Experience Report

Implications of an integrated curriculum proposal in light of Gadamer

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Abstract
This experience report presents the implications in the search for the implementation of the project "Middle level technical education: the dialogue between disciplines", developed on one of the *campuses* of the Catarinense Federal Institute (IFC). The Integrated Technical Course of Medium Level in agriculture was chosen due to it having a higher supply of vacancies and, therefore, a greater number of classes and professionals of related areas acting. The professors who welcomed the challenge of seeking paths for the integration of knowledge from different areas of expertise planned activities in a joint way, identifying common points. The purpose was to implicate each component in the context of the others, considering its specificities, as a way of valuing the widening of understandings in the search for expanding and merging horizons through dialogue in the context of the course curriculum. The work consisted of a double-handed exercise among professors as the main agents of this proposal, electing the needs of the collective as a priority. This allowed achieving considerable success, because in addition to a differentiated training offered to students, the discussions were also constituted in formative pathways for the professors themselves. Thus, when their results were exposed and presented to the other professionals of the institution, being visited by parents and other students, it was demonstrated that it is possible to make the integrated high school in practice, through the articulation between the technical preparation associated with the possibilities of dialogue and alterity exercises as paths used in the construction of this work proposal.

Keywords: Integrated High School, Interdisciplinarity, Professionalization.

Introduction

The present experience report seeks, through the philosophical hermeneutics of Gadamer (1997; 2002), to analyze how good pedagogical practices can imply in the formative processes of their respective actors in the context of a public educational institution, in the context of a curriculum of a

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technical high school course that, despite the announcement of being integrated, presented, in this aspect, strong signs of fragility.

Hermeneutics has its origin in the reading and subsequent "theoretical-methodological reflection on the practice of interpretation of sacred, classical (literary) and legal (laws) texts" (DOMINGUES, 2004, p. 345). Its adoption can be admitted in different philosophical propositions, which unfold in a vast field of study to meet different objectives.

It was in this sense that Gadamer (1997), in his work Truth and Method, defended this philosophical approach sustained in an interpretative and comprehensive posture of reality, considering the tradition and the perspective of the researcher. Although it is not a classical method, it has provided an alternative in the face of methodological monism, that is, the imposition of a single method to reach the supposed truth.

This may have been the main reason that led the philosopher to write this work, not as a way of opposing the scientific method, but to propose, based on the demonstration and argument, that, through experience sustained in historicity, other paths can be opened towards a new way of understanding a regime of truths. This is something that, for him, because it does not present metric conditions, cannot fail to be recognized.

In this sense, philosophical hermeneutics can lead to truths, recognizing them as provisional, in view of the possibilities of understanding discourse based on language. This opens up conditions for the reinterpretation of educational processes through research, using their own bases of justification and legitimization (HERMANN, 2002).

Taking this option as a path in the search for interpreting and understanding realities, the isolation of the disciplines that made up the course matrix was perceived, which led to the development of a project that aimed to strengthen this movement of articulation between theory and practice. Thus, the project "High school technical education: the dialogue between disciplines" is being implemented gradually at the Santa Catarina Federal Institute (IFC), Rio do Sul-SC *campus*, emerging from the recognition of the need to integrate the disciplines of the common base with the technical disciplines of professional training. In this way, it seeks to build a dynamic of dialogic reciprocity that can strengthen meanings and senses within the formative process, both of those who learn and those who teach.

The school and the classroom

After the analysis of the Pedagogical Project (PP) of the Technical Course in Agriculture Integrated to High School of the institution in question, it was observed an excessive number of subjects that overlapped its contents without the necessary exercise of collaboration between its curricular components. These could be better prepared through a dialogue in the light of the philosophical hermeneutics, which would be a way to broaden horizons among its main actors, i.e., the teachers.

The dialogue can be understood, in Plato´s logic, as a craftsmanship committed to the dialectic movement that pursues possibilities of widening knowledge, whose tradition of obedience to the Cartesian Method has made it possible to isolate and cage them in the form of disciplines as the best way for their systematization, in the composition of a given curriculum of a course. With

the passing of time and the widening of the needs of knowledge's that could promptly meet the market, associating to this an attempt to place the individual in the social space destined to him by the productive means, technicality emerged as a teaching model chosen by the military governments (1964-1985) with the purpose of developing the country economically.

In the opposite direction of this movement, an attempt was made to reflect on knowledge from the perspective of extending it beyond the sciences, recognizing it as the whole praxis of human life (GADAMER, 1997; 2002). In this sense, a work proposal was constructed, in the scope of the curriculum, with the objective of proposing a process of valuation of interdisciplinary, which

> [...] comprehends much more a methodological attitude towards the disciplines of the curriculum than actually proposing an epistemological discussion about ruptures of boundaries and fusion of theoretical status between the different sciences, aiming at the production of new knowledge (MARTINS, 2000, p. 76).

Thus, observing the curricular matrix of the course and the large number of subjects taught (24), considering theory and practice only in the first year, it was suggested to the professionals who worked with these students to develop a movement seeking points of convergence to other areas of knowledge, with a view to integrated planning. This would be done, first of all, by talking to each other, adhering to an idea of self-knowledge and inclining this exercise to their personal relations with the discipline taught. From this understanding, which would involve, in Gadamer's perspective (1997; 2002), the horizon of each one, the challenge would be to seek, through the exercise of dialogue, the fusion of the points of contact that composed the different horizons brought by each professional.

Thus, *comprehensive interviews* were made with teachers during the month of August 2015, as proposed by Kaufmann (2013). From the group of twenty participating teachers, the first four who adhered to the proposal were interviewed because they had followed the process from the beginning. The pedagogical supervision meetings with the teachers took place during the process in order to meet the demands and difficulties, both individually and collectively. The dialogues of these meetings were part of a travel diary (BARBIER, 2007), produced during the year 2015, containing records of facts, worries, advances and limitations of teachers, of some students, heard in a random and informal way, and of the researcher, who figured as a pedagogical supervisor and mediator in the search for solutions.

Thus, the proposal was being constructed and, at the same time, registered and guided by a commitment of inclusion proposed to each teacher. Through reflective conversations, we investigated the knowledge that, contextualized, could serve as common points between basic training and technical training.

The invited professors, who gradually adhered to the proposal, manifested the need to optimize the students' time in the Institution, as well as to challenge themselves in the attempt to make the pedagogical act of learning and teaching a time that could keep formative meanings and senses beyond science, that is, for life!

From this, they committed themselves to build, together with their peers, as far as possible, a planning that would value the integration of contents, pursuing good pedagogical practices, based on the fight against traditional forms characterized by isolation and fragmentation of knowledge, which would have as a better objective to enable their learning. For that, different moments of dialog were scheduled in the light of Gadamer (1997), in order to build possible comprehensives considering the horizons of each one. With this, it was possible to open up possibilities of wider reflections in the sense of interpreting the curricular components, the spaces of conviviality and the actors who were protagonists in it with their respective demands and ways of interpreting reality.

This possibility was made possible because IFC teachers have in their 40-hour workload an exclusive time for planning and dedication to teaching, research and extension. Thus, teachers' working conditions favored this practice, which was perhaps not possible in an institution where the teacher spent 40 hours in class, making extra activities practically impossible to perform.

In accordance with Resolution No 11, CONSUPER[3], in Art. 10. (BRAZIL, 2015):

> § Paragraph 4 under the terms of Law 11.738, the teaching staff is assured, for the good performance of item I of this article, the minimum percentage of 1/3 of this period for the execution of teaching maintenance/organization activities, which may reach the maximum of 1/1. These activities, at the discretion of the teaching staff, may be performed outside the work *Campus*, provided that duly registered and annotated in the Teaching Work Plan, and may also, at the discretion of the *Campus* and the teaching staff, from the load of classes assigned to the teaching staff, be concentrated in one day or more, always observing the need for service.

With the mediation of the pedagogical supervisor, place of speech of the first author of this work, the menus registered in the Pedagogical Project of the Course (PPC) were analyzed and, from that, listed contents understood by each teacher as possible to be integrated to other areas of knowledge. In this way, greater meaning was sought for the construction of knowledge as a whole, in a perspective of broadening the conceptions of meaning, involving each participant based on the recognition of their incompleteness and their prejudices as historical construction imbricated in the very constitution of themselves. These milestones operate limits that inhibit any perfect practice by the human being (GADAMER, 1997). On the other hand, we sought to value the singularities of each component of the group, and the movement advanced by contemplating the study of the teaching plans of each teacher, preserving the same logic of analysis as the PPC.

[3] The IFC Superior Council (CONSUPER) is the institution's highest organ, which has an advisory and deliberative character. It is composed of the rector, as president, and the following representatives: of teaching staff, of the student body, of the servants (Administrative Technicians in Education – TAEs), of the graduates, of civil society, of the Ministry of Education and of the general directors of the *campuses* (IFS, [2020?]).

After mapping out the possible contents to be integrated, as well as the greater awareness of each one in the face of the challenges imposed by a curriculum proposal that brings with it the commitment to the integration of knowledge, new dialogues and new reflections could be shared. From this dynamic emerged complements, similarities and differences, possibilities and impossibilities, this announced part of the confrontations when thinking about the possibility of advances that contemplated different curriculum practices in the most diverse learning environments that the institution can make available.

Faced with this setting, it was perceived the need for periodic meetings, first by areas, with the mediation of the Pedagogical Supervision, and then with the large group. The perspective was inclined to search for alternatives to the practice of interdisciplinary, of making an integrated work involving the students.

Thus, as a contribution to new reflections on this challenge, positive and negative points were highlighted and some necessary changes were pointed out along the way, in an attempt to improve the possibilities of advancement in the process of effective practice, whose purpose was to involve as many protagonists as possible, take into, the teachers.

The voice of actors

The importance of integration, according to Frigotto, Ciavatta and Ramos (2005), must happen through the relationship between High School and Technical Education, as a conjectural need - social and historical - for technological education[4] to be effective for the children of workers. In this way, the possibility of integrating general and technical formation in High School aims at an integral formation of the human being. It is "[...] by these concrete determinations, a necessary condition for the crossing towards Polytechnic High School and the overcoming of educational duality, that the overcoming of class duality will occur" (FRIGOTTO; CIAVATTA; RAMOS, 2005, p. 45).

The above mentioned dynamics aimed at making interdisciplinary happen in a practical way with the students - starting with the teachers because they are the main agents of the process -, being an initial work that sought to recognize the needs of self-understanding. There was also the purpose of verifying the relationship of each subject involved and their respective horizons of perception of reality, taking into account the necessary fusion of these horizons to enable the realization of dialogue guided by the principles of otherness. This is related to the movement of trying to put oneself in the place of the other, exercising the intention of understanding him as a unique experience, with potential capable of promoting positive transformations in the sense of commitment to the collective (GADAMER, 1997).

In contrast, still trying to meet the principles of the hermeneutics of Gadamer (1998), we sought to understand the historicity of the curriculum as a scenario of power disputes between each area of knowledge, which gains a voice of defense from their respective teachers. On this regard, the curriculum deserves a critical and constant sight. All these factors have contributed to the

[4]For the Ministry of Education, "technological education has a priority commitment to the future, in which knowledge has become the main resource that generates wealth, its true capital and demands, in turn, a renewal in school, so that the role of transforming the economic and social reality of the country is assumed" (BRASIL, 1991, p. 57).

construction of new perceptions, which have come to meet the contributions of Fazenda (2003, p. 39) on interdisciplinary:

> [...] as an encounter of people more than disciplines, in which real dialogue takes place, the authentic encounter between people. Transposing this idea to the relationship between educator and student, there is the possibility of both being subjects of their actions and deciphering the world.

It is in this meeting, in dialogue and interaction with the other, that the objective was to research and put into practice interdisciplinarity, contextualizing the disciplines: "[...] if there is interdisciplinarity, there is an encounter, and education only has meaning in the encounter [...] education only has meaning in 'mutuality', in an educator-educator relationship in which there is reciprocity, friendship, mutual respect" (FAZENDA, 2003, p. 39).

This discussion depends on the epistemological conception that underlies the production of knowledge, therefore interdisciplinarity will appear or not as a necessity and a problem (FRIGOTTO, 1995). Interdisciplinary work presents itself as an imperative need for the simple reason that the part that isolates itself or pulls itself from the original context of the real must be effectively explained. This means that the determinations revealed on the level of thought and knowledge, as a part, need to be made explicit in the integrity of the characteristics and qualities of the whole. It is precisely the "exercise of responding to this need that interdisciplinary work presents itself as a crucial problem, both in the production of knowledge and in educational and teaching processes" (FRIGOTTO, 1995, p. 33).

In order for interdisciplinary work not to be a problem but a solution, a logical sequence of construction was sought. To this end, some disciplines developed affinities by bringing together the selected contents, and others managed to build bridges with various disciplines. In this way, the planning meetings went beyond the work guided by the Pedagogical Supervision, being welcomed by the majority of the teachers - twenty in one in a total of twenty-four, reverberating in greater or lesser intensity, through these, to other colleagues and students.

Nevertheless, there was resistance, both in the group and outside of it, but these voices did not interfere in the process, due to the necessary attention that was given to those who were challenged to participate. Perhaps their listening and the analysis of their perceptions is the motto for another work.

In the case of the participating teachers, they drew attention to some positions of resistance that had in common the concern with the result. As a counterpoint to this idea, what was sought in the mediation of conflicts was the stimulus to walk and to value the process, putting the result in a second plan. The idea was to use the dialogue between professionals from different areas as a possibility to learn, considering the meeting spaces that the construction of the curriculum operates.

In this search for broadening perceptions, new ways of thinking, planning and perceiving horizons were discovered in the socializations made by teachers among themselves, with Administrative Technicians in Education

(TAEs)[5] and with students. This movement was responsible for the increase in the number of people involved in this practice, in which teachers and students, mainly, were changing their way of thinking. This occurred considering the idiosyncratic characteristics of each person, but, in their own way, becoming active agents in the process of building interdisciplinary, calling to themselves the challenge of learning to learn, associating themselves with a new contextual logic that intended to seek to broaden meanings and produce new meanings that could bring theory and practice closer together in everyday school life.

A good part of the activities was planned and applied by more than one teacher, fruit of the dialogue also among the students. In this way, there was the construction of articulations interconnecting knowledge beyond the limits established by the tradition of isolation of components, causing a blurring of boundaries. In this way, as Freire (2011) proposes, the distance between what is said and what is done has been reduced, basing the knowledge that sustains the knowledge of each person involved in the processes.

In order to clarify the work, it is worth mentioning the subjects that participated in this planning, together with their respective teachers, who accepted the proposed challenge. From the basic nucleus: Arts, Biology, Geography, Portuguese Language, Mathematics, Physical Education, Philosophy and Sociology; from the technical area: Agriculture I, Gardening and Landscaping, Cooperative, Technical Drawing, Zoology I and Informatics.

It is important to remember that, in the reflections made by the large group, some subjects stood out for their greater closeness, this due to the specificities of each component involved or empathic questions between teachers that made possible, in what concerns knowledge, the search for points of adherence in the scope of integration. From this movement, one can identify reports about the fact that contents worked in the second semester by core subjects were worked by technical subjects during the first semester of the first year. This demonstrates the need for a better adjustment of the commentary in favor of strengthening learning processes and optimizing time, both for the teacher and the students. With this, the need to organize this reflective work in the first semester of each year was signalled. It is important to emphasize that the organization of learning spaces is also important for the success of the work, as announced by Fazenda (1994, p. 86):

> [...] an interdisciplinary classroom differs from the common one since the organization of the architectural space to the organization of time [...] in an interdisciplinary classroom the obligation is alternated by satisfaction; arrogance by humility; solitude by cooperation; specialization by generality; reproduction by the production of knowledge.

Thus, an interesting engagement in the search for knowledge production through cooperation was identified in the discipline of Biology. The possibility of working the content on the digestive system with the discipline of Chemistry was verified, even if it does not appear in the curricular matrix of the first year. Therefore, it was felt the need to invite a professional from this area to

[5]The TAEs are professionals who are part of the staff of the federal public magisterium and who do not have in their work activities the commitment to teach classes, however it is in this staff that are pedagogues who have the task of supervising and guiding the work of teachers.

participate and act with explanations of chemical reactions, in an attempt to enable knowledge beyond the prescribed curriculum.

Another example is the fact that the movement of study of the sensorial-motor control worked in Biology is concomitantly complemented in the disciplines of Physical Education and Arts, since, differently from the previous example; this content is contemplated in their respective menus. In addition, it could be evidenced that the study of reproduction as Biology content made a partnership with the discipline of Geography, when it highlighted the content "Age Pyramids and Family Planning". In this direction, Fazenda (1994, p. 89) explains:

> [...] the interdisciplinary process plays a decisive role in giving substance to the dream of founding a work of education in the light of wisdom, courage and humility [...]. The logic that interdisciplinarity imprints is that of invention, discovery, research, and scientific production, but managed in an act of will, in a desire planned and built in freedom.

In addition, a mock jury was presented in the class of the basic discipline Biology with the technical area of Agriculture, when applying the content "Cell Control", in which subjects related to DNA and gene expression were discussed. The objective of this jury was to provide a better understanding of genetically modified organisms (GMOs), or transgenic, a concept widely used in the work of future technicians in agriculture.

After research and reading, the debate was organized and recorded by the students themselves, developing the spirit of criticism, the formation of opinions, with arguments based on a certain theory that could support them, and the commitment to otherness manifested by respect for the position of the other.

According to the Biology teacher:

> *[...] This type of methodology promotes the development of diverse skills and enables each student to find a space for participation. In this case, some students dedicated themselves to research work, others had greater ability to express themselves orally in class, one student in each class took pictures and another filmed the entire class. The moderators have a difficult task: to control the class at some times and promote discussion at others. Perhaps because of this, from the first moment, most of the students embraced the proposed activity and committed themselves to doing their part. The result of this commitment and involvement was a very rich and in-depth debate on the proposed topic. [...].*[6]

The biology teacher explained that:

> *[...] Some fundamental points that contributed to this good result were: a) agriculture teachers assisted in the research work, ensuring that students had access to quality information. b) the students had full freedom to present their arguments,*

[6]The excerpts of interviews or dialogues presented in this experience report are reproduced with the authorization of the participants and transcribed literally, in their colloquial form.

> *because the teachers, at no time, tried to impose an opinion on the theme discussed; c) The debate took place in an organized way and was well recorded, both in written and photographic form, which allowed everyone to follow the discussions and have a dimension of the good result achieved; d) the students were eager to express their real opinion on the subject, which was made possible by the text production proposal; e) the form of evaluation valued the students' own opinion and gave them space to express their vision on methodology, contributing to the improvement of teachers; f) self-assessment after a rich, diversified work with which students demonstrated involvement is a way to promote reflections on responsibility, ethics and autonomy with students. [...]*

Another record made in the roaming journal that deserves attention in relation to the contributions of the biology teacher was in relation to the simulated jury, which provoked debates and reflections in one of the moments of sharing and socialization of work:

> *[...] When performing the research work, the students came across scientific research that indicates contradictory results. Thus, they were able to reflect and better understand what science is. How the process of production of scientific knowledge takes place and how this knowledge is applied or not. Finally, the integration between biology and agriculture deserves to be highlighted, considering that, in the Technical Course in Agriculture, the biology discipline is generally seen as "monotonous", "abstract", and difficult by students. Thus, the interaction with a practical application promoted a greater interest and involvement of students with biology. This integration was also perceived and valued by the students themselves [...].*

Informal statements of the students were also recorded in the roaming journal: "*I really liked this way of working, because it involved both Agriculture and Biology, showing us how much one needs the other*" (Student of class 1A). "*It was really cool, because it had two contents helping itself*" [...] (Student of 1B).

One fact that drew attention was the request for assistance from the discipline of Technical Drawing for the disciplines of Geography and Mathematics when working with an architectural project with their respective "facade cuts". Together they conducted research, built texts, discussed soil, climate, space, measures and environments. In an interview, the mathematics teacher explained:

> *I was very pleased with the results of the work when reading the students' reports, because I did not imagine that it would be so impactful for them. The vast majority reported that they were able to understand the study of functions, how to make tables, graphs and that these forms of work made them better understand where to apply mathematics and its applications. I consider this integration very relevant, because works with these characteristics are of fundamental importance for the*

> *student to increase their knowledge and identify the existing relationships between the disciplines.*

In addition to the participation of the disciplines mentioned, when a model of the architectural project was developed, the discipline of Gardening and Landscaping was part of the discipline. Geography contributed to vegetation, and mathematics, to the distribution of spaces through the calculation of areas.

> *In my opinion, there were many positive points, such as: dialogue and exchange of ideas between teachers of the course, review of teaching methodologies used by teachers, greater effectiveness of the teaching-learning process, greater interest and participation on the part of students (Gardening and Landscaping Teacher).*

According to the notes in the roaming journal, Biology, when working on the genetic code, planned together with Mathematics, by the bias of logic, the correspondence of codes (codifications), as well as with sociology and philosophy when talking about syndromes, diseases, in which were emphasized respect for differences, prejudice and the rights of people with special needs.

Similarly, Biology and Physical Education together were able to develop the content of physiology and body systems, with the participation of two TAEs (the nurse and the psychologist of the *campus*), who held lectures and debates on sexuality and sexually transmitted diseases.[7]

In the search to further broaden the curricular perceptions, Biology and Arts made a dialogue entitled "The senses", with the objective of integrating the perspectives on the *senses*, which are addressed in the two disciplines. Thus, they studied the sounds of nature, reread and built panels with human figures, highlighting in the body the senses and expressions. About this, biology professor 2 highlighted:

> *Overall, I considered the integration activity profitable for students and enjoyable to develop. From the perspective of the teacher, as a positive I noticed that the students learned a lot and that they liked the activity, for me as a teacher it was enriching. I suggest adequacy of the menus of the disciplines since the beginning of the year, continuous incentive of work, compatible schedules of teachers for planning, studies and planning.*

Arts, Geography, Agriculture, Philosophy and Sociology planned a visit in the Indigenous Village "Bugio", in the municipality of José Boiteux-SC, with a view to developing activities that promoted discoveries and reflections about the knowledge that can be built in an integrated way with the social contexts observed. The choice of place of observation was in order to provoke new

[7]This exercise opens a very interesting field within the specificities of the institution, to the extent that it creates conditions for the pedagogical performance of TAEs, which, despite being considered educators in the institutional context, are oblivious to the daily life of the classroom. With the expansion of this space, there was the possibility of including them in the work, something that was decisive for the growth of all those involved in the processes.

forms of interpretation of society from other types of social arrangements, which lack knowledge to be respected.

As the last examples discussed here, although there are others, the disciplines Zoo technics, Informatics and Mathematics planned together activities involving logical thinking, as well as research and collective presentations. Finally, the discipline Cooperatives, Associativism and Rural Extension built a radio program, disseminating the main information to farmers, and had the participation of the Portuguese Language, which developed skills oral and vocabulary, facilitating the comprehension of the listeners.

The examples presented and the statements resulting from experiences and experiences were determinant for the work to be considered successful, as Ciavatta (2005, p. 100) explains:

> *Both teaching and learning processes and curriculum elaboration should be the object of reflection and systematization of knowledge through basic disciplines and the development of projects that articulate the general and the specific, the theory and practice of the contents, including the use of the lessons that the work environments can provide (visits, internships, etc.).*

It was in this way that the Portuguese language discipline, with readings, writings of texts in the form of articles, critical reviews and abstracts about the contents worked, could contribute to the process. At each activity developed, the group of teachers returned to the meetings, socialized among them, observing and analyzing the strengths and weaknesses found on the way, which could be improved, added or removed. This path can be an alternative in the planning of integrated, interdisciplinary work, in which basic and technical disciplines are articulated in favor of the attempt to understand the whole, which encompasses in different ways and measures the life of all actors involved in the processes, in a perspective of pursuing greater formative potential.

As for the teachers who refused to participate in the project, it is important to note that their decision was respected. Other teachers did not participate because they were on leave during the project period, as is the case of the second author of this experience report, whose contact with what was done occurred when visiting the Institution in the second half of 2015, when the FETEC[8].

It is important to mention that, during the process, contradictions appeared, especially in the face of absences without proper justification in the meetings. Nevertheless, in order to minimize damage, the names of the missing were noted, the deliberations were forwarded to all e-mails, especially theirs, and, as far as possible, a personal contact was made, with the purpose of stimulating their presence in the next meeting. This attitude was intended to value the participation of each person who had committed to the work.

As for the evaluations, we chose to be the result of a collective craft of instruments that could preserve in them the spirit of hermeneutic dialogue in

[8]FETEC is the Technological and Scientific Knowledge Fair that has been taking place at the Institution since 1999. Its objective is to present to the community projects and research works developed by students and teachers. It always occurs in the second half of each year around the month of September.

valuing the integrative bias, maintaining a logic that transcends the limits of each discipline. It was configured in a collective construction whose gaze was committed to the singularities of the students, while observing the whole. Thus he turned to a humanist perspective that sought to contemplate the teachings of Rios (2002) when he defends the need for a dialogue, guided by a curiosity of who is the person who hides behind the condition of a student.

In the planning and socialization meetings, special attention was given to students who had the opportunity to report their trajectory specificities and the implications of these experiences in their learning. By listening to these narratives, in the light of Gadamer's commitment to otherness (1997; 2002), new horizons have merged, demonstrating that the possibilities are open, coming from them the need to welcome the challenge of extracting new learning through dialogue.

In relation to teachers, they reported that they were able to contextualize the contents studied, because the same subject began to make sense in other disciplines, with the extension of their meanings to the formative processes, whose motto is the preparation for life.

Finally, together, the participants decided to hold an exhibition at the Institution, as a way to share these good practices that were procedurally linked in the light of Gadamer's hermeneutics (1997; 1998; 2002). Thus, we sought to offer the community a stimulus to the belief that it is possible to make an Integrated High School happen, working interdisciplinary, with dialogue between servers (teachers and TAEs) and students in the scope of the disciplines, finding formative meaning for the knowledge that is listed as contents in the curricular matrices.

Considerations

At the end of this text, the considerations are not final, on the contrary, they need to serve as inspiration and stimulus for new challenges, guided by studies related to good pedagogical practices, perhaps more complex, which may denote greater depth than those that here, incipiently, were proposed and presented as an experience report.

The contradictions and tensions of ideas were understood as challenges that needed to be overcome as the process progressed, through a movement of valorization of the walk itself, announcing certain carelessness with the future result, considering that it would be the natural result of the whole process.

Gadamer's philosophical hermeneutics (1997; 1998; 2002) contributed to the "comprehensive and fusion of horizons", with a view to the exercise of dialogue and the search for the exercise of otherness, since the experience presented proved to be an important contribution to other possible discussions in the pedagogical sphere. These possibilities can be opened when seeking a departure from the reproductive structural tradition, opting for alternative forms of learning to scientific monism and having as a path the bias of integration and expansion of knowledge committed to a formation whose life is the main focus.

This project was the way found to develop a collective work between disciplines, teachers, TAEs and students within the curriculum, even providing cooperative forms of evaluation and seeking, throughout the process, other

meanings for its existence and new meanings for learning, valuing the two-way movement.

Finally, despite the contradictions and some challenges not met:

> The outputs that [teachers] seek, individually or collectively, may not be those dreamed by whom decide, nor those discussed by those who think education, but are outputs, reflects possible choices, thought individually and collectively debated (ARROYO, 2001, p. 153).

Collective planning and thinking about curriculum innovation contribute to the school being recognized as a space for educational actions, with teachers and students as subjects of innovation, construction. Thus, by closing this experience report, we seek to reaffirm the belief in the challenge of researching and planning in a disciplined manner, making the people involved the active agents of the process, based on choices thought, debated and collectively mediated.

With this experience, which seems to have transformed ways of thinking, through individual and collective exercises with the purpose of pointing to the appreciation of the other, of the collective, as a motto of walking to learn, it was found that it is possible to perform an integrated work with the condition that there is planning, availability of time and sharing of responsibilities.

In addition to the integration of contents and disciplines, it can be affirmed that the greatest preciousness of the work was present in human talent when reinventing itself, coming and going, relating, putting one another, pursuing possibilities of deconstruction of a tradition that, often, is isolated and sometimes empty of meaning, in favor of the continuous construction of meanings that can be translated into value when projected to come.

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Authors' contribution

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