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Resumo	This text aims to present evidence of how collaboration constitutes an educational practice and facilitates the professional development of mathematics teachers. For this purpose, it discusses fragments of the narrative of a teacher who participates in a collaborative group and works in a Brazilian public school with high school students (14 to 17-year-olds). We debate the Vygotskian and Bakhtinian concepts of collaboration as practices of education and the role of pedagogic narratives as devices of teacher education. The analysis shows the extent to which the teacher appropriated the principles defended in the group, of a social culture in mathematics classes, as well as the discourses circulating in it, acted as a co-builder of mathematical knowledge with her students, exerted agency, and developed professionally.
Fomento	CNPq