

**MANAGERS' VIEWS ON TEACHING WORK CONDITIONS IN THE INTEGRAL
EDUCATION PROGRAM**

***O OLHAR DOS GESTORES SOBRE AS CONDIÇÕES DE TRABALHO DOCENTE NO
PROGRAMA ENSINO INTEGRAL***

***LA MIRADA DE LOS GESTORES SOBRE LAS CONDICIONES DE TRABAJO
DOCENTE EN EL PROGRAMA DE ENSEÑANZA INTEGRAL***



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ABSTRACT: This qualitative research aims to analyze the conditions of teaching work in the Integral Education Program, from the perspective of the school management team. Data collection took place through a questionnaire and semi-structured interview. From the descriptive-interpretative analysis, we identified positive aspects and weaknesses in the program, such as exclusive dedication made possible by the RDPI and the salary increase through the GDPI. About weaknesses: a possible technician character, pressure for good performance through evaluations, absence of substitute professionals, increase in the number of classes, decrease in the teaching staff, work overload and lack of continuing education actions. Therefore, although the PEI has aspects that can contribute to good working conditions and, consequently, the promotion of "good quality education", the program is the result of the nuances of neoliberal reforms that worsen and make working conditions precarious over the years.

KEYWORDS: Integral Education Program. School management. Teaching work.

RESUMO: *A pesquisa, de caráter qualitativo, pretende analisar as condições do trabalho docente no Programa Ensino Integral (PEI), a partir da ótica da equipe de gestão escolar. A coleta de dados ocorreu com questionário e entrevista semiestruturada. A análise descritivo-interpretativa evidenciou aspectos positivos e fragilidades no programa, a saber: dedicação exclusiva possibilitada pelo RDPI e o acréscimo salarial por meio do GDPI; quanto às fragilidades: um possível caráter técnico, pressão pelo bom desempenho por meio das avaliações, ausência de um quadro de profissionais substitutos, aumento do número de aulas, diminuição do quadro docente, sobrecarga de trabalho e falta de ações de formação continuada. Apesar do PEI possuir aspectos que podem apontar para boas condições de trabalho e a promoção de uma "educação de boa qualidade", o programa é fruto dos matizes das reformas neoliberais que se agravam e precarizam as condições de trabalho no passar dos anos.*

PALAVRAS-CHAVE: Programa Ensino Integral. Gestão escolar. Trabalho docente.

RESUMEN: *La investigación, de carácter cualitativo, tiene como propósito analizar las condiciones del trabajo docente en el Programa de Enseñanza Integral (PEI), a partir de la perspectiva del equipo de gestión escolar. La recolección de datos se efectuó por medio del cuestionario y la entrevista semiestructurada. A partir de un análisis descriptivo e interpretativo, identificamos aspectos positivos y falencias en el programa, tales como la dedicación exclusiva por parte del RDPI y el aumento salarial por medio del GDPI. En lo que respecta a las fragilidades: un notorio carácter técnico, presión laboral atendiendo al buen desempeño por medio de evaluaciones, ausencia de un equipo de profesionales sustitutos, aumento de la carga horaria, disminución del equipo docente, sobrecarga de trabajo y omisión de una serie de acciones de formación continua. Aunque el PEI posee aspectos que pueden contribuir con la mejora de las condiciones laborales y, consecuentemente, con el fomento de una "educación de calidad", el programa es fruto de los matices de las reformas neoliberais que se intensifican y precarizan tales condiciones a medida que pasa el tiempo.*

PALABRAS CLAVE: Programa de Enseñanza Integral. Gestión escolar. Trabajo docente.

Introduction

In the current educational scenario, the advance of globalization and access to information through the mass media increasingly demand that schools adopt, in their educational practices and in the teaching and learning processes, educational innovations, changes and/or, in certain cases, educational reforms. It is true that “[...] this process is complex in nature and involves, among other factors, conflict of interests, need for legitimation and control and purposes of domination involving numerous factors” (RINALDI; BROCANELLI; MILITÃO, 2012, p. 91, our translation).

In addition, population growth, the expansion of inequalities and the emergence of social, cultural, ethical, political and economic issues in contemporary society, aggravated by the Covid-19 pandemic, pose new challenges to educational institutions, mainly to teachers, the main actor in the teaching process and responsible for mobilizing a set of specific knowledge and different natures in their work, since they make educational choices that significantly mark the actual curriculum and the formation of students' identities. Although its performance does not have the potential to define, in isolation, the quality of school education, its decisions are very relevant in the fight for a quality public school for all.

Contradictorily, we are perplexed by the logic of the regulatory State that institutes and guides the implementation of the National Common Curricular Base (BNCC), to be compulsorily respected, throughout the stages and modalities of basic education, the use of textbooks as resources that promote equal opportunities, student success, and an education that is focused on “the student’s right to learn”, with emphasis on reading, writing and mathematics skills and abilities, according to the BNCC. However, they are resources that stifle the teacher's work based on prescriptions for the development of activities that disregard cultural and socioeconomic diversity, regional, community, school and daily life characteristics. We argue that valuing cognitive performance alone is not enough for a full student education, as school education is not and should not be a fully controlled process. Furthermore, as problematized by Gouveia (2010, p. 2-3, emphasis added, our translation):

[...] the objective of Brazilian education is “the full development of the person” (BRASIL, 1988). However, such a definition is not indisputable. What does it mean to achieve full development in a context marked by economic inequalities that are reflected in great inequalities in access to the most varied social and cultural goods? Ensuring the school's subjective effectiveness requires that educational practices incorporate cultural diversity, while building conditions for overcoming socioeconomic inequalities. This requires a conception of inclusion that allows all students to perceive that the

school recognizes their aspirations, their desires, their demands and, in addition to recognizing it, organizes itself in such a way as to build an affirmative subjective experience of fulfilling these demands.

It is essential, in the teaching and learning process, that the teacher can mobilize knowledge that allows him to critically analyze the demands that come to the school, in order to recognize what is consistent with the socially defined function for it and with the consolidation of conditions so that everyone can find, in this institution, the necessary support to develop the learning considered relevant in a given socio-historical context.

The pursuit of school success:

[...] implies a set of aspects of sociability development. The expression concerns the school, which has a differentiated function in today's societies: the school concretely realizes the human right to instruct oneself, at the same time educating oneself and forming oneself to participate in a civilization and in the preservation of life. Success in the school path is success in apprehending knowledge in its relation to the modes of existence in the various human societal forms. Learning is an inalienable right for all and sensitivity to the signs of learning – learning contents, behaviors, attitudes, values and learning to share, respect for others – in diversity, is what can lead teachers and students to tread interactive and dialogical paths towards the successful expansion of their knowledge, in its social, cultural, scientific, personal and ethical meanings (GATTI, 2010a, p. 1, our translation).

In this perspective, success involves, among other aspects, the teaching working conditions. As Oliveira (2010, p. 1, emphasis added, our translation):

[...] working conditions designates the set of resources that make it possible to carry out the work, involving the physical installations, the materials and inputs available, the equipment and means of carrying out the activities and other types of support needed, depending on the nature of the production [...]

We understand that there is a consolidated production on teaching work and we chose to work with the following authors: Duarte (2010), Oliveira (2010, 2004), Pereira Junior (2017), Gatti (2010 b), among others. We chose as the focus of analysis the conditions of teaching work in the Integral Teaching Program (PEI) in the state of São Paulo, from the perspective of the school management team – Principal, Vice-Principal and General Coordinating Teacher.

This text is part of a research developed in scientific initiation, in which the configuration and possible innovations of the Integral Teaching Program (PEI) were analyzed from the perspective of managers, taking the particular case of state schools in the municipality of Presidente Prudente, SP, which joined the program. In that study, we used as data collection instruments the questionnaire and the semi-structured interview applied to the members of the

school management team, namely: School principal, School vice-principal and general coordinating teacher, working in three schools, totaling eight participants. Data analysis was based on a descriptive-interpretative perspective.

The study indicated that the program has brought many changes to schools since its implementation, for example: improvement in infrastructure, teaching materials and didactic and pedagogical equipment; meanings and resignifications in students' learning; commitment and commitment of professionals to the school; partnership with family and community; among others of equal educational relevance. There was also the observation of innovations with the PEI, notably with regard to: the structure of the school with the insertion of digital technologies, laboratories, among other material resources; interdisciplinary curriculum; the education of professionals with regard to teaching; full-time work regime (RDPI); career valuation, remuneration; protagonism in the students' actions; relational commitment among school staff (management, staff, teachers, students, and parents/community).

At this moment, we propose to expand the discussions with the objective of analyzing the conditions of teaching work in the Integral Teaching Program, from the perspective of the school management team (principal, vice-principal, and general coordinating professor). To this end, we present, initially, some theoretical and conceptual aspects and, in sequence, part of the results obtained through the research.

Notes on teaching work

We understand the teaching work in a broader way, no longer restricted to the classroom space, exclusively to the teaching and learning process. But as a work activity that involves, among others, planning activities, participation in the construction of the political-pedagogical project, in school management activities and, therefore, involves all school actors, whether they are: School principal, School vice-principal and general coordinating teacher, teachers, employees and parents, that is, to all those who can promote the applicability of the actions and functions of the school in search of creating conditions for the development of the formation and academic success of the students.

Duarte (2010, p. 105, our translation) warns that teaching work “[...] encompasses both subjects in their complex definition, experience and identity, as well as the conditions under which activities are carried out in the school context. It comprises, therefore, the activities, responsibilities and relationships that take place in the school, beyond the class management”.

Concomitantly with the author's statements, Pereira Junior (2017, p. 104, our translation), in his doctoral thesis, states that "[...] teaching work encompasses both pedagogical attributions and activities related to the management or routine of schools" and adds, considering what Oliveira (2010) defends, as previously mentioned, that the conditions of teaching work:

[...] constitute the objective and subjective aspects found or experienced [...] in school routine that enable the development of teaching work and are associated with factors related to physical and psychological aspects, feelings, perceptions and actions carried out by teachers as a result of school daily life (PEREIRA JUNIOR, 2017, p. 103, our translation).

When portraying the issues of teaching work, it is clear that the educational reforms emerging in recent decades in Brazil and in other Latin American countries have caused significant changes in the working conditions of education professionals, since they are neoliberal reforms that imply not only at the school level but also in the entire educational system, which cause changes in the structure of school work.

From the reforms present in the post-1990 Brazilian context, education professionals began to be assigned new and varied functions that go beyond their education. In other words, teachers are obliged to comply with the prescriptions that come to them through textbooks and school handouts, and they must also perform attributions/functions of public agents, psychologists, nurses, social workers, among others, which can bring out the feeling of a deprofessionalization, in which the role of planning and teaching is no longer the main one. Libâneo (2012) draws attention to the charitable character of the public school, which mischaracterizes the teaching-learning process and asserts social inequalities.

This situation causes the professional to lose their autonomy. For Oliveira (2004, p. 1134, our translation), "[...] the worker who loses control over the work process loses the notion of integrity of the process, starting to execute only one part, alienating himself from the conception". In addition, it gives up the vigilant stance against all dehumanizing practices, defended by Paulo Freire.

This idea stems from narratives that generate a status quo of what it is and what conditions we have to be a teacher, as these suffer actions and social, economic and technical implications, which materialize in public policies that disregard the real and effective working conditions experienced by teachers of basic education in Brazil. We know that the neoliberal ideology, supported by contemporary and more progressive regulations, incorporates the category of "autonomy" into its ideological discourse. It is necessary to be attentive to the forces

of this discourse and to the inversions that can operate in everyday pedagogical thought and practice by stimulating individualism, competitiveness, know-how dissociated from pedagogical knowledge and ethical, cultural and political education.

It is necessary to implement public educational policies to defend, stimulate and enhance the teaching career, with the aim of overcoming the numerous challenges, including entry into the teaching career through public competition, wage and social security losses, low attractiveness of the career in the country, training guided by the paradigm of technical rationality, the devaluation of teaching courses, so that the choice of teaching is a conscious choice and not a lack of option or even does not constitute a second option for a professional project; or even, as Gatti (2010b) warns, if it takes effect in unemployment insurance, that is, that it does not become an alternative work option in case of the impossibility of exercising the profession chosen in the first place.

Considerations about teaching work in the Integral Teaching Program of the state of São Paulo

Researchers Oliveira (2010) and Pereira Júnior (2017) indicate the elements that make up the conditions of teaching work. Oliveira (2010, p. 1, our translation) points out that “[...] it is possible to define the teaching work as every act of achievement in the educational process, [since] it comprises the activities and relationships present in educational institutions, extrapolating the class regency”.

The Integral Teaching Program, created in 2012 through Complementary Law n. 1,164, of January 4, 2012, later amended by Complementary Law n. 1,191, of December 28 of the same year, aims to improve educational results through excellent teaching in the integral formation of young people contemplated by this policy (SÃO PAULO, 2012).

For this, professionals work under the Full-time Dedication Scheme (RDPI), which guarantees their permanence for 40 hours a week in the same institution and also counts on a Full-time Dedication Bonus (GDPI) with a 75% increase in their base salary. It is possible to see that these elements are identified in Oliveira's defense (2010, p. 1, our translation), when he clearly points out that working conditions involve “[...] employment conditions (forms of hiring, remuneration, career and stability)”. State schools in the Integral Teaching Program have their own organization and operating structure, with an exclusive teaching staff, regardless of the personal module. The work of the school units that adhere to and implement the PEI is guided by four axes: Mission, Vision of the Future, Values and Premises.

It is interesting to resume Libâneo (2018) when he states that school organization would not be a totally objective and functional thing, a neutral element to be observed, but a social construction carried out by teachers, students, parents and members of the nearby community. Furthermore, it would not be characterized by its role in the market, but by the public interest.

Considering the focus of this article, based on the guiding principles of the PEI, we want to highlight two of them. The values constituted by the “[...] Offering quality public education; valuing educators; democratic and responsible school management; team spirit and cooperation; the mobilization, engagement, commitment of the Network [...]” (SÃO PAULO, 2014a, p. 09, emphasis added, our translation). And the assumptions that unfold into five, of which we emphasize Continuing Education, in which the educator is in a “[...] permanent process of professional improvement and committed to his/her self-development in his career” (SÃO PAULO, 2012, p. 37, our translation), and Excellence in Management, which is configured in the pursuit of achieving the objectives and goals outlined in the school’s Action Plan, as well as that of the São Paulo State Department of Education (SEDUC/SP).

The working conditions advocated in the Integral Teaching Program are in line with goal 6.1 of the National Education Plan (2014-2024), which provides for “[...] the progressive expansion of teachers' working hours in a single school” (BRASIL, 2014, p. 99, our translation).

Methodological design

This research is qualitative, that is,

[...] qualitative research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables. The qualitative approach goes deeper into the world of the meanings of human actions and relationships, a side that is not perceptible and cannot be captured in equations, averages and statistics (MINAYO, 2002, p. 21-22, our translation).

We had as a locus for data collection three state schools, in the city of Presidente Prudente, which participate in the Integral Teaching Program. The selection of the municipality was due to its regional expressiveness, that is, because it is the largest city in the West of São Paulo region and has schools that have joined the PEI since its implementation in the state network. This is a propitious scenario for important reflections and analyzes of the process that involves the complexity of the work trajectories of managers in the PEI. In order to meet the ethical precepts of research with human beings, schools will be identified by the letter 'E' and

the numerical sequence '1', that is, E1, E2 and E3. As for the participants, eight professionals who make up the PEI school management team in each school (principal, vice-principal and general coordinating teacher) agreed to collaborate with the research. These participants will be identified by random letters (Chart 1) in the subsequent section, when the research results are presented and discussed. These procedures seek to preserve the identity of the schools and employees, as provided for in the Free and Informed Consent Form (TCLE).

Through this methodological path, we anchor data collection in the questionnaire and in the semi-structured interview, which “[...] starts from certain basic questions, supported by theories and hypotheses, which are of interest to the research, and which then offer a wide range of questions, the result of new hypotheses that arise as the informant's answers are received” (TRIVIÑOS, 1987, p. 146, our translation).

For recording purposes, the interviews were all recorded (in audio), stored in a repository of the research group Teacher Education and Teaching Practices in Basic and Higher Education (FPPEEBS), at the Faculty of Science and Technology, under the domain of Unesp. Subsequently, they were transcribed in full and, subsequently, analyzed with the objective of identifying the conditions of teaching work in the Integral Teaching Program (PEI), from the perspective of the school management team.

The analysis and interpretation of the data occurred through the analytical process of the descriptive-interpretative perspective that is supported by the methodological triangulation of Tuzzo and Braga (2016). After the analysis, seven axes were identified, which are presented below.

Results and discussions

Profile of participants

The public participating in the research included members of the school management team working in three schools that joined the PEI, in the municipality of Presidente Prudente. The data obtained with the questionnaire allowed us to delineate the profile of the collaborators in terms of gender, age group, professional relationship, position/function and length of experience (Chart 1).

Chart 1 - Profile of research participants

| Identification of the participants | Gender | Age | School | Employment relationship | Position/function | Time acting in position/function in the PEI |
|------------------------------------|-----------|--------------|--------|-------------------------|-------------------|---|
| M | Feminine | 36 years old | E1 | Effective | PCG | 6 years |
| S | Feminine | 45 years | E1 | Effective | Principal | 1 year and 6 months |
| F | Masculine | 46 years | E1 | Effective | Vice-principal | 2 years |
| P | Feminine | 43 years | E2 | Effective | Principal | 2 years |
| R | Masculine | 40 years | E2 | Effective | Vice-principal | 2 years |
| E | Feminine | 63 years | E3 | Effective | Principal | 17 years |
| A | Masculine | 53 years | E3 | Effective | PCG | 1 year and 3 months |
| C | Feminine | 44 years | E3 | Effective | Vice-principal | 2 years |

N=8

Source: Prepared by the authors

We verified that of the total of eight participants in the research, 37.5% are male aged between 40 and 53 years old, all beginners in the function they occupy in the PEI. According to Rinaldi (2009, p. 128), “[...] as with many teachers at the beginning of their careers, [the beginning trainer] goes through an induction period and needs 2 to 3 years of work to form his professional identity, regardless of his previous success in his career as a teacher”. With the exception of two professionals, M and E, respectively, all the others can also be classified as beginners in the role they occupy in the school management of the PEI of the schools in which they work. The mean age among female participants is approximately 46 years. All employees hold effective positions in the state network of São Paulo, 25% hold the role of PCG, 37.5% the role of vice-principal and 37.5% the role of school principal, respectively.

Regarding the age group, we noticed a phenomenon of aging among managers. This reality has already been verified in previous research regarding teachers (FERNANDES; SILVA, 2012; BRASIL, 2018).

Teaching working conditions at PEI

With the aim of analyzing the teaching working conditions in the Integral Teaching Program in the state of São Paulo, we resumed some data from the research carried out by Ulloffa and Rinaldi (2021).

When asked about 'being' and 'acting' as a manager in the PEI, the school principal of E1 narrates that:

[...] I think that in regular schools, we don't have this possibility of spending more time with the students and being able to promote this interdimensional education and this pedagogy of presence. In the program, you have this opportunity, because you spend more time with them [...] this opportunity you have here to talk to the student (SCHOOL PRINCIPAL, S, E1, Interview, our translation).

We observe in the speech of school principal S that the Regime of Full and Integral Dedication (RDPI) contributes significantly to the promotion of educational practices (interdimensional education and the pedagogy of presence) designed by the program, as well as enabling a greater approximation and interaction with students.

Concomitant with the statements by S from E1, the PCG from E3 tells us that this full-time stay in the same school collaborates so that he can carry out his activities with greater commitment, which does not happen in regular schools,

[...] so, here I ask my teacher, look, I want the agenda for fifteen days from the beginning of the two-month period, one week it is there, in a week it is delivered, the date I asked for is delivered. There on the regular, wow! don't even ask, don't even think about it, because he runs from school to school, he doesn't have time, he teaches at three schools. In PEI, no! at PEI I have the teacher in here just for me (PCG, A, E3, Interview, our translation).

What caught our attention in the speech of S and A is the closer contact that exists between the actors involved in the educational process in the program, whether principal-student, teacher-student, student-student, coordinator-teacher, teacher-teacher, among others. This situation is barely visible in regular schools, where, for the most part, there are professionals who, in the face of factors such as salary devaluation, began to work in double or even triple shifts in the same network or in different teaching networks.

It is thinking about this salary factor that M, PCG of E1, tells us that of the working conditions offered by the PEI, the one that he likes the most is the issue of remuneration,

[...] it is the salary difference, but it is not specific to management, all professionals here have a salary difference (PCG, M, E1, Interview, our translation).

This aspect was also mentioned in previous studies, when they point out that the quality of education involves improving working conditions, and consequently, salary and career conditions (GATTI; BARRETO, 2009). In view of these assertions, it seems that the program has been providing some satisfactory working conditions, as proposed by the LDB/96 in its article 67, which correspond respectively to “professional salary floor” and “adequate working conditions” (BRASIL, 1996, p. 44, our translation).

Another relevant aspect identified in the research, from the perspective of vice-principal C of E3, is the organization of the program's policy,

[...] I believe it is much more organized, it makes the work of a vice-principal much easier, right? he knows what he really needs to do, he has an agenda, he has a schedule, he has his weekly alignments, so, he has the support of the principal and the coordinator (Vice-principal, C, E3, Interview, our translation).

C's report from E3 takes up the organization and structuring of the program's operation as one of the aspects that help professionals to be clear about what they need to do. We identified in the report elements of a model that defends the appreciation of education professionals and the improvement of their working conditions, and contradictorily has a regulatory perspective of educational work, allegedly neutral and technical.

The regulatory aspect of the program also includes the promotion of methodologies practiced that involve specific curricular components, such as: Life Project, Tutoring, Welcome, Leveling, Individual Improvement and Education Plan (PIAF), Action Plans and Program, Agenda (School and Bimonthly), Class Leaders, Youth Clubs, among others.

With regard to teaching work, we draw attention to the Programs and Action Plans and Agenda. The first two consist of a document guiding management actions, with goals and strategies outlined by professionals, and the second a description of “by whom” and “ what” each one will develop (SÃO PAULO, 2014b). The agenda (bimonthly and school) indicates when the activities should be carried out and how they will happen.

This proposal of the program, in which each professional must execute an Action Program with goals and objectives to be achieved and the rigidity in the fulfillment of agendas and schedules, puts us in the position of professionals anchored in what Schon (1997) calls technical rationality, in which the applicability of teaching in an instrumentalized way predominates, not creating conditions for the professional to carry out a critical, reflective and creative work, defended by Ghedin (2003).

Based on this idea, regarding the fulfillment of objectives and goals, we recall the statements made by school principal E of E3 when narrating about how the teaching work in the program takes place,

[...] in the PEI we go through an evaluation, we evaluate ourselves, I evaluate my teachers, my teachers evaluate me, students evaluate me and the teachers, you know? So, everyone has to walk straight, in the PEI no one can fail (Principal, E, E3, Interview, our translation).

This evaluation proposed by the program intends to identify the gaps presented by the professionals, so that, based on the results presented, it will be decided whether or not to remain in the PEI. However, in view of the principal's speech, what worries us about this evaluation mechanism present in the policy is the pressure and demands that fall on these subjects and the valuation of performance, which is contrary to the proposal of full and emancipatory formation of the subject.

In this regard, we highlight an excerpt from E's speech, when he states: "in the PEI, no one can fail". This idea of failure or insufficiency causes professionals to feel insecure about their work and professional instability, as they depend on good performance to remain or not in the program. This situation can lead to the search for other jobs or even excessive work hours, generating physical, emotional, personal and mental health wear.

This situation experienced by PEI professionals was analyzed by Dias (2018) and Ball (2006), who portray the scenario of neo-managerialism that has fallen on education workers, depriving them of the issue of "performativity" and creating control over teaching activities, provoking competitiveness among them.

Still, regarding the school principal's speech about the idea of "it cannot fail", we can clearly glimpse the market and business presence in school spaces through a capitalist and neoliberal policy that dominates public schools. Supported by the studies by Rios (2001), which deal with the competences of the teaching professional, it is possible to identify when their performance is at the service of a social demand, enabling the construction of knowledge in critical subjects in society, as well as, it may be due to a market demand, in which individuals act mechanically, directed by demands, acting only as technicians of an already prepared teaching, without the possibility of reflecting on their actions, working on the diversity and subjectivity of the school context, which consequently entails the non-possibility of "making a mistake" in the face of their practices.

This reality can be glimpsed in the performance evaluations of the Integral Teaching Program, which increase competitiveness between institutions and their professionals, creating a "positive" image for those qualified and punitive for those disqualified for the function.

From this perspective on the teaching work in the program, R, who is vice-principal of E2, tells us that what he likes most is the fact that everyone knows each other,

[...] in regular education you usually don't know, today it's a teacher, tomorrow it's another and if you mess up the next day it's still another one, right, so, you don't know your team fully and there aren't so many teachers who are effective in these regular schools, right? in integral education, no! everyone is effective

and you manage to do a better job there, right, it gets easier (vice-principal, R, E2, Interview, our translation).

This excerpt narrated by vice-principal R of E2 about the PEI not having this 'rotating system' of substitution present in the education network is justified due to the fact, already presented, that the program has its own teaching staff, that is, as M from E1 says,

[...] in schools that are not in the PEI, when the teacher takes a leave of absence, a substitute is placed, although not always, right? you can get a substitute, but then the students have a vacant class, not here! here the other teachers are directed to be replaced, so you end up and they end up not participating in the pedagogical meetings (PCG, M, E1, Interview, our translation).

It seems to us a good idea that the program does not depend on substitutes external to politics and/or eventual ones. However, it is necessary to think of a strategy for a staff of substitute professionals, because in exceptional situations of absence and/or leave of one, there may be another who will replace him, since these compulsory replacements made by other individuals “[...] do not receive any additional for the surplus work” (DIAS, 2018, p. 13, our translation). Which already leads us to question whether the wage bonus offered is so attractive and sufficient.

In the same sense as M from E1, school principal E from E3 reports on the module that needs to be revised, since:

[...] today the government put it in my school, for example, because it's by module, right? so a school with eleven classes like mine has X teachers, it has seventeen teachers. But I don't just have the curriculum, I have the whole diversified part, so this year it increased by eleven technology classes, and I don't have a teacher (Principal, E, E3, Interview, our translation).

This module changes with the increase in classes and the lack of professionals, as well as these substitutions in which an articulation must be promoted to carry out the suppression of the absent professional, directly imply the teaching work of the other subjects who work in the program, since there are countless attributions that each individual must carry out in the program, which gives us indications of a work overload.

This overload expressed in the speeches of these managers leads us to question what the consequences could be for these professionals? It is with this in mind that we resort to the report of P, who is the principal of E2, when he tells us what is missing:

[...] having the collaboration of colleagues, teachers, in looking for solutions and not just bringing the problems, because what happened a lot was that, the teachers did not bring a proposal (Principal, P, E2, Interview, our translation).

We believe that the lack of collaboration on the part of his colleagues may be a result of both this overload and the already explored competitiveness issues that are present in politics. We are not saying that within the PEI there is no dialogue and personal relationship, on the contrary, at other times it has already been reported that the policy presents the characteristic of a horizontal and democratic management.

In other words, this idea of collaboration between all can, or if it is no longer present, be weakened, giving rise to a possible virtue of having as a greater concern the fulfillment of goals, objectives and the achievement of high educational results to the detriment of creating conditions for reflection on the action of teaching work.

Still reflecting on the possible implications that may be caused by this intensification of teaching work, we think about carrying out the education of these professionals within the PEI, since one of the premises proposed by the program concerns “Continuing Education”.

Faced with this, the same school principal P from E2 says that,

[...] one of the things that makes me most anxious is to see that there is still a long way to go for us to understand this, in relation to what a child's cognitive is, when and how the child learns. I think that would be it (Principal, P, E2, Interview, our translation).

This statement made by the manager of E2 about feeling distressed in the face of the need to understand the child's cognitive and how he learns leads us to believe that his initial education may have been effective and not efficient. Thus, this gap could be reduced through a process of continuing education. In this sense, we asked the following questions: how to carry out education in a scenario of professional intensification? Has this increase in classes evidenced in one of the statements above taken away the training time of these professionals? These reported situations of compulsory substitutions lead to non-participation in pedagogical meetings, does the same happen with education? This is where E3 school principal E's report fits,

[...] it's true, because I fought because they destroyed it, because my teachers have thirty-one classes and another thirty-two (Principal, E, E3, Interview, our translation).

This situation presented by the school principal of E3 shows that, over the years, new classes have been assigned to teachers and, consequently, new demands on management, which translates to us that little time has been allocated to political professionals to carry out their education. In other words, we are told that the program's Continuing Education premise may not actually be happening.

Linked to this situation presented on continuing education, we would like to highlight another excerpt from school principal E, stating that the lack of this directly impacts on her working condition, as she tells us:

[...] it's challenging to work in an era like this with this advance in technology and your school is still in its infancy, right? (Principal, E, E3, Interview, our translation).

Little or no training for these professionals can directly inflict on their practices, as pointed out by the principal, who, no matter how experienced she is in her position/function, faces current challenges. It is due to this nature that we elucidate the need for the program to rethink formations that make it possible to work with contemporary social needs, such as: use of technology, adaptation to virtual classes, among others.

Because it is a neoliberal policy in which new attributions are implemented for the subjects who work there, a challenging scenario is created for professionals who have been in the educational field for a long time, which requires changes and adaptations on their part, or as Oliveira (2006, p. 215, our translation) says, “[...] teaching workers feel forced to master new practices, new knowledge and mastery of certain skills in the exercise of their functions”.

Given the complexity of the PEI proposal, it was possible to infer from the perspective of the school management team the real working conditions experienced by professionals in the implementation of the proposal in the school routine: sometimes they point to positive characteristics for the development of teaching, sometimes they denounce limitations, lags, precariousness and challenges faced by professionals in the development of their teaching work.

Final remarks

This article aimed to analyze the working conditions in the PEI in the state of São Paulo from the perspective of the school management team. It allowed us to glimpse the daily reality that these professionals face daily to provide the student with a good quality education, the construction of knowledge, as well as the formation of a critical subject before society.

We know that from initial education, passing through continuing education and reaching their teaching practice, there is a need to observe and analyze whether there are conditions to act with formative, social, political and emotional competence. In this way, due to its professional complexity, the interest in studying and promoting constant teaching professionalization emerges.

In this sense, the objective of the article was defined as a result of the idea of analyzing the conditions of teaching work in the program, from the perspective of managers, because, despite the weaknesses and controversies, we see in politics the possibility of providing students with conditions to build themselves as subjects of initiative, commitment and freedom, since they are mostly young people in situations of social vulnerability.

According to the analyses, it was possible to identify positive aspects of the implementation of the PEI for professionals: exclusive dedication through the RDPI, avoiding the condition experienced by many regular school teachers of working in more than one school; wage bonus resulting from dedication to the same school, improvement of infrastructure and material conditions. However, we identified weaknesses that directly impact the teaching work and, consequently, the student's academic success.

It is concluded that, in order to form students committed to their social work, it is necessary that we value the teaching profession, professionals with good working conditions, that is, good wages, adequate workload, efficient and effective teacher education (initial and continuing), professional stability, among other characteristics of good professionalism and its political and social appreciation.

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