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Nursery: *place where life begins and where professional teaching is built*

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Summary

This article presents a personal account of teaching babies aged 5 to 18 months, reflecting on daily participation in child development, as well as the challenges and loneliness involved in pedagogical practice. This experience report is based on the premises of narrative research in the field of teacher education. I choose to use the first person in certain parts of the text. However, I do so within academic standards, yet sufficiently to value the uniqueness of the respective teaching. I consider that, while beautiful, teaching babies encompasses the first experiences of the self in contact with the world and in interactions with peers and adults. On the other hand, this daily routine that precedes collaborative communication between teachers and the education system actually constitutes a lonely and silenced profession. Professional loneliness is a consequence of public policies imbued with a mercantile logic that minimizes the epistemic and didactic complexity of early childhood education.

Keywords: Babies. Pedagogical Documentation. Early Childhood Education. Teaching. Narratives.

Abstract

This article presents my account of teaching babies aged 5 months to 18 months, reflecting on daily participation in child development, as well as the challenges and solitude that accompany pedagogical practice. The experience report is grounded in the assumptions of narrative research in the field of teacher education. I choose to use the first person in certain parts of the text. However, I do this not too far removed from academic standards, yet enough to value the uniqueness of the respective teaching. I consider that, while beautiful, teaching babies encompasses the first experiences of self in contact with the world and in interactions with peers and adults. On the other hand, this daily life that precedes collaborative communication between educators and the education network actually constitutes a solitary and silenced profession. Professional solitude is a consequence of public policies imbued with a market logic that minimizes the epistemic and didactic complexity of education in early childhood

Keywords: Babies. Pedagogical Documentation. Early Childhood Education. Teaching. Narratives

1 Introduction

When starting the proposal, Carvalho, Pedrosa and Ferreira (2012) help to understand that the baby development articulates biological and social factors, occurring through multiple interactions, especially with those with whom they have emotional bonds. In other words, babies are born immature from a motor and communicative point of view, dependent on the adult figure for their survival and insertion into the cultural world. It is through this figure that their needs are met.

In a general overview, the history of Brazilian education reveals that this role, mostly assigned to women, delegated responsibility for the subsistence and education of morals and good customs of children. Until the end of the 18th century, young women from families fortunate ones relied on their wet nurses or slaves. While those in subservience, in addition to serve the ladies, they were in charge of their own.

With modernity and industrialization in the 19th century, the move of rural families to



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city promoted the first educational spaces for children under seven years old, based on a hygienic and recreational education, with the support of health agencies, to the detriment of the rate of infant mortality that prevailed in the respective historical period. These spaces, attached to the factories, ensured the custody of the sons and daughters of women who worked in the textile industry, such as seamstresses, spinners, and packers. Thus, the correlation of meanings between abandonment and charity influenced the precarious forms of reception of children from the lower classes throughout the history of Brazilian education.

Only during the period of Brazilian redemocratization, in the mid-20th century, the fight against welfare and compensatory education for working-class children gains its first legal devices. The Federal Constitution of 1988, the Law of Guidelines and Bases of National Education (LDB - nº 9.394/1996), the National Curricular Guidelines for Early Childhood Education (DCNEI, 2010) and the National Common Curricular Base (BNCC, 2017) name the specificities of childhoods and their school spaces highlighted and institutionalized. Early childhood education becomes responsibility of the family and the State, constituting the initial stage of basic education, offered in daycare (0 to 3 years) and preschool (4 and 5 years), full-time or part-time. These standards establish commitment to development in physical, psychological, intellectual and social aspects, as well as overcoming inequality and segregation. In this scenario of consolidation – whose identity has been defined by the specificity of its educational action and the singularity of the work of the childhood teacher¹ – the trajectory of institutions has been based on the defense of the rights of the youngest to comprehensive education.

At the same time, academic and formative debates around early childhood provide an opportunity for critical reflection on the nursery, as a place where life begins and recognition of the baby's ability to learn and appropriate meanings, through gradual insertion into a set of interpersonal relationships, as well as touching, seeing and feeling the materialities of the world, reconciling body and thought. In the words of Richter and Barbosa (2010, p. 85): “babies, in their human power to interact, question curricular models by affirming, in their daily actions, the intersection of the playful with the cognitive in different languages communicative”.

Authors Richter and Barbosa (2010, p. 87) continue their dialogues stating that, in respective process, the nursery teacher acts as a co-participant in child development. Being present in mind and body, observe and make sense of babies' language appropriately, because their forms of communication and expression emerge from gestures, looks, smiles and cries. In this configuration, the role of care aligns with education, so that situations called

¹ I choose to use the word feminine since the profession has a predominantly female workforce.



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common things, such as food and hygiene, become learning devices and guarantees of dignity, protection of life, health, freedom to act, play, live together and interact; in other words, respect for individuality, as set out in the DCNEI (2010).

In this rich scenario that consists of education for children aged 0 to 3, it is essential to talk about teaching. The commitment of this article is to break the spectrum of invisibility and silencing around performance of teachers, based on the experience report of my nursery class, in which I worked in year 2024, at a Municipal Early Childhood Education Center (CMEI) of the public network of the city of Maceió/AL, composed of 8 babies between 5 months and 18 months old, cared for full time (7am to 5pm).

For babies, physical environments require equipment designed for play and adults who are enchanted by the first experiences of exploring the world. Freitas (2023) reinforces the debate by saying that, in the initial phase of life, the baby goes through an intense process of adjustment and appropriation of the environment, favored when there is a human environment that welcomes it, that gives it security.

Concomitantly, Minetto and Prestes (2018, p. 65), endorse the point that the smaller the child, the greater the sensitivity to the organization of the environment around him, this, in turn, “includes the search for a balance between the pleasure of being with the baby and professional competence”. In this fundamental balance, lies the motivation for this article: the abyss between beauty and solitude. teaching with babies, since the expected balance is crossed by external and political elements that are beyond the school scope and directly impact educational-pedagogical relationships and practices.

In the etymological sense of words, according to the Latin – Portuguese dictionary (2020), beautiful comes from the Latin *bellus*, which denotes contemplation, happiness, a feeling of pleasure and admiration. The solitude, coming from the Latin *“solitudo”*, on the other hand, refers to the state of someone who is alone, even if surrounded by people. Given such distinctions, I ask: how do these emotions coexist and intertwine in the educational-pedagogical practice of nursery teachers? Before continuing writing, It is important to take note of the educational-pedagogical relationship. These are not separate, but correlate in everyday school life, indicating educational action as the relationship between educating and care in childhood, crossed by pedagogy, saying that this action has intentionality aesthetics, politics and ethics in the development of babies.

Returning to the problematization structured in the question above, I say that this pulsating question in the depths of my profession is answered in the following trail of propositions, with attention to the report of experience of the morning routine of my nursery class in 2024. This was the shift in which I worked from 7am to 11am. So, it's about the loneliness of the baby teacher who has no one to talk to about how rewarding it is to follow the achievements of the little ones, as well as the working conditions not ensured within the school and the municipal education network, which this article deals with.



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With the intention of reflecting on the theme, the contributions are explained below:

epistemic aspects of authorial or narrative documents, as a methodological way of doing research on the practice itself and reflect on the dilemmas involved.

2. Methodological contributions of the narrative perspective in teacher training

At every moment, the human being is narrating something about himself or something that is related to the world of which it is a part. Therefore, conducting research based on narratives does not only mean telling stories; on the contrary, it requires ethical behavior and theoretical basis. According to Alves (2020, p. 288), the narrative work shows “the points of intersection, of crossing between the level singularity of lived experience and the collective”.

In the field of education, since the 1990s, with the dissemination of research-training and of studies on the history of teacher training, qualitative research of a descriptive, which use the biographical resources of teachers – diaries or notebooks, photographs, notes, and lesson plans—to compose their investigative frameworks. What is unusual, in fact, they are analytical publications about the practice itself, based on reflections on the records, at the interface with theoretical knowledge. This difficulty may be linked to inexperience in research among basic education professionals, due to precarious conditions of work and continuous study; as well as the rare scientific visibility in the environments academics about research into their own professional activities.

António Nóvoa (1992) and Paul Ricoeur (2010), against academic elitism, perceive the relevance of biographical instruments as a field of research in education, being a self-training method to disseminate epistemic and methodological concerns surrounding the school daily life. Biased by the hermeneutics of words, Paul Ricoeur (2010), in volume II of *Time and Narrative*, highlights that the construction of knowledge in this perspective translates the thought scientific developed in a cultural setting. Experience becomes the basic unit that can, for through the story, capture social representations about the experience.

In other words, narrative research in education has in common the subject of biography; however, their methods are varied due to their philosophical ramifications and methodological. In the anthropological field, aimed at the procedural study of human formation, oral interviews, class diaries, experience reports and photographs are usually used, as mentioned by the aforementioned authors. Also, the pioneer in this field, António Nóvoa (1992, p. 85), states: “underestimating the wisdom that necessarily results from sociocultural experience is, at the same time, at the same time, a scientific error and the unequivocal expression of an elitist ideology.”

At the same time, Delory-Momberguer (2011), one of the most renowned French researchers



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conceptualized in narrative research in the field of education, says that the purpose is to understand the subject who narrates and the interpretations he or she has of himself or herself as a person and professional. Thus, in the words of the author (2011, p. 2001), oral or written narration "is not only the symbolic system by which individuals are able to express the feeling of their existence; narration is also the space in which human beings form, elaborate and experience their story. life".

Therefore, the experience report of daily life in the nursery as a research methodology, points out: 1 - the beauty of following the development of early childhood; 2 - sharing the feeling of professional loneliness generated by the precariousness of work, both due to the lack of exchanges interlocutors, since the daycare's collective proposals generally do not include babies and, finally, 3 - the lack of understanding of the educational systems regarding the demands of the nursery, overloading the performance teacher.

In general, nursery teachers are given rooms with few resources. pedagogical, piles of cribs and mattresses, reaffirming the welfare and hygienic character, with minimal concern for the integral development of babies and the care of their families. In truth, almost referring back to the 19th century. Such scenarios validate the urgency in disseminating the teaching experiences, in order to contribute to changing the perception of the category itself professional in relation to working with babies, as well as to bring pedagogical practice closer of the curricular guidelines prescribed in the DCNEI (2010), delegating the powers corresponding to the entities involved in the quality of service.

The narrative report thus becomes an instrument of appropriation of one's own history, promoting a reflection about oneself and the social context presented. These aspects, by their nature, are interdependent in the context of Early Childhood Education: When writing about the daily life lived with the children, the teacher creates space to reflect on their work, opens possibilities to evaluate the planned pedagogical path, redefining steps or reaffirming the walking. The exercise of daily recording provides, in a unique way, the opportunity to articulate aspects theoretical and practical aspects involved in teaching, between achievements made and challenges mapped, between the designed and the realized. Above all: when recording and reflecting on the recorded content, teachers, appropriating their history, rehearse authorship. (OSTETTO, 2018, p. 56).

From this perspective, the following instruments were taken into account for the preparation of this article:

1. Daily diary: consisting of a notebook with statements about lived contexts with babies or about aspects of their development, as well as reminders of their interests to enhance socio-educational practices. I also had a notebook in my mobile device. The notepad proved to be a valuable resource, as it enabled the preservation



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of observed events, scenes and experiences, which could often be forgotten

due to the rush of everyday life. In general, such resources, as Ostetto (2008) mentions,

used in a fragmented way day after day, is organized into an integrated and coherent whole.

2. Photographs of the nursery environments and the babies' playful experiences, referring to school year 2024. These instruments were my main allies, not only in this article, but also as a strategy for collecting elements for the evaluation of educational-pedagogical practice and for the redesign of the spaces, times and resources of the nursery room. In other words, the records allowed us to build a comprehensive memory of what was experienced with the group of babies, and weave meaning into this relationship, which now fills the spirit with beautiful feelings when realizing the development of the group, now invaded by sadness and loneliness in the absence of sharing collaborative.

Despite this, Freitas (2023, p. 38) encourages us greatly when he writes: Observation, recording and reflection constitutes the tool that supports the educator's work and reaffirms their action. [...] helps the educator to focus interested attention on what the child knows and does. This exercise mental and the intellectual and affective effort directed towards knowing and giving meaning to everyday situations prevent actions from becoming repetitive, mechanized or disconnected. (FREITAS, 2023, p. 38). Thus, with regard to photographic records, the understanding of the image in relation to the lived experiences, establishes connections with reality. In other words, it focuses on an approach dialogic and dialectical of a personal narrative nature, in which the reader's self-reflection is stimulated, allowing the reader to delve deeper into issues that may go beyond what the article addresses. In weaving threads narratives about teaching with babies, 13 photographs were selected that portray the organization of the nursery and educational experiences, remembering that there is consent from families to using the resource in academic publications. Even so, records were selected that ensure the privacy of the group's identity. The photographs depict a room carefully planned to allow babies to explore freely, while others activities were carried out simultaneously. Thus, together with the report, it is possible to appreciate the beauty of early childhood education, as well as the loneliness faced in organizing the context. Also, the photographs were chosen according to the criteria of time, space and resources, fostering a general overview of everyday life.

In this provocative debate, Oliveira and Fabrício (2024) elucidate: When we look at a photography, memory is activated in such a way that we end up remembering an entire situation related to the moment in which the recorded fact unfolded and, consequently, other facts that are not present in the fixed image, subjective details that enrich and transform into information. (OLIVEIRA and FABRICIO, 2004, p. 176). This methodological research process, according to Nóvoa (1992), is also formative and constructs teaching pedagogical documentation. In other words,



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the production of knowledge intertwines theory with practice. In this model, academic writing deviates of some precepts of Brazilian grammar, as it is something more intimate, endowed with content personal and full of plots. It involves different tenses, some in the first person singular – present or past – when referring to an individual memory; in the same way, it sometimes resorts to third person plural – present or past – to bring literary reflections.

3. Writing about what you have experienced: memories, records and reflections

Thus the narrator's mark is imprinted on the narrative, like the potter's hand on the clay of the vase, (WALTER BENJAMIN, 1994, p. 205).

In the philosopher's view (1994), when establishing a relationship between experience and narrative, the link between the narrated episode and the narrator's life coexists simultaneously. Thus, weaving writings relating personal aspects to professional ones, the relevance of the condition is emphasized human in the world of work, especially in the field of education, which deals with training based on the principles of individuality and subjectivity.

Taking the previous explanations as a starting point, for daycare teachers, the movement leads to self-formation, which is also masterfully described by Ostetto (2008), in following reflection: When we write about our experience, our work gains visibility, it becomes document to which we can return to review what we have experienced, giving them other meanings [...]. For through recording, we engage in dialogue with our practice, interspersing questions, noticing comings and goings coming, seeking answers that are being elaborated in the dazzling light of writing (OSTETTO, 2008, p. 30) Thus, by recording the experiential knowledge of everyday educational life, we leave our marks personal. Therefore, I bring my marks imbued in the fabric of the narrative about being a teacher of babies, through reflections on everyday school life in 2024.

3.1. The place where life began

The day started early! At 7 a.m., the babies, accompanied by their guardians, were waiting. There was an agreement with the families for the babies to arrive at 7:30 am, as it was necessary, together with my support teacher, check the entire nursery, since the floor and the objects available are constitute the third educator in the scenario. In other words, a mechanism for strengthening the bond with us and the autonomy of babies.

In a short space of time, we organized a cozy sleeping environment, filling bathtubs as a precaution, since water shortages were a frequent occurrence at the institution. We collected thermos bottles from the CMEI kitchen to prepare baby bottles in the nursery room,



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since the nursery was not in operation. Even though I was aware of my duties as a professional, I started preparing the bottles, because reality often differs from the ideal. And although the introduction of food has been experienced, babies arrive at the nursery dependent on breastfeeding. Therefore, it is impossible and inhumane to abruptly withdraw bottles that provide comfort and comfort, especially in the absence of breastfeeding itself.

So, I found myself in the situation I described: preparing bottles in the nursery room, something that I had never done, nor been instructed in during my initial and continuing education. I built a table of formula dosages and the times babies usually took them during the day (informed by the mothers), which were prepared on a marble counter in the living room, which has a large, inviting sink for this purpose. Although the physical elements arranged do not serve this purpose, in practice, the reality is challenging. Of course, as the months go by, babies replaced baby bottles with food offered at school; however, while this did not happen, the daily life was overloaded until mid-August.

Despite this, we sought to create the most stimulating and welcoming environment possible for babies. The space was designed with playful contexts appropriate to the age group, including rugs and cushions scattered around the room, a hammock for resting and a little wooden house full of books, beyond unstructured objects. Thus, we provided an environment rich in materials varied, catering to the group's curiosities. Some were involved in the production of sounds, others dedicated themselves to stacking objects and climbing furniture, while there were those who explored mobility and coordination of hands and arms, throwing balls and other items.

As a great tightrope walker, I sought to organize my daily life based on the value of care and affection, promoting autonomous activity based on one's own initiative, self-knowledge, appropriation of the surroundings and maintenance of good health. At this point, the nursery focused on a large physical space, with semi-open structures for playing and with environments reserved for physiological and rest care.

Figure 1- nursery room



Source: author's archives, 2024

When basing the nursery planning on these propositions, I draw on the explanations of Maria Horn (2007) when saying that the intentionally prepared space welcomes the states of dissatisfaction or satisfaction of babies, as well as discoveries of bodily and visual capacity. Therefore, in this structure, the firm surface is essential for free movement in search of control motor and strengthening of muscle tone.

Returning to the story about the organization, when everything was finally ready, we received each baby individually, noting aspects of their nighttime sleep, their last meal and other observations brought by their guardians. Because, as already mentioned, the group of 8 babies remained in full-time daycare, that is, until 5 p.m. In the morning shift, they were under my care and the support teacher. It is worth noting that, when I left at 11 am, the support teacher for the shift afternoon shift arrived in the room to support the morning shift support educator, who remained until 1 pm, with the arrival of the educator responsible for the afternoon, also called “educator of reference”, according to the BNCC guidelines (2017). This dynamic ensured that babies were in the company of two adults to provide their care.

Given the initial report, when trying to highlight the conflicts between following the beauty of the development of babies and the loneliness of pedagogical practice, I declare how exhausting the beginning of the day in the nursery, having to prepare it in 30 minutes, as well as other demands that suffocated the mornings and limited their attention to babies, such as preparing bottles, washing toys and deep cleaning of bathtubs. In this regard, Santos (2020, p. 15) reaffirms the my lonely journey, saying:



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Professional loneliness is a consequence of the absence or insufficiency of pedagogical monitoring and working conditions that lead the teacher to seek this support in itself, assuming individual responsibility for the construction of material conditions and intellectuals for teaching babies (SANTOS, 2020, p. 15).

Another example of loneliness was the moments when I couldn't harmonize time of babies to the CMEI feeding routine, which has fixed times (8 a.m.: fruit served; 10 a.m.: lunch served). Sometimes, the lack of support was made up for by a colleague who, when passing by nursery door and faced with cries, he felt compassion and looked for trays with meals and fruit offered, since it was not always possible to go out and collect them from the kitchen. Likewise, it was often difficult to get babies to the communal feeding area, even though there were special chairs for them. There were two of us educators for eight babies, each with their own sleep patterns and schedules. meal schedules other than those pre-established by the institution. Most of the time, 2 or 3 were sleepy at their respective times, while others were on their explorations, making risky for only one educator to leave with a small group - even if it is smaller quantity - while the other would stay in the living room. Therefore, all meals were eaten inside nursery.

This situation was to the detriment of the inflexibility of the school routine for the nursery, as to my refusal to try to fit the babies into the set schedules at any cost. Despite the loneliness which involved educational-pedagogical practice, respect for the internal rhythm of development of babies was the guiding principle of actions within the nursery.

Before continuing, it is important to note that this is just one of many situations that go beyond teaching babies. However, they are assumed so that babies have the minimum qualitative service, since the competent public bodies are still permeated by care concepts, arbitrarily delegating demands to educators that are not their responsibility.

In my case, when I pointed out the exhaustion and loneliness in collective meetings with the school community, the following phrase was usually uttered as a solution: "we are here to help, just shout for help and we will go." Restless, I wondered how to get to the door of the nursery and literally raise my voice asking for support. In my opinion, it didn't seem like an appropriate attitude to the educational environment. Writing about this is not an accusation against school management, but a critique of the failure of the municipal system of Maceió/AL regarding the continuing education of educators and daycare managers, regarding the scarcity of resources and personnel that early childhood education faces.

Therefore, loneliness cannot be compensated and must be fought, but in my case, it is mitigated by the babies' achievements. In other words, they are the ones who drive continuity of a teaching staff committed to the fight for quality early childhood education, whether through

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written and demanding positions, as well as in the school routine itself and in dialogues with families.

Furthermore, being with babies every day requires a constant movement of action and reflection, in which individuals and their ways of acting in the world are at the center of the work process. From this perspective, below are some records of the nursery and its playful contexts during the school year of 2024, guided by the rights to learning in early childhood education (BNCC, 2017): coexistence, play, participate, explore, express and get to know yourself.

At the same time, the nursery I describe was designed in detail based on the theory by Emmi Pikler (1902 – 1984), who lists the baby as the protagonist of its development, when in contact with peers, adults and spaces rich in experimentation. In the conception of pediatrician, it is important to surround them with objects that allow them to act on their own initiative and interest, strengthening autonomy, self-confidence and prudence in carrying out their actions.

So, throughout the mornings we spent together, I tried to organize the nursery so that the respective skills were considered, while it was also a resistance to the system that reduces teaching babies to pure welfare.

Figure 2 – wooden house



Source: author's archives, 2024

Figure 3 – exploration basin



Source: author's archives, 2024

Figure 4 – research context



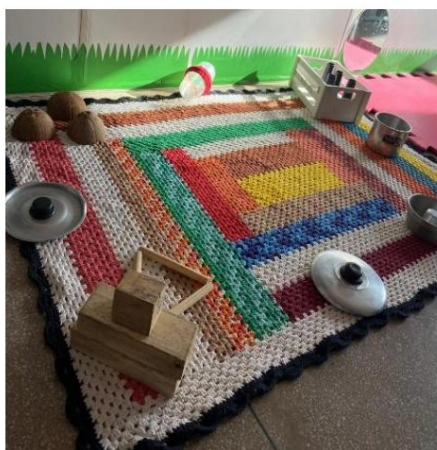
Source: author's archives, 2024

Figure 5 – reflections in the mirror



Source: author's archives, 2024

Figure 6 – sounds and materialities



Source: author's archives, 2024

Figure 7 – Ramp and movement



Source: author's archives, 2024

According to Kállo (2021, p. 12), an intentionally planned space allows “babies exercise your creative potential through objects of different shapes, sizes, textures, volumes, colors, etc., to explore and play in a curious and spontaneous way.” Furthermore, when inserted into an environment with a floor prepared for them, the body is constantly challenged, testing positions, including: rolling, lying face down, crawling, turning, getting into the all fours position and, gradually, place themselves vertically, without the interference of adults. When they anticipate the actions of babies can injure bone structures that are not fully formed. In this configuration, babies acquire new skills, calculating risks and signaling when you need someone's support. Only in an environment where safety and comfort are the basis of your planning, you can start from the perspective explained

Figure 8 – puff and body challenge Figure 9 – sieve mobile



Source: author's archives, 2024



Source: author's archives, 2024

From the set of images, it is important to highlight that, while some babies explored, others rested or needed basic care. Therefore, everyday life is a collective phenomenon, but is not restricted to fixed activities that must be carried out simultaneously by everyone. Each baby is considered in its entirety, interacting with the environment and establishing relationships with peers and adults. Other nursery contexts are shown below. These moments show that, in the first years of life, care and education are intertwined and are fundamental for integral development, giving the nursery a significant social importance in the first stage of basic education. It is in this environment that skills such as self-confidence, mobility and autonomy are cultivated, **paving the way for an education** committed to children's leading role and the recognition of children as beings endowed with civil rights.

Due to the article's limitations and the wealth of details surrounding the nursery, it is impractical narrate and reflect in detail, but it is possible to get closer, through photographs, to what was designed to help babies in their daycare routine. It is a plan made with commitment to the rights of life and quality education.

Figure 10 – for rest



Source: author's archives, 2024

Figure 11 – tires to lift up



Source: author's archives, 2024

Figure 12 – care that educates



Source: author's archives, 2024

The structuring of the nursery narrated as a place for promoting development was built with the collaboration of the community of parents and school staff, independent donations and partnerships with private institutions in Maceió/AL, providing toys for babies. Therefore, the This article also aims to communicate the invisibility of the pedagogical dimension in the education of babies by public policies. It is, therefore, our responsibility to amplify the real intentionality from the nursery, criticizing and breaking with discourses of assistance and devaluation of teaching.

The preparation of this article supports the fight for quality education in early childhood, focusing on the relevance of teacher training. These aspects, which are intertwined in everyday school life, represent recent themes in Brazil, especially after the enactment of the 1996 LDB, which guides higher education in pedagogy for use in early childhood education. In this context,



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confront the historical and religious remnants that permeate teaching with babies and children small can, through reports of experiences, constitute a path to understanding that the education requires the commitment of society as a whole.

In turn, within the scope of teaching, guided by educating and caring, according to RCNEI (2010), requires understanding of the baby as a being in the present, capable of modifying itself in the relationship with social contexts. Since the nursery is one of these contexts, it requires planning of spaces, times and resources, so that it contributes to physical, cognitive, psychological and emotional. Therefore, far from being a care environment, it is a place of learning, research and training, with a sensitive and observant view of the forms of group communication, which become more complex as they grow.

Therefore, we act as encouragers between what babies do not do independently and the actions developed skillfully. In this movement, lie down to soothing babies during nap time or lying down to roll on the floor and play with babies is not means doing nothing. According to Santos (2020), it is an action intrinsic to teaching in the first stage of basic education, which, in certain cases, is belittled by mistaken comments about what is experienced by babies and educators. I've heard comments like: "What a good life, just lying down"; "It's quiet today, few babies came"; "Are they all sleeping? This is so good!"; "Today she didn't work", among other statements. This point also worsens the loneliness of this baby teacher who speaks to you, as well as others with their silenced voices. Although governed by the same legal system, the teaching profession itself tends to compare work at a young age to motherhood or angelic devotion.

On the contrary, Santos (2020) highlights the complexity of teaching babies: Being in direct contact with the child (from babies to older children) and with their body becomes an indicator to assess whether the teacher has greater or lesser prestige in society. The younger the child, the less recognition the teacher has, the higher the level of education and the age group of the individual, the more social prestige the teacher has. It is perverse to think of teaching from this perspective, because the specificities inherent to pedagogical work, at each stage, modality and level of teaching, become differentiating elements of the teaching profession. (SANTOS, 2020, p. 15). In challenge of breaking with this paradigm, teaching with babies must be understood in all its complexity, involving plots, contexts, emotions and knowledge. Our responsibility is contribute to child development, and this needs to be expressed through publications academics, in continuing education in education networks and, especially, in our own reflective written productions. These initiatives serve as a mechanism to confront the historical vestiges that still permeate our profession.

Although this path is the most appropriate, within the scope of municipal public power



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Maceió/AL, the news shows the expansion of nurseries that accommodate more than 12 babies per room, with welfare-oriented advertisements and linked to the private sector. Warehouses that were adapted with the idea of guaranteeing mothers in Maceió the care of their babies while work. I agree that they are safe environments for this purpose, but the nursery goes beyond this shallow understanding. In political agendas, investments need to be made in continuing education that demystify the angelic figure surrounding teaching with babies, promote the appreciation salary and quality in the structures of daycare spaces.

We are living in the shadow of past centuries, which intensifies the loneliness of educators of babies, often isolated in small rooms with scarce pedagogical resources, acquired without prior consultation with those who are actually involved in the daily work. At the same time, many babies in nurseries compromises the implementation of meaningful practices, making it difficult for educators pay attention to the particularities and needs of each individual. This situation can lead to a picture of illness, both in terms of emotional and physical health, since the devaluation of salaries in teaching results in excessive working hours. Furthermore, the lack of resources and time to plan an education that truly prioritizes the quality of staying in daycare makes the situation even worse.

Therefore, with this article I want to say that the collection of guidelines and directives for the early childhood education, developed and distributed by the Ministry of Education (MEC), without a policy public training specifically for early childhood education and without guaranteeing working conditions, on the part of Brazilian states and municipalities, is not enough to support daily school life. Continue on the current path, in which all the logistics of running the nursery falls on the shoulders teachers, is to decree over time the failure of teaching in early childhood, resuming the purely welfare models, where babies are under the care of other adults while their parents return from work.

Having brought the report together with the theoretical reflections, I will now point out some considerations finals.

4. Considerations

To list the considerations, I return to the initial question of this article about how they coexist contemplation, which involves beauty in following the development of early childhood, and the solitude of the educational-pedagogical dimension. They coexist now as a movement of restlessness and struggle, sometimes of sadness, tiredness and discouragement, considering that we are crossed by the social as singular beings immersed in a society.

There are days when exhaustion causes the feeling of letting go, of carrying out the profession without



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the real commitment it requires. This is because we must recognize that we are not superheroes in the face of imposed demands, exhausting our physical and emotional energies. We are led to carry out an organization of the nursery to ensure its functioning, which goes beyond our skills. At this point the images, while provoking a feeling of gratification in the positive reception of babies, allow us to consider the respective learning obtained during throughout the two years that I was a baby educator (2023 and 2024): research is extremely relevant and the study to enhance the educational contexts of the nursery. However, while we are building pedagogical arrangements to meet a need that is the responsibility of the public authorities, be it whatever the sphere, we will continue swimming against the tide.

Therefore, this coexistence of feelings is dangerous, being largely responsible for the mental illnesses that plague our profession. Especially women, who work teaching in early childhood education in a more effective way, accompanied by triple shifts, that is, the household chores after a full day of work.

Therefore, professional loneliness, when teaching babies, results from not guarantee of working conditions by the state power, the lack of public policies for training (initial and ongoing) specific to childhood, as to the insufficiency or lack of monitoring the pedagogical work of baby teachers. In this challenging scenario, we are led to develop solitary investigative strategies, seeking to develop the planning alone of the nursery and ensure its operation.

Discussing about us implies, first of all, an ethical and political commitment, highlighting the importance of our work for the development of society, as building a future requires a quality educational process at the beginning of life. In this context, teaching must be understood as a singular category, influenced by the particularities of the different age groups it serves. It is essential that this category remains united, respects and defends the individualities at each stage of education. From this perspective, there is room for educators to speak babies, to study, to feel supported and encouraged in their daily struggles, whether at school or who works in or within the education system. This united front fights the dismantling of public education.

Finally, it is essential to highlight that the experience report, as a research resource in education, it is also configured as a resource for struggle and recognition, in addition to serving to recognize the importance of the teaching profession. To this end, it is provocative to continue writing about teaching babies. A writing full of knowledge, affection, resistance, desires and commitments to yourself, to babies and to the experience of an early childhood education that respects times and ways of the baby being, acting and exploring the things that are in the world, as well as the defense of a democratic society based on the guarantee of constitutional rights.



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