

THE EXPERIENCE OF THE IMPLEMENTATION OF FULL-TIME SCHOOL AT THE ABRAÃO SIMÃO JATENE STATE HIGH SCHOOL IN CAMETÁ/PA



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ABSTRACT

INTRODUCTION: The Abraão Simão Jatene State High School, INEP: 15213803, located at Avenida Inácio Moura, s/n, Bairro da Aldeia, CNPJ: 10.934.458/0001-04, located in the urban area, e-mail: eeemabraaosimaojatene@hotmail.com.br, in the municipality of Cametá, in the state of Pará, has as its maintaining entity the government of the state of Pará, through SEDUC - Regional Department of Education: 2nd Dre – Cametá/PA.

Keywords: Full-Time School. Public Education. Cametá/PA.

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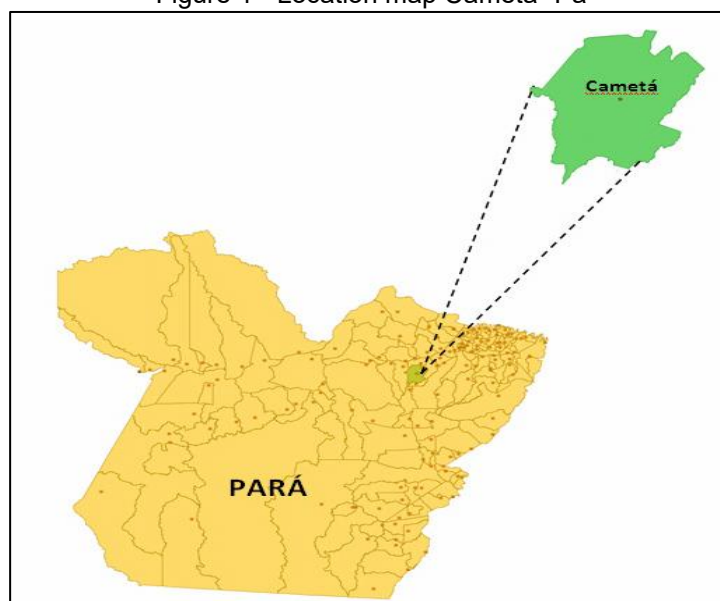
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INTRODUCTION

The Abraão Simão Jatene State High School, INEP: 15213803, located at Avenida Inácio Moura, s/n, Bairro da Aldeia, CNPJ: 10.934.458/0001-04, located in the urban area, e-mail: eeemabraaosimaojatene@hotmail.com.br, in the municipality of Cametá, in the state of Pará, has as its maintaining entity the government of the state of Pará, through SEDUC - Regional Department of Education: 2nd Dre – Cametá/Pa.

Figure 1 - Location map Cametá- Pa



Source:

<https://www.researchgate.net/publication/313836919/figure/fig1/AS:463153621409792@1487435836356/>

The school works in three shifts, in the morning and afternoon for Full-Time Education from 7:00 am to 11:430 am (lunch and rest time) from 1 pm to 4:30 pm and night, for Youth and Adult Education students (6:45 pm to 9:40 pm), serving 279 students from different neighborhoods such as: Aldeia, Castanhal, São Benedito, Bairro Novo, Matinha, Conjunto Caamutá, and students from the rural area, riverside dwellers and villages that are located along BR 422 and branches, towards Cametá – Limoeiro do Ajuru, such as: Umarizal, Mataquiri, Cujarió, Pacajá, Guajará de Nazaré, Cametá – Tapera and Arauaú, for daytime education.

Economically, the school community is mostly characterized by families with income ranging between 02 and 03 minimum wages, of which approximately 20% live in the rural area and 80% in the urban area. A significant part of the students who live far from the school use the school transportation that is ensured through an agreement between the Government of the State of Pará and the Municipality of Cametá. (source: School PPP).

The education of the parents of our students ranges from illiteracy to higher education, and most of them have completed elementary school. Regarding the issue of parents' participation in their children's school life, a slight increase is noticed with each new school year, especially for meetings with the family aimed at discussions about general interest, disciplinary issues or when it comes exclusively to pedagogical issues (source: school PPP).

The age range of students served by this educational establishment varies from 14 to 21 years of age in Integral High School and between 18 and 45 years of age in Youth and Adult High School. Some EJA students are informal workers due to the need to supplement the family income. Dealing more specifically with the level of learning of students, given the diagnostic evaluation carried out at the beginning of the 2023 school year, it is possible to identify that students have serious difficulties in issues related to reading, writing, and calculations. However, the pandemic period must be considered as an inference in the educational gap that is presented. (source: School PPP)

The courses offered: regular high school - full-time in the 2023 academic year

- ✓ 1ST YEAR: 03 classes
- ✓ 2ND YEAR: 02 classes
- ✓ 3RD YEAR: 02 classes

HIGH SCHOOL - YOUTH AND ADULT EDUCATION

- ✓ 1st STAGE: 01 class
- ✓ 2nd STAGE: 01 class

The acts of creation, resolutions and implementation and authorization to operate the establishment: ORDINANCE No. 083/2006 – SALE/DIN recognition of full-time high school and resolution No. 25 of 02/03/2022 - CEE-PA full-time high school and Eja.

In terms of infrastructure, the school has a modern architecture, with 4 blocks totaling 1,112.00 m² of built area on a plot of 4,620.16 m², fully protected by a masonry wall. However, there are challenges, such as the inactivity of the water reservoir and problems in the sewage network. Accessibility is contemplated with ramps, tactile flooring and adapted bathrooms, although some are not in use due to lack of maintenance. (source: School PPP). In 2006 the building was built with 04 blocks,

Table 1 - School Structure

SPACE	QUANTITY
ADMINISTRATIVE	
Desk with bathroom	01
Coordination Room with bathroom	01
Board Room	01
Vice Principal's room with bathroom	01
Teachers' Room with bathroom	01
STUDENT AREA	
Classrooms	06
Reading Room	01
Chemistry Laboratory	01
Video Room/ Students' Break Room	01
Teachers' break room	01
Student Restrooms	01 (men) and 01 (women), with 03 internal partitions
CANOPY AREA	
Kitchen	01
School Meal Waiver	01
Disabled Restrooms	01 (unused)
Men's locker room	01
Women's locker room	01
Physical education room	01 (used to store books)
Deposit 2	01 (unused)
Covered open area of Canteen	01
Lunch deposit	01
FREE AREA	
Indoor Sports Court	01
Wooded area	

Source: PPP/ School Secretariat.

As for human resources, the school has the following positions/number of employees that ensure the proper functioning of the institution: Direction: 01, Vice Direction: 02, School Secretary: 01, Education Specialists: 05, Teachers: 24, Readapted Teachers: 03, Administrative Agents: 03, Concierge Agents: 05 (outsourced company), Food Handlers: 04 (01 from outsourced company), General Service Agents: 08 and Watchmen: 02.

The Abraão Simão Jatene State High School, located in Cametá, Pará, is an example of commitment to integral and transformative education. Opened on December 27, 2006, the school was officially recognized in 2008 and has since played a vital role in the community.

The decision to name the school in honor of the father of the governor of the state of Pará, Abraão Simão Jatene, was made at a general assembly in 2006, reflecting the recognition of the services provided to the region. The inauguration took place in the same year, marking the beginning of a new educational era in the area.

Over the years, the school has expanded its operations, starting to offer classes in different shifts and teaching modalities. In 2010, it operated in three shifts, with a total of 21 classes, covering both Regular High School and Youth and Adult Education.

An important milestone in the school's history was reached in 2021, when it started offering Full-Time High School, becoming the only school in the municipality to do so. This change required significant structural and pedagogical adaptations, including the implementation of a new school uniform for Full-Time students.

Currently, all students from 1st to 3rd grade are served by Full-Time, reflecting the school's continuous evolution towards a more comprehensive and inclusive education. The new educational proposal emphasizes reflection, action and the construction of a new social reality, seeking to unveil the causes of exclusion and promote inclusive practices.

The school is proud of its roots in the Pará Amazon and values the protagonism of students, as well as contextualization in the educational process. In a collective effort, it seeks to overcome the barriers that prevent the construction of a truly transformative public school, a space where one learns to live and to be with and for others.

The Abraão Simão Jatene State High School represents not only a teaching center, but also an agent of social change, committed to the formation of conscious citizens engaged in building a better future for all.

THE IMPLEMENTATION OF FULL-TIME SCHOOL IN THE AMAZON: CHALLENGES AND POSSIBILITIES. (EEEMTI ABRAÃO SIMÃO JATENE- CAMETÁ/PA)

The analysis of data from the research carried out at the Abraão Simão Jatene State School of Full-Time High School (EEEMTI) is essential to understand the challenges faced and the emerging possibilities in the implementation of the full-time teaching model. At this crucial stage of the research, the data collected during interviews, observations, and document analysis offer valuable insights into the school's current landscape and outline future trajectories.

Through qualitative analysis of the data, it will be possible to identify the main obstacles faced by the institution in the transition process to full-time education. Issues related to infrastructure, human resources, school management and teaching learning will be examined, providing a comprehensive understanding of the challenges faced by students, teachers, managers and other actors involved in the school context.

In addition, the data analysis aims to highlight the possibilities and opportunities that arise from the implementation of full-time schooling, through the identification of successful practices, mobilized resources, established partnerships and innovative initiatives, it is expected to elucidate the promising paths that can boost the development and continuous improvement of the educational model adopted by the Abraão Simão Jatene State School.

The expected results of this analysis will not only contribute to the advancement of academic knowledge in the field of full-time education, but will also provide concrete subsidies for the formulation of more effective public policies, curricular guidelines and pedagogical practices. From this analysis, it is expected to catalyze positive and sustainable changes that promote academic success, the integral development of students, and the construction of a more inclusive, participatory school community committed to educational excellence.

In order to obtain more accurate and comprehensive results for the research, a series of targeted questions were conducted, aiming to deepen the understanding of the process of implementation of the full-time school at EEEMTI Abraão Simão Jatene, putting in parallel my impressions throughout the observations made throughout the research, since the motivation of the research was due to being one of the school's servants.

When we asked about the process of implementing the full-time school at EEEMTI Abraão Simão Jatene, the voices of the subjects surveyed highlight the lack of direct consultation with the community and the absence of adequate preparation to deal with the structural and administrative changes necessary for the success of the implementation. They point to a traumatic initial experience, exacerbated by the additional hardships brought on by the pandemic. "In my view, it happened in a way imposed by the government itself, because it was not discussed with the community, it was not discussed with the school's technical staff or with the management itself, right?" (coordinator 02).

Initially, it is crucial to emphasize the importance of the participation of the school community in the implementation process, and the absence of an effective dialogue with the various actors involved – parents, students, teachers and employees – compromised the legitimacy and effectiveness of the measures adopted. The lack of prior consultation and the absence of spaces for debate and contributions resulted in an implementation disconnected from the real needs and expectations of the community. The vice-principal emphasizes the determination of the State Department of Education in the implementation, without prior guidance on the pedagogical and curricular organization, evidencing a

centralized approach in decision-making. "By determination of the State Department of Education, without prior guidance regarding the pedagogical and curricular organization, in the process of enrolling new students in the year 2021." (vice-principal).

It is important to recognize that the transition to the full-time model took place in a challenging context, marked by the COVID-19 pandemic, where health restrictions and the need for social distancing imposed significant adaptations, which highlights the importance of a flexible and adaptable approach. In 2021, classes took place in a hybrid way, each class studied every other day, in rotation, according to the booklet issued by SEDUC-PA,⁴ which made it impossible to actually implement the extended class day, as regulated in the guidelines for full-time education. My experience as a collaborator at the school reminds me of this aspect of the infeasibility of students remaining the mandatory 8 hours in the school environment and the non-effectiveness of projects and training paths.

In 2022, in mid-May, classes started to take place in two shifts, in the morning, from 7:15 am to 11:45 am, with a return at 2:00 pm to 5:00 pm, given that there was no structure for students to remain at school at lunchtime. Within this structure, I highlight not only the absence of a cafeteria, changing rooms and a break room, but also human resources such as insufficient servers to prepare and serve the three daily meals that would be mandatory. In addition to all this, there was not enough food to cover all the enrolled students.

It is also worth mentioning that the educators did not stay in school full time, since there was also no adequate structure to welcome them.

This reality proved to be exhausting and demotivating for many students, becoming a significant factor for the high number of requests for transfers to regular schools, since many students were unable to reconcile the differentiated class load with the comings and goings between home/school and school/home.

This dynamic persisted until 2023, when there was finally a review of the school's organization, requiring that students and teachers remain partially in school full-time, that is, students who lived in more distant neighborhoods or in the rural area could remain at school at lunchtime and teachers should comply with the school planning workload, partially in the school environment. To this end, adaptations were made through the

⁴ The decision follows the Plan for the Resumption of face-to-face classes, prepared by the State Department of Education (Seduc) and unanimously approved by the State Council of Education (CEE) in line with the health area and scientific studies that support a safe and well-founded return to the Vaccination Plan for education professionals against Covid-19.

acquisition of materials from the school's PDDE, with the Money at School Program in Pará - PRODEP⁵, with the purchase of stoves, kitchen utensils, food kits, among others.

At the beginning of the 2024 school year, the school gained full-time clothing, teachers and students gained structure, even if not yet fully adequate, for full-time permanence in the school space, the 03 mandatory meals were guaranteed for the entire number of enrolled students, there was an adjustment in the organization of servers in the positions of lunch lady and support for food to be prepared and served, as well as a constant partnership and dialogue between management and municipal government was carried out so that there was no failure in the delivery services of the ideal quantity for the total monthly food, since school feeding takes place in partnership between the state government (SEDUC) and the municipality of Cametá (SEMED), in addition to the renovation of the changing rooms and the purchase of mattresses.

Also in the 2024 school year, the school received via Seduc an ideal quantity of furniture for the canteen, new tables and chairs for all students, new cabinets for the teachers' rooms and sets of chairs with tables and shelves for the reading room.

We can say that from an administrative point of view, our biggest difficulty was due to the lack of resources. The full-time education model demands a very high investment, not only in time, but financially. And, at that first moment, the school did not have these resources in the necessary quantity to facilitate this implementation process. From a structural point of view, we faced and have been facing a series of difficulties, but today, fortunately, they are being reduced. As for the issue of that moment, the absence of a cafeteria, the absence of a locker room, the structure itself, the rooms, furniture, the physical structure. So we had difficulties in relation to this whole issue of physical structure, some we have already managed to overcome, others still remain, but fortunately we have come a long way in this direction (Coordinator 01).

The speech of Coordinator 01 shows this entire timeline that occurred in the implementation of the full-time school from a structural point of view, emphasizing the investment that should have been previously made, before the implementation took place, and not the opposite way, as occurred in the E.E.E.M.T.I. Abraão Simão Jatene.

Thus, despite these improvements, there is still a considerable structural shortage, especially when one considers that, for an average of 205 students, there is only one bathroom with three showers for girls and three for boys. In addition, the students' break

⁵ The Money at School Pará program is an initiative that has enhanced and given autonomy to the development of actions in schools. With the project, school management, in the figure of the principal and in active partnership with the School Council, now has greater autonomy and protagonism for investments aligned with the specific needs of each reality.

room still does not have beds/mats to serve all students, which can compromise rest and well-being during class breaks.

In figures 3, 4 and 5, we observe some spaces of the school that were adapted by the school management and by the employees themselves after the implementation of the full-time school, highlighting the canteen area, teachers' break room and locker rooms. It is of paramount importance to emphasize that so far the Pará State Department of Education has not carried out expansion and/or renovation of the school.

Figure 2 - Teachers' break room



Source: Author's collection

Figure 3- Canteen Area



Source: Author's collection

Figure 4 -Locker rooms



Source: Author's collection

These improvements demonstrated in figures 3, 4 and 5 are in line with the results obtained through the PADI-2024 (Comprehensive Monitoring and Development Survey), derived from the questionnaires distributed in all schools in the state of Pará, we observed a notable improvement in the growing quality of the school object of the research in several aspects. The purpose of PADI is to evaluate the effectiveness of the Integral High School model in schools and to capture the opinion of the school community about this educational model. This report, highlighted in table 6, was prepared to provide school managers with a detailed view of the responses provided by students, pedagogical coordinators and teachers, addressing both the implementation of the pedagogical model in Integral High Schools and the perception of the school from the perspective of these respondents.

Table 2 - PADI 2024 Results

Axis	Average School (%)	Regional Average (%)	Average State (%)
School management	67.1%	67.1%	58.4%
Operating Condition	72.2%	72.2%	51.9%
Model Execution	74.3%	74.3%	57.1%
Perception of the School	73.1%	73.1%	58.2%

Source: School PPP

At the Abrão Simão Jatene School, the results of PADI-2024 revealed a notable improvement in the quality of the institution in several aspects, since the results were analyzed considering four main axes: School Management: Evaluates whether the school is adequately managing the processes that sustain the integral model, Model Execution: Analyzes how the Simão Jatene School and its actors execute the guiding elements and principles of the integral model, Operating Conditions: Evaluates the school in relation to

the support operations so that the integral model works with quality, School Perception: Evaluates the perception of the various actors of the school in relation to the elements and principles of the integral education of the Simão Jatene School. PADI-2024 was answered by all students enrolled in the school, as well as by all teachers assigned to the school, and in numerical data it exceeded the established goals, reaching rates that exceed the average for the state of Pará.

We highlight here the detailed results of the Operating Conditions axis, see table 7, which shows that the averages that lack direct government support still lack support, such as in relation to the supply of inputs such as school meals, infrastructure, and school transportation. These data reinforce the challenges encountered by the implementation of full-time schooling.

Table 3 - Operating Conditions Results

Operating Conditions

component	Average School (%)	Regional Average (%)	Average State (%)
Oferta de insumos - Merenda Escolar	54.8%	54.8%	37.8%
Supply of inputs - Financial resources	97.5%	97.5%	63.2%
Oferta de insumos - Oferta de água, luz, conectividade, transporte escolar etc.	34.6%	34.6%	36.3%
Time at School	88.5%	88.5%	67.4%
Infraestrutura	58.7%	58.7%	46.1%
School team board	99.2%	99.2%	60.9%

Source: School PPP

The financial resources, after the implementation of PADI, Time at School (with full permanence) and the school staff, obtained the best percentages in the survey, which demonstrates that the school is working on welcoming and efficiency in offering a full-time education that aims to achieve the objectives of improvements in the level of teaching-learning. The guidelines of the school model aspire to recover the role of the school as a democratic, inclusive institution, with the responsibility of promoting the permanence and

success of its entire student population, while proposing new actions that contribute to the social inclusion of adolescents and young people that enable their formation as citizens.

Another factor to be highlighted at the time of the implementation of full-time work concerns the reorganization and adequate training for employees and teachers, leaving us a "little disoriented" in relation to the projects and methodologies that would be implemented during this new phase.

From a structural, pedagogical point of view at the initial moment of implementation of full-time education, at Abraão Simão Jatene it was somewhat traumatic. There was no direct consultation with the school community, there was no setting for this process to take place in a more qualified and effective way (coordinator 01).

In view of the statement of coordinator 01, the lack of prior and adequate training of the professionals involved is reinforced, that is, no specific training was offered that contemplated not only pedagogical issues, but also aspects related to time management, integration of extracurricular activities and socio-emotional monitoring of students.

Based on this premise, we emphasize that the Federal Constitution of 1988, in its article 205, establishes that education is a right of all and a duty of the State and the family, highlighting the need to ensure the training and appreciation of education professionals. In this sense, the government has the legal duty to promote and encourage the continuing education of educators, in order to ensure the quality of education offered in public and private schools.

In addition, the Law of Guidelines and Bases of National Education (LDB), Law No. 9,394/96, reinforces the importance of the continuing education of education professionals, establishing guidelines for the development of training and pedagogical updating programs. According to the LDB, education systems should promote the continuing education of teachers, including improvement courses, specialization and professional master's degrees.

As for the perspectives of the teachers, they vary from the presentation of the implementation proposal to the gradual communication about the change. Teacher 02 described the implementation process as initiated with the presentation of the proposal between the end of the 2020 school year and the beginning of the 2021 school year, followed by a reflection on adherence to the modality and this approach suggests an initial and superficial involvement of teachers in the decision to adopt full-time school, only with

regard to their permanence in the school, but also raises questions about the depth of the consultation and the degree of participation of teachers in decision-making.

The proposal was presented to us between the year 2020, 2021, you know, which was the implementation of full-time education and then we were reflecting to see if we would adhere to the model or not, and then a notice was made to the community (teacher 01).

Well, at first, we received Ure, some Ure employees told us about the project, about this new teaching model, right? And at the same time that we are partially communicated about the full-time school, its practices, its objectives. At the same time, these employees of the 2nd Ure made it clear to us that it was all great news and that they were also looking for more information. But without forgetting to emphasize that it was something that came to stay and that our school by the structure had been selected, chosen, and that we needed to pay attention to this new teaching modality, so, at first, it was gradual. It was first one class, the following year two grades, until it reached a certain moment that all grades were contemplated (teacher 02).

This approach suggests that teachers have been informed about the new educational model, but it also underscores the novelty of the concept and the need for more information to fully understand it. Both teachers' perspectives highlight the importance of clear communication and transparency during the implementation process.

In addition, the teachers' responses reinforce what we have already mentioned earlier, where the implementation of full-time school at Abraão Simão Jatene school was gradual, with additional classes being added over time. This progressive approach may have helped mitigate some of the challenges associated with the transition, allowing teachers to gradually adapt to the new demands and routines of full-time teaching, however it was not without true prior training.

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The transition to a full-time teaching model implies significant changes in school dynamics, requiring education professionals to reassess their pedagogical practices, teaching strategies and time management. Nóvoa (2018) points out that the continuing education of teachers should be understood as a continuous and dynamic process, which involves reflection on practice, the sharing of experiences and the development of skills and competencies. According to him, continuing education is essential to ensure the

adaptation of teachers to the constant changes in the educational field and to promote quality and inclusive education.

The variety of experiences reported by the interviewees reveals that the availability and effectiveness of training opportunities can vary considerably between different educational contexts. While some interviewees express satisfaction with the training offered by the school's own agents, others point out concerns about their quality and relevance when they come from the State Department of Education, as revealed by teacher 2,

Through pedagogical meetings at the school itself, by education specialists, based on the guidelines of Seduc. Only in 2023, with the restructuring of the education department, there was specific training for teachers to discuss and guide the pedagogical work of full-time schools.

This disparity suggests the need for a closer look to ensure that all schools and teachers have access to quality training that is aligned with the demands of the new teaching model.

Another important aspect highlighted in the responses is the significant impact of the pandemic on the implementation of the new full-time teaching model and training opportunities. The restrictions imposed by the pandemic have led to interruptions and delays in professional development processes, highlighting the need for flexibility and adaptation in times of crisis. This also highlights the importance of exploring alternative strategies, such as online training, to ensure the continuity of professional development even in adverse situations.

The training for our teachers is of paramount importance for the teacher, because he has to be updating. So now let's remember that at the time the new full-time school model was implemented, there was the pandemic, so everything was stopped, there was hybrid teaching, so it was all remotely. So there was no such clarification. Only now, from 2023, now, 2024, that we are kicking off (coordinator 02).

In addition, some responses raise concerns about the quality of the training offered by SEDUC-Pa, describing them as summarized or lacking in relevant information. This suggests the need for a review and improvement of training programmes to ensure that they are comprehensive, relevant and appropriate to the needs of teachers and school managers. The quality of training is essential to adequately prepare education

professionals to face the challenges of the new full-time teaching model and consequently provide quality education to students.

They are not very good training, no, I'll be very honest with you, you know, they are very brief, but in the last year, we have noticed the best clarification of the functioning of the modality and we also have a good technical staff here at the school, teacher D., she really integrates, dives into the subject, and then she already brings this training (Teacher 01).

Well, at first they were more at meeting levels, the URE in partnership with the school management provided us with meetings, where clarification was happening. The training itself, at first, did not have it. Subsequently, yes. Above all, I highlight the training of Abaetetuba EM 2023, which had its strengths in terms of clarification, of pointing out relevant premises about this new model of full-time education. But then, I realize that apart from the ICE platform, it comes more from the management and coordination of the school than from Seduc training (Teacher 02).

Furthermore, we highlight that the significant role played by school management in conducting training activities is highlighted in several responses. This underscores the importance of effective educational leadership in promoting teachers' professional development and the successful implementation of new educational models. However, it also raises questions about the consistency and equity of training opportunities offered at different schools, depending on the quality of leadership and available resources.

Professional continuing education is fundamental for any professional category, especially in the contemporary world we live in, in which technologies, knowledge, they are produced in real time. So this ends up forcing any professional category to reinvent itself and update itself permanently in the field of education, so this is even more fundamental, because we work effectively with training, and no one who lends himself to training, can give up, can do without solid professional training and done continuously... (Coordinator 01)

In view of these identified challenges and opportunities, it is essential to adopt a proactive approach to improve continuing professional training and ensure that teachers and school managers are adequately prepared to face the challenges of the new full-time teaching model and this includes the establishment of effective channels for teachers and managers to respond to the training offered, as well as the ongoing commitment of educational institutions to the improvement and enhancement of professional development programs. Only in this way can we ensure a smooth and successful transition to full-time education, providing quality education and preparing students for the challenges of the 21st century.

Continuing education provides educators with the necessary tools to adapt to this new educational paradigm, enabling them to deal with the specific challenges associated

with full-time teaching, in addition, continuing professional training allows educators to be up-to-date on best practices and teaching methodologies, including differentiated learning approaches, effective use of educational technology, and formative assessment strategies. This is crucial to ensure the quality of education offered to students in an expanded learning environment.

Another relevant aspect is the preparation of teachers to meet the individual and diversified needs of students in a full-time teaching context. Continuing education can include enhancing curriculum differentiation skills, developing inclusive practices, and strategies to promote student engagement throughout the extended school day. In addition, it also plays a crucial role in strengthening teamwork and promoting a collaborative school culture. By sharing experiences, exchanging ideas, and participating in professional development activities together, educators can create an environment of mutual support and collaboration, which is essential for the successful implementation of full-time teaching.

Finally, when implemented at the Abraão Simão Jatene school, we were able to evidence that continuing professional training had its flaws not only when referring to teachers but also to school managers, pedagogical coordinators, educational support professionals and other members of the school team.

In parallel to this, the same research subjects were asked about what were the greatest benefits perceived after the implementation of full-time schooling. In response to this inquiry, those involved highlighted some substantial aspects regarding student learning.

First, a notable improvement in the quality of learning was highlighted, evidenced by the increase in the time available for educational activities and the opportunity to explore content in a more in-depth and comprehensive way. With an extended school day, students were able to dedicate more time to each subject, participate in interdisciplinary projects and receive additional support to consolidate their learning.

In addition, a greater integration was observed between the different areas of knowledge and between curricular and extracurricular aspects, contributing to a more holistic and contextualized view of learning. According to the educators, students were encouraged to make connections between different disciplines, apply their knowledge in real-world situations, and develop critical thinking and problem-solving skills more effectively.

Another significant benefit was the promotion of a more inclusive and welcoming school environment, in which students feel valued and supported in their educational journey, with different projects, electives, tutorials, guided studies and encouragement of youth protagonism, as shown in Table 8.

Table 4- Model Execution Result by component



Source: School PPP

According to the results obtained in the Model Execution axis, through PADI 2024, the offer of extracurricular activities, academic support programs and opportunities to enrich the bonds between school subjects is essential for the good development of comprehensive education in full-time school.

In addition, according to the observations made, the extension of the school day also provided socio-emotional benefits to students, allowing them to develop autonomy, responsibility, collaboration and resilience skills. Prolonged contact with classmates and teachers, as well as participation in extracurricular activities, contribute to the integral formation of students, aiming to prepare them for the challenges and opportunities of personal and professional life.

Finally, those involved in the research highlighted that the implementation of full-time school at Simão Jatene School not only improved the quality of student learning, but also strengthened school culture, promoted community engagement, and contributed to the development of a more equitable and inclusive education. These benefits, while challenging to achieve, demonstrate the transformative potential of full-time teaching in fostering students' academic and personal success.

In the table below, we can make a comparative analysis between the difficulties and benefits perceived and faced on the school floor during the process of implementing the full-time education model.

Table 5 - Comparative analysis of respondents' responses

Respondents' Responses	Difficulties Faced	Perceived Benefits
Vice-principal 01	- Gradual implementation by grade/year. - Need to develop three distinct modalities of curricular organization. - Challenges of remote teaching during the Covid-19 pandemic.	- Curricular deepening through practical projects. - Improvement of interpersonal relationships. - Encouragement of youth protagonism.
Coordinator 01	- Lack of financial resources. - Structural issues, such as the absence of a cafeteria and locker room. - Problems related to school transportation and food guarantees.	- Construction of a new organizational culture. - Engagement of the entire school community. - Pedagogical and organizational gains.
Coordinator 02	- Structural and administrative difficulties. - Progressive advances in infrastructure and management. - Support from the municipality and implementation of pedagogical partnerships.	- Advances in infrastructure and management. - Pedagogical and organizational benefits.
Teacher 01	- Uncertainty regarding the structure required for implementation. - Concern with the adherence of students to the new teaching format.	- Reduction of concern with the formation of classes. - Possibility of offering a broader workload to students.
Teacher 02	- Adequacy between the school and the outside world. - Structural issues. - Guarantee of continuity of services.	- Improvement of student learning. - Materialization of theory through practical projects. - Preparation for higher education.

Source: Interview conducted in the Survey.

In view of the reflections brought by the different actors involved in the implementation of full-time schooling, it is possible to glimpse a series of positive impacts and challenges faced throughout this transition process. The considerations of Vice-principal 01 highlight the importance of the specific curricular organization and the expansion of the workload in the promotion of a more integrated education, which values both the theoretical and practical aspects, and strengthens interpersonal relationships, encouraging the integral development of students.

The report of Coordinator 01 highlights a significant change in the school's organizational culture, evidencing a new student-centered education model and the active participation of the entire school community. This transformation points to a more productive and engaged environment, where the importance of the student's identity is recognized and their protagonism in the construction of their own future is promoted.

Despite the challenges mentioned by Coordinator 02 in the transition to the new model of full-time education, there is an appreciation of the benefits provided to students, such as more effective and satisfactory learning, a diversified curriculum base and a more enriching educational experience. These aspects highlight the importance of investing in the quality of teaching to ensure the success of implementation.

The reports of Teachers 01 and 02 corroborate the perceived benefits of full-time schooling, highlighting the reduction in the number of classes, a more concentrated workload and a more individualized approach to students. In addition, they emphasize the integration between theory and practice, proximity to teachers and more effective preparation for Enem, evidencing the positive impact of this teaching modality on the quality of learning.

Yes, I perceive an evolution, an improvement, a much better use of the contents, precisely because as I said earlier, the student, he has the opportunity to experience, he has the opportunity to experience what is presented in the classroom, the projects, they see this a lot, the materialization of theory. So in a full-time school, the student leaves that conventional idea of traditional teaching, which began and ended practically in the classroom. It is not, then, the full-time student, he goes through the disciplines, and I say again he goes through the interdisciplinary issue, the issue of proximity to the teacher, where dialogue provides a space for the student. Suddenly say: I'm not fully understanding. And, of course, the possibilities in the sense that the student in a full-time school, the content of the base, projects, preparation for Enem, that is, with what comes after high school to university, right? He also works on life projects in general.

In addition to the benefits already pointed out after the implementation of full-time school at the Abraão Simão Jatene State School, the aspect of possible results in relation to the academic performance of students was also analyzed, so that the impact of the transition to full-time education and its implications for student learning could be glimpsed.

According to the teachers and the manager, one of the main results observed was an overall improvement in students' grades and academic performance. With the extension of the school day, students had more time dedicated to study, review and practice, which contributed to a greater mastery of the curricular content and a reduction in learning gaps.

Yes, the improvement in the process is quite visible, which, in my view, is due to the school having a team of exclusive teachers with planning and execution times of activities determined in its HC. Another important factor is the possibility of greater contact with students through the Pedagogy of Presence, Life Project classes and Tutoring, where it is possible to detect learning difficulties and outline strategies for their recomposition (Vice Principal 01)

Initially, it is possible to observe that the presence of a team of exclusive teachers, with well-defined planning and execution time for activities, contributes to a significant improvement in the educational process, as pointed out by Vice-principal 01. This aspect highlights the importance of an adequate and organized structure for the development of teaching, providing an environment conducive to learning.

In addition, the emphasis on the Pedagogy of Presence, Life Project classes and Tutoring demonstrates special care with the monitoring of students, allowing the identification and coping of their learning difficulties. This more individualized and holistic approach contributes to the all-round development of students, preparing them not only for academic success but also for life's challenges.

In addition, in an analysis of the school's PPP, a significant decrease in school dropout and failure rates was observed, as the offer of additional academic support, tutoring and individualized follow-up helped to identify and meet the needs of students at risk of school failure, ensuring that everyone had the opportunity to succeed academically.

Another important result was the increase in students' motivation and engagement with the school and the learning process. The variety of extracurricular activities, interdisciplinary projects and opportunities for active participation stimulated students' interest in studies and promoted a more dynamic and participatory learning culture, as revealed by coordinator 01 and 02, respectively.

So, today we can see that the school works, from a perspective of a truly integral preparation, right? Of this subject so that he can exercise citizenship and plenitude. Of course, we want everyone to be able to continue their studies, leave school and go to universities. But unfortunately we know that this is not a reality that shelters everyone. We are a country that is still excluding from the point of view of education. We have in Enem a gigantic sieve that ends up taking a lot of the path away from universities. We can say that, from a pedagogical point of view, the gains are immense at school, because we have been working, we have been able to combine academic preparation, so that the student can continue to study in his studies.

We see that the students, they are evolving every day. At first it was difficult. It was difficult, as I told you, right? It was the issue because of the pandemic, but today we are already in another social context. We already see that the student is happier at school, he is already more motivated. We have an excellent faculty, who are always seeking to be with the students, more companions and are more affective, we see that they are closer. So with this, we from the coordination have a broader view, we see that these teachers are closer to the students.

The words of Coordinator 01 highlight the transformation of the school into a space that goes beyond exam preparation, emphasizing citizenship formation and the construction of values such as respect, commitment and proactivity. This expanded

perspective of the role of the school reflects a commitment to the integral formation of students, aiming not only at their academic performance, but also at their development as responsible and participatory citizens.

The report of Coordinator 02 highlights the evolution of students over time, indicating an improvement in the school climate and in the relationship between students and teachers. This greater proximity and affection contribute to a more welcoming and motivating environment, favoring the learning process and the socio-emotional development of students.

Teachers 01 and 02 complement this analysis by highlighting the benefits of full-time schooling, such as the opportunity to offer a more complete and integrated education, which includes both the academic aspect and the personal development of students. The Teachers especially highlight the importance of interdisciplinarity and communication outside the classroom environment, which promotes greater integration between teachers and students, enriching the educational process.

I believe so, yes, it did bring benefit, because full-time, especially these years (2023/2024) that there was actually implementation, in which they really stay at school all day, we get closer to them, we know their needs a little more, including learning needs (Teacher 01).

I really see the benefits in the plural. The first of them is, let's say, literally filling the student's time. The student in full-time school has time for theory, he has time for practice, he has time for subjects, he has time for life project, and when we work on life projects with students, it is really an opportunity for him to reflect on his life, you know? The full-time student has time to think about objectives, goals and action. They are electives, they are PPAs life projects. In addition to the disciplines in the classroom, we have discipline outside the classroom. In a full-time school, there is much more contact than in the regular one. The interdisciplinary issue, the conversation between the disciplines, the projects, the partnerships, the professors mobilize for this. I also perceive, therefore, the opportunity for his teacher to realize that, let's say, he is part of this universe. And the student ditto. We break that protocol of the teacher being a teacher only when he enters the room. In the permanence of the full time, when he leaves the room, the student sees the teacher outside the room, without being in a hurry to go home, no, he has time to talk to the teacher, to interact (Teacher 02)

First, the teachers emphasize the importance of literally filling the student's time. This means that the student has a structuring of his time that goes beyond purely academic activities, that is, he has time dedicated not only to curricular subjects, but also to life projects, reflection on his objectives and goals, in addition to practical activities. This aspect is fundamental, as it allows for a more comprehensive education, which includes not only

cognitive development, but also socio-emotional development and the development of life skills.

In addition, the professors highlight the importance of interdisciplinarity and integration between disciplines. In full-time school, there is more space and opportunity for interaction between different contents, as well as for the development of projects that involve multiple areas of knowledge, which leads to a greater possibility of promoting more meaningful and contextualized learning, bringing teaching closer to the students' reality and encouraging a more integrated view of knowledge.

Another relevant point highlighted was the change in the dynamics between teachers and students, where the teacher is not just an educator who enters and leaves the classroom, but someone who is part of the students' daily lives in a more present and participatory way. This creates opportunities for closer and more informal interaction between teachers and students, favoring the establishment of deeper bonds and a mutually supportive relationship.

In summary, the Teachers' response highlights the benefits of full-time school not only in terms of structuring the student's time and offering various activities, but also in relation to the promotion of interdisciplinarity, integration between teachers and students, and the development of socio-emotional skills.

The statements of the interviewees show the various difficulties and positive impacts of the implementation of full-time school in Simão Jatene, which range from the lack of government apparatus to the academic performance to comprehensive in aspects such as citizenship formation, personal development and quality of relationships in the school community.

Therefore, although the implementation of the Abraão Simão Jatene full-time school has presented significant challenges, the benefits observed so far indicate that this change represents an important advance in the field of education. With the continued support of the school community and education authorities, it is hoped that these benefits can be maximized and that the challenges faced can be overcome, ensuring quality education for all students.

FINAL CONSIDERATIONS

The implementation of the Full-Time High School model at E.E.E.M.T.I. Abraão Simão Jatene, in the municipality of Cametá-PA, revealed a process marked by advances,

challenges and learning. Since the formalization of the model, the school has faced numerous structural difficulties, ranging from the lack of adequate infrastructure to the scarcity of financial resources to ensure the sustainability of the necessary actions. The change to full-time education required not only the physical reorganization of the school, but also the restructuring of pedagogical practices, teaching methodologies and the training of the professionals involved.

The lack of prior preparation, both in terms of infrastructure and the continuous training of educators, generated a somewhat disjointed implementation process, especially in the early years. The speech of the school coordinator, highlighting the absence of adequate training and the abrupt implementation, reflects an adaptation experience that could have been more planned, with greater participation and consultation with the school community. In this sense, the gradual adaptation and the lack of robust training for full-time management compromised the beginning of the model, generating some disorientation both in teachers and in the school management itself.

However, the results obtained in the PADI-2024 survey indicate that the school has been able to overcome these difficulties over time, achieving significant improvements, especially in aspects such as school management, model execution, and general perception of the school community. The improvement in the quality of the school environment, with the acquisition of new furniture, the expansion of access to school meals and the readjustment of spaces for the permanence of students full-time, are examples of advances that resulted from the collective effort of the school management and the resources received by the Money in the School Program of Pará (PRODEP).

It is important to note that, despite the achievements, the school still faces considerable structural challenges, such as the shortage of adequate bathrooms for the number of students and the lack of mats for all students in the break room. These problems reveal that, although the improvements have been significant, the infrastructure is still a critical point to be overcome. Government support, both state and municipal, remains critical to ensure that the full-time model is fully and effectively implemented.

Another important point is the continuous training of teachers and other education professionals, who play a fundamental role in the success of the full-time model. The initial training and constant updating of educators in pedagogical aspects and school management are essential for the integral education model to be truly efficient. The process of implementing full-time, as shown by the reports of teachers and managers,

revealed that the lack of preparation and the scarcity of detailed information about the new model hindered the transition. Adequate training and constant updating are urgent needs, not only to meet pedagogical challenges, but also to integrate the different components of the model effectively.

In conclusion, the experience of E.E.E.M.T.I. Abraão Simão Jatene shows that the implementation of full-time education is a complex process, which demands not only the physical adequacy of the school, but also a profound reorganization of pedagogical practices and efficient and well-informed management. The continuity of reforms and the expansion of government support, with a focus on infrastructure, support for teachers and the quality of service to students, are fundamental steps to consolidate comprehensive education as a reality in Cametá and other locations in Pará. The path taken so far is promising, but it still requires dedication, planning and investment so that comprehensive education can be offered fully and with quality to all students.

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