

## CONTINUOUS SCHOOL MANAGEMENT AND THE CONSTITUTION OF IDENTITY PROFESSIONAL

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### SUMMARY

School management and continuing education play a fundamental role in building educators' professional identity. Professional identity is a complex concept that involves the notion of social subjectivity—the way professionals perceive themselves and are perceived in their work context. Educators' professional identity is constructed in different contexts, including initial training, teaching practice, and interaction with the school community. In this sense, continuing education is essential for professional development and identity development, as it allows educators to update their knowledge and skills, as well as reflect on their practice and professional identity. School management also plays an important role, as it can influence how educators feel valued and supported in their work, which can directly impact the development of their professional identity. Therefore, it is crucial that schools and education systems prioritize continuing education and effective school management to support educators' professional development and identity development.

**Keywords:** School Management, Professional Identity of Educators, Education Systems.

### ABSTRACT

School management and continuing education play a fundamental role in the construction of educators' professional identity. Professional identity is a complex concept that involves the notion of social subjectivity, that is, the way professionals perceive themselves and are perceived in their work context. The construction of educators' professional identity occurs in different contexts, including initial training, teaching practice, and interaction with the school community. In this sense, continuing education is essential for professional development and identity construction, as it allows educators to update their knowledge and skills, in addition to reflecting on their practice and professional identity. School management also plays an important role, as it can influence how educators feel valued and supported in their work, which can directly impact the construction of their professional identity. Therefore, it is essential that schools and education systems prioritize continuing education and effective school management, aiming to support the professional development and construction of educators' identity.

**Keywords:** School Management, Professional Identity of Educators, Teaching System

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## 1. INTRODUCTION

Ongoing school management has been recognized as a fundamental element for strengthening basic education and the professional identity of educators. In an increasingly dynamic educational scenario, education professionals are required skills that go beyond the technical-pedagogical domain, encompassing ethical dimensions, cultural and political. Continuing education, in this context, emerges as a process that does not only update knowledge, but also contributes significantly to the construction of teaching identity, articulating practical knowledge with the daily challenges of schools.

The identity formation of education professionals occurs in multiple contexts historical, social and institutional — which directly influence the way in which subjects perceive themselves and act in their profession. According to Dubar (2005), professional identity is not a fixed fact, but a process in constant construction and negotiation, marked by formative experiences and interactions within the school environment. School management, when it promotes spaces for dialogue, reflection and collective action, favors the emergence of collaborative and belonging practices that directly impact this identity constitution.

Thus, reflecting on continued school management as a mediator of the process of professionalization of educators is to recognize the school as a space for permanent training and construction of meanings for teaching practice. The appreciation of experience, the exchange between peers and the protagonism of professionals in the development of pedagogical projects are aspects that reveal the importance of management committed to human development and development of critical, autonomous and role-aware professional identities transformative in society.

The concept of professional identity involves multiple dimensions, including social subjectivity, that is, the way in which the individual sees himself and is seen in his social and professional. According to Hall (2006), identity is constructed historically and is always in a transformation process, being influenced by discursive practices and relations of power. In the educational field, this means understanding that teachers construct their identities based on experiences lived in school contexts, educational policies and the relationships they establish with colleagues, managers and students.

Social subjectivity, in this sense, refers to the way in which subjects position themselves in the face of work demands and social expectations. In line with this, authors like Camila Domingues and Daniel Vale (2017), highlight that teacher training is also a formation of the subject, and that professional identity is crossed by multiple voices,



cultures and knowledge. School management, when committed to continuing education, can create conditions for these individuals to recognize themselves as competent professionals and capable of intervening in the educational process with critical awareness and social responsibility.

## 2. LIERATURE REVIEW

### 2.1 IDENTITY CONSTITUTION OF EDUCATION PROFESSIONALS IN DIFFERENT CONTEXTS IN WHICH THEIR PROFESSIONALIZATION TAKES PLACE

A very relevant subject, professional identity is a concept that refers to the set of characteristics, values, beliefs, behaviors and experiences that define a individual in their professional role. It is formed by a combination of personal and social factors that influence how a person sees themselves and how they are seen in their work environment. It is of great importance to highlight that this identity is built over time and involves personal and professional experiences, social interactions and reflections on practice. A question, in what way could school management influence this construction? School management creates an environment that values continuous training and professional development of educators so that they can carry out their practices in the correct way to achieve the objectives of your work, a task that requires a lot of care when performed, as it involves mutual responsibility.

Libâneo, one of the authors of this topic, says that professional identity is built through of the social significance of the profession, of the constant review of this significance and of the review of traditions. He emphasizes that teacher professionalization depends on initial training and continued, in addition to adequate working conditions. The construction of professional identity also involves critical reflection on practice, the appropriation of theories and the search for improve know-how.

Still according to professional identity, it is not something predefined, but rather a process of construction that develops throughout a career, with the interaction between theory and practice. For him, professional identity is constructed from the teacher's relationship with society, with students, with the school and with other education professionals. It also says that professional identity is related to the social perception of the profession, with the importance that it has for society and the role of the teacher in social transformation.

Regarding initial training and continuing education, he says that they are fundamental for the development of professional identity, allowing the teacher to delve deeper into their knowledge and skills.



For him, adequate working conditions, such as salary, infrastructure and resources materials, are also important for the development of professional identity, as influence the motivation and quality of the student's work.

It is noticeable in his thinking that for him professional identity is not static, but rather a dynamic process that is constantly revised as the teacher faces new challenges and contexts.

It also makes it clear that the teacher must have autonomy to decide on his/her training and practice, and must reflect on their experience to build their own professional identity.

Libâneo (2001, p. 65). If the teacher loses the meaning of work both for himself for himself and for society he loses his identity with his profession. The malaise, the frustration, low self-esteem, are some consequences that can result from this loss of professional identity.

Heloisa Luck is also an author who addresses the theme of identity. professional, she talks about the importance of professional identity, especially in the context of school management, as a continuous process of construction and development. For her, the professional identity is not something fixed, but rather a construction that occurs throughout life, influenced by individual and social experiences. She argues that professional identity is constructed, not just received, and that this construction is continuous, with possibilities of reconstruction and deconstruction. Emphasizes the need for continuous professional development so that school managers can improve their practices and meet the demands of education. It highlights the importance of democratic management, which involves the participation of school community in decisions, and the autonomy of the school, for the development of practices collaborative and quality. She discusses that the school is like a complex system, where different elements interact and influence each other, and where management should seek reconcile the administrative, pedagogical and social dimensions.

Regarding the importance of personal and professional development, Lück highlights that the personal and professional development of managers is fundamental for the development of the institution and the school community. She advocates shared management in different areas of the school organization, where everyone involved assumes responsibilities and understand their role in the organization.

According to Luck (2009), a broad view of school management encompasses five areas interconnected: pedagogical, administrative, financial, cultural and interpersonal relations. This global vision is unique for building efficient school management, as each dimension contributes to the harmonious functioning of the school as a whole. Still on the subject of identity

professional as a function of continuing education, it also addresses professional identity of the educational advisor as a function of his/her ongoing training.

There is also talk of social subjectivity, what would this subjectivity be? It refers in how individuals perceive and interpret their experiences within a social context, we could say that it would be the way in which educators experience their practices and in a certain way forms their relationships established in the school environment. This subjectivity can affect the motivation, engagement and effectiveness in the classroom, here we can say that school management must be directly promoting an environment that values and recognizes experiences subjective aspects of the students. This environment can be inserted with training appropriate to the educators, because today's school reality is not the same as the last century.

Authors such as Fernando González Rey and Lev Vygotsky address the issue of social subjectivity, a concept that is also related to social identity, being Fernando Gonzáles Rey, one of the main theorists of social subjectivity, developing a cultural-historical perspective that emphasizes the role of social relations and culture in construction of subjectivity. For him, social subjectivity expresses the complex integrations symbolic-emotional that are organized simultaneously in the course of an experience lived and in the subject of that experience.

Subjectivity is the configurational and simultaneous synthesis produced on two interdependent planes: the social and the individual (GONZÁLEZ REY, 2002).

Lev Vygotsky in his work on human development and social interaction is of fundamental importance to understand how social experiences shape the subjectivity.

For Lev Vygotsky, subjectivity is not an individual phenomenon, but rather a product of social interactions and the historical-cultural context in which the subject is inserted. The consciousness, thoughts and emotions are constructed through language and interactions with others, transforming into higher psychological functions.

Vygotsky (2003) "human behavior is formed by peculiarities and biological and social conditions of their growth" (Vygotsky, 2003, p. 63). We observe through this work the great contribution of the authors cited here in the relevance of the theme addressed in this article. And how much the thoughts of these authors are connected in their concepts when approaching the topic of school management among other factors that are directly related with continuing education and also the social identity of educators.



## 2.2 PROFESSIONAL IDENTITY: CONCEPT OF IDENTITY THE NOTION OF SOCIAL SUBJECTIVITY.

School management, continuing education and the formation of professional identity teaching has been standing out in education studies; understanding these dimensions is essential to rethink pedagogical practices, training processes and the challenges of professionalization. Current school management goes beyond the traditional concept of bureaucratic administrations and operational Luck (2009) says that; democratic management presupposes effective school participation in decision-making processes and in the commitment to quality education, the role of the manager school becomes the articulator of knowledge and practices, promoting an environment that favors the professional development of teachers and student learning.

The school manager is a formative subject who contributes to the construction of a culture of training within the school. Democratic training values the collective, demanding leadership educational institutions committed to dialogue, listening and valuing teachers. The continuing education for teachers is one of the pillars for the consolidation of management participatory, as it seeks to articulate practical knowledge, promoting improvement professional in a contextualized way Nóvoa (1992) says; Continuing education is understood as a permanent process, as it builds knowledge and reworks its identity professional; Jardif (2002) states that "teaching knowledge is constructed in practice" of this way, it is necessary to value the knowledge of experience, allowing teachers re-signify their experiences and exchange experiences; continuing education programs appropriate are those that are organized according to the real needs of the school, valuing the collective and promoting the autonomy of educators. Professional identity teaching is constituted in the intervention between training, practice and the institutional context, since proposes that professional identity is a dynamic process between subjects and institutions.

The constitution of the teacher's professional identity is closely linked to continuing education opportunities offered by educational systems; management school sensitive to the needs of teachers creates favorable conditions for strengthening of this identity. According to Imbernón (2011) continuous training will only have an impact significant if it is integrated into the school's political-pedagogical project, it is necessary to rethink the role of the manager as someone who fosters a formative culture, encouraging dialogue between theory and practice, self-assessment and pedagogical research. The Constitution of identity teaching professionals face numerous challenges in the current context, precarious conditions

work, task overload and low social recognition contribute to the weakening of the teachers' vehicle with their pedagogical practice.

Oliveira says: (2013) the construction of a solid teaching identity requires spaces of listening, sharing, and collective creation. The school administrator's role as a mediator and policy articulator makes the school a space for learning. It is important to understand that the constitution of the professional identity of teachers is continuous throughout their professional trajectory and demands recognition of the teacher as a historical, political and pedagogical subject; valuing continuing education is the promotion of democratic school management promising paths for strengthening and for the construction of a public school quality.

### 3. RESULTS AND DISCUSSION

#### 3.1 IDENTITY CONSTITUTION OF EDUCATION PROFESSIONALS IN DIFFERENT CONTEXTS IN WHICH THEIR PROFESSIONALIZATION TAKES PLACE

The formation of the identity of education professionals is a complex and multifaceted, influenced by several factors such as academic background, experiences in different work contexts and interactions with students, colleagues and the community school. This identity is manifested through the way these professionals conceive its role, its pedagogical practices and its relationship with knowledge, is a continuous process and dynamic, shaped by their experiences and interactions in different contexts. Understanding this process is fundamental to value the work of these professionals and promote a quality education for all.

Analysis of the identity constitution of education professionals in different contexts of their professionalization is fundamental to understanding the dynamics of the practice pedagogical and to promote professional teacher development. By investigating how identity is formed and manifested, it is possible to identify the factors that contribute to the construction of a positive and engaged teaching identity, capable of promoting education quality and transform society. Teaching identity is not something fixed and immutable, but yes, a continuous process of construction and reconstruction throughout a professional career.

It is important to consider the diversity of contexts and experiences in the analysis of identity formation, recognizing that there is no single way to be a teacher.

### **Continuing education: constitution and contributions to teaching identity:**

Continuing education, as one of the aspects that has the role of contributing to the professional development of the teacher, becomes an element of research when it has the purpose of studying the professional identity of teachers. Thus, this article deals to verify the improvement inherent in the pedagogical activity, also makes it possible to contribute to the improvement and reconfiguration of teaching identity.

In order to undertake the study, the theoretical-methodological framework adopted was Dubar, Imbernón, André and Lüdke and Creswell. Refers to field research in qualitative perspective and the data were collected through interviews, with the participation of ten (10) elementary school teachers from the municipal network of the city of Timon Maranhão . The results suggest that some formative processes contribute to the reconfiguration teaching identity, through specific elements, made possible in these trainings. This way, it was possible to reveal that, in the structuring of these formations, the following were present: co-participation of the teacher through interaction and integration at the time of training; cognitive mobilization through actions during the process and on the topic under study and the association between theory and practice made possible by contextualizing the topic in practice.

The continuing education of teachers has been presented as a field of many studies. According to Kelchtermans (2004, p. 218 apud Vaillant & Marcelo, 2012, p. 169), "the conceptual and empirical research shows very clearly that teacher development is a highly complex and multidimensional phenomenon."

It is understood that this aspect is related, in part, to the inherent complexity to the teaching-learning process, at all levels of education, including training continued. This conception is expanded when: "The profession performs other functions: motivation, fight against social exclusion, participation, group animation, relations with social structures, with the community...". (Imbernón, 2000/2011, p. 14). As well as depending on the different elements that constitute the field of education and that configure the work context, a since (Azevedo, Nunes, Pádua & Diniz, 2013; Tardif, 2013) state that expectations in relation to school and teachers' work are redefined according to the transformations that occur in the social and economic sphere.

Likewise, it is understood that the study on teaching identity takes us to the possibility of better understanding of the aspects that contribute to the development of teacher. Furthermore, continuing education encompasses the movement towards development, insofar as it is understood that the expansion and appropriation of knowledge inherent to the profession not only enables more effective performance, but also the reconfiguration

of identity by the subject. Thus, the concept that continuing education can envision to the teacher the possibility of expanding the capacity to resolve the different demands that can arise in everyday life, since the subjective resources of the developing teacher are being learned and reinterpreted, and, in this way, provide the opportunity to experience new perspectives, as well as new ways of acting. In this sense, Cavaco (1995/1999) highlights this dynamism by emphasizing:

The research shows that situations of unrest, of questioning, because they are potentially favorable to the creative production of things, of ideas, of new representations. They constitute *passages*, moments in which it is necessary to clarify what is problematic in order to reduce awareness of disorder and loss of meaning, so that people consciously appropriate their power to intervene in what concerns them. (Cavaco, 1995/1999, p. 168, author's emphasis)

The author's statement takes us back to the process of continually becoming a teacher, in sense of the constitution of their identity. Furthermore, in the context of action-training mentioned by the author, the various challenges experienced by teachers are intertwined. These challenges often end up contributing to the emergence of crises, such as unfolding, insofar as the difficulties arising from professional activity are not elaborated or resolved, because the teacher cannot obtain objective resources, or subjective, for the resolution of a certain demand.

In this sense, Dubar (2000/2009) explains the crisis of the meaning of work as constituent of the component of professional identities, which is related to the relationship with the work situation, as well as the activity and work relations, the self-commitment to the activities developed and interpersonal relationships in the scope of work.

It is understood, therefore, that teaching knowledge, both related to training initial as well as those necessary for the continuous development process, are an important factor of difficulties for teachers with the potential to generate crises, thus causing the non-conformity between the professional role and the demands necessary for that role.

From the crisis, which mobilized the search for training processes, we sought understand what elements are present in these training courses carried out by these teachers, and that made overcoming possible, thus configuring the second category of analysis. In this way, designated as elements that enable overcoming, this category made it possible to verify which particularities of continuing education contributed to overcoming crises by teachers towards identity reconfiguration.

#### 4. METHODOLOGY

This research adopts a qualitative exploratory approach, with the objective to understand the meanings attributed by education professionals to the management process continued schooling in the constitution of their professional identities. They were used as methodological procedures bibliographic review and documentary analysis, based on authors such as Dubar (2005), Camila M. Domingues; Daniel O. da C. Vale (2017), whose theoretical contributions offer a foundation for the concepts of identity, social subjectivity and teacher professionalization. The selection of texts prioritized articles scientific and publications from the last fifteen years, focusing on studies that articulate school management, continuing education and professional identity. Data analysis was carried out by through critical and interpretative reading of the selected texts, seeking to identify categories recurring and relevant contributions to the topic.

#### 5. FINAL CONSIDERATIONS

In conclusion, school management and continuing education play a role fundamental in the constitution of the professional identity of educators. The identity professional is a complex concept that involves the notion of social subjectivity, and its construction occurs in different contexts, including initial training, teaching practice and interaction with the school community. To support professional development and construction of the identity of educators, it is essential that schools and education systems prioritize continuing education and effective school management. This may include creating environments of positive and stimulating work, support for professional development and the appreciation of educators. By investing in ongoing training and effective school management, we can contribute for the construction of a solid and positive professional identity in educators, which can have a positive impact on the quality of education.



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