, in the next axis of meaning.

The Everyday Experiences of Formative Trajectories

We understand the everyday experiences of formative trajectories as the relationships with teaching practices that emerge significantly in the narratives of the researched bachelor-trained teachers, each with their singularities, in their daily roles as teacher educators. The collaborators recount how their teaching experiences have marked their trajectories, provoking reflections, ruptures, redefinitions, and new perspectives on teaching, particularly in their interactions with others (students and other teachers) and with the institutional and bureaucratic frameworks surrounding their work in higher education.

These elements relate to the socialization processes experienced in teaching practices, the narrated experiences that have most profoundly impacted the professional formation of these teachers, and how these marks reconstruct the sense of belonging of individuals in their trajectories and reshape them for a professional commitment to teaching. We emphasize that this process of commitment is socially constructed, but stating this does not imply that commitment does not also presuppose formal elements of teacher professionalization - such as a teaching degree and/or ongoing training - but that commitment and teaching identity are also not determined solely by these factors.

In addition to Dubar's (2005) assumptions to argue about the socialization processes that individuals experience in their work, we also incorporate discussions from Roldão (2005), Shulman

Narratives of teacher trainers: between schemes, experiences and formative trajectories (2005), and Vasconcelos (2012) regarding the mobilization of knowledge for teacher formation and the adoption of this knowledge as professional specificities that construct their sense of belonging.

Professor Miguel, while narrating his initial teaching experiences, reveals the role of the teaching internship carried out during his postgraduate studies and contrasts it with his first effective teaching experience. The collaborator assigns different meanings to the contexts of his relationship with students; while during the internship he had a large and apathetic class, in higher education, with a smaller class and as the course instructor, his relationship with the students was closer.

I had experiences as a professor during my postgraduate studies because I was always a CAPES scholarship holder and had an internship [...]. That first contact was a bit strange because the students saw us more as interns than as teachers, and, of course, we really weren't. I was an assistant or something like that [...] By the middle to the end of my doctorate, I got a job in Lavras. There, I took over the classes, I became the instructor for the classes, and it was a fantastic experience, completely different from what I had during the internship. I didn't have any difficulties; it felt natural. When I started working there, I began to supervise some students' final projects, and it was a greater motivation because you're there helping in their formation, not just in teaching and licensure but also in research [...] There, I had the opportunity not to focus solely on teaching as I did during the internship (PROFESSOR MIGUEL, 2015).

The sense of belonging that Professor Miguel reconstructed in this process referred to the professional commitment that his social role demanded of him. As an intern, he did not feel like a teacher; he did not find meaning in teaching and considered himself merely an assistant. The formal and institutional act of taking on the responsibility of a course granted him attributes of belonging to the teaching profession.

He feels like a teacher in the process of socializing with the students, as it is the students who assign him the role of teacher or intern in the classroom, with different personal and power dynamics that lead him to reconstruct his own acts of belonging. Miguel further reconstructs his sense of belonging as a professor because, unlike during his internship, he could go beyond just teaching and engage in research supervision and extension activities, which makes him feel like a professor in higher education. The teacher reaffirms in his narrative his sense of belonging to teaching in higher education, marked by his scientific ties. These characteristics are also evident at various points in his narratives.

On the other hand, Professor Sophia has a unique process regarding her teaching experiences, as she has been teaching foreign languages since she was 14 years old. The collaborator recounts that she always felt a tremendous weight of responsibility when teaching and that, at that time, she realized

that to cope with this weight in the profession, one must have a solid understanding of the content. The professor constructs her first act of belonging to the profession based on this relationship with knowledge necessary for teaching, meaning that this content becomes a symbolic significance of what it means to be a teacher for her.

But my luck, I always tell my students, is that one important thing for a teacher is that you may not be the best teacher in the world, you may not have the best teaching style, you may not be the one who writes beautifully on the board, but if you don't have content, you won't achieve anything! You can be an excellent lecturer, but you have to have content; it's essential! So, from my very first classes at 14 years old, I began to realize that I had to take a lot of responsibility for what I was doing. I believe that teachers don't just go with the flow; I don't think we can just invent things. We can change our focus or do things in unexpected ways due to various factors and situations, but inventing knowledge is impossible; it's a task that requires a lot of preparation and study (PROFESSORA SOPHIA, 2015).

Throughout her trajectory, Professor Sophia assigns new meanings to this sense of belonging, asserting that once a teacher possesses content knowledge, they can rework the ways of engaging with that knowledge, or it is from that knowledge that the teacher can act more unexpectedly in the classroom. These attributions are constructed biographically and imply a reflective process based on professional teaching practice. Shulman (2005), Pimenta (2009), and Vasconcelos (2012) have identified content knowledge as one of the inherent aspects of teaching, but not the only one. This leads us to reflect that Professor Sophia possibly brings from her family and school references this attribution of meaning to the teaching profession based on content.

Sophia emphasizes in her narrative that the practical nature of her teaching experiences in language classes, both in basic education and at private universities, contributed to her ability to mobilize her knowledge as a teacher. For the collaborator, her formative experiences have always been research-oriented and have often been very solitary which may also justify her almost exclusive focus on content in becoming a teacher. This narrative reinforces her conscious construction of acts of belonging to teaching based on the mobilization of knowledge in her teaching experience, as pointed out by Larossa (2002), and in the marks they leave on her identity formation process, which she continues to bring into the classroom with her students in teacher education.

Like Professor Sophia, Professor Davi also attributes his early teaching experiences in basic education as the moment when he had the opportunity to mobilize his knowledge as an educator and reflect on the differences between school knowledge and academic knowledge that he applied in his formative experiences. The collaborator states that he now sees that his postgraduate studies did not

Narratives of teacher trainers: between schemes, experiences and formative trajectories prioritize teacher training for higher education and the mobilization of knowledge. Although during this process, the professor took supplementary courses for his teaching degree, the meanings that mark Professor Davi's trajectory relate to his experiences in the classroom rather than his formative experiences in supplementation.

I see now that the programs, or at least the program I participated in, have a certain deficiency because the didactic aspect of teaching practice is not well addressed in the postgraduate program. We were focused on content improvement and the development of data collection, processing, and analysis of results. Of course, there were some courses focused on seminars, but that wasn't the emphasis. Even though I was there to carry out research activities, there wasn't much focus on how to be a teacher. My great learning experience in this sense was parallel; I taught a few classes in high school, and that's where I managed to bridge academic knowledge with school knowledge [...] In the classroom, the teacher faces the challenge of dealing with students, with strategies, and with knowledge of the content (PROFESSOR DAVI, 2015).

In the process of socialization with students in the classroom, Professor Davi narrates a conflict he experiences in his teaching practice, similar to what Sophia described, regarding the foundational context that students bring from basic education, which undermines their training in higher education. At the same time, the collaborator expresses his own difficulty in managing this conflict, admitting that he is unprepared for it and constantly evaluates whether students can establish the basic minimum knowledge he believes is necessary for their professional education.

In this last aspect, Professor Davi reconstructs his acts of belonging to the teaching profession based on the formative processes he has experienced throughout his trajectory, acknowledging that he lacks training to handle this context in the classroom. Thus, his professional practice is directed toward the minimum content that he deems necessary based on his experiences.

Professor Arthur, on the other hand, recounts his early teaching experiences at private universities in São Paulo. The collaborator refers to the way professors taught during his undergraduate studies, stating it involved solving equations on the board. When he tried to replicate this model in a private university context, he struggled, both due to his own difficulties and those of his students.

The professor reflects on his process of changing strategies to address his challenges and engage students' knowledge through challenges, thereby reconstructing his professional practice through socialization processes with students, characterized by new acts of belonging. Arthur mentions that he feels a need in his classes to justify the importance of the content for the students' professional development, as he did not have that in his undergraduate program. This reference for mobilizing

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knowledge in the classroom has been reworked, according to the collaborator, through his own practical experiences, both in jobs where he applied mathematics and in his experiences in the classroom. This process of change, which the professor describes as ongoing in his classes, implies a reflective process that confers a sense of belonging to his professional practices, as he reworks the knowledge mobilized by his teaching efforts.

I start my class with an introduction showing the importance of where the topic is coming from and where we are going with it. [...] I missed this in my undergraduate studies, for students to understand the importance and where they will apply that content. [...] In mathematics, I have a lot of trouble perceiving abstract concepts, so I reverse it; I start with the practical, the application, the concrete, and then I guide the student to the abstract. When I realize that this makes a difference, it's great! (PROFESSOR ARTHUR, 2015).

The professor Arthur attributes a certain uncertainty to his training in mobilizing knowledge for teacher education. The collaborator explains that he tries, through seminars and students' explanations on the board, to explore the didactic knowledge of the content. For the professor, it is important to know that he is training teachers and to think of his class with this purpose. However, the professor is unsure if he is doing the right thing in his classes. This process, in my view, places Professor Arthur in an act of belonging to the teaching profession, conscious of his performance and also of his formative limits.

We believe that this process of reflection on his professional practice involves various elements of socialization that come into conflict: with the students, with the institution, with his own formative experience, and with the knowledge reworked from his trajectory. This broad reflection process that Professor Arthur undertakes, even without specific training for teaching, constructs acts of belonging to the specificities and realities of the teaching function.

Professor Alice narrates how her teaching experiences in private universities reconstructed her mobilized knowledge for teaching, stemming from a conflicting relationship with students in the classroom socialization process, drastically altering her trajectory and leading her to work in the field of Mathematics Education today.

Alice's narrative attributes strong meanings to the experiences that marked her at the beginning of her teaching career regarding the professional elements constructed and conflicted in the socialization process with students. The collaborator, who transitioned from being certain she did not want to be a teacher to needing to work in her trajectory, shares the difficulties she faced in her teaching role and how those changes marked her professional rupture.

Narratives of teacher trainers: between schemes, experiences and formative trajectories

Alice shares her experiences and the doubts surrounding her with practical elements of teaching, such as planning, assessment, and curriculum elements of professional teaching that, until then, her training had not provided her with the support to rework in her work with the institution. The first references she narrated for overcoming these challenges were the models she experienced in her undergraduate studies and the help of her colleagues at the university.

The most striking aspect of Alice's narrative is the socialization process with students in a private university context: they wanted to be teachers and demanded knowledge from her beyond mathematical content. The marks that the collaborator brings in her narratives through questions asked by students, provocations, and challenges faced in these teaching experiences emphasize reflections on professional practice for constructing new acts of belonging to teaching.

They would come in and ask about the fact that I was a bachelor's degree holder teaching a degree program without ever having been in a basic education classroom. This question came from students at the private university. I usually responded to their inquiries by saying that it was important for them to have a comprehensive understanding of mathematics so they could acquire solid knowledge of the subject. Then one student asked me: "But why do I need solid knowledge to teach in basic education?" I didn't know! That was the answer I gave. He told me: "Isn't it because you lack a connection in your training with basic education?" And I replied that I did lack that connection. From that point on, I started to get closer to people in the field of mathematics education and education who worked at the university. I began participating in research groups, pedagogical meetings [...] and started to think, for example, about what algebraic structures are important for basic education? [...] It's not about dismissing the content, but the big challenge of the degree program is to help students in the course see how that content will be addressed explicitly or not in elementary and high school teaching (PROFESSOR ALICE, 2015).

We believe that the memories detailed by Alice emphasize the meanings she produced and the ruptures she constructed in her personal and professional commitment to teaching. This rupture reconstructs her socialization processes, particularly redefining the teacher's interests towards a new area of mathematical knowledge, seeking theoretical and practical elements that could support the needs of the teaching practice she experienced in that context of the private university.

Final considerations

Our objective throughout this text has been to problematize and enhance the theoretical-methodological relationships and pathways of research on Oral History concerning teacher trainers, emphasizing their formative trajectories. We aimed not only to conduct a theoretical essay on the

assumptions of Oral History for teacher education but also to analyze the formative trajectories of five teacher trainers and some aspects of their narratives.

Through the text and our narrative about the formative trajectories of these teacher trainers, we elucidated important aspects of the theoretical-methodological relationship of Oral History as a catalyst for narratives in teacher education and how their singularities constitute also singular and historically situated interpretations of the individuals involved in educational processes, in our case, the bachelor's degree teacher trainers.

Our interpretation intentional and singular highlighted aspects of experiences that were significant in the subjects' narratives: personal experiences, formal experiences, and everyday experiences in the formative trajectories of the researched teacher trainers. Obviously, this interpretation is a product of our reading in dialogue with the references cited in the text in line with the narratives of the researched teachers.

This means that our research provides evidence and support for thinking that the formative trajectories of teacher trainers encompass these three types of experiences, which are neither unique nor fixed nor pragmatic but rather offer contours of the processes lived by individuals at different life stages as part of their personal and professional formative processes.

The narratives are much richer than we have presented here—we have only included small excerpts and interpretations due to the constraints of an article—and would allow for even more experiences to guide, in an unfinished and ongoing manner, discussions on formative trajectories and the contribution of Oral History in this research. Nevertheless, we believe this article can contribute to the various perspectives and interpretations that we researchers can offer for the subjects who are, who live, and who construct our research.

We argue here that it is not possible to affirm that the professionals at the time of the interviews are the same professionals today. However, it is possible to assert that the bachelor's degree teachers, the licensed teachers, and you, the reader interpreting this text in your own way, are all in a continuous process of successive socializations, and that in order to constitute ourselves professionally in teaching.

Narratives

PROFESSOR ALICE. Narrative. Uberaba, Minas Gerais, June 16, 2015.

PROFESSOR SOPHIA. Narrative. Uberaba, Minas Gerais, June 23, 2015.

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PROFESSOR ARTHUR. Narrative. Uberaba, Minas Gerais, June 25, 2015.

PROFESSOR DAVID. Narrative. Uberaba, Minas Gerais, June 17, 2015.

PROFESSOR MIGUEL. Narrative. Uberaba, Minas Gerais, June 28, 2015.

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