



NARRATIVE OF THE ITINERARIES OF A RESEARCH TRAINING: THE EXTENDED HOURS PROJECT AT THE MUNICIPAL SCHOOL ANTINÉIA SILVEIRA MIRANDA

NARRATIVA DOS ITINERÁRIOS DE UMA PESQUISA FORMAÇÃO: A JORNADA AMPLIADA NA ESCOLA MUNICIPAL ANTINÉIA SILVEIRA MIRANDA

NARRATIVA DE ITINERARIOS DE INVESTIGACIÓN FORMACIÓN LA JORNADA EXTENDIDA EN LA ESCUELA MUNICIPAL ANTINÉIA SILVEIRA MIRANDA

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ABSTRACT: The research training presented takes as theoretical-methodological reference the (auto)biographical approach and focus on life experiences and the formation of subjects, intertwined with memories and stories of the school. The purpose of this article is to understand, through the narratives of teachers and principals involved since the beginning of the municipalization process of the Municipal School Antinéia Silveira Miranda, how the extended hours project of the first middle school of the Municipal Education System of Niterói was created. Other study questions emerged from this initial theme: What political mediations made it possible to implement the project? How does the life story of teachers / principals relate to the memories of the school? As well as, how does teaching practice contribute to the (trans)formation of teachers? The project chooses the research training as a powerful approach that values listening and makes room for new versions of itself to be created in a dialogue between personal and institutional memories.

KEYWORDS: Narratives. Formation. Life stories. (Auto)biographical research.

RESUMO: *A pesquisa formação apresentada toma como referencial teórico-metodológico a abordagem narrativa (auto)biográfica, e, o foco principal são as experiências de vida e a formação dos sujeitos, entrelaçadas às memórias e a histórias da escola. O objetivo do trabalho é compreender, por meio das narrativas das professoras e diretoras lotadas desde o início do processo de municipalização da escola Municipal Antinéia Silveira Miranda, de que maneira foi construído o projeto de jornada ampliada da primeira escola de 3º e 4º ciclos da Rede Municipal de Educação de Niterói. Outras questões de estudo surgiram a partir desse tema inicial: Quais mediações políticas possibilitaram a implantação do projeto? Como se relacionam as histórias de vida das professoras/diretoras com as memórias da escola? E ainda,*

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como a prática docente contribui para a (trans)formação dos mesmos? O trabalho desenvolvido aponta para a pesquisa formação como uma abordagem potente que valoriza a escuta e dá espaço para que novas versões de si mesmo possam ser construídas em um diálogo entre memórias pessoais e institucionais.

PALAVRAS-CHAVE: Narrativas. Formação. Histórias de vida. Pesquisa (auto)biográfica.

RESUMEN: La investigación formación presentada toma el enfoque narrativo (auto)biográfico como un marco teórico y metodológico, y el enfoque principal está en las experiencias de vida y la capacitación de los sujetos, entrelazados con los recuerdos y las historias de la escuela. El objetivo del trabajo es comprender, a través de las narrativas de los maestros y directores llenos desde el comienzo del proceso de municipalización de la escuela municipal Antinéia Silveira Miranda, cómo se construyó el proyecto de jornada extendida de la primera escuela de los ciclos tercero y cuarto de la Red Municipal de Educación de Niterói. Otras preguntas de estudio surgieron de este tema inicial: ¿Qué mediaciones políticas hicieron posible implementar el proyecto? ¿Cómo se relacionan las historias de vida de los maestros/directores con los recuerdos escolares? Y, sin embargo, ¿cómo contribuye la práctica docente a su (trans)formación? El trabajo desarrollado apunta a la investigación formación como un enfoque poderoso que valora la escucha y da espacio para que se construyan nuevas versiones de sí mismo en un diálogo entre recuerdos personales e institucionales.

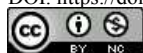
PALABRAS CLAVE: Narrativas. Formación. Historias de vida. Investigación (auto)biográfica.

On (auto)biographical research training narrative and other modalities of academic writing

Narrative (auto)biographical research challenges us in the construction of other forms of scientific knowledge. In this direction, the Interinstitutional Polyphony Research Training³, linked to the State University of Campinas (Unicamp) and the Teacher Training College of the State University of Rio de Janeiro (FFP/UERJ)⁴ has been working on devices for writing the self, articulated to the dynamics of research and training. In the experience of the Group, the focus of the academic work is no longer on the result, but on the process intensely lived and, thus, research overflows into research training through the affections that (auto)biographical reflection produces in all those involved.

³ The work of this research group has received funding from the Research Support Foundation of the State of Rio de Janeiro (FAPERJ), from 2010 to 2017, and currently with Research Aid from the Research Support Foundation of the State of São Paulo (FAPESP).

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The present article aims at sharing the itineraries of a research training developed by the first author, showing some of the paths and devices that have accompanied the Group, especially the writing of training memoirs in which we place ourselves as subjects of many stories and entanglements with the research, as well as the work developed with sources and narrative writing as a way of weaving the research.

The texts of the developed research walk, thus, for other modes of academic writing incorporating images, videos, narrative records that do not "fit" in technical standards (CALLAI; RIBETTO, 2016). A research training that does not give up methodical rigor, consistency, but that continues (re)inventing ways of living, narrating, researching and training. In this movement, we also have the challenge of the language that speaks of this construction of knowledge, we often resort to terms that "betray" us for coming marked by a canonical research tradition that we do not discard, but that we continue (re)constructing. And with each work we also produce a language and other terms to say and ways to organize research.

As I have already stated, I am quite restless. Writing an academic paper using the established molds did not represent me. Therefore, instigated by one of the members of my examining board, professor Anelice Ribetto, I divided my work into pieces, or rather, I used the image of shards inspired by some pictures of an unforgettable trip, in which I visited the Park Guell, in Barcelona. The park is an open-air architectural work of art by the Catalan artist Antonio Gaudi. Meeting the art produced by Gaudi caused me strangeness, surprise and enchantment. From afar we see a whole of surprising, unusual shapes, with strong and vibrant colors. As we get closer, turning our eyes more attentively and minutely, we can see that the shapes and colors are, in fact, the result of the assembly of an infinity of small pieces of ceramics. The shape, size and colors of each sherd are unequal. Up close, we have the impression that nothing matches or adds up, but the effect produced by each piece fitted and seated is so harmonious, when we look at it from a distance, that we keep in our memory only the whole. I am doing in my text something that intends to resemble the artist's work, I am trying to gather the pieces of the readings done in the research group, in the orientation meetings, and in the courses taken, and I have been sketching, little by little, a drawing of the path taken. I chose to privilege the teachers' narratives as the guiding elements of the research. The intention was to value the knowledge produced by these practitioners, highlighting my involvement as an integral part of the process. To point out the importance of producing an academic work "with" and not "about" the school. A school built through the everyday experience acquired by its practitioners within the school environment and outside it (FERRAÇO, 2013) (FONTENELLE, 2018, p. 47, our translation).





To break with the linearity of the chapters, the text of the research of Fontenelle (2018) that we present here, was composing a mosaic with "shards" between narratives of the researcher, the teachers, theoretical and conceptual reflections, in images of a research training that aspires to the unfinished, to the complexity, to the becoming. All the shards were given titles with actions in the gerund to demonstrate that the construction of the research is the result of a continuous process that happens along the way.

Thus, the research writings are themselves narrative. In this sense, we highlight the presence of the itinerancy diary (BARBIER, 2002) that including a clinical, philosophical and poetic language tells the story of the research training in progress. The researchers of the Polyphony Group are thus invited to write about their research throughout the process, a draft writing that is commented on during the collective orientation meetings and elaborated throughout the process.

We have also used "the teacher(s)" as a way to highlight the predominance of the female gender in the field of education. Throughout this article, the personal pronoun in the feminine was used to speak of the female narrators, after all, the participants were entirely female, and it is not appropriate to generalize using the male gender.

The researcher brought a bit of the school to the text, its humanity and movement. Thus, a watermark was placed with an image in the form of a mosaic with the initial letters of the school's name, each letter was composed of several photos taken over the years in activities developed by the entire team with the students.

I considered that all the work developed by the school team had a recipient: the students, nothing fairer than to have them present. In fact, at the end of the defense I presented a video with photos of various activities carried out over the years so that everyone could view, understand, and participate, even if only for a few minutes, in what we do at school (FONTENELLE, 2018, p. 31, our translation).



Figure 1



Source: Authors' personal file

The images appear to narrate the reflections developed throughout the written text. Neither the speech of the participants nor the images are intended to be merely illustrative. Speech, image and text intertwine, establishing an inseparable relationship between form and content, which is inscribed as a narrative (auto)biographical research training.

Sharing. A word that marks the meaning of this text, because it mobilizes us and clarifies the intentionality of the paths we have taken here: to share with readers the process of writing the research training, its difficulties, the theoretical and methodological discussions present, and its aesthetics. Motivation, intention make a lot of difference in the form and choices of an academic writing. We seek, therefore, to share and show the ways of a basic education teacher as a researcher of her daily work, a narrator of her experience in the school context. The subterranean intention is to encourage, inspire and stimulate those who work in the classroom and do a lot, to record their experiences so that they can be a source of exchange with other teachers.

We continue this sharing by the "(auto)biographical fragments" that bring glimpses of the first author's training memorial and, next, some shards...

(auto)biographical fragments

I will start, then, by bringing some (auto)biographical fragments so that you can identify the place where my ideas, values, identifications and doubts come from. I am a regular teacher with a degree in history who, despite having worked in educational management in two



municipalities in the state of Rio de Janeiro, has never left the classroom⁵. I can also present myself as a person who suffers from an illness called "fundamental restlessness" in all aspects of life. Let me explain: I like to change, to do things differently, to seek to do things better. That is exactly why I started my dissertation seeking to present myself as someone who is being, and not someone who is, complete, finished, and fixed (HALL, 2015; VIEIRA, 2000). Someone in constant learning. The search for knowledge, for better ways, for improving my work caused plans and projects to be redone or restarted countless times. The result was not always what was initially idealized. It is true that sometimes it exceeded expectations, and at other times it brought frustrations. Based on this back-and-forth movement, a vocabulary composed of words like "building", "rebuilding", "changing", "learning", and "persisting" has been guiding my experiences and has brought me to this point. The experiences throughout life have been many and fruitful. Many have pierced me and, thus, have touched me deeply, causing a formative and transformative effect on the person and professional (LAROSSA, 2016).

Having said that, I present to you a part of my trajectory, to give meaning to the choices made up to this point. I understand the narration of lived experiences not as a way to reconstitute the factual and objective course of what was lived, but as an act of passage, through which the one who narrates its life story resumes in accordance with the associations it makes with the space and time of its existence. The subject that narrates his life story, seeking to signify and give meaning to his trajectory, selects tiny particles of what lived and reconstructs the story of oneself. It is, therefore, an unstable and transitory enunciation, which reconstructs itself and does not end in itself. Its importance lies in the notion of convenience that history takes at the moment of enunciation (DELORY-MOMBERGER, 2006). Thus, I say that I chose to study history as a way to transgress and deepen my knowledge. It was a special moment in the country's history, times of political opening, when the knowledge of history gained enormous projection and a peculiarly transgressive charm. I emphasize that some teachers, especially my father, tried to convince me to choose another course. They said I would only be a teacher. But I was decided. History was my choice.

Right in the first semester of my degree, I made another decision that caused even more strangeness in my family: I decided to take the Normal Course offered at the Instituto de Educação Professor Ismael Coutinho (IEPIC), in Niterói, Rio de Janeiro. I made this decision due to the perception that the undergraduate course was more focused on the bachelor's degree,

⁵ I worked from 2011 to 2013 at the Municipal Education Foundation of Niterói (FME) and, in the 2nd semester of 2014, at the Municipal Education Secretary of São Gonçalo (SEMED).





while I was longing for a formation capable of dealing with the reality of the classroom. I felt the need to prepare myself for teaching, to acquire practice, to get closer to the reality of the school.

The disciplines of the normal course and the internships were a plunge into the reality of the public school. I did internships at IEPIC and at the State School Professor Manuel de Abreu (CEPMA). Being involved in the school routine, living the school in its dynamism excited me a lot.

At the university, after finishing the normal course, I was a scholarship holder for scientific initiation. The contact with documents from another time fascinated me a lot. Perhaps the stimulus to do research, to become a teacher-researcher, came from this encounter.

I took two competitive examinations to enter the public school system. I worked in two different schools in the same neighborhood for years. Being in the classroom is always a learning experience. Speaking and listening, doing and redoing, are actions that require openness to the new.

The arrival at Escola Municipal Antinéia Silveira Miranda, the first full time 3rd and 4th cycle school in the Municipal network of Niterói, occurred after I left the coordination of the History discipline in the Municipal network of Niterói. A new school is always a fertile ground for many possibilities. I went there with this intention: to do differently, to do better. I found the management team composed of very competent, engaged and committed professionals, who supported the teachers in all aspects. Every week, in planning meetings, we forged agreements that were renewed and adjusted whenever necessary.

Faced with an experience full of meanings and highly encouraged by friends and the school management, I decided to enter the master's program to narrate what I was living: the municipalization of a full-time school, the movements of its identity construction and the meaning for some teachers involved in this process. Studying for a master's degree and the participation in the Interinstitutional Polyphony Research Training - were inspiring experiences. The readings carried out brought identification with the type of writing I would like to present in my dissertation. The dissertation employed articulated theoretical references. The first is in the field of qualitative research in which the concern with deepening the understanding of the group to be researched was the main objective, respecting the singularity of the narratives that enable the understanding of the wider social context in which they are





inserted (GOLDENBERG, 2004). The second is that of *research training*⁶, in which I worked with the understanding that the narrative of lived experiences can produce a formative effect on the one who enunciates the discourse (BRAGANÇA, 2018; DELORY-MOMBERGER, 2012).

In addition to personal fulfillment, my admission to the master's program inspired other colleagues at the school to follow in the same direction. The year after I entered the course, three other co-workers also entered the master's program. They wrote about their own work in the school where we work, reinforcing the understanding that the teacher is also a researcher.

In the fragments of the training memorial, we perceive instituting movements that are affirmed when the researcher says about herself. We assume ourselves as subjects who research, build knowledge and are formed with other subjects, thus, we produce a weaving of intrigue (RICOEUR, 1994) with our itineraries, bringing out stories, problem fields and issues that permeate our research. People, events, places compose a non-chronological plot that show the singular-plural, in personal, academic and professional intertwining.

Telling a little of the story... first shard

The research presented here sought to give new meaning to school as a space for knowledge production. And, mainly, the teacher as a producer of knowledge about his/her practice. For that, reiterating the centrality of the teacher as the subject of his/her training is essential. As Nóvoa (1992) states, "the teacher is the person. And an important part of the person is the teacher", so it is essential to find a dialogic space between the personal and professional dimensions so that teachers can take ownership of their training processes, giving them real meaning.

To give back to experience the place it deserves in the learning of the knowledge necessary for existence (personal, social, and professional) passes through the realization that the subject actively builds his or her knowledge throughout life. No one is content to receive knowledge, as if it were brought from outside by those who hold its formal secrets. The notion of experience mobilizes an interactive and dialogical pedagogy (DOMINICÉ, 1990, p. 149-150, our translation).

Based on this assumption, the intention of this research was to contextualize the process of constitution of the first school of 3rd and 4th Cycles operating with extended hours in the

⁶ In the theoretical-methodological perspective of the Polyphony Group, in the wake of learning from Professor Nilda Alves (2007), we opted for the junction of some words that overflow in an excess of meanings and express themselves in a complex inseparability.





Municipal Network of Niterói, as well as how this process involved movements of *(trans)formation* of the teachers involved. To understand this process, we considered the narratives of teachers and principals who have worked in the school since the beginning of its operation.

Also important parts of the research were the possible stories of *(trans)formation* of the teachers who were present since the beginning of the operation as Municipal school to, thus, make visible how the relationship between teachers and students was built, between teachers and those responsible for the school management, between the school as a whole and those responsible for the students. To present what happened to each of those involved during the experience of municipalization and the interaction with all participants in the process is a way to reflect on what happened, elaborating meanings, or the absence of them (LARROSA, 2016).

The Antinéia Silveira Miranda Municipal School was municipalized in January 2014, initially having a shared management with the Secretary of Education of the State of Rio de Janeiro. Three months after municipalization, the school began to be managed entirely by the team appointed for this purpose by the Municipal Education Secretary (SME) and the Municipal Education Foundation (FME).

The building, a former Integrated Center for Public Education (CIEP), was completely deteriorated. The relationship between the school and the community had become very strained and this could be observed through the number of students the school had at the time of municipalization⁷.

While it was under the management of the State Secretary of Education (SEEDUC), the CIEP had classes from 1st to 5th grade and was open from 8 am to 2 pm. The school stopped opening new classes and, gradually, even the existing classes were losing students; because of the reduced number of classes, the school was losing teachers and, consequently, funds⁸. According to Maurício (2009), the original project of the CIEP was gradually mischaracterized, displeasing parents/guardians, which resulted in a high dropout rate.

The person designated as director by the SME/FME was a pedagogue from the Municipal Network, Thaís Esteves⁹, who, immediately after the appointment, started to put together a team and a project to run the school. Many components of the group were work

⁷ The school had approximately 45 students when it was municipalized.

⁸ The State of Rio de Janeiro, since the beginning of the 2000's, has stopped opening Elementary 1 classes. This decision has caused the school units that had Elementary 1 classes to progressively lose investments.

⁹ Thaís Ribeiro dos Santos Esteves is an educator in the Municipal Network of Niterói. She was Coordinator of the Pedagogical Articulation Team from 2006 to 2012 and worked in School Management as Coordinator of Pole 3 in 2013.





colleagues from the FME, who were attracted by the possibility of doing a more dynamic and differentiated work. And, to make up the whole team, temporary contracts were still needed, since there were no professionals available in the network for all areas of activity.

During the municipalization process, there were meetings between the SME/FME and SEEDUC, between the FME/SME and representatives of the Caramujo community to establish the basis for the school's operation. Among other requests, the community requested to the municipal authorities present the permanence of the extended day.

Classes started in March, differently from the other schools in the network, so that there was time to prepare the physical space and gather all the professionals needed for a school with 5th, 6th, and 7th grade reference groups.

From the very first moment, the CLIN Social Project¹⁰, which works in the Caramujo community as a compensation for the fact that there is a landfill in that neighborhood, was present as an integral part of the timetable designed by the school's technical team. It was a partnership that occurred, including the use of physical space: the school used the rooms on the second floor of the building and the CLIN Social project occupied the rooms on the third floor.

One of the partnerships was with the CLIN Social Project, which served some schools in the network. And, due to politics, they had no space to work. They always worked in clubs. It was an activity directed to the school during the after-school period. They had pedagogical activities, plus other sports activities. And then, in 2014, when we came here [...], the third floor was idle (...). This offered them (...) the space, and the school lent it to us. We didn't really use it. And they stayed here serving the students from José de Anchieta. But in the morning, they served very few children (...). Then, as time went by and so on, they said "Oh, we are already here. We could serve your students, too. And then we set up a schedule (...)" (Lúcia - Assistant Director).

The timetable matrix was elaborated, interspersing classes from the City's Curricular Reference with the project's classes, for a total of 7 hours of student's permanence in school, except on Wednesdays, from 10 am to 12 noon, when the collective planning time took place - and still does - with the presence of the technical team, the school unit teachers, and the CLIN Social Project teachers.

At the start of classes in March/2014, we had only 89 students, divided into one 5th grade reference group, two 6th grade reference groups, and one 7th grade reference group.

¹⁰ This project originally served only the Municipal School José de Anchieta, also located in Caramujo, specifically in Morro do Céu. Until 2014, the project operated in the Athletic Association of Banco do Brasil, but, due to problems in the renewal of the contract, the project now operates on the second floor of E. M. Antinéia Silveira Miranda, also serving the E.M. José de Anchieta.





The 5th graders were from surrounding schools. Few were outside the appropriate age group. But the 3rd and 4th graders, most of them left over from the state school system, were outside the age range considered appropriate for their grade. There was an exaggerated hostility among them and a barely disguised resistance to the new school management. In the Wednesday planning meetings, as a group, we looked for ways to break through the resistance.

It must be clear that there was little interference from the SME/FME. The concern with data, spending, and control always existed. But perhaps because the managing group of the SME/FME didn't have a clear definition of the educational policy directed to the network, they didn't impose a proposal to be developed to the school. It was up to the management and the teachers to find, in a creative way, the tone of the organization and functioning of the school so that it could become a space for an extended day. There was, therefore, freedom to create its own proposal for action. The curriculum was gradually being developed by the practitioners, understanding theory and practice as inseparable and complementary elements (OLIVEIRA, 2012).

And the interesting thing is that it is built by the school itself, not only by the principal, the pedagogue... no, by the school. And every time we go to a planning meeting, a teacher comes, "Oh, but we need to reinforce this", so we don't have students running away because it's not during the extra-curriculum. So, with this, you already extend one more class period for a group of students, do you understand? Then, teachers say, "Oh, well, but we could do a competition activity like this, like this, like this, like this", so we can extend the time with this project... for example, like now, like last year, the teacher... I don't know if it was the science teacher, it was in the planning that came up... to set up a box of questions about sexuality. And from there debate forums emerged, and this year we are going to include in the curriculum a debate forum discipline with two periods for each class, understand? And it is emerging from the school's experience. Each one is proposing something (Thaís Esteves, Director General)

The context presented by the daily life of the school served as a *space-time of* production of educational policies, because the teachers and principals, in their practices, were building, weaving the curriculum and training themselves. These formative practices were powerful in the expansion of knowledge and made those involved practitioners, protagonists of this production (FERRAÇO, 2013).



Gathering shards...

One way of reflecting on what we do happens when we talk about experiences that are, for us, formative. When we do this, we are exposing ourselves, talking about ourselves, about our personal history, and about our socio-cultural interactions. Living a formative experience requires depth and a conscious and elaborate articulation between doing, feeling and thinking, thus resulting in a representation and a competence (JOSSO, 2010).

Narrating a formative experience is a bit like telling one's own story, in this sense, it is a *journey towards oneself* in search of what we are, what we think, what we value, and how we relate to others and to the world. In this way, some experiences gain intensity and take on the status of experience while we reflect on what happened. In this way, a new paradigm of the practice of life stories in formation has been built, a tendency to construct a reunified consciousness of ourselves that is shared with others. The formative construction is carried out during the daily doing with others involved, those parts that are inseparable, involved and their objects of reflection, both mutually enriching throughout the work (JOSSO, 2010).

The formative experience is capable, also, of transforming behavior, affectivity, and the way of understanding events. Writing, taking as a basis the narratives of the stories of life and formation of the teachers of the Antinéia Silveira Miranda Municipal School, is situated in the attempt to organize the set of experiences in a story, to better understand the different components of their formation. The research activity contributes, then, to the formation of the participants at the level of reflective and interpretive learnings that take place during the life of each of the participants of this process (JOSSO, 2010).

The challenge of learning to move between the role of researcher and teacher, an integral part of the research, made it possible to be in a privileged place of formation, for all those involved. For this reason, I consider it pertinent to circumscribe this work as a *research training*. The experience of being researcher-researched was not easy, on the contrary, it presented the challenge of deconstructing, reviewing and building new knowledge about ourselves and our training (PERRELI *et al.*, 2013).

The brief discussion presented here sought to indicate the possibility, through narrative and the recording of the memory of the actors involved in the process that takes place inside the school environment, of producing scientific knowledge that is academically recognized.

In the theoretical and methodological perspective adopted, the implementation of memory centers in schools seeks to enhance the articulation of symbolic and material dimensions, in which the survey of documentary sources is crossed by the voices of the subjects that, in the present time, live the daily



life of the school and its tensions. [...] in building spaces where the experiences of production of life, educational practice and school are reconstructed through narratives, generating new knowledge and training (BRAGANÇA, 2014, p. 131, our translation).

By taking inventory of the municipalization process of E.M. Antinéia Silveira Miranda, the composition of the work team, and the commitments collectively signed, it was possible to get glimpses of what was lived and constantly reinvented by a group that modifies its practices to make a difference in the lives of the students of the community in which it is inserted.

Building with shards...

Part 1: Breaking the ice into shards...

I asked each of the teachers to prepare a personal written presentation. As they were all familiar with my text, I gave them my memoir as an example, but left the form open, limiting the text to two paragraphs. There was no resistance in the realization of the short memoir on the part of the participants. They all sought and found space in their busy schedules to prepare their presentations.

This is a qualitative research that seeks to interpret the elements present in the narratives, thus seeking to understand the human reality experienced through its various meanings, beliefs, values, motives and attitudes at a deep level of relationships, processes and phenomena. It concerns the search for representing the subjects and their subjectivities (FONTOURA, 2011).

Following the proposed path to produce a study based on narratives of formative experiences required investing in a methodology, which was outlined in the collective guidance meetings and in the Polyphony Group.

The first stage of the work consisted of developing a semi-structured script for the conversational *interview*. The use of the word "mixed" is intended to translate the idea of conversation "with" the other as a moment of exchange, of sharing. This process of being with another is a powerful form of conversation, in which common or divergent thoughts are revealed, containing multiple meanings that clarify and deepen understanding. The use of neutral, moralizing language, which has no one and nothing in it, used in technical-scientific discourse, is not part of this context. It is a search for conversation without the intention to demean, without diminishing the other. Allowing a horizontal relationship that gives the participants the same size, the same height and importance (LARROSA, 2016).

Part of this step was the elaboration of a short summary containing the project's objective so that the participants could get acquainted with the proposed work; a pedagogical-



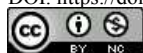
academic work contract, clarifying the way we will use the narratives and the permission for its use, the Informed Consent Form (ICF).

I invited for interview/conversation a head teacher of the 3rd and 4th cycle classes and the two principals (general and assistant). The definition of the participants was intended to talk to people who had been working at the school since municipalization. As I was and am an integral part of this collectivity in the delimited space and time and, thus, also subject of the research, I intended to participate in the process under equal conditions. To this end, one of the participants, chosen due to scheduling possibilities, held the interview/conversation with me, in the same physical space and under the same conditions. I understood that it would be very important to include my oral version, in the same way as the other participants, because I considered that the written version would give room for improvement and adjustments that were not given to the other participants in the first moment. I also use, as a source, my memory and my itinerancy journal started when I began to write about the theme (BARBIER, 2002).

I began each of the meetings by introducing the theme and the principles of the work. The Pedagogical-Academic Work Contract and the TCLE were also presented. Objects of very personal meaning related to important moments in my professional career were exposed to the guests, as triggers of conversation. I took the ring that I got from a cousin, also a teacher, when I graduated from the Normal Course - the same ring she got at her Normal Course graduation. I also showed her the Niterói city newspaper of October 21, 1999, the date of the announcement of the list of winners of the competitive examination for the Niterói municipal school system. I had the immense pleasure of finding my name on the list published in the newspaper. And, finally, I spread out on the table photos of the students at the school, in different activities, over the years that we have been working here with them.

The interview-conversations took place at Antinéia Silveira Miranda School, at several different times, always according to the participants' schedules. Thus, during the classes in July and during the school break of the same month, and in August 2017 and January 2018 we held the conversations. The meetings with the guests were recorded and, afterwards, the audios were transcribed and delivered to the participants so that they could introduce observations, deepen questions, or even remove something they considered necessary. This was a moment to clarify points that were not clear in the first contact and the opportunity for new narratives and trials of a shared hermeneutic (FONTOURA, 2011).

The study of the narratives was carried out through thematization, taking as inspiration the work proposal presented by Fontoura (2011) and Franco (2008). Thus, we assume the intention of unveiling new aspects between the narrator and the author/researcher, in a process





of permanent construction, based on creativity and innovation, important elements for a qualitative epistemology.

The transcribed conversation interviews were arranged in a table with two columns. In the first column, the themes related to the objectives proposed by the research and that are present in the semi-structured script used in the meeting were identified in the transcription excerpts. In the second column we have the interviews in their entirety. The themes used in the initial narrative analysis were: training narratives, experience in the E.M.A.S.M., implementation of the extended day, pedagogical and social relationships, the training processes, and reflections. In the listening and transcription, non-verbal communications and points that were repeated were observed. In this sense, it is important to highlight that the initial themes were taken as a starting point, leaving an opening for those that emerged from the narratives.

In a second moment of the study, the narratives of all the participants were put side by side in separate tables according to the themes identified. The interviewees' speeches were thus placed side by side in a horizontal dialog with the intention of allowing the interweaving of the content of the four conversation-interviews.

I understand that life stories, produced in narratives, tell the stories of individuals, or even groups that are built within a society. The subjects, in this context, are understood as a space of enunciation, in which the elements of the narrative emerge as it relates to its context. Marinas (2014) call this described way of understanding narrative scenic understanding and claim that the origin and deep meaning of narratives is constructed throughout the enunciation, with the participation of the listener. Scenic understanding leads us to realize that the story being told is not linear or even cumulative but consists of a repertoire of scenes. Marinas (2014) identifies three major moments in the scenes: the scene of enunciation, the multiple scenes of everyday life, and the repressed or implicit scenes. The author also inserts two elements of great operative power to the scenic understanding: the attentive listening, which should be able to arouse the report, watch so that the word does not crystallize, and the given word, the one that has moral value, which is granted and should ensure the circuit of narration, that is, the word that was given is free and the one who gives it cannot prevent the process of appropriation arising from it (ABRAHÃO, 2014).



Part 2: Shards of Everyday Life...

Below, I present two of the themes highlighted: the process of implementing the extended workload and the formative process. Understanding how each of us experienced the implementation of the extended workload and what we understand as the formative process points us to the implications that this understanding brought to the development of the work.

- Implementation of the workload extension

To extend the hours, as I had already worked with the CLIN Social project, and knew that the CLIN project was going through problems, with no place to operate, in 2014, I welcomed them here on the second floor. The school operated on the second floor and the CLIN project on the third floor. What did I notice in mid-2014? In the morning, the teachers of the CLIN project were idle, they only attended the students of the José de Anchieta school in the afternoon. So Lucia, the school's assistant principal, and I proposed to them if they could help our students in the morning. And that is when the partnership with CLIN started. The students did activities interspersed with classes in the morning and in the afternoon they had most of the regular classes. Every day a different class would go up. We invented this for them to have more activities and stay longer here (Thaís).

It was kind of like a punishment, "Oh yeah, so you're going to be there without many resources and stuff. But okay. It was also important. I think that it was more productive to constitute this within adversity. I really think so, because sometimes people get a school all set up, all organized, all pretty and you have so little freedom to act. [...] We arrived here and found a very hard reality, very difficult, but at the same time, we had a great feedback from the community. [...] The community wanted the children to stay here longer. The community bought the project with us, bought the idea. And the teachers that came were also people that were willing to do something different. [...] So it was... it was important (Lúcia).

From the Secretary of Education, no help. [...] I received a lot of support from the direction, from the team as a whole. [...] Everything we asked for materials was always given to me. I never had difficulties, as I had in other schools. [Wherever they could collaborate, they did. I, as a teacher who worked at the FME, had knowledge, and we were able to get things, and I think that Thaís and Lucia also collaborated. Much less institutional and much more because we knew people and knew paths. [...] I think that a big part of the first year of work of all of us here was doing this. Calling, asking, begging, going with the car to get it, coming back, because it was a very big dedication, from the direction and from the teachers (Dayse).

I always felt supported from the moment I started. I felt the support from the pedagogical coordination, from Marizeth. Any time I contact her, ask for help, anything, she is always willing to help. And also here at school. The direction. Whenever I needed, I always had the full support of the coordination. So, from everybody. In this part I think I was very happy. I always had support from everyone I needed (Denise).



We did not highlight in our narratives, the fragility of the maintenance of the school's integral schedule. As previously pointed out, the freedom in the construction of the school project by the group that works there occurs and is taken advantage of, but on the other hand, the situation of constant insecurity is real, projecting on the horizon the danger of having the project interrupted so that interests of another nature, other than educational, are served. Another aspect of the relationship with the management that hinders us and has not been mentioned is the non-completion of the recovery work of the entire school unit. The reality is that we have been working on a construction site since 2015, when the renovation began but was not completed. The third floor, the sports area, kitchen and cafeteria were renovated, but the other many areas of the school have not had the same treatment.

- Formative experiences

The ways of understanding the formative process may vary, but the search for formation is common to all. Some understand that the formative process occurs in the act of doing, throughout the work process; others seek academic training to deepen their formative process; there is also the understanding that relationships with others and with students promote formation.

I learn all the time with my students, with my colleagues. Sometimes we learn by assimilation or by denial. You look and see, "No, I never want to do this again in my life", but I think that we learn all the time. When you prepare a class and you teach it and you see that it didn't work. Then you have to think of another way. This is to form oneself. This is building yourself as a professional. And the teacher must, and I try to do this all the time. Go back, start over, rebuild. And as I said. There are no ready-made formulas. Ready-made formulas don't work. They work at a certain moment for a specific group. But for another it doesn't work. So this constant construction in the classroom is formative. It makes us rebuild ourselves, improve what we are doing (Dayse).

We always talk with everyone. We interact with all the professionals. So, this is also something that I think is very positive. This moment of discussion, how we dealt with the difficulties we had. How we planned many cool things. I had the opportunity to work with other professionals, partnerships with other professionals that I had never done before in another school. I always did jobs, activities with Joana, with Fabiana. So, this issue of us working together more, interacting more, and the professionals being more united, not having so much that separation. Each one goes to their own room, does their own work, is also something that impressed me a lot. So I think it is very positive (Denise).

I don't know specifically for training, because we can't have study meetings here. Of theoretical study. But we do have case study meetings, because from





the moment the teacher brings to the planning the reality of the class, of the student, or from outside the school, many of them also bring good examples, positive examples for us to put into practice. We don't hold theoretical study meetings, we hold case study meetings. I learn a lot, but I learn in planning meetings in a more practical way, not theoretically. I see it this way, there is little time, only two hours, so there are many teachers, 11 subjects, I have many teachers, so they focus on the issues that happened during the week or month that need to be solved, that need to be solved, that need to be thought about, that need to be changed so that the reality can improve in the school, so that the reality can change for that student. So I see the meeting as a much more practical meeting, because there we present the situation, think of possibilities and say what we are going to do, put them into practice so that in the next meeting we can... two meetings later we can see if it has worked. Unfortunately, we still haven't been able to have study meetings, there were few of them, when we had them, it was because the training of the outside foundation, and I think some of them were not very productive, but the daily planning meetings are more like case studies, with suggestions for actions. Sometimes it didn't even happen in that teacher's class, but he would say, "Well, this didn't happen to me, but if we acted like this? If we acted like this? I learn with this, I learn with their practice, with the possibilities of practices, of suggestions of practices, we put them into action and see the results. That is what I see (Thais).

But it was very important to have been part of the FFP master's program. That was a redemption in my life, for the moment I was living in my life and the way I was welcomed by those people. Impressive, impressive. By the class, even by the professors themselves. By each one of them that did everything to make you feel good. And more importantly, it is that there is not that demigod speech, because in graduate school, let's agree... It's hard. And they are people who are very aware of their difficulties, their limitations, their impossibilities, their work, their family... But they are there to make the public school a better place. I think that today I am also better because of what I experienced there. This is a fact. It was very important in my life (Lucia)

Part 3: Hidden under the rug...

Reflecting on all the issues that are often well kept within us made me think about the need we have to narrate what happens to us, so that we can give meaning to our experiences.

Hearing from others about what kind of teacher we want to be, what relationships we seek to establish with our students, made me think about how I develop my work. I could identify in each one of us the incessant search for ways and means to help us and qualify us for our daily practice. The conversations about our histories brought us closer and allowed us to share desires, dreams...

The need to conquer material conditions, both as individuals and as a school, that allow us to work in better conditions, accessing the resources we want, was implicitly present in our conversations.





Another underlying issue concerns the fragility of maintaining the school's full-time schedule. We realize that the adoption or not of the full time is linked to party political interests and not to the interests of the community in which the school is inserted. In the same way, we are not consulted, or listened to, leading to total ignorance on the part of the managing institution of what we do, or how we do it. While we are thus in the mists, forgotten and misty, we build with the freedom that we have.

In this sense, we find the research training as a powerful field that values listening and gives space so that new versions of oneself can be built, while we narrate. The closeness between those involved in the process produces dynamic knowledge with transformative potential. This experience lived in the research is capable of raising the awareness of each of the participants in a very intense way, favoring reflection on their life stories as a learning, knowledge process. It can also result in the awareness of the experiences lived as a teacher and the appreciation of the knowledge built over time. The research thus provokes the reflection of all involved, which is succeeded by the formation, in the same way, of everyone.

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How to reference this article

FONTENELLE, D. G.; BRAGANÇA, I. F. S. Narrative of the itineraries of a research training: the extended hours project at the Municipal School Antinéia Silveira Miranda. **Rev. @mbienteeducação**, São Paulo, v. 14, n. 3, p. 662-682, Sep./Dec. 2021. e-ISSN: 1982-8632. DOI: <https://doi.org/10.26843/v14.n3.2021.1116>. p662-682

Submitted: 04/08/2021

Required revisions: 13/10/2021

Approved: 14/11/2021

Published: 16/12/2021

Management of translations and versions: Editora Ibero-Americana de Educação.

Translator: Alexander Vinicius Leite da Silva.

