

## Pedagogy of presence: A necessary practice in school



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### ABSTRACT

This text is an excerpt from the master's research that aims to evaluate good practices and references on the success of the Pedagogy of Presence in the teaching-learning process in a full-time school, also known as a full-time school, located in the municipality of Várzea Grande/MT. This is a qualitative research of the case study type and the data were obtained through an interview with

teachers and students of the referred school. For data analysis, categories were built in the light of Bardin (2016) and the theoretical contribution will be based mainly on Freire (1998), Costa (2001) and Almeida (2020), who discuss human relationships, based on affective education and reflective educational practices. Therefore, it was possible to observe that both teachers and students understand the correlation between affection and learning by applying the Pedagogy of Presence as constructive and positive and of influence in the teaching-learning process. We also observed that using the principles of the Pedagogy of Presence is not difficult to access. However, it is necessary for them to become aware that it is necessary to constantly review all the material that is taken to the classroom, that is, the content, as well as the speech, the discourse, and be proposed and open to constant formation and reflection of its pedagogical praxis.

**Keywords:** Teaching learning, Students, Teachers, Pedagogy of presence.

## 1 INTRODUCTION

The challenging actuality of the processes of teaching learning justifies the need to research on human relations in the school environment, with a look at the teacher-student relations, more precisely with the applicability of the pedagogy of presence.

When we talk about affectivity in school, we immediately think of early childhood education or the first years of elementary school, as if affectivity did not occur in all stages of students' school life. The studies of Wallon (1986; 1999) show that human development occurs based on affectivity. Even though, in his theory, this development has been portrayed from the birth of the individual until his adolescence, the theorist points out that the constitution of the "I" is a process permeated by affectivity that lasts throughout life.

Therefore, starting from the conception that affectivity permeates the experiences of the individual in all stages of his life and from research carried out that defends the fundamental role that affective manifestations play in the process of school learning, : this article is part of the excerpt of the master's research, in progress and aims to evaluate the good practices and references on the success



of the Pedagogy of Presence in the process of teaching learning in a full-time school, also known as full school, located in the municipality of Várzea Grande/MT.

The definition of the school - *locus* of the research - occurred due to the fact that the researcher worked as a history teacher, Sociology and Life Project in the biennium 2017/2018 experiencing the whole process of Pedagogy of Presence with students and co-workers.

## 2 THE PEDAGOGY OF PRESENCE: AN AFFECTIVE PEDAGOGICAL PRACTICE

If it already made sense before, to work with youth protagonism, with life project, socio-emotional relationships and with the Pedagogy of Presence in schools, today such studies are indispensable. Therefore, this article aims to assist in studies and advances, in order to support youth so that we can visualize a better future and so that we continue to believe that education transforms lives.

Studies on the affective dimension in pedagogical practices are important because, until recently, pedagogical work had been debated as if teaching decisions in the classroom involved only the cognitive dimension of the student, totally disregarding the affective aspect. This mistaken concept between the emotional and the rational, which has, according to Leite and Tassoni (2002), mediated the trajectory of human thought and knowledge for many centuries, impairs an adequate understanding of the relationships between teaching and learning.

Many authors who discuss affectivity in the learning process defend affectivity as a primary factor in the relationships between school peers, such as: Piaget (1964), Vygotsky (1988), Wallon (1986, 1999), Freire (1998), Costa (2001), (Antunes 2006), Leite and Tassoni (2006, 2013) among others.

Relying on affectivity will be fundamental for the construction of learning and parents, school and teachers are the biggest influencers for this construction, according to Piaget and Vygotsky the cognitive and affective aspects are inseparable and irreducible:

Affectivity is a cultural element that makes it have peculiarities according to each culture. An important element in all stages of the person's life, affectivity has fundamental relevance in the teaching-learning process with regard to motivation, evaluation and teacher-student relationship. (Vygotsky 1988, p.42)

For Almeida (2020) the National Common Curricular Base – BNCC, is a document whose heart is socio-emotional competence and all of them are very important. They are divided into six general trunks, ranging from openness to the new and from social protagonism to empathy and altruism, very well structured, thought, explained and appropriate to the school of today. And yet, there are ten general competencies at all stages of teaching that, in fact, are also socio-emotional competencies. However, according to the author, the difficulty is to put all this into practice in the school space.



To participate in the world, one must, first of all, take an interest in it. The enchantment with the world awakens the will to take it for oneself, to take care of the world and to take care of the other. This is how empathy is drawn in the current context, however, but as it is a subjective content, the school does not know how to deal with it and, if the school does not know, the family does not know very little either. In fact, everyone wants to be welcomed, everyone wants good treatment, but few are willing to offer it. This practice of empathy is our greatest challenge. Empathy is only learned in practice, no theory. (ALMEIDA, 2020, P.71).

BNCC, (Brazil, 2018) also recognizes the commitment to the integral education of the human being and to the promotion of equality, diversity and equity. It promotes the articulation of these principles, as well as socio-emotional skills, with the contents learned in all age groups. Antunes, on the other hand, conceptualizes affectivity as:

A set of psychic phenomena that manifest themselves in the form of emotions that provoke feelings. Affectivity is "written" in the genetic history of the human person and is due to the biological evolution of the species. As the human being is born extremely immature, his survival requires the need of the other, and this need translates into love. (ANTUNES 2006, p.5)

Starting from the premise of the applicability of affection in pedagogical practices is that the Pedagogy of presence is necessary in every school environment. The theory of the Pedagogy of Presence, with a strong Freirean influence, bases its work on a proposal to seek a new young person who knows how to do, be, know and coexist.

The Pedagogy of Presence here is reported as any and all effort made by the educator to approach his student, in its entirety to know his subjective and objective dreams, demonstrating interest in understanding and assisting the thinking and acting of students to take advantage of this experience and apply in their pedagogical routine, seeking the development of an expressive and reliable relationship with their student, enabling each one to assimilate new ways of understanding and behaving before society and its issues.

For Costa (2001), it is necessary for the teacher, to be clear of the importance that the effective, sincere and dialogued presence should provide to young students when seeking the path for themselves and for others, with meaning, this is the main objective of the constructive and emancipating presence of the educator / teacher in the life of the learner.

The presence of adults in the world of young people in personal and social difficulty should not be – as is common among us – interventionist and limited. "Being with the learner" is an act that involves consent, reciprocity and mutual respect. (COSTA, 2001, p.35).

Thus, Costa (2001) clarifies that the pedagogy of presence comes from the assumption that it is essential for the educator to have a constructive performance in the experience of the students, being this "exercise of presence" a key principle for the practice of the educator who:



To be present in the life of the student is the fundamental data of the educational action directed to the adolescent in a situation of personal and social difficulty. Presence is the central concept, the key instrument and the main objective of this pedagogy (COSTA, 2001, p. 23).

Freire and Shor (1996) who address the strengthening of social relations in school, report that:

Teaching is, while teaching, witnessing to students how fundamental it is for me to respect and respect them are tasks that I have never dichotomized. It was never possible for me to separate the class into two moments, the teaching of the content and the ethical formation of the students. The teaching of the contents implies the ethical testimony of the teacher. As important as the discussion of the aspects presented here will also be the contribution of this study to the academic community, which can count on these reflections, especially at this time of intense changes in the way of seeing the human being in an integrated way. (FREIRE and SHOR, 1996, p. 106)

For another author, the school should enable an integral formation (intellectual, social and affective), emphasizing the positive relevance of the group for the development of children and adolescents, "not only for their social learning, but also for the development of their personality, and for the awareness that they will have of the latter" (WALLON, 1986, p.176).

For Wallon (1986) the child is established as an essentially emotional being and step by step is constituted into a sociocognitive being. According to theorists, the full-time school teacher, in this case the school in question, is not enough just to master the content to be worked. It is necessary to know what aspects such as emotions, affectivity, movement and physical space are faced in the same environment. In this way the pedagogical activities and the objects, must be worked in various ways. It will be up to the teacher, also to look for the best way to instigate the student to seek knowledge and this will be the great challenge, even applying the Pedagogy of Presence, which fits the molds of affective pedagogy.

Corroborating with the thought of Freire (2003), "knowing that teaching is not transferring knowledge, but creating the possibilities for its own production or its construction", favors the reflection on the performance of the functions of teacher/teacher of the Full School that needs to have the domain of the contents, of the teaching techniques, of the methodologies, of the didactics, be always informed and updated (Continuing Education) and seek to overcome oneself, without losing the main focus that is the student, a subject who learns and who teaches and his Life Project.

### 3 METHODOLOGY

Among the three stages carried out in the course of the master's research - in progress -, we present here an excerpt of the data regarding the application of semi-structured interviews. Bardin (2016) exposes the direct definition of what Content Analysis is:

A set of communication analysis techniques aiming to obtain, by procedures, systematic and objective description of the content of the messages, indicators (quantitative or not) that allow



the inference of knowledge related to the conditions of production/reception (inferred variables) of these messages. (BARDIN, 2016, p. 42).

Therefore, we opted for the structured interview, understanding that the researcher follows a script established in advance; The questions asked of the individual are predetermined. This type of interview, for Lakatos (2008), is carried out according to a form, which is done with a view to having questions about the research carried out; and being applied preferably with people selected according to a project.

In addition, the interview technique can be used regardless of the level of education of the actors (literate or illiterate), thus enabling a greater understanding for the specific participating public of the research, while the interviewer can clarify all doubts about the questions asked, as well as in the face of possible perceived difficulties (MARCONI; LAKATOS, 2007).

Thus, we selected an excerpt from the interview conducted with a student and a teacher of the school. The inclusion criteria to select the participating students were established as follows: To have been enrolled in a period of two or three years in the classes from the 1st to the 3rd year of high school and must have lived the experience of the pedagogy of presence for two years. Be over 18 years of age at the time of the execution of the research. The exclusion criteria were based on not selecting from elementary school, under 18 years of age and with absenteeism traits.

Regarding the inclusion criterion of the participating teachers, the following inclusion criteria are stipulated: Have at least two years worked in the referred school unit, mandatorily during the experience\implementation of the pedagogy of presence, developing this the tutor role. As a criterion for the exclusion of teachers, it was limited to not selecting teachers with absenteeism, who took medical leave and in deviation of function. Below we will present an excerpt of our discussions, anchored in the theories presented.

## 4 RESULTS AND DISCUSSION

### 4.1 STUDENTS' PERCEPTION OF THE PEDAGOGY OF PRESENCE

The questions that guided the semi-structured interview with the students had as their theme the integration and the relations of coexistence between the students and the teachers. Thus, when the student was asked about his adaptation in the School of integral education, he answered:

#### Clipping 1

Well at first it was very difficult for us to understand this right, since we came from a regular education that did not have that full attention that the Full School has with the students. We felt a fear about how it would happen, about the details, but after we began to experience, witnessing even all the relationships was very easy for us to maintain this relationship with the teachers. (STUDENT, interview conducted February 20, 2022)

In a second moment, the student was asked about What was the day-to-day relationship



between you and your colleagues, your teachers and your tutor like? How did you perceive that you had ever heard of Pedagogy of Presence?

Clipping 2

I had never particularly heard of the Pedagogy of Presence until I actually experienced it, in relation to the relationships that we had with the teachers with the students and with the whole management team of the school, it was very significant for us because many there had extremely confidence in the teachers, in the tutors so there were subjects that we talked to them, that we had total freedom to open up, without being judged, without anyone discriminating, without anyone pointing the finger you are wrong. Things that usually many do not have at home, which is about a specific subject and there are many people who are afraid to talk, because they are usually heavy subjects too, because there in this relationship was not only the content of the school, but things that goes beyond our behavior, our attitudes and this was fundamental, It was for me. (STUDENT, interview conducted February 20, 2022)

The third question aimed to inquire whether or not the student could perceive a difference in this way of pedagogy that the Full School began to do in teaching, compared to his entire school life.

Clipping 3

Now not in the Full School I felt that the teachers were able to offer us that support beyond his responsibility that was to give the subject, so he had a greater responsibility, they did not have that separation even know, today is my geography class I will talk about geography, you have your question that relates to geography and history is for the next class, No. They were totally open to talk to us, any doubt we had was clarified. (STUDENT, interview conducted February 20, 2022)

One of the most unanimous questions among the participants of the research is related to the dedication and affectivity of the teachers with regard to the Pedagogy of Presence. All the interviewees evaluated in a very positive way the work of the teachers who, according to them, would have a better performance through the Pedagogy of Presence and Affection, in relation to the performance of the teachers in the school. We also observed such professional dedication in the student's report.

In line with what Wallon defends (GALVÃO, 1995), affectivity encompasses emotions, which is of a biological nature, of human competences, of feelings, of the development of speech, which grants to transmit to the other what we are feeling. According to the conceptions of Henri Wallon about the affectivity that we will conduct this research, whose focus is on the Pedagogical Presence in consonance with the affection that educates, as a contribution to the development and learning. This is what it points out:

Emotions have become contents as important as mathematics and Portuguese, but the problem is that there is no rule to teach emotions, they are developed in coexistence, in everyday life, in gestures and actions. (ALMEIDA, 2020, p. 65-66)

In the students' speech, in question 03. we can observe the positivity in the affectionate question as he relates his experience when attending his high school at Escola Plena.



## 4.2 TEACHERS' PERCEPTION OF THE PEDAGOGY OF PRESENCE

Another participant selected for the research were the teachers. The interview with them aimed to ascertain how the teachers used in their pedagogical practices the pedagogy of presence as well as if they received training to act in the context of a full school. In this way, the number 1 question was: Did you feel prepared initially to work in a school that offers integral education?

### Clipping 1

Not at first, not because the process for you to enter the Full School was different from the regular school, besides you go through a selection and the parts of the diverse disciplines that were not supported. So at first they offered a training, but, the training only as a starting point, it was up to the teacher to adapt within this new form of teaching, to know which pedagogy to apply, to the conviviality with the students, with the colleagues because it has the differential also that it is not the 30hs but 40hs. so you have to be prepared also both physical and emotional, psychological because it was a totally different reality. But not initially, it was during the work process that things were settling down and adjusting... [I, in day-to-day practice] this, was getting to know more about what the Pedagogy of Presence was and how the school moved in itself, because it was a new model in the State (PROFESSOR, interview conducted on February 25).

Question 2 asked about how the Pedagogy of Presence influenced the pedagogical practices of teachers. The professor replied as follows:

### Clipping 2

It influenced the extent to which you saw the student as the main role in the classroom, how you took this knowledge and how you worked the receipt of this knowledge, because each student has a different thinking, a different movement. And the Pedagogy of Presence has been reaffirming this, you in addition to teaching, you are working and learning together with the student, you are dialoguing and creating affective bonds first of all. (PROFESSOR, interview conducted on February 25).

The third question asked to the teachers was to know if There was a process of continuing education to know the functioning of the integral school, how the teacher evaluated this training he had received as well as how their expectations were contemplated. The professor replied as follows:

### Clipping 3

There was, but with a short duration. He wasn't as informed as he should have been. Because a group came from another state whose teaching model already existed, so what happened they passed only the format, but there was no deepening, it should have, right? And this training, it should be more, because as it goes applying the way of working the school context it changes, it is not the same. So he has a constant change. I realized that the education department should invest more in trainers and create a group of people here in the state who have not gone through this experience, who should have a greater experience to be bringing this information. But as I said earlier, because of the work you do every day, you seek to study about that teaching model, that initial formation becomes small, so it should be bigger. (PROFESSOR, interview conducted on February 25).

For Freire (2000), true education is one that aims at humanization, that is, that seeks in the construction of a more just, dignified and free social life, always starting from the reality of the student. For this reason, it recommends to educators the implementation of a dialogical and dialectical posture, not mechanical, in a humble but hopeful way, contributing to the transformation of social,



historical and oppressive realities that dehumanize everyone, Freire (2000, p. 155) points out that: "No one walks without learning to walk, without learning to make the way walking, without learning to remake, to touch up the dream, because of which we set out to walk.

Finally, the data set demonstrated that the pedagogical practice, permeated by affectivity and applied with the Pedagogy of Presence, was a fundamental factor to enable the successful learning of students, in addition to determining the positive nature of the social-emotional relationship in school.

For Almeida (2020, p. 71), the development of empathy in the school context still travels paths that make such practices impossible and as it is a subjective content, the school does not know how to deal with it and, if the school does not know, the family very little too and, "in fact, everyone wants to receive welcome, everyone wants good treatment, But few are willing to offer. This practice of empathy is our greatest challenge. Empathy is only learned in practice, no theory."

## 5 FINAL CONSIDERATIONS

The educational field needs renovations, being necessary to rethink and remake the attitudes, that is, new times call for new practices, new spaces and new didactics of teaching.

The research participants – teachers and students – understand the correlation between affection and learning by applying the Pedagogy of Presence as constructive and positive and are categorical in affirming that affectivity has a direct influence on the teaching-learning process. Therefore, it is of fundamental importance that the teacher directs the student so that he seeks to go beyond what he always sees and hears, in order to establish new connections, relationships and associations, as well as to express himself in a different way, becoming an autonomous, supportive and competent person.

We noticed that the interviewed teacher has been using the techniques of the Pedagogy of Presence and seek to give due attention to the student, and this is very well characterized in the data obtained in the research. Although not always what the teacher takes to the classroom, it is what the student actually assimilates; It is possible to observe that most teachers try, within their limitations, to place the student as the protagonist, as the "key" of learning and this relationship of attention, zeal, care that encompasses affectivity, this approach and the issue of communication become essential tools for the student to feel welcomed, respected and valued.

We observed in the participants' speech weaknesses in relation to the process of adaptation to full-time by all the subjects involved in the school, the constant fights and aggressions experienced also at the beginning of the process by the students, the lack of specific training for the teachers who worked in the Full School and the inadequacy of the physical spaces for the full time.

We also observed that despite all these mishaps pointed out, we heard reports and witnessed valuable moments for the process of integral formation of students. Therefore, with this study, we realize that there is still much to research and understand when it comes to emotions and pedagogical





practices, of bonds of consideration, affection, respect and reciprocity between students and educators that are possible within educational spaces.

Through the reports of the professors it is perceived that using the principles of the Pedagogy of Presence is not something difficult to access. However, it is necessary to become aware, on their part, that it is necessary to constantly review all the material that is brought to the classroom, that is, the content, as well as the speech, the discourse, and be proposed and open to constant training and reflection of their pedagogical praxis.



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