

INTEGRAL EDUCATION AND TEACHER FORMATION: CONCEPTUAL AND LEGAL ISSUES

EDUCAÇÃO INTEGRAL E FORMAÇÃO DOCENTE: QUESTÕES CONCEITUAIS E LEGAIS

EDUCACIÓN INTEGRAL Y FORMACIÓN DEL PROFESORADO: CUESTIONES CONCEPTUALES Y JURÍDICAS

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ABSTRACT: This article discusses integral education and teacher training to work in Basic Education, according to programs focused on integral education. Based on bibliographic and documentary studies, we approach the concepts of integral education, the programs for the promotion of integral education and the questions aimed at the initial and continuing training of teachers to work in basic education according to the indicators provided for the comprehensive education programs aimed at for elementary and high school. A priori concludes that the training that conceives the student in its entirety should consider the school as an educational community, regardless of the increase in school time.

KEYWORDS: Integral education. Teacher formation. School.

RESUMO: *O presente artigo discorre sobre a educação integral e a formação docente para atuação na Educação Básica, de acordo com os programas voltados para a educação integral. A partir de estudos bibliográficos e documentais abordamos as concepções de educação integral, os programas para o fomento da educação integral e as questões voltadas para a formação inicial e continuada dos docentes para atuarem na educação básica, conforme os indicadores previstos para os programas de educação integral para o ensino fundamental e ensino médio. A priori conclui-se que a formação que conceba o aluno na sua totalidade deve considerar a escola como uma comunidade educativa, independentemente do aumento do tempo escolar.*

PALAVRAS-CHAVE: *Educação integral. Formação docente. Escola.*

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RESUMEN: *En este artículo se analiza la educación integral y la formación docente para trabajar en Educación Primaria, de acuerdo con los programas orientados a la educación integral. A partir de estudios bibliográficos y documentales, abordamos los conceptos de educación integral, los programas de promoción de la educación integral y las cuestiones orientadas a la formación inicial y continua de los docentes para trabajar en la educación primaria de acuerdo con los indicadores previstos para los programas de educación integral dirigidos para primaria y secundaria. A priori se concluye que la formación que considera al alumno en su totalidad debe considerar a la escuela como una comunidad educativa, independientemente del aumento del tiempo escolar.*

PALABRAS CLAVE: *Educación integral. Formación docente. Escuela.*

Introduction

The debate about integral human formation is not recent in the educational context. For centuries, there has been a reflection on formation with a more integral character, beyond cognitive aspects, and one that encompasses the individual in its multiple dimensions. In this trajectory, each historical moment gives a meaning and a conception of what integral education would be, given that education, and consequently integral education, compose a complex reality with historical, economic, social and cultural conditions that express political-ideological projects of each reality.

Thus, this article intends to make an approach to integral education and teacher formation, assuming the idea that education in general, and the perspective of integral education, deserve attention, considering that integral formation of individuals requires subjectivities related to objective reality. It also presupposes the formation of people committed to social transformation.

In light of the above, based on bibliographical and documentary research, we discuss the assumptions of integral education, integral education in the Brazilian reality and teacher formation from the perspective of integral education.

Integral Education: legal concepts and fundamentals

According to Coelho (2009), during Antiquity, in the Greek *Paidéia*, the conception of human formation advocated a complete formation, encompassing reflections and actions in the intellectual, physical, metaphysical, aesthetic and ethical fields. Thus, “there is a sense of completeness that forms, in an integral way, the Being of what is human and that does not detach itself from a worldview” (COELHO, 2009, p. 85, our translation). This conception,

according to Coelho (2009), would be the germ of what would be called integral education in the future.

Due to the non-materialization of a systematized education aimed at everyone, the debate on integral education was paralyzed for many centuries. It was only in the 18th century, with the French Revolution and, according to the Enlightenment conception of education, that integral education returned to the debate. With the institution of the public primary school, the Jacobins proposed a formation of the complete man, comprising the physical being, the moral being and the intellectual being, attributing to the school the privileged place for this educational work (COELHO, 2009).

In the 19th century, under the libertarian ideals: equality, freedom and autonomy, integral education returned to the scene in the anarchist movement. With the perspective of the emancipation of the working class, the conception of integral education in the anarchist movement defended that “knowledge is distributed integrally and equally among all individuals” (SILVA, 2012 p. 57, our translation), guaranteeing the access of the working class to an education as complete as possible. From this perspective, integral education should serve the working class, in order to promote formation that would lead to overcoming the exploitation of man, and this would take place from a concomitantly "sensitive, intellectual, artistic, sports, philosophical, professional and politics” (COELHO, 2009, p. 88, our translation).

Another conception linked to the foundations of socialist/Marxist thought at the end of the 19th century defended integral education in an “emancipatory perspective and overcoming the state of alienation imposed by bourgeois society on the worker [...]” (LIMA, 2013, p. 37, our translation). Thus, integral education from the Marxist perspective, understood as an articulator of criticism of bourgeois society, has a revolutionary character and supports a concept of integral, polytechnic and emancipatory school education, supported by the integration of manual and intellectual work, overcoming the utilitarian character offered by bourgeois education (LIMA, 2013).

In another perspective, entering the 20th century, the pragmatist conception of integral education emerged, represented above all by the American John Dewey and in Brazil by the educator Anísio Teixeira. Cavaliere (2002) emphasizes that the central element of education based on pragmatism is the concept of experience, which for Dewey is life itself, inseparable from nature, and is learning itself, human life being a web of experiences and, therefore, of varied learning. In this perspective, education – the school – must not dissociate the school experience from the human experience itself and must provide experiences that serve as living

models for the society that one wants to aim for (CAVALIERE, 2002). Thus, with this understanding, integral education promotes learning based on experiences in a permanent association between school life and social life, which, according to Cavaliere (2002), is learning through the environment, comprising the individual multidimensionally (FANTIN, 2017).

In Brazil, the variations in conceptions of integral education began to appear in the first half of the 20th century, in which, according to Coelho (2009), several movements, trends and political currents coexisted with different hues that discussed education and defended integral education. Among these are the integralists, anarchists and liberals.

Coelho (2009, p. 88) highlights that for the integralists “the bases of integral education were spirituality, civic nationalism and discipline, that is, fundamentals that we can characterize as political-conservative”. On the other hand, for anarchists, “the emphasis was on equality, autonomy and human freedom, in a clear option for political-emancipating aspects” (COELHO, 2009, p. 88). Regarding liberal thought, Coelho (2009) appoints Anísio Teixeira as a great defender of integral education, which should promote a complete education for elementary school children through intellectual, artistic, professional, physical, health and ethical- philosophical activities.

However, the aforementioned author clarifies that the integral formation advocated by the educator had a bias of liberal thought, as it aimed at formation for progress, for the development of technical and industrial civilization and political-developmental aspects. That is, through integral education, the individual would be formed into an adult capable of promoting the country's progress.

The numerous conceptions of integral education provided the basis for various forms of its realization (FIALHO; SOUSA; FREIRE, 2020). In Brazil, especially through actions to extend time at school, the experiences carried out in the context of integral education have promoted an unequivocal understanding of integral education as synonymous with the extension of time at school. However, it is already very well clarified in the literature that integral education is not to be confused with the extension of time at school, despite not discarding the contribution that this expansion can bring to the consolidation of a project of integral education. Such equivalence, however, promotes an overly reductionist view of what integral education is.

On this issue, based on the conceptions and historical experiences developed in Brazil, Lima and Almada (2013, p. 102-103, authors' highlights, our translation) list four meanings of integral education:

a) Integral education: we refer to the idea that each student has the most complete formation possible, formation that goes beyond the knowledge traditionally conveyed by the school and can encompass the intellectual, artistic, body-physical and technological dimensions, which requires more time and possibly articulation with other educational spaces.

b) Full time education: We are referring to the idea of extending the school day, beyond the school space, but not necessarily that integral education is implemented in this journey.

c) Full time school: we also refer to the idea of extending the school day, restricted to the school space, but in the same way it does not imply the implementation of integral education.

d) Full time integral education: we refer that the idea of integral education, already explained, can only be developed full time.

There is a plurality of conceptualizations, with their own theoretical and methodological assumptions. Gadotti (2009, p. 97-98, our translation) emphasizes that the general principle of integral education is integrality:

The concept of integrality refers to the basis of education, which must be integral, omnilateral and not partial and fragmented. An integral education is an education with sociocultural quality. The integration of culture, health, transport, social assistance etc. with education enables the integrality of education. It is not just about being at school full time, but having the possibility to develop all human potential, which involves the body, mind, sociability, art, culture, dance, music, sport, leisure etc.

With the reflections presented, integral education can be considered as one that considers the individual as a multidimensional subject, going beyond learning focused only on cognitive aspects and on the accumulation of knowledge. Therefore, it must encompass all the constituent aspects of the human being, promoting global formation (LIMA, AZEVEDO, 2019). Therefore, it is necessary to overcome the fragmentation of learning and knowledge, in which more important dimensions are chosen over others.

Education aimed at the integral formation of the individual is present in Brazilian educational legal regulations, although it is not conceptualized as integral education, as can be seen in article 215 of the Federal Constitution of 1988, which presents education as a right and, among its purposes, the full development of the person. Likewise, the full development of the student is reiterated in the Statute of the Child and Adolescent in its article 53, and in article 2 of the Law of Guidelines and Bases of Education – LDB n. 9,394/96.

Additionally, LDB n. 9,394/96 indicates the progression from part-time to full-time school hours, aiming at the materialization of full-time education in schools in the educational networks:

Art. 31. Early childhood education will be organized according to the following common rules:

[...]

III - child care for at least 4 (four) hours a day for the part-time and 7 (seven) hours for the full day.

[...]

Art. 34. The school day in elementary school will include at least four hours of effective work in the classroom, with the period of permanence in school being progressively extended.

[...]

§ 2nd Elementary education will be progressively taught on a full-time basis, at the discretion of the education systems (BRASIL, 1996, our translation).

In the National Education Plan (PNE) 2014-2024, established by Law n. 13,005/2014, full-time education is included in goal 6: “Offer full-time education in at least 50% (fifty percent) of schools public, in order to serve at least 25% (twenty-five percent) of the students of basic education” (BRASIL, 2014, our translation).

It is resumed that the extension of the school day differs from what is understood as integral education. Therefore, legal provisions and developed experiences have brought about what the aforementioned authors call full-time education. According to Cavaliere (2009), the models of organization of full-time education are configured in two ways: in the first, named as full-time school, the emphasis would be on strengthening the school unit, causing changes in its interior, with diversified activities to students in the alternative shift to school.

The first full-time experiences date back to the 1940s/1960s, with the Park-Schools/Class Schools conceived by Anísio Teixeira and, in 1980/1990, the Integrated Public Education Centers (CIEP) conceived by Darcy Ribeiro (MOLL, 2012). From this period to the present day, other actions were carried out in several municipalities, mainly in full-time schools and programs of complementary educational activities after school hours.

With the objective of inducing the implementation of full-time education in educational networks, the Federal Government established development programs:

a) More Education Program (PME) – established by Interministerial Normative Ordinance n. 17 of 24 April 2007. It aimed to contribute to the integral education of children, adolescents and young people, through the articulation of Federal Government actions, projects and programs, implemented by supporting the realization, in schools and other sociocultural spaces, of socio-educational actions after school, including the fields of education, arts, culture, sports, leisure (BRASIL, 2007).

Among its purposes were: to support the expansion of educational time and space and the extension of the school environment in public basic education networks, by carrying out

activities after school hours, articulating actions developed by the Ministries that are part of the Program; contribute to the reduction of evasion, failure, age/grade distortion, through the implementation of pedagogical actions to improve conditions for school performance and efficiency; among others that dealt with students with disabilities, child labor and violence, formation of sensitivity of the perception and expression of children, adolescents and young people in artistic, literary and aesthetic languages, interaction with sports practices, approximation between the school, families and communities (BRASIL, 2007).

According to Moll (2012), the PME was proposed in the context of the Education Development Plan (PDE), started in 2008 in 1,380 public schools in 25 states of the country and in the Federal District; in 2010, there were already 10,026 schools in all Brazilian states and, “[...] it is established as an intersectoral strategy of the federal government for inducing an integral education policy, promoting the expansion of dimensions, times, spaces and educational opportunities” (MOLL, 2012, p. 132, our translation).

b) New More Education Program (PNME) – created by Interministry Normative Ordinance n. 1144 of 10 October 2016. It aims to improve learning in Portuguese and mathematics in elementary school, by expanding the school day for children and adolescents, by complementing the workload of five or fifteen hours a week in the shift and after school (BRASIL, 2016).

The following stand out as its purposes: to contribute to literacy, expanding literacy and improving performance in Portuguese and mathematics for children and adolescents, through specific pedagogical monitoring; reduction of dropout, failure, age/year distortion, through the implementation of pedagogical actions to improve school performance and efficiency; improving learning outcomes in elementary school, in the initial and final years; and extending the period of permanence of students in school (BRASIL, 2016).

In the PNME description, the emphasis on complementing teaching in Portuguese language and mathematics is explicit, in which the axis of activities must occur to improve performance in these subjects and, thus, the program “ceases to be a policy inducing integral education in the country and becomes a strategy for improving the learning of Portuguese Language and Mathematics” (MENDONÇA, 2017, p. 2017, our translation).

c) Encouragement Program for Full-Time High Schools (EMTI) – initially established by Ordinance n. 1,145 of 10 October 2016, and currently governed by Ordinance n. 2,116 of 6 December 2019. Its general objective is to support the expansion of the supply of full-time secondary education in the public networks of the states and the Federal District, through the transfer of resources to the State and District Education Secretariats – SEE (BRASIL, 2019).

The creation of EMTI is located in the context of the Secondary Education Reform established by Law n. 13,415/2017, which has among its objects the institution of the Policy to Promote the Implementation of Full-Time High Schools, providing for the transfer of resources from the Ministry of Education for the states and the Federal District for a period of ten years per school, counting from the start date of the implementation of full-time high education in the respective school.

In view of the conceptions, the experiences carried out and the inducing policies for integral education and full-time education exposed, it is worth addressing and reflecting on a central issue that is intrinsically related to an education project that envisions the formation of the human being in its multiple dimensions – teacher formation, considering that teacher education, both initial and continuing, is fundamental for educators to be able, through praxis, to transform and reinvent their actions.

Teacher formation and integral education: challenges for the school

The issue of teacher formation in Brazil must be understood in the context of the reform of the State and Education initiated in the 1990s of the last century, under the aegis of international agendas, defined by the United Nations Organization for Education, Science and Culture (UNESCO), World Bank, Economic Commission for Latin America and the Caribbean (ECLAC) etc. Such agendas defend the improvement of the quality of teaching, highlighting, among other aspects, the formation of education professionals as an element that contributes to remedying the problems of inefficiency in education systems and schools.

The World Bank, in the document “*Prioridades y estrategias para la educación*”, published in 1995, conceives education as a mechanism for poverty reduction, emphasizing that schools should improve quality as a result of the formation of the human capital necessary for the labor market. To do so, it placed centrality in teacher formation, especially continuing, since the initial formation would be expensive. It also highlighted the central role of teachers in improving student performance.

ECLAC, in its document “*Invertir mejor, para invertir mas: financiamiento e gestion de la educación em América Latina y Caribe*”, noted that:

The processes experienced by most of the American countries, as well as the results of various studies, show that the teaching factor is one of the most important for the Educational Reforms to have good results in the learning of the students and in the way education in systems, schools and classrooms are managed. If, on one hand, without good teachers there is no possible change,

on the other hand, the professional and social situation of teachers is one of the silent critics of education. Teachers are one of the most important causes of problems, but they can also be the beginning of the most effective strategies to transform education (ECLAC, 2005, p. 90, our translation).

The intentions and actions of the International Organizations (IO) are aimed at basic education in order to meet what they call the satisfaction of basic learning needs, defined by the development of skills, values and attitudes that allow people to live in the knowledge society.

In Brazil, the formation of education professionals followed the influences of the IO. Such influence is noted in the Law of Guidelines and Bases of Education (LDB), n. 9,394, of 1996, which establishes in art. 62 that the formation of teachers will be carried out at a higher level, in undergraduate courses, with full graduation, offered by universities and higher education institutes, which can form professionals through the regular higher education course. Such perspective points to formative processes centered only on teaching, without articulation with research and extension activities.

The continuing formation of education professionals was assigned to higher education institutes and education systems, as expressed in articles 63 and 67, respectively:

Article 63. The higher education institutes will maintain:

III - continuing education programs for education professionals at different levels [...].

Article 67. Education systems will promote the appreciation of education professionals, ensuring them, including under the terms of the statutes and career plans of public teaching: [...]

II - continued professional development, including teaching degrees, period reserved for studies, planning and evaluation, included in the workload (BRASIL, 1996, our translation).

Still in the 90s of the last century, the Fund for the Maintenance and Development of Elementary Education and the Appreciation of Teaching (FUNDEF) stands out, established by Constitutional Amendment n. 14, of September 1996, and regulated by Law n. 9,424 of 24 December 1996. This fund defined that at least 60% of the resources should be spent on the remuneration of working teaching professionals and also on financing courses for the formation of teachers who were not yet qualified, until the year 2001. In January 2007, FUNDEF was transformed into a Fund for the Maintenance and Development of Basic Education and the Appreciation of Education Professionals (FUNDEB), and the resources that were previously destined only for elementary education were extended to all basic education. FUNDEB allocates 60% of the resources to the remuneration of basic education professionals and 40% to expenses considered as Maintenance and Development of Education (MDE)

carried out in basic education and provided for in the Law of Guidelines and Bases of National Education, Law n. 9,394/96, whose application is intended for:

- a) remuneration and improvement of teaching staff and education professionals, including: - remuneration and formation, in the form of continuing education, of basic education workers, with or without a position of direction and leadership, including teaching professionals and other servants who they act in technical-administrative and operational support services [...] (BRASIL, 2007a, our translation).

Another normative instrument that regulated the formation of teachers was the PDE created by the Lula government in 2007, providing that initial and continuing formation was implemented by the Open University of Brazil (UAB) program, through distance higher education, with the aim of qualifying public basic education educators who do not yet have a degree, form new teachers and provide continuing education (BRASIL, 2007b).

In January 2009, Decree n. 6,755 instituted the National Policy for the Formation of Professionals in the Teaching of Basic Education, which is now coordinated by the Coordination for the Improvement of Higher Education Personnel (CAPES). CAPES prepared the National Plan for the Formation of Basic Education Teachers (PARFOR) through Normative Ordinance n. 9 30 June 2009. PARFOR aims to qualify teachers who do not yet have adequate training or who work outside the area of formation. The actions are carried out in collaboration with the Ministry of Education (MEC), state and municipal education secretariats and public higher education institutions.

It is also registered that in relation to the appreciation of education professionals, the National Education Plan (PNE) 2014/2024, Law n. 13,005, established 4 goals (15 to 18) with 31 strategies. Regarding teacher formation, goal 15 stands out, which provides for the guarantee in collaboration between the Union, the states, the Federal District and the Municipalities, within a period of 1 (one) year, a national policy for the formation of education professionals, ensuring that all teachers in basic education have specific higher-level formation, obtained in a undergraduate teaching degree course in the area of knowledge in which they work.

From the point of view of regulating the process of initial teacher formation through "national curriculum guidelines", the National Council of Education (CNE) prepared and approved the following resolutions: CNE/CP n. 01/2002, n. 2/2015 and n. 2/2019. Resolution CNE/CP n. 1/2002, established the National Curriculum Guidelines for the formation of teachers of basic education in a teaching degree course, with full graduation. Focusing on the competence model, it presented a "predominantly technicist and prescriptive view of teacher

education that focuses much more on the development of competences, overlapping know-how with knowledge” (BRZEZINSKI, 2008, p, 184, our translation).

The use of the notion of competences as a guiding principle of the curriculum of teacher formation courses for basic education provided for in this guideline did not contemplate a conception focused on the dimension of science, in an integral perspective, as the school was also directed towards the pedagogy of competences, compromising its function of formation of subjects capable of understanding, interpreting and transforming reality, through the transmission of scientific and cultural content, in order to ensure the learning of knowledge, skills and values necessary for socialization, as Saviani emphasizes: the school is responsible for “the socialization/democratization of elaborate/scientific knowledge to the majority of the population” (SAVIANI, 2003, p. 68, our translation).

With the approval of the PNE 2014/2024, the CNE was urged to update the guidelines approved in 2002 and carry out studies and debates on the general standards and curricular practices in force in undergraduate teaching degrees, as well as on the situation of education professionals in relation to the professionalization issues, with emphasis on initial and continuing education, defining as a propositional horizon of its performance the discussion and proposition of National Curriculum Guidelines for the Initial and Continuing Education of Professionals in the Teaching of Basic Education (BRASIL, 2015). Thus, in 2015 Resolution CNE/CP n. 2/2015, defining the National Curriculum Guidelines for initial formation at higher level (teaching degree courses, pedagogical formation courses for graduates and second degree courses) and for continuing education.

CNE/CP Resolution n. 2/2015 presented several aspects of teacher formation, among which the following stand out: expansion of the workload for initial formation courses to 3,200 hours; elaboration of an institutional project for teacher formation by the formative institutions; national common base, based on the conception of education as an emancipatory and permanent process; teaching work that articulates theory and practice; consideration of the reality of the environments of educational institutions of basic education; definition of initial formation courses for teaching professionals for basic education at a higher level, comprising: undergraduate teaching degree courses; pedagogical formation courses for graduates without teaching degree; and second degree courses (BRASIL, 2015).

The perspective of Resolution CNE/CP n. 2/2015 and PNE 2014/2024 is based on the concept that teacher formation in integral education means having in the extended-time school teachers who articulate different knowledge, skills and instruments, with formative processes

that enable them to articulate theory and practice. As expressed in the reference text for the debate on integral education published in 2009 by MEC:

Integral Education requires greater interaction with pedagogy and undergraduate students in their everyday universe. The school guided by Integral Education represents a permanent laboratory for these future professionals who, since the beginning of their courses, will maintain intense contact with children and young people, in an exchange of useful experiences for the formation and work of both, as well as for the improvement of institutions - basic and university - that will be able to adapt their theoretical and practical syllabus throughout this inter-relational process (BRASIL, 2009, p. 38-39, our translation).

This theory-practice relationship arises when the More Education Program (PME) foresaw the work of student-monitors from pedagogy and teaching degrees courses to develop the program's activities. However, the relationship between universities and schools with formation projects linked to the perspective of integral education was not built according to what the program postulated. Furthermore, integral education requires that school teachers also have their working time extended so that they can study, resize the curriculum, plan the political-pedagogical proposal, that is, have continuing education at the school, together with the monitors (BRANDENBURG; PEREIRA; FIALHO, 2019).

This process, which was under construction, was halted after the approval of the National Common Curricular Base (BNCC) in 2017, when the Ministry of Education (MEC) and the CNE made efforts to approve new curriculum guidelines. Thus, without any debate with scientific entities - National Association for the Formation of Education Professionals (ANFOPE), National Association for Education Policy and Administration (ANPAE), National Association for Postgraduate Studies and Research in Education (ANPED), Center for Education & Society Studies (CEDES), Forum of Directors of the Colleges of Education of Brazilian Public Universities (FORUMDIR), National Confederation of Education Workers (CNTE) and the College of Postgraduate Deans of Federal Institutions of Higher Education (COGRAD) - MEC forwarded to the CNE at the end of 2018 a proposal for the Common National Base for the Formation of Basic Education Teachers (BNCFPPEB), which was approved by Resolution CNE/CP no. 2/2019 and approved by the MEC on 20 December 2019.

CNE/CP Resolution n. 2/2019 makes a return to the competency model provided for in the 2002 resolution, de-characterizes undergraduate courses and impoverishes the quality of teacher education. It has harmful impacts on basic education, constituting a setback in educational policies (ANFOPE, 2020). This resolution prioritizes initial formation, as only

three items deal with continuing education. Disregarding, therefore, that continuing education may be an important mechanism for proposals for integral education.

Likewise, Resolution n. 1 27 October 2020, which institutes the National Curriculum Guidelines for the Continuing Formation of Basic Education Teachers and institutes the Common National Base for the Continuing Formation of Basic Education Teachers (BNC-Training Continued), also highlights the notion of competences with an emphasis on emotional and social, emphasizing in art. 3rd that:

Professional teaching skills presuppose, on the part of teachers, the development of the General Skills set forth in Resolution CNE/CP No. 2/2019 - BNC - Initial Formation, essential for the promotion of favorable situations for the meaningful learning of students and the development of skills complex, for the redefinition of fundamental values in the formation of autonomous, ethical and competent professionals (BRASIL, 2020, p. 2, our translation).

The perspective indicated in CNE/CP Resolutions n. 2/2019 and CNE/CP no. 1/2020 does not indicate formative paths that strive for the pedagogy of autonomy and humanization, to overcome what Freire (1993, p. 58, our translation) called banking education, which generates the archiving of human existence when:

Educator and students are filed to the extent that, in this distorted vision of education, there is no creativity, there is no transformation, there is no knowledge. There is only knowledge in invention, reinvention, in the restless, impatient, permanent search that men make of the world.

In view of the above, we consider that the formation of teachers for integral education necessarily implies the integral education of the teacher (ALVES; FIALHO; LIMA, 2018). This formation is located in the field of disputes and contradictions arising from the way the organization of work is placed in capitalist society, as well as from the functions and purposes set for schools, especially public schools in the current context of "disfigurement of emancipatory functions of school knowledge" (LIBÂNEO, 2016).

Final considerations

The integral education of individuals who intend to contribute to formation aimed at social transformation goes beyond school times and spaces. Thus, proposals and projects aimed at expanding the school day from the perspective of learning rights must consider the multiple determinations of the subjects towards its full realization.

In relation to teacher education from the perspective of integral education, we consider that all formation should be aimed at this objective, to enable education to fulfill its function of socializing the knowledge historically produced by humanity, that is, allowing it to offer the best knowledge to learners through content, projects, programs, methodologies and forms of assessment.

Thus, educational activities that focus on integral and full-time education need to overcome some current practices and proposals of programs to promote integral education, as most do not value the differences and complexities of the relations between education and society, and do not consider culture and work as educational principles.

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