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**WHY DO I NEED TO UNDERSTAND ABOUT PRODUCT AND
PROCESS?
A REFLECTION ON AN ENGLISH TEACHER'S ACADEMIC AND
PROFESSIONAL ROUTINE.**

Rio de Janeiro

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Monografia apresentada ao programa de Pós-Graduação em
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This blank page is a reminder: It is important that occasionally we take a deep breath and just do nothing.

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To you, going through burnout: It is scary but you will get over it. I hope this monograph can be a silver lining for you.

ABSTRACT

This is an autoethnography about burnout in my life. I have decided to write about process and product through emotional exhaustion so I could look at them in a deep way. It took me months of reflection about years of experience until nowadays. Teachers need to manage academic and professional tasks but what is left out? We forget about ourselves and burnout comes up; most of the time when there is too much love involved about the job. It was painful to write this paper but it will be worth reading for the ones who need this and also as a reminder for myself about my story.

KEY WORDS: burnout – school – teacher – product – process

RESUMO

Essa é uma pesquisa autoetnográfica na qual abordo o *burnout* na minha vida. Decidi escrever sobre processo e produto dentro da estafa emocional para que eu mesma conseguisse olhar para eles de uma melhor forma. Foram meses de reflexão sobre anos de experiência até o presente momento. Professores precisam dar conta de tarefas na vida acadêmica e profissional, mas onde fica a essência do mesmo? Esquecemos de nós mesmos o tempo todo e é aí que o *burnout* estafa aparece e, especialmente, quando há muito amor envolvido no trabalho. Foi dolorido escrever essa autoetnografia, mas espero que valha a leitura por aqueles que precisam e para que eu mesma possa lembrar do que vivi.

PALAVRAS-CHAVE: estafa – escola – professor – produto – processo

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1. INTRODUCTION

Academic and professional parts of a teacher's life are the main pillars to have a teacher fully ready to have a better job, to feel well prepared in the classroom and to become a great researcher. In this context, there is an important part that is usually left out or forgotten at all: personal life. The title of this paper does not have the words "private, personal..." on purpose. This is not a monograph to focus on professional and academic life, it is a study that shows how much personal life is left out for careers to stand out and how this can sometimes destroy or cause too much pain for a person or to be clearer, to me. Sometimes, a teacher cannot move on professionally even though she has great opportunities, because she is not mentally strong enough to continue.

As long as I wrote I kept having doubts about the type of approach that I had chosen but after reading Bochner P. A. and Ellis C., my mind started to open for accepting the tone of my paper.

Why am I so busy worried about the end of a book? Why am I looking at tomorrow and not enjoying the present moment? Why can't I focus on all the important steps instead of paying attention to how it will look in the end? Is this just anxiety or something else? This has been puzzling me before I even noticed but I did not have theory nor a name for it. First, I thought I had to talk to many teachers to find out what they had in mind about all this. Researches are well known by collecting data most of the time. We usually do not hear a lot about other ways of studying or writing a monograph. Maybe because it seems more important when many people answer a survey, questionnaire or another type of data, but then I figured out that what puzzles me is about me and Exploratory Practice, which taught me the possibility of doing this kind of research. I do not know when my monitoring started but I am sure that it is still going on. Why? Once you are an educator, it is hard to just turn off or even pause your professional skills. Is it hard for all teachers to go through processes or it is just me? After reading Allwright's (2001) text "Three major processes of teacher development and the appropriate design criteria for developing and using them", ideas came up

within the theory that I needed for this theme. Allwright talks about three major processes but I want to investigate deeply in practice what is found within these three processes. How many other processes can be pointed out? Can I name my own processes?

But before Allwright was introduced to me at the post-graduation course, bell hooks' books were also part of one of the postgraduation topics. There are some ideas that will be shared in this monograph related to her thoughts. The way in which bell hooks writes about the importance of a pause in a teachers' life was similar to a hug when I needed. bell hooks wrote her books before COVID-19 but, as she was ahead of her time, they will always look as if they had been meant to be for any interested reader by any time throughout the years.

This research motivates me because the notion of process is an eternal question mark the way I see it, if I look close enough to it when I am not so scared of it. It is related to quality of life and work, which Allwright addresses in his text "Six promising directions in Applied Linguistics" (ALLWRIGHT, 2006). This was the second text of Allwright that I read and helped me to build this puzzle or at least put the pieces of it on the same table. I won't find the answer or a recipe to deal with the issue of process in a better way. However, perhaps one day it will be less painful for me to face it as an English teacher. I need the process and even if I think I don't, there is no turning back since I am already in it, we are all in it. How do I grow professionally? Why is it so hard to trust the process until the end of a postgraduation? Am I trying my best to achieve what I wish? Why is the process so painful for me? Process is too abstract and at the same time it is happening right now while you are reading this paragraph.

It calls my attention how life passes by educators but they are so busy doing their best that they do not become aware of all possibilities. I am interested to use this monograph as a process, in a way of stopping and looking at all the steps but one at a time. This is a process, progress, development, path, road to achieve something. But this is a study to focus on the path and all the issues and also joyful steps found through the way.

Allwright (2006) reminds us that we, teachers, need to have something that shows us that we are making progress, that we are doing things right. Even if it is in our imagination, this can be a silver lining for teachers to go through teaching process or processes in an easier way, maybe. Academic and professional routine, work and

life as Allwright compares in his text. Is it possible to separate these sides as a teacher? I want to seek quality in any area that I choose to get to the product. "Teaching efficiency" (ALLWRIGHT, 2006) is still the main goal. Do teachers feel lonely? Sometimes this is the way I feel and because of that I also bring the question "What do teachers understand about product and process?". I would have liked to talk to my English teacher friends so we could discuss this puzzle together in order to try to help each other or maybe just find hope for the way I look at it. But it was not easy to find free time for this kind of talk and the answers would probably have been very similar to what I am going through.

But, how do I know that? I got sick in 2020 and, as I see Instagram stories of other teachers, I know that they are feeling the same. Because of this, as an English teacher, I decided to understand this issue better and reflect by trying to monitor myself, talk to other teachers and reflect on some authors' thoughts and opinions. I never have time to reflect about my work, I never have the appropriate time to reflect and understand it. This will be a way to do it, I am afraid though. But this is for sure just the beginning to comprehend or maybe just live better through the process by trying to avoid burn-out or at least be aware of how burnout happens. ALLWRIGHT and hooks have been showing me some aspects.

... I find that most of us want time out when we desperately need it, when we are just feeling burnt out and are unable to make the classroom a constructive setting for learning.
(hooks, bell, 2003, p.14)

Presumably, I could not have chosen another theme. Since I went through a heavy burn-out in 2020 and in 2021 when the processes got harder to go through, I had to start therapy. Having ALLWRIGHT and hooks by my side to write this monograph makes me less insecure about the theme I have chosen. I don't know if I can have some time out but this period to write my monograph will be a way of finding support and analyzing myself in order to keep on building a better place to be at in the classroom and also to guide me as a practitioner researcher somehow.

Maybe this is a little confusing and a very personal monograph. As you read, I hope you understand. I hope this monograph can remind the world that teachers have feelings and that they need to be heard.

1.1 WHO AM I?

It is important to introduce myself so you, the reader of this monograph, can have an idea of how I got to this postgraduation course, theme and reflections. I am Larissa, 28 years old. I have been working at schools since I was 17. When I was a kid, I thought about becoming a writer. When I was a teenager, I first thought of becoming a journalist or even taking the international relations course. However, after getting an invitation to work at an international school, I found myself. This invitation was better than any test that my friends and I could have taken to check our areas of interest related to professions.

This first paragraph is what I usually say during an interview or for academic purposes. However, I would like to also introduce myself differently. I feel that it is crucial to do so since this is also about my personal life. I am Larissa, I feel lost at least once a week about the path that my life is. Am I making the right decision? What should I study after this? Should I take another course in college? I take one pill per day to help me feel happy. I push myself too much, I like to be in control of whatever is possible, I feel very mad at myself when I make mistakes and it takes time to forgive myself and continue. I had already taken pills to calm down since my anxiety interferes a lot in my life, causing physical pain most of the time.

Continue writing about my academic and professional life, I consider that I became a teacher in 2011, when I was 17 years old. I was not enrolled in any university and I had no idea about how much money I would be able to earn in the future as a teacher. Let me explain some details about that. I believe that there are many professionals that just consider themselves teachers after holding the diploma in their hands or after teaching their first class. But I believe in gift. Please forgive me if you do not agree with me, but some teachers do not have the gift for teaching and that is fine, I hope. And some others, you just see that they were born to do that. I feel that I have the gift of teaching, it does not mean that I do it perfectly, it means that I deeply love what I do and that as much I want to change my career, I will find a way to be closer to children and English teaching.

My background information is also a key to understand this monograph. I was raised by my mother and my grandmother - two teachers around me all the time. My grandmother had a little school in our house to teach how to read and write to the kids that lived in our neighborhood and my mother was once a French and Portuguese teacher. Since the beginning, I was surrounded by educators and kids. However, part of this background also involved listening to the depreciation of the profession. "Society does not care about teachers; their salary is terrible...". After listening to all these "great" observations throughout my life, I thought about becoming a writer/author. On one of the first books that I got as a gift, my uncle wrote "For the future writer". I kept that in my heart and it is still in my mind so far but it was not the choice that I had at first. This monograph will be the longest paper I have ever written.

I did not need a test, university or a manual. Probably it was meant to be. I love what I do. To summarize, I started working as a teacher assistant at an international school, some months later I joined UERJ in order to get a degree in pedagogy to fulfill the school's requirement. I learned a lot of important things at UERJ but working at this international school, I learned even more. I became head teacher before I got the diploma.

During these ten years of teaching, I have lived in the United States and worked as a volunteer at two schools in Washington. This great experience happened in 2016. I presented a workshop related to education in Ecuador, I have taught more than 100 students, coming from more than 10 countries. It is even hard to remember how many parent-teacher conferences I had to lead, sometimes by myself. And the list keeps going or maybe not. I would say that this list has paused. I mean, I am still a teacher, I have two classes, 26 students, but I do not want to take notes or even think about what I am doing. This is why I am starting this monograph. My mind seems to be frozen but my body must go on. If you do not understand what I am trying to say, let me help you.

The burnout, scam, zero mental health, you name it, have been part of my life for a long time but it seems that it was like a dormant volcano that just erupted in 2020. But, as I am writing this paper, I am going through one of my worst phases. Everything started when I found out that I was a person who pushes herself too much. When did this start? When I was a kid. Did I notice at that time? Of course not. However, when I look back, I can see clearly that things were not regular. One of the first things was about learning how to read, my mom tells this story better than me because I do not

remember. So I had an exploratory conversation with her to listen and brainstorm about my life. I would cry if my grade at the English Course was 9.5, I always worked more hours than expected, if I was sad about anything, I would not watch a movie to relax or go to the beach, I would study more or work more. But as we would say in Portuguese, sometimes the penny drops and the price is usually higher than you ever expected.

Who am I? I am a teacher, student, coworker, daughter, aunt, sister, friend who is experiencing burnout for many months. Who am I? I am a woman who carries a little bag full of medicines wherever she goes, as I may need them at any time. Who am I? I am a girl who really wants to feel better, a girl who wants to be happy without medicine, a girl who wants to go back to love teaching again. Who am I? Someone who wants to trust the process with her eyes closed.

Who am I? I am a writer that found out while studying and getting ready to write this monograph to have feelings on an essay it is ok and maybe more than this, it is important. Having the text "Autoethnography, personal narrative, reflexivity" in mind, there are already many papers filled with dry and distant conversation and topics. Let's go deep together since all my descriptions could have happened to anyone.

1.2 HOW DID I GET HERE?

In the middle of 2020, things started to get weird inside of me. But before they got weird inside myself, they got weird in the world. COVID-19 started to spread all over the planet. We would never expect this in Brazil, but in a blink of an eye schools closed in March of 2020 and all teachers had to start to teach online classes. In the beginning, I thought and maybe most of society thought that it would last some weeks but only in 2022 masks turned out to be not mandatory anymore.

I love routines but it was very hard to keep one in 2020. I used to spend the whole morning recording lessons for my classes, editing them to send to my coordinator. Sometimes I would just eat lunch at 6 p.m. I started to avoid the news because the numbers of sick or dead people due to COVID-19 were higher and higher. This would make me be very afraid of the future specially for having asthma since I was a child. How can you be creative, happy and excited during videos when the world looks like falling apart? Too much energy was required, physically and emotionally.

When you are at home, it seems that it is possible to do everything. You do not have to deal with traffic, bus schedules, but it is very dangerous to have this thought, especially when you have never worked from home for a period. Unfortunately, I did not have this in mind and together with the activities that I have already mentioned, I also began to record videos for another school. Additionally, I was invited to be a coordinator. I started to study about the school a bit to feel more comfortable and I had some private students.

Besides all the videos and online classes going on professionally, there were also online classes twice a week of postgraduation. I remember that I had enjoyed a lot looking at my full calendar, full to do list, full list of texts to be read... Machines, computers, cellphones, they start to not work properly whenever they are full of pictures, videos, virus but most of the time it seems to be super easy to have those machines working perfectly in minutes. We can erase everything, buy another one, fix it somehow, no pain involved, just probably some money to pay for all services. But how about us? We are not machines; it is not possible to have us fixed in some minutes sometimes not even months are enough for healing.

Some signs that I were showing me that I was not doing ok were: remembering names such as: wall, chair, became hard. I would need to stop, concentrate so I could

remember the names of some objects. I would take my computer to wherever I would go, spending time with friends was not necessary or important anymore. It was fine by me to work on Sundays or whenever it was necessary.

There are some unforgettable days in my life: one of them was when suddenly I cried for one hour in the middle of 2020. A cry for help, a cry for just being overflowed. Together with all the signs, after this day I began to look for a psychologist to help me. Cecilia has been giving me support since the middle of 2020. It is good to bring bell hooks to this paragraph because by 2020, I could not read all of her books yet but one of them has a blank page in the beginning where the following is written "This page intentionally left blank". I have not found out if there is a specific reason for this. However, you may use it to write notes while you read. I would say that we all need to live this blank page once in a while. As my psychologist would say "It is important to do nothing."

I got here because I had many plans for the future, but if I cannot handle the processes in the present, the product in the future may look wonderful, but it will probably have to be postponed. I need to be aware of when to stop, pause, begin or go back. This monograph was supposed to be done in 2021, it was an important product of my academic life but I did not expect all the problems that came my way and how I would face them. The process has been very hard to handle and I keep on writing about it now, in May of 2022. Why isn't it ready? Because I am still sick and the theme is too deep. I am not comfortable to face my fears that match my daily dreams.

2. HOW LONG IS IT GOING TO TAKE TO ACHIEVE SOMETHING?

The problem with this question is that we can have many things in mind. But please take a few minutes to think about the title of this chapter related to your own life, experience, job... You may think about an amount of time as soon as you read the title because maybe you are anxious for a project. Maybe you will have in mind all the issues that may happen on the way to achieve your goal.

What is interesting about this question is to think how the answer may change depending on reader's background and perspective for the future. If there is a tiny possibility for answering "How long is it going to take to achieve something?" Instead of looking for this answer, it would be better to experience it first as Bochner and Ellis remind:

Don't worry about that yet. There's plenty of time to read about autoethnography. I want you to experience autoethnography first.

(Bochner and Ellis, 2000, p. 737)

Having the experience is way more valuable than reading tons of books about it. Experience first, live that first, participate in all the steps first, and then check about the results. The previous chapter raises a question about the past. It is a moment for the reader to understand the circumstances throughout the years and it is also a way for me, as a writer, to reflect about what happened. This next chapter talks about the duration of anything. I had problems in the past but how long did it take me to solve them? I would like to start my MA but how long will it take having in mind my mental health, work and also how much effort I need to put on it?

How long is it going to take to achieve something? In this research, we try to look at a better possibility for a person who is facing burnout. The best option would be "How can I achieve something?". Considering hours, months, years, how time passes are just ways of getting more anxious about product. Checking the possibilities of how to get there seems to be helpful.

Time is a word that is part of my life. I am addicted to checking the hours, I would love if time would pass in life as it passes in my head. How long? When? How? They have been following me wherever I go leading to forget to look at myself and not only forward. Am I ok to continue working from Sunday to Sunday? Can I postpone the final

version of my monograph for another month? At the same time that I learn through writing the meaning of autoethnography, living the experience, I also look at the title of this chapter and I try to think about a different scenario “Am I going to have fun from the beginning to the end of a college degree?”, “How many friends am I going to make during Postgraduation classes?”, “Is my goal really something important to achieve or it is just what society showed as the correct thing to do when you are 30?”

These are question that you can come up thinking about your reality in case you go through thoughts like these too. Time leads us to anxiety or to be specific, the concern of time leads us to anxiety. Bringing few joyful processes and too much of distant products.

2.1 WHAT DO I UNDERSTAND ABOUT PRODUCT?

Product is what I live for. And again, if I could choose one word to describe it, that would be “untouchable”. This is the idea that I have. Nowadays I’d rather use the word “challenge” instead of “impossible”. However, there are some processes that I go through that make the product seem impossible. I think this is a great opportunity to bring my mom into this text. My mom is the one who always tries to show me everything that has already happened and that I was able to go through to get to the product. I had an exploratory conversation with my mom. It was a great reflection to ask her some questions and while I was listening, I tried to put the puzzle together in my mind. In the following chapters, this conversation will show how some people see me and my mom is the best representative for that.

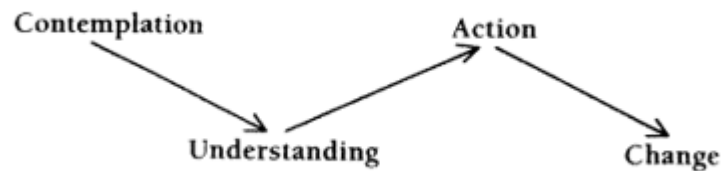
“Process and product” are things that have been discussed at schools. Students, educators, school trainers have been bringing this topic up very often. I heard some things about this issue. I spent some days in São Paulo participating in two conferences. The first one was about Early Childhood Methodology and Classroom Management, where we brainstormed ideas about how important it is to play, the role of teacher and teacher assistant and some other topics. At this specific school, if we are talking about Early Childhood, our focus is on Context not Content, Process not Product, Experience not Explanation.

For a long time, the idea that process is more important than product was the opposite and probably for innumerable schools and people it is still the same. It takes time to change the mindset of society, many years of listening and living one possibility that was the right one or the best one by that time. I grew up having in mind that grades were important to get in college, lots of experience was mandatory to have a great job opportunity and memorizing content was part of academic life.

Now as an educator, I have the chance to do it differently. Not only for students but also for myself as a student. Trusting product but enjoying all processes that are part of academic and professional life.

I need to reflect and understand about product so I can continue to monitor myself. It is also a way to help others. We need to be aware how we conduct our development academically and professionally, trusting how development changes,

moves and has movements. Movements, as Allwright (2001) points out, when he represents the three major processes for teacher development with the following diagram:



Allwright guides us through this picture to show how teachers or students should look at development. I describe this picture bearing in mind a new job position for instance. The first step would be to contemplate that I was accepted and then understand what I need to do at the new place of work the second step would be to understand how I can do what I am supposed to do and then change procedures or information if necessary. I will write more details about Allwright's texts in the following chapters.

2.2 WHAT DO I UNDERSTAND ABOUT PROCESS?

“Can I name my own processes?” was one of the questions that I brought up in the beginning of this paper. Sometimes I feel that I trip on each process that I go through or I do not seem to look at it and just pass by. How can I name something that I do not give proper attention?

Process is now. Yesterday was part of the process and so will be tomorrow. If I had to choose only one word to describe it, it would be “being alive”. That’s how I feel when I look at it. The process is in all areas of my life. As a woman, teacher, student, employee... I have been facing difficulties to deal with the process for a long time and this monograph is a way of looking back into all these years and into the present in order to reflect and engage in reflexive moments. I can’t control the process and unfortunately not even my feelings towards it. To put it simply, process is the duration of something.

Process is the number of days that I need to write this monograph. Process is the number of hours that a group needs to organize a presentation. Process is the quantity of days that I wait for my grade to appear on the website. It is also how I prepare myself to teach at school or my private classes. Process is what you try to trust even though you are not totally sure of but you do not have another option. When I look closer, I find subtitles within my description of what process is.

During one of my swimming practice lessons, my cousin, who swims with me, said that my head was not properly positioned to swim. I had to totally put my face under the water so as to swim better. And this made me think about my life during my swimming class. While swimming, some thoughts came up and I am glad I still remember them since I could not write anything in the pool. It seems that I needed to be less aware and tense, and just relax. Is relaxing part of the process? How can I relax towards the process? A part of me looks at process and thinks about anxiety, time, due date and some other words that make me sweat.

3. THEORETICAL BACKGROUND

The aim of this research is to try to understand the notions of 'process' and 'product' throughout my life as an educator. It is also to look at Allwright's theory and interpret it in a psychological way. Society looks at us,, teachers as if we were twenty-four-hour professionals. There is life before and after school. Bearing this in mind, it is important to understand how this pressure is operated upon teachers by students, parents, directors, and academic life. If you read it fast, you see 4 items to be operated by a teacher but if you look closer, you will find out that it is impossible to precisely do a wonderful job on all of them. I would like to illustrate some of them to register the big picture that most teachers go through:

Students – How can I help this student whose parents do not care? How can I create a planning that will match all my students' goals? How can I give more challenges for the ones who are ready? What kind of activity should students with special needs have? I am not ok today. I will not give the best to my students and this makes me sad. I am sick and another teacher will substitute, she will not teach the way they deserve. Each one of them is unique, I hope I can inspire them somehow. I am too tired to think about something more creative for my students. I am exhausted, I wish they could play the whole day but it is not fair to them.

Parents – Why do they look at early childhood as if they played the whole day? Some of these parents have a lot of money but they refuse to find a psychologist to help John. Can't they see that divorce is hard for kids and that their behavior may change? It is important to inform school about divorce, pregnancy or other big changes that may affect a child's life.

Director – I wish they paid me like the other school pays their teachers. How can she tell me what to do if she has never stepped into a classroom?

Academic life – I want to study more to become a better teacher. I did not have time to study because I had parents' meetings the whole Saturday. It is beautiful in theory but sometimes too hard to put in practice.

These are some examples of how deep and long the process to understand all that is. They do not happen one at a time like in line waiting to be called, they just

appear all at the same time. I did not mention personal life because I will focus a lot later in another chapter. The next one that talks about a feeling related to work, but which I would say that is about all areas of a person's life.

Nias (1989, 1993, 1996) identifies the need to study teachers' emotional experiences because teaching is not just a technical enterprise, but is inextricably linked to teachers' personal lives. Nias observes that teachers invest their selves in their work and so they closely merge their sense of personal and professional identity. They invest in the values that they believe their teaching represents. Consequently, she adds, their teaching and their classroom become a main source for their self-esteem and fulfillment as well as their vulnerability.

(Zembylas, 2003)

This research is the closest that I can get to vulnerability. This is a portrait of my life and maybe it is yours, dear reader. Schools are about students; we are there because of them. But we cannot continue talking about students' feelings, students' anxiety, managing students' feelings, and not look at ourselves.

3.1 BURNOUT

What is burnout? How can it be defined? How long does it take for someone to recover from it? What is it possible to do to be free from it? What are the signs? Who can help? Does medicine help? Is it possible to work even if the burnout is part of the routine? The first step to so many questions is to define this scary word for so many people.

Burnout is often expressed as a feeling that the job is no longer bringing the satisfaction it once did, and that is no longer even interesting – just profoundly tedious, and desperately hard (Allwright, 2008, p. 129). More specifically, “teachers complaining of burnout report being psychologically as well as physically exhausted” (p.129). Sadly, burnout is now such a significant phenomenon that it deserves more attention than our usual preoccupation – teaching quality. This is because it is not only a widespread and serious social and psychological phenomenon among teachers, it is also, and crucially, a threat to the very teaching quality we would wish to protect and promote.

(Allwright; Miller, 2012)

In the mid-1970s, the term burnout was used in reference to exhausted and unmotivated professionals with their professions. More than 40 years later the phenomenon has become a common reality in many work environments around the world. Burnout is defined as chronic accumulation of stress in the work environment and is characterized by emotional exhaustion, depersonalization, and reduced achievement at work.

(Costa V., 2018)

It seems that society already knows about burnout, what causes it, the conditions in which it appears, but we do not seem to find a way to avoid it. I mean, we probably know how to avoid it, but the ideas are just in theory, at least in Brazil. There are some countries that have thought about it and put into practice the 4-day week. There is a company in Quebec, Canada, that is trying to implement this new working idea. “People are not productive for five days, eight hours a day.”. This is what can be found on the website, but when we look at schools, is it possible to think about that? For us, homeroom teachers, it would mean a way of trying to not get sick and still love the job. But how about the school owners, directors, kids’ parents? Are they going to agree? It is such a long way that I cannot even see the end of it.

Probably one of the hardest things about burnout is to not have people who understand you or even worse, they just pretend to understand you. This is no theory and it happened to me in the end of 2021. But before I share this story, I need to explain how I found out burnout in my life.

It is difficult to find a beginning with a date, time and location. I have been pushing myself too much forever. My mom always tells me some interesting stories,

one of them is that about the time when I was learning how to read. She said that I would cry out loud saying “I will never learn how to read.”. Of course, I do not remember this odd scene, but I can totally picture myself in this situation. I remember that my mom did not need to tell me to study, I was not the best student but in most subjects, I could do a wonderful job. At least, I would do my best. And this takes us to another turning point in my background to understand how I got here.

I took English classes and on the final exam, my grade was the highest in class: 9.5. What an awesome grade to finish three years of English course... But not for me. I arrived home crying a lot, my mom thought I had failed because I looked so very nervous and upset. If you push yourself too much, have great expectations and love to have something well done, you will understand me. If you feel different probably you will judge me, but that is fine. This is just to illustrate how everything began. But I did not notice it. It is important to mention that work and study for me represented a way out of my problems. If I felt sad, I would work. If I felt lonely, I would study...

I started working and years went by. I would be the last one to leave the school, without having extra payment. I just could not go home at the right time. I would over prepare myself for all activities. I had to be the best for my students, that is what I had in mind most of the time. I started to pay attention to what had been going on in 2020. I was recording videos for two schools in two languages, teaching online two classes and some private students, studying to become a coordinator at another school and taking postgraduation classes. I worked from Sunday to Sunday, I started to forget names like “wall, chair...”, I worked on Father’s Day, my birthday and so on. I did not have a regular schedule and my roomie decided to move out. It was a sloppy year... One day I just cried for one hour, I felt horrible and decided to look for help. I started to have bad feelings about all my work and study routine. Everything that I loved, I started to hate. I felt weak every time I had to record a video, prepare a lesson or study. I could not recognize myself. Many thoughts came to my mind... This is when I saw that I would not be able to do it alone, I felt like I was going crazy for real. But I continued...

I got very sick in March of 2021; this was the second big moment and when I finally became totally aware of the situation. It was the second month of school after one whole year online most of the time. All students were having a hard time to get used to be back to school. Sitting down properly, attention skills, listening skills and so

on... What a challenge for all teachers all over the world and it was not different for me. I had worked at a school for nine years during the whole morning and afternoon. I had one class and I taught all subjects in English. In 2021 I was also working morning and afternoon but having two classes. This is a huge difference. If there is one class the whole day, you continue your work in the afternoon, but having two classes, everything became harder. The amount of work doubled, time flew, the classes did not have the same number of hours with me... After having a very hard 2020, I could not handle the stressful beginning of 2021. I remember that I left the school earlier to go to the hospital, I thought I had COVID-19 since I just wanted to be in bed, feeling so bad... The test was negative and this just confirmed that it was burnout. My therapist and I decided that it would be better to look for a psychiatrist. I had no choice...

I am writing this in January of 2022. I still take medicine every day. I call it "happiness pill". I don't know if I will take it forever but I have to be honest that I am afraid of stopping it and feeling terrible again. I am addicted to work, that is the truth I used to call myself workaholic, but I decided to say "addicted to work" to be very clear with myself and others about my condition. When we look closer at the description of addiction, it is related to a way to relax, pleasure, no limits and so on. And that is how I felt about work for many years, especially in 2020. There were not many ways to relax so I just dove into my computer the whole time and I had never thought that I would get sick. This is what we all think "It will never happen to me". To complete the second hardest year of my life, I found out that I had thrombosis on my left leg. I had to be away from work for seventy days...

There are two evaluations per year where I work and, in December, I had the terrible surprise to hear my director saying "I hope you can take care of your health in 2022. You were absent and this was difficult for us to lead your work from here. I hope your physical and mental health (anxiety) are better next year." It sounds like a make-up story but unfortunately it happened to me and it stills happens to many employees.

This episode was terrible but it helped me to become aware of those wrong attitudes and also helped me to leave and really have my time out of a classroom.

3.2 ALLWRIGHT'S THOUGHTS IN "THREE MAJOR PROCESSES"

Allwright offers in his text a deep explanation about teachers' life. Let's think about our lives in general. We are born, live and die, don't we? Talking about teachers who are also students and researchers, Allwright introduces the notion: Contemplation for Understanding, Action for Understanding and Action for Change. Let me bring his thoughts to you:

Contemplation for Understanding is basically that "thinking" is more important than "doing". Teamwork really counts since there are always more experienced teachers in classrooms, more experienced teachers at that specific school. The real problem that I can think of about myself, at the school where work, is the lack of time that teachers need to deal with all this. As Allwright points out,

But it does give us a reason to worry if teachers are kept so busy that they never have time to sit and think together about their work and their understanding of it.
(Allwright, D, 2001, p.117)

To illustrate this, I can summarize my routine at school. I work from 7:30 to 4:30. During these hours, sometimes my students have thirty minutes of music, psychomotricity or technology, thirty minutes of playground every day and I have one hour at lunchtime (that is just in theory). The students go home at 3:30, in this case, there is one hour totally without kids. There are some important things to do on my list besides teaching. I need to do these things every day or every week, it depends.

My 'to do' list:

Attendance

Weekly planning

Correct homework of both classes.

Correct the exercises on their books. (Each kid has more than four books)

Create the homework

Find creative and fun activities

Watch videos before showing the kids

Help my two assistants to learn how to work

During lunch, I need to take all the objects and my personal belongings to the other classroom. Before coronavirus, the kids would change rooms. However, now, teachers change. It is more secure but it requires time and organization.

Meet with parents (sometimes the school informs about the meeting 30 minutes in advance)

Prepare activities for special days such as Mothers' Day, the school's anniversary, Olympic games and so on...

The list goes on and I think to myself: how can I engage in the process of Contemplation for Understanding, if sometimes I just go to the bathroom once at school? Contemplation for Understanding is almost impossible and, as my therapist says, "How could you work out the impossible?" At the previous school I worked for nine years, every Wednesday, the school provided a professional development session from 7:30 to 9:30. The kids had to arrive at 9:30. It was not enough, but at least there was a little time in the middle of the chaos. I love education, but most of the time I describe my day including the word "chaos". Let's continue analyzing the processes, as described by Allwright.

Action for Understanding is the next one. My perspective about this process is that there are problems at school related to the school itself, students or education that will be just impossible to solve or change. Therefore, to deal with them, we must take a step back and understand: Why does the school still have so many exercise books for Early Childhood? Can I change that? No, but I can try to look at it with other eyes so it is less difficult to work there. Why some parents do not listen to their kids? Can I go to this family house and call parents' attention? No, but I can find a way to be less hurtful to the kids. Probably this one of the hardest processes described by Allwright.

Action for Change is what happens most of the time. It is what teachers are looking for in all areas. We are never "ok" with any situation. Let me write it properly - I am never ok with any situation related to school. Firstly, because I am a perfectionist, secondly, because students are the best of all during the journey at school and thirdly, because the only thing that is permanent in life is change. So why do people usually stay away from it? They prefer to paint the walls of the school instead of listening to teachers carefully.

Allwright continues his text, and brings up the connections that probably take one process to another or that just happen at the same time. Reflective Practice, Exploratory Practice and Action Research take us to the “four developmental phases”.

Nunan, one of the foremost proponents of action research in the field of language teaching, sets out in his own 1989 text the “four developmental phases” of action research from Kemmis and McTaggart’s influential “Action Research Planner” (1985):

“Phase I – Develop a plan of action to improve what is already happening; Phase II – Act to implement the plan; Phase III – Observe the effects of action in the context in which it occurs; Phase IV – Reflect on these effects.

(Allwright, D, 2001, p.119)

Is it possible to manage Allwright’s theory and also keep mental health as part of this plan?

4. WHAT CHANGES HAPPENED THROUGH THESE YEARS?

As this paper is almost done, I can reflect about how much progress I have achieved. The journey is still happening but a lot has helped me to live, reflect, think, process and analyze.

In this research it became clear how much I am trying to understand myself, how much pain I feel and I keep feeling. I started writing this monograph as a Kindergarten teacher. I used to have two classes and the world was facing the first year of COVID-19. I finish this monograph as an Early Childhood Coordinator now facing many other challenges.

I am helping in the classroom but I also have time out of the classroom since I am not a teacher. When I look at my past and where and how I am now, I feel ok but I'm also aware that my goal is not completely achieved yet.

There is a key point that I have not mentioned before, I used to look at some characteristics and just continue accepting and denying that change would be a possibility. It was easier to have these thoughts, they did not help me at all, though. It is painful to look at those characteristics and reflect on them trying to find out the best possibilities to turn things easier for me.

Another crucial point is how I would look at my job during hard times of my personal life. I used to study more or work more while facing a broken heart due to a relationship or when arguing with friends or family. I do not know how could I concentrate to do these kinds of things. But I am glad I got over this and now I try to do things that I really like and deserve. But even if I tried to work whenever I felt upset, nowadays, I would not be able to do it since I am not ok yet. Maybe I will never be the same Larissa as in 2019. I just cannot see myself working on weekends. Whenever necessary, my brain just can't, my mind seems to explode and my body hurts too much.

If in the past a 9,5 grade made me sad, now that I am a coordinator, it seems that I am always looking for this 0,5 in everything. I am always automatically looking for "mistakes". I am walking around the school to check if all is clean and working, I am reading the planning to see if it matches what it is going on in the classroom at that moment. I would describe myself as a double checker; I am still a double checker.

Even as a coordinator I feel that checking, observing and triple checking is mandatory. It just feels like an addiction – I just can't relax or stop for a day.

4.1 I WISH I WERE BELL HOOKS' FRIEND

As expected, bell hooks was a great surprise for me. I already mentioned some important parts of her books in this paper. I remember the first time I read her book and the impact that the reading brought to me. "Teaching the transgress" and "Teaching Community" are the books that I had the privilege to read throughout the postgraduation course. "Time Out" is probably the chapter that deeply touched me and led to this kind of monograph.

All teachers - in every teaching situation from kindergarten to university settings - need time away from teaching at some point in their career.

(hooks, bell. p.14)

Sadly, she passed away so soon. It was impossible to feel alone after reading just these few words above. Firstly, looking at the word "kindergarten", there are already many thoughts in mind. Preschool and Kindergarten teachers are still seen as "Playdough all the day". I cannot write exactly what I think but I can write that madness is nothing closer to what I feel. But reading this in her book, made me feel special, heard and again, not alone.

It is not easy as in "look around and your coworker is going through the same". Sometimes your coworker will be the first to judge you for your feelings and thoughts, it is not easy to have friends at work, as we all know.

bell hooks helped me understand and accept that feeling sad, unmotivated was fine. I read her book in 2020 when I started to recognize that I was going through burnout. She even wrote about the possibility of hating students. It is too strong and wrong but, again, society looks at teachers as if they could never make mistakes. Teachers love, hate, cry and also have feelings and second thoughts about their careers.

I don't know if one day I will have private students, have classes or any similar job. At the same time, I feel that I can teach again because the problem is not just being a teacher; it is also how I face challenges, how much I push myself in terms of doing everything and doing it well.

4.2 MY OWN PROCESSES

In the beginning of this monograph, I wrote “Can I name my own processes?”. By that time, the idea of processes and product was still confusing to me. I do not know or understand all of my own processes but I know that progress is even more important than the process itself.

Every time I face a new challenge at work or related to my studies, the best scenario would be to check all the steps that I need to go through, but I just focus on the product: I will fail. Product is not always the result, a positive answer, product is sometimes what I can see -- a part of what is already going on.

In the beginning of writing this monograph, I had two main goals: have it published on the website where all the good monographs are and start my Masters’. I just had products in mind; having the last chapter ready was more important than the process of writing the monograph. These are my processes that I can call my own. However, I do not spend time looking at them and giving them the right value. Sometimes it is even painful to think of them.

I have been struggling with processes for a long time. I had an exploratory conversation with my Mom about some odd moments that I went through. I asked my Mom (Clô) what she could say about my process and she said:

Clô: Since you were little, 3/4 years old, it was easy to notice your strong personality because you would cross your arms when things did not happen your way. It seemed like you were thinking “no, I do not want to do that”, “it is not the way I want”. I had to talk to you a lot in order to convince you about anything. Your great capacity of argumentation came on that age. You used to explain to get something very often and if we have said no, you would ask for explanation all the time. Probably that is why you explain all the details about anything as an adult. You would request for explanation with all details so you could think about changing your mind.

Larissa: Did you observe this behavior just with you?

Clô: No, your grandma would say about your behavior “oh come on, I know where this behavior comes from...”. But I noticed that is was your personality itself, you would not accept all and request for all details about any explanation. You started to crawl, then walk, that is why later I compared the learning of reading to learning to crawl. \when you were little, you used to participate to the school that your grandma and I used to teach. You enjoyed, you would participate with the kids. You loved to participate. You

learned how to color, draw, play and learned the letters. Later on when you learned how to put the letter sounds together, oh my God, you could only say “I will not put the letter sounds together, I will not put them together, I can’t do it”. So I compared the learning of how to crawl when you were little, that everything happens gradually and happens step by step, so then one day you read a word

Larissa: I can’t imagine how you did to help me to deal with frustrations and that feeling behind it. How did you observe this when I was a high school student? Did this behavior continue?

Clô: After finishing high school, Mara invited you to work with her at an international school. She said: Come on Larissa, you speak English. Come help me, come work as an assistant/intern. And then, of course, you got afraid “Mom, but if?”. So then you started working there, you would cry because you were afraid of not getting used to the routine, you would cry because you were not able to do things the way that sometimes you thought you would be able to, like a perfectionist as usual... Oh yes, how can I forget that? Back in 2010 you were a BRASAS student, you did not want to study English, first we tried CULTURA INGLESA, then BRASAS. You did not want to study but I told you that it was essential.

Larissa: I am happy to hear that you insisted about having your daughter learning English...

Clô: Do you remember that I used to say: “Look at this, your mom studied, left home the sun has not even rise, back home was dark again... You need to work with something that even if you leave home too early and come back late, you need to love it and collect the fruits. So you started learning English, BRASAS was our final choice, it was the best and after some months, you started to enjoy the classes, getting better and then comes the final exam, right? You were scared to death. You came back home after the exam, you were nervous crying a lot. I got nervous and started thinking: “Oh no, she did not do it, she failed, suddenly you say that your final grade was 9.5. So then I said: FOR THE LOVE OF GOD, right? You were upset because your grade was 9.5? Please, come on, grade 9.5 on the last exam of an English course it is huge, 10 is perfection, I think teacher do not grade a test 10. I have taught French for a long time and I would not grade the test 10. How can I grade 10? I wouldn’t evaluate myself 10 as a teacher? How can I grade 10 a student that forgets an accent on a letter? It is nine point anything, it not about being too hard, it is about being fair. 9.5 it is an amazing grade, your aunt Alice that was once a teacher, she did not take 10 on her test, ok? And then you cried, cried, cried and that moment made me very sad because it was about 9.5, oh please what is that?

Larissa: How was that? Because I am still behaving this way: I am very worried about the result, I am very worried about the grade, I am very worried about other’s evaluation about me, I am very worried about if I know I am good, I want to be the best. How did you use to observe that and how do you still observe this?

Clô: I think that when you always say “I can’t do it”, it is a way to help you, because then you overcome this and do what you are supposed to do. It is funny, but I think this

is how you move. You are like a chameleon, you change your hair, you move to another company, you move to another house, teach different classes, substitute different teachers and you always overcoming your fears and as cars need oil to work, you need all that. The first one, right? How am I going to be a teacher if I have worked just as an assistant? And then you turn to be a teacher, now what? Then you become a coordinator, other questions come up. There were challenges in the United States, you have overcome those too, so challenges lead your way, I think that is it. Is there is a challenge, you go there and you get it. There are some cycles in your life, right? Every time you are in trouble, an opportunity comes up. You became a coordinator. Suffering helps you to get there, doesn't it? You suffer, suffer... You go down deep on the rock bottom and get over it. It is impressive! Resilience is something interesting about you, you went through depression, burnout, thrombosis but they are all challenges that keep you moving. You create things, wear different socks, different clothes, the socks are not what you expected, you change your hair and keep on overcoming, so I think you are a resilience model.

5. A NEW CHAPTER OF MY LIFE; THE LAST CHAPTER OF THIS MONOGRAPH

In terms of timeline, I began this postgraduation course in 2019 and one of my goals was to finish the course as soon as possible to be able to have time to study for the Master's exam. The beginning of this monograph was written in 2020. It was the first steps of a beautiful project while the whole planet looked like was pushed the "pause" or "slow down" button. The conclusion of it was written in June 2022 while most of society is still trying to understand a pos-pandemic world. There were many external interferences happening in the first and last part of this paper that I dreamed about at the same time I had nightmares.

It is essential to look at this paragraph because we insist to be creative or productive in the middle of chaos. Professional and academic parts cannot handle when there is something bigger going on as COVID.

If you got to the last chapter of this monograph, you probably know at least a little about my background, including that I am the kind of person who likes and feels comfortable being in control of all situations. Fortunately, or unfortunately, that includes everything. After my coordinator treated me in a way that really upset me, I reflected a lot about my choices. I made up my mind to send my resumé to other companies, but not *to any* companies. I sent it to two schools. One opening was for "Early Childhood Coordinator". After three interviews, I got the job.

To start with, it is not easy to be a school coordinator, especially after experiencing burn-out as a teacher. Becoming a coordinator after that was a way to run away from the problem but also facing bigger and harder challenges. And, of course, it was also a way to keep on working but trying to avoid to get sick again. I am bringing this up because as soon as I announced my new job role, people got worried about me and even I got worried about myself. Having some classes got me sick, imagine the whole school under my supervision. I began working there in January of 2022.

My "to do" list changed a little and it is important to share what it looks like by June 2022:

Answer parents' questions on the app

- Check if teachers are answering families properly on the app
- Pop in the classroom to check if they are following the program, if students are safe and in an English environment
- Have meeting with teachers
- Have meeting with parents and teachers
- Have meeting with director
- Welcome specials guests
- Teach and show the best way to do something instead of emailing it

But before I share even more about this experience, I would like to write about how much leadership revolves from the perspective of process and product for the school itself and for the teachers too. I see a coordinator as the heart of a school. It is mandatory to be aware of what it is happening to staff, teachers, directors, students, parents, trainers or any other group of people. And this makes me turn into the product and process for teachers. They expect me to solve some problems or to lead any situation. Why do I need to understand product and process in a coordinator's routine? This could be my next study as time goes by and I get more experience as a school leader. Construction and re-construction were important for me during these ten years of teaching and now I have as one of my goals to provide self-awareness moments to my teachers.

I started this monograph with many ideas in mind and working as a teacher. I remember how excited I was because I was not sick and I had half of the issues that I need to deal nowadays. This paper began to be developed in the first semester of 2020 and could have reached its end by the first semester of 2022. I would rather name the process as getting to the end instead of the end because the idea is to turn this monograph into a book. I do not want to be negative or lose hope but, in order to create a better lifestyle for teachers, it would be necessary to change the mindset of a huge group of people and that makes me (and other teachers!) feel down.

I feel down because, as a teacher, this idea of changing people's mindsets was already discussed or, at least, I already had an idea about it. Now, as a coordinator, I feel that I cannot change this kind of mindset.

I finish this text as a coordinator and just taking my asthma medicine, nothing else. I have worked in different positions at different schools and courses and I hope

I managed to represent all of them in this paper. It is super interesting to be at the other side of the conversation that has been unfolding here. I have been having the opportunity to look at teachers in a different way. I have never thought it would happen before my thirty's. I have been trying to support teachers as I was supported in the past, or how I wish I had been supported. I learned by observing great coordinators and not so great ones, too. Once again, I confirm how great it is to try to understand also what is not so good in order to know what does not work and why.

It was not easy to get to this point and finish this monograph. Writing it caused too much pain because the theme was related to something that I went through, but from which I have not healed enough, yet. I had a lot to write but, for many moments, I was not strong enough to do it. At times, I was not sure how worthy this process was. Probably, because this is not a common way to write a monograph. But I got to the end of this paper, it is not the end of the process though. Canadian trainers, my psychologist, family, friends, teachers have helped me to keep having in mind that it is not a race, it is a journey and it is for sure all about the process.

6. ALL I READ THROUGHOUT THE PROCESS TO GET THIS PAPER DONE

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7. APPENDIX

Clô: Desde pequena, desde pequeninha (2,3 anos), você já demonstrava uma personalidade muito forte porque qualquer coisa que te contrariava, você cruzava os braços e emburrava a cara para dizer que tipo “não, não quero fazer isso não”, “não é desse jeito que eu quero”. E eu tinha que conversar bastante para te convencer de alguma coisa. Você sempre desde pequena teve uma grande capacidade de argumentação. Argumentava pra caramba e se a gente dizia alguma coisa que não podia ser feita, você queria saber as explicações né? Acho que por isso que você é toda explicadinha até hoje. Você queria que te explicasse “tim tim por tim tim” pra que você fosse convencida.

Larissa: Você observava esse comportamento só com você?

Clô: Não, tua avó, em relação a esse teu comportamento, ela dizia sempre “ah não, teve a quem puxar...” Mas eu já percebia que você tinha era personalidade mesmo, de não aceitar tudo, e querer que tudo fosse bem explicadinho pra você. Aí quando você começou a engatinhar, depois andando, por isso que mais tarde, eu fiquei comparando o aprender a ler com o seu engatinhar. Quando você era pequeninha, já começou a participar da escolinha que a gente dava aula, eu e tua avó. E você gostava, participava com as crianças, sempre foi muito participativa, começou a pintar, desenhar, brincar e começou a fazer as letrinhas, né? Porque lá não era só brincadeira né? A gente ensinava mesmo as letras, e aí você começou as letrinhas. Aí quando chegou aquela fase de juntar as sílabas, nossa você só sabia dizer que não ia conseguir... “Eu não vou juntar essas letras, eu não vou juntar, eu não vou conseguir”. Mas eu fiz a comparação de quando estava engatinhando, de quando era pequeninha, que tudo é uma coisa gradativa e tudo tem que ser feito aos pouquinhos, aí um dia do nada, juntou a palavra.

Larissa: Posso nem imaginar como deve ter sido ter que me ajudar a lidar com frustrações e todo esse sentimento. E como você observou isso quando eu fui para o ensino médio? Isso continuou?

Clô: Quando você estava acabando o segundo grau, você foi chamada pela Mara para ir trabalhar com ela na escola internacional. Ela falou: Poxa, você fala inglês, vem para me ajudar, vem ser assistente, vem ser estagiária na escola. Aí você também, bateu aquele medo “mãe, será?” Aí você começou lá, aí chorava porque estava com medo de não se adaptar lá, chorava porque não conseguia fazer as coisas às vezes do jeito que você queria, como sempre perfeccionista... Ah agora me lembrei, né? Quando você entrou para o BRASAS, você não queria fazer inglês, antes foi na cultura inglesa, depois foi para o BRASAS, não queria fazer, mas eu falei que o inglês era essencial.

Larissa: Que bom que insistiu para eu aprender inglês...

Clô: Você lembra que eu falava assim: “poxa, se sua mãe que estudou, saia de casa de manhã no escuro e volta no escuro... Você tem que fazer uma coisa que até você saia de manhã e volte de noite, mas que te dê prazer, que você goste que te dê um retorno. Aí você começou né, a fazer lá o curso de inglês, foi para o BRASAS que realmente para mim é o melhor e aí foi indo, foi indo, foi gostando, foi se aperfeiçoando e quando chega lá na prova final né, você vai fazer cheia de medo e tal. Aí volta da prova, eu nervosa, você chorando, eu nervosa pensando: “Pô, não conseguiu, não passou, de repente você fala pra mim que tirou 9.5. Aí eu falei PÔ, PELO AMOR DE DEUS, NÉ? Você ficou chateada porque tirou 9.5? Por favor, que isso, o 9.5 de uma última prova de um curso de inglês é um notão, o 10 é perfeição, eu acho que o professor nem dá 10. Eu fui professora de francês muito tempo e não dava 10. Como é que eu vou dar 10? Nem eu como professora era 10? Como vou dar 10 para um cara que esquece o acento? É nove vírgula qualquer coisa, não é ser exigente, é ser justa. Nove e meio foi um notão, tua tia Alice que foi professora, não tirou 10 na prova dela também, entendeu? E aí você chorando, chorando, chorando e aquilo me deu uma tristeza tão grande que eu falei: gente eu feliz da vida que ela tirou nove e meio e ela triste porque ela tirou 9.5, ah por favor o que que é isso?

Larissa: Como foi isso? Porque eu continuo assim: muito preocupada com o resultado, muito preocupada com nota, muito preocupada com a avaliação do outro

por mim, muito preocupada com o se eu sei que sou boa, quero ser a melhor. Como você de fora observava e ainda observa isso?

Clô: Eu acho que essa coisa de você sempre dizer que não vai conseguir é como se fosse uma coisa animadora em você, porque assim você se supera e consegue. É engraçado, mas acho que você é movida a isso. Você é como um camaleão, muda de cabelo, muda de trabalho, muda de casa, da aula para turmas diferentes, fez algumas substituições e você sempre superando e eu acho que seu combustível é esse. Primeiro né? Como vou ser professora se sempre fui assistente? Aí quando sou professora, e agora? Aí vai ser coordenadora, surgem outros questionamentos. Tiveram os desafios nos Estados Unidos, você superou isso também, então você é movida a desafios, acho que é mais ou menos por aí. Tem um desafio e você vai e faz. Você tem uns ciclos na vida, né? Toda vez que você está em um perrengue, aparece uma oportunidade. Aí você foi ser coordenadora. O sofrimento faz você chegar lá na frente, né? Porque você sofre, sofre... Você sempre vai lá no fundo do poço e sobe, e supera. É uma coisa impressionante. Superação em você é algo interessante, você passou por depressão, pelo burnout, pela trombose, mas são os desafios que te movem. E você vai inventando, colocando meias diferentes, roupas diferentes, aí não fica satisfeita com a meia diferente e coloca o cabelo diferente e sempre se superando, então eu acho que você é um exemplo de superação.