

**DOCUMENTOS OFICIAIS DE EDUCAÇÃO NO BRASIL E A TEORIA
CONSTRUTIVISTA PIAGETIANA**

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CONSTRUTIVISTA PIAGETIANA**

**OFFICIAL DOCUMENTS OF EDUCATION IN BRAZIL AND THE PIAGETIAN
CONSTRUTIVISM THEORY**

Maria Aparecida Rosa de ANDRADE ¹
Maria Das Graças de Almeida BAPTISTA ²

RESUMO: O presente artigo teve como problemática investigar a origem da teoria construtivista e analisar os Documentos Oficiais de Educação. Tal estudo justifica pelo pressuposto que diferentes associações feitas pelos professores em relação à teoria e a prática encontram-se dialeticamente relacionadas às propostas oficiais de educação. A metodologia desse estudo desenvolve-se em uma perspectiva marxista e tem como referencial teórico a práxis, em Gramsci e Vásquez, entendida como a ação consciente dos sujeitos que une a teoria à prática, levando à transformação do mundo e dos próprios sujeitos. Esse caminho inclui o destaque das contradições presentes nos documentos e nos depoimentos de docentes e discentes. Nesse sentido, espera-se que este estudo possa servir de parâmetro para aqueles que desejam conhecer e refletir a realidade educacional em uma perspectiva construtivista, pois a escola é um conjunto, um todo, e não pode ser vista de modo fragmentado.

PALAVRAS-CHAVE: Educação. Teoria. Documentos oficiais de educação.

RESUMEN: *El presente artículo tuvo como problemática investigar el origen de la teoría constructivista y analizar los Documentos Oficiales de Educación. Este estudio justifica por el supuesto de que diferentes asociaciones hechas por los profesores en relación a la teoría y la práctica se encuentran dialécticamente relacionadas con las propuestas oficiales de educación. La metodología de este estudio se desarrolla en una perspectiva marxista y tiene como referencial teórico a la praxis, en Gramsci y Vásquez, entendida como la acción consciente de los sujetos que une la teoría a la práctica, llevando a la transformación del mundo y de los propios sujetos. Este camino incluye el destaque de las contradicciones presentes en los documentos y en los testimonios de docentes y discentes. En ese sentido, se espera que este estudio pueda servir de parámetro para aquellos que desean conocer y reflejar la realidad educativa desde una perspectiva constructivista, pues la escuela es un " conjunto, un todo, y no puede ser vista de modo fragmentado.*

¹ Federal University of Paraíba (UFPB), João Pessoa – PB – Brazil. ÁGORA group (UFPB) Researcher. ORCID: <http://orcid.org/0000-0002-5352-070X>. E-mail: andrade_alcantara2011@live.com

² Federal university of Paraíba (UFPB), João Pessoa – PB – Brazil. Professor associated to Education Fundamentals Department. Leader of the Education Philosophy and Psychology Study and Research Group – ÁGORA/UFPB. ORCID: <http://orcid.org/0000-0003-1084-4269>. E-mail: andrade_alcantara2011@live.com

PALABRAS CLAVE: *Educación. Teoría. Documentos oficiales de educación.*

ABSTRACT: *The present article had as problematic to investigate the origin of the constructivist theory and to analyze the Official Education Documents. Such a study justifies the assumption that different associations made by teachers in relation to theory and practice are dialectically related to official educational proposals. The methodology of this study is developed in a Marxist perspective and has as theoretical reference the praxis, in Gramsci and Vázquez, understood as the conscious action of the subjects that unites theory to practice, leading to the transformation of the world and the subjects themselves. In this sense, it is hoped that this study can serve as a parameter for those who wish to know and reflect the educational reality in a constructivist perspective, since the school is a whole, and can't be seen in a fragmented way.*

KEYWORDS: *Education. Theory. Official education documents.*

Introduction

Brazilian education is the result of a long history, which carries colonial legacies based on economic and political interests of the time. As a result, models, conceptions and theories of education came to Brazil that did not arise or was thought from our educational reality, but implanted and "adapted" to reality.

In this perspective, after the First World War and with the expansion of capitalism, there was a need for a qualified labor force, resulting in great ruptures, changes and advances in the educational environment. These changes gained momentum in the late nineteenth and twentieth centuries, such ideas of a new education came to Brazil from Europe and the United States, through teachers and scholars, bringing the researches of Jean Piaget, and other researchers, who gained prominence in the foundations of the Brazil New School action (a new perspective of teaching geared to the needs of the country).

However, Brazilian education underwent a movement of change, it was in the 1930s, after the publication of the Education Nova Pioneers Manifesto, the central objective was to defend the right to public, secular and free school. In December of 1961, the Law of Directives and Bases of Education was created, being modified in 1971 being sanctioned in 1996 in force until the present days. Bringing a Critical Education conception, seeking the formation of the subject in its totality, in that the role of the teacher, the student and the goal of education have changed as we will see in the development of the article.

In this strand, from the year 1980 began to be published in Brazil studies of the psychogenetic of the written language of researcher Emília Ferreiro, such dissemination and

expansion of this research resulted in changes in Brazilian education, in the way of thinking and planning the literacy process. Passing the teaching of a mechanical form of codification and decoding, to be understood as a construction process that presents different stages. The studies of Emília Ferreiro bring influences and conceptions of the Theory of Knowledge of Jean Piaget that, for his made, was his doctoral advisor and with which for many years Emília Ferreiro was his collaborator.

Let us now introduce a little more of the researcher Jean Piaget who in his studies overturned the conception of a universe of knowledge ready and finished. The great question of the genetic epistemology of this scholar was to understand "What is the origin of knowledge?" From this question arose a plurality of questions about the structure of knowledge, originating its "Theory of Knowledge" that, throughout his studies, denominated "Constructivist Theory" is this, a theory of adaptation of the thought to the reality.

Piaget defended the constructed and contextualized knowledge idea, being the individual thoughts responsible for forming the critical and particular consciousness of each being, in an interaction between subject and the unknown "object", passing through a dialectic process of discoveries and constructions, the which was previously unknown, is now recognized and assimilated by the subject.

In this area, the goal of intellectual education has changed. As Jean Piaget (1975) points out, the real objective is not to know how to repeat or preserve finished truths, because a truth that is reproduced is only a half-truth. It is in this context that the constructivist theory presents itself to go beyond the reach of social changes, to meet new demands. For this objective to be achieved, the school should not only follow the process of full social and economic development but from it, build knowledge together with the students, critically and reflexively.

In the Book *Psychology and Epistemology: by a Theory of Knowledge*, Piaget (1978, p.30) points out that “the theory of knowledge is undoubtedly essentially a theory of the adaptation of thought to reality, even if this adaptation reveals, in the end, as indeed all adaptations, the existence of an inextricable interaction between subject and object.”³.

In the educational field, for this interaction to take place, there must be meaningful and contextualized communication between teacher and student, in a constant exchange of knowledge and everyday knowledge that generates new knowledge, which is not an easy task. As Piaget points out in his book *Psychology and Pedagogy* (1972, p. 75), “they demand from

³ “a teoria do conhecimento é, sem dúvida, essencialmente, uma teoria da adaptação do pensamento á realidade, mesmo se essa adaptação revela, no final das contas, como, aliás, todas as adaptações, a existência de uma inextricável interação entre sujeito e objeto”.

the master a much more differentiated and much more active work, while giving lessons is less fatiguing and corresponds to a much more natural tendency in the adult in general and in the adult educator in particular.”⁴.

In this perspective, this text seeks to analyze the diffusion of the Constructivist Theory in Brazilian education, as well as to identify possible elements of the theory in the current official education documents. However, this study is expected to serve those who wish to know and reflect on the influence of the constructivist in the Brazilian educational reality.

Brazilian education constructivist theory

The Constructivist Theory has its bases in the studies of Jean Piaget. This researcher was not intended to create a theory or method for education, but sought to answer a question “How does man construct knowledge?” Throughout his research, he highlighted the processes and stages of the construction of consciousness and intelligence, studied how we learn and how we managed to move from one level of knowledge to another, since, intelligence is divided into function and structure, in adaptation (modification of the environment) and in the organization of the process, to reorganize the intelligence.

In this area, the subject learns more when interacting with the studied object, having subsidies to build his knowledge, starting with the knowledge he already has and his social and cultural experience. Thus, constructivism is a theory that seeks to make the man a creative being, a thinker, in the process of his development, which occurs due to the interaction with the physical and social environment and the stimuli that are offered to the subject. In this way, the constructivist theory came to revolutionize education, moving from a mechanical process to a critical view of knowledge construction.

However, changing the orientation of education does not depend on the teacher. According to Rosa (2007, p. 25-26), “education is not realized about things or from them. There is no education without someone to encourage it. And no educator does not reveal himself and who does not put himself entirely in his actions. Educating is an act of intention, in which being human and professional merge.”⁵. However, subjects go through different evolutionary stages at different rates, and the cognitive characteristics are formed from the constant interaction of

⁴ “exigem do mestre um trabalho bem mais diferenciado e bem mais ativo, enquanto dar lições é menos fatigante e corresponde a uma tendência muito mais natural no adulto em geral e no adulto pedagogo em particular.”

⁵ “educação não se realiza sobre coisas ou a partir delas. Não há educação sem alguém que a anime. E não há educador que não se revele e que não se coloque por inteiro em suas ações. Educar é um ato de intenção, em que ser humano e profissional se fundem.”

the subject with the physical and social environment, and the interpersonal dimensions and culture.

To explain this cognitive development, Azenha (1999, p. 23-24) points out that “this mode of intellectual functioning is permanent and continuous throughout human life, presenting some characteristics and properties. This permanence and continuity make these characteristics 'functional invariants'”⁶. The student is an active being who conceives prepares and executes his work, and the teacher suggests ideas, assists when necessary and coordinates the process, expanding the logical student’s structure.

The Constructivist Theory has gained space and has been changing the conception and practice of educators. Although Jean Piaget was the "father" of this theory, who made her arrive in Brazil was, in part, her disciple Emilia Ferreiro. In the year 1980, this theory arrived in an expansive way to Brazil, approached mainly in events of education.

It is important to highlight who Emília Ferreiro was. Ferreiro was born in Argentina in the year 1936; he obtained a doctorate at the University of Geneva under the guidance of Jean Piaget. Ferreiro's research highlighted the cognitive mechanisms of reading and writing, an aspect that his supervisor had not explored in his studies.

One of the first works of the author that had a Brazilian edition was "Psicogênese da Língua Escrita", in the year 1984. From this work, the studies of Emília Ferreiro and the constructivist theory of Piaget began to influence and guide the educational field in Brazil. The studies of Blacksmith, like those of Piaget, led to the conclusion that the subject must be active in the learning process and have come to be linked to the constructivism of Piaget. This influence provoked a reform in teaching, changing the roles within the classroom, the teacher is no longer the sole holder of knowledge, the prior knowledge of the student becomes valuable to the learning process and to be observed the cognitive development of the student, for this it is necessary a stimulating environment, that provokes, taking the student to the construction of knowledge.

In the article "What is Constructivism" Becker (2001, p. 72) indicates that constructivism in Piaget is “a theory, a method to be known or movement thought that emerges from the advancement of science and philosophy of the last centuries. A theory that allows us to interpret the world we live in”⁷. That is, “it is not a practice or a method; it is neither a

⁶ “esse modo de funcionamento intelectual é permanente e contínuo durante toda a vida humana, apresentando algumas características e propriedades. Esta permanência e continuidade fazem dessas características verdadeiras ‘invariantes funcionais’”

⁷ “uma teoria, um modo de ser do conhecimento ou um movimento do pensamento que emerge do avanço das ciências e da Filosofia dos últimos séculos. Uma teoria que nos permite interpretar o mundo em que vivemos”

teaching technique nor a form of learning; it is not a school project; it is a theory that allows (re) interpret all these things, throwing us into the movement of the History of humanity and the universe.”⁸. In this sense, students should be encouraged to think and reflect in the process of systematization of thought, that is, the subject is not a passive being, he acts and interacts in the environment, transformed the environment and himself.

For Becker (2001, p. 72) constructivism means “the idea that nothing, strictly speaking, is ready, finished, and that, specifically, knowledge is not given, in no instance, as something finished-it is always a range of possibilities that may or may not be realized”⁹. Knowledge is thus “constituted by the interaction of the individual with the physical and social environment, with human symbolism, with the world of social relations.”¹⁰.

As such, the constructivist theory starts from the presupposition of the construction and reconstruction of the knowledge and that any knowledge in any instance is always in the change and expansion process, in the formation and reformulation process. In this process, the error is not seen as something negative, but rather as a tool that leads the teacher to know his student, identifying his level of development and learning and his difficulties and abilities.

Constructivism and Brazil new school

The constructivist theory came to Brazil after the First World War, when Brazil was in the development of industries, more intensely in the '80s, this theory was and still is the object of study of many researchers.

Baptista (2012, p. 34) points out that “the ideas coming from the United States and Europe are appropriate and gathered under the title of New School. The teachers who went to study in the United States of America bring to the Brazilian educational ideology progressive education or active school in Dewey”¹¹. On the other hand, those who “go to study in Europe

⁸ “não é uma prática ou um método; não é uma técnica de ensino nem uma forma de aprendizagem; não é um projeto escolar; é, sim, uma teoria que permite (re)interpretar todas essas coisas, jogando-nos para dentro do movimento da História da humanidade e do universo”

⁹ “a ideia de que nada, a rigor, está pronto, acabado, e de que, especificamente, o conhecimento não é dado, em nenhuma instância, como algo terminado-é sempre um leque de possibilidades que podem ou não ser realizadas”

¹⁰ “constituído pela interação do indivíduo com o meio físico e social, com o simbolismo humano, com o mundo das relações sociais”

¹¹ “as ideias advindas dos Estados Unidos e da Europa são apropriadas e reunidas sob o título de Escola Nova. Os professores que foram estudar nos Estados Unidos da América trazem para o ideário educacional brasileiro a educação progressiva ou escola ativa em Dewey”

bring the ideas of Piaget and his constructivist theory is appropriate as the psychological foundation of support of the New School”¹².

In this perspective, the studies of John Dewey and Jean Piaget influence in the New School movement favored the consolidation of a new conception of education. Dewey emphasized in his studies that education should not be based solely on the outcome of learning, but rather should take into account the entire knowledge-building process, regardless of whether the subject has "succeeded" or not.

Piaget emphasized learning as a process of adaptation to the environment that occurs based on experience; it was through experiments that the researcher arrived at the definition that intelligence is defined as function and structure. In the perspective of function, intelligence understood as a process of adaptation of the subject to the environment, at the same time that the adaptation process occurs both undergo modifications, both the subject and the environment. It is structural because it seeks the organization of processes. However, the intelligence growth occurs in the process of reorganizing one's intelligence, this process runs through assimilation, accommodation and equilibration, and knowledge is built based on the process of experimentation. It can be said that Piaget evidenced the word constructivism, its origin comes from the word construction that its epistemology is constructivist.

In turn, Dewey pointed out that men develop socially concerning other men and the environment, he still emphasized the democratic society relevance, as well as of experience in education, and that for educational purposes, it is important to point out that not all experience is educational. And yet the experience permeates the whole educational process, being this necessary condition for education, this process happens throughout the subject's life.

In this context, the constructivist theory brings to education a new look, the student is now the protagonist of his knowledge, in the constructivist theory, the previous knowledge of the subjects is taken into account, are the ones that will serve as a basis for future knowledge. This prior knowledge is acquired in the social and cultural environment and results in a "baggage of knowledge", which must be taken into account in the formal educational process.

However, these transformations happened in Brazilian education at the end of the 21st century and the beginning of the 20th century, these advances generated new needs for the subject information, that would have to adapt the needs of the industrial market that was in the process of constant changes. With this new education, gained more in pulse, since its main

¹² “vão estudar na Europa trazem as ideias de Piaget e sua teoria construtivista é apropriada como o alicerce psicológico de sustentação da Escola Nova”

characteristic was to make the subject "learn to learn", as previously said the subject will build his knowledge, learning to relate and understanding others as subjects capable of transforming the self and the environment.

In another perspective, Saviani (2008, p.12) also highlights the importance of the other in the construction of the human, that is, it emphasizes that in education the subject builds himself in the relationship with other subjects. That is, it is through interaction as other subjects and objects that we self-know each other and know the other and the man world, being this necessary condition for life in society.

The New School movement in Brazil brought about great innovations for teaching, provoking a new conception of education, focused on the development of the student, in a formation of the whole subject and with critical and reflective thoughts of everything around him. This will happen due to the autonomy that is given to the student, which makes it possible to construct his knowledge from existing conceptions. With this, the teacher ceases to be the center of the learning process, passing the student to have an active role in the process of knowledge construction, it is up to the teacher to create and organize favorable environments for learning moments.

Constructivism and official legislation: a brief analysis

The influence of this new perspective for teaching was gradually making theoretical reference in the elaboration of official Education documents. Today we can identify elements of the Constructivist Theory in these documents. In this sense, a brief study was carried out in some documents, currently governing education, specifically the first phase of Basic Education (EF I, Portuguese initials), such as: the National Education Guidelines and Bases Law (LDB, Portuguese initials), the documents of the National Education Conferences (CONAE, Portuguese initials) and the National Education Plan (PNE) of 2014-2024.

The Law of Directives and Bases of National Education (LDB), Law No. 9.394/96, of December 1996, emphasizes that the EF is about how we learn, the influence of our natural and social environment and the structuring of its knowledge, for example of Art. 32, in which the basic training of the citizen will take place through: “the development of the capacity to learn, having as basic means the full mastery of reading, writing and calculation”¹³; “Understanding of the natural and social environment, the political system, technology, the arts and the values

¹³ “o desenvolvimento da capacidade de aprender, tendo como meios básicos o pleno domínio da leitura, da escrita e do cálculo”;

on which society is founded”¹⁴, as well as “developing learning capacity, with a view to acquiring knowledge and skills and training of attitudes and values”¹⁵.

This aspect is even more evident in the study on the final document of the 2010 National Conference on Education (CONAE, 2010)¹⁶. CONAE is a public document that guides the teacher to know the environment in which his institution and his student meet, as this will have a great influence on the teaching and learning process. The document emphasizes that the educational institution is a space for building knowledge that must be taken into account the socio-cultural context of the environment in which the school is inserted and that of the subject. The document also stresses that “the construction of quality education must take into account the socioeconomic and cultural dimension since the educational act occurs in a context of positions and dispositions in the social space” (BRAZIL, 2010, p. 47).

However, the document approved at the second CONAE Conference in 2014 emphasizes that quality education must be focused on the perspective of transforming reality, in the search for full construction of citizenship and guaranteeing human rights. Therefore it is “from the conception of the world, human being, society and education that the school seeks to develop knowledge, skills and attitudes to guide how the individual will relate to society, to nature and himself.”¹⁷ In this sense, a “quality education” should contribute “to the training of students in human, social, cultural, philosophical, scientific, historical, anthropological, effective, economic, environmental and political aspects in order to fulfill their role as citizens in the world”¹⁸, which makes it “a quality referenced in the social”¹⁹ (BRASIL, 2014, p. 64).

In this way, Quality Education, according to the document, occurs through a process of construction in which the whole subject must be taken into account in its socio-historical environment.

¹⁴ “compreensão do ambiente natural e social, do sistema político, da tecnologia, das artes e dos valores em que se fundamenta a sociedade”,

¹⁵ “o desenvolvimento da capacidade de aprendizagem, tendo em vista a aquisição de conhecimentos e habilidades e a formação de atitudes e valores”.

¹⁶ CONAE's initial document is the result of the "Municipal or Intermunicipal Conferences ... and the Federal District", with "the participation of broad educational and social segments", which served as the basis for the National Conference of Education (CONAE). In April 2010, the Final Document of the National Education Conference (CONAE) was approved. A new CONAE document is approved in 2014.

¹⁷ “a partir da concepção de mundo, ser humano, sociedade e educação que a escola procura desenvolver conhecimentos, habilidades e atitudes para encaminhar a forma pela qual o indivíduo vai se relacionar com a sociedade, com a natureza e consigo mesmo”

¹⁸ “com a formação dos estudantes nos aspectos humanos, sociais, culturais, filosóficos, científicos, históricos, antropológicos, afetivos, econômicos, ambientais e políticos, para o desempenho de seu papel de cidadão no mundo”

¹⁹ “uma qualidade referenciada no social”

In an emancipatory education, the sense of "quality" derives from the development of social relations (political, economic, historical, cultural) and sustainability. At present, such an understanding requires that the educational processes of children, youth and adults contribute to the appropriation of the conditions of cultural production and knowledge and their management to strengthen public and private education, building an effective democratic relationship (BRASIL, 2014, p. 64).²⁰

With this, it is worth mentioning that the second CONAE brings a transforming proposal of education, situating the subject as a producer of knowledge and education as a space of appropriation of humanly constructed culture. The documents derived from CONAE should serve as guidelines for the construction of the National Education Plans (PNE, Portuguese initials).

However, the National Education Plan (PNE, Portuguese initials) 2014-2024 reduces this appropriation to the articulation of education with the social environment, presenting 20 goals, through which it proposes to offer a quality education to all, emphasizing that the "provision of education basic quality for all, presents itself as a complex of great challenges for public policies and for all the agents who work in the field of education, especially in public schools"²¹.

Addin to this aspect, the text points out that education must propose a school and society link, regarding "better definition and articulation between school systems and school units, processes of organization and management of school work, improvement of conditions and professional development of all those who work in education"²², highlighting the fundamental role of the definition and implementation of curricular dynamics that learning to the students in articulation with the socio-cultural environment of the students.

Final remarks

Throughout this work we sought to understand the diffusion of constructive theory in Brazil, identifying possible elements of this theory in official education documents. Based on

²⁰ Numa educação emancipadora, o sentido de "qualidade" é decorrente do desenvolvimento das relações sociais (políticas, econômicas, históricas, culturais) e de sustentabilidade. Na atualidade tal compreensão requer que os processos educacionais, de crianças, jovens e adultos contribuam para a apropriação das condições de produção cultural e de conhecimentos e sua gestão para o fortalecimento da educação pública e privada, construindo uma relação efetivamente democrática (BRASIL, 2014, p. 64).

²¹ "oferta de educação básica de qualidade para todos, apresenta-se, como um complexo de grandes desafios para as políticas públicas e para o conjunto dos agentes que atuam no campo da educação, sobretudo nas escolas públicas"

²² "melhor definição e articulação entre os sistemas de ensino e unidades escolares, processos de organização e gestão do trabalho escolar, melhoria das condições de trabalho e valorização, formação e desenvolvimento profissional de todos aqueles que atuam na educação"

the studies carried out, it is worth mentioning that Brazilian education is in the process of change since, in the second half of the 20th Century, Piaget's ideas, as well as those of Dewey, supported the so-called Brazil New School.

In the analysis of the documents that govern EF I, LDB, CONAE and PNE, it can be verified that the constructivist theory is not presented explicitly, but, in the lines between the texts of the Laws, despite the CONAE 2014, more explicitly, emancipating from the perspective of an appropriation of the knowledge historically produced and that must be appropriated by the new generation through education.

With the results obtained, new questions have arisen about the theme in the scope of the new educational reality, which imposes the need for a broader and more detailed discussion. It is hoped that this introductory study may serve as a parameter for those who wish to know and reflect in a constructivist perspective since the school is a whole and should not be understood in a fragmented way.

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