

NOW LET'S HEAR FROM THE TEACHER DIRECTOR OF CLASS: TEACHING PERCEPTIONS REGARDING POLICIES RECONTEXTUALIZATION

COM A PALAVRA, O PROFESSOR DIRETOR DE TURMA: PERCEPÇÕES DOCENTES ACERCA DAS RECONTEXTUALIZAÇÕES DA POLÍTICA

CON LA PALABRA, EL DOCENTE DIRECTOR DE CLASE: PERCEPCIONES DE LOS DOCENTES SOBRE LAS RECONTEXTUALIZACIONES DE LA POLÍTICA

Brena Kesia Costa PEREIRA¹
Maria Kélia da SILVA²
Fátima Maria Nobre LOPES³

ABSTRACT: This study aims at analyzing recontextualizations regarding the Teacher Directors of Class (PDT), seeking to understand what the interests, demand, challenges, and benefits are of adopting the Teacher Director of Class Project (PPDT). Starting from the dialectical method, we used as an instrument of this research interviews with a semi-structured script. Thereby, In this study, the opinions of the teachers participating in the aforementioned Project are also used as a resource to understand how recontextualization is developed in these documents and its relationship with the institutions' contexts. In our closing remarks, we understood that the interviewees were able to perceive that knowing the reason for the actions that do not match the expected social behavior is not enough to bring positive results. For this reason, it is possible to note that PDTs do more than what is proposed by the policy of the respective Project in order to help their students.

KEYWORDS: Director of class project policy. Recontextualization. Teacher director of class project.

RESUMO: *Este artigo busca analisar as recontextualizações do Professor Diretor de Turma (PDT), a fim de compreender quais os interesses, as demandas, os incômodos e os atrativos em relação à adoção do Projeto Professor Diretor de Turma (PPDT) na sua carga horária profissional. Partindo do método dialético, utilizamos como instrumento desta pesquisa entrevistas com roteiro semiestruturado. Desse modo, a opinião dos professores participantes do supracitado Projeto é utilizada como recurso para entender como a recontextualização é desenvolvida na prática dos docentes e suas relações com o contexto da instituição em que está inserida. Em nossas considerações finais compreendemos que os entrevistados perceberam que conhecer a razão que reverbera em ações das quais não condizem com o comportamento esperado socialmente não são suficientes para trazer resultados positivos. Portanto, é possível*

¹ State University of Rio Grande do Norte (UERN), Mossoró – RN – Brazil. Master in Teaching by the Graduate Program in Teaching (POSENSINO). ORCID: <https://orcid.org/0000-0001-7702-7699>. E-mail: brenacostap@gmail.com

² Federal University of Ceará (UFC), Fortaleza – CE – Brazil. PhD student in the Graduate Program in Education. FUNCAP Fellow. ORCID: <https://orcid.org/0000-0002-4935-4075>. E-mail: marykellya@hotmail.com

³ Federal University of Ceará (UFC), Fortaleza – CE – Brazil. Professor of Undergraduate and Graduate Courses in Education of the Faculty of Education. PhD in Education (UFC). ORCID: <https://orcid.org/0000-0003-4602-2443>. E-mail: fatimanobreufc@gmail.com

afirmar que os PDT fazem mais do que propõe a política do respectivo Projeto, na tentativa de ajudar os seus alunos.

PALAVRAS-CHAVE: *Política de projeto diretor de turma. Recontextualização. Professor diretor de turma.*

RESUMEN: *Este artículo busca analizar las recontextualizaciones del Profesor Director de Clase (PDT), con el fin de comprender los intereses, demandas, inconvenientes y atractivos en relación a la adopción del Profesor Director de Clase Proyecto (PPDT) en su carga de trabajo profesional. Partiendo del método dialéctico, utilizamos como instrumento de esta investigación la entrevista con guión semiestructurado. De esta forma, se utiliza como recurso la opinión de los docentes participantes del mencionado Proyecto para comprender cómo se desarrolla la recontextualización en la práctica docente y su relación con el contexto de la institución en la que se inserta. En nuestras consideraciones finales, entendemos que los entrevistados se dieron cuenta de que conocer la razón que repercute en las acciones que no se corresponden con el comportamiento socialmente esperado no es suficiente para traer resultados positivos. Por lo tanto, es posible afirmar que los PDT hacen más de lo que propone la política del Proyecto respectivo, en un intento de ayudar a sus estudiantes.*

PALABRAS CLAVE: *Política de proyecto del director de clase. Recontextualización. Profesor director de clase.*

Introduction

In school spaces, interactions and accommodations between mandatory policies, institutional histories and educational commitments coexist independently, but can be hybrid when taking into account the institutional contexts and the teacher's performance. Thus, few policies arrive fully formed and the processes of action of these policies also involve specific tasks, loans, reordering, displacement, adequacy and reinvention. Such policies are sometimes poorly thought out and/or poorly written and are 'rewritten' or 'readjusted' and, depending on the government's objectives, change or move on.

Therefore, the interpretation of these policies is sometimes of paramount importance, considering that "the responsibility to give meaning to the policy rests with the schools [...]. Working with politics is often a fragmented process of 'fixing' problems" (BALL; MAGUIRE; BRAUN, 2016, p. 20-21, our translation). Teachers try, as far as possible, to obey the rules imposed on them. The fact is that in some schools it is not possible to implement the 'implementation' as it is in the official policy documents and, even less, to achieve the same results that other schools can.

Some steps in implementing the policies we are referring to seem so obvious to those who implement it. However, it does not seem to have the same logic for those who initially

elaborated them. Thus, the teacher, so much reinterpreting the policy, brings to the class another version, translated from what he/she knows about the students and about what they have experienced in the context of practice.

Taking these considerations, in this article, we aim to analyze the recontextualizations of the Teacher Director of Class (PDT), trying to understand what interests, demands, discomforts and attractions concerning the adoption of the Teacher Director of Class Project (PPDT) in their professional workload. In addition to the recontextualizations, we also approach in our analyses the returns obtained by the professors interviewed with the execution of the policy from adaptations made by them and the students, reverberating in the context of practice, thus creating recontextualizations for the PPDT.

The interviews were conducted with nine (9) teachers who, until then, acted as Teachers Directors of Class. We used a script with semi-structured questions asked to each of the interviewees individually and at different times. Thus, as a way to preserve the identity of these teachers, we used the letter P followed by a number (P1, P2...) to identify them in their statements.

Recontextualizations of the Teacher Director of Class

In this section, we discuss how the PDT recontextualizes the policy of Teacher Director of Class Project in the execution of students' activities. The situations described by the interviewed teachers refer mainly to remarkable experiences for them and go through the process of filling out the individual form with class information until they become a professional reference, capable of changing a student's life history.

In general, the perceptions that teachers have about the PPDT is already go beyond the formal and structural concepts of official documents and hybridize their practices and experiences. Therefore, when we asked what the PPDT was, the answers were already tied to the experiences of teachers in the process of implementing the policy under discussion.

During all our questions we perceive in the interviewees' statements that the forms of execution of the policy are seen and done differently by them, so that recontextualization is a recurring theme. Thus, "recontextualization develops due to the circulation of discourses and texts from one context to another, in this tension between new possibilities of reading and maintenance of discursive limits" (LOPES; MACEDO, 2011, p. 248, our translation).

The PDT believe that "no longer can results be shown in all students' grades, there are incredible answers in the lives of each of them" (P1), revealing that quantitative samples cannot

measure the changes that PDT sees happen in the daily practice. The bond created makes it possible to know the student better, so in most cases, the PDT knows what does and does not work for its class. Thus, each class of one of the approaches of the PPDT called "Citizen Training" gains a new translation by each PDT, reinterpreting from the context of its class. Said one of the surveyed:

I try to follow the PPDT documents, but I consider it only as a template. Because each class reacts in a different way, as my class reacts differently, I have to adapt that context to my class. So, it already makes me busy, because I have to take that document and follow it the way it is there, but I always try to make that moment impact my class in the greatest way, so I have to 'write', 'improve' that document again, because it is done in general to suit all schools, but every school has a different reality, and mine also has, so I have to try to adapt to become more attractive to my students (P1, our translation).

The PPDT seems to be seen with good eyes by all the actors involved, but few professionals want the responsibility of being a PDT. The lack of school structure that supports the proper implementation of the PPDT policy is always mentioned in the interviews. The useless support causes problems in the PDT's main concern regarding the policy: the time.

What happens within a school, in terms of how policies are interpreted and put into action, will be mediated by institutional factors. Schools in different contexts will have different capacities, potentialities and limits. These constitute a material context of interpretation and create different practical possibilities and restrictions for the performance of policies (BALL; MAGUIRE; BRAUN, 2016, p. 23, our translation).

The P5 reinforces that some of the delays declared here by PDT have also occurred due to situations of lack of structure, because "computers and the internet do not help, so a task that was to be performed in 1 (one) class, we took 2 (two) or up to 3 (months) to do" (P5). The way that the P9 found to adapt the documents that must be filled out by online students – and that do not happen, according to the PDT, because of the precariousness of computers and the lack of stable internet – was to print copies of the instrumental model, ask them to answer on paper and pass the answers to the system when they arrive home. Therefore, for this, the P9 uses its own computer, its own internet connection and its leisure time.

There is a strong sense of being [...] overloaded, working against a systematic consideration of contradictions, although these are sometimes observed in passing. Sometimes it seems that teachers do not - make politics - politics does them. [...]. The large number and diversity of policies at stake, defined in relation to the routine demands of the work day, works against [...] the mediation skills between professional experience and educational theory (BALL; MAGUIRE; BRAUN, 2016, p. 136-137, our translation).

Not totally escaping what the official policy documents propose is always something that teachers value, however, with the contradictions faced by the context of the students, the reinterpretation is made by the experience gained with the conviviality. P1 believes that these adjustments to the context are necessary because "students perceive Citizen Education classes as something that escapes traditional classes, so if I arrive at this class with a traditional methodology, they will only find more of it" (P1).

With the interviews, it was possible to notice that the recontextualizations also happen through the process of motivating students to attend citizen training classes, to obtain the highest possible rate of participation of the class in the proposed activities and, when they are still not participating, they will even understand why the resistance.

We realize that the PDT that knows each other help each other by sharing ideas that have worked. These ideas typically take into account 3 (three) factors: motivation, favorable results they see in students, and time optimization. Thus, whenever the PDT innovates in this regard, it is a reason to share what they consider good results in meetings between PDT, nevertheless, these experiences were also shared in the interviews.

P6 states that it began to encourage its class to participate in citizen training classes giving as gratification some chocolate candies, then began to communicate with one of his sisters who also became PDT in another school to have more ideas on how to hold the attention of students with planning more fun classes. In his words:

I call my sister asking if she ever had any ideas and sharing my ideas to find out what she thought. Sometimes she says I only create activities that spend money (laughs), but the reason is that the materials I use to attract students are not available at school, I have to buy. I'm always cutting, putting together something, doing a dynamic, bringing a chocolate or a lollipop (laughs). I always have candy in my bag. I also like to use a song to reflect and I bring the lyrics for them to follow. I also bring the divine issue to the debate of empathy, because I think they are very aggressive with each other, so I like to work the affection. I can see that, as much as they are distant, there are times when we can touch them and sensitize them, some students even cry. Thus, I can observe that that student is in some kind of problem, and then, at another moment, I call him to talk (P6, our translation).

Some PDT sit knew that their co-workers would be the interviewees as well and, in the midst of the interviews, they praised them, citing the achievements of their colleagues within the school. Some of the ideas were copied and others were not for reasons that made them impossible, but the admiration seemed to be the same. P1 was the one who most mentioned examples of PDT from his school that had good ideas, in his opinion. One of them, he put into practice and it worked.

The P3 had very cool didactics, it worked a lot. He shared his experience in a meeting. I made some adjustments, adopted his methodology and it started to work. In my case, I started to lower the level of the subject explained in the blackboard a bit. I was trying to make them earn more, because I knew they could, they were just a little settled. So, I lower a little level of the content of general explanation, I worked with an activity of the book and gave an individual accompaniment to each one, passing from portfolio to portfolio, seeing the difficulties of each student. So, they started to learn better. It's more work for me, but I optimize the time. This proximity of the students I create with this activity made them gain more confidence (P1, our translation).

Another example mentioned was that of the PDT – in this research called P2 – who, in order to better know the context of their students, visit the home of each adolescent in his class on weekends. This effort is something that P1 called "commendable", but added that it was not possible for all PDT to do this, because in his case, who works Monday to Friday in two schools, living with the family would be impaired. As an alternative to keep up with their activities, P1 prefers to work at home, close to the family, than to leave "taking care of the family of others and forgetting mine" (P1). Decisions like these are made by PDT based on their contextual realities. Each teacher does their tasks in different ways taking into account how much this can affect their life.

All the PDT interviewed work with the use of dynamics in their Citizen Training classes as a tool to motivate students to interact more with each other, according to the proposed theme. With the advent of dynamics, the PDT tries to get to know the student more and encourage him to talk about possible difficulties. P6 also noticed the strengthening of support among classmates who faced with a situation in which a student is feeling sad. His friends showed affection and gave words of comfort to try to comfort him.

Sometimes, when the lesson plan that the Department of Education of Ceará (SEDUC-CE) sends is already composed of a dynamic that the PDT thinks it is not possible to be executed or thinks that its students will not participate, they also make adjustments in the proposed dynamics, as in the following report:

We had some tables to fill about the socio-emotional issues that measured several things they ask for in the document. In my view, it would become unbearable for the student, because not everyone likes to openly talk about their own fragilities in public. So, I had to do a dynamic, a cool thing that wasn't in the document to try to get them to talk. So, I googled on the internet the "dry sheet embroidery", which I had to adapt because it is to be made with brownish sheet, but it did not work, so I picked up sheet of A4 paper. The class stood in a circle, I handed over the sheets and asked them to write in a word what they were feeling at that moment, then I passed a needle with thread and each had to pass the needle through their leaf embroidering that word they had written. But, as the time was short, I asked them only to cross the paper

and give the needle with the thread to the other colleague until they had all joined each other without breaking the line. With this dynamic I worked the confidence of the class, the tolerance of the frustration of the student who was afraid to break the line and assertiveness in the support they gave each other to continue. And I think it had a lot more effect than if I were to copy on the board (P1, our translation).

Even the dynamics selected from the Internet by PDT are sometimes recontextualized. This fact can be perceived when P1 states that the dynamics he brought to the room contained more steps, but he had to perform only one part because the time available for a Citizen Training class is 1 (one) hour. Even with the restricted time, the teacher ensures that the class has achieved good results.

The P8 reported that it uses the board to make mind maps⁴ about what is being studied in the Citizen Training class. He considers mind maps to be "a faster way for the student to learn, because words or expressions that connect are used. The student just seeing the map already remembers what was studied" (P8). This was one of the strategies that P8 found to try to be "as practical as possible" (P8), because, in the time of 1 (one) hour of class, the whole subject planned in the instrumental should be worked on.

P2 adds that these adjustments are inevitable because the PPDT policy itself is not formulated in such a way as to provide that the activities proposed in the manuals are worked with students along with all the complexities that the lives of these students bring. All the instruments, classes and accompaniments of the PPDT are made, but the P2 states that it considers and selects some activities to give more focus with its students. The reasons for this selection are, according to him, the time, the context of the school and the greater probability of motivating students.

The experiences for PDT are remarkable both on the positive side and on the negative side. Dealing with the frustration of not being able to help the student in the way the PDT would like is routine in the execution of the policy. It is as if the PDT and the school, when they assume

⁴ "Mental/Mind maps emerged in the late 1960s by the hand of Tony Buzan (1974) in response to the excessive time required to take notes in classes by traditional methods. [...] In practical terms, a mind map is a tool for planning and annotating information in a non-linear way, that is, in the form of a web or network. This means that the main idea is usually placed in the center and the associated ideas are described only with keywords and optionally illustrated with images, icons and assorted colors. Another analogy used to describe the mind map is the structured growth of a tree and its branches. From the center diverge main trunks opening each topic of the main subject, and from each of them, smaller branches with more specific or explanatory topics. Designed in this way, a mind map organizes and hierarchizes the topics of a subject, while synthesizing, providing the global view, shows the details and interconnections of the subject, and, with the (optional) use of images and colors, promotes the memorization of information by stimulating both cerebral hemispheres" (MARQUES, 2008, p. 35-36, our translation).

politics, consider it or see it in a unique and isolated way, "as if its processes and effects could be separated from everything else" (BALL MAGUIRE; BRAUN, 2016, p. 23, our translation).

In the first 6 (six) minutes of an interview with P2, he had already reported two (2) different events of sexual abuse experienced by his students within the family life, and that, instead of these girls notifying their parents or guardians, they first sought their PDT to advise them how to react to the crime of which they were victims.

At that moment, I got cold, because in college no one teaches us how to react to a situation like this. The first thing I talked to her about was talking to her mother. But after the student spoke to her mother and returned to school you realize the degree of misstructuring of the families, not because of the structure of the family, but by the very fact of the family mentality, because the mother's response to her was to say that if this happened, it was because the student asked for (P2, our translation).

P2 found itself even more responsible when, after advising them to talk to their parents or guardians about the abuse suffered, the students returned to school with the teacher as the person who would support them to denounce the crimes and solve them in the way the law commands.

Situations involving teenage pregnancy are routine in the schools surveyed. There are mobilizations, mainly of PDT, to inform students about contraceptive methods and ways to avoid sexually transmitted diseases. Even if they are not being addressed in citizen training classes, agendas such as these are frequent in the conversations of PDT with students, because they always have doubts. The PDT elaborates lectures and classes at school with health professionals, as a way to reinforce knowledge about sex education. However, sometimes the PDT itself has to assume this role.

Knowing what the student is going through is one of the steps to help, but sometimes this is not enough, especially when the suggestion of help from the PDT goes against what the family believes. P2 states that it is afraid of harming themselves someday, of "getting into friction with parents, who are the ones who have the right of custody over the adolescent" (P2). It is at times such as the above reports that the teacher finds himself with his hands tied or facing the orders of the family in an attempt to do what he thinks is right. As an example of friction with parents, we bring the report of P6:

Once, a student jumped the school wall. The principal informed him that a guardian should attend the school so that he could return to school, because it was routine for him to jump the wall and leave class without authorization. He told me that if he did, he'd stop studying because no one would come. And talking, he told me that his mother was sick and his father had abandoned them. I asked for his father's phone number and, very reluctantly, he gave it

to me. I called dad, explained the situation, and it was a long conversation. This father treated me very badly, said he would not go to school because he already had a family and was no longer responsible for his son. I calmly convinced him and he came to school. The boy went back to school and he totally changed his behavior, very grateful for what I had done for him. When this student finished high school, he paid tribute to me saying that I was responsible for graduating that day. The father wouldn't accept his son because the boy is gay, and after our conversations, they got closer. Currently, this father is in prison and this former student of mine is the only relative who will visit him in jail (P6, our translation).

Convincing parents of their responsibilities to their children is something that cannot be predicted in the official documents of any policy, but the PDT assumes this competence from the moment it realizes, in cases such as the above, that the student's inappropriate behavior may have been a trigger that comes from family problems.

The P2 said he went to extremes like parking in the middle of the street to separate a fight with physical attacks, risking his own life, he said:

I joke, but the PDT is teacher, father, mother, grandfather, grandmother, psychologist, judge etc. Three (3) years ago, a student got involved in a fight over girlfriend. Looks like the other guy flirted with his girlfriend and he didn't like it. Then, on a school day, he left home for school carrying a knife, a pretty big one. It was at that moment that I, when I was going to school in my car, saw this fight started on the street and parked. As soon as I parked, the student pulled the knife to hurt the other student, and when I realized, I was in the middle of the two students trying to stop the fight. After the moment passed and I stopped to reflect how serious was what I did. I could have died. And what would become of me? In my wife's case, she has no family; she's an only child, and her parents have passed away. What would become of my wife? I just thought about the consequences after the event (P2, our translation).

The sentimental bond that PDT can maintain with students makes them worry about their well-being to the point of sometimes interfering with their own safety. Another example of this was P6, in the exercise of the PPDT, suspected that some students were using illicit drugs inside the school, because they left their classrooms constantly and hid inside the bathrooms:

I am witness, as PDT, of a change I saw happen and today I am proud. He tells me I'm his godmother. He was a student who was his PDT in his first year at night. He was constantly leaving the classroom; he'd go out to get high with two friends. When I got to the class, the three of them weren't there. So I mentored the rest of the students, let them do the activity, and asked the assistant to go with me to look for these boys around school. I never accused them of anything, because I wanted them to tell me what was going on. And of the three of them, this boy, he was the one who gave me the opportunity to advise him. He even confessed that he was selling drugs and, for his mother not to be suspicious of the money he gave her, he always did small services as a mason's helper. Of the three boys, one dropped out of school and was murdered in July this year, the other is in prison and he managed to get us out

of the world of drugs. I'm always talking, counseling. He cried, and it worked. He finished high school, married and had children. I talk to him to this day and, thank God, the news are always good (P6, our translation).

It is because of situations such as those described above, unpredictable to the guiding documents, that the interviewees show us one of the recontextualized versions of politics. The PDT say that it would not be enough just to know the problems that students are going through, it would not make sense if no one helped. Therefore, PDT mobilizes people and opportunities in an attempt to solve at least a little of a student's problem.

Of these mobilizations, we gave examples in the interviews and questionnaires ranging from the previously mentioned reports, such as violence and drugs, to acts of charity such as those of P4, which organized, together with the other teachers of the school, food for the students that the teacher perceived, through the Biographical Form, do not feed properly. We also have reports of the fraternal relationship between students from a class that is covered by the PPDT, who joined to hold a baby party for a colleague who was pregnant.

[...] we see politics as developments not through large-scale events, gestures and interventions, but through a "microphysical" complex. In both cases, teachers are "sense-takers"; they put creativity and commitments, their enthusiasm, in the performance of politics, but this creativity and this commitment involve working on themselves, in their colleagues and in their students, in order to "make" politics and do it well (BALL; MAGUIRE, BRAUN, 2016, p. 192, our translation).

The results of the execution of the PPDT and its recontextualizations are punctual, but can also be observed in most of the class and in all schools surveyed. Said one of the surveyed:

We can see differences even in the school rates. In the rooms that have PPDT, there is a lower dropout and dropout rate in the school year, the percentage of learning is higher. There are big differences and improvements in the classes that have PPDT and in the classes that don't. The family is now more present at school. We had improvements in the use of uniform, which for this school is something important (P7, our translation).

Thus, the results seen and experienced by PDTs, in most cases, cannot be measured quantitatively, but qualitatively.

The processes of closing the PPDT's advisory documents, which could be reinterpreted by the PDT in order not to comply with the initial objectives of the government, reverberate directly in the initiation and implementation of the policy at the school. The guidelines do not only come to the PDT, the policy includes and instructs actors who are linked to the two main subjects: the PDT and the student.

Performance and creativity here are strictly defined and, mainly, without originality, although there is always room for invention within the terms of the formal structures of practice. [...] They do not locate the teacher-reader as a place of sense production, but only as the fixed, predetermined reading receiver. [...] Teachers (and students) are consumers of the policy texts, which are 'intransitive' and serious, although it is possible to see forms of 'games' and 'manufacturing', which go around performance measures as a kind of creativity and resistance (BALL; MAGUIRE, BRAUN, 2016, p. 131-132, our translation).

The implementation of the PPDT policy is not only dependent on it, there is an imbricated of events in the school that transform or change its idealized results. The execution of several policies at the same time can build a posture in the teacher of a mechanical professional, who only strictly executes what is requested. In the case of the PPDT, the qualitative assessment given by the PDT to this policy makes them cover themselves that the tasks develop more deeply, bringing effective results not only from the governmental point of view, but also in the lives of their students.

The visit to the student's family usually occurs at the beginning of the school year because it is the period of greatest infrequency and withdrawal. Thus, P2 explains how it does family follow-up on weekends and what are the most common setbacks:

Earlier this year, I rode almost 200 kilometers. Of my 38 (thirty-eight) PPDT students, 19 (nineteen) were having assiduity problems. And I can't just go in there and warn you that the student's going to fail. I need to talk, explain the situation of the school and know the student's reasons. And parents also talk, take time explaining, offer coffee... I mean, they're not quick visits. As the city and the school are small, it is less difficult to do this, but when I have a student from the countryside it is more complex. We don't have paving from the urban area to the countryside, the roads are wagons with holes, so when it rains it turns into mud it gets horrible to go by car. When I do the visits, it usually coincides with the rainy season, then I go by motorcycle. There were days of me arriving at the student house with mud even on the forehead, the pants all dirty, I've had even motorcycle falls because the roads are very bad (P2, our translation).

On just one morning of visits like P2, all reserved hours for PPDT are exhausted. There is no way to consider that PDT sit roles as these only for money or for compensation of hours, because it is not compensatory, "the hours that the teacher uses to be PDT are tripled, in the smallest cases" (P2).

The follow-up allows us to see why the student is having academic problems, such as infrequency or indiscipline. Knowing the student better and the reasons for certain behavior brought favorable results for schools, especially in the reduction of school dropout.

The percentage drop in school dropout in classes that have the PPDT working reaches 0% (zero percent), as is the case of the P9 class. At Escola Grande, the goal for early-year dropout was 7 percent (seven percent) at the end of the school year, and they exceeded the target, with less than 1 percent (one percent) of dropout. The P9 believes that this fact has a direct relationship with the work developed in the PPDT stating that it will "end the school year with my PPDT class without any evasion and with 100% (one hundred percent) approval, with students who, for example, apologize when they are called to attention and do their tasks" (P9).

There is an even greater link here and "who is doing the PPDT are the PDT themselves" (P1), which, in view of all the misunderstandings and setbacks found, they believe that the policy brings greater results than those reflected in the bimonthly grades, by the bond that these teachers maintain with the students. The P8 explains that the effort made by PDT is not rewarded with money and with the possible hours that complement a workload, but when it sees that a student is improving their behavior. For PDT, "it's gratifying for you to help a lot of people, and that's why we do it" (P8). The forms of recognition perceived by the PDT confirm the hypothesis that they and the students make the PPDT happen in schools in Ceará.

Final considerations

In general, we realize that the government try to limit the steps of the execution of the PPDT so as not to leave what is predicted in a standard way to all schools. The official documents and instrumentals open scope only for small recontextualizations when it comes to citizen training classes, however the model of the lesson plan established to PDT is already thought taking into account 1 (one) hour of class, which hinders the ideas of recontextualization in these terms. However, the progress reported in this research should be considered.

According to Ball, Maguire and Braun (2016, p. 198), the recontextualizations of PPDT policies are generally not perceived by those who supervise/evaluate. This is because less attention has been paid to understanding and documenting the ways in which schools actually deal with multiple and sometimes opaque and contradictory policy demands, and also the various ways they creatively work to manufacture and forge practices outside policy texts and policy ideas depending on their situated realities – a process of recontextualization that produces some degree of heterogeneity in practice (BALL; MAGUIRE, BRAUN, 2016, p. 198).

Despite all the bureaucracy, collections and lack of time that involve the policy, PDT find ways to fill the instruments on time, although there is no time for this in the schools in

which they operate and also make classes more attractive in the eyes of students with adjustments in the planned lesson plan.

Thus, when we refer to the aspect of recontextualization mentioned by some PDT, we understand that, in some way, these teachers conceive that it is necessary to position themselves in the face of the discovery of problems faced by the students from the execution of the PPDT policy and the bond that the approximation between student and teacher produces. Thus, the PDT interviewed realized that knowing the reason that reverberates in actions that do not meet the expected behavior socially are not enough to bring positive results. Therefore, it is possible to affirm that the Teacher Director of Class do more than propose the PPDT policy in an attempt to help their students.

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