

**Teachers, your experiences are valuable!
Childhoods through a systemic approach in the development of the
Political-Pedagogical Project**

*Professoras, suas experiências são valiosas!
Infâncias em abordagem sistêmica na composição do Projeto Político Pedagógico*

*Docentes, ¡sus experiencias son valiosas!
Infancias desde un enfoque sistemico en la composición del Proyecto Político Pedagógico*

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Abstract: This experience report addresses teacher authorship in school productions. It aims to share tactical approaches to continuing education for the development of the Political Pedagogical Project (PPP). The setting is a 120-hour, hybrid course with in-person participation by 100 students and voluntary participation by approximately 1,000 professionals. The participants are 45 Municipal Early Childhood Education Centers, the Municipal Department of Education, and the university. The methodology uses daily research and the narratives of students as sources. The analyses indicate the relevance of a systemic organization that promotes objective conditions regarding time and listening to encourage and value local experiences in teacher training, in the mobilization of institutional writing, and in the development of the course. It highlights the contribution of authorship and belonging in the collective writing of the PPP, and the importance of challenging standardizing logics that replace singular experiences with closed models.

Keywords: Childhood policies; Political Pedagogical Project; Curricula; Teacher education.

Resumo: O relato de experiência trata da autoria docente nas produções escolares. Objetiva compartilhar composições táticas na formação continuada para a elaboração do Projeto Político Pedagógico (PPP). O cenário é um curso com duração de 120h, formato híbrido, participação presencial de 100 cursistas e voluntária de aproximadamente mil profissionais. Integram 45 Centros Municipais de Educação Infantil, a Secretaria Municipal de Educação e a universidade. Como metodologia, utiliza a pesquisa com os cotidianos e, como fontes, as narrativas dos cursistas. As análises indicam a relevância de uma organização sistêmica que

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promova condições objetivas quanto ao tempo e a escuta para estimular e valorizar as experiências locais na formação docente, na mobilização de uma escrita institucional e no desenvolvimento do curso. Destaca a contribuição da autoria e do pertencimento na escrita coletiva do PPP, e a relevância do enfrentamento às lógicas padronizadoras, que substituem experiências singulares por modelos fechados.

Palavras-chave: Políticas de infância; Projeto Político Pedagógico; Currículos; Formação docente.

Resumen: Este relato de experiencia aborda la autoría docente en producciones escolares. Su objetivo es compartir enfoques tácticos de formación continua para el desarrollo del Proyecto Político Pedagógico (PPP). El contexto es un curso híbrido de 120 horas con la participación presencial de 100 estudiantes y la participación voluntaria de aproximadamente 1.000 profesionales. Los participantes son 45 Centros Municipales de Educación Infantil, la Secretaría Municipal de Educación y la universidad. La metodología utiliza la investigación cotidiana y las narrativas de los estudiantes como fuentes. Los análisis indican la relevancia de una organización sistémica que promueva condiciones objetivas respecto al tiempo y la escucha para incentivar y valorar las experiencias locales en la formación docente, en la movilización de la escritura institucional y en el desarrollo del curso. Destaca la contribución de la autoría y la pertenencia en la escritura colectiva del PPP, y la importancia de desafiar las lógicas estandarizadoras que reemplazan las experiencias singulares con modelos cerrados.

Palabras clave: Políticas de infancia; Proyecto Político Pedagógico; Currículos; Formación docente.

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1 With childhoods, teachings and records in the PPP

Childhood is everywhere (Nejar, 1994).

How can we make room for childhood in schools? For policies that value babies, children, teachers, and other professionals who are everywhere? These issues are related to our investments that articulate teaching, research and extension, as well as interinstitutional relationships to develop policies for early childhood, considering its plurality.

Regarding early childhood education, from the Federal Constitution (Brazil, CF, 1988) to the National Education Plan (2014-2024) (Brazil, PNE, Law No. 13,005, 2024), there are different policies for guaranteeing and maintaining rights, in a flow of technical and financial cooperation between the systems (municipal, state, federal). Among them, the following stand out: attention to the professional development of basic education teachers, the encouragement of education by the State, and the expansion of the offer of places in National Education Plans (PNEs). These policies are permeated by tensions, disputes, advances and setbacks in the



conceptions that permeate work in early childhood education (Bhering; Abuchaim, 2024; Sousa, 2018; Nunes, 2019).

In the current scenario, the fifth Monitoring Report of the National Education Plan (Brazil, RPNE, 2024) indicates different investments in development, however, with goals not yet achieved. For babies and children aged zero to three, the plan aimed to reach 50% of this population. However, we have 37% in school. As for children aged four and over, considered mandatory to attend school, there is also a portion of them absent, which represents around 800 thousand children.

Regarding higher education teacher training, where the plan was to cover 100 percent of the population, data shows that the goal has not yet been achieved, and initial and continuing teacher training remains a challenge. In daily school life, teacher illness, recorded through medical certificates and sick leaves, also impacts significantly pedagogical work (Silva et al., 2023). The data screams: teachers need training, investment, appreciation, and objective working conditions in order to offer higher quality education for children.

Given this scenario, we emphasize that the central objective of this text is to address teacher authorship and share tactical approaches to continuing teacher training for the development of the Political Pedagogical Project (PPP). We were interested in problematizing the following questions: what understanding of the PPP and training is present? What possibilities are created within the training context for professionals to expand their knowledge through their experiences? What effects does training have on school experiences?

To this end, we tactically seek (Certeau, 1994) to shift the role previously assumed by the PPP. Beyond an institutional bureaucratic document, we took the spaces and time of institutional continuing training to qualify the academic and political strength of teachers. By encouraging their institutional records, we seek to give visibility to a way of speaking about our history, of recording the demands of our profession and the institution in which we work, of the strength that the expansion of academic and scholastic knowledge provides us, of the authority of teachers' knowledge and practices in education, of the beauty of everyday curricular practices.

These issues are linked to the Extension Project (Proex 4299, 2024) "Weaving Networks of Possibilities: collective writing of the Political-Pedagogical Project," linked to the Extension Program "Cycles, Curricula in Collaborative Interactions in Basic Education and Higher Education" (Ufes, Proex 3949, 2023) and the research project of the same name (Ufes, PRPPG 12610, 2023). These issues and projects are attentive to the demands of the PNE, both the edition completed in 2024 and the one announced for the 2024-2034 cycle, especially those related to professional qualification and development, as recorded in Metas 15 and 16.



Through these connections, we address the challenge of valuing teacher authorship in the review of PPPs for schools in a municipal network, considering the interinstitutional collaboration between departments, schools, and universities. The Federal University of Espírito Santo, the Municipal Department of Education (SEME), and the Municipal Early Childhood Education Centers (CMEIs) of the Cariacica City Hall (PMC, ES) participate. We consider teaching experiences to be valuable!

As we learned from Certeau (1994), we are interested in communicating the particular modes of organization, tactically mobilized in teacher training processes, for systemic work, that is, not just with one, but with all units of the municipal network. Quality training, for us, is in harmony with the demands of daily school life and the subjects (Ferraço, 2007).

With this methodological approach, which is also political, ethical, and epistemological, as it records the research process, the text unfolds into further sections. In the first one, we present the theoretical approach regarding the PPP. In the second, the methodological approach based on research into everyday life. In the third, we discuss the organization of a continuing education course with early childhood education professionals. In the fourth, we address the problematization of the course participants' evaluative narratives. Finally, the concluding remarks systematize the challenges and contributions of this work.

2 Collective authorship in the development of the PPP

Participation is a response to one of humankind's most fundamental desires: to be taken into account, to take part, to be included, to be respected. However, participation only makes sense when it is underpinned by ethics, a willingness to truly change what is necessary, not just appearances (Vasconcellos, 2009, p. 24-25).

How can we value teacher authorship and participation? What understandings of PPP and training are present? These questions pose challenges for developing the PPP as an institutional, collective, democratic, and participatory activity. As we have noted (Nunes, 2023; Nunes et al. 2025), the PPP is a local institutional document; each school has its own. It records the main objectives and strategies for management, administration, and pedagogical intervention. Thus, it addresses planning and action, considering the context of the school community.

It is a project because it intends to register expectations of change, that is, it seeks to destabilize the current condition of the school community, promoting the expansion of knowledge and experiences, in order to promote a specific formation of the individual, the citizen, and the nation. It is political because it deals with intentions that are not neutral,



immutable, or universal, but rather a choice. It is a choice made by a group, in connection with different elements, such as curricular prescriptions, our academic background, the individuals involved, and the context of our institution. It is pedagogical because it seeks to present strategies and actions that contribute to the student's education.

The project seeks a path, a direction. It is an intentional action, with an explicit meaning, with a collectively defined commitment. Therefore, every pedagogical project of the school is also a political project because it is intimately articulated to the socio-political commitment and to the real and collective interests of the majority of the population. And political in the sense of commitment to the formation of the citizen for a type of society (VEIGA, 1997, p. 2).

Regarding authorship and teacher participation, we understand that developing the PPP is connected to the obligation, guaranteed by law, and to representativeness, in recording the knowledge and compositions of teachers and the school community. In this case, it is a record of collective, provisional agreements and commitments, dated in time by the subjects who represent it, contributing to the organization, planning, management, historical records, and projections of the institution. As Veiga (1998, p. 14-15) discusses:

[...] the project development process is dynamic and requires collective effort and commitment; it is not, therefore, limited to the preparation of a written document by a group of people to fulfill a formality. It is conceived in solidarity with the possibility of support and legitimacy.

The development of a PPP requires connecting with different forms of experiential knowledge (Larrosa, 2002), the uses and daily production (Certeau, 1994) of the implemented curricula (Sacristán, 2000; Ferraço, 2007).

Thus, in this study, the PPP was considered in its motivation to record the demands, tensions, and challenges of daily life (Schuchter, 2017; Nunes; Paulino; Ribeiro, 2024), within the community and in the search for the consolidation of institutional identity (Vasconcellos, 2009).

3 Methodology with daily routines and tactical compositions

The problematizations carried out here were produced in research with everyday life (Ferraço, 2007), that is, a qualitative approach, of ethnographic inspiration, which highlights the researcher's attitude in the field in attention to the tensions present in everyday relationships.

Thus, in the in-person training sessions, we sought to follow the threads of the relationships between the PPP (Political-Pedagogical Project), training, and curriculum, paying attention to the dynamics of planning, writing, inventions, circumventions, negotiations, and daily productions woven with their arguments, tensions, contradictions, and

dissonances (Certeau, 1994). By making a possible record of the knowledge, actions and powers that are woven by subjects in the spaces of training and school, we assume in this research a permanent modification and expansion of this network of meanings.

The research setting is a course that was developed between February and October 2024 with the 45 Early Childhood Education Centers (CMEIs) of SEME/PMC. The course was free and did not receive financial support for the organizers. The six in-person meetings were held with the management team of the CMEIs (principals and educators of the morning and afternoon shifts). The in-person audience consisted of approximately 100 participants who then disseminated the content of the training to another 1000 registered professionals (teachers, interns, technicians).

The data considers narratives recorded through an evaluative questionnaire sent at the end of the in-person meetings, in the teacher training course for the development of the (PPP). In this text, the narratives selected by the management team for problematization sought to move away from a uniform approach. Considering the six in-person meetings, we selected responses that they would give visibility to different effects. Just as we understand curricula as networks of knowledge, experiences, and affections (Ferraço, 2007; Nunes; Ferraço, 2018), the relationship between the PPP, teacher training, and curriculum that interests us does not seek to standardize, but to expand the knowledge and practices of school and life invented within the daily school routine.

The analyses pay attention to the relationships between strategies and tactics. For Certeau (1994), strategy refers to what is established, to the rules and laws created for the school organization, to the configurations known to all, such as planning schedules, the school routine, and the calendar of training meetings. In relation to, rather than in opposition to, tactical uses are created that sneakily deviate from the rules, exploiting loopholes to create new ways of experiencing everyday school life. If rules are organized strategically, tactics represent the ability to deviate, evade, circumvent, and perceive how school operations are produced and how subjects act in the cracks caused by their resistance.

Thus, by adopting a tactical approach (Certeau, 1994) in the development of the PPP, we are attentive to the different tensions present in everyday school life and continuing education, without denying the contradictions, silences, and inventions produced therein. In this case, we were interested in following these threads of relationships between PPP, training, and curriculum, allowing ourselves to cross and traverse their threads in order to consider the participation of course participants both in the composition of the PPP in schools and in the very movement of expansion and decision-making of the training course.

4 A course with a systemic approach

— We received various documents. Some were blatant plagiarisms of website versions. The group needed to better understand the importance and content of the PPP. Many principals spoke about the difficulty in writing, the time to negotiate with the teachers, we know it is really difficult (Technician 1, Field diary, 2024).

The narrative that opens this section captures some of the challenges of institutional collective writing at CMEIs. There are many demands on children and the school community. Writing reports, documents, and plans not always capture elements of what has been experienced, felt, and expanded in school spaces and times. In the case of the PPP, an investment made in 2022 for its update was developed by the Municipal Department of Education of Cariacica (SEME/PMC), through the Citizen Education Management (sector responsible for continuing education and the strengthening of the democratic management of educational units). However, the technical narrative shows how challenging this investment remains with the 45 CMEIs.

However, this writing was assumed in its bureaucratic dimension. Thus, with the intention of valuing professional knowledge, the spaces and times of continuing education, with the intensity of the lived experiences, other investments were made. One of them was the connection with the Federal University of Espírito Santo, through the Extension Course "Weaving Networks of Possibilities: The Collective Writing of the Political Pedagogical Project."

The course had a 120-hour hybrid format, including in-person meetings and support via a digital platform. It included in-person technical support, online meetings with principals, and detailed guidance on organizing proposals, moments of dialogue with teaching collectives and systematization and monitoring strategies for two master's students from the Professional Postgraduate Program in Education (PPGPE, Ufes).

It also provided the use of "Directed Planning", which consisted of organized times for studying and the collective construction of the PPP in institutions, so that there could be guaranteed spaces and times for dialogue and collective productions according to local specificities, during working hours.

Nunes (2023)⁴ highlights the importance of thinking about strategies with appropriate specificities considering the following approaches: local, systemic and global. In the

⁴ The productions of Ciclos, a research group on curricula and collaborative interactions in basic and higher education (CNPq, UFES), focus on articles, books, final papers, dissertations, theses, and other products. In this regard, check out the Collections: a) "It's cool: knowing, playing, and dreaming," which, inspired by relationships with children in research, seeks to encourage them to play and learn about the cultural assets of Espírito Santo's municipalities; b) "Educational Cycles," which systematizes

elaboration of the PPP at the local level, that is, in a school, we identified ongoing compositions, as discussed by Nunes (2023) and Nunes, Roncetti and Ribeiro (2024), Lima et al (2023), Bastos et al (2023) and Rosa et al (2023), of the experiences developed in this network, which values different formats in composition with the subjects' narratives: professionals, children, and families.

At a systemic level, that is, with organizations at a municipal, state, or federal level, we highlight a current mapping of the guidelines indicated by the federal government (Brazil, 2004), in the state of Bahia (2022) and in the cities of Ribeirão Preto (2019) and Manaus (2019). At the global level, that is, through courses with massive and self-instructional strategies, offered remotely, we highlight the proposal by Nunes (2023).

Regarding the systemic approach, the intention is not to produce generalizations or standardizations through a single agency or department. It seeks to gather experiences and systematize knowledge and implement a methodology that values local specificities, knowledge produced with children, and professional and institutional narratives. We seek to value research and extension projects by collaborating with professionals rather than analyzing their decisions.

Regarding methodological organization, the PPP course had three phases: a) Planning (February and March 2024), during which the group was organized and mobilized for the proposal; b) Development (March to September 2024), which sought to bring together studies, references, experiences, and organization of demands; c) Completion (October 2024), which sought to present what was recorded collectively.

The intention is to record current methodologies and usage patterns. As Certeau (1994) teaches us, with a thousand ways of unauthorized hunting, practices and knowledge are combined and bring a unique and unrepeatable beauty to everyday scenarios.

Thus, recording these stories prevents the erasure of memory, as well as the erasure of other versions of history. Based on Benjamin (1994) and Oliveira (2011), we learned that storytelling is the art of telling, but stories are lost when they are not preserved. Thus, the meetings cried out: Teachers, record your experiences!

In the Planning phase, as a strategy to guide collective writing, the uses of a summary and a schedule were discussed. The summary is a strategy for defining content and sections. The schedule, on the other hand, is a strategy for organizing studies and the development of the text writing process, the available dates, and the participants involved.

guidelines and methodologies for teachers, schools, and municipal education systems, inspiring the original and collective writing of education professionals. Check them out at: <https://ciclos.ufes.br/>



For Nunes (2023), schools cannot be considered separately from the contexts in which they operate, therefore, coordination between shifts and communication with parents and society are important for understanding who will commit to this record and based on what elements it will be carried out. In this course, in accordance with the municipality's prescriptions, three axes were assumed for the summary.

Axis 1 valued the establishment of the institution. An introduction (presenting the institution, its proposal, philosophy, mission, values, and objectives) and the context of the institution (with the unit's history, community characteristics, diagnosis based on the school community). The intention is that the record could be made based on projects with children and families regarding narratives that could record its constitution, the past, and the present of the institution.

Axis 2 brought together professional pedagogical concepts. This section sought to address the concepts of curriculum, assessment, childhood, practice, projects, programs, and children's learning demands. The intention was to value the professionals' ways of doing things and the projects that narrate the choices of this time.

Axis 3 systematized management practices and action plans. This section addressed administrative choices (regarding school finance, asset management, financial resources, democratic management practices, school council, student union, conflict resolution, internal regulations, and action plans).

The training was held monthly in person for principals and educators, with recordings available for the other participants. The participation of other staff members was voluntary, coordinated with recording, planning sessions with educators, and the materials available on the digital platform. The managers who attended the training should not act as multipliers, but rather as facilitators of the knowledge and experiences already produced in everyday life with the discussions brought up by the course. The participation of interns, doormen, general service assistants, teachers, technicians, cooks and librarians was recorded.

During the planning phase, the participants were encouraged to approach the proposed methodology, based on the Connection with the Political Pedagogical Project course, from the MOOCQUECA platform of the Federal University Espírito Santo (Ufes). This 45-hour course offers free access and certification. Its core includes curricular requirements, basic information for developing a PPP in academic, legal, and pedagogical settings, and guidance on the challenges of collective writing, which often fails due to time constraints and lack of methodology (Nunes, 2023).

The course followed the organization set out in Table 1:



Table 1 – Course Schedule

DATE	MODULE
23/02/2024 20/03/2024	Module 1 - Proposal Presentation Panel 1: Proposal Presentation
21/03/2024 18/04/2024	Module 2 - Institutional Writing Strategy Panel 1: Strategies for (re)elaborating the Political Pedagogical Project in the Cariacica Network: approaching the proposal Panel 2: Writing experiences in the teaching unit Panel 3: Writing experiences on Google Classroom
19/04/2024 23/05/2024	Module 3 - Past and present of the institution Panel 1: Reading and writing experiences with children revisiting Political Pedagogical Projects. Panel 2: Writing experiences of the PPP based on the recovery of the teaching unit's history.
23/05/2024 19/06/2024	Module 4 - Curricular and assessment concepts Panel 1: Childhoods, Curricula, and Possible Experiences at CMEI Spaces Panel 2: Assessment in Early Childhood Education from a Perspective on Impoverished Children and the Racial Perspective in Combating Social and Educational Inequalities. Panel 3: Strengthening Democratic Management through the PPP in Early Childhood Education Units
08/08/2024 20/08/2024	Module 5 - Action Plan Panel 1: School actions to promote inclusive practices in everyday interactions Panel 2: Teaching resources for Early Childhood Education and teacher mediation in CMEI interactions Panel 3: Implementation and Action
24/10/2024	Module 6 - Celebrating the Achievement Completion and collective presentation of the PPP
01/11/2024 30/11/2024	PPP post on Google Drive shared with the Citizen Education Management

Source: Extension course data.

The recording of this table follows an organization that was changed at each meeting, considering the tactical compositions, arguments, tensions, contradictions and dissonances (Certeau, 1994) with the course participants. It should be noted that, during the planning phase, the schedule was originally planned to run from February to July, but was changed to end in October. Another adjustment during the development phase concerns the format of the in-person meetings, which initially focused on lectures, but was later changed to a study group format and narrative sharing.

With school subjects, and not about or for them (Ferraço, 2007), we have expanded and given visibility to curricula, to the training processes that constitute us and to the production of knowledge experienced in the networks that make up everyday life inside and outside of school (Nunes; Ferraço, 2018).

5 Narratives from Course Participants

The course proposal, announced at the beginning of the year, was well received by participants. However, various elements permeate daily school life and emerge during scheduled meetings, requiring ongoing receptiveness, sensitivity, and adaptability, as evidenced by the course participants' responses.

The course strategy was to conduct an evaluation via *Google Forms* in both shifts, taking into account the demands expressed by the participants. This approach is justified because, for us, the experiences and narratives of professionals are valuable! Among the most significant themes, we highlight: the demands of everyday school life, the content of the training, the organization mobilized in the CMEIs, and the contributions pointed out.

- *There are too many demands at school to keep everything running as we'd like* (Course Participant).
- *Breaks are short, busy times, and rushing from one shift to the next prevent good meetings* (Course Participant).
- *Very good. However, I'm not feeling well today due to some situations I've been facing at school* (Course Participant).
- *We need to organize meetings outside of school holidays* (Course Participant).
"We're losing the only day we have for planning, where we prepare our classes and resources" (Student).
"Time is always tight" (Student).
- *Activity posts have a short deadline, since schools are short on teachers due to sick leaves and medical certificates, and it is difficult to juggle all of the school's demands, meeting with parents, monitoring teachers' planning, and when we do have time to finalize targeted planning, the time available for this is also short* (Course participant).
"Field diary, 2024".

Regarding the demands of daily school life, we observed a clear tension in the participants' responses. While some of the group valued the training, others noted that they felt undervalued because there were no objective conditions for developing the program at the CMEIs. Therefore, given the precariousness of teaching jobs, active participation in yet another training course was a challenge. Although they expressed a desire to move toward a collective writing process that valued their work, they also outlined challenges.



Some records highlighted: lack of time to complete demands already initiated, excess training, reduced planning time (which is sometimes used for training), increased working hours, lack of structure and equipment in schools, among others. Furthermore, although it was agreed in the course planning phase that Seme would provide a greater number of days for the organization at the CMEIs, this was reduced to one meeting, which was widely requested in face-to-face meetings, both by course participants and proponents, which impacted the effects of the training.

It was also noted that the complaint about the inclusion of private initiatives and the implementation of the use of textbooks in early childhood education, received almost in the middle of the school year, caused tensions regarding teaching autonomy. At the time we conducted the course, textbooks were being used for classes starting at age 3. Other narratives also indicated that the complexity of teaching has been impacted by the increased enrollment of children with special educational needs, disorders, and neurodivergence, without the necessary infrastructure.

The course participants' responses are a wake-up call! The quality of a training also needs to consider the organization of daily school activities, local schedules, and the health of the training participants. Without denying the contributions, they also note the challenge of the limited time available for many tasks that daily school life demands, which led us to extend the deadlines for the return of sections of the PPP that were being prepared in schools. Thus, we understand the need not to classify, judge, disqualify or neglect the productions of educators, but to assume them as fundamental clues for understanding the negotiations produced in curricula and training, thus highlighting the complexity and difference that permeate their knowledge networks (Ferraço; Nunes, 2012).

- *"It's a wonderful proposal, which allows the DT educator (educator in a temporary contract) to participate and contribute to the development of a very important document for the institution." (Course Participant)*
- *"These are moments of dialogue, interaction, and learning." (Course Participant)*
- *The training has been very beneficial as it places us in the reality of our students and the community, allowing us to take a new look at our practice (Course Participant).*
- *Rich material, with empowering and interesting content. Actively participate in the development of the school's PPP (Course Participant).*
- *The training was very good and provides solid insights into the development of the Political Pedagogical Project (PPP), with a close focus on children and the community living in poverty. The discussion of meritocracy and programs like Bolsa Família was extremely relevant, highlighting that poverty is not just about lack of money, but also about the lack of opportunities and exclusion mechanisms (Course Participant).*

(Field diary, 2024).



Regarding the content of the training, we observed that initially the participants preferred the panels where speakers from outside the institution came, especially those who came from the University, even if they were not part of the daily reality of the course participants. However, the training was conducted with professionals from schools, the department of education, and the university in order to broaden perspectives and experiences in these different fields.

The narratives highlight two aspects. The first is that the topics chosen for the course helped to raise issues that arise in everyday school life and can be updated in the PPP. The second is that the course allowed participation by all professionals who wished to do so, even those on Temporary Assignment (DT), which contributed both to the expansion of dialogues and to the training and certified experience of professionals. It thus records the value of training by deepening and expanding the means of finalizing the document in a democratic manner, involving everyone who had a link with the school.

However, when assessing the percentage of attendance at in-person meetings, we found that attendance decreased over the course of the training. In addition to the content covered in the training, attention to tactical compositions (Certeau, 1994) with the participants shows us the complexity of appropriations in the dynamics of everyday school life.

As mentioned by Ferraço (2005, p.21), continuing education is related to “[...] the movement of weaving and expanding the networks of knowledge of educators and, consequently, of students, having as a starting and finishing point the daily life experienced by these embodied and complex subjects”. We emphasize that the PPP, training, and curriculum triad that interests us is built on everyday life, in order to understand its legitimate demands and be able to situate ourselves in the interinstitutional expansion movement that enhances our collective investments.

- *Too bureaucratic, we're getting lost with so many actions at once (Course Participant).*
- *A little more organization so as not to accumulate so many things at once. I, for example, must participate in three mandatory training sessions (Course Participant).*
- *"We need more time together to discuss certain topics. There's a lot of pressure. We're overwhelmed" (Course Participant).*
- *"We're losing the only day we have for planning, where we prepare our classes and resources (Course Participant).*
- *"How about providing more time for targeted planning so it can be done more calmly and effectively" (Student).*

(Field diary, 2024).

Regarding the organizational methods used in the units, we understand that each institution organized its mediations, dialogues and presentations of the themes developed in



each face-to-face training session, so that everyone could participate in the construction of the document and feel part of the work that would be developed. With everyday school life, the topics became more complex, with different situations, which required time for immediate intervention, not just for records and reports.

Our objective is not to provide a lavish report of what happened, as if disagreements had not been part of the training process. The post-meeting evaluation moments allowed professionals to express their tensions and questions regarding what was happening inside and outside the institutions, with the possibility of changes to the course based on the issues presented, such as changes to schedules, number of panels, extension of deadlines, among others.

The narratives reveal that the schools' proposals are similar in their intentions. The group of educators and principals demonstrated concern for presenting what was being discussed in the in-person training sessions, meeting the core demands within the established deadlines, collective participation in writing the PPP, and how they could include children's participation in the topics discussed, which value practices and themes relevant to childhood. However, there are many other demands circulating in everyday school life, beyond the PPP's collective writing movement, which was also expressed in the training meetings.

We understand that school is "alive," and daily life is traversed by many requirements. Therefore, the concern demonstrated by participants, especially those who work directly in the classroom, is legitimate and understandable. Throughout this article, narratives mentioned by professionals demonstrate dissatisfaction with another course and the creation of a document with a specific and established deadline. This caused irritation, concern, and perplexity. During the course, as institutional plans with the entire school materialized, dialogue eased the feelings of frustration and gradually gave way to belonging and collective authorship.

Upon realizing that their voices were being considered and that the process was not merely technical, but formative and reflective, many professionals began to understand both the course and the development of the PPP differently. Beyond bureaucratic demands, it became a living construction, permeated by their practices, the knowledge of childhood, and the specificities of each school community. Thus, what once seemed more of an obligation became an opportunity for listening, exchange, and appreciation of each institution's identity. At the end of the proposal, the professionals who dedicated part of their planning understood that the effort was worthwhile, and understood, as Veiga (2011, p. 17) states, "specific actions to achieve these ends are means. This clear distinction between ends and means is essential for the construction of the political pedagogical project."



- *At our school, the educator organized, once a month, in the week following the course, five planning sessions for the week so that each group would have an exclusive moment for listening and dialogue about the course content. She brought notes from the in-person meeting and asked for the group's help and understanding in meeting the month's tasks. Often, it wasn't necessary to use the entire time, as the group was able to complete the tasks in less time than expected (Course Participant).*
- *At our CMEI, we set up a bulletin board in the teachers' room, highlighting the main points covered in the training, so that everyone at the school was aware and teachers could discuss them in their planning (Course Participant).*
- *As a manager, I created a collective notebook. After each in-person training session, I summarized the main topics discussed and distributed it to the groups during the weekly planning. I also encouraged each teacher to write down their impressions and ideas, which enriched the document writing process (Course Participant).*
- *At our school, teachers chose to hold small conversation circles during two planning periods, that is, two hours, once a month, in the week following in-person training (Course Participant).*

(Field diary, 2024).

Regarding the contributions of the training, the narratives demonstrate different appropriations of the course for the composition of PPPs in schools, such as: organization on bulletin boards, notebooks and shared drives, planning and conversation groups for writing, individual and collective strategies for group mobilization.

By analyzing the volume of course participants' records, we understood that the sensitivity of being welcome contributed to a change in the participants' perception of training. The discourses, which were mostly negative, were gradually reformulated. In the "how good" section of the evaluations, responses were limited to "good," "excellent," "very good," and brief praise for the organization, punctuality, and content of the training sessions, dwelling more on the disagreements. With the prospect that the demand would be met, the tension between the participants and the proposing team gradually eased as the work progressed.

The course participants' evaluations helped to highlight both the challenges and advances experienced throughout the training. Although initially marked by resistance, uncertainty and feelings of overload, in most institutions the feedback reveals that the listening process, the appreciation of professionals' experiences and the recognition of the specificity of each school context were fundamental to redefining the proposal.

In the end, what was seen was a collective movement of reflection, reconstruction and commitment, in which writing the PPP ceased to be just a task to be accomplished and began to be understood as a concrete expression of pedagogical practice and ethical commitment to childhood and the school community, and understanding as Veiga (1995, p.15) "for the construction of the political pedagogical project to be possible, it is not necessary to convince



teachers, school staff and employees to work more, or to mobilize them spontaneously, but to provide situations that allow them to learn to think and carry out pedagogical practice in a coherent manner.”

6 Is there space and time for collective authorship?

— It's a shame that the idealized school is still far from the real school we have. Schools lack the most important thing, the most valuable resource: enough human resources to face current challenges, and this resource must be valued, respected, happy, and healthy enough to adequately welcome children, as they deserve and need to have a better society than we have today. We need to strengthen ties with other areas such as health, safety, and social assistance so that the school can successfully fulfill its role (Teacher 1, Field diary, 2024).

This text sought to value teaching authorship and share the experience of developing the PPP in a municipal education network, based on a systemic approach that is sensitive to the views of professionals and children, promoted through a training process in partnership between the university, SEME/PMC, and CMEIs. By sharing elements of the methodology within the course, with the participants' narratives, we seek to give visibility to the tensions and problems experienced, to value the processes that contributed to this movement between schools, departments, and universities to produce policies for early childhood.

By highlighting that the experiences of teachers, educators, principals and other professionals are valuable, as highlighted by the professional's narrative in the section's epigraph, we emphasize the importance of creating conditions to listen, record, qualify and expand the ways of doing things in early childhood education with professionals. The results of this training indicate that the proposal of a systemic approach, especially using methodological organization and central schedule, is an important strategy for the composition of the PPP, for the systematization of references and the mobilization of the school community.

The systemic approach seeks to bring together the specificities of the network and not standardize the formats and content developed in the professional ways of knowing and doing of local institutions. However, other essential objective conditions are the collective spaces and times in the units for this composition. Although training in a local context is permeated by many demands, without this condition, any collective proposal becomes weakened. Thus, what's at stake is not only the format of the training (local, systemic, or global), but also the tactics that ensure the connection between individuals, their knowledge, and the desires for institutional registration.



We also highlight four central contributions: a) *the appreciation of teaching authorship* in the PPP writing process by promoting spaces for listening, planning, and collective production that respect the specificities of each CMEI; b) *the centrality of children as protagonists of pedagogical experiences*, inspiring playful, aesthetic, and narrative formats in the organization of institutional projects; c) *strengthening the network culture*, with exchanges between institutions that broaden repertoires, produce shared meaning, and foster the idea of collective belonging to municipal public education, as well as knowledge of different demands present in everyday school life that can be shared and suppressed in the solidarity networks that these collectives represent; d) *confronting the standardizing logics* that have grown in the educational policy scenario, replacing singular experiences with closed and technical models.

With this, we conclude that there is, indeed, space and time for collective authorship, when public policies are understood as networked processes, which listen, dialogue with and expand the childhoods that inhabit them. However, as the educator highlights in the epigraph of this section, early childhood also lacks intersectoral investment.

For example, the Legal Framework for Childhood (Brazil, MLPI, 2016) brought together 11 agencies to sign the National Pact for Early Childhood (2019), to guarantee: the right to play, professional qualification, home care to overcome vulnerability and support for the development of children up to 6 years old in the formulation of public policies. However, we are not yet aware of the effectiveness of this collaborative action, since the challenges presented in the region we live remain unaddressed, both in academic production and in the implementation of the MLPI. These issues profoundly impact our daily practices (Certeau, 2014) in schools and universities.

They also drive our efforts to develop initiatives that contribute to early childhood education, the comprehensive development of children, addressing the social inequalities they experience, valuing teachers, increasing joy in schools, social transformation in neighborhoods, and public policies for early childhood. We remain strong together!

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