revista online de extensão e cultura
REALIZAÇÃO

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DOI 10.30612/realizacao.v8i15.15134
ISSN: 2358-3401

Submetido em 10 de Setembro de 2021
Aceito em 22 de Novembro de 2021
Publicado em 16 de Dezembro de 2021

HISTORY OF SEI SCHOOL - INTEGRAL EDUCATION SERVICE IN DOURADOS-MS: THE VOICE OF THE SCHOOL COMMUNITY

HISTÓRIA DA ESCOLA SEI - SERVIÇO DE EDUCAÇÃO INTEGRAL EM DOURADOS-MS: A VOZ DA COMUNIDADE ESCOLAR

HISTORIA DE LA ESCUELA SEI - SERVICIO DE EDUCACIÓN INTEGRAL EN DOURADOS-MS: LA VOZ DE LA COMUNIDAD ESCOLAR

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Abstract: This article discusses the school as a space capable of providing multiple experiences and reflects on how its structure is related to the social, political and personal development of individuals in society. Thus, it considers the history and memories of subjects of the Escola Serviço de Educação Integral (SEI) from its infrastructure to the most subjective educational spaces, and the relationships established with its participants. Founded in 1980, the institution still serves students from the city of Dourados and the region. As a methodology, readings of references were made, such as Sarat and Santos (2010); Meihy (1996); Levi (2006), Thompson (1992); Faria Filho et al . (2004); Magalhães (2004); Delgado (2003); Oliveira and Gatti Junior (2002); Cellard (2008); Boto (2003), among others , as well as collection and analysis of documents in the school archive. As a research instrument, interviews were conducted with seven individuals who worked/work or have some kind of relationship with the institution, such as teachers, employees, students and managers. The concept of institution inscribed in the daily life of the SEI School and the reports obtained, implies a responsible school concerned with

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providing quality education for future generations. In this sense, the SEI School has been building a historical, family and social legacy, because, in the perception of its agents , what educates is not only the instructional aspect, but also the personal and social progress of each individual who passes through there.

Keywords: History of the Institution, Education, Memory, Oral History.

Resumo: Este artigo problematiza a escola como espaço capaz de proporcionar múltiplas experiências e reflete sobre o modo como a sua estrutura está relacionada ao desenvolvimento social, político e pessoal dos indivíduos em sociedade. Assim, considera a história e as memórias de sujeitos da Escola Serviço de Educação Integral (SEI) desde sua infraestrutura até os espaços educativos mais subjetivos, e as relações estabelecidas com seus participantes. Fundada em 1980, a instituição referida ainda atende estudantes do município de Dourados e região. Como metodologia, foram feitas leituras de referências, como Sarat e Santos (2010); Meihy (1996); Levi (2006), Thompson (1992); Faria Filho et al. (2004); Magalhães (2004); Delgado (2003); Oliveira e Gatti Junior (2002); Cellard (2008); Boto (2003), dentre outros, bem como coleta e análise documental no arquivo escolar. Como instrumento de pesquisa foram realizadas entrevistas com 7 indivíduos que atuaram/atuam ou têm alguma relação com a instituição, como professores, funcionários, alunos e gestores. O conceito de instituição inscrito no cotidiano da Escola SEI e dos relatos obtidos, implica uma escola responsável e preocupada com uma formação de qualidade para as gerações futuras. Nesse sentido, a Escola SEI vem construindo um legado histórico, familiar e social, pois, na percepção de seus agentes, o que educa não é só o aspecto instrucional, mas também o progresso pessoal e social de cada indivíduo que por ali passa.

Palavras-chave: História da Instituição, Educação, Memória, História Oral.

Resumen: Este artículo problematiza la escuela como un espacio capaz de proporcionar múltiples experiencias y reflexiona sobre el modo en que su estructura está relacionada con el desarrollo social, político y personal de los individuos en sociedad. Así, considera la historia y las memorias de sujetos de la Escuela Servicio de Educación Integral (SEI) desde su infraestructura hasta los espacios educativos más subjetivos, y las relaciones establecidas con sus participantes. Fundada en 1980, la institución referida aún atiende

estudiantes del municipio de Dourados y región. Como metodología, se realizaron lecturas de referencias, como Sarat y Santos (2010); Meihy (1996); Levi (2006), Thompson (1992); Faria Filho et al. (2004); Magalhães (2004); Delgado (2003); Oliveira y Gatti Junior (2002); Cellard (2008); Boto (2003), entre otros, así como recolección y análisis documental en el archivo escolar. Como instrumento de investigación se realizaron entrevistas con 7 individuos que actuaron/actúan o tienen alguna relación con la institución, como profesores, funcionarios, alumnos y gestores. El concepto de institución inscrito en el cotidiano de la Escuela SEI y de los relatos obtenidos, implica una escuela responsable y preocupada con una formación de calidad para las generaciones futuras. En ese sentido, la Escuela SEI viene construyendo un legado histórico, familiar y social, pues, en la percepción de sus agentes, lo que educa no es solo el aspecto instruccional, sino también el progreso personal y social de cada individuo que por allí pasa.

Palabras clave: Historia de la Institución, Educación, Memoria, Historia Oral.

INTRODUCTION

In this article, we share a reflection on how the structure of the school is related to the social, political and personal development of individuals in society. We analyze, in this way, stories and memories of a school institution called Escola Serviço de Educação Integral (SEI), considering everything from its infrastructure to the most subjective educational spaces and the relationships established with its participants.

The interest in this topic arose from a research project previously carried out in Institutional Scientific Initiation Scholarship Program (PIBIC)[1], resulting in presentations of work at local and regional events[2], as well as insertion and participation in the Education and Civilizing Process Research Group (GPEPC) [3], in which another research was carried out also having the SEI School as its object.

[1] Scientific Initiation Scholarship CNPq/UFGD 2018-2019, from 01/08/2018 to 01/08/2019.
[2] Poster at the 2010 Education Seminar (SEMIEDU/UFMT); Complete paper at the XI Education Conference in Naviraí; Expanded abstract presented at the 5th Education Congress of FAED/UFGD; Poster at the 2019 Teaching, Research and Extension Meeting.
[3] Education and Civilizing Process Research Group, led by Prof. Dr. Magda Sarat . Its activities take place in room 18, Laboratory of Early Childhood Education Practices (LAPEDI), at the Faculty of Education (FAED) of the Federal University of Grande Dourados (UFGD), with Prof. Dr. Míria Izabel Campos as vice coordinator.

We thus established direct contact with the founders and agents of the institution, from which we were allowed to conduct the investigation. We began by participating in the school's events, as well as having informal conversations with its professionals, whom we thank for participating in the research and for providing us with a unique experience, particularly Professor Ezir Bomfim Estremera Gutierre[4] and professor Jesus Estremera Gutierre[5], who opened the doors of the school they founded to us and mediated the experiences that added their empirical character to our research.

The research was carried out at the SEI School, currently located at Rua Balbina de Matos, nº 1895, Jardim Tropical, Dourados, Mato Grosso do Sul. As stated in its founding minutes, the institution, at the time called "Service of Comprehensive Education for Preschool and 1st Grade Ltda", was founded on September 5, 1980 by teacher Ezir Bomfim Estremera Gutierre and her husband Jesus Estremera Gutierre . It began its educational activities in February 1981, after completing the bureaucratic processes during 1980, related to its opening and operation as a private institution. Its initial service began with the classes of Nursery, Kindergarten, Pre-I and Pre-II, expanding it to Elementary School in mid-1988 (GRATIVOL, 2017).

We emphasize that the school emerged in the 1980s, that is, in the 20th century, a period in which Early Childhood Education did not enjoy the legal frameworks known today. According to Law No. 5,692 of August 11, 1971 (BRAZIL, 1971), care for young children was only a recommendation and not mandatory; only primary education was mandatory from the ages of 7 to 14 (art. 20) . At that time, educational practice was focused on vocational education and the industrialization process, as a result of the political regime of military dictatorship in force in Brazil (GRATIVOL, 2017). Even though it was created in such a scenario, the school remained in operation until today, educating generations in the municipality of Dourados from Early Childhood Education to the 9th grade of elementary school.

We chose to consider the period from 1980 to 2019 as a time frame because it encompasses, respectively, the year in which the SEI School was created and the year in which we began the research. We paid attention to aspects that meet our objective of revealing part of the historical trajectory of an institution that has been present in the education of several generations for 40 years and contributes with new perspectives for

[4] Graduated in Teaching, she studied Psychology with an emphasis on educational psychology, and is the founder and serves as director of the Escola Serviço de Educação Integral/SEI.
[5] Graduated in Pedagogy, he is the founder and manager of the Escola Serviço de Educação Integral/SEI.

research into local and regional education. Thus, understanding this period is of great value to understand the concept of institution and the role it plays in the lives of individuals, directly or indirectly.

We conceive of the history of institutions as a vast field of research that has been gaining increasing space in regional and national history, giving visibility to themes that allow us to investigate the relationships between subjects and schools in history. We conducted this research observing some of the elements presented by Buffa (2002):

> Investigate the process of creating and installing the school, characterizing and using the physical space (architectural elements of the building, its location on the land, its surroundings and finishing), the space of power (board, secretary, teachers' lounge), organization and use of time, selection of school content, the social origin of the school clientele and its likely destination, the teachers, legislation, rules and administration of the school. These categories allow us to draw a portrait of the school with its actors, aspects of its organization, its daily life, its rituals, its culture and its meaning for that society (BUFFA, 2002, p. 27).

Our intention was to understand how, from the beginning of its trajectory to the present day, the school in question has presented itself not only in the educational, social and political aspects, but mainly in terms of its role in the formation of generations, since , as defended by Magalhães (2004), the institution is a contextual space of appropriations, materialities and representations. To make this possible, we will also resort to memories, valuing people's voices, life trajectories, memories, bibliographies, stories that can provide answers to our questions (SARAT; SANTOS, 2010).

The educational institution is composed of multiple experiences and social phenomena that inform a given culture, therefore, the so-called school culture expresses the ways of conceiving and doing education. As stated by Boto (2003) , the school idealizes conventions, as well as agreements based on a school language, making time and everyday space instruments of control, and thus incorporating its culture into gestures, speech and other particularities of the school *locus*.

> From this perspective, school culture includes the lesson and the classroom exercises; the teacher's presentation of the subject matter. It also includes, in turn, the notes that the girls send to each other, addressing – so often – subjects that are completely unrelated to what is happening in class. School culture is the division of subjects; but it is also the recess time: a break full of meanings that generally escape any record. School culture is, as has already been seen, a given distribution of school space and

> time: but it is also composed of the spaces and times of inscription of transgressions (BOTO, 2003, p. 387).

In this way, the recovery of memory for a more elaborate and in-depth understanding of the school space, where the organization has a considerable influence on the lives of the individuals who are part of it, leads to discourses that bring reflections on the use of space and how it can exert influence on the lives of those who were somehow involved and remain active in this context.

The objectives of the research consisted of investigating the memories and trajectory of the SEI School, as its structure is related to the social, political and personal development of individuals in society; analyzing the conceptions and training of individuals who passed through the institution, considering the practices and school culture in which they were immersed during their training period; and carrying out bibliographical, documentary and field research surveys, through Oral History, to reveal part of the history of the institution.

Aiming to achieve them, the methodology used consisted, initially, of a bibliographic study of authors who deal with the History of school institutions, School Culture, documentary analysis and Oral History, because "[...] we know that a research object is never given; it is constructed. In other words, it is not a closed package that the researcher opens and investigates. It is a set of possibilities that the researcher perceives and develops, thus gradually constructing his/her object" (NOSELA; BUFFA, 2009, p. 12).

We would like to point out the research already carried out on the SEI School and that supported us throughout the investigation, all of which were developed under the guidance of Professor Magda Sarat , namely: "History and Memory of Early Childhood Education: The 25 years of operation of the SEI-Comprehensive Education Service school (1980-2005) in the city of Dourados", End of Course Work in Pedagogy, defended in 2007 by Michelly Firmino da Silva, at the Federal University of Grande Dourados (UFGD) (SILVA, M., 2007); "Preschool" education in Dourados: the Integral Education Service School-SEI (1980-1995)", Dissertation by Samara Grativol , defended in 2017 in the Postgraduate Program in Education at UFGD (GRATIVOL, 2017); " The Teaching Course at the SEI School-Integral Education Service in Dourados-MS" , by Luana Tainah Alexandre Braz (BRAZ, 2019), and "Rites and Celebrations in the school space: memories of a school in Dourados", by Élida Danielle da Silva, Luciane Cléa Silva and

Magda Sarat (SILVA; SILVA; SARAT, 2019), both presented and published in 2019 in the annals of the Education Seminar (SemiEdu)[6] and the XI National Education Conference of Naviraí[7], respectively.

By highlighting the history of institutions through oral history, we understand the importance of an investigation that contemplates both the experiences that were expressed and those hidden or ignored due to the lack of documentation that could demonstrate them. However, "[...] oral evidence can achieve something more penetrating and more fundamental to history" (THOMPSON, 1992, p. 137). In this sense, we chose Oral History because it is "[...] a modern resource used for the preparation of documents, archiving and studies of people and groups. It is always a history of the present time and recognized as a living history" (MEIHY, 1996, p. 13). There are, in general, three ways of working using the aforementioned methodology: oral life history, thematic oral history and oral tradition (MEIHY, 1996). We will resort to the second possibility because it allows us to transform the interviewees' testimonies into documents that can be used to clarify, provide positions, information and opinions about a given event or fact.

We then conducted interviews with professionals and others involved with the SEI School, thus composing our oral sources. They are: a retired teacher who worked at the institution for over 30 years as a preschool teacher, caring for children between 2 and 3 years of age; two former students who studied at the institution from Early Childhood Education to 8th grade, as they were called at the time; two employees, one of whom has worked in the general services area for 31 years and the other in the security department for over 8 years; and the founding partners, teacher Ezir Bomfim Estremera Gutierre and professor Jesus Estremerra Gutierre , who has been managing the SEI School for 41 years.

Understanding the history of this space based on the reports produced by the individuals who were and still are part of it allows us to reflect on its constitution as an environment of questions, conflicts, and socialization, but also as a space for critical thinking and autonomy for those involved in this education process, as suggested by Magalhães (2004) when he states that institutions:

[6]The Education Seminar began in 1992, at the Education Institute of the Federal University of Mato Grosso (UFMT), conceived as a place to debate, socialize and disseminate research carried out within and outside this institution.

[7] The Naviraí National Education Conference is an event that takes place annually in the municipality of Naviraí, in Mato Grosso do Sul, and its tenth edition marked the 10th anniversary of the implementation of the Naviraí Campus of the Federal University of Mato Grosso do Sul (UFMS) and the Pedagogy course in Naviraí, aiming at reflections on the educational scenario.

> [...] they are living organisms, whose integration into a normative policy and an educational structure of national and international dimension is a factor of conflict between the fields of freedom, creativity, critical sense and autonomy of the actors and the structuring bureaucratic and political-ideological normativism (MAGALHÃES, 2004, p. 124).

The interviews took place at the SEI School. Appointments were made by phone, totaling six individual meetings at times established by the interviewees, each lasting approximately 1 hour. We used a cell phone to record the interviews, which were organized and adjusted according to the research objectives.

We did not use a closed questionnaire. We conducted the interviews with random questions or questions related to the experiences reported by the subjects. The transcriptions were made after the interviews were finished, with the recordings being reviewed and analyzed. Our interest was based on the historical aspect, always respecting the opinion and perspective of the professionals interviewed, as well as their participation in the process of forming the institution. The interviewer must adopt a neutral and objective position, as indicated by Meihy (1996):

> The interviewer, on the one hand, ceases to be the one who looks at the other interviewee, contemplating him/her as a mere object of research. On the other hand, he/she ceases to be an observer of the other person's experience and commits to the work in a more sensitive and shared way. This stance implies neutral, distant and objective attitudes (MEIHY, 1996, p. 36).

We used the Informed Consent Form (ICF)[8] and took all the precautions required by Oral History so that we could guarantee the legality of our work and ensure the rights of the individuals interviewed, since "[...] it is through this document that the public existence of the testimony and the rights to use the interview (recorded or written) are guaranteed" (MEIHY, 1996, p. 37). Not only the collection, but also the process of transcribing the reports and the care with the methodology were of utmost importance for the organization of the work. These procedures led to the success of the interviews, as well as the treatment given to the documentation, thus consolidating the objectives and foundations of the work, especially with regard to Thematic Oral History.

[8] This is the most important document in the ethical analysis of a research project, which guarantees that the research subject's rights will be respected. It is included in the appendices of this work. We used fictitious names for the interviewees, except for the founders of the institution.

We then searched the institution's documentary sources and located administrative documents and photographs, organizing the documentary *corpus* . The choice to work with documentary research was made

> By enabling certain types of reconstruction, written documents are therefore an extremely valuable source for any researcher in the social sciences. They are, of course, irreplaceable in any reconstruction of a relatively distant past, as it is not uncommon for them to represent almost all traces of human activity in certain periods. Furthermore, they very often remain the only evidence of particular activities that occurred in the recent past (CELLARD, 2008, p. 295).

In this way, we present, in the course of the subsequent sections and the final considerations, the trajectory of the SEI School and the different perspectives obtained from the interviews that addressed the institution and its relevance in the lives of the subjects who were/are part of its construction, not only physically, but also socially. In the first section, we problematize the process of idealization and the foundation of the SEI School. In the second, we address the views and memories of the individuals interviewed to understand what this institution meant in the trajectory and formation of each of them.

THE TRAJECTORY OF SEI SCHOOL

As previously stated, the SEI School was established on September 5, 1980, in the municipality of Dourados, state of Mato Grosso Do Sul, by teacher Ezir Bomfim Estremera Gutierre and her husband Jesus Estremera Gutierre , whose intention was to offer a comprehensive education, through a differentiated curriculum, with the child as the guiding axis, with training perspectives that considered different fields, whether of a social or intellectual nature, reaffirming the institution's philosophy (GRATIVOL, 2017).

Its activities began in February 1981, after the bureaucratic issues necessary for its implementation and opening, with services for the classes of Nursery, Kindergarten, Pre-school I and Pre-school II, enabling the child to be the protagonist in the idealized structure. The school was thought of and dreamed of, as Ezir (GUTIERRE, E., 2011) says, as being a “girl’s dream”, and, on several occasions, as a “school” game:

> SEI is the fruit, initially, of a great dream. And it existed – even without being discovered – since I was a little girl, when I played, I always ended up in school [...]. I never thought I could have a school... But my father... He said to me one day: “Do you still

> want a school?" I answered: "Oh, dad! Who wouldn't want a school? But who am I?" He answered: "I'll lend you the money for a school, see what you can do" (GUTIERRE, E., 2011).

Although the school prioritized providing preschool education, there was a great demand for it, which extended its services to primary school children, however, only from 1982 onwards. Currently, the institution covers not only early childhood education, but also the initial and final grades of elementary school (GRATIVOL, 2017).

In the beginning, the school faced some obstacles, but it started as a family and collective project. As it did not have its own building, the solution was to rent a space and transform it into a school. Therefore, its first address was at Rua Ciro Melo, nº 2236, according to the Internal Regulations of the School, becoming known at that time as "School of the Little Hands"[9], as the facade was decorated with the handprints of the children enrolled in that first year of operation of the school (GRATIVOL, 2017).

Aiming to succeed in its dreams, the institution relied on the support of its family and other individuals, because, like any beginning, it would need to redouble its efforts to make what was initially just "child's play" a reality. Thus, it required commitment and empathy from everyone, an aspect that we can confirm in Professor Ezir's account:

> I remember that in the beginning there were a lot of things missing. The building was old, on Hayel Bom Faker , but we started. So, little by little we built the classrooms, divided the field, built the reinforcement room, there were some other things that we improved. But it was always something basic, because the building was not ours, so we started thanks to the help of the Seminary, in the sense of charging a very reasonable rent, and thanks to my father who financed all this beginning, because we did not have money for it (GUTIERRE, E., 2011).

However, after 8 years in the original building, the school was transferred to a new address: Rua Monte Alegre, nº 2180. Although it was operating at this location, in 1989 construction began on a building to serve as an exclusive space for educational activities and care for children. In mid-1993, the SEI School gained its own building and, soon, a permanent address, located at Rua Balbino de Matos, nº 1895, in Jardim Universitário (GRATIVOL, 2017).

The construction of the new and current building was gradual. The first stage of construction was carried out in mid-1988, taking just a few months to complete. During this period, students from the early years of elementary school were transferred to the

[9] Report made available by school sources, the "SEI School 25th Anniversary Newsletter", from 2005.

new school, while students from early childhood education remained in the previous building, awaiting the completion of the second stage of construction. These events were confirmed in an interview with one of the institution's employees, a builder at the time and currently in charge of general services:

> Here, everything was bush in the region... There was nothing... I cleaned it up; I did everything here. I started the foundation for the other block. Now I only do maintenance, I fix sockets, light bulbs, faucets. Everything. I've been an employee at the school since 1989. We built the first part of the school in 1 year, 1 year and a half, that was at the end of 1988 to 1989 we started... the older students came here first, the younger ones stayed at the other school, after it was built here they started bringing the younger ones (PEDRO, 2020, p. 1, verbal information).

It is clear that, when analyzing the process of creating an educational institution, we must examine its origins in detail. It is extremely important to retrace its trajectory with a "curious" but respectful perspective, giving visibility to the "invisible", that is, individuals who have subtly and consistently contributed to the realization of projects, plans and dreams. Investigating the trajectory of this institution allowed us to move through the different perspectives and voices that have contributed and continue to contribute greatly to its rise. Knowing its history through its protagonists allows us to reflect on the role of each individual in the journey, because "[...] understanding and explaining the historical reality of an educational institution is to integrate it interactively into the broader framework of the educational system and into the historical context and circumstances" (MAGALHÃES, 2004, p. 70)

As we move through the historical/social context of the SEI School, we highlight the importance of using research based on Thematic Oral History, as it provides the basis and legitimacy to the reports obtained in our investigation and highlights the voices and perspectives of individuals who, most of the time, go unnoticed. "Man's perspective on time and through time bears the mark of historicity. It is men who construct their visions and representations of the different temporalities and events that have marked their own history" (DELGADO, 2003, p. 10).

Therefore, by highlighting the various perspectives that have been established/are being established from the same space, we point to distinct narratives within such a plural context as the SEI School. We observe that the trajectory of the institution continues to be supported not only by the will of its creators, but by the

individuals who have proposed to contribute to the foundation and progression of this institution throughout its 40 years.

When we seek to understand how such a space is constituted, we highlight its particularities, as well as its totality, raising questions capable of broadening our perspective and providing reflections on the role of the educational institution and how its historical process ennobles the context in which it is inserted.

> As can be seen, to tell the story of an educational institution, taken in its multidimensionality, does not mean to laudatorily describe it, but to explain it and integrate it into a broader reality, which is its own educational system. In the same sense, to involve it in the process of evolution of its community or region is evidently to systematize and re (write) its life cycle in a broader framework, in which the changes that occur at a local level are inserted without losing sight of the singularity and the larger perspectives. (OLIVEIRA; GATTI JUNIOR, 2002, p. 74).

We understand that during its four decades of existence, the SEI School has been building a historical, family and social legacy: historical due to the contribution it has made to the educational scenario since its foundation; family due to the spontaneous and full participation it has obtained from families; and social, because it is impossible to describe its history without realizing its burden on the social context, as well as the relationships established and strengthened throughout its historical trajectory in the region and in local education.

It is extremely important to understand the three aspects mentioned, since they are established as guidelines for answering recurring questions regarding the history of the SEI School, thus agreeing with Oliveira and Gatti Junior (2002) when they observe that when telling the history of an educational institution, its specificities cannot be neglected, but it is necessary to understand its totality.

In view of the above, we believe that the history of Escola SEI emerged from a personal dream of Professor Ezir and gained proportions in the face of the obstacles faced over the course of forty years. Both the unity and the recognition on the part of those who, together with the founders, believed in this project were crucial to what this hard work represents today. We observe the collective work, determination and dedication of everyone in the account of Professor Gutierre , founder and director of Escola SEI:

> It was total dedication when we rented, we painted, arranged tables, had chairs made, made tables and arranged the rooms. That was the beginning. A lot of dedication, a lot of work. My father-in-law's sister came here, helped us paint, do everything

> [...]. It was full-time work. To this day, all the money that comes in is used to improve the school! (GUTIERRE, J., 2019, p. 10).

The testimonies obtained through interviews solidify the details that go unnoticed when we only pay attention to the institution's documents. They allow us to understand not only the creation, but the entire context involved, the dream, the plan, the creation, the first school, the first students, the first teachers and the context of the SEI School. As a field of research and a space for multiple experiences, this school provides reflections on the role of the school institution and the child.

The school under study aims to work on education from a perspective focused on “mistakes and successes”. It has the following inscription on one of the interior walls: “ In this school, mistakes are allowed” . When we questioned the intention of the text, we received the following response from teacher Ezir , the person who inspired the phrase: “ That was my philosophy, a school where children were happy, more relaxed, but where they knew there were limits” (GUTIERRE, E., 2011). Now, everyone makes mistakes, but they can learn to do things right without being oppressed or reprimanded, and they can be corrected with care, attention and affection.

Given the above, we understand not only the philosophy, but also what makes SEI School different. Its institutional perspective is based on an instructional character and is concerned with the personal and social progress of each individual, thus fostering its projection, stability and continuity over the course of four decades.

SEI SCHOOL: THE VIEWS THAT BUILD THE INSTITUTION

In order to understand the trajectory of the SEI School from a more subjective perspective, we based ourselves on the memories of the individuals who were/are part of the SEI School and contributed to seek an interpretation of its idealization and creation process. Based on the shared speeches, stories, experiences and memories built within the scope and daily life of the institution, we understand it not only as a school, but as a significant space in the lives of individuals, especially with regard to their personal trajectory.

We can say that the different considerations about the same space provoke questions and interpretations regarding an environment full of specificities,

particularities, subjectivities and that left marks on the memories of former students, as can be read in the following report:

> My experience at SEI is an experience that reflects my childhood of good things. SEI is involved in everything good. So when they say that SEI is more than a school, it is the purest truth! Only those who lived here know what we are talking about! At that time, our treatment was a treatment of love and education, at the same time that we were loved, we were educated [...] I had a very special learning experience, a love in my life. I carry SEI in ninety percent of my heart. We had many experiences, many learnings that were not just about material things, (learning to read and write); we had to know how to share, we had to have compassion for others (ANDRÉ, 2020, p. 1-2).

By analyzing the former student's speech, we gain a more descriptive and intimate view of the SEI School, as education and care resonate in this space. We understand that the school institution is assigned a dual role in the contemporary context, inscribed in discussions about what is the school's responsibility and what is the family's responsibility. Or, even the possibility of reconciling the two aspects, aiming for balance and harmony between the different spaces. With this, we highlight not only the involvement of these people with the school, but also their perspectives, interests, simpler details, experiences and experiences established there, the knowledge provided and also acquired that for these collaborators and active participants of the institution made a difference in the personal, professional and social process of their trajectories.

In episodes narrated by retired teacher Ana (ANA, 2020), who stated “I am very grateful, because everything I know I owe to this school. Everything I learned was here. I am very grateful to them, they really are a family, I grew a lot here”, we perceive a manifesto of gratitude and understand that the relationship established is shaped by a more personal character. The teacher attributes the success in her career to the institution and the individuals involved in it, even classifying the space as being a family environment, leading us to reflect on the role of the school and its relationships.

There are also facts narrated by an employee in which he praises the school for its practices and structure: “ I have learned a lot in these years. We come to school to learn even when we are not in the classroom, just to pay attention to what people say, to observe” (PEDRO, 2020). We realize that he, as an employee, even when not inside the classrooms, learns by observing the movement, the conversations, adding values and learning to his trajectory at the school and that last in his actions.

Understanding the SEI School through the perspective of these people allows us to reflect on how the same educational context can bring different representations and

reflections about the space, the professionals who work there, the teaching and other specificities that each institution assumes in its curriculum, actions and practices.

> Thus, it can be stated that it is by seeking the *meso dimension* that the History of the Institution is given life and intensity, giving its various characters: directors, teachers, students and other members of the community, the condition of historical subjects, considering the greatness of the small acts, the gestures, the voices little heard or silenced, the school practices, the curriculum and its educational project. (OLIVEIRA; GATTI JUNIOR, 2002, p. 74, emphasis added by the authors).

We observed that the role played by the SEI School in the lives of each of these interviewees went beyond scientific knowledge, permeating their social and, consequently, personal relationships. Using the testimonies, we can see that the educational proposal idealized since the project of this institution was based on the importance of scientific knowledge, but also extolled ethical values for the progress and process of each person who has established or still establishes some relationship with the institution there. These facts are indicated in the excerpt from the speech of a former student:

> [...] just teaching any school teaches reading, writing, mathematics, Portuguese, history, geography and others, but SEI is much more than a school, [...] it is all in a positive way. The character formation that we received here at SEI is very positive in adult life. You understand people's pain, if you put love in everything you do, you prosper (ANDRÉ, 2020, p. 7).

Given the above, we consider that the institution perceived from the perspective of the former student has incorporated into its practices, throughout its journey, methods that provide a more comprehensive view of school culture, thus shaping a different way of perceiving the human being , since at the same time that it aims at the production of knowledge, it is concerned with the formation of a conscious citizen.

> In its historical path, an educational institution as a whole to be constructed, systematically composes its own identity. In this composition, it produces its school culture, which ranges from the history of schooling, practices and conduct, to the contents, inserted in a historical context that achieves the purposes of teaching and produces people (OLIVEIRA; GATTI JUNIOR, 2002, p. 75).

We continue based on the discourses acquired that foster the story behind the story, and we elucidate that, during the interviews, some subjects made their relationship with the SEI School explicit; a relationship that in many cases went beyond the physical

barriers of the institution, as it was established in a more familiar way, generating a look of gratitude on the part of these individuals. In light of the reports, we highlight the importance and participation of the professionals who worked/work at the SEI School, in the process of training the individuals, and whose actions forged trajectories of an academic or personal bias. This aspect can be highlighted in the excerpt below, taken from the interview conducted with a former student of the school:

> [...] from the beginning they were never just employees or Aunt Ezir 's children , they were always present in our lives, always uncles [...], always as if we were family from the beginning until today. [...] They manage to leave this behind for us to want to return. It's funny that I think they can't measure this, that they left this in our hearts, but it's something that seems to be part of our family [...], remembering... it's a very family-friendly school, everyone who studied there or almost everyone tends to send their children there. I think this brings good memories to each of us, not just me, it's not just a question of education, it's a question of us reliving, as if it were therapy for us (JOÃO, 2020, p. 1).

From the above statement regarding the importance of an institution that takes a careful look at human beings, we learn that the experiences lived in these spaces create legacies for generations, and that they can have both a positive and negative impact on the process of forming these individuals, fostering unique memories. We emphasize the importance of these memories that build, revive and provide a basis for new reflections in relation to the SEI School, its professionals, its structure, its curriculum and its practices. From different angles, the statements praise the stance of the school, its professionals, the participation of families, the institution and the education received.

The testimonies clarify and extend a discussion about the representation and value attributed to the educational institution. If our discourse is based on the relationship from the perspective of individuals trained by the SEI School, we also want to bring the perspective of those who work professionally in other spaces, highlighting their experiences and memories regarding the institution and how they navigate through the history of this institution.

Through the narratives, we understand the relationship between the school not only with its employees, but with all professionals, with the children and also with their families, who continue to be very active and involved in their responsibilities towards the institution. We highlight the professionals' understanding of the institution when we highlight the following excerpt, taken from the interview with the person responsible for the institution's security department at the time:

> [...] The staff here at the school never fails to help, they don't refuse to help anyone. I always tell the other employees when I see someone complaining that you can't find a job like this anymore. But if you're not satisfied, just quit your job. What you can't do is go around badmouthing the school in the hallways [...]. There are many things that can be improved, there are, but they are always available [...]. Since I started here, the school has changed a lot, it has grown, it has a lot of employees. They helped many employees, including me, so whenever I can, I thank them. We can't be ungrateful, but we can be grateful, because they have always been very good (VITOR, 2020, p. 3).

In the excerpt above, we note that despite being a space with differentiated practices, praised for the results and methods adopted, especially in the treatment given to the SEI School community, this institution is perceived as a place of change, always striving for improvements in all contexts. In view of what was mentioned, we aim to explore the environment, its aspects and understand this plural space, forged by singularities. The important thing is to understand its particularities and praise the importance of all those who dedicated/dedicate themselves to the functionality and success of what was thought and idealized since the first project of the SEI School, remaining in the ideals and practices that it currently presents and aims for the future.

FINAL CONSIDERATIONS

Given the facts analyzed, when investigating the memories about the SEI School, as well as its trajectory, we understand it not only as an educational space, but as a place that provides unique experiences and experiences, affecting the professional trajectory of each individual who has passed through there, who has had some type of relationship with the school, supporting even their experiences of a social nature.

As we move through the memories that echo in this institution, we understand that there was a plurality of pedagogical practices exercised there, expressing a differentiated curriculum. The perspectives of professionals who work there are based on multiple theoretical discourses that place children, families and the community at the center of the pedagogical process.

According to the descriptions given in the testimonies throughout the text, the SEI School has aimed to provide a differentiated education since its foundation to contribute to the development of its students, teachers, family members and other employees, promoting an education with a cultural, professional and social nature, and instilling values and ethical principles that are expected of a conscious citizen. Not only for the

creators of the SEI School, but also for others involved in its operation, it has a relevant family representation, especially regarding its relationships with other individuals, whether students, teachers or employees. Although there is transparency and mutual respect, nothing is absent from the meticulous attention and demands of those responsible for the school, who manage all its actions with control and organization.

We also emphasize that, although the institution is highly praised and its historical trajectory over its forty years is respected, the SEI School has rules based on values and principles that it wishes to instill in its community, as it is a space that seeks to offer quality work, with measures that consider the human being in a broader sense, but based on more traditional, conservative methods and a strong Christian ideology, even though it is not a denominational school.

According to the reports analyzed, it is an institution well received by the middle- and upper-class families that attend it, therefore, it is a school that trains leadership cadres, although it does so based on differentiated curricular practices that aim to form a more reflective individual. Thus, the SEI School has built and contributed to the history of education in the city of Dourados and the region for more than four decades.

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