

International Journal of Human Sciences Research

SCHOOL DISEASEMENT: A PATHWAY OF THE MUNICIPAL EDUCATION SYSTEM OF JUNDIAÍ

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Abstract: The text presents the experience report of the municipal education network in the city of Jundiaí, SP. It discusses the movement built from the public policy of the Innovative School Program and the relevance of the training of education professionals, in the period 2017-2021. It presents the pillars of the Program, highlights the ambience, which was extended to studies on **School unpairing**, which proposes breaking with the fragmentation scenario of the educational system and favoring the quality of education, development and student learning. It seeks to reflect on the following question: How can public policies contribute by proposing new ways of doing school?

Keywords: School disempowerment, Development and learning, continuing education.

INTRODUCTION

This experience report aims to present the journey experienced in the municipal education network of the city of Jundiaí, SP, based on the training of educators and the potential of this action for the construction of new ways of thinking and doing the school.

The municipal system in Jundiaí has a history marked by the quality of education, with emphasis on the continuing education of educators. Currently, training is provided during the working day and takes place in two modalities. The first is carried out by the Training Department of the Education Management Unit (UGE)¹ that, from the schools, promotes training that encourages professional development and that meets the needs of the school floor. The second type of training takes place at the school organized by the management teams, in collaboration with the educators, covering the topics

discussed in the network.

By tracing a timeline on the training processes, this text takes as a starting point the preliminary design of the public policy of the **Program: Escola Inovadora**², implemented in 2018, based on three pillars: ambience, quality in education and training of educators.

The pillar of ambience is related to the aesthetic dimension. But what kind of aesthetics is it all about? Generally, the word aesthetic is associated with a physical, structural reform, however, this type of reform is not the condition for the change that wants to encourage the protagonism of schools. For Hoyuelos (2020, p.36), the number 1 principle of aesthetics is: *"The school is a habitable aesthetic environment and the strategies are the conception of the child's learning and development as a reason for pleasure and the quality of the space-environment."*

The initial expectation was the expansion of the relationships of time, space and interactions. This way, some questions came to the fore: What did the walls of the schools reveal? How were relationships at school? What flavors and aromas did the schools have? What are the potentials of spaces inside and outside the classroom and school? What relationships with the school environment?

In the search for answers, although without the intention of exhausting them, it was necessary to invest in training processes and in dialogue with and between schools, in a deep exercise of active listening. Marques (2021, p. 28) in relation to listening points out that:

requires knowledge, the ability to relate actions and knowledge, to think differently, to innovate through participation to solve problems or socially relevant issues for the group, to create potential, to see that, in confrontation and negotiation, multiple

1. The governance proposal organized through platforms, implemented by the municipal administration, in which municipal departments or secretariats are transformed into Management Units, relate and work collaboratively to solve problems and propose public policies. schools, allowed the implementation of an integrated education program.

2. The Innovative School Program will be discussed later in this article.

perspectives of perceiving life and the possibilities of learning in relationships and dialogue.

In this exercise of reflective listening, there is no way to disregard the global pandemic context of COVID-19, which affected the whole of society, imposed new ways of experiencing the relationship with the interior and exterior space of the classroom, the school and its surroundings. Thus, the potential of different spaces for the promotion of development and learning will be identified.

In early childhood education, through the exploration of different environments, the educational dimension of space was already adopted. For Horn (2003, p. 48) "the space in early childhood education is not just a workplace, an additional element in the educational process; It is, above all, a resource, an instrument, a partner of the teacher in educational practice". This perspective, however, was not considered in the other segments of municipal education. This perception has been pointing to the importance of broadening and deepening the discussion about the ambience and its relationship with development and learning. The need to (re)configure the school, driven by the pandemic context, proved to be urgent in Basic Education.

Thus, studies and actions on ambience, implemented by the Escola Inovadora Program, led to the creation of a new educational proposal for all education segments served by the UGE: Early Childhood Education, Elementary Education I and Elementary and High School Education of the EJA modality (Education of Youth and Adults). The ramifications of this movement culminated in the elaboration of a proposal entitled: **Disembarrassment of the School in Basic Educatio**. This proposal will be detailed below.

THEORETICAL FOUNDATION

In every proposal of public policy for basic education, teacher training is contemplated. On this topic, Cochran-Smith and Lytle (1999) argue that there are different conceptions about teachers' learning. Among the existing conceptions, the authors highlight three: knowledge for practice, knowledge in practice and knowledge of practice. These ideas are directly related to a type of learning: learning whose purpose is technical rationality (knowledge/learning for practice); practical rationality (knowledge/learning in practice; reflective teacher); and critical rationality (knowledge/learning from practice). For Canário (1998, p. 5), teachers learn collectively in situations "of transformation of representations, values and behaviors", resulting in new forms of individual and collective action.

From this idea, the search for interaction in the group is based on the assumption that knowledge can be socially constructed by teachers who work together, resignifying their practices, becoming aware of their own prior knowledge and of "cultural and linguistic resources and textual and classroom materials" (COCHRAN-SMITH; LYTLE, 1999, p. 280). However, the union of understandings, the construction of knowledge and the (re)elaboration of pedagogical practices will only be possible if there is a change in social interaction within the school (CANÁRIO, 1998), thus creating a space for the discussion of formations experienced in the education network and outside it. Teacher education needs to "privilege the development of reflexivity, the ability to find/create new strategies, the contextualized mobilization of knowledge and critical vision" (SADALLA; SÁ-CHAVES, 2008, p.191).

Out-of-school training takes place in different formats: congresses, lectures, mini-

courses, workshops, *Lato Sensu* and *Stricto Sensu* Post-Graduation; and with different nomenclatures and identified as continuing education. In the municipal network of Jundiaí, training is organized and coordinated by the Training Department. For example, on the theme of unpairedness, presented in this article, educators participate in meetings, seminars, lectures, experiences and workshops.

In order for training to achieve the proposed objectives, it is essential to ensure theoretical depth, which reflects practice, without deviating from too many prescriptions. In the network, the discussion on the subject, held within the schools, triggered the organization of different moments and training modalities with the active participation of teachers.

Among the difficulties in relation to training, the contexts that make up the teacher's overloaded routine were emphasized; working days in more than one school, with an overload of documents to be filled out; the prevalence of administrative matters to the detriment of pedagogical matters; "strengthening bonds and planning continuing education"; and the "lack of leadership from a coordinating teacher who recognizes himself as a trainer" (CUNHA, PRADO, 2010, p.104). In addition, there are reports about the lack of resources or even the point of not seeing the possibility of implementing the practice, due to the limitation of pedagogical intentionality.

It is important to emphasize that, for any training, it is necessary for the subjects to be

open to exposing themselves and listening to what trainers and colleagues have to say. It is in practices and discursive sharing that "teachers make their knowledge explicit, making it visible; question conjectures of common practices; and generate data that can be considered alternative" (BOLOGNANI, NACARATO, 2014, p.9). Looking at these paths and the discourses constructed by educators in the municipal network is fundamental to qualify the pedagogical practice and training processes, the implementation of the necessary path changes.

METHODOLOGY-DEVELOPMENT

The Multiannual Plan³ (PPA), 2018/2021, in the municipality of Jundiaí, implemented the Innovative School Program, which foresaw investments and actions aimed at improving the quality of teaching, training and valuing teachers and modernizing the environments and infrastructure of school units.

In this sense, several actions were carried out, including the implementation of a digital educational platform, the promotion of events to promote science, implementation of a healthy school feeding program, reforms in school units, establishment of partnerships and agreements with private institutions and organizations, implementation of a high-tech laboratory maker, training events for all educators, creation of the International Center for Childhood Studies and Memories and Research (CIEMPI)⁴ and the launch of contests to value and reward innovative educational practices. All actions were permeated by teacher training movements

3. The Pluriannual Plan (PPA) is the medium-term (4-year) government planning instrument, provided for in article 165 of the Federal Constitution. To learn more, visit: <https://www.justica.gov.br/Acesso/governanca/PPA/o-plano-plurianual-ppa-e-a-constituicao-federal.pdf>

4. CIEMPI is linked to the Training Department at the Education Management Unit (UGE). Its creation aims to safeguard the history of education in Jundiaí through collections documents and other sources, collaboratively designing the permanent training of professionals in education in dialogue with schools, highlighting the role of children and educators, fostering academic research as well as promoting university extension and also reconstituting local history. The Center is intended for the entire Jundiaí community and for all people interested in heritage education, memory studies and childhood research. To learn more, visit: <https://educacao.jundiai.sp.gov.br/ciemp/>.

and interaction between school teams and the UGE.

With the proposition of actions aimed at improving the school environment, the UGE started to offer lectures, workshops and materials aimed at training school professionals on the subject. In addition, it intensified the proposal of initiatives to take advantage of school spaces as facilitators of learning, a practice that already permeated the work of some municipal units, mainly in the Early Childhood I segment (from 0 to 3 years old). Among the proposals encouraged, the implementation of organic gardens, the valorization of children's contact with the elements of nature and the involvement of children in school decisions stand out.

Based on the results obtained in the implemented actions and aiming at the integration between the school segments, the scope of the actions was expanded, reaching the units of Early Childhood Education II (from 4 and 5 years old), from Elementary School I (from 1st to 5th year) and Youth and Adult Education (EJA). The proposal for integrated work between the management units of the municipality made it possible for the look at childhood to be incorporated in various areas of administration, favoring the transversality of policies and actions of urban and infrastructure interventions for the occupation and access to the city, by children.

In 2019, the municipal education manager of Jundiaí participated in the technical mission organized by the Alana Institute in Griesheim. This German city was planned to be a friendly city for children, with their development in mind. In the Mission, aspects such as the appreciation of heritage, contact with nature, walking through the streets, children's journeys to school, occupation of streets and public facilities and the possibilities of transforming these spaces

into playful and welcoming environments were addressed. This experience triggered, in the Jundiaí network, actions aimed at creating environments favorable to childhood protagonism and that promote their development and learning.

In 2020, Jundiaí was included in the Urban Network⁹⁵, due to the practices developed by schools, based on public policies aimed at childhood that expand the perspectives and possibilities of using the city's spaces by educators and students. Considering the history of elaborating improvements in school environments and the scenario generated by the pandemic, UGE invested in pedagogical and training proposals outside the classroom, mainly outdoors. In the last quarter of this year, training courses were held by the education departments with the managers of the school units, with the objective of promoting learning outside the classroom, experienced with and in different spaces, school and non-school.

The year 2021 marked the potential of natural spaces, open spaces, free areas for the development and learning of children, young people and adults in a global, systemic and integrated way. This initial movement was attributed to the expression disempowerment of the school.

From this study process, and from the educators' reflections, emerged the classification and analysis of possible dimensions of the idea of school disembarassment in basic education: the physical and spatial dimension, the cultural and curricular dimension and the methodological dimension, concepts that are still in development. elaboration by the network.

RESULTS AND DISCUSSION

Evaluating the path presented in this article, the fundamental role of the

continuing education of educators in the municipal education network of Jundiaí is highlighted. The movement starts from the analysis of school practice, considering the potential of different spaces for development and learning, and moves towards the theoretical analyzes that qualify this practice, characterized by actions detached from prescriptions.

The publication of materials aimed at teaching actions in the classroom and outside of it has been a focus of UGE's work. The publication of the Outdoor Learning Guide in Jundiaí, produced from studies on the occupation of spaces in the territory involving the three segments: Early Childhood Education I and II and Elementary School and EJA. A request for collaborative work between members of the UGE technical team was made to the Alana Institute team, proposing the development of prototypes for organizing environments that could be replicated in other schools in the system.

The e-book **A Escola no Mundo**, developed by the technical team and teachers of the UGE, aiming to support municipal schools, it was produced from visits to the park: Mundo das Crianças⁵, during which the professionals dedicated themselves to deepening studies on potential opportunities for the development and learning of students, from experiences intentionally planned in the park environments and adaptable to the external spaces of schools, considering the Jundiaense Curriculum.

The different materials prepared by the training teams, teachers, other educators and external consultants have made up the collection: **Materials for the practice of school unpairing.**

FINAL CONSIDERATIONS

Despite the relevant contributions of renowned theorists, through research studies and pragmatic proposals for a systemic view of education, it is still possible to identify walls, borders and fragmentations in conceptions and processes of knowledge construction, pedagogical practices, curriculum development, planning, teacher training, evaluation, and in many other aspects.

At the same time, the mechanisms for the **continued training of educators** in the municipal network of Jundiaí have gained new contours insofar as, in a planned way, different training modalities have been offered with a view to exploring different teaching and learning spaces with all the complexity of factors that this implies.

The **theme of school disembarkation** directs the gaze to good pedagogical practices, validating and innovating existing ones. In addition, reconnecting with the educational territory, identifying spaces and partners for training actions in the surroundings of schools, contributes to the appropriation of what is public and generates co-responsibility. Such practices and participation are very close to the concepts of citizenship.

5. Mundo das Crianças is the extension of the preservation area of the dam that supplies the city of Jundiaí and the realization of the conceptions about childhood that the municipality has been developing, based on research on children and on international experiences on the relations of the urban environment. and public policy planning. To learn more visit: <https://mundodascriancajundiai.com.br/o-parque/>.

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