THE TEACHER'S SOCIOEMOTIONAL COMPETENCIES IN ASSESSMENT PRACTICE AND SCHOOL MANAGEMENT: A MULTIFACETED PERSPECTIVE

AS COMPETÊNCIAS SOCIOEMOCIONAIS DO PROFESSOR NA PRÁTICA DA AVALIAÇÃO E NA GESTÃO ESCOLAR: UMA VISÃO MULTIFACETÁRIA

LAS COMPETENCIAS SOCIOEMOCIONALES DEL DOCENTE EN LA PRÁCTICA DE LA EVALUACIÓN Y EN LA GESTIÓN ESCOLAR: UNA VISIÓN MULTIFACÉTICA

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ABSTRACT

Several authors have emphasized the importance of affectivity in the teaching and learning process, as well as its influence on creativity, motivation, sense of belonging, and memory. But what if we talked about benevolence? Is there room in the school context for this approach? Care for students' well-being includes preparing them to be honest, helpful, responsible, loyal, respectful, and harmonious within the group. We use the term benevolence to represent care for the learning climate, the organizational climate, and the creation of interpersonal relationships based on respect and kindness in the school environment. It is important to remember that socioemotional competencies cannot be measured quantitatively; therefore, assessment is predominantly qualitative, observed through self-assessment, self-report, interviews (individual, group, narrative, and episodic), discussion circles, online questionnaires, and other tools that support the development of students' learning. We must not lose sight of the perspective that assessment is a continuum that should occur at multiple moments during the class and cannot be viewed in a compartmentalized way. This premise is essential so that assessment methodologies come as close as possible to the reality of student learning and, based on this, teachers can choose the most appropriate recovery strategy, if necessary.

Keywords: Teacher–Student Relationship. Continuous Assessment. Care for Learning. Technical and Socioemotional Assessment Instruments.

RESUMO

Vários autores têm enfatizado a importância da afetividade no processo de ensino e de aprendizagem, sua interferência na criatividade, motivação, pertencimento e memorização. E se falássemos em benevolência? Há espaço no contexto escolar para essa abordagem? O zelo com o bem-estar dos alunos inclui sua preparação para ser honesto, útil, responsável, leal, respeitoso e harmonioso com o grupo. Utilizamos o termo 'benevolência' com o escopo

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de representação do cuidado com o clima de aprendizagem, com o clima organizacional e criação de relações interpessoais de respeito e afabilidade no ambiente escolar. Parece importante lembrar que as competências socioemocionais não podem ser mensuradas, logo a avaliação predominante é a qualitativa, observada pela autoavaliação, autorrelato, entrevistas (entrevistas individuais, coletivas, narrativas e episódicas), rodas de conversa, questionários online e outros que apoiem a evolução da aprendizagem dos alunos. Não podemos perder de vista a perspectiva de que a avaliação é um continuum que deve ocorrer em plurais momentos durante a aula, e não pode ser enxergada de forma compartimentada. Essa premissa é essencial para que as metodologias de avaliação aproximem-se, tanto quanto possível, da realidade do aprendizado do aluno e, a partir disso, o docente possa optar pela melhor estratégia de recuperação, se necessária.

Palavras-chave: Relação Professor-Aluno. Avaliação Contínua. Zelo pela Aprendizagem. Instrumentos Avaliativos Técnicos e Socioemocionais.

RESUMEN
Varios autores han enfatizado la importancia de la afectividad en el proceso de enseñanza y aprendizaje, así como su influencia en la creatividad, la motivación, el sentido de pertenencia y la memorización. ¿Y si habláramos de benevolencia? ¿Hay espacio en el contexto escolar para este enfoque? El cuidado del bienestar de los estudiantes incluye su preparación para ser honestos, útiles, responsables, leales, respetuosos y armoniosos con el grupo. Utilizamos el término benevolencia con el propósito de representar el cuidado del clima de aprendizaje, del clima organizacional y la creación de relaciones interpersonales basadas en el respeto y la afabilidad en el entorno escolar. Es importante recordar que las competencias socioemocionales no pueden medirse cuantitativamente; por lo tanto, la evaluación es predominantemente cualitativa, observada a través de la autoevaluación, el autorreporte, las entrevistas (individuales, colectivas, narrativas y episódicas), los círculos de diálogo, los cuestionarios en línea y otros instrumentos que apoyen la evolución del aprendizaje de los estudiantes. No debemos perder de vista la perspectiva de que la evaluación es un continuo que debe ocurrir en múltiples momentos durante la clase y no puede ser entendida de forma compartimentada. Esta premisa es esencial para que las metodologías de evaluación se aproximen, en la medida de lo posible, a la realidad del aprendizaje del estudiante y, a partir de ello, el docente pueda optar por la mejor estrategia de recuperación, si fuese necesario.

Palabras clave: Relación Docente–Estudiante. Evaluación Continua. Cuidado del Aprendizaje. Instrumentos de Evaluación Técnicos y Socioemocionales.

1 INTRODUCTION

Although the school's main function is to provide opportunities for the formal schooling of the individual, we cannot forget its significant contribution to the formation and strengthening of ethical, moral, emotional, behavioral and attitudinal knowledge. In fact, the well-known 'Report to UNESCO of the International Commission on Education for the 21st Century' describes the four pillars that should guide the educational process, they are: learning to know, learning to do, learning to live, and learning to be.

In view of this, there is no doubt that socio-emotional skills need to be mandatorily enshrined in the pedagogical practice of educational institutions around the globe. In this line of thought, the teacher's proximity to the student, the ability to listen, paying attention to the need for the content to be taught and how it should be taught, empathy, the quality of relationships, verbal and non-verbal communication, coherence between values and actions, can induce positive emotions, actions and feelings or restrict the development of students. And this impacts, in an indelible way, on this relational dynamic of double exchange between teacher and student.

Below we will talk in more detail about this exchange. Education is something that requires a permanent recovery of skills. And knowledge is not something palpable and the definition of instruments both to shape it and to prepare the soil for it to germinate is something that touches alchemy. An incredible mixture of my knowledge that is linked to yours so that it becomes yet another, with its own characteristics and that is capable of growing and multiplying indefinitely. Let us now turn our gaze to another no less challenging task: people management.

Individual experiences, expectations of the most diverse, degrees of maturity, levels and styles of learning that are articulated to generate the behavior of each one in the face of pleasant and conflictive moments, which we must face daily. Secondary professional education schools have as an essential characteristic the plurality of students, especially with regard to the age group of the students and the economic, social, among other characteristics. This human diversity is a rich source for the sharing of plural experiences, but it also generates, for school management, an intense challenge when trying to reconcile such different points of view.

Knowing how to align the construction of knowledge to this diversity of individuals who parade and interact with us is our most decisive task. It is very difficult to imagine professional training locked in the restricted space of the classroom. Other learning environments are called for. The company – the focus of our student – cannot be just the goal. It must be present in the school and the school becomes a living bridge that leads the student to perform

his professional duties with knowledge, responsibility and commitment. One of the tools that, for us, shows a lot of potential to strengthen the company-school relationship is the internship, whose regulation occurred through Federal Law No. 11,788/2008, according to which the "Internship is a supervised school educational act, developed in the work environment, which aims to prepare students for productive work [...]". Along with other tools, the internship brings together characteristics that, from the outset, indicate to the learner which skills and abilities should be mobilized for entry, permanence and ascension in the world of work.

In addition, we are not only talking about elements of formal learning, but also socio-emotional skills that are central to the individual's professional development. Skills such as the ability to solve problems, entrepreneurial attitude (beyond the idea of negotiation), openness to the new, ability to listen, emotional intelligence, among others, are essential to optimize the student's professional trajectory. All this speech can be interpreted as merely philosophical or we can materialize it, not without difficulties, so that the school effectively fulfills its mission.

In our opinion, in order to promote the practical application of these proposals, we indicate to the teacher attention to the following: 1) to favor the development of knowledge (theoretical knowledge, skills and socio-emotional competences; 2) to generate learning situations for the comprehension (understanding) of concepts and construction of meanings; 3) enable the application of the concepts studied in the resolution of contextualized problems; 4) allow analysis (unfolding of knowledge); 5) stimulate synthesis (combine new elements) and 6) create a climate of constant evaluation and feedback. We cannot, however, forget the teachers.

In fact, all these actions will only be possible if we are attentive to the socio-emotional competencies of teachers so that the organizational climate of the school allows these activities to germinate, flourish and bear fruit. We talk about intra and interpersonal relationships, intercommunication, self-management (self-knowledge, self-esteem, self-motivation), collaborative teamwork, empathy, assertiveness, openness to the new, self-regulation and a set of other skills or competencies that underpin all pedagogical practice. Often, teachers are understood as simple task executors, bringing together a set of determinations, rules, norms, obligations and responsibilities. And of course they exist and they are important.

However, it is not only that. We are people. We also cultivate our afflictions, dissatisfactions, fears and anxieties, although the phenomenon occurs that "when we step into the classroom" we are taken by enthusiasm, commitment, and the desire for our students to advance and surpass themselves. In order for us to meet expectations (ours and those of

others) it is urgent to be prepared. The simple call for the use of active methodologies, continuous evaluation and recovery, development of socio-emotional skills is insufficient, not because of the lack of will, despite rejection or resistance, but because of the need to be prepared. Everyone wants to develop a good job. No teacher leaves his home in the morning, with the intention of developing a somic work with his students.

Teachers need support materials, subsidies, teaching tools and practical examples that inspire them to create and extrapolate daily routines. We have become accustomed to compartmentalized work. The disciplines acquired a life of their own and independence. The ego so often encourages teacher competitiveness and the interconnectivity between the subjects covered ends up being a responsibility to be achieved by the student. For this deconstruction, there is an emerging need to recreate the interpersonal relationships between teachers, providing opportunities for them to interact, dialogue and reprogram their activities under an integrated, interdisciplinary and omnilateral focus.

Some say that the most productive part of a meeting is "coffee time", so why not provide these moments? Why not transform the meetings, which are merely informative, into moments of discussion and socialization, with techniques such as the World Café, Pedagogical Forums, Role Playing and not just a restricted moment with the use of a group dynamic to relax? So often, the Planning Meeting is made up of a series of situations, except time to plan. Teachers need to talk and this is not a useless and unproductive chat, even if it is interspersed with jokes, anecdotes and complaints. It is a moment of interaction. We need that. It is healthy, strengthens relationships, fosters the generation of ideas. The educator has to like people. There are some provocations that become important whether at the conclusion of a meeting, a meeting, a lecture or a class.

Regarding the assessment of socio-emotional skills, in students it should initially occur with the habituation of this process with the teachers. It is the process of self-knowledge. Knowing how the class becomes more dynamic, as the teacher mobilizes knowledge that he has mastered, resorts to strategies, techniques and resources that he is confident in using, identifies opportunities to explore learning and will not fear the new. After all, you don't manage what you don't know.

2 OBJECTIVE

Reflect on three variables to be orchestrated by the teacher: the appropriation of theoretical knowledge, its practical application and the personal interactions that take place in the educational process and its proactive development in the classroom.

3 MATERIALS AND METHODS

Considering the proposal of this article to provide the opportunity to reflect on pedagogical practice from the perspective of enhancing interpersonal relationships between teachers and students, understanding them as biopsychosocial beings, therefore subject to intellectual and emotional variables, oscillations in interactivity and introversion, the need for group belonging and the educational climate for the appropriation of knowledge, we resort to the Hypothetical-Deductive method. Thus, we start from common problems in the classroom, especially those common to the daily lives of teachers and students. In this way, we prioritize the hypothesis of the relevance of the construction of intercommunication and dialogue for the construction of learning. From this perspective, we promote a deductive reflection, aiming to validate and empirically structure our hypothesis.

4 RESULTS AND DISCUSSION

4.1 INTERCONNECTIVITY IN THE CLASSROOM: FOCUS ON INTERACTIVE TRAINING

The pedagogical management of the school must be supported by a structure that promotes communication, collaboration and belonging. Communication consolidated through dialogue, democratic and participatory management, interaction between students in learning situations associated with collaborative teamwork, interactivity and a sense of belonging tend to strengthen learning management. The social role of the student emerges as a significant element for the pedagogical work.

From this perspective, it is observed that didactic-pedagogical activities and interdisciplinary projects, in reality, constitute only the junction of fragments of each curricular component, modeled separately and gathered at the end, not allowing the student to perceive the connections and interrelations existing in the construction of knowledge. And because we are talking about social function, it is worth reflecting on the social function of the professional education school as a prelude to the world of work. The compartmentalized view of pedagogical practice – whether by teachers or school management – compromises the development of learning in an interdisciplinary way. And this will certainly culminate in the inability of the egress student to use the tools he acquired in the school benches in an integrated way when faced with the challenges of the executing routine of the chosen work activities.

There is no more room in today's world for maintaining the banking education brought to the Tupiniquin lands by the Jesuits at the time of the "discovery". There are many challenges. We find ourselves in the eye of an educational hurricane. The profile of our students is changing, society has several technological advances, the job market makes

demands on the professionals of the future, new generations emerge with their own characteristics. It is urgent to rethink teacher training and proposals for contemporary schools.

Dissatisfaction with the course tends to contribute to its demotivation or evasion, in view of the limitations of its contributions to the search and achievement of employability and workability. From this perspective, the continuous use of innovative methodologies tends to recreate the usual pedagogical scenarios in the school environment. Currently, with the expansion of access to ICTs, students tend to no longer be satisfied with the merely expository class in which there is no commitment of the teacher to promote the link between what he teaches and its practical applicability from the realities of the world of work.

Expository classes can be easily accessed on platforms such as Youtube and the student does not even need to leave his residence to access them. Their commute to school should be valued by the pedagogical work of the school, which should be aimed at stimulating the concomitant development of formal and socio-emotional skills that only the human tone of the teacher is capable of promoting. No artificial intelligence will be able to replace this teaching characteristic: humanity.

Generation Z is made up of people who were born around 1995, a connected generation, with a tendency to be well-informed and prepared for the use of new technologies. We could believe it, if we wanted that only this generation behaves this way. Just a look around and we will understand that behavioral changes are sensitive. This means that persisting in educational systems that were comfortable for us are innocuous in the face of this new reality. Naturally, there are social, cultural, political and economic, as well as school, factors that feed the school impermanence of students. In particular, in the latter, that is, with regard to intra-school issues, it must be recognized that many teachers have collaborated every day for the problem to worsen, through the use of outdated didactic strategies or a traditional practice or one touched by inexperience, they end up developing the content in a decontextualized way and without meaning for the student. unconcerned with the development of professional skills and abilities, in addition to the tenuous link with the professional environment that should welcome the student.

Learning has many variables that integrate learning styles, maturity, interest, types of intelligence, previous references that favor the association of ideas, among others, so that each of these aspects can trigger a myriad of analyses, in which one is intertwined with the other, producing the complexity of the human being, without referring to social issues, economic, emotional, psychological and empathetic. Learning, specifically in technical courses, is also linked to the development of competencies, skills and values associated with

professional training, associating itself with its practice and effective contact with the world of work.

There is a fundamental question here: how the student is led to get in touch with the future professional life, considering those who do not yet have employment contracts or other experiences that allow them to glimpse the dynamics of the world of work. How are these interactions built at the core of the classroom and how do these links go beyond the walls of the school? Therefore, the issue is not the mere responsibility of teachers for school failure, although it is the driving force for the pedagogical practice to be successful. Thus, we say that teacher training and development for work are essential. We reiterate essential elements for this: • integration and collaborative work; • frequent use of process indicators and performance results; • readiness for change; • entrepreneurship and innovation; • the art of making it happen. We have focused on the student, it's true. But, throughout this article, it is explicit that training is not exclusive to him. It encompasses teacher training and improvement and is suitable for training organized by a company's HR.

People want to be heard, share their experiences, present points of view, be for or against, in short, give their opinion on situations and integrate decision-making. It doesn't matter if teachers, students or parents, people are not content to listen and replicate the information. You hear that the students have changed, but the fact is that the people have changed. Whether due to technological advancement, global connections, we are currently living in a new mentality. In this context, there is no doubt that teacher training must be based on socio-emotional preparation.

The type of interpersonal relationship established by the teacher with his students can make a difference in the motivation to learn, in the manner and durability of learning, in the resolution of conflicts and the production of interpersonal relationships, in the willingness and acceptance of suggestions, in the curiosity to learn and advance in studies. Likewise, it is recognized that the faculty represents a model for students and that interest in their profession and professional challenges can contribute to their permanence in the course. In turn, we must consider that school culture also affects socio-emotional development, to the extent that the school establishes values and executes its norms. However, this knowledge cannot only be acquired by the teacher through experience, it is something that can be taught and learned by incoming teachers.

Teachers and students must be perceived and valued in their intellectual, physical, social, emotional and cultural dimensions, have their skills enhanced and opportunities for mobilization in intra and interpersonal relationships, in the joint solution of local problems, in

the exercise of collective decision-making, in collaborative teamwork. Below we reinforce the ten competencies that we propose to compose Pedagogical Management:

1. Value and use historically constructed knowledge about the physical, social, cultural, and digital world to understand and explain reality, continue learning, and collaborate to build a just, democratic, and inclusive society.

2. Exercise intellectual curiosity and use the approach of the sciences, including research, reflection, critical analysis, imagination and creativity, to investigate causes, elaborate and test hypotheses, formulate and solve problems and create solutions (including technological) based on knowledge from different areas.

3. To value and enjoy the various artistic and cultural manifestations, from local to global, and also to participate in diversified practices of artistic and cultural production.

4. Use different languages — verbal (oral or visual-motor, such as Libras, and written), body, visual, sound and digital, as well as knowledge of artistic, mathematical and scientific languages, to express and share information, experiences, ideas and feelings in different contexts and produce meanings that lead to mutual understanding.

5. Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in the various social practices (including school ones) to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in personal and collective life.

6. Value the diversity of knowledge and cultural experiences and appropriate knowledge and experiences that enable them to understand the relationships of the world of work and make choices aligned with the exercise of citizenship and their life project, with freedom, autonomy, critical awareness and responsibility.

7. Argue based on facts, data and reliable information, to formulate, negotiate and defend ideas, points of view and common decisions that respect and promote human rights, socio-environmental awareness and responsible consumption at the local, regional and global levels, with an ethical position in relation to the care of oneself, others and the planet.

8. To know oneself, appreciate oneself and take care of one's physical and emotional health, understanding oneself in human diversity and recognizing one's emotions and those of others, with self-criticism and the ability to deal with them.

9. Exercise empathy, dialogue, conflict resolution and cooperation, making oneself respected and promoting respect for others and human rights, welcoming and valuing

the diversity of individuals and social groups, their knowledge, identities, cultures and potentialities, without prejudice of any kind.

10. Act personally and collectively with autonomy, responsibility, flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable and solidary principles.

The management of a school is not an easy task and it is not easy because we are dealing with two complex tasks: the construction of knowledge, both for students and for each teacher. Education is something that requires a permanent recovery of skills. And knowledge is not something palpable and the definition of instruments both to shape it and to prepare the soil for it to germinate is something that touches alchemy. An incredible mixture of my knowledge that is linked to yours so that it becomes yet another, with its own characteristics and is capable of growing and multiplying indefinitely.

Another no less challenging task is the management of people: individual experiences, the most diverse expectations, degrees of maturity, levels and styles of learning that are articulated, generating the behavior of each one in the face of pleasant moments and countless conflicts that we must face on a daily basis. Knowing how to align the construction of knowledge to this diversity of individuals who parade and interact with us is our most decisive task. This issue is amplified when we deal with Professional Education.

It is very difficult to imagine professional training locked in the restricted space of the classroom. Other learning environments are called for. The company – the focus of our student – cannot be just the goal. It must be present in the school and the school becomes a living bridge that leads the student to perform his professional duties with knowledge, responsibility and commitment. All this speech can be interpreted as merely philosophical or we can materialize it, not without difficulties, so that the school effectively fulfills its mission.

5 FINAL CONSIDERATIONS

The compartmentalization of disciplines established over time has erected incommunicable walls, individualized knowledge and discouraged integrated work among teachers, dampening from time to time by some practice built by teachers who already have a more finely tuned personal relationship. This lack of communication not only amplifies the number of assessments applied to students, but also does not motivate their connectivity. The jurisdiction calls for the fall of the walls described above.

By its nature, competence aggregates the curricular components and proposes interdisciplinary work. It happens that interdisciplinarity only flourishes where there is dialogue and effective planning. In this vein, the need for the development of teachers' socio-

emotional skills is anticipated, based on their openness to new experiences, dialogue, teamwork, assertiveness and enthusiasm for learning. The elaboration of an interdisciplinary assessment intensifies learning, since it favors the perception of the meaning of what is learned and its location in our daily lives.

Interdisciplinary evaluation, in certain discourses, appears tainted by breaking with the individuation of curricular components, however practice not only reduces the number of evaluations applied, but also expands possibilities of knowledge exploration. It is indisputable that cognitive development is related to biological and behavioral factors, socialization capacity, among others, constituting a multifactorial mechanism, which encompasses social relations for effective learning. Integrated work, by itself, consolidates active methodologies, interdisciplinary assessments and willingness to perform better in tasks that require attention and memorization, curiosity and innovation. Therefore, the association of work involving technical and socio-emotional skills tends to enhance interest and ability to learn.

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