

## INTEGRAL EDUCATION AND INTEGRATED CURRICULUM OF ELEMENTARY EDUCATION IN THE STATE OF MINAS GERAIS IN THE IMPROVEMENT OF STUDENTS' ACADEMIC PERFORMANCE



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### ABSTRACT

This text aims to present the educational policy of integral and integrated education in the State of Minas Gerais. It is a proposal that aims at the academic performance of students. The purpose of extending the school day is to provide a Comprehensive Education to students, the association between basic training and other content and experiences, guaranteeing them the improvement of learning in all areas of knowledge. The approach is qualitative and data collection takes place through a literature review and documentation about the implementation. It is understandable that the journey to achieve the intended results with this format of education is not exhausted and several challenges must be overcome. The reflections presented indicate that it is necessary to invest in the awareness and initial and continuing higher education of teachers to perform the functions that the demands of integral education require and, in this way, provide the means for the development of a better quality basic education. The results confirm that it is important to emphasize the importance of a good school infrastructure, teacher qualification for the understanding of integral education, good organization and adequacy of the space, as well as the commitment and involvement of teachers who work in integral education to offer and guarantee this new learning possibility.

**Keywords:** Integral Education, Educational Agenda, Apprenticeship.

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## INTRODUCTION

The construction of the education agenda in Brazil, which aims to ensure educational rights, has been planned and implemented, with the influence of educational policies of international organizations, which gives rise to new configurations in its structuring and organization. In this way, the educational relationship between the global and the local has been intensified, and the school presents itself as a strategic place in this task. Thus, education proposals are inserted in a broader context.

As Libâneo (2016) states:

In the context of official policies, research has shown that educational policies applied to schools in recent decades have been influenced by guidelines from international organizations, which have a considerable impact on the conceptions of school and school knowledge and on the formulation of curricula (LIBÂNEO, 2016, p.40).

This article presents the educational policy of integral and integrated education in the State of Minas Gerais. It uses a literature and documentary review with a qualitative approach. It is based on studies by Corazza (2015), Cury (2018), Hora, Coelho and Rosa (2015), Libâneo (2016), among others.

## THE POLICY OF INTEGRAL EDUCATION

The World Conference on Education for All (UNESCO, 1990), held in Jomtien, Thailand, funded by the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Bank (WB), proposed educational reforms in developing countries, among them Brazil.

At that conference, the Action Plan to meet basic learning needs was approved. Article 1 of the document brings the fundamental instruments for learning, such as: reading, writing, oral expression, calculation, problem solving [...] knowledge, skills, values and attitudes" (UNESCO, 1990, p.3).

This document proposes to establish a school for all<sup>3</sup>, reaffirming education as a right of all, ensuring that education is capable of making the world a better and safer

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<sup>3</sup> Studies related to this theme, among others: TORRES, 1996, 2001; FROM TOMMASI; WARDE; HADDAD, 1996; MACHADO, 2000; GADOTTI, 2000; ALTMANN, 2002; FRIGOTTO; CIAVATTA, 2003; MARTINEZ BOOM, 2004; LAVAL, 2004; ANTUNES, 2004; FALLEIROS, 2005; ALGEBAIL, 2009; NÓVOA, 2009).

place, with international collaboration. It also recommends that for quality education, at all levels – federal, state and municipal – a relationship and articulation with "[...] governmental and non-governmental organizations, with the private sector, with local communities, with religious groups, with families. It is particularly important to recognize the vital role of educators and families." (UNESCO, 1990, p.7).

This document shows that a political adjustment is necessary, ratified by reforms in educational policy, with the adoption of alliances and measures that provide education for all.

In Brazil, the decisions taken at the Conference aimed at goals and commitments that were configured in the planning of public policies aimed at the organization of education.

Saraiva (2006) defines public policy as:

A flow of public decisions, aimed at maintaining social balance or introducing imbalances aimed at modifying this reality. Decisions conditioned by the flow itself and by the reactions and modifications they provoke in the social fabric, as well as by the values, ideas and visions of those who adopt or influence the decision. It is possible to consider them as strategies that point to various ends, all of them, in some way, desired by the various groups that participate in the decision-making process. (SARAIVA, 2006, p. 28-29)

From this interpretation of the author, we verify that public policy defines, redefines and prioritizes certain actions for issues that demand greater attention, interest and mobilization. It needs to maintain or modify the social balance and results from negotiation, interest and confrontation.

In the demand for the implementation of public policies, it is verified that the autonomy of the Brazilian government for this becomes relative, as it is implanted in the social whole and in the political process. A policy is not simply a deliberation, but a set of acts.

For Libâneo (2016):

It is in this context that a universal standard of policies for education was instituted at the international level, based on quantifiable indicators and goals as a criterion for curricular governance, aiming at the control of national education systems. Around the 1990s, the recognition by international organizations of the antisocial effects of the economic policies implemented until then led to the formulation of strategies in relation to social policies, aiming at alleviating poverty, to which education policies were subordinated, in order to meet the interests of capitalist globalization (LIBÂNEO, 2016, p. 44).

We perceive in this statement the relationship between education and economic development for the globalization of capital, with the recommendation of providing for the basic needs of the poorest.

The document, Delors Report<sup>4</sup> (UNESCO, 2010), indicating the four pillars of education - learning to know, to do, to live with others, to be - recommended an educational guideline for world education with the premise that learning goes beyond school time and space, that it is diverse and expands throughout life. These premises ended up being incorporated into the Brazilian National Curriculum Parameters (PCNs). We can observe these premises in the document when we state:

It is about having in mind the training of students in terms of their qualification for the acquisition and development of new skills, due to new knowledge that is produced and demands a new type of professional, prepared to be able to deal with new technologies and languages, capable of responding to new rhythms and processes. These new relationships between knowledge and work require the capacity for initiative and innovation and, more than ever, "learning to learn". This places new demands on the school. Basic education thus has the function of guaranteeing conditions for the student to build instruments that enable him for a process of permanent education. (BRASIL, 1997, p. 28)

From the above, we note that the document proposes a teaching dynamic that provides the subject with the development of new competencies required for the contemporary world, interacting in an organic and integrated way "being able to act at more complex and differentiated levels of interlocution". (BRASIL, 1997, p. 28).

The document *Global Competency for an Inclusive World* (OECD, 2016), in partnership with UNESCO, brings the distinction of the competencies to be developed in the contemporary world following the purposes of Education for Global Citizenship (GCE)<sup>5</sup> that has become the guiding focus of the curricular organization adopted by the BNCC.

By adopting this approach, the BNCC indicates that pedagogical decisions should be oriented towards the development of competencies. Through the clear indication of what students should "know" (considering the constitution of knowledge, skills, attitudes and values) and, above all, what they should "know how to do" (considering the mobilization of this knowledge, skills, attitudes and values to solve complex demands of daily life, the full exercise of citizenship and the world of work), the explicitness of competencies offers references for the strengthening of actions that ensure essential learning defined in the BNCC (BRASIL, 2018, p. 11)

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<sup>4</sup> DELORS, Jacques (ed.). Education: a treasure to be discovered – Report to UNESCO of the International Commission on Education for the 21st Century. Editora Cortez, 7th edition, 2012.

<sup>5</sup> OECD. *Global Competency for an Inclusive World*. Paris: OECD, 2016. Disponível em: <http://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>.

In this argument, the BNCC assures its commitment to integral education by recognizing Basic Education responsible for training and "global human development, that is, full development, which implies understanding the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) dimension or the affective dimension." (BRASIL, 2018, p. 12)

Therefore, we understand that it is a document that constitutes a reference for the orientation of basic education in Brazilian schools that ensures, integrally, human formation, whose purpose is to guide the construction of the referential curricula of each state, establishing the competencies and skills that will be developed by the students. These points allow us to ask: what is the purpose of Integral Education? Is Integral Education a conception or just a strategy in execution?

The concept of integral education to which the BNCC is committed refers to the intentional construction of educational processes that promote learning in tune with the needs, possibilities and interests of students and also with the challenges of contemporary society. This presupposes considering the different childhoods and youths, the different youth cultures and their potential to create new ways of existing. (BRASIL, 2018, p. 12)

The National Common Curricular Base (BNCC) approved by Ordinance No. 1570/2017 and in December 2018 as a guiding document for teaching practice, and official curricula, indicating the necessary competencies and skills to be developed by the subject and, thus, achieve quality in Brazilian education, presents integral education as a foundation for the learning process for basic education, covering the intellectual (cognitive) and the affective dimension, advocating an integral view of the child, the adolescent, the young person and the adult – considering them as subjects of learning. (BRAZIL, 2018). It is a document:

of a normative nature that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education, so that they have their learning and development rights ensured, in accordance with the provisions of the National Education Plan – PNE. (BRASIL, 2018, p. 9).

Regardless of the length of the school day, the concept of integral education to which the BNCC is committed refers to the intentional construction of educational processes that promote learning in tune with the needs, possibilities and interests of students and also with the challenges of contemporary society. (BRASIL, 2018, p. 14)

Cury (2018) states:

The elaboration of a common national curriculum base has to do with the constitution of a citizenship that carries representativeness and participation. And school education is a way to make this citizen life viable in the spaces of national cohesion that guarantees the principles of equality and freedom. (CURY, 2018, p. 48).

In this context, the curriculum in integral education has been standing out and becoming increasingly complex and necessary for the improvement of learning. And Cury (2018) adds:

[...] The school curriculum is composed of the search for equality among citizens equal in law, before the law in the Bill of Rights. In this way, education for all becomes a social function of the State in order to meet a right of the citizen who seeks in school education a path of shared citizenship with his fellow citizens and a dignified access to the sharing of the goods produced. (CURY, 2018, p. 19)

From this perspective, the public education policy signed by the Brazilian government is comprehensive education, which comes into force with the increase in the working day and the expansion of the school space in all Brazilian states. Despite the diversity of proposals and possibilities for the implementation of integral education in the Brazilian territory, we focus on the State of Minas Gerais because we have already carried out a case study in state schools on integral education and for the mode, selection, organization, definition of education and curriculum in integral education:

in what we can understand as several "Minas Gerais" within the limits of the state, thus requiring different forms of approach and action on the reality of Minas Gerais. In fact, the effectiveness of any initiative necessarily starts from the understanding of the reality for which it is proposed. (MINAS GERAIS, 2018, p. 4)

## **INTEGRAL AND INTEGRATED EDUCATION IN THE STATE OF MINAS GERAIS**

The proposal of Integral Education in the State of Minas Gerais has gone through several stages and periods of definition<sup>6</sup>. Currently, the Minas Gerais State Department of Education (SEE/MG) develops the state policy of Integral and Integrated Education, "with the intention of integrating the cognitive dimension and the affective, ethical, aesthetic, cultural, social and political dimensions in order to guarantee an integral and quality education for all students from Minas Gerais" (MINAS GERAIS, 2017, p. 1). In this sense, Full-Time Elementary Education – EFTI with the extension of the school day:

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<sup>6</sup> FLOWERS. Full-time education in the state of Minas Gerais: analysis of the policy and its effects. (Thesis - Doctorate in Education) – Unicamp, Campinas, 2018.

It proposes the integral formation of students based on the expansion of the curricular matrix, which in turn is based on an integrated pedagogical proposal, in which curricular components and integrative activities are articulated in order to guarantee the rights to learning and the full development of the student. (MINAS, GERAIS, 2022, p. 2)

The term "integrated", when adjectivating curriculum, expresses the result of the act of integrating particular knowledge in a space in which socially legitimized knowledge circulates to be taught and learned. It involves the mobilization of selection criteria and the organization of school knowledge. This means that by establishing what can/should be considered as a knowledge/knowledge that can be integrated, the act of integrating simultaneously defines the meanings of knowledge/knowledge, of the political game in which the struggles for this definition are being fought, as well as defining the contingency context in which they occur. (CAVALIERE, 2012, p. 286).

With the implementation of the public educational policy of Integral and Integrated Education, through the extension of the school day, SEE/MG intends to:

[...] to provide students with the effective association between basic training and other content and experiences, guaranteeing them the improvement of learning in all areas of knowledge, and the development of skills that expand literacy in Portuguese Language and Mathematics. (MINAS GERAIS, 2019, p. 2)

In the idea of Integral Education<sup>7</sup> as the integral formation of the human being, Guará assures that:

The conception of integral education that associates it with integral education brings the subject to the center of the questions and concerns of education. It is added to the philosophical idea of integral man, emphasizing the need for integrated development of his cognitive, affective, bodily and spiritual faculties, rescuing, as a priority of education, the formation of man, understood in his totality. (GUARÁ, 2006, p. 16).

Guará, (2009) adds that integral education is a result,

[...] the need to expand learning experiences and the time dedicated to studies by articulating the school with the many community actions that, in partnership with it, can compose an expanded program of education in the after-school shift, offering a diversity of experiences within the network of social projects in the community. (GUARÁ, 2009, p. 70-71).

For the author, the opportunity for new learning experiences also occurs through the space of the city in which integrality occurs through the various learnings, experienced in

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<sup>7</sup> This concept is based on authors such as: Cavaliere (2014), Coelho & Maurício (2016), Moll (2012), among others.

the expansion of school time, which will take place through contact with various knowledge built in the interaction with the community and social groups.

The SEE/MG aims at the integral formation of students in Full-Time Elementary Education (EFTI), expanding the curricular matrix, as an integrated pedagogical proposal, "in which curricular components and integrative activities are articulated in order to guarantee the rights to learning and the full development of the student." (MINAS GERAIS, 2022, p. 2)

Hora, Coelho and Rosa (2015) propose:

Thus, it seems possible to affirm that a set of processes is constituted as a curricular organization for the full-time school with the aim of articulating experiences that unfold around knowledge, but that incorporate elements such as time, space, subjects and the knowledge itself, materialized in their school condition. (HORA, COELHO and ROSA, 2015, p. 160) (emphasis added).

In view of the above, we ask: how is the curriculum configured in integral education for SEE/MG? Does the curriculum in integral education proposed by SEE/MG enable the integral formation of the subject? From these questions, we will bring the policy of integral and integrated education of Minas Gerais established in the Decree No. 47,227/2017.

The policy of integral and integrated education of Minas Gerais,

Art. 1 (...) aims to ensure the access and permanence of students in basic education, with the improvement of the quality of teaching and respect for diversity, guaranteeing the necessary conditions for the development of diverse knowledge and skills by students and the expansion of the offer of full-time workdays, in line with the goals established in the National Education Plan. (MINAS GERAIS, 2017, p 1)

The SEE/MG provides the integral education and social inclusion of children and adolescents, offering them opportunities for integral development, through varied experiences that constitute Curricular Integration Fields that are composed of workshops and activities that can be carried out in the state universities.

The integrated curriculum<sup>8</sup> for SEE/MG,

[...] is the one that can and should be practiced by all educational actors in the school community, whether they are managers, pedagogues, Basic Education teachers, social educators and others who work in the school with teachers and students, as long as this curriculum is widely discussed and built with the

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<sup>8</sup> For more definitions: (CUNHA, 1986); (ULETE, 2009); (UENO, 2000); (BBAGNANO, 2007); (EANE, 2003).

participation of young people. (MINAS GERAIS, 2019, p. 7)

It is evident from the above, the need for discussion, involvement and interest of all educational actors and students in the pedagogical actions of the integrated curriculum.

For Gabriel and Cavaliere (2012), the term integration "is (con)merged with a sense of interdisciplinarity, which tends to be limited to the planning of pedagogical action without, however, considering the political and epistemological dimensions present in the process of selection and organization of school knowledge" (2012, p. 287).

The authors state that, in this curricular organization, "the emphasis of the action of integrating is placed on the degree of articulation between the selected and organized school knowledge and the broader social, political, and cultural issues and demands by which we are questioned, on a daily basis, in our contemporaneity (2012, p. 287).

Based on this information, we can say that the integrated curriculum should insert the school in a dialogue with educators, with the neighborhood and with the city as an educational network in the realization of pedagogical activities in order to develop in students the knowledge, concepts, contents of the curricular components and other knowledge in an integrated way.

Concepts and contents are part of the teaching practice, it is the teacher's competence. In this sense, Corazza (2015, p. 12) assumes that the "Curriculum, in addition to being Basic", needs to lead "teachers to speak, again, of the curricula that are their responsibility, to become, once again, authors of them, from the day to day of their teaching".

For the success of EFTI, SEE/MG advises that the pedagogical team sensitize families that full-time education is a great opportunity for comprehensive training and that the EFTI curriculum is unique. Therefore, there is no separation between shift and counter-shift, and there is a need to readjust the student's school life.

The integrative activities of EFTI will be offered in line with the curricular components of the Reference Curriculum of Minas Gerais - CRMG, articulated with active methodologies that promote a better monitoring of learning for the formation of critical, conscious, autonomous, participatory and solidary subjects. (MINAS GERAIS, 2022, p. 3)

SEE/MG proposes the basic training provided for in the Reference Curriculum of Minas Gerais<sup>9</sup> (CRMG) associated with other content and experiences, in order to ensure the improvement of learning in all areas of knowledge.

If thinking about education is declaring a right, when we structure a document of the nature of the Reference Curriculum of Minas Gerais we are affirming that all those who are in school have the right to learn, to make choices, to build arguments, to master languages, to understand phenomena, to face problems and solve them in order to proactively intervene in the territory. fully exercising their citizenship. (MINAS GERAIS, 2020, p. 16)

The CRMG document explains:

the integrality of education is one of the founding principles of the Minas Gerais Curriculum. The conception of integral education allows us to organize it disregarding the hierarchy of knowledge, ensuring the construction of knowledge from the various human dimensions. (MINAS GERAIS, 2020 p. 17)

The citations demonstrate the intention of the CRMG to seek comprehensiveness as the meeting of experiences, learning, knowledge and challenges in an attempt to break with the fragmentation of knowledge, making the student an active subject in the process of his formation. "It is necessary to develop an integrated, interdisciplinary and interdimensional curriculum, in which the student acts as a subject, a builder of integrated learning that makes sense to him". (MINAS GERAIS, 2020, p. 17)

For the SEE/MG, the CRMG should enable,

the exercise of the four pillars of Education, according to UNESCO's International Commission on Education: learning to know, learning to be, learning to do and learning to live; associating basic training with other contents and experiences that guarantee the improvement of learning in all areas of knowledge. (MINAS GERAIS, 2020, p. 17)

We can see that the CRMG is proposing new forms of teaching for each year of schooling based on the articulation of basic knowledge with other knowledge from the various integrating fields involving the four pillars of UNESCO.

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<sup>9</sup> <https://curriculoreferencia.educacao.mg.gov.br/>

## ORGANIZATION OF INTEGRAL AND INTEGRATED EDUCATION IN ELEMENTARY EDUCATION (INITIAL YEARS / 4TH TO 5TH YEARS - 9 AND 10 YEARS)

The EFTI classes in the state of Minas Gerais are organized by year of schooling - 4th and 5th years - and "in view of the class regency structure, the curricular components will remain in one shift and in the after-shift, the integrating activities. Therefore, the class will be unique, that is, students must attend both shifts in the same class". (MINAS GRAIS, 2022, p. 2)

And the curricular organization of EFTI by SEE/MG is composed of the areas of knowledge and integrating activities, "enabling the integrated development of the learning objectives provided for in the Reference Curriculum of Minas Gerais - CRMG, in articulation with the National Common Curricular Base - BNCC". (MINAS GERAIS, 2022, p. 7).

For SEE/MG, the "implementation of a curriculum integrated by integrative activities aims, therefore, to enable basic training associated with differentiated content and experiences that provide the improvement of learning in all areas of knowledge". (MINAS GRAIS, 2022, p. 8)

The SEE/MG understands as integrative activities, "a set of pedagogical actions in which knowledge and knowledge are developed in line with the concepts and contents worked on in the curricular components that make up the areas of knowledge". (MINAS GERAIS, 2022, p. 8). That said, integrative activities function as possibilities for integrated and meaningful activities in order to avoid a fragmented and decontextualized practice. And to consolidate skills and competencies, also requiring interdisciplinarity with the curricular components of the Reference Curriculum of Minas Gerais (CRMG).

The integrative activities are presented below in the table below.

Chart 1: Integrating activities:

Integrative Activities Early Years
Targeted studies
Math lab
Education for citizenship
Culture and knowledge in art
Sport and recreation
Reading and textual production

Source: (MINAS GERAIS, 2022, p. 8)

To do so, it is necessary to know the skills and competencies of the school year with which you will work and diagnose the possible learning difficulties of the students in order to then plan in advance which activities will be carried out in each two months. (MINAS GERAIS, 2022, p. 9)

Integrative pedagogical practices must be planned and developed by teachers in line with the contents, contemplating contextualized methodologies and providing learning in all areas of knowledge.

### **Targeted studies**

Guided studies are closely linked to the diagnosis of students' learning difficulties for the development of activities that can contribute to the development of competencies and skills that have not yet been consolidated. "This work also requires interdisciplinarity with the curricular components of the Reference Curriculum of Minas Gerais". (MINAS GERAIS, 2022, p. 9)

It is recommended to search for diversified methodologies and pedagogical resources that promote different strategies for developing study habits and routines. Therefore, the teacher must contribute to the reorganization of times and spaces, also enabling individual and group actions. (MINAS GERAIS, 2022, p. 9)

Guided studies should serve to support the consolidation of skills and competencies in the various areas of knowledge in which the teacher must previously prepare activities, making students understand the importance of study as a primordial condition for the development of their autonomy and learning.

### **Mathematics laboratory**

It is an integrative activity in which students must experience activities through experimentation. "For this, it is essential to create a learning environment that enables integration between theory and practice, with principles and objectives, so that students can observe, investigate, do and perceive different mathematical concepts". (MINAS GERAIS, 2022, p. 9).

This integrative activity should develop specific skills in students to solve scientific, technological and work problems. In this activity, the teacher has the responsibility of providing games, challenges, experimentation, investigation and discovery, developing in students the ability to observe, reflect and question, that is, to carry out more complex reflections. "These are works that expand the reading capacity of graphs, tables, estimates and quantifications, which in turn help in the development of students' learning in all areas of knowledge". (MINAS GERAIS, 2022, p. 10).

### **Citizenship education**

It is intended that this integrative activity contributes to the formation of criticality and responsibility, the exercise of rights and duties, dialogue, respect and appreciation of diversity for the construction of a fairer, more democratic and inclusive society.

In this sense, Education for Citizenship permeates several themes such as human rights, financial education, tax education, traffic education, environmental education and/or sustainable development, education for consumption, education for health and sexuality, among others. (MINAS GERAIS, 2022, p. 10).

### **Culture and knowledge in the arts**

This activity provides the student with possibilities for contextualizing, producing, and appreciating art by making use of "cultural knowledge integrated with languages in individual and collective representations" (MINAS GERAIS, 2022, p. 11).

Culture and knowledge in the arts, should enable and stimulate handicrafts, dance, body and dramatic manifestations, musical, visual and artistic productions. (MINAS GERAIS, 2022). The students' productions and manifestations should be used by teachers as activities for learning multiliteracy, thus composing the identity of the community itself and other peoples. "In this way, the teacher must integrate this knowledge in an interdisciplinary way, creating possibilities for experimentation, reflection and critical appreciation of these various languages, in an articulated way for the development of aesthetic and artistic knowledge of what is part of their community, what has meaning for the student and for those around him" (MINAS GERAIS, 2022, p. 11).

### **Sport and recreation**

This integrative activity must be worked on for critical and creative development. It must work on values, cooperation, solidarity, respect, inclusion and appreciation of the other, providing the practice of living and coexistence with collective responsibility.

The SEE/MG recommends the Human Development Booklet on Active Schools in Brazil 2016, in which the United Nations Development Program (UNDP) emphasizes the "importance of the school for the promotion of integration between physical activity, mental activity and bodily experience, essential for the full development of children. (MINAS GERAIS, 2022, p. 12)

For SEE/MG, this activity should resignify and expand the knowledge in the student, using the practices of sports, games, recreation and games in different spaces, materials

and times. According to the BNCC, students should share information and data, knowledge, experiences, ideas and desires in the various contexts that produce meanings that lead to reciprocal understanding. (BRAZIL, 2018).

### **Reading and textual production**

In reading and textual production, students must produce oral and written texts of various textual genres using the various functions of reading and writing for the promotion "and consolidation of reading and writing skills in various fields of activity." (MINAS GERAIS, 2022, p. 12).

It is up to the teacher to form proficient readers taking as a reference the textual production of the students themselves. To this end, "it is desirable that the work of this integrative activity explores orality, reading, the production of oral and written texts, in addition to linguistic analysis, that is, its elements of discursiveness, textuality, normativity and appropriation of the alphabetic writing system". (MINAS GERAIS, 2022, p.12). The teacher must make use of creative didactic procedures to stimulate writing, reading, rewriting, the pleasure of reading, as well as conducting reading and storytelling workshops to stimulate the formation of readers and producers of effective texts.

### **THE CURRICULUM MATRIX OF THE EARLY YEARS**

The curriculum matrix of integral and integrated education in Minas Gerais is a document that determines the curricular components to be worked on in the module-classes with their respective workload.

The curriculum of the initial years is structured in 25 hours/class per week for the curricular components of the areas of knowledge and 20 hours/class/week for the integrating activities, totaling 45 hours/class per week. The annual workload is 1,466 hours and 40 minutes and a daily workload of 9 class modules. (MINAS GERAIS, 2022, p. 15)

In this configuration, the organization of classes in the CRMG knowledge areas and the integrative activities will occur in different shifts so that there is no fragmentation of the classes of the class teachers.

The rules for organizing the staff of State Schools are defined according to SEE Resolution No. 4,672/2021. Schools that have 04 or more classes of Full-Time Elementary Education are entitled to a coordinating teacher. To work in integrative activities, it is desirable that the teacher has the following aptitudes highlighted in the following table.

Chart 2: Profile of professionals to work in comprehensive education in elementary education

Teacher's profile for integrative activities	
Coordinating Professor	Have dynamism, receptivity and availability to get to know the school, as well as the school community and its surroundings; have and be willing to build good interpersonal relationships with the entire school team. Have team management and coordination skills. Understand the Basic Policy of Integral Education.
Mathematics Laboratory	Ability to establish practical activities such as games, challenges, use of technologies, research and experimentation.
Oriented Studies	Ability to identify students' needs, both attitudinal and cognitive. Knowledge and experience with autonomous study techniques.
Education for Citizenship	Ability to promote values of harmonious and respectful coexistence and cooperation; knowledge and experience in transversal and collective activities.
Reading and Textual Production	Ability to intervene significantly in the formation of student readers, from the incorporation of the text in classes, mainly through diversified textual genres, awakening in students the habit and pleasure for critical reading.
Sport and Recreation	Ability to elaborate and diversify activities, teaching sports practices and games that stimulate movements and work on motor coordination, with an emphasis on socialization and construction of collaborative and respectful interpersonal relationships. Knowledge and experience with recreational activities for all age groups.
Culture and Knowledge in Art	Ability to integrate languages and expressions of art in an interdisciplinary way, creating possibilities for the development of students' aesthetic and artistic knowledge. Knowledge and experience in visual and musical artistic production, body and dramatic expressions, performing arts, crafts and popular dances.

Source: (MINAS GERAIS, 2022, p. 17-18)

For the SEE/MG, each actor, whether the principal, the specialist, the coordinating teacher and the teacher, must carry out their actions in integral education in elementary education collectively and the work must be carried out with responsibility and commitment, as shown in chart 2.

Table 3: Attributions of full-time education professionals in elementary education

Assignments	
Director	Know EFTI guiding documents; monitor the planning and execution of actions; meeting with specialist/coordinating professor and monitoring compliance with the decisions made in the meetings; guarantee the necessary conditions for pedagogical intervention actions to be implemented by teachers.
Specialist / Coordinating Professor	Promote the training of teachers on the EFTI guidelines; organize and plan pedagogical actions; assist teachers in the preparation and development of activities; plan, carry out and participate in meetings with teachers and parents/guardians of students; articulate extra-class activities; promote integration between regular education and Integral Education actions; meet the demands of SRE and SEE/MG.
Professor	Diagnose the needs of the students, both attitudinal and cognitive; articulate with the other teachers; elaborate and develop the planning according to the diagnosis of the class/students; present and discuss with the Specialist/Teacher Coordinators demands and difficulties of the class/students and build strategies to ensure the consolidation of competencies and skills; develop projects and activities using active methodologies to develop student protagonism; work in collaborative processes and guide the students' creative process; participate in planning meetings and carry out extracurricular activities in the school environment and/or outside the school; carry out continuous evaluation, give feedback and replan actions when necessary; meet the demands of the school, SRE and SEE/MG.

Source: (MINAS GERAIS, 2022, p. 19-20)

## FINAL CONSIDERATIONS

It is necessary that forms of educational actions transit in the reality of students, enabling school progress through learning situations, which are meaningful and extended to all spheres of their lives. SEE/MG aims for the school progress of students, offering new, differentiated learning opportunities, so that students can handle the curricular content, and develop new skills and competencies.

SEE/MG implements integral and integrated education as a new form of educational action. It proposes the development of the Minas Gerais Reference Curriculum for elementary education in one shift, comprising the curricular components

of the National Common Base, and in the after-shift the school should offer integrative activities that enable and expand the learning opportunities of students.

In this proposal, it is perceived that integral education and the integrated curriculum should provide qualitative changes in the way of seeing, feeling and reflecting on the school we know and act in it so that it becomes a better school, with a new focus, a new configuration, which provides a broader and more comprehensive look at education.

Many efforts have been implemented by SEE/MG to fully implement it, as we consider that educational advances must continue and contemplate all students to guarantee the right to more education.

We understand how fundamental the work of professionals is in integral education. However, we also know that a curricular organization in the proposal of integral education that meets global interests can interfere in the pedagogical relationship and can assume and designate forms. It can shape, discipline, edit postures and attitudes that can converge to homogenize. Being an emancipatory curricular organization, it can assume and designate interaction, modification, transgression and discernment, constituting itself as a space for reflection for new symbologies, meanings, representations and conceptions.

School professionals must be willing to debate and reflect at all times. They must articulate their knowledge with the knowledge of others. They need to promote distributive equality of opportunities in the school environment, making integral and integrated education more equitable in promoting learning, self-knowledge, conviviality and student development.

The infrastructure of the physical network, the training and appreciation of educators, as well as the need for active participation of the community must also be taken into account. These factors can increase or decrease the percentage and integral development of students enrolled in Integral and Integrated Education in the State of Minas Gerais.

The lack of training of Brazilian teachers in undergraduate courses to work in basic education of integral education can put at risk the work in integral education. Teaching at the university must be intersectorally articulated with the educational policies of integral education, schools, families, educators, students and the community.

The work in higher education can point out concrete paths for the integrated curricular work in the public networks of basic education, for integral development, with

contents that give students the opportunity to experience and experience their future profession and their own integral development in their own graduation, to act more effectively and promote integral development in students.

Higher education is fundamental for the formation of subjects and the partnership between higher education and the public network of basic education of integral education is extremely important for the improvement of learning. The work becomes strengthened and collaborative and enriching both instances.

The integration of these two instances at the service of integral education can generate training policies in the construction of an education model to guarantee the conditions for the development of professors and students of universities, aligning undergraduate training with work in integral education.

This new vision of integral education for higher education institutions makes it organisms of human development both in terms of cognitive development and the development of educational practices aimed at improving academic skills and social skills aimed at the exercise of citizenship. It is a complex and non-linear work.

By exposing the comprehensive education policy of the Minas Gerais State Department of Education, it is clear that the public educational policy seeks the physical, intellectual, social, emotional and cultural development of the student, that is, full development through different formative dimensions.

The involvement, commitment and systemic view of all formative instances are essential for learning to happen. That said, the training of students in undergraduate and later in continuing education as education professionals, can and should help the student to face the challenges of today, developing in him the competencies, skills, perception of the world, rights and duties so that he can establish his own life project and a fairer society.

A reflection remains: if integral education is part of the basic education of schools in Minas Gerais and is a multidimensional formation in the school environment, it becomes primordial in the academic environment where the training begins.

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