



Political-Pedagogical Project as an instrument to strengthen public schools

  10.56238/tfisdwv1-106

Kely Cristina Santos

ABSTRACT

The 2020 school year was abruptly interrupted by the pandemic state caused by COVID-19 and among so many measures to protect against the disease was the need for social isolation. Prevented from being in schools, students and educators had to reinvent the educational work, overcoming the challenge of distancing. Teachers of Youth and Adult Education of a

public school sought in the Political-Pedagogical Project of the school unit the lines of foundation that, in addition to sustaining their pedagogical actions, strengthened the construction of the critical curriculum, which seeks to overcome the difficulties posed by the limit situations, promoting reflection and enabling the offer of significant activities, focused on "*knowledge that matters*", effecting freirean pedagogy that is present in the curricular guidelines of this teaching group.

Keywords: al-Pedagogical Project. Youth and Adult Education. Remote Education.

1 INTRODUCTION

With classes suspended since March 20, 2002, due to a pandemic state of the new coronavirus (COVID-19), the adequacy of the school calendar for the exercise of the current school year is allowed, through official acts of the State and Municipal Councils of Education.

Since then, there is an orientation for the realization of non-face-to-face activities, to be offered to students and their families, by school units, in order to guarantee the right to quality education for all students in their educational networks. This offer will be made by means of digital means or will be sent in a printed form to students.

Educators are given the mission of, even though they have consolidated a professional practice in the classroom, to face the challenge of performing a remote education in the face of the reality of a pandemic, which plagues everyone, plagues our lives in personal, social and professional aspects.

In a public school of education, a group of educators seeks ways to effect their educational activities in the face of this reality. In addition to revisiting the pedagogical elements that make up educational work in the school environment, the group of educators feels, from then on, challenged to navigate the seas of remote education, with the commitment to ensure the quality of an educational service, already so peculiar, for the modality of Youth and Adult Education.

Youth and Adult Education (EJA)

Youth and Adult Education students are men and women, young or old who are back on school benches. They bring in this return, in addition to the desire to overcome the school failure experienced in the past, stories of life, work, achievements. Family, children, dreams, expectations and needs of adulthood.

The worldview of these subjects who return to school now in adulthood, after a time away from school, or even those who begin their school trajectory at this stage of life, is quite peculiar. Protagonists of real stories rich in lived experiences, young students, adults and the elderly configure a group of diverse human beings. They are people, citizens who come to school with values and beliefs already constituted.

The profile of the EJA student is historically an exclusion profile. And it is unanimous among educators to concern about the situation of students in their realities, difficulties and how they are facing or not the challenges posed by the situation of the pandemic. Educators are seeing with an increased lens the meaning of the word vulnerability.

It is necessary to offer assistance on several fronts: food, safety, housing, health. And it is also necessary to guarantee the subjective right of education, which in this case was once denied to them and which is currently guaranteed by law, is under the responsibility of the education systems and has the function of being an equalizing, restorative and regularizing education.

EJA curricula are usually based on Freirean pedagogy. Paulo Reglus Neves Freire (1921-1997), *author of Pedagogy of the oppressed (1968)*, weaves in his work a kind of path where the treatment of knowledge points to a journey of struggles and overcoming, proposing a world reading, where the reality of the subjects are denounced, criticized and overcome from access to knowledge. Paulo Freire's education has aspects of technique, ethics and aesthetics, so that it happens in a meaningful and transformative way.

A Political-Pedagogical Project of an EJA school, with Freirean guideline, will mention the critical curriculum, of progressive tendency. It is "an educational proposal *that commits itself to the realization of a quality education, which is based on the conception of a critical and transformative education, which contemplates an investigation, a compromised problematization of the studied reality and, from the dialogical relationship, glimpses the referrals for overcoming the conflicts presented.*" (SANTOS, 2018)

After an initial period of resistance and indignation on the part of educators, faced with this new way of doing education, without much security or knowledge done, listening to the afflictions and anguish of these educators became a fundamental practice of the action of the school management team. Listen to this preceded by a long reflection to answer the question: What now?

From school management, the articulation between the facets of the educational process is expected, so that it is essential to *'know the data and the reality of the school in order to be able to work with it in promoting improvements in the educational process and development of the envovidos subjects'*, as the professor Miguel Arroyo puts us in his speeches.

It is up to the manager to assist the educator, make him reflect, problematize his practice so that he becomes aware of his ideas and beliefs, the same that guide his planning, his teaching action and that lead him to understand the learning of his students. These attributions of the education professional to plan, develop the curricular proposal, evaluate and forward the following steps should find its basis in the school document called Political-Pedagogical Project.

2 THEORETICAL REFERENCE

The Pedagogical Political Project, hereinafter called PPP, is the document that represents the school, that is, a proposal for pedagogical work that must respond to the educational needs of the school community. For this it is essential that it is genuinely representative of the specificities of the school collective. In this sense, it is a document that qualifies in the action-reflection of the school's own daily life. (PADILHA, 2002). All the actors in the school scene have heard about what PPP is. Regardless of the degree of understanding, educators and the school community will recognize the pedagogical political project as a document that represents the school.

It is in this document that the guidelines for educational practice are found – the identification of the school space, the conception of education, of man and society, the principles and guidelines for school actions, the organization of pedagogical work and the internal rules of the school unit.

It is a fact that, when the school group does not recognize the PPP in its amplitude, there is a risk of reducing it to a purely bureaucratic, meaningless and boring task, which puts at risk the identity character of the document. The PPP brings in itself a proposition that brings together a set of perceptions, principles and axes, guiding the work of the school unit, aligning them in a coherent and qualitative way.

Ilma P. Veiga (2013) tells us of ppp as the school's identity document, which regularizes and guides pedagogical actions. This is the ability that the school presents to design its way of thinking and perform the educational action, affirming its autonomy in the face of the characterization of the community it serves and not distancing itself from the official guidelines that govern its elaboration.

When defining itself as the school's identity document, "it is necessary *that the PPP is complete enough to leave no doubt about the 'what to do' of the school and flexible to the point of adapting to the learning needs of the students*". (PADILHA, 2013). The preparation of the PPP is much more than the mere formality to be fulfilled by a legal requirement of the National Education Guidelines and Bases Act of 1996 (Lei no. 9394/96), translating as a responsible commitment to quality education that creates learning conditions for all and being attentive to the paths of each one. It is a tool for planning and evaluating those involved in the school set that should be consulted with each decision making.

In order to overcome the mere formality of being a document made to be delivered to the Department of Education, to make it a living, updated guide, which is present in the school routine, it is necessary that this community together with educators, reflect on:

- What school do we want?
- What society do we aim to build?
- What knowledge does it matter?
- What is the role of each in this process?

In the teaching network of which the school of this group of educators belongs, the preparation of the PPP takes place from Guiding Documents that are presented to schools at the beginning of each school year, it is a trigger text, written by the Department of Education, which represents a call for the movement of review, reflection, evaluation and referrals of the educational activity that is renewed each school year and that will result in the rewriting of the PPP of the School Unit. This Guiding Document, together with the relevant legislations, composes the subsidies for the preparation of this project. For Ilma P. Veiga (2013), this is an important action to strengthen the relationship between the school and the education system. According to Professor Andy Hargreaves, the government's work *on 'providing support, investing in the teaching profession, so that it can be committed and be able to perceive the objectives and directions established at the national level, inspiring, encouraging and actively participating in this process.'*

The Guiding Document relates to the constitutional principles of the federation, the national guidelines for education and the principles of the Municipal Education Secretariat, pointing to schools the basis for the preparation of the PPP. The 2010 GUIDING DOCUMENT indicates that "*Schools must prepare a curricular proposal that considers what is necessary for the student to learn, starting from the point of view of the subject, and should*

think about the conditions and mediations necessary for him to learn. The school must fulfill its role: to provide the effective learning and development of all and all."

In 2012, the document reinforces for schools the commitment to democratic management assumptions; access, permanence and school success and pedagogical practices of social quality. In 2017 he calls for discussion on the Common National Curriculum Base.

In 2020, a second edition of the document, written for the pandemic situation, says of the elaboration of pedagogical activities, not in person, via technological tools and the elaboration of printed activities to guide studies. Such activities should ensure the learning of the students and respond to the assumptions of the PPP, considering the reality of distancing from school environments.

The Political-Pedagogical Project of the School Unit

By contacting the PPP document built in this school community and which is the identity reference since group, it is possible to find the considerations that this team makes from the guidelines made through the Guiding Documents added to reflections on the Curricular Guidelines of EJA (2012), which is the document of curricular organization of the municipality for this modality.

In the PPP document of this school unit there are references on the treatment of knowledge, this understood as the object of study and apprehension of historically constituted knowledge, developed in an integrated way, without fragments, in interaction with the environment. It is about the "*(...) knowledge collectively constructed, permanently, so that learning relationships enable the reversibility of roles in the act of teaching and learning, based on the principles of coexistence, solidarity, justice, respect, valorization of life in diversity and the search for knowledge. The pedagogical proposal, designed for conscious, responsible, critical and participatory training, will drive teaching through the dimensions of Culture, Work and Science.*" (PPP, 2019)

The concept of curriculum present in the PPP of the school unit intends to overcome the linear and compartmentalized structure of isolated and disarticulated disciplines, guiding its action on the democratization of the historical knowledge constructed. (PPP, 2019)

"The articulation of knowledge from experiences, experiences, in a participatory methodology connected to reality and the needs to learn the subjects, qualifying the time spent in school for an apprenticeship that really is significant for the young and adult student" (DIRETRIZES CURRICULARES DA EJA, 2012)

In this sense, discussions with Professor Michael Apple meet the need for a curriculum that is in fact socially fair and connected to the lives of students and educators. It reaffirms the construction of a curriculum articulated to the realities of the community in which it is

inserted, always respecting *the 'skills, predispositions and values of its public.'* There are in this reality ethical and political profiles that reinforce the non-neutrality of education as Paulo Freire always pointed out to us, "*(...) there is no neutrality in education.*" (FREIRE, 1996)

As a result of the process of drafting the PPP document, the school ends up signaling as the guide axis of the development of its pedagogical work, the following provocation: "*what is the knowledge that matters?*"

Also according to Apple, the idea of building curricula based on school-only content is surpassed, so that it is possible to expand the meaning of the school in the lives of students. You learn everywhere and you learn throughout your life.

3 METHODOLOGY

The research pointed out here is called participatory, because it was carried out with the subjects involved. Through the Logbooks, which are weekly records sent to pedagogical coordination and bring the reflections and didactic actions of educators, it was possible to create a follow-up line, where the returns carried out by the management team, promoted the thinking about how much their actions and beliefs regarding the teaching and learning processes found sustenance in the discussions present in the PPP document of which they are part and which is based on a critical curriculum and liberator. Thus, assertive and motivating returns of the action of educators were made possible.

The practice of the Logbooks was particularly interesting. In addition to contributing to the monitoring of the activities developed in each group of students, it highlighted the identity presence of the group of educators when recording their reflections, pointing out that even from afar and with the dialogue affected by distancing, the concerns and the development of the actions of the teaching and learning process were being bravely maintained, qualitatively and considering the reality of the moment. For Freire, '*... while we write, we cannot exempt the condition of historical beings that we are.*'

This experience highlights the PPP document as an essential and real instrument that underlies the educational work of the school space. The teaching staff that represents this study belongs to a school unit of the Municipal School Network, which primarily attends the modality of Youth and Adult Education. It is a teaching group composed of multipurpose teachers, the teacher of Specialized Educational Care (AEE), professor of technologies, Physical Education and Arts and more substitute teachers. It is a very heterogender group, which has experience and extensive academic background and in areas related to education. All have in common a training on the EJA and those on the guidelines of a liberating critical curriculum based on Paulo Freire.

This makes the group characterized by a profile that is always questioning, critical of the actions they develop and advocates of a very humanized education. Being ahead of this collegiate, as a school manager, It is necessary that I be very careful in the planning of the pedagogical organization, especially in the area of access and permanence of students, as well as in ensuring conditions of school success for everyone and everyone. The continuing education of these educators is the essential tool for driving the school's commitments to its role in society.

By recording this work we want to collaborate in the evaluation of pedagogical achievements performed by this school, in particular by these educators, at the time of resumption of face-to-face activities and replanning of school activities, advancing positively in the transformation of the school.

4 RESULTS AND DISCUSSIONS

For the management team that works in front of this set of educators, it was up to a preparation involved in research, studies and a selection of materials that would allow to guide forging actions of discussion and planning of the ways and possibilities of offering remote education to students, considering the reality of these students.

In this aspect, the discussions with professor Terezinha Rios collaborated, when she tells us about the class as something that is built and is better built in the collective between educators and students. It also rescues us from the importance of the elements that constitute a 'good class', which concerns: students, affections, objectives, teachers, contents, dynamics, relevances, methods, evaluations, environments, individualities, curiosities, creativity, strategies and innovations.

Living a moment of doubts, uncertainties and initial resistance to the guidelines presented by the Advisory Document in front of the Pandemic (April 2020), it was necessary first to welcome the anguish of the professionals involved, who put themselves in significant statements such as: *'... it will not be easy to think of viable alternatives to the EJA...'* or *'... my class has many elderly people and even people with disabilities. Most of them don't have access to the technologies...'* and finally, *'... my class only produces if i have help around...'*. These statements refer to concerns related to the fact of continuing the teaching and learning processes abruptly interrupted and that now need to be resumed beyond the challenge of digital inclusion. It was then up to seek a support and accompanying allowance for educators and their students in the face of the complex task of 'teaching', especially that which occurs in the remote modality, in order to understand how this would affect the students and taking arrangements that minimize educational losses, especially those who were in a situation of greater vulnerability.

Innovation, a word so present in the making of everyday life, even with regard to educational practice, has never been represented more in the work of the educator.

It was time to think and '*plan other ways to organize and manage the curriculum, content and dynamics of the classroom*', as was put by Professor Jaume Carbonell, in his discussion about creativity and innovation at school. It tells us about the concepts that define restless educators: involvement, passion, ethical commitment, sense of responsibility, professional drive and desire to evolve.

The PPP of the school unit, built in a participatory manner and revisited over the last few years in order to get closer and closer to the assumptions presented by the Guiding Documents, proved to be the fundamental subsidy for this work. It is in this that we see a real characterization of their school community, the way in which educational work is organized and reaffirms the liberating curriculum as a fundamental basis for the planning of educators. Thus, the knowledge that matters is definitely the beacon of the actions to be thought for work with the students.

It is observed, then, an effort, surrounded by responsibilities for the duty to educate, done responsibly, with dedication, commitment and commitment, seeking to overcome the difficulties posed both by the distancing of the classroom and by the lack of knowledge in the use of technological resources, in this case by students and educators. When planning non-face-to-face activities, educators gave up different strategies, considering all forms of communication as possible to be exploited and thus saw a series of messages, video recordings, calls, handwritten letters and even systems of delivery of activities so as not to lose the link with the students and more, make them believe in their abilities to learn, transform and overcome what is put, often oppressively and taking away our dignity. Exactly what defends the PPP of the school unit:

"The curriculum is understood here as the set of these activities, loaded with meaning, with an educational intentionality capable of indicating paths, admitting changes, changes in search of learning of all students, surpassing the reproduction of knowledge and actions, enabling the exchange of experiences and enabling the construction of meaningful learning. (...) with a view, as a priority, to the formation of the citizen ethically committed to the transformation of society." (PPP, 2019)

Educators are given the time to put in praxis, knowledge of their professional training, which according to teacher Celso Vasconcellos, refers to:

- *Ethical, political, aesthetic, philosophical and affective knowledge;*
- *Knowledge of human activity;*
- *Knowledge of your area of knowledge;*
- *Knowledge of his profession of a doecnte;*
- *Pedagogical knowledge.*

The school, by bringing up its main document, the PPP, feeds the continued formation of its educators, infers in its practices by rescuing the ideas once debated and validated as identity of the group, qualifies the organization of the pedagogical work developed and strengthens the collectivity and the feeling of belonging affected by social distancing. The PPP is a source of theoretical foundation and subsidizes the school's walk in its pedagogical and administrative dimensions.

According to Vasconcellos, *'becoming a teacher is an unfinished journey. Teaching practice is a mediating action between the different worlds that make up the educational practice. It is a mediation that permanently implies study, learning and proposition. Teacher training never stop.'*

Paulo Freire's unpublished viable work, fuel of the transformation that we so long for for significant, contextualized and inclusive educational practices, can thus be perceived in the records of educators:

The teacher of T1, in his reflective records, tells of the pedagogical work developed from the theme of the pandemic: understanding what the pandemic is and the importance of preventing covid contamination¹⁹; address and analyze the daily lives of students in the general context of the pandemic; know their basic needs and assist in the search for alternatives; reflect on the current moment of pandeia in Brazil and in the world; stimulate critical thinking and help us understand what we feel, what we know and what we want to know.

Another educator points out that *"the knowledge that matters to us, now and always is the knowledge that responds to the meaningful speeches of the students, a dialogue that denounces, that expands and concretizes a situation that oppresses. The limit situation. The knowledge that matters is the one who responds to the understanding of what does not dignify human life."*

The teacher of T6, on the other hand, describes her activity taking into account the reality in which her students find themselves: *"Today, still with the stillness of the group, I decided for a more welcoming activity. I sent a video - Ideas of Canary, a tale of Machado de Assis. The goal, in addition to contact with national literature in a different way, is that students relate the history of the canary with the current moment, the way the bird sees the world and the way they are seeing the world today. I hope that they will come to the reflection that after this pandemic situation, we will be able to see the world again with our canary eyes."*

These placements, in addition to considering all the emotional burden it carries, answer that question we ask ourselves when thinking about the EJA curriculum: what knowledge matters?

Without the concern with the knowledge that matters, education and the *school are devoid* of their functions. The great challenge of education lies in denaturalizing knowledge through critical dialogue, which overcomes common sense and brings meaning to the role of the school in the life of its students.

5 FINAL CONSIDERATIONS

Conceiving education outside the school environment, through non-face-to-face activities, requires educators to reflect on their vision of the teaching process and the learning process of students, which implies clarifying about their daily practice, helping educators to explain their beliefs about how these processes occur, understand their methodological choices, their resources and didactic instruments, their way of evaluating through the monitoring that makes the trajectory of each of its students.

It is a praxis effected in the organization of learning situations where students can advance in the acquisition of historically constructed knowledge and by the systematized school, putting into play the knowledge they already have (previous knowledge) while having access to new content, guided by their educators, who will not lose sight of the dialogicity that overcomes the mere transmission of information.

There is a way to resort to a trajectory built by the group, which is the one that is represented in the PPP and the referrals made before this that we are experiencing, in addition to the new guidance documents. There's a collective put into play, there's a school identity to be looked after. But there is also the unpredictable and it was this feeling that prevailed when the school activities resumed remotely.

This collectivity present in the school group, strengthened by its identity is what is characterized by 'learning communities', where educators together discuss the aspects of the teaching and learning process of students and plan for them the best conditions of school success.

The public school is not adrift.

It is strengthened in democratized actions and effectively recognized in its main document, the PPP, which has the responsibility to ensure the quality of the education offered and also not allow the superficiality of educational actions, with regard to the learning rights of each and every one, especially in this state of pandemic that we are living.

The act of teaching, as we have studied throughout this course, does not only mean a technical exercise or reduced to predefined standards, mainly by the market. It is a deeply human experience that is part of the fundamental commitment to citizen formation for a sustainable, just and solidarity life.

REFERENCES

EMEB. Projeto Político Pedagógico, 2019

FREIRE. Paulo. Pedagogia da autonomia: saberes necessários à prática educativa. São Paulo. Editora Paz e Terra, 1996

PADILHA. Paulo Roberto. Planejamento dialógico: como construir o projeto pedagógico da escola. São Paulo. Editora Cortez, 2002

SANTOS. Kely Cristina. O desafio da Educação Integral em turmas de Educação de Jovens e Adultos. Artigo publicado em VOZES DA EDUCAÇÃO. Ivanio Dickmman (org.). Vol. II. P.64, 2018

SECRETARIA DE EDUCAÇÃO. Município de São Bernardo do Campo. Conversando com o PPP – Projeto Político Pedagógico, 2010

SECRETARIA DE EDUCAÇÃO. Município de São Bernardo do Campo. Acompanhamento do Projeto Político Pedagógico, 2012

SECRETARIA DE EDUCAÇÃO. Município de São Bernardo do Campo. Diretrizes de EJA, 2012

SECRETARIA DE EDUCAÇÃO. Município de São Bernardo do Campo, Documento Orientador, 2020

SECRETARIA DE EDUCAÇÃO. Município de São Bernardo do Campo. Documento Orientador do estado de pandemia, 2020

VEIGA. Ilma Passo de A. Cadernos CEDES. Campinas, v.13. n. 61, p.267-281, dezembro de 2003

VEIGA. Ilma Passos de A. Projeto Político da Escola: uma construção possível. São Paulo. Papyrus Editora, 2005