

FULL TIME SCHOOL IN BRAZIL: POLICY, CURRICULUM AND PEDAGOGIC CHALLENGES

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ABSTRACT

This article aims to discuss the project of integral education and full time school which is under construction in Brazil, linking history and policy to thinking the curriculum and pedagogical work in schools for extended journey. The analyzes presented here are the resulted synthesis of two completed researches and another two ongoing, concerning policy and processes of teaching and learning in public full time schools.

Keywords: Full-time schools. Integral education. Curriculum. Teaching and learning organization.

Introduction

In Brazil the full time school, where the students stay all day, it is still a policy construction. However, the Brazilian public school has a strong characteristic of social support to children from poor families, so, the schools of Basic Education in our country have assumed, throughout history, responsibilities and commitments that exceed its primordial social function of initiate the children and young in the long process of knowledge.

We understand the Basic Education as the process to provide to the students access and qualitative appropriation of the culture accumulated historically and systemized by humanity: domain of the native language (reading, writing and literacy) and initiation to the systemized knowledge as school curriculum in the fields of Literature, Natural Art, Mathematics, Sciences and Human Sciences. The contents schools, for we, constitute the "structure" of the "formal curriculum" or "structural curriculum".

The magnifying of the functions and tasks schools beyond the basic education has implied contemporarily in the necessity to extend the time of permanence of the students in school. Time that has been destined also to other knowledge and activities beyond those of education and learning of the scholar contents, that they aim at to contribute in the process of development of the pupils. Become important primarily for the children and young, that study in public school, that many times does not have access the other formative institution that not either school.

However, we are with difficulties to plan the organization and the joint of the structure of the curriculum with these new knowledges and activities. What it is observed is the occupation of the school time that was extended with demands that many times do not articulate with the aims and contents of learning and development and finish in such a way to become empty of significance and meaning for the pupils how much for the educators.

To make the critic of the submission of the education of the scholar contents to the social demands of the children in the school space demands the understanding of the origin of this phenomena in the context amplest and the elaboration of contributions for rethink the curriculum, the organization of the pedagogical work and education in these circumstances.

Libâneo (2012, P. 16) uses the expression "school of the social shelter" to weave a pertinent critic to the precarious process of the processes of teaching and learning of the formal contents in Brazilian public schools. Alert for the question of the failure school Brazilian, that does not imply more for the number of disapproved children, but for the number of children who reach series and higher levels of the Basic Education without they have learned the contents most elementary.

Also according to Libâneo (2012), in an extremity, we have the school based in the learning, the scientific knowledge and the technologies for the children of rich and in another extremity, a school currently focused

mostly to the social missions, the assistance and support to the children and its families, that is, the school of the social coexistence, for the poorest people. "The school based on at the principle of the knowledge is giving place to a school oriented for at the principle of the sociality" (MIRANDA, 2005, P. 641)

The major objective of the Brazilian educational politics in the present is the magnifying of the time of permanence of the students in school and, for we, this magnifying of the school time it is not constituting as consequence of an educational project that has as basis the magnifying and the improvement of the teaching and the learning of the contents schools, but as a contingency of a society with serious limits in its capacities of taking care of, protecting and to educate the children and young.

The reflections that we bring here on this thematic, leaving of the activities of study and research that we have accomplished in the "Group of Studies and Researches of Integral Education on Full Time School" of the College of Education of the Federal University of Goiás-Brazil. The results of two researches already accomplished and another two of in progress allow us to making some considerations on the integral education and the full time school in Brazil [\[2\]](#).

Leaving of such presuppositions, this text aims at to discuss the project of integral education and school of full-time that he she is in construction in our country. The enlargement of the school day in Brazil is a subject has been discussing a lot but indeed foreseen as public politics starting from the decade of 1990 in the "Estatuto da Criança e do Adolescente (ECA)", Lei 8069/1990; in the Law de "Diretrizes e Bases da Educação Nacional (LDB)", Law 9394/1996; in to "Plano Nacional de Educação (PNE)", Law 10.172/2001 at the "Programa Nacional de Ampliação da Jornada Escolar", Decree n. 7.083/2010, denominated More Education.

In the new National Plan of Education 2011-2020, that currently it meets in full discussion, the goal of number six is to offer education in full-time in 50% of public schools of Basic Education from the implementation of six strategies, of which we highlight three, that, if effectively will be placed in action, much will contribute to the improvement of the quality of the education in our country:

- 1) gradually to extend the reach of the national program of magnifying of the school journey, using means of offers of public basic education in full-time of form that the time of permanence of children, adolescents and young in the school pass to be equal or better than seven daily hours during all the school year;
- 2) Institutionalize and keeping, in regimen of cooperation, national programs for the magnifying and reorganization of public schools using means of the installation of complex sport centers, laboratories, libraries, audiences, kitchens, refectories, bathrooms and other equipment, as well as of production of didactic material and training of human resources for the education in full-time;
- 3) To foment the articulation of the school with the different educational spaces and public equipment as community centers, libraries, squares, parks, museums, theaters and movies.

It is in the sense to reflect on the (re) organization of the social functions of school, of the curriculum and of the pedagogical work in the school of full-time that we affirm the necessity of an in-depth discussion on the new senses that the school teaching assumes when it places as a social and not educational, of the permanence of the students in the school institution in integral period. Underlying to the dimension time-space of the school of full-time, they are the different concepts of integral education, historically present in the debates on Brazilian school since the arrival of the Republic, but that it gains new lines at the current historical moment.

Integral education and school of full-time: concept (s) and context (s)

In the decade of 1930, with the intense urban-industrial growth and the process of education of the great masses of the population the debate the necessary education to the Brazilian society occupies prominence paper in the political discussions. The integral education passes the being an evident element in this discussion when it is pointed by the Manifesto of the Pioneers of the New Education as ideal model of education, understanding that in the child's complete formation it would be the civilized adult's embryo, capable of elevating the development of the country. It can be said that since then the idea of integral education announced by the pioneers was always in the political and pedagogic horizons, but indeed, it was never rendered.

The reformer movement of the beginning of the Century XX, reflected the need to meet again the vocation of the school in the urban society of masses, industrialized and democratic. In general, for the current pedagogic

"*escolanovista*", the reformulation of the school was associated to the valorization of the activity or experience in the daily practice (CAVALIERE, 2002, p. 251).

On that moment of the decade of 1930, beside the pioneers of the New Education, the Integrality Movement and the Anarchist Movement they defended, in Brazil, a school education went back to the man's integral formation, but each movement brought his conceptions own political-ideological of education and of society. The Integrality Movement defended a school of integral period and an idea of integral education that it combined physical effort (physical education and gymnastics), intellectual effort (traditional teaching and scientifically), religious teaching and social coexistence, in a scholastic review, permeated of patriotism not critical, of the idea of integral education defended by the "*escolanovistas*".

The anarchic movement, being based mainly on Pistrak, proposed a school education whose bases were given in the relations between the work as constituent activity of the human condition and the education, placing the critical training and politics as fundamental element of the integral education. In common, however, the three currents affirmed that school would have to occupy of the integral training of the children and young: cultural, intellectual, physical, psychological, social, politics and moral (GONÇALVES, 2006).

In the years of 1980 in Rio de Janeiro, the idea will be retaken with the creation of the Centers Integrated of Public Education (Cieps), idealized for Darcy Ribeiro and following still the tradition of the thought of Anísio Teixeira, according to Coelho and Cavaliere (2007). In the same period, in São Paulo the state government carries the Program of Integral Training of the Child (Profic), with the aim to extend the time of permanence of the children poor in school and taking for epistemological presuppositions the ideas of Paulo Freire.

In the federal scope, between 1991 and 1994 the government Collor built several Centers of Integral Education of the Child (Caic), whose pedagogic beginnings, retake the ideals "anisistas" with patriotic brushstrokes of the integrality movement, but that did not arrive to totally be carried out. During the government Fernando Henrique Cardoso (1995 -2003), under the aegis of the global movement of economic and cultural of the contemporary capitalism and of the international organisms, the great education reforms that were carries in the Brazilian education reawakened in the political speech level, and in the punctual pilot-projects the integral education and the school of full-time as ideal to be reached in a subsequent period to the urgent universalize of the Basic Education.

The Unified Education Centers (CEUs), of the city hall of São Paulo, carries during Martha Suplicy's administration (2001 -2004) and still in operation, they are what we have of more recent with respect to the experiences amplex of education in full-time in Brazil.

Currently diverse experiences of implantation of schools of full-time are in progress in the municipal and state schools in the whole country, most of them based on the experiences, briefly described above and starting to extend the school day by More Education Program, reflecting the result different social and political forces, ranging from a broader conception and critical of the integral education and the school full-time until the relaxed consummation of promises of the electoral campaign.

A basis escapes to most these proposals that can compromise the entire project : to remain for longer in school is consequence and not it reason of the project of schools of full-time. School is of full-time because it requires more time (and more space) for be extended the schooling and achieve increasing levels of training (corporal, psychological, social, cultural, scientific, esthetic, politics...). Without this perspective, the risk is run to fill the time extended in an utilitarian or playful direction, without relation with the integral formation.

It is not only about a simple increase of what already it is offered, and about of a quantitative and qualitative increase. Amount because it considers a bigger number of hours, where the spaces and the activities propitiated has intentionally educational character. Qualitative E because these hours, not only the additional hours, but all the school period is a chance so that the proposed contents are re-meanings, coated of exploratory feature and existential, carried out for all the involved ones in the teach-learning relation (GONÇALVES, 2006, P. 132).

The accomplishment of a process of full education and quality, that stops we are the access and appropriation of the culture accumulated historically and systemized as the school contents is, currently, one of the most

important aspects of the process of education of one human being, understanding here the education in a direction ampler (and not only school) as citizenship and humanization condition, according to Saviani (2007).

The appropriation of the produced culture historically by school education way is the main social function of school and when accomplishing it, we are promoting the maximum develop their thinking abilities. When providing to the pupil the scholar contents, are necessary that school is worried to help to assume it of these contents to construct and to develop the cognitive skills, as the capacity of establish relations, construct syntheses and to think theoretically – what Vigotski (2007; 2010) call of superior psychological functions – “mental tools” necessary to understand the reality critically.

The appropriation of the culture through school contents also implicates in the critical re-elaboration of these, and when questioning the reality in which we live because it possesses the tools of the culture and of the thought, the individual in education process is also in process of preparation for the life in society, like this, the political formation starting from the school contents, is also social function of the school. Finally, the school executes the important social function of the students' preparation so that they can continue in the studies seeking to the professional formation, be technical, technological, bachelors or masters.

Curriculum and pedagogical work organization in school of full-time

To think the organization of the integral education about the school of full-time demands the understanding of meant (s) of the school curriculum, once this loads and organizes the knowledge and activities that will be accomplished in school and reflects a conception and an ideal of education. The answer for the question “What it must it contain a curriculum of a school of full-time” it needs to consider the multidimensionality of the educational phenomena and at the same time, it must answer for the historic and emergent challenges and of the Brazilian Basic Education.

According to Goodson (2003, P. 31) “the word curriculum, comes of the Latin word “scurrere”, to run, and refers to course (or race car). The etymological implications take to the understanding of the curriculum as course to be submitted and followed”. To appeal to the etymological direction is not an attempt to need the concept, but one forms to perceive how the senses of the curriculum was as changing and improving over time, but they did not lose of whole that original connotation.

The conceptions more curriculum contemporaries rotate around the idea of programs of studies, group of experiences lived by the students in the school or still, in a broadly sense, projects and education guidelines defined for the central administrations for they be adopted by the teaching systems.

The curriculum idea as course of a group of organized knowledge and systematized is intimately associated to the social and economic changes of the preindustrial time, that bring the standardization need and organization of the teaching and of the schools while institution. This original conception will not get lost at the over time, on the contrary, it was consolidating slowly and today it corresponds with the traditional sense of the term, it can be said that is the present concept of curriculum in the different teaching levels.

That of curriculum perspective as a plan of studies in that the contents, carefully selected and systematized, they have as end the student's intellectual development, directed for the requirements of an organized society already, have its roots in the positivist vision of society, science and education and it is being lasts and firmly questioned by the specialists of the curriculum for at least two decades, however, such conception stays practically unaffected in what refers to the conception and planning of the school curriculum. (COSTA, 2003; GARCIA and SMITH, 2003; MACEDO and LOPES, 2006).

We bring here to help us to rethink this conception, the critical perspective of the curriculum that looks to oppose to the positivism vision. In this perspective, place themselves authors as Forquin (1993), Sacristán (2000) and Apple (2006), among others. In the critical perspective, the curriculum is historically located and determined by a multiplicity of interests (economic, social, political, cultural) in one constant and complex process of inclusion, revision and withdrawal of knowledge, almost always submitted to the economical (and no social, politics or cultural) needs of the society.

For Forquin (1993), the curriculum expressed the legitimation of part of the cultural and intellectual patrimony produced by the humanity, considered worthy for preserved and transmitted. According to Sacristán (2000), curriculum is the selection of elements of the culture considered necessary (for a given society in a certain historical-cultural context) for their children's formation and young. Besides to legitimate and select the elements of the culture considered fundamental for the preservation, transmission and formation, the school curriculum, for Apple and Buras (2008) expressed and it materializes an education project (of a society, of a country, of a state, of a city, of a school, of a teacher...).

An interesting example, that it illustrates the complexity of the composition of the school curricula, it is the analysis that we can do of the Law 9.494 of 1946, that disposes on Choral Singing teaching and of the Law 9.795 of 1999, that establishes the Environmental Education, as a transversal and interdisciplinary educational practice. Which was the context of the decade of 1940 for including the Choral Singing for the school curriculum? Why did this disappear of the curricula? Which is the current context that puts to the school the need to integrate Environmental Education in their educational activities? How to work with a knowledge not disciplining, transverse in the other disciplines and/or areas of the knowledge?

The critical perspective of curriculum presents for the educators an epistemological problem: Then, what should teach the school? It is necessary to consider that in the project of integral education in the school of full-time this subject is still more complex and demands the deepening of all the involved ones in the knowledge on theory and curricular planning so that can be delimited and to plan the knowledge and activities that will had to compose the curriculum of these schools.

In our understanding, on that moment the curricula of the schools of full-time are "swollen" of disciplines, knowledge and activities juxtaposed, fragmented and unplanned, what has not contributing to a cultural formation, intellectual and politics of the students' quality. It is necessary to articulate in the curriculum, the formation scientific, cultural, esthetics, politics and corporal starting from the school contents, central nucleus of the organization curricular, said in another way; it is around the school contents that the other components and activities should be thought.

That is possible if we think in the integration curricular of the school contents amongst themselves and (Language, Arts, Mathematics, Natural science, Humanities) with the workshops / activities in moments and/or interdisciplinary activities, as pedagogic projects, research projects, centers of interest, studies of the middle, solution of problems, ateliers, workshops, generating themes and other pedagogic practices that they can be accomplished in the time-space of the school of full-time, but without losing the school contents of view in none of them.

According to Moreira (2003, p. 55)" (...) in one moment in that the school and the public university is accused of not teaching, of not preparing their students properly, it is fundamental to emphasize the importance of the knowledge in the pedagogic process". It is accomplishing the difficult democratic and emancipating task of the school education, according to Libâneo (1998) and Saviani (2005 2007) providing to the children and young of our public schools the access and the appropriation, with quality, of the school contents.

In that sense, the educational project of the integral education in the school of full-time puts also the challenge of the organization of the pedagogic work and of the teaching. First, it is necessary to build with the teachers a teaching conception that is not just to know the contents and to expose / transmit in a certain moment to the students.

The teaching conception as pedagogic mediation seems to be the one that can help us to accomplish a pedagogic work of quality in the school of full-time. The pedagogic mediation demands a wide fan of knowledge from the teachers: of the history and of the social and political purposes of the school education, of the school contents, of the psychological processes of learning and of the methods and appropriate didactic techniques. In the action of teaching, these dimensions of the teaching if they materialize, allowing to the student to assuming and re elaborate the knowledge, with the other students and with the teacher (Libâneo, 2011).

Roldão (2007 and 2010) calls *educational knowledge* the set of specific professional knowledge of the professors on 1) education and development (why to teach); 2) pedagogical knowledge of the curriculum (what to teach); 3)

knowledge of theories of the learning (as it is learned); 4) knowledge on Pedagogy and Didactics (as to teach and to evaluate).

We returned here, as in a circle that closes, to the political challenges of the integral education in the school of full-time. The teachers of the schools of full-time cannot (and nor owe) construct alone so great and complex didactic-pedagogic abilities. It will be necessary that the public power believes and invest in the teacher and other professionals of the schools of full-time in all the aspects: quality formation, time for planning and research, better pay and workload of exclusive dedication to the school.

Another important problem and that cannot be analyzed properly in this text is the subject of the physical and material infrastructure of the schools of full-time. The precariousness of the buildings and of the materials, that characterizing the public schools of full-time, it makes it difficult or even it makes unfeasible the organization curricular and pedagogic suggested previously. We cannot propose an educational project as this for the professionals of the school without giving them the appropriate conditions of work. The school of full-time will not accomplish their objectives without time, space, curriculum and teaching they articulated and complemented.

Final Considerations

The political challenges, curricular and pedagogic of the school of full-time appeared in this text cannot be understood as insurmountable. The first step to overcome a reality is to know her radically in the sense that Marx (1958, p. 10 *apud* Vázquez, 2011, p. 119) gives the idea of radical knowledge: To "be radical. Marx says. It is to attack the problem for the root (...) it is a critic that answers for a radical need".

The integral education / integrated is more than a proposal, it is a true movement theoretical, political and pedagogic that signifies the social function of the education and of the school institution. It is necessary to take advantage this historic moment to transform the public school. However, will only make sense think in the school of full-time if the conception of integral education that supports represent a magnifying of the chances and situations that promote significant and emancipator learning.

The integral education in the school of full-time and the improvement of the quality of the Brazilian public school is a radical necessity that cannot more postponed being. The transformation of the society goes by the transformation of the man-mass in philosopher (Gramsci 2010) and school plays role of great prominence in this process.

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[2] We refer to the following researches: "Time and space on the full time schools", coordinated by Prof.ª Dr.ª Valdeniza Maria Lopes da Barra (teacher of College of Education Federal University of Goiás-Brazil) accomplished in the period from 2008 to 2011 and of the research "Science education on full time schools in the city of Goiânia-Goiás-Brazil" coordinated by Prof.ª Dr.ª Sandra Valéria Limonta, accomplished in the period of 2009 the 2011. The research "Time and space on the full time schools" were extended recently up to 2015. This research joins two new projects: "Teaching and learning on space-time in full time schools", coordinated by Prof.ª Dr.ª Sandra Valéria Limonta and "Integrated education and full time public school" coordinated by prof.ª Dr.ª Valdeniza Maria Lopes da Barra, both benefited with financial resources of Supporting Foundation for the Research of Goiás State.