

**TEACHING(S) – HISTORY, EDUCATION AND SCHOOL PRACTICES**

***DOCÊNCIA(S) – HISTÓRIA, FORMAÇÃO E PRÁTICAS ESCOLARES***

***DOCENCIA – HISTORIA, FORMACIÓN Y PRÁCTICAS ESCOLARES***

Jean Mac Cole Tavares SANTOS<sup>1</sup>

Lia Machado Fiuza FIALHO<sup>2</sup>

Emerson Augusto de MEDEIROS<sup>3</sup>

**ABSTRACT:** This introductory paper raises discussions about teaching in different spaces and educational levels. It presents a set of articles produced by professors and researchers from national and international institutions that socialize investigations validating teaching from a historical approach, teacher education, and school practices. It defends teaching as a complex action situated in historical time, as well as in a social, cultural, and political context. It argues, based on the academic productions alluded to in the dossier, that teaching contributes to the human and critical formation of the subject.

**KEYWORDS:** Teaching. Education. Primary school teacher education.

**RESUMO:** *Este texto, de natureza introdutória, ergue discussões sobre a docência em diferentes espaços e níveis educacionais. Apresenta o conjunto de artigos produzidos por professores e pesquisadores de instituições nacionais e internacionais que socializam investigações validando a docência a partir de um enfoque histórico, da formação docente e das práticas escolares. Defende a docência como uma ação complexa situada no tempo histórico, bem como em um contexto social, cultural e político. Argumenta, com base nas produções acadêmicas aludidas no dossiê, que a docência contribui para a formação humana e crítica do sujeito.*

**PALAVRAS-CHAVE:** *Docência. Ensino. Formação de professores da educação básica.*

**RESUMEN:** *Este texto introductorio plantea debates sobre la docencia en diferentes espacios y niveles educativos. Presenta el conjunto de artículos producidos por docentes e investigadores de instituciones nacionales e internacionales que socializan investigaciones que validan la enseñanza desde un enfoque histórico, la formación docente y las prácticas escolares. Defiende la enseñanza como una acción compleja situada en el tiempo histórico,*

<sup>1</sup> Rio Grande do Norte State University (UERN), Mossoró – RN – Brazil. Adjunct Professor in the Department of Education. Doctorate in Education (UFPB). ORCID: <https://orcid.org/0000-0001-7800-8350>. E-mail: [maccolle@hotmail.com](mailto:maccolle@hotmail.com)

<sup>2</sup> Ceará State University (UECE), Fortaleza – CE – Brazil. Professor at the Postgraduate Program in Education. Doctorate in Education from the University of Turin (UNITO) – Italy. ORCID: <https://orcid.org/0000-0001-8415-9921>. E-mail: [lia\\_fialho@yahoo.com.br](mailto:lia_fialho@yahoo.com.br)

<sup>3</sup> Federal Rural University of the Semi-Arid Region (UFERSA), Mossoró – RN – Brazil. Adjunct Professor in the Department of Human Sciences. Doctorate in Education (UECE). ORCID: <https://orcid.org/0000-0003-3988-3915>. E-mail: [emerson.medeiros@ufersa.edu.br](mailto:emerson.medeiros@ufersa.edu.br)

*así como en un contexto social, cultural y político. Sostiene, a partir de las producciones académicas mencionadas en el dossier, que la enseñanza contribuye a la formación humana y crítica del sujeto.*

**PALABRAS CLAVE:** *Docencia. Enseñanza. Formación de profesores de educación básica.*

## **Introduction**

In the history of education, in general, we have seen that teaching has gone through distinct phases, since education has experienced changes/transformations of a different nature, involving school practice. Some phases were marked by the relationship established directly with the social, political and economic issues of their time, others were centered on the relationship between the teacher, the student and the knowledge to be taught (SAVIANI, 2013). Anyway, we understand that teaching does not separate itself from the context in which it is inserted. It is politically and culturally an action situated in time and in each space (TARDIF, 2010; FREIRE, 2011).

The pandemic caused by COVID-19, especially in the year 2020, allowed us to think about the complexity of teaching. Abruptly, we had to reinvent ourselves as teachers of Basic Education and Higher Education. Computer screens, cell phones, tablets, among other digital technological devices, have become our references for accessing and interacting with virtual learning environments, our new classrooms. Thus, we emphasize that teaching is not static. It is produced and reinvented based on the social conditions of each moment in history. In these terms, we understand, like Tardif and Lessard (2005, p. 35, our translation), that it is a complex action, “a work whose object is not made up of inert matter or symbols, but of human relationships with people capable of initiatives and endowed with a certain capacity to resist or participate” in educational practice.

Teaching requires cooperation, sensitivity, planning, engagement, aesthetics, commitment, ethics, among other characteristics. It implies the formation of the subject, student and apprentice. It is a relational educational practice, conditioned to the subjects who participate (teachers and students) in its construction. It is a political act, in terms of Freire (2011), given that it has the intentions/goals of the different subjects who produce it.

This dossier, entitled “Teaching(s) – history, education and school practices”, centrally focuses on teaching. The focus given to its construction is in line with the perspective of conceiving it, through the different research that make up the present academic enterprise, with an emphasis on the history of education, teacher and subject formation, as well as from

school practices developed in plural contexts. The dossier brings together a set of texts produced by professors and researchers from Brazilian and international universities. It is the result of inter-institutional dialogues, often by researchers who are committed to sharing their experiences and investigations into teaching.

In addition to this brief introduction, we have organized the dossier presentation into three more sections. At first, we will briefly discuss teaching as a practice of human formation of the subject. Next, we will address the research and academic productions that make up this dossier. In the third moment, we will make the final considerations arising from the reflections produced by the authors and researchers who added to the works presented.

### **Teacher work - teaching is forming**

In academic literature, nationally and internationally, there is an aspect defended by researchers from different areas (education, anthropology, sociology, psychology, to name a few): education happens anywhere, we learn throughout life, through our relationships with the social environment and our experiences. However, it is in the school environment, more precisely in the classroom, that we contribute to the human formation of the subject. In this sense, teaching, carried out through teaching, (self)forms, qualifies and awakens skills that contribute to the integral development of human beings.

It is through teaching that we help to form society. In the relationship established between the teacher and the student, we contribute to building awareness of the other, especially critical awareness (ARAÚJO; FORTUNATO; MEDEIROS, 2021). Talking about teaching is talking about formation. It is worth remembering that teaching requires distinct types of knowledge (professional, disciplinary, curricular, experience, pedagogical, among others) (TARDIF, 2010). Thus, to practice teaching, specific formation for such action is necessary. Teaching cannot be seen as improvisation.

By defending formation as a requirement for the exercise of teaching, we believe that we will add to it so that it develops in a conscious way. Through formation we can think about school practice, the classroom routine, the broader educational reality, among other aspects.

It is worth emphasizing that teaching qualifies and helps the subject to produce their potential. It brings together responsibilities. In the meantime, teacher work, embodied in teaching, is formation. It is a creative exercise in helping others to promote what is possible in terms of learning. We defend that being a complex action and being done contextually, we

cannot talk about just one teaching. There are different “teaching(s)”. Teachers develop it (teaching) from quite different, often adverse, conditions.

For these considerations, we prefer to title this dossier, considering the expression “teaching(s)”, since we interpret that the academic works that comprise it textualize different realities. In the next section, we will present the set of articles that lead us to reflections on the teaching(s).

### **Presentation of thematic articles**

As highlighted earlier, this dossier is constituted from a set of academic productions developed by national and international professors and researchers. The research consisted, mostly, of postgraduate programs. They are the result of dissertation and doctoral studies, post-doctoral internships, as well as research projects (some of them) financed by bodies such as the Coordination for the Improvement of Higher Education Personnel (CAPES).

The first text, “**Helena Potiguara: biography of the indigenous educator (1954-2009)**”, is authored by researchers from the State University of Ceará (UECE). It refers to a study that deals with the biography of Maria Helena Gomes, known as Helena Potiguara, an indigenous woman educator of recognized leadership, in the Potiguara ethnic group, for her educational role in the city of Crateús – CE. Affirmed in the field of History of Education, with theoretical support in Cultural History, the study aims to understand the educational formation and political practices, woven by the educator Helena Potiguara, which gave her prominence in the Potiguara community (1954-2020).

The work, “**Life narrative of Maria Fernandes de Queiroga (sister Ana, OSF): memory, history and teaching identity**”, developed by researchers from the State of Paraíba, corresponds to a study that aimed to outline the path of construction of the teaching identity of the educator and nun Maria Fernandes de Queiroga (Sister Ana, OSF), who has worked for more than five decades in teacher formation at Normal High School Francisca Mendes (CNFM), in Catolé do Rocha – PB. It was based on the ideas spread by the New Cultural History, on the investigative modes of (auto)biography, microhistory and oral history.

The investigation, “**Female educational practices in the memories of Maria Paes de Barros**”, produced by researchers from the State University of Rio de Janeiro (UERJ), thematizes the memories about education gathered in the book “*No tempo de dantes*” (The times of before) written by Maria Paes of Barros. Based on her childhood and youth

reminiscences, the objective of the study is to analyze common aspects of female education in the nineteenth century, described by the author in her autobiographical narrative.

The article, “**Frames for fragments from history of the 20th century: portrayals of graduations and school memories of Brazilian catholic colleges in the 20th century**”, presents an analysis of 26 graduation frames produced between the 1930s and 1970s, to celebrate the collation of degree in different courses in two Brazilian Catholic confessional colleges dedicated exclusively to female schooling. To understand the historical sources, a reference from Cultural History was used. It is authored by a professor at the Federal University of Paraná (UFPR).

The textual production entitled “**The expansion of secondary education in Brazil post-1930**”, discusses historical perspectives focused on the expansion of secondary education in Brazil after 1930. It is authored by researchers from the State of Rio de Janeiro.

The study, “**The subjective configuration of the teaching of a special education teacher and its implications in pedagogical practice**”, was developed by teachers from public universities in two Brazilian states (Ceará and Mato Grosso do Sul) and in the Federal District. The research aimed to analyze the subjective configuration of teaching of a Special Education teacher and how her pedagogical practice is constituted with students with disabilities. The investigation was guided by the constructive-interpretative methodology developed by González Rey, based on the principles of qualitative epistemology.

The academic production, “**The social sciences and the challenge of anthropology in the teaching practice in basic education**”, reflects on the contributions of anthropological knowledge and Social Sciences in the school context, considering their challenges and contributions in teaching practice and in the construction of reflexivity criticism of society and culture. Professors of Rio Grande do Norte State University (UERN) authored the text.

The academic record, “**A teaching adventure under affective meditations in teaching-learning: a study about the Japanese comic (manga) Assassination Classroom**”, focuses on the study of a comic book as a formative device for teaching. It is authored by researchers at the Federal Rural University of the Semi-Arid Region (UFERSA) and by a visiting professor from Venezuela.

The work entitled “**Integral education and teacher formation: conceptual and legal issue**”, authored by teachers from the Federal University of Western Pará (UFOPA) and the Federal University of Maranhão (UFMA), discusses integral education and teacher formation to work in Basic Education, according to programs aimed at integral education. Based on bibliographic and documental studies, it approaches conceptions of integral education, its

development programs and issues related to the initial and continuing education of teachers to work in basic education.

The tenth text, “**Teacher education for teaching martial arts in physical education at school: the state of the question**”, contains a bibliographical survey developed in the Postgraduate Program in Education at UECE. The research carried out pointed to the distancing of the discussions about struggles in the formation of Physical Education teachers.

In the article, “**Reforms, teaching and curricular violence: an analysis from the "New High School"**”, the authors of the University of Santa Cruz do Sul (UNISC) and the Federal University of Paraná (UFPR), intend to understand what the narratives communicate of teachers who work in two pilot schools of the federal government program created with a view to implementing the Secondary Education reform (Law 13,415/17) and in a private school that has been implementing the reform on an experimental basis. The analysis focuses on a conceptual perspective that proposes to identify the violence that manifests itself in this new curriculum for teaching practice.

The work, “**PIBID and the learning process of teaching in pandemic times**”, by researchers from the State of Ceará, reflects on the trajectories of PIBID in three Brazilian federal institutions, showing its experiences in times of pandemic. With a qualitative approach, using documentary research, it analyzes documents referring to the 2020-2022 edition.

The investigation, “**Education, curriculum and critical theory in times of pandemic: what teachers and the school community think**”, establishes a dialogue of a critical nature, given the context of the pandemic that also affected education on curricular practice in the teaching format remote. The research was developed by researchers at the University of Brasília (UnB).

In the text, “**Special program for pedagogical formation, a historical reflection**”, the political, historical and pedagogical dimensions of formation are discussed, taking as reference the Special Program for Pedagogical Formation within the scope of the Regional University of Cariri (URCA). The study was developed by researchers from the State of Ceará.

The textual production, “**National Educational Technology Program - PROINFO: thinking of educational policy beyond implementation at public school**”, analyzes PROINFO, considering the policy cycle established by Stephen Ball and collaborators. The article comes from dissertation research developed in the Postgraduate Program in Teaching at UERN/UFERSA/IFRN. Through research, it is argued that PROINFO is part of a social



agenda, in which different power groups dispute spaces to legitimize their ideas about the foundations of this proposal, which is not simply implemented in public schools.

The study, “**Didactics of literature: problematizing a trend toward hegemony**”, investigates how the so-called “Reading Strategies” have been presented and used in scientific research and in official documents concerning the interface between education and literature. The text is authored by professors from the Federal University of Espírito Santo (UFES) and the São Paulo State University (UNESP).

The research, “**Contributions of Vygotskian thought to mathematical modeling**”, by researchers from the Federal University of Pará (UFPA) and the Integrated College of Guarulhos (FIG), corresponds to a theoretical essay that analyzes possible contributions of Lev Vygotsky's ideas to the teaching Mathematics through modeling.

The last article, “**Non-fiction illustrated books and reader formation: an analysis from the voices of future teachers**”, by researchers at the University of Cadiz (UCA), Porto Real, Spain, provides textually the basis for a reader formation model supported by the non-fiction illustrated book. The focus of the analysis is considered the voice of future mediators of reading promotion in schools, which is why the study opted for a diachronic view of the figure of the teacher that begins with initial formation and ends with their professional performance.

From what we have seen above, academic productions debate teaching from different perspectives. We believe that this is due to the diversity of geographic, educational, political, cultural and social contexts that allow the constitution of teaching as a social practice determined by numerous factors.

### **Final considerations**

This dossier focuses on teaching. The research, as presented in a previous moment, aggregate discussions situating teaching from a historical perspective, teacher formation and school practices. These are investigations that represent academic undertakings by researchers from institutions in the five Brazilian regions, as well as in Spain and Venezuela.

From the studies, we infer that teaching is a complex action experienced by teachers, students and the school community. It is conditioned by the events of historical time. It is not possible to talk about teaching distancing the discussion from social and political dimensions. We also reinforce that it takes place contextually. In this sense, it suffers interference from the

different subjects who build it. We emphasize, in addition to these aspects, that teaching contributes to the human and integral formation of the subject.

We emphasize the importance of teacher formation for the practice of teaching. Teachers develop their teaching work having as an indication the set of experiences built in their life trajectories. In their formative paths, they produce knowledge, whether from initial, pedagogical, disciplinary, experiential formation, among others. Thus, we allude that for the development of teaching it is essential that there is permanent qualification.

We hope that the discussions developed throughout the dossier will feed the existing knowledge in the educational field about teaching. The investigations were designed with a view to adding new reflections, as well as awakening other perspectives and researches about teaching.

## REFERENCES

ARAÚJO, O. H. A.; FORTUNATO, I.; MEDEIROS, E. A. Desarrollo profesional de los formadores de docentes: calificaciones de las relaciones establecidas con estudiantes de pregrado. **Revista Diálogo Educativo**, Curitiba (PR), v. 21, n. 68, p. 27-48, jan./mar. 2021.

FREIRE, P. **Educação como prática da liberdade**. 34. ed. Rio de Janeiro, RJ: Paz e Terra, 2011.

SAVIANI, D. **História das ideias pedagógicas no Brasil**. 4. ed. Campinas, SP: Autores Associados, 2013.

TARDIF, M. **Saberes docentes e formação profissional**. 11. ed. Petrópolis, RJ: Editora Vozes, 2010.

TARDIF, M.; LESSARD, C. **O trabalho docente: elementos para uma teoria da docência como profissão de interações humanas**. Petrópolis, RJ: Vozes, 2005.



### **How to reference this article**

SANTOS, J. M. T.; FIALHO, L. M. F.; MEDEIROS, E. A. Teaching(s) – history, education and school practices. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 16, n. esp. 3, p. 1377-1385, jun. 2021. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v16iesp.3.15323>

**Submitted:** 05/02/2021

**Required revisions:** 30/03/2021

**Approved:** 12/05/2021

**Published:** 01/06/2021