CONTINUING TEACHERS' EDUCATION FOR CITIZENSHIP EDUCATION: NARRATIVE PRACTICES AND DIALOGS AMONG EACH OTHER IN SEARCH OF CITIZENSHIP IN SCHOOLS

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### PRINCIPLE The everyday life as spacetime of citizenship practices

- Research within schools and teachers seeking evidences of development in everyday school life of citizenship practices
- Dialogues between knowledge, values and social practices developed in schools in building citizenship.

The re-enchantment of the world presupposes the inclusion of utopian news in that we are closer. (Santos, 1995, p. 106)

### The developed experience

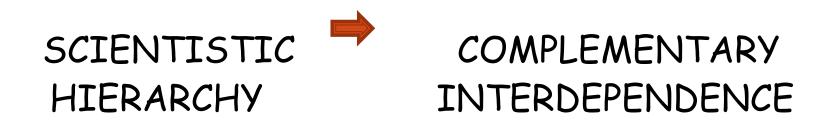
- The experience of continuing education of teachers around and for citizenship education practices.
- The teaching practices as a starting point for investment in citizenship education: developing potential.(las buenas prácticas)
- The teaching citizenship to citizenship education in schools: rights, duties and mutual aid.

### Central notions 1: vertical and horizontal citizenship

- The modern vertical citizenship: citizen rights and duties to society (and the state).
- > The horizontal citizenship: solidarity relationship between citizens, commitment to each other on behalf of the welfare of all.
- Being a citizen is to be aware of responsibilities for social welfare and seek to act coherently.

# Central notions 2: cognitive justice and ecology of knowledge

- Each knowledge appears as a possible contribution to the social process.
- The validity of knowledge is given circumstantially based on its contribution to solving collective problems.



## The developed work

- Search experiences, narrated or observed, where formal school knowledge dialogue with with teacher's and student's experiencial knowledge.
- Solidarity actions (beyond to charity) that recognize each other in their equal rights and knowledge.

#### Citizenship practiced in everyday school life

- > interpersonal relationships of solidarity and cooperation. Socio-emotional aspects.
- > recognition of the collective nature of knowledge production processes and interdependent relationship between them: (ecology of knowledge). cognitive aspects.
- > the collective character of the formation of identities. The "other as a legitimate other" and world citizenship: ecology of recognicements. behavioral aspects.

Experiences of citizen curricular creation in everyday school life

- > The fruit salad project and the ecology of knowledge.
- > Shared values: what money cannot buy.
- Horizontalizing relations between cultures and knowledges in YAE: local receipts and geography, writing with sense, reinventing school dictation (saying).