Education and empathy: the importance of the teacher-student relationship

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SUMMARY

This study aims to reflect on the relevance of empathy as a structuring element of pedagogical practices and relationships established in the school context. The research question that guided the study was: how can an empathetic relationship between teacher and student positively influence teaching and learning processes in the school environment? To answer this question, the general objective was to analyze how empathy can strengthen teaching practices and contribute to a more humanized education. The specific objectives were: (1) to understand the theoretical foundations of empathy and its relevance in the pedagogical relationship, and (2) to identify empathetic pedagogical practices that can be applied in daily school life. The methodology used was a bibliographic review, based on authors such as Paulo Freire, Carl Rogers, Mantoan, Pianta and Johnson & Johnson. The results show that empathy is an essential condition for building emotional bonds and for developing a welcoming school environment, conducive to meaningful learning. Empathic relationships contribute to strengthening students' self-esteem, engagement in school activities, and respect for diversity, and are therefore a transformative element of educational practice. It was also found that developing empathy requires ongoing teacher training, self-reflection on their practice, and engagement in dialogic and cooperative pedagogical proposals. In view of this, this study proposes a pedagogical intervention aimed at teacher training with a focus on empathy as a relational skill. The work contributes to the educational field by highlighting the importance of human relationships in the teaching and learning process and by proposing concrete paths for a more ethical, affective, and inclusive pedagogy.

Keywords: Empathy. Teacher-student relationship. Humanized education. Pedagogical practice.

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ABSTRACT

This study aims to reflect on the relevance of empathy as a structuring element of pedagogical practices and the relationships established within the school context. The guiding research question was: how can the empathetic relationship between teachers and student positively influence teaching and learning processes in the school environment? To answer this, the general objective was defined as analyzing how empathy can strengthen teaching practices and contribute to a more humanized education. Specific objectives included: (1) understanding the theoretical foundations of empathy and its relevance in the pedagogical relationship, and (2) identifying empathetic pedagogical practices that can be applied in everyday school life. The methodology employed was a bibliographic review based on authors such as Paulo Freire, Carl Rogers, Mantoan, Pianta, and Johnson & Johnson. The results highlight that empathy is essential for building affective bonds and developing a welcoming school environment conducive to meaningful learning. The empathetic relationship contributes to strengthening students' self-esteem, engagement in school activities, and respect for diversity, thus being a transformative element of educational practice. It was also found that developing empathy requires ongoing teacher training, self-reflection on their practice, and engagement in dialogical and cooperative pedagogical proposals. Therefore, this study proposes a pedagogical intervention focused on teacher training with an emphasis on empathy as a

relational competence. The work contributes to the educational field by highlighting the importance of human relationships in the teaching and learning process and proposing concrete paths for a more ethical, affective, and inclusive pedagogy.

Keywords: Empathy. Teacher-student relationship. Humanized education. Pedagogical practice.

INTRODUCTION

Education, in its most human dimension, is a process that goes beyond simple transmission of content. It is a relational practice, based on the encounter between subjects who share experiences, knowledge and affections. In this context, the quality of the relationship between teacher and student becomes a central element for the success of the educational process. More than an operational condition of the classroom, this relationship is constitutive of the very experience of learning and teaching.

In recent years, the debate about the importance of affective and empathic dimensions in education, especially in the face of challenges contemporary issues faced by schools, such as indiscipline, school dropout and student demotivation. In this scenario, understanding the role of empathy in mediation of the pedagogical relationship is essential for the construction of school environments more inclusive, welcoming and formative.

The teacher, when establishing bonds based on respect, active listening and valuing the student's individuality, contributes to the creation of a pedagogical climate

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more conducive to learning. Empathy, in this sense, ceases to be a stance

secondary, becoming a fundamental professional competence, capable of favoring the

cognitive, emotional and social development of students. On the other hand, the absence

of empathy in teaching practice can significantly compromise the process of

teaching-learning, generating distance, disinterest and conflicts. The lack of

dialogue and sensitivity to students' needs and contexts weakens trust

mutual and limits the construction of significant knowledge.

From this perspective, this work proposes a critical reflection on the

importance of empathy in the teacher-student relationship, understanding it as a pillar of

pedagogical practice committed to the integral formation of subjects. Empathy, as

highlights Carl Rogers (1985), is one of the attitudes that facilitate human development,

being indispensable in any educational relationship that aims to be transformative.

The question that guides this research is: how can empathy contribute to the

strengthening the teacher-student relationship and improving the educational process?

Based on this concern, the general objective of the study is to analyze the importance of empathy

in the pedagogical relationship between teachers and students in the context of basic education.

As specific objectives, we seek to: (1) understand the contributions of

empathy for the quality of classroom interaction; and (2) identify strategies

pedagogical practices that favor the development of empathetic relationships between teachers and

students. These objectives aim to offer theoretical and practical support for the

improvement of teaching practice in different school contexts.

The academic relevance of this research lies in the need to deepen the

studies on the subjective and relational dimensions of teaching, often

neglected in initial and continuing teacher training. The social importance

of the theme, is to consider the potential of empathy to promote school environments

more fair, respectful and welcoming.

This study is part of the context of discussions on education

humanizing, as defended by Paulo Freire (1996), which understands the act of

educate as an exercise in dialogue, affection and respect for differences. Pedagogy

Freirean invites educators to recognize students as historical subjects and to

develop practices that value their listening and participation.

From a methodological point of view, this is a qualitative research,

exploratory in nature and based on a bibliographic review. The research is based on

analysis of works and scientific articles that address empathy in education, the relationship teacher-student and the affective aspects of the teaching-learning process.

The survey and systematization of academic productions on the subject will allow us to understand how empathy has been discussed in the fields of pedagogy, educational psychology and sociology of education, enabling a critical analysis and grounded on the subject. The choice of bibliographic review is justified by the interest to consolidate a robust theoretical framework that serves as a basis for future research empirical or pedagogical interventions aimed at promoting educational practices more empathetic and meaningful.

This work is structured in chapters that initially address the concepts and foundations of empathy, followed by the analysis of the teacher-student relationship and strategies that can foster more humanized bonds in the school environment. In the end, they will be the final considerations are presented, resuming the objectives and highlighting the research contributions.

It is expected that this study will contribute to the strengthening of a school culture based on respect for diversity, acceptance of differences and collective construction of knowledge, recognizing that empathy is not an accessory to educational practice, but its essence. It is understood that a truly transformative education only is possible when teachers and students mutually recognize each other as subjects of rights, affections and knowledge, and when the classroom becomes a meeting place, listening and mutual respect.

THEORETICAL FOUNDATIONS OF EMPATHY IN EDUCATION

Empathy, understood as the ability to put oneself in another person's shoes, understanding your emotions, perspectives and contexts, is a fundamental skill in human relations, especially those involving formative processes. In the area educationally, empathy occupies a central place, as it favors the creation of bonds positive relationships between teachers and students, promoting an environment conducive to learning and the integral development of the subjects.

Carl Rogers (1985), one of the main theorists of humanistic psychology, highlights that empathy is one of the essential attitudes for the helping relationship. For the author, a an empathetic educator is one who is able to understand the feelings and meanings experienced by their students and communicate that understanding in an authentic and respectful way. This

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posture creates an atmosphere of trust, where the student feels valued, listened to
and encouraged to learn. Rogers argues that meaningful learning occurs when
the student realizes that the teacher believes in him and welcomes his experiences and
difficulties.

Complementing this perspective, Daniel Goleman (1995), when dealing with
emotional intelligence, points to empathy as one of the five fundamental pillars of this
competence. According to the author, empathy allows the educator to perceive the signs
students' emotions, adjust their pedagogical strategies and respond in a
appropriate to the challenges that arise in everyday school life. Goleman reinforces that
emotionally intelligent teachers are more effective in mediating conflicts,
encouraging student engagement and creating a more positive school climate.

In this sense, empathy also plays a fundamental role in building
an inclusive and equitable education. As Maria Teresa Eglésias (2014) states,
teaching empathy is essential to recognize and value differences between students,
promoting a pedagogical approach that considers different cultural contexts,
social and emotional aspects present in the classroom. The author argues that the sensitive look
of the teacher is a starting point for the effective promotion of social justice in school.

Throughout the history of education, different pedagogical approaches have highlighted
the importance of the teacher-student relationship. Paulo Freire's critical pedagogy (1996)
emphasizes that teaching requires listening, dialogue and affection. For Freire, the act of educating is, before
everything, an act of love, which implies recognizing the other as a subject of knowledge and dignity.
Empathy, therefore, is a constitutive element of a liberating pedagogy, which aims to
training of critical, conscious and supportive subjects.

The empathetic relationship, in addition to favoring learning, also has an impact
positive in preventing undisciplined behavior and promoting health
emotional of students. According to Salovey and Mayer (1990), creators of the concept of
emotional intelligence, recognition and management of emotions are fundamental to
maintaining healthy interpersonal relationships. In the school context, this skill
helps the teacher to deal with tense situations, to understand behaviors
disruptive and promote more humanized interventions.

Authors such as Rinaldi (2005), inspired by the experience of the Reggio schools
Emilia, in Italy, reinforce the importance of attentive and empathetic pedagogical listening,
that allows the educator to perceive the interests, curiosities and ways of expression of the
students. This qualified listening transforms the classroom into a space for co-authorship of

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knowledge, in which the teacher acts as a mediator sensitive to the potential of each

child.

In this way, these theoretical foundations reinforce the idea that empathy is a

structuring element of teaching practice, with a direct impact on the quality of education.
It is an attitude that needs to be cultivated, valued and developed in

teacher training, so that schools can fulfill their role of human formation

and citizen.

The teacher-student relationship in everyday school life

The relationship between teacher and student is one of the central elements

in the educational process and in the integral development of the student. In addition to the

transmission of content, teaching practice involves the construction of affective bonds,

ethical and communicative that support the school environment as a space for growth

human and social. According to Libâneo (2013), pedagogical action needs to consider the

relational dimension of teaching, since it is in everyday interaction that the

conditions for meaningful learning, mutual recognition and appreciation of

subject.

In this context, empathy emerges as an essential component in mediation.
of the educational relationship. It is the teacher's ability to put himself in the other person's shoes,

understand their experiences and act sensitively to their needs

students. According to Carl Rogers (1985), empathy is one of the necessary conditions

for real learning to occur, as it creates a climate of acceptance and security that

favors personal expression and student engagement in the process of building the

knowledge.

In everyday school life, the quality of the relationship between teachers and students impacts

directly affect students' behavior, self-esteem and academic performance.
Research such as that by Pianta and Stuhlman (2004) indicates that positive relationships with

teachers are associated with higher rates of classroom participation, better

emotional self-regulation and lower school dropout. Thus, the construction of a relationship

based on respect, active listening and trust becomes indispensable for an environment
more inclusive and humane educational system.

However, establishing empathetic relationships in the school environment is not a task

simple. Bureaucratic pressures, curricular demands, too many students per classroom

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and the lack of emotional training make it difficult to listen sensitively and welcome singularities. According to Tardif (2002), teaching work is marked by a multiplicity of knowledge and requirements that require constant negotiation between technique, affection and ethical commitment. In this sense, developing an empathetic stance requires ongoing training, self-knowledge and a willingness to deal with complexity human in its multiple expressions.

An important aspect of the teacher-student relationship is the way the teacher deals with with conflicts and diversity of behaviors. Empathy, in this case, does not nullifies the pedagogical authority, but qualifies it, allowing firm and at the same time understanding. When the teacher can see beyond the superficial manifestations of students, it is possible to identify deeper causes of demotivation or indiscipline, often associated with socio-emotional factors, family or social exclusion.

Active listening and valuing the student's voice are practices that strengthen pedagogical relationship and promote greater autonomy and youth protagonism. According to Freire (1996), teaching requires respect for the student's autonomy, which implies recognizing the student as a subject of the educational process, capable of contributing with knowledge and experiences. In this way, empathy ceases to be just an affective disposition and becomes a pedagogical and ethical principle, fundamental for civic formation and for the construction of a democratic school.

Another factor to be considered is the role of communication in strengthening teacher-student relationship. The language used, the gestures, the attentive listening and the feedback constructive directly influence the way students perceive and relate to each other with knowledge. As Nóvoa and Alarcão (2003) point out, relational pedagogy needs to incorporate communicative and emotional skills that allow the teacher create meaningful bonds, especially with students in vulnerable situations.

Teacher training, therefore, must include not only technical content, pedagogical, but also topics such as emotional intelligence, ethics in relationships and strategies for developing empathy in the classroom. Investing in this type of training is to invest in a more humanized and inclusive educational process, in which learning occurs not only through the content, but also through the quality of the human relationships established in the school space.

The teacher-student relationship, when guided by empathy, contributes to prevention of school violence, the promotion of mental health and the development of a

culture of peace. This is especially relevant in an educational scenario marked by inequalities and challenges related to the inclusion of students with different histories, identities and needs. As Ferraço (2011) highlights, the school needs to be a space of acceptance of differences, which requires teachers capable of establishing relationships empathetic and fair to all their students.

Empathy is not an innate quality, but a skill that can and should be cultivated throughout teaching practice. Its presence in the teacher-student relationship represents a fundamental step towards transforming the school into a more democratic space, supportive and formative. By recognizing the other in their entirety and dignity, the teacher contributes not only to academic success, but to ethical and emotional formation of their students.

Empathy as a formative dimension in the school environment

Empathy, understood as the ability to understand and share the feelings of others, has been consolidated as an indispensable dimension in practice educational, especially in times of increasing social complexity, diversity cultural and emotional challenges in the school environment. Their presence transforms not only the pedagogical relationship, as already discussed, but also the formative structure of the school as a whole, giving it a more ethical, democratic and inclusive character. In this sense, the empathy should be thought of not as a complementary resource, but as a principle guiding pedagogical practices.

According to Goleman (1995), empathy is one of the fundamental skills of emotional intelligence and is directly related to the ability to establish healthy interpersonal relationships. In the educational context, this means that the teacher empathetic is able to identify students' emotions, understand their reactions and create more humane and meaningful teaching strategies. This sensitivity contributes to reduce conflicts, increase trust and promote learning in an environment psychologically safe.

Empathy plays a formative role because it shapes attitudes and values that students tend to internalize. As Morin (2000) points out, it is essential that the school promote training for human understanding, recognizing the interdependence between the subjects and the social contexts in which they are inserted. By exercising empathy, the teacher teaches, by example, the importance of respect, listening and solidarity.

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Thus, the school environment becomes a privileged space for learning emotional and ethical.

Empathy in the educational context is also related to development of otherness – the ability to recognize the other in his/her singularity. This practice is strongly aligned with the principles of inclusive education, as it involves seeing the student beyond its difficulties or limitations, considering it in its entirety and potential. As Dall'Igna (2014) points out, educating with empathy means breaking with models exclusionary pedagogical practices and promote acceptance as part of the training process.

For empathy to become consolidated as a formative dimension, it needs to be also present in initial and continuing teacher training. The lack of discussions on socio-emotional aspects in teacher training is still a gap in many undergraduate courses. According to Day (2001), the professional identity of a teacher is built largely by the emotional experiences lived at school, being fundamental to offer spaces for reflection on the affective dimension of teaching. Teachers empaths are often those who were formed in environments where the care and mutual recognition were valued.

Empathy, however, goes beyond the affective dimension of education; it also has cognitive and pedagogical implications. The empathetic teacher is one who knows the sociocultural reality of its students, understands their learning difficulties and seeks methodologies that engage with these specificities. As Vygotsky argues (1991), learning is a social and relational process, and student development is closely linked to the mediation of the other. Thus, empathy becomes a device for the personalization of teaching and for the development of more effective practices and fair.

Another relevant point is empathy as an instrument for conflict mediation. In situations of tension, disagreement or resistance to learning, the posture empathetic allows the teacher to intervene in a more understanding way, listening to the student's reasons and seeking solutions that respect the rights and duties of all involved. This strengthens the culture of dialogue and peaceful coexistence, as proposed Arendt (1995), when valuing the public space of the school as a place of plurality and training for citizenship.

Building an empathetic school also requires school management committed to collective well-being and the promotion of collaborative practices. Teachers, coordinators and directors must act in an integrated manner, creating networks

emotional support and promoting an institutional culture based on care. As
suggest Rios and Pimenta (2008), teacher training must be linked to a dimension
ethics and aesthetics of educational work, in which the pleasure of teaching and learning is
linked to respect for subjectivities.

The development of empathy in the school environment strengthens the project of a
transformative education. Empathetic teachers not only teach content, but
help their students become more human, critical and supportive. The formation of
subjects who are aware of themselves and others, capable of acting with social responsibility,
depends, to a large extent, on the presence of empathic bonds and the recognition of
school as a space for democratic coexistence and valuing diversity.

Empathic practices in education and possibilities for teaching action

Implementing empathy in everyday school life requires more than good intentions.
It requires concrete pedagogical practices, structured based on active listening,
dialogic interactions and the recognition of the singularities of each student. The
The challenge of the contemporary educator is to transpose the theoretical principles of empathy
for systematic actions that permeate the curriculum, assessment, classroom management and
the relationship with families and the community.

Active listening is one of the main instruments of empathic practice. Freire (1996)
highlights that teaching requires respect for the knowledge of students and implies an attitude of
openness to dialogue. This means welcoming students' life experiences, valuing
their sociocultural contexts as a starting point for learning. Practices such as
conversation circles, sharing moments or school assemblies are strategies that
can strengthen the culture of listening and active participation.

Another relevant practice is the planning of pedagogical activities that favor
cooperation, solidarity and group work. Collaborative teaching, as
point out Johnson and Johnson (1999), promotes interactions that stimulate empathy,
as students learn to work together, resolve conflicts, and put themselves in others' shoes
of the other. The teacher, in this context, acts as a mediator of relationships, encouraging
attitudes of respect, patience and acceptance of differences.

Evaluation, often associated with impersonal judgment, can also
be reinterpreted from an empathetic approach. For Luckesi (2011), evaluating is a
loving and ethical act, which must take into account the integral development of the student and not

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only their academic performance. Practices such as self-assessment, co-assessment and

qualitative feedback are ways of making the assessment more humanized, bringing it closer

the real needs of students.

The formation of emotional bonds is also an essential dimension of the practice

empathetic teacher. A teacher who knows his students by name, who takes an interest in

their stories and who is attentive to their emotions builds a safe and conducive environment

to learning. According to Pianta (1999), the quality of the teacher-student relationship

is directly related to academic engagement and school success, especially

among students in vulnerable situations.

Empathy should guide the management of diversity in the classroom. This implies

recognize that students have different learning styles, cultures,

values and life stories. As Candau (2008) states, intercultural education is a

powerful way to exercise empathy, as it challenges the school to move away from a logic

homogenizing and welcoming multiple identities. Practices such as the use of materials

plural didactics, the encouragement of cultural expression and the appreciation of different forms of

language enrich the educational environment.

Welcoming students with disabilities or educational needs

specific is another field in which empathy becomes an essential tool. The performance of the

teacher must be grounded in a deep understanding of the barriers faced

by these students and in the commitment to inclusive practices. Mantoan (2003) states that

inclusion is only possible when education professionals adopt ethical stances,

collaborative and empathetic, focused on building a school for everyone.

In addition to classroom practices, empathy can be promoted through

integrative projects that involve the entire school community. Campaigns of

solidarity, socio-educational actions and cultural events are opportunities to strengthen

a sense of belonging and developing civic attitudes in students. These practices

contribute to the formation of subjects who are more sensitive to the needs of others and

committed to social transformation.

Empathy should also guide teachers' self-care. Taking care of yourself is a

condition to care for others. Practices such as the development of consciousness

emotional, reflection on one's own trajectory and support among coworkers are

fundamental for maintaining mental health and professional enthusiasm. As

suggests Nascimento (2015), the empathetic teacher needs, first of all, to be empathetic

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with yourself, recognizing your limits and constantly seeking your balance interior.

Empathic practices in the educational context should be understood as an integral part of a humanizing pedagogical project. The construction of a school more sensitive, inclusive and supportive depends on the intentionality of educators in transform your daily actions through listening, affection and commitment to comprehensive training of subjects.

CONCLUSION

This work sought to analyze how empathy can strengthen relationships pedagogical and contribute to the promotion of a more humanized, fair and inclusive. He questioned how the empathetic relationship between teacher and student can influence positively affect the teaching and learning processes in the school environment.

Throughout the bibliographic research, it was found that empathy, understood as the ability to put yourself in someone else's shoes in a respectful, sensitive and ethical way, is an essential dimension of teaching practice. This stance goes beyond an attribute personal: this is a professional skill that can — and should — be developed intentionally through continuing education, self-reflection and pedagogical practices committed to the well-being and integral development of students.

In fulfilling the first specific objective, which consisted of understanding the theoretical foundations of empathy and its relevance in the teacher-student relationship, was possible to identify, from authors such as Carl Rogers (1985) and Paulo Freire (1996), that empathy translates into attitudes such as active listening, respect for individuality, valuing students' knowledge and creating emotional bonds. These elements are essential for building a welcoming, motivating and conducive school environment to meaningful learning.

The second specific objective aimed to analyze empathetic pedagogical practices that can be applied in everyday school life. Based on Mantoan's contributions (2003), Pianta (1999), Johnson and Johnson (1999), among others, it was possible to map various strategies, such as collaborative teaching, the use of dialogic assessment, valuing diversity and creating spaces for coexistence based on listening and dialogue. Such practices reveal that empathy, when implemented systematically, can transform the classroom into a space of inclusion, belonging and mutual respect.

The analysis carried out allowed us to conclude that the empathic relationship between teacher and student is not only a factor that humanizes education, but also a condition pedagogical approach that promotes school engagement, student self-esteem and development of socio-emotional skills. Empathy expands the scope of education beyond the transmission of content, contributing to the formation of critical, autonomous and supportive subjects.

While the benefits of empathy in education are clear, research also highlighted challenges for its consolidation in teaching practices. Among them, the initial training still focused on technical models, the overload of teachers' work and the lack of institutional policies that value care, affection and human relationships at school. These obstacles reveal the urgency of a paradigm shift, in which the relational dimension of teaching is recognized as important as the curricular contents.

Therefore, investing in an empathetic pedagogy is, at the same time, a ethical commitment and a pedagogical strategy of excellence. It requires that educators assume their social role with sensitivity, that they understand the complexity of being human in its entirety and who are willing to rethink their practices based on dialogue, listening and valuing students' experiences.

The social and academic relevance of this research lies precisely in its contribution to strengthening a more human, affective and educational culture inclusive. In a world marked by inequalities, intolerances and ruptures in interpersonal relationships, empathy is an indispensable value for the formation of citizens committed to ethical and democratic coexistence.

It is hoped that this study will inspire other educators and researchers to deepen the debate on pedagogical relationships and the importance of emotional bonds in the construction of knowledge. May empathy not remain only in the field of discourse, but is embodied in attitudes, practices and educational policies that recognize the centrality of human relationships in the mission of educating.

Considering the results obtained through the bibliographic review and the reflections developed throughout this work, this chapter proposes a pedagogical intervention aimed at teacher training with an emphasis on empathy as fundamental axis of teaching practice. This proposal aims to contribute to the qualification of relationships between teachers and students, strengthening the school environment as a space for listening, respect and inclusion.

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Suggestion for "Pedagogical intervention project".

Title: *Teacher Training for the Development of Empathy in Relationships*

Pedagogical

General Objective: To promote the continuing education of teachers with a focus on

development of empathy as an essential skill for strengthening

pedagogical relations and improving the quality of teaching.

Target Audience: Basic Education Teachers (Elementary School I and II),

preferably from a public school or municipal education network.

Duration: 3 months (with biweekly in-person or hybrid meetings).

Methodology:

- • Pedagogical workshops with active listening dynamics, case analysis and
  simulations of school situations;
- • Directed studies of theoretical texts by authors such as Carl Rogers, Paulo Freire and
  Mantoan;
- • Dialogue circles between teachers to share experiences and challenges
  everyday;
- • Production of an empathetic, group lesson plan based on the principles
  studied;
- • Participatory assessment, with self-assessment and collective feedback.

Thematic contents:

1. Concept of empathy and its importance in teaching;
2. Active listening and non-violent communication;
3. Affective relationships and meaningful learning;
4. Empathetic pedagogical practices: examples and strategies.

Expected results:

- • Increased awareness among teachers about the role of empathy in practices
  educational;
- • Adoption of more dialogic, respectful and inclusive pedagogical attitudes;
- • Improvement of the teacher-student relationship and the school climate;
- • Strengthening the bond between the teaching staff and the school community.

Evaluation of the intervention: It will be done through:

- • Diagnostic questionnaires before and after training;
- • Reflective reports from teachers;
- • Observation of changes in pedagogical practices in everyday school life.

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It is believed that this proposal for pedagogical intervention represents a

concrete possibility of transforming teaching practices, contributing to the

strengthening interpersonal relationships in the school environment. By articulating theory and practice,

education's commitment to building empathetic bonds is reaffirmed,

respectful and humanizing relationships between teachers and students. Thus, it is concluded that promoting

empathy in pedagogical practice is not only desirable, but necessary for a

truly inclusive, meaningful education that is capable of responding to challenges

contemporaries of the school.

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