

### *A look at teaching practice from the principles of identity and professional development*

History in its transit through the time line, has become a faithful witness of the scientific evolution of pedagogy, not only due to the theoretical rigor of the explanations regarding the educational phenomenon, but also in the production and innovation of techniques that have evidenced the advancement of the teaching-learning process. However, beyond the thematic agenda that currently occupies this discipline from its object of study, it is essential to propose, within the framework of the research, a judicious review of what the teacher's mission is at the moment, as well as the becoming that assists him in his role as a catalyst in human development; In other words, to generate debates around the horizon of teaching as an exercise that contributes in multiple ways to education, and which in turn is perfected with the emergence of new paradigms.

In this way, the present reflection is situated in the vital aspects that gravitate on the meaning of the educator's work in human transformation, configuring a gateway from the intellectual production in this issue of the magazine Culture, Education and Society; thus, these ideas point out the axes of the teacher as a human being, professional and manager of science. In this way, the discursive journey is complemented by placing special emphasis on the possible challenges of the teacher's work in context.

Undoubtedly, the teacher's action transcends the technical imagery of being a teacher, while imprinting knowing how to discipline social sense with an impact on the student; The previous statement is ratified by **Fierro, Fortoul & Rosas (1999)**, by proposing that:

*The teacher's work is located at the point where the school system (with a specific curricular and organizational offer), and the particular social groups meet. In this sense, its function is to mediate the meeting between the educational political project, structured as an educational offer, and its recipients, in a work that is carried out face to face (pp. 20–21).*

Under all this panorama, it is necessary for the education sciences to perpetuate in the interdisciplinary encounter the breadth of the educator's activity, not only from his role in the framework of teaching, but as a dynamic subject. The teaching practice is relational, objective and intentional; In it the meanings, attitudes and actions of the people involved in the educational process intervene, and for this reason, rethinking about the meaning of their work is a priority in the epistemological and professional aspects.

Based on this, it is established that the educator undertakes professional actions mediated in great proportion by his being, that is, the essence that defines him, the life he has passed through and the personality traits that make up his psyche, to this are added the social and cultural knowledge that over time has acquired, imprinting values in the daily life that unfolds. The teacher unfolds in his daily work as a whole in imagery and symbolism, as a being that has been building a worldview of the world and its practice, integrating the various experiences formed throughout his personal, academic and professional career (Gómez, 2005).

At this point, the dissertation suggests the educator's conception as a historical being, a unique and unrepeatable individual, who mobilizes in multiple relationships within a particular setting, capable of recognizing his present with a view to structuring his future. In this direction, the human character that configures the teacher in doing acquires an important nuance, because in the interaction that the teacher generates with his influential actors (Learners, peers and community), his own and social perceptions regarding the form are activated. , quality and structure in which teaching is established, demarcating the nature of its actions in the environment; in a word, identity.

It is clear that assuming a definitive position in the effort to define this principle of "being" in the teacher, would fall into an unfriendly reductionism, however, from this perspective it is relevant to highlight that this process is brewing in a triad in which They articulate the own perspective of the subject that is assumed in teaching, their pedagogical peers and society, leaving between seeing that "Identity" is a psychosocial construction that is not consolidated only from the educator. Thus, it is necessary to reiterate that it does not arise automatically as a result of a mere professional training, on the contrary, it is consolidated from a dialogue to multiple voices of a complex and dynamic nature, which leads to the disposition of subjective representations about being human who teaches.

The construction of the teacher's identity links factors such as human development and social appreciation of the importance of educational action; In this sense, identity is continually strengthened, since it must be assumed in constant learning, which has creativity and the capacity for wonder to become diverse every day.

However, at this point there are fundamental tensions that surround the educator in his occupational dynamics, given that changes in the social order also operate in the classroom, demanding from the teacher a permanent view of his actions from all points of view, since It corresponds to integrate in the pedagogical activity their personal needs, as well as the priority of establishing order and teaching. In his daily effort, he puts his financial survival, satisfaction and fulfillment, as well as his well-being and mental and physical security, at stake. Live with risk staying in a professional space, having a status, a way of life, a future and a professional identity. Its self-esteem and the whole of its existence are at stake (Gomez, 2005).

In accordance with the above, the feedback of the pedagogical act (especially that of the students), sets a standard in the perception of the professional practice of the teacher, significantly affecting their mental structure. For this reason, it is key to develop evaluation processes that mediate between society and the teacher, in such a way that they go hand in hand with the discussion and shared vision of the demands and results expected from the educational mission throughout finished; thus, it is decided with greater coherence, not only the duty to be, but the components of professional practice in times and places.

In short, to reason the reason for teaching practice from identity is to have space to observe and understand in academic research, variables such as life history, work, the vocational choice of the teacher, his current motivation and satisfaction, his feelings of success and failure, its projection; either to strengthen public policies that favor their conditions or reorient the university training processes to improve their performance.

As a closing note, the challenges that society poses to education as an object of knowledge at this time, overcome the mere disciplinary updating of pedagogy as science, to suggest from the teleological order (why educate, how to educate, what content to develop , among others), the type of human being that aspires to form. The world moves in the panorama of technological development, globalization, genetic engineering and marked consumerism, leaving room for the question of how to respond to all this from the educational sciences? In the spectrum of this writing, this question inexorably leads to the teacher, since their action cannot be static in the timeline, on the contrary, each of the principles is adjusted to the new communities, their ways of thinking, feeling and Act.

**Dr. Edgardo Rafael Sánchez Montero**

Decano del Departamento de Humanidades  
Universidad de la Costa, Barranquilla, Colombia

#### REFERENCES

- Fierro, C. Fortoul, B. & Rosas, L. (1999). Transformando la Práctica Docente. Una Propuesta Basada en la Investigación Acción (Cap. 1 y Cap. 2). México, D.F.: Paidós.
- Gómez, E. (2005). Identidad del docente: Vida personal y profesional. Didact, (46), 10–13. Available from [hdl.handle.net/11117/2619](https://hdl.handle.net/11117/2619)