

Bodily Availability as a Pedagogical Conduct in Teaching Babies

Márcia Buss-Simão¹
Isabel Rodrigues da Silva²

¹Universidade Federal de Santa Catarina (UFSC), Florianópolis/SC – Brazil

²Prefeitura Municipal de Palhoça, Palhoça/SC – Brazil

ABSTRACT – Bodily Availability as a Pedagogical Conduct in Teaching Babies. This article originates from a research that sought to understand how the composition of educational relationships is demarcated by the body in teaching babies. The research subjects were two teachers and 12 babies from a public Early Childhood Education institution, the data being generated through participant observation, written, photographic and audiovisual records. The collected data give visibility to the body and the *bodily demands and dynamics* of the teachers in the composition of these educational relationships in teaching babies who require constant and *intermittent individual relationships* and a *bodily availability* as a pedagogical conduct.

Keywords: Early Childhood Education. Teaching. Babies. Body. Materiality.

RESUMO – Disponibilidade Corporal como Conduta Pedagógica na Docência com Bebês. Este artigo se origina de uma pesquisa que buscou compreender como a composição das relações educativas são demarcadas pelo corpo na docência com bebês. Os sujeitos da pesquisa foram duas professoras e 12 bebês de uma instituição de Educação Infantil pública, sendo os dados gerados por meio de observação participante, registros escritos, fotográficos e audiovisuais. Os dados recolhidos dão visibilidade ao corpo e as *demandas e dinâmicas corporais* das professoras na composição dessas relações educativas na docência com bebês que requerem *relações individuais intermitentes* constantes e uma *disponibilidade corporal* como conduta pedagógica.

Palavras-chave: Educação Infantil. Docência. Bebês. Corpo. Materialidades.

Contextualizing the Research Field

For professionals who provide education and care to small children – from babies onwards –, teaching and its professional constitution is relatively new.¹ Something even newer is the use of the word *teaching* to refer to the educational-pedagogical actions of professionals who work specifically with the 0-3 age group, as pointed out by Rosemberg (2002), Schmitt (2014) and Delgado, Barbosa and Richter (2019). Higher education started being the training requirement to work in Early Childhood Education and Elementary Education only after the 1996 Education Guidelines and Bases Law (LDB) approval, and teachers then have to hold a degree which allows them to work with children between 0 and 17 years old. To work in Early Childhood Education and in the first five years of Elementary Education, it is also admitted, as a minimum training for teaching, the initial qualification offered in high school, in the normal modality. However, before the LDB, there was no qualification/training requirement. In other words, currently: “Being a teacher in the first stage of basic education is to belong to a defined unionized professional category, and, therefore, with legitimate space for claims” (Kramer; Corsino; Nunes, 2011, p. 16).

Therefore, in this sense, teaching in Early Childhood Education, its professional constitution, is a process under development, whose professional references are still poorly delimited. According to reflection of the Italians Mantovani and Perani (1999), it is still a *profession to be invented*. In Brazil, Cerisara (2002, p. 107) has already affirmed: “[...] a better definition of the early childhood education teachers’ role, different from that of the initial grade teacher, will only be possible according as the particularity of working with babies and small children is widely understood”. Since then, research on the act of teaching babies, mainly, has contributed to demarcating the particularities of this act of teaching, which has its own marks and characteristics, because, “[...] babies’ and young children’s singularities, the social function historically conferred on the Early Childhood Education is not equal to the other stages, requiring specific actions and organizations on the part of the professionals and the institution itself” (Schmitt, 2014, p. 4).

Bearing in mind the young children’s singularities, from babies onwards, and the complexity of educational-pedagogical actions, typical of this educational stage, Eloisa Rocha (1999), in her doctoral thesis, coined what we have defined as a *Pedagogy of Childhood*. This definition marks the particularity of a type of Pedagogy that is constituted from a set of fundamentals and indications of pedagogical action that is concerned with children, their constitution processes as human beings in different social contexts, and their singularities and differences according to the age range, besides being consolidated from a historical, political, sociological and anthropological critique of the concepts of children and childhood. Since its formulation, a set of studies has been developed in order to bring indications and demarcate the particularities of teaching in this educational stage, because, in this conception

of Pedagogy, social relations gain a new outline and ground the act of teaching, with the assumption that all cultural appropriation and any learning is the result of a social and shared relationship of collective meanings.

The conception of teaching based on social relations gains density with the contributions by Freire (2002), Tardif and Lessard (2013) and Teixeira (2007), among others, who understand teaching from a perspective based on relational and interactive work, *with and about* the other, as a social construction permeated by human relationships. Freire (2002, p. 75/97) ensures that the relationships between educators and learners include “[...] the questions of teaching, of learning, of the knowing-teaching-learning process, of authority, of freedom, of reading, of writing, of the virtues of the educator, and of the cultural identity of the learners and the respect that must be paid to it”². These are, therefore, issues that involve educational relationships and constitute teaching.

For Tardif and Lessard (2013, p. 8), teaching is like “[...] a particular form of work on the human, that is, an activity in which the worker dedicates himself to his work ‘object,’ which is just another human being, in the fundamental mode of human interaction”. By delimiting the particularities of teaching in Early Childhood Education, Teixeira (2007), even not focusing on the particularities of teaching in this educational stage, makes an important contribution, as she determines that teaching is established from the social relationship between teachers and students. According to the author: “One does not exist without the other. Teachers and students are mutually constituted, created and recreated, in an invention of themselves that is also an invention of the other. In a self-creation because there is the other, from the other” (Teixeira, 2007, p. 429). Therefore, it is the relationship between teachers and students that characterizes teaching.

Teixeira (2007) also contributes by defining as characteristics of this profession the fact that teaching is of *human, political, and delicacy nature*. For the author, teaching is of a *human nature*, as it refers to human beings and “[...] their encounters, asymmetries, misunderstandings and conflicts; to their tensions and incompleteness” (Teixeira, 2007, p. 430). It is of a *political nature*, since it deals with the teachers’ choices and conceptions of being in the world. Finally, it is of a *delicacy nature*, as “[...] it concerns the delicate involvement, the delicate commitment, the delicate concern for human life, [...] – for the common good” (Teixeira, 2007, p. 433), so that her contribution gives consistency to teaching as a relational profession: it occurs from the relationship with the other.

In order to deepen the concept of teaching presented by Freire (2002), Tardif and Lessard (2013), Teixeira (2007) – including, in this conception of *teaching as a relationship*, Schmitt and Rocha (2016) – and Ôdena (1995), point out that teaching in Early Childhood Education is shaped by other relationships besides that between teachers and children, such as “[...] the teacher-child group relationship, the teacher-fam-

ily-child relationship, the teacher-institution professionals relationship, the teacher-community relationship” (Schmitt; Rocha, 2016, p. 2).

In Early Childhood Education, this relational dimension gains its own contours considering the regular *individual relationships*, especially in teaching babies. Schmitt (2014, p. 263) draws attention to two relational compositions of the act of teaching babies: “[...] individualized attention and relationships between babies and young children, in an interconnected way.” These relational compositions are marked, according to the author’s designation, by *simultaneous multiplicity* and by a polyvalent condition, in which the circumstances of one interfere with the quality of the other. *Simultaneous multiplicity* is revealed both in the polyvalent condition in *individual relationships* and in the fact that it is not a matter of one action at a time, but of many simultaneous actions, as Schmitt and Rocha (2016, p. 7) state:

In fact, it is quite visible that the teachers who work with babies perform several actions concurrently. They cuddle a baby while talking to others, while watching for the safety of those around them, while singing to the group, and so forth. They get involved with one and the rest of the group.

In this configuration, *individual relationship* actions are one of the constituent and driving aspects of this *simultaneous multiplicity*, that is, the fact that teachers have to look after each baby individually allows the other babies to live intense relationships with each other and with the space and materiality. Thus, teaching babies is marked by relationships that involve intense teacher-baby, baby-teacher, and also baby-baby interactions.

Research on Early Childhood Education, such as those developed by Cabral (2019), Castro (2016), Coutinho (2002), Demartini (2003), Duarte (2011), Demétrio (2016), Gonçalves (2014), Guimarães (2008), Sabbag (2017), Schmitt (2008; 2014) and Tristão (2004), among others, have also pointed out that teaching babies differs from teaching older children, as it involves education and care actions in which body and emotions are intertwined more intensely. According to Duarte (2011), this relation between body and care are constituted through educational dimensions, which are consolidated by the union of bodily dimension and care actions. For Duarte (2011, p. 208): “The dimension of bodily relationships intertwines at all times with the dimension of care relationships, and vice versa, since these are dimensions that permeate relationships with the other,” demarcating a particularity of teaching babies.

Seeking to deepen and better understand the evidence presented in research in the area, we proposed to direct our attention to the relationships that involve bodily dimension and care actions in the act of teaching babies. Babies require constant care actions to meet their basic needs, which involve the body, such as, for example, at moments of feeding, sleeping, hygiene, and changing diapers, among others (Duarte, 2011; Schmitt, 2014).

Based on these indications in the area of Early Childhood Education, we carried out the study (Silva, 2018), from which this article originated, with the aim of understanding how the composition of educational relationships are demarcated by the body in the act of teaching babies, starting from the understanding that the teachers' bodily demands in educational relationships with babies are born, above all, from the babies' bodily demands (Schmitt, 2008; 2014).

Some criteria were established for delimitation of the research field:

- a) it had to be a public day care center in the municipal education network of the municipality of São José (Greater Florianópolis), state of Santa Catarina;
- b) it had to serve the population in the age group that was intended to be researched (0 to 1 year old);
- c) it had to be a geographic location accessible to the researcher;
- d) it had to be available for the research conduction;
- e) professionals and families had to authorize the research, and
- f) children had to accept the researcher presence.

The chosen institution serves children from middle-class families, full-time, from 7 am to 7 pm; and part-time, from 7:00 am to 1:00 pm – morning shift – and from 1:00 pm to 7:00 pm –afternoon shift –, from Monday to Friday. At the time of the research, it served 219 children, divided into 10 groups, nine groups in full-time and 2 groups in part-time.

Data generation took place over four months, through participant observation and written, photographic, and audiovisual records. We started the field research in the first half of 2017, only in the afternoon, and the teachers (a teacher and a classroom assistant) – the research subjects –, only worked in the afternoon, from 1 pm to 7 pm. The length of stay varied from two to three hours, on two days of the week, Tuesdays and Thursdays. Fixed start and end time to carry out participant observation was not defined a priori, as the objective was to be with the teachers and babies in different situations, with a broader monitoring of the period in which they were at the institution. Then, sometimes we arrived at 1:30 pm and left at 4:00 pm, other times we arrived at 3:00 pm and left at 6:00 pm. Participant observation was carried out after the empirical field was selected, time and day of the week defined, and the necessary authorizations were obtained.

The researched group consisted of 12 babies, who at the time of the research were between 9 months and 1 year old; therefore, the age difference between babies was four months, with the oldest baby being 1 year old and the youngest 9 months old. Eleven babies were cared for full-time, from 7 am to 7 pm, and one part-time, only in the afternoon, from 1 pm to 7 pm. As to the babies' sex, four were boys and eight were girls, as follows: Bento, José Aquilles, Lucas, Vicente, Isabelle, Laura,

Melissa, Olivia, Sophia, Valentina M^a Oliveira, Valentina M^a Padilha, Valentina Ramos³.

Regarding the professionals who worked in the room of the researched group, there was a teacher (Rejane) and an assistant (Jéssica)⁴, both working 40 hours a week, and this workload was divided into 30 hours of direct work with the babies and 10h for *hora-atividade*⁵ that occurred once a week in the other shift. This *hora-atividade* was for the room pedagogical organization and participation in a training course that took place once a month, with a theme pre-determined by the Secretariat of Education, at *Casa do Educador*, a space granted by the City Hall of São José to carry out the training courses. Both the teacher and the assistant worked only in the afternoon, from 1:00 pm to 7:00 pm.

Initially, we made descriptive notes of general events with a notebook and pen and, later, the camera, determining where the subjects were and what they were doing, simultaneously with notes on particular events. After engaging with the people researched during the observation, we gradually introduced the photographic camera to expand the possibilities of capturing and understanding babies' and teachers' experiences within the institution, providing a dialogue between visual, oral, and written languages.

The option for taking photographs was based on the understanding that, as affirmed by Lopes (2004), a photograph is more than a recording instrument; it is a documentation resource, an object of analysis and mediation of the subjects' relationship with the knowledge of the world and of themselves. Lopes, (2004, p. 105) considers that: "In addition to what is visible captured by the camera lens, to the countless information contained in the photograph itself, there is the rich experience that precedes and follows the moment the image is captured by the camera." In other words, the photograph is not a neutral instrument for representing reality; taking a photograph involves a whole process for producing an image with senses and meanings.

Photographs were not characterized only as a mere visual or decorative resource, but as a record of the physical and descriptive fidelity of reality that evokes "[...] another way of looking at the world, enriching the possibilities of presenting facts, objects, people and events" (Souza; Lopes, 2002, p. 67). By using photographs, the researcher has to take an active look to notice the details, because, according to Caputo (2001, p. 9):

Sometimes, our ways of observing reality are so naturalized that, unless changes are dramatically imposed, we fail to pay attention to certain surprises that reality has in store for us. Important and fundamental surprises to change the course of our observations.

As Souza and Lopes (2002, p. 79) point out, "[...] research can find in photography a strong methodological ally for the construction of a critical look at everyday life," because, in and through the photographs, one can recover experiences lived and shared during the field research.

Another instrument used for data generation was video recording, which, according to Graue and Walsh (2003), makes it possible to capture something beyond speech, allowing the recorded image to be observed several times, and details, initially unnoticed, be perceived. Using video was very important due to the difficulty of recording speeches and images and observing the teachers' movements with the babies at the same time. Through the video, it was possible to observe more calmly the teachers' movements with the babies, capture images, and record complete speeches. When watching the videos and verifying some interesting scene, first we made the written record, then we paused the video to capture the image, obtaining sequences of images that improved the written record.

For data organization and analysis, we used the Content Analysis Technique proposed by Bardin (1977) as a methodological option, grouping field data into categories defined a posteriori, that is, after the end of the field research, thus allowing such categories to emerge from the data.

Teaching Babies: *intermittent individual relationships* and *bodily availability*

Authors such as Demétrio (2016), Duarte (2011), Gonçalves (2014), Guimarães (2008), Schmitt (2008; 2014) and Tristão (2012) emphasize the regular *individual relationships* as one of the particularities of teaching babies. These are individual educational-pedagogical actions aimed at babies, in order to meet the needs of changing diapers or clothes, feeding, bathing, cuddling, and so on, and which, in the educational routine, occupy a large part of the teachers' time and actions, as there are several babies who demand, each one of them, this care.

The teacher is removed from the group centrality for being intensely involved in these *individual relationships* thus allowing the babies to have more time to relate to each other, spaces and materials, actions not guided directly by the teachers, that is, there is a *simultaneous multiplicity* of relationships. The *simultaneous multiplicity* of relationships, according to Schmitt (2014), involves and encompasses not only the actions of the teachers with the babies, but also, jointly, several other actions and relationships initiated by the children with each other and with spaces and materiality. In this composition, the teachers are not, in all situations, mediating the actions directly, but it is necessary that they, in their educational actions, plan a space-time-materiality organization in order for the babies to establish multiple relationships with each other and with the environment.

Taking into account this accumulation of knowledge in the research of Demétrio (2016), Duarte (2011), Gonçalves (2014), Guimarães (2008), Schmitt (2008; 2014) and Tristão (2012), and the particularities of teaching babies, our research proposal was to give visibility to the teachers's body and *bodily demands and dynamics*⁶ in the establishment

of these educational relationships in the act of teaching babies, particularly in those encounters of *individual relationships* between teachers and babies.

By paying attention and observing the actions and relationships of the teachers and the group of babies chosen for the research, at different times, not only in the classroom, but also in other spaces that the babies also used to be, we evidenced that *individual relationships* require encounters to give attention to singularities. Nevertheless, different from what had been understood from previous research, these individual relationships were permeated by the presence of other babies, that is, it was intermittent, because at all times, one or the other baby demanded attention and support.

During the research, it was possible to identify that providing *individual relationships* with babies was always an intermittent action, even in a space previously organized by the teachers to expand interaction between the babies and provide objects and materiality in order for them to interact and explore. We observed that *individual relationships*, such as feeding and changing diapers, due to the fact that they occurred in a collective environment composed of a group of babies, were rarely carried out without the presence of other babies. There were always other babies in search of the teachers' attention and care, which means there were babies sitting next to each other on the floor, standing watching, on teachers' laps, leaning on their bodies or on their legs, among other manners of being close. This can be seen in the written and photographic record below in a feeding situation:

While Rejane is sitting feeding José Aquilles, Jéssica is nearby feeding Valentina Oliveira. Lucas approaches, climbs on Jéssica's legs, which are crossed, and sits on her lap. Jéssica looks at him, smiles and helps him settle in better. Jéssica continues to feed Valentina Oliveira and at the same time talks to Lucas. Vicente, who is sitting on the floor in front of Rejane, gets up and approaches the teacher, touches her necklace, tries to touch the food bowl, sits on her lap and rocks himself. Rejane looks at Vicente and smiles. Vicente puts his hand close to the teacher's face, the teacher kisses it. Rejane turns her attention to José Aquilles and says: 'Yum-yum... it's tasty, isn't it?' José Aquilles babbles a few sounds. Bento is nearby sitting on the floor eating a piece of banana and watching the teachers' actions. Olivia also approaches and moves away a few times, always observing the teachers' and the babies' actions (Record: field notes on 7/13/2017).

Image 1 – Teachers feeding the babies



Source: Authors' personal collection (July 13, 2017).

Based on the written and photographic record, we observed that in spite of the teachers being busy with individual feeding sessions, were also involved in more than one action at the same time, demanded by other babies. This record reveals the babies' search for bodily dialogue and the teachers' attention and, at the same time, how intermittent the *individual relationships* are. While feeding babies (Jéssica feeds Valentina Oliveira and Rejane feeds José Aquilles), they are interrupted in an imperative and intermittent manner on several occasions by other babies, who climb on their legs, sit on their laps, stay close to them, watching them, giving them toys and waiting for the teachers to respond to their demands. Each one of the teachers, even though they are involved in feeding and taking care of a baby, individually, are mobilized by the singularities of babies that require and demand education and car actions.

It is important to note that the premise of the need for constant *individual relationship*, as a particularity of teaching babies, already pointed out by research in the area, such as Demétrio (2016), Duarte (2011), Guimarães (2008), Sabbag (2017) and Schmitt (2008; 2014), is based on the Lóczy Institute approach, which brings as indications for the education of 0-3-year-old children that teaching babies has two main principles:

- a) number of *individual relationships* – where there is a relation-speed duality;
- b) what the other babies do while providing an *individual relationship* to a baby.

Based on these two principles, the Lóczy approach (Falk, 2011) brought to the area the premise of qualified, dense, attentive, careful, and ethical *individual relationships*, which are ethical relationships of care and education. This *individual relationship* can take place more calmly and qualitatively if the other babies are fine, that is, they have or

are in a space prepared and organized for them, where the encounters with the other babies are possible, in which the space allows exploring materials, toys, and their own body.

The indications of the Lóczy approach and research in the area helped look at the *individual relationships* in teaching babies as power and constituent of this act of teaching, which should be dense and qualified. However, when looking at the field records, we evidence that these moments of *individual relationships*, as they occur in a context of collective education, do not occur individually, as proposed by the Lóczy approach, but are crossed by a constant intermittency, in which the teachers also establish relationships with other babies.

Thus, the research field data reveal that *individual relationships* take place in a respectful, dense, and qualified manner, but with a great intermittence, that is, the babies' singularities (physical/biological/cultural/social demands expressed by sleep, tiredness, hunger, thirst, discomfort, production of fluids and excrements, and announced by crying, gesture, and movement) mobilize the teachers to change, many times, the course of their actions in an imperative and intermittent manner, and then they have to establish a relationship with another baby while they are in an *individual relationship*, thus changing the relational composition of the group. This new datum moved us to rename *individual relationships* to *intermittent and individual relationships*, considering that the denomination *individual relationships* implies that the actions are directed to a single baby, but that they are intermittent.

Due to the fact that babies, at this moment in their lives, count on adults to have their basic needs met, teaching babies is a relational space in which teachers are constantly involved in care situations aimed at each of the babies, occurring simultaneous relational events that are intermittent. Here, we see the *intermittent and individual relationships* as constituent and driver of the *simultaneous multiplicity of relationships*, that is, the relational composition of teaching is intertwined with each baby's needs, which are perceived, given meaning and recognized in their singularities, by the teacher's action, in a collective space.

It is therefore worth highlighting the complexity of teaching in this educational stage, especially teaching babies, since the *simultaneous multiplicity of relationships*, here demarcated by *intermittent and individual relationships*, can accelerate educational-pedagogical actions and not safeguard the dense and qualified care provided to the baby's singularity. Ensuring that the intermittence does not disqualify the main encounter requires teachers' *bodily availability* as a pedagogical conduct and brings a mark and power to the act of teaching babies.

Intermittent and individual relationships regarding feeding and diaper changing sessions promotes bodily proximity, but at the same time, the other babies also seek proximity and frequently request this bodily dialogue with the teachers. Particularities that reveal *bodily demand and dynamics* that, in turn, require *bodily availability* as a pedagogical conduct in the act of teaching babies. Field data show teachers

physically available to understand and meet those babies' needs – expressed and made present by the body –, who communicate by crying, gesturing, and looking.

The record that follows shows how much the babies' actions demand and affect the teachers' *bodily availability*, and also how much teachers are affected by this demand:

' *Shall we change you Valentina?*' Rejane speaks to Valentina. Valentina looks at her. Teacher picks her up, puts her on the changing table and starts changing her. Valentina takes the ointment that was on the changing table and plays. Sophia and Bento are close. Bento tries to get up leaning on the back of Sophia, who is crawling. Sophia doesn't like it and starts crying. Bento continues doing so. Sophia looks at Rejane, crying, with an air of despair. The teacher realizes the situation, looks and says: '*Bento! Bento, no! Leave Sophia alone.*' Bento stops and looks at the teacher and Sophia. Sophia continues crying and crawls towards the teacher's legs. Teacher stops changing Valentina, bends down and caresses Sophia. '*Rê saw Sophi! You can't do it, Bento!*' The teacher says. Bento keeps on watching. The teacher gets up and goes back to changing Valentina, talks to her and also continues talking to Sophia, who doesn't stop crying, holding onto her legs. Rejane bends down again, talks to Sophia and wipes her nose. She goes back to changing Valentina, finishes, takes Valentina off the changing table, puts her on the floor to play and takes Sophia in her arms, cuddles her and goes to change her. Bento crawls over to the bags that are nearby and plays with a handle. After changing Sophia, the teacher puts her on the mattress to play, now she is calmer (Record: field notes on 05/09/2017).

Image 2 – Teacher's bodily availability



Source: Authors' personal collection (May 9, 2017).

The record presented shows how much the adult is requested by the babies' actions and vice versa, and reiterates the announcement of a relational and dialogical perspective of teaching. The teacher, even involved in changing Valentina, giving attention to the baby who is being cared for there in a singular way, continues to observe what happens with/between the other babies, and, by observing it, Bento and Sophia intervene; the teacher then talks to them, soothes Sophia and, at the same time, continues to change Valentina.

The transcribed episode reveals *bodily demand and dynamics* in which the teacher is positioned standing, changing and interacting with Valentina and, at the same time, turns to Bento and Sophia, who, in an imperative and intermittent manner, mobilize the teacher to

change the course of her actions. The teacher makes herself affectively and physically available, mobilized by the babies' relational needs. This proximity between the teacher's and babies' bodies, according to Duarte (2011, p. 58), support the teachers' actions, that is, "[...] this relationship [...] intrinsic to teaching little children, having, thus, an understanding of the significance that this contact has in order to establish a relationship of safety and trust". The composition of this episode shows, in addition to the constant *intermittent and individual relationships*, attention, a sensitive look and *bodily availability* in the face of the babies' singularities as a pedagogical conduct that instigates and expands children's experiences.

Conceiving teachers' *bodily availability* as a pedagogical conduct can be understood as power and include the act of teaching babies. According to (2009, p. 40): "It is not just the word, but the body, the attitudes and postures that first evidence the presence of the other in the interaction." Therefore, this sensitive listening maintained with the babies around bodily-emotional situations in a receptive and affective manner aims to involve them in relationships and show that they also communicate. This dialogue and physical and body contact, demanded by the babies' actions, is:

[...] one more way of being present and seeking the relationship. [...]. The demand for being held and for physical contact is very strong (children climb on the legs of adults, touch them, seek gaze and body contact as well). It is an experience of confirmation and reception, food for dialogues mediated by the body and for further explorations (Guimarães, 2008, p. 194).

Performing daily, repeatedly and intermittently a number of actions with the babies – changing, bathing, feeding, cradling, among others –, in general, due to their repetitive character, makes these actions shorter, faster, and more automatic and, therefore, teachers' *bodily availability* as a pedagogical conduct is even more relevant. According to Tardos (1992), it can be said that the teacher's work is facilitated due to this speed; however, this quick, brief and mechanical movement prevents the baby from being able to prepare for the teacher's gestures, prevents them from participating actively in the action and from enjoying the moment dedicated to them. Therefore, Tardos (1992, p. 4) states that: "Tender and delicate movements express attention and interest, while sudden gestures are a sign of inattention, indifference or lack of patience".

Thus, these actions, even if they are repetitive and carried out simultaneously and intermittently, should be dense, qualified and careful, respecting the babies' time and body and requiring the teacher's *bodily availability* as a pedagogical conduct. This bodily relationship needs to be "[...] with loving hands, with hands that expect an answer and that are always willing to receive that answer" (Tardos, 1992, p. 9), hands that affect and are affected.

The field data and captured images reveal that, in addition to the *teachers' hands* that affect and express bodily relationship, as Tardos (1992) points out, the *teachers' legs* are also an element that allows approaches, and are a means of accessible support, a safety reference for babies. Thus, it is possible to infer from small portions of some of the field records:

Jéssica is sitting nearby feeding Valentina Oliveira. Lucas approaches, climbs on Jéssica's legs, which are crossed, and sits on her lap (Field notes on 7/13/2017).

Rejane sits down to feed Bento [...] Valentina Oliveira and Sophia approach the teacher, lean on her legs and observe what happens (Field notes on 7/18/2017).

Jéssica continues to feed and lets Melissa explore her body. Laura, who is nearby, crawls to a plastic toy and then goes to Jéssica, sits on the teacher's legs and tries to touch the food bowl (Record of field notes on 7/21/2017).

Jéssica is changing Lucas, she takes him off the changing table, she hugs him and dances with him and puts him on the floor [...] Lucas comes close to Jéssica and climbs on her legs. Jéssica crouches down and soothes Lucas (Field notes on 6/27/2017).

The legs also affect and are affected, there are countless records that reveal this body contact, this search, both vertically (when the teachers are standing) and horizontally (when the teachers are sitting), as they are a point of reference, support and safety for babies.

It should be noted that this *bodily availability*, as a pedagogical conduct, define and can be understood as power for teaching babies; however, it is urgent to problematize the need for its own materiality, as these *bodily demands and dynamics* (sitting on the floor as seen in the photographic records) cause physical discomfort, tiredness, and pain. We understand that this *bodily availability* could be more comfortable, both for teachers and for babies, if there were adequate materiality such as chairs, armchairs, tables, sinks, among others.

Material Culture of Early Childhood Education: bodily demands and dynamics, spaces and materiality

Space-time organization in Early Childhood Education institutions has been considered essential to think about a Pedagogy of Childhood, considering that thinking, planning, and organizing space-time and materiality is part of the educational-pedagogical action⁸. Moreover, this organization is carried out based on the conceptions of children, childhood, and Early Childhood Education that anchor educational-pedagogical relationships. The disposition of spatial and temporal arrangements, in which the educational actions take place, structures one's bodily dimension experiences, knowledge and appropriations. Gimeno Sacristán (2005, p. 144) states that the body starts having materiality when it occupies a certain space. In this space, life and the possibilities of becoming bodily involved in a certain way depend on how these spaces are designed by human beings, either materially or by the regulations they impose.

Spaces are identified based on what happens in them, on what is or is not possible to do, either because they were created to accomplish something concrete, or because their specific use has been consolidated. When the room is arranged in a certain way, it predisposes an experience with the bodily dimension, that is, how this body can be experienced, whether in terms of possibilities or constraints. Space-time organization will be decisive for teachers' *bodily demands*, that is, for "[...] the demand of the body in teaching relationships" (Sabbag, 2017, p. 25). The available space and materiality interfere with "[...] all the movement required of teachers for educational actions and relationships, especially those of individual care that involve bodily-emotional care and permeate the daily life of Early Childhood Education contexts" (Sabbag, 2017, p. 25). Likewise, teachers' *bodily dynamics*, or rather, the ways in which the movements are/will be performed, are delimited by this space-time organization and by the existing materiality.

The observed field data, such as the Image Sequence 1, presented above, reveal *bodily demands and dynamics* in which the teachers provide *intermittent individual relationships* to the babies at the time of feeding. The teachers sitting on the floor and the space organization allow the babies to interact with other babies, with the organized space and materiality and, at the same time, stay close and interact with the teachers. That is, this organization allows babies to support themselves, feel, play, and explore this adult body that is accessible and available to their singularities. However, this spatial organization reverberates in exhausting, arduous, and tiring *bodily demand and dynamics*, which are aggravated by the absence of adequate materiality – tables, chairs, armchairs, changing tables, sinks, etc.

Teaching babies involve educational-pedagogical actions, which require, as we have seen, its own *bodily dynamics*, marked by horizontality, since teachers have to be at the level of the babies; we understand, however, that this organization does not meet the teachers' bodily needs and conditions. In the researched context, some alternatives were implemented by the teachers, such as the feeding sessions that, as we saw, took place with the teachers sitting on the floor and the babies being fed on the baby seat.

In the second semester of the research year, when the babies were able to sit on chairs, the teachers started using a table and children's chairs to feed them. In the following written and photographic record, we can visualize this new space-time and material organization:

Rejane is sitting feeding Lucas and Jéssica is feeding Valentina Oliveira. José Aquilles approaches and stretches his hand towards the table. '– How are you, José Aquilles? What do you want? The camera? The jar?' Rejane says, looking at him. Rejane hands the jar to José Aquilles. 'Here, take it!' José Aquilles is nearby playing with the jar and watching. '– Is it tasty Valentina? Yum-yum... how delicious this porridge is!!' Jéssica speaks while continuing to feed Valentina. Sophia is under the table playing with a plastic lid. During this feeding session, several babies approach the teachers. Bento approaches in a few moments, he just watches, for a

little while. Vicente approaches, leans on the chair where Jéssica is sitting and leans his head on the teacher's back. Laura approaches, lifts her leg as if she wants to sit on Jéssica's lap, stays close and observes. The teachers continue feeding and, at the same time, observe the actions of the babies who are close by, seeking attention. Rejane finishes feeding Lucas and says: '-Oh, Lucas! Are you very hungry today? Got it all. You want more, Rê will get it.' Teacher gets up and goes to get more food, comes back and continues feeding Lucas. José Aquilles approaches again and talks to teacher Rejane, babbles sounds, points to the camera on the table (Video recording: field notes on 8/3/2017).

Image 3 – Teachers feeding the babies at the table



Source: Authors' personal collection (August 3, 2017).

In this new spatial and material organization for feeding the babies, the *bodily dynamics* consist of the teachers sitting close to the babies, on children's chairs and helping them with feeding; the babies are also on children's chairs. Even though they are no longer sitting on the floor to feed the babies, the teachers are still physically close, as the written and photographic record reveals. The fact that the teachers are sitting on the chairs does not prevent the babies from looking for them; they seek to be close physically, observe, exchanging glances with the teachers, touch the teachers, lean on their legs trying to climb on their laps, babble sounds, hand out toys, try to somehow interact.

The record shows that, even using other materiality for feeding the babies, that is, *bodily availability*, the babies' search for attention and physical and body contact, remains. Duarte (2011, p. 190), in his research, already pointed out evidence of the need for babies to seek, recurrently, physical contact with adults: "[...] children seek to relate, and this relationship necessarily involves the body, that is, a bodily relationship." As the written and photographic records that we present reveal, in this search for the relationship, the babies, despite relating to the organized space and with the other babies in an autonomous manner, remain, most of the time, close to the teachers. This closeness presupposes a constant intermittence in the care for the babies, as the teachers, several times, interrupt the care they are providing to care for one or other babies.

It is worth reaffirming that the teaching condition for listening to babies requires *bodily dynamics* and being in horizontal position, close to the ground. We understand that this necessary *bodily dynamics* and horizontal position, to be at their height, need to be better examined, as it does not meet the teachers' physical and bodily needs in their work. Thus, we ask, as a way of inciting future research: what forms or materiality would meet the needs and *bodily demands* of both teachers and babies?

It is evident that *bodily dynamics* that require sitting down and standing up several times are tiring, and even after food starts being offered at the table, with the teachers sitting on chairs, body fatigue remains, as the materiality used is not/were adequate: teachers sitting on children's chairs, food far away on a shelf, food preparation while standing up, without adequate furniture and out of reach. Thus, we consider that there could be proper furniture for preparing food, at the teachers' height, so that they would not need to get up numerous times and stay on their feet for a long time, contributing to the *bodily demands* being less arduous in terms of physical exhaustion. In addition, adequate chairs for the teachers' body size should be adopted, because, as Sabbag (2017, p. 160) notes "[...] the fact that there is no proper materiality for their size [...] can increase considerably their bodily fatigue".

In order to give more visibility to the *bodily demands and dynamics* in teaching babies, we present several images at different moments that show the recurrence and bodily demand and the movement required for the educational actions and relationships that constitute the act of teaching babies in the Childhood Education.

Image 4 – Bodily Demands and Dynamics in Teaching Babies



Source: Authors' personal collection (2017).

What draws attention in this set of images, in addition to the variety and recurrence of bodily movements – the teachers sit, stand up, pick up the baby, crouch, crawl, squat, among others – is the teachers' body posture. We observe *bodily dynamics* in which that body bends all the time to be close to the babies; in most of the images, the teachers have a curved spine, sitting on the floor or on children's chairs, which appear to be uncomfortable and require greater bodily demand for teaching.

The images reveal an intense teacher movement, especially at moments of body care. The demands around feeding, changing, cleaning, bathing and cuddling, among others, are actions that, in addition

to requiring professionals' more intense mobilization when compared to those that occur with groups of older children, are intermittent. Thus, according to Schmitt (2014, p. 214) “[...] in addition to taking up more time, they require, to a certain extent, a great physical and emotional investment”.

The repetition of these *bodily dynamics*, over the course of a working day and over the years, will have implications for the teachers and for teaching, as this repetition causes bodily fatigue and health problems resulting from these movements. According to Sabbag (2017, p. 13): “The aggravating factor in relation to the repetition of these actions is that, in some situations, the teachers perform them with a lack of attention, precisely because of the simultaneity of events, relationships and common actions in these environments”.

In her research, Sabbag (2017) showed that daycare teachers (children aged 0 to 3 years) perform various actions repeatedly, such as feeding, changing, bathing, cleaning, bending down, lifting a child in their arms, squatting, among others, and those actions are very demanding in terms of the body, since most actions are performed with each baby individually and several times a day. In the interviews and in the questionnaires carried out by the researcher, the teachers reported that changing diapers is the most arduous *bodily demand*. The author points out that, among the daycare teachers, *bodily dynamics* were also an important, because, when they sought to be close to the children, at the same height as them, they ended up remaining with their spine curved for long periods, often causing body fatigue. Pain, tiredness, exhaustion, fatigue, tendonitis, inflammation and back problems were identified as the most recurrent consequences of the *bodily demands* of teaching in day care centers.

By carefully observing Image Sequence 4, we found that those *bodily dynamics*, based on constant and repetitive movements of bending down, lifting, squatting, holding a baby, crawling, standing, sitting on low places, carrying weight, among others actions, gain a sharp outline due to the materiality, tables, chairs, armchairs, changing tables, sinks, etc., and the physical structure, which is often inadequate and uncomfortable for the teachers.

Sabbag (2017, p. 126-127), when addressing the lack of materiality for professionals in the context of daycare and preschool, announces that:

The lack of proper materiality for adults occurred over the years, because at first, with the creation of spaces for Early Childhood Education very close to those for Elementary School, there were tables and chairs suitable for adults, called the teacher's table and chair. Over the years, due to the search for the specificity of Early Childhood Education, with the process of educational relationships and their non-linkage to the teaching and learning process, this materiality were removed from the classroom. The inconvenience is that these furniture intended for adults

were not replaced by others that identify and bring this particularity of educational relationships in Early Childhood Education, thinking about this adult – teacher.

The warning made by Sabbag (2017) was the subject of research of Broering (2014) research, who made a historical analysis of the material culture of Early Childhood Education, based on architecture, spaces/times and materiality of Early Childhood Education, and found permanency, rupture and innovation. According to the author, the educational space needs to be rethought, as a lot of materiality was removed or improved over the years, but others, despite the pedagogical and educational principles no longer being the same, ended up remaining.

Research by Sabbag (2017) and Broering (2014) points to the need to build dialogues between Architecture, Pedagogy and other disciplines to propose appropriate spaces and materiality for children and adults. If the educational-pedagogical relationship in teaching babies “[...] requires proximity, holding, touching, exchanging glances and cuddling, this should be made possible in the most cozy way possible and, certainly, it will not be when the adult has to sit down on a children’s chair, or even on the floor” (Sabbag, 2017, p. 154).

Therefore, it is necessary to think about redefinitions of the material culture of Early Childhood Education, with the incorporation of appropriate materiality, contemplating children’s and adults’ singularities and the *bodily demands* required for educational actions and relationships. Sitting on the floor or in children’s chairs could occur sporadically, based on a specific need, that is, being an exception; however, what we have observed in research is that this has been the recurrence because there is no appropriate materiality. The proposition of adequate materiality would avoid *bodily dynamics* such as those observed in the research in which the teachers need to sit on the floor, on children’s chairs, get up and sit down countless times to prepare and take more food and have to use strategies, at times, to spare their body. A material culture of Early Childhood Education with the incorporation of adequate materiality would result in practicality, in adequate conditions and in the quality of educational-pedagogical actions and relationships.

Final considerations

The article presented here brings data from a field research (Silva, 2018) that aimed to understand how the composition of educational relationships is demarcated by the body in teaching babies. The collected data give visibility to the body and to the *teachers’ bodily demands and dynamics* in the composition of these educational relationships in teaching babies.

From the analysis of the written and photographic records, *body dynamics* emerge in which the teacher’s body bends all the time to be close to the babies; in most of the images, the teachers have their spines bent, sitting on the floor or on children’s chairs, which appear to be uncomfortable and require a greater *body demand* for teaching.

The data highlight the complexity of teaching babies, since the *simultaneous multiplicity of relationships*, demarcated by *intermittent and individual relationships*, can lead to a lightening of educational-pedagogical actions and not safeguard the dense and qualified care provided to the baby's singularity. Ensuring that the intermittence does not disqualify the main encounter requires teachers' *bodily availability* as a pedagogical conduct.

The *corporal availability* as a pedagogical conduct brings a mark and power for the act of teaching babies; however, it is necessary to think about redefinitions of the *material culture of Early Childhood Education*, with the incorporation of adequate materiality, contemplating children's and adults' singularities and the *bodily demands* required for educational actions and relationships.

Received on January 19, 2022

Approved on February 6, 2023

Notes

- 1 This article is based on a master's research developed by the second author and guided by the first (Silva, 2018).
- 2 FREIRE, Paulo. *Teacher as Cultural Workers* - Letter to Those who Dare Teach. Boulder: Westview Press, 2005.
- 3 Considering ethical issues and aspects of authorship and authorization (Kramer, 2002), only used the babies' and teachers' first names or nicknames used among them were used, and the option was not to identify the institution where the research was conducted. Parents authorized the use of baby images. Teachers authorized the use of their images.
- 4 It is important to emphasize that when defining the particularities of teaching in Early Childhood Education, the logic of Elementary Education – teacher alone in his/her room, with his/her class – is broken. In Early Childhood Education, the teacher needs an assistant and both are in the room at the same time and serve the group of children and their families. Due to this understanding, despite the fact that, in the researched institution, the denominations used to refer to these two professionals were teacher and assistant, with also differences in terms of position, attributions, salary, and training requirements, we chose, throughout the field records and analyzes, naming them as teachers, without differentiating their function and attribution, understanding that both work directly with the babies and, therefore, teach.
- 5 LAW No. 11,738, of July 16, 2008 established that 1/3 of the workload has to be directed at preparing classes and other activities outside the classroom.
- 6 When we refer to *teachers' bodily demands*, we refer to “[...] the need of the body in teaching relationships [...] in the sense of referring to all the teacher movement required for educational actions and relationships” as clarified by Sabbag (2017, p. 25). Regarding *teachers' bodily dynamics*, we mean the ways in which the movements are performed: “[...] bending down, squatting down, holding a child, lifting the child, running, turning around, crouching down, crawling, carrying weight, sitting on low places or on the floor, transposing objects, moving around, getting up, jumping, talking, screaming, singing, standing up, among others” (Sabbag, 2017, p. 21).

7 The term *bodily availability* was used by Tristão (2004) in his master's thesis, when analyzing teachers' relationships with babies. The author mentions teachers' *bodily availability* that "[...] presents itself as a pedagogical conduct that instigates and expands children's experiences, especially those of movement" (Tristão, 2012, p. 78). In our research, we returned to the term and sought to give it more visibility in dialogue with the *bodily demands and dynamics* in the act of teaching babies.

8 We understand materiality such as Broering (2014, p. 40) "[...] furniture, toys, utensils, objects and varied pedagogical materials".

References

- BARDIN, Laurence. **Análise de Conteúdo**. São Paulo: Edições 70, 1977.
- BRASIL. Conselho Nacional de Educação. **Parecer n. 09/2012, de 12 de abril de 2012**. Implantação da Lei nº 11.738/2008, que institui o piso salarial profissional nacional para os profissionais do magistério público da Educação Básica. Brasília, 2012.
- BROERING, Adriana de Souza. **Arquitetura, Espaços, Tempos e Materiais: a educação infantil na rede municipal de ensino de Florianópolis (1976-2012)**. 2014. 439 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade do Estado de Santa Catarina, Florianópolis, 2014.
- CABRAL, Viviane Vieira. **O Corpo dos Bebês na Constituição da Especificidade da Docência na Educação Infantil**. 2019. 201 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2019.
- CAPUTO, Stella Guedes. Fotografia e Pesquisa em Diálogo sobre o Olhar e a Construção do Objeto. **Teias**, Rio de Janeiro, ano 2, n. 4, p. 1-10, jul./dez. 2001.
- CASTRO, Joselma Salazar. **A Docência na Educação Infantil como Ato Pedagógico**. 2016. 345 f. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2016.
- CERISARA, Ana Beatriz. **Professoras de Educação Infantil: entre o feminino e o profissional**. São Paulo: Cortez, 2002.
- COUTINHO, Ângela Maria Scalabrin. **As Crianças no Interior da Creche: a educação e o cuidado nos momentos de sono, higiene e alimentação**. 2002. 164 f. Dissertação (Mestrado em Educação) – Universidade Federal de Santa Catarina, Florianópolis, 2002.
- DELGADO, Ana Cristina Coll; BARBOSA, Maria Carmem Silveira; RICHTER, Sandra Regina Simonis. Singularidades da Docência na Creche: interlocução com pesquisas no Brasil. **Humanidades e Inovação**, Palmas, v. 6, n. 15, p. 271-286, 2019.
- DEMARTINI, Patrícia. **Professoras de Crianças Pequeninhas: Um estudo sobre as especificidades dessa profissão?** 2003. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2003.
- DEMÉTRIO, Rubia Vanessa Vicente. **A Dimensão Corporal da Relação Educativa com Bebês: na perspectiva das professoras**. 2016. 170 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina. Florianópolis, 2016.
- DUARTE, Fabiana. **Professoras de Bebês: as dimensões educativas que constituem a especificidade da ação docente**. 2011. 288 f. Dissertação (Mestrado em

- Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2011.
- FALK, Judit (Org). **Educar os Três Primeiros Anos**: a experiência de Lóczy. Araquara: Junqueira & Marin, 2011.
- FREIRE, Paulo. **Professora sim, Tia não**: cartas a quem ousa ensinar. São Paulo: Olho d'água, 2002. P. 47-53.
- GIMENO SACRISTÁN, José. **O Aluno como Invenção**. Porto Alegre: Artmed, 2005.
- GONÇALVES, Fernanda. **A Educação de Bebês e Crianças Pequenas no Contexto da Creche**: uma análise da produção científica recente. 2014. 202 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2014.
- GRAUE, Elizabeth; WALSH, Daniel. **Investigação Etnográfica com Crianças**: teorias, métodos e ética. Lisboa: Fundação Calouste Gulbenkian, 2003.
- GUIMARÃES, Daniela de Oliveira. **Relações entre Crianças e Adultos no Berçário de uma Creche Pública na Cidade do Rio de Janeiro**: técnicas corporais, responsividade e cuidado. 2008. 222 f. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Pontifícia Universidade Católica do Rio de Janeiro, 2008.
- KRAMER, Sônia. Autoria e Autorização: questões éticas na pesquisa com crianças. **Cadernos de Pesquisa**, São Paulo, n. 116, p. 41-59, jul. 2002.
- KRAMER, Sônia; CORSINO Patrícia; NUNES Maria Fernanda. Políticas Públicas Municipais de Educação Infantil: um balanço da década. 2011. In: REUNIÃO ANUAL NACIONAL DE PROGRAMAS DE PÓS-GRADUAÇÃO EM EDUCAÇÃO, 34., 2011, Natal. **Anais [...]**. Natal: ANPED, 2011. P. 1-18.
- LE BRETON, David. **Paixões Ordinárias**: antropologia das emoções. Tradução de Luís Alberto Salton Peretti. Petrópolis, Rio de Janeiro: Vozes, 2009.
- LOPES, Ana Elisabete Rodrigues de Carvalho. **Olhares compartilhados**: o ato fotográfico com experiência alteritária e dialógica. 2004. 254 f. Tese (Doutorado em Psicologia) – Programa de Pós-graduação em Psicologia Clínica, Pontifícia Universidade Católica do Rio de Janeiro, Rio de Janeiro, 2004.
- MANTOVANI, Susanna; PERANI, Rita Montoli. Uma Profissão a ser inventada: o educador da primeira infância. **Pro-Posições**, Campinas, UNICAMP, v. 10, n. 28, p. 75-98, 1999.
- ÖDENA, Pepa. **Infancia y Escuela de 0 a 3 Años**. Barcelona: Centro del Publicaciones del MEC, Associació de Mestres Rosa Sensat, 1995.
- ROCHA, Eloisa Acires Candal. A Pesquisa sobre Educação Infantil: trajetórias e perspectivas. **Perspectiva**, Florianópolis, v. 17, n. especial, p. 61-71, jul.-dez. 1999.
- ROSEMBERG, Fúlvia. Organizações Multilaterais, Estado e Políticas de Educação Infantil. **Cadernos de Pesquisa**, São Paulo, FCC, n. 115, p. 25-63, mar. 2002.
- SABBAG, Samantha. **“Porque a Gente tem um Corpo né... mas a Gente só lembra do Corpo quando Ele Dói!”**: a centralidade do corpo adulto nas relações educativas na educação infantil. 2017. 248 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2017.
- SCHMITT, Rosinete Valdeci. **“Mas eu não falo a Língua Deles!”**: as relações sociais de bebês num contexto de educação infantil. 2008. 217 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2008.

SCHMITT, Rosinete Valdeci. **As Relações Sociais entre Professoras, Bebês e Crianças Pequenas**: contornos da ação docente. 2014. 282 f. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2014.

SCHMITT, Rosinete Valdeci; ROCHA, Eloisa Acires Candal. A Composição das Relações Sociais entre Professoras, Bebês e Crianças Pequenas: indícios para uma docência não linear. In: REUNIÃO CIENTÍFICA REGIONAL DA ANPED, 11., 2016, Curitiba. **Anais [...]**. Curitiba: ANPED, 2016. P. 1-16.

SILVA, Isabel Rodrigues da. **Dinâmicas Corporais na Docência com Bebês**. 2018. 173 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade do Sul de Santa Catarina, Tubarão, 2018.

SOUZA, Solange Jobim e; LOPES, Ana Elisabete. Fotografar e narrar: a produção do conhecimento no contexto da escola. **Cadernos de Pesquisa**, São Paulo, FCC, n. 116, p. 61-80, jul. 2002.

TARDIF, Maurice; LESSARD, Claude. **O Trabalho Docente**: elementos para uma teoria da docência como profissão de interações humanas. Petrópolis: Vozes, 2013.

TARDOS, Anna. A Mão da Educadora. **Infância**, n. 11, p. 1-9, 1992.

TEIXEIRA, Inês Assunção de Castro. Da Condição Docente: primeiras aproximações teóricas. **Educação e Sociedade**, Campinas, v. 28, p. 426-443, maio-ago. 2007.

TRISTÃO, Fernanda Carolina Dias. **Ser Professora de Bebês**: um estudo de caso em uma creche conveniada. 2014. 205 f. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal de Santa Catarina, Florianópolis, 2004.

Márcia Buss-Simão is a professor at the Universidade Federal de Santa Catarina (UFSC) and holds a doctoral degree in Education from the same university. She is leader of the Nucleus of Studies and Research on Early Childhood Education at the Center for Educational Sciences (Nupein/CED/UFSC).

ORCID: <https://orcid.org/0000-0001-6076-0640>

E-mail: marcia.buss.simao@gmail.com

Isabel Rodrigues da Silva holds a Master's degree in Education from the Universidade do Sul de Santa Catarina (UNISUL). She is a guidance counselor at the Prefeitura Municipal de Palhoça, state of Santa Catarina.

ORCID: <https://orcid.org/0000-0002-3615-7435>

E-mail: isarodry2009@gmail.com

Editora in charge: Fabiana de Amorim Marcello

