

THE PROMOTION OF ETHICAL COEXISTENCE AND THE PREVENTION OF VIOLENCE IN SCHOOL: CONSIDERATIONS ABOUT TEACHER EDUCATION

PROMOÇÃO DA CONVIVÊNCIA ÉTICA E A PREVENÇÃO DA VIOLÊNCIA NA ESCOLA: CONSIDERAÇÕES SOBRE A FORMAÇÃO DOCENTE

LA PROMOCIÓN DE LA CONVIVENCIA ÉTICA Y LA PREVENCIÓN DE LA VIOLENCIA EN LA ESCUELA: CONSIDERACIONES SOBRE LA FORMACIÓN DOCENTE

Darlene Ferraz KNOENER¹
Natália Cristina Pupin SANTOS²
Lídia Morcelli DUARTE³

ABSTRACT: This investigation objective was to describe and analyze the perceptions of São Paulo state management teams and teachers about a proposal for continuing education that integrates a school coexistence program framing. 92 regional education managers, 1440 vice principals and mentoring teachers of coexistence and 5551 regular teachers answered an assessment inspired by rubrics scales. The data indicates that most professionals understand the development of the moral autonomy concepts of the subject's, agree with the feeling recognition work, the need for a cooperative environment, non-violent communication and reciprocal relationships. However, transforming all this into classroom routine practices at school remains a challenge for the majority. The research reinforces the need for spaces for dialogue and reflection in teacher training issues related to coexistence at school.

KEYWORDS: Moral Development. Coexistence at school. Continuing education for teachers. Cohabitation program. Scale training.

RESUMO: O objetivo desta investigação foi descrever e analisar as percepções das equipes gestoras e docentes atuantes da rede estadual paulista a respeito de uma proposta de formação continuada que integra a construção de um programa de convivência escolar. Os dados foram obtidos com a utilização de escalas inspiradas em rubricas de avaliação respondidas por 92 gestores regionais, 1440 vice-diretores e Professores Mediadores da Convivência Escolar e 5551 docentes. Verificamos que a maioria dos profissionais compreendem conceitos relacionados ao desenvolvimento da autonomia moral do sujeito, concordam com a importância de oportunizar espaços de reconhecimento dos sentimentos dos estudantes, além da necessidade de um ambiente cooperativo, de uma comunicação não violenta e de relações recíprocas. Entretanto, para a maioria, transformar tudo isso em práticas que permeiam a rotina da escola e da sala de aula ainda é um desafio, reforçando a necessidade de que a formação docente inclua espaços contínuos de diálogo e reflexão sobre as temáticas relacionadas à convivência na escola.

¹ São Paulo State University (UNESP), Araraquara – SP – Brazil. Doctoral Student in School Education. ORCID: <https://orcid.org/0000-0001-7384-7024>. E-mail: darlene.knoener@unesp.br

² São Paulo State University (UNESP), Araraquara – SP – Brazil. Master's in School Education. ORCID: <https://orcid.org/0000-0001-9847-632X>. E-mail: natalia.pupin-santos@unesp.br

³ São Paulo State University (UNESP), Araraquara – SP – Brazil. Master's Student in School Education. ORCID: <https://orcid.org/0000-0002-9599-732X>. E-mail: lidia.m.duarte@unesp.br

PALAVRAS-CHAVE: *Desenvolvimento moral. Convivência na escola. Formação continuada de professores. Programa de coabitação. Treinamento em escala.*

RESUMEN: *El objetivo de esta investigación fue describir y analizar las percepciones de los equipos directivos y docentes que actúan en la red estatal de São Paulo sobre una propuesta de educación permanente que integra la construcción de un programa de convivencia escolar. Los datos se obtuvieron mediante escalas inspiradas en las rúbricas de evaluación respondidas por 92 gerentes regionales, 1440 subdirectores y tutoría de profesores de convivencia y 5551 docentes. Encontramos que la mayoría de los profesionales comprenden conceptos relacionados con el desarrollo de la autonomía moral del sujeto, están de acuerdo con la importancia de crear oportunidades para el reconocimiento de los sentimientos de los estudiantes, además de la necesidad de un ambiente de cooperación, comunicación no violenta y relaciones recíprocas. Sin embargo, para la mayoría, transformar todo esto en prácticas que permeen la rutina escolar y áulica sigue siendo un desafío, reforzando la necesidad de que la formación docente incluya espacios continuos de diálogo y reflexión sobre temas relacionados con la convivencia escolar.*

PALABRAS CLAVE: *Desarrollo moral. Convivencia en la escuela. Formación continua del profesorado. Programa de convivencia. Entrenamiento a escala.*

Introduction

Numerous investigations have increasingly pointed to the importance of teacher training so that public policies in education are effective, especially with regard to issues of promoting coexistence and preventing violence. On the other hand, the lack of proposals for continuing education or the discontinuity of training processes make it impossible to maintain projects and programs that are important for the development of students, both in their cognitive and affective aspects (GATTI; BARRETO; ANDRÉ, 2011; KNOENER, 2019). ; MOLINA; RODRIGUES, 2020).

In countries where there are already public policies on coexistence at school, it is common to see the emphasis on teaching work and the need for continuing education. As an example, we can refer to the case of Spain, which, in the 1970s, promoted an educational reform aimed at three aspects: access to school, equity and quality. In view of this, a public policy was consolidated in which, among all the objectives of education, coexistence and the formation of moral values became part of the pedagogical political projects of schools, with the active participation of the entire educational community (students, family members, members of the management team and teachers). According to Jares (2008), the training of teachers was an important investment point for this policy.

The changes proposed in the Spanish context are in line with what the literature points out about the indispensability of public policies in education contemplating intentional

systematized processes aimed at both initial and continuing teacher training so that, in this way, they are able to truly act in promoting ethical coexistence, in addition to contributing to the prevention of countless forms of violence that threaten the school context (CUADRA MARTÍNEZ, 2009; FULLAN, 2002; JARES, 2008; MARTÍNEZ MARTÍN; PUIG ROVIRA; TRILLA BERNET, 2009).

We emphasize that the effectiveness of a Program for Living Together and Combating Violence at school is possible when a structure is organized that brings together intentional, planned and systematic actions, having as one of its main bases the teaching work, since it is the teachers and teachers who can lead, together with the school management team, actions that provide constructive communication, intervention in the problems of indiscipline and violence with sanctions for reciprocity, a more cooperative environment in the classroom, in addition to the creation of spaces for participation and protagonism student that allow collective reflection on the difficulties that compromise the smooth running of the classroom routine (JARES, 2008; KNOENER, 2019; SANTOS, 2021).

But how is it possible for states and municipalities to guarantee the training of teachers for this theme in a context in which the inclusion of studies on themes of coexistence in the degrees themselves is still so limited? (KNOENER, 2019). Furthermore, in a country with the size and diversity of Brazil, how to establish a proposal for continuing education supported by scientific investigations that qualify this process?

If we take the example of the state education network in São Paulo, composed of 91 Regional Boards of Education (DRE, in the Portuguese acronym) spread over 248,209 km² of territorial surface that serve 3,733 schools in the Final Years of Elementary School alone, the complexity of think about proposals for continuing education. If compared to other countries in which coexistence programs are part of public policies, the gigantism of Brazilian education networks becomes one of the problems for the effectiveness of establishing educational proposals that make it possible to cover the full number of their schools.

In search of solutions to these challenges and a proposal that could be replicated for other networks, GEPEN organized a Training Seminar that attended 45 of the Regional Boards of Education of the state network of São Paulo, which is one of the actions foreseen in the research project entitled “Coexistence as a value in public schools: implementation of a support system among equals”, financed by Itaú Social Foundation and Carlos Chagas Foundation.

Research context

This Formative Seminar had as its main theme the construction of the ethical personality of students based on studies from Moral Psychology. In addition, it presented proposed actions for schools based on research on the importance of constructive communication, the use of reciprocal sanctions, and the differentiation of disruptive and violent manifestations for a more assertive performance by the management team and school teachers (GOERGEN, 2007; LA TAILLE, 2002; TOGNETTA; AVILÉS MARTÍNEZ; DAUD, 2017; VINHA et al., 2017; VIVALDI, 2013; ZECHI, 2014).

So that the training could be replicated at scale, the seminar was delivered through synchronous meetings with the participation of professionals from the Regional Education Directorates, called Regional Managers in the state network, in addition to being broadcast via streaming to members of the management teams of all schools. This training, which totaled a period of 16 hours divided into four days, was multiplied by the Regional Managers in what we call the Training Pathway, which lasted four hours in their respective directorates, and had as its target audience the vice-principals and the Mediating School Coexistence Teachers (PMECs). Subsequently, the vice-principals replicated the studies in their school units during the Collective Pedagogical Work Class (ATPC, in the Portuguese acronym).

Method, instruments and participants

This whole process was evaluated and it is from this that the problem of this research emerges: How do the participants of a teacher training course perceive their learning in the implementation in scales of a school coexistence program? To answer this question, this study aims to describe and analyze the perceptions of management teams and teachers working in the São Paulo state network regarding a continuing education proposal that integrates the construction of a school coexistence program.

In order to meet this objective, we proposed a descriptive research under a quantitative methodological approach (GERHARDT; SILVIERA, 2009) with the intention of raising objective data of the perceptions of the group of participants, through collection carried out between the end of the second semester of 2020 and the second semester of 2021.

The instruments used were trend scales inspired by rubrics, which are characterized as assessment instruments of a formative nature (BLOOM; HASTINGS; MADAUS, 1983; CAMARGO; MENDES, 2013; NUNES, 2016), as they can be used continuously. It is a relevant procedure to make visible the actions developed at school, providing an opportunity

for a gradual movement of self-evaluation that contributes to the construction of anti-bullying projects and coexistence programs (NUNES, 2016; SANTOS, 2021). These tools consist of a set of concepts and reflections arranged in a table in which educators can analyze the level of understanding of the topics studied in the training, the applicability of the project proposals, and any changes perceived in their practice with the students.

In this way, three different instruments were prepared: one for participants of the Formative Seminar, answered by 92 Regional Managers; another that was answered by 1440 professionals working in schools as Vice Principals or Coexistence Mediator Teachers (PMECs) participating in the Formative Course; and the last one for teachers participating in the ATPCS, for which we had 5551 answers.

Although each of the instruments included specific questions, eight of the items were common to the three groups so that comparisons could be made.

To answer, the participants could choose between four options: A - I still don't really understand what this means; B - I could understand a little, but I don't believe it's possible to develop this kind of work in our schools; C - I understood about this and I see the importance of studying more to be able to promote actions to improve coexistence at school; D - I understood about this, I see the importance of studying more to be able to promote actions to improve coexistence at school and I can already think of proposals that I can promote in the schools where I work.

The invitation to answer the evaluation took place personally at the end of each action and the participants received a link to the instrument available through a Google Forms form. We emphasize that the collection was carried out after approval by the Research Ethics Committee of Unesp (CAAE: 42079420.9.0000.5400), with the authorization of the State Department of Education, and due precautions were taken to observe the criteria established by the General Law of Data Protection (BRAZIL 2019).

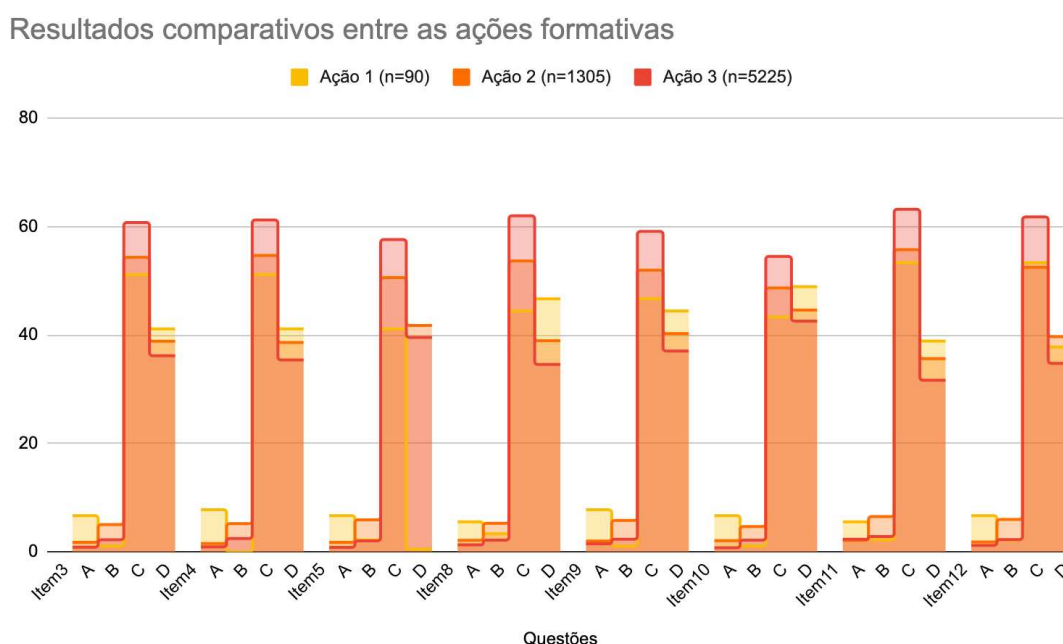
Results and Discussion

Before going on to present a summary of the results, we point out that in most of the eight common items in the three instruments, we found lower percentages of answers indicating that the theoretical studies have already been put into practice (alternative D). From the theoretical perspective under which the formative proposal was built - based on studies of Moral Psychology and Piagetian Genetic Epistemology (PIAGET, 1994/1932) - the construction of knowledge and its transformation into action require practices and interactions with teaching

peers and also with students, which was not possible, since all formative actions took place in a period of social distance in which most schools did not have regular synchronous contact with students. Having made these considerations, we will now highlight some of the data found.

In Chart 1 we present the responses gathered from the three actions. To facilitate the understanding and analysis of these data, from this point on, we will name the responses for each instrument as Action 1 (Formative Seminar - Regional Managers), Action 2 (Formative Course - Vice Principals and PMECs) and Action 3 (ATPCs - Teachers).

Chart 1 – Comparative results between the formative actions⁴



Source: Devised by the authors

O item 3 provoca as e os participantes a pensarem sobre o conceito de autonomia moral e sobre a importância da escola ser um espaço de construção de valores morais e desenvolvimento dos aspectos cognitivos, afetivos e sociais das e dos estudantes. Neste caso, a grande maioria das e dos participantes (mais de 90% de respostas C e D) indicaram que compreendem a importância da escola ser um espaço de vivência dos valores morais, entretanto, apenas 36% destes indicaram que, além de compreender, já conseguem pensar em estratégias para colocar em prática.

We also verified that the Regional Managers were those who indicated the highest percentage for alternative D and we infer that this is due to the fact that they had many more

⁴ Resultados comparativos entre as ações formativas = Comparative results between the formative actions; Ação = Action; Questões = Questions

opportunities and hours of study, besides having replicated the knowledge in the Formative Course. In other words, as the number of hours of training decreases, there are fewer opportunities for reflection, discussion, construction of collective proposals, and reflection based on the practices. In view of this, we emphasize the need for schools, in addition to study materials, to promote more spaces for dialogue and reflection associated with studies on the theme of values at school.

The same can be observed in item 4, in which the participants were invited to reflect on moral autonomy and the importance of the school providing an opportunity for "...children and adolescents to think about the problems they have, compare solutions, anticipate consequences, and can repair the mistakes they make. It is possible to verify in the three actions that there was an understanding about the importance of the theme (more than 88% of the answers C and D), however, of these, only 39% indicate the applicability of the proposals, in the classroom practice.

In item 5, the participants indicated how much they understood the importance of putting into practice, at school, proposals that provide the opportunity for self-knowledge because it is a cognitive and affective movement essential for the subject to recognize himself/herself as a value, being this process that enables the construction of self-respect in which the subject links the "self-worth" with "doing good". In this case, although with lower percentages, the movement of responses was also the same, i.e., predominance of C answers (more than 50%) indicating that they could understand about it and that they see the importance of studying more to be able to promote actions to improve the coexistence at school.

These data indicate that the great majority of the participants in the training were able to understand the importance of working with the recognition of feelings at school, promoting the students' own self-knowledge. For example, when we add up the results of the teachers' answers C and D, we notice that 97% were able to understand the importance of working with this theme at school. Even in this case, the percentage compared to the Regional Managers is higher, because if we add the answers C and D, this group reached 89%. However, we also see that 10% of the Regional Managers still do not fully understand what this issue means.

This data draws attention since the time of study of teachers on the theme of self-knowledge was much shorter and, about this, we have the hypothesis that, during the pandemic moment in which they lived, teachers received proposals of activities to put into practice with students during isolation.

These practical exercises, which were worked on outside the training hours, brought the opportunity to express feelings as ways of welcoming and overcoming difficulties. This

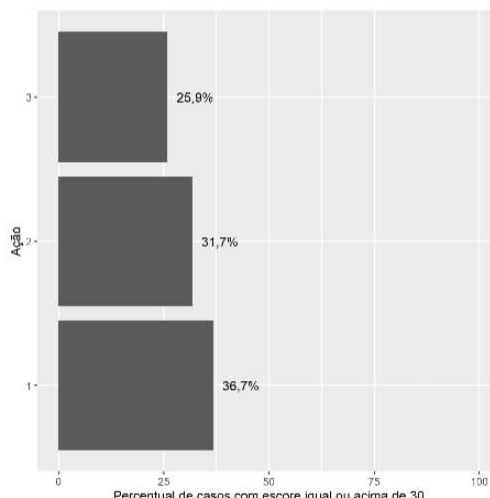
movement experienced by the schools is also in line with the assumptions of Moral Psychology and Piagetian studies (PIAGET, 1994/1932), which point precisely to the importance of the construction of knowledge and the experience of values in a collective and cooperative way, experiencing reciprocal relationships.

Items 8, 9, 10 and 11 deal with the importance of the use of communication strategies, such as descriptive language, which favors the development of moral autonomy, of the subject becoming aware of his own actions and their respective consequences, helping in the composition of self-esteem, besides not passing judgment on the other. They also address the need for active listening and the use of the Message-I techniques (VINHA *et al.*, 2017; WREGÉ *et al.*, 2014). The results indicate that most of the participants of the three groups understand the importance of studying this issue of constructive language to promote actions to improve the coexistence at school.

However in this case, again, the highest percentages of D answers are present among the Regional Managers group (reaching 42% in item 10). This is an important result because, although the practice of communication recognized as ethical is equally important for all three groups, we emphasize that, due to the relevance of this theme and practices that emerge from these studies, these communication strategies are essential in the exercise of the professional function who work in the Regional Directorships and who need to coordinate the entire team, after all, the better the quality of communication, the more feasible it will be to articulate proposals for improving the coexistence in schools.

As for item 12, which talks about the importance of opportunities to exercise self-knowledge, the experience of situations in which dialogue is valued and exercised, the need for reflections and discussions about moral values and a cooperative environment at school, the results again indicated a predominance of C answers. However, for the D answers, we noticed that the Regional Managers had a higher percentage (40.5%) than the other two groups. In order to refine this preliminary analysis of the answers, we submitted the data to statistical procedures, checking to see if there were significant differences between the scores indicating the participants' understanding of each action. To do this, we conducted another comparison analysis between the actions using the Kruskal-Wallis test, a nonparametric technique that allows the comparison of more than two groups without making assumptions about data distribution.

Chart 2 – Comparative score between the three actions.



Source: Devised by the authors

We can see that in the group corresponding to Action 1, 36.7% of the participants scored higher than 30 (score from 0 to 100). In the subsequent groups, the frequency of the score progressively decreased, reaching 31.7% in Action 2 and 25.9% in Action 3. But how statistically significant are these differences?

According to the table below, there was no significant difference between actions 1 and 2 (p-value 0.32), but when we compare actions 1 and 3 (p-value 0.01) or 2 and 3 (p-value <0.01) it is already possible to identify a significant difference in the score of the participants' answers.

Table 1 – Comparative table of the degree of significance between the training actions⁵

Comparação	Razão de prevalência	Intervalo de confiança (95%)		Valor-p
Ação 1 vs Ação 2	1,16	0,87	1,53	0,32
Ação 1 vs Ação 3	1,42	1,08	1,87	0,01
Ação 2 vs Ação 3	1,23	1,12	1,34	<0,01

Source: Devised by the authors

These data converge with our previous arguments about the need for more training hours alternated with in-school practices that broaden the discussions among professionals and contribute to the construction of new knowledge.

⁵ Comparação = Comparison; Razão de prevalência = Prevalence ratio; Intervalo de confiança = Confidence Interval; Valor-p = -p Value

Final remarks

The data we follow are convergent with previous research (CUADRA MARTÍNEZ, 2009; FULLAN, 2002; JARES, 2008; KNOENER, 2019; MARTÍNEZ MARTÍN; PUIG ROVIRA; TRILLA BERNET, 2009; SANTOS, 2021) indicating that the proposals for continued teacher training are a non-negotiable criterion to establish actions in schools in order to promote the development of ethical personalities, guided by moral values, promote a democratic coexistence and the construction of moral autonomy of the subjects.

With the results presented, we are faced with the need for continuity of the actions promoted, since those who had more training opportunities (Regional Managers), in general, were the ones who answered a higher percentage of D answers of the instrument (considered the most evolved) in which the actions of the theory are already incorporated into the teaching practice and, interestingly, who also evaluated, in comparison with the other groups of the scale, in a way that highlighted the difficulties they still find to make these themes effective in school (A answers).

On the other hand, in some aspects, despite the reduced number of training hours, the experience of the teachers was more significant because they had the opportunity to, in addition to studying, put into practice with their students proposals for the expression of feelings, experience values and constructive communication.

What is it all about anyway? Exactly the urgency that the “edge” where the teachers are, have instituted spaces of exchanges, studies of themes that stand out in the diagnoses that show their own reality (such as the diagnosis of the school climate). Teacher training is, or should be, a planned, organized and possible project in Brazilian schools.

We say “possible” because we know, as we follow the developments of training at the proposed scales, that due to the greater efforts of the professionals involved with this project in their school units, the replication of these studies was lost, both from a theoretical point of view and from the point of view of methodological view. That is, how to replicate in 50 minutes a theoretical discussion that required at least four hours of study and reflection? How to replicate a pedagogical practice in order to guarantee the pedagogical principles that, extracted from the Piagetian theory that do not give up effective participation, the ACTION of the subject (in this case, the teachers), the exchange with peers, the provocation, the progressive construction of ideas with the group in two 50-minute planning meetings?

Fodra (2021) reveals the lack of commitment of public education networks with what is fundamental: the orientation and understanding of what is the central axis for the network's

work. What usually happens, on the contrary, is an avalanche of information and initiatives superimposed on a complex and frenetic daily life like that of school.

This explains what is often revealed in the common speech of professors: “I already do everything you say and it doesn't work”. After all, without systematic, guaranteed planning, with spaces available for the study and improvement of the teaching profession, there will be no guarantees that the process of building the desired autonomy for students will take place, simply because there is no teaching autonomy in the schools themselves.

It is a fact that, the greater the value and meaning incorporated into teaching knowledge, the greater the chances of building “bridges” for actions in practice (TARDIF, 2012), promoting experiences at work, sharing reflections, interactions between members of the pedagogical team and favoring a retrospective of what was part of their initial and continuing education.

Therefore, the school is a privileged space to enable the construction of actions that promote an ethical and democratic coexistence, but there is no way to build bridges without bricks, that is, without the “builders” having spaces for training.

REFERENCES

BLOOM, B. S.; HASTING, T.; MADAUS, G. **Manual de avaliação formativa e somativa do aprendizado escolar**. São Paulo: Editora Pioneira, 1983.

BRAZIL. **Lei n. 13.853, de 8 de julho de 2019**. Altera a Lei n. 13.709, de 14 de agosto de 2018, para dispor sobre a proteção de dados pessoais e para criar a Autoridade Nacional de Proteção de Dados. Brasília, DF: Presidência da República, 2019. Available at: http://www.planalto.gov.br/ccivil_03/_ato2019-2022/2019/lei/113853.htm. Access on: 8 Mar. 2022.

CAMARGO, C. C. O.; MENDES, O. M. A avaliação formativa como uma política incluyente para a educação escolar. **Revista Educação e Políticas em Debate**, v. 2, n. 2, p. 372-390, jul./dez. 2013. Available at: <https://seer.ufu.br/index.php/revistaeducapoliticas/article/view/24825/>. Access on 11 Aug. 2021.

CUADRA MARTINEZ, D. Teorías subjetivas en docentes de una escuela de bajo rendimiento, sobre la enseñanza y el aprendizaje del alumno. **Revista mexicana de investigación educativa**, México, v. 14, n. 42, p. 939-967, 2009. Available at: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662009000300015&lng=es&nrm=iso. Access on: 20 July. 2021.

FODRA, S. **Convivência em escolas públicas estaduais de São Paulo**: Um estudo de caso sobre o Programa CONVIVA – SP. 2021. Tese (Doutorado) – Programa de Pós-Graduação de Psicologia Escolar e do Desenvolvimento Humano do Instituto de Psicologia da Universidade de São Paulo, São Paulo, 2021 (em andamento).

FULLAN, M. **Los nuevos significados del cambio en educación**. Barcelona: Octaedro, 2002.

GATTI, B. A.; BARRETO, E. S. S.; ANDRÉ, M. E. D. A. **Políticas docentes no Brasil: Um estado da arte**. Brasília, DF: UNESCO-Brasil; MEC, 2011.

GERHARDT, T. E.; SILVIERA, D. T. (org.). **Métodos de pesquisa**. Porto Alegre: Editora da UFRGS, 2009.

GOERGEN, P. Educação moral hoje: Cenários, perspectivas e perplexidades. **Rev. Educ. & Soc.**, Campinas, v. 28, n. esp. 100, p. 737-762, 2007. Available at: <https://www.scielo.br/j/es/a/T5FzhC7c9fDQynkkLXzYCTH/abstract/?lang=pt>. Access on: 15 Sept. 2021.

JARES, X. **Pedagogia da Convivência**. São Paulo: Palas Athena, 2008.

KNOENER, D. F. **Quando a convivência pede por cuidado: Bullying e assédio moral em ambientes universitários**. 2019. Dissertação (Mestrado em Educação Escolar) – Faculdade de Ciências e Letras, Universidade Estadual Paulista, Araraquara, São Paulo, 2019 Available at: <http://hdl.handle.net/11449/181949>. Access on: 15 July. 2019.

LA TAILLE, Y. **Vergonha, a ferida moral**. Petrópolis, RJ: Vozes, 2002.

MARTÍNEZ MARTÍN, M.; PUIG ROVIRA, J. M.; TRILLA BERNET, J. Escuela, profesorado y educación moral. **Teoría de la Educación: Revista Interuniversitaria**, v. 15, p. 57-94, 2009. Available at <https://revistas.usal.es/index.php/1130-3743/article/view/3026>. Access on 8 Mar. 2021.

MOLINA, A. A.; RODRIGUES, A. A. Estado, Políticas Públicas e Formação Docente no Brasil: Direcionamentos a partir do início do século XXI. **Ensino em Re-Vista**, v. 27, n. 1, p. 40–67, 2020. Available at: <https://seer.ufu.br/index.php/emrevista/article/view/52744>. Access on: 8 Jan. 2022.

NUNES, C. Avaliação em escolas inovadoras. In: GRAVATÁ, A. *et al.* **Destino: Educação. Escolas inovadoras**. São Paulo: Fundação Santillana, 2016.

PIAGET, J. **O juízo moral na criança**. São Paulo: Summus, 1932.

SANTOS, N. C. P. **A descrição da construção coletiva do Programa Antibullying em uma rede de ensino: Para que a convivência ética seja valor**. 2021. Dissertação (Mestrado em Educação Escolar) – Faculdade de Ciências e Letras, Universidade Estadual Paulista, Araraquara, São Paulo, 2021. Available at <http://hdl.handle.net/11449/213976>. Access in: Feb. 2022.

TARDIF, M. **Saberes docentes e formação profissional**. São Paulo: Editora Vozes Limitada, 2012.

TOGNETTA, L. R. P.; AVILÉS MARTÍNEZ, J. M.; DAUD, R. P. Respeito é bom e eu gosto! O valor do respeito. In: TOGNETTA, L. R. P.; MENIN, M. S. S. (org.). **Coleção Valores Sociomorais: Reflexões para a Educação**. Americana, SP: Adonis, 2017. 2 v.

VINHA, T. P. *et al.* Da escola para a vida em sociedade. O valor da convivência democrática. TOGNETTA, L. R. P.; MENIN, M. S. S. (org.). **Valores Sociomorais: Reflexões para a Educação**. Americana, SP: Adonis, 2017.

VIVALDI, F. M. C. **Pesquisas empíricas sobre práticas morais nas escolas brasileiras: O estado do conhecimento**. 2013. Dissertação (Mestrado em Psicologia Educacional) – Universidade Estadual de Campinas, Faculdade de Educação, Campinas, São Paulo, 2013. Available at: <http://www.repositorio.unicamp.br/handle/REPOSIP/253949>. Access on: 24 Aug. 2018.

WREGGE M. G. *et al.* Linguagem do Educador e a Autonomia Moral. **Revista Eletrônica de Psicologia e Epistemologia Genéticas**. v. 6, n. 2, p. 115-132, ago./dez. 2014. Available at: <http://www2.marilia.unesp.br/revistas/index.php/scheme/article/view/4655>. Access on: 20 Jan. 2015.

VINHA, T. P. *et al.* Da escola para a vida em sociedade. O valor da convivência democrática. TOGNETTA, L. R. P.; MENIN, M. S. S. (org.). **Valores Sociomorais: Reflexões para a Educação**. Americana, SP: Adonis, 2017.

ZECHI, J. A. M. **Educação em valores: Solução para a violência e indisciplina na escola?** 2014. Tese (Doutorado em Educação) – Universidade Estadual Paulista, Faculdade de Ciências e Tecnologia, Presidente Prudente, São Paulo 2014. Available at http://www2.fct.unesp.br/pos/educacao/teses/2014/dr/juliana_zechi.pdf. Access on: 08 Mar. 2021.

How to reference this article

KNOENER, D. F.; SANTOS, N. C. P.; DUARTE, L. M. The promotion of ethical coexistence and the prevention of violence in school: Considerations about teacher education. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 26, n. esp. 3, e022094, July 2022. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v26iesp.3.16954>

Submitted: 22/12/2021

Revisions required: 19/02/2022

Approved: 05/04/2022

Published: 01/07/2022

Management of translations and versions: Editora Ibero-Americana de Educação