

## FULL TIME AND EXTENDED DAY IN BRAZILIAN EDUCATIONAL POLICY: CONCEPTS UNDER DEBATE<sup>1</sup>

### *TEMPO INTEGRAL E JORNADA AMPLIADA NA POLÍTICA EDUCACIONAL BRASILEIRA: CONCEITOS EM DEBATE*

### *TIEMPO INTEGRAL Y JORNADA AMPLIADA EN LA POLÍTICA EDUCATIVA BRASILEÑA: CONCEPTOS EN DEBATE*

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**ABSTRACT:** This study is the result of a master's thesis carried out in the Graduate Program in Management and Curriculum of the Basic School at the Federal University of Pará. It analyzed conceptually the policies of Full Time and Extended Day in the organization of pedagogical work. Methodologically, this is a qualitative approach, in which we used bibliographic research, supported by the contributions of Arroyo (2012), Cavaliere (2009), Moll (2012), among others. The results revealed that these experiences are presented discontinuously and with interruptions in the administrative management. The reflections on the organization of the pedagogical work in the extended day bring concern about the planning of educational actions: despite the legal advances, the reality shows difficulties in the implementation of full-time schools due to the need for investments that have not yet been made by the federated entities. We conclude that there is an urgent need for pedagogical planning in full-time schools in order for them to meet the new significant needs of the school community.

**KEYWORDS:** *Full-time. Extended day. Brazilian education policy.*

**RESUMO:** *Este estudo é resultado de dissertação de mestrado realizado no Programa de Pós-Graduação em Gestão e Currículo da Escola Básica da Universidade Federal do Pará. Analisou-se conceitualmente a política do Tempo Integral e Jornada Ampliada na organização do trabalho pedagógico. Metodologicamente, trata-se de uma abordagem qualitativa, em que utilizamos a pesquisa bibliográfica, apoiada nas contribuições de Arroyo (2012), Cavaliere (2009), Moll (2012), entre outros. Os resultados revelaram que essas*

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*experiências se apresentam de forma descontínua e com interrupções na gestão administrativa. As reflexões sobre a organização do trabalho pedagógico na jornada ampliada trazem a preocupação com o planejamento das ações educativas: apesar dos avanços legais, a realidade demonstra dificuldades na implantação da escola de tempo integral devido à necessidade de investimentos ainda não efetivados pelos entes federados. Concluimos a urgência de um planejamento pedagógico no tempo integral para que a escola atenda às novas necessidades significativas para a comunidade escolar.*

**PALAVRAS-CHAVE:** *Tempo integral. Jornada ampliada. Política educacional brasileira.*

**RESUMEN:** *Este estudio es el resultado de una tesis de maestría realizada en el Programa de Posgrado en Administración y Currículo de la Escuela Básica de la Universidad Federal de Pará. Se analizó conceptualmente la política de Tiempo Integral y Jornada Ampliada en la organización del trabajo pedagógico. Metodológicamente, se trata de un enfoque cualitativo, en el que utilizamos la investigación bibliográfica, apoyada en los aportes de Arroyo (2012), Cavaliere (2009), Moll (2012), entre otros. Los resultados revelaron que estas experiencias son discontinuas y con interrupciones en la gestión administrativa. Las reflexiones sobre la organización del trabajo pedagógico en el camino ampliado traen preocupación con la planificación de las acciones educativas: a pesar de los avances legales, la realidad demuestra dificultades en la implementación de la escuela de tiempo integral debido a la necesidad de inversiones aún no implementadas por las entidades federativas. Concluimos la urgencia de una planificación pedagógica a tiempo integral para que la escuela satisfaga las nuevas necesidades significativas para la comunidad escolar.*

**PALABRAS CLAVE:** *Tiempo integral. Jornada ampliada. Política educativa brasileña.*

## Introduction

The discussion around the extended day<sup>4</sup> and full time<sup>5</sup> in public schools is no longer new in Brazilian education. Within this debate, some education proposals were developed, aiming to improve the quality of public education in the country. Literature on the subject shows us that, since the 1950s, we have had in Brazil some emblematic experiences of implementing proposals in basic education, which had as one of their purposes to promote an education with an extended school day.

As an example of these investments, we can highlight the creation of the first Carneiro Ribeiro Popular Education Center, implemented in 1950 in the state of Bahia. Conceived by Anísio Teixeira, who had great participation in the New School movement, and is considered one of the most important intellectuals of Brazilian educational thought, this educational

<sup>4</sup> An “extended day” is considered to be a school day of more than four hours a day.

<sup>5</sup> The definition of “full-time” encompasses a school day equal to or greater than seven hours a day (Decree No. 6,253/2007, Article 4). In practice, the definition of extended working hours, in quantitative terms, includes full-time (MENEZES, 2009).

proposal had in its origin the idea that the school should value the activities and practices of everyday life, linking education to life. In this sense, Anísio Teixeira defended the adoption of an extended time for primary school, envisioning a public and quality education that would reach all subjects from the lower classes.

It is important to highlight that, although the full-time school is a reality distant from the majority of the population, it is possible to evidence, in government proposals in this or other perspectives, a political intentionality to be materialized, whether directed to full citizen training, democratic, or focused on a perspective of protective, welfare and/or authoritarian education, which leads us to reflect the real intentions of this conception of education (CAVALIERE, 2009).

That said, this study is, in this sense, a contribution to the discussion on the subject, offering theoretical subsidies on the proposal of education with extended day and full-time that is materialized in the Brazilian educational scenario. The study is the result of a master's thesis that integrates the Postgraduate Program in Curriculum and School Management, linked to the Center for Transdisciplinary Studies on Basic Education (NEB, in the Portuguese acronym), at the Federal University of Pará (UFPA), and aims to conceptually analyze the policy of full time and extended day in the perspective of the organization of the pedagogical work of the Brazilian basic school, as well as the education in this perspective in the Municipality of Belém/PA.

For the methodological development of this study, we opted for a qualitative approach, through bibliographic research, in which we sought theoretical foundations to support our analysis in the works of Arroyo (2012), Cavaliere (2009), Menezes (2009) and Moll (2012), among others. We also used the documentary analysis of the normative frameworks of the policies under study, highlighting: the Law of Directives and Bases of Brazilian Education - LDB No. 9.394/96 (BRAZIL, 1996), the National Education Plans - PNE (BRAZIL, 2001-2010; BRAZIL, 2014-2024), and the Law of the Fund for Maintenance and Development of Basic Education and Valorization of Professional Education - Fundeb No. 14.276 of 2021 (BRAZIL, 2021).

To this end, we will initially discuss the historical context about the experiences of full or extended day education that have materialized on Brazilian soil, seeking to understand the aspects relevant to the implementation of these educational proposals, from the normative frameworks that address this policy (LDB, PNE and Fundeb) (BRAZIL, 1996; 2001-2010; 2014-2024; 2021). In a second moment, we seek to understand how the theoretical debate

about the concepts of full time and extended day is configured with educational experiences in the formative perspective and, then, we will discuss about the organization of the pedagogical work in the proposals of full time school/extended day, with emphasis on the teaching of basic education; finally, the final considerations and references follow.

### **The historical context of the full time/extended day policy in Brazil: a brief incursion**

Seeking to understand and analyze the aspects pertinent to the implementation of full-time education in Brazil, we refer to the need for a historical context that points to a discussion with greater emphasis on the subject from the 1930s, when educator Anísio Teixeira disseminated the idea that elementary school,

[...]it cannot be a part-time school, nor a school only of letters, nor a school of intellectual initiation, but a school, above all practical, of initiation to work, of formation of habits of thinking, habits of doing, habits of working and habits of living and participating in a democratic society, whose sovereign is the citizen itself [...] (TEIXEIRA, 1989, p. 435).

The author makes evident the importance of developing other formative practices of education, not limited only to the development of intellect and memorization: he defended school as a place where knowledge would be built in the context of life experiences, and that:

This training cannot be achieved in a school by sessions, with the short teaching periods that the Brazilian school has today. We must give him back the whole day, enrich his program with practical activities, give him ample opportunities for the formation of real life habits. Reading, writing, counting and drawing will certainly be techniques to be taught, but as social techniques, in their real context, as skills, without which we cannot live today. The school program will be the very life of the community, with its work, its traditions, its characteristics, duly selected and harmonized (TEIXEIRA, 1989, p. 435).

In this sense, education is based on a reflection that has foundations related to social, political, and pedagogical proposals conceived according to the historical moment, inserted in the bosom of State policies, but with propositions inherent to the government policy.

According to Giolo (2012), in Brazilian history, access to full-time schooling was limited to a small dominant layer of the population. Examples of this were the Jesuit colleges, in the Colony, the high schools and the large colleges in the period of the Republic. In the last decades, due to the process of industrialization and urbanization, the popular classes began to have access to education, with single-shift schooling, while those with better financial conditions received full time education in schools or in other educational spaces.

Thus, historically, the popular masses were on the margins of full-time education and, when they started to have access to one-shift schooling, that is, to part-time schooling, this was below their real needs, because it was precarious and not focused on the subject's full education, meeting the intentions of the capitalist system to precariously qualify young people to perform functions in the labor market, in inadequate physical and pedagogical working conditions, crowded classrooms, insufficient activities, thus reflecting the educational neglect of the rulers.

Therefore, an education that would overcome a fragmented education was the longing and the struggle flag of social and intellectual movements that sought an integral education for the subjects. In this sense, an education in this perspective is present in the history of the Brazilian society since the Manifesto of the Pioneers of New Education in 1932, having as idealizers: Fernando de Azevedo, Anísio Teixeira, Cecília Meireles, among other Brazilian intellectuals who composed this movement of struggle for a lay, integral, and quality education, which would project a more complete formation, considering all the dimensions of the formation process of the public school subjects.

However, it was only in the 1950s that concrete experiences of extending children's time at school began to emerge, for example, the Carneiro Ribeiro Educational Center <sup>6</sup> – CECR (1950), in the state of Bahia, the Vocational Gymnasiums <sup>7</sup> – GV (1960), in the state of São Paulo, the Park School (1960) in Brasília<sup>8</sup>, the Comprehensive Training Program for Children <sup>9</sup> – PROFIC (1980), in the state of São Paulo, the Integrated Public Education

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<sup>6</sup>Conceived by Anísio Teixeira, the first popular education center in Brazil was created by a state government and was supported by the federal government, through the Regional Center for Educational Research of Bahia (NUNES, 2009).

<sup>7</sup>They "were experimental educational projects that existed between 1961 and 1970, totaling six school units that, besides São Paulo, included the cities of Batatais, Americana, Barretos, Rio Claro and São Caetano [...]. After a military intervention in 1969, they were formally extinguished in 1970" (CHIOZZINI; SANTOS, 2017, p. 2-3).

<sup>8</sup> Inspired by the pioneering experience of the Carneiro Ribeiro Educational Center, the Escola Parque de Brasília had an innovative character, which implied significant changes in the school institution. Under the influence of Dewey's pragmatist ideas, the new school was a socially integrated community, in order to provide a real life experience.

<sup>9</sup> This was a public policy implemented in São Paulo between the years 1986 and 1993. This public program, called PROFIC - Programa de Formação Integral da Criança - sought to extend the permanence time of poor children from popular classes in school and expand the conditions for their better performance in learning.

Centers <sup>10</sup> – CIEPs (1980 and 1990), in the state of Rio de Janeiro and the Integrated Centers for Child Support <sup>11</sup> – CIACs (1990), project that was created on a national level.

And more recently, from 2007 to 2015, the full time policy that has taken shape in most Brazilian public schools, through the actions of the More Education Program - PME in the Portuguese acronym - and with the financing policy of the Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals - Fundeb in the Portuguese acronym. These policies have provided legal support for both full-time and extended day programs in Brazilian public schools.

Full-time education, in the Brazilian historical context, had an audacious proposal of education, however successful with the offer, which fostered the full time education of the student from the popular classes. Giolo (2012) makes it clear that this school, in Brazil, also achieved its failures, such as CECR, GV, PROFIC, CIEPs and CIACs, as well as other attempts in this conception of education, with the claim that these projects were too costly for the public coffers, and as a result, the programs did not gain effective continuity, reflecting in the discontinuity of the policy and sometimes being configured no longer in state policy, but in government policy. Because, when the mandate ended, the policy ended, or the policy was discontinued.

The debate about this conception of education has been updated and authors such as Cavaliere (2009), Giolo (2012) and Menezes (2008) emphasize that in the Brazilian history, access to full-time schooling was limited to a small dominant layer of the population. In the last decades, due to the process of industrialization and urbanization, the popular classes started to have access to education, with part-time schooling, while the children of the Brazilian elite of the time and that lasts until today, received full time education in schools or in other educational spaces.

Part-time schooling, offered in a precarious way, without a project to fully educate the subject, meeting the intentions of the capitalist system to precariously qualify young people to perform functions in the labor market, in inadequate physical and pedagogical conditions, crowded classrooms, insufficient activities, thus reflects the educational neglect of the rulers,

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<sup>10</sup> Institutions created in Brazil for the experience of full-time schooling, aimed at children from the lower income classes, in an attempt to meet their needs and interests. The CIEPs were created in the 1980s by Darcy Ribeiro, when he was Secretary of Education in Rio de Janeiro, in the government of Leonel Brizola. The goal was to provide education, sports, health care, food and varied cultural activities in institutions placed outside the regular educational network.

<sup>11</sup> The CIAC project was created in 1990 in the government of President Fernando Collor de Mello (1990-1992) as part of the social policies of his government and had as its theme integral education, however, no longer restricted to the state of Rio de Janeiro or São Paulo, but at the level of the Union, under the sponsorship of the Brazilian Legion of Assistance, Ministry of Health and Ministry of Children.



and has as a consequence the precariousness of public education, which reflects negatively not only in a partial education, but mainly in the full education of the student.

This conception of education regained strength in Brazil with the growing movements for improvements in the quality of education in the period corresponding to the 1980s and 1990s, which led to the creation of educational policies and programs aimed at ensuring the presence of children in school and increasing their length of stay, with a view to increasing the school day, from programs focused on this policy, such as: *Mais Cultura*, *Escola Integrada*, *Escola de Tempo Integral*, *Segundo Tempo* and the More Education Program, examples of Programs and actions of the Ministry of Education - MEC that materialize in this policy to extend the child's journey in school, offering new educational opportunities to students in Brazilian public schools, as well as, from the legal frameworks that support the effectiveness of this educational policy - the LDB no. 9.394/96 (BRAZIL, 1996), with the PNE (BRAZIL, 2014) and the Fundeb nº 11.494/2007 (BRAZIL, 2007).

The policy of extending the school day has legal support in LDB No. 9.394/1996, which regulated for early childhood education the full-time school day of at least seven hours (BRAZIL, 1996; BRAZIL 2013). While in elementary school the legislation leaves optional the operation of full-time school units, established in LDB No. 9.394/1996 from:

Art. 34. The school day in elementary education shall include at least four hours of effective work in the classroom, and the period of time spent in school shall be progressively extended.

§ The cases of night schooling and alternative forms of organization authorized in this Law are excepted.

§ Primary education will be progressively provided on a full-time basis, at the discretion of the education systems (BRAZIL, 1996, p. 19).

The full-time school gained legal reinforcement when it was contemplated in the National Education Plans - PNE, in the 2001 and 2014 terms, since the first National Education Plan (BRAZIL, 2001) aimed full-time school, the school organization in which the permanence of the student was at least 7 hours a day both for early childhood education, and the new National Plan (BRAZIL, 2014) has as one of its goals the expansion of full-time schools (Goal 6), which proposes the offer in 50% of public schools in order to meet 25% of the school population by the year 2024 throughout the Brazilian territory.

However, the PNE (BRAZIL, 2014) has not yet achieved what is proposed in its Target 6: Even though the deadline has not expired, the percentage of full-time schools in Brazil, especially in the Municipality of Belém/PA, is still short of what is proposed by the Plan in force, because of a quantity of 840 (eight hundred and forty) schools that integrate the

State Department of Education - SEDUC, only 68 (sixty-eight) schools offer full-time education, data presented in the State Plan for Full-Time Education - PEEI (PARÁ, 2014), which shows that the full-time policy in this sphere is not yet in accordance with what the PNE (BRASIL, 2014) recommends about Goal 6, as well as the lack of technical and financial support are obstacles that limit the effectiveness of this policy in state schools in Belém/PA.

The current PNE (BRASIL, 2014) also advocates in its guidelines the collaboration between the federated entities, especially by the Union, to undertake greater emphasis on collaboration with Programs and Projects aimed at meeting the specific infrastructure of full-time schools, which reveals among other factors, the "overcoming of educational inequalities" and the "improvement of the quality of education," both presented as guidelines of the Plan (BRASIL, 2014, Article 2, items III and IV).

Thus, as the current PNE (BRASIL, 2014), which supports the policy of full-time education, the Fundeb, Law No. 11.494/2007 (BRASIL, 2007), as a funding policy, provides in its article 10, differentiated values to students with full-time enrollment in public education. Thus, full-time basic education is now considered to be that with a school day lasting seven hours or more per day, throughout the school term.

In the late 2000s, the Integral Education returns to the national focus through the More Education Program - PME, devised by the Interministerial Ordinance No. 17/2007 (BRASIL, 2007), which aimed to return students in the afterschool for activities to expand learning, but this program was only implemented in 2010, when decreed by the President of the Republic, at which time it was reaffirmed that this program was aimed at serving needy students (BRASIL; 2007).

Therefore, it can be seen that the proposal of the More Education Program - PME (BRASIL, 2007), as well as the others mentioned and commented in this paper, culminated in significant relevance in the training of subjects, proposing other formative experiences, however we highlight, from the contexts by which the conception and policy of full time were implemented, the eminently welfare character, by offering the extension of time to the student in school, in order to take him/her off the streets without a significant preparation so that besides being "secured" from marginality, they would have a quality schooling process.

However, Paro (1988) corroborates this issue when he says that, even before talking about extending the school day, it is necessary to reflect on part-time education, aiming to offer it with quality, so that after that, we can think about extending the school day in full-time education.



However, these efforts have not yet been sufficient in terms of sensitizing the political sphere of our society to effectively implement a responsible public policy that is committed to implementing an extended/full-time school day in Brazilian public education. There are several reasons for this lack of adoption, ranging from economic issues to problems related to the internal organization of the school itself, including infrastructure, qualification of education professionals, quality food, and the organization of pedagogical work, which is fundamental to the actions proposed in the extended time program, which fosters educational experiences that go beyond the schooling process.

### **Full Time and Extended Day: Conceptualizing the policy in educational practice**

Education in the Brazilian scenario has always been a social aspect of fundamental importance for the development of man in society, and in this way, much has been sought for an education that achieves a complete training of the subjects, with various propositions, prioritizing the qualification of public school education, aiming to meet the wishes of the subjects from an education that would provide an opportunity for training beyond schooling, with other educational experiences based on a transformative education.

In Brazil, this full time movement in schools, according to Arroyo (1988, 2012), Giolo (2012), and Paro (1988), among others, points to the direct connection with the demands of impoverished populations that demand quality and free education. In this vein, Giolo (2012, p. 95), corroborates by saying that, "part-time is the school of the popular segments", which is constant in Brazilian history that schooling has motivated these claims of which Arroyo tells us (2012, p. 33):

Because social awareness of the right to education and schooling has grown in recent decades among the popular sectors, awareness has also grown that school time in our tradition is too short. The right to education has led to the right to more education and more school time. This can be an important meaning: trying to give political answers to the advancing awareness of the right to more time in education.

It was from the various experiences of full-time public education recorded in the Brazilian educational scenario that the experiences of extension of the school day were organized with emphasis on instruction and training of subjects from the lower social classes, presenting itself as a form of democratization of education and as a guarantee of permanence of the student in school, with the purpose of not only transmitting knowledge, but to mitigate

the impacts of social divergences, as well as the problems related to poverty conditions (CAVALIERE; MAURICIO, 2012; GIOLO, 2012).

This conception of education originated from educational public policies that aimed to equalize learning opportunities and meet the needs related to the world of work, of which were associated with the increase of the students' workload in school, with educational experiences associated with the concept of comprehensive education to full-time school, revealing the underlying social concerns in these public policies, with the purpose of the protection of children of low social condition, configuring itself not only in an educational policy, but of assistance to those who live on the margins of socioeconomic opportunities.

If, on the one hand, the expansion of the school day proposes a break from the traditional structure with diversified activities to promote the full development of the subjects, the need to expand school time is directly linked to the school spaces and the possibilities of articulation of both, in order to integrate and articulate the educational potentials existing in society, such as: spaces, people, institutions and initiatives, from which the fundamental conditions for the full development of the subjects are guaranteed (ARROYO, 2012).

In this perspective, Cavaliere (2002) addresses the importance of full-time schooling, since the permanence time in school aims at the overall formation of the subjects in an attempt to ensure a more equitable education and promoter of greater development and citizenship.

However, with the emergence of universal and compulsory education, comprehensive education was thought from the perspective of a broad training that involves all dimensions of subjects' education, which is inserted in a political and emancipating conception. This conception of education, according to Boto (2003) and Coelho (2009), resurges from antiquity, in a context of changes for modern life, assuming new attitudes towards life and, consequently, towards education in the face of the convenience in the subjects' more complete formation, starting from an education that considers the subjects' development with emphasis in their potentialities from the physical, cognitive, emotional, social, and cultural dimensions, in which it comes to constitute a collective project with political purpose to meet a certain society.

In the Brazilian educational scenario, the various perspectives of education in this view are confronted with the issue of space and time. Arroyo (2012), in defending a full education of students, with more equity and social justice, considers the proposal of more time in school a way to offer transformative educational experiences. Thus, the time spent in

school, focused on different educational offerings, enables the development of intellectual and cognitive potentialities of the student, making the subjects of public school with possibilities of achieving the protagonism of their actions.

In this sense, Moll (2012) advocates the expansion of the school day, through full-time schooling, and thus emphasizes the development of a new pedagogical dynamic that addresses what is fundamental to life in society directed by the public good, with a view to deepening knowledge, critical thinking, and democratic experiences, which will enable a full education of the student.

Coelho and Menezes (2008) also corroborate the definition of the concept of full-time education and point out that the relationship established between the extension of school time and an education that is understood as comprehensive does not always necessarily imply the expected quality of education. Therefore, "the quantitative extension of time at school does not always result in an equally qualitative extension of this time" (COELHO; MENEZES, 2008, p. 2).

For Leclerc and Moll (2012), the extension of school time is understood as a guarantee of right from the perspective of promoting a comprehensive education encompassing multiple dimensions and constitutive freedoms that enable human development. From this perspective, the authors state that:

[...] in a context of economic, political and social inequalities, in which access to science, culture and technology is linked to ethnic, territorial, class, gender and sexual orientation belonging, the construction of a full-time basic education policy is part of the affirmative policies and the fight against inequalities (LECLERC; MOLL, 2012, p. 17).

Still in the authors' approach, they explain that the terms "full-time" and "extended day" are established based on the legal frameworks of educational policy; the policies of extending the school day should lead to full-time education, referenced by the coverage of education funding, as established by the Fundeb, already mentioned earlier in this study.

Cavaliere (2009), when dealing with the nature of the extension of the school day associated with the possibility of a full-time education, addresses the contradictory and complementary character in the educational pedagogical field of the conceptions that coexist in school, explaining them with the use of the expressions "full-time school" and "full-time student". About these propositions, Coelho (2011, p. 7) emphasizes that:

[...]The extension of the school day is not necessarily related to the school's own organization, but by means of activities that take place during the extra

shift and that, as such, may or may not be linked to the pedagogical project of the institution. In this case, the activities probably enrich the student's sociocultural universe, but do not necessarily constitute a comprehensive education, in the sense of articulation of knowledge that are part of the constitution of the human being, that link him to the humanizing process to which the school needs to open the door.

It is necessary to consider this perspective of the policy regarding the full time and extended day, in and for the definitions of pedagogical actions linked to an educational practice that qualifies this extended time in the dissemination of fundamental experiences in the training of students, bearing in mind that, even though there is a difference between the terms (full time and extended day), in practice, education in these perspectives need to be inherent in the pedagogical proposal of the school, with emphasis on an integrated and comprehensive pedagogical work in the training of individuals participating in full-time education/or extended day.

However, we emphasize that this conception of education is significant when it comes to a full education, since the development of the educational work in this time needs to meet the real needs of the students, who are part of this process. If there is no intentionality in the work during this time, it will not be possible to qualify it in such a way as to provide new learning possibilities. Therefore, it is necessary to review the organization of the pedagogical work, because when it is not integrated and planned with the curriculum proposal and the guidelines of the full time/extended day policy, it ends up not corresponding to a more complete education, directed by the policy under study.

The education in this perspective has not yet achieved the expected success, regarding the qualification of this time to meet a more complete training of the public school subjects, due to several factors, such as the lack of infrastructure that meets the policy, quality food and appropriate to the expected time of students in school, continuing education for professionals who work with full-time and the organization of the pedagogical work, which is not consistent with the common curriculum, nor is integrated with the Political Pedagogical Project - PPP.

The PPP is generally disassociated from this proposal, especially when it comes to teaching with the propositions of full-time in state public schools in Belém/PA, which culminates in the limitation of the educational work, due to the obstacles, already mentioned earlier in this work, which make the effectiveness of the policy of full time/or extended day unfeasible.

In this sense, when talking about education from the perspective of full-time and extended day, which are focused on the training of the subjects of Basic Education, it is evident that only the expansion of time does not guarantee an effective education, but that the qualification of this time will enable a plural and diverse training of the student, from pedagogical practices that give new meaning to the work in school, with diverse educational experiences in the more complete training of the public school student.

### **The organization of pedagogical work in full-time education**

The full-time school emerged in society in order to meet the educational needs present in a given historical moment. Thus, there is an urgent need for restructuring in terms of physical space, qualification of education professionals, pedagogical work, among other elements that project substances to this policy, in order to enable diversified educational experiences, taking into account the specific training of the student, aiming a training beyond cognitive development.

In this regard, the Organization of Pedagogical Work - OPW, a basic element for the development of the educational work in the perspective of the full time policy and the extended day, is correlated to intentional and planned actions about the elements that make up the educational process, such as: management, curriculum, evaluation, and planning of pedagogical actions that go through all segments of the school, from the management team to the parents and/or guardians. Among all those involved in this process, the pedagogical organization of the educational institution involves dimensions of work organized from articulated elements, such as: the School Regulations, the Political Pedagogical Project, the Curricular Proposal, among others that underpin the institutional work of education.

That said, it is understood that the performance of the management team - directors and educators - is configured in fundamental elements in the collective organization of the school pedagogical work. That is, it should act in various instances of educational practice, directly or indirectly linked to the organization and processes of acquisition of knowledge and modes of action.

According to Arroyo (1988, p. 4):

[...]Full-time education has the duty to provide the student with a total educational experience, which is not limited to illustrating the mind, but which organizes his time, his space, which disciplines his body, which transforms and conforms his personality entirely.

Arroyo (1988) leads us to the understanding that receiving full time education does not imply that the student must spend the whole period in school, but that there is a greater interpretation by the federated entities and the school itself of what is full time education and, especially, full time school, so that both can develop their role in a more complete formation of the student, understanding the historical moment and the social reality, thus having possibilities of significant transformations in development.

In this sense, Veiga (2013) emphasizes that the school is the place of conceptions, realization and evaluation of its educational project, since it needs to organize its pedagogical work based on its students. And, based on this premise, he clarifies that the school in general has two basic types of organizational structures, which are fundamental points in the organization of the school as a whole, such as: the administrative and pedagogical structure, basic conditions for the educational work provided by the school.

In relation to the administrative structure, they practically ensure the management of human, physical and financial resources, as well as the architecture of the building, equipment, furniture and educational collections, the school premises and open spaces, and basic sanitation, important elements for the development of the institutional work.

The pedagogical organizational structures are related to political interactions, to teaching-learning issues, and to curriculum issues. "The pedagogical structures include all the sectors necessary for the development of pedagogical work" (VEIGA, 2013, p. 25).

In this context, talking about the organizational structure of the school leads us to a follow-up that aims to detail the priorities of the teaching work, because the organization of this work is a fundamental issue focused on the development and learning of students. It is worth noting that the organization of pedagogical work:

[...] can be understood on two levels: a) as pedagogical work that, in the present historical moment, is usually developed predominantly in the classroom, and b) as the overall organization of the school's pedagogical work, as the school's political pedagogical project (FREITAS, 1994, p. 90).

The organization of pedagogical work, from the perspective of the school unit, is focused on two segments: the work focused on the dynamics of the classroom, and the organizational work of the school that is related to the political pedagogical project - PPP, which is a basic instrument in the institutional organization, in order to achieve the objectives and purposes of education.



Therefore, this political project is incisively linked to the social need that is culturally described, it gains coherence and stability as it presents the reality in which it is inserted, highlighting how the practices to work with the subjects are organized, because its focus is the main axis of the organization of pedagogical practice that must be adopted by all those involved in the teaching and learning process.

In this sense, the organization of pedagogical work consists of intentional and planned actions of the elements that compose the educational process, such as: management, curriculum, evaluation, and planning of pedagogical action, which involves the whole school community: direction, pedagogical team, teaching staff, parents and/or guardians, students, and employees.

In the scope of the curriculum, there is the meaning of how the organization of pedagogical work will be organized as an explanation of the school and teacher's actions, showing that there are actions ordered and supported by an educational philosophy, inherent to the work of the school itself. Through the curriculum, the organization of the school is described, as well as the educational experiences to which the students will have access in the appropriation of knowledge.

The organization of pedagogical work, based on planning, is understood as an instrument that will stimulate the way to develop, implement, and evaluate the teaching plans that organize the teaching work. In this sense, planning will guide the teaching and learning process, that is, the teacher is the coordinator of his classroom, he is responsible for the pedagogical organization carried out in this space, because if there is no planning, there is no way to develop an effective work.

However, full-time pedagogical work must be committed to the development of the student's autonomy, and the discrimination of its activities must have as a criterion the elimination of unfavorable social and cultural conditions that decisively compromise learning. In this sense, it should point to new needs, new aspirations, desires and expectations, with the necessary tools for the student to reach this new learning condition.

Education in this perspective should be guided by means of organized and structured activities that aim at the well-being of both the student and the educator, providing interaction, exchange of experiences, and knowledge between them, which will only be achieved if the school has in the core of its actions an organized pedagogical work consistent with the full-time school proposal.

Starting from the assumption that the proposal of full-time education with extension of the school day involves a quantitative dimension (more time in school) and a qualitative dimension (the integral formation of the human being), of which the pedagogical actions should converge to other learning experiences (involving the dimensions of human development), which need to be planned so that the actions in this extended time provide qualified time in the learning of the public school student.

However, even if there is an extension of time, it is necessary to take a different look at this aspect, avoiding offering students "more of the same. In this way, the public school should challenge itself to maintain the quality of the time offered that should "constitute itself as a time reinvented in the understanding of cycles, languages, the desires of childhood and youth that welcomes, modifies asymmetries and sterilities that are still found in school pedagogical practice" (MOLL, 2012, p. 28).

### **Final remarks**

The historical review of the experience(s) has indicated the belief of the advocates of the proposal of full time education or extended day as a possibility of improving education in Brazil. On the other hand, the results reveal that, based on the conception of education developed by Anísio Teixeira in the Carneiro Ribeiro Educational Center, other experiences were developed in the country. However, they were not consolidated as a State policy, as they are presented as a discontinuous proposal and with interruptions caused by the change of administrative management, configuring themselves as policies of governments.

With regard to the concepts of full time and extended day, we realize that this educational proposal can be analyzed through different lenses. Thus, the discussion between these terms considers not only the pedagogical aspects, but also the social, economic, and political ones.

We found that the discussions about the organization of pedagogical work in proposals for full-time education or with an extended day are concerned with the intentional and planned actions of the elements that make up the educational process, such as management, curriculum, evaluation, and planning of pedagogical action, which involves the whole school community.

We conclude that the organization of pedagogical work, from the perspective of offering a full-time education or an extended day, should be based on the reality of its students. Thus, the planning and articulation of all activities need to point to their real needs

and desires, against the backdrop of the extended day, which, to become meaningful, needs to be linked to the success of the students, and that this goal is the center of the school educational action.

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