

TDI OR TEACHER? TRAJECTORIES AND IDENTITIES IN PROFESSIONALS GIVES CHILD EDUCATION IN A CRÈCHE IN THE MUNICIPALITY OF CUIABA

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ABSTRACT: This article is the result of a research carried out from the Specialization Course in Teaching in Early Childhood Education at the Institute of Education of the Federal University of Mato Grosso - UFMT. The research theme was the professional identities of the Technicians in Child Development - TDIs, who work in the city of Cuiabá. The research was intended to seek answers to the following question: How are the paths and professional identities of Child Development Technicians - TDIs who work in a daycare center in Cuiabá demarcated? In order to seek answers to the announced problem, I chose as a general objective to understand, discuss and reflect on the personal and formative paths that led TDIs to early childhood education, as well as like the factors what you led to remain in the profession highlighting elements of their respective. When carrying out this research I had the opportunity to make an observation about the TDI profession in the Municipality of Cuiabá, its anxieties, the laws that regulate the profession, public policies for the TDI profession and a great question that still professionals have with themselves, because these professionals are not considered teachers since they plan and perform the same tasks as a classroom teacher in addition to caring. The research showed that TDIs even though they are clear about their professional status as technicians, they consider themselves teachers through the functions they perform in day care centers; sought professional qualification to work as teachers and reveal themselves to be very committed to the prospect of developing the work of educators beyond the role of caregivers that has traditionally been assigned to them. 1801

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INTRODUCTION

In the current context, the Nursery Institution that includes the first stage of basic education has been increasingly used by families to leave young children, because it has become a space for the growth and development of the child and is based on caring and educating. .

Thus, it is the role of the teacher who works at this stage of education ensure the process of full development of the young child, both in the dimensions of caring and educating, prioritizing the formation of citizens with autonomy and enhancing the learning processes from early childhood.

At the County in cuiabá, we have one reality specific, When if of the professionals what act in the kindergartens. In addition of teacher, we have you Technical in Infantile Development - TDIs, which by the current municipal legislation, are not considered teachers, since they fit into the career of technicians, but who at the exercise daily in the kindergartens end up per to assume at functions in teacher.

In this educational context, a TDI simultaneously takes care of several children and at the same time educates. It was with this intention of understanding and expanding my 1802 knowledge acquired in the specialization course in teaching in Early Childhood Education that I proposed to develop the research, which now materializes in the monograph presented here, with TDI's who work in a day care center in Cuiabá, that although being techniques under development childish (TDs) play the same role as a teacher. This research will be divided into 3 chapters:

In the first chapter, my educational life will be addressed since preschool, going through my trajectory in elementary and high school, graduation, the choice of my profession, and finally my arrival at the specialization in Teaching in Early Childhood Education. I bring my personal, formative, and professional trajectory in order to contextualize my research object and, at the end of this chapter, present the problem what me motivates in this search well as O objective The to be Reached with This one study.collaborating subjects .

In the second chapter I bring Early Childhood Education and its specificities, I make a

brief contextualization here about Early Childhood Education in Brazil, what theorists think, what are the public policies for Early Childhood Education in Brazil and in the Municipality of Cuiabá, as well as public policies for the career of TDI's in the Municipality of Cuiabá.

Finally, in the third chapter, I dedicate efforts to build some reflections from the speeches of two TDI's who work in a day care center in the city of Cuiabá about their conceptions, perceptions and positions about their activities in early childhood education. In this movement, I will also discuss the constitutive elements of their professional identities.

CHAPTER I

THE EDUCATION CHILD AND YOUR SPECIFICITIES

once presented and contextualized the proposal gives search, as well as the methodological paths, the locus and the subjects participating in the research, I dedicate efforts now to build some reflections on the theoretical assumptions of early childhood education.

To this end, we will make a brief historical account of education in Brazil, advances and setbacks, what thinkers say about early childhood education. We will also make a brief incursion into public policies that govern early childhood education in Brazil, and then reach policies in the state of Mato Grosso and Cuiabá, emphasizing issues related to TDI's.

1803

2.1 Contexts historical gives education childish at the Brazil

It is known that the Social Sciences and Humanities took a while to focus on child and childhood as central objects of his research. It took even longer for the researches to consider in their analysis the relations between society, childhood and school, understanding the child as a historical subject and with rights, having as the axis of their investigations the record of the "speech" of the children. The search for the interpretation of children's representations of the world is a relatively new object of study, which has been aiming to understand the complex and multifaceted process of social construction of childhood and the role that the school has been playing in the face of this invention of modernity.

The analysis of the existing production on the history of childhood allows claim what The worry with The child lies gift only The leave Century, both in Brazil and in other parts of the world. However, even childhood constituting a social problem since the 19th century, it was still not enough to make it a problem of scientific investigation. (ARIES, 1981).

The concept of childhood is the result of a social construction, however, it is clear that there was a child, but not always childhood. Are many you times of childhood, they present different realities and representations, because our society was constituted in a way, in which being a child begins to gain importance and their needs are being valued, so that their development is in the best possible way, and that everything happens in the your true time. Childhood needs to be understood as a social category of effective importance to society, with its appreciation and respect, it will build a differentiated history.

Over the centuries, as history shows, different conceptions of childhood emerged. Firstly, the child was seen as a miniature adult (adultcenter), and his care and education were carried out by the family, especially the mother. There were still alternative institutions that served to care for children in unfavorable or rejected situations:

The discovery of childhood undoubtedly began in the 13th century, and its evolution can be traced in the art history and iconography of the 15th and 16th centuries. But the signs of its development are particularly numerous and significant from the end of the sixteenth century and during the seventeenth century. (ARIES, 1981 p. 65)

1804

It is known that, in the past, the feeling of childhood was non-existent. According to Ariés (1981), until around the 16th century, the particularity of consciousness about the infant universe did not exist. The conception of childhood, until then, was based on abandonment, poverty, favor and charity, in this way, precarious care was offered to children; there was still a large number of infant mortality, due to the high risk of postnatal death and the poor health and hygiene conditions of the population in general, and of children in particular. In result of these conditions, one child dead was replaced by other and successive births, as there was not yet, as there is today, the feeling of care, or pampering (Áriès, 1981), since families, at that time, understood that the child who died would not be needed and any other could occupy the your place.

From the 19th and 20th century onwards, childhood begins to occupy a place of fundamental importance for the family and for society, this young being begins to be thought of as someone who needs a place, time, space and differentiated care, starting to outline what later evolved into what we now recognize as childhood.

As a result, the first institutions for specific care for young children also appeared, initially intended for the care and assistance of orphaned children, children of war or abandonment caused by poverty, misery and migratory movements. These first institutions of “Child Education” date from the first half of the 19th century and in several European countries, and in Brazil, from the 1870s.

Throughout the 20th century, early childhood education was produced and evolved in different ways, under the influence of different pedagogues or educators, starting with Froebel, known for the creation of kindergartens. This pedagogue, creator of kindergarten, emphasized the importance of play and toy at the process in development childish, being per that, notoriously the precursor of a differentiated pedagogy for the education of children and the elderly, grouping them into different age groups.

With the publication, in France in 1960 and in the United States in 1962, of Ariès's 1805 book (1973) on the 'Social history of childhood and family', and in the following decade, in 1974, plus the publication of De Mause's text (1991) about 'The evolution of childhood', historians of education, especially the North American ones, were in the process of reconstructing the precise definition of your field.

However, until this period, few historians had expressed any interest in the theme of childhood or had not placed it as an object of their research.

Only a few tried to learn more about the history of childhood. But for Aries (1973) and De Mause (1991), the childhood story and the questions of human learning were already conceptually and socially related. Both authors emphasized the simultaneity in the time of the discovery or recognition of modern childhood and the emergence of protective institutions to care for and form the younger generation.

The lack of a childhood history and its late historiographical record are an indication

of the adult's inability to see the child in historical perspective. Only in recent years has the historiographical field broken with the rigid rules of traditional, institutional and political research to address issues and problems linked to social history (Ariès, 1973).

In Brazil, childhood began to gain importance in 1875, when the first kindergartens were created in Rio de Janeiro and São Paulo, inspired by Froebel's proposal, which were introduced into the private educational system in order to serve children from the emerging class. industrial average. In 1930, pre-school care began to rely on the direct participation of the public sector, as a result of educational legal reform. Its content aimed both at meeting the growing pressure for labor rights as a result of the union struggles of the then new Brazilian working class, and at meeting the new legal order of education: public, free and for all.

The conjunction of these These factors gave rise to a movement of civil society and governmental bodies so that the care of children from zero to six years old was widely recognized in the 1988 Constitution, culminating in the recognition of Early Childhood Education as a right of the child, and no longer of the mother or father. workers. From then on, Early Childhood Education in day care centers and preschools became legal, a duty of the state and a right of the child (Federal Constitution CF/1988, article 208, item IV). With the 1806 enactment of the new Education Guidelines and Bases Law, law number 9394/96, Early Childhood Education is legally conceived and recognized as the initial stage of basic education. Due to this issue, the welfare character was removed from the day care centers in contrast to to character educational of preschools, turning them in schools children, or care institutions for children from zero to six years of age; the fundamental difference from the past is in the subdivision by age groups, that is: the day care center is for children between zero and three years old, while the preschool serves children between four and six years old. It is understood, from there, that both daycare and preschool should care for and educate children, providing this institutional service with specific characteristics regarding the needs of each age group, but not between educational assistance versus assistance assistance; or what was classically coined by the term “*dealing poorly with poverty*”, coined by ABRANTES (1987). Such changes attributed to this law allowed flexibility in the functioning of day care and preschool, thus

allowing the adoption of different forms of organization and pedagogical practices to meet a wide range of children's needs.

Early childhood education, the first stage of basic education, aims at the integral development of children up to six years of age, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community. (LDB 9394/96, art. 29)

As can be seen in this article of the law, it is up to the school and the family to form a partnership in the development of the child as a whole, enhancing the integral development of the child. In this way, it is up to Early Childhood Education to understand consistent pedagogical proposals in order to promote the transformation of intuitive knowledge into scientific ones, capable of promoting work for children to develop activities of an interactive nature; capable also of producing discussions about their intellectual development in the sense of expanding their sensorial and reflective experience about the physical and social world, considering the marks of their cultural origins as well as their previous knowledge, establishing itself there, processes of subjectivation, of constitution activity of subjects from an early age.

Currently, it is perceived that the proposals for early childhood education are divided 1807
between those that reproduce the references and models of the elementary school, with an emphasis on literacy gives language writing and at math (anticipation – in thumbnail - of practices of schooling of teaching fundamental), and at that assume that childhood is a time of constitution of the being from the expansion of references with and in the world; from the integrality of the development of many different shapes in to be and be at the world; by having play as a principle of knowledge about the surrounding world and about oneself, about things and beings. In other words, schools for young children that constitute spaces of imitation of the world of adults, or of development of different experiences between people, from different languages, going far beyond written languages.

In this way, it is necessary to have the knowledge of what is necessary to develop the child, respecting their needs characterized by intellectual, physical, emotional development, so that we do not incur mistakes of erroneous and disrespectful proposals in relation to childhood and children. We understand that what is important in childhood and what should be

prioritized in early childhood education are interactions: between children and adults and with the other subjects, generating experiences of different orders in the relationship with the physical, social and emotional worlds that are produced in different social and educational realities.

2.2 At policies public for The education childish

Going through the history of early childhood education, we can show that day care centers and you nursing homes french had a trajectory distinct From gardens in Brazilian childhood. Throughout the mid-nineteenth century, several countries such as Holland, Italy and other European countries had similar institutions for different age groups of children. However, The type of children's institution designated as kindergarten or Kindergarten was created by Frederico Guilherme Froebel, on July 28, 1840, in Bad Blankenburg, Germany, as a typically educational establishment if at education of children in 3 at 7 years old , through in activities what involved religious training, body care, observation of nature, learning poetry and songs, language exercises, manual work, drawing, tales of legends, songs and carrying out trips and walks, then kindergartens and Froebel's crèches, were called nursery schools, which became 1808 more widespread. Since that time, how can we see education childish already had a character of caring and educate, but O that stands out it was the vision of welfarism.

In Bush Thick The education childish had your start in 04 in June in 1910 with approval of decree n° 533 where in its article it says:

The colonel Pedro Celestino Corrêa da Costa, President of the State of Mato Grosso. I make known to all its inhabitants that the Legislative Assembly has decreed and/or sanctioned the following Resolution:

Art.1 - The Executive Power is authorized to reorganize, from now on, the Public Instruction of the State, on the following bases (...)

b) creating in this capital a Normal Mixed course, which has two Model Schools for First Letters and a Kindergarten for boys and girls aged between 3 and 6 years old;

Art.2 - The teaching staff of the Institutes that are reorganized in this way and of those who are recreated by virtue of and under the terms of this Resolution, will be: (...)

IV - three Teachers for the Kindergarten; (Decreets and Laws, 1910)

Early childhood education was much discussed since that time, with the approval of laws and decrees that had significant progress but still need to advance further .

Early childhood education in day care when it no longer belonged to PROSOL and the Social Welfare Department, which had a purely assistentialist vision where it was only care so that their families could work, especially women (Mothers) to help support the household , and in 2005 it became part of the Municipal Department of Education with a vision most sharp in no only O take care but also O to educate, he was a great challenge, as we realized that the Municipal Department of Education at that time, I was not prepared to receive such a responsibility, because we are talking about educating young children where they will leave the comfort of home and relatives to enter in a whole new world than day care centers.

We realize that Child Education still needs to improve a lot in day care centers in Mato Grosso, precisely in Cuiabá, where it still has a deep-rooted vision. of welfarism, for we what daily we are in activity in day care, we realize that the treatment between nursery and school is totally different by the municipal education department and its managers, we have to play the same role as a teacher, I say even better because we are dealing with the base of 1809 these children and a poorly made base mark for the whole life of this educational of these children, but we are not considered teachers.

Today, daycare professionals in Cuiabá and Mato Grosso have the same training as a kindergarten teacher, many with specialization, but even so, kindergarten education here is moving at a very slow pace, because what we saw in the great reports about the early childhood education in Cuiabá mainly in day care is purely political and made up, that is, it is not real, professionals considered TDI, who develop the same role as the teacher who works in the network, these professionals are not considered as teachers by our superiors, but the demand to act like the teacher exists, considering that the TDI is working directly with the formation of the child, that is, with the base, would have to be considered as a kindergarten teacher.

In many meetings and even courses that we participate in, there is so much talk about teachers, this is just a formal deal, but the recognition itself does not exist, and when you go to

the secretary for claim something in the career the answer we always get is that we are not teachers, but what about the discourse that is used in the media saying that all daycare teachers are fully qualified for to meet at children at the County in cuiabá, still has what change much The vision From rulers The respect of professional in day care, value the category more and treat equality with the teacher.

2.3 THE POLICY PUBLIC FROM TDI'S AT THE COUNTY IN CUIABÁ

Early Childhood Education is defined and assumed by SME - Cuiabá as the first stage of basic education, intended for the care of children up to five years of age, whose Early Childhood Education units (UEI) make up the Municipal Education System.

However, it is evident that public policies for TDI professionals in the city from Cuiabá still is of little investment, since this acronym created by the municipality is unknown by the MEC, being recognized as an education teacher childish or ADI (assistant in development Children) that one what Assists the teacher in the classroom this is not up to the TDI.

1810

TDI is responsible for the integrated participation in all activities attributed to the teacher, especially those related to pedagogical planning, educational practices, involving observation and assessment of the child, participation as a member of the collective of the UEI Early Childhood Education Unit, involvement in activities aimed at their development professional, articulated work with the direction, pedagogical coordination and pedagogical advice of the UEI. The TDI must propose and develop in-service training within the UEI and outside it. It should also guide its work taking into account the inclusion of the children's family, both as an element of evaluation of children's development and learning and as a partner in the proposed pedagogical activities.

The teacher and TDI relationship must be understood taking into account the debate on the ideological character established in the distinction between manual work and intellectual work. In this perspective, it is considered of great importance resume The

discussion about The indissolubility in between O to educate and O care, a fact that must be marked even in the structuring of the organization chart of the UEI. In view of this, the division of attributions that establishes a division between pedagogical and assistance activities as specialties of one or the other professional, as well as their hierarchization and their segmentation into spaces and times, is considered inappropriate and inappropriate. (Pedagogical Proposal for Early Childhood Education, SME. 2009)

The difference between the teacher and the TDI lies in the distinction of the training history and contractual relationship which, in both cases, must be admitted as a process, and never as a product. This is because it is understood that the TDI contract can be modified by training it at a higher level and passing it in a public competition for the position of teacher in Early Childhood Education.

Thus, even with different levels of previous training, teachers and TDI's must share the same goals and concerns, working in an integrated way.

In view of these photos, there should be an appreciation policy for TDI's because we have the same responsibility to educate and more to care, because the responsibility of both is different from each other, the school teacher only works on the issue of educating and the 1811 TDI works not only on the issue of educating, but also on educating.

CHAPTER II

O WHAT TALK AT TEACHERS

In this chapter I bring reflections built from the speeches of TDIs (teachers) who work in Early Childhood Education, collected from a questionnaire with open questions, where the research participants expose their conceptions and perspectives on early childhood education, their critical positions in relation to public policies for early childhood education, among other aspects. The criterion used to choose the interviewees was the length of stay in the day care unit, each of which has been working for more than ten years. For ethical reasons, we will use fictitious names to designate the participants and thus preserve their identities. These pseudonyms were chosen by the participants themselves.

Participant 01 – **Dandinha** , Single, 38 years old Natural from Cuiabá, a pedagogue who has been working in early childhood education for over 20 years. Participant 02 – **Catarina da Silva Bonita** , Married, 57 years old, born in Fortaleza, pedagogue and working in Early Childhood Education for over 11 years.

3.1 Early childhood education as a professional possibility and the construction of identities

According to collected data, the factors that led participants to search The act at education childish, are several. One from them, The Dandinha says:

I come from a family of 70% teachers, my maternal grandmother, a priori, an excellent teacher and owner of a primary school was one of the examples that led me to education, my mother also has a degree in teaching and taught for about 12 years until she was victim of an accident that made it physically impossible for her to practice teaching. During my mother's teaching years, I helped her with the tutoring she taught at home for children from 1st to 5th grade. But that was not yet the milestone that led to early childhood education, I always had contact with children, at school, at church, on the street and with the cousins, I was always involved in the games and as my greatest examples were to see my grandmother and my mother doing what they liked, I too played in reality and boarded at imagination, then I built one bridge that I am still going through I believe I have not even reached the middle of it, what is not lacking is strength and will to continue, I like my profession, and being in contact with children is to renew the heart and soul every day.

1812

We can see in Dandinha's speech that her great influence towards the profession in the area of education was her family. Daughter and granddaughter of teachers, Dandinha's life was marked by the presence of teaching in her daily life. Dandinha uses the metaphor of the “bridge” to signal that the experience and example of teaching coming from her mother and grandmother, as well as the contact with children, games that led her to walk a path, “a bridge” through which she is still “crossing over,” is still living. but this way is not seen with regret, on the contrary, Dandinha makes it clear that she “likes the profession” and that contact with children becomes, for her, a form of renewal.

In other time, Dandinha magnify these questions stating what:

I always liked education, I always admired my teachers and I have my maternal grandmother and my mother as examples of working in education, I worked in a store in Cuiabá and then came the public contest in Várzea Grande for various functions, my first and only option was to work at the school as a technician administrative because my training was technical in Administration, it was not something I wanted, I returned without Do the subscription, I solved then read the newspaper of notice of

contest and saw that to be an ADI it was necessary to have a high school education, I was excited I went back to the neighboring city and applied. I took the test and passed in 4th place, but I got discouraged with the salary, it was very little, it was almost a third of what I earned at the store, then my mother told me that at least it was something stable and I had the gift to perform the function, I went for my mother's excitement and joy, today after 20 years I think it was all worth it, the difficulties were overcome, what really needs to be achieved is such a "quality education". Today he works at the day care center in Cuiabá where I took office in June 2003.

As we could see when Dandinha took the contest, she did not imagine that the salary would make her think about giving up, as she herself said that she won a lot more as a salesperson than an educator, but the encouragement of your hand weighed much in the decision to remain in the profession and the stability of the competition that would bring her was decisive.

How much at difficulties From first times Dandinha emphasizes what:

Neither the first year nor the current ones were difficult, in fact they were and are challenging, so the difficulties that I can point out are related to public policies. "But the challenges are every day, and the expectations are stimulating in seeing children learning while playing".

We can see that Dandinha faces the profession with a certain enthusiasm from the early years, highlights the stimulus that the process of learning and development of children awakens in her and it seems that she takes this process as one of the points of motivation to continue in the profession. However, it critically highlights the need for more effective public policies for early childhood education. That he can to be observed also When at speaks previous Dandinha point to at doubts what The attacked in relationship to assume O contest and so become a professional in early childhood education, depending on the salary. The salary of an ADI was significantly lower than that of a store saleswoman, an activity she performed. In her speech, Dandinha is positioning herself all the time between the actuality of feeling professionally fulfilled, the enthusiasm with the children and, on the other hand, dissatisfaction with the situation of neglect towards the profession coming from the public authorities. 1813

Unlike Dandinha, Catarina da Silva Bonito, is 11 years old, works in early childhood education, worked as a maid, did the teaching and went to do an internship at a public school,

which soon aroused his passion for education, in that time it says Catherine what I would go change in profession, thus entering early childhood education as a Technician in Child Development, (TDI) soon after she entered the faculty of pedagogy graduating in 2009. For her the first years were very difficult, as she reports that she had no experience as an educator but as a mother, this only reinforces the theory that daycare centers are still seen from a welfare perspective. Catarina reports that for her it was like a challenge and she sought to qualify by entering the faculty of pedagogy.

I wanted to change my profession, I worked as a domestic working in a family house to help support my home, I did a teaching degree, and during the internship I decided what I really wanted: to be a teacher.

I took the pedagogy course, graduating in 2009, I was already working in the area, and that really made me decide to stay in early childhood education.

As we can see, the two interviewees had different reasons for enter early childhood education, one through the influence of the family and the example of home, the other per one motivation in change in profession and identifying yourself with the education childish. These questions of choices professionals me refer thinking on that what he comes being discussed in between you theoretical at the it says respect what Early childhood 1814 education is not simply an escape from a profession, but realizing that at children are small citizens in rights and we know that The child education It is The base for what they can to be inserted at society, so as a reference The LDB Where it says "what The education childish, It is The first stage of basic education, aims at the integral development of children up to six years of age, in their physical, psychological, intellectual and social aspects, "Complementing The action gives family and gives community." (LDB 9394/96, art. 29). In this sense, assuming teaching as a profession with all the demands that this implies in terms in commitment professional, It is much important for the acting in wake up with O what prescribe The law and fur what if points in the theoretical discussions. At this point, even with different motivations that lead the two participants The education childish, both assume The profession with much effort.

However, even acting as a TDI and having a broad view of caring and educating, as

well as an expressive professional commitment, the research participants see Early Childhood Education with a little pessimism here. at the County in Cuiabá. Dandinha it says what Early Childhood Education even in a period of modernity and technology, characteristic of the present, ends up becoming an electoral platform speech, because much is said about the needs of education, but what we saw in reality is something quite different. Politicians talk a lot but no invest at education as if he must, mainly in our unicity where early childhood education in daycare centers still walks slowly, giving a vision that the old welfare vision still exists, that is, The education childish as a deposit in children. Dandinha it says also that the National Education Plan has well-defined actions to be achieved by 2021 and hopes that this will really become a reality in a country where it says that education has to be of quality but there is no investment for this to become a reality. These questions show a critical way of seeing the conception of education. We can see so, what same stating the their behavior and professional satisfaction, the TDIs/teachers are not satisfied with the direction of policies aimed at early childhood education. This can be proven by Dandinha's own speech:

Despite being in a period of modernity and technological advances, education children as well as education in general is being treated as an electoral platform agenda, where promises are made and not fulfilled, a card in the sleeve of the "politicians", who are taking away the real meaning of childhood, of playing and of making account, where they are more concerned with the imposed routine, I see early childhood education losing its essence, I see children ceasing to be seen as children.

1815

According to the Municipal Education Plan Law nº 5.367 of 2010, the goals and objectives correspond to the goals of the PNE 2011/2021, the actions, the programs are all well defined, I really hope that by 2021 they have all been achieved and that we will live with a clear conscience when the "powerful" say they provide quality early childhood education.

Catherine it says what see The Education Children as one preparation for what children to develop, but for that it is necessary that the governors take it off the paper and invest, more in educational institutions, because what we see is the lack of investment in the physical structures of daycare centers and schools:

I see it as a foundation in preparation for these kids to enter elementary school, independent and smart. It's not bad, but it needs to advance more, mainly in the physical structures of the day care centers and schools that still do not comply with legislation, mainly to serve children with special needs.

How can we analyze quality education is not only content taught by educators, to obtain a result that by often made up (mocked), but how to provide quality education where institutions have their own structures precarious physical conditions, and if, conditions of use like this are the reality of many institutions.

Although the Municipal Secretary of Cuiabá in its legislation does not recognize us as teachers, but as a Technician in Child Development (TDI), TDIs/Teachers consider themselves teachers, both because of their academic training and the roles they perform in the day care center, this can be observed in Dandinha's words:

In the face of my diploma, yes, I consider myself a teacher because I implicitly establish this in the face of my professional training, whether working in the day care center or not.

Although progress has already been made much in terms of discussion theoretical and of legislation, currently, TDIs are still considered as another member of the family, and this is evidenced by the expression “aunt”, with which they are usually called by the community and families, who consider these professionals as someone who takes care of their children so that they can can work.

Dandinha and Catarina point to the fact that Education workers as educators (teachers) are not considered as such. Today, in the city of Cuiabá, the laws and social movements do not account for a fair valuation for this class, the rulers do little because within the working class itself there is no junction, each one speaks his own way. language and individually defend what they think, so as long as it is accepted that TDI education professionals who work in the daycare are "aunts", nothing will change, because they are in "family". Even the training offered by the Department of Education to these professionals is totally different from that of the teacher, thus leaving this professional poorly trained. Much is demanded of TDIs, in the execution and construction of planning, but there is no remuneration like that of teachers, as we know that teachers work 20 hours weekly classroom hours and 10 extra-class hours to prepare lessons and plan and other activities what we call activity hours, and TDIs

work 30 hours a week in a class, thus leaving the hours when children are sleeping, or when they are at home, for TDIs to prepare lessons or materials. In summary, the charge that falls on TDIs is the same as that of teachers, but recognition in terms of a professional career and its benefits is not.

These discussions are very present in the speeches of the research participants, as is the case of Dandinha when she states that:

Currently as another family member ' aunt", and in this perspective we have been seen more as caregivers than educators.

At laws and you movements social no give account in one appreciation fair for That class, rulers few do because within the working class itself there is no junction, each speaks its own language and defends individually what it thinks, so as long as it is accepted that TDI education professionals who work in the daycare are "aunts", nothing is will change, because we are in "family" and everything ends up in pizza.

Per your time, Catarina It says what:

“Yes, because in addition to caring, I educate children, enabling them to build their own identity and autonomy.”

3.2 O what at took The stay at early childhood education

1817

We know that today Education is undergoing a major transformation, especially Early Childhood Education, where the education of young children, even with all the advances in legislation and discussions, is still seen as from a welfare perspective, that is, in early childhood education, children only go to play, this is still in the thinking of a large part of society. But what led the teachers/TDI to remain in Early Childhood Education is mainly in the responsibility that both demonstrate towards the children. children, as Dandinha rightly says:

The only reason that moves me to be here is to know that I carry out my work with dedication, responsibility, love, equality, I am delighted to say that I work at daycare, which I am called a caregiver or nanny, because in those moments when I spend with the children, with the simplicity of each one of them, with the joy they bring on their faces, I feel close to Jesus. Salary, position or function will not make me better or less, on the contrary, it makes me more human and fulfilling my duties. Of course if the salary goes up I won't mind.

But when Dandinha was asked about the prospects for her future in Early Childhood Education, she replied that she intends to take new heights, and that staying in Early

Childhood Education would not be in her plans, but if it is not possible, she will continue doing what else likes and with lots of love:

I intend to take flight, I have discovered several things that seem to be interesting for my professional life, I think about a future in a school space dedicated to teaching EJA, with that early childhood education is not in my plans for a future, but if that is not possible I will continue here, with the same motivation and commitment.

This leads us to think that professionals committed to early childhood education, carrying out its activities with commitment, dedication and with very positive actions for the consolidation of an effective education for young children, professionals who say they are accomplished with what they do, consider the possibility of “taking new flights” outside of early childhood education, this depending on the working and career conditions . Policies to encourage the permanence of these professionals in which their activities would need to be priorities among the authorities linked to education, if quality education was really wanted. In turn, from this same perspective, Catarina takes a stand on the reasons that make her stay in early childhood education, as follows:

First of all, the love I acquired during the time I worked with the children was this responsibility that gave me a special love for early childhood education without saying I want to contribute to the formation of these young children. 1818

When asked about her plans for the future in early childhood education, Catarina stated:

“See me being recognized and carried out per be teaching futures citizens”.

How can we see responsibility and love was what drove both to remain in Early Childhood Education, we know that many difficulties hang in any profession, but the emotion of contributing to the formation of a child and what rewards us, what's the point of earning millions, but not being happy in what you do . But we also know that not valuing the TDI professionals by the government means that one of them intends to work in another area of Education such as Youth and Adult Education (EJA), but as she said, if this does not occur, she will work in Early Childhood Education with much commitment and responsibility and love for the education of children.

CONSIDERATIONS FINALS

In the process of elaborating this research, it was possible to perceive the path taken from the first attempts to build the material presented here, until its final execution. Thus, it is necessary to emphasize that as for the knowledge obtained, it is not ready or finished, but is renewed as society transforms or changes its concepts .

We see then that there are no exact formulas for the immediate solution of the problems that involve the different social contexts, but rather a continuous awakening about which way to go in the long task of programming life within a collective organization, in which all those involved are subjects holding rights and duties, responsible for their choices.

The essence of the work was presented in order to understand the permanence of the "TDIs" teachers who work in day care and the challenges faced by these professionals, and the public policies of the Municipality of Cuiabá for TDIs and the training that the municipality offers to these professionals, making it evident that improving the quality of education involves the permanent training of educators and constant dialogue between teachers (TDIs) and families.

1819

Many educators who work in day care feel as if they part of the children's family, because the fact that it is called "TIAS" only reinforces the thesis that these professionals do not have a public policy of valorization, on the other hand, the Department of Education does nothing to change this, as was said by the interviewed, there is a lack of appreciation of TDI's, not to mention that there is no investment in day care centers and schools. Much is demanded but few are done, we have to stop treating education as an electoral stage and treat it as education, ensuring that what is in the law is fulfilled.

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