


Full-time education: Challenges and opportunities for the teaching and learning process

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ABSTRACT

The present research aimed to analyze the challenges and opportunities of full-time education, from the perspective of Teixeira (2007). To this end, a literature review was carried out, where it was possible to verify that the conception of integral education evidences the importance of teacher training, complementarity between home and school, and preschool education. The implementation of the comprehensive school presents challenges related to planning, time management, and infrastructure, but also offers opportunities to expand teaching and cover the physical, cognitive, intellectual, affective, social, and ethical aspects of students. Despite the challenges, the implementation of the comprehensive school seeks to offer a more complete and enriching education, promoting the integral development of students. Overcoming difficulties allows for an education that prepares students for the future. Collaboration between teachers, partnership with parents, and valuing preschool education are key to the success of this educational model. In addition,

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educators must work collaboratively, integrating different areas of knowledge and adapting their pedagogical practices.

Keywords: Integral education, Students, Teachers.



INTRODUCTION

The school is a place where life pulsates, knowledge circulates, contradictions and passions are confronted. The full-time school, which aims at an integral education, has the challenge of making time an ally to guarantee the right to fully live the educational experience. To learn how to make use of time is to gain confidence in the daily activities of full-time school. Teachers are mediators of the training process and, therefore, make use of time in such a way that it provides opportunities for respect for human time (COELHO, 2013; FERNANDES, 2008).

In this sense, the sensitivity revealed through the teacher's attentive observation and an investigative posture constitutes a strategy that helps the teaching-learning process. Thus, full-time time enjoys its breadth when we refer to the educational experience, and the way in which time is organized inscribes its temporal marks in the subjects (FERNANDES, 2008). However, as Coelho (2013, p. 93) would say, "it is not enough to extend time by transforming it into full-time, it is necessary to commit to an integral education".

The story refers to previous experiences considering the implementation of the Park Schools in Bahia, the CIEP in Rio de Janeiro and the numerous contributions of authors such as Teixeira (2007), who led many of the struggles in defense of the democratization of education. As well as the Law of Guidelines and Bases of National Education – LDB, Law 9.394/96, whose text, in its article 34, § 2, emphasizes that elementary education will be progressively taught full-time, at the discretion of the education systems.

The school intended by the Integral Education Program favors children, in addition to academic content, possibilities of experiences directed to quality of life, the exercise of solidary coexistence and the reading and interpretation of the world in its constant transformation. Integral education is a right of childhood (TEIXEIRA, 2007).

In this context, the present work explored the theme of integral education, addressing the vision of Gadotti (2009), in the book "*Integral Education in Brazil – Innovations in Process*", focusing on the social role of integral education in the integral formation of the individual. The research on this theme allowed us to reflect on and explore this pedagogical proposal, aiming at a consistent and quality education that instrumentalizes educational praxis. The approach of integral education as the central theme of this research reveals the importance of the role of childhood and its rights in the construction of a more inclusive and just society.

Gadotti (2009) highlights integral education as an educational model that goes beyond traditional teaching, incorporating dimensions such as cultural, social, emotional and physical. For the author, integral education seeks to form critical and participative individuals, capable of dealing with life's challenges in an integral way, considering its multiple dimensions. In this sense, integral education is not restricted only to cognitive development, but seeks to promote the full development



of the human being, covering aspects such as emotional, social, ethical and aesthetic development. The social role of integral education is to contribute to the construction of a more just and egalitarian society, through the formation of conscious citizens committed to the common good.

Thus, the objective of this research was to analyze the challenges and opportunities of full-time education. It is hoped that the results of this research will provide important subsidies and reflections for the area of education, contributing to the improvement and implementation of educational practices aimed at integral education. By understanding the social role of integral education in the integral formation of the individual, it will be possible to identify pedagogical strategies and approaches that promote the full development of students, considering their emotional, social and cultural needs.

EIXO THERICO

INTEGRAL EDUCATION: EMERGENCE IN BRAZIL AND MAIN CONCEPTS

According to Pereira and Vale (2013), Teixeira (2007) and Gadotti (2009), integral education must ensure the development of students in all its dimensions. In the context of a school with full-time education, the possibilities of different teachings of students in their multidimensional condition (physical, cognitive, intellectual, affective, social and ethical) are expanded, inserted in a context of relationships. The teaching method uses a broad workload where the full-time school seeks to fulfill its social function, promoting social and harmonious coexistence, systematized knowledge and culture, worked through a philosophical and ethical option of the citizens of the school community.

Teixeira (2007) made an important contribution to the integral school, as he began to develop, little by little, and based on American pragmatism, an expanded school education that, even today, is present in the thinking and educational projects that seek to deepen the public character and school education. Throughout his career as an administrator and as an intellectual, the author remained faithful to the vision of school education that he sought to reinvent, having as its reference and purpose the reality of Brazilian education.

The idea of integral education grew as a kind of counterpoint, within the expansionist process of the public school system. The challenge of expansion was initially associated with literacy. It was about making Brazilians literate, making them citizens through reading and writing. The right of every individual to his or her integral education follows logically from the State, which recognizes the duty to consider education as a social and public function, which it is called upon to carry out with the cooperation of all social institutions. Teixeira describes the innovations implemented or planned for the training of primary teachers at a higher level, and highlights the need for a School of Education to train specialized teachers in the areas of music, arts, drawing, industrial and domestic arts, physical education and health (GADOTTI, 2009).



It is clear that the school designed by Teixeira (2007) for Brazilian society had an instituting profile. His strong adherence to the school institution also did not prevent him from seeing the complementarity between home and school. Pre-school education, and the importance of this period for the lives of individuals, brought a long reasoning in which he noted the weakening of the family due to modern social reconstruction.

Also according to the author, the school brought help to the family. In the entire work of Anísio Teixeira, which covers five decades, we could list several passages that present the defense and characterization of a school of integral education. The bases on which he formulated his conception of integral education are: the understanding that education is life and not preparation for life; the understanding that other social institutions have lost part of their educational capacities, which must then be supplied by the school; and the search for the truly "common", that is, democratic, school.

Teixeira's (2007) conception of integral education was deepened based on the understanding that man is formed and developed in action, in doing, and not by some exogenous movement of formal learning. In addition to the conceptions, the great differential of the thought on integral school education developed by Anísio was the deepening of its philosophical foundations, and it was precisely from the social philosophy of John Dewey that, in Brazil in the twenty-first century, several educational programs of state and municipal governments emerged that brought the concept of integral education.

In 2007, through Interministerial Ordinance No. 17, involving the Ministries of Education, Culture, Social Development and Fight against Hunger and Sports, the More Education program was launched, whose objective is to guide 10 resources to "promote the integral education of children, adolescents and young people, through socio-educational activities in the after-school period". It was at this time that educational policies and the idea and concept of integral education resurfaced. The way in which Teixeira (2007) conceived integral education and full-time school is essential for an approach to the theme that remains guided by the sense of democratization of the Brazilian educational reality

For Gadotti (2009), the school needs to be integral and fully educate the citizen. It also states that the school has to be "comprehensive, integrated and integrative and that students have the right to citizenship. There is a great concern with quality education, so that schools that offer full-time education do not remain only in the classroom teaching subjects, but that they form the person integrally, beyond the walls of the school. For this reason, he states that there is no point in the school being full-time if it is not full-time, because more time in school does not automatically mean a better school. According to Gadotti, increasing the school day to full-time is an educational sociocultural quality.



SOCIAL FUNCTION OF THE COMPREHENSIVE SCHOOL

According to Dainez and Smolka (2019), the social function of the comprehensive school is a topic of great relevance and has been widely discussed in the educational context. The full-time school, also known as full-time school, is characterized by offering an expanded course load, which goes beyond basic curricular activities, providing students with a variety of educational, social, and cultural experiences.

Also according to the authors, the main social function of the comprehensive school is to ensure a more comprehensive and complete education, which goes beyond the traditional teaching of academic subjects. By expanding the course load, the school has the opportunity to offer a more diverse range of activities, including sports, arts, music, dance, research projects, citizenship activities, among others.

The social function of the comprehensive school aims to provide students with an integral development, stimulating their cognitive, physical, social and emotional skills. The integral school seeks to go beyond the transmission of knowledge, seeking to promote the full development of students, encouraging creativity, critical thinking, autonomy, responsibility and the formation of conscious and participatory citizens in society (MOTA, 2007).

In addition, comprehensive education plays a key role in combating social inequalities. By offering an expanded course load, the school provides students with a safe and enriching environment throughout the day, which can contribute to reducing socioeconomic disparities. This approach is especially relevant in communities where students face socioeconomic difficulties, lack of access to cultural and educational resources, or in areas with high rates of violence and social vulnerability (MOTA, 2007).

Another important social function of the comprehensive school is, according to Freire (1982), the promotion of inclusion and equal opportunities. By offering diverse extracurricular activities, the school provides an environment where students can explore different interests and talents, regardless of their social, economic, or cultural backgrounds. This contributes to combating stereotypes and prejudices, in addition to valuing diversity and promoting harmonious coexistence among students.

Comprehensive schools also play an important role in the formation of values and in the strengthening of ethics and citizenship. Through projects, discussions, and extracurricular activities, students have the opportunity to reflect on social, cultural, and environmental issues, developing a sense of responsibility and awareness regarding their role as active citizens in society (FREIRE, 1982).

It is important to emphasize that the social function of the comprehensive school is not restricted only to the students. The school also plays an important role in promoting the participation and involvement of parents and the community as a whole. Education can become a space for



encounter and dialogue between family, school and community, promoting partnerships and joint projects that contribute to the integral development of students (JACOBI; TRISTAN; FRANCO, 2009).

COMPREHENSIVE SCHOOLING: CHALLENGES AND OPPORTUNITIES

The implementation of the comprehensive school, which seeks to extend the school day and offer extracurricular activities to students, brings with it significant challenges and opportunities. This teaching model aims to provide a more complete education, integrating academic, cultural, sports, and social aspects into the students' routine (MARQUES, 2021).

One of the main challenges of full-time schooling is planning and efficient time management. When expanding the school day, you need to strike a balance between mandatory academic activities and extracurricular activities. It is necessary to ensure that there is enough time for students to dedicate themselves to their studies, but also so that they can participate in activities that stimulate their creativity, social skills and interest in different areas (GONÇALVES, 2006).

In addition, adequate infrastructure is essential for the efficient functioning of the comprehensive school. It is necessary to provide adequate spaces for extracurricular activities, such as laboratories, libraries, sports courts, and art rooms. This adequate infrastructure allows students to have access to the resources and materials they need to explore different areas of knowledge and develop their skills (CASTRO; LOPES, 2011).

Moll et al. (2020) reiterate that another challenge is the training of professionals who will work in the comprehensive school. It is essential to have educators who are trained and prepared to deal with the specific demands and needs of this teaching model. Teachers should be able to plan and develop activities that integrate the different aspects of students' training, promoting dialogue between disciplines and encouraging interdisciplinarity.

However, full-time school also offers a variety of opportunities. By extending the school day, students have the opportunity to delve deeper into the content, explore their passions and personal interests, and develop skills and competencies beyond the traditional curriculum. This more comprehensive approach contributes to a more complete and enriching education (MOLL et al., 2020).

According to Marques (2021), the comprehensive school also enables greater integration between students and the community. By offering extracurricular activities, the school becomes a space for coexistence and social interaction, where students have the chance to meet people from different backgrounds and have enriching experiences. This connection to the community can also be extended through partnerships with local institutions such as businesses, NGOs, and universities, further expanding learning opportunities.



For Branco (2012), another opportunity is the development of socio-emotional skills. Comprehensive schooling can provide an enabling environment for students to work on skills such as collaboration, resilience, empathy, and leadership. Extracurricular activities, such as group projects, sports, and social actions, stimulate the development of these skills, preparing students to deal with future challenges.

In short, full-time schooling presents both challenges and opportunities. By overcoming the challenges related to the planning, infrastructure, and training of professionals, it is possible to take advantage of this teaching model, which provides a more complete education, stimulates creativity, strengthens social integration, and promotes the development of essential skills for the personal and professional success of students.

THE IMPORTANCE OF LEISURE FOR CHILD DEVELOPMENT, STRENGTHENING CREATIVITY AND CONNECTION WITH THE ENVIRONMENT

According to Habowski and Conte (2020), leisure plays a key role in child development, strengthening creativity, and connecting with the environment. While often overlooked in a society that values productivity and constant filling of time, leisure time is essential to allow children to explore, experiment, and connect with the world around them.

Leisure provides children with the opportunity to discover themselves and get to know themselves better. When they have free time, without specific tasks or obligations, they are encouraged to explore their personal interests, hobbies, and talents. This free time allows them to engage in autonomous activities and follow their natural curiosities. In doing so, children learn about themselves, discover their passions, and develop a sense of self (HABOWSKI; CONTE, 2020).

In this sense, idleness stimulates children's creativity. For Mota (2015), when children have free time to play, use their imagination and create, they are able to develop creative skills and innovative thinking. During idle time, children are encouraged to find solutions to problems, create stories and characters, build things with their own hands, and explore different forms of artistic expression. These creative activities help develop the flexible mind and the ability to think in a non-linear fashion, which are essential for success in various areas of life.

In addition, Venturini and Schuler (2020) point out that leisure time allows children to connect with the environment around them in a deeper way. In an increasingly digital and fast-paced world, children often miss out on the opportunity to connect with nature, people, and the community. Leisure provides a time for them to engage with the real world, explore nature, interact with other children and adults, and develop social and emotional skills. These experiences of connecting with their surroundings help children develop empathy, compassion, a sense of responsibility, and a sense of belonging.



Therefore, it is crucial to recognize the importance of leisure in child development. By allowing children free time, we are empowering them to discover themselves, enhance their creativity, and connect with the world around them. In this regard, it is essential to create a healthy balance between structured time and unsupervised leisure activities, so that children can experience the benefits of leisure to their full potential.

METHODOLOGY

To carry out this study, bibliographic research was adopted as a method of investigation, with emphasis on the work of Gadotti (2009). As Gil (2011) points out, bibliographic research consists of the search, selection, analysis and synthesis of information from reliable and relevant bibliographic sources. These sources include a variety of materials, such as books, scientific articles, theses, dissertations, reports, and other scholarly publications that address the topic at hand.

At this moment when the idea and concept of integral education are resurfacing, it has become essential to revisit the work of Anísio Teixeira and use him as a basic theorist. The way in which the author conceived integral education and full-time school is an essential source for an approach to the theme that remains guided by the sense of democratization of the Brazilian educational reality.

Thus, the bibliographic research was fundamental to achieve the objectives of this study, as it sought to explore the already existing knowledge about the development of full-time students. Through a critical analysis of the existing literature, it became possible to obtain a broader and deeper understanding of this theme.

When conducting bibliographic surveys, strict selection criteria were adopted in order to ensure the quality and relevance of the materials used. Physical and virtual libraries, academic databases, recognized scientific journals and other reliable sources for the collection of information will be consulted. This approach allowed a comprehensive and up-to-date coverage of the existing literature, contributing to the consistency and validation of the results obtained.

RESULTS AND DATA ANALYSIS

As a result, it was possible to verify that, in a school with full-time education, the possibilities of teaching in different areas are expanded, covering physical, cognitive, intellectual, affective, social and ethical aspects of the students. The idea is for the school to be an environment of social coexistence, where systematized knowledge and culture are worked on through a philosophical and ethical option of the school community.

The author Teixeira (2007) is presented as an important figure in the development of integral education in Brazil, based on American pragmatism. This is because Teixeira (2007) defended an



expanded school education, with reference to the reality of Brazilian education, and emphasized the training of teachers at a higher level and the need for specialization in different areas, such as music, arts, physical education, among others. The author saw the school as complementary to the family and sought an integral education that would form conscious and participatory citizens in society.

It was found that the idea of integral education emerged as a counterpart to the process of expansion of the public school system, which was initially focused on the literacy of Brazilians. Integral education is presented as a right of each individual, resulting from the State's recognition of considering education as a social and public function. The importance of the family and the complementarity between home and school is also highlighted, and it is mentioned that Teixeira saw the school as a help for the family and defended preschool education as a crucial period in the lives of individuals. The author believed that the school should make up for the educational capacities lost by other social institutions and sought a truly democratic school.

Teixeira's (2007) conception of integral education was deepened based on the understanding that man is formed and develops through action and doing, and not only through formal learning. Teixeira's thinking was influenced by the social philosophy of John Dewey, and from this thought emerged several educational programs of state and municipal governments in Brazil, which adopted the concept of integral education. The More Education program, launched in 2007, is mentioned as an example of an initiative that promotes comprehensive education through socio-educational activities after school hours.

Full-time school has a social function capable of ensuring a more comprehensive and complete education for people. By expanding the course load, the school could offer a more diverse range of activities, including sports, arts, music, dance, research projects and citizenship activities. The comprehensive school aims to provide students with an integral development, stimulating their cognitive, physical, social and emotional skills. With this, the full development of students is promoted, encouraging creativity, critical thinking, autonomy, responsibility, and the formation of conscious and participatory citizens in society.

In addition to this social function, it was observed that the comprehensive school can promote inclusion and equal opportunities. By offering diverse extracurricular activities, the school provides an environment where students can explore different interests and talents, regardless of their social, economic, or cultural backgrounds. This contributes to combating stereotypes and prejudices, in addition to valuing diversity and promoting harmonious coexistence among students.

Comprehensive schools also play an important role in the formation of values and in the strengthening of ethics and citizenship. Through projects, discussions, and extracurricular activities, students could reflect on social, cultural, and environmental issues, developing a sense of responsibility and awareness regarding their role as active citizens in society.



It should be noted that the social function of the comprehensive school is not restricted only to students. The school also plays an important role in promoting the participation and involvement of parents and the community as a whole. Education can become a space for meeting and dialogue between family, school and community, promoting partnerships and joint projects that contribute to the integral development of students.

The analysis of the text reveals that the implementation of the comprehensive school, which aims to extend the school day and offer extracurricular activities to students, brings with it significant challenges and opportunities. The main challenges encompass problems such as: planning, efficient time management and adequate infrastructure.

However, there are also some opportunities, as by extending the school journey, students have the chance to delve deeper into the content, explore their personal passions and interests, and develop skills and competencies beyond the traditional curriculum. In addition, there is the promotion of greater integration between students and the community, as well as the development of socio-emotional skills.

It was observed that one of the main opportunities of the integrative school is linked to the importance of leisure for child development, strengthening creativity and connection with the environment. Thus, it is crucial to recognize the importance of leisure in child development. By allowing children free time, we are empowering them to discover themselves, enhance their creativity, and connect with the world around them. In this regard, it is essential to create a healthy balance between structured time and unsupervised leisure activities, so that children can experience the benefits of leisure to their full potential.

CONCLUSION

Based on the accomplishment of the present research, it was possible to verify that the implementation of the integral school presents challenges related to planning, time management and infrastructure, however, it also offers opportunities to expand teaching in several areas and scope of physical, cognitive, intellectual, affective, social and ethical aspects of the students. The conception of integral education defended by Teixeira (2007) highlights the importance of teacher training, the complementarity between home and school, and preschool education as a crucial period in the lives of individuals.

In this sense, educators must be prepared to work collaboratively, integrating different areas of knowledge and adapting their pedagogical practices to meet the needs of students in a comprehensive way. In addition, complementarity between home and school is essential, involving parents and guardians as partners in the educational process. This is because the comprehensive



school also plays a relevant social function by involving parents and the community, establishing partnerships and joint projects that contribute to the development of students.

Therefore, the implementation of the comprehensive school is a proposal that seeks to offer a more complete, comprehensive and enriching education to students, promoting their integral development and preparing them to face the challenges of the future. While the implementation of full-time schooling presents significant challenges, the potential benefits are undeniable. By overcoming the difficulties related to planning, time management, and infrastructure, it is possible to offer a more comprehensive and enriching education that promotes the integral development of students in all areas of life. Collaboration between teachers, partnership with parents, and appreciation of preschool education are key elements for the success of this educational model.



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