



**La leadership educativa nei paesi dell'Europa latina: autonomie, identità, responsabilità**  
**Educational leadership in Latin Europe: autonomy, identity, responsibilities**  
**Le leadership éducatif dans les pays de l'Europe latine: autonomie, identités, responsabilités**

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**IMAGINARY AND IDENTITIES: TEACHER VALORISATION ON SOCIAL NETWORKS**

**Thiago Nicolau de Araújo**  
**PhD Student in Theology and History,**  
**CNPq resercher,**  
**PPG Faculdades EST,**  
**São Leopoldo, Brasil.**

The professional profile of teachers in Brazil is increasingly associated as a profession without recognition, low pay and a comprehensive load of work that goes beyond the working hours stipulated in labor contracts. The teaching profession in Brazil is seen as a second-rate work (as expressed in social networks) or as a vocational career that is sustained by love for career without the pretense of a great financial return.

As professor of postgraduate courses for the preparation of teachers, I realize how much the Brazilian teacher is unhappy with their profession and uninterested in further training quality. Only are attending postgraduate courses with the justification that it will give a small increase in your monthly remuneration.

Thinking in these situations, I had the idea to observe the types of posts that were being shared on the existing educational pages on Facebook Brazil. These observations were analyzed in a discipline of Postgraduate Education entitled Self-Assessment of Professional Practice, and the conclusions of the debate inspired this study.

Furthermore, it was decided to monitor the number of pages with more than 70,000 aggregates and only posts that possess the word TEACHER or glyph image representing TEACHING. The observations were made between the period 10/06/2012 to 20/01/2013. For writing the article, select only 6 posts to analysis by sampling, considering that this work is only an essay on teacher's profile in a specific social network.

As a theoretical background, we use the Baczko research, which indicates that any community produces a symbolic system that understands the social imaginary, thus being an instrument for the preservation and maintenance of cultural memory. Addition to the works of Zygmunt Bauman about the liquid modernity and its influence on the development of relations of teaching and learning and finally the work Jurjo Santomé who wrote about the motivation of teachers.