

Teachers in dictatorship and democracy: Biographical perspective of teachers at the end of a professional career [Profesores en dictadura y democracia: Perspectiva biográfica de docentes en fin de carrera profesionales]

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This paper analyzes the professional trajectories of five teachers at two important moments in the history of Chile: dictatorship and the return to democracy. We rely on the biographical method in order to understand, from the voices of the leading figures, their significant experiences. These were analyzed according to the Grounded Theory precepts. The results describe a career path marked by fear and distrust. We conclude that the last years of work reveal discouragement with the educational changes that structure the loss of autonomy and collaboration. The teachers analyze the permanent search for standardized results and experience a deep disappointment with the democratic regime installed at the end of the Pinochet dictatorship. We assume that these aspects organize the identity of the teacher at the end of the career and also encourage a form of suffering.

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Biography

Professional experiences

Teachers

Teaching identity