

Research practice and teacher's health: narration as a methodological strategy

Abstract

This article is part of a trajectory of research in the interface between Psychology and Education. The establishment of public policies for the care of teachers' health is problematized. The research, which was conducted in a metropolitan region of the State of Espírito Santo, enables the researches to have a differentiated training, while producing intersectoral interventions from a Forum of Workers, the practice of narrative is discussed as a theoretical- methodological approach in the work of a researcher, based on an ethical-political-formative experience that sets up the relationship between the researcher and the research field. Narration is still a driving force on the problematization of teachers' health, understood as the effect of a procedural experience. This text affirms the potentiality of collective labor, in the studies and in the territories, as tools in the construction of health in a both historical and democratic setting, not to mention as a body of production of subjectivities. Authors of the Philosophy of difference, the Philosophy of History, and also of the epistemology of health are main part of this debate, as well.

Key-words: Subjectivity; Teacher's health; Narrativity.