

INNOVATIVE LIGHTING IN THE PEDAGOGICAL PROPOSAL FROM A SECONDARY EDUCATION SCHOOL

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Abstract

This paper investigates how some pedagogical strategies of a secondary education school that applies the methodology of apprenticeship training workshops can encourage the students to enter and stay in secondary education schools. From the documentation gathered in the preparation of the study, an analysis of the pedagogical proposal of the college investigated was carried out. The methodology chosen was the policy cycle, which proposes an analysis of educational policies in a historical, dialogical and plural process.

Keywords: Secondary school. Technical and vocational education and training. Curriculum. School management.

1. Introduction

In times of secondary education reform, it is important to seek out existing innovative experiences even prior the reform. This is the case of one of the initiatives of the Social Service of the Industry (Sesi): the Sesi CIC High School in the Industrial District in Curitiba, in the state of Paraná, articulates the regular education of high school with the vocational education offered by the National Industrial Learning Service (Senai).

Sesi operates in accordance with the System of the Paraná State Industry Federation (Fiep). Since 2005, under Fiep's initiative and management, the concerned School has been offering for the training of young people the methodology of Apprenticeship Training Workshops as a differentiated way of classroom dynamics to happen in relation to the teaching-

-learning process. The Workshops have been created and developed by Márcia Conceição Rigon (2010), in the city of Montenegro, in Rio Grande do Sul, in 1996.

The pillars supporting the pedagogical practice of this School are the learning by challenges, interdisciplinarity, transdisciplinarity, teamwork and, especially, the mixed-grade classes, an innovation and differential in the Pedagogical Proposal (SESI, 2017), because in the dynamics of studies, the classes are organized by inter-linked apprenticeship training workshops. However, the basic education levels are organized in grades by legal obligation in which students are enrolled for the purpose of recording and controlling school life.

According to Table 1, non-grade groups are reached in the three-year course in order to encourage student choice and enable curricular integration by project.

Table 1 - Non-grade or mixed-grade groups

Basic Education Level	Stage/Series	Trains Non-Grade Groups
Secondary school	1st, 2nd and 3rd grades	They study together from the choice they make of the apprenticeship training workshops offered.

Source: SESI/PR (2017).

Based on this methodology, the concerned school unveils possibilities for making innovations, although it also reveals the obstacles to breaking the traditional paradigm of encyclopedic secondary education, fragmented in many disciplines, with precarious articulation between them. This work focuses on the establishment's route map, expressed in the Pedagogical Proposal (SESI, 2017).

Similar to the work projects proposed by Hernández (1998), the apprenticeship training workshops (RIGON, 2010) give importance not only to the acquisition of higher order cognitive strategies but also to the role of the students as responsible for their own learning. The difference between the work projects of Hernández (1998) and the apprenticeship training workshops is that the latter promote interdisciplinarity in the construction of answers and possible solutions to the presented challenges, not just the convergence around a theme.

It should also be noted that in the concerned School, the school year is organized in quarters. The learner chooses and participates in an apprenticeship-training workshop each quarter. In addition, a week before the beginning of classes, the projects of the workshops are available, in full, so that students and their families can read and discuss together the choice of workshop to be taken in the quarter. These projects are available at the workshops' website, which is hosted in the website of Sesi Educação, including the management system of the apprenticeship training workshops, where teachers, students and their families have access to information about the teaching-learning process.

The School defines the number of places in each workshop, in order to have in each room the minimum and maximum number of students allowed by the sponsor,

The students have the autonomy to choose the workshop they want to attend

respecting the indication of the legislation and norms. The School distributes the total number of students in as many workshops as necessary. The students have the autonomy to choose the workshop they want to attend in the quarter, verifying their itinerary of workshops attended.

In order to meet the proposed teamwork, the classrooms of the Sesi CIC High School have distinguished furniture organization: round, pentagonal or hexagonal tables. Regarding this aspect, it is worth mentioning that the School works in its own facility, sharing some pedagogical and administrative spaces with the Senai facility, built in the same geographic surroundings and managed by the same maintainer, for purposes of joint assistance to students of basic education articulated with vocational education. Table 2 indicates the pedagogical spaces of this Establishment.

Table 2 - Teaching spaces of the School

Amount	Space
2	Reception area
1	Teachers room
2	Pedagogical services room
2	Support room
1	Direction room
21	Classrooms
1	Computer lab
1	Library
1	Science lab
2	Canteen
3	Women's restrooms
3	Men's restrooms
1	Warehouse
1	Sports court

Source: SESI/PR (2017).

The offer of secondary education follows the following attendance criteria: a) mixed frequency; b) on-site attendance with moments at distance through virtual learning environments; c) in the daytime, in the morning and evening shifts; d) enrollment per year of the course, but studying in the form of apprenticeship training workshops – non-serial groups; e) annual load of at least 800 hours; f) daily workload of at least four hours; g) school period of at least 200 school days; h) three years of course (SESI, 2009b).

Thus, the curriculum is organized into nine segments, which guide the planning and pedagogical practice of the School: a) elaboration and supply of apprenticeship training workshops; b) disciplinary and interdisciplinary planning as well; c) setting

of skills and abilities to be addressed in the teaching-learning process and evaluation processes. All segments must be completed to reach the level of education.

It should be noted that, in 2017, the School had 865 students, divided into 29 classes, with 20 classes in the morning and nine classes in the afternoon, with ages ranging from 14 to 17 years, with a simple average of almost 30 students per class (Table 3). The future perspective of the majority of the students was the technical course and, later, the higher education.

Table 3 - Educational offer of SESI CIC School

Level/Modality	Classes	Education	Shift	
			Morning	Evening
Secondary education - regular	29	865	578	287

Source: SESI/PR (2017).

The vast majority of college students come from middle-class families. They are students graduating from public and private schools, forming a very heterogeneous group, besides those indicated by social projects. From this angle, Table 4 illustrates the number of paying students and those served by social projects (SESI, 2017).

Table 4 - Paying students and students served by social projects

Students	Number	Percentage
Paying Students	333	38.50
Students with Scholarships EBP*	88	10.18
Paying Students EBP*	444	51.32
Total Students	865	100

Source: SESI/PR (2017).

* EBP - Basic education articulated with Professional Education.

It should be noted that teachers have consistently pointed out that the “level of education” of students at the time of entering high school is low. Therefore, in view of the difficulties presented by students entering the 1st grade, the School implemented the *Ágile*, a proficiency test applied at the entrance of the 1st grade and at the end of the 3rd grade of the secondary school, in order to identify the main points of difficulty presented and to be worked on by all teachers in the different disciplines, as well as the aggregate learning during the course.

In this perspective, in order to make the students more successful in carrying out internal and external evaluations to the College, in particular, the tests of the Basic Education Assessment System (Saeb), the National Secondary Education Examination (Enem), National Student Performance Examination (Enade) and the Program for International Student Assessment (Pisa), the School carried out

significant changes in its Pedagogical Proposal (SESI, 2017) and in the manners of managing the use of technologies in favor of student learning.

The cited pedagogical proposal cited was reformulated in 2016 and implemented from 2017 on the entire SESI/PR education network. Therewith the school began transcribing in the records of the students' school life the evaluative system by grades, because, before the current proposal, concepts or mentions were used. Another aspect to emphasize is that assessments have become quarterly, not more bimonthly, as they were in previous pedagogical proposals.

In this sense, the mentioned pedagogical proposal still presents other differences regarding the previous ones (SESI, 2009a, 2011, 2014), such as the change in the current curricular grid, reducing the workload from 3,168 hours to 2,700 hours (STATE COUNCIL OF EDUCATION, 2014).

It should be noted that the workload offered complies with the National Education Guidelines and Framework Law (LDB), Law no. 9,394 (BRAZIL, 1996), which establishes a minimum of 2,400 hours. It is also worth mentioning that, in the previous proposals, there were two curricular grids, one for the classes that have already started the course and another for the new classes (STATE COUNCIL OF EDUCATION, 2014).

However, as reported by the Innovative Operations Manager of the SESI/PR College in Curitiba, in a letter sent to the State Secretary for Education of Paraná (Seed), to maintain two curricular matrices in force became unfeasible, since the College did not make distinction of grade school from the teaching staff in classrooms. In this way, this is justified by the statement that all the hours that have been reduced will be compensated through complementary programs (STATE COUNCIL OF EDUCATION, 2014).

From the year of 2015, the School started to count on the Geekie platform, an online technology for games education and the Sesi Educação website as complementary learning supports for teachers and students. In 2017, the concerned School provided students with access to Khan Academy, an online platform, intuitive and free, that offers video lessons. Currently, Khan Academy has a repertoire of thousands of videos on various contents, including math, from the basic level, such as addition and subtraction, to more advanced higher education content such as statistics and calculus. The Lemann Foundation is responsible for the translation of videos and exercises into the Portuguese language.

By monitoring the performance of all students, the teacher at the end of the class has access to individual performance reports and, guided by the observations, can recommend content that makes sense to a class, a student or a group of students, to supply or advance, according to specific pedagogical objectives.

For this reason, the concerned School, as well the entire Sesi high school network, has become a space where the use of technology is essential, as the flow of information becomes more and more intense thanks to the internet and the use

of computers and mobile devices (tablets, smartphones). These devices are often inserted in the classroom, linking the basic knowledge to the most complex subjects of the curriculum grid, allowing students and teachers a space for discussion with a variety of information, thus making learning a more interactive experience.

From this angle, the concerned School also has the figure of a tutor, a teacher with a full degree in the discipline. This professional is part of a multidisciplinary team that works for the SESI Paraná High School Network, as a mediator, facilitator, and motivator. In some cases, this professional also works as a content manager of the subject, elaborating the materials, activities, promoting the dialog with the students and, in the case of the subjects offered in the hybrid model, also with the on-site attendance teachers (SESI, 2017).

In summary, the Pedagogical Proposal (SESI, 2017) is one of the mechanisms capable of contributing to the development of the school management of educational establishments linked to it. Such a measure presupposes that its elaboration, implementation and evaluation are embodied through a participatory action of all those directly and indirectly involved with the educational process in the school unit, which implies the construction of a new way of understanding the school and the educational act.

2. Theoretical framework and methodology

The present article is part of a broader research (COELHO, 2017), which followed the paths of an exploratory research, located as an intrinsic and instrumental case study (STAKE, 2007), of a qualitative and explanatory nature, as well as a field research whose focus was to investigate how certain pedagogical strategies of the School can improve the learning and stimulate the entrance and the permanence of students in high school.

The policy cycle is a method for researching educational policies

The population that was part of the research is inserted in the investigated School environment. Sixteen teachers and 157 students participated in the study, of which 82 were third-grade students, 49 were second-grade students and 26 were first-grade students of secondary education (COELHO, 2017).

Data collection and generation has been performed through different instruments and research techniques, among which, the questionnaire technique, which proved to be an important source of evidence.

However, for the purposes of this article, the part that deals with documentary and content analysis, according to Bardin (2011), has focused on the political-pedagogical proposals of the covered period.

The theoretical approach chosen was the policy cycle (BALL, 1994; BALL; BOWE; GOLD, 1992) and Ball and Mainardes (2011), which propose an analysis of educational policies in a historical, dialogical and plural process. The policy cycle

is a method for researching educational policies in which there are a variety of intentions and disputes that influence the political process. It consists of three main contexts: the influence, text production, and the practice contexts. These contexts are interrelated, do not share a temporal or sequential dimension nor are they linear steps (MAINARDES; STREMELE, 2015).

3. Theoretical foundation

Secondary education, in Brazil and in other countries, is the subject of discussions and decision mazes. This is not a coincidence, since this level of basic education, in the context of democratization, represents a crossroads of paths, on a level at which the common base necessarily diversifies. Therefore, they diverge the destinies of the students: ones for the higher education, with several levels of social prestige, according to courses and institutions; others for branches of vocational education, technical level.

In Brazil, there remains the shadow of the elite model, the preparatory and encyclopedic high school, created in the Empire. Despite the expansion of higher education, only a minority share is able to enroll in it. Meanwhile, enrollments retreat, suggesting an inappetence for the middle school as it is, despite the economic return of a higher level of schooling.

The population, which is fit to fill these vacancies, does not submit to school rules. One of the great reasons is the age at which they reach high school, after failures in elementary school. As shown in the study by Lima, Coelho and Gomes (2015), only 55.1% of the population aged 15 to 17 years (those in the right age for high school), attended high school. Including other ages, a percentage of 84.3% is verified, which demonstrates the phenomenon of age-grades distortion. This high age/grade gap, coupled with unappealing curricula, meant that 15.7% of eligible young high school students were out of school seats by 2013.

As the opportunity cost of schooling increases significantly with age, that is, it becomes increasingly expensive and discouraging to leave part of its activities to study, Youth and Adult Education (in Portuguese EJA) can act as a shorter schooling for certification. However, as Gomes, Coelho and Lima (2017) demonstrate, for those who intend to pursue their studies and advance in work, regular public or private education, even with their high opportunity cost, is still the best investment for their future return.

It is worth emphasizing that the learning strategies explained in the Pedagogical Proposal (SESI, 2017) are in line with what Pozo (1998) advocates, one of the main authors who influenced, with his theoretical writings, the aforementioned proposal. For Pozo (1998), the learning strategy covers not only the domain of the technique, that is, what to learn, but also the meta-knowledge, that is, the knowledge about how, when and where the use of a certain technique is more appropriate.

In order to implement this process, the use of different techniques and the use of different evaluation tools are indispensable: such as the learning routes and assessment maps, as recommended in the current Pedagogical Proposal (SESI, 2017), as they subsidize the teacher in making decisions.

Thus, both learning strategies and evaluation tools should be understood as means and resources to obtain the desired information. However, to make evaluation feasible from this perspective, it is necessary to prior agreement between teachers and students to determine which techniques and instruments will be used. This action allows a reorganization of the work and adaptation of the agreed techniques and instruments when necessary.

It should be noted that, in some parts of the aforementioned pedagogical proposal, terms like “emerging educational paradigm” are usually cited, thus demonstrating that its elaboration and development is in line with the complexity paradigm (MORIN,

2007), through systemic thinking and the holistic view of education. The complexity paradigm gives teachers new possibilities to work with their students in a holistic context, which gives this student possibilities for research, creation, and construction of their own learning.

In this way, the concerned School and the teachers face new challenges, one of them, the overcoming of the Newtonian-Cartesian model, which, through the use of repetition, memorization and practices that fragment the acquisition of knowledge, has influenced the practice pedagogy in the last two centuries, which leads to the need to discover new ways of schooling (GOMES, 2005).

The complexity paradigm gives teachers new possibilities to work with their students in a holistic context

4. What does the current proposal foresee?

The first stage in the design of a pedagogical proposal is focused on the diagnosis, that is, the description of the school population, of those who perform the school activities and those who are involved with it, such as parents, local leaders, etc. Once the diagnosis is made, the next step is the elaboration, when, at the moment of creation, decisions and choices are made about the pedagogical practice with the written record of the planning. After this second step, we move on to the third, which is execution, when we try to accomplish what was planned, especially in the classroom pedagogical practice. In the fourth step, the evaluation is carried out, verifying the coherence of the planning from the beginning and thus permeating the whole process.

On this issue, the Pedagogical Proposal (SESI, 2017) redefined pedagogical practice in its conceptions and modes of organization of time and school spaces, by changing its curricular matrix, with the declared objective of strengthening the educational potential of the School, bearing in mind that the training of young people in the professional environment awakens them particularly to the areas of mathematical and natural sciences, the most deprived of the technological development that

the country needs in a globalization scenario. Thus, alongside the disciplines of the National Curricular Common Base (BNCC), subjects such as Robotics, Applied Sciences and Apprenticeship Projects strengthen the intended formation.

In response to concerns about the high school level offered to young people, the initial document came from consulting and working together with educators. Studies and reflections were carried out in the ongoing training process carried out by the Sesi/PR School Network, in regional meetings with professionals from Sesi Schools, state meetings with leaderships, analysis of satisfaction survey results and large-scale evaluation results, such as the Enem, in addition to institutional evaluations to which they were submitted as Network.

The main points discussed for its assembly were the teaching-learning process, which implies the definition of the school curriculum; the activities to be developed in each curricular component and the planning of the school in its entirety. Its elaboration required, still, a deep reflection on the reality in which the school is inserted. Therefore, it required an in-depth knowledge of what was planned and how to experience the proposal to be elaborated.

Thus, it was in this sense the updating of the Pedagogical Proposal (SESI, 2017) and the revision of the curricular grid of the investigated school. The text of the proposal has ten chapters.

The first chapter constitutes the identification of the educational establishment, with the description of the denomination, contact, Regional Center of Education and the offer of education. The second chapter deals with the history of the educational establishment, in addition to listing the legal acts of the course, authorization, operation and recognition.

The third chapter deals with the diagnosis of the school community, with a description of the characteristics of the customers served, a strategic and educational scenario, and education focused on integral and work-oriented human formation. The design of the preparation for the work of this proposal (SESI, 2017) is that of basic training for all types of work, according to the National Curriculum Guidelines for Secondary Education (BRAZIL, 2013).

Thus, in order to achieve work preparation, the curriculum must take into account real life as a source of real world and significant problems, valuing practical skills, without undermining the theoretical understanding, which stimulates ethical behavior, forming people capable of creating, innovate and invent new processes and solutions.

The fourth chapter deals with the objectives of the secondary school, which go beyond those foreseen in legislation, as well as the possibilities for the egress.

The fifth chapter presents the fundamentals that govern the current proposal according to its philosophical and sociological bases in relation to the concepts of world conception, thought, knowledge, society, human being, youth, citizenship and the world of work. In this chapter, the topic "Teaching by Problem Solving

and Research” was also identified, explaining this methodology as underlying the methodology of Apprenticeship Training Workshops, and who are the main authors in dialogue, such as Pozo (1998) and Perrenoud (1999). In line with these methodologies, the learner is trained to devise strategies, study alternatives and decision-making in the face of problem situations presented, mobilizing knowledge, skills, attitudes and values.

In this way, the willingness to break with the linear logic of traditional curriculum theories was identified by the teachers and the general set of educators of the School and thus, in line with the methodology of the Apprenticeship Training Workshops, “what to learn” becomes a complement to the main process: “how to learn”. Young people already have access to information and content. The important thing is to accompany you and teach you to use this content in the best possible way, transforming it into knowledge.

The learner is trained to devise strategies, study alternatives and decision-making

From this perspective, learners not only learn new content but mainly develop life skills and abilities, aiming at the integral formation of the young through the development of affective, motor and cognitive fields. Thus, the teaching-learning process involves, in an interdependent way, the cognitive and relational dimensions.

In the cognitive dimension, the learning teaching process is articulated to develop skills and abilities related to knowledge objects in contextualized problem situations. In the relational dimension, due to the specificity of the Apprenticeship Training Workshops methodology, the four pillars of education are addressed: learning to know; learning to do; learning to live, and learning to be, as announced in the report International Commission on Education for the Twenty-first Century for Unesco (DELORS *et al.*, 1999).

The sixth chapter deals with operational planning, which addresses, among other issues, frequency control on school days, taking into account the norms of the respective education system. Thus, it is the responsibility of the School to verify if students have a minimum of 75% of the total number of teaching hours, sending the school information to parents or legal guardians, as determined by Law no. 12,013 (BRAZIL, 2009).

Another important aspect to highlight is the dynamics of team learning in the classroom, where students are responsible for building knowledge with their teammates and workshop, sharing their skills and abilities, their knowledge and also their limitations and difficulties.

Although the learning in teams corresponds to the greater time in the dynamics of the classroom, other moments of learning are also foreseen, such as: 1) individual moments that enable the learner to dialogue with himself, abstract, organize information internally, structure and evidence his way of thinking and learning; 2) individual studies at home, which require an average of two hours of daily dedication, which may be: preliminary research activity; research activities for deepening;

fixation activity; completion/evaluation activity; 3) studies in virtual environments, which complement the studies in the classroom. The teacher indicates where, how, for what purpose and the time frame in which it will be carried out. The time and place of achievement depends on the student's organization (SESI, 2017).

For subjects with a full time in distance education (in Portuguese, EAD), the student must organize the time and space to carry out the proposed activities, in addition, to consult the tutor whenever necessary and complete the activities within the stipulated period.

The curriculum is interdisciplinary and transversal, formulated through the Apprenticeship Training Workshops

Another worth-noting topic is the completion of the workshop, which provides for a closure of work, in which the students should explain the problem situation and elaborate the possible answers, conclusions or solutions from the point of view of each discipline that collaborated for the vision of the whole, of the object of study itself. This closure, also called finalization or celebration, can be done in different ways, as long as they portray the learning developed in the workshop in a technical-scientific way.

In the seventh chapter, though, the conception and principles of curricular organization are emphasized, consistent with the philosophical and pedagogical bases, the teaching methodology and its pillars. The curriculum is interdisciplinary and transversal, formulated through the Apprenticeship Training Workshops. In addition to interdisciplinarity and transversality, the curriculum is organized by areas of knowledge, in which skills and abilities converge to the development of expected learning.

The eighth chapter deals with school management, management mechanisms and "Pupil's Guide", a pedagogical and administrative tool, which presents guidelines on methodological procedures, rules of the institution, delimiting rights and duties, and parameters for construction of the collective coexistence agreement. It provides members of the school community with information about the methodology and general functioning of the college.

The ninth chapter deals with the organization of pedagogical work and continuing education. This chapter describes the staffing profile, the professional profile and the training process and improvement of the pedagogical practice. The administrative actions, of a general order, are the responsibility of the management of the unit where the School is located.

The tenth chapter deals with the institutional evaluation and refers to the search for the improvement of education for the whole school community, subsidizing the direction of the college in the elaboration of its improvement plan.

In view of the above, it can be seen that the Pedagogical Proposal (SESI, 2017) is in line with the literature (INEP, 2010), demonstrating that student learning is its central focus. The different actors guide their decisions and critical actions; teaching-learning objectives expressed in teaching plans and shared with students

and parents. Diverse teaching strategies, both in and out of class, are used so that teaching goals are met and students learn.

One of the paradoxical points, however, is that, to accommodate the pedagogical proposal to legal and normative requirements, the curriculum has 21 components, 12 in the BNCC and nine in the diversified part, in which the workshops are included in two disciplines. In other words, even to integrate, it is necessary to fit in the fragmentary molds in force. The curricular components of an industrial technical course are added together, and the average need for two hours of home study is estimated, so that the double journey requires total exclusivity of study time due to legal and normative impositions.

5. Discussion and results

Though the theoretical lens of the policy cycle (BALL, 1994; BALL; BOWE; GOLD, 1992), the effects of a specific policy can be limited if it is taken in isolation, but when the overall effects of the different policy sets are considered, a different picture can be obtained. For this reason, Mainardes (2006) suggests that the analysis of a policy should involve examining the various facets and dimensions of its implications, for example changes and impact on curriculum, pedagogy, evaluation and organization; or interfaces with other sectoral policies and with the set of policies.

In this line of reasoning, these authors affirm that politics is, at the same time, text and action. The interests involved present forces that are often hidden and invisible. Therefore, policies are not implemented and received, they take on strength, as all involved participants understand the texts and give them new meanings, resulting from their re-creation in the different contexts in which they work on.

In this way, the policies are materialized through written texts, such as legislative documents, official pronouncements, publicity materials, brochures, videos, etc. In addition, policies can be represented through and secondary or complementary texts. Primary texts are considered documents in which the central aspects of policies are recorded.

In this sense, the Pedagogical Proposal (SESI, 2017) as a text production of educational policy was constituted by a series of documents, legislation, norms, statements that involve ideas, solutions found in books, periodicals, conferences that ended up being translated into conception of that proposal.

In the wake of this reasoning, the conception of politics as a discourse (BALL, 1994) goes through the understanding that there is a complex network of disputes for power and hegemony, in which prevailing voices, ideas and concepts become possibilities for action, excluding other interpretations, subjectivities and ways of acting in relation to that policy.

For Ball (1994), there are conflicts arising from the interpretation and translation of the texts by the actors of the implementation, constituting an active interpretation,

singular, not only by the contextual dimensions of influence and elaboration of the policy, but also by the conditions arising from the existing discourse order.

On this line of reasoning, Ball (1994) explains that it is necessary to recognize the existence of dominant discourses, considered “regimes of truth”, because discourse involves power. This kind of discourse limits the possibilities of thinking differently and therefore limits the response to change and leads people to misinterpret what is political.

From the observation of the characteristics of the theoretical foundation in the pedagogical proposal analyzed, it is observed that the arguments of educational managers in defense of mixed-grades environment do not always clearly explain the set of theoretical, practical, social, political, pedagogical and psychological principles that is reasoned. Nevertheless, through the text examined, it is possible to observe that grade mixing is a complement to interdisciplinarity, which proposes a dynamic learning, in which the disciplines are related to each other. In addition, in grade mixing, it cannot be different.

In this way, the classroom becomes a space where students from different age groups and levels of knowledge share the same experience. The goal of this premise is for students to be co-responsible both for their learning processes and for the learning of their classmates.

The pedagogical proposal under examination, being a curricular policy, can be considered as a discourse

However, although there is a considerable set of discussions in the text of the Pedagogical Proposal under analysis (SESI, 2017), it is still necessary to make explicit the epistemological, philosophical, sociological and political foundations that led the School to opt for the interservice system, although supported by art. 23 of the LDB (BRAZIL, 1996).

From this angle, it should be emphasized that these foundations can also be incorporated in different ways in each context, mainly because of political-ideological aspects. For example, in a network that decides to adopt grade mixing in order to reduce failure or repetition rates, to rationalize the education system, and to improve system effectiveness, the fundamentals must be consistent with such intentions. In this way, the pedagogical proposal under examination, being a curricular policy, can be considered as a discourse and, thus, privileges some voices, which are now heard as meaningful.

However, in addition to the prescriptive tone, this research considered, from the document analyzed, that the responsibilities for the changes in the pedagogical and curricular organization of the School have been mainly charged to the managers, to the detriment of a greater participation of the teachers. This finding was explicit in the teachers’ speech, transcribed from a questionnaire applied on the conception, process and evaluation system of learning, in which they demonstrated their dissatisfaction with not being invited to participate in the process of revision and updating of the Pedagogical Proposal (COELHO, 2017).

In this respect, it is asked whether the reason that motivated the teachers' dissatisfaction with the changes made in the Pedagogical Proposal (SESI, 2017) is not just because it is mandatory in the short term. The student's time is discussed, but what about the teacher's time? What time would it take for the teacher to reflect, interpret and understand the process of revision and updating of this new pedagogical proposal?

In this perspective, it should be pointed out that Ball, Bowe and Gold (1992) distinguish as writerly and readerly text style. The word writerly expresses that it is a form of text that can be rewritten, which invites the reader to be a writer, co-author. The word readerly expresses a limited form of text to be read.

For Mainardes (2006), a readerly text limits the reader's involvement, that is, tends to produce a passive reader, who incorporates reading without analyzing it, questioning it or situating it in the reader's context, history. This type of text has a clear and definite meaning, and there is no opportunity for a creative interpretation by the reader. On the other hand, a writerly text invites the reader to be a co-author of the text, encouraging him to participate more actively in the interpretation of the text, that is, incorporates the reader as a co-author, as a historical subject that interferes with the interpretation of the text and rewrites it.

Based on these premises, through the theoretical lens of the policy cycle (BALL, 1994; BALL; BOWE; GOLD, 1992), both readerly and writerly styles were simultaneously worked on in the Pedagogical Proposal (SESI, 2017). However, the prescriptive tone prevailed in the text of the proposal. This fact leads to affirming that the political text produced was the result of disputes and agreements between the groups that acted within different places of the text production and competed to control the representations of the politics since they are not limited to a static representation, and involve diverse power, interests and histories.

Regarding the result of the educational policy adopted at the investigated School, it is inferred that the production of the text of the Pedagogical Proposal (SESI, 2017) was also intended to be a curriculum in vertical and transversal axes of conceptions, such as a) of education as a permanent process focusing on the historical and social character of knowledge; b) learning, i.e. the development of skills acquired in the process of personal and professional training through re-significances; c) institution of space organized and planned to serve young people from 14 to 17 years of age; d) of school knowledge as a result of the construction that is processed from the interaction with different types of knowledge; e) pedagogical practice, that is, the reflection of pedagogical work in the light of theories; f) evaluation as an inherent part of the teaching and learning process; g) interdisciplinarity, as a multi-pronged approach to a given knowledge.

In summary, in the light of the foregoing, it is vital to recognize that the writerly and readerly text styles are products of the process of formulating politics, a process that takes place in continuous relations with a variety of contexts. Consequently, the texts have a clear connection with particular contexts in which they have been elaborated and used.

6. Final considerations

According to the analyzed data, the educational establishment in focus develops a different, innovative, tested and expanded project for a school network, with the indication of favorable results. Indicator, impressions and opinions reveal many positive points, including the commitment and dedication to continue the experience and improve it continuously.

The pedagogical process involves great complexity, to which successive pedagogical proposals seek to instill greater coherence in the articulation between its parts, in its thinking and in its doing.

The evaluation, to measure the results, has reached notorious international dimensions, with great investment in research. From the school point of view, in order to obtain high results, several alternatives have been exploited, such as teacher-proof curriculum, standardization of teaching-learning materials, establishment of vertical relationships and interconnection of the various components to obtain the most high in the face of the inputs, as well as for the planned in the center to be carried out at the end.

Therefore, the school itself has sought a rationalization, difficult to achieve in reality, because there is an extensive typology of schools portrayed in the literature by galleries of organizational school images, such as business, bureaucracy, democracy, political arena, anarchy, and culture. In other words, this school is schools.

Generalizations present a high risk, while reality, in addition to diversity, is far from conceptions that exclude constant conflict and dynamism. Reality has been simplified and delineated a less complex vision of reality, in fact, with the desire for action on it. This does not mean that rationalizing schools and educational systems is impracticable, but it is necessary to question the limits and types of rationalization, according to which emotions can be expelled, while the educational process involves both reason and emotion, otherwise, as in the case of lack of motivation, the results are negative. Students pass the exams without actually learning.

The school does not produce material pieces; on the contrary, it seeks to infuse changes in human beings endowed with their own will, of children and adolescents towards autonomy (and relatively autonomous adults). In this way, one must inquire about what is gained and what is lost in the attempts to change.

For this reason, even in vocational education, teacher-proofed curricula and similar measures have achieved poor results, among other reasons, because each teacher accumulates and develops individual knowledge, as groups of teachers also share their own knowledge in schools. Casting out such knowledge for actions strictly dictated by the central power compromises the effects on the purchase.

When analyzing the establishment selected for research, it is commendable to check the enormous efforts to plan, predict and evaluate each step of the teaching-learning process. However, the emerging questions address the limits and effectiveness of

these processes. Would the educational unit be closer to the bureaucratic school or business? If doing so, what is lost in the training process? Skills, abilities, knowledge are developed, knowledge is transferred, habits and customs are created. However, what is lost in the teacher's experiences curriculum, retained among bureaucratic meshes? What values and feelings escape the process? How is the motivation of teachers and students limited by system architecture?

The evaluation admittedly seeks to measure reality, part of which is, in fact, more effectively measurable, although other parts move away from the precariously measurable or even the immeasurable. For example, among the intervening variables, how does the fear of teachers and students affect the evaluation results? How do the measurement-oriented assessments narrow the goals and objectives of education?

These notes are not critical findings about the School. They are alert to the grave risks of contemporary education. In contrast, while industrialization departs from classical forms, from Fordist production lines, education seems still fascinated with such old models. Low unit costs and high profits are fascinating short-term attractive, whatever the predatory consequences.

However, the effects of education are long-term. A research cannot be performed without highlighting qualities, changes, achievements. Research cannot be exempt from inserting the case studied in a larger context and alert to contradictions and large-scale risks that can affect the daily school life.

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