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●●● **ARTICLE 3**

TEACHER TRAINING FROM AN OMNILATERALITY PERSPECTIVE: CONCEPTS AND CHALLENGES

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Abstract: This work is an excerpt from a master's thesis, whose objective was to analyze the context of pedagogical coordination as a locus of professional development for teachers, in the sense of constructing actions that allow for the improvement of pedagogical practices for the comprehensive training of students. To this end, qualitative research was conducted, using action research as a methodology. The following were used to produce and analyze the information: conversation circles, virtual meetings, discussions in the virtual group, group meetings, and pair meetings. The interpretive process allowed us to construct the understanding that omnilateral training, through the exercise of creative reflexivity in an environment commonly filled with bureaucratic and repetitive actions, can help in the process of overcoming the dichotomy that exists in the context of teaching work. In addition, the results indicate that the research participants, feeling welcomed and belonging to the school community, took on a leading role and became co-authors of integrated practices that favor professional development, strengthening teacher-student interactions. Finally, it is noteworthy how moments of critical discourse about one's own pedagogical work can become spaces for welcoming and producing new ideas and proposals for improving the pedagogical work developed in the school context.

Keywords: Teacher Training, Omnilaterality, Conversation Circle, Professional Education

INTRODUCTION

This article deals with an excerpt from the research *Teaching Collectivity and Integral Formation of the Subject: a proposal for integral teaching practice in favor of omnilateral formation*, carried out in 2022, in a public vocational school in the city of Planaltina-DF. It was organized primarily around the choice of theme itself, through reflections and a whole process of reflection and (re)orientation of my pedagogical practice, in which I wrote down memories of my academic and professional trajectory. During the analysis of these records, we identified feelings and actions that were significant in our continuing education, and we chose to begin the dissertation text by addressing the historicity of professional development.

In this way, it was possible to identify that the objective of the research outlined here has as its starting point the understanding of the theoretical and methodological guidelines used in my teaching practice.

One of these guidelines was *dialogicity*, which can be understood as the significant, inter y moment in which human beings meet to learn about, reflect on, and improve their reality (FREIRE, 1968). In our case, the participants' openness to dialogue marked the exercise of dialogicity in the joint production of planning and (re)organization of activities during pedagogical coordination (in the Federal District Department of Education, a teacher working in professional education with a 40-hour weekly workload has

16 hours dedicated to pedagogical coordination activities, which include: continuing education, planning, execution, and (re)evaluation of the educational act).

It is important to emphasize that the concept of dialogicity includes a special meaning, which is interlocution; for Frei-

re (1968, p. 107), it is a "horizontal relationship between A and B." It is understood as a relationship without hierarchies, in which both a willingness to collaborate with the other and openness to the development of a relationship of trust and empathy prevail. The teaching proposal for the formation of the omnilateral subject privileges this conversation, which transforms reflection into action and purposes for the qualification of the educational process. Thus, in this relationship of interdependence, criticality and the ability to analyze social issues with a view of co-responsibilities that participates in the process of humanization and can favor change are established.

For Freire (1968), *critical thinking* helps overcome the limitations of naive curiosity, which, when solidified as absolute truth, nullifies or minimizes the creative power of the learner. This situation becomes recurrent in the school context and ends up ideology of the oppressors. In this case, the educational process becomes limited to the attempt to reduce the learner's intellectual activity to the sterile repetition of memorized content, which is stagnant and detached from the social reality in which learning takes place.

Thus, we can understand criticality as the intentional process of problematizing reality in order to transform society and, at the same time, become more human. This is because criticality is constituted from the encounter with otherness, in which the materialization of the unfinished nature of human beings opens space for self-transforming actions. For Freire (1996, p. 42), criticality emerges from the historical character and historicity of human beings, because those who assume this interpretive possibility recognize themselves and others as "bein-

gs who are becoming, as unfinished, incomplete beings, in and with a reality that, being historical as well, is equally unfinished." Thus, the full exercise of criticality allows human beings to become creatures that not only exist but, above all, are constituted in relation to other human beings. In this situation, the process of humanizing their existence is expressed in the ability to discern their relationships, opening themselves up to the possibility of transformation, creative dialogue, and the joint construction of a new reality.

Therefore, thinking about emancipatory education can contribute to overcoming a fatalistic ideology, constituting a learner as an active subject and agent of transformation. Thus, the complexity of the educational process is in accordance with the complexity of human characteristics. For there can be no talk of transformative education without using critical thinking and problematization in the face of dogmatic, conservative, and fatalistic thinking, since the "social, objective reality, which does not exist by chance, but as a product of human action, is also not transformed by chance." (FREIRE, 1968, p. 39).

Silva (2007, p. 2) highlights the importance of the locus of coordination, in which continuing education must be based on the choice of model citizen, the type of human being we want to educate, and the model of education we want to have. In this locus, continuing education and collective planning are not neutral and static, but are interdependent agents of transformation and self-transformation of the school reality. The principles of action research were chosen for the development of the research because, based on this qualitative methodology, we understand that practice is assumed

to be a material, objective, and self-transforming action that produces material reality and also develops that reality. Therefore, by adopting action research as a methodology, the researcher commits to social transformations, since they will have to choose as focus of study a real situation in which the participants want to produce significant changes.

Thus, we realize that action research is a methodology widely used in Educational Research. Mainly because it favors the search for improvements, both in practice and in the educational environment, enabling a critical insertion of research participants, through reflective analysis, based on reality, transforming it into a dialectical movement of subjectivity-objectivity.

According to Pires (2007, p. 91), understanding the educational process in its concreteness means reflecting on the "possibilities of overcoming its adverse conditions and undertaking, within the educational process," actions that contribute to the process of humanizing human beings and, at the same time, society. In this case, the contributions of action research can support the understanding of reality in the society in which the participants are inserted, thus assisting in the process of overcoming alienating practices from both the teaching and learning perspectives.

Toledo and Jacobi (2013) consider that action research emerges as a proposal for greater articulation between theory and practice in the field of educational research. In this sense, the most instrumental objectives can be defined as those aimed at solving a practical problem, while educational objectives refer to raising awareness and producing knowledge considered relevant not only to the group under investigation.

Given this, the objective of the research was to analyze the context of pedagogical coordination as a locus of professional development for teachers, in the sense of constructing actions that would allow for the improvement of pedagogical practices for the comprehensive training of students. In this direction, during the time allocated to pedagogical coordination, various instruments were used to assist in the analysis of the information produced throughout the research and in the collaborative construction of suggestions for integrative practices, such as: conversation circles, virtual meetings, face-to-face meetings in pairs, and face-to-face meetings in groups.

The conversation circles usually lasted approximately 60 minutes, with the aim of encouraging reflective speech among participants. This was because, after the welcome period, teachers were given the opportunity to narrate their pedagogical practice. Afterwards, participants reflected on the lessons learned, the challenges, and the possibilities for new pedagogical productions that would constitute the educational product "Collection of Strategies for the Construction of Integrated Practices," which implied improving the quality of the pedagogical work developed by the school community.

The virtual meetings, which took place at different times from those set aside for pedagogical coordination, were used due to the limitations imposed by the pandemic and served to keep alive the reflections and proposals developed during the conversation circles. The face-to-face meetings, in small groups or pairs, were used as pedagogical workshops so that the proposals for integrated practices could be (re)planned, executed, and (re)evaluated, thus ensuring

that the perspective of omnilaterality was highlighted.

At the beginning of the empirical insertion, the school's teachers were invited to a meeting to learn about the research project, followed by a survey of their initial interest in participating in it.

COLLABORATIVE CONSTRUCTION OF THE COLLECTION OF STRATEGIES FOR THE CONSTRUCTION OF INTEGRATED PRACTICES

This research involved twenty teachers who volunteered and signed the Free and Informed Consent Form. From then on, the actions were outlined according to the possibilities of the participating teachers' own work context.

Throughout the research, we found difficulties in organizing a preliminary agenda for the meetings, with reasons ranging from personal situations to difficulties with the school activity calendar, including:

a) Health reasons: specifically, during the period of our empirical insertion, global society was facing the limitations imposed by the novel coronavirus pandemic, and some participants had to take time off work due to infection with the disease.

b) Teachers' workload: the division of the workload, considering the 40-hour work week. In this case, the weekly workload was divided into two shifts, with pedagogical coordination taking place for 8 hours a day on two different days, in addition to classroom teaching on 3 days. Although the arrangement included planning, it did not prioritize collective planning.

c) Integrated practices and omnilateral training: to strengthen omnilateral training, it is necessary to promote discussion of integrated practices. However, this was not always possible, as teachers chose the workload between of a more theoretical or practical nature. Although this situation is part of the curriculum organization and is legally established, it corroborates Pacheco's (2015, p. 29) criticism when he states that such a dichotomization of teaching work "dissociates the human being who thinks from the one who works," being hegemonic "in training focused on the execution of certain tasks."

Despite the initial difficulty in organizing the meeting schedule, the teachers showed good receptivity to the research project. This friendly and participatory environment made it possible to adjust the frequency of the meetings as opportunities arose. Therefore, we considered it important not to determine a prior model for organizing the meetings for the research discussions, but rather that, in the school context itself, collective reflection on the contingencies and demands would indicate the path to follow, which proved to be an essential strategy for the success of the research.

For Tripp (2005, p. 459), an action research project is always an unknown path, which, despite having defined objectives and trajectory, does not specify in advance the knowledge and results that will be obtained, nor the practical results that will be achieved. As it is organized in cycles, each successive cycle is developed according to the interaction of the participants.

Thus, the meetings to discuss strategies for the development of integrated practices took place according to the flow of possibilities of the teachers. This first phase was developed from a group activity, and some tools were used to encourage dialogue.

In total, there were 23 meetings, and from these discussions, proposals for integrated practices for omnilateral training were organized, with two proposals organized in pairs and two proposals in groups. Fifteen teachers collaborated in the organization of integrated practices for omnilateral training.

We consider that the procedures took place gradually in the context of the research and in line with the teachers' possibilities, in the following order:

- A meeting with the institution's teachers to accept participants in the research.

- Selection of data collection instruments (activity organized by the researcher).

- Two workshops in the virtual environment with the research participants.

- Two meetings (roundtable discussions) – discussion of the central concepts of the research with the research participants.

- Meeting (roundtable discussions) on integrated practices with research participants, with 23 meetings held with different arrangements of participants.

- A roundtable discussion to discuss results and validate the product.

The meeting to accept participants in the research

At this meeting, the objectives of the research were clarified, regarding the proposal for Professional and Technological Education (EPT). There were questions about the concept of Omnilaterality, as well as doubts about the paths of qualitative research. The meeting emphasized the importance of dialogues between teachers in the coordination locus and how these dialogues influenced the choice of the research object.

The choice of instruments for data collection

The next step was to organize instruments that would assist in data production and analysis. One of the difficulties encountered was choosing a common locus for the meeting between teachers. Reflections on this difficulty pointed to the creation of a virtual group, which would enable rapid communication with participants. Thus, a group on *the WhatsApp* application was the first action, and when the group was opened, we thanked everyone for participating in the research and informed them that they could record any questions and contributions produced throughout the research in that virtual space.

The meeting (roundtable discussion) – discussion of the concepts: teaching community, integrated practices, and omnilateral training

At this meeting, we used the synchronous space of *Google Meet* to discuss the two proposals that were launched via *WhatsApp*.

There was an initial discussion about the concepts of "teaching collectivity" and

"integrated practices." Soon after, the concept of Omnilaterality was presented. For this, a short six-minute video (concept of Omnilaterality) was made available.

To begin the proposal for building integrated practice, participants were asked to do a simple reflection activity on proposals they had implemented that were successful and that possibly required criticism, analysis, and the possibility of omnilateral construction. The activities were carried out during the meeting and sent via

WhatsApp during the meeting.

Discussion meetings (roundtable discussions on integrated practices)

At these meetings, we used two tools that helped participants think about the integration of science, culture, and technology. Discussions focused on the knowledge needed to give theoretical robustness to integrative practice, overcoming dualisms between know-how and know-why.

Some teachers reflected on proposals that are already being developed. Others highlighted the difficulties in implementing integrated practices in the school context, especially due to a lack of resources or even because of the layout of the curriculum and criticism of the system. Others focused on analyses of utopian issues that permeate education research and even issues that advance in the context of political polarity.

School spaces and discussion meetings

With regard to physical space, various spaces within the institution were used. The teachers' room, classrooms not in use during class hours, the pedagogical supervision room, and other spaces, such as benches in the outdoor gardens. These were formal and informal places where it was possible to reflect and (re)organize proposals in a critical and recursive manner.

Perhaps this is one of the most visible contradictions we experience. On the one hand, a reality that discourages and frustrates us, given the countless social issues we face at school. On the other hand, the willingness and desire that teachers demonstrated when challenged to invest in changes and improvements in their personal and professional development.

For Lima (2019), contradictions are part of the work of teachers who want to achieve improvements in the teaching-learning process. In this sense, when a group faces the contradictions that make up their work environment, building creative solutions to difficulties instead of just passively pointing out obstacles, a privileged locus for personal and professional development is created. Thus, throughout the research, various written materials were produced collaboratively in the workshops and, after validation, became part of the results of this investigative journey.

It should be noted that throughout this investigative journey, the teachers demonstrated great respect, reliability, acceptance, and credibility, both to the researcher and to science. This was evident in the way they showed concern throughout the process that this research could take place; and even when difficulties arose, they were careful and diligent in providing *feedback;* and everyone, in some way, became involved in the proposal.

Article 3

For Tripp (2005, p. 12), it is essential in action research that a collaborative and respectful relationship be developed among all participants. This disposition is important so that there is proper reflection on all aspects that one wishes to change in one's own practice, which also involves the relationship between the people involved.

Collective constructions and contradictions experienced throughout the research

Considering the overload of professionals in their demands in the educational context, at the beginning of the research activities, there was concern about attracting participants. This insecurity became a source of tension in the investigative process, since developing action research implied the participation of other people willing to reflect-act-reflect during the process of constructing integrative pedagogical actions in the school.

However, with twenty people agreeing to participate in the research, initial impressions were dispelled and empirical insertion and the interpretive process were boosted.

It was through dialogue that it became possible to adjust thematic points of perspective for the organization of integrated practices. The trajectory was driven by this condition. It fostered a movement that inserts the work of the teaching collective into the context and brings reflections on the principles for omnilateral training, raising questions inherent to totality, mediation, and contradiction.

The spaces and contexts within their specificities are not idealized. They exist and are the result of the actions of the subjects who interact in them and outline their con-

ditions of existence, thus creating their own dynamics and history. This history involves how people organize themselves, how they dialogue, and how they make decisions for their activities.

What we do and our activities are what we call work (CHARLOT, 2014). It is the way we establish a way of living, of existing, of transforming and acting in the construction of the world in which we operate. In this case, a construction that deals with forces that oppose each other all the time as contrary forces, often in relation to the goals we intend to achieve.

According to Lima (2019), a critical understanding of issues is expressed in a way that sees the ills of a structure built on the interests of capitalism, but this view is not something that comes naturally; it is an "abstract leap" in understanding that permeates the educational space. Thus, it is important to create a space for dialogue in which concepts are introduced that, through analysis, criticism, and dialectical reflection, broaden this perception to themes that envision omnilateral education as Revolutionary Education.

> Every dystopia was born from a utopia, because if you dream of something, it is the integral question itself, now within the specificities, within those that the person will seek, within that which the person feels whole, they do not feel amputated, nor castrated, nor anything, that is the way of existing, that is cool and what they need to add, they will add. (Teacher 3 – comment expressing

his view on omnilateral education).

The dialogues fostered at the beginning of the research constituted a self-critical basis for (re)evaluating the context itself, becoming the starting point for envisioning omnilateral education in the context of EFA. At the same time, the analysis of the process of (re)structuring the spaces necessary for the development of the research contributed to the adaptation of the available physical structure to the training practice of the workshops held and to the mapping of the resources available for carrying out the proposed activities constructed during the research.

In this regard, what was noticed was a group of teachers who feel comfortable working in a school where the physical structure works well and the environment is welcoming. For Santos (2013), this sense of belonging can contribute to the construction of an environment favorable to the teaching-learning process, since on different occasions and in different situations, teachers reiterated the production of this sense of belonging.

Still on the existence of this environment favorable to the teaching-learning process, the school has more than 4,000 students and a growing potential for graduates. These data are reflected in social networks and public domains in a vision of satisfaction with the school's *status* as a professional education center that has managed to contribute to the training of professionals and expand the possibilities for such training.

> We live here in a totally different reality. For us to talk about public school within a technical school is already a utopia. Here we come in and work with dignity, a demand from nice people. (Teacher 2 – comment on the school's structure in comparison with other institutions in the network).

Reflective action based on dialogue shaped perceptions of reality, and it is in this dialectic of perceiving what exists that what is lacking also becomes apparent, what is missing from this totality that contradicts what is really necessary to establish quality education. In the case of the omnilateral training perspective, conscious criticism, understanding the whole in its countless aspects is important for the process of action and construction. Contradictions are part of the whole.

> The police station, next to the school, has a nicer building than the school, and we stay here, sometimes thinking that being there is better because you earn more there. I stayed there for half an hour and saw people working, recording incidents of theft, domestic violence, and crimes. (Teacher 1 – at this point, the comparison shifts to the structure of another public agency).

Reality presents some challenges, and contradictions arise when comparing, for example, a police station building where issues of violence are dealt with as a concrete reality, but which is more beautiful than a school building where knowledge is disseminated. And those who work there also

earn more than those who work in schools, in this case teachers who disseminate knowledge that seeks to prevent certain social issues, such as urban violence.

These considerations refer to issues emphasized by Lima (2019), when he suggests that "the link between school and politics occurs in the naturalization of the alienating phenomena of capital." The dialogues highlighted contradictions that were mediated by the need for such themes to be expanded and transformed into interventionist actions that would promote transformation. These were questions that began to take shape and meaning, constituting a broader reflective action, going beyond technical content focused on preparing students for the job market.

However, the greatest contradiction lay in the possibility of guaranteeing a privileged locus for the exercise of creative reflexivity in an environment commonly filled with bureaucratic and repetitive actions. The following excerpt exemplifies this contradiction

> I think that the [Federal District] Department of Education does not have the real capacity to control technical schools. So much so that all documentation is done within the scope of basic education; it does not have the technical competence to have vocational schools. (Teacher 4 – regarding the space for vocational education in local education today).

According to Lima (2019), when dealing with such complex issues, a dialectical movement is established and its analytical categories (totality, contradiction, and mediation) develop from an apparent phenomenological experience to a greater relationship with the whole, in order to reach the heart of the matter and the circumstances that sustain it.

> Another challenge we face is how to select students who want to be good professionals. How to qualify them? Through testing? Through a lottery? I have reservations about the lottery because it is a matter of luck. (Teacher 4 – regarding access to professional and technological training today).

The analysis of the teachers' statements reveals their concern with training good professionals. However, it is important to reflect on the issues embedded in these propositions. There is a focus on the selection process for student admission to ETP.

This is a discussion that highlights yet another contradiction in education. Precisely when there is a concern with training good professionals, Charlot (2014, p. 49) considers this to be a process of "blaming" teachers who take responsibility for the results of the training process, which is riddled with contradictions. Thus, it is important to view the educational context with a vision that, according to Pacheco (2015, p. 8), should not only serve everyone in an inclusive manner, but also with a vision of democracy and social justice.

Thus, the concern with training good professionals from the perspective of omnilateral education should be to prepare people for the exercise of autonomy, which

does not diminish the responsibility of teachers to prepare citizens who are conscious of their own choices. Nowadays, reality is in constant flux, which requires schools to contribute to the training of individuals who are committed to exploring the world and its complexity. For Pacheco (2015, p. 11), contemporary society requires the establishment of a citizenship in which individuals can both take up a profession at the technical level and be philosophers.

From the debate surrounding reality, mediations, and contradictions, we began a process of developing strategies that would enable advances in the field of omnilateral education. From then on, we began to be guided by instruments that directed us to reflect on practices that we would like to increase, and from these meetings, proposals emerged that were organized according to the rearrangement of the participants, who, according to Table 1 below, organized themselves into groups or pairs, given the discussion with the researcher.

The working groups organized themselves in a dialectical movement based on the discussions that took place in the pedagogical coordination locus. It was important to begin the discussions based on the reality experienced by the participants because the

Challenges	Proposals	Referrals
1. Lack of a multidisciplinary team and follow-up network for mental health issues, quality of life, and actions to improve of interpersonal relationships in the school community. Teacher 1, Teacher 2, Teacher 4, Teacher 6, Teacher 7, Teacher 14	1. Creation of a space for dialogue so that the course participants themselves can submit proposals and actions and organize themselves as multipliers for strategies for quality of life and mental health.	As an initial classroom project, recruit students who were interested in participating in a group with the purpose of discussing and developing strategies for mental health, quality of life, and improvement of interpersonal relationships. and improving interpersonal relationships.
2. Organizing a media structuring space to promote of cross-cutting knowledge with information, tips and entertainment. Teacher 3, Teacher 6, Teacher 7, Teacher 14	2. Creation of a space for horizontal communication – integrative radio with content production in *podcast* and *videocast* formats promoted by interaction from teachers, students and school community	Organize a pilot project using the school's video creation space as a creative space, and from this, develop new strategies that favor collective participation.
3. Promote a space for students to speak and act as protagonists in the teaching-learning process and multipliers of knowledge.	3. Creation of a monitoring project to assist with the learning and interaction demands of course participants.	Structure the project and discuss it with students, teachers, coordinators, and EPT management to implement actions and necessary interventions.
4. Create possibilities within a dialogical space that allows for discussion of actions to reduce dropout rates. Prof 5, Prof 8, Prof 9, Prof 10, Prof. 15.	4. Creation of a space for dialogue on dropout rates in the Environmental Control in Distance Education (EaD) course.	A project was organized as a reference to identify some guiding questions for dialogue on dropout. A group of dropout students were invited to participate in a meeting at the school and to discuss the issues related to discontinuing the course.

Table 1 – Direction of discussions for proposing integrated practice

Source: own elaboration (2022).

proposals were shaped by the challenges that were present as problems that could be reorganized through the structuring of integrative practices.

It should be noted that, according to Tripp (2005), one of the obstacles to the continuing education process is that the themes are chosen *a priori*, without taking into account the real needs of the group of teachers. Therefore, in our research, we took care to ensure that each group constructed its work proposal based on the challenges that the group itself understood it was facing at that moment.

Thus, the teachers organized themselves into four subgroups that focused on studying four different challenges chosen by each subgroup, namely: how to deal with anxiety crises in the post-pandemic context; how to create an integrative radio station for the production of content in *podcast* and *videocast* formats; how to create a culture of monitoring in the context of an EPT center; and how to deal with situations of school dropout in distance learning courses.

The challenge of dealing with anxiety crises among students and teachers in the classroom, as well as the difficulty some students have in returning to face-to-face classes and coping with post-pandemic situations and a significant increase in conflicts between students/students, students/teachers, leads to the proposal to create a dialogical space for students themselves to submit proposals, actions, and organize themselves as multipliers for quality of life and mental health strategies. This proposal was widely discussed, and the dialectical movement is organized around contradictions in issues of time. We need more time to think about mental health issues, but bureaucratic issues have hindered dialogue spaces for this pur-

pose. Some unforeseen circumstances, such as the illness of a research participant and, subsequently, issues such as an overload of activities, did not allow time for organizing the meeting with the students.

By assuming the assumptions of a horizontal relationship (FREIRE, 1980), the group faced the challenge of collectively building a space where teachers, students, and the school community could meet to discuss everyday school issues. The discussion around this integrative possibility led to the proposal to create an integrative radio station to produce content in *podcast and videocast* formats promoted by the interaction of teachers, students, and the school community.

The pilot project was organized and executed, and five meetings were held with guests from the school community. In the meantime, it was decided to take a break to organize the filming design. A meeting was scheduled for when classes resumed after the break to define guidelines and implement the project with greater student participation.

The challenge of promoting a space for students to speak and act as protagonists in the teaching-learning process and multipliers of knowledge led to the proposal to create a monitoring project to assist with the students' learning and interaction demands. The proposal was discussed in various aspects, including the definition of objectives, partnerships, discussion in larger groups, and with the students so that it could be initiated.

The challenge of creating possibilities within a dialogical space that allows for discussing actions to reduce dropout rates in a distance learning course led to the creation

of a discussion group on dropout rates in the Environmental Control distance learning course, in which numerous possible actions were considered to rethink actions to reduce dropout rates. From this perspective, one of the actions carried out was chosen as an excerpt from the discussions developed in the context of the Environmental Control Course. In this sense, enrolled and dropout students were invited to a roundtable discussion at the institution to discuss, through the students' perceptions and experiences, the difficulties they face and the possibilities for progress in order to remain in the courses.

Thus, we had a list of 31 students enrolled in the technical course in Environmental Control (students who were enrolled but did not access the course platform), with their respective telephone numbers. All numbers were called, and 11 answered (three attempts were made for each student, in the morning and afternoon shifts). Of the 11 students who answered, seven confirmed their attendance, all opting for a virtual meeting due t o transportation issues and time availability. Of the seven who confirmed, one attended the meeting, and as a result, two students contacted the institution to return to the course. Some information regarding the reasons for dropout was indexed, such as not receiving an enrollment confirmation email, choosing to enter higher education, entering a job position and not having time for studies, difficulties in accessing the *Moodle* environment*, and* difficulties with technology or lack of technology.

Reflections on this issue were discussed with the entire group of distance learning teachers and led to a proposal to the coordinators to organize a seminar to discuss actions that could consider EFA in the

online modality as a training tool for omnilateral education.

Through dialogical meetings, the teaching community, with a view to proposing teaching practices in favor of omnilateral training, arrived at the four proposals mentioned above. Two proposals were implemented, albeit in an initial process, and two proposals were discussed, organized, and developed as introductory activities for implementation after the research period.

It is possible to consider that the propositions achieved involve concepts that bring a perspective of strengthening the relationships between teachers and students, with the four propositions exploring the space for speech or dialogue as a space for promoting the subject.

Whether in the creation of media to disseminate knowledge, to discuss proposals within a group of people concerned with developing strategies that enable quality of life and mental health, or in the discussion of a monitoring project, with the student as the protagonist in the creation of strategies to enable everyone to learn, or in the space for dialogue that introduces *feedback* on issues that permeate the entry and permanence of students in a given course.

Lima (2019, p. 153) extols dialogical spaces as possibilities capable of "reversing the social missteps made in the context of capitalist development," which legitimizes the expansion of these spaces in an EPT institution as a way to enable actions that bring gains to the community and strengthen themselves as a space for promoting omnilateral training.

Another issue that can be considered regarding the organized proposals is that they should highlight the integration be-

tween science, technology, and culture as inseparable dimensions. Frigotto, Ciavatta, and Ramos (2005) indicate that this construction should be continuous in the path of education.

It was possible to identify this construction in relation to the dissemination of knowledge with regard to the proposal for integrative radio, which privileges cultural aspects of the school community and its surroundings, as well as investigation and research, since these go hand in hand with the perspective of knowledge dissemination. This perspective is also present in the proposal to create a dialogical space for discussing quality of life and mental health, which provides for the appropriation of scientific knowledge to mediate speeches and dialogues that promote important actions for social reality.

In addition to the dimensions mentioned for the production and dissemination of knowledge in the proposals for integrative radio and a space for dialogue to discuss quality of life, the proposal for monitoring highlights the need for a sensitive approach to the way each student learns and apprehends knowledge and the world around them. These prerogatives also extend to the distance learning proposal, which exposes the use of technologies and appropriation of knowledge that enable, even without physical contact, proximity between teachers and students, without diminishing the possibilities for a comprehensive and humanized education.

For Charlot (2014, p. 45), school has become a "space for competition," which generates social pressure on teachers. This is especially true in the demand that members of the school community stand out in the race generated by the "job market." There-

fore, with proposals that increase student autonomy, teachers cease to be those who simply and solely "solve problems" and instead feel co-responsible for building creative and self-sustaining solutions in the context of the teaching-learning process. Thus, students feel capable of discussing and seeking proposals for solving problems.

It is necessary to pay attention to the contradictions that are intertwined with proposals for improvements to education that are inherent to reality and mediated by various implications in the social, political, and historical fields. The contradictions begin with the constitution of the curriculum distributed across subjects, syllabi, grids, and lists of minimum content and competencies that must be achieved in a given amount of time, up to the 50-minute class interval in teaching-learning spaces that hinder the inseparable nature of the integration between science, culture, and technology.

Thus, the very organization of school spaces poses a problem for thinking about integration when the guidelines provide a fragmented arrangement of actions. The locus of coordination is a space for dialogue and for teachers to meet, but the workload distribution schedules do not provide for this arrangement. Even the space does not normally allow for all teachers to meet at the same time.

In addition, part of the time teachers spend planning actions is taken up with bureaucratic activities, such as administrative work records, which ends up giving these mechanical and repetitive actions greater relevance at the expense of other pedagogical activities. The excess of bureaucratic activities performed by teachers ends up becoming an obstacle to their professional development because, according to Gomes

and Brito (2006), they incur a work overload that makes it impossible for them to find time to engage in activities outside the classroom or even to meet for dialogues and debates on new pedagogical proposals.

Another strong contradiction is that we construct a critical view of training when the courses offered are part of a catalog of courses that meet the capitalist demands of the labor market, which, as Pacheco (2015, p. 17) points out, meet the conservative demands of the hegemonic classes. However, in a context where provision is the need that stands out in training, it is necessary, within this perspective, to discuss these conditions, this context, and, as already mentioned, what we have and what we do not have. Therefore, we will be able to rethink the type of training we want, overcoming the dichotomies and immediacy so common in educational programs essentially committed to consumer society. According to Lima (2019), it is possible to build viable paths for the development of educational practices inspired by the principles of revolutionary education.

According to Kosik (1976, p. 109), human beings create their social reality. It is through their actions, the way they see the world, and the mediations they establish in their environment that they will determine the relationships that a given object establishes with other aspects of reality. Thus, we can illustrate the scarcity of time in the reality of teachers as a contradiction to the real needs for improving pedagogical practice and promoting change.

Lima (2019) states that it is when understanding of reality increases that the possibilities for change begin to occur in the field of consciousness. Therefore, it is necessary to reflect on how we contribute so that our actions do not endorse aspects contrary to the training we desire. We must open up opportunities for encounter. It is essential to reflect on how we are using the time allocated to work in favor of omnilateral training, and to do so, we must overcome the dualism that exists in the organization and integration of activities that are interconnected with the knowledge that characterizes this construction.

FINAL CONSIDERATIONS

This research was the result of a reflection on the path that the school community finds itself on today, and that even amid the prevailing contradictions of a capitalist worldview, it constitutes a search for the ontological logic of work and its relationship to identity in the conception of the educational principle. It is not a question of quantitatively identifying the subjects who seek training through certain life experiences, but rather of considering that these same subjects may, during their training, experience reflections that lead them to critique their trajectory in relation to their training experiences. This is perhaps one of the greatest commitments today, leading to mediation between reality and the contradictions encountered along this path.

The concept of Omnilaterality was previously unknown to most of the research participants, and therefore it became a condition for the organization that the term be discussed and considered within the proposal launched and that it could be a reference for what already existed and what was new to be conceived. Thus, the collective construction of knowledge emerged from the interactive process and cooperation among the research participants. In this case, the action

research methodology took on a critical-participatory character, in which each teacher contributed with differentiated knowledge, (re)organizations of pedagogical practice, proposals for creative solutions, thus participating proactively in problem solving and learning through reflective action.

Along the way, other central concepts of the research were also discussed as relevant elements for furthering the research problem. Thus, it can be inferred that the meetings and workshops outlined the path of omnilateral training in practice, clarifying the meaning of teaching collectivity.

The discussions developed throughout the research were enriched by the proactivity and critical thinking of the teachers who accepted the challenge of (re)organizing their pedagogical actions, thus participating in the creation of a privileged locus of reflexivity and collaborative action in the context of pedagogical coordination. This fact indicates that, at the time the research was conducted, there was still a lack of space for pedagogical meetings and reflections on professional activity at the school in question. This indicates that meetings between teachers were more focused on the organization of administrative and bureaucratic issues administrative and bureaucratic issues rather than seeking solutions to improve the learning process.

In view of the above, we defend the idea that it is possible to build an environment that favors critical discourse on pedagogical practice, everyday school life, and omnilateral training, thus indicating that, based on this construction, teachers will feel both welcomed and encouraged to share new ideas and their professionalism built up throughout their life history.

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Article 3

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