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## TEACHER TRAINING FOR BASIC EDUCATION IN THE STATE OF SÃO PAULO: NOTES FROM THE ANALYSIS OF THE READ AND WRITE PROJECT<sup>1</sup>

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1. The work is a partial result of a master's research project.

**Abstract:** The Read and Write Project is a teaching-learning program to ensure literacy among students from the 1st to 5th grade of elementary school. This research is located in the field of continuing education, within the scope of the development of an educational policy entitled the Read and Write Project, of the São Paulo State Department of Education for basic education. The study was characterized by the type of qualitative, documentary research and the theoretical-methodological assumptions of Freirian pedagogy. It was possible to consider that the Read and Write Project is part of other projects that characterize the educational policy of SEDUC-SP, materialized in the application of SARESP and SAEB.

**Keywords:** Continuing teacher training; Read and Write Project; Basic education.

## INTRODUCTION

The Read and Write Project is a teaching-learning program to ensure literacy among students from the 1st to 5th grade of elementary school. This research is located in the field of continuing education, within the scope of the development of an educational policy entitled the Read and Write Project, of the São Paulo State Department of Education for basic education. It aims to analyze how continuing teacher training occurs with a view to incorporating the Read and Write project into the organization of teachers' pedagogical work. The study was characterized as qualitative, documentary research.

We follow the theoretical-methodological assumptions of Freiriana pedagogy to understand how evaluation practices take place in the Read and Write Project combined with other authors who investigate evaluation practices in basic education.

## RESULTS AND DISCUSSION

Public schools, historically, have placed themselves at the center of debate across the spheres that make up society, such as educators, teachers, managers, researchers, parents and students, as well as political and economic leaders in the country. We start from the contribution of Canário (2005), stating that in order to conceptualize the school, it is essential to reflect three different axes that constitute the school: the school format, the organization and the school institution. According to the author, the school is a form, an organization and an institution.

Paulo Freire expresses that the school must be a place of work, teaching and learning. He points out that "it is not education that forms society in a certain way, but rather that society, having formed itself in a certain way, establishes education that is in accordance with the values that guide that society" (2001, p. 30).

In this direction, Souza (2020) points to the understanding that daily school life and teaching work are marked by factors of homogenization, fragmentation and hierarchization that determine and configure the organization of pedagogical work in public schools. For him, the school is the (...) meeting space for the subjects who move there and the force of the State, orchestrator of the conditions of command that interfere in the teaching work environment" (p.54).

In this sense, one must ask whether the Read and Write Project, in the expression of an educational policy that it is, considers the complex political, economic, social and cultural determinations in which it is located, in particular, the public school, which serves the working class.

The public educational policies implemented are managed and financed by the World Bank not only for Brazil, but also for developing countries and this has determined policies such as the Read and Write Project, the object

of which concerns us in this study. According to Torres (1996), the World Bank's policy for Brazil implied the construction of an educational reform that prioritized improving the quality of education in basic education through more investments in teaching materials, in-service teacher training and increased instruction time.

When investigating the pedagogical practices of teachers within the scope of the Read and Write Project, we observed that pedagogical guidelines are aligned with the determinations of international organizations that have been disputing and restricting educational policy in recent decades and that enter the municipal and educational departments of education, for through continuing training courses and the compulsory distribution of teaching materials.

Thus, it must be understood that, within the scope of the Read and Write Project, as an expression of a policy promoted by the Department of Education of the state of São Paulo, the aforementioned project becomes the target of evaluation in its external dimension, which certainly implies that teaching work is determined "outside" the Pedagogical Political Project of the school institution and, with regard to compromising the autonomy of teachers in the process of its preparation.

Briefly, the Read and Write Project began in 2007, as one of the practices established to solidify a public policy aimed at Cycle I of Elementary Education, corresponding to the 1st to 5th year, with the objective of favoring the improvement of teaching in its entirety in the São Paulo state network. In 2008, through the initiative of the state government, the Project was expanded throughout the Metropolitan Region of São Paulo and, in 2009, it was expanded to the Interior and Coast, based on Decree nº54.553- D.O.E of 16/ 07/2009 (SÃO PAULO, 2013).

The Read and Write Project aims to solve

teaching and learning difficulties in the state network through, exclusively, actions based on didactic changes, almost always ignoring the social and economic issues that the school units are part of. In order for the proposed objectives to be achieved, training and guidance were developed based on the curriculum in order to contribute to the process of improving the quality of teaching, especially with regard to the goals established in the implementation of the project in 2007 by SEDUC, where the main aspect is improving student learning.

It is important to highlight the prioritization of the training of pedagogical coordinators and teachers who participate in guidance and training with the Teaching Directorates, to carry out and develop work with the material made available by the Read and Write Project. Training practices include the capital's Education Directorates and involve: the training of managers (supervisors, technical-pedagogical assistants and school directors), with discussion of programmatic content and pedagogical training (for ATP and coordinating teachers), with the aim of improving teaching and training teachers in schools.

When we observe the way in which teachers are trained to work with the material made available by the Project, it is clear that the training occurs in a "cascade effect", that is, the orientation of the content is transmitted in a way that respects the hierarchy, starting with teaching supervisors until reaching the school teachers.

Along with the Read and Write Project, there is the School Quality Program that appears linked to the Education Development Plan (PDE), which belongs to the federal government, also to the Todos Pela Educação (TPE) movement, which, according to those who idealized intends to ensure the quality of basic education through annual and long-term goals.

Freire (2002), it is essential to build a perspective in which human beings appropriate reading as a practice of elucidating and visualizing social dynamics. The subject who reads discovers himself capable of transforming the social reality in which he is inserted based on a dream and a project of change woven into the dialogue between his world and the world of the community.

## FINAL CONSIDERATIONS

According to the research carried out, it was possible to observe that the pedagogical work carried out within the scope of the Read and Write Project by the teachers, in a certain way, contributes to the development process, as

well as to the student's academic achievement. Furthermore, we also observe the need for the constitutive processes of basic education to consider the social dimensions of students and the objective conditions of pedagogical work in the school institution.

It was also possible to consider that the Read and Write Project is part of other projects that have been developed concomitantly in public schools in the state of São Paulo and that, in this sense, materialize in the educational policy of SEDUC-SP, whose purpose is to meet the objectives and goals determined by external assessments, materialized in the application of SARESP and SAEB.

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