Teacher-students partnership in the teaching and learning process

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Although many studies show the importance of making the student the protagonist of his/her own learning, to engage him/her in the educational process is not an easy task. Building an environment of collaboration, empathy, and sociability between the agents involved (teacher and students) requires time, disposition and knowledge of different teaching methodologies and practices.

The model centered on interaction between teacher and students is not new. However, for this model to be applied, **a** teacher has to create engaging mechanisms which imply adoption of a teacher's attitude of involvement with the students, constant evaluations of the pedagogical practices during its course, and an attitude of restlessness, exploration, risks and challenges vis-à-vis new educational situations.

The issues that permeate the mechanisms of engagement of teachers and students are of different natures.

Studies show that traditional models still rooted in the minds of teachers and educational institutions no longer meet the needs of students. Having the teacher in front of the classroom speaking all the time is unproductive, tedious and discouraging. Adopting teaching models in which teacher and students work together, establishing attitudes of collaboration and mutual reliability does not mean giving up classroom management, but recognizing that knowledge can even come up from a small screen in the palm of your hand and be filtered, modified in real time and shared with the world.

It is necessary to change the culture of the teacher who understands teaching as transmitting information to a culture that understands that the role of the teacher is to instrumentalize the students so that they may develop critical thoughts for solving problems and seek their own paths for the construction of knowledge, in addition to attitudes of cooperation and collaboration.

> It is up to the teacher to create mechanisms of engagement

The teacher´s adjustment to technology in which everything is increasingly connected requires models of teaching and learning more consistent with the students´ needs. With the fluidity and instantaneity of information circulating**,** there is a certain impatience in the air, accumulation and, at the same time, the feeling of loss of knowledge, **it** being the teacher's task to guide the student to go beyond superficial knowledge and dive into his/her questions and search for answers.

Collaborative work and co-authorship stimulated by didactic practices that empower and instrumentalize the students are fundamental in establishing the partnership to achieve the objectives of learning, which goes far beyond the achievement of specific knowledge. In the relationship established there occur

conflicts, verbal and written communication, rules imposed or tacit in teamwork, problems to be solved, and the maintenance of cordial and democratic spirit.

It is in the school and with the teacher that such competencies are developed. Therefore, it is up to the teacher to help the students in this endeavor, challenging to think, to research, to filter relevant and authentic information, to work together, to organize thoughts, and to pose themselves before everyday issues, remembering that the student brings with him/her the social experience in which he/she is inserted and feeds back with his/her learning social development.

In addition to the partnership within the classroom, listening and attention to other voices should be observed in the other institutional dimensions - teacher's room or coordinated moments for this purpose. If the teaching work that requires much more than the mere planning of the class is developed together, not only the construction of identity but also the elaboration of joint and interdisciplinary projects will produce harmonious voices.

In the process of teaching and learning, one must consider its dynamism in face of the dynamism of the world itself. Nothing is watertight. Models of education and society are intrinsically related and interfere with each other.

The technological society brings with it consequences for the behavior of the human being who sees in the digital media sources of searches for new knowledge and possibilities of interactions with multiple partners around the world. This possibility must be taken advantage of by teachers and educational institutions, and it is up to the institutions to articulate themselves to the opening of new frontiers, whether via virtual exchange or exchanges between groups of students and teachers *in loco*.

Based on a previous and coherent lesson planning, clearly defined objectives to be achieved, methods and practices to be adopted**,** and the students´ profile, it is possible to make experiments that are then validated, improved and corrected in possible failures or deviations.

These reflections show the need to confront the teacher with more active, meaningful and productive educational proposals that encourage and guide students in the discovery of the competencies and skills of others and in transforming the competitive process (still present in today's educational culture) into a satisfactory partnership process for the group.

However, one cannot deny the fact that human beings have difficulty accepting their limitations and inexperience's in relation to others, taking criticism, recognizing in it the origin of the arguments, and accepting the other person as an ally (partner) with whom one can dialogue, without social risks.

The partnership between teacher and student and student and student, and the knowledge resulting therefrom should be favored and stimulated, as it is beneficial for the training of participatory, autonomous and critical citizens.

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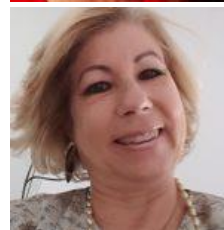
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