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## **MEMORIAL: THINKING, TEACHING, TRANSFORMING: My trajectory in education**

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"Education does not transform the world.  
Education changes people. People transform the  
world." (Freire, 1979, p. 84).

I deeply believe that education is an act of transformation, not only of the individual, but of society as a whole. This memorial recounts my academic and professional trajectory, highlighting the experiences that shaped my identity as an educator and researcher. From the first steps in teaching to the search for deepening in Philosophy, I have traveled a

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path full of challenges and achievements that have reinforced my commitment to social transformation through education.

Inspired by theorists such as Paulo Freire, Lev Vygotsky and Jean Piaget, I understand teaching as a dynamic and dialogical process, which should be aimed at the integral development of students. Freire, in particular, with his conception of liberating education, influenced my practice by making me realize that teaching is also a political act, which requires critical awareness and commitment to the emancipation of students.

In this report, I reflect on the impacts generated in the educational context, the lessons learned and the future perspectives, also highlighting decisive moments, such as participation in the selection process of PROF-FILO.

## 2. Education

My journey began with teaching, which provided me with the necessary foundations to enter the universe of teaching. Later, I studied Pedagogy at the University of Pernambuco (UPE) through the PROGRAPE program, an experience that broadened my view of the complexities and potentialities of teaching and learning. In addition, I specialized in Psychopedagogy and Early Childhood Education at the Prominas-Cândido Mendes Institute, training that allowed me to understand in depth the individual needs of students and develop innovative pedagogical practices. Each stage of this training contributed to the construction of a student-centered educational approach and the promotion of an inclusive and challenging environment.

### 3. Professional Trajectory

My professional career began during my undergraduate degree in **Pedagogy**, when I took on the challenge of teaching in multigrade classrooms in the rural area of Cabrobó-PE, under a temporary contract by the municipal network. This experience was decisive in developing my resilience and creativity, requiring constant adaptations to meet diverse age groups with limited resources. I learned to value a flexible pedagogical practice and the importance of personalizing teaching strategies according to the context.

The degree in **Pedagogy** was fundamental for my training, as it provided me with a solid foundation on the fundamentals of education, learning theories and teaching methodologies. During the course, I delved into areas such as Educational Psychology, Didactics, Curriculum, and Assessment, in addition to studying inclusive practices and school management. The experience in the supervised internships and the dialogue with theorists such as Paulo Freire, Lev Vygotsky and Jean Piaget reinforced my conception of teaching as a dialogical process, in which the student is the protagonist of his learning.

It was during this period that I understood the transformative role of education and developed a more sensitive look at the social inequalities that impact the educational process. The experience of teaching in a challenging context consolidated my perception that pedagogy is not restricted to the classroom, but expands to the construction of humanized and meaningful teaching.

### 4. Experience in Normal Medium



During my trajectory in Normal Medium, I lived an extremely enriching experience when working as a teacher of Pedagogical Practice. This period was fundamental for my training, as it allowed me to experience, in practice, the challenges and rewards of teaching. As Paulo Freire said, *"teaching is not transferring knowledge, but creating the possibilities for its own production or construction"* (Freire, 1996, p. 25).

By taking on this role, I deepened my knowledge of teaching methodologies, lesson planning, and strategies to deal with different student profiles. More than applying pedagogical theories, I learned the importance of adaptation, active listening, and building a welcoming and meaningful learning environment.

Inspired by Vygotsky's words — *"learning awakens internal developmental processes that can only operate when the child is interacting with the people in his environment"* (Vygotsky, 1998, p. 117) — this interaction was crucial for my growth as a teacher. The direct contact with the classroom made me better understand the school dynamics and the intrinsic responsibility of being an educator. It was a time of discoveries, overcoming challenges and enriching exchanges with students and training colleagues. As Rubem Alves rightly said, *"there are schools that are cages and there are schools that are wings. Schools that imprison and schools that teach how to fly"* (Alves, 2003, p. 15). This reflection reinforces the importance of teaching that liberates, inspires and transforms, allowing students to broaden their horizons and develop their autonomy.

This experience consolidated my passion for education and prepared me to continue teaching with more security and purpose, showing that Normal Médio was not just a course, but a space for personal and professional growth, where I learned

that teaching goes far beyond the transmission of content: it is an act of transformation and inspiration.

## 5. Other Professional Experiences

After my approval in the Pernambuco State competition in 2008, I joined the state network, where I was able to expand and refine my pedagogical practices, working with different classes and teaching modalities. In 2023, I had the honor of joining the examining board of the Course Completion Work (TCC) of the Pedagogy course at the University of Pernambuco (UPE), Petrolina Campus. The evaluated works addressed relevant and current themes in the field of education, such as: the educational challenges for the inclusion of children on the autistic spectrum in the school context; the ludic as a strategic learning instrument in the literacy process; the contribution of affectivity to the teaching-learning process in multigrade classes; and the importance of the habit of reading for the development of writing, among others. The experience provided a rich exchange of knowledge and reflections on inclusive and transformative pedagogical practices.

This experience allowed me to analyze research on fundamental themes for education – from the challenges faced by children on the autistic spectrum to the use of play in literacy –, enriching my understanding of the multiple dimensions of teaching and reinforcing my commitment to the training of critical and innovative educators.

## 6. Impacts, Contributions and Reflections in Education

Throughout my career, I have implemented pedagogical strategies that have generated significant impacts both in the classroom and in the training of new teachers. Working in different contexts made me realize the importance of an educational approach that is, at the same time, structured and

flexible, capable of meeting the individual demands of students.

"Teaching Philosophy is creating, inventing, it is not repeating a ready-made doctrine, nor is it teaching to philosophize as if it were a neutral technique. It is to provoke, it is to instigate, it is to disturb." (Chauí, 2000, p. 127).

In the teaching of Philosophy, I seek to align my practice with theoretical perspectives that value the autonomy of thought and the critical development of students. As Chauí (2000) points out, teaching Philosophy should not be just a transmission of contents, but a practice that stimulates the student to think philosophically, problematizing concepts and analyzing different perspectives. Along these lines, Debora Cristine and Carlos Diogo Mendonça (2021) highlight the relevance of innovative didactic strategies to make Philosophy more accessible and meaningful, especially in the context of High School.

From these influences, I have developed effective pedagogical strategies that encourage autonomy, critical thinking, and collaboration, adapting methodologies to local realities and promoting inclusion. Among these strategies, I highlight the use of philosophical dilemmas, Socratic debates, case studies and active methodologies that place the student as the protagonist of the learning process. Rodrigues (2018) argues that the diversification of teaching methods expands the possibilities of understanding and applying philosophical concepts, favoring the construction of knowledge in a more significant way.

My trajectory was marked by challenges that, although demanding, contributed to my personal and professional growth. From the difficulties of accessing schools in remote areas to the constant need to reinvent pedagogical approaches,

each obstacle strengthened my resolve and broadened my vision of the role of the educator. Participation in the PROF-FILO selection process was a watershed. When preparing a pre-project to enter the master's degree in Philosophy, I was able to reflect on the intersection between theory and practice in the field of education, recognizing the importance of integrating philosophical knowledge into everyday practice in the classroom.

The implementation of these strategies aims to make the teaching of Philosophy more dynamic and connected with the students' reality, allowing them to develop a critical understanding of the world around them. This experience reaffirmed my commitment to research and pedagogical innovation, demonstrating that the path of learning is continuous and full of new possibilities. This practice reflects the conviction that education should be accessible and transformative, preparing students to face contemporary challenges and exercise their citizenship fully.

## 7. Future Plans

In the academic sphere, my goal is to deepen my studies in Philosophy of Education, investigating strategies that make the teaching of this discipline more meaningful and accessible. As Paulo Freire argues, "teaching is not transferring knowledge, but creating the possibilities for its own production or construction" (Freire, 1996, p. 25). In this way, I intend to develop research that explores the intersection between theory and practice, contributing to the training of critical and reflective teachers, aligned with the conception of a liberating education.

In the professional field, I want to continue impacting education in a positive way, through the

development of innovative projects that promote the autonomy and inclusion of students. This view dialogues with the proposal of John Dewey, for whom the school should be "a form of community life in which students actively participate and learn through experience" (Dewey, 2008, p. 67). Thus, I seek to prepare students for the challenges of a world in constant transformation, encouraging them to develop critical thinking and the ability to act.

Personally, I am committed to continuous learning and the search for new methodologies that enrich my teaching practice, maintaining the passion for teaching and the desire to transform lives. As Hannah Arendt emphasizes, "education is the point at which we decide whether we love the world enough to take responsibility for it" (Arendt, 2005, p. 247). Assuming this responsibility means innovating, reflecting and ensuring that the teaching of Philosophy is not just a transfer of ideas, but an invitation to active and meaningful thinking.

## 8. Final Considerations

My trajectory in education is marked by challenges overcome, significant learning, and achievements that have shaped my identity as a teacher and researcher. Each experience, from the first steps in teaching to participation in examining boards and master's selection processes, contributed to the development of essential skills, such as resilience, empathy and innovation.

Inspired by the ideas of Paulo Freire (1996) – which emphasize the importance of a dialogical and collaborative education – I remain committed to the formation of critical and transformative individuals, aware of the role they play in building a more just and inclusive society. As Hannah Arendt argues, "education is the point at which we



decide whether we love the world enough to take responsibility for it" (Arendt, 2005, p. 247). Educating, therefore, is not just a technical act, but an ethical and political choice, which requires commitment to the present and hope for the future.

Furthermore, John Dewey reminds us that "education is not a preparation for life; it is life itself" (Dewey, 2008, p. 89). Thus, I see my teaching journey not only as a craft, but as a continuous process of growth and renewal. Learning never ceases, and it is in this movement of teaching and learning that I find meaning and motivation to continue contributing to the transformation of education and society.

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