

75 - ENVIRONMENTAL EDUCATION: PEDAGOGICAL PRACTICE AND ITS APPLICATION IN PUBLIC SCHOOL

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INTRODUCTION

The evaluation is a bureaucratic mechanism to improve the school performance that comes with notes at the end of the two-month period and is carried out by an evaluation practice that does not always conform to the content taught in the classroom. But the school and the evaluation process are necessary conditions and inseparable element of the work of the pedagogical coordinator and it is this school that is configured as a fundamental institution in the human formation that for Lima 2013 is one of the contexts of development of the human species, in which the cultural dimension is strongly present.

The school is a space offered for children and adolescents free of charge and offered by the municipalities and states in order to assimilate concepts and contents and also to develop the critical awareness seeking the participation of this individual, individually and collectively, leading to experiencing practical and theoretical experiences and providing through their internal organization together with community participation has configured a great component of the development and brain formation of each of these students (LIMA, 2013).

According to Vygotsky (1995), there is a relationship of dependence in the midst of the development of the human being and the learning achieved in a particular social group. Development and learning are linked from what the child is born to and as it goes to school the responsibility of the people who are part of this environment is even greater.

In the context of Brazilian education, the evaluation process has to fulfill a discriminatory role of selection and classification, Gatti (2002) reports how our schools emerged under the aegis of elite preparation, the selective evaluation, in the daily school life, was established by hundreds of years as a preponderant culture. It was in the 1960s and 1970s that student disapprovals were emphasized through the application of rigorous assessments, making it natural and increasing criticism in general, and especially low-income students were fated by educational failure that had not yet been questioned.

For the author Gatti, 2002:

This was the culture that developed around the evaluation processes in the daily school life and which, despite the extensive discussions on the issue, remains to this day, leaving a strong mark on people's lives and the representation they make of evaluation. Thus, the fact that evaluation processes are always present in the school environment, at all levels, causes people to immediately report this type of evaluation when talking about educational evaluation, restricting their meaning (GATTI, 2002, p. 18).

Students need to be valued through an evaluation method and this is an instrument of inclusion in the monitoring of the level of learning in which the learner is, so that pedagogical interventions take place, a fundamental element in the teaching-learning process.

It has been confirmed as a strong indicator the relationship between the experience and knowledge of the students with the knowledge historically accumulated (notebook 3 - School Council: Respect and appreciation of knowledge and culture of the student and community - Ministry of Education, 2004).

The PPP (Political Pedagogical Project) is the most important document of the school that for Veiga 2003, this one gives the north, the direction, the direction for the objectives of the school institution and still reports that in constructing the projects of our schools, we plan what we intend to do, to carry out and we launch ourselves forward, based on what we have, seeking the possible.

The democratization of the school will always be a necessary movement of great struggles, of seeking guidance and reflection and will always be an ongoing process that leverages the identity of the school and promotes the entire school community.

In this sense, the Political Pedagogical Project goes beyond a simple bureaucratic document sent to educational authorities, but is effective as a document constructed and experienced at all times by all those involved in the educational process of the school (VEIGA, 2002, p.1).

For a long time the homogenous look of learning rhythms implied, in serial systems, forms of evaluation called summative, made only at the end of the educational process with the intention of classifying and excluding students from quantitative data.

Therefore, in order to guarantee the education of learners in the educational process, evaluation must be both quantitative and qualitative, which is summarized in that based on indicators, analyzes and observations, which implies seeing the concept or note as the starting point and not final, for the analysis of students' performance.

For Perrenoud, changing the assessment probably means changing the school. Automatically, changing the practice of assessment leads us to change customary practices, creating insecurities and anguish, and this is an obstacle that can not be denied as it will involve the whole school community. (Perrenen, 1993, p.56).

The formative evaluation is that which occurs during the teaching-learning process, in the words of Hadji (2001), "formative evaluation is the one that is at the center of the training action", it provides relevant information of the level of learning of the students to the pedagogical intervention of the educators, the summative evaluation occurs only at the end of the teaching-learning process, Santos (2005, p.23), with the purpose of "assigning notes and concepts for the student to be promoted from one class to another" which leaves a tone of guilt on the apprentice for not having reached a certain quantitative result.

The general objective of this article was to analyze the profile of the teachers and the specific objectives were to verify

and intervene in the practices and conceptions in the evaluation process in search of the awareness of each teacher about the role that the formative evaluation occupies in this school scenario.

It is evident that there is no more space in the present educational context for the act of examining, Luckesi (2004), characterized by a traditional evaluation, based on the quantitative method of verifying learning, which totally excludes the student's autonomy and directs the teaching practice for the transmission of an artificial knowledge, displaced from reality and conditioned the action of the teacher as holder of knowledge, excluding and / or reproving those who do not memorize the contents.

The study is justified by the need to transform the process of summative evaluation to the formative evaluation that directs the teaching practice in the search of the social-historical construction of the subjects and to value teaching along with the evaluation process.

2 TRAINING EVALUATION AS A QUALITY ASSIGNMENT TO LEARNING OUTCOMES

The evaluation is a procedure used in schools in Brazil and we know that it is a criterion used by teachers to judge and organize their work before the student, but that unfortunately happened to be a problem in the way of evaluating leading to failure that plays a central role in this relationship.

According to Cury (2002):

The trajectory of the right to education is characterized in the process of guaranteeing social justice. In addition to primary education, every advance of school education has been the result of struggles driven by a democratic conception of society in which one seeks equality of opportunity or even social conditions. (CURY, 2002, p.247).

According to Luckesi (2004) "Evaluating means subsidizing the construction of the best possible result and not purely and simply approve or disapprove something." In this sense, the study sought to reflect on the evaluation practice of teachers, ensuring the verification of school performance with the "prevalence of qualitative aspects over quantitative and results over time over possible final tests" according to the criterion stated in the LDB (Law of Directives and Bases of Education) 9,394 / 96, art. 24. Paragraph V, point (a).

From this perspective, evaluation becomes an instrument capable of promoting the democratization of education, offering the equality of social conditions for all learners, from the moment it seeks the best result of each student in the teaching-learning process and breaks with school failure.

The evaluation is a necessary and complex procedure having the obligatory notes and / or concepts and are based on tests or tests within a student's learning procedure, according to Santos (2005, p.23) evaluation is something much more complex than just assigning notes about a test or test that is done, it must be inserted into the student's learning process.

To know the types of evaluations that should be practiced we say that they can be (SANTOS, 2005):

I. Formative: aims to verify if everything that was proposed by the teacher in relation to the contents are being reached throughout the learning teaching process;

II. Cumulative: in this type of evaluation allows to retain everything that is learned during the course of classes and the teacher can be accompanying the student day by day, and use when necessary;

III. Diagnostics: it helps the teacher to detect or to do a survey on what has been learned or not, and thus to resume the contents that the student has not been able to learn, replanning their actions / or meet the needs and reaching the proposed objectives;

IV. Summative: aims to assign notes and concepts for the student to be promoted from one class to another, or from one course to another, usually during the two-month period;

Pedagogical Political Project of the school's mission is to "provide the student learning situations and knowledge that enable them to plan their personal life, becoming a full citizen in the social, cognitive and emotional level," from that mission has established the direction of this study because there is no possibility to provide the student learning situations that allow them to plan their personal life, the act of evaluating remains imprisoned to the examination chains.

For Luckesi (2004):

The school exams we practice today were systematized in the sixteenth century by the Jesuit and Comenian pedagogies. We are heirs of these pedagogical models, almost in a linear way. And finally, we live in a model of excluding society and the exams express and reproduce this model of society. Working with evaluation implies having an inclusive look, but society is excluding. Hence one of the reasons for the difficulties in changing (LUCKESI, 2004, p.5).

The practice of evaluation must come together with the function of guiding students to understand their progress and their difficulties with motivation and motivation to overcome. The rupture of this exclusive heritage, a reflection of the influence of the Jesuit and Comenian pedagogies, for the promotion of social inclusion is a great challenge in the educational routine.

Psychological reason, that is, how educators were educated, "Luckesi (2004), is a preponderant factor in the evaluative practice of teachers, since, for the most part, they reproduce evaluative processes in the same way as the summative evaluation inherent in their history of life. Pressed by the current educational culture, based on numerical indexes, educators proved to be much more promoters of the exam, despite discourses favorable to formative evaluation, than that of formative evaluation "understood as a continuous assessment practice aimed at developing learning" (CASEIRO and GEBRAN, 2008).

The process of evaluation is to bring a climate of tension, fear and anxiety to the majority of the students, and what should happen is to offer an evaluation process and / or verification of the school performance to contribute to the learning process of this student and not indices for the educational system. Bolsanello (1986, p. 810) tells us that "the anxiety and tension that results from the mental state of the individual has various forms of manifestation and the causes or agents of tension can be both physiological and psychological."

The formative evaluation can not be seen as isolated and decontextualized, on the contrary, it depends on the planning of good strategies to take place. Based on the definition of what children need to learn and the selection of appropriate assessment strategies to verify what has been learned, we can structure a diagnostic and training technique in the teaching-learning process. Although children play an important role in their learning processes, they do not perform them alone, these processes occur through the action of adults (LIMA, 2007).

It is not enough to assess whether it is necessary to give the essential subsidies for this evaluation to occur. Evaluation is not a value in itself and should no longer be a bureaucratic rite in the school, it needs to be integrated in the transformation of the teaching-learning process and contribute to the transformation process of the students. The evaluation of the school achievement aims to assign improvement and quality in the promotion of student learning outcomes, thus allowing teachers and / or evaluators to take the "label" in the way of evaluating and valuing what the student has been able to produce (VIANNA, 2003).

Luckesi (2008), as well as the knowledge and experiences of the students, bases a diagnosis of the capacities that the

student consolidated in front of those that he still needs to consolidate in the teaching-learning process and acts in the formation of subjects and / or authors of its history, that appropriates the knowledge historically accumulated by humanity and develops the conditions to produce new knowledge (notebook 3, 2004).

Even the LDB, based on evaluation as a continuous, diagnostic and formative process, a clear presence in the school reality, a strong presence of the exam in the evaluation process (Somativa), which is most often done at the end of the teaching-learning process, with the verification of the results primarily to judge, classify and blame the individual students (LUCKESI 2004).

In addition to the new discourses of teachers' change in the evaluation method, the practice of this change is idealized, because what is perceived in the school of the present study is a discourse favorable to formative evaluation, but remnants of the practices of summative evaluation and method quantitative verification of student learning.

2.2 METHODOLOGY

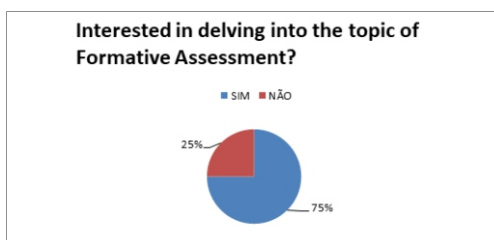
The methodology used was action research. The field of observation was the school community of State School X in Minas Gerais. The school has 12 teachers and 5 have a direct relationship with the present study.

In the first stage the presentation of the Intervention Project to the School Community was presented with the purpose of informing what the Project was about, how and for what it was created and what the other stages of its implementation would be.

In the second stage, the questionnaire was applied to the educators at the time of recess (time of class interval) in the school premises and the questionnaire consisted of multiple choice questions.

And as a third step, the interview was delivered, which consisted of discursive questions that should be answered by each teacher according to his or her evaluative practice in the classroom.

Graph 1 - Interest of the teachers of the State School "Do Lajão" in deepening in the subject Formative Evaluation.



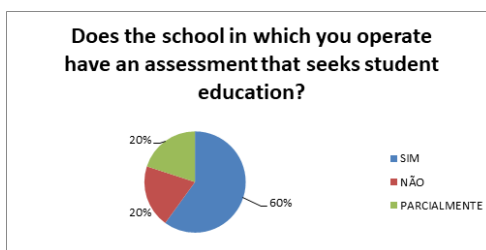
Source: Gomes, 2016

Of the 12 (twelve) teachers who responded, 75% (9 prof) Expressed interest and 25% (3 prof.) Did not express an interest in going deeper into the topic. Of the 5 (five) questionnaires given to the teachers, all answered the 10 (ten) questions presented. In the collection of personal information, it was observed that 100% of those surveyed had higher education, 40% (2 teachers) with a Specialization of at least 360 hours. The average time spent in the classroom varies between 11 and 20 years and the actual time in the research institution between 11 and 15 years.

It was also observed that 80% (4 teachers) of the respondents agreed that the formative assessment is a necessary teaching element essential to the success of teaching and that their evaluation practices met their perspective, 100% (5 teachers) fully agreed that the formative evaluation can open possibilities for a better learning of the students and they answered in full and 20% (1 teacher) partially the 10 questions proposed in the interview.

When asked about the evaluation perspective present in the school, all of them answered as shown in the chart below:

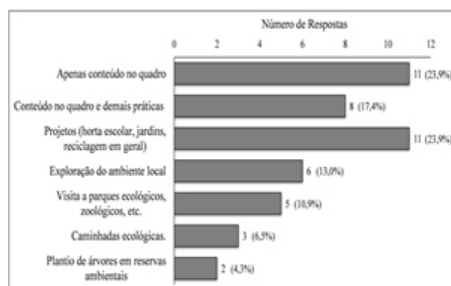
Graph 2 - In the State School "Do Lajão" has, in the pedagogical practice, an evaluation that seeks the formation of the students. (Note: data from responses number 3 of the transformed interview).



Source: Gomes, 2016.

Of teachers who answered the question, 60% (3 teachers) answered that the school attends, 20% (1 teacher) that the school does not attend and 20% (1 teacher) that the school partially attends the evaluation perspective which seeks the training of students.

Figure 3. Percentage distribution of content that should work with EA.



Research teachers work with students aged 11-17. In this period of student life, students are more prepared to associate learning with the theory offered according to each discipline and allowing to associate with the lived reality, being able to learn and manage their own knowledge, since Elementary Education contributes to the basic education of the citizen in understanding the natural and social environment and High School the consolidation and improvement of the student as a human person, ethical and thinking, both based on the Law of Guidelines and Bases of National Education (LDBEN) (BRAZIL, 1996).

Teaching practice has a great influence on the student's consolidation of knowledge. For Medina (2011), a pedagogically prepared teacher has much to contribute to their students. However, undergraduate teachers of undergraduate courses present a deficiency in the curriculum in the environmental aspect. Barbieri (2004) adds that such deficiencies become one of the problematic issues for the training of higher education professionals.

With this, they need to seek through complementary courses the improvement of school practice for this theme, aiming at the formation of values and respect for the environment. It was identified in the survey that 73% of teachers Fig. (2), never took any improvement or qualification course, which is contrary to law 9.795 / 99, article 11, sole paragraph that says "active teachers should receive further training in their areas of activity, with the purpose of adequately meeting the compliance with the principles and objectives of the National Policy on Environmental Education "(BRASIL, 1999). Data from this research are reinforced by the study by Nascimento and Fragozo (2017), which points out that 62% of teachers do not have any degree in the field of EE.

Despite the little investment in complementary courses in EE, all respondents Fig. (3) consider relevant to make this thematic approach in the classroom, however, it is clear that the frequency Fig. (7) in which this theme is worked is divided 37% of teachers always approach this theme, 33% sometimes and 30% only in the environmental week. Given these data we realize that the percentages are equal, and the studies by Baum and Pavolak (2012) show that having a higher frequency to work on the environmental theme in the classroom is essential for greater awareness of students.

CONCLUSION

It is concluded that through the study carried out and based on the actions of the intervention project "The Valuation of Student Knowledge and Culture: evaluation in a continuous, diagnostic and formative process", implemented with the teachers was successful in the research reaching the objectives proposed to analyze the profile of teachers who all have training at a higher level, a minimum requirement established by art. 62 of the Law of Guidelines and Bases of Education 9.394 / 96 for the performance in Basic Education, and wide experience in the classroom and even though of the 5 (five) teachers who participated directly in the research, two teachers (40%) have at least 360 h and that the overall average experience time in the classroom varies between 11 and 20 years and in the research institution of the school between 11 and 15 years.

Although 80% of teachers already had previous knowledge about formative evaluation or even reported having an evaluation practice that aimed at the education of the students, the data collected in the School's Political Pedagogical Project showed that the evaluation was treated superficially and without the proper reflection on their importance in the formation of them.

It is proposed the continuity of the reflections and decisions described in this study, so that there is a disruption of a classificatory and exclusive view to a new look, Tedesco (2015), of integrating knowledge in the learning process of each student, since in school everything it is worth it if the student learns well (DEMO 1997).

It concludes by reaffirming the importance of the evaluation process that seeks the education of students, as an indispensable element for the school to be effective in a context of development, Lima (2013), of critical and autonomous subjects, emphasizing that the interventions carried out at the School "Do Lajão" State for the reflection of the evaluation perspective of teachers, were relevant in this sense.

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ENVIRONMENTAL EDUCATION: PEDAGOGICAL PRACTICE AND ITS APPLICATION IN PUBLIC SCHOOL

ABSTRACT

The school is a privileged space that allows the individual the formation of values through knowledge and the teacher has a fundamental role in building with his students a sustainable awareness of the environment. The aim of this paper was to analyze the pedagogical practices applied by the teachers of two public state schools located in the municipalities of Capim Branco and Prudente de Morais, MG, in order to verify how often the environmental theme is worked in the classrooms, as well as whether there is ease and understanding in working interdisciplinarily on environmental issues with the disciplines that teachers teach and whether teaching resources (books, games, technologies) are available to teachers to work on such a topic. A structured and adapted questionnaire was elaborated and adapted to the PE and Middle teachers, composed of multiple choice and dichotomous questions and the information obtained was analyzed. There was little frequency in working with environmental themes in the disciplines that teachers teach and even in the face of difficulties in obtaining didactic resources to work with this theme in public schools, teachers are stimulated and develop pedagogical practice beyond the traditional. However, they contradict each other by supporting Environmental Education as a curricular discipline, which shows a lack of theoretical basis on Environmental Education.

Keywords: Environmental Education, Interdisciplinary, Pedagogical Practice.

ÉDUCATION À L'ENVIRONNEMENT: LA PRATIQUE PÉDAGOGIQUE ET SON APPLICATION DANS LES ÉCOLES PUBLIQUES

Résumé

L'école est un espace privilégié qui permet à l'individu de former des valeurs par la connaissance et l'enseignant joue un rôle fondamental dans la construction avec ses élèves d'une conscience durable de l'environnement. L'objectif de cet article était d'analyser les pratiques pédagogiques appliquées par les enseignants de deux écoles publiques situées dans les municipalités de Capim Branco et de Prudente de Morais, MG, afin de vérifier la fréquence à laquelle le thème de l'environnement est traité dans les salles de classe, ainsi que de la facilité et de la compréhension à travailler de manière interdisciplinaire sur des questions environnementales avec les disciplines enseignées par les enseignants et si des ressources pédagogiques (livres, jeux, technologies) sont à la disposition des enseignants pour travailler sur un tel sujet. Un questionnaire structuré et adapté a été élaboré et appliqué aux enseignants PE et Middle, composé de questions à choix multiples et dichotomiques et les informations obtenues ont été analysées. Il était peu fréquent de travailler avec des thèmes environnementaux dans les disciplines enseignées par les enseignants et même face aux difficultés rencontrées pour obtenir des ressources didactiques pour travailler avec ce thème dans les écoles publiques. Les enseignants sont stimulés et développent des pratiques pédagogiques allant au-delà des méthodes traditionnelles. Cependant, ils se contredisent en soutenant l'éducation à l'environnement en tant que discipline, ce qui montre un manque de base théorique sur l'éducation à l'environnement.

Mot clé: Interdisciplinaire, Education à l'environnement, Pratique pédagogique

AMBIENTAL: PRÁCTICA PEDAGÓGICA Y SU APLICACIÓN EN LA ESCUELA PÚBLICA

RESUMEN

La escuela es un espacio privilegiado que permite al individuo formar valores a través del conocimiento y el maestro tiene un papel fundamental en la construcción con sus estudiantes de una conciencia sostenible del medio ambiente. El objetivo de este trabajo fue analizar las prácticas pedagógicas aplicadas por los maestros de dos escuelas públicas ubicadas en los municipios de Capim Branco y Prudente de Morais, MG, para verificar con qué frecuencia se trabaja el tema ambiental en las aulas, así como si es fácil y comprensivo trabajar interdisciplinariamente en temas ambientales con las disciplinas que los maestros enseñan y si los maestros tienen a su disposición recursos de enseñanza (libros, juegos, tecnologías) para trabajar en un tema de este tipo. Se elaboró y aplicó un cuestionario estructurado y adaptado a los maestros de Educación Física y Media, compuesto por preguntas de opción múltiple y dicotómicas, y se analizó la información obtenida. Hubo poca frecuencia al trabajar con temas ambientales en las disciplinas que los maestros enseñan e incluso ante las dificultades para obtener recursos didácticos para trabajar con este tema en las escuelas públicas, los maestros son estimulados y desarrollan prácticas pedagógicas más allá de lo tradicional. Sin embargo, se contradicen entre sí al apoyar la Educación Ambiental como una disciplina curricular, que muestra una falta de base teórica sobre la Educación Ambiental.

Palabra clave: Interdisciplinaria, Educación ambiental, Práctica pedagógica

EDUCAÇÃO AMBIENTAL: A PRÁTICA PEDAGÓGICA E SUA APLICAÇÃO NA ESCOLA PÚBLICA

RESUMO

A escola é um espaço privilegiado que oportuniza ao indivíduo a formação de valores através do conhecimento e o professor possui papel fundamental em construir com seus alunos uma consciência sustentável do meio ambiente. O objetivo do presente artigo foi analisar as práticas pedagógicas aplicadas pelos professores de duas escolas públicas estaduais que se encontram nos municípios de Capim Branco e Prudente de Morais, MG, com a finalidade de verificar com que frequência a temática ambiental é trabalhada nas salas de aula, como também se existe facilidade e entendimento em se trabalhar interdisciplinarmente questões ambientais com as disciplinas que os professores lecionam e se os recursos didáticos (livros, jogos, tecnologias) estão disponíveis aos professores para se trabalhar com tal temática. Foi elaborado e aplicado um questionário estruturado e adaptado aos docentes do EF e Médio, composto de perguntas de múltipla escolha e dicotômicas e as informações obtidas foram analisadas. Observou-se pouca frequência em trabalhar com temáticas ambientais nas disciplinas que os professores ministram e mesmo diante das dificuldades em obterem recursos didáticos para se trabalhar com este tema nas escolas públicas, os docentes encontram-se estimulados e desenvolvem a prática pedagógica além do tradicional, porém, se contradizem ao apoiarem a Educação Ambiental como uma disciplina curricular, o que nota-se falta de embasamento teórico sobre a Educação Ambiental.

Palavras-chave: Educação Ambiental, Interdisciplinar, Prática Pedagógica.