

CHRONICLES IN TEACHER EDUCATION: IN SEARCH OF JOY IN SCHOOL

CRÔNICAS NA FORMAÇÃO DOCENTE: EM BUSCA DA ALEGRIA NA ESCOLA

CRÓNICAS EN LA FORMACIÓN DOCENTE: EN LA BÚSQUEDA DE LA ALEGRÍA EN LA ESCUELA

Ivan FORTUNATO¹

ABSTRACT: This paper is an experience report produced from the final result of the discipline “School and Curriculum” of the teacher education course, held in the second semester of 2019. The pedagogical work was conducted through chronicles, which were gathered in a digital book of free distribution. At the end, a balance of this work was carried out collectively, having been recognized that the reflection of the school daily life through the chronicles, in addition to the collective challenge of producing a book, became fundamental elements for the initial proposal to think (and live) the joy at school.

KEYWORDS: Chronicles. Teacher formation. Experience report.

RESUMO: Este artigo é um relato de experiência produzido a partir do resultado final da disciplina “Escola e Currículo” do curso de formação docente, realizada no segundo semestre de 2019. O trabalho pedagógico foi conduzido por meio de crônicas, as quais foram reunidas em um livro digital de distribuição gratuita. Ao final, um balanço desse trabalho foi realizado coletivamente, tendo sido reconhecido que a reflexão do cotidiano escolar por meio das crônicas, além do desafio coletivo de se produzir um livro se tornaram elementos fundamentais para a proposta inicial de se pensar (e viver) a alegria na escola.

PALAVRAS-CHAVE: Crônicas. Formação docente. Relato de experiência.

RESUMEN: Este artículo es un informe de experiencia producido a partir del resultado final de la disciplina “Escuela y Currículo” del curso de capacitación docente, realizado en el segundo semestre de 2019. El trabajo pedagógico se realizó a través de crônicas, que se recopilaron en un libro digital de distribución gratuita. Al final, se realizó un balance de este trabajo colectivamente, habiéndose reconocido que el reflejo de la vida diaria de la escuela a través de las crônicas, además del desafío colectivo de se producir un libro, se convirtió en elementos fundamentales para la propuesta inicial de pensar (y vivir) la alegría en la escuela.

PALABRAS CLAVE: Crônicas Formación del profesorado. Informe de experiencia.

¹ Federal Institute of Education, Science and Technology of São Paulo (IFSP), Itapetininga – SP – Brazil. Professor at the Pedagogical Formation Coordination. Doctorate in Human Development and Technologies (UNESP) and in Geography (UNESP). ORCID: <https://orcid.org/0000-0002-1870-7528>. E-mail: ivanfrt@yahoo.com.br

*Antes de ler o livro que o guru lhe deu, você tem que escrever o seu.
(Raul Seixas, Todo Mundo Explica, 1978)*

This article is an experience report produced from the final result of the discipline “School and Curriculum” of the teacher formation course, held in the second semester of 2019, at the Federal Institute of São Paulo, Itapetininga campus, in the southwest of São Paulo. Necessary addendum: the teacher formation course is the Special Teacher Formation Program for Basic Education, anchored by Resolution CNE no. 2 of 26 June, 1997, whose article 10 decides that “the special program's graduate will receive a certificate and professional registration equivalent to the full teaching degree”². The course has been offered by the Itapetininga campus since 2011, having maintained a regular offer since 2017, received students graduating from various areas, such as law, nursing, administration, engineering, environmental management, systems analysis and development, etc. These students have the common objective of teaching, either as the search for a new career, or as continuing education for those who are already active in teaching.

Among the list of course subjects, we have this one named “School and Curriculum”, whose menu expresses as the central objective “understanding the curriculum in an integrated and contextual way, understanding it as a field of critical and sociological analysis”³⁴. This is why, when resuming the obligatory readings to plan the course's conduct, I found, in Sacristán Gimeno (1998, p. 121), the expression of something quite obvious, deeply worrying for the context of teacher education: “the contents, in different ways, are molded, decided, selected and ordered outside the school institution, classes, schools and oblivious to teachers”⁵. Such concern was in line with a recent search regarding the school's own meaning, as a place of preparation for the future to the detriment of the moment lived, denying the joy of life to its own community – students and teachers (FORTUNATO, 2020; SNYDERS, 2001).

Joy is – or at least it should be – a founding element of everyday life, including, certainly, school time. Rubem Alves (1994, p. 11) had noticed this, noting how important it is to understand that at school one should teach things full of joy; although he himself heard from fellow teachers that there is no time for this, because first one must teach mathematics,

² “o concluinte do programa especial receberá certificado e registro profissional equivalentes à licenciatura plena”

³ “compreensão de currículo de maneira integrada e contextual compreendendo-o como campo de análise crítica e sociológica”

⁴ The commentary is part of the Pedagogical Course Project. Available: <https://itp.ifsp.edu.br/index.php/ensino-superior/2-uncategorised/103-formacao-pedagogica>. Access: oct. 2019.

⁵ “os conteúdos, por vias diversas, são moldados, decididos, selecionados e ordenados fora da instituição escolar, das aulas, das escolas e à margem dos professores/as”

literature, Portuguese or science. “I am afraid that [...] they will call me a liar”⁶, said the author, “because I said that the business of teachers is to teach happiness”⁷. In fact, Rubem Alves himself (1994, p. 12) noted that the school's experiences of happiness and joy are those that happen despite school, mentioning, among others, friendships, companionship, mischief, windows in classes, tours. “But very few references will be made to the joy of studying, understanding and learning”⁸.

Thus, the findings that we have a curriculum that is built from the outside in and that the school is an inert place, with no time for joy, were considered in the planning of the discipline “School and Curriculum”, as it was necessary to deal with these elements with students in the teacher formation course. What did they thought about this curriculum proposal coming from outside, which is increasingly common to all students under the name of National Common Curricular Base? And would your schooling time been lived without joy, with your most pleasant memories being those mentioned by Rubem Alves (1994), that is, those that seem to say nothing about the learning process? And for those who are teachers, are there possible times to teach joy, or does the curriculum that comes from outside take up all your time, including extra class?

With these questions, then, we started our school semester. In order to make the critical examination of the entire situation that these questions contemplate even more severe, the chronicle “*Sobre vacas e moedores*” (About cows and grinders) by Rubem Alves (1994) was read. In it, the author compares the school to a butcher shop, and there is a process of transforming dreamlike, ontological and singular beings into something uniform, serial and useful, in some way, for the industrial consumer society. The writing is somber, as it reveals a feeling of anguish regarding the school, which, like a meat grinder, grinds the dreams of young students, who are becoming a homogeneous class of professionals useful (and necessary) to society, but, laments Alves (1994, p. 35), “what a pity – they don't know how to dream...”⁹. Nevertheless, when writing about the joy of teaching, he appeals to us, teachers, that we help students to be happy. Hard task.

This time, right after launching the questions about “school” and “curriculum” together with the melancholic metaphor of Rubem Alves (1994), I started to listen to the students' opinions, collecting their impressions about these shared anxieties. Was all this making sense?

⁶ “Estou com medo de que [...] me chamem de mentiroso”

⁷ “pois eu disse que o negócio dos professores é ensinar felicidade”

⁸ “mas pouquíssimas serão as referências à alegria de estudar, compreender e aprender”

⁹ “que pena – não sabem sonhar...”

Gradually, some reports were also being shared, practically agreeing with what was put: the school really seemed to negate this idea of joy and happiness, leaving it for the moments when there was no “school”, that is, the recess, the moment that precedes the entrance sign to the classroom, and the hours of the day that remain after the audible signal that dismisses the students (with homework, because, the obligation first). These reports also agreed with the idea that the school could (and should) be a place of happiness, after all, those who teach without joy also have their dreams macerated, remaining only useful.

Then came the proposal to (re)think the two central axes of the discipline, school and curriculum, through chronicles. “But, professor, what is a chronicle?”¹⁰ – I was promptly questioned. “What if we did a study on chronicles?”¹¹ – proposed a student. “We could read several chronicles and even invite a literature teacher to explain how to do it”¹² - suggested another, consented to the previous one. And soon we were already prone to repeat the school formula: someone tells us what and how to do it, so that we can be evaluated by those who told us what and how to do it, from their own point of view. And this is vicious, of course.

He said he did not know what they are or how chronicles structures are structured. Anticipating axiomatic criticisms that I should not dare to propose something unknown, I read Rubem Alves' (1994) chronicle entitled “teaching what you don't know”. In addition, I promptly explained Célestin Freinet's “free method” which, explained in a very simple way, reverses the school's work: first it is done, then what was done is systematically studied - it is worth checking this formula, worked with more property in another manuscript (FORTUNATO, 2018). “What do you think, then, of taking the risk of producing chronicles, even without ever having written, or even read, one?”¹³ – I proposed again to the students. Challenge accepted. It was the first school day of the semester.

Thus, the following weeks were devoted to planning activities, seeking to answer pragmatic questions such as “how long should we take to produce our chronicles?”¹⁴, Or “will there be moments of reading the production?”, Or even “how to know if we have written something that the teacher want?”¹⁵. Over two classes (there was one class per week), we collectively talked about these - and others - doubts, trying to formulate some type of organization for the subject “School and Curriculum”; after all, the discipline did not float in

¹⁰ “Mas, professor, o que é uma crônica?”

¹¹ “E se a gente fizesse um estudo sobre crônicas?”

¹² “Poderíamos ler várias crônicas e até convidar uma professora de literatura para nos explicar como fazer?”

¹³ “O que acham, então, de nos arriscarmos a produzir crônicas, mesmo sem nunca ter escrito, ou mesmo lido, uma?”

¹⁴ “até quando devemos produzir nossas crônicas?”

¹⁵ “como saber se escrevemos algo que o professor quer?”

the air, that is, it was part of a complex institutional system, with deadlines, evaluation criteria for approval or disapproval, presence control, etc.

Three weeks after the beginning of classes, we had a relatively well-timed schedule, reserving days for writing in class and stopping for reading, with the purpose of making individual work collective, as colleagues could comment on both the content and on the form of the chronicle in development. The calendar also provided for the final date to delivery the writings, including enough classes for there to be feedback. Thus, the pedagogical work of the discipline was conducted through the individual writing of chronicles.

Initially, we tried to respect our own schedule. But, we were dealing with different situations, which demanded a constant return to the calendar, in order to be possible to complete the proposal within the school term. There was the insecurity of some, who were not sure that they were producing “chronicles”, seeking constant approval. Others, too anxious, wanted to complete their chronicles in a few hours of work, and it was necessary to challenge them and challenge them to continue refining their writing. We also faced the difficulty of starting writing, which was felt by several students.

With that, throughout our work in the discipline, we were including different moments in the schedule, as a way to stimulate creativity for writing. We work a lot with school time memories, trying to revive memories about joy and happiness lived in (and because of) the school. There was a day, for example, when we played football; it was not planned or anything, but the day was pleasant, there was a lawn, two beams and a ball available. We took the opportunity to remember the Physical Education classes and sports practices at school, we discussed gender as well, because sport has this boy and girl thing. Another activity included in the calendar, as a way to enhance writing, was the welcoming, in our discipline, of young students from the final years of elementary school from a surrounding state school, to discuss “life projects” - a very important opportunity to learn more about the school and about these beings of dreams, mentioned in the chronicles of Rubem Alves (1994). In another opportunity, even, the young people returned the hospitality, receiving us in their school, in their classroom, sharing their student life.

These activities, combined with the break moments, were enough that the challenge of producing chronicles about school and/or curriculum was achieved by all students in the teacher formation course. Throughout the process, as they completed their writings, they were read to the class for the purpose of refinement, from the collective feedback. As the chronicles concluded, they started to help others to have ideas, through active listening exercises. At the end of the process, the work was considered successful by all, having gathered the chronicles

produced in a printed and digital book, for free distribution (FORTUNATO, 2019). The launch of this book was made, in the penultimate week of class of the semester, in the main hall of the oldest school in the city, curiously the first normal school in the interior of São Paulo, the State School Peixoto Gomide¹⁶. On the occasion, each student present could take the stage and read their production, revealing the emotion that was in each written sentence.

These chronicles contain the most varied stories of the school. Some used their memories as students, others as teachers. There are also stories that were born from the activities developed throughout the semester, either from the discipline itself, from other disciplines or even from the supervised internship developed in public schools. There are poems, metaphors, fantasies... as well as stories lived of overcoming and facing in and through education. It is a book designed, developed and presented within a discipline of the teacher formation course, as a central element of the entire teaching and learning process. That was what we discussed in our last week of class, reserved for a collective evaluation of the work.

At the end, after completing the balance of the discipline “School and Curriculum”, it was clear that the reflection of the school routine carried out through chronicles, in addition to the collective challenge proposed to carry out a written work, about something that they weren't sure how to do, they became fundamental elements for the initial proposal, to think (and live) joy in school. In a way, the satisfaction of writing was registered in the collection and, certainly, it will remain alive in the memory of everyone who participated in this process, as an example of how to learn and teach joy, going in a different direction than what is presented in the curriculum that comes from outside.

REFERENCES

ALVES, R. **A alegria de ensinar**. São Paulo: ARS Poética Editora, 1994.

FORTUNATO, I. (org.) **Crônicas da escola**: fragmentos do cotidiano. Itapetininga: Edições Hipótese, 2019. Available: <https://hipotesebooks.wixsite.com/cazulo/catalogo>. Access: dec. 2019.

FORTUNATO, I. A epistemologia da formação docente: o que se pode aprender com o empirismo de Freinet. **Revista ibero-americana de estudos em educação**, Araraquara, v. 13, n. esp., p. 1995-2007, 2018.

FORTUNATO, I. Educação e o tempo presente: menos carpe diem, mais alegria na escola. **Quaestio** (UNISO), 2020. [no prelo]

¹⁶ It was an article written about school. See Fortunato (2017).

FORTUNATO, I. Por que a Escola Normal de Itapetininga foi batizada de Peixoto Gomide? **Nucleus**, Ituverava, v. 14, n. 1, p. 67-78, 2017.

SACRISTÁN GIMENO, J. O currículo: os conteúdos do ensino ou uma análise prática. *In*: SACRISTÁN GIMENO, J.; PÉREZ GÓMEZ, A. I. **Comprender e transformar o ensino**. 4. ed. Porto Alegre: ArtMed, 1998. p. 119-148.

SNYDERS, G. **Alunos felizes**: reflexão sobre a alegria na escola a partir de textos literários. 3. ed. São Paulo: Paz e Terra, 2001.

How to reference this article

FORTUNATO, I. Chonicles in teacher education: in search of joy in school. **Rev. Sem Aspas**, Araraquara, v. 9, n. 1, p. 97-103, jan./jun., 2020. e-ISSN: 2358-4238. DOI: <https://doi.org/10.29373/sas.v9i1.14119>

Submetido em: 10/06/2020

Revisões requeridas: 20/08/2020

Aprovado em: 05/09/2020

Publicado em: 30/09/2020