

## Creative learning as a public policy in Ribeirão das Neves



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### ABSTRACT

The article presents the report of experience in the formulation of Public Policy of education, for the systemic adoption of Creative Learning as a pedagogical approach in the Municipal Education Network in Ribeirão das Neves, Minas Gerais. The report presented is not a scientific research, but rather the practical experience of the formulation of public policy for the systemic adoption of Creative Learning as a pedagogical approach and subsequent curricular integration. The formulation of this public policy was adopted from a cartographic perspective. It can be inferred that the recovery of this educational loss, resulting from this pandemic crisis, will only be possible with a great collective and democratic work, with the involvement of the teaching staff of the school community, councils, families, organizations, civil society and a lot of political commitment. Therefore, it is necessary to unite all social subjects in favor of the recovery and improvement of public education.

**Keywords:** Pedagogical Approach, Creative Schools Program, Public Education, Public Policy on Education.

## 1 INTRODUCTION

The article presents the report of experience in the formulation of Public Policy of education, for the systemic adoption of Creative Learning as a pedagogical approach in the Municipal Education Network in Ribeirão das Neves, Minas Gerais. Ribeirão das Neves is located in the state of Minas Gerais, in the Southeast Region of the country. It belongs to the Metropolitan Region of Belo Horizonte (RMBH). According to IBGE data, it is the seventh most populous municipality in the state, with 338,197 inhabitants according to a 2020 estimate.

According to the 2022 School Census, the Municipal Education Network of Ribeirão das Neves serves about 32,000 students in the Nursery, Preschool, Elementary I, Elementary II and Youth and



Adult Education segments. According to research by the Economic Commission for Latin America and the Caribbean, of the children around the world who started primary school this year, 65% will end up in jobs not yet invented. In this context, there is an urgent need to prepare students to deal with uncertainties and try new things and develop as critical and creative thinkers, according to the ten competencies of the National Common Curricular Base (BNCC). Brazil (2018)

Data from the United Nations Children's Fund - UNICEF (2022) - shows that 70% of 10-year-olds, now in a situation of learning poverty, are unable to read and understand a simple text. This rate was 57% before the pandemic, however, now, the learning crisis has intensified. It is increasingly clear that children from lower socio-economic backgrounds and other disadvantaged groups suffer greater learning losses. The pandemic context has widened inequalities and aggravated the problems faced in education at the national level.

Faced with this scenario of unpredictability, in the pandemic context, some issues have become central to shed "light" on a possible restructuring of the teaching and learning processes that were committed in the "post-pandemic". Several disturbing questions arise that guide the research, among them the problem: **What actions to implement in the post-pandemic period to contribute to quality public education?**

Research indicates that "[...] society and school will no longer be the same after the Covid-19 crisis" (MONTEIRO, 2021); (PEREIRA, NARDUCHI AND MIRANDA, 2020). In this aspect, it is essential to align the understanding of these transformations in the implementation of public educational policies and in the reformulation of the school curriculum to face what many have called the "new normal". The 'Dossiers': education and technologies in the context of the coronavirus pandemic and social isolation: scenarios, impacts and perspectives (2021); Higher Education in Latin America in Times of Crisis. Analytical Archives of Educational Policies (2021); institutional and UNICEF reports (2022); Research on educational public policies asserts the need for research on the implementation of public policies in emergency contexts, in periods of complexity, universal crisis and uncertainty in order to understand the scope of these initiatives.

Faced with these new challenges, the municipality of Ribeirão das Neves, through the Municipal Department of Education, the objective of the program is to promote quality public education and the integral development of students, engage the school community, provide opportunities for the exploration of creative expressions to education professionals and students through the "Our Creative Network" plan.

The term "creative learning" as a pedagogical approach was coined by Resnick and researchers at the *Massachusetts Institute of Technology* (MIT). The researcher draws attention to the learning experiences provided by the Scratch programming language, designed to "[...] help children learn to think creatively, reason systematically, and work collaboratively" (RESNICK, 2020). According to



the author Mitchel Resnik (2020), Creative Learning is an educational approach that brings together several pedagogical currents, with greater emphasis on Seymour Particlet's Constructionism and concepts by Froebel, Piaget, Dewey, Montessori, Paulo Freire and other renowned educators.

The Creative Learning approach is based on 4Ps: Projects based on your Passions, in collaboration with Peers and maintaining the spirit of Thinking through play. In Creative learning, Resnick (2020) proposes a "creative learning spiral" where children "imagine what they want to do, create a project based on their ideas, play with their creations, share their ideas and creations with others, reflect on their experiences" (RESNIK, 2020)

Creative learning in Ribeirão das Neves is aligned with nine principles, as follows:

- I. All for education: the transformation of municipal education will take place through critical-reflective practice, teacher training, community meetings and the involvement of society;
- II. Less us, more them: student-centered approach to learning, articulation of curricular disciplines with different fields of knowledge and sociocultural practices, with a focus on active methodologies and encouragement of creative and collaborative learning;
- III. The city as a scientific laboratory: integration of school spaces with city spaces, in which the city should be seen as a living and dynamic curriculum, providing interaction and knowledge of society;
- IV. My power is my answer: error as a source of learning, creating an environment in which students feel comfortable to experiment, make mistakes, and learn from their mistakes through action-reflection-action;
- V. Valuing diversity: affirmation of culture, sports, leisure and human rights, structured in diversity and valuing the learner promoting and encouraging Integral Education, respecting differences, promoting inclusion and accessibility through structuring, actions and assistive technologies;
- SAW. What we unveil, flourishes: everything we focus on tends to expand, in this perspective we will focus on investigation and problem solving;
- VII. Creative Learning: Use of the spiral of creative learning, in which we can imagine, create, play, share, reflect, imagine, stimulating students' creative thinking, so that they know how to improvise, adapt, reflect, transform and, if necessary, try again;
- VIII. Encourage good practices: Promote the appreciation of the successful experiences of the school units as inspirers of creative integral education.

For Martínez (2020), learning creatively is related to the ability to associate different topics, solve problems, and generate new ideas in a learning context. For the researcher, Creative Learning translates into learning that differs from common ways of learning in the school environment. It conceptualizes that creativity goes beyond a specific moment or situation, it is the way the subject



produces his actions in a given context, according to the experiences and subjective meanings generated at the time in which he finds himself. It is a complex nature, marked by the indissolubility between the cognitive and the affective.

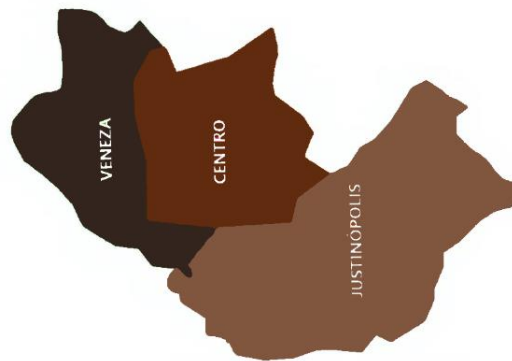
To overcome banking and traditional education requires changing the very conception, the type of training offered, the curriculum, the teaching practices, as well as the school structures. In this way, Creative Learning cannot be done by reproducing "more of the same". It is necessary to create an environment where creativity flourishes with active learning.

## 2 METHODOLOGY

The report presented is not a scientific research, but rather the practical experience of the formulation of public policy for the systemic adoption of Creative Learning as a pedagogical approach and subsequent curricular integration. The formulation of this public policy was adopted from a cartographic perspective.

As in a map to be drawn, the researcher may follow a path without a clearly defined ending, and the actions and reactions of this landscape connect and create new meanings for the investigation. Cartography, in this context, emerges as a builder of connections, around complex processes and everyday situations. (LEMOS and OLIVEIRA, 2017, p. 45)

Figure 1 – Map of Ribeirão das Neves



Source: SMED Collection

In this sense, the formulation/implementation process works as "clues" that lead to the construction of this new path. These clues become permanent and assertive at certain points and at others express the need for adaptations and changes.

Understanding the complexity of the challenges to achieve the proposed objectives and achieve the systemic adoption of Creative Learning, the Municipal Department of Education (SMED) sought external partnerships with civil society organizations, the Brazilian Network for Creative Learning (RBAC), federal universities such as the Federal University of Minas Gerais (UFMG), the Federal University of São João del-Rei (UFSJ), the Federal University of São João del-Rei (UFSJ), the Federal University of São João del-Rei (UFSJ), the Federal University of São João del-Rei (UFSJ), the Federal University of São João del-Rei (UFSJ), the Federal



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In April 2021, the Brazilian Creative Learning Network (RBAC) launched the "Creative Schools Program" through a public notice, with the aim of fostering the implementation of innovative solutions that help make Brazilian public education more creative, pleasurable, relevant, collaborative, and inclusive for children aged 6 to 12 years. When SMED submitted a proposal and was classified, along with nine other public school systems in several Brazilian states.

We highlight that the Municipal Department of Education of Ribeirão das Neves is the first Secretariat of the State of Minas Gerais to formalize a partnership with the Brazilian Network of Creative Learning.

Our strategies for formulating/implementing the pedagogical approach to creative learning were:

- Seek external partnerships with civil society and federal universities;
- Assemble a team to compose the project management committee;
- Engage the technical team of the Municipal Department of Education;
- Training of the technical team through participation in congresses, seminars and courses on the themes of curriculum, innovation and technology, inclusion, creativity and socio-emotional;
- To make a diagnosis of the knowledge of the approach in the Municipal Education Network, through semi-structured research, through *an online* form;
- Map the School Units and school teams, to pre-select those that have a literacy profile and already use active methodologies in their pedagogical practice;
- Promote the engagement of school leaders, through meetings and training;
- Analyze the interest of school managers in participating in the "Creative Schools" Program;
- Classify school units by level of vulnerability;
- Promote training with SMED's technical team and school leaders in partnership with the Brazilian Creative Learning Network;
- Sensitization of teachers through training, "hands-on", in service, in the school unit;
- Beginning of a pilot project in seven school units;



- Selection of an ambassador teacher for each school unit participating in the "Creative Schools" program and periodic meetings with these ambassadors;
- Promotion of events - Festival of Invention and Creativity (UAI-FIC 2021 and 2022) to encourage pedagogical practices centered on student protagonism, in partnership with the Brazilian Network of Creative Learning, Creative Centers of Belo Horizonte, Vertentes and the Center for Robotics and Assistive Technologies of UFSJ (CyRos)
- Promotion of robotics and programming workshops for students, in partnership with the Tutorial Education Program (PET) of Electrical Engineering of the Federal University of Minas Gerais (UFMG) and the Rolê Maker Project (CEFET/MG)
- Exchange between participating and non-participating schools of the Creative Schools Programme;
- Promotion of scientific dissemination through the production of educational resources on the subject, presentation at congresses, writing of book chapters and reports of experiences;
- Among other administrative and pedagogical actions, which due to the length of the abstract we will not describe.



FIGURE 1 - Macro Flow of the methodology  
**MACRO FLUXO DA FORMULAÇÃO/IMPLEMENTAÇÃO DO PLANO "NOSSA REDE CRIATIVA"**



Source: Elaboration by the author

### 3 RESULTS AND DISCUSSION

Each workshop, activity, meetings were expressed in a great discovery, the bright look and the satisfaction of our professionals for being the protagonists of the actions; the recognition and involvement were extremely gratifying. On the other hand, the uncertainty, insecurity and feeling of inefficiency at the beginning of the actions were noticeable in the *speeches and feedbacks, especially from the ambassadors, since they deal directly in the school environment, and closely follow the numerous challenges that worsened in the return to face-to-face classes, "post" pandemic.*



In the same way, the promotion of the engagement of teachers to adopt this approach has been a great challenge, in the sense of demonstrating that it is not more work for the educator, but rather a reconstruction of knowledge, ways and ways of teaching and learning. Building a public policy of education by many hands, where there is an exchange of experiences, learning and teaching, demonstrates an advance towards the construction of a living and dynamic curriculum, which goes beyond regulatory norms and becomes pulsating on the school floor.

#### 4 CONCLUSIONS

It can be inferred that the recovery of this educational loss, resulting from this pandemic crisis, will only be possible with a great collective and democratic work, with the involvement of the teaching staff of the school community, councils, families, organizations, civil society, and a lot of political commitment. Therefore, it is necessary to unite all social subjects in favor of the recovery and improvement of public education.

Creative learning should be seen as an interweaving of subjectivities and experiences, in constant refinement, which is strengthened both with theories on the subject and with the personal experiences and reflections of educators, pedagogues, managers, psychologists, sociologists, philosophers, among other areas that can contribute to the improvement of education. This is not a simple process, it requires time, actions and reflections and scientific research on this theme, to validate the production of knowledge that happens on the "floor" of schools, which emanates from the education secretariats and emerges from social movements. There is a long way to go, seeds have been sown that need to be watered, cared for and treated in order to germinate.





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