

Considerations regarding continuing education, based on Historical-Cultural Theory, for early childhood education teachers to promote the integral development of children, from infancy¹

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ABSTRACT

This postdoctoral research presents an investigation focusing on the implementation of a project entitled "Full-time Education: Re-signifying the Educational Journey" in early childhood education schools in a town in the state of São Paulo. The qualitative research analyzed teaching practices in daycare classes, using a public policy implementation analysis approach to understand how formative processes, based on the principles of Historical-Cultural Theory, would help teachers enable the integral development of children from infancy. It was found that continuing education broadened the realization of children's protagonism as it became the focus of the teachers' proposals, which encouraged infants and toddlers to act as beings in the process of emancipation, as subjects who actively participate in the appropriation of their knowledge.

KEYWORDS: Early Childhood Education. Public Policies in Education. Historical-Cultural Theory. Integral Education.

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Considerações acerca da formação continuada, com base Teoria Histórico-Cultural, para docentes da Educação Infantil em prol do desenvolvimento integral das crianças, desde bebês

RESUMO

Apresenta-se uma investigação de Pós-doutorado com enfoque na implementação de um projeto intitulado “Educação em tempo integral: Ressignificando a jornada educativa” nas escolas de Educação Infantil de um município do interior paulista. A pesquisa qualitativa analisou as práticas docentes realizadas em turmas de creches, utilizando a abordagem de análise de implementação de políticas públicas, para compreender como processos formativos, com base em fundamentos da Teoria Histórico-Cultural, auxiliariam docentes a possibilitarem o desenvolvimento integral das crianças, desde bebês. Constatou-se que a formação continuada ampliou a concretização do protagonismo infantil, porque se tornou o foco das proposições das docentes, que impulsionaram os bebês e as crianças pequeninas a agirem como seres em processo de emancipação, como sujeitos que participam ativamente da apropriação de seus conhecimentos.

PALAVRAS-CHAVE: Educação Infantil. Políticas públicas em Educação. Teoria Histórico-Cultural. Educação Integral.

Consideraciones sobre la formación continua, desde la Teoría Histórico-Cultural, para docentes de Educación Infantil en favor del desarrollo integral de los niños, desde bebés

RESUMEN

Esta investigación postdoctoral se centra en la implementación de un proyecto titulado "Educación a Tiempo Completo: Redefiniendo la Trayectoria Educativa" en escuelas de educación infantil de una ciudad del interior del estado de São Paulo. La investigación cualitativa analizó las prácticas docentes en guarderías, utilizando un enfoque de análisis de la implementación de políticas públicas para comprender cómo los procesos de formación, basados en la Teoría Histórico-Cultural, podrían ayudar a los docentes a facilitar el desarrollo integral de los niños desde la infancia. Se observó que la educación continua favoreció el empoderamiento infantil al convertirse en el eje central de las propuestas docentes, incentivando

a los bebés y niños pequeños a actuar como seres en proceso de emancipación, como sujetos que participan activamente en la apropiación de sus conocimientos.

PALABRAS CLAVE: Educación Infantil. Políticas Públicas en Educación. Teoría Histórico-Cultural. Educación Integral.

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*"Knowledge that does not come from experience is not true knowledge."
"The path from the object to the child and from the child to the object passes
through another person."
Lev Semenovich Vygotsky*

Introduction

In 2024, eighty-five percent of early childhood education schools in a medium-sized towns in the state of São Paulo underwent transformations due to the implementation of a project entitled "Full-time Education: Re-signifying the Educational Journey," which instituted the expansion of children's school day, consequently, doubling teachers' working hours in the municipal education network. In the first year of the project's implementation, there was a teacher training process based on the principles of Historical-Cultural Theory, so that the demands and specificities of children in their developmental process were considered in proposing experiences that promoted social interactions through emotional communication between adults and infants and toddlers, exploration of objects, investigative actions, symbolic games, and play.

Considering the importance of this project for the education network, the investigation³ aimed to analyze its implementation, focusing on the continuing education process for teachers and the teaching practices carried

³The investigation followed all ethical research guidelines, and data collection was carried out after the signing of informed consent forms. Participants' identities were protected, and their free will was respected. No stage of the research exposed the subjects to situations of embarrassment or risks of a physical or psychological nature.

out during this training. Information was collected through observation of training sessions and teaching practices.

The project was designed to serve children from four months to three years old, and its regulations were established in November 2023, instituting the implementation of full-time education for all municipal schools serving children in that age range and for at least half of the schools serving children aged three to five, starting in 2024.

Full-time education, according to the municipal decree, is understood as an element that contributes to the integral education of children. It considers that daily a child often spends longer in an early childhood education institution than with their family, reinforcing the responsibility of the adults who interact with them, as they become important references in the development of their personality and subjectivity. In this sense, the document expresses the idea that time spent in early childhood education should be well planned, so that the child is exposed to meaningful experiences and that their needs, such as rest, hygiene, and nutrition, are respected.

Among the changes established in the decree is the presence of a single teacher throughout the entire daily service in the same group of children, establishing a Full and Integral Dedication Regime. The justification was the need to provide educational support that strengthens the child's bond with their assigned teacher, without fragmenting the educational program, which could occur if different teachers were assigned in the morning and in the afternoon periods. Furthermore, the teachers might not plan the routine together, and the child would be subject to repeating experiences proposed for the whole class on the same day.

The project not only recognizes the importance of extending educational time, but also aims to materialize an education anchored in the principles of a integral education linked to the Political Pedagogical Projects of the participating School Units.

In light of the above, preschools and early childhood education centers must, based on an understanding of child development, intentionally organize appropriate living and educational conditions to ensure that children fully acquire human qualities that are external to the individual at birth and need to be appropriated by new generations through their activities in collectively experienced situations.

Therefore, education should enrich experiences and motivate interest in learning from an early age. Consequently, the training of professionals should broaden social interactions and offer diverse activities and materials for human development.

One of the project goals is a focus on training professionals qualified to perform this function, through a training policy that considers the specificities of this type of care in early childhood education units. It also includes the goal of re-signifying a welfare-oriented connotation historically associated with full-time education and establishing early childhood education committed to being a space for childhood, active citizenship, learning, and development.

Although full-time education is not synonymous with integral education, the continuing education process considered that extending the school day should guarantee an increase and diversification of children's educational experiences.

Diversifying children's experiences with culture is important as their humanization process occurs throughout life, through interrelations and relationships established with other, more experienced humans with whom they come into contact during their existence. According to Vygotsky (1996), the interactions experienced in the social dimension mark the cognitive and affective dimensions of children and, consequently, provide the development of their psychic functions such as memory, language, and thought.

Thus, cultural context is responsible for transforming behaviors, generating evolutions throughout human development. By participating in social relations, children modify their biological mechanisms by mechanisms

influenced by social factors; even their individual attitudes are imbued with exchanges with the collective, since human beings, when born, are already involved in an eminently social world. It is precisely because they find themselves in this cultural and historical environment that infants and toddlers survive - because they have someone to care for them. Thus, culture is internalized through their relationship with the psyche of other people (Vygotsky, 1998); consequently, school should be the space where children perform activities that go beyond those they already do by themselves, promoting relationships that encourage their maximum learning and development potential.

Based on the pedagogical criteria for assessing planning and teaching practice stipulated by the Municipal Department of Education, since these criteria are already known to teachers and aim to improve the quality of integral child development, changes in the quality of teaching practice were assessed to adapt to the full-time education project that aims for the integral development of infants and young children.

Thus, the planning and teaching practice were analyzed based on the observation of the following elements, present in the observation script:

- 1 – Continuing education offered to teachers participating in the project;
- 2 – Changes in teachers' conceptions about integral education;
- 3 – Teaching practices: proposals developed with infants and young children. ⁴

(Roteiro de observação de prática docente, 2024, p. 1)

Given the limitations of this article, the focus was on the first and third dimensions, which observed and analyzed both the continuing education offered to the teachers participating in the project and the pedagogical proposals developed with infants and young children in the first year of implementation of the project.

⁴ All direct citations are free translation by the author.

Methodology

The research methodology included a literature review of digital sources to identify and analyze studies related to the topic, including books, book chapters, journal articles, theses, and dissertations.

To collect data on the objects of study, the training sessions conducted by both the Municipal Department of Education and the pedagogical management at the participating school were monitored. The intention was to obtain information to establish connections between expectations regarding lesson plans and teaching practices, and their implementation in the daily routine of the school.

The empirical investigation was conducted in a school unit, where seven teachers of children aged zero to three years were observed, each responsible for classes of 17 children full-time. Two aspects were the focus of the study: continuing education and teaching practice.

Thus, both the training process and the performance of activities were monitored throughout 2024. Furthermore, an analysis of the teachers' weekly lesson plans was conducted to identify elements that characterized their understanding of the curriculum and time management conceived for the integral training proposed for daily work with infants and young children.

Based on the need to understand the implementation of an institutional project during a Post-doctoral research, a methodological approach was constructed for analysis that considers the discretion of its implementing subjects (Lipsky, 2019).

The success of public policy implementation depends not only on the technical capacity of the implementing agents, but also on their conceptions, values, and the degree of freedom they have to act. It is understood that the agents' values are related to their understanding of the social value of the policy, the relevance they attribute to it, and their intentions regarding the implementation of a particular program or project.

The approach that underpins this study defines implementing agents as those responsible for implementing public policies (Lipsky, 2019). Within the analytical model proposed by Lipsky, frontline workers are the explanatory variables for implementation processes, as they are key elements for the realization of government programs and projects.

Results and discussion

In 2024, the teachers participating in the aforementioned project, to foster objectives, intentionalities and goals related to integral development of infants and toddlers, received cascading training, in a cascading format, from the pedagogical supervisor and assistants of the early childhood education pedagogical team to the coordinating teachers. These training sessions lasted four and a half hours each week and were subsequently relayed weekly to the teachers during two hours of collective study, totaling 46 training sessions.

The training process focused on valuing children's protagonism both in planning and in the practices proposed by teachers, had the collaboration of the teacher training congress – *Pró-docência*.

Among the topics selected for the training, the following stood out: the different ways of welcoming children and their families, the organization of learning environments and spaces, the sophistication of learning materials and resources, and the relationships between school and family.

Regarding the content of the project's training sessions, in February, an analysis was conducted of the legal documents that guarantee both full-time education and integral education for Brazilian children, through the presentation of the project. Furthermore, some historical characteristics of full-time education in Brazilian early childhood education were discussed in an effort to redefine its meaning.

It is worth recalling that attempts to implement integral education in our country are very recent, despite official documents such as the 1988 Federal Constitution and the 1996 Law of Guidelines and Bases of

National Education converge regarding the encouragement of education promoting integral development, materialized through the development of individuals in their different aspects: intellectual, physical, emotional, social and cultural.

The National Common Curriculum Base (BNCC), a normative document for the development of educational curricula at the national level, in its section entitled "The Commitment to Integral Education," states that [...] Basic Education must aim at the formation and global human 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" (Brazil, 2018, p. 14).

During the training sessions in March, teachers were offered the opportunity to study articles and chapters by Sinara Costa, Suely Amaral Melo, Cyntia Guizelim Simões Giroto, and Stela Barbieri. These studies reported practical applications aimed at promoting investigative actions and projects as opportunities for children's development.

In these initial meetings, the discussion centered on the concept of the child as a complete, active, capable being, motivated by the need to expand knowledge and experiences, and by the desire to achieve progressive autonomy in the face of environmental conditions; a social and historical subject, belonging to a family embedded in a society, within a specific culture and at a specific historical moment.

Subsequently, the training sessions focused on the topic: "Welcoming process routine and the role of the teacher," affirming that teachers play an extremely important role through attention, listening, and a caring gaze, which positively influence the consolidation of humanizing relationships in the school environment.

In April, the focus was on a dialogue between Professor Suely Amaral Melo and the coordinators about pedagogical documentation and language development in children, which was filmed and shared with the teachers. The

text used as a basis for the meeting was – “Expressive Languages as Specific Ways for Children to Relate to the World”, in which Suely was interviewed by Suzana Marcolino. The text explains that communication is key to the development of psychic functions, which begin to form at birth and depend on the child's interaction with the world. Furthermore, the study argues that the process of becoming an adult involves appropriating culture and becoming self-centered, that is, expressing through some language what one learns, by doing something, by drawing, by playing pretend, by speaking, and later, by writing or expressing oneself through any of the many languages.

Through the studies by Vygotsky (1996, 1998, 2001 and 2018), the training conceived that in the interaction with the most developed forms of language, the child appropriates them. Furthermore, based on this approach, adults were advised to converse with infants in a welcoming and engaging manner during caregiving moments, during face-to-face dialogue, that is, during essential moments of education.

During the training sessions in May, June, and July, teachers were given the opportunity to read and analyze the document entitled – “Welcoming Process in Early Childhood Education – 2024”. This document guides the pedagogical practices to be offered to children during the school year, as well as the reception of families, and provides suggestions for the organization of the school's internal and external environments, for the creation of learning contexts with natural and artificial materials, through the study of the particularities of educational environments for infants, toddlers, and young children.

Through the analysis of this document, it is clearly a theoretical framework. In addition to the "Curriculum Proposal for Early Childhood Education of the Municipal Education System," it includes other studies and academic texts by authors who also declare themselves adherents of the Historical-Cultural Theory, official documents such as the "National Curriculum Guidelines for Early Childhood Education," and other studies focused on the theme of welcoming processes.

Regarding the organization of spaces and materials, suggestions were provided to teachers on elements to be considered when creating exploration contexts for infants and toddlers, such as: noise, light, temperature, the size and dimensions of the environments as possibilities for experiences with movement and free manipulation for the children.

Furthermore, the training focused on the reference room as a privileged internal space for organizing fixed contexts, where materials and furniture do not need to be changed daily, since their constant exploration leads to new discoveries. Based on what was observed about the reference room, it was considered that through listening and observation, teachers recognize the needs and individualities of their class and are able to decide which materials should or should not be changed frequently and when new elements should be incorporated into the contexts to encourage new discoveries.

The planning for the use of outdoor spaces was also discussed during the training with the teachers, even when welcoming infants and toddlers, under the argument that these spaces present themselves as infinite universes of possibilities, because they offer children opportunities to experience changing situations, given by the weather, the heat, the sun's rays, and things that happen in the environment, such as birdsong, encounters with insects, sand, earth, and the shade of trees.

Furthermore, it was emphasized that materials possess different properties, enabling different combinations or groupings for the creation of learning and development contexts, which can be organized in various ways, such as: construction contexts, which are environmental organizations with materials that children can stack, fit together, overlap, compose, separate, join, align, formulate hypotheses and test them. These contexts favor the development of creative abilities in children.

Regarding the organization of spaces, it was highlighted that all spaces provide opportunities for encounters among children and adults, and that educators need to consider them as multipurpose spaces: "Spaces where children can experiment, where they can make and unmake, share,

relate, work with others, feel new sensations, explore different possibilities that allow them new relational dimensions” (Dubovik; Cipitelli, 2018, p. 49). Thus, it was emphasized that the school is composed of diverse spaces, which, when intentionally organized, become educational environments. Therefore, it was necessary to consider the pedagogical potential of the spaces, since through the diversified offering of learning environments and object exploration sessions, the teacher strengthens their relationships with the children and the relationships between the children themselves, and enables their development and humanization processes in a fuller way.

After months of training focused on learning environments, over the last two semesters, the pedagogical management had few instances of guidance on the need for three simultaneous proposals for each moment of the children's day and concentrated on suggesting that they be sophisticated both through conversations with teachers and through training during weekly collective study hours.

In July, the Municipal Department of Education organized the Pro-Teaching Congress, focusing on the theme: integral development of infants and toddlers, which featured renowned scholars such as Bruna Ribeiro, Stela Barbieri, and Marcos Meier. The speakers lectured respectively on: actively listening to children, the school as a large atelier for children's artistic expressions, and the relationship between family and school as a collaborator in the emotional and cognitive development of children and adolescents.

Bruna Ribeiro highlighted that daily life should be inventoried through research into the smallest details, the little things, and stressed that in this process, children should guide the adults, leading them through parks, classrooms, and school spaces in search of childhood treasures where both material treasures hidden in daily school life and the treasures of the children's universe are found.

The intention of the lecture was for teachers to give voice to the children's needs, plan relaunches of proposals with materials that would interest them more, and with environments with which they would interact most.

Barbieri (2022) conceives of childhood as a place of sensitivity, delight, challenge, and investigation. It is a place to experiment with materials, spaces, the body, time, and nature, since children's imagination and creations have no limits. This fosters the development of their potential and the exploration and appropriation of their multiple languages, expanding their forms of expression. Working with art in early childhood education is one of the steps towards cultivating this natural vitality.

Therefore, the school must be conceived as a living, pulsating organism in constant transformation. A fertile ground for the creation, discovery, and appropriation of knowledge, taking into account people, their histories, their places, and their contexts, without ready-made models or rigid, predetermined methods.

Regarding the relationship between school and family, the lecture by educator and psychologist Marcos Meier highlighted the fact that teachers have been taking on roles that belong to the family, stating that parents' lack of time, also increasingly connected to technology, means that the few moments they have with their children are spent interacting, playing, and having fun, and leads to a scarcity of the intimate moments necessary to build a quality relationship between them.

Meier's studies concluded that the result of this lack of family interaction is that children arrive at school increasingly unruly, thus increasing the demands on teachers to maintain control over student behavior.

According to Marcos Meier, the feeling of belonging is the foundation of emotional health. When a child doesn't feel part of their family or school, they experience a great deal of loneliness, which compromises their health and leads to negative thoughts. To prevent this, children or students need to keep active by giving them responsibility. Meier recognizes that the family and school cooperation is fundamental in children's education. The researcher

notes that sometimes the family shifts responsibility to the school, and sometimes the school denies its responsibility. If this happens, the child suffers. Therefore, family and school must partner to provide a quality education for children and young people.

The professor's statement about the school and the family establishing partnerships, reinforced the teachers' actions of attributing responsibility to families in relation to children when they are sick, or when they suddenly exhibit divergent behaviors such as tiredness, lack of appetite, sadness, etc.

A few days after the conference, the teachers pointed out that conversations with family members help create a more welcoming and safe environment for infants and toddlers, since they can help by bringing comfort objects - those that children are accustomed to in their home environment, such as stuffed animals, pillows, blankets, pacifiers, toys, and objects belonging to family members. These objects commonly create a bond of comfort and security between the child and the still unfamiliar space of the preschool, as well as the people and objects that occupy this space. These objects can become facilitating elements at bedtime or even attractive to the child while others are sleeping.

The training sessions in August and September focused on information provided by the technical assistants in the area of Apecial Education, on the topic: Autism Spectrum Disorder and School Routine.

In October and November, the training sessions focused on the theme of "Pedagogical Documentation," conceived as the narrative of the child development process. They highlighted the relationship between children's protagonism and listening, based on the understanding that children possess theories, interpretations, and questions, enabling teachers to comprehend pedagogical documentation as a way to make children's thinking visible. Furthermore, they mentioned that pedagogical documentation allows for immersion in the real journey of each child's individual and subjective learning process. Thus, it was explained that the genesis of pedagogical documentation is related to a profound investigation into who the children

are, how they learn, and how they perceive and interact with the world. In addition, it was highlighted that pedagogical documentation enables an investigative attitude and allows teachers to monitor the individual and collective child development processes.

The teachers were asked to conceive, based on the studies by Mello, Barbosa and Faria (2020), the documentary process as a set of instruments that are structured from the construction of the organization of observables (teacher notes, photos, films, children's productions, teacher planning) generated from the pedagogical routine that, when elaborated, reflected upon and revised, serve for the teacher to perceive, record, interpret, contrast, project, relaunch and restore the path that is being followed in relation to the children's learning.

During the collective study sessions in December, the pedagogical documents prepared by the teachers were shared, and most of them were in accordance with the proposal by Mello, Barbosa and Faria (2020), as per the study from previous months.

The complex task of teacher training is evident, as it contributes to the critical, conscious, and creative development of teachers, since teachers, through their proposals, are responsible for intentionally organizing the best encounters between each child and culture for the formation of their intelligence and personality.

Considering the responsibility and value of the teacher's work in selecting cultural content, in the intentional organization and mediation of experiences to be proposed to children, from infancy, in the process of education for humanization, requires identifying the need for this professional to have access to knowledge and culture, directing their thinking, feeling, and acting towards their own emancipation and that of the children with whom they work. (Akuri, 2022).

It is understood that the teacher training process occurred differently for each teacher, given the perceived weakness in some appropriations and

objectifications; however, they all revealed important advances that can be strengthened with the continuity of the training work.

After a year of study and observation of their professional practices, a large proportion of the teachers came to understand integral education as essential for the full development of human dimensions and to propose actions that recognized this principle as a guiding axis for the planning process.

Regarding teaching practices, it was noted that the training sessions had an impact on them and that, therefore, the change was not only about the conception of integral education and the extension of the time spent in the program. It is important to highlight that among the topics developed during the training were: the organization of learning environments and spaces, the sophistication of learning materials and resources, and the relationships between school and family. Linked to the discussion on integral education and the integral education of early childhood, the topics related to educational practices reinforced not only conceptual appropriation but also the incorporation of new tools aligned with the intentions initially foreseen in the project. This is a relevant aspect for the topic of continuing teacher education, because the coherence between practices and knowledge acquired throughout a teaching career needs to be articulated, and the possibility of envisioning educational practices within a new conceptual framework, which brings concrete elements for the teacher to reflect on their practice and introduce new resources and tools, has positive effects and reduces the spaces for discretion that often create obstacles to the intended changes at the level of policy formulation, programs, and actions of education departments.

The training sessions held with teachers at the school unit under investigation highlighted the importance of learning contexts for children, which could be provided by combining geographical, physical, cultural, historical, and social factors that characterize a given environment in which something will be developed, with spaces interspersed with elements that present challenges to children.

The learning contexts were conceived as environments, organized with aesthetic intent, that are privileged for new possibilities of investigation and exploration for infants and toddlers, and that incite in them new needs to know objects and phenomena.

Heuristic play was added as a possibility for investigation, based on the idea of encouraging imagination and integral human development. It was observed that heuristic play is divided into three modalities: treasure basket, heuristic game, and experimentation tray. In all of them, the objective is to concentrate, explore the provided elements, and have fun in one's own play.

To emphasize children's protagonism, the sophistication of materials for children's experiences, and to avoid idle time and long waiting periods for children, the training sessions proposed that children should always be offered three simultaneous options. These could be three different options such as a treasure basket, learning contexts, and heuristic games; three different materials; three different contexts; or even the simultaneous offering of the fixed context of materials and toys in the classroom and the option of a play tent for rest or reading.

Gradually, the teachers adopted the guidance from the Municipal Department of Education to always present three proposals to the children. Initially, in the weekly lesson plans of the first term, just over half of the teachers presented three proposals, and after interventions from the coordinator, both through oral guidance and written suggestions in the weekly reports, the teachers began to always include all three proposals simultaneously for the children at various times of the day.

It is also important to consider aspects identified in the teachers' weekly lesson plans, which were the subject of analysis because they express their repertoire of knowledge and allow us to observe their intentions in the process of materializing their proposals. Throughout the first term, it was noted that the more homogenizing practices of most teachers were replaced by practices that considered the individual needs

of the children, providing, in addition to a diverse range of experiences involving investigative actions, heuristic games, and learning contexts, the possibility for the child to rest if necessary.

During the field research, it was observed that a group of five teachers established a work plan for the full-time program starting in the middle of the first term. However, at times, the planned experiences were not challenging for the children, such as the complete repetition of some proposals without offering new elements and challenges. Furthermore, after a few guidelines provided collectively during study sessions, this group began to implement a continuity between the morning and extended periods in their planning, with few decontextualized proposals that still included routinization and a view that compartmentalized the same child into two periods. On a few occasions, the materials for the children's experiences lacked sophistication, offering little opportunity for access to diverse cultural elements. For most of the year, plans for the integral development of the infants and toddlers were developed, contextualized, with new elements and combating routinization.

Regarding the indivisibility of early childhood education in the teachers' work, it was observed that after a long training process, this group of five teachers began to propose activities with the intention of developing the expressive, affective, cognitive, ethical, and aesthetic capacities of the children, and articulated the activities of educating and caring during the full-time period.

Regarding the issue of dealing with the different demands and needs of the children, there was no resistance from this group of five teachers, considering that they implemented moments for more individualized attention during mealtimes, in learning contexts, and with materials organized and made available for the exchange periods in which the assistants accompanied one child while the teachers remained with the rest of the children in the reference room.

Furthermore, it was noted that the group of teachers became convinced that spaces should be conceived and planned for the diverse possibilities of children's creation, both in experiences organized by the teacher and in free play. This architectural aspect should not be understood as a neutral element in early childhood education, but rather as a third educator that directly influences the quality of children's learning and interactions, since it is in this space that children move, circulate, construct and reconstruct their bodily cultures and knowledge, and express themselves in various ways.

Regarding respect for the subjectivity of infants and toddlers, it was noted that, during the activities focused on experiential learning, when the children were sleepy, they slept in the classroom, in the rest area, under the supervision of one of the adult staff members, while the other children went out to interact in the school's other areas. Conversely, when most of the children were sleeping, those who wished to stay awake were allowed to explore the treasure basket, quiet toys in the classroom, or go to other areas of the school, such as the sports court, the kiosk, or the hall, to play under adult supervision. Thus, it is concluded that in these classes, after the first term, the right to respect for the subjectivity of infants and toddlers was achieved on many occasions.

Regarding overcoming the routinization process, it was noted that, at the beginning of the first term, the teachers started offering at least two proposals at a time so that all children had a choice, which maintained their interest more intensely, counteracting the routinization process.

Furthermore, these practices helped to avoid idle time and long waiting periods for children, and in many instances, routine ceased to be an obstacle to establishing dialogical relationships, and communication with children about the actions adults were taking was intensified.

Therefore, after analyzing all weekly lesson plans and teaching practices during 2024, it is concluded that the group of teachers who more readily accepted the full-time schedule understood how the organization

of pedagogical spaces influences children's experiences in early childhood education and made them realize how activities and play, when well-guided, enable children's protagonism, the experience of stimulating situations, the appropriation of new cultural elements, among other aspects that allow their full development.

The intentionality of child development, which conceives of children as integral subjects and as protagonists of these developmental processes, should guide reflections and the promotion of knowledge for teachers who work with children. Thus, for an early childhood education school to be a powerful space for childhood, it requires professionals committed to their teaching practice, who plan learning contexts and investigative actions based on the individualities, interests, and needs of each child, because an educational context designed for and with children turns them into protagonists of their own learning and their own history.

Teaching practice, spaces for interaction, and play need to be structured to be meaningful for building a childhood committed to the formation of individuals who need to express themselves through speech, movement, emotions, play, and interactions with each other and with adults.

In addition to direct intervention, teaching work integrates indirect interventions essential to the success of early childhood education, such as planning and organizing space and time, and selecting sophisticated cultural elements, thus providing an inviting environment for the child to explore. Both interventions are fundamental to the processes of appropriation and objectification in children, contributing to the development of their higher psychological functions, especially self-control of behavior, the symbolic function of consciousness, and imagination.

Regarding respect for the subjectivity of infants and toddlers, it was noted that, in the first semester, only two teachers disregarded the individual needs of infants and toddlers and attempted to homogenize the routine by proposing the same experiences for all children, even when the children were or were not sleepy, making all of them sleep or participate in activities; during

diaper changes, proposing that all children be changed, even those who had been changed recently; during playtime, taking even those who were sleepy, tired, and/or somewhat unwell to the playground. However, this reality changed throughout the training process.

Regarding overcoming the routinization process, it was noted that, especially in the first semester, two teachers who showed greater resistance to the project included repetitive and decontextualized activities in their lesson plans. These activities were inspired by their plans from previous years and designed for the partial period. Because only one activity was proposed per period, some children did not engage with the activities, exhibiting undesirable behaviors such as biting or crying. The weekly training played an important role and led to changes in the teachers' planning and organization. They began to consider diversified and inclusive proposals to keep all children active or resting when necessary, without them having to endure long waiting times.

The lack of conceptual clarity regarding the integral development of individuals led teachers to adopt practices stemming from common sense, reproducing mechanical or didactic activities to teach specific content. Overcoming such practices required a year of work and constant monitoring by the pedagogical coordinator, through the proposal of training content that sought to articulate the concepts studied with pedagogical practices.

In an effort to challenge children's thinking, the teachers began collaborating on play activities, refining their proposals and structuring the school day without decontextualized and repetitive activities for infants and toddlers. They organized their class routine, considering continuity and coherence between welcoming moments, mealtimes, hygiene moments, ensuring individual attention, and farewell moments for the children.

After the training process carried out throughout 2024, the teachers concluded that in a full-time education school: a) coherence between the

proposal, intentionality, and objectives of learning and child development is essential; b) teacher mediation should focus on the concept of the child as an active participant in their formative process; c) languages are within children and not in content or subjects; d) children need spaces that encourage their exploration and research.

Conclusion

The gradual appropriation and objectification of the organization of a curriculum for human development from the beginning of life by the teachers was observed. The observation took place both in theory, through the analysis of weekly pedagogical proposals, and in teaching practices through the implementation of educational mediations, understood as intentionally planned interventions for the integral development of students.

Additionally, the welcoming process was based on the premises of the Historical-Cultural Theory, considering the unity between affection and cognition, considering that it is through affective-emotional experiences that young children develop an interest in the outside world. Thus, the way the welcoming process was organized positively affected the way the children develop in their daily routine at the daycare center.

Furthermore, it was observed that understanding children's multiple languages enabled the re-signification of the act of planning for most of the teachers participating in the research, as they broke with spontaneous planning, without proposals for educational mediation and without adult intentionality, opposing planning in which the adult defines, guides and directs all the children's actions without listening to them. The teachers refuted planning as the transmission of knowledge, conceiving that planning is not transmitting content.

After a year of study and practical application of those studies, a large number of teachers came to understand integral education as encompassing the full development of human dimensions, such as intellectual, physical,

emotional, ethical, aesthetic, social, and cultural. This led them to enable children to explore, get to know themselves, interact, express themselves, play, and actively participate in the activities.

Thus, the possibility of integral development and the realization of children's protagonism reached the expected dimensions as they became the focus of the teachers' proposals. This shift is fundamental as it is a way of stimulating infants and toddlers to act as beings in the process of emancipation and as subjects who actively participate in the appropriation of their knowledge.

Considering the conclusions and results presented at the end of this paper, the proposed objectives have been achieved, with the expectation of offering contributions to the expansion of knowledge in the area. Thus, this dialogue concludes, for now, with the perspective of continuing theoretical and practical studies by working in practice within the daycare center, in favor of an education that humanizes children and teachers, configuring itself as truly integral education.

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