




## Dialogues, sharing and learning: The formation of the teacher manager in the conversation wheels

## Diálogos, partilhas e aprendizagens: A formação do professor gestor nas rodas de conversas

## Dialogar, compartir y aprender: La formación del directivo docente en las ruedas de conversación

Jussara Bueno de Queiroz Paschoalino<sup>1</sup> , Marta Lucia Croce<sup>2</sup> ,  
Virgínia Coeli Bueno de Queiroz<sup>3</sup> 

<sup>1</sup> Federal University of Rio de Janeiro, Rio de Janeiro, Rio de Janeiro, Brazil.

<sup>2</sup> State University of Maringá, Maringá, Paraná, Brazil.

<sup>3</sup> State University of Minas Gerais, Belo Horizonte, Minas Gerais, Brazil.

### Corresponding author:

Jussara Bueno de Queiroz Paschoalino

Email: jussarapaschoalino@yahoo.com.br

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### ABSTRACT

This text highlights the experience of the Rodas de Conversas (Conversation Rounds) of the Extension Project "Teacher-Manager: teacher training", linked to the Study and Research Group Teacher Manager (GPPG)/CNPq, of the Faculty of Education, Federal University of Rio de Janeiro (UFRJ). It is a methodological proposal of communication, a place for dialogue, studies, and exchange of experiences among professionals from higher education and primary education involved in educational management and school management activities. The Conversation Rounds began in 2019 in a face-to-face format, moving to a remote model in early 2020 due to the Covid-19 pandemic, returning to the hybrid format in August 2022, when 38 Conversation Rounds were developed. In the context of isolation, the realization took place through the use of Information and Communication Technologies (ICTs) and made it possible to build inter-institutional partnerships with four Brazilian universities, three Portuguese universities, and one Spanish university, expanding the participation of students, teachers, and managers of basic education. The Conversation Rounds established a space for dialogue, exchanging ideas, and daily practices. It is evaluated that their realizations boost the sharing of ideas, pedagogical practices, planning, organization, and management of the institutions. The dialogical space has contributed to collecting empirical data on educational and school management. Moreover, it is fundamental for training

education professionals, sharing ideas, knowledge, and feelings, and clarifying doubts in the search for solutions to relational and educational processes.

**Keywords:** Dialogical spaces. Teacher training. School management.

## RESUMO

Este texto destaca a experiência Rodas de Conversas, do Projeto de Extensão “Professor-Gestor: a formação do professor”, vinculado ao Grupo de Estudos e Pesquisa Professor Gestor (GPPG)/CNPq, da Faculdade de Educação da Universidade Federal do Rio de Janeiro (UFRJ). Trata-se de uma proposta metodológica de comunicação, lócus de diálogo, estudos e trocas de experiências entre profissionais do ensino superior e da educação básica, envolvidos em atividades de gestão educacional e de gestão escolar. As Rodas de Conversas tiveram início em 2019, presencialmente, passando ao modelo remoto no início de 2020, em virtude da pandemia de Covid-19, retornando ao formato híbrido em agosto de 2022, quando foram desenvolvidas 38 Rodas de Conversas. Na conjuntura de isolamento, a realização se deu por meio da utilização das Tecnologias de Informação e Comunicação (TICs) e possibilitou tecer parcerias interinstitucionais com quatro universidades brasileiras, três universidades portuguesas e uma espanhola, ampliando a participação de estudantes, professores e gestores da educação básica. As Rodas de Conversas estabeleceram um espaço de diálogo, de troca de ideias e de práticas cotidianas. Avalia-se que as realizações delas impulsionam a partilha de ideias, práticas pedagógicas, planejamento, organização e gestão das instituições. O espaço dialógico tem contribuído para a coleta de dados empíricos sobre a gestão educacional e a gestão escolar. Além disso, é fundamental para a formação dos profissionais da educação, a partilha de ideias, de saberes e de sentimentos, e para o esclarecimento de dúvidas na busca de soluções para os processos relacionais e educacionais.

**Palavras-Chave:** Espaços dialógicos. Formação do professor. Gestão escolar.

## RESUMEN

Este texto destaca la experiencia de Rondas de Conversación, del Proyecto de Extensión "Profesor-Gestor: formación de profesores", vinculado al Grupo de Estudio e Investigación Profesor-Gestor (GPPG)/CNPq, de la Facultad de Educación de la Universidad Federal de Río de Janeiro (UFRJ). Se trata de una propuesta metodológica de comunicación, locus de diálogo, estudios e intercambio de experiencias entre profesionales de la educación superior y de la educación básica, involucrados en actividades de gestión educativa y gestión escolar. Las Rondas de Conversación se iniciaron en 2019, de forma presencial, pasando al modelo a distancia a principios de 2020, debido a la pandemia del Covid-19, volviendo al formato híbrido en agosto de 2022, cuando se desarrollaron 38 Rondas de Conversación. En el contexto de aislamiento, la realización se dio a través del uso de las Tecnologías de la Información y Comunicación (TICs) y posibilitó alianzas interinstitucionales con cuatro universidades brasileñas, tres portuguesas y una española, ampliando la participación de estudiantes, profesores y gestores de la educación básica. Las Mesas Redondas establecieron un espacio de diálogo, intercambio de ideas y prácticas cotidianas. Se evalúa que sus enterarse impulsan el intercambio de ideas, prácticas pedagógicas, planificación, organización y gestión de las instituciones. El espacio dialógico ha contribuido a la recolección de datos empíricos sobre gestión educativa y gestión escolar. Además, es fundamental para la formación de los profesionales de la educación, el intercambio de ideas, conocimientos y sentimientos, y la aclaración de dudas en la búsqueda de soluciones a los procesos relacionales y educativos.

**Palabras clave:** Espacios dialógicos. Formación del profesorado. Gestión escolar.

## INTRODUCTION

The focus of one of the main studies developed by the Teacher Manager Study and Research Group (GPPG), linked to the School of Education at the Federal University of Rio de Janeiro

(UFRJ/CNPq), became the construction of a space for dialogue that promoted the debate of ideas and the exchange of experiences on the theories and practices of school management. With this purpose, in 2019, the GPPG launched the Extension Project “Management in Focus: the formation of the teacher”, which involved teachers and university students, directors of basic schools, and representatives of municipal public management in the search for consistent academic training in school and educational management.

Because of the proposal to meet the relevant question of this extension project to provide the best academic training to the teacher manager, the methodology “Rodas de Conversas” (Discussion Rounds) was created, developed with previously scheduled activities, aiming to promote the interlocution of the university with the basic education institutions in the public network, the exchange of experiences and the development of research and theoretical studies.

With the advent of health restrictions imposed by the Covid-19 pandemic, the Conversation Circles adopted, in 2020, the remote format for the interaction of Pedagogy undergraduate students and school professionals, reaching more university students and teachers, educators, and basic school managers, in 38 meetings. In this virtual discussion rounds, the GPPG weaved an inter-institutional partnership, adding professors from four Brazilian universities, three Portuguese universities, one Spanish university, graduate students, and professionals from basic education. Leaders in the planning, organization, and maintenance of public education in Brazil and Portugal also interacted and contributed with their knowledge and experiences in planning, organizing, and developing teaching and learning in schools.

In 2020 and 2021, the digital platforms have enabled the Roundtables to expand their territorial reach to aggregate more students and education professionals. In August 2022, the Extension Project “Management in Focus: teacher training” returned to the face-to-face format. However, it kept the hybrid process with online transmission from Facebook of the Education College, UFRJ, adding the experiences acquired with the partnerships built outside UFRJ.

Since its creation, the Conversation Rounds, acting as a privileged locus of dialogue, and exchange of ideas and experiences, have enabled the production and re-signification of meaning and knowledge, the construction and reconstruction of theoretical and practical knowledge through dialogue and reflection.

This teaching and research methodology have contributed to adding reflection to the constant dialogue between the university and the school. Simultaneously, it has also been helping in the continuing formation of teacher managers in their areas of action: the classroom, pedagogical coordination, educational guidance, school management, and vice-school management.

To present the experience of the “Conversation Circles” methodology in the scope of the Extension Project “Management in Focus: teacher training”, this text is divided into three sections. The first brings to view the presentation of the methodological choice of the Conversation Round and its main defenders for the debate in Education. The second section deals with the exercise of speech in human and knowledge construction. In the third section, the participants' feedback is analyzed in the face of the instigations and affectations provoked by the Conversation Rounds. Finally, the text ends with the results achieved during the period in which the Conversation Circles counted participants from several places in Brazil, as well as from Portugal and Spain.

## **CONVERSATION CIRCLE: CRITICAL REFLECTIVE TRANSFORMATIVE METHODOLOGY**

The origin of the reflection method is attributed to Socrates (469 - 399 BC) (Hergenberg, 2005). The Socratic method uses critical thinking, reasoning, and logic to conclude questions and concepts one is certain of knowing. It is the exercise of thinking and rethinking about what one thinks is known, listening, and sharing ideas and practices that make it possible to reconsider and expand the possibilities of learning and evolving.

In Brazil, one of the great and internationally recognized thinkers in education, Paulo Freire (1979), from his theoretical and methodological framework of Popular Education, expressed the need for dialog for giving a voice as a practice of freedom. Dialog, for him, “[...] is the encounter between men, mediated by the world, to designate it. If by speaking their words, by calling the world, men transform it, dialogue imposes itself as the path through which men find their meaning as men; dialogue is thus an existential necessity” (Freire, 2002, p. 42) (our translation).

The practice of freedom, in Freire's view, is achieved when subjects are involved, dialectically, as historical and social actors who are critical and reflective of reality, overcoming the perspective of “transforming the educational experience into pure training [which means] to forget what is fundamentally human in the educational exercise: its formative character” (Freire, 1996, p.37) (our translation).

The theoretical and methodological framework of Paulo Freire uses Culture Circles as spaces where teaching and learning take place in a dialogical, horizontal, and collective manner, which enables problematizations and the construction of knowledge. For Freire, it is in the Culture Circles that knowledge is learned instead of being transferred, as in the banking education view. New hypotheses are built in this dialogical space, where everyone has a say and reads and writes the world. It is a space for work, research, exposure to practice, dynamics, and experiences that enable the collective construction of knowledge.

It is with Freire (1970) and, especially in the Crop Circles methodology, that dialogue emerges as an expression of ways of life. The search for dialogue enables the subjects to find ways of social transformation in an educational process guided by a critical-emancipatory dynamic. The very idea of the wheel refers to a circle in which no one stands behind or in front, but everyone stands beside it in assembly. It breaks with the banking education model, in Freire's (1996) terms, which presupposes tutelage/assistance and perpetuates the structure of domination to refer to a liberating political strategy in communion that favors human, political, and social emancipation.

For Freire (1996), education for life and citizenship consists of a primary task of liberating education committed to the conscientization of the masses in a situation of oppression. The vision of freedom, according to Freire, is the matrix that gives meaning to an educational practice that can only achieve effectiveness and efficiency to the extent of the free and critical participation of the students.

In this perspective, Matias (2006) resorts to Silva (2000) to state that the methodology involving a forum, such as the Discussion Rounds, should not be limited to mere contemplation of differences nor aim at a consensus in an attempt to homogenize. The possibility of dialogue presupposes openness to another world and openness to the other. Silva (2000) reminds us that the very term pedagogy means the conception of difference because educating means introducing the wedge of difference into dimensions of the world that would be limited to the still and even the dead without it. Thus, pedagogy becomes effective as the new, capable of differentiating and transforming the world.

Authors such as Afonso and Abade (2008) add, from approaches of social psychology, like psychoanalysis and education, that the Conversation Groups differ from other proposals of direct intervention with people because it is a participatory methodology. It shares the same space of coexistence. The authors contribute to the understanding of the participants of the Conversation Rounds as active participants in a context in which they can express themselves freely.

Corroborating this perspective, Thompson (2009) elucidated that teacher training courses should walk in constant dialogue with basic school education teaching practices. Thus, it is understood that each professional in the academic or school work field acquires knowledge and know-how that must be shared.

According to this author, the training of teachers/managers, whether in the initial or continuing stages, should be based on inter-institutional projects, which allow constant

approximation with the objective that reflections, analyses, and actions resulting from an emancipating dialogical exercise be materialized both in the academic scientific context and in the educational practices of schools. In school management, this amalgamated training allows the planning and organization of the educational environment to be collective constructions shared between all management spaces at all levels of basic education (Paschoalino, 2017).

Other authors, such as Mélo, Silva, and Di Paolo (2007), have also contributed to thinking about the participatory methodology of the Conversation Rounds.

The analyses highlighted that the chosen methodology was anchored in the conceptions built and reflected on the dynamics of the conversation wheels. The Project "Management in Focus: teacher training" is constituted in the defense that teacher training needs to guarantee this dialogical approach, affirming that the academic space of the university cannot be distant from the educational reality experienced in basic school.

The Conversation Circles, in the project above, were created to bring together two realities that should go together: the university and the school. Historically, it has not always been possible to maintain the purpose of dialogue between educators, who remain at two extremes, as it was believed, and can be identified as a space of antagonistic realities. The distance between the university and the basic school, and even society in its multiple conceptions, often create difficult barriers. In this sense, the provocation of looking at the university in an exercise from inside and outside simultaneously consists of learning where the "look inside the university from this place that I proposed to occupy - an inside-outside - made me realize the ways of walking and thinking about life, the subjects, the collectives, the values and forces that are produced and dispute scenes there" (Carvalho, Kidoiale, Carvalho, & Costa, 2020, p.156) (our translation).

When problematizing these different looks, the authors are guided by the idea that in their daily lives, university professors need to be aware of the reality that surrounds them, which changes very quickly. Therefore, dialogue has to be constant. With this understanding:

From the encounters with the many masters, mistresses, and apprentices who collaborated in this research, I seek to look again at the university from the inside. To do this, I do not change places; I change my way of looking. Because these masters, by placing themselves as collaborating research subjects, also lend me their eyes, their ways of seeing. And the world gained other colors (Carvalho et al., 2020, p.156) (our translation).

The authors' arguments bring the perspective that the university's role does not need to abdicate its precepts but needs to incorporate the dynamics of life so that learning can be lighter. In this logic, the Project "Management in Focus: teacher training" defends that, in the Pedagogy courses, the training of school managers needs to guarantee this dialogical approach. The academic space of the university cannot be distant from the educational reality experienced in basic schools.

With this understanding, the formation of teachers/managers, whether in their initial or continuing stages, must be guided by inter-institutional projects that allow constant approximation so that the reflections, analyses, and actions arising from an emancipating dialogical exercise can be materialized both in the academic scientific context and in the educational practices of the schools.

## **DIALOGUES, REFLECTIONS AND ANALYSES OF CURRENT EDUCATION**

It is essential to remember that the process of changes in education, with the use of Digital Information and Communication Technologies (DICTs) on a large scale and the adoption of a hybrid education, needs to walk *pari passu* to the process of humanization, which only occurs so by the hands of men. Human society has received and continues to receive new perspectives of

advancement, often following a destabilizing logic, which will grow surrounded by diverse knowledge and actions, not always consistent with the desired world.

Anchored on the prerogative put forth by the neurobiologist Maturana (1998), the ongoing transformations occur because human beings have been humanizing themselves through languages. The author states that the constitution of the subject implies a process that takes place “[...] in the intertwining of the emotional with the rational. The rational is constituted in the operational coherences of the argumentative systems we construct in language to defend or justify our actions” (Maturana, 2002, p.18) (our translation).

With this logic, one can infer that a speech space provokes an organization in the interlocutor and, simultaneously, a synthesis of lived events permeated by the actions of rationality and emotion. In this mixture of feelings, speech provokes a rethinking about past actions, it becomes an analysis of the recent past.

Freud's psychoanalysis (1891/1979) also argued that words could achieve healing. “The Freudian subject is a free subject endowed with reason. However, his reason wavers within himself. It is from his speech and actions, not from his alienated consciousness, that the horizon of his healing can emerge” (Fochesatto, 2011, p.168) (our translation). By understanding this process in association with the Conversation Circles, being available to talk about their professional trajectory and their lived experiences enables the teacher, in the manager's condition, to articulate their memories and give new meaning to the emotions experienced.

At first, thinking of healing in a teacher education process seems inconsistent. However, it is noteworthy the power of words that was constituted from the “[...] birth of dynamic psychiatry and psychoanalysis, and, throughout the twentieth century, of psychotherapies - each one in its way, based on the healing role of the word” (Zorzanelli, 2011, p.304) (our translation). It is worth remembering that, when distancing from the determinations of medicine, the uses of words for the relief of human suffering were already known “[...] such as magnetism, hypnosis, automatic writing - this, if we do not stop in their religious variations, as the shamanic and spiritualistic cures” (Zorzanelli, 2011, p.300) (our translation).

At the same time that the possibilities of providing the space for speech and bringing the teacher closer to the context in which they work can lead to changes, it is possible to verify that the multiple situations that prevent the exercise of speech can generate illnesses. In this panorama, it is worth noting the successive devaluations and several charges that directly affect the work of this professional, who often isolates himself and blames himself for not being able to reach his goals.

In the current context, in which the demands are multiple and in which teachers who occupy management positions find themselves in a dynamic of isolation and various pressures, with frequent tensions, the opportunities to talk about their experiences are very few. From this perspective, it is possible to verify that the lack of verbalizing and reflecting about certain situations can cause illness. The importance of reflecting and talking is also part of the logic of complexity because “[...] we are knowers or observers in observing, and in being what we are, we are in language” (Maturana, 1998, p.37) (our translation).

Teacher illness has manifested itself as a growing prospect in the educational landscape. The more one studies and reflects on the context of education, the more easily one recognizes various moments of malaise and illness. Paschoalino (2009) outlined several facets of this malaise that is effective in education professionals. First, the silencing in the face of difficulties leads to “[...] the feeling of loneliness and the production of new forms of defensive professional individualism, capable of ensuring a 'protective professional anonymity', constitute the most important characteristics of professional experiences” (Correia, 2008, p.44) (our translation).

In this isolation, words lose meaning to express feelings, and the various malaises are part of the teacher's daily life. One of the possibilities to break these sequences of actions that lead to discomfort and illness is to re-establish the use of the word.

By recognizing himself as the subject of the word, immersed in the language that humanizes the human being daily, by allowing his emotions to flow, the teacher allows what affects and constitutes him to transpire. From this perspective, by making it possible and provoking speech about the exercise of teaching in the management sphere, the instituted perception is abandoned, and the dimension of the institute is inscribed.

In this capacity to recreate when facing the new, to couple with the infidelities of the environment (Maturana, 1998), the human being is strengthened and constituted. Thus, in this constant movement of reflection and action, human beings suffer from the couplings which instigate them to change. In this way, changes and the re-signification of losses are necessary to understand that we are to be reborn (Maturana, 1998). These successive reinventions and creations become indispensable elements to guarantee health in its broad conception, as well as an effective professional performance.

By recognizing himself as a being of language and establishing an interlocution about his work, the teacher can break through the barriers of his isolation and even realize that many difficulties also exacerbate his professional colleagues. The solitude and the limited solidarity of the teacher (Correia & Matos, 2001) can be overcome by using the word that determines the awareness of action and, above all, the co-responsibility for pedagogical work. In this sense, by enabling dialogue, the word also provides an opportunity for analysis and perspectives on our actions.

If the word itself already produces changes in the human being, the stories are more evidence of their constitution when shared in a dialog. We become human in relationships (Maturana, 1998) and, in this way, the act of speaking and being heard, and, mainly, being questioned by the other, provokes reflections on the initial position of the word.

Thus, individual perceptions are mixed with divergent opinions or not, and again drive further reflections. Freire (1996) made evident in his writings the capacity for learning through dialogue. Words can take place, even of one's care and restoration of the "self" and the "other". We only understand the primordial force that moves caring actions when we inhabit the two dimensions as we inhabit our homes - caring for the self and caring for the other - and thereby are stimulated to question the interrupted histories; the readings of the world that have remained at the margins of our ignorance or when we develop authorship in ourselves and the other (Fazenda & Souza, 2012, p.114).

In the context of the impossibility of experience, as Jorge Larrosa (2015, p. 38) warns us, it is necessary to build a language for conversation to elaborate with others on the meaning or the absence of meaning of our experience. To elaborate on the meaning of our experience is to place ourselves in the Freirian tension between the denunciation of an increasingly intolerable present and the announcement of a future created by us, women and men. We believe we can only enunciate via a language for conversation (Nóvoa & Alvim, 2021, p.5).

Despite the studies that point out the importance of the methodology in question, the Round of Conversations, it is important to highlight the notes of Burbules and Rice (1993). For the authors, the institution of an open forum does not necessarily mean the possibility of dialog. According to the authors, it is necessary to pay attention to the relationships in these spaces. In a society structured by power, the differences are not all situated on the same level. According to the authors, "dialogue requires us to reexamine our assumptions and compare them with quite different ones; it makes us less dogmatic about the belief that the way the world appears to us is necessarily the way the world is" (Burbules & Rice, 1993, p.190) (our translation).

Aware of this perspective, in the Conversation Rounds, we always focused on the goal of freedom of expression and that the purpose was not limited to positive experiences but opened a space for reflection on the practices lived, and the challenges faced.

By adopting the Conversation Round, the Extension Project "Management in Focus: teacher's training" proposed, based on the Freirian model, to create a methodology that would

enable the training of social-historical subjects and social transformation, guided by reflection on the practice of school management. The wheels were based on Paulo Freire's concept, which postulates the inconclusion of the historical-social subject and the permanent search for the humanization process, as seen in the following excerpt.

Initially, we emphasize his condition of being a social-historical being, continuously experiencing the tension of being to be and of being, not only what he inherits but also what he acquires, not in a mechanical way. This means that the human being, as historical, is a finite, limited, and inconclusive being but aware of his conclusion. Therefore, a being that is uninterruptedly in search naturally in the process. However, a being with humanization as its vocation is confronted with the incessant challenge of dehumanization as a distortion of that vocation (Freire, 1993, p.12) (our translation).

As a methodology, the Conversation Circles involved dialogue between the university and basic education schools, not imposing prescriptions or presenting recipes of practices but aiming to instigate reflections based on the challenges posed to school management. In these terms, they affirmed themselves as spaces for talking and listening, where an exercise of awakening critical and reflective consciousness is practiced, built by human, individual, and social values, given the ceaseless search for knowledge in the process of humanization.

When generating the round moments, the GPPG started from the assumption that each professional in the work field, be it academic or school, will contribute with the analyses from the reflections instigated in their work. And when shared, these experiences can provide the professional or the other with the condition of an inspiring source about their daily lives. Thus, the coordinating group of the extension project systematized the initial meetings and subsidized them with theoretical contributions and research information about the social reality in the course to provoke the meetings of the conversation wheels.

At each wheel, the challenges were mixed and intensely questioned each period, as was the pandemic period. In this connotation, the advances of the TDICs, which minimized the impacts of the urgent reinvention of the blackboard and the chalk with the use of cell phones, tablets, computers, and mouses (Novaes, Croce, Zanin, Basso, & Silva Filho, 2022) crossed borders and limits, enabling the development of virtual Conversation Circles. Several arrangements and strategies were created so that the rounds would not lose the main objective of maintaining the possibility of dialogue without hierarchy, giving voice to all subjects.

The alteration of the dynamics to the virtual environment did not impose limits or inhibit participation. On the contrary, the borders were widened and, faced with the challenge posed to education and schools by the sanitary restrictions of the pandemic, which prevented physical contact between people, the conversation wheels maintained the purpose of allowing dialogue, learning, and social transformation, including, bringing closer, and strengthening bonds and distances.

Held synchronously and mediated by a coordinator attentive to the precepts of the methodology chosen, the conversations proved to be a useful strategy to bring into view the educational management of Brazilian, Portuguese, and Spanish schools. Using directed questions built around a specific theme, the Conversation Circles of the Project "Management in Focus: teacher training" stimulated professionals and students to visualize a certain situation, which could have been seen from different points of view and analyzed from different angles. It thus made collaboration and cooperation possible, and everyone felt encouraged to share their issues and solutions from different perspectives.

The dimension of teacher training to use the same traditional didactic and methodological tools and pedagogical resources tends, more and more, to be overcome. For example, teacher training for the reality of hybrid education should not disregard the permanent dialog with various



instances of society, among peers, and with education professionals in promoting a new dimension of human and humanizing coexistence.

We emphasize Nóvoa and Alvim's (2021) defense that school education and teachers will not be replaced by technology. Schools, however, must adapt, expand, and modify their curricula and pedagogical practices, as well as the professionals who work in them, because they will be the agents of these transformations.

[...] new school environments will not arise spontaneously. Teachers have an essential role in creating them. But, thanks to their knowledge and professional experience, they are more responsible for the school's metamorphosis. To do so, they must appeal to their collaborative skills and build bridges, inside and outside the profession, in school, and in society (Nóvoa & Alvim, 2021, p.7) (our translation).

It is considered that bridges were built. Through the Round of Talks, education professionals from Brazil, Portugal, and Spain actively participated in the debates, thinking and building together possibilities to act in education in a constant dialogue between the university and basic education.

The dimension of internationalization brought together different education professionals to debate specific themes. In a way, it required from all socio-cultural subjects the respect and appreciation of other cultures, the understanding of a world that is outside, and, most importantly, the learning to work in the logic of another culture. The internationalization, through the Conversation Circles, also made it possible to deepen the knowledge of oneself one's culture, bringing to light feelings and values to look at the other, the different, and to think of possibilities of transformation.

In this sense, the Conversation Groups allowed the intercultural dialogue to contribute to a process of cultural integration that, besides the production of knowledge, opened relations for respect and equal rights among different cultures.

## **RODAS: AFFECTING AND PROVOKING CHANGE**

The provocations made during the Conversation Rounds make it possible to take out of the place of comfort, both the subject that speaks and the one who listens, because, when they are questioned, a new scenario becomes evident.

In this scenario, the learnings were effective both personally and professionally. The analyses of the Conversation Rounds left manifestations of a feeling of sensitization and of being touched by the other. For reflection, we bring two circumstances, among many, in which education professionals from different levels were affected by the dimensions of shared experiences.

One positive experience was that of a principal. She brought a group dynamic, which can be reverberated for teachers, parents, and even students, showing the various dimensions that educational work requires. The activity proposed the use of the body itself. When starting from the standing position, the participants received several balloons about simultaneous tasks related to school management.

The words written on the balloons alluded to all the activities: human relations, pedagogical supervision, administration of financial resources, student attendance, family attendance, teachers, cleaning staff, cafeteria workers, higher authorities, the political, pedagogical project, the ombudsman, the laws, and the community, among others. The participants, in groups of three, aimed to balance all these balloons without letting them fall. Once one fell, the balloon could not be taken back. It had to remain on the ground until the end of the game.

In this way, the representations of trying to keep the balloons up were expressed in a corporal activity of the constant exercise of flexibility to cope with many actions performed in the daily routine of the school. This sharing of experiences caused several comments that congratulated

the activity. "What an interesting dynamic. I'm going to do it in my school" (Principal, 2021). New expressions were put in the chat: "[...] wow! Simple and complex this dynamic" (Teacher, 2021). The participation of an undergraduate student evidenced: "[...] I learned a lot, thank you" (Undergraduate, 2021).

Other expressions also commented during the round manifested that the report brought three different connotations. The first is that the activity was simple but rich in possibilities of reflection. The second brings the understanding of the work overload of the school management. Finally, the third brings up the issue of balancing and flexibility in the face of diverse demands.

In this context of being affected by experiences that worked well, being instigated by the other side, it was also configured in a speech of a specific reality of Rio de Janeiro, where urban violence is present. Thus, the report of a teacher about the management of his work emphasized that he works because he is in a vulnerable place with imminent risk of gunfire. The school in this situation was painted in different parts according to the danger each place represented. That said, the court, the place where he, the Physical Education teacher, works, was painted in red because it was considered the most dangerous place in the school.

By expressing how he worked, he gradually changed the faces of the participants, who were outraged by the situation. Red had a great emotional effect on both the teacher himself and the young students, who were exposed to the most dangerous place in the school every day.

In this conjecture, even in the face of his multiple challenges, the teacher could not accept that situation resignedly, in view of performing his work, sometimes small, in believing and reflecting on transformation and not simply maintaining that status. Instead, he talked about welcoming the students, showing that people sometimes have to accept but cannot accommodate that situation.

The blunt speech awakened the sensibility of the participants. The expressions in the chat had two meanings. One of them was astonishment about the disconcerting situation experienced by this teacher: "[...] what a complicated situation" (Teacher 2022). Also, in the speech, "[...] I thought my school was difficult". (Manager, 2002). Or even the confirmation "[...] I know well what you are talking about..." (Licencianda, 2022).

On the other hand, the talks about the teacher's work to conduct their jobs, even under difficult circumstances, were outlined and congratulated by the participants.

As we can see, the Conversation Groups contribute to the production of subjectivities through transversality. For Guattari (2004, p.111),

[...] transversality is a dimension that aims to overcome the two impasses, namely that of a pure verticality and a simple horizontality; transversality tends to be realized when there is maximum communication between the different levels and, above all, in the other directions (our translation).

It is with Guattari's notion of transversality and the appropriation of this notion in Matias' (2008) studies about the school curriculum's production of subjectivities that it is possible to analyze the dynamics of the Conversation Groups. In the conversation wheels, there was no hierarchization of knowledge. On the contrary, the relations were oblique, not vertical, and referred to the articulation and transit among the management knowledge, overcoming, thus, hierarchical and fragmented visions. By not imposing prescriptions and abandoning massifying pretensions of discipline and control, the wheels are guided by multiple referential, also operating as producers of singular and autonomous subjectivities.

## CONCLUSION

After analysis, it is possible to notice that the Conversation Rounds can contribute to this movement of structural and structuring changes in school spaces when referring to higher education, teacher training courses, especially Pedagogy courses, responsible for training teacher managers of education, in all its levels.

By providing dialogue, the Conversation Rounds destabilized the known personal values and partial truths, opening space for new questions and learning. The dialog stimulates a reflection process beyond the temporal, synchronous space of the Conversation Rounds. This reflective process, established when a participant is questioned or exposes some problem, does not end with the conclusion of the Conversation Round but extends beyond this space and constitutes a device that the participants' minds can continuously activate.

The varied themes are interwoven in the conversations of the Conversation Rounds and allow the feelings and emotions that constitute the daily life of the schools to shine through. Several learnings are brought into focus by analyzing the interrelationships that go on in the field of schools, the different actions of school management, and, above all, the human relationships established, which make evident the challenges to be faced.

The Conversation Rounds also went beyond borders. The dimension of internationalization, made possible by virtual, synchronous meetings, brought differences closer, deconstructed truths, and showed possibilities of transformation in a range of complexity, in which the teacher's work takes place and, in a specific way, of those who occupy the school management function.

The exchange of experiences about problems and solutions, facing the challenge of keeping school education running, in addition to being an instrument of dialogical approximation, showed that the methodology revealed its effectiveness in the collection of empirical data, in the interpersonal exchanges of functional training, with ideas and feelings, doubts and shared solutions, which helped in the psychosocial and professional strengthening of the interlocutor's leaders, but mainly allowed enriching learning for the formation of the teacher manager, to undergraduate students.

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