


Life story and teachers' education: a research of the state of art

*História de vida e formação de professores:
uma pesquisa do tipo estado da arte*

*Historia de vida y formación de profesores:
una investigación del tipo estado de la arte*

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Abstract: This article presents a qualitative research of the State of the Art type on Life History and Teachers' Education. The aim of the research is to map and analyze life histories in relation to teachers' education from the final considerations of the theses and dissertations, during the period of 2013 to 2018, with a view to better understand what these researches have revealed. Through the analysis of data, it was possible to identify through 47 selected researches that the methodology of Life History allows the professional investigated a more in-depth reflection on their formation and the importance of the role of the other in professional teacher development. The results also revealed that talking about themselves, telling their own story to themselves and to the other, constitute a formative process of great value to the teacher about his/her teacher identity.

Keywords: Life story. Teachers' education. (Auto)biography.

Resumo: Este artigo apresenta uma pesquisa de abordagem qualitativa do tipo Estado da Arte sobre História de Vida e Formação de Professores. A investigação tem o objetivo de mapear e analisar as histórias de vida em relação à formação dos professores a partir das considerações finais das teses e dissertações, durante o período de 2013 a 2018, com vistas a compreender o que essas pesquisas têm revelado. Por meio da análise de dados foi possível identificar, a partir das 47 pesquisas selecionadas, que a metodologia História de Vida permite ao profissional investigado uma reflexão mais aprofundada sobre a sua formação e a importância do papel do outro no desenvolvimento profissional docente. Os resultados revelaram também que falar de si, narrar a própria história para si e para o outro, constituem um processo formativo de grande valia para o professor sobre a sua identidade docente.

Palavras-chave: História de vida. Formação de professores. (Auto)biografia.

Resumen: Este artículo presenta una investigación de abordaje cualitativo del tipo Estado del Arte sobre Historia de Vida y Formación de Profesores. La investigación tiene el objetivo de mapear y analizar las historias de vida en relación con la formación de los profesores a partir de los resultados finales de las tesis y disertaciones, durante el período de 2013 a 2018, con vistas a la mejor comprender lo que estas investigaciones han revelado. Por medio del análisis de datos fue posible identificar, a través de 47 investigaciones seleccionadas, que la metodología Historia de Vida permite al profesional investigado una reflexión más profunda sobre su formación y la importancia del papel del otro en el desarrollo profesional docente. Los resultados revelaron también que hablar de sí, narrar la propia historia para sí y para el otro, constituyen un proceso formativo de gran valor para el (a) profesor (a) sobre su identidad docente.

Palabras clave: Historia de vida. Formación de profesores. (Auto)biografía.

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Introduction

The increasing use of (auto) biographical research in the field of Education, has been gaining visibility in studies on the professionalization of teachers in various areas of knowledge. Investigations involving this theme are mentioned by authors, such as Goodson (2015), Nóvoa (2013), Josso (1999), among others, as a (auto) biographical method, in which teacher education narratives are used as a tool for research and training. Such methodological approach appears as an interpretative and contextual method of research, as well as the formative nature in the field of teacher education (GOODSON, 2015).

The (auto) biographical research, “Life Stories, Biographies, Autobiographies, Memories - despite using various sources such as narratives, oral history, photos, videos, movies, diaries, documents in general, depends on memory” (ABRAHÃO, 2003, p. 80). The life story methodology, which belongs to the qualitative biographical approach, consists in listening to the story that individuals report. The researcher listens, through various mechanisms, the telling of the life story of someone who narrates it, enabling the listener (researcher) contacts with various memories, which corroborated the constitution and development of both personal and professional areas, triggering the formation.

Research in the (auto) biographical context is widely used as historical sources in the area of Education, emphasizing that each narrative must be analyzed respecting the context and content basically, in order to relate to the research that is the focus of the studies (SOUZA, 2008). Such methodology also has the purpose of overcoming criticism regarding its use and reinforcing its scientific and pedagogical research nature.

Given the conjuncture of the valorization of personal reports, the (auto) biographical method and the works with the biographies in accordance with the narratives have been increasingly highlighted in the area of education, emphasizing the methodology, exposition forms and, mainly, the formative processes, especially in the formation of teachers (VENTURA; CRUZ, 2019).

This research presents as a research problem the following question: What are the notes present in the final considerations of academic research, theses and dissertations, about Life Stories in relation to teacher education? To answer this question, the research in this article presents a qualitative approach of the State of Art type, which aims to map and analyze life histories in relation to teacher education based on the final considerations of theses and dissertations, during the period 2013-2018, with a view to understanding what these surveys have revealed. Consequently, this study is based on contributions from researchers in the area to express and understand the concepts of Life Stories and Teacher Education, such as Goodson (2015), Nóvoa (2013), Cunha (2013), Souza (2008; 2006), Bueno *et al.* (2006), Bueno (2002), Josso (1999), among others.

Regarding the State of Art research, Romanowski and Ens (2006), emphasize contributions that this research can provide to the researched theoretical field, such as the possibility of identifying theoretical contributions to the pedagogical practice, notes of continence about the field covered by this research, recognition and dissemination of non-

investigated gaps, identification of innovative experiences, and research contributions in the investigated field. In State of the art research, “[...] the production volume can be large; it is something common, besides establishing the research field and the researched theme, defining a research period, and establishing a certain source of research data” (VOSGERAU; ROMANOWSKI, 2014, p. 171).

This study provides the systematization of the productions made in the field of teacher education from scientific productions during the period from 2013 to 2018. In this research, the *corpus* was composed by 31 dissertations and 16 theses collected in the Digital Library of Theses and Dissertations (*Biblioteca Digital de Teses e Dissertações - BDTD*), which are on the digital platform of the Brazilian Institute of Information Science and Technology (*Instituto Brasileiro de Informação em Ciência e Tecnologia - IBICT*). Data analysis was structured using the Content Analysis (CA) technique proposed by Bardin (2016).

From the results obtained in the investigation, it is believed that this research can contribute to identify what the Life History methodology can present to studies in relation to teacher education, as well as the field of Education, and better understand the contributions of the (auto) biographical research. In the following section, we present the understanding of Life History and Teacher Education.

Life history and teacher education

Studies called (auto) biographical, biographical, biographical narratives, and Life Stories have grown significantly in the academic setting since the 1980s, with the release of Ada Abraham's “The Teacher is a Person” (“*O professor é uma pessoa*”) published in 1984. This work, which has reinvigorated the field of research in education, helped to bring back to the academic scene of the Humanities, “[...] studies on teachers' lives, careers and career paths, teaching biographies and autobiographies from these teachers or the personal development of teachers” (NÓVOA, 2013, p. 15).

In Brazil, researches that were developed through the (auto) biographical method intensified since the 1990s, characterized by the return of the subject to social science research as an actor in the research process, after a period of emptying in the 1960s and 1970s (BUENO *et al.*, 2006). This return, which focused on subjectivity in the subject's individualization in the face of their collective interaction, was present in the studies proposed by Catani (1994) and Bueno (1996), for example.

According to André (2010), in the 2000s, researches in the area of teacher education reached a percentage of 22% compared to this type of research in the 1990s, which was 6% to 7%. The author also notes the change in the object of study of the area, from initial and continued education to studies on teacher identity and professionalization, focusing on the teacher, especially on their knowledge, opinions and teaching practices. The proposal of researches aimed at the teacher sought to establish a connection with the need to investigate their practice and the context of their education, and can be cited as one of the research methodologies, the Life Story.

This approach that characterizes a territory, in the area of Education, of reflection on teacher education, proposes a methodology aimed at the knowledge of the subject from his own life history, giving legitimacy to the subjectivity of being in a process of formation. For Josso (1999, p. 15), this methodological option has the need to “[...] claim, to give a place, to justify its support, giving legitimacy to the mobilization of subjectivity as a mode of knowledge production and intersubjectivity as a support for the interpretative work and the construction of meanings for the authors of the reports”.

Goodson (2015) reiterates the importance of this approach as a central theme in the development of teacher research. For the author, the study of the teachers' life represents the creation of a counterculture, in which the teacher is the central agent of their own formation. Providing spaces and moments for teachers to verbalize their knowledge means valuing their subjectivity and the right of these professionals to speak for themselves and with themselves. Bueno (2002, p. 22) points out that “[...] when conceived as subjects of investigation and not only as objects, they are no longer mere recipients of the knowledge generated by professional researchers”.

“Studies of life histories in the educational field focus on the person of the teacher, with an emphasis on the subjectivities and identities that the stories hold” (SOUZA; D'ÁVILA, 2010, p. 445). It comes from research, collecting elements about their personal, professional and training history, seeking in the centrality of the teacher's person, to investigate their knowledge as a starting point for thinking about teacher education.

Teacher training is understood as the process that happens in the dynamics of school education, during the initial and during the professional development of the teacher, consisting of a space-time (school, undergraduate, postgraduate, workplace), influenced by the historical context in period in which this formation develops. According to Cunha (2013, p. 611-612), “teacher education takes place on a *continuum*, from the teacher's family and cultural education to his formal and academic career, remaining a vital process while his professional cycle takes place”.

Given these arguments, it is assumed that teacher education begins before entering initial education courses (undergraduate licentiate courses), and that the teacher education process and their continued professional education have a great influence on who they are, as a subject and as a professional.

Such conception implies in a research that can contemplate the Life Stories in a concept of teacher formation, considering them as main agents of this process. Bueno (2002) reinforces the formative character of the method, starting from the premise that when one looks at one's own story from a first-person narrative, a voice recognizes itself in the historical and formative process of the profession, enabling the reconstitution of the past and the referral to an individual analysis of their own conscience, both individually and collectively, and may contribute to formative processes and decision making about the profession in the future.

Josso (1999, p. 14) refers to the Life Story methodology as a “[...] biographical understanding of the a fortiori formation of self-training through research-training procedures

on the one hand, and the other hand, the use of biographical approaches put at the service of projects [...]”. This contribution alludes to the thought that this is a theory under construction, whose efforts are based on an exercise of cooperation between researchers working with the perspectives of these approaches.

Research Methodology

State-of-the-art researches in the Humanities and Social Sciences seek to “[...] contribute to the organization and analysis of a field, an area, and indicate possible research contributions to social disruption” (ROMANOWSKI; ENS, 2006, p. 39). Such analysis also allows the research to identify the evolution of research types of a given theme, which characteristics and subjects are current, the existing gaps, the emerging themes and an evaluation of the production in the research area.

The material that makes up the list of scientific research, theses and dissertations listed in this data collection were extracted from IBICT's BDTD, where online searches were conducted on Life History and Teacher Education. The mapping and identification of theses and dissertations took place through the digital platform mentioned, using the advanced search option: “all areas”, a resource available through the platform itself, with the insertion of the keywords: “Life Story” and “Teacher training”. The research and extraction of the works were carried out on September 19 and 20, 2018. It is important to highlight that both keywords are indexed in the Brazilian Education Thesaurus platform of the National Institute for Educational Studies and Research Anísio Teixeira (*Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP*).

The choice for the mapping period of scientific productions was delimited by the years 2013 to 2018, that is, 5 years of research on Life History and Teacher Education, with the purpose of covering the most recent investigations on the researched area. It should also be noted that the option for the BDTD was due to the possibility of delimiting a precise investigative period and for composing an important and reliable virtual site for the dissemination of scientific works, theses and dissertations, the *corpus* of analysis of this research.

After entering the keywords in the “all areas” field and the timeframe period, the BDTD platform presented a total of 807 master and doctoral researches. From the starting 807 researches indicated by the digital platform, they were reduced to a *corpus* of 794 works by their duplication. The 794 theses and dissertations were first subjected to reading the title, abstract and introduction, and 601 studies were discarded for not being a part of the theme of research, Life History and Teacher Training. After this process was carried out by the researchers, the *corpus* of the analysis was restricted to a total of 47 academic researches, of which 16 were doctoral theses and 31 were masters dissertations, dealing with the theme Life History as a methodological approach referenced in the study on the Formation of Teachers.

The data analysis was performed in the final considerations of all academic works that composed the *corpus* of this research, with the detailed reading of the 16 theses and 31

dissertations, because it is understood that it is in this part of the research that the authors answer the research problem and their present conclusions from the research objectives. The analysis performed in the final considerations of the research took place through the technique of Content Analysis (CA) by Bardin (2016). It is relevant to mention that some theses and dissertations (D08, D13, D20, D25, D28, T03) investigated in this article did not present a clear relationship between the research problem and the final considerations. The clarity and consistency of the data has not been established by the authors of the research or is found to be confusing. So much so that reading the concluding remarks has become too laborious.

The CA technique is used to analyze materials in different formats such as texts, images, photographs, recordings, among others. This technique is commonly used in the areas of education, psychology and communication. The CA technique presents the following phases: pre-analysis, material exploration and treatment of results (BARDIN, 2016).

The pre-analysis is the organization phase of the research data. This phase includes the selection of the researched material, the formulation of hypotheses, the objectives, the analysis indexes, the preparation and the systematic exploration of the documents. At this moment, there is the “floating reading”, where the researcher establishes contact with the documents they will analyze (BARDIN, 2016).

In the exploration of the material there are two other important phases of the CA method, coding and categorization. The coding phase consists of a systematic organization by pre-formulated rules, in order to provide elements that allow the categorization of data, with the creation of codes. For Bardin (2016, p. 133), “coding corresponds to a transformation - made according to precise rules - of the raw data of the text, which, by cutting, aggregating and enumerating, allows to achieve a representation of the content or its expression”. The categorization phase allows the codes created for the organization of data to be grouped into certain categories according to the criteria defined for this purpose. Bardin (2016) still emphasizes five qualities inherent in a good set of categories, namely: mutual exclusion, homogeneity, relevance, objectivity and fidelity, and finally, data productivity.

In the last phase, that is the treatment of the results, the researcher validates the significant and faithful research results, in order to propose the necessary inferences and precipitate interpretations related to the research objectives that validate the occasional findings (BARDIN, 2016). In the next segment of the text, we will present the data analysis of the 47 listed researches, objects of study of this investigation.

Data Analysis and Results

At this stage of the research, the description of each phase is extremely important for the understanding and supposed replication of the technique to the reader. These phases are specified as: preparation and selection of material for analysis (pre-analysis), coding and categorization (material exploration), and content analysis (outcome treatments) according to the CA technique (BARDIN, 2016). As mentioned earlier in the methodology of this study,

the analysis took place in the results found in the reading of the final considerations of the 47 scientific researches, theses and dissertations, which made up the list of investigated works on Life Stories and Teacher Education that this study deals with. Frame 1 shows how each phase of the content analysis was applied, following the assumptions of Bardin (2016).

Frame 1. Stages of Content Analysis performed in the final considerations of Theses and Dissertations

Phase 1	Preparation and selection of data for analysis, all 47 surveys were saved in PDF format and separated into two folders, dissertations and theses, respectively, in such a way that each research obtained an identification, preserving their anonymity. The dissertations received the code (D) and theses the code (T), followed by a number corresponding to the author of each research, for example, D01 - Author's Dissertation 01. All codes were listed in a table in Microsoft Word software, containing: title, document type (D/T), and year of the defense ¹ .
Phase 2	Exploring the material (coding), the researchers made a detailed reading of the final considerations of the academic researches and all research results involving life stories in relation to teacher education were selected. From this action, codes were created in order to prepare the material for the categorization process. Codes can be represented by symbols that allow the identification of information. In this research the codes express the results of the investigations findings. Thus, it was possible to create 14 codes in the investigation. Some examples of codes created during coding: FD - Teacher Training; FC - Continuing Education; DPD - Teaching Professional Development; ID - Teaching Identity, among others.
Phase 3	Exploration of the material (categorization), there was the union of codes that are presented in the same semantic field. Such action allowed the researchers to group the codes to consolidate a group that presents the same sense code of the similar linguistic units, thus emerging the categories. After coding and categorizing all the final considerations of the 16 theses and 31 dissertations, it was possible to identify the groups that presented the largest number of codes, or the incidences of the research analyzed.
Phase 4	Content Analysis, the codes that presented higher incidence in relation to the other codes were submitted to three additional procedures by the researchers. a) detailed and accurate reading of the results found; b) reflective analysis by the researchers in the results of the final considerations of the research analyzed; c) identification and creation of categories that start from a code group.

Source: Created by the researchers.

The categories that emerged from this process were constituted as indicative that made it possible to understand and visualize the State of the Art of scientific research focused on the History of Life and Teacher Education from 2013 to 2018.

Below, there are the Frames that show the three textual elements extracted from the final considerations of the theses and dissertations that were used to justify the creation of the categories, given the amount of incidence and similarity that the same code obtained. From the data analysis, it was possible to identify three codes of higher incidence and similarity to the results analyzed in the research. They are: a) teacher education; b) contribution to the

researcher's formation; and c) teacher identity.

As this article has already mentioned, one of the codes that presented more incidence and similarity in the final considerations of the researched works was the code: “Teacher Education”, with 92 incidences. Frame 2 shows the categories that were created from the analyzed code.

Frame 2. Some results explained in research to justify the Teacher Training code

Categories	Theses and Dissertation
In professional teaching development	Amount of incident the code had: 19
“The studies also corroborate the different social sources that influence the decision to enter teacher education , such as friends, family and other teachers, and lead us to reinforce our understanding of the influence of the other in practice, in living, as well as in the professional development of the collaborating teachers”.	T08, p. 299.
“The study also allowed us to reflect on the need for articulation between life, education and profession to deepen the teacher's professional development , as well as the importance of their commitment to the results of their work as a professional and critical-reflective citizen”.	D22, p. 124.
“The memories were shown revealing the subjects and (auto) biographical narratives, an important formative source, which allows the description of aspects of training , identity, knowledge and practices. Demonstrating, as soon as the learning influences the professional development , directing it”.	T16, p. 198.
Possibilities of using Life Stories methodology (findings)	Amount of incident the code had: 17
“The engagement in this research required to reflect critically not only on our own formative trajectory, but also on the assumption of the university career professionally, contemplating different possibilities of understanding and experiencing the (self) formative teaching process by the subjectivity of life stories and lessons learned both about teaching and in the teaching process”.	T15, p. 271.
“The work developed creates a parameter on teacher education , with the person and their life story as the focus of knowledge”.	D16, p. 80.
“To narrate is to reactivate the experience, to look at the past with the experience of the present. And in this sense, listening to the story itself while retelling it constitutes a formative process ”.	T07, p. 158.

Source: Created by the researchers.

In Frame 2, it was possible to identify that the category “Professional Teaching Development” presented 19 incidences for the code: Teacher Training. To Marcelo García

and Pryjma (2013, p. 38): “Teacher education, considering a broader conception, in order to integrate research with teacher education, leads to professional teaching development”. The findings of the analyzed academic researches indicate that the Life Story methodology allows the professional who is the object of the research to have a deeper reflection on their teaching formation and, consequently, presents the importance of the other's role, present in the reports, about the professional teaching development. Hobold (2018, p. 426) points out that, “[...] the concept of professional development is broad and it encompasses constitutive processes of a teacher's life trajectory, including family, school, and even spiritual aspects”. For the author, the values of the person of the teacher, as well as their beliefs (here understood as ethical and philosophical principles), are structuring principles present in the teacher's professional development, and it is in this movement of personal / professional development that teacher education fits.

It was also possible to identify, from the second category that emerged from the analyzed code, that the process of teacher education combined with the research methodology Life Story (the discoveries), allows the reflection on the teaching work, its personal and professional subjectivity, constituted as a formative method. Reflexivity, one of the characteristics of the (auto) biographical method with regard to narratives, appears as an action of looking at the past through the present and projecting the future. This action also becomes extremely important when the subject looks “inside themselves” for discoveries and readings about the course of their life and their learning (CAVACO, 2015). In narrating their experience, the teacher recalls the phases of their personal / professional life, the mistakes and successes that made their practice, the teacher they are today.

Marcelo García and Pryjma (2013) point out that this process, as it is a collective event, needs the other to make it happen, because the process of awareness is configured individually, but the teacher education goes beyond other contexts, contributing for it to happen in more serene ways, more sublime, or for it to not happen at all. For Cavaco (2015), it is in the narrative of themselves that the subject perceives the path of their formation, however, in sharing with the other one also sticks to the points of proximity and similarities common to both in the formative processes. The (auto) biographical narrative is at the crossroads of discovery and confrontation, because by engaging in the process of self-knowledge, the teacher investigates their path in search of an analysis that allows him to inquire about the experiences they have lived, and what is still present in their daily lives, either positively or negatively, in order to project their future ambitions in their teacher education.

Another code present in the analyzed works, which revealed a higher incidence and similarities in the final considerations, refers to the “Contribution to Researcher Formation”, with 23 incidences. In Frame 3, it is possible to see the categories created from this code.

Frame 3. Some results explicit in the research to justify the code Contributions in the Formation of the Researcher

Categories	Theses and Dissertation
Formative Trajectory	Amount of incident the code had: 11
“By narrating and reliving their extra-school, school, training and professional trajectories , the participants contributed to the emergence of my trajectories , based on my conceptions of education, physical education, training, profession and teaching knowledge”.	T06, p. 259.
“Thus, we built a period of intense and formative field work, both for the collaborators and for me , enabling me to broaden my understanding of work possibilities within the school; to value listening; to refine a more sensitive look at political relations; to broaden my understanding of school, from my interpretations as a student, intern, monitor, teacher of the network itself and now as a researcher; and made it possible for me to learn that as I write the other's story, I also reframe and rewrite mine”.	D15, p. 177.
“Looking at my past, considering the theory of life stories, I was able to retrieve formative memories, formative paths that I didn't remember I knew”.	T14, p. 124.
Reflection on the role of educator	Amount of incident the code had: 05
“It must be said that this research brought as a major collaboration the thinking about the work of this researcher , because the reflection was a constant during all stages of the research. I saw myself as the most benefited subject , because the practices, the conceptions, the discourses present in the EnAp narratives promoted an “affectation” about my doing, that is, the necessary reflexive process that should drive our practices”.	T05, p. 254.
“Working from a life history perspective has made me reflect on my role as an educator , woman, researcher , wife, daughter”.	D05, p. 129.
“I acknowledge my learning throughout this process. The fact of redirecting the research methodology, as I mentioned in chapter 2, did not diminish my expectations along the way, enabling an experience in which I became involved and feeling the construction of the thesis gain meaning, not only in relation to what I am as a professional . but above all to what I am as a person”.	T09, p. 179.

Source: Created by the researchers.

In Frame 3, it was found that the category “Formative Trajectory” presented 11 incidences from the investigations of the final considerations of theses and dissertations involving Life Story and Teacher Education. This number makes it possible to understand the relevance of the formative process that the methodology provides to teacher education of both the subjects investigated in the research and that of the researcher. For Bueno (2002), the formative character of the method enables the subject to look to the past and make a reconstitution of their choices and, through the process of reflection, is led to reevaluate both

individually and collectively.

Thus, it is agreed that the formative trajectory is of great value when it is understood that research can provide a mutual formation between the object of the research and the researcher, not only from a personal nature, but also a reflection from the professional choices, therefore contributing to teaching professional development. According to Delory-Momberger (2016), the characteristic of biographical research has, as a singular item, the sharing of knowledge, which is built on the partnership between the object of the research and the researcher, in which they play this role simultaneously, present at the moment of narrative and the listening.

It is in this relationship of interaction and knowledge construction with each other that the actors of this process perform both the object of the research and the researcher roles. The narrator plays the role of being their own questioner, when the memory is activated in search of lived experiences. During the moment of listening, the researcher becomes involved in the story told and remembers their own experiences, making the connections about their experience and that of the other, so that this knowledge only becomes possible because of this interaction, the sharing of knowledge. subjectivity with each other.

Through the narrative, the teacher can become aware of their actions, mistakes and hits, generating new reflections from the problematizations made by the act of narrating. Through the narrative, teachers resort to their memories through memory, memories that, interwoven with each other, happen to be socially and culturally produced as constituent parts of a being that is built daily, in all its social spheres. “The construction of narration is inscribed in subjectivity and is structured in a time, which is not linear, but in a time of self-awareness, of the representations that the subject builds of himself” (SOUZA, 2008, p. 45).

In Frame 4, the code “Teacher Identity” presented 17 incidences in the content of the final considerations of the theses and dissertations listed in this research on Life Stories and Teacher Education. Below, there are the categories created from the code mentioned above.

Frame 4. Some results explained the research to justify the code Teacher Identity

Categories	Theses and Dissertation
Life Story Narratives	Amount of incident the code had: 05
“It is this interaction between the subject and his personal and professional experiences that builds the teaching identity , and this is why the narratives of life stories are so precious for studies on teacher education, identity and practice”.	T01, p. 134.
“From the narrative reports, it is possible to infer that no matter how similar they may be in their life trajectories and, therefore, in the formation and in their identity and subjective constitution as a teacher with disabilities, each subject has built his own web in the threads of relationships. to people, places, spaces, culture and society”.	D05, p. 127.

“Thus, the narratives proposed here are not merely descriptions, recollections, simply, are the intertwining of constitutivities; they are assemblages, which means that by telling our own stories we give ourselves an identity ”.	T05, p. 253.
Life trajectories	Amount of incident the code had: 04
“These elements highlight the process of construction of teachers' knowledge and their teaching identities throughout their life and profession trajectories ”.	T06, p. 266.
“The teacher's life story shows us, over time, how she was building her teaching profile , becoming a teacher ”.	D16, p. 78.
“The richness of social mediations is the “driving force” of the development and identity constitution of each teacher , contributing to the construction of their superior psychological functions [...]”.	D05, p. 129.

Source: Created by the researchers.

In this context, the category “Life Story Narratives” presented 05 incidences for the Teaching Identity code. The results of academic research revealed that talking about oneself, telling one's own story to oneself and to others is a formative process for the teacher about his or her teaching identity. Narrating oneself and the other is a reflexive process that leads to self-knowledge in the face of shared and lived experiences (RODRIGUES JÚNIOR, 2016). This movement allows the narrator to locate themselves in the past, present themselves in the present and project themselves into the future, imprinting notions of what is gone, what it is and what it would like to be. In this way, they present themselves a professional, individual and collective project, because the experiences that constitute it are not exclusive, but socially constructed, that is, shared with the social group of belonging.

“It is necessary to understand the concept of teaching identity as a reality that evolves and develops, both personally and collectively. Identity is not something that is possessed, but something that develops during life” (MARCELO GARCÍA, 2009, p. 112). With that said, it is justifiable to relate the accounts in Frame 4, in order to consider that the Teaching Identity is closely linked to the life trajectory, because, by developing personally and professionally, in a certain context, teachers are able to attribute meaning to their professional identity linked to the time of his life, that is, the career path lived up to the present moment. For Souza and D'ávila (2010), the teaching identity takes shape in the relationship with peers, as it reflects, discusses and observes in the relationship and in the context of the work in which it develops, an identity about the profession, that is, about the way of being and teaching.

Nóvoa (2013, p. 16) states that: “Identity is not taken for granted, it is not a property, it is not a product. Identity is a place of struggle and conflict, it is a space for building ways of being in the profession”. Therefore, the teaching identity can be seen as a personal and professional construction over time, through the experiences that individuals carries in themselves during their life trajectory. The life story is a collective construction, nonlinear,

and that, from ruptures, are the choices made of a path taken (DOMINICÉ, 2006). In the next section, the final consideration is presented.

Final Consideration

The purpose of this article was to map and analyze the results of scientific research, dissertations and theses, during the period from 2013 to 2018, in order to better understand what these investigations have manifested about Life History in relation to Teacher Education in the Brazilian academic setting.

From the categories that emerged from the final considerations of the analyzed theses and dissertations, it was possible to identify that the research results converged to the Professional Teacher Development revealed in the teachers' life stories. Teaching Professional Development signals a significant data for Teacher Education because, through the Life Story methodology, it was listed as the category with the greatest amount of incidents in the reflections of the researched professionals, revealing that teachers worry and seek, through the exchange with their peers, the development of improvements in their teaching practice, therefore it can be measured as improvements in the quality of education.

Such methodology also enables the teacher to return to the beginnings of their teaching choices, and to narrate to themselves and to the other their formative path. This method contributes to the formation not only of the teacher, but also of the researcher, when they revisit past events, narrating the positive and negative experiences of their professional career, and all the other choices that made them the professional they are today, since the memory, despite being proper to the individual, was not formed alone, but collectively. Through the (auto) biographical approach, the teacher produces a knowledge about themselves, others and their daily experiences, presenting their way of teaching, being and interacting with others, through the webs of their subjectivity and their own sociability.

It was also identified that teachers relate and value their life trajectory as a relevant element in their Teaching Identity. From the data analysis, it was noticed that the teachers expressed their subjectivities and found in them the links and influences that had to compose their Teaching Identity throughout their stories. As they looked back, they saw and felt during their formative process their own formative agents. Making the teacher the central subject of research and education values the importance of an approach that adopts life experiences and their relationships as guiding principles of the teacher education process, giving them the role of writers and protagonists and your own story.

Thus, the researches hope that there will be a greater incentive for scientific studies focused on the Life Stories in Teacher Training methodology, which are present in scientific databases and that are justified in national postgraduate programs.

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Notes

¹ To view the theses and dissertations that were used as the *corpus* of analysis it is necessary to have a QR Code reader application installed on the mobile phone. Such app is available in free version for Android and IOS.



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