

In-service Teacher Training: a Space for Disputes and Resistance

Formación de Profesores en Servicio: un Espacio de Disputas e Resistencias

Formação Docente em Serviço: um Espaço de Disputas e Resistências

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ABSTRACT: *To implement the Base Nacional Comum Curricular-BNCC (National Common Curricular Base) in Brazilian schools, a municipality in São Paulo carried out a teachers' training program to adapt curricula and teaching practices. Considering the technical and regulatory nature of the BNCC, we analyzed the teachers' training plans of eight full-time public schools aiming at verifying whether, within the scope of this regulatory policy, there is a path towards counter-regulation, with the foundations of integral education. Through document analysis and based on the policy cycle epistemology, we consider that in the context of practice, policies are not simply implemented. Our analyses, based on Freire, indicated that in-service training is a space of dispute and resistance. Although school teams are subject to the imposed guidelines, they can assume ethical and democratic positions, with humanist and emancipatory epistemological supports.*

TEACHING TRAINING. NATIONAL COMMON CURRICULAR BASE. INTEGRAL EDUCATION. PAULO FREIRE.

RESUMEN: *Para implementar la Base Curricular Común Nacional en las escuelas brasileñas, un municipio del Gran São Paulo propuso la capacitación en servicio, para adaptar los currículos y las prácticas docentes. Considerando el carácter técnico y regulatorio del BNCC, analizamos los planes de formación docente de ocho escuelas públicas de tiempo completo, con el objetivo de verificar si, en el ámbito de esta política regulatoria, hay espacio para la contrarregulación, manteniendo los fundamentos de la educación emancipadora integral. A través del análisis documental, consideramos, con base en la epistemología del ciclo de políticas, que en el contexto de la práctica las políticas no se implementan simplemente. Nuestros análisis, basados en Freire, indicaron que la formación en servicio es un espacio de disputas y resistencias. Al mismo tiempo que los docentes están sujetos a las pautas impuestas, pueden asumir posiciones y principios éticos y democráticos, con supuestos epistemológicos humanistas y emancipatorios.*

ENSEÑANZA ENTRENAMIENTO. BASE CURRICULAR COMÚN NACIONAL. EDUCACIÓN INTEGRAL. PAULO FREIRE.

RESUMO: Para a implementação da Base Nacional Comum Curricular-BNCC, um município da Grande São Paulo tem realizado formações em serviço visando à adequação de currículos e práticas de ensino. Considerando o caráter tecnicista e regulatório da BNCC, analisamos os planos de formação docente de oito escolas públicas de período integral localizadas nesse município, com o objetivo de verificar se, no bojo dessa política regulatória, há espaço para uma contrarregulação, mantendo os fundamentos da educação integral. Por meio da análise documental consideramos, com base na epistemologia do ciclo de políticas que, no contexto da prática, as políticas não são simplesmente implementadas. Com os fundamentos de Freire, concluímos que a formação em serviço é um espaço de disputas e resistências e as equipes escolares, apesar de estarem submetidas às diretrizes impostas, podem assumir princípios éticos e democráticos, com pressupostos epistemológicos humanistas e emancipatórios.

FORMAÇÃO DOCENTE. BASE NACIONAL COMUM CURRICULAR. EDUCAÇÃO INTEGRAL. PAULO FREIRE.

Introduction

Our research and studies take place while the world faces a terrible pandemic provoked by the COVID-19, which resulted in unemployment and poverty, increasing inequalities in Brazil. The resulting damage for students in the disadvantaged areas of the country are unquestionable. They struggle to have remote classes, either for the lack of technological equipment and internet access, or due to the difficulty to access teaching material and even lack of domestic structure to study. The neoliberal thesis, however, considers inequality as a side effect, which tends to be naturalized. With the changes in social relations, which were required to prevent the virus spread, the discourse of a “new normal” was established, disregarding that even before the pandemic, our society did not live in “normal” world.

At least it does not seem to be normal that 51.2% of the Brazilian population over 25 years old had not completed basic education (IBGE Agency, 2020) before the pandemic. Likewise, it is not normal that over 2 million children and adolescents from 5 to 17 years old are in a situation of child labor, and from these 64.1% are Afro descendants. This data clearly indicates that the access to school is limited in our society.

Brazil has not been able to universalize basic education or reach the targets set in the *Plano Nacional de Educação* – PNE (Education National Plan) for the period from 2014 to 2024, according to the report published by the *Campanha Nacional pelo Direito à Educação* (National Campaign for the Right to Education).

PNE has not been followed. Instead, a series of public policies are being implemented, which go against it, that is, discriminatory and excluding policies, censorship and emptying of the school as a live, democratic, transforming and free space. Thus, the noncompliance with the Education National Plan is in the center of the barbarism that permeates the national education (Campanha Nacional pelo Direito à Educação, 2020, p. 55).

In such scenery of abandonment, education follows with programs that reaffirm the standardization and regulation policy based on the *Base Nacional Comum Curricular* – BNCC (National Common Curricular Base), a document of normative character that defines a “set of essential learning”, indicating “knowledges and competences that all students should develop throughout their education” (Brasil, 2017, p. 7).

The document, which organizes a set of theme units, objectives and abilities defined for each school year in the whole country, presents the narrative of integral education, but distorts this concept with the logic of standardization and fragmentation of the school subjects. Without taking into consideration that integral education requires the necessary “critical insertion” (Freire, 2001, 2005) of the students into their own reality. The document fails to address social issues and the necessary public

policies that guarantee constitutional rights to all Brazilian citizens, promoting a curricular model that is close to the technicist education.

To implement the BNCC in all school in the country, the education networks were instructed to carry out teachers' training programs. This training aims to adjust curricula and teaching practices, disregarding the integral education policies that were proposed in previous governments, as highlighted in the *Programa Mais Educação* (More Education Program), started in 2010.

Therefore, we can say that the *Programa Mais Educação* proposes that we should think and practice Integral Education from the articulation education-territory, considering the education of the education subjects as inseparable from the relations and transformations occurring in the environment, from the understanding of the territorial character of the educational processes in the school and in the city, without losing the protagonist role of the school (Brasil, 2014, p. 18).

The discontinuity of the education policies is a fact in our country, since they are not elaborated with the broad participation of society and teachers. One of the reasons is that the latter are considered only executors and implementing agents of the policies defined at higher levels. Moreover, the school "as a social institution, is given different meanings according to the ideologies that cross our societies" (Benavente, 2011, p. 1). Every time a new government take office, new guidelines are put forward.

On the other hand, teachers can and should present critical positioning, reinterpreting and recreating policies. This should be part of their professionalization process, supported by the academic production and the fight of representative entities, through collective reflection in the school spaces.

In such context, this paper presents our analyses of the teachers' training plans of eight public schools in a municipality belonging to the Great São Paulo, which assist full time students, in the perspective of integral education. The teachers' training plans were analyzed aiming to verify whether, in the scope of this regulatory policy there is space for counter-regulation, keeping, in the documents, the fundamentals of integral education that is also critical and emancipatory.

The epistemology of the policy cycle elaborated by Ball, Maguire and Braun (2016) proposes that policies are not simply implemented. In the practice contest, there is room for reinterpretation and recreation, mainly when considering that the education practice is historical and teachers follow a personal and professional education path that does not allow the simple execution of programs and policies.

This is a documental study that analyzes the voices of the teachers' teams in the written documents (Lüdke & André, 2015). Freire (2001, p. 36), stated that the "impossibility of neutrality in education" implies the identification of the educators' positioning and the options defended. When a "democratic option" is defended, they reject the understanding of education as "a mechanical act of transfer of knowledge" or "ready-made packets of knowledge" (Freire, 2001, p. 36). The democratic educator refuses a "narrow view of the school as an exclusive space of lessons to teach and lessons to learn", understanding, however, that the school is not immune to "fights, conflicts that occur outside its walls in the distant world" (Freire, 2001, p. 36). With the principles of Freire's critical and emancipatory education, we present the analyses of the teachers' training plans of eight public elementary schools.

1 *Base Nacional Comum Curricular*: contradictions and resignifications

In 2017, after a troubled process that led to the impeachment of the president Dilma Rousseff, the *Base Nacional Comum Curricular* – BNCC (Brasil, 2017) was published with the amendments proposed by the new team that took over the Education Ministry.

The BNCC was widely criticized by educational entities that verified setbacks in that policy, mainly the last version published as the legal document to be implemented in all Brazilian schools. The opposing manifestations emphasized the anti-democratic character of the policy that privileged the market interests (*Associação Nacional pela Formação dos Profissionais da Educação* – ANFOPE (National Association for the Education of Education Professionals) (Anfope, 2017).

A public note by the *Associação Nacional de Pós-Graduação e Pesquisa em Educação* – ANPED (National Association for Post-Graduation and Research in Education) (Anped, 2017) considered that the BNCC was inspired by models of curricular centralization such as the “American Common Core, the National Curriculum developed in Australia, and the Chilean curricular reform – all these experiences were widely criticized in several studies carried out on such changes in each of these countries”.

In the BNCC document, contradictions can be found that are difficult to overcome, since they can lead to misinterpretation and hide the document real purpose. The terms “integral education” and “integral training” are mentioned in a seemingly progressive approach; however, a thorough analysis indicates that such terms are given a new meaning when presenting a list of competences and abilities that must be developed in each year and in each school subject.

Different from the BNCC organized by year of schooling, the progressive and democratic conception considers that one of the pillars of the integral education is the overcoming of subject fragmentation, which is another setback in the document.

Many schools in Brazil have adopted the basic education cycles (Mainardes, 2006), grouping students according to their development phase. This option, provided for in the *Lei de Diretrizes e Bases* – LDB (Base and Guideline Law) (Brasil, 1996), was not respected in the document, which sets a list of specific abilities in each school subject according to the school year, in opposition to the cycle concept. A code identifying each ability demonstrates a technicist practice to make evaluation easier, whose standardization serves a control mechanism which is clearly in disagreement with the integral education narrative.

The relation with territory, another principle of the integral education, is not included in the BNCC. The text of the document is aligned to the neoliberal thesis, approaching education to the entrepreneurial logic, which does not aim to understand and transform reality. It does not recognize the cities as “educators and learners”, with all their contradictions (Gadotti, 2009). It disregards that the “the city is us too, our culture, that, originating from it, in the body of its traditions, makes and remakes us. We profile the city and are profiled by it” (Freire, 2001, p. 14). For this reason, the city memory “its museums, culture and art centers are the live soul of the creator motivation, of the signals of the spirit adventures. They speak of different times, peak, decency and crises” (Freire, 2001, p. 14). And they also speak of indecency, the production of inequalities and injustice. Thus, education in the integral education perspective is inseparable from the relation with the city.

A lot of the education task implies our political position and, obviously, the way we exercise the power over the City and the dream or the utopia in which the policy is embedded, at the service of what or whom it is done. It includes the public expenditure policy, the cultural and educational policies, the health policy, the transport and leisure policies (Freire, 2001, p. 13).

The abilities listed in the BNCC do not take into consideration the relationship between content and critical analysis that questions the reality and the policies. In many Brazilian cities, for example, the health assistance is precarious, the population do not have proper access to drinkable water and basic sanitation, however, this situation is ignored in the list of themes and abilities. The document intends to

teach students the importance of using water consciously without any reference to the public policies that keep the populations unassisted, causing diseases and disrespecting people's fundamental rights. The integral education proposed is not emancipatory.

The document also neglects concepts and themes relevant to the integral education that were already inserted in the school curricula of many schools. Regarding this aspect the *Fórum Nacional de Educação* (Education National Forum) observes:

The Ministry of Education positioning, when suppressing concepts and themes that are fundamental for the promotion of human rights and the valuation of diversities, in a country marked by machismo, homophobia and misogyny, ignore the fact that inside education institutions and outside them, people are marginalized and become victims of prejudice and violence, and consequently, drop school and/or see several life opportunities being taken from them (Fórum Nacional de Educação, 2017, p. 2).

The BNCC has no intention of educating participant citizens that are able of a “transformative praxis” (Freire, 2005, p. 46) with the purpose of strengthening a more equal society, overcoming prejudice and racisms that are structural in our country. The policy only expects that students develop competencies to face the job market competition, in the credentialism based education model (Arroyo, 2000).

Education has been coopted by the entrepreneurial logic to train competent workers, with the presence of the “corporate reformers in education” (Freitas, 2012), and this logic is also observed in the teachers' training guidelines, which is discussed below.

2 BNCC in teachers' training

To implement the BNCC, events started to be promoted in 2018 and distance courses were offered to teachers with a standardized education, in a model that does not recognize the teaching job as an education principle and humanizing action (Frigoto, 1985), or even its social and historical character in the knowledge production (Freire, 2001). In such model, the understanding of teachers as policy implementing agents is observed.

In 2019, the Education and Culture Ministry -MEC published a preliminary version of the *Diretrizes Curriculares Nacionais e Base Nacional Comum para a Formação Inicial e Continuada de Professores da Educação Básica* (National Basic Guidelines and Common National Base for the Initial and Continuous Education of Elementary Education Teachers), confirming the purpose of “supporting the conception, formulation, implementation, evaluation and revision of curricula and teaching proposals” of all schools in the country, pursuant to the BNCC, through a national coordination, for the “due alignment of educational actions and policies, mainly the policy for the initial and continuous education of teachers” (Brasil, 2019, p. 1).

The document published promotes a utilitarian education, proposing a teaching practice that develops competences in children, adolescents, youngsters and adults, with the purpose of obtaining better conditions of “employment and other variables linked to the person's wellbeing such as health and interpersonal relationships” (Brasil, 2019, p. 16). As if people's success or failure depended solely on their own efforts.

The absence of questioning of this policy in the teachers' education shows a belief in an education that is “deceivingly” (Freire, 2001) neutral, which keeps the discourse of integral education to avoid the critique to capitalist principles and reinforce its hegemonic power. In teachers' education, the understanding of the oppressing and unequal reality is hampered, it does not allow the teachers' “critical insertion” (Freire, 2001, 2005), with false pretenses of education without ideology defended by ultraconservative agents.

In that guideline, the education aligned to the BNCC is divorced from the territory, not providing for the teachers to know the city and the students' world: Where do they live? How do they have fun?

Where do they go to? Do they have access to health, culture and leisure? Are they assisted by the basic services of sanitation, water, electricity in their households?

Likewise, it is not open to know the teachers, their personal and professional trajectory, their education and the everyday work: How do they understand the purposes of the school education? Which curriculum do they know? Which methodology do they use? How do they evaluate their students? What kind of relationship do they have with students and their families? Do they take part in the school management? What are their objective work conditions?

The model of teachers' training used to implement the BNCC, of a technician character is away from the social and school reality and the individuals involved, serving only a controlling school that excludes critical thought. Statistical data has shown that economics influence in the elaboration of such education policy, with centralized and authoritarian decisions, providing for education objectives that adjust the individuals to a society ruled by the free market laws as pointed out by Maués (2009), Freitas (2012, 2013, 2014), Adrião et al. (2019), Libâneo (2019), among others. According to the fundamentals of the policy cycle epistemologies (Ball et al., 2016), the context of creation of this policy is observed to be under the influence of corporate and political groups defending their own interests. The ideological, philosophical, religious and political convictions of dominant groups form a powerful network of influences are distant from the humanistic purposes of education.

The justifications for education policies created by those groups present general arguments, such as improving students' performance in standardized tests, avoiding school evasion, and correcting the flow, without taking into account the complexity and the multiple factors that impact the data they present. Denying the need for policies at different levels, they consider the school teams responsible for the successes and failures in education. Such responsibility is materialized with the offer of courses that defend that teachers must change their practice.

Without a deep analysis of the social and educational reality of the country, the school staff do not have a voice in these policies that intend to guide and regulate their practice. Whenever the government changes, new reforms and packets arrive at schools, proposing new changes under the responsibility of the school teams, leading the society to blame them for the failure and deficiencies in the Brazilian education.

In this scenery, we analyzed the teachers' training plans of eight public schools that assist students in the first years of elementary school. Our aim was to identify, in these plans, how the BNCC is introduced and whether there is evidence of resistance, keeping the fundamentals of the emancipatory integral education, which proposes critical thought and an inquiring look at the reality with gradual construction of the individuals' critical awareness (Freire, 2005).

Freire (1974, p. 8) thought that the education is a human phenomenon that requires the understanding of the purposes of education according to the desired society.

If, for some, men [women and all people] are beings that adapt to the world (understanding world not only in its natural sense, but rather structurally and socio-culturally), their education action, their methods, their objectives must adjust to this conception. If, for others, men (women and all people) are beings that transform the world, their education must follow another path.

If the teachers refuse to transform their learners in objects through a mechanical and authoritarian action, if they recognize the "ontological vocation" of the "individual who operates to transform the world" (Freire, 2005, p. 47); if they see education as a process of action-reflection upon the world and with the world for gradual construction of critical awareness (Freire, 1974, p. 16-17), they cannot be indifferent to the policies and projects that intend to tame and adapt teachers and students to a supposedly unchangeable reality.

However, it is vital to recognize that the neoliberal policies and the neoconservative agendas interfere in the initial education, in the education professionals' objective work conditions. They provoke

weaknesses in their development, influencing programs and guidelines set by the central and local administration, which might hamper or retard the construction of their “critical awareness” (Freire, 2005).

Taking all that into consideration, we proceed to the analysis of the teachers’ training plans of eight public schools from the municipal education system in the Great São Paulo.

3 Analysis of the teachers’ training plans

Education policies, which define guidelines and targets, impact the organization of basic education schools, influencing the Political-Pedagogical Project and the teachers’ education. Such policies disregard a diagnosis of the social and educational reality of the country and all the diversity found in states and municipalities for being elaborated by specialized teams in the government that take the central power, imprinting their political and ideological convictions in those policies.

In 2018, the municipal education system being analyzed started the creation of a teachers’ training targeting the professionals working in those schools for the implementation of the BNCC, which led to the reformulation, in the following year, of the training plans at the school level.

Aiming at verifying whether within the scope of that regulatory policy there is room for counter-regulation, keeping the fundamentals of critical and emancipatory integral education, we analyzed the teachers’ training plan of eight schools in the municipal education system in the Great São Paulo that assist full-time students in the perspective of integral education. The documents are available on the internet, which confirms their authenticity and reliability.

The qualitative approach adopted to the document analysis (Lüdke & André, 2015) was considered suitable to this investigation, due to the research objectives. Document analysis is specially indicated “When the researcher’s purpose is to study the problem from the point of view of the individuals, that is, when the individuals’ language is vital for the investigation. In such situation, all the subjects’ written production is included” (Holsti, 1969 cited by Lüdke & André, 2015, p. 46).

The documents are “a powerful source from where evidence can be retrieved that base the researcher’s affirmations and statements [...] they are produced in certain context and provide information about this same context” (Lüdke & André, 2015, p. 45).

Therefore, we identified that the teachers’ training plans are elaborated following instructions by the Education Secretariat, and inserted in the Pedagogical-Political Projects of the schools that changed with the BNCC publication.

The planning of weekly meetings with the school teams had to give space to the training related to the BNCC, which led us to analyze the consequences in the teachers’ training plans elaborated in 2019.

Such plan is developed during the school year under the coordination of the management team, mainly the teaching coordinator. The assumption that in these schools’ plans we would find elements indicating the valuation of integral education was confirmed.

In fact, the schools Pedagogical-Political Projects presented references to the students’ integral (holistic) education, mentioning principles considered fundamental, from which we highlight, according to the documents: understanding the wholeness of the human being, respecting and considering the diversity of learners’ knowledges, cultures, values and beliefs; integrating knowledges; articulating school subjects and professionals; extending school time as an indicator of better learning opportunities; diversifying school spaces and teaching projects; students participating in the school planning and decision making.

Through integral education, the schools recognize, according to the PPP, the human beings’ multiple dimensions and the peculiarity of the teaching job as a function of the students age range and the different groups they belong to. From this understanding, the school teams set their objectives and content, which led us to the conclusion that the BNCC policy, which standardizes objectives and themes, is not being simply implemented, as defended by the policy cycle epistemology (Ball et al., 2016). But there are different levels of elaboration.

In the presentation of analyses, to protect the identity of the school units, the documents were identified as PF1, PF2, PF3, PF4, PF5, PF6, PF7 and PF8. Since the documents under analysis are elaborated by the school team, following instructions by the Education Secretariat, the same items were found in all teachers' training plans: theme, objectives, contents, education action and schedule. We could observe that part of the teachers' collective work time in 2019 was dedicated to the training prepared and coordinated by the Education Secretariat to implement the BNCC. The remaining time planning was under the responsibility of the school management team, revealing, initially, a fragmented education.

After floating reading the documents, categories were defined according to the "theoretical background supporting the research" (Lüdke & André, 2015, p. 50). Based on Freire's thought, teachers' development is considered a continuous and permanent process, aiming at emancipation and construction of critical and autonomous thinking. This implies the preparation of a curious and questioning professional, who understands the relevance of their social role in the education of all students, also implying knowing all their students, identifying their knowledges, culture, beliefs and values, the place where they live and dream of.

Taking the theoretical background as a starting point, categories were defined, but, due to the scope of this study, only two will be presented. In the first category, we sought to identify whether the teachers' training plans contain an investigation of the context where the education action takes place. That is, whether there is information about the teaching staff, the real situation of the school and the reality where the students and their families live. An action that Freire (2014) considers the starting point for any education process when it intends to "establish some intimacy between the curricular knowledges that are fundamental for the students and the social experience these students have as individuals" (FREIRE, 2014, p. 32).

The second category sought to identify whether there is a definition of the generating theme (Freire, 2005) of the teachers' training plans that considers the team education priorities. The themes listed by the teams and the contents of the training plans were subjected to analysis.

3.1 First category: reality investigation

The results of preliminary analysis pointed out that the eight Political-Pedagogical Plans presented the institution history and other data along with an evaluation that had been carried out in the previous year. There is information about the school structure, its general organization and some notes regarding the difficulties faced by the team, including in relation to work conditions.

All the PPP included a detailed characterization of the school community, reporting the neighborhood characteristics, households, the existence of community health agents, health emergency unit, health basic unit, means of transportation, basic sanitation and water supply. The also presented data regarding churches, cultural and leisure sites, associations and popular groups, among other information about the neighborhood.

The documents also presented evaluations by the families that were invited to talk about the school general organization and the teaching work developed there. The evaluations were considered in the definition of actions and projects for the improvement of teaching conditions, which included administrative, structural and material adjustments. In PF2, students were also heard and their contributions were included in the PPP, demonstrating that the school team really considered their participation and their families'.

All documents present a chart with the name of each professional in the school, position, academic background and work hours.

In PF5 other data was also collected using questionnaires, which include the teachers' academic qualification, courses concluded, time of teaching experience, their considerations about the teaching-learning process, among other information. We would like to emphasize the relevance of this plan for the importance of knowing the teachers' team, with organized and systematized data.

The elements included in the PPP might indicate that the standardization proposed in the BNCC were subjected to some criticism by the teachers' teams, since the integral education adopted in the eight schools does not promote competition, efficiency and meritocracy. The investigation on the reality and the individuals' data appears in all plans, evidencing an education concept that takes into consideration the individuals in the situation.

We could observe, however, that it is still necessary to advance in the elaboration of teachers' training plans, explaining the relation between the data collected, the curriculum and the teaching actions. This disarticulation became evident in the second category analyzed.

3.2 Second Category: generating theme and its characterization

When the training plans were analyzed, we observed some difficulty in establishing priorities for the teachers' training process. The weekly meetings served different purposes, from the transmission of messages and information to the planning of unforeseen demands. As stated before, the external interference in the school organization overlaps with the Political-Pedagogical Project and provokes an overload of work. Too many contents are discussed with the teachers' teams in these weekly meetings, some of them are defined from the Education Secretariat – ES - guidelines, but there are also bureaucratic demands. The BNCC, in the Human Sciences area, appears as part of the content in all plans, whose training is under the coordination of the Education Secretariat as a distance learning course. All teachers have to access the content through the Learning Virtual Environment – AVA/MEC, which occupies part of the time destined to the collective meetings. The content of this training coordinated by the ES is not resumed in collective discussion by the school team, which, in the remaining meetings, addresses other themes, including other areas of the BNCC.

This paper does not address the courses coordinated by the ES, only presenting the analysis of the themes defined by the schools. To present these analyses, the training plans were organized in three blocks, considering the elements that they have in common.

The **first block** refers to PF1, PF4, PF5 and PF7, which presented little information, not always justifying the choice of themes and contents they proposed to the teachers.

In PF1, the mathematics content in the BNCC was addressed, in addition to approaching “creative learning” and culture maker, with a reduced workload. The purposes of such choices are not explicit. It seems to us that the relevance of technology based on the innovation idea might result in speeded up training, which limits the teachers' reflection upon the pedagogical practices that include technology in integral education.

In PF4, the only information included is that the team is new, which requires the introduction of the school documents to this group of work, in addition to “experience exchange” between the teachers. It is common for the management teams to take responsibility for the training of new teachers, who many times are unexperienced. For this reason, they sometimes opt for strategies that are considered more efficient for a fast preparation such as “experience exchange”. The risk of this option is the lack of consistent theoretical support that allows the understanding of the purposes of teaching and fundamentals of the education practice.

PF7 proposes the study of the BNCC for the mathematics area in distance courses, since the meetings at school should be used for lesson planning and collective events. The relation between the study of mathematics and the teachers' training plan is not clarified.

It seems relevant to highlight the positive differential presented by PF5 for providing detailed information about the community, the school, and the teachers, whose data justified the elaboration of the teachers' training plan, but, due to the high number of themes, they organized weekly meetings for the “study of practices” without presenting theoretical-methodological grounds to support the analysis of those practices.

The **second block** includes PF2 and PF6, which justify the contents selected and present a more critical positioning when compared to the previous plans.

PF2 presents an introductory text, defining the option for the theme “Mathematics”, which is studied and analyzed starting from the federal government programs previously adopted, such as the *Parâmetros Curriculares Nacionais* (BRASIL, 1998) (National Curricular Parameters), *Pacto Nacional para Alfabetização na Idade Certa* (BRASIL, 2012) (National Pact for Literacy at the Right Age), *Diretrizes Curriculares Nacionais* (BRASIL, 2013) (National Curricular Guidelines), and BNCC (BRASIL, 2017). Although there is no data about the mathematics teaching evaluation in that institution that could justify the choice of this theme, the analysis of several programs, in addition to the BNCC, might indicate that the school team preserves the criticism principle based on the study of different policies and authors mentioned in the plan.

PF6 indicates the theme “Mathematics” as a priority for the fortnightly meetings, for having identified the need for this training. The team proposed such study supported by the material from the *Pacto Nacional para Alfabetização na Idade Certa* (BRASIL, 2012) (National Pact for Literacy at the Right Age), a program devised by a previous government that had been adopted in the school Political-Pedagogical Project.

In both schools, the continuity of the study of previous policies indicates that they did not abandon what had been studied and discussed by the team before the BNCC, which might reveal a more critical positioning. These plans show that a policy is not simply substituted by another, even if all of them have to be critically analyzed.

Plans PF3 and PF8 are in the **third block** and present the fundamentals of integral education. In PF3, the introductory text communicates the educational principles of the Political-Pedagogical Project, emphasizing that the integral education is adopted collectively by the teachers and workers, with strategies for the organization of time and space, and inserting current themes in the curriculum such as peace culture, combat to the violence against women and children, environment pollution, Afro-Brazilian and indigenous history and culture, as well as ethnic, gender, socioenvironmental issues, preservation of the neighborhood’s and the individual’s memory, and appropriation of technological knowledges and communication. These themes, present in the school curriculum, indicate autonomy in relation to the BNCC, which is not adopted by this team without reflection and is not limited to fragmented content. In this plan, the school democratic management is highlighted, and is also a content to be addressed with the teachers’ team.

To end our analyses, we would like to highlight PF8, which demonstrated a very consistent training plan, explaining the purposes of the school and setting clear and articulated objectives for the teachers’ training.

In PF8, we found the characterization of the school team and the justification for the collective meetings, focusing on integral education to rethink the curriculum, the pedagogical proposal and the education projects, boosting the construction of a training trajectory that is needed for the education qualification. According to the document, this training process aims at education that creates opportunity for the individuals’ development in all dimensions – intellectual, physical, emotional, social and cultural - recognizing the collective interactions in the pedagogical work. The items included in the definition of objectives for the training plan are: deepening of the studies related to the concept of integral education; collective planning of pedagogical proposals aiming at the multiple possibilities of learning through access to the culture, arts, sports, science and technology; re-elaboration of the curriculum, bearing in mind the students’ integral education considering all dimensions; articulation of different times and spaces of learning, considering diversity; recreation of routines, aiming at the relationships between people and knowledge, and promoting analyses of the evaluations in the construction of the curriculum.

PF8 deepened the theme “integral education”, defining the necessary contents for the study of such theme. In that document, the BNCC is not taken as a prescription, and the collective study is important to establish possible relations with the school PPP that has been devised by the team. The analysis of this plan indicates possibilities to the critical and emancipated development of teachers and students.

Final Considerations

Despite the critique to the technician and regulatory character of the federal government policy with the BNCC publication, its implementation has occurred all over the country, impacting the educational meetings occurring in schools.

Regarding the policy cycle epistemology, we reached the conclusion that the school teams are subjected to the imposed guidelines and at the same time can achieve, in the practice context, some level of autonomy, experiencing difficult contradictions that indicate possibilities of advances in relation to the humanistic and democratic education. These possibilities were explicit in the training plan of two schools and were seen to be more limited in the other six plans.

Despite the attempt to implement the ideological assumptions of the BNCC, we identified, mainly in the documents of two schools, some content that favored the integral education valuing the teachers' and students' knowledges, experiences and cultures. They devised strategies to intensify the families' and students' participation in junior councils and school assemblies as well as other actions that indicated a more democratic educational relationship.

The policy cycle epistemology allowed us to infer that in the practice context, policies can be reinterpreted and recreated, taking counter-hegemonic positions.

Supported by Paulo Freire, we reached the conclusion that the in-service training is a space of disputes and resistance, and the school is expected to support "the bourgeois power", but at the same time it can "unveil the reality concealed by the dominant ideology". To achieve such objective, "the clearness of the policy" is indispensable, necessary, but not sufficient", one of the obstacles is the "educators' incoherence" (Freire, 2001, p. 29).

Such incoherence, according to Freire, that we found in some of the plans analyzed, is also the result of a prescriptive and regulatory education process, of education policies that are changed according to the ideology of the different governments that take power, and the difficult work conditions, among other factors that hamper the understanding of the reality.

Freire pointed out some paths, defending that we are conditioned subjects, but not determined, recognizing the critical capacity of each person to "understand and have an intelligent perception of the world, and interfere in it technically, ethically, aesthetically, scientifically and politically" (Freire, 2001, p. 9). In addition, schools can be collective spaces of resistance and resignification of policies, since the professionalization process is a social and historical construction, which enables critical and counter-regulatory positionings.

Teachers' education is not ended in the sphere of the programs elaborated by education systems or schools. In the COVID-19 pandemic context, educators' collectives have been formed and seen as important arenas of resistance against the oppressive reality. With the internet resources, spaces of participation are created in several events in the education, culture, and politics areas, for example, which optimize the inquiring dialogue with other educators and researchers to broaden the critical view of the reality. These are collective possibilities of permanent education that favor "the observation of inconsistencies" to overcome them, which is "in itself, already, an ethical exercise" (Freire, 2001, p. 22). Thus, "the more inserted the educator is in this reality, which puts them *in the situation* and the more they reflect upon the *situationality*, the more [the educators] become subjects, confirming themselves as beings with options" (Freire, 1974, p. 12, italics by the author).

Therefore, we concluded that the teachers' training plans must advance in relation to a conception of education that recognizes the participation of the teachers' team in the investigation of reality, in the definition of priority themes and the theoretical-methodological planning for the preparation of that team, which means to devise a training plan *with* teachers rather than *for* teachers.

Understanding the political, social, economic and cultural conditioning factors that strike society and the education is vital for the construction of another view for the teachers' education and professionalization process, recognizing the possibility of "reinventing the world towards ethics and aesthetics that go beyond the existing patterns" (Freire, 2001, p. 19). Freire's theoretical principles offer

the philosophical and epistemological basis for an “unveiling”, “unobscured” education that “enlightens social and historical weave” (Freire, 2001, p. 23). An education that is strictly critical and transforming, for the gradual construction of the teachers’ praxis is a message of hope.

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