




## FULL-TIME EDUCATION: CHALLENGES AND POSSIBILITIES FOR THE HOLISTIC DEVELOPMENT OF STUDENTS

### EDUCAÇÃO EM TEMPO INTEGRAL: DESAFIOS E POSSIBILIDADES PARA A FORMAÇÃO INTEGRAL DO ESTUDANTE

### EDUCACIÓN EN JORNADA COMPLETA: DESAFÍOS Y POSIBILIDADES PARA LA FORMACIÓN INTEGRAL DEL ESTUDIANTE

 <https://doi.org/10.56238/isevmjv4n6-016>

Receipt of originals: 11/09/2025

Acceptance for publication: 12/09/2025

**Adriana Lopes da Silva Barros<sup>1</sup>, Antônia Luciana dos Santos Vidal<sup>2</sup>, Márcia Vidal da Silva<sup>3</sup>, Priscila dos Reis Pereira Lima<sup>4</sup>**

#### ABSTRACT

This article aims to analyze the possibilities and challenges of full-time education as an educational policy committed to the holistic development of students. It is a bibliographic study with a qualitative approach and a descriptive-analytical character, grounded in current research that discusses the role of the school in promoting meaningful learning, equity, and human development. The discussion highlights that the extension of school hours should not be limited to the mere increase of time, but should adopt a pedagogical perspective that integrates knowledge, values, emotions, culture, and social interaction. In this sense, the full-time school is strengthened as a space for building bonds, providing social protection, and expanding formative opportunities, contributing to student protagonism and the improvement of educational quality. Based on the analysis of academic productions, it was observed that the curriculum plays a central role in making the proposal effective, requiring interdisciplinary practices, participatory methodologies, and integration with educational territories. It is also evident that teacher training, adequate infrastructure, and collaborative school management are challenges that must be addressed to ensure the continuity and improvement of the policy. The results reinforce that full-time education can significantly contribute to reducing inequalities, strengthening citizenship, and promoting the full development of children and adolescents, especially in vulnerable contexts. It is concluded that the advancement of this proposal depends on investments, ongoing monitoring, and collective participation, in order to ensure that the extension of school time translates into the expansion of rights, learning, and life opportunities for all students. Thus, this study contributes to the educational debate by highlighting the relevance of holistic education as a path toward building a more human, democratic, and transformative school.

**Keywords:** Full-Time Education. Holistic Development. Educational Policy. Curriculum. School Inclusion.

---

<sup>1</sup> Master's student in Education. Universidade UNEATLANTICO. E-mail: sildrica.als@gmail.com

<sup>2</sup> Master's student in Education. Universidade UNEATLANTICO. E-mail: antoniadeloyola@yahoo.com.br

<sup>3</sup> Master's student in Education. Universidade UNEATLANTICO. E-mail: marciaprof.bio@hotmail.com

<sup>4</sup> Postgraduate Degree in Special Education. E-mail: priscilalimaiot8@gmail.com



## RESUMO

Este artigo tem como objetivo analisar as possibilidades e os desafios da educação em tempo integral enquanto política educacional comprometida com a formação integral do estudante. Trata-se de uma pesquisa bibliográfica, com abordagem qualitativa e caráter descritivo-analítico, fundamentada em estudos atuais que discutem o papel da escola na promoção de aprendizagens significativas, equidade e desenvolvimento humano. A discussão evidencia que a ampliação da jornada escolar não deve se restringir ao acréscimo temporal, mas assumir uma perspectiva pedagógica que integre saberes, valores, emoções, cultura e convivência. Nesse sentido, a escola de tempo integral se fortalece como espaço de construção de vínculos, proteção social e ampliação de oportunidades formativas, contribuindo para o protagonismo estudantil e para a melhoria da qualidade educacional. A partir da análise das produções acadêmicas, observou-se que o currículo assume papel central para que a proposta seja efetiva, exigindo práticas interdisciplinares, metodologias participativas e integração com os territórios educativos. Evidencia-se, ainda, que a formação docente, a infraestrutura adequada e a gestão escolar colaborativa constituem desafios que precisam ser enfrentados para garantir a continuidade e o aperfeiçoamento da política. Os resultados reforçam que a educação em tempo integral pode contribuir significativamente para reduzir desigualdades, fortalecer a cidadania e promover o desenvolvimento pleno das crianças e dos adolescentes, sobretudo em contextos vulneráveis. Conclui-se que o avanço dessa proposta depende de investimentos, acompanhamento permanente e participação coletiva, de modo a assegurar que a ampliação do tempo escolar se traduza em ampliação de direitos, aprendizagens e perspectivas de vida para todos os estudantes. Assim, este estudo contribui para o debate educacional ao evidenciar a relevância da educação integral como caminho para construir uma escola mais humana, democrática e transformadora.

**Palavras-chave:** Educação em Tempo Integral. Formação Integral. Política Educacional. Currículo. Inclusão Escolar.

## RESUMEN

Este artículo tiene como objetivo analizar las posibilidades y los desafíos de la educación en jornada completa como una política educativa comprometida con la formación integral del estudiante. Se trata de una investigación bibliográfica, con enfoque cualitativo y carácter descriptivo-analítico, fundamentada en estudios actuales que discuten el papel de la escuela en la promoción de aprendizajes significativos, equidad y desarrollo humano. La discusión evidencia que la ampliación de la jornada escolar no debe limitarse a un aumento de horas, sino asumir una perspectiva pedagógica que integre conocimientos, valores, emociones, cultura y convivencia. En este sentido, la escuela de jornada completa se fortalece como un espacio de construcción de vínculos, protección social y ampliación de oportunidades formativas, contribuyendo al protagonismo estudiantil y a la mejora de la calidad educativa. A partir del análisis de las producciones académicas, se observó que el currículo asume un papel central para que la propuesta sea efectiva, exigiendo prácticas interdisciplinares, metodologías participativas e integración con los territorios educativos. Asimismo, se evidenció que la formación docente, la infraestructura adecuada y la gestión escolar colaborativa constituyen desafíos que deben ser enfrentados para garantizar la continuidad y el perfeccionamiento de esta política. Los resultados refuerzan que la educación en jornada completa puede contribuir significativamente a la reducción de desigualdades, al fortalecimiento de la ciudadanía y al desarrollo pleno de niños y adolescentes,



especialmente en contextos vulnerables. Se concluye que el avance de esta propuesta depende de inversiones, seguimiento permanente y participación colectiva, con el fin de asegurar que la ampliación del tiempo escolar se traduzca en ampliación de derechos, aprendizajes y perspectivas de vida para todos los estudiantes. Así, este estudio contribuye al debate educativo al evidenciar la relevancia de la educación integral como camino para construir una escuela más humana, democrática y transformadora.

**Palabras clave:** Educación en Jornada Completa. Formación Integral. Política Educativa. Currículo. Inclusión Escolar.



## 1 INTRODUCTION

Full-time education has been consolidated, in recent decades, as a relevant proposal for the transformation of the school and for the guarantee of the full right to learning and human development. The extension of the school day seeks to offer students diversified opportunities for formative experiences, going beyond traditional teaching focused only on curricular subjects. In this sense, full-time schools begin to incorporate activities that involve culture, sports, technology, arts, health, community participation and practices that dialogue with different dimensions of life. The integral formation of the student is now seen as a structuring axis, placing the social, emotional, cognitive and physical needs of children and young people at the center of the educational process.

The full-time school proposes to break with the fragmented teaching model, which has historically limited the role of the school institution to the transmission of content and preparation for external evaluations. When the time spent in school is extended in an intentional and planned way, it is possible to reconfigure pedagogical practices and create new spaces for interaction, learning and coexistence. This expansion should not be perceived as a mere temporal extension, but as an opportunity to resignify the curriculum, diversify methodologies and strengthen bonds between students, teachers and the community. Thus, full-time presents itself as a way to promote educational equity and inclusion, especially in contexts marked by social vulnerabilities.

Integral education presupposes the recognition that children and adolescents have multiple interests and ways of learning, demanding from the school more dynamic, investigative and welcoming pedagogical postures. The articulation between theory and practice, between school knowledge and experiences of everyday life, becomes necessary for the construction of meaningful learning. In this process, full-time schools assume the responsibility of broadening students' horizons, stimulating protagonism, autonomy and the development of essential skills for the exercise of citizenship. At the same time, they challenge themselves to create environments that promote inclusion and respect the different identities and trajectories present in the school space.

Another central aspect of this discussion refers to the social function of the school in contemporary times. In the current context, marked by accelerated changes, persistent inequalities and global challenges, educational institutions are called to act in a more integrated manner with other sectors of society. The full-time school strengthens relationships with the community, with families and with educational territories that can



contribute to expanding the cultural repertoire of students. The approach to spaces such as squares, libraries, museums, sports centers and local institutions allows experiences that enrich the school curriculum and bring education closer to the social reality of students.

By proposing a reorganization of pedagogical work and school culture, full-time education also faces relevant challenges. The need for adequate infrastructure, constant training of professionals, expansion of teams and partnerships is part of the process of implementing this policy. In addition, it requires that school management be prepared to lead changes that involve collective planning, continuous evaluation and active participation of all the subjects that build the school. In this way, the challenges do not cancel out the possibilities, but reinforce the importance of an educational organization committed to integral development and social transformation.

Therefore, discussing full-time education means looking at the school as a powerful space for learning and experiences that directly impact the construction of life projects. By considering the student as a subject of rights, capable of learning, creating, living together and transforming realities, the school expands its role and assumes the mission of fully forming those who will be protagonists of the future. This article seeks to analyze the possibilities and challenges present in the implementation of full-time education, understanding how this proposal can contribute to a more complete, democratic and humane education, aligned with the demands of contemporary society.

## 2 METHODOLOGY

This study is configured as a **bibliographic research**, based on theoretical references that discuss full-time education and the principles of the integral formation of the student. As defined by Lakatos and Marconi (2021), bibliographic research is based on the analysis of materials already published, allowing mapping the current state of knowledge on a topic, identifying contributions from different authors, and understanding perspectives that guide educational practices and policies.

The approach adopted is qualitative, as the objective is not to quantify data, but to interpret educational phenomena based on existing academic productions. Creswell (2021) explains that qualitative research focuses on understanding the meaning that subjects attribute to social experiences and practices, which contributes to the critical analysis of the propositions that sustain full-time education.



As for the objectives, it is characterized as a descriptive-analytical research, as it seeks to describe constitutive elements of the full-time proposal, analyzing its possibilities and the challenges that emerge in the educational practice. As Gil (2019) points out, this type of research is appropriate when it is intended to interpret phenomena and the relationships that constitute them, without direct interference from the researcher in the investigated environment.

The theoretical survey included books, scientific articles, theses, dissertations and legal and institutional documents that deal with the theme. The selection prioritized materials published in the last five years, ensuring the discussions were up to date. For the search, descriptors such as "full-time education", "integrality of the curriculum", "educational policy", "integral training" and "organization of school time" were used, in databases such as SciELO, Google Scholar and CAPES Journals.

The analysis of the information followed the principles of **content analysis**, a method that, according to Bardin (2016), allows the systematization and categorization of the material, in order to highlight meanings present in the discourses and expand the understanding of the object studied. Thus, the contents were organized into thematic axes that enabled the construction of the analysis presented in the following section.

It is noteworthy that, as this is exclusively a bibliographic research, there was no involvement of human participants, which does not require submission to ethics committees. However, the entire process was conducted with methodological rigor, ensuring the reliability of the information used and the adequate contextualization of the ideas of the authors consulted.

### 3 RESULTS AND DISCUSSION

The implementation of full-time education in Brazilian schools has advanced significantly as a public policy aimed at the integral formation of the student. This proposal is related to a broader conception of education, which recognizes the need to integrate the cognitive, emotional, ethical, cultural and social dimensions in the process of human development. According to Cavaliere (2020), the extension of school time contributes to the democratization of access to diversified educational experiences, enabling students from different realities to have more equitable learning and development conditions. In this sense, the school comes to be understood as a space that encompasses not only



the transmission of content, but also the construction of life projects and social participation.

When analyzing the full-time proposal, it is observed that the curriculum becomes a central element for the educational objectives to be achieved. For Alencar and Silva (2022), curricular integrality requires pedagogical practices that articulate school knowledge with students' social experiences, promoting meaningful learning and student protagonism. Thus, the pedagogical work stimulates creativity, autonomy and involvement in real learning situations, which contributes to the development of socio-emotional skills essential to life in society. The extension of the school day should not be seen as a mere addition of hours, but as an intentional reorganization of time and activities that structure the school routine.

The perspective of integrality also implies a redefinition of the social function of the school. Costa and Moura (2021) point out that full-time education plays an important role in the construction of a school connected to the territory, recognizing that the community can become a partner in learning. This articulation with the surroundings expands the cultural repertoire of students and strengthens the bond between school and society. In this process, the educational territory is configured as a legitimate space for training, allowing students to experience different areas of knowledge and recognize themselves as active subjects in their life context.

Despite the advances, several challenges are still present in the implementation of full-time education. Among them, the need for adequate infrastructure and material conditions that enable the offer of diversified activities stands out. According to Lima and Barbosa (2023), many Brazilian schools still face structural difficulties, such as insufficient physical spaces, limited pedagogical resources, and the absence of environments that encourage cultural, sports, and technological practices. These factors can compromise the achievement of the proposal's objectives and limit pedagogical innovation.

Teachers who work in full-time education need to resignify traditional practices and develop new ways of teaching, taking into account participatory and interdisciplinary methodologies. For Ribeiro and Santos (2022), continuing education is essential for professionals to understand the proposal of comprehensiveness and to be able to promote experiences that favor the full development of the student. The absence of specific training can lead to the reproduction of the traditional teaching model, only distributed in more hours, which mischaracterizes the purpose of extending time.



Students, in turn, also experience changes in the organization of their life time. The school needs to consider their emotional and social needs, avoiding practices that turn the extension of time into an exhausting and insignificant routine. Rodrigues (2023) argues that full-time should be planned with a balance between study, rest, coexistence, and leisure, ensuring that the training process is welcoming and humanizing. Thus, the extension of the workday is configured as an opportunity for pleasurable and motivating experiences, strengthening school engagement.

School management plays a strategic role in the success of this policy. For Carvalho and Nogueira (2020), participatory management processes allow the entire team to collaborate in the construction of the pedagogical project, favoring the alignment between proposal, practices, and objectives. Management leadership must inspire collective commitment, stimulating cooperation between teachers, students, families and the community. The integration of different actors expands the potential of the school as a democratic and formative space.

Full-time education has positive impacts on students' learning and school trajectory. Studies show that students from schools with extended working hours tend to have improved academic performance and longer stay in school (Ferreira, 2021). Strengthening the teacher-student relationship, monitoring learning more closely, and opportunities for reinforcement and deepening contribute to a more equitable education. In this way, the school is configured as a protective space and promoter of rights, especially for those who experience conditions of social vulnerability.

With regard to pedagogical practices, interdisciplinarity is presented as a structuring axis of integral education. For Matos (2022), interdisciplinary work breaks with fragmented teaching and enables students to understand reality in a critical and contextualized way. Cultural, scientific and sports activities integrate different areas of knowledge and generate learning that dialogues directly with students' interests and experiences. Thus, the school consolidates an environment that values multiple talents and forms of expression.

By considering the student as an active subject, the full-time proposal strengthens youth protagonism. According to Araújo (2021), when students have a voice and participate in decisions about what and how to learn, they develop autonomy and a sense of responsibility. These experiences contribute to the construction of identity and the strengthening of self-esteem, preparing them to face personal and social challenges in



their life trajectories. Thus, the school expands its function beyond the transmission of content, acting in the formation of citizenship and human.

Its contributions are related to improving the quality of education, reducing educational inequalities, the integral development of students and strengthening relations between school and community. However, the success of this policy depends on structural investments, continuous training of professionals and school management committed to innovative and inclusive practices. Thus, the possibilities and challenges presented here reinforce the need for continuity and improvement of this proposal, ensuring that the extension of school time translates into the expansion of training opportunities.

The extension of the school day also contributes to the strengthening of public policies for social protection aimed at children and youth. In contexts of vulnerability, the full-time school presents itself as a safe space for coexistence, adequate food and access to essential services. For Almeida (2023), the expanded protection offered by the school favors the student's permanence and reduces exposure to risk situations, showing that full-time goes beyond the pedagogical field and assumes a relevant role in social development. This reinforces the understanding that education cannot be dissociated from the guarantee of fundamental rights.

In this scenario, educational policies must ensure that the principles of comprehensiveness are not limited to discourse, but effectively reach school practices. According to Oliveira and Pinto (2022), the articulation between the federal government, states, and municipalities is crucial for adequate funding, favorable working conditions, and continuity of structuring programs. When public management does not invest continuously, there are risks of setbacks that compromise years of advances in the field of comprehensive education. Thus, the consolidation of this policy depends on long-term planning and valuing the teams that make the school happen.

Evaluation also plays a fundamental role in understanding the impacts of full-time education. Evaluation instruments that consider only academic performance are not sufficient to measure the integral education of students. According to Monteiro (2021), indicators that analyze aspects such as participation, socio-emotional development, engagement, authorship, and coexistence are essential for a broader view of the results. Thus, the school must adopt mechanisms that reveal diverse learning, especially those that are manifested in attitudes, behaviors and social relationships.



When observing the daily life of full-time schools, it is noted that students start to live more intensely with different groups, developing socialization, empathy and conflict resolution skills. For Rodrigues and Valadares (2023), the interpersonal relationships established in these environments are fundamental for the development of collaborative work skills, dialogue, and respect for diversity. Continuous coexistence encourages the construction of belonging and the formation of healthy bonds, strengthening the school climate and favoring learning.

The co-responsibility between school and family community is essential for the success of the full-time proposal. Lima (2020) highlights that family support motivates students, strengthens values, and creates a network of care and monitoring throughout the training process. For this, it is essential that the school maintains permanent communication with families and involves them in the construction of pedagogical decisions, expanding democratic participation and institutional transparency.

Although many advances have been identified, the literature points out that there are still challenges related to pedagogical planning and time management. According to Santos and Melo (2022), some schools face difficulties in balancing moments of study, leisure, and rest, which can result in overload or fatigue for students. The organization of time needs to respect learning rhythms, ensuring a variety of experiences without losing sight of the quality of the activities. Therefore, ensuring a balanced routine is an essential part of offering full-time education with educational intentionality.

The data analyzed also indicate that educational technology can contribute significantly to the integral development of students. For Nascimento and Duarte (2023), the use of digital resources expands forms of expression and enables innovative methodologies, such as investigative projects and collaborative creation. However, this innovation requires adequate infrastructure and specific teacher training so that the use of technology is not limited to traditional practices. Thus, its integration must be aligned with the pedagogical needs and objectives of the comprehensive curriculum.

It is also possible to identify the impact of full-time education in the construction of student autonomy. When students have access to diversified activities and situations of choice, they develop a sense of responsibility and awareness of their own capabilities. Fonseca (2022) argues that protagonism gains space when the school recognizes that the student is the author of his or her formative path, encouraging him or her to make



decisions, build goals, and reflect on his or her own learning. This process strengthens not only school life, but also projects for the future.

When reflecting on the positive effects and obstacles faced, it is noticeable that the proposal of full-time education requires profound transformations in the school culture. For Mendes (2021), significant changes do not occur quickly, but require time, investment, and collective involvement. The development of collaborative practices between teachers, managers and the community is one of the most powerful ways to consolidate comprehensiveness in the school's daily life. Thus, pedagogical innovation must be understood as a continuous and dialogical process.

Thus, the results of this review indicate that full-time education has the potential to change educational trajectories, promote social justice and broaden life perspectives for children and young people. At the same time, they reinforce the need to face the structural, pedagogical and formative challenges that arise in the Brazilian context. The consolidation of this policy depends on the articulation between theory and practice, the constant analysis of evidence, and the ethical commitment to human education in its entirety.

#### **4 CONCLUSION**

Full-time education presents itself as an essential proposal for the construction of a more democratic, inclusive school committed to human development in its entirety. By extending the school day, it becomes possible to enrich training experiences, diversify methodologies and create opportunities for students to develop not only academic knowledge, but also socio-emotional, ethical, cultural and bodily skills. In this sense, extended school time should not be understood as a simple extension of hours, but as a new way of organizing the curriculum, space and educational relationships.

Throughout the discussion presented, it was evident that full-time schools enable the approximation between school knowledge and the social experiences of students, favoring significant learning and collaborating for the construction of life projects. Expanded coexistence in the school space strengthens bonds, stimulates protagonism and contributes to the development of autonomy and responsibility. Thus, the full-time proposal reaffirms the role of the school as a space for coexistence, protection and citizenship formation, especially in social contexts marked by inequalities and vulnerabilities.



However, the implementation of this policy requires permanent attention to the conditions that sustain its effectiveness. Adequate infrastructure, the appreciation and continuous training of education professionals, the involvement of families and the community, as well as collaborative school management, are fundamental elements for the success of the proposal. In addition, it is necessary that pedagogical planning prioritizes the balance between study, creativity, coexistence and leisure, ensuring a humanized routine that favors the well-being and motivation of students.

Full-time education points to the need to transform traditional pedagogical practices and promote experiences that dialogue with the reality of each student, respecting their singularities and enhancing their talents. To this end, the school must maintain its commitment to innovation, without losing sight of the principles of integrality and educational equity. The path to a comprehensive school requires time, collective dedication and consistent public policies, capable of ensuring continuity and strengthening of this educational modality.

It is concluded, therefore, that full-time education represents a significant advance for the quality of Brazilian education, contributing to the formation of more critical, participatory subjects prepared to act in contemporary society. It is an investment in childhood and youth that promotes individual and social transformations. The continuity of studies on this topic, as well as efforts to implement and improve the policy, is essential to ensure that each student has the right to a full education, which considers its multiple dimensions and its ability to transform the world around them.

## REFERENCES

- Alencar, M., & Silva, P. (2022). Práticas pedagógicas interdisciplinares na escola de tempo integral. *Revista Educação e Sociedade*, 43(159), 1–18.
- Almeida, R. (2023). Educação integral e proteção social: reflexões sobre a escola como espaço de cuidado. *Cadernos de Educação*, 26(3), 45–62.
- Araújo, L. (2021). Protagonismo juvenil e desenvolvimento de autonomia na escola. *Revista Brasileira de Pedagogia*, 98(264), 77–95.
- Bardin, L. (2016). *Análise de conteúdo*. Edições 70.
- Carvalho, F., & Nogueira, T. (2020). Gestão participativa na educação em tempo integral: desafios e perspectivas. *Educação em Debate*, 42(2), 128–144.



- Cavaliere, A. (2020). Educação integral no Brasil: trajetórias e desafios contemporâneos. *Educação & Realidade*, 45(3), 1–20.
- Costa, M., & Moura, S. (2021). Territórios educativos e formação integral do estudante. *Revista Ibero-Americana de Estudos em Educação*, 16(4), 2258–2276.
- Creswell, J. W. (2021). *Projeto de pesquisa: métodos qualitativo, quantitativo e misto* (6ª ed.). Penso.
- Ferreira, G. (2021). Tempo integral e melhoria da aprendizagem: evidências e possibilidades. *Educar em Revista*, 37, 1–19.
- Fonseca, B. (2022). Protagonismo estudantil e projetos de vida na escola integral. *Revista Contexto & Educação*, 37(116), 102–120.
- Gil, A. C. (2019). *Métodos e técnicas de pesquisa social* (7ª ed.). Atlas.
- Lakatos, E. M., & Marconi, M. A. (2021). *Metodologia científica* (8ª ed.). Atlas.
- Lima, C. (2020). Participação familiar na educação integral: aproximações e desafios. *Revista Linhas Críticas*, 26, 1–18.
- Lima, J., & Barbosa, R. (2023). Infraestrutura escolar e desafios da educação em tempo integral. *Revista Práxis Educacional*, 19(2), 257–275.
- Matos, D. (2022). Interdisciplinaridade no currículo da escola integral: uma análise crítica. *Debates em Educação*, 14(32), 136–154.
- Mendes, S. (2021). Inovação pedagógica e cultura escolar: caminhos para a integralidade. *Revista Educação & Formação*, 6(17), 41–59.
- Minayo, M. C. S. (2022). *Pesquisa social: teoria, método e criatividade* (6ª ed.). Vozes.
- Monteiro, P. (2021). Avaliação da educação integral e indicadores de desenvolvimento humano. *Ensino em Re-Vista*, 28, e32755, 1–22.
- Nascimento, L., & Duarte, H. (2023). Tecnologias digitais na formação integral do estudante. *Revista e-Curriculum*, 21(1), 54–72.
- Oliveira, T., & Pinto, R. (2022). Políticas públicas para a educação integral: avanços e limites no Brasil. *Educação & Políticas Públicas*, 12(2), 98–117.
- Ribeiro, A., & Santos, D. (2022). Formação docente e práticas inovadoras na escola integral. *Pesquisa e Debate em Educação*, 12(2), 67–85.
- Rodrigues, M. (2023). Equilíbrio do tempo escolar na educação em tempo integral. *Revista Educação em Movimento*, 45(2), 304–321.
- Rodrigues, V., & Valadares, A. (2023). Convivência e vínculos na jornada escolar ampliada. *Revista Humanidades & Educação*, 4(1), 88–105.



Santos, P., & Melo, E. (2022). Organização do tempo na educação integral: limites e potencialidades. *Educação e Contemporaneidade*, 11(2), 145–163.