ABSTRACT

This research aims at discovering how a school biography is (re)signified among today’s teachers, on the assumption that life as a pupil has a formative impact on teachers. The starting point has been their concrete practice and we reconstructed the path that those teachers followed while they were pupils.

This research does not attempt to explain the practice, but simply to understand it, and at the same time to provide some elements which may contribute to the reflection of all those involved in the educative act. In order to get to such objective, we observed the practice of eight teachers and tried to analyze their school biographies in the search of elements that may help to understand and interpret their present pedagogical practices.

The main results of this investigation confirm the impact of the school biography in school teachers training, which is basically shown in the “good teacher” representations they have created through their formative years and in the image of themselves that they have constructed.