

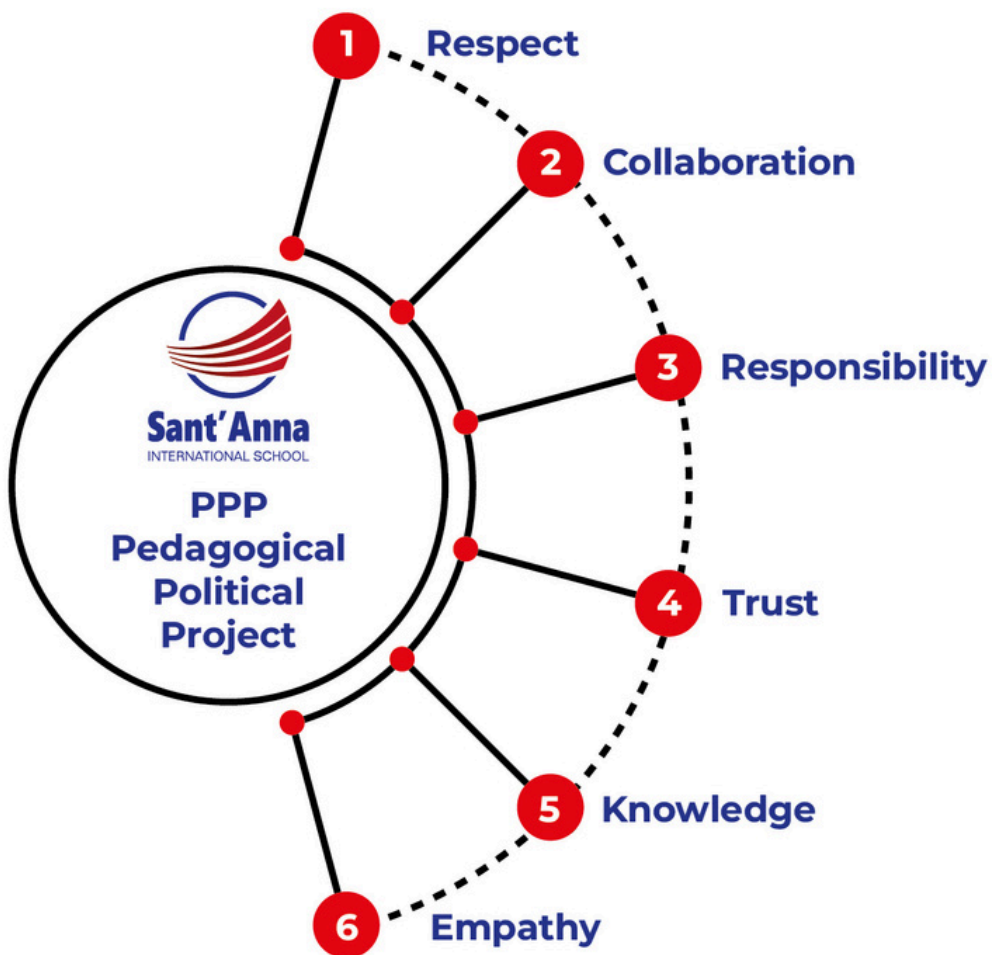


# Pedagogical Political Project

Build a Legacy. Build a School.



Our project was built upon the values we believe in.



# The PPP is the guiding framework that shapes the school's actions and defines its future!



The Pedagogical Political Project (PPP) of Sant'Anna is more than just a document: it is a projection of the future that reflects the ideas and values of the school community. It serves as a guide for all important decisions, especially when the school needs to set priorities. The PPP is the compass that ensures each step taken by the school is in the right direction. Our students are encouraged to stay informed and participate actively, whether in local matters or global issues.



The PPP of Sant'Anna is the result of a collective effort to ensure an education of excellence, based on dialogue and collaboration.



The Pedagogical Political Project (PPP) of Sant'Anna International School was created to define the identity and guidelines of the school, involving the entire school community - students, teachers, coordinators, staff, and parents. The active and collaborative participation of everyone ensured that the PPP reflected the needs and expectations of the institution. During the construction process, information was collected through surveys and interviews, addressing topics related to teaching, academic development, and the personal growth of students. The pedagogical guidelines of the PPP were developed based on these contributions and the bibliographic references adopted by the school, with the aim of ensuring quality education and a cohesive environment.

# Educating is much more than teaching: it is about shaping conscious citizens who are prepared for the world.



Sant'Anna School, aligned with the theories of great scholars such as Vygotsky and Piaget, believes that education goes far beyond assimilating content. It is an instrument of personal and social growth, where students develop skills such as reasoning, decision-making, and concept formation. We live in times of rapid transformations. And it is in this scenario that the school stands out, offering an environment where students can:

- Know themselves better and build their identity;
- Develop life projects;
- Produce knowledge with creativity and critical thinking.

Language is polysemic and requires interpretation considering both linguistic and extralinguistic factors. To understand what others say, it is not enough to understand their words, but also their thoughts and motivations.

Vygotsky



Education at Sant'Anna goes beyond the classroom. The goal is to ensure that students:

- Apply what they learn in their daily lives;
- Are empathetic and respect diversity;
- Develop autonomy for lifelong learning;
- Analyze the world around them critically;
- Transform society through conscious actions.

*Educating is about building a community where everyone has a voice and a place.*

The school aims to create a community that includes:

- Educators, who promote quality teaching;
- Parents, who are partners in the educational process;
- Students, who are protagonists of their own learning;
- Staff, who care for the school environment.



# Mission, Vision and Values

## Mission

*Develop. Seek. Achieve.*

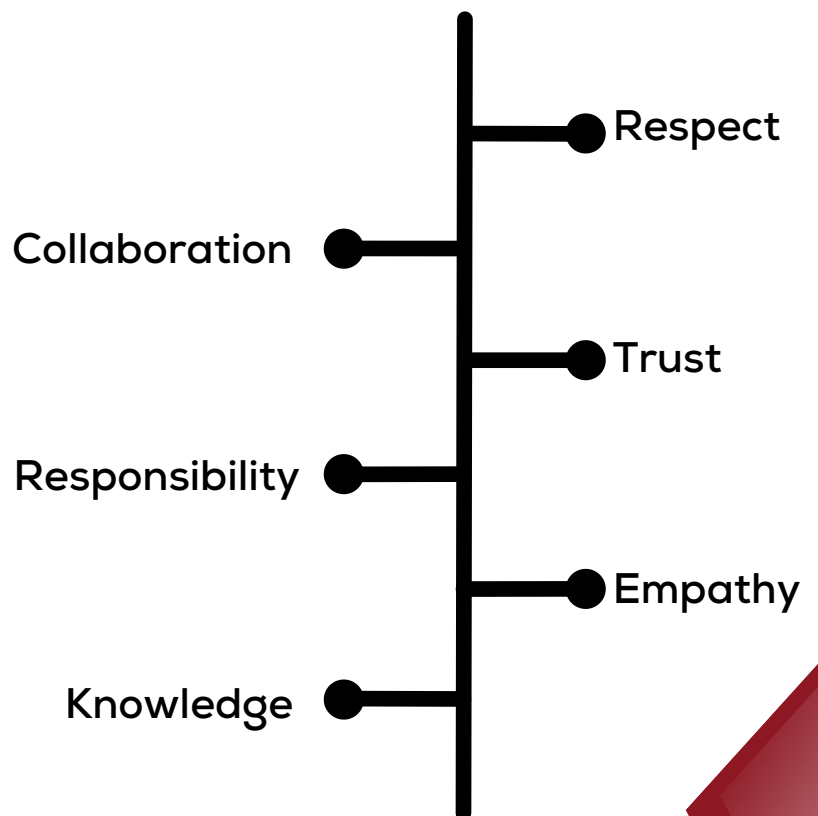
Develop your full potential, seek your passions, and achieve your goals.



## Vision

To prepare individuals to continuously grow as responsible learners and global citizens, enabling them to act and positively impact a constantly changing world.

## Values



# A structured routine provides security and comfort, creating a solid foundation for learning.

In Early Childhood Education, the routine is organized to provide children with security and comfort. From arrival to departure, every daily activity is intentionally designed to meet their needs. This is the first stage of their school journey. Here, children transition from the family environment and begin to socialize in a structured space. At this stage, educating and caring are inseparable practices.



At Sant'Anna, play is essential! Children play, discover, and create in a challenging and stimulating environment where fun meets education. The act of playing helps children to:

- build autonomy;
- develop their identity;
- respect others.

Through play, they learn to recognize similarities and differences with others, fostering respect for opinions and the ability to listen to what others have to say.

In Early Childhood Education, special attention is given to welcoming children. We observe, reflect, and share experiences to always provide the best. Teachers and staff work collaboratively to ensure an environment grounded in clear principles and solid values.





# Early Childhood Education professionals work to ensure that children:



Interact with other children and adults, learning to respect different cultures and individualities.



Actively participate in the planning and management of activities, choosing games and materials.




Explore the world around them, discovering sounds, colors, shapes, and elements of nature.



Develop their identity within the school, family, and community contexts.

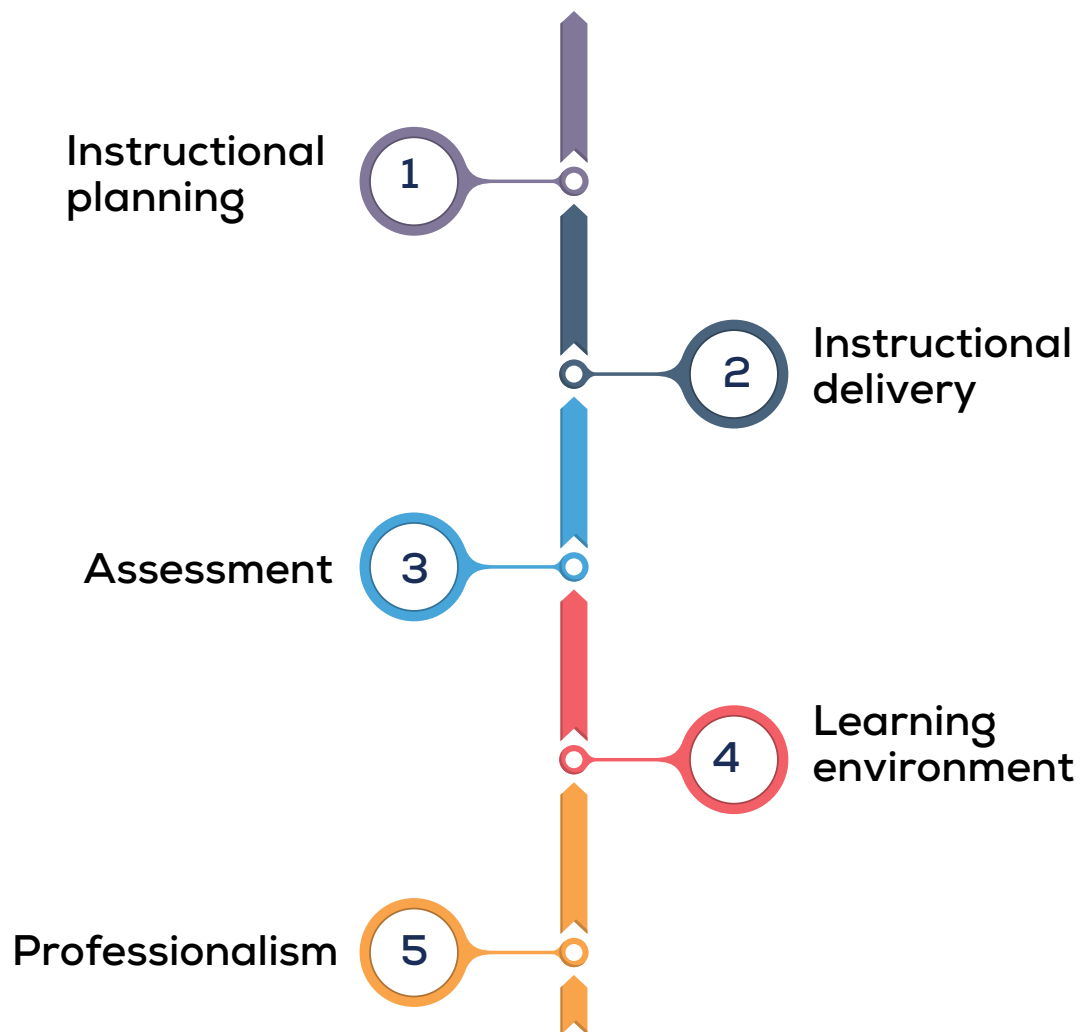


Express themselves freely, sharing their emotions, opinions, and discoveries.



# Plan with precision, teach with passion, and assess with fairness: this is the path to academic success.

In the Elementary School Early Years, Sant'Anna is built upon five essential pillars:




Each of these pillars is essential to ensuring quality education focused on the holistic development of the student. Through the Learning Pathways, designed by teachers with a student-centered narrative, we ensure student protagonism.

# Literacy and reading: the foundations of knowledge

The Elementary School Early Years serve as the foundation for a solid and inclusive education. With a well-structured process focused on academic and social development, we ensure that every student is equipped with the tools necessary for success.

In the first two years of Elementary School, the emphasis is on literacy and reading, grounded in the theories of authors such as Piaget, Vygotsky, and Wallon. Learning is based on the concept that students construct their own knowledge with the support of teachers. The process of acquiring reading and writing skills follows the principles of the Psychogenesis of Written Language (Emília Ferreiro and Ana Teberosky), which outlines the stages of writing development until students achieve conventional writing. Literacy is the first step for children to discover the power of their voice in the world. In this context, the teacher plays a critical role, adapting instruction according to each student's cognitive development and ensuring a dynamic educational process tailored to the different phases of learning.

*Teaching is more than transmitting knowledge; it is about planning pathways and replanning when necessary. Each student has their own pace, and we are here to ensure they reach their full potential.*





# Adolescence: changes and autonomy

At this stage, students transition from childhood to adolescence, experiencing biological, psychological, and social changes. They expand their social connections and begin developing more abstract reasoning. Adolescence is a time to view the world through new eyes, fostering autonomy and ethical values.

With the rise of digital technologies, students are not just consumers but also active participants in this new culture. Schools face the challenge of balancing the use of these technologies with the promotion of critical reflection, preparing students to be conscious citizens in the digital world. In the digital age, schools teach more than just how to navigate the internet; they teach how to think critically about what is found there.

At Sant'Anna, the curriculum is designed to prepare students for life's major challenges, consolidating foundational skills like reading and writing while encouraging critical thinking. More than just learning, students build their path to the future.

Students also participate in projects that address global themes promoted by UNESCO. One example is the Houses project, where they engage in playful and challenging activities that stimulate learning through gamification.

By fostering autonomy, critical thinking, and digital protagonism, Sant'Anna prepares conscious and engaged citizens to face the challenges of the future.



# To educate is to prepare for the real world, with the challenges and opportunities of the 21st century.

With rapid technological and social changes, schools must evolve to meet the needs of a new student profile. The High School at Sant'Anna International School aims to provide an education that prepares students both for civic life and the professional world. The High School follows essential principles, such as:

- holistic education, fostering physical, cognitive, and socio-emotional development;
- life project, helping students reflect on their personal, professional, and civic goals;
- research and innovation, encouraging the creation and development of new knowledge;
- respect for Human Rights and Diversity;
- promotion of sustainability.

*Learning goes beyond books: it is about shaping critical, creative, and conscious citizens.*

# Curricular Structure

## Socio-emotional Development

### Integration of Knowledge



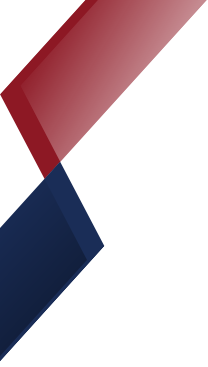
At Sant'Anna, education goes beyond traditional knowledge. The areas of Languages, Mathematics, Natural Sciences, and Humanities are structured to develop critical and practical skills in students. Each area includes learning pathways tailored to meet the needs of every student.

The school encourages students to connect different areas of knowledge and apply these insights to real-world problems. This approach makes learning more meaningful and prepares students for future challenges, both academically and professionally.

The curriculum also emphasizes socio-emotional skills, such as self-awareness and self-care, empathy, cooperation, responsibility, and citizenship. These abilities are developed through daily activities, study groups, and simulations, preparing students to face academic challenges and life in society.



# International Program: Preparation for a Globalized World

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Today, we live in a world where communication in more than one language is essential, especially in English. With this in mind, the International Program at Sant'Anna International School integrates the national curriculum with the international curriculum, offering students the opportunity to graduate with certifications in both. This program spans from Early Childhood Education to High School.

In the International Program, students follow the national curriculum in accordance with the BNCC, while the international curriculum, taught in English, adheres to global guidelines and complements the students' academic formation, promoting fluency in the language.

The program goes beyond academics. It aims to develop students' cognitive, social, emotional, and physical skills in three languages—Portuguese, English, and Spanish.

By the end of High School, students are prepared to study at universities abroad and tackle entrance exams for the best institutions in Brazil. The program follows the international calendar, from August to June, and is accredited by the Cognia Global Commission.


The planning is collaborative and considers each student's learning data, incorporating differentiation and strategies to promote inclusion. Classes are project-based and problem-centered, always with a transdisciplinary focus.

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## Extracurricular Programs - IP

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- Student Council (STUCO) I
  - National Honor Society
  - Model United Nations (MUN)
  - Astronomy Club
  - DECA - Distributive Education Clubs of America

## International Exams - IP

- PSAT - Preliminary Scholastic Aptitude Test
  - SAT - Scholastic Aptitude Test
  - NWEA MAP - Northwest Evaluation Association
  - DELE - Diploma of Spanish as a Foreign Language
- 

# Choosing the future is a process, and we are here to support every step of the way!

Career counseling, together with the school's team of psychologists, ensures the necessary support for students to face the emotional challenges of making career decisions with confidence. This work goes beyond simple guidance, tracking academic progress, participation in extracurricular activities, and each student's vocational interests. With this information, the counselor helps create a personalized plan for each student, which includes:

- choosing appropriate subjects,
- participation in extracurricular activities,
- internship opportunities.

During the university application process, students receive support ranging from document preparation to selecting institutions that best align with their profiles and goals. Preparation for the job market is also encouraged through workshops, lectures, and other resources that address topics such as:


- resume writing,
- interview skills
- professional networking.

*Choosing the future is easier with support and guidance!*



# Academic Goals: Planning to Grow

By planning their goals, students learn to:

- 
- Reflect on their strengths and areas for improvement.
  - Increase motivation, as each achievement strengthens the desire to keep going.
  - Manage time and prioritize tasks.

Teachers and the Course Coordination team monitor these goals, adjusting the path when necessary to ensure that learning remains continuous and aligned with each student's expectations.

*With clear goals, the path to success becomes easier to see!*

## Student Representation: The Role of the Class Representative

At Sant'Anna, student representation begins early. Starting in the 3rd year of Elementary School—both in the Brazilian and International Programs—students elect class representatives twice a year. These representatives play a vital role, acting as a link between classmates, teachers, and the administration.

*Being a representative means giving voice to classmates and building a better school for everyone.*



The role of the class representative goes beyond simply speaking on behalf of classmates. It encourages active student participation in school life and develops skills such as leadership, effective communication, and empathy.

## Student Assembly: A Space for Voice and Participation

Student assemblies are key moments for building a democratic and inclusive school. Every month, students meet with teachers or course coordinators to discuss concerns, suggest improvements, and share opinions.

*Assemblies are spaces to listen, dialogue, and collaboratively build a better environment.*

Participating in assemblies helps students to:

- Sentir-se valorizado e motivado a contribuir.
- Develop communication and citizenship skills.
- Learn to solve collective problems and work as a team.

*A school where everyone has a voice is a school that grows together.*

# Learning spaces: far beyond the four walls

The learning spaces at Sant'Anna were designed to promote transformative and critical education, focused on the holistic development of students. This means that, beyond academic knowledge, students develop social-emotional skills, civic awareness, and social engagement.

*To educate is to build critical minds and engaged hearts.*

## Socioemotional work: preparing minds and hearts to transform the world!

At Sant'Anna, the role of School Psychology is the foundation that supports the emotional, social, and academic well-being of students, from Early Childhood Education to High School. The work of school psychologists goes beyond monitoring—it's a commitment to the holistic development of each student, based on three essential pillars.

- Embrace
- Protect
- Develop



# Protecting children is our priority, guided by rights and values.



The Child Protection Manual is a tool based on national and international laws, such as the UN Convention on the Rights of the Child and the Statute of the Child and Adolescent. It aims to empower students to recognize and report inappropriate behaviors, ensuring that everyone is in a safe and welcoming environment.

## **Anti-Bullying Program: providing peace.**

The Anti-Bullying Program was created with the aim of eradicating bullying by promoting a culture of respect, inclusion, and peace within the school environment. The program is grounded in legal guidelines, consistently reinforcing the school's values and creating an atmosphere where diversity and equity are always celebrated.

# DEI - Diversity, Equity, and Inclusion Statement



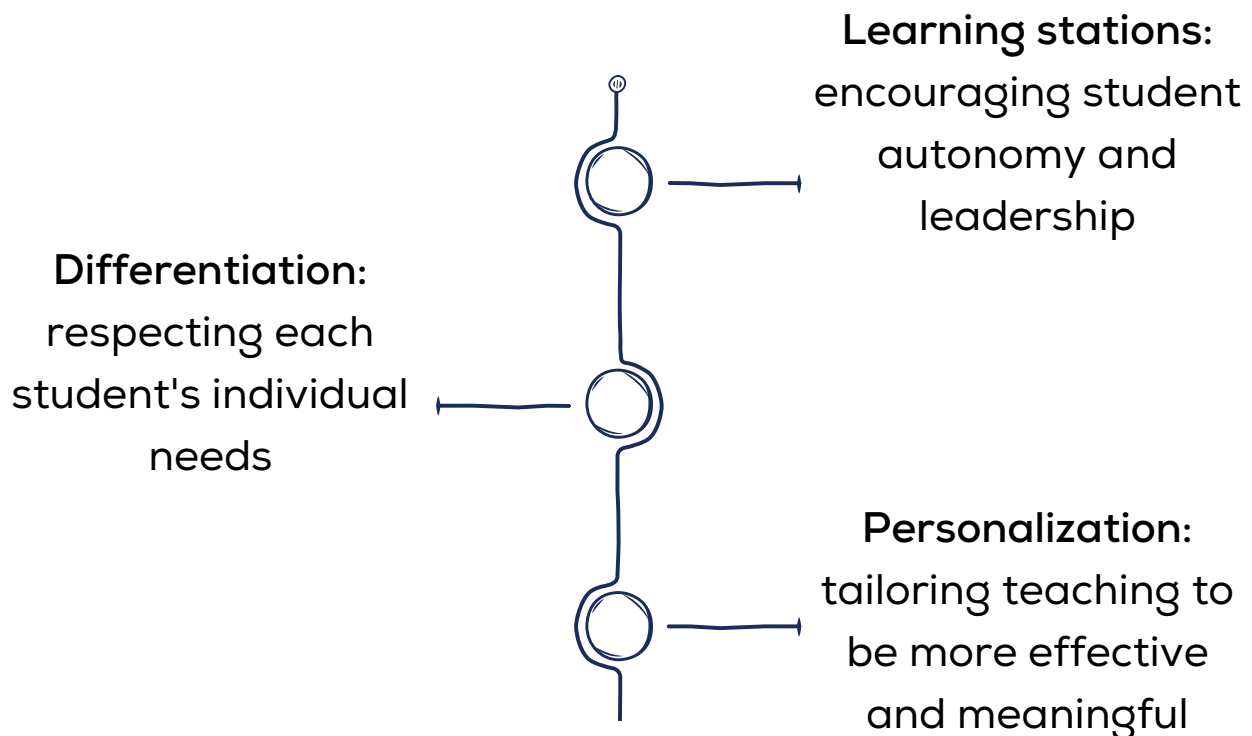
*With the DEI - Diversity, Equity, and Inclusion Statement, we build a school where every voice is valued, every difference is respected, and everyone has equal opportunities to grow.*

Sant'Anna International School is committed to fostering a learning and working environment deeply rooted in the appreciation of human and cultural diversity, equity, and inclusion. We are convinced that our school should be a safe space for everyone, where differences are welcomed, and all members of the school community can equally share and contribute their ideas, free from prejudice and discrimination of any kind. Above all, we believe that respect, justice, integrity, and empathy are essential elements for the holistic development of students, the growth of the school community, and the assurance of an environment where everyone feels a sense of belonging and inclusion.

# The PPP is the anchor that aligns and supports the interaction between teachers, parents, and students.

When we look at the challenges of the classroom, we realize that discipline, external support, and the alignment of values between the school and families are essential for a positive learning environment. In this way, the PPP emerges as a guide that helps teachers connect more effectively with parents and students, ensuring that everyone is engaged in the same journey.

In the studies conducted by the teaching team while building this document, some pedagogical practices stood out as ways to strengthen the educational bonds being formed. These are:





# A school prepared for the future is one that offers the best environment and education, combining quality infrastructure with innovative teaching.

Based on research and interviews conducted with the parents of the Sant'Anna community, several important insights were gathered. For parents, the holistic development of students, effective communication, transparency in educational actions, and practices of inclusion and diversity are essential in a school that prepares students by developing all the skills required in an ever-changing world. A modern school with highly qualified professionals, a strong academic reputation, and innovative methodology are crucial factors when choosing where their child will study.

Parents believe that Sant'Anna cares not only about academic development but also about the emotional, social, and physical well-being of students. Sant'Anna's mission, vision, and values reflect the commitment to preparing students for the challenges of the world, fostering the development of skills and competencies that go beyond the classroom.

To educate is to shape well-rounded citizens, ready for the challenges of the future.

Furthermore, according to parents, Sant'Anna ensures that their children's needs are fully met, promoting an environment of trust and cooperation.

*When school and family work together, student success is guaranteed.*

# At Sant'Anna, sports are a pathway to success and holistic development.



Sports are much more than just physical activity. They are a powerful tool for transformation in students' lives. Sant'Anna invests in sports, planting seeds for the development of essential values and skills that extend far beyond courts and fields. Participating in school sports teaches students the importance of discipline, respecting differences, and developing teamwork skills.

In sports, we don't just build athletes; we build conscious citizens.  
Every practice is a life lesson.

## Reference authors for the school's pedagogical proposal

**Jean Piaget** - A thinker known for his theories on children's cognitive development.

**Lev Vygotsky** - A researcher famous for his sociocultural theory of child development.

**Friedrich Froebel** - The pioneer of the kindergarten concept and a strong advocate for the role of play in Early Childhood Education.

**Loris Malaguzzi** - Founder of the Reggio Emilia approach, which values children's expressiveness and the importance of the environment in learning.

**Reggio Emilia** - This is an educational approach that originated in the Italian city of Reggio Emilia, known for its innovative focus on early childhood education. Developed by Loris Malaguzzi and other educators in the post-World War II period, this approach values the child as a protagonist in their own learning, capable of constructing knowledge through sensory experiences, exploration, and social interaction. In Reggio Emilia, the environment is considered the "third teacher," organized to stimulate children's curiosity and creativity. Collaboration among parents, teachers, and the community is also a central aspect, promoting an integrated and meaningful learning experience. This approach has influenced educational practices worldwide, standing out for its respect for children's ability to express themselves and learn in a holistic and autonomous way.

**Howard Gardner** - An educational psychologist who developed the theory of multiple intelligences, emphasizing that children learn in various ways.

**Henri Wallon** - A French psychologist, physician, and philosopher, known for his significant contributions to developmental psychology. He proposed a theory that emphasizes the interaction between a child's biological, emotional, and social development. Wallon believed that human development is a dynamic process in which affective and cognitive aspects are interconnected. His theory is often associated with social interactionism, as he highlighted the importance of social relationships and environment in shaping children's identity and thought. Wallon also influenced education by suggesting that teaching should consider students' emotional and cognitive developmental stages.

## Reference authors for the school's pedagogical proposal

**Emilia Ferreiro** - An Argentine psychologist and researcher, known for her groundbreaking work in the field of literacy and the development of reading and writing skills. A student of Jean Piaget, Ferreiro revolutionized our understanding of how children acquire written language. She demonstrated that literacy is not merely about learning reading and writing techniques but a complex process of knowledge construction in which children formulate hypotheses about writing and gradually reorganize these ideas until they reach an understanding of the alphabetic system. Her work, especially her co-authored book *Psychogenesis of Written Language* with Ana Teberosky, had a profound impact on education, changing pedagogical practices by emphasizing the importance of respecting children's learning pace and acknowledging their developmental stages in reading and writing comprehension. Ferreiro contributed significantly to the conception of an education that values the child's active role in the literacy process.

**Ana Teberosky** - An Argentine psychologist and educator, widely recognized for her contributions to the field of literacy and the development of reading and writing skills. A close collaborator of Emilia Ferreiro, Teberosky co-authored the seminal work *Psychogenesis of Written Language*. Her work, grounded in the constructivist theories of Jean Piaget, highlights that learning to read and write is not a linear or mechanical process but an active construction in which children play a vital role by formulating and testing hypotheses about the writing system. Teberosky demonstrated that children begin to develop ideas about written language at an early age, even before formal literacy instruction begins.

**Celestin Freinet** - A pedagogue aligned with the New School movement and a key figure in the Democratic Schools approach. Freinet believed that beyond pedagogical techniques, educators should consider the surrounding political and social environment of the school. His approach emphasized the importance of an active, participative education, where students are encouraged to engage in real-world experiences, cooperative learning, and creative expression.



## Reference authors for the school's pedagogical proposal

**Paulo Freire** - An educator who believed that education should promote autonomy, critical reflection, and the ability to act upon the world, rather than simply adapting individuals to the existing reality.

**John Hattie** - Renowned educational researcher and author of *Visible Learning for Teachers: Maximizing Impact on Learning*. This book is based on his extensive research into what truly works in education, compiling evidence from thousands of studies to identify the most effective teaching practices.

### Reference Regulations

BRAZIL. Ministry of Education. Common National Curriculum Base. Brasília: MEC, 2018.

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Vinhedo, August 2024.

# Accreditations



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# Pedagogical Political Project

Full version - PPP in Portuguese

Full version - PPP in English

