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Introduction

This text is a result from the methodological use of the narrative inquiry in a extended study (Leal da Costa, 2015). It focuses on the ways in which four experienced teachers building up transformations in their workplace. When, where and with whom their professional development take place, were questions too. The biographical approach allowed us to know their experiences, because narratives are not simply a set of facts. So, that are social products produced by people within the context of social, historical and cultural locations on life. The interpretive devices allow us to know and understand their learning experiences and professional development in the workplace. Teachers' memories allow describe each of their stories. Stories that reveal conflicts, tensions, relationships, external impositions and professional cultures, as spaces that influence the learning how to teach, but where they live throughout their lives and careers.



Conceptual Framework

Many studies just revealed a huge gap between theory and practice in professional development for teachers, leading to serious doubts concerning the effectiveness of their design and practice for real change of their practice and for school improvement (Borko, 2004; Darling-Hammond & Richardson, 2009; Leal da Costa, 2000, 2015). Simultaneously knowledge was short about the characteristics of the contexts where teacher learn and how development is happening there (Day & Leithwood, 2007; Hager, 2011). They are pressured to create specific objectives to be aligned with institutional goals and national standards and accomplish it by any means possible (Wenger, McDermott & Snyder, 2002). The methods by which these objectives are to be attained are still vague. Despite this great challenge, efforts are being made and one of which is the Professional Learning Community. The idea that the work contexts are closely related with real life configurations and with lifelong learning, rather than has been traditionally called as teachers' training or professional development has revealed to be a very current field of study (Meirink, Meijer, Verloop & Bergen, 2009; Opfer & Pedder, 2011). The same is the assumption that teachers knowledge is dialogic and contextualized, and it is created and accessible in a storied form (Clandinin, Pushor & Orr, 2007; Elbaz-Luwisch, 2005; Leal da Costa & Biscaia, 2014; Goodson, 2013). The interest over connections between training and professional development emerged, and the same was happen with teacher's learning and development, considering the changing times and complexity in the teachers' everyday live, professional contexts and careers (Hargreaves & Fullan, 2012; Horn & Little, 2011; Nóvoa, 2009).

Findings and Discussion

Following these goals, the narrative inquiry with teacher's life stories allowed us to get to know and understand their formative experiences in workplace. We build knowledge with four teachers in this work. In the echo of their voices we identified singularities and invariants in everyday workplace contexts, concluding that teachers need to open a new era in the history of their own education. It also follows that the person's stories and professional are permanent professionalization processes. We believe now that professional knowledge was never built by a lonely road, but in permanent tension and pressure dilemmatic associated with the process. At the same time, it has proved his discomfort. Teachers do not learn in isolation, separated from their peers or separated from their school as environment and historically and culturally situated condition. We brought the long series of complexity and uncertainty in their lives of teachers and schools and we dare to point out that the involvement of teachers in cooperation projects encouraged them permanently. Teachers' learning processes, and the construction of changes that make in your workplace, are part of a person's learning and development throughout life. They are active participants in the production of knowledge and agents in their own transformation and in the school organizational development.

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Methodology and Methods

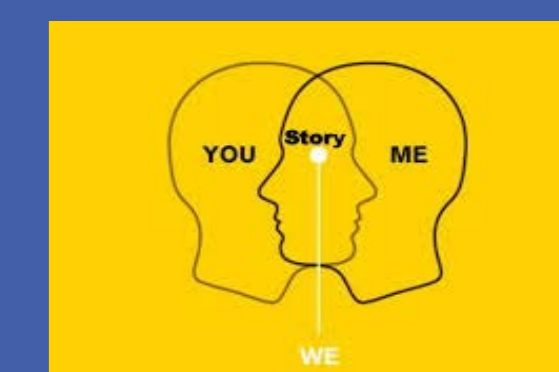
Principles: Narrative inquiry generates data in the form of stories, preserves the complexity and the temporal context of lived experience. The plot provides structure allowing for the representation of teachers make sense of their lives both in the past like now in the present.

Narrative Inquiry and Life Histories – eliciting, finding and construction of intersubjectivities

- **Representation and voice:** focus is on stories of teachers that learn and develop in workplace with other people;
- **Significance:** meanings of teacher experiences;
- **To “give voice”:** teachers voices are not always heard from educational research;
- **Make sense of teacher life:** the focus is on composition of a story as a way to represent their experiences.

(Josso, 2007; Clandinin, Pushor & Orr, 2007)

Narrative Analysis



- Written narratives; Life history as data;
- Content analysis, interpretation and understanding of meaning. Researcher and the researched are not bounded but in relationship with other. All of us were learners in the process;
- Teachers are collaborators and participants in the study.

(Riessman, 2008; Charmaz, 2012)



The Place of the Stories

People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story, in the current idiom, is a portal through which a person enters the world is interpreted and made personally meaningful. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomenon. To use narrative inquiry methodology is to adopt a particular view of experience as phenomenon under study. (Connelly & Clandinin, 2006, p.375)

Conclusions

The content analysis was used for the (re) signification of what were told in a writing narrative. As a result, we have identified certain patterns of which we note three of them in this article. Firstly, we understand that the training of a person throughout life was carried to the professional practice and thus it becomes a model for their teaching. Secondly, this research gave us the possibility of knowing some contexts of the curricular change in each school, and how it contributed for foster or hinder, learning and professional development of those teachers. Finally the stories of those teachers revealed to us that informal and non-formal learning contexts, daily life and experiences in workplace were invoked. So, analysis and interpretation of their voices us allowed to conclude that, in a way, learning it was promoted by workplace. We also conclude that workplace allowed those teachers do a lot of connections with other previous knowledge and their beliefs, crossing thus the ways of personal, academic and professional life. This indicates that training, learning and development blurred the boundaries when leadership, collaboration and work it was the positives resources and context for them as a person and professional and for school development.

For researcher were our own story of the ways of knowing.