

**PUBLIC POLICIES FOR THE FORMATION OF BASIC EDUCATION TEACHERS:  
OVERVIEW OF EXTRA-CLASS ACTIVITIES IN ALTO JEQUITINHONHA/MG**

***POLÍTICAS PÚBLICAS DE FORMAÇÃO DE PROFESSORES DA EDUCAÇÃO  
BÁSICA: PANORAMA DAS ATIVIDADES EXTRACLASSE NO ALTO  
JEQUITINHONHA/MG***

***POLÍTICAS PÚBLICAS DE FORMACIÓN DEL PROFESORADO DE EDUCACIÓN  
BÁSICA: DESCRIPCIÓN GENERAL DE LAS ACTIVIDADES EXTRACLASE EN  
ALTO JEQUITINHONHA/MG***

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**ABSTRACT:** The article in question aims to present the results of the research on Extra-Class Activities (ECA), a strategy of continuing education for teachers of basic education. The ECA, also referred to in the Minas Gerais education network as “Module II”, are mandatory and institutional managers are responsible for following and monitoring them. In this study, authors who dialogue with the universe of education are taken as theoretical basis, above all, conceptions of teacher formation with Pimenta (2005), Gatti (2008), Libâneo (2002) among others. As a methodological assumption, documental research was chosen as a method, the qualitative approach and the content analysis technique. This study was based on the 2013-2018 period and the universe of research in the micro region of the regional Diamantina, located in the Alto Jequitinhonha territory. The research revealed that there is compliance with the frequency of teachers in the activities provided for by the training process, object of the study in question, which cannot be understood as a guarantee of reflection on the action, which constitutes the essence of the ECA.

**KEYWORDS:** Teacher education. Basic education. Extracurricular activities.

**RESUMO:** Este artigo tem como objetivo apresentar os resultados da pesquisa que versam a respeito das Atividades Extraclasse (AEC), uma estratégia de formação continuada de professores da Educação Básica. As AEC, também denominadas na rede de ensino mineira como “Módulo II”, são de caráter obrigatório, e compete aos gestores institucionais seu acompanhamento e monitoramento. Neste estudo, tomam-se como fundamentação teórica autores que dialogam com o universo da Educação, sobretudo, concepções da formação de professores com Pimenta (2005), Gatti (2008), Libâneo (2002) dentre outros. Como pressuposto metodológico optou-se pela pesquisa documental, a abordagem de caráter qualitativo e a técnica de análise de conteúdo. Este estudo teve como marco temporal o

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*período 2013-2018 e o universo da pesquisa a microrregião da regional Diamantina, localizada no território do Alto Jequitinhonha, Minas Gerais. The research revealed that there is compliance with the frequency of teachers in the activities provided for by the formative process, the object of the study in question, which cannot be understood as a guarantee of reflection on the action, which constitutes the essence of the ECA.*

**PALAVRAS-CHAVE:** *Formação de professores. Educação básica. Atividades extraclasse.*

**RESUMEN:** *El artículo tiene como objetivo presentar los resultados de la investigación sobre Actividades Extraclase (AEC), una estrategia de formación continua para docentes de la educación básica. Los AEC, también referidos en el sistema educativo de Minas Gerais como “Módulo II”, son obligatorios y los gerentes institucionales son responsables de acompañarlos y monitorearlos. En este estudio, los autores que dialogan con el universo de la educación se toman como base teórica, sobre todo, concepciones de la formación docente con Pimenta (2005), Gatti (2008), Libâneo (2002) entre otros. Como supuesto metodológico se eligió como método la investigación documental, el enfoque cualitativo y la técnica de análisis de contenido. Este estudio se basó en el período 2013-2018 y el universo de investigación en la micro región de la regional Diamantina, ubicada en el territorio del Alto Jequitinhonha. La investigación reveló que existe un cumplimiento de la frecuencia de los docentes en las actividades previstas por el proceso de formación, objeto del estudio en cuestión, lo que no puede entenderse como garantía de reflexión sobre la acción, que constituye la esencia de la AEC.*

**PALABRAS CLAVE:** *Formación del profesorado. Educación básica. Actividades extra-clase.*

## Introduction

The article presents as a theme for discussion a research excerpt developed to obtain the title of Master in the Postgraduate Program in Education at the Federal University of Vales do Jequitinhonha and Mucuri (UFVJM), entitled “*A formação continuada do professor no contexto das políticas públicas de Educação Básica: uma análise das Atividades Extraclasse no Alto Jequitinhonha/MG*” (Continuing teacher education in the context of Basic Education public policies: an analysis of Extra-Class Activities in Alto Jequitinhonha/MG). Its objective is to present the results of the research that deals with Extra-Class Activities (ECA), a strategy for continuing education for basic education teachers.

The text is supported from a scientific point of view in a methodological framework, used during the development of the master's research from which it originates, which used the principles of documentary research, a method for materializing data, and a qualitative approach, having as technique the content analysis. Thus, the ECA in this study will be addressed as a continuing education strategy for in-service teachers in Basic Education.

As for the theoretical framework, the study is supported by assumptions arising from constitutional and infra-constitutional frameworks that guide and regulate the practice of ECA throughout the national territory, making it more flexible for the construction of regulations in line with state demands, which are consolidated in legal bases arising from the State Departments of Education (SEE, Portuguese initials). In particular, the legislation that is consolidated in Circular Letter SEEMG No. 2663/2016, which presents guidelines for the operationalization of the ECA in MG.

Regarding teacher education, the study is based on authors such as Libâneo (2002), Gatti (2008) and Pimenta and Ghedin (2005), considering that they work with an approach that includes discussions related to improvement of education quality, relating the theme directly to the formative process of teachers and articulating the subject to the thought of Libâneo (2002, p. 64), when he mentions that “quality general formation of students depends on quality formation of teachers”.

According to Cury (2008), the term Basic Education, assumed in the Federal Constitution of 1988, comprises foundation, pedestal, which advances. Declared a right of all, society deserves consideration of a qualified offer in meeting its stages: early childhood education, the root of the process; elementary school, your trunk; and high school, its completion.

As for Extra-Class Activities, the normative documents: PSNP Law 11,738/2008, State Decree 46,125/2013 and Circular Letter GS 2663/16 characterize them as an important instrument of public policy for continuing education, contributing to the improvement of the quality of education and for the principle of valuing the teaching profession. The hours set aside for the practice of ECA are dedicated to actions of formation, continuing education, planning and others specific to the position, except for teaching. Such activities aim at the professional growth of the team and the development of articulated and collective actions, aiming at the implementation of the Pedagogical Political Project (PPP) (BRASIL, 2008; MINAS GERAIS, 2013; SEEMG, 2016).

Thus, in line with these assumptions, the results of the research are presented, whose development was motivated by the empirical perception of the hypothesis that the guidelines provided for in current legislation, which address the ECA developed in state schools belonging to the Regional Superintendence of Education Diamantina (SRE, Portuguese initials), still do not contemplate what was expected, restricting the process of improving the quality of education in Vale do Jequitinhonha.

Thus, it is noteworthy that the study that this article deals with was developed in the micro-region located in the northwest of the state of Minas Gerais, bathed by the Jequitinhonha River, which has constant needs for investments and assistance, especially in the social field, with a lack of investments public and private. It is the fifth territory with less populated development in Minas Gerais (14.46 ha/km<sup>2</sup>), with 60.33% of the population in urban areas (184,386 inhabitants) and 39.67% in rural areas (121,230 inhabitants).

According to Silveira (2018), the word territory comes from the Latin “*territorium*”, referring to a delimited land or under a given jurisdiction. Over time, territories are built or deconstructed according to structural, political and economic changes by society, strengthening the region's success or not, in order to characterize its identity.

Thus, it can be summarized from the assumptions of Servilha (2008, our translation), when he mentions that “Vale do Jequitinhonha are many, as many as there are different views of its different social actors; as many as we are in search of an answer”, which materialize in the researcher's view of the municipalities of Diamantina, Serro and Turmalina. A triad that revealed different nuances through the analysis of the ECA practice.

### **Public policies for teacher formation in Basic Education: from national to regional**

This article presents a researcher's dialogue with educational assumptions, contextualizing the reader about the structuring pillars of this research, having for the dialogue theoretical foundations of classical and contemporary authors and infra-constitutional documents that circulate in the national and regional context.

Such assumptions underlie the researcher's view of the object under discussion, in view of the formative process that one wishes to present, namely: discussions regarding teacher education, Basic Education and extra-class activities, methodological assumptions and obtained results.

In the current Brazilian context, the educational public policy designed on a legal basis by the Ministry of Education (MEC) is structured around established axes, in particular, in the National Education Plan (PNE, Portuguese initials). Law 13.005/2014 of the current PNE emphasizes in goals 15 to 18 initial and continuing education strategies for the axes of teacher formation, valuing professionals and career plans in education, as support for quality education. Given that this research addresses the continuing education of teachers, the following goals are highlighted:

**Goal 15:** To guarantee, in collaboration between the Union, the States, the Federal District and the Municipalities, within 1 year of this PNE, the national policy for the formation of education professionals referred to in items I, II and III of the caput of art. 61 of Law No. 9,394, of 20 December 1996, ensuring that all teachers of basic education have specific formation in higher education, obtained in a teaching degree course in the area of knowledge in which they work..

**Goal 16:** To form, at the postgraduate level, 50% of Basic Education teachers, up to the last year of validity of this PNE, and guarantee all Basic Education professionals continued education in their area of expertise, considering the needs, demands and contexts of education systems.

**Goal 17:** Valuing teachers in public networks of Basic Education, in order to match the average income of other professionals with equivalent education, until the end of the 6th year of the term of this PNE.

**Goal 18:** Ensure, within 2 years, the existence of Career plans for public Basic and Higher Education professionals of all education systems and, for the Career plan of public Basic Education professionals, take as a reference the national professional salary floor, defined in federal law, pursuant to item VIII of art. 206 of the Federal Constitution (BRASIL, 2014, our translation).

In this perspective, in 2017, the Ministry of Education (MEC) defines teacher education as follows: "Good teacher education is essential and has a direct impact within the classroom, especially in the issue of quality of teaching and of the learning of children and young people in Basic Education schools in Brazil" (MEC, 2017, our translation). It also raises the following data: insufficient student performance, low quality of initial teacher education, extensive curricula with an absence of practical activities, curricular internships without planning and without links to schools.

The diagnosis carried out by the MEC considers indices such as the Education Census, released in 2016, showing that of the 2,196,397 Basic Education teachers in the country, more than 480 thousand only have high school education and more than 6 thousand just elementary school. Approximately 95,000 have higher education, with no teaching degree courses. Only 1,606,889 have teaching degrees, however, many of them do not work in their respective formation area (MEC, 2017).

The Coordination for the Improvement of Higher Education Personnel (CAPES) carried out, in 2017, a survey of indicators of adequacy of teacher formation at the levels of Basic Education by subject in Brazil, organizing them into 5 groups of percentage of subject taught by teachers: 1- With higher education teaching degree (or bachelor's degree with pedagogical complementation) in the same area of the subject he teaches; 2- With a bachelor's degree (without pedagogical complementation) in the same area of the subject he teaches; 3- With higher education teaching degree (or bachelor's degree with pedagogical complementation) in a different area from the one he teaches; 4- With higher education not considered in the category; 5- No higher education.

It is important to consider that in the initial and final years of Elementary School and High School there is still a significant percentage of teachers working without proper higher education, with formation not considered for the category or with formation in a different area from the one in which they work.

The MEC, by CNE Opinion No. 22, of December 2019, establishes the National Curriculum Guidelines and the Common National Curriculum Base (BNCC) for the Initial and Continuing Education of Basic Education Teachers, considering contemporary educational demands and propositions constants in the BNCC, aiming to make effective the essential learning that are foreseen in the Basic Education curricula.

According to the aforementioned document, teachers will have to develop a set of professional skills and abilities - knowledge, practice and professional engagement - that qualify them for teaching in tune with the educational demands of an increasingly complex society, which requires continuing learning, and whose characteristics and challenges are included in the 2030 Agenda of the United Nations (UN), to which our country is committed (MEC, 2019).

To think of a teacher's work exclusively as time in the classroom is to ignore the nature of this work, a mistake that no public policy can make. Thus, the Brazilian legislation (LDBEN/1996; LPSN/2008) defines the hour-activity, constituted as a moment for the study, planning and evaluation of topics relevant to the teaching work, with the objective of satisfactory school performance. Therefore, the ECA are a space for teachers to organize their classes, correct tests, interact with students' parents and update their cultural and pedagogical background (CNE, 2013).

It is worth emphasizing that the collective work carried out between teachers and school administrators, students, parents, and the community translates into the creation of a PPP, which systematizes the school's pedagogical and political organization. The elaboration of projects by area of knowledge or in an interdisciplinary way, collective study and formation meetings, joint planning, qualitative assessments of students and similar tasks. The collective work is also translated into the participation of teachers in the collective decision-making bodies of schools, such as Councils and Collegiate.

The activities performed by teachers (planning, correction of exercises, tests and the like), called elastic and invisible work, invade the teacher's private life, having neither visibility nor social recognition. In this sense, the teacher's job of teaching is a job that is done all the time in paid or unpaid hours, and it is not known where it starts and where it ends (DUARTE, 2011).

## Extra-Class Activities in Basic Education: trajectory and normative dimension

In order to understand the Brazilian historical-educational foundation on which the normalization of the hour-activity took place, in view of the prerogative of rights and constitutional principles established, from the 1970s onwards, traditional struggles (unions, intellectuals and universities) were fought for an increase in the salary of teachers throughout the national territory, basing public policies with a central focus on this professional.

With a view to elucidating the process of teacher education, we briefly highlight the panorama of Brazilian educational policy with the growth of a critical movement that demanded changes in the educational system. Among its banners of struggle, the movement defended free public education as a right to be guaranteed by the State; the eradication of illiteracy and the universalization of public schools (SHIROMA *et al.*, 2011).

In the second half of the 1970s, a movement of opposition and rejection of the technical and functionalist approaches that prevailed at that time gained strength. According to Candau (1982), education is now seen as a social practice in close connection with the current political and economic system.

In the 1980s, Brazil is experiencing a moment of crisis and, amid widespread discontent, the debate regarding teacher education is intensified. As a result, in the 1990s the educational scenario points to a population with low qualifications and a significant percentage of illiterates and few high school graduates, with a high rate of school dropout at that time (SANTOS, 2010).

For the 2000s in the country, the highlight is the criticism of the discourse of teacher education, noting the concern with the construction of the educator's identity. It is in this context, in the midst of the crisis, that Brazilian education becomes an agenda for discussion and restructuring, showing itself as a means capable of converting the situation and inserting the country into the world scenario.

In this trajectory, it is understood that the achievement of organizing the hours-activity assigned to Basic Education teachers is another historical struggle of Brazilian educators in the interrelationship between the organization of the curriculum, the pedagogical work and the ECA inserted in the working day.

To this end, at the national level, Law n. 11,738/2008 of the Professional Salary Floor (PSNP) sets the composition of the working day, establishing a maximum of 40 (forty) weekly hours, divided into hours of teaching activities and hours of ECA (BRASIL, 2008). This law focuses on professionals qualified at higher or secondary level, in the normal

modality, working in public basic education networks in the Union, States and Municipalities; linking floor, career and journey (CNE, 2013).

The Floor Law then defines a minimum wage floor, inseparable from the quality of formation and professional development, including the working conditions necessary for professional practice. The axis of valuing professionals is the great emphasis that supported the political guidelines regulated by the National Floor Law, established for public teaching professionals (BRASIL, 2008).

At a regional level, the working hours of public teachers in Minas Gerais, previously regulated by Law n. 15,293/2004, established a 24-hour week, with 18 hours in teaching and 6 hours in activities without student interaction (MINAS GENERAL, 2004). Consequently, in 2012, with the federal ordinance through Opinion No. 9/2012 (CNE, 2013), the state of Minas Gerais adjusts the fulfillment of the working hours, adapting to what is established by Law 11,738/2008, which instituted that one third of the teaching workday be allocated to ECA hours.

The time/space allocated to the continuing education of teachers in Basic Education teaching is a historic achievement of educators who seek public policies to value teaching work and is allied to improving the quality of education (BRASIL, 2012).

The ECA established for public teaching professionals in Minas Gerais, pursuant to Law n. 20,592 of December 2012, organizes a workload of 24 (twenty-four) hours of working hours. This workload is divided into two thirds, 16 hours, in module I (classroom teaching), and one third, 8 hours, in module II - ECA - for in-service formation (MINAS GERAIS, 2012).

According to the normative documents, specifically: PSNP Law 11,738/2008, State Decree 46,125/2013 and Circular Letter GS 2663/2016, the ECA aims at the professional growth of the team and the development of articulated and collective actions, aiming at the implementation of the Political Pedagogical Project (PPP). Such legislation characterizes the ECA as an important instrument of the public policy of continuing education, contributing to the improvement of the quality of teaching and to the principle of valuing teaching. (BRASIL, 2008; MINAS GERAIS, 2013; SEEMG, 2016).

They also aim to improve classroom practice, strengthening the organization and systematization of pedagogical work. So that the teacher's work meets the basic needs of quality, producing benefits for learning and favoring the interaction and articulation of teachers with theoretical/practical knowledge (MINAS GERAIS, 2013).



This research takes in particular the State Decree No. 46,125/2013 and the Circular Letter GS No. 2663/2016, which formalize and operationalize the mandatory practice of the ECA in MG, attributing competences to institutional managers in the follow-up and monitoring of their practice, with its effectiveness (MINAS GERAIS, 2013; SEEMG, 2016).

Thus, it is mentioned that the Circular Letter GS No. 2663/2016 guides that of the 8 (eight) weekly hours allocated to the ECA, that is, in the actions planned for the moment of module II, basic education teachers must do: 4 hours per week in place of free choice by the teacher and 4 hours a week at the school or in a place defined by the school administration. The weekly hours at the school are intended for:

[...] up to 2 (two) weekly hours must be dedicated to collective meetings and the rest must be dedicated to formation, continuing education, planning, evaluation and meetings, as well as other actions related to the specific duties of the position of teachers, who do not configure the exercise of teaching (SEEMG, 2016, our translation).

The face-to-face hours for collective meetings, programmed between the school board and the Basic Education Teaching Specialist (EEB, Portuguese initials), are intended for the development of pedagogical, administrative or institutional themes, in order to meet the PPP guidelines.

The hours of meetings with the board can be accumulated over the course of a month, and can be held outside the school's working days and hours, according to the board's planning. The organization of meetings should allow the participation of all school professionals involved in the pedagogical process, such as in class council activities and responsible meetings, which may include the participation of parents, students and the community in general.

### **The researcher and research walk: methodological trails**

The methodological conduction that organizes the procedures of this research is based on stages that aim at data collection (selection and definition of document sources), material exploration (content analysis) and treatment of results (content analysis and interpretation).

Therefore, this research is categorized in the area of human sciences, with applied purpose and exploratory objective. As for the method, the theoretical approach is qualitative, and the technique for data collection and analysis is content analysis. The technical procedure for content analysis is based on the perspectives of Franco (2005), who makes the following assumption:

The starting point of content analysis is the message, whether verbal (oral or written), silent gestural, figurative, documentary or directly provoked. Necessarily, it expresses a meaning and a sense. A sense that cannot be considered an isolated act (FRANCO, 2012, p. 21, our translation).

The method and technique used lead to criteria for solving the problem, that is, the stages of the investigation present the problem of this research as a starting point, naturally leading to a discovery. Thus, be guided by the following statement: "[...] it is pertinent that scientific research is based on the method, which means to elucidate the capacity for observation, select and scientifically organize the paths that must be taken for the investigation to concretize" (GAIO; CARVALHO; SIMÕES, 2008, p. 148, our translation).

It is noteworthy that for this study the practice of ECA is taken as an analysis, that is, the 2 collective hours completed at school or in another place defined and authorized by the direction.

Thus, this research was developed considering three guiding steps: in the first step, the selection and definition of documentary sources; in the second, the survey and description of the content; and in the third and last step, the analysis and interpretation of data. To ensure methodological rigor, it was necessary to carry out the movements to delimit the time frame and the research universe.

For this study, the period 2013 to 2018 is considered as a time frame, which includes the implementation of ECA in the Minas Gerais education network. During this period, legislation established through infra-institutional documents stands out, with the purpose of standardizing operational guidelines to be observed in the state education system.

The option for the cut is justified by the arguments: the year 2013 was a reference due to the publication of State Decree MG n. 46,125, which regulates provisions of the Legislative Assembly of the State of Minas Gerais (MINAS GERAIS, 2013); the year 2014 marks the approval of Law 13,005, of 25 June 2014, of the National Education Plan (PNE), focusing on goals 15 - 18 for the axes of valuing and formation until 2024 (BRASIL, 2014); 2015 marks the beginning of a new administration (2015-2018) of public educational policy in Minas Gerais, this time led by the Workers' Party (PT), with a focus on the development of educational axes, aimed at reducing educational inequalities.

It is worth mentioning that in 2016 the organization of the ECA of teachers of Minas Gerais state schools is considered, standardized in Circular Letter G/S SEEMG No. 2,663, of 13 September 2016 (MINAS GERAIS, 2016). It is also mentioned, in May 2016, the formalization of a partnership between SEEMG/SRE Diamantina and the Federal University

of Vales do Jequitinhonha and Mucuri (UFVJM), signing the Technical Cooperation Agreement n. 001/16, strengthening inter-institutional articulations.

The year 2017 marks the entry of one of the researchers in the Postgraduate Program in Education (PPGED) and the development of PROEDU VALES, strengthening partnerships between federated and regional entities, with a view to continuing education in Vale do Jequitinhonha. The year 2018 considers the issuance of Circular Letter GAB/School Inspection/DIRE, n. 03/2018 of SRE Diamantina, which provides guidance on the participation of civil servants from schools in the jurisdiction in continuing education. In the same year, the goals of the Minas Gerais educational policy were closed, 2015-2018.

Finally, the temporal delimitation of this study had political and pedagogical milestones as a backdrop that justify the option to deal with the research object in the period from 2013 to 2018.

Given the need to know the context in which the participating public is located, criteria are established for their selection and organization of information, highlighting characteristics of the territory in which the research takes place, from the production of instruments for collection and analysis of the content.

According to the Minas Gerais Integrated Development Plan – 2015 to 2027, administratively the territory of Vale do Jequitinhonha is composed of 52 municipalities organized in the micro-regions of upper, middle and lower Jequitinhonha. The present study has the Alto Jequitinhonha as part of the delimitation of the universe, as it comprises the micro-region of Diamantina.

It should be clarified that as a criterion for selecting the participating public (municipalities) the territorial map of the area covered by SRE Diamantina is analyzed. For this purpose, the SRE's headquarters municipality is taken as a parameter, a municipality representative of the southernmost territory and another one further to the north, using the convenience sampling method.

Thus, the municipalities of Diamantina, Serro and Turmalina were selected for this research, respectively, among the 25 (twenty-five) municipalities mapped in the region: Alvorada de Minas, Aricanduva, Angelândia, Carbonita, Capelinha, Conceição do Mato Dentro, Congonha dos Norte, Couto Magalhaes de Minas, Datas, Diamantina, Felício dos Santos, Gouveia, Itamarandiba, Leme do Prado, Minas Novas, Monjolos, Presidente Kubitschek, Rio Vermelho, Santo Antônio do Itambé, São Gonçalo do Rio Preto, Senador Modestino Gonçalves, Serra Azul de Minas, Serro, Turmalina, Veredinha.

For the participating public (schools), the selection criteria considered in each of the selected municipalities the existence of one (01) Basic Education state school with the highest number of effective enrollments, especially at the high school level. The following municipalities are selected: Diamantina, Serro and Turmalina, and the state schools EE. Professor Ayna Torres, EE. Minister Edmundo Lins and EE. Américo Antunes de Oliveira, considering data from the Minas Gerais School Administration System (SIMADE/MG).

The entire logic of organizing the text that makes up the analysis and discussion is based on Franco's (2005) methodological assumptions, which underlie the content analysis.

### **Overview of CEA practice at SER Diamantina – Alto Jequitinhonha: producing a regional diagnosis from the categories of analysis**

This topic discusses the results obtained from the documentary analysis on the practice of CEA in state schools in the Diamantina region, Alto Jequitinhonha, whose interpretation is consolidated into three categories of analysis, namely: Continuing Education in Service, Public Policies for Basic Education, Reference Elements of the ECA: themes and proposed strategies.

#### **Continuing education category**

In this category, the result is that the collective practice of CEA, in the Diamantina region, is one of the most important in-service continuing education strategies, providing a space for planning, evaluation and study. However, as Pimenta (2002) assumes, it is suggested that the practice of these actions promote activities that enable teachers to reflect on the pedagogical practice, ensuring the effectiveness of the formative process.

With such a perspective, these actions become an opportunity to share new teaching methodologies, to assess the teaching and learning process, to monitor the pedagogical actions planned in the search for solutions to everyday school problems, among others indispensable to the teaching work.

It is pointed out that in the process of compliance with the ECA, for the aspects of monitoring and monitoring by the managers provided for in Circular Letter GS No. 2663/2016, normally, the meetings are planned by the school board together with the specialist in Basic Education teaching, guiding matters pertaining to school management with a view to good administrative and pedagogical functioning. In general, the meetings begin with a speech from the direction regarding administrative matters and, soon after, space is

opened for activities related to the pedagogical dimension. However, it is worth considering that the development of actions relevant to the teaching-learning process is carried out by the EEB, a pedagogue.

To highlight these aspects, here are excerpts from the analyzed minutes:

*The meeting started at eight o'clock with the director starting the meeting by welcoming everyone and explaining the agenda for the day. Then, he gave the floor to the supervisor [...] who explained how the organization of the working day would be [...] (Minute School I);*

*On the fourth of February of the corresponding year, teachers, specialists and management met to discuss and assemble the school calendar for two thousand and sixteen; pedagogical functioning; study of itineraries of the pedagogical itineraries of education in Minas Gerais. The meetings were started by the principal [...], by studying the resolution that guides the school calendar [...]. Continuing, we move on to the pedagogical functioning, with regard to the distribution of points for the two-month period and how the assessments would be (Minute School II);*

*[...] each specific group of teachers met with the supervisor to study and detail the pedagogical planning for the school year (Minute School III).*

It is also noteworthy that throughout the research period (2013-2018), different teams (directors, teaching specialists and Basic Education teachers) constituted the ECA. In this observation, it is thought to be due to the turnover of employees motivated by the process of hiring, designation and/or change of capacity present in everyday school life.

However, it is worth reflecting on the change in the profiles of professional teams: can the constant change in staff make it difficult to strengthen bonds and engagement of the actors involved in pedagogical activities? Or can such changes streamline and/or renew professional practice?

Regarding the aspects of the frequency of module II, it is identified that weekly or fortnightly meetings are held, according to the reality of each institution, flexible according to the needs of the team, throughout the school year, considering a schedule defined between the participants during the meetings, as shown in a fragment of minutes and reports, below:

*The extra-class meetings (Module II) at the School [...], take place weekly (Tuesday) from 5:30 pm to 7:30 pm and participates in the meetings the Board, Basic Education Specialists and Elementary and High School teachers, from morning and afternoon shifts (Report School I);*

*Regarding the realization of module II, meeting hours, it was decided that our meetings will be of four hours each fortnight from seventeen hours and forty minutes to twenty-one hours and forty minutes (Report School II);*

*[...] Module II was decided that it will take place during the school week (Monday to Thursday) and always interspersed so as not to be on the same day of the week, and every two weeks. That is, four fortnightly hours at seventeen hours and forty-five minutes (Report School III).*

Furthermore, the joint participation of the pedagogical team, management, teaching specialists and teachers of basic education, elementary and high school from all shifts is identified. Separate moments can also be held when there is a specific situation, as in the case of a professional technical course.

It is also verified in the ECA meeting attendance registration documents (time book, attendance lists and minutes), that in relation to the presence of the teacher group, there is recurrence of absence on the part of some. These are usually identified as having an effective position, which leads to the belief that they are more resistant to the activities carried out in compliance with module II. There are also absences without justification and others motivated by different absences: sick leave, functional adjustment or justified by completing this workload at another school.

Thus, it is argued that one of the challenges to be faced by institutional managers refers to the expansion of the participation of some teachers in the ECA. Reflect on whether the activities developed remain linked to teaching practice, in order to dissipate the disinterest and indifference of such teachers. Some of these teachers argue that emphasis is given to technical aspects, which does not translate into significant actions for professional development.

It can be concluded that, in general, in the practice of ECA school directors have taken on administrative and financial issues with greater priority, pedagogues assume the pedagogical dimension in the development of themes and planned strategies. There is frequency in the fulfillment of tasks, not realizing the full effectiveness of the developed actions, so that the need for insertion of actions that enable the reflection on the proposed themes is indicated.

### **Category Public Policies for Basic Education**

This category takes up the standardization of educational public policies, relating them to the context of the implementation of the ECA at SRE Diamantina, from the historical and legal aspects of the public policy for the formation of public teaching teachers, especially in Minas Gerais.

The legislation of Minas Gerais defines that the weekly hours of the ECA correspond to 1/3 of the 24-hour position, considering its importance for the professional growth of the school team. The practice of ECA aims to develop collective actions that are essential for planning and evaluation, from the perspective of implementing the PPP and building an

inclusive, democratic and participatory school, which guarantees learning rights for all students (SEEMG/2016).

It is worth discussing that legal enactment does not guarantee execution. In other words, in the situation in question, the purely formal compliance with the ECA does not favor self-reflection by those involved. Part of the teachers do not incorporate the ECA policy, resisting to participate in formative activities, according to an excerpt from the School III report [...]: “extra-class time is a privileged time for teacher formation and they need to be used for this purpose. However, what is seen in practice is a lack of understanding of these moments for this” (our translation).

Consequently, the effectiveness of actions is compromised, the teacher is present to not suffer consequences, but without participation. This reality is evidenced by a fragment of a report from School III: “teachers are generally tired, exhausted from their daily tasks, what could be seen as an achievement ends up being seen as useless” (our translation).

It is mentioned that one of the formal documents that express the current educational public policy in the school institution is the PPP. According to the guidance guide for the elaboration of the PPP, this document is fundamental for the school in its constant search for meaning/re-signifying its identity. Therefore, the involvement of the entire school community is essential for the goals to be achieved (SEEMG, 2016).

A diversity of programs and projects developed in the daily school life can be seen. Although the public policies disseminated by programs and projects aim at strengthening citizens' rights and values, the discussion is due to the pulverization of actions, often not consisting in the systematization of activities.

Therefore, it is positioned that the excess of these tasks limits the teachers' time in appropriating the proposals and also reduces the school's autonomy in developing what it considers more specific.

### **Category Reference Elements of the ECA: Themes and Proposed Strategies**

In legal references of the ECA, the study, planning and evaluation are guided as guiding elements of the permanent formation of teachers. The practice of ECA develops from themes and strategies with a technical-pedagogical approach.

Note that there is a wide variety of themes developed as formative activities in the practice of ECA. However, there is a certain weakness in the quantity of themes for the

study/formation element, since there is a greater number of themes involving the planning and evaluation elements.

It is also noticed, in the themes, few study/formation strategies that present proposals for systematic intervention, school achievement, that is, activities that value the reflective methodology. The methodology applied lacks greater effectiveness, suggesting that it encourages the participation of teachers, considering the practice of reflection on action.

Thus, as a result of this category, it is identified that planning and evaluation are more developed; however, the element of study requires greater institutional intervention for its effectiveness. Perhaps because the planning and evaluation are supported by law, and the study is more subjective.

It is resumed that there is a given reality, independent of my reflection, but that can be captured by my reflection. The teaching action is a complex action that depends on the effectiveness of the interpersonal relationship and subjective processes such as the ability to capture attention and create interest.

Thus, it is identified that the activities in general are more of a technical-bureaucratic character and less of the study/formation order. Most professors are dedicated to working with immediate technical activities, such as filling in data and information in systems, operating platforms.

The elements of planning and evaluation at the expense of study/formation are themes widely discussed in the practice of module II, which are also necessary for understanding the actions. Taking the evaluation action as an example, it is clear that the methodologies used to analyze the results of external evaluations do not go beyond the identification of data in scales, graphs and tables, which does not consolidate the changes.

### **Final considerations**

It is concluded that the ECA policy as in-service formation with a view to improving the quality of education offered should be strengthened beyond the mandatory legal apparatus. The ECA are important for the professional growth of the team and the development of collective actions, from the perspective of the PPP. However, some teachers have seen ECA more as extra tasks than an opportunity for professional improvement. In particular, infrequent teachers think that the ECA is an overload of their functions, and not an opportunity for the formation process.



After the above, it can be mentioned that one of the challenges is the gap in teacher education, since applied practice does not prioritize the reflection of pedagogical practice in order to relate and deepen the basic domain of the curriculum. Such discussions consider that teacher formation activities have shown low effectiveness because they are disconnected from practice, give excessive emphasis to normative aspects and do not reflect institutional collective projects. Although several activities are developed, they are not articulated in order to promote changes in professional practice.

With the study, it is expected to contribute to the diagnosis produced, in order to assist in the redefinition of the practice of extra-class activities, promoting their effectiveness with a view to improving the formation process of teachers in service in state schools of SRE Diamantina, perhaps SEEMG.

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