THE CONSTITUTION POSITION-SUBJECT TEACHER OF CHILDREN’S EDUCATION: A COMPARATIVE STUDY OF TWO CITIES OF RIO GRANDE DO SUL/BRAZIL

A CONSTITUIÇÃO POSIÇÃO-SUJEITO PROFESSOR DE EDUCAÇÃO INFANTIL: UM ESTUDO COMPARADO DE DUAS CIDADES DO RIO GRANDE DO SUL/BRASIL

LA CONSTITUCIÓN DEL SUJETO-POSICIÓN DEL PROFESOR DE EDUCACIÓN INFANTIL: UN ESTUDIO COMPARATIVO DE DOS CIUDADES DE RIO GRANDE DO SUL/BRASIL

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ABSTRACT
Comparative education uses comparative and analytical methods to understand and identify the different knowledge, power relationships and discursive, political, social and cultural practices that produce educational systems. Based on this, this article will develop a comparative study of the Municipal Education Plans of two cities of the State of Rio Grande do Sul. It is objective to understand how discursive practices in these educational systems have characterized a type of subject-position of the child education teacher. To make this understanding, the notion of subject and position-subject was used as an analytical tool, based on Foucautian studies. The question that went through this study is systematized: How do the Municipal Education Plans, intertwined with the National Curricular Guidelines for Child Education and the National Education Plan say of the position-subject teacher of early childhood education? By looking at these documents, it was possible to construct an analytical materiality that linked with interviews with the teachers and managers of the institutions of children's education, of these two cities, made it possible to understand a possible identification and recognition of the teacher, depending on the existence of the position-subject. Also, from the documents analyzed, it is identified certain naturalization and therefore normalization of the behavior of the teacher; and, that the recognition of the good teacher of early

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childhood education is linked to the responsibility to assume the position-subject through self-enterprise.

**Keywords:** Child education; position-subject; teachers of child education.

**RESUMO**

A educação comparada utiliza-se de métodos comparados e analíticos para compreender e identificar os diferentes saberes, relações de poder e de práticas discursivas, políticas, sociais e culturais que produzem os sistemas educativos. Com base nisto, este artigo vai desenvolver um estudo comparado dos Planos Municipais de Educação de duas cidades do Estado do Rio Grande do Sul. É objetivo compreender como, as práticas discursivas, nestes sistemas educativos, tem caracterizado um tipo de posição-sujeito do professor de educação infantil. Para fazer esta compreensão utilizou-se como ferramenta analítica a noção de sujeito e posição-sujeito, tendo como base os estudos foucautianos. A pergunta que percorreu este estudo se sistematiza: Como os Planos Municipais de Educação, entrelaçados às Diretrizes Curriculares Nacionais para Educação Infantil e o Plano Nacional de Educação diz da posição-sujeito professor da educação infantil? Ao olhar para estes documentos, foi possível construir uma materialidade analítica que vinculada com entrevistas aos professores e gestores das instituições de educação infantil, destas duas cidades, possibilitaram compreender uma possível identificação e um reconhecimento do professor, em função da existência da posição-sujeito. Ainda, a partir dos documentos analisados, identifica-se certa naturalização e, por isso, normatização do comportamento do professor; e, que o reconhecimento do bom professor da educação infantil está vinculado à responsabilidade em assumir a posição-sujeito através do auto-empreendimento.

**Palavras-chave:** Educação Infantil; posição-sujeito; professores de educação infantil.

**RESUMEN**

La educación comparada utiliza métodos comparativos y analíticos para comprender e identificar los diferentes saberes, relaciones de poder y prácticas discursivas, políticas, sociales y culturales que producen los sistemas educativos. A partir de esto, este artículo desarrollará un estudio comparativo de los Planes Municipales de Educación de dos ciudades del Estado de Río Grande do Sul. Se trata de comprender cómo, las prácticas discursivas, en estos sistemas educativos, han caracterizado un tipo de posición de sujeto del profesor de educación infantil. Para realizar esta comprensión se utilizó como herramienta de análisis la noción de sujeto y posición de sujeto, basada en los estudios foucautianos. La pregunta que atravesó este estudio se sistematiza: ¿Cómo los Planes Municipales de Educación, entrelazados con los Lineamientos Curriculares Nacionales para la Educación Inicial y el Plan Nacional de Educación, dicen la posición de sujeto del maestro de educación inicial? A partir de estos documentos, fue posible construir una materialidad analítica que vinculada con las entrevistas a docentes y directivos de las instituciones de educación infantil de estas dos ciudades, permitió comprender una posible identificación y reconocimiento del docente, debido a la existencia del sujeto-posición. Todavía, a partir de los documentos analizados, se identifica cierta naturalización y, por lo tanto, normatización del comportamiento del maestro; y, que el reconocimiento del buen maestro de la educación infantil está ligado a la responsabilidad en la asunción del sujeto-posición a través del auto-sujeto.

**Palabras clave:** Educación infantil; asunto-posición; profesores de educación infantil.
1. Introduction

In 1988 the Constitution of the Federative Republic of Brazil was promulgated "[...] to institute a Democratic State, aimed at ensuring the exercise of social and individual rights[...]" (BRAZIL, 1988), addressing in its Chapter III, Section I of the convictions of Education was determined, in Article 214, the establishment of the National Education Plan (PNE).

Art. 214. The law will establish the national education plan, of ten-year duration, with the objective of articulating the national education system in collaboration and defining guidelines, objectives, goals and implementation strategies to ensure the maintenance and development of education at its various levels, stages and modalities by means of integrated actions of the public authorities of the different federative spheres that lead to: (Worded given by Constitutional Amendment No. 59, of 2009)

I - eradicating illiteracy;
II - universalization of school attendance;
III - improving the quality of education;
IV - training for work;
V - humanistic, scientific and technological promotion of the country.
VI - establishment of a target for the application of public resources in education as a proportion of the gross domestic product.

When looking at this material, specifically for this article, the interest arises of understanding a little of the history of the National Education Plan (PNE), which was regulated by the Law of Directives and Bases of the Education of the Government of Brazil (LDB), Law No. 9394, in 1996, taking effect in PNE with Law No. 10.172/2001, which forwarded objectives and goals for education in Brazil over 10 years. Throughout this period the PNE suffered many criticisms, among them the lack of democratic procedures. That is why, today, in Brazil, we have instruments for evaluating the ten-year education plans that are referenced to the current PNE, in the form of a law "Law No. 13.005/2014 addresses important instruments to make possible joint actions in collaboration and the continuous monitoring of the PNE implementation process" (BRAZIL, 2014, p. 23).

Considering this, PNE "is an instrument of planning our democratic rule of law that guides the implementation and improvement of public policies in the sector" (BRAZIL, 2014, p. 7), this proposal regulates, normalizes and defines educational goals. The Plan sets objectives and targets for all levels of education:
early childhood, basic and higher education. The NEP is characterized by being a document of twenty goals and various strategies,

[...the goals are oriented to face barriers to access and permanence; educational inequalities in each territory with focus on the specificities of their population; training for work, identifying the potentialities of local dynamics; and the exercise of citizenship. (BRAZIL, 2014)]

In this way, we can point out that the first set of goals is structured to the right to quality education, the expansion of opportunities, guaranteeing access to education and the universalization of it. The second group, dealing with the reduction of inequalities and the valuing of diversity, while the third group of targets is about the valuing of professionals in education, the fourth, and the last block, focuses on higher education.

In this perspective of articulation and management of a national education system, state (the different regions of the country) and municipal (all cities of the country) plans are also constructed should be built according to the specificities and particularity of each region, obtaining the participation of representatives of the educational community and civil society.

The Municipal Education Plans (SMEs), which are the focus of analysis, in this text, were approved in accordance with the National Education Plan Law 13.005/2014. Thus, the cities, through a planning, act in collaboration to achieve the planned goals and implement strategies, as can be seen in the SME quote from one of the cities that we established the comparative study:

[...we believe that this document should be recognized as an instrument for raising awareness and making society responsible for involving all segments in its preparation. For it is society itself that must give its opinion on education that it deserves. (COLONEL BARROS, 2015)]

In this way, SMEs have the same organization and structure, as they are built on the basis of the national guidance plan. In turn, the goals are built according to the twenty items considered by the guiding plan and then the strategies that differ in numbers and also according to the organization and demand of each city.
The execution of these documents and the supervision take place through continuous monitoring and evaluations by the different municipal and federal agencies, and in the cities-municipalities it is the Municipal Education Councils that have the power to monitor the execution and evaluation together with other organs of the executive, legislative and civil society powers as indicated by the quote below one of the municipal plans analyzed:

In order to transform this evaluation into a democratic and transparent process, it will be up to those responsible to monitor and assess whether the proposed goals are being achieved, since these factors are decisive for the development of education. (JÚLIO DE CASTILHOS, 2015)

In view of this, this study is organized by comparing, through the Municipal Education Plans of two cities of the State of Rio Grande do Sul, to the National Curricular Guidelines for Children's Education and the National Education Plan, the planning space of children's education, considering here the professionals of this stage of education that is highlighted in goal 1 of the PNE. We justified this interest by the fact that the researchers work at this level of teaching, as well as the fact that they give relevance to the infant education that is the first stage of basic education that takes shape in three stages: infant education, elementary education and high school.

Early childhood education, as determined by LDB/1996 and the National Education Plan are offered in kindergartens and preschools, attending children from zero to five years old. They are public and/or private institutional and educational spaces that educate and care for children, full and/or part time (Art. 5, Resolution No. 5/2009).

Childhood education as a whole is not compulsory, becoming compulsory for the age of four and five years at which it is indispensable for enrollment. The totality of children's education is not a prerequisite for entering into the second stage of basic education, basic schooling.

In this context, it is essential to highlight the scope of these two cities, from which we have drawn up a comparative study. The first is Coronel Barros - Rio Grande do Sul/RS, a small town with less than three thousand inhabitants, an economy based on farming and agriculture activity, with only one school for children's education. The second is Júlio de Castilhos/RS, larger in territorial
extension and with population of approximately 20 thousand inhabitants, economy based on agriculture and agriculture, having in this city six schools of children's education.

Situating the cities, it was possible to look at the Municipal Plans and build an analytical materiality. Along with the analysis of the documents, interviews were also carried out with four female professors and two female managers. The interviews were filled with excerpts that help us understand how the position-subject of children's education teachers has been characterized, as well as how they have incorporated themselves, via self-employment of this model of being a teacher. The following structure was used to identify the interviewed subjects: teachers 01 and 02, comprising the city of Coronel Barros/RS and manager 01 and, consecutively teachers 03 and 04 and manager 02 of the city of Júlio de Castilhos/RS. For analysis, the notion of subject and subject position was used as an analytical tool, based on the Foucautian studies.

As a category of analysis after immersion in the texts of documents and interviews, the idea was established that the understanding of discursive practices in these educational systems has characterized a type of subject position, a way of constituting a teacher of children's education. Thus, three categories are discussed from the documents and speeches: recognition, behavior and position-subject teacher of children's education.

2. Teacher of early childhood education and recognition in their practice

To understand about the recognition of children's education teachers, a first document made possible clues. In the National Curriculum Guidelines for Children's Education - DCNEI, which brings together principles, foundations and procedures to guide public policies in the preparation, planning, execution and evaluation of pedagogical and curricular proposals (BRASIL, 2009), it is highlighted the relationship mechanism with the school community, the relationship of families in the pedagogical space and also a tool to disseminate this pedagogical work carried out in the school, for parents and/or families, in which it generates some recognition of the local community for school, pedagogical work and teaching performance.
In this way, in the talks of the four teachers it is also possible, among other topics, to highlight the participation of parents in the school space, as a way of feeling the recognized work and thus generating a feeling of valued work. According to Professor 03 "waiting for families to leave their treasures, in the confidence that you will do the best... there is no way you can not feel valued and important". In the National Education Plan, it does not cover this same recognition bias, this document brings the career plan, the working conditions, the salary floor and attractive salaries as a professional recognition of teacher of child education.

In line with the PNE, both Municipal Education Plans, articulate in relation to continuous training, through training courses, postgraduate, in order to qualify for school curricula and pedagogical proposals. Also in relation to working conditions and that recognition is intertwined with career plan, working day and decent wages, which differs from the sense of recognition that teachers report.

Thus, Professor 02 still highlights as an element of recognition in the school space when the professional can contribute, give opinions and participate in a democratic process in the context of school management, since this implies recognition of the knowledge that the teacher acquires with the teaching experience. As Professor 01 points out, "one can see that what is being developed makes a difference in people's lives".

For Professor 04, recognition is also in the student himself "what makes me feel recognition for my work is the brilliance in the eyes of that student (a) who at the beginning of the school year presented difficulties in interaction, in the articulation of speech [...] and who at the end of that same year manages to overcome all this".

Given this, we can see that the legal documents point in the same direction of recognition, as being the qualifications and remunerations of these professionals. However, for teachers of early childhood education what makes them feel recognized is how the other sees their work, for them recognition is in the parents and in the learning of their students.

One can see that his experience as a teacher is driven by the contingency of academic and pedagogical strategies involved in formation and action and concern the way in which this subject positions himself and "offers his own being when one observes, deciphers, interprets, describes, judges, narrates,
dominates, does certain things with himself” (LARROSA, 2010, p. 43). But, above all, because it places itself in the perspective of the approval of the other, as well as in the usefulness of itself in relation to the other.

That is, recognition is a form of subjectivation that is produced from certain relationships and in the midst of certain practices, which implies considering in the analysis of the process of subjectivation, as Foucault (2007), not only behaviors and ideas, but "the problems through which the being gives itself as being able and should be thought of, and the practices from which these problems are formed" (p. 15). Self-experience in which the performance of the subject-position is examined in relation to a game of truth that makes up the field of early childhood education, the formative practices, of acting and policies that make them relate to themselves and become the position of teacher of early childhood education.

Taking the notion of experience in Foucault (2010)⁴, it is possible to consider that the political strategies, defined in the legal documents on children's education, activate a way of being a teacher that has the effect of constituting a position-subject. They operate in the experiences that the subject has of himself in order to constitute a teacher of infant education. This is possible because the political strategies cross the subjects by the matrix of psychological and pedagogical intelligibility - which makes up the field of knowledge of child education; by the regulated ways of ordering this knowledge that give it the rules of verification in the field of action with children; by the behavioral norms operated by the mechanisms of a way of learning to conduct the conduct of others; by the procedures of an action that is exercised as the government of others and of itself in the professional position; and, the constitution of the subject-position as the way of being of the subject, that is, the ways in which the subjects in formation are led to constitute themselves in this position, the way how he subjective teacher of child education self-enterprise and the recognition of the other.

⁴ For Foucault, “[…] could call foci of experience, in which they articulate one another: first, the forms of a possible knowledge; second, the normative matrices of behavior for individuals; and finally the virtual modes of existence for possible subjects. These three elements — forms of possible knowledge, normative matrices of behavior, virtual modes of existence for possible subjects — are these three things, or rather, it's the articulation of these three things that we can call, I think, "foci of experience." (2010, p. 04-05)
An experience with knowledge, with others and of oneself that points out the possibility of each one recognizing oneself subjectively, since subjectivity has the sense of being the effect of what happens with and in each individual through the action of composition and recomposition of forces, practices and relationships. Subjectivity as the effect of the practices and forces that mobilize each individual, to take, themselves as the subject of their own practices or of the practices of others that act upon them. (ROSE, 2010)

Subjectivity as an ever-changing result of what each one is and can become has to do with the practices that mobilize the subjects' relationships with themselves and with others. The historical, social and cultural practices, as well as the experience of individuals makes it possible to consider that the processes of subjectivation are also historical and that for the analysis of the process of constitution of subjects requires one to look at the practices and techniques of objectification-subjectivation that he lived and lives as an effect of the experiences (ROSE, 2010).

A subject and a subject position as the result of ‘agendas’ that make it possible to modify what they are. These agencies produce the expansion and association of experience operating self-practices in which subjects have the possibility to modify themselves producing for themselves other ways of relating to others and themselves (ROSE, 1996).

These agencies to which the author refers depend on the networks of force that circulate and affect the subject, one of them being the regulatory policies for the constitution of the teaching. This dimension of self-experience in driving has the effect of subjectivating a subject position. The experience traversed by knowledge, with others and the experience of oneself, can be pointed out from Foucault (2008, 2006) as producer of the subject, since it is by experience that the subject gains contour, being constituted by the effect of the historical forces that constitute it, that act and direct it in the channels of subjective constitution, if as subject takes contours, this also holds for the position that it occupies in a determined social context, in the case of teacher of childhood education, in which place it is also recognized by others.

The force of professional experience and the ways that define the profession has an effect of the matrix of ordered knowledge in the field of early
childhood education and of a matrix of behavior of duty-to-act, have productivity because it constitutes a strategy of governing their conduct in the sense that "to govern is to structure the eventual field of action of others" (FOUCAULT, 2010a, p. 288).

Force that is power, power relationship exercised in act and speech of each other, effect of the consent given by the subjects themselves participating in this relationship. Consent that is not refusal of the freedom of those who lead the relationship, but possible exercise of power for free subjects that "has before it a field of possibilities in which several conducts [...] can happen. [In which] freedom will appear as a condition of the existence of power" (FOUCAULT, 2010a, p. 289) and of subjectivation processes.

From the Foucautian perspective, this is possible to understand from two important methodological concepts that are the technologies of the self and the techniques themselves. Foucault’s technologies (1990) refer to the practices in which it is possible to produce or transform experience, since these have the effect of governing the conduct of each and every one of them from real games in which relate driving techniques that men use to understand themselves. For Foucault, there are four main types of technologies that operate in a practical reason matrix, namely:

1) Technologies of production, which allow us to produce, transform and manipulate things; 2) technologies of sign systems, which allow us to use signs, senses, symbols or meanings; 3) technologies of power, which determine the conduct of the individuals, let them a certain type of fines or domination, and consist in an objectivation of the core; 4) technologies of yo, which allow the individuals to perform, by cuenta propia with ayuda de otros, a certain enumeration about the body and its images, conduct, any form of being, obtaining a transformation of itself with the end of acquiring a certain state of happiness, purity, wisdom or immortality. (1990, p. 48)

Warning that these four types of technologies do not work separately, Foucault says that "Each one implies certain forms of learning and of modifying individuals" (1990, p. 48), since by constituting ways of governing the conduct of men its meaning lies in the learning and modification of individuals for "acquisition of certain abilities" (idem) as well as "acquisition of certain attitudes" (idem).
However, we are interested here, as Foucault was interested, in the technologies of the self to think how the ways “in which an individual acts upon himself [...] technology de Lyon” are ordered (1990, p. 49). That is, it is interesting to analyze how in the experience of the ways how one says to be and whether one is recognized in the position-being teacher of early childhood education, how the political ways that the systems say of the teacher of early childhood education produce the learning so that the subject acts on himself and acquires certain attitudes to be (re) elaborate and constitute himself teacher of early childhood education.

With regard to his own techniques, Foucault points out that it is techniques that are the ‘practical’ determinant of driving and, in this sense, Foucault presents us with the possibility of understanding that the subject is not only constituted by techniques of domination or discursive as objectification of subjection, but that these combine with the techniques of themselves as

[...] procedures that [...] exist in all civilizations, proposed or prescribed to individuals to fix their identity, maintain it or transform it for certain purposes, and this thanks to the relationships of self-control or self-knowledge” (GROS, 2006, p. 620)

The techniques themselves constitute a set of strategies activated in the context of culture, politics, power relations so that individuals are invented and can transform their experience of themselves (LARROSA, 2010). These strategies are in the order of procedures, the means employed and operated to make work or maintain a way for individuals to conduct themselves and also to conduct the conduct of others (FOUCAULT, 2010).

On the other hand, when discussing the behavior that is attributed to teachers, the manager 01 highlights that the good teacher of children's education is the professional who has well planned and organized pedagogical practices, and who has good administration of minutes and fulfills the objectives outlined, so must present a sensitive subject, understandable and patiently, have knowledge, know how to teach and also entertain and captivate students. The conception of this director differs in words from what can be identified in the documents in question, which in turn have the same scope in relation to pedagogical work and students/children.
However, manager 02 acknowledges that the good teacher of early childhood education is the one who cares about the care of children "giving/offering a lot of love and affection, because we are talking about children beginners in school [...] the good teacher learns along with his students, before even proposing to educate them".

The PNE commits and highlights the motivation and commitment of teachers towards students, in addition to the DCNEI articulates the pedagogical action of the school as complementary to the education and care of families, thus highlighting the different cultures and identity of each child.

In comparison to the municipal plans both highlight the articulation with families, in the face of pedagogical works, thus aiming the learning and development of the child, however, still a city highlights in relation to the behavior that the teacher must assume its role and posture of teacher of child education through pedagogical practices that enables interaction, socialization and learning, considering the education, care and play in each age group.

3. The position-subject constitution of the child education teacher

The third analytical moment refers to the subject position of the teacher of early childhood education, Possa (2013) addresses the constitution of the subject position as the subject's way of being, thus the way he subjects himself teacher, considering the ways in which subjects are led to constitute themselves in this position. In this sense, the PNE brings the building up of teacher in the professionalization in service in specific training, be it initial and/or continued, in line with this document the Municipal Education Plans of the two cities address the valorization of professionals and the incentive to training at the initial and continued level.

Whereas Foucault (1997) understands the subject as dispersed, decentralized, and historically constructed, the author uses the term individual, before naming subject, since this individual will be subject and thus will be produced, then becoming subject. Santos and Klaus (2013, p.63) accordingly state "the constitution of the subject is given in the present and manufactures in the present a certain type of individual".
Thus, the constitution of the subject is conditional on the social positions occupied by him, "the positions of subject are also defined by the situation which he is able to occupy in relation to the various domains or groups of objects" (Foucault, 1987, p.59).

Thus, we can affirm that the position that the subject occupies is also related to his speech and to link that it does, however, Lockmann (2014) discourses about the speech and the control of this, since the teacher is not the primary origin of many school discourses, this subject produces and is produced in this speech.

The subject may occupy different positions. Position as subjects who observe, describe, perceive and teach, thus one can define the subject position "by the situation that it is possible to occupy in relation to the various domains or groups of objects: it is subject who questions, according to a certain grid of explicit or non-explicit questions, and who hears, according to a certain program of information; it is subject who observes, according to a table of characteristic traits, and who annotates, according to a descriptive type; it is situated at an optical perceptive distance whose limits mark the relevant piece of information" (Foucault, 2008, p.58).

In view of this and considering the processes of subjectivation of a position-subject characterized by the interviewed teachers and the managers it is possible to say that the idea that teachers need to be "sensitive to probable difficulties of adaptation that the child may present and also be able to deal with situations that require patience and understanding" (Gestora 1) and "that love the profession and like children so that thus parents can feel calm and comfortable" (Gestora 2) leads us to understand that is consolidated the perspective of a teacher who takes the position- carer subject, involved and concerned with caring, transferring this caring to a love to be in that position and that manifested in attitudes that lead them to be responsible for children. This idea is also evident in professor 03's speech in which she describes the moments in class as "unforgettable and inexplicable moments that magnify and fill our hearts even more".

Later we can also identify that teacher who puts himself in a position of freedom, "when we are invited to elaborate the programming of some festive
date, where we can give our opinion/contribution and not bring imposed by coordination/direction" (professor 02), this idea of freedom reminds us of Foucault in the words of Son (2007, p. 05) "only practices of freedom occur where power relations replace totalitarian realities of domination. In the condition of total domination of the subjects, freedom is not possible". In the midst of this, in these positions the subject puts himself and subjects himself to being a teacher of children's education, in which his freedom and his act of caring prevail while facilitating the students' learning.

4. Final Discussions

The National Education Plan provides us with an analytical materiality at all levels and modality in education, and when thinking of appropriating the goal 1, of children's education we seek to understand the lines of these goals what would be understood as behavior and the recognition of the good teacher of children's education, to then interweave it together with the municipal plans of the cities of Coronel Barros/RS and Júlio de Castilhos/RS and an interlocution with the interviews of teachers and managers. Thus, we aimed to identify which position is subject through self-enterprise we could highlight in the talks of these teachers.

At first it was necessary to create a framework of analytical materiality, in which we compare and relate the municipal and national plans, drawing from them subsidies that we could describe them as behavior, recognition and subject position. This detailed analysis has become essential for us to answer the research question: How does the Municipal Education Plans, intertwined with the National Curriculum Guidelines for Child Education and the National Education Plan say of the position-subject teacher of early childhood education?

In relation to the subject position, we were able to identify fragments in the national and municipal levels that relate to a valuation of this professional, which are guided through initial and/or continuous training to then obtain a quality in the childhood education and thus have a professional qualified for practical action. In this sense we can highlight the position subject teacher in constant learning, or else, a position subject student, since policies lead to valuation through training,
soon these teachers will feel valued when learning new practices through the initial and/or continued training that cities will be offering to teachers.

However, related to teachers and managers it is noticeable that the subject position is coupled with how it feels within the school and in the exchange relations between, teacher and manager, teacher and student, teacher and family, it is in these relationships that the teacher identifies himself in some subject positions. Among these we highlight the position of caregiver, it is also justified by the fact that children's education attend children from zero to five years, having in the early childhood all a zeal and care mainly in nursery classes, in which the majority of children start their school trajectory at four months of age, being then essential to take care and for this fact assume the role of caregiver teacher.

Another possible position to identify is related to the question of freedom, because when we mention democratic management, we are pointing to the participation of teachers, staff and school community in decision making for that institution, so at the moment that the teacher says he feels free and not having an imposition of his immediate leadership, that is, of his director, that school is working with the principles of democratic management, making everyone can contribute both to the institution and to the students.

The National and Municipal Education Plans intertwined with the National Curricular Guidelines for Child Education produce subjects in constant transformation, because in these documents the primordial is knowledge, which is only possible through the offer of a continuous training, which professionals must be actively participating to be updated and qualified for the work. However, this leads us to many questions, it would be a good teacher of early childhood education if he did not want to have a learning throughout his career, it would be necessary to have policies that need to emphasize the issue of training as a form of valuation, and when we are in the role of teacher that teaches we should also be learning to always seek a quality education. Well, when we questioned the managers about how would be a good teacher of kindergarten education, we got answers about the importance of caring and caring, but also about the fact that the teacher learns together with his students, thus reinforcing the importance of this exchange, but for the teacher to learn from the student he needs to be
prepared and qualified for his performance. The other questions, though, remain open for future interventions and writings, since when talking about education we will always be finding new questions and situations that lead us to many discussions.

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