

THE ENCOUNTER BETWEEN TEACHING AND SCHIZOANALYSIS: DESIRING INVESTMENTS BY FEMALE TEACHERS¹



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ABSTRACT

Schizoanalysis is a theoretical and practical approach developed by Gilles Deleuze and Félix Guattari, which seeks to understand and intervene in the production of subjectivity. In the context of teaching and effects, schizoanalysis is applied to explore how educational processes and affective relationships influence the formation of subjectivity. In this sense, the objective is to promote the understanding of psychic, affective, social, and political processes that aim to transform the instituted and affirm the desiring investments of social subjects and collectives in the education of children. The qualitative research, using the cartography of the narratives produced by the semi-structured interview with teachers, seeks to understand how the encounters and affections present in the daily life of teaching shape contemporary modes of subjectivization. This type of research seeks to explore how these interactions and emotions can contribute to the reinvention of oneself and the appreciation of the uniqueness of each individual. The cartography of narratives, in turn, helps to map the connections and flows of effects, revealing patterns and singularities in teaching relationships and practices.

Keywords: Schizoanalysis. Subjectivity. Teaching.

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INTRODUCTION

STARTING THE ENCOUNTER BETWEEN TEACHING AND SCHIZOANALYSIS

The analysis of the construction of the bond with the profession in its intensive, vibrating, and subjective dimensions is fascinating and profound. This approach considers how education professionals connect with their careers emotionally and intellectually, exploring several factors that influence this relationship. In this bias, some of the central ideas of Schizoanalysis and its perspective of the formation of subjectivity, the mass constitution of the world, and the aesthetic ethics of valuing life, which characterize Schizoanalysis, are put in the foreground. Understanding the construction of professional ideals as a continuous and complex process that can be influenced by changes in the work environment, new responsibilities, and even personal events, characterized by a multifaceted process evolving in line with phases of professional development.

In teaching, encounters and affections play crucial roles in the production of subjectivity, especially in the educational context, when considering the teacher-student relationships, which are constituted by encounters between teachers and students, influencing the formation of students' identity and subjectivity; by effects that impact emotions in the teaching and learning process, when feelings of belonging, motivation and empathy can shape the educational experience.

Pedagogical practices, in this investigative bias, are considered through teaching methodologies to exert influence on the construction of subjectivity, promoting autonomy and critical reflection that can have significant effects. And, in this sense, the school environment associated with institutional culture in the formation of the subjectivity of students and teachers in their events and crossings is placed in personal narratives by the life stories and personal experiences of teachers, also contributing to influence, characterize pedagogical practices and the subjectivity of those involved in this process of feeling and expressing themselves in a continuous flow.

From these inferences, this study seeks qualitative research as an exploratory and descriptive approach to understanding social, cultural, and educational phenomena from the analysis of subjective data, according to semi-structured interviews (personal reports) and observations, in the school environment. Qualitative research as a device for data construction allows exploring and understanding the experiences, perceptions, and meanings attributed by the participants to the phenomena studied (Flick, 2009). The qualitative approach of a case study of a given school reality experienced by teachers

constitutes the trajectory of the research through interpersonal cartography, highlighting the pluralization of the nature of social relations to analyze different perspectives, implying an empirical investigation that examines a contemporary phenomenon (Yin, 2001).

Thus, the research in its interpretative-analytical bias, seeks to elucidate the phenomenon and the context from the perspective of encounter, of affectivity through cartography as a method that enables interaction in the territory of emotional connections by exploring how teachers connect emotionally and intellectually with their careers is fundamental to understand the depth of their commitment and involvement. This can include a passion for the profession, empathy with students, and a constant search for learning and growth. Cartography as an investigation method can reveal how these factors intertwine to shape the subjectivity of education professionals and how they find meaning and purpose in their careers (Passos; Escossia, 2009).

LITERATURE REVIEW

The theme of modes of subjectivation in contemporaneity is widely complex and involves several theoretical perspectives, such as the subject in contemporaneity associated with Hur (2023; 2016), Hall (2012), Rolnik (2011); Mansano (2009), Foucault (2004), Deleuze and Guattari (1997). These are just some of the many theoretical perspectives that can be used to understand the modes of subjectivization in contemporary times. Each of them offers a unique approach to exploring how individuals are made up and how they relate to the world around them. Such, authors discuss how the *subject* is formed and transformed through social practices and discourses; such as *subjectivity*, according to Guattari; and Rolnik (1996), is not something fixed or centered on the individual, it is uninterrupted production, that takes place through interactions and encounters with the other in movements of constant change, influenced by experimentation of relationships and; the modes of subjectivation, for Foucault (2004) describe the different ways in which individuals constitute themselves as subjects within specific historical and cultural contexts, and in contemporary times, these modes are persuaded by factors such as technology, globalization and changes in social structures.

The authors help to understand how subjects are shaped and transformed by the social practices and discourses that surround them, offering valuable insights into the processes of subjectivization in contemporary times. Therefore, the concepts formulated by these concepts are widely used in research in the area of Psychology and Human

Sciences, to understand how life can be analyzed and expanded from new perspectives. In this sense, the modes of subjectivization in contemporary times (Hur, 2016) are influenced by several factors, reflecting the complexities and dynamics of today's world. Among them, is the technological one: digitalization and the constant presence of information and communication technologies shape subjectivity in unprecedented ways. Social networks, artificial intelligence, and the internet influence perception and interpersonal relationships; globalization as global interconnection facilitates the meeting of diverse cultures, ideas, and practices, promoting a more hybrid and multifaceted subjectivity (Hall, 2012).

This can also generate identity tensions and the need to negotiate multiple cultural belongings, neoliberalism through neoliberal policies, with an emphasis on competition, efficiency, and individualism, profoundly impacts subjectivity. The pressure for performance and personal success can lead to new forms of subjectivation centered on self-optimization and self-entrepreneurship; they influence modes of subjectivation that value new forms of engagement and activism, and identity with social movements and debates on gender, race, and sexuality promote modes of subjectivation that challenge traditional norms and seek greater recognition and inclusion. Subjectivity becomes a field of struggle for rights and visibility.

These modes of subjectivation are interdependent and often overlap, reflecting the complexity of contemporary life, so that social transformations have a profound impact on the structuring of the subject, reflecting in fundamental psychic elements. In these terms, social interaction and identity-promoting changes in social norms and values directly influence the formation of identity.

For example, the growing acceptance of gender and sexuality diversity allows more people to identify and express their identities authentically; technology and subjectivity, with the constant presence of technology and social networks, create forms of interaction and self-expression (Hur, 2023). This can both expand the possibilities of connection and generate new anxieties and social pressures.

In this bias, the economy and subjectivity as linked to economic conditions, such as the precariousness of work and the increase in inequality, affect mental health and self-perception (Mansano, 2009). The pressure to be productive and successful can lead to feelings of inadequacy and stress, and this inference refers to culture and subjectivation as resulting from cultural globalization, which inserts in the field of culture, a mixture of socio-historical influences, which shape subjectivity in complex ways. Exposure to different

cultures and ways of life can enrich the subjective experience, but it can also generate identity conflicts.

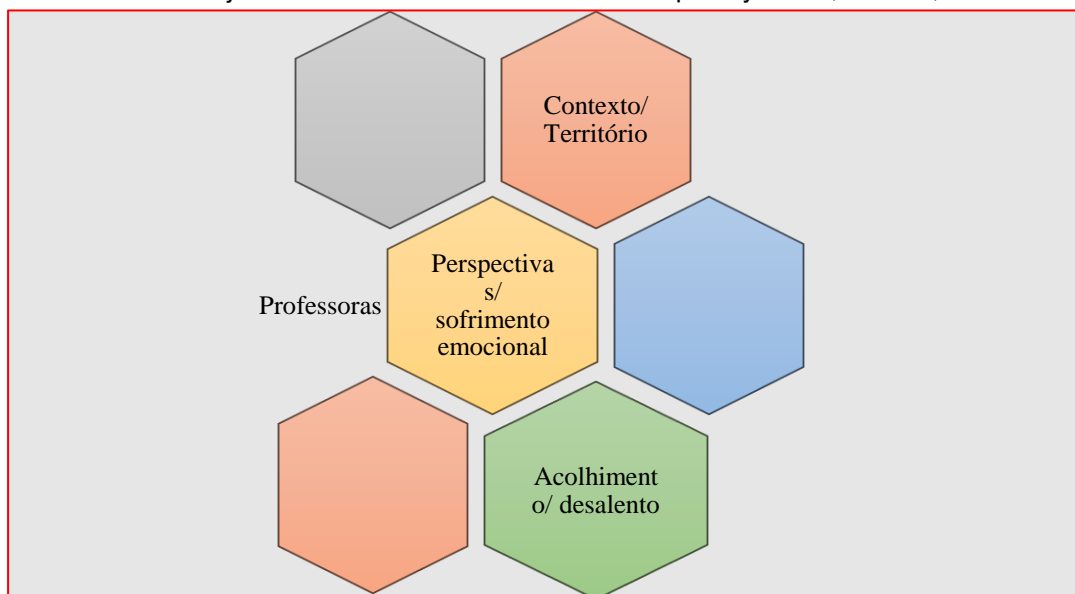
Thus, politics and social consciousness act as social movements and political changes influence social consciousness and subjectivity. The fight for rights and social justice can strengthen collective and individual identity, promoting a sense of purpose and belonging. These fundamental psychic elements are continuously shaped by social transformations, creating a complex and interdependent dynamic in the structuring of the subject and driving him to a certain extent towards social transformations as social changes affect the contemporary subject, highlighting new forms of malaise (Rolnik, 2011).

Considering the revisions pointed out so far, the schizoanalysis approach proposes the deconstruction of established norms and practices that limit creativity and expression. In education, this can translate into pedagogical practices that challenge the traditional curriculum and incorporate more experimental and inclusive methods, allowing for greater freedom of thought and action.

One of the tools of schizoanalysis is the cartography of desires, which involves mapping the desiring forces and flows that influence subjectivity. In teaching, this can be applied by better understanding students' motivations and interests, helping educators create more meaningful and engaging learning experiences. In the field of relationships and affections in the daily life of teaching, as an exercise of professionalism, schizoanalysis values affective relationships and encounters as constitutive elements of subjectivity. In teaching practice, this implies cultivating relationships of trust, empathy, and acceptance with students, creating an environment where positive affections enhance the learning process.

Such statements are like movements of modes of subjectivation in teaching: the following illustration illustrates how such movements can manifest themselves in the daily life of interpersonal relationships, and the social context of education.

Illustration I - Teacher subject: conscious and autonomous - shaped by social, cultural, and historical forces.



Source: Prepared by the author (2025).

The illustration provides the following reflection: contemporary modes of subjectivation seem to be shaped more by space, represented by images and spectacles, than by time, which includes desire and vision of the future. Emotional suffering, in which pain is seen as a solitary experience, when faced with discouragement, characterized by loneliness and affective emptiness, without the possibility of appealing to the other, because it is molded by social, cultural, and historical forces through discursive practices and power (Foucault, 2004).

EMPIRICAL FIELD OF RESEARCH

Being a teacher in Early Childhood Education is a unique and challenging experience, which involves contributing significantly to the integral development of children in their first years of life. Professional performance in Early Childhood Education in Brazil is a contemporary practice since it is a recent profession in contemporary terms. The municipal centers of Early Childhood Education replaced the so-called daycare centers, to adapt to the requirements, such as integration into the basic education system in 2009, starting to follow the standards for Early Childhood Education established by Resolution No. 5, December 17, 2009, which establishes the National Curriculum Guidelines for Early Childhood Education, being followed by the state of Paraná through Resolution No. 02/14 - CEE/PR - Norms and Principles for Early Childhood Education in the Education System of the State of Paraná.

Early Childhood Education, according to the Law of Guidelines and Bases of National Education - Law 9394/96 - LDBEN is defined as the first stage of basic education, about the integral development of the child, in its physical, psychological, intellectual, and social aspects, complementing the action of the family and the community. In this teaching modality, the role of the teacher of children from 0 to 3 years of age is developed from the perspective of educating and caring. The official document states that:

The education of young children in educational establishments that are part of the education system as we conceive it today is a historical construction to which countless thinkers, educators, and researchers from various fields of knowledge have contributed, such as developmental psychology, biology, medicine, pedagogy, sociology, anthropology, the arts, neuroscience, statesmen, politicians and leaders of governmental and non-governmental organizations (Ministry of Education, 2013, p. 15).

Before this document, the Federal Constitution of 1988 decisively marks the documentary premise about the education of children, excels in its text in the guarantee of children's rights by postulating that they are subjects of rights, by considering education as a right of the child and the family and the duty of the State, to respect, to watch over and allow this right to be guaranteed and ensured. This Constitution then grants daycare and preschool inclusion in the educational system, emphasizing in its document, article 208, item IV that "the State's duty with education will be fulfilled by guaranteeing daycare and preschool attendance to children from zero to six years of age" (Brazil, 1988, p. 35).

In this way, the Early Childhood Education teacher assumes the role of promoting and ensuring a qualitative teaching and learning environment, assuming the integrality of child development and non-discriminatory in the educational environment. In this perspective, the teacher plays a professional role focused on social and transformative inclusion supported by the critical reflection of the profession and social practice, based on knowledge, and attitudes, which direct the teaching experiences, making the educational knowledge and practice significant.

The study instituted by the cartography³ of the forces, compositions, crossings, assemblages, powers in living and desiring flows in the daily care of the self by the teachers - all the participants of the research are of the female gender being followed for three months in the educational environment. The cartography developed through the interview and observation as elements of the qualitative research consisted of the look,

³ Cartography as a research method is responsible for describing all the characteristics of the surface of a place, in this context, the context of teaching.

the observation of the development of the didactic-pedagogical activities by the teachers, and the semi-structured interview followed by its transcription, as a way of documenting the topographic record in the heat of the event in action (Minayo, 2016); (Passos; Escossia, 2009). A total of ten effective teachers in the position of teacher in the Early Childhood Education teaching modality for at least five years participated in the research.

The semi-structured interview allows the interviewees to express their experiences and feelings more freely, enabling a deeper understanding of the subjective processes. The cartography of these narratives, in turn, helps to map the connections and flows of affections, revealing patterns and singularities in teaching relationships and practices.

The documentary writing (transcription of the teachers' narratives) is composed in the qualitative research with the topography of the context in which the participants are inserted (setting, relationships, organizational culture). In this sense, the method of analysis of the information in the field was the analysis of the discursive textual analysis - ATD - proposed by Moraes and Galiazzi (2006) using the categories of analysis: *unitarization, categorization, and communication*. According to this method of analysis, it is possible to tell and retell about the lived process from the perspective of the reconstructive under multiple faces.

Discursive textual analysis is characterized by the methodology of analysis, which is placed between two forms of analysis in qualitative research, which are content analysis and discourse analysis. DTA is acting in a process of unitarization in which narratives are seen as units of meaning in which they can generate other sets of units *arising from empirical interlocution, theoretical interlocution, and interpretations made by the researcher...* for the appropriation of the words of other voices (Moraes; Galiazzi, 2006).

Then, *categorization* occurs through the reading of the context, through the most expressive interlocutions in the development of the intervention, dialogues that are recurrent, at the same time markers of differences and diversities, while *communication* is present in the diary, in reflecting on the context experienced, coinciding with that expressed in the documentary writing.

The qualitative research, in this study, is a research approach that focuses on understanding the subjective aspects of social phenomena, in particular, of the encounters and affections projected/experienced in the school context and their contribution to the modes of subjectivization of teachers, in an exercise of understanding the meaning of

communication, seeking to broaden the view, searching for other meanings, other messages. For Flick (2009) "qualitative research takes into account that the points of view and practices in the field are different due to the diverse perspectives and social contexts related to them" (p.24-25). The perspective is that the subjectivity of this researcher, as well as those who participate, become part of the research process, based on their attitudes, impressions, emotions, and feelings, become data in themselves, building part of the interpretation of the research.

Associated with ATD, cartography acts as a method of transcription of narratives for the field of analysis associated with the Schizoanalysis approach, making visible the importance of collective and collaborative practices to build knowledge in a democratic and participatory way. Schizoanalysis proposes the creation of new realities and the transformation of the instituted, showing in teaching that new forms of teaching and learning need to break with traditional paradigms and open the way for a more inclusive, dynamic, and relevant education.

In this sense, the DTA associated with the topography that describes in detail the characteristics of the school educational context in which the participants are inserted, resembles the topography of the relief and the geographical features, when interpreted in the light of the modes of subjectivization in contemporaneity. Mainly, contributing to the reconstruction of meanings from the analyzed narratives, considering the context and social interactions, and the possibility of providing the analysis of interactive processes to the continuous reading, interpretation, and reinterpretation of information through narratives in the recognition and analysis of different perspectives.

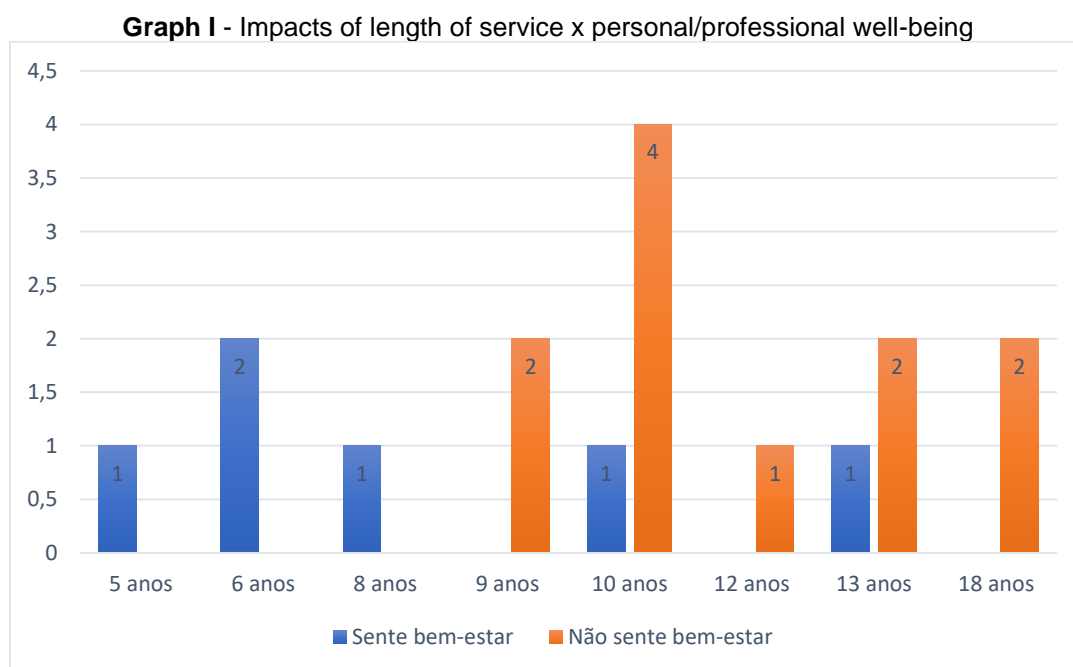
DISCUSSIONS AND RESULTS

Exploring the correlations between the documented information, according to the teachers' narratives, made it possible to understand the relationship between subjectivity and teaching practice. In this sense, the qualitative research techniques fostered the cartography of the field using the semi-structured interview applied to the participants of the research teachers and observation based on three investigative constructs (put in the form of questions to the teachers to document their narratives about them) and their developments for analysis purposes: *length of service* (personal/professional well-being), *professionalism* (autonomy, working conditions, and recognition) and *well-being* (mental health and welcoming). Given these, in a contemporary context marked by rapid

technological, social, and cultural changes, it was possible to know ways of subjectivation, action, and attribution of meaning to life from the point of view of being a teacher.

Experimentation, in this context, can be seen as a process of continuous experience and exploration, where the research made it possible to know and analyze subjective experiences and the attribution of unique and personal meanings, seeking subsidies to understand the proportion of the impact of *interpersonal relationships* (encounters and affections) in the educational context for the constitution of teaching (Huberman, 2020).

Graph I shows the impact of interpersonal relationships in the field of professional teaching activity.

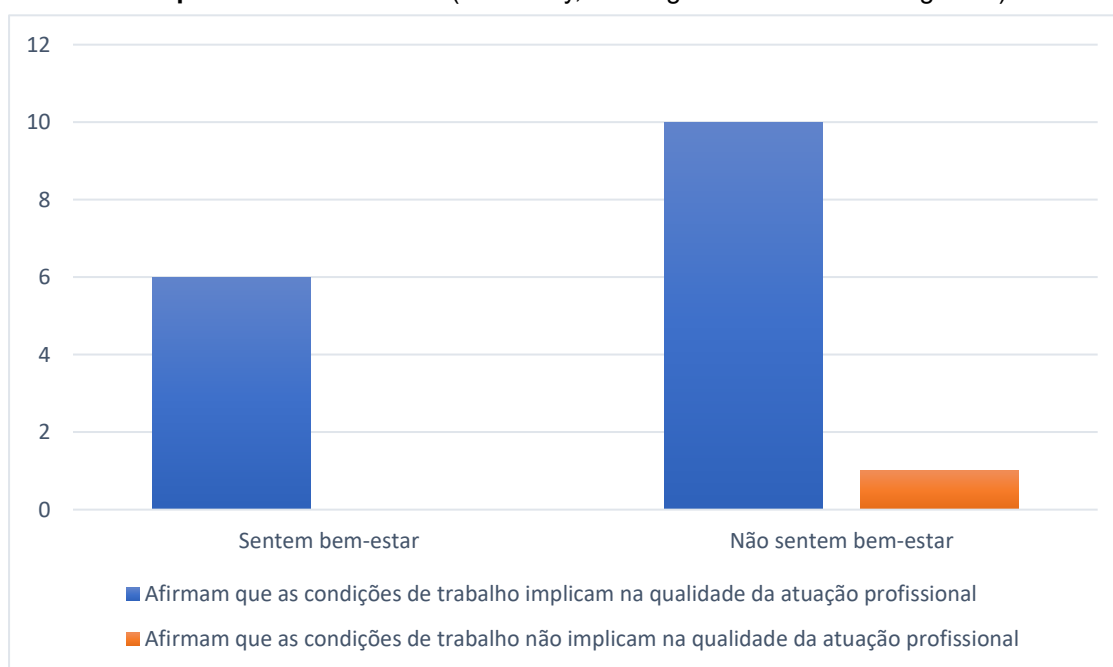


Source: Prepared by the author (2025).

The graphic illustration refers to the lack of balance between the length of service and the personal and professional well-being of teachers, showing that the time of teaching and their health are linked to the quality of their health and significantly impact their quality of life and job satisfaction. The well-being of teachers is linked to the evaluation they make of their working and living conditions. This includes remuneration, professional appreciation, and adequate working conditions. Studies such as those of Grochoska; and Gouveia (2020) indicate that the perception of professional appreciation and the quality of life of teachers are related to factors such as salary advances, working conditions, and the number of students served. This leads to the question of whether maintaining a healthy

balance between length of service and well-being can help improve the pedagogical performance of teachers in their didactic functions and relational terms between colleagues and students.

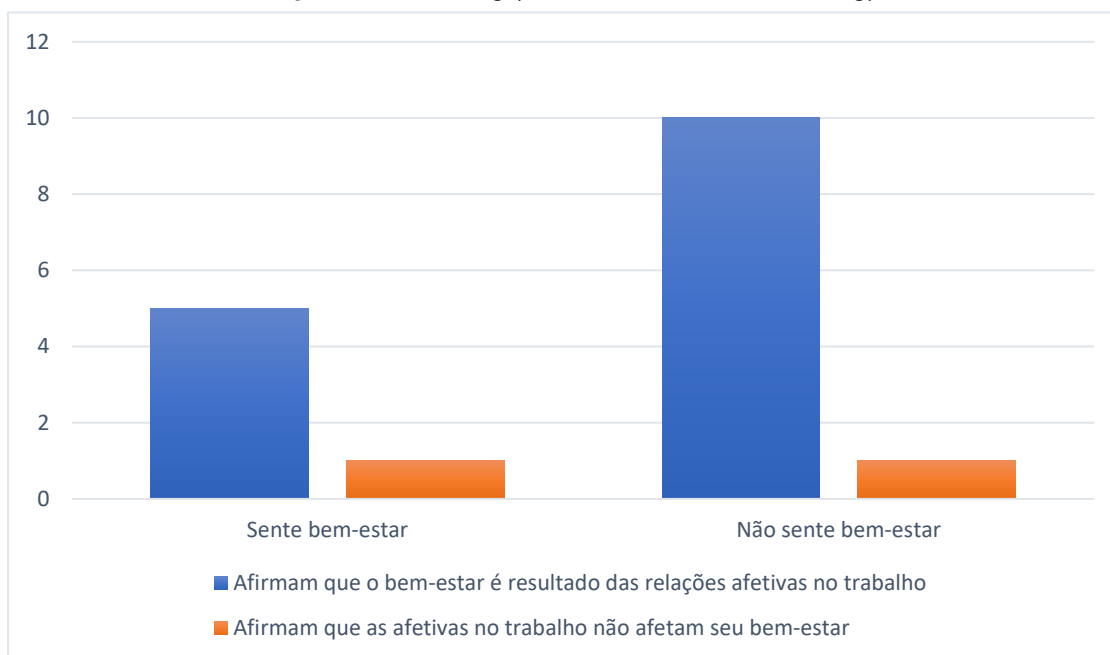
Graph II - Professionalism (autonomy, working conditions and recognition)



Source: Prepared by the author (2025).

The graph corroborates the analytical inference that teachers have faced several difficulties with working conditions and the support/reception they receive. Here are some of the main complaints and needs identified as work overload, as many teachers reported being overloaded with administrative and pedagogical tasks, which affects their physical and mental health, low pay, lack of recognition by society, which contributes enormously to demotivation and emotional exhaustion, and, also, about inadequate working conditions (Forattini; Lucena, 2015). Among the precariousness, the mentions in narratives by the teachers exposed and analyzed refer to, for example, the lack of material resources and adequate infrastructure in educational contexts, citing the non-performance of the psychology professional as health support.

Graph III - Well-being (mental health and welcoming).



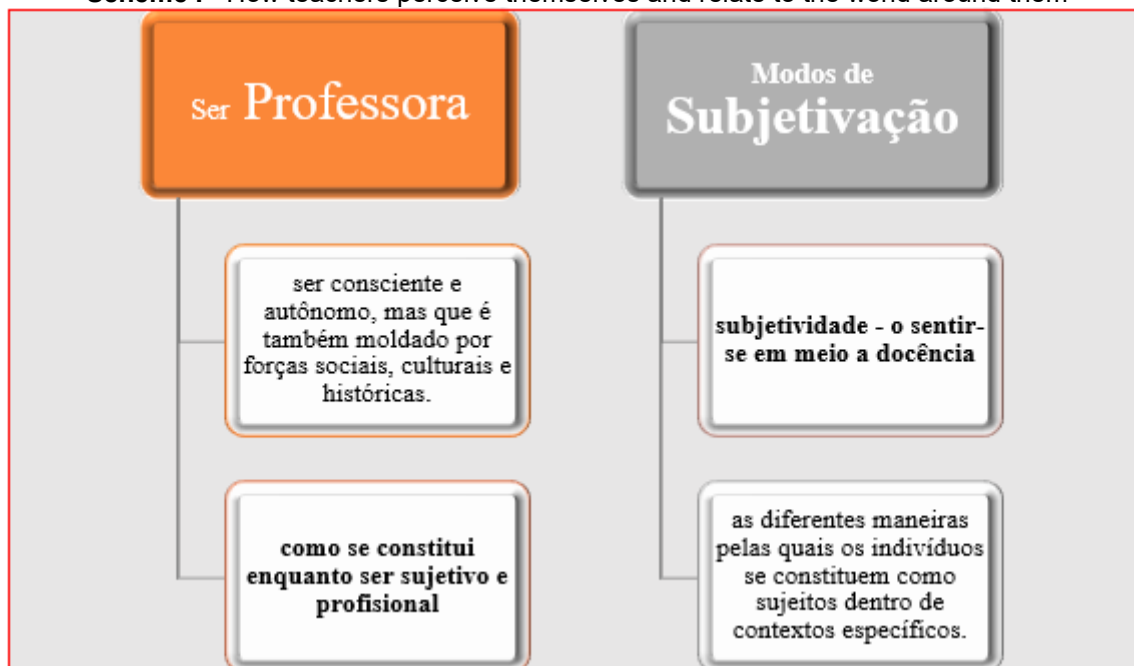
Source: Prepared by the author (2025).

The illustration, as a result of the research analysis, shows that the well-being of teachers is closely linked to the quality of their professional relationships. These permeate their mental health, when with good mental health they tend to build healthier and more collaborative relationships with colleagues and students; job satisfaction; professional fulfillment, and job satisfaction promote a positive environment, increasing commitment and motivation (Rausch; Dubiella, 2013). The quality of professional relationships, when felt as positive interactions, considering interpersonal relationships in the work environment are essential for a healthy school climate. In this sense, teachers who feel valued and supported by their colleagues and managers are more likely to experience well-being.

By proposing the reflection on teaching professionalism in the course of interactions in the social field, the contemporary context marked by rapid technological, social, and cultural changes is presented, in this study, as the *locus, in which* subjectivity and the creation of meaning in life occurs through experimentation, thus, it can be seen as a process of continuous experience and exploration, where the subject-teacher engages in new experiences and challenges to discover and build unique and personal meanings. In this way, this subject explores how the subject is constituted through discursive practices and power (Foucault, 2004), it is constituted by a subjectivity that is continuous and nourished by social interactions and encounters with the other, and that manifests itself as modes of subjectivation, when it is experienced as social and cultural practices that shape,

imprint lives in vibrating or non-vibrating doings (Deleuze; Guattari, 1995). Next, the scheme I show the possible characterizations through research analysis for subject, subjectivity, and modes of subjectivization.

Scheme I - How teachers perceive themselves and relate to the world around them



Source: Prepared by the author (2025).

Given this analysis, it is possible to argue in favor of the uniqueness of each teacher and how they recognize themselves while teaching and the meanings constantly constructed and reconstructed through the experiences lived in the midst of the

Links with the profession, which goes beyond the simple choice of career, on the contrary, involves a continuous process of experimentation and development throughout life, in which authenticity in professional experimentation is given by encounters, affections, and desires.

Personal growth is part of professionalism and connects with experiencing new situations and facing challenges, which provide personal growth and the development of new skills and perspectives. The resilience factor in experimentation can help in dealing with uncertainties and learning from mistakes and successes; creativity involves engaging in different experiences as a way to find innovative alternatives and new forms of expression and; the connection through the encounter in the teaching practice amid the experimentation of professionalism can contribute to the establishment of new connections

and relationships, making social and emotional life vibrant, at the same time that inclusion is a premise for contemplating diversity in the educational context (Schiavon et al, 2025).

THE ENCOUNTER BETWEEN TEACHING AND SCHIZOANALYSIS AND ITS PROJECTIONS

Teaching, its perspectives, and developments between encounters and affections in the field of interpersonal relations in the school educational context highlight the subjectivity of teachers and their expressions in pedagogical actions and relations, as well as the constitution of this subjectivity amid cultural and organizational contexts and the confrontation between teacher training policies, showing themselves as modes of subjectivation triggered by the topography of the empirical field investigated.

The research allowed this researcher, amid her dialogue with the investigated field, to view and interpret teaching as a series of extensive activities, involving intensive experimentation that deeply impacts subjectivity and pedagogical practice, in terms of teachers experiencing moments of discovery, emotional challenges and transformative interactions in teaching in which these experiences require constant reflections.

Amid these findings, it was possible to interpret through analysis the dealing with emotions, mediating conflicts, as well as dealing with the impacts of teaching on their subjectivities, and influencing how they see themselves and how they perceive their role in education. Intensive experimentation indicates that deep relationships are significant, as they create fundamental personal and professional interlocutions in a dynamic and intensive learning environment, which goes beyond daily activities and involves the variability of meanings, whose meanings attributed to a profession can vary widely between different professionals and even for the same professional over time. This is because these meanings are constructed through personal experiences, interactions, and ongoing reflections.

The encounter between teaching and schizoanalysis is fertile ground for the creation of innovative and transformative pedagogical practices. Schizoanalysis, developed by Deleuze and Guattari (1996), offers an approach that values multiplicity, creativity, and uniqueness, and can profoundly influence teaching practice.

Furthermore, teaching is made of encounters and affections, showing itself as a construction process that develops through experimentation and daily experiences, where each encounter, challenge, and success contributes to this construction, which is

continuous experimentation when experimentation is a central element in this process. Practitioners are constantly experimenting with new approaches, learning from others, and adjusting their practices. This experimentation is unpredictable and cannot be fully controlled or predicted.

Teaching professionalism involves the autonomy and recognition of teachers, when meaning is attributed to their pedagogical practices to their needs, to promote the recognition of teachers' work as an essential factor for the valorization of the profession and their well-being. In this sense, welcoming is presented as a significant element of the meetings in teaching as the promotion of a healthy and affectionate work environment beyond the exchange relations, but in the interlocution of the teaching practice amid experimentation and the construction of significant interpersonal relationships.

Thus, by seeking to understand the processes that involve the modes of subjectivization in teaching, schizoanalysis contributes to emphasizing the importance of singularization processes, where each subject is seen as unique and in constant transformation. In teaching, this means recognizing and valuing the individualities of students and promoting an environment where everyone can express themselves and uniquely develop their potential.

Such significant relationships involve adaptation, and innovation where flexible and open subjectivity are shown as possibilities to experiment with new dynamics of professionalism from modes of subjectivation constituted while teaching. Professionalism goes through broader transformations in society and in the educational field that influence teaching practice. Such influence drives teachers to explore strategies to deal with challenges that include disaffection, mismatches, hope, and desires.

The production of subjectivities in the exercise of the teaching profession is a complex and multifaceted theme, which involves several aspects of the personal and professional life of teachers, among them, the affectation about the other, the perception of oneself amid affectations and how they characterize ways of being, feeling, and composing with teaching. The meetings and interactions in teaching, considering affections as fundamental for these interlocutions and also for the construction of meaning, provide new perspectives and learning opportunities, enriching the professional experience, and highlighting the complexity and richness of the process of constructing meaning in a profession. It is a continuous and dynamic process, which involves both individual experimentation and social interactions.

The affections generated in encounters with the other and with oneself in constant dialogue play a fundamental role in teaching interpersonal relationships by bringing out empathy, and emotional regulation contributing to a welcoming and emotionally safe learning environment that can reduce anxiety and stress, where negative effects, negative emotions, such as fear, anxiety and frustration can be recognized, experienced and transmuted through encounters that foster vibrating modes of subjectivation, which influence contemporary modes of subjectivation and their influences in favor of the reinvention of oneself and singularity in encounters that generate affections!

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