TRAINING CONTRIBUTIONS TO THE KNOWLEDGE OF THE 21ST CENTURY TEACHER: A PROJECT TO BE DISCUSSED

CONTRIBUIÇÕES DA FORMAÇÃO PARA OS SABERES DO PROFESSOR DO SÉCULO XXI: UM PROJETO A SER DISCUTIDO

APORTES DE LA FORMACIÓN AL SABER DEL DOCENTE DEL SIGLO XXI: UN PROYECTO A DISCUTIR

Maria Célia da Silva GONÇALVES
e-mail: mceliasg@yahoo.com.br
Edney Gomes RAMINHO
e-mail: edygomesraminho@gmail.com
Alessandra Cristina FURTADO
e-mail: alessandrafurtado@ufgd.edu.br

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ABSTRACT: This article aims to discuss the importance of knowledge about the Political-Pedagogical Project in training teachers in the 21st century. A qualitative-ethnographic methodology is employed. Empirical data were collected in an eighth-semester class of the Pedagogy program at a private college in Northwestern Minas Gerais during the classes of the Political-Pedagogical Projects discipline taught by the responsible professor. Thirty-three voluntary students, identified from 01 to 33, participated in this study. They engaged in readings, participated in debates, and wrote an essay in response to the question: What is my Political-Pedagogical Project to become a teacher in the 21st century? It was explained that their responses would be used to elaborate on this work, and they readily agreed to provide their texts. Data analysis was performed using the content analysis technique proposed by Bardin (2011). The results indicate good assimilation of the concepts discussed in the classroom.

KEYWORDS: Pedagogical Political Project. Teacher training. Educational practice.

RESUMO: *Este artigo tem como objetivo debater a importância do conhecimento sobre o Projeto Político Pedagógico na formação de professores no século XXI. Utiliza-se a metodologia qualitativa-etnográfica. Os dados empíricos foram coletados em uma turma do oitavo período do curso de Pedagogia de uma faculdade particular no Noroeste de Minas Gerais, durante as aulas da disciplina de Projetos Políticos Pedagógicos, ministradas pela professora responsável. Participaram deste estudo 33 alunos voluntários, identificados de 01 a 33. Eles realizaram leituras, participaram de debates e escreveram uma dissertação em resposta à pergunta: Qual é o meu projeto político pedagógico para ser um professor no século XXI? Foi explicado que suas respostas seriam utilizadas na elaboração deste trabalho, e eles concordaram prontamente em ceder seus textos. A análise dos dados foi realizada utilizando a técnica de análise de conteúdo proposta por Bardin (2011). Os resultados indicam uma boa assimilação dos conceitos discutidos em sala de aula.*

PALAVRAS-CHAVE: *Projeto Político Pedagógico. Formação de professores. Prática educativa.*

RESUMEN: *Este artículo tiene como objetivo establecer un debate sobre la importancia de discutir los saberes y el Proyecto Político Pedagógico en la formación de profesores en el siglo XXI. Se utilizó una metodología cualitativa con un enfoque etnográfico, ya que los datos empíricos se recopilaron en una clase del octavo período del curso de Pedagogía de una universidad privada en el noroeste de Minas Gerais, impartida por la profesora de Proyectos Políticos Pedagógicos. Los estudiantes realizaron lecturas y escribieron una disertación en respuesta a la pregunta: ¿cuál es mi proyecto político pedagógico para ser un profesor en el siglo XXI? Participaron en este estudio 33 estudiantes voluntarios, numerados del 01 al 33. Se les informó que sus respuestas se utilizarían en la investigación y aceptaron compartir sus escritos. El análisis de los datos se realizó utilizando el análisis de contenido propuesto por Bardin (2011). Los resultados indican una buena internalización de los conceptos trabajados.*

PALABRAS CLAVE: *Proyecto Político Pedagógico. Formación docente. Práctica educativa.*

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Introduction

This article aims to promote a debate on the importance of discussing knowledge and the Pedagogical Political Project in teacher education in the 21st century. Additionally, it seeks to analyze how this theme was assimilated by a group of graduating students in the Pedagogy course at a higher education institution (HEI) in João Pinheiro, MG.

The institution above is a private institution founded in 2002 and offers various courses, including Law, Administration, healthcare, and teacher education, including the Pedagogy course. The course in question was authorized in 2006 and has already graduated numerous professionals for the municipality and the region, playing an extremely important role in teacher education in northwest Minas Gerais.

João Pinheiro, where the HEI is located, is the municipality with the largest geographical area in the state. According to the Brazilian Institute of Geography and Statistics (IBGE, 2021), it has an area of 6,749 mi² and an estimated population of only 47,990 inhabitants, resulting in a low population density of 2,62 inhabitants/mi². Officially founded in 1911, the municipality remained isolated from the rest of Minas Gerais and Brazil due to its geographical location and lack of roads, which only changed with the inauguration of the BR 040 highway in 1973 as part of the National Road Plan. From that moment on, the municipality established greater contact with the state capital and the Federal District, acquiring more modern characteristics (SILVA; GONÇALVES; SILVA, 2011). However, João Pinheiro is still considered part of the hinterlands of the Brazilian backlands. Therefore, the debate on teacher education to work in these geographical and social spaces is of utmost importance.

With this concern in mind and aiming to deepen the debate on the subject at hand, this study seeks to answer the following research question: Considering the presented context, what are the importance of knowledge and the Pedagogical Political Project in teacher education in the 21st century? This inquiry unfolds into discussing the importance of knowledge and the Pedagogical Political Project in teacher education in the 21st century.

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Methodology

The research underpinning this work was qualitative, with an ethnographic approach, as the empirical material was collected in a class in the eighth semester of the Pedagogy course during the Pedagogical Political Projects discipline. The students engaged in readings, participated in debates, and wrote dissertations in response to the question: "What is my pedagogical, political project to be a teacher in the 21st century?". The class consisted of 33 students who volunteered to participate in this study. They were informed that their responses would be used to develop this work and willingly agreed to provide their writings.

The texts produced by the voluntary participants were numbered from 01 to 33 to preserve their identities. Data analysis was conducted using content analysis as proposed by Bardin (2011), following the principle of evaluating thematic categories as treated by the author. The general theme of the analysis addressed the knowledge and the Pedagogical Political Project in teacher education in the 21st century, which was further divided into subcategories: I - teacher knowledge; II - Pedagogical Political Project; III - Teacher education in the 21st century. While analyzing participants' testimonies, these thematic subcategories were explored in dialogue with the adopted theoretical framework to discuss them (BOURDIEU; PASSERON, 1992; DEMO, 2020, 2006; FREIRE, 2009, 1997; GADOTTI, 2003; GONÇALVES; GONÇALVES, 2022; NÓVOA, 2019).

Analysis of the results

Being a teacher in today's world

Being a teacher today is neither easier nor harder than in the past century, but it is very different. This professional is no longer the sole holder of knowledge, and the school is no longer the only space for learning. Therefore, teachers must constantly dedicate themselves to their ongoing professional development and knowledge. Being a teacher today means living in a revolutionary process full of significant transformations, paradigm shifts, and constant reinvention of the art of teaching. It is to be aware that we are unfinished beings, as Paulo Freire (2009) advocated, and therefore, we must be open to new learnings. These learnings should be permeated by both the technical aspect and ontological sensitivity, guided by dialogue and the desire to transform oneself and society (FREIRE, 1997). The teacher performs political acts through their way of teaching. They are the main agents of this process, responsible for

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combining their ontological, epistemological, and methodological knowledge with critical consciousness and political stance.

In historical times of accelerated changes due to the speed of information, teacher education is invited to engage in this dynamism actively. In this sense, the educator Moacir Gadotti has already warned:

> [...] Given the speed at which information moves, ages, and dies, in the face of a constantly changing world, their role is changing, if not in the essential task of educating, at least in the task of teaching, guiding learning, and in their ongoing development, which has become permanently necessary (GADOTTI, 2003, p. 07, our translation).

Considering these paradigm shifts and different forms of learning, we selected excerpts from the students' statements for a brief content analysis, following the perspective proposed by Bardin (2011). The excerpts from the texts were grouped according to the knowledge highlighted by the students.

According to Gadotti (2003), technologies have the potential to create "new spaces of knowledge," meaning that the school is no longer the sole formative environment. The author mentions the family, society, and virtual spaces as examples of these new learning spaces. In this sense, he points to the possibility of distance education. This reality was experienced intensely during the Covid-19 pandemic when human contact became impossible, and all school learning became mediated by remote systems using artificial intelligence.

According to Gonçalves; Gonçalves (2022, p. 93, our translation), "the main difficulties faced by Brazilian teachers in implementing remote teaching during the Covid-19 pandemic were essentially the technical unpreparedness to deal with Artificial Intelligence and Information Technologies." This scenario reveals how much education needs to keep up with the changes in life and its developments, highlighting a gap between technological advancement outside educational institutions and what they effectively accomplish in education for digital technologies (NÓVOA, 2019).

The concern for preparation in the use of new technologies was present in the texts of nineteen students. Below are excerpts from their statements that demonstrate the importance they attribute to this theme.

> Teacher of the 21st century has several challenges to overcome to achieve effective student learning. One of these challenges is technology, which is so interesting and accessible to students. Another equally important obstacle is the lack of values not being taught at home. Based on these principles, an

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> important question arises: "How can we overcome these challenges and ensure that students learn meaningfully?" (STUDENT 01, our translation).

The student demonstrates great concern for the continuous professional development of teachers in using new technologies and emphasizes that this is an opportunity to achieve effective learning. This implies that she considers these technologies extremely important and recognizes that students are more familiar with ICT than teachers.

> Over the years, communication technologies have emerged, causing everyone to adapt to the new era that brought several benefits. As a result of this advancement, the teacher of the 21st century needs to use technology to innovate their teaching methods in search of meaningful learning where students learn to enjoy learning. It is the teacher's role to keep up with the current trends that have arisen over the years to provide quality education to students (STUDENT 04, our translation).

The future pedagogue recognizes the benefits of technology and highlights the need for 21st-century teachers to "innovate" in its use. She questions the initial training received and emphasizes the importance of continuous professional development to stay updated. This observation aligns with what Gadotti (2003, p. 47, our translation) advocated: "Education, to be transformative and emancipatory, needs to be centered on life, unlike neoliberal education centered on competitiveness without solidarity." The author also mentions that for education to be emancipatory, it needs to understand people and their cultures and respect their lifestyles and identity. Human beings are "incomplete and unfinished," as Paulo Freire (2009) stated, and they are constantly in the process of formation.

Student number 20 expresses it as follows:

> The 21st-century teacher must be dynamic, playful, and up-to-date with technology. The world is rushing, with innovations emerging in the market every day. Technology is a vast field, and many children are already well-connected. We must not be complacent, as it is certain that classes will lack motivation and students will not be interested. A fundamental characteristic of such a teacher is to constantly be tuned in to study to bring many innovations that exceed students' expectations (STUDENT 20, our translation).

The student mentions new technologies as a way to make classes more playful and conducive to innovation. She also highlights the constant and rapid transformation of the world, which demands that teachers be continuously learning and adapting to the new.

> Technology should not be seen as an enemy of educators but as an ally. Through technology, it is possible to develop creative, enjoyable, and engaging lessons. The computer can be helpful in various ways, transmitting

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> information through the internet, which can be beneficial. Educators can assign research on a particular subject and, the next day, have a roundtable discussion. This allows for exchanging information that can become knowledge (STUDENT 30, our translation).

Certainly, this student has a different perspective on using technology in the teaching and learning process. As emphasized by sociologist Pedro Demo:

> I consider digital technologies as a "support" for learning. First, the focus is on learning as the ultimate goal (pedagogy) and digital technologies as the means. This does not diminish the importance of technologies because it is their inherent characteristic: the technological issue delineates means, modes, methods, and instrumentation in service of an end. Technologies can either enhance or hinder learning, as is the case with all forms of instrumentation, including lectures, teaching methods, exams, curricula, etc. Second, although digital technologies heavily influence the organization of society and life itself, they do not reinvent the wheel in the field of learning (DEMO, 2020, p. 12, our translation).

The author emphasizes the importance of technology but does not attribute to them the role of a solution to all educational problems. On the contrary, he warns that they can be used merely for repetitive mechanical memorization and instructional teaching.

For education to be meaningful, other forms of knowledge are necessary besides technology. Certainly, cultivating affection in the pedagogical practice of a teacher is a crucial element for effective learning (FREIRE, 1997), as aptly described by the student:

> For meaningful learning to occur, winning over the students' affection is necessary because imposition will lead nowhere; this is a dead-end path. Proposing questioning situations where they become active participants and can seek answers motivates them. Problem-posing situations that seek their reality must be considered because they will only feel motivated enough to realize the learning (STUDENT 02, our translation).

The academic's statement refers to the notion of affectivity expressed by Paulo Freire (1997, 2009) in his works "Pedagogy of Autonomy" and "Teacher, but aunt not: letters to those who dare teach." In these works, the author emphasizes the importance of the teacher's actions in fostering student autonomy and shaping the dynamics of the educator.

Although not directly addressing the theme of affection, Academic 2 highlights the transformative effects of pedagogical praxis on the student. The teacher must be aware that certain "virtues such as love, respect for others, tolerance, humility, enjoyment of joy, of life, openness to the new, readiness for change [...] identification with hope, openness to justice" are crucial (FREIRE, 2009, p. 120, our translations). The absence of these factors hinders a progressive pedagogical practice, as it cannot be solely based on science and technique.

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According to (GIMÉNES et al., 2021, p. 247, our translations), "an affectionate relationship in the classroom is capable of breaking down barriers and building bridges, bridges that provide wide access to meaningful learning. Affectivity is the foundation for achieving lifelong learning."

Undoubtedly, affectivity plays a crucial role in inclusion, considering it in its broadest sense, including aspects of class, economics, and gender. As emphasized by the academics.

> It is necessary to be prepared to receive students in various ways, be they poor, black, or disabled, and the teacher should not label these children, who have the right to education like others. The teacher must encourage everyone to pursue knowledge and conduct activities equally (ACADEMIC 03, our translation).

Social inclusion implies discussing and rejecting all forms of exclusion and prejudice. The teacher must be prepared to combat racism, sexism, misogyny, ageism, xenophobia, and other negative sentiments that may arise in the educational environment. As reported by Academic 05:

> Through knowledge, we change people, so my political project is to shape sensitive beings who have the sensitivity to respect others and love themselves and those around them. It is necessary to be concerned about the values of the students. Nowadays, we don't even hear about it; we see students entering the classroom without greeting their teachers and peers. It is possible to change this reality through educational projects aimed at valuing human character and respect above all else (ACADEMIC 05, our translation).

Academic 09 emphasizes the importance of teachers showing affection in their pedagogical practice to motivate students in the learning process and develop values. In the student's words,

> When the teacher plans their speech, attitude, gestures, and intonation, one of the pillars of education: learning to be, can captivate the student and motivate them to learn. However, more than teaching the subjects, it is also necessary to envision the values that we want to impart to the students. In a century, prejudice, indifference, selfishness, arrogance, fads, and insensitivity are growing (ACADEMIC 09, our translation).

Student 09 presents a reflection on the role of teacher training in integrating knowledge and wisdom that contribute to their teaching practice to embrace differences and establish closeness that strengthens students' learning conditions, considering their diversities and pluralities (SÍVERES, 2019). In this way, the school assumes its function of building

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sociabilities and promoting the consolidation of a generation more aware of itself (FEIXA; LECCARDI, 2010), as evidenced in the testimony of Student 06.

> The school is an instrument of learning and socialization, experiencing knowledge, with the main actors being the educator and the learner. The teacher's figure goes far beyond the idea merely formed by society. The teacher is the key piece in this institution (ACADEMIC 06, our translation).

Furthermore, advancing further, the commitment of the school, the teacher, and the formative processes in building values for life becomes evident in the testimony of Academic 06. These values are directed towards the formation of the student and strengthen throughout life, with the school and the teacher being responsible for nurturing them through their educational proposals (REGO, 2003).

Does research come into play, should a teacher be a researcher?

Research is, or should be, one of the fundamental pillars in the education of a teacher. The students of the Pedagogy course demonstrate an understanding of the importance of a teacher being a researcher, as this perspective appeared in all of their writings. "The presence of research in undergraduate courses generates updated and meaningful knowledge for human and professional development and trains new researchers" (GONÇALVES; SÍVERES, 2019, p. 10, our translation). According to (FREIRE, 2009, p. 29, our translation), "There is no teaching without research and no research without teaching." As mentioned by the author, the teacher teaches because they seek, question, and inquire. They must conduct research to observe, intervene, and educate themselves.

> The 21st-century teacher should guide their students to reflect and pay attention to the fact that each student learns in their way. And among these ways is reflection, the comprehensive way of looking at and acquiring knowledge. To build reflective young individuals, engaging them in work that encourages research, questioning, and criticism whenever possible is essential. Similarly, it is of utmost importance for educators to set objectives and recognize what they want to achieve together with their students. This should be evident in their daily actions in the school environment, especially in those tasks that may seem impossible to accomplish, as it is through these challenges that one can define the path to achieving their goals (ACADEMIC 07, our translation).

The testimony of Academic 7 emphasizes, according to Pedro Demo (2001), that the teacher must constantly be a researcher. This is not just a quality but a requirement, as a teacher

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who does not engage in research has never truly been a teacher. This highlights the need to teach through research (RIBEIRO, 1969) to promote critical and transformative education.

In this regard, it is relevant to consider the testimony of Academic 22:

> Out of love for education, as an educator, I want to be a researcher, constantly seeking new knowledge and skills so that my students can learn in the best possible way. I aim to be a mediator of knowledge, transforming minds and lives, and for that, I will use education and knowledge as raw material and be a playful teacher to engage my students (ACADEMIC 22, our translation).

The opinion of the academic aligns with what Gadotti (2003) theorizes when he states that updating knowledge should go beyond mere "assimilation" of information. According to the author, the knowledge society is characterized by multiple opportunities for learning. Therefore, for him,

> The **consequences** for the school, the **teacher**, and education, in general, are enormous: teaching how to think; knowing how to communicate; learning how to research; having logical reasoning; making syntheses and theoretical elaborations; knowing how to organize one's work; having discipline for work; being independent and autonomous; knowing how to articulate knowledge with practice; being a self-directed and distance learner (GADOTTI, 2003, p. 08, our translation).

The challenges arising from this reality must be incorporated into the educational dynamics as imperatives to which teachers must be prepared to respond. According to the author, the teacher takes on the educational task as a professional and life commitment. Intensive and committed research is seen as a fundamental activity in the educator's formation.

In the meantime, the statements of Academic 09 corroborate:

> To be reading, researching, and adapting what is good and possible, planning for the student. This is a student trying to be more of a teacher than a transmitter of information, learning more than teaching, and living as long as possible (ACADEMIC 09, our translation).

The research participant understands that it is essential for the teacher to constantly invest in their continuing education to "learn more than teach." This perspective is supported by Pedro Demo (2001), when he emphasizes the importance of schools/universities teaching students to research and, consequently, to create/produce knowledge instead of merely reproducing it. In the author's words, using technology often becomes instructional teaching and does not promote student autonomy.

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> The dominant use, by far, remains instructional teaching because the school fails to see beyond its nose to realize that the current education system is outdated and the success of PISA, being instructional teaching, is morbid. Many schools, especially private ones, thinking there is some coherence with the challenge of educational innovation, adopt digital gadgets that end up as classroom ornaments: they serve to convey content, not to promote student authorship. This results in poor teacher training in college, where a teaching professional is produced, not a learning professional: teachers are not authors, scientists, researchers, and caregivers. They are content deliverers, as stated in the instructional teaching mold (DEMO, 2020, p. 82, our translation).

From the author's perspective, many schools and teachers have yet to grasp the true meaning of **research** and the importance of this act in the formation of truly critical and emancipated citizens. In many cases, what often occurs is merely a "beautification" of the "traditional class" with the use of new technologies. Memorization and repetition continue to be taught without leaving room for creation and innovation.

This author's view reinforces the need for teacher training based on the interaction between research and continuing education, with their meanings and implications reflected in social reality, both within the educational school context and beyond its boundaries.

Within the testimonials of the research participants, there arises an awareness of the recognition of the importance of being formed and transformed through research. This is evident in the statement of Academic 10.

> Currently, many teachers are trying to enhance their skills through practice, attending courses, participating in lectures, and conducting research, seeking knowledge always to be updated and well-informed to meet the market's needs (ACADEMIC 10, our translation).

Summarizing the thinking of this study's participants and the authors supporting this discussion, we can affirm that in the society we are part of, the teacher needs to be a constant learner, a meaning-maker for the student's learning. Thus, they take on the role of collaborator and organizer rather than being the sole holder of this process. As Gadotti (2003, p. 11, our translation) aptly wrote, it is important to understand and assume that "teaching, as *learning in relation*, is linked to a special professional, a professional of meaning, in an era where learning is *living with uncertainty*."

Therefore, it is essential to reflect on the *new role* of the teacher and the *new demands* of the teaching profession, especially regarding the ongoing professional development of educators.

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Planning in the teaching profession

Every competent professional should dedicate time to reflection, planning, setting goals, and acquiring a solid cultural repertoire to excel in their respective field. For teachers, this principle is no different. It is necessary to build their cultural capital through planning, considering it "the education of a person (knowledge and intellectual skills)." This knowledge, validated by diplomas or not, can also be acquired through continuing education and the planning of their teaching career (Bourdieu; Passeron, 1992).

Based on this premise, in the group of participants in this research, we can observe the statement of Academic 08:

> Today, it is observed that planning our daily actions is necessary due to the insecurity of human beings in not being able to break away from routine. As teachers, it is seen that our practice without planning makes no sense because as shapers of individuals, thinking about which student we are molding and forming is long-term planning" (ACADEMIC 08, our translation)

The participant's writing reveals a significant concern with the act of planning. She highlights that it has become a constant necessity due to the speed of global transformations. Consequently, what was considered true in the past may no longer be so in the present. This refers to the "Liquid Modernity" concept developed by Polish sociologist Zygmunt Bauman. This concept refers to a new era in which social, economic, and production relations are fragile, ephemeral, and flexible, just like liquids.

Teaching requires criticality, as Paulo Freire once said

Paulo Freire (2009), in his well-known work "Pedagogy of Autonomy," devotes a chapter to emphasizing that "teaching requires criticality." According to the author, the teacher's responsible for teaching students to overcome naivety and develop critical skills to analyze situations. This issue was mentioned emphatically by participant Academic 08 within the scope of the research, highlighting the important political role of the school in this context.

> Having its political role in society, the school should engage in even more projects with its students to promote citizenship among all. Therefore, I would not dare to say that perhaps education is facing a crisis of poor quality in professional education, student engagement, and lack of resources and materials due to the neglect of an excellent political project that supports all these difficulties, or even if there is something of the sort already planned but neglected in its implementation. Therefore, critical reflection on this process of project creation is relevant because the teacher who plans is capable of

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> guiding and deciding the best conditions for teaching in their classroom, defining the objectives they want to achieve, and the skills and competencies they wish to work on with the students in the pursuit of quality education for all (ACADEMIC 08, our translation).

It is necessary to be critical and reflect on the role of a teacher in this constantly changing society, as "a new professional culture implies a redefinition of the education systems and school institutions" (GADOTTI, 2003, p. 15, our translation). However, this redefinition will not occur within the system, as it is inherently conservative. The system's transformation requires the teacher to develop a new understanding of their function, as they are the agents responsible for initiating this change. "Hence the strategic importance of discussing the new role of the teacher today. Hence the importance of redefining the teaching profession, of a new conception of the teacher's role" (GADOTTI, 2003, p. 15, our translation).

The research participants recognize that the teacher should,

> Propose activities that go beyond the classroom and have innovative actions, in this way, making the teacher's project assume a significant role in the student's formation, dedicating teaching through strategies that foster a learning process. The 21st-century teacher should have as their pedagogical and political project to grow as a professional, reflect, analyze, and create new practices to transform reality with the student (ACADEMIC 11, our translation).

Gadotti (2003, p. 18, our translation) also emphasizes that "the new teacher training must be *centered on the school* without being solely school-focused, on the school practices of teachers, developing a collaborative and cooperative paradigm among education professionals in practice." The current teacher training should be based on dialogue and aim to redefine their roles and functions, redefine the educational system, and continuously build the school's political-pedagogical project. The teacher also needs to develop their political-pedagogical project. As highlighted by Academic 12,

> Political-pedagogical projects should always be present in education, as there is a great need in this area, in schools. Educational institutions need innovation to improve learning outcomes. Teachers and the entire pedagogical team must organize themselves to develop a project. Institutions often lack the willingness of the entire team, especially the government, which does not provide what is necessary for education (ACADEMIC 12, our translation).

When the participant refers to the Political-Pedagogical Project of the school, she is alluding to something that transcends the very nature of a document archived in the principal's drawer. She is referring to the objectives, the philosophy, and, in short, a way of thinking and

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acting that permeates the entire school. This way of acting will guide the student's holistic education, as highlighted by another academic.

> The 21st century demands better-prepared teachers to deal with the new student, and therefore, I want to be an educator who can innovate, to seek new alternatives for the teaching-learning process that aims at the comprehensive formation of students in all aspects so that they can be prepared for life later on. It is important to involve the student from an early age so that they grow up knowing how to respect others. Working with children is very rewarding, knowing that I am contributing to their growth, especially preparing them for life through values crucial to learning from an early age in the family and school environment (ACADEMIC 15, our translation).

In the student's speech, hope arises, in the sense advocated by Paulo Freire, of the verb "to hope." This signifies the desire to be a teacher who constantly seeks to innovate and reinvent oneself to offer teaching that promotes students' holistic education. This speech refers to the theory of care, which involves care for life, for others, and the art of teaching. According to Boff (2012), care is fueled by a vigilant concern for the future. This is often achieved through setting aside moments dedicated to self-reflection.

Final considerations

The field research allowed us to observe that the participants in the Pedagogy course analyzed have built a solid theoretical foundation and assimilated various knowledge necessary for an emancipatory educational praxis. They demonstrated familiarity with classic and fundamental authors and recognized the importance of continuous education.

The participants' productions revealed a relevant concern for the need for ongoing training for teachers to be prepared to deal with the new technologies and the digital world that emerged after the Covid-19 pandemic. Indeed, these technologies need to be improved and integrated into training processes and educational practices, considering the urgency of the new social realities that lie ahead.

While technology was central in the students' reflections, concerns about a humanistic education based on affection and care also emerged. Evidently, the students intend to be motivating teachers, professionals of meaning, capable of guiding paths and promoting critical education in their students.

Finally, several students mentioned their concern with the Political-Pedagogical Project, referring not only to the school document but also to the project as theorized by Gadotti (2003).

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It is a life project, an ideal to be achieved, and a philosophy of being a teacher in the 21st century.

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About the Authors

Maria Célia da Silva GONÇALVES

University of Évora (UE), Évora - Portugal. Researcher Member (CIDEHUS-UE). Postdoctoral in Education (PUC-GO).

Edney Gomes RAMINHO

Catholic University of Brasília (UCB), Brasília - DF - Brazil. Doctoral Degree student in Education.

Alessandra Cristina FURTADO

Federal University of Grande Dourados (FAED/UFGD), Dourados - MS - Brazil. Associate Professor II. Postdoctoral in Education (FE/USP).

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