



Teaching cases: Perceptions about teaching in a socio-educational unit¹

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ABSTRACT

Conducting a research on the theme of teaching performance in an environment of deprivation of liberty is not a simple task, because in addition to involving the school reality, it also involves socio-education, in a safe environment and with all its particularities. It should be noted that socio-education is aimed at adolescents who commit infractions, from now on, students who are protected, which the Statute of the Child and Adolescent (ECA) provides, during the fulfillment of the measure imposed by the Judge of the Children's Court, a predominantly educational character. In this sense, this research aims to analyze and understand the meanings attributed by teachers who work in a socio-educational environment with adolescents who are deprived of liberty through a teaching case. For Mizukami (2000), the teaching case has the purpose of focusing as a potential tool for research and promotion of teacher training.

Keywords: Statute of the Child and Adolescent (ECA), Predominantly educational in nature.

1 INTRODUCTION

Conducting a research on the theme of teaching performance in an environment of deprivation of liberty is not a simple task, because in addition to involving the school reality, it also involves socio-education, in a² safe environment and with all its particularities. It should be noted that socio-education is aimed at adolescents who commit infractions,³ from now on, students who are protected,⁴ which the Statute of the Child and Adolescent (ECA) provides, during the fulfillment of the measure imposed by the Judge of the Children's Court, a predominantly educational character. In this sense, this research aims to analyze and understand the meanings attributed by teachers who work in a socio-educational environment with

¹ This study is an "excerpt" of the Master's research, through the (auto)biographical narrative research with teachers who work within a socio-educational environment with adolescents who are deprived of liberty.

² According to SINASE (BRASIL, 2006), the concept of socio-education understands that adolescents should be the target of a set of socio-educational actions that contribute to their formation, so that they become autonomous and supportive citizens, capable of relating better with themselves, with others and with everything that is part of their circumstance and without relapsing into the practice of infractions.

³ The socio-educational measures are those provided for by Law 8.069/90, article 112: If the commission of an infraction is verified, the competent authority may apply the following measures to the adolescent: I - warning; II - obligation to repair the damage; III - provision of services to the community; IV - assisted freedom; V - insertion in a semi-freedom regime; VI - internment in an educational institution; VII - any of those provided for in article 101, I to VI. (BRASIL, 1990). Measures of restriction and deprivation of liberty should be applied only when there is a high recurrence of infractions, or due to the seriousness of the infraction committed.

⁴ A term used in the socio-educational system for adolescents who are deprived of their liberty, since when they are adults the term is "prisoner".



adolescents who are deprived of liberty through a teaching case. For Mizukami (2000), the teaching case has the purpose of focusing as a potential tool for research and promotion of teacher training

The reasons that justify the accomplishment and investigation of the present research go through two spheres: academic and personal context. In relation to the academic bias, in addition to representing an important study material for educational research, the option to study teaching practice in an environment of deprivation of liberty is also justified because it is a subject that has been little studied, mainly due to the absence of in-depth material on the exercise of teaching in a socio-educational environment. so that a scientific contribution occurs. With regard to the personal sphere, it refers to my trajectory as a professional Analyst/Pedagogue who assists adolescents deprived of liberty in the pedagogical area and with experience in the role of manager in a socio-educational unit. Thus, this study is justified by the observation of the strength of teaching practice within a socio-educational unit with adolescents who are deprived of their freedom.

The empirical field in which the research will take place was purposely chosen due to the desire to provoke new discussions about the theme and consequently collaborate in the construction of a new educational paradigm, since the activities of teaching and learning in this context constitute a possibility of transformative experience. Regarding the theoretical frameworks of the research, we have Tardif (2016) and Gauthier et. al (2013), to help us think of teaching work as an interactive work in which the investigation of the activity in work situations is essential for the recognition of the training, knowledge and skills used. The research also brings the scene to Freire (2008), based on the assumptions of education as a practice of freedom, also recognized as a political act of awareness and humanization. We also bring to the scene Onofre (2015) and Silva (2017) to think about teaching in an environment of imprisonment.

This study is based on the methodological and epistemological principles of the (auto)biographical narrative approach, enabling the positioning of teachers in relation to their trajectories, according to the studies of Souza (2006 and 2014). Regarding the data collection instruments, we will have as a research device, a teaching case, according to the studies of Mizukami (2000), as an important device for the apprehension of the object of this research, therefore, we will present a narrative written by a teacher who works in a socio-educational unit.

The research seeks to analyze teaching specifically in an environment of imprisonment, aiming at a better understanding of the possible limits, challenges and perspectives of teachers within a unit of deprivation of liberty. In this way, we chose to penetrate this universe, but with a different look, of a researcher, which makes me critically understand, with a greater distance, the teaching work in a socio-educational unit, describing it, analyzing it and trying to understand this peculiar mechanism. Therefore, this research is of paramount importance, since it favors repositioning teachers as the central theme of the debate on educational research and in an environment considered "atypical".



2 SOCIO-EDUCATIONAL MEASURES AND EDUCATIONAL LEGISLATION

As provided for in Law 12.594/2012 that establishes the National System of Socio-Educational Assistance (SINASE), it provides for educational assistance, as well as assistance, for adolescents who are in compliance with socio-educational measures, (health, education, leisure, professionalization, religion, social and legal), regulates the execution of socio-educational measures aimed at adolescents who commit infractions, since the ethical bases of socio-education consider the adolescent perpetrator of an infraction to a human being in a peculiar condition of development. Therefore, the goal of this legislation is the social integration of the person who is deprived of his freedom, thus constituting a second chance for those who did not have the opportunity to study at a suitable age. In this way, the socio-educational measures seek to hold the adolescent accountable for his/her conduct and, at the same time, ensure, during the period of compliance with the measure, conditions that facilitate and promote his/her autonomy.

The information obtained about the researched socio-educational unit and its entire context was elaborated from readings of the legislation that supports the provision of education in a socio-educational environment, the internal regulations of the socio-educational units, the interviews carried out and especially the experience of the researcher in this socio-educational environment related to the education axis, being a unit of Provisional Internment, considered a precautionary measure.

In Minas Gerais, the execution of provisional hospitalization and the management of socio-educational units are the responsibility of the Undersecretary for Assistance to Socio-Educational Measures (SUASE), an agency linked to the State Secretariat of Justice and Public Security (SEJUSP). The provisional detention measure is comprised of the period in which adolescents who have committed infractions remain deprived of liberty and are awaiting the sentence of the Judge of the Juvenile Court. This judicial measure, applied in flagrante delicto, must be justified by the competent authority and cannot exceed 45 (forty-five days) as provided for in Article 108 of the ECA.

This legislation determines that the decree of provisional detention in court complies with the imperative nature of the non-adequacy of another measure, as well as sustains the need to guarantee the physical integrity of the adolescent and/or the maintenance of public order. In other words, provisional detention is intended for adolescents "apprehended in the act of committing a serious infraction and/or in the face of social repercussions, and must remain provisionally protected for the investigation of an infraction and judicial decision" (MINAS GERAIS, 2012, p.15).

With regard to the place for adolescents to await sentencing, we have, in the State of Minas Gerais, institutions that present themselves as Provisional Internment Center (CEIP), governed by a set of laws and norms that organize the work performed within them by the employees who deal directly and indirectly with the precautionary.



Most of the adolescents who are incarcerated in socio-educational units do not have ties with the school: they are dropouts, not enrolled or even when enrolled they are infrequent. The consequences of this phenomenon are, among others, a large number of adolescents who are distorted by age/year of schooling and who have difficulties in the construction and consolidation of school knowledge.

3 TEACHING PRACTICE IN AN ENVIRONMENT OF DEPRIVATION OF LIBERTY

The present research presents comprehensiveness about the teaching practice within a unit of deprivation of liberty, since this space has several specificities that can make the teaching work complex in this environment, thus bringing difficulties to the realization of the pedagogical practice.

The space where the work is carried out presents specificities both in relation to the conditions for the exercise of the activity, as well as to the teacher who works in environments with several particularities, which is the case of this research. According to Gauthier et al (2013), spaces can be considered powerful environments for professional training, reflection on the school and on teaching processes and the acquisition of knowledge. The teacher has a primary role in the journey of the process of autonomy, knowledge and criticism of the students who are safeguarded, with regard to living towards a society where inequality, discrimination and prejudice can be eradicated or at least minimized. Thus, through the researcher's experience in a socio-educational environment, we observed evidence that, when the teacher occupies the place of trainer within the school within a socio-educational unit, training is assumed as a possibility of growth, as a way of solving everyday problems.

The conception of school-centered education is related to the premises of Tardif (2016), who considers that professional development is related to daily interactions in which teachers can be recognized as subjects of their own training, in a process of interaction and with autonomy to determine the content and form of their training process. From my experience in a socio-educational environment, I have been observing indications that when the teacher occupies the place of trainer within the school within a socio-educational unit, training starts to be assumed as a possibility of growth, as a way of solving everyday problems.

According to Freire (2008), the idea of education as a process of humanization consolidates something analogous to liberation, demonstrating a humanistic and historical task of liberating oneself, being at the service of the formation of critical students who are active in their social realities, that is, the knowledge built in school, nowadays, is no longer the responsibility of the mere transmission of content. In this sense, the teaching work must have as a reference the respect for the student's context, since the teacher must see the relationship built on a daily basis as a way to intervene in the reality presented. It is an ontological commitment to the human being, which involves assumptions, values, respect for diversity, social inclusion, justice, freedom, rights and duties.



To this end, the professionals who work in the education of these adolescents and young people must consider the singularities of this stage of development, their codes and languages, seeking to offer relevant learning experiences that have meaning and meaning and that provide opportunities for resignification of values.

In this sense, it is pertinent to highlight that some research related to the prison environment is emerging, however, the vast majority is carried out in prison spaces, confirming that the theme in the socio-educational environment is still considered scarce, and that we are facing an innovative research in the academic environment, thus justifying the need for more studies with this approach.

In this sense, Onofre's (2015) studies on teachers who work in spaces of deprivation of liberty report that these professionals must be welcoming of diversity, open to innovation, committed to the success of learning, supportive of the characteristics and difficulties/potentialities of their students. To this end, it is important that they have the ability to articulate curricular content with pedagogical knowledge; ensure the implementation of interdisciplinary projects; work as a team and reflectively; improvise creatively; Have autonomy in charge of managing your professional development. He is, therefore, a professional with knowledge that allows him to dialogue with different cultures, but, mainly, to deal with conflicts and dilemmas for which, many times, he was not prepared in initial training and in experiences with other school spaces.

According to Onofre (2016), teachers who choose to start or continue their careers in spaces of deprivation of liberty, although they feel unprepared, show a condition that is universal to all those who perform pedagogical tasks: sensitivity to social problems that promote mechanisms of exclusion, basing their pedagogical practice on the establishment of dialogue, based on the assumptions of education as a practice of freedom, also recognized as a political act of awareness and humanization.

In this area, the schools that are part of the socio-educational system should seek a greater understanding of the meanings that students in socio-educational measures of internment express in relation to the experiences they had in the school environment, in their trajectories of failure and exclusion, or when the right to schooling was curtailed. School in the socio-educational system is often confused with the deprivation of liberty, leading adolescents to lose interest in their studies, compromising their ability to find ways to social transformation and their personal and intellectual development.

4 THE TEACHING CASE: A TEACHER WHO WORKS IN A SOCIO-EDUCATIONAL UNIT

This research is based on the methodological and epistemological principles of (auto)biographical research as a method for understanding the formation and reflection of the professional action and construction of knowledge of the subjects investigated, since the subject who narrates his own story is able to establish relations of temporality and various situations with himself and with those with whom he



interacts. In other words, they are useful for assessing the impact of life experiences, training and professional practices. According to Souza (2006), the work centered on the auto(biographical) approach is relevant, because it is not concerned with theorizing about practice, but with establishing a link between theory and practice, which enables the subject to become aware of himself, his learning and weaknesses, promoting self-knowledge.

With regard to teaching cases, Mizukami (2000) reports that they have been considered a powerful tool for investigating and promoting teacher training, since they are defined as a narrative of teaching situations experienced in a specific school context, in the case of this research, a context of deprivation of liberty. We chose to carry out the analysis through the interpretative comprehension proposed by Souza (2014), seeking to highlight the relationship between the object and/or the training practices in a collaborative perspective. In this sense, we bring a case of teaching of a teacher who works in a socio-educational unit:

At first I had a feeling of fear of what I would find ahead in relation to students deprived of liberty. I imagined that they could be aggressive, but I came across teenagers with the same "behavior" as young people that I find out here in a regular situation. I started my work, I was able to develop my best and I found it easier in face-to-face classes, because the interaction with the students flowed better. (Excerpt - teaching case)

According to the teaching case report of this teacher who works in a socio-educational unit, this teacher at first manifests a feeling of having a (pre)concept and above all a certain fear in working with these students who are deprived of liberty, imagining that they would be in an environment full of conflicts and that they could demonstrate aggressiveness. However, when immersed in this environment, the teacher finds that these students who are incarcerated do not differ from other students who are in other public schools, which the teacher may have already worked in. Thus, Mizukami (2000) reports a problem situation faced by a teacher, a variety of possible approaches that could have been adopted, and some information about how the problem was solved. Thus, the teacher is able to demystify all her fear and anguish, being able to teach her class and interact with students who are incarcerated.

In this sense, the teachers who work in the socio-educational environment in the historically constituted daily life go through a process of construction of the student's development as a subject, to conduct schooling in a given time and space. These professionals, by not only expressing themselves as individuals, also problematize the social and structural determinations in their pedagogical practice, making the classroom a space for creation and new educational alternatives.

According to Silva (2017), being deprived of liberty does not prevent adolescents from developing their creative process and that the teaching-learning bias is of quality and that some paradigms are broken, such as the belief that there is no room for the act of creating during deprivation of liberty. Still, according



to the above-mentioned author, education is a mobilizer of humanizing resources, in which self-care is present in all socio-educational action. Regarding the teaching practice in the socio-educational system, it is essential that the strengthening of bonds between teacher and student directs the construction of the real and the possible for the life project of the adolescent perpetrator of an infraction.

In this area, the work of this teacher is able to focus on the construction of the subject that constitutes the other, that is, from the "marks" in the historical and cultural context that constitute him as a teacher. Thus, this teacher will be able to leave several marks that can be essential paths in the development of the reality to be followed by adolescents who are deprived of freedom. These professionals, by not only expressing themselves as individuals, also problematize the social and structural determinations in their pedagogical practice, making the classroom a space for creation and new educational alternatives.

Therefore, the teacher can be considered the link to change a stigmatized reality, being able to transform the reality of this cautious student, through significant projects for the lives of students who are deprived of their freedom. In this sense, the schools that are part of the socio-educational system should seek a greater understanding of the meanings that students in socio-educational measures of internment express in relation to the experiences they had in the school environment, in their trajectories of failure and exclusion, or when the right to schooling was curtailed.

5 BY WAY OF CONCLUSION

Understanding the work of teachers who work within the walls and cells in an environment of deprivation of liberty is a challenging task, as it requires in-depth research, despite the social responsibility of professionals linked to the schooling process carried out within the socio-educational system. Therefore, approaching the narrative of this teacher through the teaching case makes it possible to understand how this teaching identity has been woven, articulating the being with the teaching practice.

These adolescents who are deprived of liberty, although having their right to come and go suspended for a certain period of time, have their other rights guaranteed by law, and education is one of them. This is seen as a means of promoting social integration and the acquisition of knowledge, which can ensure a better future for them when they regain their freedom. In this way, teaching in the space of deprivation of liberty assumes the challenge of making the student deprived of liberty realize that his learning is, beyond the rigid, cold and contradictory architecture imposed by prison, imbricated to a more solid and critical formation, with possibilities of envisioning different opportunities of life, when in a condition of freedom.

Among the possible contributions that this study can make, the path taken for new studies is highlighted, configuring as an opportunity to reflect on the educational character and understand the important role of teachers in this environment. We do not intend to exhaust the proposed theme, given its scope and complexity, but rather to offer a reference for improvement for teachers who work in this area.



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