TEACHER LONELINESS AND ITS CONFRONTATION: CONTRIBUTIONS OF HISTORICAL-CRITICAL PEDAGOGY AND HISTORICAL-CULTURAL THEORY

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ABSTRACT

This article presents actions carried out by the Municipal Department of Education of Toledo with education professionals, in order to promote the review of school practices. The initiative had the purpose of searching for practical resources that would contribute to educational institutions in the consolidation of their pedagogical political projects, in their purposes of ensuring teaching processes that responded to the educational needs of students and, consequently, were converted into developmental practices from the point of view of human formation. To this end, texts were used that were based on the theoretical constructs of the Historical-cultural Theory and the Historical-Critical Pedagogy, aiming at possibilities of facing the historical difficulties experienced by school institutions and their agents, in the fulfillment of their maximum reason for existing: teaching. The theoretical frameworks used were important to understand the relationship between learning and development and the place of the school in this process. Finally, actions developed with professionals from some schools of the Municipal Education Network were described. The work intended to promote the practice of collective activity of the teachers of the schools involved, with a view to a greater understanding of the results observed in the academic performance of students and the demystification of common school complaints in the school environment that, not rarely, fall on the academic performance of students.

Keywords: Continuing Education. Political-Pedagogical Project. Historical-Critical Pedagogy.

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INTRODUCTION

The interest in the discussion on teacher training was generated by the search for theoretical and practical resources that would allocate the teacher in the place of an active agent in the educational process and not just as a mere executor of curricula.

The challenge of teacher training has a direct relationship with the quality of Education, Education that has been facing serious crises, including in the definition of its identity, in the logic of its craft, of its doing. This context calls for the task of thinking and contributing to the consolidation of a professional ideology, a training network that breaks with the individualistic and mechanical logic of complying with teaching plans, not always thought of from the educational needs of teachers and students.

It is understood that initial teacher training is not enough to meet the complex teaching process that expands and becomes more complex as advances and discussions arise in the social sphere.

It is common to hear expressions such as "it is the school's function...", "the school needs...", the school is responsible for...", among many others. The demands that come to the school are many. Different segments of society create projects and hold the school responsible for their execution, and many interferences are received by this institution.

The spaces for discussion and in-service studies are increasingly occupied by those who think **for education**, that is, the discussions are designed for the teacher, normally, they do not have them as active agents in the analysis process, as subjects of education, capable of putting themselves at the service of the consolidation of an education project committed to the ultimate end of the school: teaching as a condition for human formation.

This article deals with a work experience carried out by the Municipal Department of Education of Toledo - Paraná, with the schools of the network, in the face of frequent complaints about the academic performance of students, especially in reading and writing. As the foundation of the pedagogical proposal, the postulates of the Historical-Cultural Theory (THC) and the Historical-Critical Pedagogy (PHC) were used, which are in line with the authors' vision of man, education and society, and guide the curriculum of the Western Region of Paraná, *locus* of the municipality in which the experience was carried out.

It is understood that the postulates of THC that deal with the development of the child also apply to the development of the adult, as a consequence of the learning processes. In this sense, teacher training is linked to what is required and made available to the teacher, breaking with solely individual responsibility, involving the entire school system in the articulation of scientific knowledge and in the recognition of needs thought and discussed by the educational collective.

By recognizing that one of the structuring elements of the teacher's professional activity is the ethical and political commitment to human formation and that, according to the postulates of Historical-Cultural Pedagogy, the condition for humanization is the appropriation of historically produced cultural goods, the processes of teaching and learning need to occupy a central place in studies and discussions during, not only the initial training, but throughout the teacher's professional career. It was based on this perspective that the work reported below was outlined, which seeks to think of teaching and learning as a driving force of school action as a whole.

Thus, this article aims to present collective possibilities of continuous processes of teacher training, articulated with the fundamentals of THC and PHC. Next, three collective experiences of teacher training are reported, planned from the analysis of the educational reality of the school. In the final considerations, the relevance of the involvement of the school collective in the training processes is highlighted.

TEACHING AND LEARNING: TWO SIDES OF THE SAME COIN

Since the appropriation of human cultural goods is a condition for the humanization of men, special attention is required by the processes of teaching and learning. It is an indissoluble binomial that needs to be thought of in its complexity: the teacher who teaches and learns, the student who learns and teaches, the object of knowledge to be objectified by the subjects involved in the process, the way to do it, the objective conditions for the implementation of the curricula, among many other aspects, which enable the subjectivations - appropriations - of teachers and students.

Knowing about teaching, knowing about learning and who is involved in this process are essential conditions for the appropriation of knowledge to take place. Therefore, it is also important to think about the learning of those who teach – the teacher. Who is responsible for this task? How to do it?

In the words of Saviani (2011, p. 55):

> The contents are fundamental and without relevant content, meaningful content, learning ceases to exist, it becomes a mockery, it becomes a farce [...] The priority of content is the only way to fight against the farce of teaching.
>
> Why are these contents a priority? Precisely because the domain of culture is an indispensable instrument for the political participation of the masses [...]. The dominated does not liberate himself if he does not come to dominate what the dominant dominates. So, dominating what the dominant ones dominate is a condition of liberation [...]

These considerations lead us to think that education is an intentional act, guided by purposes that require objectives and actions articulated with the ends for which education is

intended, "therefore, reflection on educational problems leads us to the question of values and objectives in education." (Saviani, 2013, p. 60). Thus, the relevance of the practice and sharing of experiences that promote systematic reflections on the educational problems faced by teachers is understood, which includes their own knowledge.

> Education, as a phenomenon, presents itself as a communication between free people at different degrees of human maturation, in a given historical situation. That is why the role of educational institutions is defined: "To order and systematize the relations between man and environment to create the optimal conditions for the development of the new generations, whose action and participation allow the continuity and survival of culture and, ultimately, of man himself (Saviani, 2013, p. 90).

Ordering and systematizing pedagogical relationships is fundamental in moments of study and teaching. It is an intentional activity to be assumed by educational collectives as a concrete expression of a pedagogical political commitment to the formation of new generations.

Intentionality in teacher training stems from clarity regarding the values and objectives in Education and, consequently, is supported by the foundations of this process. But it does not end at this point:

> How, however, to accomplish those objectives? Here we are faced with the problem of means. But we are not interested in any means, but in the means *suitable* for the realization of the proposed objectives. The possession of such means is in direct proportion to the knowledge we have of reality. In other words: the more adequate our knowledge of reality, the more adequate will be the means we have to act on it. In fact, we have already said that promoting man means making him increasingly capable of knowing the elements of his situation in order to be able to intervene in it, transforming it in the sense of expanding freedom, communication and collaboration among men (Saviani, 2013, p. 61).

In this sense, several challenges stand between the teacher and his professional activity and lack serious and systematic confrontation by the management of national, state, and municipal public policies, as well as by school managers. Without losing sight of these conjunctural issues, at this moment the objective is to think about the continuing education of teachers that place them in study activity:

> It is essential that all the knowledge elaborated by humanity becomes capable of being appropriated by all members of society. The transmission of knowledge must be systematized, organized in pedagogical practice, so that it is accessible to the student. If the school does not allow access to mediating instruments, so that scientific knowledge is appropriated by all students, it will contribute to this knowledge continuing to be the private property of a dominant class, reinforcing the current order. It is up to the teacher, therefore, to start from social practice, seeking to qualitatively change the practice of his students (Facci, 2011, p.140).

The core of the proposal of Historical-Critical Pedagogy, based on the theoretical constructs of Karl Marx and the Historical-Cultural Theory of Lev Vygotsky, is to build an

educational practice that promotes the emancipation of individuals and their critical understanding of social reality through Education, which overcomes what is perceived in the apparent reality, and seeks its multiple determinations.

For this reason, PHC proposes as a methodology for the organization of teaching five interdependent moments, namely: starting point of educational practice, problematization, instrumentalization, catharsis and point of arrival of educational practice – resignified social practice.

However, it is necessary to warn of the risks of reductionism, by transforming these steps into a universal recipe, detached from their epistemic foundations, as if "the mastery of certain didactic procedures [...]even if the teacher does not have full knowledge of the theoretical foundations of the dialectical method and of historical-critical pedagogical theory itself" (Lavoura, 2018, p.4).

The five fundamental steps of Historical-Critical Pedagogy (Saviani, 2011, p. 102), presented below, are placed in sequence, without meaning that this order should be obeyed in didactic practice, since they are moments that are systematically and alternatively articulated each time something is intended to be taught.

1. Starting point of educational practice or analysis of concrete reality: it is a deep analysis of the social and educational reality of the school community. This analysis seeks to understand the contradictions and challenges present in society, seeking to understand how the context influences people's lives and learning processes.

2. Problematization: Historical-Critical Pedagogy proposes that knowledge is not only transmitted to the student in a finished and decontextualized way, but as a result of a historical mediation, making clear the reason for the insertion of certain content in the planning. This means presenting knowledge in a critical way, relating it to the historical and social processes that produced it, making it more meaningful and understandable to the student.

3. Instrumentalization: at this stage, students need to appropriate human cultural constructs, elaborate the knowledge historically produced by humanity and appropriate the instruments that will allow them to participate in social life in a qualitatively superior way. Stimulating the development of students' critical thinking, encouraging reflection on the information received, questioning reality, analyzing different points of view and understanding the interests involved in the different discourses, make up this stage of the process.

4. Catharsis: this is the moment when the student overcomes the fragmented view of reality or fact, of the object of study, and starts to have a less pragmatic and

immediate view of everyday reality. It is not a final or *a posteriori moment,* but rather the synthesis that occurs gradually and gradually in the teaching process, as the instruments of culture are opposed to the observable and lived facts. As the domains of cultural instruments are deepened or expanded, the capacity for synthesis also expands, and the subject begins to see reality in a more complex way than the initial one.

5. Point of arrival of educational practice: The central objective of Historical-Critical Pedagogy is to promote the emancipation of individuals, that is, to enable them to understand reality critically and act in a conscious and transformative way. Knowledge is seen as a tool for action and social change, allowing students to become active agents in building a more just and egalitarian society. Both the starting point and the point of arrival are social practice, however, it is noted that the point of arrival is the approximation of an understanding of the phenomena of reality in their totality.

These five steps of Historical-Critical Pedagogy seek to provide an Education that goes beyond the simple transmission of content, allowing students a broader understanding of reality and the development of critical and reflective thinking skills, the ultimate reason for the educational act.

For the Historical-Cultural Theory, the acquisition of knowledge precisely favors the development of higher psychological functions (FPS), making man a subject with a high capacity to operate mentally. However, it is not just any knowledge, but that which constitutes scientific knowledge. These, therefore, become instruments of thought and therefore need to be guaranteed to all subjects, even if different resources and adaptations are necessary. In this sense, singular value is attributed to the mastery of reading and writing because they promote an expressive development of psychic functions and are the gateway to access the culture produced throughout the history of men.

Based on these foundations, it is important to recognize the relevance of a collective process of continuing education that would involve the members of the education network in the municipality's Education project. In addition to its epistemological foundations, this process involves a methodological reflection on how to help the teacher and the school to think about their ***doings***, their means and their ends.

It is understood that it is not enough to deal with problems based on their mere identification and move on seeking to remedy them or thinking about compensatory measures. Although we share the irrefutable premise that if you want to understand the

school, open the window and look outside, there is a political dimension in the pedagogical act and, therefore, it is necessary for the school to look, examine its processes and evaluate in which direction it is leading the training of students and professionals in service. It is not possible to wait for the ideal conditions to discuss school practice, the conception and implementation of the school's Political-Pedagogical Project (PPP), under penalty of failing to contribute to the emergence of better conditions of analysis and to the strengthening of instruments for the struggle for quality in Education.

It is based on the understanding that the school needs to look ahead and define its paths, as well as dialectically revisit the past, in order to understand what led it to the result obtained. Looking back with the purpose of understanding how a given result was arrived at necessarily requires the availability of knowledge with which to dialogue. In other words, to understand what did not work, it is necessary to make use of theoretical and practical resources to analyze reality, what is being done, how and why, as proposed by Historical-Critical Pedagogy.

The teacher's work, in this perspective, is effectively intellectual and, as such, implies, in addition to **knowing how to do, knowing why what is done and what this doing results in.**

> The experiences of the teacher in the classroom, throughout his career, in the midst of daily interactions with groups of students, co-workers, school management and the social community, among others, are decisive for the development and establishment of the way in which he will exercise his profession within his conditions of experience and performance. (SANTOS, 2021, p.14).

We agree with Santos (2021) when it comes to the influence of interactions in the work environment on teacher training. As Vygotsky (2019) clarifies, psychic development occurs from the outside, that is, from the experience in interpsychic social relations, to the inside, enabling the constitution of subjectivity. "[...] It is in this movement from the social to the individual that the appropriation of the social experience of humanity takes place [...] (MOURA, 2016, p. 95).

The teacher's study activity cannot be spontaneous or centered only on the results of practice without it being at the service of the ultimate ends of education, expressed **in and from the** theoretical foundations that guide educational action. This practice is expressed in the professional relationships that occur in the school routine, from informal to formal conversations: class councils, continuing education, pedagogical meetings, planning moments.

With regard to school learning, it is necessary for the teaching group to have resources to think about how the child learns, what and why he needs to learn. The

conditions for this analysis are circumscribed to the theoretical domains of the teacher. There is no way to carry out evaluations of reality without defining on what basis and for what purpose they will be carried out. For example: What knowledge is necessary for the student to develop the desired skills? What are these capabilities? How will they be developed? It is possible that in the course of the analysis it becomes evident that the teachers themselves need to master some content and knowledge.

If they lack resources and instruments to understand the teaching and learning processes and their results, will they recognize themselves as agents of the teaching activity committed to the formation of the new generations?

> The particular nature of the teaching activity, which is the maximum human sophistication invented to enable the inclusion of new members of a social group in its collective, will give the dimension of the responsibility of those who make the school as a space for learning and appropriation of the elaborated human culture, as well as the way of providing for individuals, methodologically, of forms of appropriation and creation of symbolic tools for the full development of their potentialities (MOURA, 2016, p. 94).

It is up to the school to overcome the passive execution of what was intended for it. However, the success of this endeavor depends on the understanding of Education workers about the theoretical foundations (philosophical, psychological and pedagogical) that guide the teaching action and that are included in the curriculum.

This is the condition for the identification of experiences of dubious educational value and their replacement by others in line with the vision of man and society that guide the Historical-Cultural Theory and the Historical-Critical Pedagogy. The analysis of this movement of reality expressed in academic results, compared with these references, by revealing the discrepancies, points to the needs for reflection and the possibilities of readjustment of school practices.

This process involves successive trips to reality, analyzing its multiple determinations and elaborating a concrete thought, a synthesis of these multiple determinations, through the mediation of knowledge, as didactically proposed by Historical-Critical Pedagogy, because: "the understanding of a phenomenon in the light of the Marxian method involves transcending the immediacy of the real by reaching its fundamental internal contradictions condensed in the concrete thought, synthesis of multiple determinations" (ABRANTES, 2016, p. 251).

Thus, the teaching activity needs to be treated as an object of analysis, especially in times of changes of all kinds, including both the place that knowledge itself occupies in society, and the man who is intended to be formed, in view of the current historical moment. It is necessary that the school also turns its gaze to itself, in the sense of assuming what is

its own: the process of teaching the knowledge historically produced and recorded in culture – the political and ethical dimension of its activity.

The reflection of the educational collective only makes sense when thought of in relation to the general foundations that guide action. It is not a matter of thinking from the superficiality of educational phenomena, but of taking them as an object of analysis as opposed to what is considered as a basis, as a purpose, as an objective and as an ultimate end. These bases are given, not in the individual ideology of the teacher, but in a larger education project, based on its philosophical dimension, defined and assumed collectively, under penalty of, when it is detached from its broader and more significant dimension: human formation, it becomes a doing for the sake of doing.

Based on these fundamentals and with the purpose of demonstrating possibilities of practical use of the reflections proposed by the Historical-Cultural Pedagogy, work experiences carried out with teachers from the municipal school system will be presented below.

IN-SERVICE TRAINING AND THE CHALLENGES OF EDUCATION MANAGEMENT: EXPERIENCES BASED ON HISTORICAL-CRITICAL PEDAGOGY

With a view to analyzing the "interdependence between the teaching contents, the educational actions and the subjects that are part of the educational activity" (MOURA, 2016, p. 94), it will be presented below, among the experiences developed by the Municipal Department of Education, a work of analysis of the didactic actions of six of the 36 schools that make up the municipal network, in the years 2018 and 2019.

These six schools were chosen because they have a low number of students in the classroom (ten students on average), because they are district schools, favoring the analysis of 100% of the texts of the fifth year students, composing a total of 60 texts.

In view of the recurrent complaints regarding the academic performance in the appropriation of the reading and writing processes, it was considered that the analysis of the production of texts in a sample of schools would allow the generalization of the pedagogical relations that lead to the result in these disciplines, to the other schools.

Initially, a discussion was proposed, with the management groups of the 36 schools composed of principals, coordinators and school psychopedagogues, about the necessary articulation between the foundations of the school's pedagogical project and the postulates of THC, seeking to highlight the interdependence between the appropriation of culture and the development of higher psychological functions, therefore, the relationship between learning and development. In addition to this discussion, the management teams of the 36

schools were presented with the work to be developed in the six selected schools, with the commitment to share with the others.

WHEN YOU WANT THE STUDENT TO LEARN, YOU HAVE TO KNOW WHAT TO TEACH

In a later meeting, the work began by randomly distributing the student texts among the principals who should, in small groups, evaluate them and issue an opinion on the quality of the evaluated productions – the starting point of the educational practice.

The principals were unanimous, again, in stating that the spelling errors presented by the students denounced important issues about the school's practice. All texts presented unacceptable spelling changes for fifth-grade students, problems with agreement, use of punctuation marks, cohesive elements and paragraphing, among others. Spelling problems were chosen for analysis, as they negatively surprised the evaluators. In view of this, they were asked to list all the errors for later analysis.

In the following meeting, the same group proceeded to analyze each error in order to understand what would be proper to the learning process and what should already be consolidated in the fifth year, in relation to spelling. The principals were unanimous in saying that "fifth-grade students could no longer present these exchanges." Then, they were asked to research, at school, how long and how spelling was worked.

At the next meeting, they brought the result of this poll. According to them, the teachers replied: "You work when you appear"; You answer what the child asks"; "Dictations are made"; "Texts are produced, read and interpreted"; "It is corrected while they write";" You work orally."

Based on the discussion based on the data collected from the teachers and the observation made at the school, the principals concluded that there was no specific time for the study of spelling. Teachers correct, demand, but do not consider this aspect of language as an object of analysis. This practice results from the idea that by reading and writing children would learn the correct spelling.

Thus, the problematization was materialized, as proposed by Saviani (2011), to know the reality of the students and from it identify what should serve as a starting point for teacher planning.

After such reflections, the group was led to think about the nature of the mistakes made by the children in the writing of words. To this end, the productions of Cagliari (2010) were used, who emphasizes that it is necessary for the teacher to be guided by the systematic approach to the relationships between phonemes and graphemes, typical of our writing system: spelling regularities and irregularities. In this way, the list of words written

with errors was resumed and the inadequacies of a regular or irregular order were separated. The managers showed even greater concern because they understood that, if there was a pedagogical work that provided reflection on writing, most of the errors would already be overcome, noting that reading and writing alone are not enough for all students to master the spelling of words.

As the discussion progressed, the group was encouraged to think about how the class councils have been conducted in schools, which has been done with and from the evaluations and surveys so practiced in the municipal network. The evaluation of the teaching practices experienced in the school has been provoked beyond the evaluations of the students and whether all educational agents know the course of the school, its weaknesses, convictions and purposes.

In a next meeting, this same group was provoked to reflect on the methodological approach that the different natures of spelling errors require. This was the highlight of the work carried out with this group, as they concluded that such issues are not dealt with in school and most professionals do not know this content of the language. It was evident why the students' texts present such inadequacies: "this content needs to occupy a space for discussion and study among all teachers".

Bibliographic material and ways to forward the discussion during the continuing education program that is carried out in the school by the teachers themselves were suggested, in a total of 16 hours per year, in addition to pedagogical reflections and class councils that can also be used for this purpose – instrumentalization and catharsis.

COMPARING DIDACTIC PROCEDURES WITH THEIR RESULTS

This activity was carried out in six urban schools, which serve between 300 and 350 students from Kindergarten to the fifth grade, with an average of 18 students per class in Early Childhood Education and 28 in the first to fifth grade classrooms. It was an activity carried out with each of the six schools, separately. For didactic reasons, the experience of one of the six schools in which the work was carried out will be socialized in this text.

Members of SMED went to the school, met with all the teachers in a moment of pedagogical stop. The teachers took a very clear position on the difficulties presented by their students in reading and producing texts – the starting point.

From this, the group was proposed to analyze the daily practice in a very objective way. It was a matter of examining the students' notebooks and the teachers' class diaries in a group of teachers based on the following orientation:

Select the last 20 days of Portuguese language class, analyze the proposed activities one by one, if necessary, consult the class diary and talk to the teacher in charge, and answer the following questions:

How many activities were proposed in the period? How many were written productions? How many were copies? How many were linguistic analysis? How many performed alone? How many did it in groups? How many collectively? How many activities favor literacy? How many favor literacy?

Once this action was completed, collectively, the following table was filled in on the blackboard, year by year:

Chart 1 – Analysis of writing activities

Total activity	Production	Copy	Linguistic analysis	Individually	In a group	Collectively	Literacy	Literacy
8	1	3	0	4	0	0		
9	1	4	4	3	6	0		
4	1	3	0	4	6	0		
4	06-02 at home	5	3	13	1	0		
2	04-03 At Home	5	3	11	1	0		

Note. The lines were filled in with data from the 1st to the 5th grade, in this order. The teachers did not answer the fields that referred to literacy and literacy.
Source: The author (2022).

The systematization of the data obtained revealed that teachers do not understand the difference between literacy and literacy, nor between production and written activity. Also, the production activities were basically developed at home.

There was no record of collective activities. The group activity is distributed irregularly, concentrating more on the second and third years, which reveals that they depend more on the teacher than on the pedagogical proposal of the school.

This analytical exercise yielded heated discussions. The first question raised referred to what characterizes a production activity and a copying activity. Some teachers understood that activities that proposed completing words could be considered as production. The skills involved in an activity with words and with texts or complete utterances were discussed. Concluding that, in fact, the activities based on the writing of words are only part of the literacy process. This practice refers to the specific and

indispensable process of appropriation of the writing system, to the conquest of alphabetic and orthographic principles, but, by itself, it does not account for the insertion and participation of the student in the written culture, which corresponds to the dimension of literacy.

The group found that the great challenge that arises is to reconcile these two processes, in order to ensure that students appropriate the alphabetic and orthographic system and condition of use of the language in the various social practices of reading and writing – problematization.

During the important and significant discussions, questions arose among the teachers: "doesn't the school have a pedagogical project? How can we have so many differences? How much we need to master!"

In view of this, the question arises: Is the school leading its students to the mastery of the different uses of the written language and, consequently, is the social function of the school being achieved?

The group made excellent reflections based on the data exposed, considering that the complaint presented by the teachers results from the conduction of the work with the written language from Early Childhood Education to the 5th grade. The work is centered on the use of the textbook and not on the language from its use in different contexts of communication.

Classroom work, organized around the use of language and which favors students' reflection on the different possibilities of using it, leads to the development of skills necessary for reading and writing practices, as well as speaking and comprehensive listening in public situations. Such capacities will not be developed with actions unrelated to the use of language, only with the deciphering of the code, that is, working with words, syllables and letters or interpretation of texts, which, although necessary, constitute part of the work to be carried out.

Another issue that was markedly present refers to the understanding that one has about what linguistic analysis is. Although this definition is included in the curriculum, most of the teachers in the schools where the work was carried out do not master it. As a result, it was agreed that it was necessary that this subject would be dealt with in the continuing education designed by the school – instrumentalization.

As the discussions progressed, the teachers demonstrated greater clarity about the discrepancy between *what is taught and what students are expected to learn.* Then, important questions were raised: What do we know about student learning? What conception of teaching and learning is included in the school's pedagogical proposal? What

commitment do we have to the education of the children of the working class? How is this conception and commitment expressed in the daily practice of the classroom? Is our action in line with our proposal? –catharsis.

During the work, the idea arose for a member of the group to record the discussions and conclusions and then return to them in order to identify the weaknesses that need to be taken up throughout the school's study process. The group recognized the need to systematize the process, otherwise they would get lost in the discussions and not move forward.

Finally, the group was instructed to extract **_didactic principles_** from the discussions, which should guide the actions of all educational agents in the school and would compose a panel, or other resource, which would be under the constant gaze of all and would be taken up by school managers – the point of arrival of educational practice.

STILL LOOKING FOR WHAT TO TEACH TO FIND THE HOW

After these discussions, a work was carried out with the coordinators of the school principals, psychopedagogues and teachers of the Multifunctional Resource Rooms, with the purpose of leading the group to relate the mechanisms that the school had to **_discuss its teaching and learning processes_** and the possible moments for this purpose. The purpose was, in addition to leading the group to reflection, to produce support material to be socialized with all those involved.

The result of this work was the collective construction of **_pedagogical questions_**, referring to different aspects of school life, to be used by the collectives as necessary. These were issues that could cause discomfort, discomfort, disarray, deconstruction – **starting point and problematization,** but which, surely, in the light of studies and discussions, **instrumentalization** would result in a clearer reading of reality **– catharsis,** contributing to the construction of a new educational scenario in the school, more comforting and satisfying to each and every one (Marsiglia, 2011, p. 106).

These questions were made available to school managers in order to equip them to conduct a process of reflection that would actively involve all school professionals, leading them to a more systematic and detailed analysis of the pedagogical practice, which is often a reason for complaint and dissatisfaction.

For analysis of the assessment instruments: What level of thinking does this instrument require from the student? What kind of student progress does this instrument allow to identify? To what extent does this instrument allow us to detect students' learning levels? What knowledge does this instrument mobilize in the student?

Does this instrument consider and contemplate the different learning rhythms of students? How? Is there a concern to understand the origin of the error that the student makes? How? What does this instrument reveal about the practice of the teacher and the school? What do we usually do with the results of these assessments?

To what extent, when and why do we report to the PPP? What vision do we have of our school? And the teachers? What profile do we think a school committed to the development of everyone, including teachers, has? Do we produce knowledge about education? Are they registered? Why, by whom and where? How and when do we return to these records?

Faced with a school complaint: Who filed the complaint? How often does it appear? In which school years does this complaint appear the most? What evidence is that the complaint is well founded? Are they considered difficulties? What characterizes a difficulty and a lack of knowledge typical of the teacher's or student's learning process? What attitudes do these issues require from the school? What theoretical and practical domains will be needed to address these issues? How or what is being proposed by the sponsor and the school to subsidize the appropriation of these theoretical and practical domains to the teaching group?

The purpose of this work was to provoke the group to analyze whether the policies of in-service teacher training are reaching the central issues, which need to be understood, discussed and assumed by all, under penalty of becoming more and more mere executors of what others think for the school.

FINAL CONSIDERATIONS

Continuing the process of analysis, study and discussion about school practices and conceptions, meetings were held with psychopedagogues and coordinators of the 36 schools that made up the municipal network to socialize the works described above, due to the recurrent complaints about the students' reading and writing difficulties. The intention was to actively involve school professionals in understanding these results, in order to contribute to raising the quality of teaching-learning, based on the proposition of situations that would encourage reflection and the construction of knowledge as a continuous process of teacher training.

The work was conducted in the direction of provoking the psychopedagogue and the school coordinator to go beyond the identification of weaknesses and some referrals, remedying them, instead of preventing them. It was encouraged to conduct a process of analysis of reality, seeking to understand the multiple determinations of the results obtained,

which includes the teaching actions practiced in the school and the process of study and discussion of the educational collective.

The psychopedagogues and coordinators, who participated in the moment of socialization of the discussions, demonstrated that they recognize that, in fact, first of all, ***the school needs to think about itself, look at itself, read itself (the evident and the veiled), understand itself and its social function and, finally, project itself. And that this process needs to be managed by some, but embraced by all, because the management of the process is the responsibility of the management team, which, in addition to managing it, needs to keep it alive in the school environment.***

For THC, the great and central issue of the debate regarding human formation is the **content,** as this is responsible for all the psychophysiological reorganization of the subjects. Thinking about the materiality of the pedagogical act, in this way, cannot be in defiance of its theoretical foundations, nor secondary. From this perspective, the following question arises: What needs to be at the center of the educational debate in the process of in-service training?

The Historical-Cultural Theory, in opposition to the innatist conception, understands that man is constituted in his social relations, therefore, he is not born human. The process of production of this man does not occur genetically or hereditary, although it is based on a biological basis. It is a dialectical relationship that involves the appropriation of knowledge, which enables human beings, by appropriating culture, to be produced by it and to produce their own history.

THC thinkers present important contributions to educational thinking, regarding the function of the school and, consequently, that of the professional teacher, providing elements that help to conduct a thought-out, intentionally planned practice, with means defined from the chosen ends.

It is understood that the teacher cannot respond alone to the need to analyze the meanings of his action and seek the best means to ensure the achievement of the ultimate goal of education. First of all, it is appropriate that the school has collectively discussed, recognized and defined the political character of the educational action. What society do you want? How can the school contribute to the human formation necessary for this society? Thinking about these issues is not equivalent to recognizing the school as redemptive, but rather seeing it as an important instrument for human formation and, consequently, with a political dimension capable of influencing the course of society.

The initiative to take the work carried out with the professionals of the municipal education network as an object of study to be shared, was due to the possibility and the

desire to demonstrate, in a very objective and simple way, the discrepancy between **what *is said and what is done*** when it comes to teacher *training*. The object of analysis is considered to be the continuing education associated with the political dimension of education, demonstrating that these practices find theoretical/methodological support in the constructs of Historical-Cultural Theory and Historical-Critical Pedagogy.

The experiments described in this text were carried out between 2018 and 2019. The time elapsed does not diminish the relevance of thinking about school educational practice, given the contributions raised to the strengthening of the group feeling and the commitment to the school's educational project.

The theoretical elements that appear in the body of this text were selected with a view to demonstrating that the analysis of teaching practice is not limited to the pedagogical question, as it is detached from the philosophical, psychological and pedagogical references that are the foundations that sustain human formation. It is necessary, therefore, to take into account that the teaching action needs to be synchronized with what is foreseen in the school pedagogical proposal.

The discussions involving the collective of school teams were evaluated very positively by the teachers involved and allow us to infer that the level of involvement of the teachers was higher than the processes traditionally practiced. The articulation between theory and practice and the need to support teachers in understanding their difficulties, identifying aspects and contents that need investment are defended.

The contributions of academic researchers are indispensable, but they do not replace the questioning attitude that needs to be at the base of the teacher's own formative intentionality about himself and his action.

Demonstrating the possibilities of placing the professional teacher at the center of the educational debate, as an active subject of the process of analysis of the teaching practice, was the purpose of the work carried out and the elaboration of this text. The teaching processes will not advance if their agents do not do so.

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