


The Class Director Teacher Project (PPDT) as a tool for social-emotional development

 <https://doi.org/10.56238/sevened2024.003-035>

Andeson Carlos Santos Morais¹

ABSTRACT

Students' social-emotional development is a crucial component of holistic education. The Class Director Teacher Project (PPDT) is a pedagogical strategy whose main objective is to promote the socio-emotional development of students, contributing to their integral formation. PPDT is an educational program that aims to promote not only academic learning but also students' personal and social growth. The project involves the designation of a teacher as a class director, responsible for monitoring the academic, social, and emotional development of a specific group of students. This article examines the importance of PPDT as an effective tool for the enhancement and development of students' social-emotional skills, highlighting the advantages and challenges faced in its implementation. To support the analysis, citations and references of relevant studies in the area of education and socio-emotional development are presented.

Keywords: Class Director Teacher Project, Citizenship Training, Social-Emotional Development.

¹ Teacher at Escola EEMTI Antônio Custódio de Mesquita
Master's Degree in Management and Evaluation of Public Education, Federal University of Juiz de Fora (UFJF – MG)



INTRODUCTION

The Class Director Teacher Project (PPDT) has played a significant role in contemporary education by recognizing the importance of students' social-emotional development as a key part of their growth and success. This innovative approach to school management puts teachers at the centre of this process, empowering them to play a more active and guiding role in students' lives. This article explores the impact of PPDT as an effective tool for promoting students' social-emotional development. To this end, the guiding question of this research is: how does the Class Director Teacher Project (PPDT) influence the socio-emotional development of students, and what are the main factors that mediate this relationship?

In this sense, the objective of this article is to investigate and analyze the impact of the Class Director Teacher Project (PPDT) as an effective tool for students' socio-emotional development. Since, in the context of education, traditionally focused on academic content and test scores, the recognition of social-emotional skills as key elements for success in life is a crucial turning point. Skills such as empathy, resilience, emotional self-regulation, and social skills are now widely recognized as key to meeting 21st-century challenges such as complex problem-solving and effective collaboration. PPDT embraces this perspective, providing teachers with a unique opportunity to cultivate these skills in students.

One of the most striking features of PPDT is its emphasis on building meaningful relationships between faculty and students. Class directors not only teach classes but also act as emotional mentors and supporters. They are attentive to the individual needs of each student, creating a safe and welcoming environment in which students feel valued and heard. This emotional connection is critical for social-emotional development, as it allows students to express themselves, share concerns, and learn how to deal with their emotions in a healthy way.

Additionally, PPDT promotes self-reflection and self-knowledge, encouraging students to explore their own emotions and identify strategies for dealing with them. Not only does this help them face emotional challenges, but it also prepares them for self-management in their future lives. The benefits of this approach extend far beyond the classroom, preparing students to be more aware and empathetic citizens in their communities.

Another important aspect to explore in this article is how PPDT helps reduce behavior problems and conflicts at school. When students feel supported and emotionally connected to their teachers, they are less likely to engage in unruly behaviors. This creates a more positive learning environment for everyone involved, improving the quality of education.

Therefore, this article is justified by the analysis of the importance of PPDT as an essential tool to promote the personal, social and emotional growth of students, highlighting the reasons why its investigation and analysis are so relevant. It is imperative that modern education not only focuses



on academic development but also on the social-emotional development of students, and PPDT shows promise in this regard. By understanding and valuing the social-emotional dimensions of education, we can prepare students not only for academic success but also for life.

SOCIAL-EMOTIONAL DEVELOPMENT IN EDUCATION

Social-emotional development in education plays a crucial role in the holistic growth of students. It's not just about imparting academic knowledge but also about cultivating skills that help them navigate life's challenges. These skills include empathy, emotional self-regulation, conflict resolution, and effective communication. The educational environment plays a key role in this process, providing opportunities for social-emotional development.

According to Silva *et. al* (2019)

[...] socio-emotional development is the process of intersection of the child's development in the social and emotional perspectives and is related to the expression of emotion in social contexts, the social triggers of emotional expressions, the social construction of emotional experience and understanding, the social ramifications of social reactions, and the effects of emotion on social behavior (SILVA *et. al*, 2019, p. 3).

First and foremost, it is important for schools to take a proactive approach to social-emotional development. This means integrating specific programs that address these skills into the curriculum. Activities such as group discussions, cooperative games, and projects that encourage collaboration are all effective ways to foster students' emotional intelligence. Additionally, educators play a crucial role as role models for behavior, demonstrating empathy, patience, and communication skills in the classroom.

In this sense, Morais (2022) highlights that within the school as an educational organization,

[...] it is essential to work on these aspects so that students can take ownership of real experiences, with the difficulties and failures that life imposes and, with the help of the school, they can overcome these obstacles in life, such as family problems, financial problems, socialization, among others that are part of daily life, and be able to develop socio-emotional knowledge (MORAIS, 2022, p. 93).

Another vital aspect is creating a safe and inclusive school environment. Students can only develop their social-emotional skills fully if they feel comfortable and accepted. This requires policies and practices that combat bullying, discrimination, and promote diversity. When students feel valued, they are more likely to open up emotionally and relate in a healthy way to others. "This is only possible if the school starts to value all forms of intelligence and cultivate a climate of mutual respect - socio-emotional skills that are very important for life in society" (ABED, 2014, p. 74).

Social-emotional development is not only limited to students but also to teachers and school staff. Educators should receive adequate training to understand and support the development of these



skills in their students. This can include identifying signs of emotional distress and being able to provide appropriate support when needed. According to Vital *et. al* (2019), the teacher should assume the role of facilitator of students' learning and emotional development, avoiding a practice of knowledge transmission only, as knowledge is not only cognitive, but is also related to aspects that go beyond the theories studied in the classroom.

In addition, parents and caregivers play a crucial role in their children's social-emotional development. It is important for schools to involve parents in this process by providing information and resources to help them support their child's emotional growth at home. The partnership between school and family is essential for the success of this endeavor.

In this sense, Abed (2014) points out that

Educational leaders must build new ways of teaching, monitoring and improving the development of their students, in their entirety, not neglecting their multiple constitutive aspects and working in partnership with families (ABED, 2014, p. 122).

In summary, social-emotional development in education is critical to preparing students not only for academic success but also for a full and healthy life. By taking a proactive approach, creating an inclusive environment, empowering educators, and engaging parents, schools can play an essential role in strengthening their students' social-emotional skills. This approach will contribute to a more empathetic, resilient, and collaborative society in the future.

THE PPDT AND THE DISCIPLINE OF CITIZENSHIP TRAINING

The Class Director Teacher Project is an educational initiative whose main objective is to promote the citizenship formation of students, preparing them not only for academic success, but also for the full exercise of their citizenship. In this context, the class leader teacher plays a key role, acting as a guide and facilitator for the development of students' civic and social skills.

Because, according to the 2010 Public Call, "In the Project, each class is under the care of a Class Director Teacher who gets to know each student better, to have information about their life history, interests, attitudes, values and future perspectives" (CEARÁ, 2010, p. 1).

Within the scope of this project, the class principal teacher plays a key role as an instructor and mentor to students throughout their school journey. It not only tracks academic performance but also assists in building ethical and moral values.

Also in this sense, the Manual of Guidelines for the actions of the Class Director Teacher – PDT (2014), highlights that the work of the PDT

[...] It is multifaceted, dynamic and goes beyond purely pedagogical issues, since it must consider the emotional as an essential requirement in the development of the cognitive – in this way, it intervenes in the students' attitudes, getting closer, getting to know them, breaking relational barriers, understanding the experiential context of each one and



suggesting solutions, strategies and actions to resolve or minimize conflicts so that they feel safe to achieve the initial goal: achieve success and learning in different skills (CEARÁ, 2014, p. 10).

The discipline of citizenship training and socio-emotional development, inserted in this context, offers a space for the discussion of topics such as social responsibility, ethics, respect for differences and active participation in the community.

Since, the Public Call (2010) points out that

This discipline is of paramount importance because it puts students in the presence of DT and thus has a better knowledge of them and, consequently, a better relationship, approximation and affectivity. Its basic philosophy is self-knowledge, self-evaluation, in short, the young person is the protagonist of his own experience, judging and evaluating it in the light of true values (CEARÁ, 2010, p. 17).

Citizenship education is not limited to teaching rules and concepts, but rather to promoting a deep understanding of the rights and duties of each citizen in a democratic society. Students are encouraged to reflect on complex issues such as social justice, sustainability, human rights, and political participation. In this way, they become more aware and engaged citizens, able to make informed decisions and contribute to the common good.

Because, according to the Manual of Guidelines for the actions of the Class Director Teacher – PDT (2014), it is in this discipline that the teacher has

[...] the opportunity that the Class Director has to work on issues that the class is, clearly or covertly, requesting to debate or reflect, the most diverse themes that can contribute in an intervening way to the process of growth and maturation of students as socially responsible, critical and participatory citizens (CEARÁ, 2014, p. 13).

Within the framework of the project, the class director teacher takes a leadership role in the classroom, not only as a content instructor, but as someone who promotes values such as responsibility, mutual respect and active participation in the school community and society at large. Through discussions, hands-on activities, and reflections, students are encouraged to better understand the world around them and engage constructively. It is the moment where the PDT should make students freer and more comfortable to express their opinions, and motivate them to debate about the topics addressed (MORAIS, 2022).

In addition, the Class Director Teacher also plays an important role in promoting diversity and inclusion. It creates an environment where all students feel valued and respected, regardless of their ethnic background, religion, gender, or sexual orientation. This contributes to the formation of more tolerant and empathetic citizens, prepared to live in a multicultural society.

However, in order for the project to have this dimension of diversity and inclusion, the discipline of citizenship training is an ally in this process, and according to Santos (2014)



These classes do not have a specific curriculum and are intended to discuss topics of interest to the class and/or topics that are perceived by² DT, teachers, parents and/or school management as necessary for a better performance and coexistence of the group (SANTOS, 2014, p. 32).

Another crucial aspect of the project is the encouragement of students' active civic participation. Class director teachers encourage students to get involved in extracurricular activities, student clubs, and volunteer projects, providing hands-on opportunities to apply the values and principles learned in the classroom.

Another factor that has as an ally the discipline of citizenship training, because according to Santos (2014)

This discipline aims to orient the human, moral and social development of individuals, as well as democratic participation. The work is pointed out as important, because the themes addressed imply in a transversal way the whole educational process (SANTOS, 2014, p. 32).

The PPDT also involves parents and guardians in the educational process, creating partnerships between the school and the family. This strengthens education as a joint effort and reinforces the importance of citizenship training from an early age.

Because, according to Dias (2016, p. 95), the project "acts in the transformation of the family into the pedagogical responsible, reestablishing the school-family relationship. It makes it possible to monitor the education of the children and to participate more effectively in the activities of the school."

And the actions developed in the project promote a greater approximation between the school and the daily experiences of the students, and can produce more interest in family matters (DIAS, 2014).

In summary, the PPDT plays a fundamental role in the citizenship formation of students, preparing them to be active, responsible citizens who are aware of their duties and rights in society. It promotes values, encourages civic participation, promotes diversity, and engages the school community as a whole, contributing to a more complete and meaningful education.

PPDT IN SOCIAL-EMOTIONAL DEVELOPMENT

The Class Director Teacher Project has stood out as a valuable approach to students' social-emotional development. This initiative, which aims to deepen the bond between educators and students, plays a fundamental role in the growth and integral formation of young people.

² Class Director



Firstly, the Class Director Teacher acts as a mentor, establishing a close relationship with the students throughout the school year, and this monitoring of the PDT contributes to "[...] that everyone in the school gets to know the student in his or her various dimensions, making possible a more individualized work focused on the deficiencies and needs of each student" (OLIVEIRA, 2017, p. 56). This bond provides a safe space for students to express their feelings and concerns, fostering trust and empathy. This personal connection is essential for addressing social-emotional issues, as students feel more comfortable sharing their experiences.

In addition, the project allows the teacher to better understand the individual characteristics of each student. This allows for a more personalized approach to assist in the development of specific social-emotional skills, such as emotional intelligence, empathy, and resilience.

In this sense, Matos (2015, p. 16) points out that, "[...] The class director teacher also fits in, improving his pedagogical practice as he gets to know the students more and their affective, cognitive, social needs, their disabilities, as well as their abilities".

PDT can identify challenges faced by certain students and offer appropriate support, whether through counseling, referral to specialized professionals, or other strategies.

Another important aspect is the promotion of communication and conflict resolution. With the help of PDT, students learn to express their emotions in a healthy way, to actively listen to their peers, and to find constructive solutions to conflicts. These skills are critical not only in school but also in everyday life, preparing young people for healthier and more productive interpersonal relationships.

Well, according to Morais (2022)

Students are imbued with socio-emotional factors, and working on these aspects at school is a positive point, both for the school environment, which helps students to interact with others, to deal with emotions and also in the development of learning, and for society, as it prepares students to deal with situations imposed by the everyday world (MORAIS, 2022, p. 94).

In addition, the Class Director Teacher Project contributes to the construction of students' self-esteem and self-confidence. By receiving personalized guidance and support, they are encouraged to recognize and value their own qualities and achievements. This helps to strengthen their positive self-image and develop a sense of belonging to the school community.

Another important benefit is the encouragement of social responsibility. Students, through this project, learn the importance of taking care of the emotional well-being of not only themselves but also their peers. They become active agents in promoting a healthier and more welcoming school environment, contributing to the prevention of bullying and other harmful behaviors.

In this sense, Abed (2014) points out that



[...] Social quality skills are also inherent to the teaching-learning process. In order to learn, it is necessary to establish healthy bonds between the teacher, the learner and the objects of knowledge. It is necessary to insert oneself in social groups, to abide by the rules established for living in society, to respect the rights and duties of citizens. Knowing how to express oneself clearly, being concerned with understanding the other, is fundamental. It is necessary to know how to work as a team, establish common goals, postpone the satisfaction of individual needs for the sake of group objectives, and many other skills of coexistence, cooperation and collaboration (ABED, 2014, p. 21-22).

Finally, the Class Director Teacher also plays a key role in guiding students regarding academic and career choices. By considering their aptitudes, interests, and personal goals, students can make more informed decisions about their educational and career future, reducing the anxiety and stress associated with these choices.

In this context, Morais (2022) points out that socio-emotional development is essential to improve the teaching-learning process, to promote school success, and to stimulate the social progress of students, since this development involves factors both internal and external to the school, but which must be inserted in the entire educational process.

Therefore, there are several notable advantages associated with the implementation of PPDT and social-emotional development, of which we can mention:

- **Improved Interpersonal Relationships:** PPDT helps students develop communication and conflict resolution skills, making them better able to build healthy relationships with peers and adults.
- **Self-awareness and self-control:** Students learn to recognize and manage their own emotions, which contributes to self-control and ethical decision-making.
- **Developing Empathy:** PPDT promotes empathy by helping students understand the perspectives and feelings of others.
- **Improved Academic Performance:** Social-emotional development is correlated with academic performance, since emotionally healthy students tend to be more motivated and engaged in learning.

While PPDT offers numerous advantages, it also faces challenges, such as the need for specific training for teachers, resistance to change, and resource allocation. However, with the proper commitment, these challenges can be overcome.

In summary, the Class Director Teacher Project plays a crucial role in the social-emotional development of students. By establishing deeper connections between educators and students, personalizing social-emotional support, promoting communication and conflict resolution skills, strengthening self-esteem, fostering social responsibility, and guiding academic choices, this initiative prepares young people for a more balanced and successful life, both in school and beyond.



FINAL THOUGHTS

This article highlights the importance of the Class Director Teacher Project (PPDT) as a valuable tool for social-emotional development in the educational context. PPDT has been shown to be an effective approach to promoting students' all-round growth by addressing not only their academic needs but also their social-emotional needs. Through the close interaction between teachers, class directors and students, this project makes it possible to create a more welcoming and inclusive school environment.

The PPDT has the potential to contribute to the strengthening of students' social-emotional skills, such as empathy, emotional self-management, and conflict resolution. By providing a safe space for open discussions and individualized support, class head teachers can help students develop a greater understanding of themselves and others, preparing them to face the challenges of everyday life.

Additionally, PPDT can foster a greater connection between students and the school, reducing school dropouts and improving academic performance. When students feel valued and supported by their teachers, they tend to be more engaged in school activities and develop a sense of belonging to the school community.

However, it is important to highlight that the successful implementation of PPDT requires significant commitment on the part of educators and school staff. It is necessary to provide adequate training to class principal teachers and create a supportive environment for them to effectively perform their role. Additionally, it is critical to continually assess the impact of PPDT on students' social-emotional skills and adjust approaches as needed.

Therefore, the Class Director Teacher Project (PPDT) emerges as a valuable tool for the socio-emotional development of students. When implemented effectively, this project can contribute to the formation of more conscientious, empathetic, and resilient individuals, preparing them not only for academic success but also for a full and fulfilling life. Therefore, investment in the expansion and improvement of the PPDT deserves attention and consideration from educational institutions.



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