
An overview of the teaching in multi-year classes

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ABSTRACT. When we approach the multi-years classrooms, we need relate them to the rural location, since this is the place in which there is the school organization practice under this structure and functioning, that is, showing in the same classroom, students of different age groups and cognitive levels. Although it is presented in others scenes, however, it is in the field that the identity of the multi-years classrooms is constituted, being its presence alive in the Brazilian educational scene. This article, however, aims at reflecting about this issue, using as methodological procedure the bibliographical research. Therefore, in order to allow a theoretical review about the theme, we will seek contributions in authors, such as Arroyo and Fernandes (1999), Tardif (2002), Santos and Moura (2010), Azevedo and Queiroz (2010), among others, who discuss the thematic at issue. In short, this work has showed us the need to deepen the reflection about the teaching at schools with multi-years classrooms and teaching knowledge that permeates pedagogical practice of teachers who teach this modality of teaching.

Keywords: Multi-years Classrooms, Education, Teaching Knowledge.

Um olhar sobre o ensino nas classes multianos

RESUMO. Ao abordarmos as classes multianos, precisamos relacioná-las ao espaço rural, uma vez que esse é o território no qual existe a prática da organização escolar sob esta estrutura e funcionamento, ou seja, apresentando em uma mesma sala de aula, discentes de diferentes faixas etárias e níveis cognitivos igualmente diversos. Embora se apresentem em outros cenários, no entanto, é no campo que se constitui a identidade das classes multianos, sendo sua presença viva no cenário educacional brasileiro. Este artigo, portanto, objetiva refletir acerca desta problemática, utilizando como procedimento metodológico a pesquisa bibliográfica. Para tanto, a fim de possibilitar uma revisão teórica sobre o tema, buscaremos aporte em autores, como Arroyo e Fernandes (1999), Tardif (2002), Santos e Moura (2010), Azevedo e Queiroz (2010), dentre outros, que tratam da temática em estudo. Em síntese este trabalho nos evidenciou a necessidade de aprofundarmos a reflexão acerca do ensino nas escolas com classes multianos e os saberes docentes que permeiam a prática pedagógica dos professores que lecionam nessa modalidade de ensino.

Palavras-chave: Classes Multianos, Ensino, Saberes Docentes.

Una mirada sobre la enseñanza en clase multianos

RESUMEN. Al abordar las clases multianos, necesitamos relacionarlas al espacio rural, ya que ese es el territorio en el que existe la práctica de la organización escolar bajo esta estructura y funcionamiento, o sea, presentando en una misma aula, discentes de diferentes grupos de edad y niveles cognitivos igualmente diversos. Aunque se presentan en otros escenarios, sin embargo, es en el campo que se constituye la identidad de las clases multianos, siendo su presencia viva en el escenario educativo brasileño. Este artículo, por lo tanto, objetiva reflexionar acerca de esta problemática, utilizando como procedimiento metodológico la investigación bibliográfica. Para ello, a fin de posibilitar una revisión teórica sobre el tema, buscaremos aporte en autores, como Arroyo y Fernandes (1999), Tardif (2002), Santos y Moura (2010), Azevedo y Queiroz (2010), entre otros, que tratan de la temática en estudio. En síntesis este trabajo nos evidenció la necesidad de profundizar la reflexión acerca de la enseñanza en las escuelas con clases multianos y los saberes docentes que permean la práctica pedagógica de los profesores que enseñan en esa modalidad de enseñanza.

Palabras clave: Clases Multianos, Enseñanza, Conocimientos Docentes.

Introduction

When we discuss the multi-year classes, we must identify them as classes where there is a single teacher, often assuming multiple functions. Therefore, the multi-level, or one-single teacher classes, allow us to reflect upon the contradictions that permeate the field, nowadays, since they work in schools composed of a reduced number of students, in each school year, so that the teaching, in these classes, requires teacher a great effort, as well as pedagogical skills to deal with the specificities of these classes.

This article is part of the master's dissertation which name is: The teaching practice in the countryside education: a study in multi-year classes of Pau dos Ferros/RN, of the Graduate Program in Teaching – (PPGE), State University of Rio Grande do Norte - UERN, in whose master's dissertation, we aim to reflect on the issue of the multi-year classes in school education. We adopted a methodological approach to bibliographical research, studying the authors: Arroyo and Fernandes (1999), Tardif (2002), Santos and Moura (2010), Rocha and Hage (2010), Azevedo and Queiroz (2010), among others. The teaching in the multi-level classes requires a greater effort from the teachers, who are often pressed to

make the children become literate throughout the year, in a school reality, in which a single teacher is responsible for all learning.

This theoretical review article is anchored in the bibliographical research that, according to Severino (2007), is one that is made from the available register, derived from previous research, in printed documents, such as: books, articles, theses, among others. It uses data or theoretical categories already discussed by other researchers and properly registered. In the first section, we discuss teaching in the multi-year classes, approaching the historical process of its constitution as a teaching perspective; in the second section, we read about the multi-level classes as a challenge for teacher training; in the third part, we deal with the knowledge that permeates the teaching practice in multi-year classes, since the teaching knowledge is of great relevance in pedagogical practice; and finalize our work with the final considerations.

An overview of the teaching in the multi-year classes

When we discuss the multi-level (also multi-year) classes, we need to relate them to the rural space, since this is the territory in which there are such groups. Although they present themselves in other

scenarios, however, it is in the field that the identity of the multi-year classes is constituted, being their presence alive in Brazilian educational scenario.

According to Dilza Atta (2003, *apud* Rocha & Hage, 2010, p. 41), "the multilevel classes rose in Brazil after the expulsion of the Jesuits, linked to the State, or without this link, but living in time with itinerant teachers who taught the first letters to children going from farm to farm." Thus, these schools gradually emerged in small towns and villages, where teachers taught children to read, write, and count; such procedures being understood as sufficient for the children's learning, in that historical moment.

According to Santos and Moura (2010), the multi-series or classes taught by a single teacher are characterized by the combination of students from different levels of learning, usually submitted to the responsibility of a single teacher. In 1827, with the enactment of the General Act of Teaching, by the Imperial Government, the mutual teaching (or monitored one) was adopted. The Lancasterian Method was brought to Brazil as a great novelty, considered as an advance in Brazilian education in the nineteenth century. With the Republic and, more strongly from the decade of 1920, the so called small public school. As Santos and Moura (2010, p. 41)

affirm, "... in isolated villages and towns and in rural areas, isolated schools are still functioning" to address demographic and population density issues, a fact that still remains today in part of the Brazilian countryside. This process occurred throughout 1900, through an expansion and internalization of the small public schools. Still according to Santos and Moura (2010), from the 1970s onwards the perspective of school organization emerged in the form of multilevel, that is, the combination of several series simultaneously, in a single classroom.

As a consequence, it was created the multilevel classes in Brazil, currently denominated multiyear's, according to Act 11.274, of February 6, 2006 and The judgment of the National Council of Education and Board of Education - CNE/CEB number 11/2010, it was noticed the its popularization, with the emergence of small public schools, organized in a serial way, by age, grade and level of learning. However, in the villages, settlements and, mainly, in the rural area, the existence of isolated schools, multi-years, was maintained, meeting the demographic demands, in places of low population density. This situation, in part, still has been taking place up to the present days, in Brazilian rural scene.

According to Santos and Moura (2010, p. 42),

The School buildings are created within a policy of educational modernization and are organized primarily in the cities and then in towns of the countryside by gathering multiyear's schools - small schools operating in improvised spaces - in larger school buildings, built especially for this end.

According to Santos and Moura (2010), in some towns in the countryside of Bahia, there are now buildings built in the 1950s, with the denomination "Reunited Schools ", thus demonstrating the policy of extinction of "isolated schools ", which operated in a multi-serialized system. Therefore, at the threshold of the twentieth century in Brazil, with educational modernization, the small public schools were responsible for the diffusion of a serial curriculum model, becoming popular in the countryside of the whole Country, through the actions of state governments, since, even before the 1970s, the responsibility for public instruction was attributed to state governments.

What is more, adds Santos and Moura (2010), from that decade, the municipalities started gradually taking responsibility for the education, at that level of education. At the same time some federal programs were created to structure the municipal education; municipal

education boards were also created. However, these actions have been increasing since the advent of the Federal Constitution of 1988, because this law offers greater autonomy to municipalities, giving them opportunities to create their own education system.

In relation to teaching practice, Azevedo and Queiroz (2010, p. 70) states that "one of the aspects that draws attention is the fact that teachers consider, during the teaching-learning process, socioeconomic and cultural diversity, which, as integral development of the child, constitutes a fundamental pedagogical requirement ". In this way, the multi-year classes constitute a specificity of the educational reality of the field, and it is essential to consider the teaching knowledge produced in the school context and in the interaction with the students, through the dialogue that essentially contributes to their learning.

According to Tardif (2002, p. 51),

Teaching knowledge therefore follows a hierarchy: its value depends on the difficulties they present in relation to practice. Now, in the teacher's discourse, relations with students constitute the space where their competence and their knowledge are ultimately validated. The classroom and the daily interaction with the classes of students constitute, in a way, a test referring both to the 'professional self' and to the knowledge

disseminated and transmitted by the teacher

This knowledge is essential to the socialization of educators and students, as well as other institutional professionals, with an exchange of knowledge, which may contribute to the learning process collectively. This shows us that, before a class of students, the teacher needs to know the subjects that will be taught, having a dialogue with these students, since knowing how to conduct a classroom and establish a relationship with the students is fundamentally important for the teaching practice. In the same way, to paraphrase Tardif (2002), we ratify the understanding that, daily, teachers in the school environment share their knowledge with each other, through exchanges of experiences shared in the school context.

Teaching in the multi-level classes requires a greater effort on the part of teachers, who are often pressed for children to be literate throughout the year, in a situation in which a single teacher is responsible for learning. In this sense, Barros *et al.* (2010) point out that these teachers find it difficult to care for the children, especially those who can not read and write, thus causing the children to repeat themselves; an aspect that contributes as one of the factors

responsible for the differing age group in the classrooms of these schools.

For Barros *et al.* (2010, p. 27),

Teachers feel overwhelmed when they perform other roles in multilevel schools, such as: janitor, community leader, principal, secretary, farmer, etc. This multiplicity of functions that it acquires is seen as negative for its professional performance, needing a team to add and divide efforts in the school work.

It should be emphasized that teaching in the multi-year classes, before this problem faced by teachers in schools, needs a readjustment to characterize the teaching practice, due to the difficulties encountered in the pedagogical process, because it is a combination of years at the same time.

According to Barros *et al.* (2010), the multi-year classes, or mixed classes with one single teacher, allow us to think about the contradictions that permeate the field, nowadays. These schools are composed of a small number of pupils in each school series, who, after the completion of the initial elementary schools in the city. This reality, added to the precarious agricultural policy, contributes to the young people demonstrating interest in migrating to urban space, leaving their place of origin. For the reason, it is necessary to understand the teaching practice within a plural universe, focusing on the social,

economic and cultural relations of society, without losing sight of the possibilities and limits of the realization of an educational proposal for these schools that does not aim at the subject to the world, but that make them capable of transforming their reality.

According to Azevedo and Queiroz (2010, p. 70),

It is also unanimous to consider that working with multi-level classes requires a great effort from teachers and pedagogical skills to deal with this particularity. This perspective translates, on the part of the teachers, the effort to assure the quality of the teaching-learning process.

It should be noted that teachers of the multi-level classes, when planning their activities, participate in planning with groups of teachers of a certain level; resulting in a heap of plans copied from others; such plans end up being the same for the entire system, and produced without reflection. This demonstrates, explicitly, a policy of regulation and rationalization of pedagogical work, in which these practices show the devaluation of the pedagogical practice of the teachers of the multi-year classes. Thus, as explained by Santos and Moura (2010, p. 44), it is evident that: "the urban-centric serial paradigm influences, predominantly, the organization of space, time and knowledge of the multisite school in the field, precariously increasing school

failure and exclusion of the rural population."

In this way, it is possible to observe that, since these schools are strongly influenced by the serial curriculum paradigm, oriented to urban education, we can not ignore a pedagogy that is linked to the multi-year classes, derived from the pedagogical practices constructed in the course of the experiences and the knowledge of the teachers who teach daily in these classes.

In fact, the rural school is not directed to a single subject; it integrates education for all: men, women, children and young people. That is why the teacher needs to have a broad view of the educational aspects that guide this modality of teaching, respecting learners in all its aspects: historical, social and cultural. As Arroyo and Fernandes (1999), man, woman, child have, in the countryside, Their identity; and like the teacher, who has her/his identity, her/his background, history and diversity, based on conceptions of gender, ethnicity, religion, sexuality, these subjects are also those ones in construction.

It is up to the school to include, in the pedagogical proposal, those factors that contribute to the training of the subjects from rural areas, so that teachers can reflect on their practice, with regard to

teaching in these schools, seeking to know the life history of learners; these are, therefore, essential aspects of the Education in the rural areas. Thus, it is necessary, as Arroyo and Fernandes (1999, p. 25) states; "... Valueing people, respecting their diversity, their rights. So the first characteristic: linking education with rights and linking education with rights, linking education with subjects. Concrete, historical subjects, treated like people in school".

It is necessary to understand, therefore, that it is in the school that the students seek knowledge through the contents, in which, under the mediation of the teachers, connecting the informal knowledge and the formal knowledge. Also understanding that if the school knowledge acquired in the context of schools which are rights of the rural woman and rural man, this knowledge need to be in harmony with the knowledge, values, culture, and training that also exist outside the school routine.

According to Caldart (2011, p. 126),

If it is true that we see the world according to the ground on which we step on, then a teacher (man or woman) who never leaves the boundaries of his/her school will have a world view of his / her size and will not have the necessary human conditions to do the reading of the educational actions that happen outside, and not always so close to the school.

Therefore, the teacher must leave the "walls of the school" in search of new knowledge that is indispensable for his/her formation, since he/she can not live isolated in the school, being necessary to dialogue with the other teachers in search of innovative methods that contribute to the teaching in the multi-level classes, since these classes require greater attention on the part of the teacher. According to Castro and Carvalho (2013, p. 147), "... the teacher understands more and more that, in the moment of teaching, there is the organization of knowledge that should foster the apprehension of knowledge that will make the subjects more apt to live socially". According to the authors, the aim of the teacher as mediator of the learning teaching process is to coordinate and reflect upon this one.

During the classes the students discuss, dialogue and justify their ideas. Thus, the teacher should motivate the students to think for themselves, because, acting in this way, the teacher will be supporting the students so that they acquires their intellectual autonomy and contributes to their own individual training, so that they can value their history and culture.

According to Brazil (2009, p. 30),

For the generations, and in particular for rural education, the school is the

main place to gain access to systematized knowledge, cultural wealth and scientific achievements. It is through the appropriation of general culture, the mastery of theories and their social function that the mind and the higher intellectual functions are developed.

With this understanding, the school should establish partnership with the community in which it is a part of, through its curricular activities related to the daily life of learners, as well as to consider the historical, social, and cultural aspects of the students and the community in which they are inserted.

Of course, the schools that provide the multi-level classes require a teacher-centered training focused on the reality of this teaching, given that there can be no distance between the student's empirical knowledge and the knowledge systematized by the school.

Multi-level classes: challenges for teacher training

We know that education is one of the fundamental factors in the education of the human beings in their social totality. Starting from this assumption, we must emphasize that it is necessary an initial and continuous training for the educators of the rural schools; therefore, higher education institutions should offer undergraduate courses that meet the specific needs of students in the field. It was in 2004,

according to Rocha and Martins (2011), that the Faculty of Education, Federal University of Minas Gerais, received a demand from the Movements of of the Landless Rural Workers (MST), when they built a partnership, which aimed at creating a Pedagogy course, supported by the National Education Program for Agrarian Reform (PRONERA).

Thus, the interest arises to create a course that could enable former university students for teaching in the initial and final grades of Elementary School, whose course was directed to the subjects of the countryside, taking into account the needs present in the scenario of schools in the Brazilian countryside, which require a professional that has a broader education, that is, that has a more totalising view, since these professionals are responsible for a series of educational dimensions present in the school context of these schools.

Thus, Rocha and Martins summarizes (2011, p. 41):

... the demand for training of the Multidisciplinary Teacher requires a rethinking of the training model present in Brazilian Universities, centered in disciplinary degrees. The degree courses, based on a specialization model, do not allow this educators to be able to intervene globally in the training process of their students. On the other hand, the Pedagogy course does not prepare the educators to coordinate the training

process in the last years of elementary and high school.

Therefore, teacher education should be directed towards meeting the specificities of different educational contexts, so that teachers can improve their knowledge and contribute to the learning process of learners.

We also emphasize that this training is a necessary condition for them to act in their pedagogical practice.

Gonçalves, Rocha and Ribeiro (2010, p. 53) states that "the teacher who works in this context is responsible for a space different from what is usually learned to deal with during the undergraduate studies in teaching".

According to Gonçalves, Rocha and Ribeiro (2010), the School Active Program (PEA) was implemented in Brazil in 1997, in accordance with the World Bank (BM) and, according to Gonçalves, Rocha e Ribeiro (2010) aimed at improving the income of the students belonging to the multi-year classes located in the rural area. This program focuses on two important aspects: the training of teachers and the improvement of the infrastructure of schools located in the countryside. It was elaborated through the experience of the Escuela Nueva Program (PEN) and was carried out in Colombia in the 1980s,

becoming an international reform model for rural education.

In Brazil, the Active School Program (PEA) was implemented with the objective of improving rural education, initially expanding in the states of Sergipe and Alagoas, soon after being supported by Fundescola, being implemented in other states of the Northeast and the Center-west of Brazil.

In order for the rural schools to follow this program, it is necessary that the municipalities join it.

As we found in Brazil (2009, p. 27-28),

The Active School Program, as a strategy for the organization of the work of the educator and the school with multi-level classes, incorporates the foundations and principles of rural Education. Its purpose is to provide conditions for learning aimed at understanding the social reality in which the child is inserted. For this, it is necessary to stimulate experiences that aim at learning, participation, collaboration, companionship and solidarity, involving, recognizing and valuing all forms of social organization.

As we know, the Active school Program is aimed at valuing the professional of school education in the countryside, proposing the recognition of the differences and ethnic, cultural, political and religious diversity of the subjects residing in the countryside. We must emphasize that the principles that

guide the Active School Program are related to theories as well as the conceptions of teaching and learning that guide the work in multi-year classes.

As Gonçalves, Rocha and Ribeiro point out (2010, p. 54),

The PEA has as methodological strategies: active learning, student-centered and social reality; the teacher as facilitator and stimulator; cooperative learning; participatory management of the school; continuous and procedural evaluation and flexible promotion ... also encourages community participation and seeks to promote the ongoing training of teachers.

Thus, it is understood that there are several strategic actions to be developed in the context of the school, according to the proposal of the Active School Program, whose knowledge is taken to the teachers through studies, discussions and workshops. Such actions can generate new knowledge that is worked in the classroom, enriching the teaching practice.

In addition to the Active School Program, one of the continuing education programs for Brazilian teachers of multi-year classes in the countryside, the National Pact for Literacy in the Right Age/PNAIC, which expresses the commitment assumed by the federal government, states and municipalities, aiming at the full literacy of all children up to eight years of age and who are in the 1st,

2nd and 3rd years of Elementary School, covering serial and multi-year schools.

This program is aimed at providing teacher education and aims at improving educational outcomes, whose training consists of study meetings and practical activities, mediated by the guiding teachers of the Local Education agencies, intending an improvement in Primary Education.

Of course, the training of rural school educators can not lose sight of the construction of an education that is linked to the interests of all who are concerned to fight for an improvement in the field.

According to Caldart (2004, p. 22), "building the rural education means training educators and educators in the field to work in different educational settings". Thus, the training of these professionals needs to be rethought through continuing education courses, since the accumulated knowledge, in the course of the experiences, needs to be systematized and improved, valuing the cultural diversity of the students.

Thus, to understand the space of the school in the rural Education, Caldart (2004) emphasizes that it is necessary to understand the type of subject that the school is educating in the rural areas today. It is necessary that the school can universally fulfill the process of humanization of these subjects, being

attentive to meet the peculiarities of the social processes of its historical time and to contribute to the formation of the new generations of the active and social workers who take part of rural education.

Regarding the training of rural teachers, according to Zárte (2011), this should be understood as a solid scientific and cultural training capable of providing a critical training that is relevant to the improvement of the pedagogical practice of teachers working in the rural schools. And, according to this same author, the teacher who takes part in the countryside teaching needs specific training, capable of understanding the need for educational practices that are in accordance with the reality of that teaching context.

In order to that, it is necessary a multidisciplinary teaching training that guarantees a broad vision of the reality that permeates the issues of the countryside; such as the Pedagogy of Earth Courses, which are intended for the training of teachers at a higher level, with a full teaching degree, to work mainly in the education of the rural areas.

The rural education is therefore challenging, because it provokes reflections regarding the historical processes experienced by the subjects, in the various social, political, economic and cultural aspects, leading the subjects of the

rural areas to value themselves as people, as well as to value the environment in which they live in. Thus, the teacher's training should be considered as one of the components of changes in the school context.

According to Nóvoa (1995, p. 28), "... training is not done before the change, it is done during, it takes place in this effort of innovation and search of the best routes for the transformation of the school". In this perspective, teacher training contributes to the educational practice, in the school context, through the innovations that occurred during the classes, as well as to the changes, at the organizational level, through the collaboration of teachers and the whole school community in the construction of the pedagogical proposal aimed at improving education.

The knowledge that permeates practice teacher in multi-years classes

When approaching the teaching knowledge, we must emphasize the relevance of continuing education, as one of the aspects present in the professional career of the educator. In agreement with Tardif (2002), we agree that, currently, the labor market requires citizens qualified to act in the globalized world, and, therefore, it is necessary to seek a professional

qualification, for the improvement of the quality of teaching work; and, without doubt, training courses, seminars, pedagogic seminars, among others, greatly contribute to the continuing teacher's training, so that they can mediate a learning that is significant in the education of learners.

Thus, continuing education is a permanent process of searching for qualification in which teachers need to be updated to follow the changes that have been taking place in the Brazilian educational system, as well as to increase their knowledge about teaching practice.

According to Tardif (2002, p. 262),

Professional knowledge is temporary in a third sense, since it is used and developed within a career, that is, a long-term professional life process which includes identity dimensions and dimensions of professional socialization, as well as phases and changes.

Teaching knowledge is therefore of great relevance in pedagogical practice, since, coming from different sources and different contexts, they come from their life history and school culture, and acquired in the training courses, in their training as university student, as well as in the school institution, a place to exchange experiences with co-workers, where the interaction takes place to discuss the

themes that permeate the daily life of the school.

Knowing how to live in the school environment is fundamental for all professionals, given that the knowledge produced in this relationship of interaction, contribute to the pedagogical practice. It is therefore pertinent to emphasize that teachers, when working with students in the classroom, should reflect on their practice, so that they can attend to the diversity existing in the school context.

According to Tardif (2002, p. 263),

... the professional practice of teachers is heterogeneous or heteronymous regarding the internal objectives of the action and the mobilized knowledge. For example, when we observe teachers working in the classroom, in the presence of the students, we realize that they seek to achieve, often simultaneously, different types of objectives: they seek to control the group, motivate them on tasks, while giving particular attention to certain students in the class, seek to organize learning activities, monitor the evolution of the activity, give explanations, make students understand and learn, and so on. However, this set of tasks evolves during class time according to a dynamic network of human interactions between teachers and students.

This shows us that the work of teachers requires a variety of skills and competences so that the teacher can interact with the learners, seeking a relevant work methodology in their learning, making the students respect the

cultural differences existing in the school context. Thus, the teacher should seek to motivate students in class so that they can seek knowledge that help them become citizens able to fight against social inequalities.

According to Charlot (2013, p. 114),

Teaching is, at the same time, to instigate the activity of the students so that they construct knowledge and transmit them a patrimony of systematized knowledge inherited from the previous generations of human beings. According to Bachelard's contributions, the most important thing is to understand that learning arises from questioning and leads to constituted systems. It is this intellectual journey that matters. It implies that the teacher is not only a teacher of content, that is, of answers, but also, and first of all, teacher of questioning.

Thus, we emphasize, the teacher should try to understand the context of the students and seek to understand how their story is built, in their daily life, making the activities carried out in classroom be relevant in the education of these students.

Considering the importance of teaching knowledge, as addressed by Tardif (2002), as temporal and plural, this knowledge is acquired through experiences and shared with the groups in which teachers are inserted. Thus, in terms of teaching in the multi-level classes, in

which teachers use their knowledge to teach for a diversity of years, simultaneously, it is necessary to make a greater effort on the part of teachers, having to plan on different levels of learning. In their teaching activities, this knowledge is fundamental, since they allow the teacher who works in this level of teaching to have a mastery of diverse contents in order to mediate the learners' learning, taking into account the diversity of each group, whether they are: Riverside people, farmers; quilombolas community, among others, whose students need to be respected in their own identity.

We know that it is in the context of the school that the interaction happens, so the socialization between teacher and student is something that is built in the school daily life, where the teacher tries to organize the activities that are conducted, having the students to work in groups so that they become responsible for their activities. According to Tardif (2002, p. 118), "... teaching is to initiate a program of interactions with a group of students, in order to achieve certain educational objectives related to learning of knowledge and socialization".

Thus, teaching is an interactive activity, that is, a work done among people, where teachers and students interact in search of knowledge. We agree

with Tardif (2002, p. 239), stating: "teachers' knowledge is largely based on their experience in the profession and on their own individual skills and abilities". These knowledge must be integrated with other dimensions of teaching, personal experience and research that the teachers finds to improve their practice; whose knowledge is plural and heterogeneous, being fundamental in the very exercise of teaching work.

Therefore, it is in the moment of teaching that the teacher understands how the organization of the knowledge that will provide the acquisition of knowledge, contributing to the development and learning of the students.

Final remarks

According to what has been said, we have seen that the multi-level classes constitute a reality of the country education, in which there are classes with a single teacher, often assuming multiple functions, in the school context. This combination of years in the same group contributes to the fragmentation of pedagogical work, making planning and evaluation activities carried out in isolation.

The multi-level classes constitute a specificity of the educational reality of the rural areas, and it is essential, therefore, to

consider the teaching knowledge produced in the school context and in the interaction with the students, through the dialogue that essentially contributes to their learning. We also emphasize the importance of knowledge, which is essential, as well as the interaction between educators and learners, as well as other professionals of the institution, with an exchange of knowledge, which may contribute to the learning process in a collective way.

In general, this has showed us that, before a class of students, the teacher needs to be aware of the contents that will be taught, having a dialogue with these students, since knowing how to conduct a classroom and establish a relationship with the students is fundamentally important for successful teaching. This knowledge is essential for the interaction of educators and students, as well as other professionals of the institution, with an exchange of knowledge, which may contribute to the learning process collectively. This has showed us that the teacher needs to be aware of the contents that will be taught, having a dialogue with these students, since knowing how to conduct a classroom and establish a relationship with the students is fundamentally important for the teaching practice.

Thus, this study arose from the need to encourage a reflection about teaching in

the multi-year classes, and the teaching knowledge that permeates the pedagogical practice of these teachers who teach in this teaching level. We conducted field research in the following schools: Teaching Unit V Francelino Granjeiro; Unit of Education VIII José Alves Pereira; Teaching Unit XII Narcísia Amélia do Nascimento; and Teaching Unit XVIII Manoel Chagas de Aquino, and we were able to see the difficulty that the teachers undergo in the teaching practices, due to the lack of pedagogical accompaniment as well as other important questions within the school environment.

Therefore, it is necessary that the administrative and pedagogical team have a careful look at these schools, as well as studies aimed at the continuing training of teachers, so that they can broaden and share their knowledge that come from their professional experiences in the course of their daily and school education.

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¹ Law No. 11.274, dated February 6, 2006, establishes the duration of 9 years for Elementary School with compulsory enrollment from the age of 6 (six) years, whose curricular organization was fixed by the CNE/CEB Opinion No. 11/2010. Under this law, classes previously organized in multiserries became multi-ethnic.

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