

WELCOME AND ADAPTATION OF THE CHILD IN THE DAYCARE CENTER

ACOLHIMENTO E ADAPTAÇÃO DA CRIANÇA NA CRECHE

Alda Auxiliadora Melo Silva¹
Artemes Cristina Pires Lamar²
Cristiane de Laura Ferreira dos Santos³
Idalvina Pereira de Almeida⁴

ABSTRACT: In this research work, we propose to rescue the project for welcoming and adapting children at the João Batista Scalabrini nursery, designed and implemented in 2016, comparing it with a project for welcoming and adapting children at the nursery and whether the actions involved collaborated for a better adaptation of the said children. It is composed of a Descriptive Memorial with the objective of reporting important facts in my personal and professional life. The importance of welcoming the child in the first days of class in Early Childhood Education is essential for a better adaptation of the child, and for this moment to be pleasant for both parents and children. To substantiate this conception, a comparative analysis was carried out between the reception projects of the year 2016 and 2017 implemented and executed by the municipal nursery João Scalabrini. This comparison between the two projects showed that, although the two projects of 2016 and 2017 were very similar in the proposed actions, this year (2017) there was greater interaction, participation and affection between parents, children, and the pedagogical team.

252

Keywords: Reception. Adaptation. Child. Nursery.

RESUMO: Neste trabalho de pesquisa, propomos resgatar o projeto de acolhimento e adaptação de crianças da creche João Batista Scalabrini, idealizado e implantado em 2016, comparando-o com um projeto de acolhimento e adaptação de crianças da creche e se as ações envolvidas colaboraram para uma melhor adaptação das referidas crianças. É composto por um Memorial Descritivo com o objetivo de relatar fatos importantes da minha vida pessoal e profissional. A importância de acolher a criança nos primeiros dias de aula na Educação Infantil é fundamental para uma melhor adaptação da criança, e para que esse momento seja prazeroso tanto para os pais quanto para as crianças. Para fundamentar essa concepção, foi realizada uma análise comparativa entre os projetos de acolhimento do ano de 2016 e 2017 implantados e executados pela creche municipal João Scalabrini. Essa comparação entre os dois projetos mostrou que, embora os dois projetos de 2016 e 2017 tenham sido muito parecidos nas ações propostas, neste ano (2017) houve maior interação, participação e carinho entre pais, crianças e equipe pedagógica.

Palavras-chave: Recepção. Adaptação. Criança. Berçário.

¹Especialista em Educação Infantil, Alfabetização e Letramento. Ano 2010. Promovida pela Faculdade Afirmativo / Especialista em Gestão Escolar. Ano 2016. Promovida pela Faculdade Capixaba / Licenciatura em Pedagogia. Ano 2005. Promovida pela Faculdade Centro Universitário de Várzea Grande UNIVAG / Licenciatura em Pedagogia para Educação Infantil. Ano 2010. Promovida pela Universidade Federal de Mato Grosso. UFMT.

² Graduada em Pedagogia. Instituto de educação Foco de Ensino. CMEI Joana Mont` Serrat. Cuiabá- MT.

³ Licenciatura plena em Pedagogia. Promovida pela universidade de Cuiabá (UNIC) ano 2017/ pós-graduação em alfabetização e letramento promovido pela faculdade afirmativo ano 2018.

⁴ Licenciatura em Pedagogia Plena em 2014 pela Universidade Anhanguera Educacional de Campo Grande MS. Especialização em Educação Infantil, pela Universidade Federal de MT em 2017.

INTRODUCTION

This present monographic study aims to analyze the importance of welcoming the child in the first days of class in Early Childhood Education, in day care, so that they can have a better adaptation to the new environment and/or the new educational stage.

In the first chapter, I present my descriptive memorial, when I report and describe the most relevant phases and facts of my life, which led me to the trajectory and conclusion of my specialization in Teaching in Early Childhood Education, offered by UFMT, in partnership with the MEC.

In the second chapter, I discuss the historical construction of the Social Statute of Children and Adolescents, at this moment the historical conceptions of children and childhood were raised, as well as the child of the laws for the protection of children's rights . In this chapter, an approach was also made to the importance of the reception process for the adaptation of the child in the day care center, what care and attention the teacher or educator should take when receiving the child, what actions can be carried out at the reception to provide a better adaptation of students to the new social environment.

The third chapter consists of an intervention work in the field of study, focusing on issues of reception and adaptation of children at the João Batista Scalabrini nursery , located in the Tancredo Neves neighborhood, Cuiabá-MT. In this context, I presented the two developed projects and carried out a comparative investigation between the 2016 and 2017 hosting projects.

253

CHAPTER I: DESCRIPTIVE MEMORIAL

1.1 A Professional and Personal Life Trajectory

I'm Idalvina Pereira de Almeida, I was born on 04/26/1976, in the city of Jauru/MT. I am the daughter of Maria Pereira de Almeida and Waldir Gonçalves de Almeida – both deceased.

I never got to know my maternal and paternal grandparents, which I am very sorry about, as I know that we could have lived many happy moments as a family.

My father was a farmer and my mother was a rural school teacher. I am the daughter of separated parents, but this condition has not affected our family ties and this makes me very proud, because I know that they did what they could to educate and support me so that

I could become the person I am today, with ethical principles and morals based on honesty, hard work and perseverance.

I got married when I was 15 years old, and I had two children from that marriage. Today I have three beautiful and healthy grandchildren.

1.2 Academic Background

I started my elementary school studies in Rondônia, after moving from Mato Grosso.

There I had a teacher named Maria dos Reis, whose school life marked me. With her I learned to write and do math calculations, such teachings were fixed in my memory and served as the basis for my life.

I studied all of Elementary and High School in the public school system, however, it was not easy to complete High School, as my children were small, when I went back to high school, during this period I had to manage a marriage, house, children and studies, being still very young and inexperienced. On this journey, I faced a very delicate moment in my life, as I went through a divorce and had to assume the role of providing for the family, which represented a great challenge for me to continue studying.

But I decided to move forward even in the midst of so many struggles, difficulties, and challenges, in the midst of an imminent divorce, because I always liked studying and had the dream of attending Higher Education.

After my divorce, I moved on, and in pursuit of fulfilling my dreams. I entered the preparatory course for Cuiabá Vest in 2007, but I failed to pass the entrance exam for UFMT. I was very discouraged with this failure because I dreamed of attending a higher level at UFMT, this almost made me give up on continuing to fight.

My friend Zenir, whom I thank here for being part of my life, supported me and encouraged me not to give up and move forward. So I decided to enter a private college to achieve my goals, to study Pedagogy.

I entered the Anhanguera distance learning faculty in 2010, and completed the Pedagogy course in 2014.

However, such a dream was not so sweet, because upon completing graduation, I found out on the day of graduating that due to a college error, my name was not on the graduates' minutes. It was a big shock for me, and I had to file a lawsuit to get my Pedagogy degree.

1.3 Professional Life

When I got divorced, I had to assume the role of breadwinner for the family, so I had to work as a day laborer in families' homes during the day.

I passed a selection process at the Municipal Education of Cuiabá to take care of a child with special needs, in 2009, but I continued to do housework on weekends and holidays.

To pay for college, I decided to work on another job, as a general services assistant at night at a printing company in Cuiabá.

During this period, he worked at three jobs to be able to earn the necessary income to support his family and pay for college, one of which was at a municipal school in the Ribeirão do Lipa neighborhood, as previously mentioned.

1.4 Approval in the Contest

In 2010, motivated by the experience lived in municipal education, I took the public exam in the Municipal Education of Cuiabá, being classified. But it was only at the end of 2014 that I was summoned and took office in the contest to work in an effective position at the daycare center where I currently work – João Batista Scalabrini Municipal Daycare , located in the Tancredo Neves neighborhood, Cuiabá-MT.

255

1.5 Specialization

I decided to take the Specialization course in Teaching in Early Childhood Education at the Federal University of Mato Grosso – UFMT, in 2015, with the aim of improving my professional skills.

It is worth mentioning that when I started my graduation I had no professional notion of what to develop in the IT position or activities with children in the day care center. This need was being built as I entered the Pedagogy course and particularly when I concluded it.

However, I also emphasize that it was only after starting the Specialization in Teaching Early Childhood course that I deepened and improved myself professionally, because through the knowledge worked on in that course I was able to open my scientific horizons, when I learned to create and develop action projects and have a different look at

the responsibility and importance that education has on children who are still in their early formative years.

1.6 Research Problem

Based on my experiences and training in the area of Early Childhood Education, I propose to rescue the project for welcoming and adapting children at the João Batista Scalabrini nursery designed and implemented in 2016, comparing it with the project for welcoming and adapting children prepared and implemented in 2017, investigating whether there was a proposition of new actions aimed at the reception for the adaptation of children in the day care center and whether the actions developed collaborated for the adaptation of children?

1.7 Research Methodology

The research was carried out through a brief theoretical summary about the importance of welcoming for the adaptation of the child in the day care center.

Next, a rescue of the child reception and adaptation project in the day care center was carried out, elaborated and executed in 2016, at the João Batista Scalabrini Municipal Day Care Center .

In the sequence, we also selected the project of reception and adaptation of the child, in the referred daycare center, elaborated and executed at the beginning of the 2017 school year, and we tried to compare them in order to investigate if there were changes in the elaboration of the project and if these changes contributed to an improvement in this reception and adaptation of the child in the day care center.

The data were collected through a comparative analysis between the 2016 and 2017 projects of the Institution under study, and through a lot of observation of the actions during the period of execution of the project of child care in the 2017 day care center and also by through a brief interview with a sample of parents.

1.8 Research Locus

Field research was carried out at the public educational institution Creche Municipal João Batista Scalabrini , located in the Tancredo Neves neighborhood, in the municipality of Cuiabá/MT.

The target audience attended at the day care center are children aged between one and three years, where it stays all day. At the time of the research, the day care center had 140 children enrolled.

The institution has three rooms, a cafeteria, laser space and bathrooms adapted for children. It has in its staff, 52 employees, among them technicians in child development, general services, security guards, pedagogues and the manager.

CHAPTER II: THEORETICAL REVIEW

2.1 Historical Construction of the Child's Social Statute

In order to base this study, it was first necessary to carry out a brief analysis of the references referring to the historical and social construction of the concepts of child, childhood and early childhood education.

The construction of the Children's Bylaws went through a long process of modernization and ideological transformations until reaching the current conception of childhood and protection.

According to Ariés (1981, p.32) the conception of childhood, in the 17th century, did not exist. According to the author's writings, children were considered by society as miniature adults, they were inferiorized, having to dress, talk, walk and behave like adults. About this, Barbosa and Magalhães (2017) show that:

257

All this concern and care for the behavior of children and adolescents was linked to the model of civility at the time, and that meant having good manners and rules of etiquette. However, at the beginning of the 17th century, a new concept of behavior emerged, in addition to a pedagogical literature aimed not only at children and adolescents, but mainly at parents and educators. (BARBOSA; MAGALHÃES, 2017, p.3).

It is noteworthy that authors such as Mattoso (1991, p.90) also show that black slave and poor children suffered all kinds of discrimination and social exclusion. According to the author above, slave children from the age of seven were obliged to carry out the daily tasks of the latifundia.

It is also important to show that according to the writings Barbosa & Magalhães (2017) in this period and until the 18th century, children did not attend schools, pedagogical teaching was more aimed at young people and, mainly, from the ruling classes. Education had a technical character and teaching was not offered according to the division of age groups as it is today. (BARBOSA; MAGALHÃES, 2017, p.4).

Thus, Costa (1986) shows that in the beginning of the 20th century, in 1726, the Roda dos Expostos 'next to the Santa Casa de Misericórdia in Salvador. This was maintained by the King of Portugal, based on the Portuguese pillars of medieval monasteries with absolute enclosure. Abandoned children were delivered to the Santas Casas, where they were educated and raised in the principles of the Christian faith without any contact with the outside world.

According to the author, Roda dos Expostos was one of the first philanthropic institutions of a purely welfare and non-educational nature for children excluded from society (orphans due to the death of parents and/or abandoned). This institution had the purpose of guiding children and adolescents, domestication, and social adjustment to the societal molds of the time. That is, the intention was to transform them merely into a working class, there was no intention of education for citizenship. At that time, there was still no concept of a child as a subject with rights and who deserves special protection and attention. (COSTA, 1986).

According to Souza (2007), in 1875, the conception of childhood began to be differentiated, then a different view of the child began, and in the cities of Rio de Janeiro and São Paulo the first kindergartens began in the public sector, devoted to the education of children of workers. Almost 20 years later, in 1896, the private sector began educational activities, as follows:

The creation of daycare centers in industries, for the children of workers in Rio de Janeiro and São Paulo, mobilized an important debate about their need, guided by a controversy that involved educators and politicians. Some of these defended the day care center as a necessary resource to attend to the female workforce that was incorporated into industrial work or domestic work for the elites. Others, supported by psychological theories, believed that only the mother could take care of her small child, criticizing and making a movement to prevent the opening of day care centers. Daycare centers were paradoxically defended by many – as noted above – as a necessary evil. These discussions about welfare and day care as a need and right of working mothers advanced at the beginning of the WW century. (SOUZA, 2007, p.18)

For Dekeuwer-Defossez (1996) from the moment the conception of a child was conceived, the child was separated from the condition of an adult, but remained in the

¹The Wheel of the Exposed is a mechanism made of wood fixed to the wall or window of the Santas Casas de Misericórdia, where the mothers or those responsible for the children who wanted to abandon them placed them in this place and turned the wheel, placing them towards the inner side of the dependencies of the institution, thus guaranteeing the anonymity of the person who was abandoning the child.

sphere that they were people of lesser value, and that they did not need to be heard. . According to the author, the expression “ Etymologiquement ”, <enfant>

(child – person up to 18 years of age) comes from the Latin “ infanssignifiant ” < qui ne parle pas > (who does not speak)”. (DEKEUWER-DÉFOSSEZ, 1996, p.9).

According to Correa (1928), in 1927 the Minors Code was created in Brazil. O

The author published the book – Comments on the Minors Code – showing that the Minors Code was created in 1928 with the purpose of intervening in the complex problem that occurred with the child demand and acting in the social context of assistance and protection to minors (CORREA, 1928 , p.9).

The author above highlights chapter II of the Code of Minors that “of children of the earliest ages – initiates the provisions referring to children under two years of age and, up to the age of 18, surrounds the minor with the fairest guarantees”. (CORREA, 1928, p.10)

Also according to Correa (1928) the Code of Minors represents a great advance in the social field: with regard to the field of child labor, the Code of Minors, provides in art. 101 the prohibition of work for children under twelve years of age and for those under fourteen who had not yet completed primary education.

As we have already seen, the Minors Code meant a breakthrough in terms of the protection and defense of children and adolescents, so we understand that from it, even if still conservatively, a new phase of intervention by the State in politics begins. social protection of the rights of children and adolescents.

According to historical studies, we can see that in the 1980s, in the midst of the historical period of redemocratization in Brazil, the Federal Constitution of 1988 was promulgated. originates a new conception of children and childhood. About this Gadelha and others show that:

CF/88 was a milestone, as it brought about a substantial change in the field of human rights for children and adolescents. The view of the “object child”, of the “younger child”, that is, the hygienist and correctional view is replaced by the view of the child as a subject of rights. The most important thing in this movement, inaugurated by the Constituent Child and which culminated in the approval of the Child and Adolescent Statute – ECA, in 1990, is the affirmation of the universality of children's rights. It is no longer about categorizing childhood as “irregular”, but thinking about all the diversity of this public in Brazil. (GADELHA, et al, 2010, P.2)

As provided in art. 4 of the Child and Adolescent Statute (ECA) (BRASIL, 1990), children and adolescents being people who are in the process of development: In art. 15, children and adolescents are assured the right to freedom, respect and dignity as human

beings in the process of development and as subjects of civil, human and social rights guaranteed in the Constitution and in the laws.

According to art. 4 of the ECA (BRASIL, 1990) children and adolescents need full protection, and it is the duty of the family, society and the State to guarantee and protect the rights of this public.

It is worth noting that the Federal Constitution created special legislation to protect the rights of children and adolescents, on July 13, 1990, Federal Law No.

According to the Child and Adolescent Statute in art. 3 (BRASIL, 1990) children are considered to be people up to twelve years of age and adolescents are those between twelve and eighteen years of age.

Within this analyzed historical context, we can understand the child, as a subject of rights, and this conception of child and childhood is recent, whose genesis is based on our traditional, paternalistic and discriminatory societal roots, which for many years subordinated the child and childhood to a level of social exclusion, discrimination, inferiority in relation to adults and denial of rights.

According to Souza & Wegsler (2014), nowadays, the new conception of children and childhood sees the child as a person capable of reciprocity, of conscious participation, thus having the conditions to act in the world and transform it as much as the others. adults and both educate each other. Adults together with children relearn how to subvert order, unveil contradictions and reveal another way of seeing reality, as children understand history, its ruptures and continuities and reinvent hope. (SOUZA; VECGLER, 2014 p.144)

With regard to Education, from the Federal Constitution of 1988, the old Law of Guidelines and Bases (LDB), was considered outdated, it was then necessary to create the LDB - law 9394/96 in force, this is the Organic Law that regulates Brazilian Education.

We can see that the right to education and to remain in school is a right already legally constituted in the Federal Constitution of 1988, in the Statute of Children and Adolescents, in Law 8069/90, and in the Law of Guidelines and Bases, among others.

In art. 53 – ECA (BRASIL, 1990), the right to education is integrated to access and permanence in school. Such rights should be in the focus of professionals working in education, ensuring the full development of children, contributing to their social formation as citizens.

These laws aim to promote and guarantee the social formation of the subject for the full exercise of citizenship, democratic participation in society, as well as preparation for a profession.

Education encompasses training processes developed within the family, in the community, work, teaching, social movements, among others. According to the Federal Constitution (BRASIL, 1988), education is the duty of the State and the family, guided by the principles of freedom, as well as the ideals of solidarity, and has as its central target the full development of the person who receives it. Santos (2016) shows that:

With education, man is culturally instrumentalized, enabling himself for both material and spiritual transformations. Education is the core of social development, without it, even the most advanced societies would return to the primitive state in a short time. It depends on it to train social workers, psychologists, doctors, engineers, scientists, teachers and many other professionals, in addition to offering a knowledge base for everyone. (SANTOS, 2016, p.4)

As previously mentioned and further supported by the writings of Rosas & Acionek (2006), it was possible to interfere that the child is considered as a subject in the process of development, but, for this to happen in a balanced and harmonious way, it is necessary that the family and school environment provide healthy development conditions, but for this to happen in a balanced and harmonious way, it is necessary that the family and school environment provide healthy development conditions, which include positive stimuli, balance, good family and social relationships, affective bonds, dialogue, among others. (ROSAS & CIONEK, 2006, p.11)

Thus, as the school is a social space that brings together people from different cultural, political, social, different races, creeds, religions and economic aspects, it seems possible to indicate that its diversity should be seen as heterogeneous and of individual particularities. According to the authors listed below:

The school accompanies in the students, the face of greater development of the individual, whether in question, the physical, the intellectual, or the social, school age is a moment of transformation, where a conduct error, not corrected at the right time, can mark the entire destiny of the student (SCANDELAI & CARDOS, 2017, p.3)

Considering then the positions of the authors in which they show that education takes place through social relations, and that social relations happen in a cultural and particular way to each society (SCANDELAI & CARDOS, 2017, p.3), then I could conclude that , education has the socializing character capable of transforming the social structure of

a nation, as we believe that, if the people of a nation have a critical view of their reality, it will be possible to carry out significant socio-political, economic and cultural changes.

Within the context of social transformations and advances, Andrade *et al* (2016) show that education, and more specifically Early Childhood Education, has been undergoing numerous changes and advances in order to guarantee the realization of this right to children from the initial grades on in day care centers and preschools, with children from zero to six years old. (ANDRADE ET AL, 2016)

According to Andrade *et al* (2016) early childhood education, is the first stage of Basic Education established by the Brazilian Educational Policy, has as a priority proposal the free moments for children to play, constitute affective bonds through learning activities and leisure moments .

Thus, according to the authors above, the contemporary proposal of pedagogy is to transform Early Childhood Education into a strategy that provides the student with a space of horizons and possibilities for exploring children's creativity and criticality, exploring their potential and inequalities, thus producing equity and freedom, because as a subject with rights, the child can be the protagonist of the teaching/learning process (ANDRADE *et al* , 2016). Referring to the question Camargo (2008) writes that:

The spaces of our childhood mark us deeply. Whether they are cradle, house, street, square, nursery, school, city, country, whether they are beautiful or ugly, comfortable or not, the fact is that they definitely influence our way of seeing the world and relating to it. (CAMARGO, 2008, p.45)

In this perspective, I consider that the teacher, when working in Early Childhood Education, must be aware that he is working with people in the process of development, and that their experiences in the initial stages may be significant for their identity formation and their social role, considering that, many of the experiences that the child lives can be reflected throughout the subject's life, and may present positive and negative points.

And it is from these perspectives that in the following item I bring to reflection the issues related to the reception and adaptation of children in early childhood education institutions.

2.2 The Importance of Welcoming for the Adaptation of the Child in Day Care

In view of this succinct theoretical rescue, I will now proceed with the conceptualization of welcoming and adaptation in order to base our study on the importance of welcoming for the adaptation of the child in the day care center.

On issues related to welcoming, Ortiz (2000, p.4) writes that welcoming brings in itself the dimension of everyday life, welcoming every day at the entrance, welcoming after a period without coming to school, welcoming because it is good to be welcomed and feel important to someone. Likewise, the author shows that:

Adaptation can be understood as the effort that the child makes to stay, and well, in the collective space, populated by large and small unknown people. Where relationships, rules and limits are different from those of the domestic space she is used to. (ORTIZ, 2000, p.4)

As early childhood educators, working in this context for a long time, I agree with the author's idea above that the moment when the child arrives at school in the first days of class, for many it becomes a painful experience, because it is the moment when the child separates from his parents or guardians, leaves the comfort of his wing, and his family, insertion in a place and environment different from what he is used to and with strange people.

In this sense, psychologist Cisele Ortiz (2000, p.4) shows that:

Considering adaptation from the point of view of the need to welcome, snuggle, seek well-being, physical and emotional comfort, support, significantly expands the role and responsibility of the educational institution in this process.

The conception that the child's first days at daycare or school would be difficult, filled with a lot of crying and sadness, considered as a necessary evil, that is, every child should go through this one day, and that they get used to it after a few days, is outdated, because according to Ortiz (2000, p.3) "Suffering, insecurity, helplessness and other possible consequences of this process were unknown and sometimes ignored". (ORTIZ, 2000, p.3)

According to Ortiz (2000), the ideology of a necessary evil for children was studied and reassessed by psychology and, thus, underwent modifications and remodeled the face of education.

Slowly, education started to incorporate discoveries derived from psychology and, in particular, psychoanalysis, which were concerned with feelings, emotions, individuality, the construction of identity and the socialization process. Schools that served middle and upper class children were the first to rethink the process of getting children into school by formulating specific procedures. Since then, numerous proposals have been implemented in order to receive the child and his family in the best possible way. All of them share the principle that entering school can generate stress for those involved, the child, family and education professionals, which can, however, be mitigated to the maximum, through careful planning and anticipation of interferences. (ORTIZ, 2000, p.2)

In this perspective, I agree with the author that when we are well received when we arrive at a place, we naturally tend to sympathize, like, feel good, with the new environment

and/or with who welcomes us. Thus, educators have been rethinking new strategies for welcoming children when they arrive, in the first days of classes at day care centers, preschools and even at the elementary level, so that they are pleasant and comfortable moments for both students and their families. and educators.

In addition, I realize that the parents or guardians of the child, when leaving the child at the day care center, are also very apprehensive, distressed, worried, not knowing how the reception will be, and the child's reaction to being left with strange people in an unfamiliar environment, because everyone wants the well-being and happiness of the little ones, as follows:

Families are also looking forward to seeing how their child will react to contact with someone “unknown”. When they realize that educators do not want to compete or steal their place, if so, they just contribute to the child's education in another environment (the school) the feeling of partnership takes the place of insecurity. (GODOY, 201, p.2)

Within this context, according to Ortiz (2000, p.4) “the quality of the welcoming is what will guarantee the quality of the adaptation, so it is not a personal option, but understanding that there is an interplay of movements both of the child and the mother . institution within the same process”.

264

Thus, I reiterate that the institution of Early Childhood Education must have, without its pedagogical project, the planning of reception activities, so that the process of adaptation of the child becomes something pleasant and inviting. According to Godoy (2010, p.2), for the child's adaptation it is favorable “Letting them bring their pet or their object of attachment helps a lot to reduce the estrangement to an environment different from the familiar one”.

Agreeing with the authors that for the development and rearrangement of spaces and time, it is necessary for teachers to create suitable conditions for this, such as corners or circumscribed zones, as shown “The corners [...] are areas delimited in three or four sides, with an opening for passage, where about six children can comfortably fit” (CARVALHO; MENEGI *apud* ROSSETTI-FERREIRA *et al* , 2007, p.151).

For the authors, the circumscribed zones have as main characteristics the “[...] closure on at least three sides, whatever the material that the educator puts inside, or that the children themselves take to play”. (CARVALHO; MENEGINI *apud* ROSSETTI-FERREIRA *et al*, 2007, p. 151)

According to Moreira (2003), the space that allows the child to interact and transform is the best space, because in this space the child can invent and reinvent according to his needs, imagination and particular desires, and thus, have a great and important progress in their pedagogical development.

In this sense, corners are a great option for the adaptation period.

According to Godoy (2010, p.2) “The corners of diversified activities are one of the organizational modalities of playing that is quite interesting for this period, and can be organized to welcome the children, so when they arrive something nice and inviting is waiting for them” .

Complementing the author's conception, author Nono (2003, p6), considers that:

When children play in circumscribed areas, they spend more time interacting with other children and with the activity being carried out there. They require less attention from the educator who, in this way, can follow the development of the different children, focusing now on one, now on the other, if he wishes, observing whether the materials offered are meeting the objectives he wants to achieve in terms of development of each child, in particular, and the whole group, in general, realizing the moment to reorganize or modify the proposed songs to motivate the children more and provide them with new learning. (NONO, 2003, p.6)

In order for the objective of implementing the corners in day care centers and preschools to be achieved and used as a strategy for the children's adaptation period, it is necessary that educators have adequate professional qualifications, and that they be very creative when planning interventional actions, such as: analyze the institution's material, physical structure and pedagogical project, as well as the appropriate number of children for each built space.

In view of the above, in the following chapter I present the experiences lived at the João Batista Scalabrini Municipal Nursery , in the years 2016 and 2017.

CHAPTER III: THE EXPERIENCE OF WELCOME AND ADAPTATION AT THE JOÃO BATISTA SCALABRINI MUNICIPAL DAY CARE

3.1 Welcoming Project for Adaptation Designed and Implemented Year of 2016

2016 João Batista Scalabrini day care center project had the theme: How nice that you came! - as below.

Presentation

This welcome project was prepared at the João Batista Scalabrini municipal nursery for the current year of 2016, containing the actions to be carried out in the pedagogical actions of Early Childhood Education.

Justification

The adaptation period is very important, both for the child and for the parents. It constitutes an opportunity to establish affective bonds within a coexistence, which is different from the family one. Even for children who already attend day care, a new routine with other colleagues and educators causes insecurity.

During this period, it is common for everyone to feel anxious, so that everything goes as smoothly as possible. For this adaptation phase to pass smoothly, it is necessary for the newly arrived child to be able to recognize this environment as safe and welcoming, full of stimuli and affection, a place where they can feel safe and free to express their desires, , anxieties, opinions and that is instigated and satisfy their curiosities and build their knowledge.

It was decided that the reception project would receive the name: **“WHAT GOOD YOU CAME!”** - with the purpose of receiving children in an environment, welcoming and focused on their particularities as a small child.

266

Main goal

- Establish a relationship of reciprocal trust between teachers, children and families.
- Receive children with attention, affection and care.
- Welcoming with planned activities prioritizing playfulness and moments of insertion and interaction.
- Ease the anxiety and pain of separating the child from the mother or guardian.
- Establish an affective bond between the teacher and the child.
- Caring and educating with respect and affection in the child's first contacts when entering or returning to the daycare center.

Specific objectives

- Organize the physical space suitable for the age group and that privileges the child's independence in accessing and handling the available materials.
- Encourage security, confidence, encouragement, praise and limits.
- Foster a relationship of trust with parents, favoring a partnership with them, aiming at the well-being of the child.

Methodology

- Welcoming children and families in the daycare environment with music, games and costumed educators;
- Reception and farewell in an affective way (dialogue, about how the child is adapting);
- Ciranda dos Nomes – sing varied songs that emphasize the name of each one of them and that stimulate the movements;
- Prepare the room in a welcoming way, with defined and duplicated corners (2 corners for plug-in games, 2 corners for assorted toys);
- Conversation wheel;
- Storytelling;
- Ask for photos of the children in different moments of their lives (playing with their parents, going out, playing...) with these photos, make a panel and display it in the room so that the children can identify the people in the photos, this gives the feeling of an extension of home at the institution;
- Outdoor games: soap bubbles, bowling, clown boat, tunnel, motoca, bounce house, ball pit...
- Games in the playground and enchanted house;
- Handling various text carriers (magazines, paper, plastic and cloth books);
- Exhibition of photos of children in the room and in activities, on the external wall for parents to observe how their child is adapting to the institution;
- Painting with crayons on Kraft or brown paper, expressing feelings;
- Delivery of souvenirs;
- CD's and DVD's with songs that soothe and soothe children.

Assessment

The project will be evaluated on a day-to-day basis at the daycare center. Your actions will be evaluated through observation and continuous recording with photos, and recording in a notebook and/or sketch of the daily and weekly planning, individually observing and making reports that will be necessary for the composition of the initial diagnosis.

Final considerations

The purpose of the project was to offer the interaction of children in the day-to-day environment of the nursery, with the intention of welcoming, with playful, stimulating and pleasurable activities, which will contribute to the adaptation of children in a special way, highlighting early childhood education, in a way comprehensive, involving all aspects.

3.2 Adaptation Project for Reception Designed and Implemented at the Beginning of the 2017 School Year

Definition of Fields of Experience (DCNEI)

- Field I – Promote self-knowledge and knowledge of the world through the expansion of sensory, expressive bodily experiences that allow wide movement, expression of individuality and respect for the child's rhythms and desires.
- Field II – Favor the child's immersion in different languages and their progressive mastery of various genres and forms of gestural, verbal, practical, dramatic and musical expression.
- Field III – Allow children to experience narratives, appreciation and interaction with oral and written language, and interaction with different supports and oral and written textual genres.
- Field IV – Recreate, in meaningful contexts for the children, quantitative relations, measurements, shapes and temporal space orientations.
- Field V – Increase children's confidence and participation in individual and collective activities.
- Field VI – Enable mediated learning situations for the development of children's autonomy in personal care, self-organization, health and well-being actions.

- Field VII – Enable ethical and aesthetic experiences with other children and cultural groups that expand their standards of reference and identity in dialogue and recognition of diversity.
- Field VIII – Encourage children's curiosity, exploration, enchantment, questioning, and knowledge in relation to the physical and social world, time and nature.
- Field IX – Promote interaction, care, preservation and knowledge of biodiversity and the sustainability of life on Earth, as well as the non-waste of natural resources.
- Campo X – Promote interaction and knowledge by children of Brazilian cultural manifestations and traditions.
- Field XI – Enable the use of recorders, projectors, computers, and other technological and media resources.

Main goal

- Welcoming with planned activities prioritizing playfulness and moments of insertion and interaction. 269
- Live together.
- To play.
- To explore.
- To participate.
- To communicate.
- Know yourself.

Specific objectives

- Organize the appropriate physical space according to the age group and that privileges the child's autonomy and independence in the use of available materials.
- Encourage security, confidence, encouragement, praise and limits.
- Foster a relationship of trust with parents, favoring a partnership with them, aiming at the well-being of the child.

Methodology

- Welcoming children and families in the daycare environment with music, games and costumed educators;
- Welcoming and farewell in an affective way (dialogue about how the child is adapting);
- Ciranda in the names;
- Storytelling;
- Conversation wheel;
- Reading delight;
- cultural tour;
- Make-believe play; □ Delivery of souvenirs.

Assessment

The project will be evaluated during the execution of the activities. Your actions will be evaluated through observation and continuous recording with photos, and recording in a notebook and/or sketch of the daily and weekly planning, individually observing and making reports that will be necessary for the composition of the initial diagnosis.

270

Final considerations

The purpose of the project was to promote the interaction and integration of children in the day-to-day environment of the day care center, with the intention of welcoming, with playful, stimulating, pleasant and charming activities, which will contribute to the adaptation of children in a special way, highlighting early childhood education , in a broad way, involving all aspects.

3.3 Brief Comparison Between the Two Projects

As I experienced the execution of the 2016 reception project of the João Scalabrini day care center, in 2017, when participating in the execution of the reception and adaptation project of the institution studied, I was able to carry out a comparison and analysis between the two projects (2016/2017) .

In a first reading, I observed that the 2017 project is very similar to the project developed in 2016, only with some changes in the propositions elaborated by the pedagogical

team of the João Scalabrini nursery, this is possibly due to being elaborated by the pedagogical team of the year 2016.

The process of welcoming and adapting the children during the first two weeks of school in the 2017 school year was very welcoming with its actions of reception and welcoming of children and parents, which provided moments of relaxation, affection, bringing parents closer to the day care center . In those moments, while everyone ate their meals, the teachers talked to the parents about the development of the children in the adaptation period, about the particular difficulties of the children, about the pedagogical proposal for the year 2017, among others.

Even though these actions were also developed in 2016, I have to consider that in 2017, we identified improvements in the way of planning and executing actions. These improvements may be related to different ways of carrying out the aforementioned project, possibly due to the change in the management team, the entry of new servants and new children. I have to consider that the actions carried out were planned and carried out with great effort, will, affection from the pedagogical team as a whole.

It is worth mentioning that in 2017, the reception project had some innovations such as the storytelling room and the reading house. In these activities, the children listened to the stories in the room, they could touch the figures in the story while the story was being told, and then they were free to enter the reading house, in this space the children could have free access to the books and retell the stories read and others according to perception, creativity and own imagination.

In the child's adaptation period, in the first two weeks of class, only two children cried, but they soon calmed down, as they seized their attention on activities carried out in the classroom with their colleagues.

To expand what I am discussing here about the two projects, I also brought some contributions from the children's parents. Thus, in a brief interview with a sample of parents who participated in the reception process, I heard reports that in 2017 there were many improvements compared to the reception actions carried out in 2016.

Other parents praised the organization of spaces such as the reading house and storytelling. Some parents reported that their children are more comfortable in the institution because of the affection and affection they felt during the reception process.

Thus, when asked “What did you think of the welcoming and reception of children held at the João Batista Scalabrini day care center ?” mother Rosete (called Interviewee 1) replied: “I am very satisfied with the reception you gave me and the children. Congratulations!”

The mother Ariana (called Interviewee 2) replied: “I feel calm when I leave my son in this space, I know I can trust your work”.

The response from mother Elza Soares (called Interviewee 3) was: “We were very well received at this day care center, our children feel safe. My son is very happy when he knows that we are going back the next day”.

The answer of the last mother Neuriele (named Interviewee 4) showed that:

“We are always well received, both us parents and our children. You are to be congratulated! Thank you very much!”

An interesting fact that possibly also translates the success of the welcoming project for adaptation developed at the João Batista Scalabrini day care center was the fact that at the end of the activities, many children refused to go home, even in the presence of their parents, because they wanted to stay more time at daycare.

In conclusion, the analysis of the data contained in the projects and in their execution, led me to infer that there was a great success in the implementation of the 2017 proposal, because, as we have shown, the parents themselves praised the actions and this provided a good time for dialogue between the pedagogical team, parents and children. I also noticed that there was great progress, compared to 2016, with regard in particular to the relationships of reciprocal affection involving the entire pedagogical team of the day care center and the children.

272

FINAL CONSIDERATIONS

In this work I was able to present a descriptive memorial about my life, bringing to mind facts and events, the most important of my life. With this memorial I was able to remember remarkable moments of my childhood, making me miss my childhood a lot.

With the studies I was able to understand that the construction of the Social Statute of the child went through a long process of modernization and ideological transformations until reaching the current conception of childhood and protection. Through the Federal Constitution, special legislation was created to protect the rights of children and adolescents,

on July 13, 1990, Federal Law No. Education is included as one of the rights of the child and must be guaranteed and provided by the State. It is considered that education takes place through social relations and that the school is the social environment in which these social relations take place. The school assumes the role of socializer and construction of knowledge.

Early Childhood Education, in particular, is currently presented as a strategy for opening horizons and possibilities for exploring children's creativity and criticality, taking into account the potential and particularities of children.

The conception that the child's first days at daycare or school would be difficult, filled with a lot of crying and sadness, considered as a necessary and normal evil, has been rethought and resignified by contemporary pedagogy. Currently, the pedagogical teams are intervening in this harsh reality and, implementing pedagogical actions that aim at welcoming par excellence, so that the child, when leaving his comfort zone and left in a strange environment with strange people, has this moment as a pleasant experience. , pleasant, fun, affectionate and healthy, making the child want to come back and be part of this new social group.

To support this study, field research was carried out at the João Scalabrini municipal nursery , where I was able to participate in the execution of the project to welcome children, from this year 2017, and thus, it became possible to make a comparison between the projects carried out in the years of 2016 and 2017, through data collection, which were subsequently analyzed.

Although the two projects of 2016 and 2017 are similar, I noticed that this year (2017) there was greater interaction, participation and affection between parents, children and the pedagogical team.

In conclusion, I emphasize that the 2017 reception project of the analyzed institution was well executed and with innovations, and the proposed objectives were achieved. The reception and adaptation process was successful, as the pedagogical team at the João Batista Scalabrini nursery, with great commitment, carried out the actions with excellence, in a creative way, which attracted and apprehended the attention, participation, and integration of children and parents. parents with the pedagogical proposal of the day care center and with the pedagogical team.

REFERENCES

ANDRADE, Daniela BS Freire. **Ed's child. children:** between emilias and little hats – Public Education Magazine - Cuiabá-MT – v.16 – nº B1 - May/August/2007 – p.97-104.

ANDRADE, Daniela BS **Early childhood education as a narrative place:** practices in socio-educational contexts in early childhood, 2017.

ARIES, Philippe. **Child and family's social history.** Translation by Dora Flaksman . 2 ed. Rio de Janeiro: LC Editora, 1981.

BARBOSA, Analedy Amorim; MAGALHÃES, Maria das Graças S. Dias. **The conception of childhood in the view of Philippe Ariés and its relationship with public policies for children.** Available at <<http://revista.ufrr.br/examapaku/article/viewFile/1456/1050>>. Accessed March 22, 2017.

BRAZIL. **Federal Constitution** of October 5, 1988.

_____. Law 5692/96. **Law guidelines and bases of national education.** UFSM, n/d.

_____. Child and Adolescent Statute. Law n. 8069, of July 13, 1990.

CAMARGO, P. **Disagreements between architecture and pedagogy.** Patio Magazine

Child education. Porto Alegre, year VI, n . 18, p.44-47, Nov. 2008.

CODE OF MINORS OF 1927. Law No. 17943 – A, of October 12, 1927.

CORREA, AFP **Comments on the Minors Code.** São Paulo: Saraiva & C. Editores, 1928.

CORREA, Mariza. **The city of minors:** a utopia of the 1930s. In FREITAS, Marcos Cesar de (Org.). Op. Cit., p.84.

COSTA, Maria Berencie Alho da. **History of care for underprivileged children in Rio de Janeiro: 1907 to 1927.** Dissertation by the Department of Social Service. Rio de Janeiro: PUC, August 1986, p.21 and 22.

DEKEUWER-DÉFOSSEZ, Françoise. **Lesdroits de l'enfant .** What do you know ? 3 ed. Paris: presses Universitaires de France, May 1996, p.03.

GADELHA, Grace; et al. **National plan to combat sexual violence against children and adolescents.** May 2013, p.7. Available in <<http://sdh.gov.br/assuntos/bibliotecavirtual/crianas-e-adolescentes/publicacoes2013/pdfs/plano-nacional-de-enfrentamento-da-violencia-sexual-contra-crianca-eadolescentes>>. Accessed March 4, 2017.

GODOY, Beth. **In addition to caring.** embracement and adaptation in early childhood education. 2010. Available at <<http://paraalmdocuidar-educaoinfantil.blogspot.com.br/2010/11/alhinho-e-adaptacao-naeducacao.html>>. Accessed March 4, 2017.

MATTOSO, Kátia de Queirós. **The slave's son.** In History of Childhood in Brazil. PRIORE, Mary Del (org). São Paulo: Context, 1991, p.90.

MOREIRA, Ana Rosa Picanço. **The collective organization of space and development possibilities in early childhood education.** Augustus, Rio de Janeiro, vol 8, n 17 jul /dec, 2003.

NONO, Maévi Anabel . **Organization of time and space in early childhood education.** – Research and Practice. UNESP – Institute of Biosciences, Letters and Exact Sciences, Department of Education, São José do Rio Preto, 20003.

ROSAS, Fabiane K; CONEK, Maria Inês. **The impact of domestic violence against children and adolescents on life and learning.** Knowledge Inter 14 active, São José dos Pinhais, PR. v. 2, no. 1, p.10-15, Jan / Jun , 2006. Available at <<http://www.mp.rs.gov.br/areas/infancia/arquivos/impacto.pdf>>. Accessed on Oct 2, 2016.

ROSSETTI-FERREIRA, MC et. Al. (Org.). **Actions in early childhood education.** 9 ed. São Paulo: Cortez, 2007.

SANTOS, André Michel do. **Education policy in Brazil: implementation of school social service.** Ps . ns , 2017. Available at

<<http://meuartigo.brasile scola.com/educacao/a-politica-educacao-no-brasilimplantacao-servico-htm>>. Accessed October 5, 2016.

SCANDELAI, Aline Linares de Oliveira; CARDOS, Danielli Negrao. **The importance of inserting social service professionals in each public-school unit.** SL, ns Available at <<http://intertemas.unitedo.br/revista/index.php/ETIC/article/viewFile/1121/1072>>. Accessed October 3, 2016.

275

SOUZA, Maria Cecília Braz Ribeiro de. **The conception of child for the historical approach.** Cultural: Marília, 2007.

SOUZA, Natália Moreira de; WECHSLER, Amanda Muglia . **Reflections on Piagetian theory: the concrete operational stage.** Cadernos de Educação: Teaching and society, Bebedouro, SP, 1(1): 134-150, 2014. Available at <<http://wnifafibe.com.br/revistasonline/arquivos/cadernodeeducacao/sumario/31/04042014074217.pdf>>. Accessed March 24, 2017.

ORTIZ, Cisele. **Between adapting and being welcomed.** Avisa-la Magazine, nº 2, 2000. Available at <<http://avisala.org.br/index.php/assunto/jeitos-de-cuidar/entre-adaptarse-e-ser-alhinho/>>. Accessed March 5, 2017.