

ESCOLA INTEGRAL DE TEMPO INTEGRAL NO ESTADO DE MATO GROSSO DO SUL: REFLEXÕES SOBRE SUA CONSTITUIÇÃO E OS DESAFIOS DA POLÍTICA EDUCACIONAL

ESCUELA INTEGRAL A TIEMPO COMPLETO EN EL ESTADO DE MATO GROSSO DO SUL: REFLEXIONES SOBRE SU CONSTITUCIÓN Y LOS DESAFÍOS DE LA POLÍTICA EDUCATIVA

FULL-TIME INTEGRAL SCHOOL IN THE STATE OF MATO GROSSO DO SUL: THOUGHTS ON ITS CONSTITUTION THE CHALLENGES OF EDUCATIONAL POLITICS

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RESUMO: O objetivo desse artigo é o de refletir sobre as concepções de educação integral em período integral e sobre as políticas de implantação da escola em tempo integral no Estado de Mato Grosso do Sul. Assim, por meio de uma pesquisa bibliográfica e documental discutimos algumas legislações nacionais e estaduais que versam sobre a função o papel que a escola integral de tempo integral exerce na sociedade contemporânea. No Estado de Mato Grosso do Sul, foi adotada a pedagogia da autoria que coloca o aluno como protagonista, autor do processo de ensino e aprendizagem e desenvolvimento escolar que, na perspectiva da política educacional estadual, pode ser uma estratégia para formar um sujeito mais ético, crítico e conhecedor do seu papel social.

PALAVRAS-CHAVE: Educação integral. Escola de tempo integral. Currículo integrado. Escola de autoria.

RESUMEM: *El propósito de este artículo es reflejar sobre los conceptos de educación integral a tiempo completo y sobre las políticas para implementar una escuela de tiempo completo en el estado de Mato Grosso do Sul. Entonces a través de una investigación bibliográfica y documental, discutimos algunas leyes nacionales y estatales que abordan el papel que desempeña la escuela a tiempo completo en la sociedad contemporánea. En el estado de Mato Grosso do Sul, se adoptó la pedagogía de la autoría, que coloca al estudiante como protagonista, el autor en el proceso de enseñanza y aprendizaje y desarrollo escolar, que, en la perspectiva de la política educativa, puede ser una estrategia para formar un sujeto más ético, crítico y consciente de su rol social.*

PALABRAS CLAVE: *Educación integral. Escuela a tiempo completo. Plan de estudios integrado. Escuela de autoría.*

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ABSTRACT: *The aim of this article is to ponder at the conceptions of full-time integral education and implementation politics of a full-time school in the state of Mato Grosso do Sul. Thus, through a bibliographic and documental research, it was discussed national and state legislations that argue about the function and the role of full-time integral schools play on our contemporary society. In the State of Mato Grosso do Sul, the authorship pedagogy was adopted at schools and it sets the students as protagonists, authors of the teaching and learning process and school development which, upon the light of the state educational politics. Authorship pedagogy presents itself as a strategy to develop a more ethical, critical student and make them aware of their role in society.*

KEYWORDS: *Integral education. Full-time school. Integrated curriculum. School of Authorship.*

Introduction

Historically, the social function of the public school has been to form critical subjects, who are able to seek their autonomy and, despite the control that the social environment advocates, freedom is a fundamental factor for social experiences and relations. There is a freedom supported by rules of coexistence and roles that each one must follow, determined by the culture of his people, his region and his country.

Thus, the integral formation of students both in the quantitative dimension (more time at school) and in the qualitative dimension (integral formation of the human being), goes through the role that the school plays in the lives of the subjects, through the public policies that support school education and determine which pedagogical actions are strengthened at school curriculum levels, to fulfill what is intended - in this case, an integral subject, in aspects that stand out from the schooled as traditional content.

The full-time integral school, in addition to reframing concepts from the areas of knowledge, also aims to promote curricular integration to the experiences and needs of school subjects and, in the case of this policy in the State of Mato Grosso do Sul, the focus of teaching is in Authorship and Youth Protagonism, that is, the student is the subject of school processes, an active participant in teaching and also in learning.

When we seek to better understand the difference between integral education and full-time education, we realize that the first has to do with the broad formation of the subject, while the second, in addition to formation for life and social relations, expands the student's time in school institutions and education is based on a curriculum that, in addition to the National Common Curricular Base, includes other components as a diversified part, so the school day extends between the morning and afternoon shifts, generally.

Thus, to discuss the subject listed, the research is both bibliographic and documentary in character, as it expresses historical concepts and legislation that supports full-time integral education in both Brazil and the State of Mato Grosso do Sul

In order to better understand the issues that belong to the theme proposed here as a discussion, the article is divided into four moments that are, although distinct, at the same time complementary, to know: in the first moment we have a brief discussion about the public school and the search for the integral education of the student where the premise is to recognize him as a whole and not a fragmented being, that is, regardless of whether the school is extended or regular, the subject needs an integral education, namely; the second seeks to highlight Integral education and the full-time school with their relations and differences; in the third moment, integral education is presented from the perspective of Brazilian educational policy and its implementation in Mato Grosso do Sul, whose pedagogical contribution is known as Authorship Pedagogy and; in the fourth moment, we present in a summarized form the full-time integral school in the state of Mato Grosso do Sul: the school of Authorship, a national education policy that aims to overcome models already implemented in Brazil in the history of education.

Thus, we intend to conclude that integral education has the function of emancipating the subject and making him more participative and that, in addition to full time, the student can be the protagonist of learning, transforming his experiences, because he becomes more critical, human and emancipated. Although this requires public investment.

Brazilian education and the search for the integral formation of the school subject

The public school today has, among other roles, that of forming autonomous, critical subjects, that are participants in social life. The contemporary school, among other roles, as to promote the learning of universal, scientific and systematized knowledge, has also has the premise of preparing the subject for work and for good social relations

Currently, it strives for the emancipation of the school subject, even though the current economic system has been somewhat controlling. Despite the controlled subjects that we are, education can contribute to a more just, egalitarian and solidary society. Although, over time, the school suffered what Nóvoa (2007) calls “overflow”, that is, its role is often confused and it assumes functions that are distant from the formative role.

In this sense, even though the school roles have often been confused, we have to strive for the formation of free subjects, so there needs to be a partnership between teachers to seek

learning in its entirety and have the pedagogy of education as the greatest challenge the pedagogy of the presence to strengthen the relationship between teacher/student.

For Mosé (2013), the school model we envision today is that of a traditional school where students are passive and only the teacher is the owner of knowledge, classes are fragmented and with a determined time to start and end, part of the students are unmotivated, the subjects also suffer an isolation in their interior, the students think that they study for teachers, for parents and not for themselves and for life. This model still follows the precepts of the post-World War II school, reinforced during the Brazilian Military dictatorship - it is a school with traditional thinking that does not respond to the expectations of young people living in the context of technologies.

The school that we envision, still in the 21st Century, continues to fight all forms of critical thinking, eliminating philosophy and emptying the disciplines that remained in the curriculum from its reflective and critical character. The school has become a space far from the contemporary challenges of society. Knowledge is fragmented, isolated, with no connection with reality. Our school is a direct heir to the fragmented, contented industrial society (MOSE, 2013).

This difficulty for the school to find the way for the valorization of the subject and the transformation of society, is also observed by Nóvoa (2007, p. 14) when he proclaims that, still in the 21st century school,

[...] children learn little, to study and to work. It is a problem that can be seen in the countries of southern Europe, in Portuguese, Italian, Greek schools, in part of the French schools, and also in the countries of South America, unlike what is seen in the countries of northern Europe, whose schools are very focused on learning to study, work, autonomous work, group work, cooperative work. It is essential to have these tools, especially when discussing the importance of lifelong learning.³

In the words of the author, in some countries, such as those in northern Europe, education has sought its transformation, as well as that of the human subject, in a perspective of the transformation of the historical subject. Other countries continue to “hobble” by promoting education that does not dialogue with the reality of their audience.

³ [...] as crianças aprendem pouco, a estudar e a trabalhar. É um problema que se pode verificar nos países do sul da Europa, nas escolas portuguesas, italianas, gregas, em parte das francesas, e também nos países da América do Sul, diferentemente do que se vê nos países do norte da Europa, cujas escolas estão bastante focadas na aprendizagem do estudo, do trabalho, do trabalho autônomo, em grupo, no trabalho cooperativo. É central dispormos dessas ferramentas, principalmente quando se discute a importância da aprendizagem por toda a vida.

The Brazilian school has historically not been fulfilling the precepts of an emancipatory education and, however, it seems to us that what is expected of it is the opportunity for an integral development (cognitive, ethical, social and affective). This would be the integral education that could be offered in all schools regardless of whether they work on a regular or full-time basis. The student has always been and should be recognized as a whole and not a fragmented being. For all these reasons, educational policies have been pointing to the need for comprehensive education to be understood in all its dimensions and to develop in these students the skills, competences, habits and values necessary for their education.

Integral Education and the full-time school: relations and differences

The differences between an extended-time school and a full-time school are quite distinct, although they are confused there is a difference between integral education (the integrated curriculum) and full-time education (the expanded offer of school time). By understanding the collective nature of schoolwork that according to Nóvoa (2007) involves subjects internal and external to the school, as a democratic process, we can analyze the relationships that need to be considered in an integral and full-time school: the internal and external community it needs to have a broad understanding of the educational process in its administrative, financial, pedagogical and infrastructure dimensions. All of these processes are present in school institutions, but they need an understanding from everyone involved. They allow to detect problems, set goals, objectives, strategies with the participation of all, with a focus on improving the quality of teaching.

For Maurício (2009, p. 26),

The concept of integral education with which we share, which supports the proposal to extend daily school time, recognizes the person as a whole and not as a fragmented being, for example, between body and intellect. It understands that this integrality is built through different languages, in different activities and circumstances. The child develops his affective, cognitive, physical, social and other aspects together⁴

In this sense, the school will be able to enhance and develop activities necessary for students to achieve their goals and build their life project. This conception of education places the student at the center of the educational process. Integral education cannot be confused with

⁴ A concepção de educação integral com a qual partilhamos, que embasa a proposta de extensão do tempo escolar diário, reconhece a pessoa como um todo e não como um ser fragmentado, por exemplo, entre corpo e intelecto. Entende que esta integralidade se constrói através de linguagens diversas, em variadas atividades e circunstâncias. A criança desenvolve seus aspectos afetivo, cognitivo, físico, social e outros conjuntamente.

a full-time school - the first concerns the integration of a curriculum that presumes teaching in an expectation of the total formation of the subject, while the second concerns the school time extended beyond a class shift, according to Moll (2009, p. 18):

[...] there is no point in stretching the time string: it will not necessarily resize this space. And it is in this context that integral education emerges as a perspective capable of giving new meaning to school times and spaces.⁵

In the criticism made by the author of the excerpt, we need to create an integrated curriculum policy that can serve integral education, considering all spaces as places of learning as part of the student's learning. Overcoming the fragmentation of disciplines, content, the lack of connection with reality, all these problems faced on the school "floor" prevent the student from having an integral formation. These are problems faced both in regular-time schools and in full-time schools (those with extended school hours).

In the curricular framework of Mato Grosso do Sul it is stated that:

[...] regular and full-time schools must have the same principle: offer their audience the opportunity to develop fully in the exercise of their most diverse individual and social activities (MATO GROSSO DO SUL, 2019, p 51).⁶

This principle of which educational policy in the State of Mato Grosso do Sul deals is essential for the student to act as a protagonist, researcher and author, building knowledge through the development of the skills and competences prescribed in basic education curricula.

The differences between regular and full-time schools can be seen through reports by teachers of teachers from schools in Campo Grande - MS who adhered to the full-time school project called *Escola da Autoria* (School of Authorship), which emphasize: the pedagogy of presence, the advantages of getting to know the student better, more time for research, study and elaboration of tools necessary to work with students, quality of life (the teacher is only in one school), the teacher guides, accompanies and tutor this student, the bond with the family and students is greater and the respect for differences is very visible.

According to Alves (2011), Integral Education emerges for a reinvention of educational practice, having a greater reflection of reality and educational interactions, so the pedagogical

⁵ [...] de nada adiantará esticar a corda do tempo: ela não redimensionará, obrigatoriamente, esse espaço. E é, nesse contexto, que a educação integral emerge como uma perspectiva capaz de ressignificar os tempos e os espaços escolares.

⁶ [...] escolas de tempo regular e em tempo integral devem possuir o mesmo princípio: oferecer ao seu público a oportunidade de se desenvolver de maneira plena no exercício de suas mais diversas atividades individuais e sociais (MATO GROSSO DO SUL, 2019, p. 51).

doing is related to the experiences of students. Education serves as a process of reflection on the role of the human subject and envisions social transformation, as stated:

The full-time school appears with the proposal to rescue many reflections that already exist in education. For those who defend the extension of the school day, the reinvention of educational practice, gains in the proposal of the integral school a further channel of reflection and action towards a dynamic, living reality, of interaction between diverse learning, abandoning the theoretical isolation and consequently, practical to which we are used to experience in recent years (ALVES, 2011, p. 14).⁷

For the author of the quote, educational practice gains a new opportunity for action between the teaching / learning of students, making teaching more dynamic and having greater interaction with theory and practice. The big difference in comprehensive education is the participation of the family who needs it based on a diagnosis that reveals what are the greatest weaknesses of the students at the moment and, in what way, school and the family together can support this student, making it clear that it is about a partnership in which both take responsibility for the situations observed.

Integral education from the perspective of Brazilian educational policy and its implementation in Mato Grosso do Sul

In a recent study, Fank and Hutner (2013) discuss the history of educational policies in Brazil, which were more accentuated in the 1980s and 1990s, the authors present programs and projects with extended periods of time, which are largely configured as assistentialism. Governmental actions, mainly, are seen as a possibility to take young people and children off the streets and, however, emancipatory, transformative education is placed in the background.

In an attempt to develop educational policies in Brazil that meet the real needs of students, especially in public schools, the integral full-time school emerged as a way to solve problems of learning, failure and dropout. Full-time programs and centers were created: PROFICs (Integral Child Formation Program) in São Paulo, CIEPs (Integrated Center for Public Education) in Rio de Janeiro or, even in Curitiba, with CEIs (Center of Integral Education) ; and the *Mais Educação Program*, which for the most part were misunderstood and conceived as pedagogical assistance (FANK; HUTNER, 2013).

⁷ A escola de tempo integral surge com a proposta de resgatar muitas reflexões já existentes na educação. Para os que defendem a ampliação da jornada escolar, a reinvenção da prática educativa, ganha na proposta da escola integral um canal a mais de reflexão e ação rumo a uma realidade dinâmica, viva, de interação entre aprendizagens diversas, abandonando o isolamento teórico e conseqüentemente, prático a que estamos acostumados experimentar nos últimos anos (ALVES, 2011, p. 14).

Some of these comprehensive education programs used partnership work with private companies, outsourcing the services of professionals hired for specific and disjointed activities in the school curriculum, community mobilization or incentive to volunteer work. These actions deviate totally from the objective of the integral full-time school that offers an integral education to the student, not only in terms of cognitive abilities, but also of socio-emotional development.

In the State of Mato Grosso do Sul, integral education was implemented through Law no. 4,973, of December 29, 2016, with the creation of expanded education called “Schools of Authorship” (MATO GROSSO DO SUL, 2016). Such policy has as general objectives the extension of the school day, the development of policies aimed at improving the quality of teaching and the integral and integrated formation of the student. As a result of this law, the State Education Plan (PEE-2015) established, as Goal six, duties for the implementation and gradual implementation of full-time education in at least 65% of public schools, in order to serve at least 25% of basic education students.

With regard to the national scenario, Resolution CNE/CEB no. 7/2010/13, in art. 36, regulated that integral full-time education has specificities in both the daily and annual workload: “The school day considered as full-time is organized in 7 (seven) daily hours, at least, making up an annual workload of at least 1,400 (one thousand and four hundred) hours (BRASIL, 2013).

According to the aforementioned Resolution, the organization of a full-time school is not only about extended hours, but also about the possibility of offering multiple learning opportunities to basic education students, with access to culture, art, sport, science and technology, through educational activities, always aligned with the pedagogical proposal of the school in different school contexts.

When it comes to integral education in the field of educational policies, the goal of the PNE - National Education Plan Law no. 13005/2014 (BRASIL, 2014) is to reach 50% of Brazilian schools by 2024. Therefore, some plans should be put into action, such as: the re-elaboration of Pedagogical Political Projects (PPP), school regulations and curricula collectively; greater financial investments; continuing formation of education professionals; full-time exclusive dedication of teachers at school; work in articulation and partnership with local institutions, to offer artistic, cultural, sports activities, among others; use of other idle public spaces in the community; availability of educational and media materials; permanent monitoring and evaluation, guidance, monitoring and self-evaluation for future replanning.

These issues arising from goal 6 of the PNE (BRASIL, 2014) need to be understood and assumed by the entire school community, since each segment plays its role in a proactive way, understanding all the processes and dimensions that can improve the teaching/learning process. The strategies designed to achieve goal 6 are based on multidisciplinary activities, as they involve different social agents and institutions.

Each strategy proposed in the PNE's educational policy (BRASIL, 2014) needs well-designed and executed action plans to achieve the main focus: student learning and development. The integral full-time school goes through the need to emancipate the school subject, that he reflects on his social role, so as to transform his social reality.

In the State of Mato Grosso do Sul, the policies for implementing integral education full-time schools respect the precepts of the current national legislation and dialogues with the need for an educational look that contemplates the formative needs of school subjects in Mato Grosso do Sul.

The first 12 full-time schools in the State of Mato Grosso do Sul were implemented in 2017. In 2019 the number increased to 29 and, in that same year, it was announced the expansion of the network to 42 units divided into 22 municipalities. For the Transparency Portal, the implementation of full-time schools in the State from 2019 to 2020 represented an increase of 51%, compared to the advance of the previous year. According to the Portal, the number of students served in 2019 was 5.5 thousand, which represents an average of 40% increase in the number of enrollments (MATO GROSSO DO SUL, 2020).

According to the proposal of the State Network of Basic Education of Mato Grosso do Sul, the method of teaching and learning in the Schools of Authorship requires that the students receive, in addition to the subjects of the BNCC - National Common Curricular Bae (BRASIL, 2017), subjects that act in the individual formation which is called "Life Project" and directs the student to maturity in several dimensions, including what he intends to do in college and, in the elective curricular components, he chooses those that have the greatest interest, thus making their own choices (MATO GROSSO DO SUL, 2016).

The perspective of the integral full-time school is of great governmental interest and the State's public policies have contributed to the expansion of this modality, both with respect to the National Education Plan and local educational policies, as it understands that in the current scenario, the school can be a great driver of a more ethical society, just and aware of its rights and duties, although, there are general problems that often prevent the implementation of the educational policy due to the lack of understanding of those involved in this process, therefore

it is necessary to invest in continuing and in service formation, so that the collective integration of all segments of the school occurs (NÓVOA, 2007).

The full-time school in the State of Mato Grosso do Sul: the School of Authorship

School of Authorship presupposes the construction of possibilities, the production of knowledge through a process of totality, which involves the subject in all its possibilities and potentialities. However, it is necessary that the educational space create possibilities for social reconstruction with respect to individualities and specificities, providing actions in the search for the common good and respect for democracy.

In the case of a school that places the subject as the author of the construction of knowledge, how to value knowledge and build the capacity for research and learning among students who are ashamed to ask? What educative attitude should the teacher take when, in face of a question of a colleague, others make fun of him? How to recover the valorization of the ability to ask, to inquire? In this sense, the school must develop subjects to act fully in society, as we are living in a society in constant transformation and routine and repetitive activities is not a way of promoting their autonomy. These activities do not lead to critical thinking, since little is explored in terms of their doubts; thus, it does not create opportunities for learning, the teacher does not participate as a mediator of knowledge, wanting only the final result, not its construction (NININ, 2008).

Thus, authorship is the learning methodology adopted in full-time educational institutions in the State of Mato Grosso do Sul where the teacher is the mediator and the student is the protagonist who partners with the teacher - that Nóvoa (2007) presumes as collaborative learning. When observing the description of the curricular components in the documents that guide the teaching modality, we noticed great differences between the curriculum and the curriculum matrix. A journey of 9 school periods (classes) of 50 minutes with a total of 200 school days, which are well defined in integrative activities, the National Common Curricular Base and the Diversified Part, however, still looking for ways to define it as a pedagogical proposal.

The curricular matrix of elementary school also expanded, mainly, the subjects of Portuguese Language and Mathematics in all school years and, included other subjects whose choice starts from the student's need, as they are elective components.

The matrices present the organization of the learning times, both of the National Common Curricular Base and of the diversified Part, as of the Integrating Activities. All of

them need to be understood and applied effectively to compose integral education. The Integrating activities are: Oriented Study, Elective Activities I and II, Practices of Coexistence and Socialization whenever possible, should be planned jointly by the teachers of the curricular components of the National Common Base and contemplate various forms of work with the contents, attending to the diverse students' knowledge (MATO GROSSO DO SUL, 2016).

As far as Oriented Study is concerned, it competes (4 h/c per week per class) during this period and the students articulate with the teacher for the development of activities that will strengthen the understanding of the contents of the curricular components of the National Common Curricular Base, through activities that integrate knowledge, such as problematizations, study guides, learning tasks and other methodological procedures that promote the role of students, authorship and research. The Practices of Coexistence and Socialization should take place during lunch hours lasting 1 (one) hour/class and consider the social, cultural and emotional aspects involved in human relationships, aiming at the intra and interpersonal improvement (MATO GROSSO DO SUL, 2016) .

Elective activities I and II need to develop differentiated practices that promote socialization, self-awareness, social skills such as attention. The life project that is embodied as a curricular component of the diversified part seeks to establish relations between the past and the present in the articulation of the future, promoting reflection, dialogues, sharing and objectives to be achieved. They are themes aimed at awakening dreams and plans in order to project the life of this student, develop socioemotional skills and self-reflection activities, knowing the student's profile. "Who am I and what do I want to be". According to the Curriculum Reference of the State of Mato Grosso do Sul:

[...] the expression “life project” also goes back to the full development of the person, since integral education must provide pedagogical practices that assist in decision making, problem solving and in situations that go beyond planning (2019, p. 52)⁸

In this sense, the student has a support space to dedicate himself to his interests and life goals, time to remember what he studied and the teacher has time to plan the project of continuing education, didactic memory, mapping the student profile that may be driven by questions: What are the students' dreams? What do they feel? What do they need to develop?

⁸ [...] a expressão “projeto de vida” também remonta ao desenvolvimento pleno da pessoa, visto que a educação integral deve proporcionar práticas pedagógicas que auxiliem na tomada de decisões, na resolução de problemas e em situações que vão além do planejamento (2019, p. 52)

How to improve your present and future quality of life? What reality does this student live in? This mapping needs to be viewed.

The curriculum of the school of authorship in the state of Mato Grosso do Sul presents suggestions for drawing a student profile and developing competencies and skills necessary for teaching/learning. The school must promote subjects to act fully in society, as we are living in a society in constant transformation and routine and repetitive activities is not a way of promoting their autonomy. In this context, the school becomes an essential space to ensure that students have guaranteed integral formation (YOUNG, 2007).

In this context of integral full-time education, the school must assume the role of articulating the various educational experiences that students can live in and out of, based on a clear intentionality that favors important learning for their integral development.

Final considerations

The social role that education plays in contemporary society is undeniable. The current school is seen as a space for learning and transforming the subjects who live there daily. School knowledge is made up of both social relationships and knowledge accumulated throughout our existence.

Perhaps, the great challenge of an integral full-time school is to understand its constitution, its true objective and the educational policies that make it work. The Integrated Curriculum combined with the Pedagogical Proposal, the Curriculum Matrix and the Curriculum Framework that define the activities that will be offered to students seem to be the north of the proposal.

When analyzing some data referring to the first full-time schools in the State of Mato Grosso do Sul and the historical period to which they belong, we can see that they were insufficient to represent a political and pedagogical conception of the national policy of integral school. There was a big mistake regarding the extended time.

In the case of an integral full-time school, school time cannot be chronological time and physical time cannot be mitigated or defined by school tradition. This time needs to be in accordance with the pedagogical proposal of the school, which presupposes a curriculum integrated to the student's experiences.

The comprehensive education that the Secretariat of Education of the State of Mato Grosso Sul recommends is based on the proposal of Educating through Research, Youth Leadership, Pedagogy of Presence, the four pillars of education (learning to know, learning to

do, learning to live and learn to be), as well as interdimensional and interdependent education. The proposal needs to be understood by the entire school community, so that it can be implemented and meets the needs of students and the school, not being just an assistance place, where children and young people spend part of the day - human development is necessary.

The school's Political Pedagogical Project (PPP) needs to be aligned with the purposes and fundamentals of Full-Time Education, called "School of Authorship". That is why, in addition to the debate about the constitution of the school and its social role, it needs a broad process of continuous formation of professionals, so that the public policy in question does not become another project that has not fulfilled its effect - large investments are needed both human and financial.

The current educational context envisages the need to expand school times and spaces, however, it needs conceptions of education that break with the weaknesses found in the Brazilian National Education System and promote a solid and resistant education, to face the demands that the school has been receiving and transforming the subject, which consequently improves their social performance.

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