

**IMPLEMENTATION OF FULL-TIME HIGH SCHOOL: POLICY AND
MANAGEMENT UNDER DEBATE**

***IMPLEMENTAÇÃO DO ENSINO MÉDIO DE TEMPO INTEGRAL: A POLÍTICA E A
GESTÃO EM DEBATE***

***IMPLEMENTACIÓN DE LA ESCUELA SECUNDARIA DE TIEMPO INTEGRAL:
POLÍTICA Y GESTIÓN EN DEBATE***

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ABSTRACT: This article aims to analyze the pedagogical management in the context of the implementation of Full Time High School Education (EMTI) after Law No. 13.415/2017, based on a master's research in development, linked to the Graduate Program in Curriculum and Management of Basic Education, of the Center for Transdisciplinary Studies in Basic Education at the Federal University of Pará. The information is discussed from the changes in the relationship between the State and civil society for the provision of public policy and its repercussions to educational management, which accompanies the transformations that have occurred in the world of work with new attributions in the development of the function. In view of the current demands, it describes the changes based on the new knowledge and tasks that are outlined in the documents that guide the implementation of full time, raising the debate around the expansion of the field of action and intensification of the work assigned to educational management.

KEYWORDS: Pedagogical management. Full-Time High School. Educational policy.

RESUMO: *Este artigo objetiva analisar a gestão pedagógica no contexto de implementação do Ensino Médio de Tempo Integral (EMTI) após a Lei nº. 13.415/2017, com base em uma pesquisa de mestrado em desenvolvimento, ligada ao Programa de Pós-Graduação em Currículo e Gestão da Educação Básica, do Núcleo de Estudos Transdisciplinares em Educação Básica da Universidade Federal do Pará. As informações são discutidas a partir das mudanças na relação entre Estado e sociedade civil para a oferta da política pública e*

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sua repercussão à gestão pedagógica, que acompanha as transformações ocorridas no mundo do trabalho com novas atribuições no desenvolvimento da função. Diante das atuais exigências, descreve as mudanças a partir dos novos conhecimentos e fazeres que se delineiam nos documentos que orientam a implementação do tempo integral, suscitando o debate em torno da ampliação do campo de atuação e intensificação do trabalho atribuídos à gestão pedagógica.

PALAVRAS-CHAVE: *Gestão pedagógica. Ensino Médio de Tempo Integral. Política educacional.*

RESUMEN: *Este artículo tiene como objetivo analizar la gestión pedagógica en el contexto de la implementación de la Escuela Secundaria de Tiempo Integral (ESTI) después de la Ley No. 13,415/2017, basada en una investigación de maestría en desarrollo, vinculada al Programa de Posgrado en Currículo y Gestión de la Educación Básica, del Centro de Estudios Transdisciplinarios en Educación Básica de la Universidad Federal de Pará. La información se discute a partir de los cambios en la relación entre el Estado y la sociedad civil para la provisión de políticas públicas y su repercusión en la gestión pedagógica, que acompaña las transformaciones que se dieron en el mundo del trabajo con nuevas atribuciones en el desarrollo de la función. En vista de las demandas actuales, describe los cambios basados en los nuevos conocimientos y acciones que se esbozan en los documentos que guían la implementación del tiempo completo, planteando el debate sobre la ampliación del campo de acción y la intensificación del trabajo atribuido a la gestión pedagógica.*

PALABRAS CLAVE: *Gestión pedagógica. Escuela Secundaria de Tiempo Integral. Política educativa.*

Introduction

As part of a research project entitled "*A Gestão Pedagógica do Ensino Médio de Tempo Integral em Abaetetuba/PA*," this paper aims to discuss the effects of the transformations in the world of work on this function developed in a school that adhered to the Policy of Promoting Full-Time High School Education (BRAZIL, 2016, 2017a, 2018c, 2019), seeking to highlight the influences and consequences of the hegemonic paradigm on the knowledge and actions of school pedagogical management.

To understand how pedagogical management has been constituted in the scenario of the Policy to Promote Full-Time High School, it is necessary to understand it in the context of social relations historically established in the structuring of society, marked by transformations in the world of work and in the relationship between the State and civil society.

The relationship between the State and civil society in the implementation of the policy to promote full-time high school education

A he paradigm shift in public policy for basic education that occurred in Brazil in the 1990s led to changes in the training of school managers, with consequences such as expansion of the field of activity and intensification of the work through new attributions to the exercise of the function.

The so-called New Public Management interferes in current educational policies by reorienting the relationship between the State and civil society in the provision of school education, with the adoption of managerial principles typical of the business nature, which modify the objectives, work processes and purposes of public schools (OLIVEIRA; DUARTE; CLEMENTINO, 2017).

Anchored in the speech of inefficiency and ineffectiveness of the State to solve historical problems of basic education, especially high school, the New Public Management materializes the relationship between public-private in the provision of full-time education to the extent that it adopts the recommendations of Non-Governmental Organizations - NGOs and Social Organizations - SOs, members of the so-called Third Sector, which are maintained by companies and disseminate objectives, work processes and purposes based on managerialist principles.

The managerial principles contained in the ideology of the so-called 'corporate social responsibility' consolidate "consensuses that strengthen the hegemony of capital by reducing the role of the State and strengthening the private sphere as a regulatory sector" (SEMIONATTO; PFEIFER, 2006, p. 1), in which characteristics such as deregulation and outsourcing of the educational service are observed.

The Policy to Promote Full-Time High School (EMTI in the Portuguese acronym) is contained in the set of programs that induce the reform of the last stage of basic education after the Law No. 13.415/2017, characterized as a clashing terrain, in which opposing forces act and dispute projects with divergent goals and objectives. These Programs were formulated by the Ministry of Education and complemented by documents produced by the State Departments of Education, coming to be implemented in the school context in a multifaceted, heterogeneous and complex way.

In order to understand pedagogical management in the implementation of the EMTI Incentive Policy, it was necessary to understand it in the context of the changes that have been taking place in the relations between the State and civil society, which characterize strategies

of deregulation and outsourcing based on proposals anchored in the so-called corporate social responsibility.

The social responsibility of companies in Brazil has been discussed from the interference of entities such as NGOs, SOs, institutes and foundations in social issues, through practical-political-ideological measures of neoliberal cut, making them assume functions that were previously the responsibility of the State, such as public school education, which is now offered in partnership, characterizing the so-called multisectoral or intersectoral relationship in the conduction of school issues.

De acordo com Queiroz (2017), a interferência do Terceiro Setor na condução da Política de Escola de Tempo Integral tem sido observada a partir da década de 1990, com as mudanças nas relations between the State and civil society, which for Semionatto and Pfaimer (2006, p. 2) strengthened the so-called "corporate social responsibility as a new proposal of sociability and response to the expressions of the social issue" through the actions of NGOs and OSs linked to the Brazilian business sector.

Freitas (2014) warns about the interference of the business proposals in the pedagogical process of the school, which consolidates new references for the objectives of training, content, methods, and organization of school work, and complements this argument in another publication (FREITAS, 2014), pointing out that it is necessary to establish a critique of the business reform of education and fight for another perspective, which values the public school instead of imitating the organization of the work of private enterprise.

In this context, two main divergent positions are confronted: one determined by the corporate capitalist paradigm represented by NGOs, SOs, foundations, and institutes (LOMONACO; BRUNSIZIAN, 2015), in which the full-time education policy materializes the process of deregulation and outsourcing; and the other, opposing it by highlighting the strengthening of public schools anchored in a comprehensive education aimed at the full development of human beings and their emancipation (ARAUJO; FRIGOTTO, 2015).

The strategies of deregulation and outsourcing contained in the Policy to Promote Full-Time High School manifest themselves to the extent that NGOs, SOs, foundations, and institutes interfere in the public sphere with actions that, according to Shiroma and Evangelista (2014, p. 24), propose to "increase the efficiency of government action through the decentralization of tasks to local spheres, inducing partnerships [as] sharing responsibilities in the provision of social policies"

In this dynamic, "the State is responsible for managing the processes while NGOs, [OSs, foundations, and institutes] formulate and execute social policies with public resources"

(SHIROMA; EVANGELISTA, 2014, p. 24), as do the MEC-CENPEC partnerships nationwide, and the Pará State Department of Education-CENPEC-Fundação Vanzolini at the state level, to formulate and implement the Policy to Foster Full-Time High School.

With the efforts of NGOs and SOs to integrate the proposal of Full-Time High School - EMTI to the Policy that consolidated the New High School through Law no. 13.415/2017, the actions experienced by these new 'educational actors' have gained notoriety in the implementation of full time and have been interfering in this type of school offer through incentives for the pedagogical management of schools to establish intersectoral partnerships.

For Lomonaco and Brunsizian (2015, p. 4), "the school continues to play a fundamental role in the education of children, adolescents, and young people, but it is not the only one responsible for promoting Full Time Education," which can be developed in partnership with other entities and social spaces. This conduct materializes the deregulation of the State (BARROSO, 2005), which transfers part of the full-time school activities to the private sector.

It is in this new perspective of interference of NGOs, SOs, foundations and institutes in the affairs of full-time schools that the pedagogical management of EMTI starts to develop its attributions related to the nature of the Third Sector, trying to reconcile the peculiarities and the distinct ways of working of the school and these entities. For Lomonaco and Brunsizian (2015, p. 17):

The school has had an established rhythm, organization and functioning for centuries. It is this structure that allows it to attend, in some cases, more than 2,000 students. [It is a deeply complex organization, with many agents and multiple interactions.

The Social Organization - SO, in general, serves a much smaller number of children, adolescents, and young people, with a different rhythm and work proposal, as it is not obliged to have goals, allowing the curriculum to be flexible and adaptable to the emerging demands of the service.

This strategy of intersectoral partnership, imbued in the high school reform process, has repercussions on full-time education with contradictions, limits and maintenance of the problems already experienced by students, because the actions planned do not propose to solve the main difficulty faced in the last stage of basic education, which according to Moura and Lima Filho (2017, p. 120) is:

[...] a lack of infrastructure to ensure the qualified functioning of public schools, highlighting: the absence of adequate physical facilities, libraries, laboratories, spaces to practice sports and artistic and cultural activities; the inexistence of teachers and other education workers hired through public

competition; career and training plans, decent wages and adequate working conditions.

In view of the problems indicated by the cutout, it was expected that the Programs inducing the reform of high school and the EMTI Incentive Policy had actions aimed at solving these historic difficulties, but instead created eligibility criteria to select the few schools that have minimal infrastructure, excluding those that most need resources to maintain their operation.

Thus, Federal Ordinances No. 727/2017 (BRAZIL, 2017b) and No. 2.116/2019 (BRASIL, 2019) guide that "schools that have at least 4 (four) of the 6 (six) infrastructure items [...]: 1. library or reading room - 50m²; 2. classrooms (8) - minimum 40m² each; 3. multi-sports court - 400m²; 4. boys' and girls' locker room - 16m² each; 5. kitchen - 30m²; 6. cafeteria" (BRAZIL, 2017b, 2019).

This conduct of the Programs aligns with the neoliberal logic, in which the State transfers to civil society a part of the provision of full-time education, transposing the principles of decentralization and outsourcing to public institutions. Besides the discussion about the relationship between the State and civil society in the implementation of the Policy to Promote Full-Time High School, in order to understand the pedagogical management that takes place in this context, it is also necessary to relate it to the transformations in the world of work and the new attributions inserted in the program.

Transformations in the world of work and the new attributions of educational management

The pedagogical management exercised by Principals and Coordinators in public schools is performed in a context of economic, technological, and ideological transformations that interfere in the practice of these professionals, promoting the intensification of their attributions and the expansion of performance spaces, as highlighted by Calegari-Falco and Moreira (2017).

Before, school managers exercised administrative activities for the achievement of certain purposes in their teaching unit (PARO, 2017), but since the educational restructuring that changed the undergraduate and graduate curricula for training these professionals⁴, its field of action has been expanded to non-school spaces as well, and has gained strength with

⁴ For more information, see Aires and Moreira (2019).

the new proposals for full-time integral education, which consider various places in society as educational (LOMONACO; BRUNSIAN, 2015).

With the intensification of educational activities offered by Third Sector entities, deregulation and outsourcing have been strengthened, which, despite supporting a humanitarian discourse, materialize forms of labor precariousness in institutions such as schools by allowing "educational agents" that bring together workers not necessarily graduated/licensed to exercise school education in the name of a pedagogical practice alien to the objectives, methods and school organization, in addition to strengthening the privatization ideals of these public spaces.

The transformations that influence educational policy interfere in educational management, inaugurating a new trend in the performance of this function, influenced by managerial models that are increasingly present in public schools. For Oliveira, Duarte, and Clementino (2017), school management is influenced by societal projects in dispute and carries the characteristics of this dynamic, which currently has been hegemonically more managerialist.

This context brings new attributions for educational management, which accompanies the transformations in the world of work, demanding new requirements from the training of the professionals who exercise it. For Calegari-Falco and Moreira (2017), the changes that have occurred in the initial training of managers follow the definitions of normative frameworks⁵ and arouse debate in the context of the precariousness of school work and the new pedagogical knowledge and practices.

Among the new requirements that the EMTI Incentive Policy brings to pedagogical management is the proposal of a multi-sector partnership that defends an education beyond the school walls, due to the lack that characterizes public units, widely evidenced by studies that indicate few equipments, spaces and personnel available to offer full-time education⁶.

In the state of Pará, the relationship between pedagogical management and the multisectoral partnership, a strategy defended by NGOs, SOs, foundations and institutes linked to Brazilian business⁷, tends to become more of a task for directors and pedagogical coordinators, as we can see in the highlights below:

⁵ BRAZIL. Resolution CNE/CP nº 1, 15 May 2006. National Board of Education. Institutes National Curricular Guidelines for the Undergraduate Course in Pedagogy, licentiate.

⁶ To learn more about the proposed multisectoral partnership for full-time schools, see Cavaliere (2007) and Guará (2009).

⁷ To learn more about the companies that maintain the entities, consult Queiroz (2017).

The scope of Integral Education makes it possible to expand the educational spaces beyond the school, in order to capture the needs and desires of the community; prospect existing spaces, resources and potentialities; the surroundings of the school, the neighborhood and the city are considered as educational spaces. Therefore, integral education programs must be contextualized and rooted in their territories (PARÁ, 2020, p. 310).

To this end, one of the challenges is the exercise of dialogue between the various social sectors with the other instances of social promotion, in order to potentiate the sharing of other social equipment/institutions as protagonist agents of the educational process, through the articulation of public power to support the materialization of Integral Education (PARÁ, 2017, p. 13).

The argument of making non-school spaces potentially educational for the implementation of full-time education, as well as expanding the daily permanence time of students under the responsibility of the school, but not necessarily inside it, also increases the scope of action of educational managers, who start to incorporate the articulation between the teaching unit and other spaces of society in the set of assignments that are conferred to them.

For Calegari-Falco and Moreira (2017), the new training processes and the expansion of the managers' scope of action are a result of the productive decentralization based on total quality and on the exploitation of the labor force. This analysis helps us understand that the EMTI Incentive Policy materializes the expansion of the functions, attributions, spaces for action, and responsibilities of educational managers, to the extent that it absorbs managerialist recommendations that come from NGOs, SOs, foundations, and institutes linked to the Brazilian business community.

For Lomonaco and Brunsizian (2015), representatives of the Center for Studies and Research in Education, Culture and Community Action - CENPEC, linked to Itaú Social, the full-time school policy intends to strengthen the link between schools and SOs, a goal that requires managers who are able to articulate the partnership and also dialogue with Municipal and State Secretariats to ensure some working conditions and the maintenance of the management itself as a mediator between the two institutions. This proposal contributes to the intensification and precariousness of the managers' work by adding more attributions to the already intense daily actions carried out under objective work conditions that are almost always limited by the poor context of Brazilian public schools (CAMPOS, 2016).

With the impulse of the current full-time school policy for educational practices carried out in school and non-school spaces, educational management experiences the transformations in the world of work, reminding us of the words of Mate (2015), when mentioning that different educational reforms launch or reformulate programs that change ways of organizing time, space, and school knowledge, proposing ways of thinking and doing

education from other patterns of behavior. These traits carry the way in which the actions limit, foresee, and create collective languages.

For this reason, management training institutions that offer undergraduate and graduate degrees have been adapting the curriculum to meet the official regulations, maintaining the critical debate on the context of productive restructuring on a global scale, as resistance to a way of thinking and doing education based on the idea that "anyone can occupy the management and teaching, provided they master half a dozen pedagogical techniques" (CALEGARI-FALCO; MOREIRA, 2017, p. 260).

In the scope of full-time education, the interference of the Third Sector, represented by NGOs, SOs, foundations and institutes, are observed since the first programs to induce the type of school offer, such as Mais Educação and PROEMI/PJF (SILVA, 2016), with emphasis on multisectoral or intersectoral partnerships, which refer to the relationship established between schools and other spaces of society, defended by the Full-Time Policy as educational spaces.

In the Curricular Document of the State of Pará Volume II - High School Stage (PARÁ, 2020, p. 302), it is emphasized that:

Integral education has advanced through the experience of educational practices operationalized through intersectoral actions, linked to street education projects developed with children in situations of social risk and vulnerability, and also through educational experiences carried out by Non-Governmental Organizations (NGOs), called socio-educational activities.

The headteacher and the coordination as members of the pedagogical management are considered responsible for conducting the changes required by the high school reform in the context of the schools, and are highlighted in the Pedagogical Proposal for Full-Time Schools of the State of Pará (PARÁ, 2017) and in the Regulations of State Schools of Basic Education (PARÁ, 2018) as strategic functions in the restructuring process.

The Pedagogical Proposal for the Full-Time Schools of the State of Pará was elaborated in compliance with the eligibility and selection criteria to join ProEMTI (BRAZIL, 2017b), and the Rules of the State Schools of Basic Education were updated to adapt to the new demands of the schools. Both provide guidance on the duties of the principal and the pedagogical coordinator, among which we highlight:

[It is up to the school principal] to coordinate the collective elaboration of the pedagogical proposal of the teaching unit, monitoring its implementation and promoting its continuous evaluation in order to keep it updated annually (PARÁ, 2018, p. 28).

The management of pedagogical work integrates the pedagogical coordinators in the organization of time, space, and planning, reserving time for study, training, and evaluation of the work of the Comprehensive Education school. Coordinators should support the pedagogical work of teachers and in the development of a Political Pedagogical Project that integrates the principles of integral education (PARÁ, 2017, p. 14-15).

The clippings demonstrate management attributions exercised by the principal and pedagogical coordinator because, according to Campos (2016), they are leadership functions in the school that articulate collective work and in-service training, actions required by the high school reform to materialize changes in management, curriculum and organization of the pedagogical work.

The way the high school reform creates strategies to restructure the management, the curriculum, and the organization of school work, tries to project in the figure of the principal and the pedagogical coordinator the same characteristics highlighted by Oliveira and Vasques-Menezes (2018, p. 2-3), in which "neoliberal conceptions are transposed, incorporating the vision of the corporate business world, through the reception of the pragmatic and competitive ideology to the detriment of democratic management, which is a constitutional principle".

From this perspective and taking the contributions of Silva and Alves (2012, p. 665), we agree that the pedagogical management developed by principals and coordinators is currently involved by changes that transfer the image of greater participation and democracy in daily school life, but in practice, intensify accountability and control over the work of these professionals.

Authors such as Dourado and Siqueira (2019, p. 291) adopt an oppositional stance: they oppose this 'neoeconomicist and reformist assumption' that is hegemonic in the proposition and materialization of the reform policy, due to its potential to entail setbacks in democratic management, the autonomy of educational institutions, curricular dynamics, training processes, and the autonomy of school professionals.

These divergent perspectives interfere with the demands for educational management, which needs to develop the work from multifaceted, heterogeneous, and complex projects, such as PROEMTI (BRASIL, 2017b, 2018c, 2019), PRONEM (BRAZIL, 2018a), and PROBNCC (BRASIL, 2018b), fruits of the educational policy that, according to Dourado and Oliveira (2018, p. 40), shows itself to be "conservative and privatist through a broad process of (de)regulation that favors the private mercantile expansion".

The new guidelines for the pedagogical management of the EMTI arising from the induction programs for high school reform also safeguard the mercantile logic highlighted by Dourado and Oliveira (2018, p. 40), which is "present and predominant in legal instruments and in the actions and programs produced, from kindergarten to graduate school."

Mentions of the work of the principal and the coordinator, who integrate the pedagogical management of schools, do not appear specifically highlighted in documents such as Law no. 13.415/2017 (BRAZIL, 2017a) and Ordinances no. 727 (BRAZIL, 2017b), no. 649 (BRASIL, 2018a), no. 331 (BRAZIL, 2018b) and no. 116 (BRAZIL, 2019), being more observed in auxiliary documents, such as those prepared by the Pará State Department of Education, in which we highlight the Pedagogical Proposal for Full-Time High Schools (PARÁ, 2017), the Regulations of State Schools of Basic Education (PARÁ, 2018), and more recently the Pará State Curriculum Document - Volume II, High School Stage (PARÁ, 2020).

According to the PROEMTI, PRONEN, and PROBNCC Programs themselves, three factors contribute to the success of the Full-Time Policy and high school reform: changes in management, the curriculum, and the organization of school work through strategies such as expansion of the time students stay in school daily, increased workload, new flexible curriculum components, and adherence to the criteria established for receiving technical and financial support.

Around the 1950s, the attributions of those we define as managers in this paper were divided between administrative functions, guidance and supervision (inspection), represented respectively by the figures of the principal, the guidance counselor and the supervisor, who divided the administrative and pedagogical actions of the school influenced by the conceptions of society of that period (FRANCO; NOGUEIRA, 2016).

Currently, educational managers take on another profile, also linked to the contradictions of social organization, which accompany the transformations in the world of work from the New Public Management, with new knowledge and doings, but with the same difficulties highlighted by Macedo (2016, p. 34), when mentioning that sometimes the performance of the function is limited "for various reasons ranging from legal aspects - the legitimacy of the function or position, the power relations present in the school context, precarious remuneration, excessive bureaucratic demands, the precariousness of structural aspects and human resources".

In the ambit of Full-Time High School, it was verified in the Master's research still under development and linked to the Postgraduate Program in Curriculum and Management of Basic Education, at the Federal University of Pará, that the limitations highlighted by

Macedo (2016) remain in the attempt to implement the Public Policy in a school that adhered to this offer of education, because when referring to the infrastructure of the school, the President of the School Council highlighted that:

EMTI is innovative in terms of the time that students remain in school, but we are not prepared for this. The renovation of the building did not provide for structural adjustments to serve full-time students. For this, they would need to have: a dining hall for meals, bathrooms with showers, changing rooms, lockers to store their personal belongings, but they don't have this infrastructure.

Besides the school's infrastructure obstacle, another factor that certainly interferes in the development of management and in the organization of the work is related to the little time set aside for in-service training of the educational management, both because of the demand for work that makes it difficult to set aside time for study and appropriation of EMTI's guiding documents, and because of the lack of training that should have been offered in a continuous manner by the State Department of Education of Pará - SEDUC/PA, but which was reduced to only two days of meetings, as explained in the following excerpt:

*Even if in an online way, the training would be very viable. So, we don't have any theoretical support and many teachers are already starting to feel the wear and tear of the EMTI requirements because they have no theoretical motivation, no training, they still don't understand the proposal. The teachers that started after **the first and only training** about EMTI can't understand that knowledge needs to be integrated, that it is necessary to have a team meeting every week, that projects need to be thought out, elaborated in stages and have results. But we understand the discouragement in relation to the projects due to the lack of training and the lack of multidisciplinary laboratory, computer lab, library, multi-sports court. The teachers who didn't have the training don't understand that the projects can be developed in partnership with other institutions in a multi-sectoral way. That is why there have been clashes in the meetings by area, in which one teacher who had training in 2019 tries to inform the other teacher that he considers the multisectoral partnership and the development of projects unnecessary given the [limited] conditions of the school. We understand that these difficulties are due to lack of training (Language Teacher).*

The cutout shows that continued in-service training, as one of the main actions of the pedagogical management, according to the considerations of Domingues and Belletati (2016) and Geglio (2014), did not occur in the period in which the research was developed - from 2019 to 2021 -, probably due to the accelerated process of implementation of the Policy that did not allow better organization of the SEDUC/PA, to the Pandemic context that imposed

emergency remote education as a challenge to education professionals, and also by the little appropriation of the pedagogical management about the EMTI offer.

Thus, we conclude that the pedagogical management, as a strategic function to conduct the changes required by the high school reform and by the EMTI implementation, has been developing its attributions with an accumulation of tasks, even in a Pandemic context, which imposed unforeseen and emergency situations of remote teaching, compromising both the important actions that were already part of its attributions, such as continuing in-service training, and the new demands proposed by public policy, such as the multi-sectorial mediations.

Final remarks

In the exhibition presented here, we verify that the restructuring of the educational system as an adjustment to the economic processes, materialized by the so-called New Public Management, has been determining changes in the relationship between State and civil society for the implementation of the Policy to Promote Full-Time High School and promoting transformations in the organization of school work and pedagogical management.

This dynamic consolidates the narrowing of the boundaries between public and private, in which the school starts to accept the recommendations of the Programs that induce the reform of high school - PROEMTI, PRONEM, PROBNCC - under penalty of cutting resources for the operation of teaching units, adopting a type of organization similar to the private initiative, which transfers to NGOs, OSs, foundations and institutes part of the EMTI activities, having as consequences for the pedagogical management the expansion of performance spaces and responsibilities.

The new demands for educational managers do not subtract the accumulation of actions that are already part of the daily routine of the function, but add to them, provoking the exploration of work with the demand for mediations between the school and social entities, which require competent and qualified professional returns.

When considering that one of the ethical-political pillars of basic education is signaled in the Law of Directives and Bases 9394/96, which understands it as a unitary base, structuring principle that links all levels and modalities and gives meaning to the broad and comprehensive training that opposes the fragmentation of knowledge (ARAÚJO; FRIGOTTO, 2015), it becomes necessary to discuss how the pedagogical management is characterized in the context of disputes in which this assumption is limited by the current

scenario of deregulation and outsourcing that occurs in the State and civil society relationship for the implementation of the Policy to Promote Full-Time High School.

The Programs of induction to the high school reform - PROEMTI, PRONEM, PROBNC - are placed in the opposite route to these ethical-political assumptions that support the principle of basic education, by fragmenting the supply of EMTI that is done through deregulation and outsourcing of the educational service with the insertion of managerial management contained in the proposals coming from the capitalist elite, represented by the Center for Studies and Research in Education, Culture and Community Action - CENPEC, linked to Itaú Social, and the Vanzolini Foundation, which have acted in the formulation and implementation of the Policy to Promote Full-Time High School.

The content of the Policy to Promote Full-Time High School Education, expressed in laws, ordinances and guiding documents, induce school categories - principals, coordinators, teachers, students, parents, support - to reach a consensus when they adhere to the proposals of NGOs and OSs such as CENPEC and Fundação Vanzolini, adopting the business principles for organizing the pedagogical work.

Hence, the Policy to Promote Full-Time High School consolidates the deregulation and outsourcing of educational services and materializes the goals of promoting changes in management, curriculum and organization of the pedagogical work, aspired by the high school reform from Law No. 13.415/2017, promoting the expansion of the field of action of principals and school coordinators, who are challenged to fight for a function committed to a type of school education based on integral and emancipatory human development.

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