

Project #sextoupedagógico for teachers in the municipal school system of Benevides, Pará, Brazil



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ABSTRACT

Education is related to activities that provide the student's learning as a way of fully constructing the

subject. In this context, the Pedagogy of Projects emerges, a systematic teaching and learning system that is characterized by the systematized conduction of techniques and activities that promote the construction of knowledge. Thus, the present study aimed to analyze the importance of projects in education, emphasizing the role of school management in conducting this methodology. To conduct this work, a bibliographic research was carried out, from which it can be pointed to the fact that Project Pedagogy, despite being a methodology that has been used and disseminated in the educational environment for a long time, still encounters resistance in many school institutions. This fact indicates the need for school management to assume its role in the pedagogical qualification of schools and to equip its teachers to work with projects. This can happen through the organization of times and spaces, the awareness of the school community and the in-service training of teachers, in order to achieve a culture of projects in the school environment.

Keywords: Education, Project, Pandemic.

1 INTRODUCTION

Education aims to facilitate the self-knowledge of the learner as a builder of his or her life and an active participant in the construction, reconstruction and sustenance of social reality. It aims to help the student to realize moral values that lead him to responsible action as a student, a historically situated citizen and as a being who seeks meaning for his existence. To achieve the specific objectives of an educational process, it is necessary to build relationships, and these at the time of the Pandemic become more valuable, given the physical and social distance that teachers and students find themselves, and each one in a particular reality. Given that it is not possible to speak of teaching dissociated from learning, relationships in non-face-to-face teaching should continue to provoke curiosity in the student and create opportunities for the strengthening of social skills in fruitful interaction with other people. There are many attributes that can strengthen relationships.

I emphasize those defined by Sennett (2005) for the development of a person's character,



therefore, for their education: loyalty, commitment, trust and mutual help. Such attributes can serve as guides for actions in a non-face-to-face teaching process. Back-to-school is a pivotal time in the school year. The student is often discouraged from attending the school environment, therefore, it is important that the student's return is accompanied by a work that is not very stressful, very playful and that allows him to express himself.

In this way, the school shows concern for his self-esteem and he ends up finding a receptive, kind and pleasant place, and these factors can be great facilitators throughout the school year. However, in order for this process to be effective and to be of continuity until the moment of face-to-face teaching, teachers need training that prepares their actions in a practical way, in the return to school, within the school.

There will be several scenarios that teachers will encounter, because their students will come from multiple realities, which can lead to questions about how to do it? What to do? How to proceed in this situation? It is worth mentioning that guidelines can be given, and all with the objective of maintaining quality of teaching and learning and making the return to school as light as possible, but calm is necessary, because a situation like this, of a pandemic, has never been experienced by this generation of teachers, and so the challenge is outlined, so that all participants in the process have mental health, pedagogical quality and structural safety. It is in this format of education that there is too much stress and lack of time for self-care and for the balance of mental health of thousands of teachers in Brazil.

Based on this context, the #sextoupedagógico project proposes to prepare teachers, administrative staff, operational staff and a posteriori students' families for the face-to-face return to school, with a multiprofessional and interdisciplinary look, in order to ensure that everyone is prepared for the various scenarios they will encounter in the face-to-face return to school. The objectives proposed in this project are: to provide training to teachers; ensure quality in the face-to-face return to school; promote socialization; share experiences; establish basic rules of coexistence collectively with the participation of students in the post-pandemic scenario; instigate and promote the co-participation of the entire school community; guide parents, students, staff, and teachers on procedures, protocols, and possible consequences of the pandemic we are experiencing.

2 METHODOLOGY

This project brings a research that seeks to enhance the understanding of the questions themselves, through qualitative methods, in which the aim is to understand the behaviors from the perspective of the subjects of the investigation, correlated to the context of which they are part, valuing the descriptive aspects and personal perceptions.

Thus, the adoption of the qualitative method as the mainstay of this investigation is within the



dynamic movement of the methods used in research in education, considering some fundamental characteristics of qualitative research, such as: the impartiality of the role of the investigator, the valuation of processes to the detriment of products/results and the analysis of descriptions by inductive means, in which the option for a qualitative investigation gains emphasis during the development of this work. by observing that actions can be better understood when there is a social interaction between the subject and the researcher.

The project will #sextoupedagógico be carried out with training, on the last Friday of each month, during the year 2021, through a virtual classroom, with specific training for teachers of early childhood education and elementary education, as part of the Back to School Protocol. Within the approach of each Sector/Secretariat, professionals will teach courses directed to the procedures and practices of how the Back to School will be, whether remotely or in person.

The topics will be addressed by a health professional (Doctor and/or nurse); Social Assistance professional; Psychology professional; professional of Psychopedagogy; pedagogy professional. The lecture proposals are related to mental health topics, social life in times of pandemic, for example: Effects of the escalation of the covid-19 pandemic on education: statistical data, care and consequences; The role of the teacher in the online relationship; Teacher-student relationship in the return to school; Labor relations in the post-pandemic; Pedagogical practice in the post-pandemic period; Post-pandemic school-family relationship. It is known that in contemporary times the Continuing Education of Teachers has been a key issue in the search for the transformation of actors in the classroom and, therefore, it is increasingly in evidence in the scope of academic educational research.

The research site is the municipality of Benevides/PA is located in the metropolitan region of Belém in the State of Pará, has an area of 187,868 km² with an estimated population in 2019 of 62,000 inhabitants. Much of its territory is considered rural. Despite this, according to IBGE data (2010), 56% (28,912) of the people live in the urban area and 44% (22,739) in the rural area.

It can be seen that the municipality has a per capita income much lower than the national average, a fact that sometimes directly interferes with school performance. Thus, until 2013, the municipality did not have a systemic organization or an educational identity. Absolutely, all municipal schools were not authorized to operate, according to the Municipal Department of Education of Benevides.

The municipality did not have a teaching system, there was no municipal education plan and there was also no curriculum, which was written in 2017 by the Municipal Education Network of Benevides with the participation of teachers and educational technicians.

Some evidence of educational progress in the municipality of Benevides can be confirmed through the analysis of the educational indicators of Prova Brasil - MEC, SISPAE - Pará System of



Educational Evaluation that all schools in the municipal network have been advancing with efficiency, effectiveness and equity.

3 THEORETICAL FRAMEWORK

In the education departments, training should be a priority in their pedagogical actions, however it is not the reality on a larger scale, so relevant issues such as cost are evident, which can generate a contradictory behavior in terms of a growing professional and social devaluation of their workers, which reflects on their training.

When this occurs, as Nóvoa (1992) points out, the teacher is placed at the lowest level of the epistemological order, being seen (and often behaving) as the executor of very standardized programs, which are prepared at levels of school organization far from their place of application, thus becoming dependent on specialists to solve recurrent problems in their practice.

Therefore, as Nóvoa (1992) warns, we cannot limit ourselves to understanding the Continuing Education of Teachers as an education that is built by the accumulation of courses, knowledge or techniques, but through a work of critical reflection on the practices of (re)construction of a personal and professional identity.

Considering personal practice and professional practice, there is a need to seek results that can express that continuing education is related to an aspect of the professional's valorization and thus, consequently, this value is transformed into learning results of its students, generating indices that may or may not express this quality.

The process of globalization, new forms of communication and technologies have changed the way society communicates and expresses, as well as acquires knowledge. Horizons have broadened, and today it is possible to learn using varied and immensely attractive resources, such as the web. In the face of various social, organizational and personal, family and social, educational and technological transformations; Educational institutions need to resume the discussion of the social function of the school and the meaning of school experiences for those involved in the educational process is a conflicting subject.

4 RESULTS AND DISCUSSION

In view of the above, the project seeks to bring to the debate the importance of continuing education in the work of educators, bringing the proposal of a new perspective, which through its results is possible to contribute to this training and show public entities that it is essential to recognize and value this category.

The main scope of the project is the training and "preoccupation" with the teachers of the RME de benevides. Numerous reports of thanks after each lecture were evident in the pedagogical meetings.



The mental health of these teachers is the focus of the Municipal Department of Education of Benevides. With this project, it is conceived that the teacher needs to be well in order to receive his students. It is the duty of municipal coordinators to take care of their teachers, with a peculiar look, which transcends the mere exchange of work.

The educational process is centered on people, who are equally important: students, teachers, the school community. All the protagonists who play, each with their own expertise, their role, in order to contribute to quality public education.

5 FINAL THOUGHTS

In the education departments, training should be a priority in their pedagogical actions, but it is not the reality on a larger scale, so relevant issues such as cost are highlighted, which can generate a contradictory behavior in terms of a growing professional and social devaluation of their workers, which reflects on their training. The complexity of the theme and its multiple meanings reflect the challenges that are faced in its analysis and in the construction of a quality basic education.

When one examines the Brazilian educational reality, and is faced with its different individual and institutional actors, one realizes how diverse are the elements used to qualify, evaluate and specify the nature, properties and desirable attributes of the educational process, especially those aimed at the production, organization, management and dissemination of knowledge and knowledge necessary for the formation of citizens and the exercise of citizenship.

Even facing stress and lack of educational structure, teachers have shown themselves to be humanly exceptional in this year of pandemic, especially in the Municipal Education Network of Benevides, Pará, Brazil.



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