



# Integrative Community Therapy in Mediating Socioemotional Conflicts in the School Context

Terapia Comunitária Integrativa na Mediação de Conflitos Socioemocionais no Contexto Escolar

Terapia Comunitaria Integrativa em la Mediación de Conflictos Socioemocionales em el Contexto Escolar

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**ABSTRACT:** *The present study aims to present part of a work in development with teachers of early childhood education and early years of elementary school in public education environments. In the search for knowing the causes that contribute to the teaching absenteeism at teaching network, grounded in the Integrative Community Therapy (ICT) and implanted at the studied network in 2010. It was created a course “Caring for Those Who Care”, in which the techniques and experiences to the rescue of self esteem were applied. The analyses of its impact in improving the teachers’ intrapersonal and interpersonal relationships were the aims of this research. It is an applied, descriptive and exploratory research with quantitative and qualitative approaches. Frustration, impotence, loss, fear and sadness were the most common themes in the moments of sharing the course. The ICT and “Caring for Those Who Care” enabled the creation of supportive networks and the development of socio-emotional skills.*

**SOCIO-EMOTIONAL SKILLS. CARING FOR THOSE WHO CARE. INTEGRATIVE COMMUNITY THERAPY.**

**RESUMO:** *O presente estudo tem como objetivo apresentar parte de um trabalho em desenvolvimento com professores da educação infantil e anos iniciais do ensino fundamental de uma rede pública de ensino. Na busca de conhecer as causas que contribuem para o absenteísmo docente na rede de ensino, fundamentada na Terapia Comunitária Integrativa (TCI) implantada na rede estudada em 2010, foi criado o curso “Cuidando de Quem Cuida” em que técnicas e vivências para o resgate da autoestima foram aplicadas. A análise do seu impacto na melhoria da qualidade das relações intra e interpessoais dos professores foram objeto dessa pesquisa. Trata-se de uma pesquisa aplicada, descritiva e exploratória com abordagem quantitativa e qualitativa. Frustração, impotência, perda, medo e tristeza foram os temas mais presentes nos momentos de partilha do curso. A TCI e o “Cuidando de Quem Cuida” possibilitaram a criação de redes de apoio e o desenvolvimento de competências socioemocionais.*

**COMPETÊNCIAS SOCIOEMOCIONAIS. CUIDANDO DE QUEM CUIDA. TERAPIA COMUNITÁRIA INTEGRATIVA.**

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**CURRÍCULUM:** *Este estudio tiene como objetivo presentar parte de un trabajo en progreso con profesores de educación infantil y primeros años de primaria en un sistema escolar público. En la búsqueda por conocer las causas que contribuyen al ausentismo docente en el sistema escolar, a partir de la Terapia Comunitaria Integrativa (TIC) implementada en la red estudiada en 2010, se creó el curso "Cuidando a quién le importa", en el que se elaboraron técnicas y experiencias para el rescate se aplicó la autoestima. El análisis de su impacto en la mejora de la calidad de las relaciones intra e interpersonales de los docentes fue objeto de esta investigación. Se trata de una investigación aplicada, descriptiva y exploratoria con un enfoque cuantitativo y cualitativo. Frustración, impotencia, pérdida, miedo y tristeza fueron los motivos más comunes a la hora de compartir el curso. TCI y "Caring for Those Who Care" permitieron la creación de redes de apoyo y el desarrollo de habilidades socioemocionales.*

**TERAPIA COMUNITARIA INTEGRATIVA. CUIDAR DE QUIEN CUIDAN. COMPETENCIAS SOCIOEMOCIONALES.**

## Introduction

The school passes through quick and significant changes. The teacher practice until decades ago was predictable; it reproduced in class the knowledge built along selected time, highlighted in teaching plans and schools' curriculum projects. The banking education, used termination by educator Paulo Freire, illustrates the predominant educational model in the centuries XIX and XX, in which the teacher deposits in students the knowledge considered necessary to be assimilated and students receive them passively in order to memorize and repeat. Paulo Freire (2016), the knowledge donated by the ones who judge themselves wise upon those who don't, assumption of banking education, is based in the oppression ideology.

With the advent of industry, the school opened its doors to everybody. The education that was offered homogeneously needed to be revised, because besides the disparity of knowledge, social questions like violence, unemployment and hunger also got in classroom. These transformations put the professor under challenging situations, in spite the fact that everything had changed (and it changes) very rapidly. Nevertheless, many practices observed in everyday schools are still anchored in activities considered obsolete.

Achievements and disappointments have still been present in the exercise of teaching, and the reasons that produce them have multifactorial causes evidencing the complexity of the teaching work (Tim, Mosquera & Stobäus, 2010). The requirements in public policy of education, concerning the development of abilities and competences to promote articulation between contents and practices applied to everyday life, demonstrate important need of schooling. Therefore, it is up to the teacher an important role on this process that the emotions are present. The stress that can elapse from professional acting conducts to labor absenteeism and requires an investigation of the causes, to define actions that might help to solve them (Gondim, Morais & Brantes, 2014).

According to Bottura Júnior (2009), working the emotions become necessary to avoid contamination and overflows on communication, that which is not resolved or eliminated correctly will be transformed into illness or conflict.

There is a range of emotional investment on teachers work that consume a dose of affective energy due to the nature of teacher/student interpersonal relationship, like the affective involvement of students to favor the learning (Tardif & Lessard, 2014). In this context, it ratifies the proposition of Gondim et al. (2014) that social-emotional competences are implicated in this process, though the affective and motivational aspects influence the learning.

The current demands and problems signalize that only having technical competence is not enough to a teacher. It is necessary, concomitantly, the development of social-emotional competences for the fact that there are several educational demands and for being in constant changing, requiring a good relational ability from the teacher (Weber, Leite, Satsiak, Santos, Forteski, 2005).

The needed competences for the exercise of teaching profession are the basics professionals and socio-emotional. Goldim et al. (2014) point that the basic competences allow a mobilization of knowledge, acting and will; and the socio-emotional correspond to the developing expression of other skills.

Researches made by the Teachers' Syndicate of Official Teaching of São Paulo State – TSOTSPS (2011), as for Trindade, Morcef and Oliveira (2018) point out that the psychic disorders, highlighted stress, the Burnout syndrome and depression, as the main reasons of withdrawal of teachers from classroom.

The present study aims to present part of a work in development with teachers of early childhood education and early years of elementary school in public education environments. The teaching network studied presented, between 2012 and 2016, increasing number of withdrawal of teachers from their classrooms and from teachers' narratives, the triggering causes of the absenteeism.

Starting from the data analysis obtained together with the Human Resources Department (HRD) of the network studied, it was intensified the dialogue circle (ICT) and structured the course "Caring for Those Who Care", so promoting the rescue of self esteem. It is an applied, descriptive and exploratory research with quantitative and qualitative approaches.

## **1 Theoretical Foundation**

It is necessary to invest in the development of socio-emotional competences that teachers can deal with current challenges and demands, since the teaching work is an interaction among people, so that they do not accomplish or execute one activity but need to make sense from what they do (Tardif & Lessard, 2014).

Considering the complexity of individuals, it assigns the need (and urgency) of potentialize theoretical knowledge to teachers' practical knowledge and the attitudinal contents on initial formation and continuum to the reconfiguration of educational environments focused on the development of socio-emotional skills. It is required that teachers promote socio-emotional skills of students; therefore, it is necessary that their abilities are systematically developed, because they do not only teach what they know but who they are. Fomenting a pedagogical policy and curricular of identity and differences, it is not allowed to maintain in the claim for good will with the difference. "It has to place in the centre a theory that allows not only recognize and celebrate the difference and the identity, but question them." (Silva, 2012, p.100).

The teacher permanent action-reflection-action is necessary to debate inherent subjects belonging to their profession, like the clichés of excellence in education.

What excellence is this, that barely fights against sexual, class and racial discriminations, how to deny the different, humiliating, offending, underestimating, exploring it were an individual and classes right, from races or a gender in a position of power above another [...] (Freire, 2018, p.131).

An alternative to assure teachers mental health is the creation of speaking and listening spaces, once that "in school, each teacher works isolated without the opportunity of speaking about their anguish, pedagogical practice; without a place to reframe them. The teacher does not put in words the anguish and gets sick" (Aguiar & Almeida, 2008, p.39).

It is possible to strengthen the attachments between pairs in these environments, students and themselves, besides evidencing the co-responsibility in the search of solutions to suffering and everyday problems. The educative practice covers the human formation, which is anchored in political, ethical, esthetical, historical, cultural, social and humanizing process (Reis & Salerno, 2011). The ICT for being a dialogical space that contributes to the solution of problems and mental caring of the teacher.

Next, we will contextualize the ICT as tool, its contribution with teachers' duties and the correlation with the reasons of absenteeism.

### 1.1 Integrative Community Therapy (ICT)

The Integrative Community Therapy (ICT) is a tool possible of being implemented in formative spaces. For its creator, Adalberto Barreto, the ICT is also known as dialogue circle, it outstands as a dialogical process in which we listen and be listened. Barreto (2008, p.38) outstands that “the stories that we listen send us back to our own story”. We start to review our mental schemes, relativize our difficulties, discovering ourselves as non-finished beings and, above all, to heal our university alienation.”

The phases of the ICT are built, in sequence, by: welcoming, choice of the theme, contextualization, problematization, aggregation rituals and evaluation. At the welcoming phase is given the heart welcome, life is celebrated, the objects of ICT (dialogue circle) and rules are presented, as for making silence while the other person is speaking, only talk about ones experiences and not give advices; the group is warmed-up by a game so that the work is realized.

Choice of the theme is a subsequent phase, in which the participants show the themes necessary to be discussed. After the themes manifestation, it is realized an election, as with the most voted theme is discoursed. At this moment, it is enlightened that the identification of the participants is related to the theme and not with the person who brought up the subject. The greetings to all that have brought up the theme is done and it is given the opportunity a conversation after the end, in case of the discussion did had not contemplated part of the theme that was wanted to be discoursed (Barreto, 2008).

ICT is a methodology that was applied for the first in the Favela of Pirambu, Fortaleza, in the state of Ceará and disseminated to several states and other countries, such as France, Mexico and Sweden. It was included in the hall of Complementary Integrative Practices of ‘*Sistema Único de Saúde*’ (SUS) (Brazil’s Healthcare Unique System), by the gate 849 of 27<sup>th</sup> of March, 2017, reinforcing the institutionalization of the methodology. The aim is to place it in the fields of prevention, at the same time, health promotion, based on humanization and integrality of the individual (Goulart, 2011).

The choice of the name Integrative Community Therapy is justified by the meaning that each word enclosures. Therapy comes from Greek *therapie*, which means to shelter, to attend. Community has in its composition two other words: common + unity and evidences what people have in common. Integrative for considering that all the emerged knowledge from different contexts have to be integrated, and the solidarity networks, in order to promote health and citizenship, are expanded (Barreto, 2008).

The spider web is a representative symbol of ICT. Its origins come from the *torem* dance, done by the native Indians Tremembé, encountered in the Northeast of Brazil. In this dance, it invokes and imitates the animals in which they have learned. Cite, among other revered animal, the spider. The native Indians remind that without the ground they are like spiders without the web. Barreto (2008) relates the dialogue circle with the work done by spiders that weave invisible webs, but, strong ones.

There are five great axis that support the ICT methodology (dialogue circle): the Systemic Thinking, the Communication Theory, the Culture Anthropology, the notion of Resilience and the Pedagogy of Paulo Freire. Each axis is grounded in theoretical approaches that legitimize the procedures to be followed (Cezário et al. 2015).

The ITC approaches the pedagogy of Paulo Freire through the exercise of dialogue, sharing knowledge that comes from the concrete life experiences questioned on established relationships among men and their environment (Reis & Salemo, 2011).

The role of a community therapist approaches the one of a teacher for being necessary, among other characteristics, “the respect for the students’ knowledge, criteria; esthetic and ethics; embodying of words, for example: risk, acceptance of new and rejection of any kind of discrimination; availability to dialogue; knowing to listen and good will to other students” (Barreto, 2008, p.280).

Establish dialogues give the opportunity to circle the knowledge. Upon dialogicity, it is possible the explicitness of the differences that have built us, but it does not exclude us Freire (2016, p.257) highlights that “There is not, however, at the dialogical theory of action, an individual that dominates by conquest and a dominated individual. In place of that, there are individuals that get together to pronounce the world, to its transformation.”

## 1.2 Integrative Community Therapy and its contribution to the teaching practice

Teaching is a work constituted on human relationships and its practices are permeated by marked situations on the contexts that it is realized, and many times, by the unpredictability inherent the existence. Added to the complex of teaching work, there are the expectations deposited by coordinators, principals, teacher and students, that are not always coherent.

The unpredictability inherent the existence added to the complex of teaching work produce discomforts. Working with small children, the ones who show learning disabilities, and in some cases, the ones with aggressive affective demands and attention of teachers (Tardif & Lessard, 2014).

The teacher sees herself/himself compiled with questions of familiar and social orders, besides the insecurity in relation to how to teach, reflex of extreme theoretical formation courses (Aguiar, 2008). It is required from the teacher the accomplishment of all his tasks; however, it is not noticed significant changes on teaching formation to help them on coping with conflicting situations (Esteve, 1999).

The teacher works in a context of interactions, in which is necessary to teach about and to human beings and yet, give a direction (Tardif & Lessard, 2014). On this process of interactions and quick changes, the teacher needs to take successful decisions, on unplanned events, due to the dynamicity present on relationships. If anything goes wrong, parents attribute bad professionalism to teachers, and if everything goes right it is because their children are good students (Esteve, 1999).

Exercise the function of teaching does not consist of merely accomplishing the schedules, developing classes' plans and elaborate projects on planning week. In order to knowledge circle in classrooms it is required that there is interactivity, characterized as the main object of teaching work. On this process of interaction is connected the cognition and emotions, underscoring the insufficiency of working on courses of formation only under technical competences. About the emotion, the affection manifested in classroom, highlights Tardif and Lessard (2014, p.258):

To a good extent, the work of a teacher lands on emotions, affections, on the capacity of not only care about the students, but also notice and feels their emotions, fears, happiness, their own traumas etc. An expert teacher knows how to play the groups' emotions piano, triggers enthusiasm, involve them on tasks etc. On another sphere, the implication of teachers in the solution of problems in society (teach racial harmony, non-sexist values, listen to personal problems, to comfort, teach basic social behaviors etc.) constitute a heavy load to bear. Above all, for being the "product" a human being, teachers worry more about the quality and global wellness of children.

The established relationships on scholar environments promote the circulation and weaving of knowledge and it is on this context that the curriculum outlines. For the discussion of school curriculum, understood as the practiced every day and not only the registered on curriculums' proposals, it is necessary to know, give opportunity the speech to whom have created the curriculums. On condition of creators, teachers and students, attest their authority, evidencing a non-rupture between the ones who think and make the curriculum (Oliveira, 2012).

The emotions are inserted in the process of reflection about curriculums *thoughts/practiced*. In order to make visible it is needed to "consider the plurality, heterogeneity and impossible imprisonment in models of what should be the emancipation practices as well." (Oliveira, 2012, p.12).

The ICT was implanted on the investigated network in 2010, with the participation of staff and teachers (from the elementary education and first years of middle school). Dialogue circles (ICT) were conducted by eight managers from the municipal schools network who were in process of formation to act as community therapists. The dialogue circles with teachers were realized during the Collective Pedagogic Work Time (COWT). Since then, continued to happen in an unsystematic way.

In 2012 as the unfolding of the dialogues circles, it was structured the course "Caring for Those Who Care", in which techniques and experiences to the rescue of self esteem were applied based on

theory and practice acquired in the course ministered by Dr. Adalberto Barreto, creator of the ICT. The caring for those who care has a psycho-bodied approach that search for a body decoding word to the promotion of reflection and discovering of oneself, at the same time that it establishes a feeling of belonging to a group and developing social support.

In this way, a new sense is given to the symptom that echoes on participants and enables the possibility of identification with similar suffering situations, in which allows to make visible a silence suffering, hidden.

Each participant receives support from the group, by means of the construction of participative and democratic collective space; it has reinforced ones identifications' network being built after the group dynamics; it supports life strengths and encourage the initiatives of humanizing that emerge on the group (...). (Barreto, 2017, p.20).

It was idealized from the experience of ICT the course "Caring for Those Who Care" in order to work in a group, up to 40 teachers in weekly meetings, for a semester. However, due to a great demand It was necessary to reformulate the proposal, looking for attending a major possible public. Until 2016, it was formed 13 groups and 840 attended professionals of education. It will be presented on this work the results of dialogue circles and from the course "Caring for Those Who Care".

### 1.3 Possible Causes of Teachers' Absenteeism and the ICT

Absenteeism has its origins in latin *absens*, which means staying away, absent. This absence can be partial or total from the working environment for whatever motives. It comes from social, cultural, personality and illnesses factors (Costa, 2017; Cabral, 2019).

There are many reasons for that triggers the absence of teachers from classroom, among them the mental suffering owing to the realized work. The study of absenteeism can foment public policies to prevent and improve life conditions and teachers labor (Costa, 2017).

There is more than teaching of disciplines that has stopped being exclusive attribution for teachers. It adds to this responsibility the psychological assistance to students, the precariousness of work, scarcity of human resources, materials, lack of autonomy and extra workload, owing to low salaries it becomes necessary to increase work journey. In this adverse setting, malaises appear and trigger illnesses (Costa, 2017).

The concept *teacher malaise* comes up on pedagogic literature intending to express this group of reactions due to social change. This idea summed to exhaustion, results of the accumulation of exigencies to teachers makes them put into game several mechanisms of defense, such as the labor absenteeism, but it relieves the tension that the teacher is subjected to (Esteve, 1999).

Tostes, Albuquerque, Souza & Petterle (2018) presented the data of Labor International Organization (LIO) that the teaching category is the second one to show occupational illnesses, and highlight that teaching is one of the most inclined professions to subject to mental suffering due to the new conditions of work.

Among the motives generators of mental suffering and emptying the meaning of the teaching work, are accented the worked directed of employment. The incidence of rising mental suffering of teachers calls the researchers attention. In Germany, teachers are between the most public employers that abandon the career by psychic disorders and psychosomatics (Tostes et al., 2018).

Arendt (1979) highlights that it seems we are not ready for the activity of thinking, to settle ourselves in the gap between past and future. The disability to deal with complex situations are not always approached, whether in initial formation or continuum of teachers, it makes them look for external help from school in order to relieve their suffering. Most of the time, "[...]it is a doctor the professional looked for the teacher and unbreakable use of medication that the words faint and loose credit" (Aguar & Almeida, 2008, p.21).

The prescribed medication mutes the teacher, provoking dullness of their anguishes. In the dynamic of speaking and listening the experiences are reframed, as being "[...] listening succinct solidarity

will, awakens compassion and then, outline the first steps in the construction of a supportive community” (Barreto, 2008, p.54). The ICT is not group psychotherapy for not concentrating on pathology, it is orientated to a systematic approach and solutions are searched for following the group on its own.

Castro, Freitas, Rodrigues e Silva (2016) make provocation about the ways of conceiving teacher’s sickening. Why treating individually subjects that gets sick collectively? The problems, being collective, have to be confronted collectively. Enlighten that human and social dimensions are argued from a Cartesian conception and cite that the courses of formation fragment the disciplines. The systematic thinking allows thinking on relationships and contexts.

Although the ICT has its origins in healthcare, it communicates with the different areas of knowledge for referring to several ways of positioning on society. Among the main arguments are the passage of a model that generates dependence to another that feeds the autonomy, it appreciates the circle of knowledge and breaks down the psychic poorness (Barreto et al., 2011).

Considering that current days are marked by the fragility on maintenance and construction of attachments, it is necessary to promote reflections about confronted dilemmas so that the discomfort can be recognized and transformed, avoiding the repetition of events generators of malaise. This movement does not permit the elaboration of procedure’s scripts and, furthermore, the alienation and oppression are installed, contradicting an emancipating pedagogy, based on reflection and dialogue. According to Freire (2016, p.68) “one of the basic elements of mediating the oppression oppressed is prescription. Every prescription is an imposition of a conscience to another.”

Talking about everyday questions present on schools and discussing about conceptions of society and education with empathy, respect, valuing knowledge (practical and theoretical), humanize and strengthen attachments. The mentioned skills, added to emotional intelligence, regulation and emotional creativity integrate socio-emotional competences (Goldim et al., 2014).

Emotional intelligence (recognize, comprehend and the use of intelligence on others) might be developed to preserve personal well-being and healthy relationships with other people. These intelligences have an impact on work, for requiring skills to deal with diversities. It is necessary, beyond professional skills, to have emotional competences to work with ones emotions and have a relationship with other people (Goldim et al., 2014).

The ICT intensifies the development of socio-emotional competences and has potentialities for the confrontation of teachers’ contexts and conflicts that emerge on public schools (state and municipal). The ICT enables the circling of knowledge and the work with diversity. The differences assure identity and then a serious and respectful dialogue about human beings diversity can be reframed (Barreto, 1994).

All the living dynamics consider the human being and its totality, that is, include biological, psychic, social and spiritual dimensions. The biological sphere is not discussed away from the other dimensions, for the fact that a person might not feel understood in ones suffering. Barreto (2008) emphasizes that pain medicalizes, but suffering, is sheltered. The psychic dimension dissociates from the others, it puts in risk transform fantasies into reality. The same proceeds with social problems. It is discussed that the part impoverishes the strategies of intervention. And the spirituality, separated from the other dimensions, can promote intolerance and other forms of violence, like prejudice and discrimination.

## **2 Methodological Procedure**

It is an applied, descriptive and exploratory research with quantitative and qualitative approaches, realized in two phases. First phase was documental and quantitative approach, time that had been brought up data referring to the number of licensed teachers by mental disorder in an uninterrupted period of five years, corresponding to the years of 2012 until 2016, searched at primary resourced documents, from institutions, providing better acknowledgement of the problem in question. It was consulted 4.399 medical records, in all, by year, according to showed on Table 1.

The occurrences verified in the period to the studied network present medical prescriptions with different diagnosis.

Year of Consulting	Number of medical records
2012	850
2013	860
2014	842
2015	877
2016	970
Total	4399

Source: Human Resources Department from the studied network.

Table 1 – Discrimination of the number of medical records analyzed in the period 2012-2016 at municipal network, object of research.

The second phase, transversal with qualitative approach, was realized to know the meaning of absence from professional activities in the eyes of teachers. In this phase, teachers could share their anguishes in participating from the adhesion on dialogue circles (ICT) and meeting of the course “Caring for Those Who Care” and think collectively in strategies of confrontation.

Meetings to dialogue circles were punctual to treat elected subjects at the day or thematic. The participation on activities happened due to the presence on COWT meeting and/or by previous subscription via e-mail and most recently by the platform *Google Forms*. The subjects discussed on dialogue circles (ICT) prioritized requested questions from the group of teachers or other professionals from the education field with a proposed theme, like “Let’s talk about life?” in which enabled discuss about suicide.

The number of participants, on average, at ICT and “Caring for Those Who Care” were 40 in each. At the end of each dialogue circle or course, the participants received a certification with validated hours to the process of bonus that exists in the municipal educational system. Sporadic meetings also happened at the periods conducted to a formation of service, like COWT and planning days. In this case, as in working time, the certification was not dispatched.

Teacher signed a presence list of dialogue circles (ICT) that requested full name and a gap to mark the age group, as follow: ( ) 20 30 years old, ( ) 31 40 years old, ( ) 41-50 years old, ( ) 51-60 years old, ( ) 61 years old or more.

The sat down on the chairs already placed in circles by the community therapists or caregivers, responsible for the conduction. It was asked to keep hands and legs uncrossed, depositing materials on destined spaces and maintain them. Such procedure is justified by the warm-up phase in which teachers are invited to move around, as in the ritual of aggregation that everybody stood up, forming a circle to the final reflections.

Welcoming, choice of the theme, contextualization, problematization, rituals of aggregation and evaluation are phases of the ICT, considering that the last phase only participated community therapists that conduct the dialogue circles. Generally, they participated in pairs.

The spaces for speaking and listening created for teachers contributed to strengthen the personal and group identity. The dialogue circles (ICT) were, in majority, structured by themes brought up in which one of them and, at the presentation of themes the most voted was discussed. However, thematic circles in which themes have already been announced before the arrival of participants also were realized.

The dynamics used in meeting of the course “Caring for Those Who Care” triggered an awareness inherited, of what it is, what might be and not causing disturbance, only revealing the story carried by the body (Barreto, 2011, p.105). Among the theoretical and methodological aspects that sustain the “Caring for Those Who Care” are: the self esteem, the syndrome of psychic precariousness, the resilience (when lack of affection generates competences to self service and for others), the biomedical model and the energy concept, the living dynamics (general considerations and methodology) and registers (Barreto, 2017).



The “Caring for Those Who Care” meetings happened on previously defined spaces. It was offered a light coffee-break before the participant got into the room, because many teachers came directly from their working place to the formation. The material taken with them and shoes were placed before the entrance of the space to the development of the experiences. Preceding the beginning of living dynamics, participants signed the list of presence and the term of image use, to publish on scientific events and medias, such as on a close *Facebook* group of participants and sympathizers of ICT and the course. Four community therapists, also called caregivers, were responsible for the development of the meetings since the implementation of the course.

Figure 1 shows how summarized the proposed phases for each meeting of the course “Caring for Those Who Care”, previously described, following Barreto’s format (2017).



Figure 1 – Info graphic with phases of the meetings of the course “Caring for Those Who Care”.

At the end of each meeting the caregivers reunited for a quick evaluation, discussed questions of procedures that went right or needed to be improved and noted down important topics to register each experience. The script built by the caregivers was lined on the appreciation of the questions: “*What has repeated?*” and “*What has modified?*” the next meeting in order to promote the rescue of self esteem, touching the seven phases of the work.

The systematization of extracted speeches on dialogue circles and course had made discomfort on what died inside each person, evidencing a fragility of life, at the same time emphasizing that this fragility turns more precious, evidencing the plurality of life (Reis & Salerno, 2011).

The data analysis had been made by a qualitative and quantitative approach presented as generically characteristics and specified, from the problem on perceptions of the participants at the research.

### 3 Discussion and Obtained Results

The participant groups on the research presented composed of, majorly (98%) by feminine gender, considering the predominance of this gender in the teaching exercise at the studied network, according to data shown at Table 2.

Gender	2012	2013	2014	2015	2016	%
Feminine	848	855	835	859	949	98%
Maculine	16	15	17	18	21	2%
Total	864	870	852	877	970	100%

Source: Human Resources Department from the studied network.

**Table 2** - Classification by gender of participants in the research in the period of 2012-2016.

The table 3 presents upcoming results realized together with responsible department, according to the motives that caused the absence of teachers from classrooms by means of medical prescriptions in the period of 2012 to 2016 at the municipal network of education investigated. The analyzed data were manually tabled via plans created on Microsoft word and Excel.

Motive	Quantitative
Breathing apparatus	332
Illnesses related to gastric system	208
Illnesses related to teeth	220
Mental disorders	210

Source: Human Resources Department from the studied network.

**Table 3** – Main motives of absenteeism of teachers in classroom (2012-2016)

It was verified that the absenteeism by health problems mainly associated with breathing apparatus illnesses, followed by teeth problems, mental disorders and gastric illnesses.

Another relevant observation of classification made on this research refers to mental disorders points to anxiety and depression as predominant at the increasing number of medical prescriptions given to the Human Resources Department in order to justify the absences, being responsible for absenteeism at long term periods compared to other illnesses.

The motives for absenteeism identified on this research corroborate with results of researches realized by Costa (2017), Silva (2017), Oliveira (2015), APEOESP (2012) and Mestre & Ferreira (2011) in which showed that illnesses related to breathing apparatus, mental and behavioral disorders as being the main reasons of teachers' absenteeism from classrooms.

Depression and anxiety, as with panic syndrome and stress are among the main reasons of absenteeism identified like mental disorders presented on table 3. This panorama was verified during narratives of activities at ICT and the course "Caring for Those Who Care" in which the current motives were: frustration (33% present on discussions), impotence, lost, fear and sadness with 17%.

Such motives are inserted on the teacher's malaise. Labor absenteeism as a mechanism to cut accumulated tension, depressions, anxiety, feeling of maladjustment and dissatisfaction towards problems related to teaching practice, desire to abandon teaching and claims to transference in the intention of escaping from conflict situations are in the bulge of teaching malaise. The expression teaching malaise on pedagogic literature refers to recognized teachers' reactions as unwilling triggered by social changes (Esteve, 1999).

The malaise associated with a working routine and elevated workload result in teacher's physical and mental exhaustion, it has been pointed in recent researches as one of the most main causes of teachers' absenteeism from classrooms. In Brazil this aspect is aggravated, because the workload is heavier than the teachers from most of the other countries of OCED (Organization of Cooperation and Economic Development), justified by the necessity of exercise teaching functions, at least, in two educational institutions to assure that the salary is maintained and its subsistence (Tardif & Lessard, 2014).

Another question to be considered is the requirement associated with remnants of feminine characteristics, socially built in which the dedication, donation and motherhood are expected from women, that passes through the dialogues with students in tons of advice, to demonstration of tenderness, affections up to actions that transcend the ones pertinent to the pedagogic activity (Gatti, 1981; Silva, 2017).

The domestic responsibilities fall integrally above women even with their entrance on working market by the professionalism of school. "Even though school doors had opened to women, it does not mean, in absolute, that they were dispensed from their homecare and family obligation." (Schaffrath, 2000, p.11).

The integral time donation to students and the institution are required attributes of many who exercise teaching. They work harder than the paid hours to "save" students and the series of measures voluntarily taken in order to grant the realization of "divine act" (Lengert, 2011). The integral donation to teaching exercise, "even if their own health is neglected and makes them sick is seen as 'normal' between teachers." (Silva, 2017, p.117).

The narrative of participant A, representative of the groups speech, illustrate the commented:

*Life inside school is tiring, it is stressing. A double journey is heavy, healthy eating is damaged; it is not every day that we are able to have a good meal. You leave a workplace and soon have to be at another, sometimes with no break. So, this generates physical harm and stress. There's also another factor, for example, for me to go to the doctor I have to absent from my work because I do not have health insurance. Then I have to sacrifice my working day because the public health attending happen during the day and so thinking about a preventive treatment most of the times we do not do them, why? Because for me to do a preventive treatment I will have to miss work every now and again. And then we end up neglecting it. When you notice you are already getting sick, low immunity, and then get flu more frequently and yeah... that's why it results in other organism disorders, not only physically but also emotionally that damages our work because it impedes us from being present with health, in all the availability that a classroom requires. For you to be inside a classroom you need to feel good emotionally and physically, and this group of situations in exhausting, it unsettles us. It unsettles us teachers inside classrooms every day. Sometimes some illnesses appear. Conjunctivitis, a strong flue, and others, for example, the ones we could avoid with prevention. I, teacher, am not able to leave everything to holidays, right? But holidays end up passing by because we want to rest; do not want to think about illness, problems, right? So it is a more complicated way.*

It is observed that the caring with others is at an exigency level superior to the caring with oneself. Taking care of others cannot implicate on not caring of oneself and all, not only women need to develop the possibility of caring for others. Illness is a way of escaping from the oppression that women suffer as professionals and partners, and the problem is not necessarily the body, but the way that it is affected by power. The oppression is sustained by a social system that overwhelms considering class, gender, ethnicity/race and other forms (Siqueira & Ferreira, 2003).

Considering the inter-relation from different natures that trigger presence/absence, courage/discouragement of teachers, it is necessary to observe working conditions, valuing of professionals from the education in order to offer improvements on working quality and teachers' lives.

Castro et al. (2016) stands out that low salary is impeditive to the access of leisure and relaxing activities by teachers, very needed owing to overcharge and stress resulted from teaching practice. It adds the low salary, feeling of unworthy and the fear of not being able to afford, mainly after retirement.

During the dialogue circles (ICT), monthly, most of the themes that emerged were related to dealing with anxiety and impotence upon students that do not pedagogically achieved, lack of students' family support and guilt for the lack of time with their own families. The most current motives raised from the problematization of theme were: fear, sadness, impotence, anger and loss, as for faith, dialogue, the search for specialized assistance, acceptance and friends and family support were among the most used strategies of confrontation.

The table 4 presents the predominant age range of participants in the dialogue circle (ICT), being on sporadically meeting, COWT or the course.

Age range	Percentage
20-30	15,2%
31-40	49,6%
41-50	23,7%
51-60	10,3%
61 or more	0,9%

**Table 4** – Predominant age range of participants in the dialogue circles.

During the sharing moment of experiences in the course “Caring for Those Who Care” the predominant speeches versed about anxiety in dealing with the different social roles (mother, daughter, and friend) that demanded time and care, conciliating with the teaching role and lack of time to self-care, for doing what one wants to.

The board of figure 2 presents notes of the meeting realized by the caregivers at the end of each experience and the raising of situations for the formation register. The discoveries made by participants during the experiences, in the sharing moment, occurred spontaneously to whom felt comfortable in expressing them, sharing the discoveries related to the dynamics.

It was observed that creation of supportive network, in special, the strengthening of attachments among teachers who circles were periodic. Sharing experiences enabled them recognition as their own story and integrating part of a network.

Discoveries Made	Testimony about the benefits of the experience
The most difficult was to keep the eyes blindfolded during hug time	I discovered that it is impossible to be in charge of everything. I need to learn how to deal with the new and unpredictable.
I observed that I was over criticizing my boss, but noticed that many of the defects pointed on her rested on me.	By the dynamic I saw the need to exercise a more compassionate sight on others, including my superior.
I identified the importance of respecting others.	During hug time I observed that a person shows difficulty in hugging, at the same time that it did not want to leave when commanded. Learning how to mentally tell others be-welcomed and receive the best from this person was providing you.

Source: Caregivers' notes.

The living dynamics showed that it is possible and necessary to articulate the development of technical and socio-emotional competences, because it is not anymore possible dichotomize the exercise of working on emotions, as those teachers are indivisible beings when announced in classroom. Sentences like “it is necessary to leave problems outdoor” in illusion, once that feelings are latent inside each person/professional. The differences rely on the teaching exercise with professionalism, and not ignore it, but learning how to manage the vivid. Acting on education is to face the unstoppable need of qualification, because magisterial work is not voluntary, but a profession.

As strategies of education professionals during the development of activities were applied to empathetic listening, allowing the participants from dialogue circles/ICT and the experiences on the course “Caring for Those Who Care” were able to express their feeling and perceptions without judgments.

Considering the journey of empathetic listening on the developed activities in the last five years, it was possible to notice from the narratives a significant reduction owing to the feeling of impotence, reframing the meaning of studying, being at school and live the present moment, without getting stuck on past happenings or future anxiety.

The testimonials collected and the systematic evaluation of the job signaled that the care for these professionals result in the change of personal and collective habits, that reached positively the working space, increasing interpersonal relationships that there occurred.

## Final Considerations

The testimonials of participants from unities of municipal network schools evidenced that supportive networks were built promoting the strengthening and trustfulness on oneself and on others, besides reducing conflicts.

The results of dialogue circles (ICT) implementation and afterwards, the creation of the course “Caring for Those Who Care”, together with regular participation of a great number of teachers, showed that it is an opportunity for developing socio-emotional competences of magisterial professionals and a promotion of teaching quality, once that healthier teachers, physically and emotionally, with a periodic continuum formation focused on technical and socio-emotional development of competences contributes to an ethical formation and academic and critic development of students.

Having the possibility of listening to teachers on their territory, understand them through their perceptions and establish relationships between what happens at the micro and macro scenario is challenging, however, it allows to reinforce a feeling of belonging to the place, as well as strengthening their socio-emotional competences.

High demand in the search for spaces of speaking and listening, occurred spontaneously and voluntarily, demonstrated that the ICT and the course “Caring for Those Who Care” are strong tools to professional of the education mental health promotion, and is able concomitantly with policies of teaching valuing promote better quality of life to teachers.

The fomented discussions in this work are sparkle to fire other thoughts, starting from teacher’s malaise and it available to embark on other ways with the purpose of discovering other factors that feed development, so that, provide more visibility and voice to teachers and for illness not manifesting as the only source of communication.

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