Aprender

Dentro e fora da escola

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Implementation:

Support:

Laboratório de Educação
toda criança pode aprender

GOVERNO DO MARANHÃO
TRABALHANDO PARA TODOS

eneva

The State of Maranhão

- Located on Brazil's northern coast, Maranhão covers an area of **333,365.6 km²** ≃ similar in size to Malaysia, Finland, Germany and Côte d'Ivoire

- 6,775,152 inhabitants

- 217 municipalities

# Early Childhood Education in Maranhão
2022 Census Data

Administrative Unit	Students			Teachers		
	Nursery	**Preschool**	**Total**	**Nursery**	**Preschool**	**Total**
State	132	51	183	18	6	24
Federal	0	0	0	0	0	0
Municipal	124,892	169,224	294,116	7,966	10,084	19,773
Private	31,557	42,343	73,900	2,195	2,715	4,543
Total	**156,581**	**211,618**	**368,199**	**10,179**	**12,805**	**24,340**

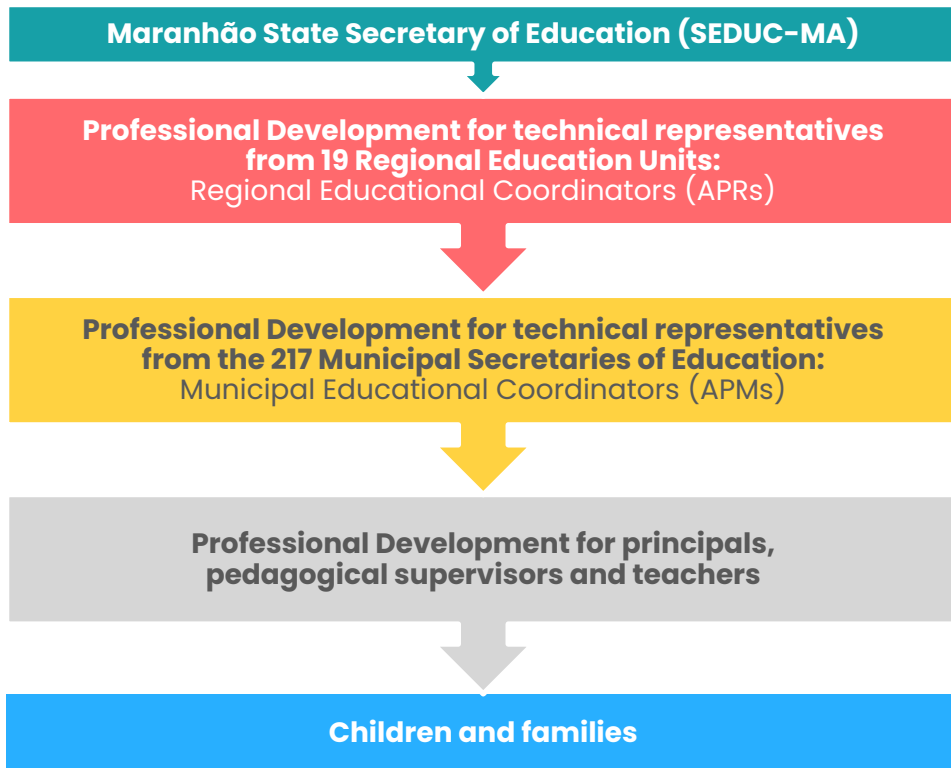# State-Municipality Collaboration & Early Childhood Education
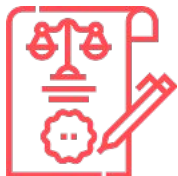
The Maranhão Secretary of Education collaborates closely with Municipal Education Secretaries to **improve indicators and achieve the goals of the State Education Plan** (**Law No. 10,099 – June 11, 2014**).

State-municipality collaboration is part of the Dignified Schools Educational Policy (**Law No. 10,995 – March 11, 2019**), which defines actions and programs through the State Pact to Strengthen Learning (**Decree No. 34,649 – January 2, 2019**), covering a variety of areas:

I - infrastructure;
II - professional development for teachers, supervisors and principals;
III – monitoring and evaluation;
IV - technical and pedagogical support;
V - supply of educational materials;

State-Municipality Collaboration on In-Service Professional Development

Maranhão State Secretary of Education (SEDUC-MA)

Professional Development for technical representatives from 19 Regional Education Units:
Regional Educational Coordinators (APRs)

Professional Development for technical representatives from the 217 Municipal Secretaries of Education:
Municipal Educational Coordinators (APMs)

Professional Development for principals, pedagogical supervisors and teachers

Children and families

* **APRs** are selected by and report to SEDUC-MA. Among their responsibilities, they facilitate **pedagogical coordination** across Municipal Secretaries of Education and carry out **in-service professional development** for APMs.

* **APMs** are connected to the Municipal Secretaries of Education, and play a crucial role in fostering communication between SEDUC-MA and local schools. Additionally, they provide **in-service professional development** for principals, coordinators, and teachers within their respective territories.

State-Municipality Collaboration on In-Service Professional Development
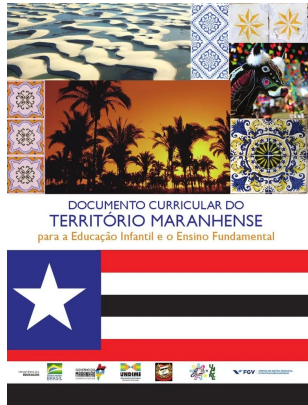
- **SEDUC-MA** funds scholarships for 19 APRs (state pedagogical coordinators) and 217 APMs (local pedagogical coordinators) dedicated to Early Childhood Education.

- **Statewide curriculum for early childhood education,** created in 2019 through a participatory process, and which adheres to national guidelines (BNCC) while also preserving local identity.

- **Guidelines, pedagogical support, and supervision** of professional development activities carried out by state and municipal pedagogical coordinators.

- **Monitoring and evaluation** of actions implemented in municipal networks.

Principles of In-Service Professional Development

A right of all Education professionals

Collective learning

Experiencing active pedagogies for themselves

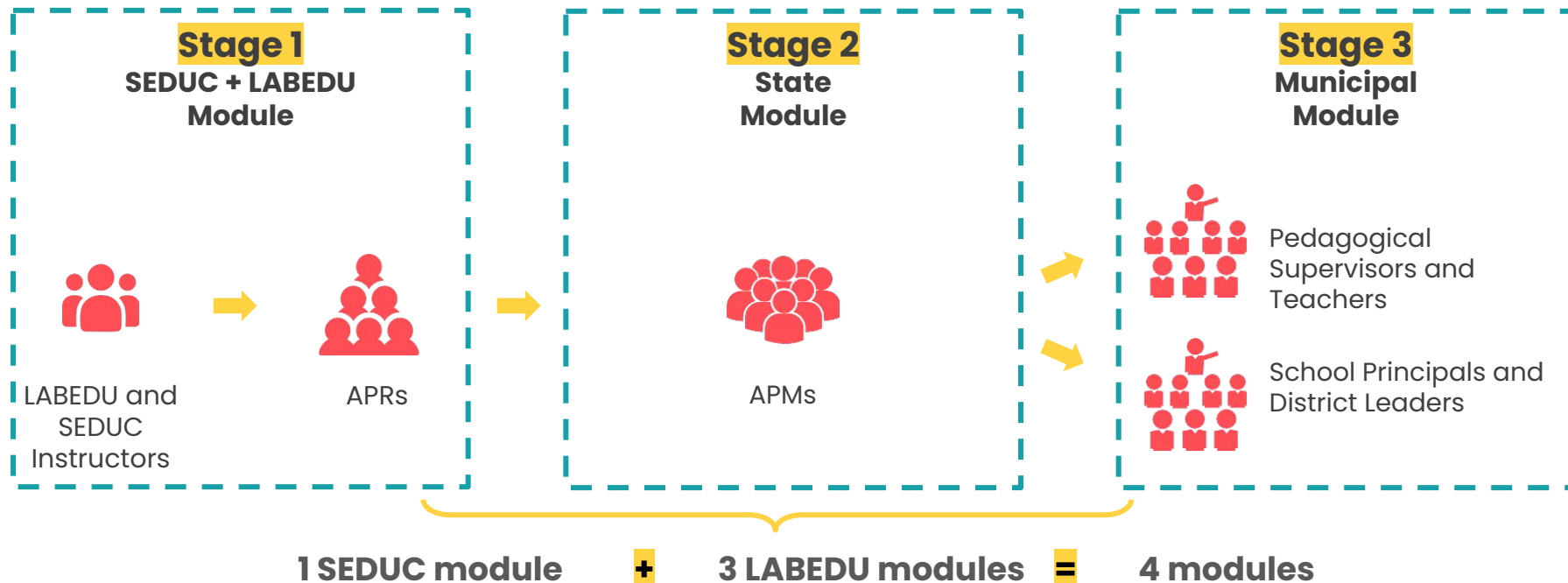Fundamental content related to teaching and learning practices in early childhood

Alignment with the local context

Maranhão contains various regions with distinct geographical, social, economic, and cultural characteristics. Efforts to develop a strategy for Early Childhood Education in the state must recognize the **sociocultural diversity** that has shaped the state's history and its people.

Therefore, it is essential that the "**Maranhão identity**" be incorporated as a core element that shapes the professional development process. This requires a localized approach that considers the unique contexts of each municipality, while still ensuring that educators maintain the fundamental aspects of teaching that guarantee children their right to literate culture.
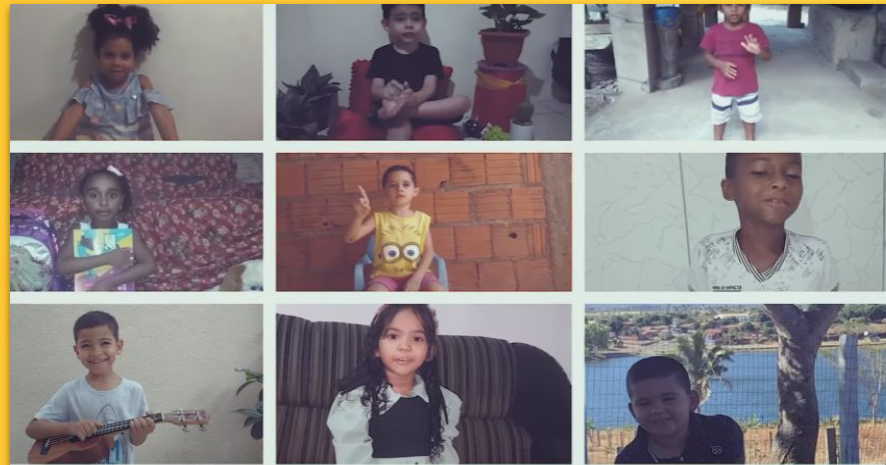
The Professional Development Process: from SEDUC–MA to the Municipalities

Stage 1
SEDUC + LABEDU Module

LABEDU and SEDUC Instructors → APRs →

Stage 2
State Module

APMs →

Stage 3
Municipal Module

Pedagogical Supervisors and Teachers

School Principals and District Leaders

1 SEDUC module **+** **3 LABEDU modules** **=** **4 modules**

* The training stages overseen by the State Secretary of Education proceed through the Regional Units of SEDUC, ultimately reaching the Municipal Secretaries of Education and the participants in the professional development program for Early Childhood Education.

Stage 1: SEDUC + LABEDU Module

04 Early Childhood Education **Specialists** from the SEDUC team overseeing State-Municipality collaboration

19 Regional Educational Coordinators (APRs)

GOVERNO DO MARANHÃO
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01 Professional development session **(4h)** focused on principal training

+

01 Professional development session **(4h)** focused on teacher training

* DATA FROM MONITORING AND EVALUATION SYSTEM - SEDUC/MA.

Stage 2: State Module

19 Regional Educational Coordinators (APRs)

→

217 Municipal Educational Coordinators (APMs - **1** per municipality)
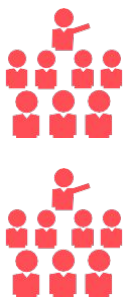
Municipal Secretaries of Education

01 Professional development session focused on training teachers and principals

+

01 Internal Webinar focused on fundamental Early Childhood Education contents

Stage 3: Municipal Module

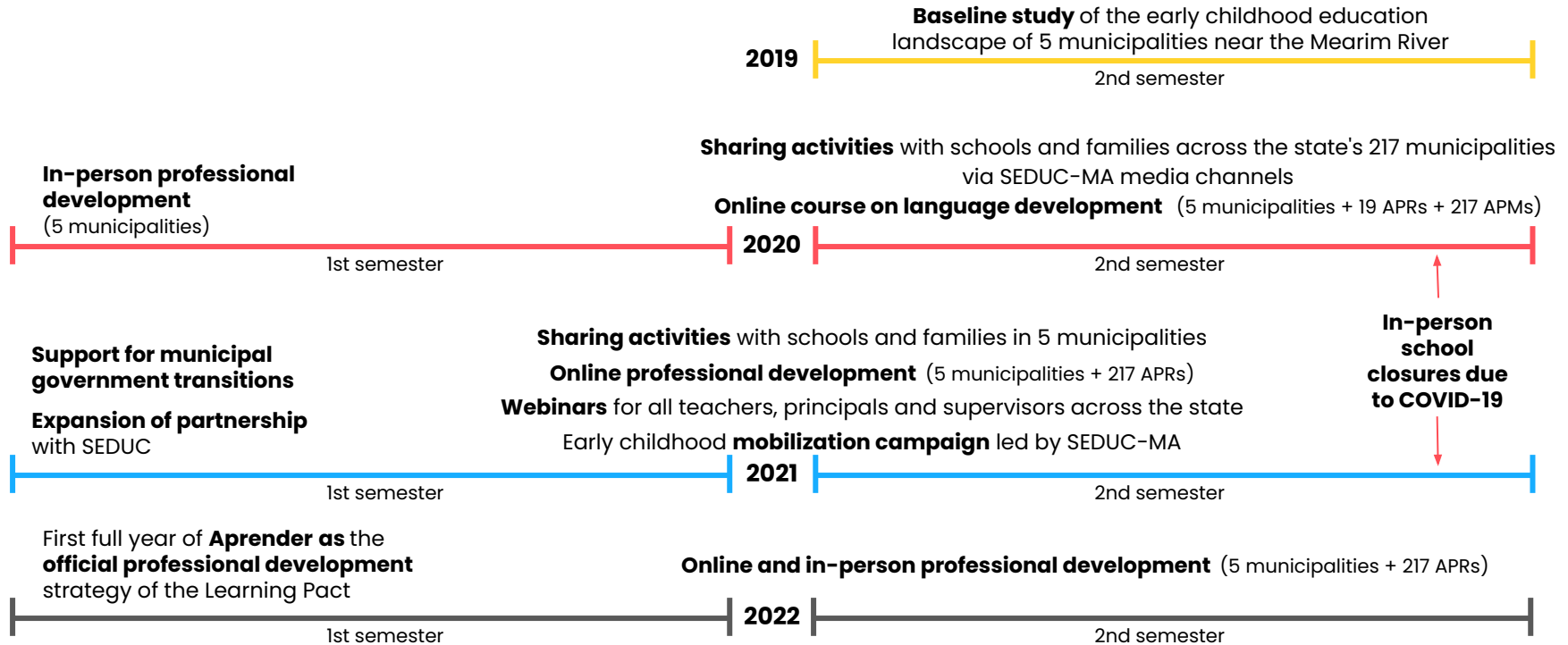**217** Municipal Educational Coordinators (APMs - **1** per municipality)

4,035 principals

2,885 pedagogical supervisors

18,020 teachers

235k+ children (ages 0 to 6)

120k+ families

01 Professional development session with principals

+

01 Professional development session with teachers

+

01 Webinar with principals and pedagogical supervisors

The SEDUC-MA & LABEDU Partnership

Baseline study of the early childhood education landscape of 5 municipalities near the Mearim River

2019 — 2nd semester

In-person professional development (5 municipalities)

1st semester

Sharing activities with schools and families across the state's 217 municipalities via SEDUC-MA media channels

Online course on language development (5 municipalities + 19 APRs + 217 APMs)

2020 — 2nd semester

In-person school closures due to COVID-19

Support for municipal government transitions

Expansion of partnership with SEDUC

1st semester

Sharing activities with schools and families in 5 municipalities

Online professional development (5 municipalities + 217 APRs)

Webinars for all teachers, principals and supervisors across the state

Early childhood **mobilization campaign** led by SEDUC-MA

2021 — 2nd semester

First full year of **Aprender as** the **official professional development** strategy of the Learning Pact

1st semester

Online and in-person professional development (5 municipalities + 217 APRs)

2022 — 2nd semester

Balancing Sustainability and Scale

The scaling up of the program initially developed in partnership with 5 school districts aims to **strengthen the state's ongoing collaboration with municipalities** by equipping the 19 Regional Pedagogical Coordinators to **implement the Pact for Learning's professional development activities** for early childhood educators across Maranhão's **217 municipalities**.

In this context, LABEDU supports SEDUC-MA in enhancing the ability of local leaders – especially APMs – to **independently conduct** in-service professional development activities that ensure greater **quality and equity in the education** of children aged 0 to 6 years.

Some may wonder:

"Why complicate something so simple? Isn't it just about encouraging interaction and play?"

The process is not that simple...

# In order for this scene to play out every day in a preschool...

What actions need to be guaranteed?
From a pedagogical point of view...

Knowledge and a repertoire of practice to act with clear intentions regarding learning
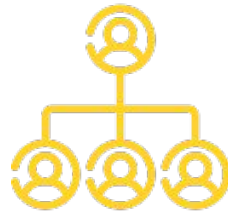
Monitoring and supervision structure at the classroom level

Time to **plan, study, evaluate and share experiences** with colleagues

Understanding of children as capable and active

In order for this scene to play out every day in a preschool...

What actions need to be guaranteed?
From a pedagogical point of view...

Choose high-quality books to be available for each age group
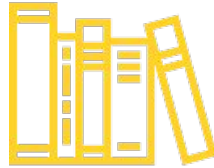
Define the number of books per classroom in order to meet various educational needs. Then, **initiate a process for purchasing and distribution** (logistics)

Organize and showcase the collection in a way that's accessible to both teachers and children

Ensure the books are well-maintained and obtain **replacements** as necessary

Involve the children's families so they can understand, engage with, and continue the reading experiences at home
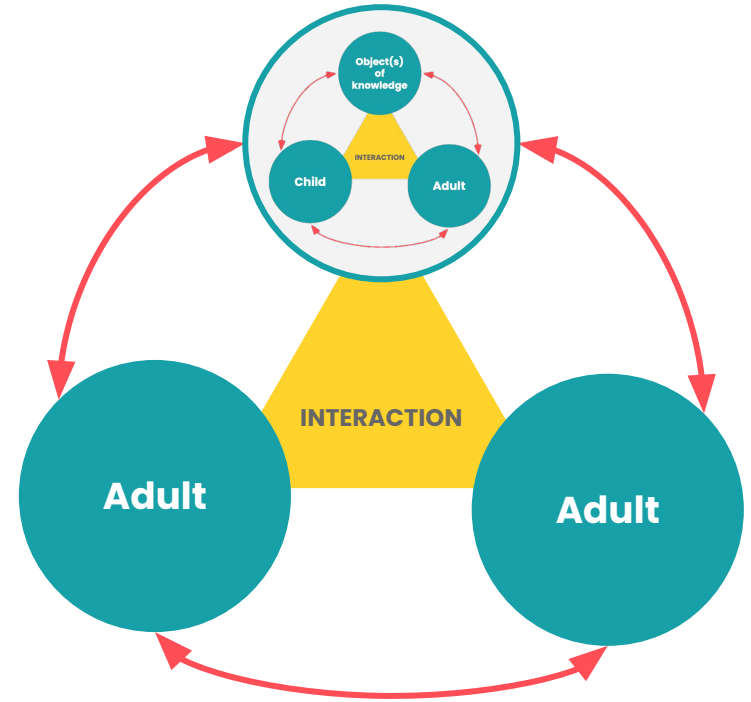
A professional development program must balance **two key learning processes:**

A Single Objective, But a Dual Focus
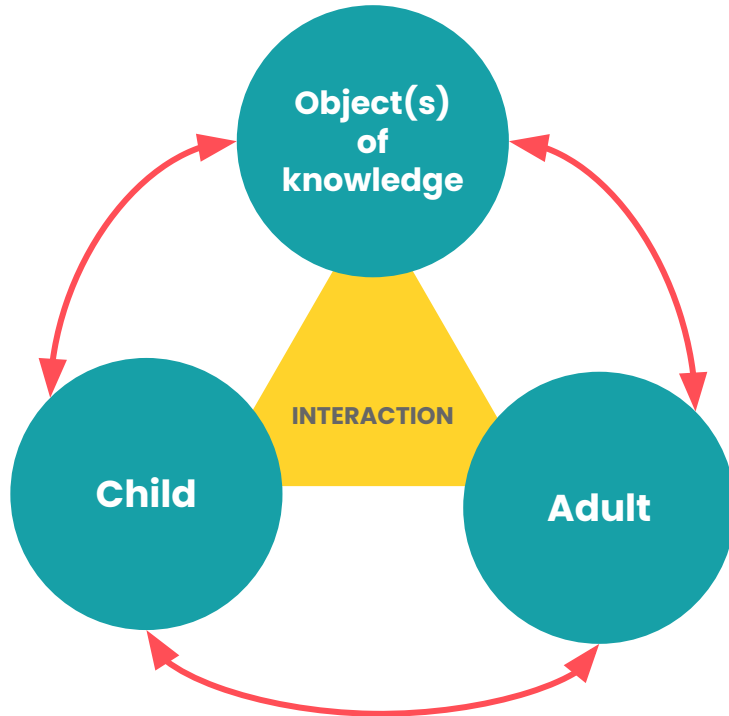
Professional Development Modules, with Content Tailored to Each Audience

MODULE 1: Curriculum, planning, and evaluation early childhood education classrooms: From theory to pedagogical practice

Daily reading and writing practices in Early Childhood Education

MODULE 2: Writing one's own name & other everyday texts

MODULE 3: Textual diversity

MODULE 4: A book recommendation project

- **Teaching practices**

- **Management practices**

- **Professional development practices**

Professional Development Linked to Practice

Implementation of planned actions with their respective audiences
(APMs, principals, teachers, children)

Participation in professional development sessions

Each module aims to encourage the study, discussion, and planning of foundational educational practices, in order to implement reading and writing routines in early childhood education that align with the DCTMA.

Acquiring new knowledge through reflections on one's own professional experiences

Reflective journal entries

Documenting and raising hypotheses about aspects that aligned and/or diverged from the original plan, as well as aspects that promoted learning.

Monitoring & Feedback
(individual and collective)

Laboratório de Educação

Example: Discussion of Textual Diversity
A means to ensure regular interactions with a variety of texts

What do both <u>teachers</u> *and* <u>principals</u> need to know?

- Principles of early childhood teaching and learning processes, as described in official guidelines and supported by research.

- Underlying concepts of reading and writing in Early Childhood Education.

- Characteristics of child development and how children learn.

- Definitions of textual diversity and criteria for building, organizing, and using books in the classroom.

Example: Discussion of Textual Diversity

A means to ensure regular interactions with a variety of texts

Common strategies for sessions with teachers *and* principals

Analysis of classroom videos (focus on quality of dialogue and teacher interventions)

Exploration of prior knowledge about textual genres

Leitura de história

- Como as crianças participam da proposta? Como elas podem desenvolver a linguagem neste contexto?
- Quais intervenções a professora faz para que as crianças possam se comunicar e se expressar?
- Como o espaço e o tempo foram organizados para receber as crianças?

Leitura de história

Example: Discussion of Textual Diversity

A means to ensure regular interactions with a variety of texts

What do <u>teachers</u> need to know and be able to do?

Know	Be able to do
• Why textual diversity is important for language development in Early Childhood . • Criteria for selecting books and texts that take into account textual diversity. • Planning and practicing reading, writing, and conversation activities that allow children to interact with a variety of genres.	• Reading aloud stories, poetry, songs, notes, posters, etc. • Act as a scribe for children as they dictate stories, notes, birthday cards, and texts they've memorized. • Set up designated reading areas in the classroom and make time for children to interact with, read, and explore books and other reading materials on a daily basis.

Example: Discussion of Textual Diversity
A means to ensure regular interactions with a variety of texts

Specific strategies for <u>teachers</u>

Exercises for choosing books according to particular objectives

Group 1: In a **mixed-age classroom**, the kids are very interested in animals, as evidenced by conversations about their pets and by interactions with animals they come across at school. Given this, what books would you choose to add to the classroom library?

Group 2: Imagine a **class of 4 and 5 year olds** – which books from the provided collection would you choose to read over the course of a month? Keep in mind the need for a diverse range of texts and students' varying interests.
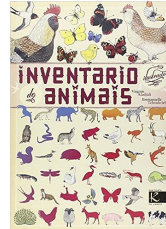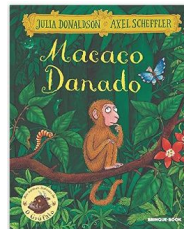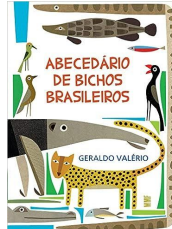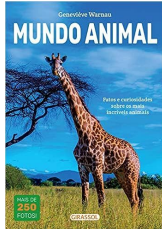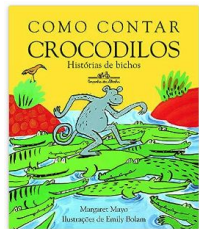
Group 3: If you were to select books for a classroom library intended for **2 and 3-year-olds**, which titles from the provided list would you choose? Keep in mind, your selections would be in place for an entire semester.

Example: Discussion of Textual Diversity

A means to ensure regular interactions with a variety of texts

What do <u>principals</u> need to know and be able to do?

Know	Be able to do
- Public policies that support the expansion of the collection and the creation of reading spaces - Communities inside and outside the school - Ongoing institutional reading projects to support language development - Teaching and learning projects developed by the different classes	- Enroll the school in government book distribution programs - Use their initiative and flexibility to look for and/or propose ways to expand the collection - Organize and present the collection, making it accessible to teachers and children alike - Monitor and evaluate the use of school books - Ensure regular continuing education actions focused on discussions about reading

Example: Discussion of Textual Diversity

A means to ensure regular interactions with a variety of texts

Specific strategies for **principals**

Analyzing photos that reflect different levels of access to book collections

Organização e acesso aos livros

Ponto de partida: garantir que o acervo de livros esteja acessível às crianças (livros distribuídos em todas as salas e disponíveis às crianças)

Pontos de observação: Observar as fotos e se perguntar:

A organização dos livros...

- Permite que as crianças peguem os livros, os manuseiem e devolvam no lugar?
- É convidativa para crianças e adultos? Chama atenção, desperta a curiosidade?
- O que você mudaria ou adaptaria para que as duas condições acima fossem atendidas.

Aprender

Example: Discussion of Textual Diversity

A means to ensure regular interactions with a variety of texts

Specific strategies for **principals**

Specialized tool to monitor in-school reading activities in the early childhood routines

FARÓIS DE AVALIAÇÃO DE LEITURA

AZUL	VERDE	AMARELO	VERMELHO
Todas as turmas têm leitura diária	Todas as turmas têm leitura ao menos 3 vezes por semana	Há algumas professoras que fazem leitura ao menos duas vezes por semana e outras não	A maior parte das professoras demonstra resistência em realizar a leitura diária. As turmas têm atividade de leitura uma vez por semana ou menos
A leitura é planejada (escolha dos livros com antecedência, preparação da professora), sendo 1 vez por semana com formulação de perguntas guia	Algumas leituras são planejadas	Leituras acontecem de forma espontânea, sem planejamento prévio	Ainda não há rotina de planejamento ou acompanhamento estabelecida
Supervisora/CP estabeleceu uma rotina de orientação, planejamento e acompanhamento das leituras	Supervisora/CP orienta o planejamento e acompanha as atividades de leitura de forma esporádica	Supervisora/CP realiza a orientação do planejamento mas não acompanha as atividades de leitura ou o contrário	Supervisora/CP não tem conseguido planejar nem acompanhar as atividades de leitura

3) Does the observed amount of readings for this data collection period align with the teacher's weekly or biweekly plan?

Yes ( ) No ( )

4) Are you concerned about any teachers due to the frequency of reading activities?

Yes ( )   No ( )
Not applicable ( )

6) Have you and your school team devised strategies to share the daily reading data, so the community can keep track of the progress being made?
Yes ( )   No ( )

What strategies have you come up with?

Example: Discussion of Textual Diversity
A means to ensure regular interactions with a variety of texts

What about those who <u>conduct the professional development</u> of teachers and principals?

Pergunta do dia e registro inicial

Pensando com a cabeça da professora:
Considerando uma turma de E.I., imagine a faixa etária da turma e faça uma lista de livros e gêneros que você acredita que precisaria ter na sala (canto de leitura, biblioteca de sala etc) para desenvolver um trabalho com qualidade.

Pergunta do dia: registro inicial

Pensando com a cabeça da diretora:
Quais **políticas públicas** (nacionais, estaduais ou municipais) você pode acessar como diretor/a para **ampliar o acervo** de livros da educação infantil e garantir diversidade textual?
O que acha importante ter como **critérios de qualidade para selecionar os exemplares** dentre os livros oferecidos por estes programas?

		Estratégias	Materiais	Para quê? Propósito formativo
15'	**Dinâmica inicial provocadora para pensar sobre gêneros textuais**	Apresentar 4 textos de diferentes gêneros e, escritos em diferentes idiomas com o desafio de identificar o gênero e conteúdo de cada um. Ao ver cada um dos textos os participantes são convidados a escreverem no chat qual gênero e conteúdo acreditam ser. As formadoras chamam alguns participantes para	- Noticia em alemão - Rapunzel em inglês - Manual de instrução em japonês - Receita em russo	Propor aos participantes que identifiquem a qual gênero pertencem determinados textos, permite ao formador fazer o levantamento do conhecimento prévio do grupo a respeito do conteúdo que será tratado - neste caso, características canônicas de gêneros textuais - e considerar esse conhecimento para realizar intervenções mais assertivas. Perceber a importância que o conhecimento sobre as características de cada gênero textual exerce sobre a possibilidade de interpretar um texto. Ou seja, ainda que não se saiba ler convencionalmente, é possível ter alguma compreensão e obter informações em um texto, quando se tem vivência contínua e profunda com os variados gêneros. Daí a importância de oferecer diversidade textual

Obrigada!

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