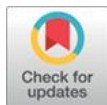


Teaching Profession Movement (PD): Conceptions about Initial Teacher Training

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Abstract

This article aims to identify the conceptions of the Teaching Profession Movement regarding the initial training of teachers. Regarding methodological aspects, a qualitative methodology was used, with bibliographic and documentary research procedures, of a descriptive, analytical and interpretative nature. In order to characterize the Movement, information was initially sought from the official channels of the Teaching Profession Movement. In this way, it was verified how it was configured, the “partner” institutions and its vast documentary production. Therefore, the document was listed for analysis: *The teacher we want: quality factors in initial teacher training*. The theoretical framework is represented by Freitas (2024), Hobold (2023), Simionato and Hobold (2021), among others. As for the results, the conceptual and ideological basis linked to the pedagogy of skills and competencies and the intentionality of control over initial teacher training by private apparatuses of bourgeois hegemony were identified.

Keywords

Teaching Profession Movement; private apparatus of hegemony; discursive strategies; BNC - Initial Teacher Training.

Movimento Profissão Docente (PD):

concepções sobre a formação inicial de professores

Resumo

Este artigo objetiva identificar as concepções do Movimento Profissão Docente acerca da formação inicial de professores/as. Quanto aos aspectos metodológicos, empregou-se uma metodologia de abordagem qualitativa, com procedimentos de pesquisa bibliográfica e documental, de caráter descritivo, analítico e interpretativo. A fim de caracterizar o Movimento, inicialmente se buscaram informações nos canais oficiais do Movimento Profissão Docente. Dessa forma, verificou-se como ele se configurou, as instituições “parceiras” e a sua vasta produção documental. Assim, elencou-se para análise o documento: *O professor que queremos: fatores de qualidade na formação inicial docente*. O referencial teórico é representado por Freitas (2024), Hobold (2023), Simionato e Hobold (2021), entre outros. Quanto aos resultados, identificaram-se o embasamento conceitual e ideológico atrelado à pedagogia das habilidades e competências e a intencionalidade de controle sobre a formação inicial docente por parte dos aparelhos privados de hegemonia burgueses.

Palavras-chave

Movimento Profissão Docente; aparelhos privados de hegemonia; estratégias discursivas; BNC - Formação Inicial de Professores.



Movimiento de la Profesión Docente (PD): conceptos sobre la formación inicial docente

Resumen

Este artículo tiene como objetivo identificar las concepciones del Movimiento del Profesorado respecto a la formación inicial de los docentes. En cuanto a los aspectos metodológicos, se utilizó una metodología cualitativa, con procedimientos de investigación bibliográfica y documental, de carácter descriptivo, analítico e interpretativo. Para caracterizar el Movimiento, inicialmente se buscó información en los canales oficiales del Movimiento del Magisterio. De esta manera se constató cómo se configuró, las instituciones “socias” y su vasta producción documental. Por ello, quedó para su análisis el documento: *El docente que queremos: factores de calidad en la formación inicial docente*. El marco teórico está representado por Freitas (2024), Hobold (2023), Simionato y Hobold (2021), entre otros. En cuanto a los resultados, se identificaron las bases conceptuales e ideológicas vinculadas a la pedagogía de habilidades y competencias y la intencionalidad del control sobre la formación inicial docente por parte de aparatos privados de hegemonía burguesa.

Palabras clave

Movimiento de la Profesión Docente; dispositivos privados de hegemonía; estrategias discursivas; BNC - Formación Inicial Docente.

1. Introduction

This article aims to identify the Teaching Profession Movement's (PD) conceptions about initial teacher training based on the following question: What are the PD's conceptions of initial teacher training? The objectives are to characterize the PD and list its discursive strategies for implementing the Common National Base (BNC) for the Initial Training (Resolution No. 2/2019 of the National Council of Education – CNE).

With this intention, we used the principles of a qualitative methodology, with bibliographic and documentary research procedures of a descriptive, analytical, and interpretive nature, to characterize the Movement through information on the institution's official channels. In this way, we identified its setup, the “partner” institutions, and its vast documentary output.

Given the limits of this article, we will focus only on the document: *The teacher we want: quality factors in initial teacher training* produced by the PD in 2021, in partnership with other institutions. We selected this document because we believe it represents the Movement's conceptions of initial teacher training. Its analysis allows us to identify the discursive strategies for implementing the BNC for the Initial Training

(Resolution No. 2/2019/CNE), as required by the Private Apparatuses of Hegemony (APH).

This study, in addition to the Introduction and the section dealing with methodological aspects, is organized into the following sections: The first, “The Teaching Profession Movement and its Offensive on Teacher Training,” seeks to characterize the PD, identify its partners, and describe its fields of action and influence, as well as contextualize the situation in which it became official.

The second section, “The Teacher We Want?” analyzes the document *The teacher we want: quality factors in initial teacher training*, produced by the DP in 2021, and demonstrates the APH’s conceptions of initial teacher training. Finally, the Final Considerations summarize the discursive strategies and the conceptual, legal, and ideological support of the document and its alignment with the National Common Curriculum Base (BNCC) and Resolution No. 2/2019/CNE (BNC - Initial Training).

2. Methodology

As mentioned above, this article aims to identify the PD’s conceptions of initial and continuing teacher training. Based on the objectives and the problem, we consider a qualitative methodology appropriate, with descriptive, analytical, and interpretative bibliographical and documentary research procedures.

According to Minayo (2001, p. 21), qualitative research focuses on the universe of “[...] meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes, and phenomena that cannot be reduced to the operationalization of variables.” Regarding the research procedures, we opted for bibliographical research, starting with existing materials (Gil, 2002) and reviewing the accumulated production on the subject of study (Silva, 2014), as well as documentary research, which involves “[...] materials that have not yet received an analytical treatment, or that can still be reworked according to the research objectives” (Gil, 2002, p. 46).

We sought information from the institution’s official channels to characterize the Movement. In this way, we identified its setup, the “partner” institutions, and its vast documentary output. The document analyzed was *The teacher we want: quality factors in initial teacher training* produced by the PD in 2021 in partnership with other bodies and

institutions mentioned throughout the text. After reading and pre-analyzing, we chose this document because it represents the Movement's conceptions of initial teacher training and allows us to identify the strategies used by the APHs for implementing the BNC for the Initial Training (Resolution 2/2019/CNE). The data was analyzed in light of the study's theoretical framework, represented by Freitas (2024), Hobold (2023), Simionato, and Hobold (2021).

3 The Teaching Profession Movement and its offensive on teacher training

The PD, according to information on its official website, presents itself as “[...] a coalition of third sector organizations that work for the improvement of education and have joined forces to enhance the teaching career and strengthen the work of teachers across the country” (PD, 2023). The “Who we are” section also emphasizes that “[...] strengthening the teaching profession is the best way to raise the quality of Brazilian education with equity” and that “[...] teachers are the main agents of transformation in education” (PD, 2023). The institutions that are part of this “coalition” include: Instituto Península; Fundação Lemann; Itaú Social; Instituto Natura; Instituto Unibanco; Todos pela Educação; and Fundação Telefônica Vivo.

In the section entitled “How we work,” there is information that, based on the understanding that teachers are fundamental to improving the quality of teaching, the PD bases its work on national and international evidence, producing studies and research, building proposals and supporting the implementation of public policies for quality teachers that enable a more attractive, recognized and valued career and that contribute to all Brazilian students having a quality education (PD, 2023).

According to the PD website, the public policies supported by the Movement include quality initial teacher training, practical internships in undergraduate courses, qualified selection of professionals, quality continuing training, and attractive careers that encourage the improvement of teaching practice (PD, 2023).

The “Our History” section provides information about how the Movement came to be, highlighting that Teaching Profession was born in 2017. It focuses on research and discussions about what could be done to transform and support the “teaching profession.” The following year, it turned its attention to improving and implementing teaching policies.

The years 2019 and 2020 were marked by the construction of teacher policies and the structuring and remodeling of more robust planning. In 2021, the Movement broadened its scope of action and, in addition to producing knowledge, began to work on implementing teacher training policies within the education departments.

Based on the understanding that the school is traversed by policies that “[...] intend to submit it more and more to the market and neoconservatism [and] control over everyday school life largely involves control of teacher training” (Hypolito, 2019, p. 196), we began to analyze the historical path of the PD.

When analyzing the Movement’s historical path, the context in which it became official is worth mentioning. It emerged precisely in 2017, a context in which Brazil had experienced yet another democratic rupture, post-coup “[...] parliamentary, media, legal and police” (Frigotto; Motta, 2017, p. 367). This rupture resulted in the ousting of President Dilma Rousseff and the rise to power of her vice-president, Michel Temer, during which the national bourgeoisie found fertile ground for the return and advancement of conservative educational policies. So, without wasting any time, a coalition of organizations known for their networking was formed to influence public policies aimed at education.

The next step, under the extreme right-wing government of Jair Bolsonaro, a government that represented the regression of rights and an attack on minorities, was to commission studies and research not only to produce the necessary legislation but also to begin implementing the educational policies advocated by this group. Nor did the COVID-19 pandemic prevent the necessary coordination from continuing; on the contrary, the pandemic context served as a justification for its implementation.

At a time when the priority was maintaining life when a large number of education workers were facing the reality of remote or hybrid teaching and had no way of resisting collectively, the PD began to act within the education secretariats throughout Brazil. This information is worrying, considering that, since then, millions of Brazilian teachers and students have been exposed to this group’s guidelines.

The election of a broad front government in 2022, associated with social agendas, which led Luiz Inácio Lula da Silva to a third term as president, meant not only a defeat for the national and global extreme right but also the opening up of dialogue and the possibility of participation by social movements and researchers from the progressive

field of education in issues related to the construction of a socially referenced education. However, the Brazilian bourgeoisie has managed to entrench itself in the Ministry of Education. Despite the correlation of forces, the possibility of progress is limited, leading to a process of *Sobral-Inspired Model* of Brazilian education. Freitas (2024) points out that at the end of the National Education Conference (Conae):

[...] President Lula and Education Minister Camilo were greeted with a chorus chanted loud and clear by the participants: 'Out Lemann.' The reference to Lemann criticizes the government's closeness, especially in education, to NGOs and private foundations, the most emblematic of which is the Lemann Foundation. The participation of these private entities in Ceará's education policy, now imported into the MEC and intended to be generalized throughout the country, is notorious.

This study identified that the PD has a significant number of documents, research papers, and books published on its official website, which is updated frequently. All of these were available for consultation and download at the time of finalizing this article. Some of the titles identified were: a) "The Continuing Education Policy of Sobral (CE)"; b) "Teachers: Teaching Policy Recommendations for the Federal Government"; c) "Teachers: Teaching Policy Recommendations for State Governments"; d) "Practical guide to implementing the undergraduate internship"; e) "Book: Teachers in focus"; f) "The teacher we want: quality factors in initial teacher training"; g) "Strategic themes for teaching careers"; h) "BNC of Continuing Education in practice"; i) "Selection of teachers: reflections and good practices for improving public examinations"; j) "Innovation in initial teacher training"; and k) "Educational managers for the 21st century".

The titles indicate that the Movement and its partners, in an offensive on teacher training, intend to influence it from the undergraduate level but also target continuing education, school management, competitive examinations, and teaching careers. Given the limits of this article, in the next section, we focus our analysis on the document *The teacher we want: quality factors in initial teacher training*, which provides essential elements for understanding the PD's conceptions of initial teacher training.

3.1 *The teacher we want?*

The first document analyzed is entitled *The teacher we want: quality factors in initial teacher training*. We will use the acronym PDa when referring to it to make it easier

to identify this document. This report, which totals 35 pages, results from discussions and studies carried out by the Working Group (WG) on “Quality in initial teacher training.”

Based on the information in the PDa report, we identified the institutions that took part in this WG: a) the Península Institute, a social organization founded by the Abílio Diniz family in 2010, which currently focuses on teacher training; b) the Brazilian Association of Higher Education Maintainers (Abmes), founded in August 1982, which represents private higher education providers throughout the country; c) the National Association of Catholic Education of Brazil (Anec), which is present in all the states of the federation, demonstrating its massive presence in the Brazilian educational scenario; d) the National Council of Secretaries of Education (Consed), which is a private, non-profit association that brings together the education secretariats of the states and the Federal District; e) the National Union of Municipal Education Leaders (Undime), about which the report provides no information, but according to its official website, it is a non-profit civil association whose mission is to articulate, mobilize and integrate municipal education leaders to build and defend public education with social quality; and finally, f) the PD, which in the PDa report claims not to receive public money and to be supra-partisan. In addition, the report mentions that to transform policies on teacher attractiveness, training, and careers; the Movement works on the production and dissemination of knowledge, proposals for advances in teaching policies, articulation of policies and programs, and technical support for implementing proposals.

Based on the actors and organic intellectuals who were part of this WG, we can say that they represent the private hegemonic apparatuses of the Brazilian bourgeoisie, which gather around Todos pela Educação and defend a privatization and economic education. Martini (2021, p. 83) points out that:

The term Private Apparatuses of Hegemony (APH) has its origins in Antonio Gramsci's writings. Researchers commonly use it today to designate business institutions financed by private individuals who own capital, act in networks, and use these institutions to interfere in economic, educational, and social policies to guarantee their interests and propagate neoliberal ideology. Examples of APHs active in Brazil are the 'Todos pela Educação' group and the 'Lemann Foundation.'

The meetings of this WG took place in the second half of 2021, according to the PDa report (2021, p. 11-12):

The discussions started with a broad reflection on the impact of the quality of the teacher's practice on the student's school life and on the recognition of the relevance that this professional has for improving the learning of the new generation. With the planning of five general meetings and six meetings in small groups throughout the second half of 2021, the WG had the opportunity to identify and discuss the critical quality factors in initial teacher training courses. It also held in-depth discussions on CNE/CP Resolution 2/2019, which deals with the National Curriculum Guidelines (DCN) for the Initial Teacher Training, based on a debate with the National Council of Education (CNE) president, Maria Helena Guimarães de Castro.

The PDa report emphasizes that two successful experiences in initial teacher training inspired the WG's discussions: The first, Innova Schools in Lima, Peru, and the second, Faculdade Wladimir dos Santos in Sorocaba, São Paulo. "Both reinforced that the essence of curriculum development must be centered on practice and reflection on practice, based on the experience of real situations in primary education schools" (PDa, 2021, p. 12). The brief description of the successful experiences allows us to identify the training proposal defended by the document. It is linked to the pedagogy of skills and competencies, an ideology that aims to "[...] hide the antagonistic division of classes, distinguishing competent and incompetent through meritocracy" (Spricigo; Martins Filho, 2023, p. 17).

The pedagogy of skills and competencies understands human formation as coming from the individual's contact with the environment. It explains human development through biological and socio-interactionist aspects, so it is "[...] a conception of environmentalist development of adaptation to the stimuli offered by external reality" (Spricigo; Martins Filho, 2023, p. 9), but which disregards cultural and historical issues and the power relations that mediate society.

Martini (2021) points out that training concepts based on developing skills and competencies lead to mechanical, instrumental training that disregards historical aspects and is not committed to human emancipation or overcoming educational and social inequalities. A concept also discussed by Hobold (2023, p. 54), when he states that:

Among the indicators that constitute knowledge, skill, and attitude (CHA), the latter, which refers to the personal actions of the student and/or worker, has permeated educational conception since the 1990s, mainly in the training spaces of Professional Education (technical, technological courses, etc.). It can be inferred that, more recently, the meaning of 'personal attitudes' has been given the guise of 'socio-emotional competencies,' with ideas of resilience, balance, partnership, self-care, etc. In this way, it is considered that the concepts of CHA have 'guided' the conception of training and work since that decade, given that companies' career and salary advancement programs have aligned themselves

with the capitalist ideological bias and transposed this conception, firstly, to vocational education schools and, in this century, to education in general.

Thus, it is worth mentioning the approval of the National Curriculum Guidelines (DCN) for Initial Teacher Training and the institution of the BNC for the Initial Training of Basic Education Teachers (BNC - Training), aligned with the BNCC, materialized by CNE/CP Opinion No. 22/2019 and CNE/CP Resolution No. 2/2019, which, for Simionato and Hobold (2021, p. 74), are:

[...] result of the emergency attributed to the definition of the role of the teacher according to the model demanded by the market in sustaining a knowledge society in the logic of capital. [...] From this perspective, the teacher's subjectivity is excluded from the training process since it involves the fabrication of teaching identities subsidized by a discursive, performative hegemony that replaces the teacher's cultural enrichment. The construction of this profile is supported by the prescriptive alignment of teacher training with the BNCC, based on the definition of general teaching competencies, specific competencies, and skills [...], which lead to a standardization of initial training in which subjectivity and the teaching subject are gradually undermined by an ideological redirection that undermines the epistemological issues that underlie the condition of the teacher as a worker in a capitalist society.

It is essential to say that these decisions revoked CNE/CP Resolution 2/2015, “[...] the fruit of achievements and struggles by national organizations representing educators and researchers in education” (Simionato; Hobold, 2021, p. 77), a legal norm that was never implemented and evaluated. Since the BNCC, standardization, and curricular prescriptions have been imposed not only on primary education students but also on teacher training. Together with large-scale tests, this contributes to the de-intellectualization, de-politicization, and de-professionalization of teachers.

The PDa report points out that, after the discussions deepened, arose the “[...] need to agree on an understanding of the *‘teacher we want’* and, based on this consensus, to broaden the understanding of *the curriculum needed to train this teacher*” (PDa, 2021, p. 12, our emphasis), a statement that demonstrates the intention to influence and keep initial teacher training under control, to mold it according to capitalist-corporate dictates. However, the PDa report (2021, p. 14) goes beyond initial training, pointing out that:

[...] some countries, such as Australia, Chile, and Singapore, have focused their education policy efforts on strengthening teaching. To this end, among other actions, they have developed teaching performance benchmarks that have enabled a common understanding of what teachers need to know and be able to do, thereby establishing an important foundation *to guide initial training*,

continuing training, and teaching careers as a whole. In addition, these countries have consolidated a style of teacher training that is increasingly guided by practice, reflection on practice, and the teacher's concrete experience in the school, which is the professional's field of activity.

In a one-sided defense of the need for teacher training courses to be permeated by practice, the PDa report cites a survey by the Canoa Institute and the PD based on the guidelines for initial teacher training in ten countries. According to the PDa report, these countries establish a minimum number of hours of practical experience, offer guidelines for the structure of the degree curriculum, and determine minimum competencies for graduates.

Brandt and Hobold (2019) analyze that, for a teacher training course to achieve its objectives of bringing the experience closer to the social context of education, it is necessary to have training processes that include practices as curricular components, as well as teaching and learning actions that foster the transformation of school reality and bring the training institution closer to the universe of primary education. This certainly does not imply separating theory from practice, much less focusing only on teaching practices or disregarding historical-sociocultural issues.

The report also states that "Brazil [...] still has a long way to go" because "[...] it is not enough to serve more children and young people, it is necessary to guarantee excellence in learning results [because] compared to the other 70 countries evaluated by [...] PISA, the country ranks among the bottom" (PDa, 2021, p. 15). However, there is no mention of the educational duality and inequality (Araújo, 2019) that have historically permeated Brazilian education, nor is anything stated about the educational policies linked to the productive needs of each historical period and the guidelines of multilateral organizations and private apparatuses of bourgeois hegemony. Therefore, the authors of this report do not understand that the capitalist system produces problems in Brazilian education and society.

On the other hand, the vocabulary of the teachers' struggles, the need to guarantee adequate working conditions, opportunities for professional development, and a training process that combines theory and practice can still be seen. However, the valorization proposed by the private apparatuses of bourgeois hegemony leads to

accountability and meritocratic competition, implying the imposition of large-scale tests, targets to be met, and bonus programs based on results. Thus, the report states that:

To move forward in this scenario [...], it will be necessary to invest in the *professionalization and valorization of teachers*. Only objective measures, coordinated and guided by a training concept that expresses the *competencies* to be developed by teachers, can *strengthen teaching careers*. It is necessary to guarantee, among other measures, *regime and adequate working conditions*, and *opportunities for professional development* to improve teachers' practice and permanence in the classroom/learning environment (PDa, 2021, p. 15, emphasis added).

The PDa report provides information that the CNE approved 2019 Resolution CNE/CP No. 2/2019, which defined the DCN for the Initial Teacher Training for primary education and established the BNC – Training. The report also highlights that the DCN for the Initial Training established:

Definition of competencies in the profile expected of the graduate; greater centrality in practice, contemplating 800 hours, distributed in: Four hundred hours for compulsory supervised internships and 400 hours distributed over the curriculum based on school reality; alignment with the National Common Curriculum Base – BNCC; strengthening of pedagogical knowledge of the content (specific didactics according to the curriculum component and teaching stage); supervised internships with mentoring at the school and guidance at the Higher Education Institution (HEI); strengthening of partnerships between training institutions, education networks and schools; three observable dimensions that make up professional teaching competence: professional knowledge, professional practice and professional engagement (PDa, 2021, p. 16).

We realize that the PDa report is nothing more than a reiteration of the BNC – Training, which, according to Simionato and Hobold (2021, p. 80):

[...] aligns itself with the BNCC's concept of competencies and skills, constructed in discursive hegemony, within the ongoing project of dismantling for the last few decades. In other words, ten general teaching competencies are proposed, broken down into specific competencies, and linked to three fundamental dimensions: professional knowledge, practice, and engagement. It is no coincidence that the three dimensions end with the word professional, which means where do we perceive the training in this proposal?

When revisiting aspects of the BNCC, it states that, since it was drawn up, “[...] Brazil has achieved a *national consensus* on essential learning” (PDa, 2021, p. 16, emphasis added), an argument frequently used by the APHs, which also appears in the BNC – Training. Thus, it is worth remembering that, at the time, “[...] entities representing teachers were left out of the decisions, while foundations, organizations, and the private sector advanced in the determinations” (Simionato; Hobold, 2021, p. 79), completely

disregarding all the criticism from researchers in the progressive field of education and primary education teachers themselves about the undemocratic way in which it was drawn up and about its character of prescription and control of the training of teachers and students.

Spricigo and Martins Filho (2023, p. 17) criticize the perspective of the development of skills and competencies on which both the BNCC and the BNC – Training are based, which, for its enthusiasts, “[...] would portray an assertive transformation in the students’ educational path, as it would provide them with the theoretical-practical framework demanded by 21st-century society.” In a move contrary to the criticism, the section “The teacher we want” describes the teacher we want in the 21st century, reinforcing that the DCN/2019 for the initial teacher training is in line with the proposals of the WG that originated the report, in which every teacher must:

[...] be committed to everyone’s learning: themselves, their students, their peers, and the school community; know how to relate and have socio-emotional skills developed to be able to develop them in students; know what and how to teach and also how students learn [...]; develop an ethical, cultural and social sense in themselves and their students; understand and manage learning environments [...]; guarantee the essential learning expressed in the BNCC; have a research attitude [...]; know how to read and interpret data and make pedagogical choices [...]; plan and execute learning situations in different contexts: face-to-face, remote and hybrid; promote collaborative learning spaces inside and outside school; know and respect the plural contexts of children and young people; evaluate learning and teaching, aiming for more effective forms of cognitive, social and emotional development; constantly seek professional development (PDa, 2021, pp. 17-18).

In the chapter “Quality factors in initial teacher training,” the PDa report indicates that the WG sought to understand what a curriculum capable of providing adequate experiences for undergraduates would be to make them “the teachers we want.” In this way, they listed the quality factors considered essential and non-negotiable for quality initial training. They pointed to three factors: an innovative curriculum, a practical supervised internship in primary education networks, and the use of Digital Information and Communication Technologies (DICTs) in the service of learning.

s Drawing on authors such as Gatti (2010, 2013, 2015), Gatti and Nunes (2009), and Shulman (1987), the PDa report ratifies the criticism that the “teacher training curriculum is extremely theoretical” and again advocates “a practice-oriented education.” To do this, it takes the Singaporean curriculum as an example, which, according to the

report, is among the best in the world in learning in the Programme for International Student Assessment (Pisa) to compare it to the initial teacher training curriculum in Brazil. According to the report, Brazil has one of the worst results and an excessive theoretical base.

According to the PDa report, the WG put forward recommendations for achieving innovation and making progress in the construction of the undergraduate curriculum: a) updating the curricula in light of the BNCC and BNC – Initial Training; b) strengthening and mastering the skills and competencies established in the BNCC; c) developing pedagogical knowledge of the content; d) ensuring knowledge of the local curriculum and local and national education policies; e) curriculum development focused on collaborative work and the use of active methodologies; f) use of primary education data to monitor and to know how to make qualified pedagogical interventions during the training process; g) use of real school problem situations to thematize practice and discuss theoretical references that have successful experiences; h) guarantee of qualified spaces for reflection on practice; i) implementation of learning assessments focused on the development of competencies and skills related to knowledge, practices and professional engagement. Thus, based on the ontological and epistemological support that underpins Resolution 2/2019 and the PDa report:

[...] the teacher is not an intellectual producer of knowledge, so they become an instrument for applying knowledge, with the aggravating factor of theoretical impoverishment and centrality on a conception of pedagogical practice oriented towards results, similar to an 'audit' verifying the competences developed by the teacher in their initial training. Training that instills the notion of the teacher-leader, who organizes and manages the classroom in this format (Simionato; Hobold, 2021, p. 80).

As for the internship, the PDa report (2021, p. 23) states that:

From the first discussions, the WG recognized that there is no initial teacher training without articulation with the school and, therefore, the compulsory curricular supervised internship in a school environment is essential. Therefore, the internship needs to include activities that are aligned with developing the competencies and skills that make up our desired teacher profile.

The report also states that after essential achievements, such as “[...] universal access to school, curricular guidelines based on the BNCC, transport, and school meals [...] to guarantee excellent education, it will be necessary [...] to *prioritize investments in better teaching policies*” (PDa, 2021, p. 31, emphasis added). It is worth questioning what

prioritizing investments means for the bourgeois APHs, who, in addition to influencing educational policies, are also responsible for “[...] the appropriation of public funds by capital” (Ribeiro; Salvador, 2018, p. 77) and for propagating the argument that “[...] the resources allocated to education in Brazil are sufficient and that the country’s educational problems are related to the management of schools and educational systems” (Pinto, 2021, p. 689).

This document emphasizes the need to rethink undergraduate course curricula to adapt them to CNE/CP Resolution 2/2019, which shows the PD’s conception of curricular prioritization imposed by the BNCC and the BNC – Training.

What stands out as new is the defense of a misleading discourse, which points to the need to “restructure the teaching career” and “improve teachers’ working conditions.” However, a detailed examination of this bourgeois movement’s documents and actions is essential to understanding the true intention behind its recent softening of discourse. On the other hand, its approaches strengthen the narrative that “nobody wants to be a teacher,” that “there is a teacher blackout,” and that “the young people with the worst performance in basic education return to the classroom as teachers,” statements that, without in-depth analysis, reinforce the social devaluation of teaching.

It seems that the PD is trying to get closer to the agendas historically defended by teachers as a strategy to gain support and influence in order to achieve “practice-oriented education” without facing subversion by teachers while promoting policies that emphasize results, meritocracy and teacher accountability, which leads us to conclude that the national bourgeoisie has already recognized that Brazilian teachers are both obstacles and instruments for achieving an economic education that can shape minds according to neoliberal principles. Therefore, it is directing considerable efforts towards controlling the initial and continuing training of these professionals, with the aim of reaching millions of Brazilian students and guaranteeing its own interests.

4 Final Considerations

Analysis of the PDa (2021) document has allowed us to understand that it is based on Resolution 2/2019/CNE. This, in turn, comprises a recent guideline for initial teacher training and is conceptually and ideologically linked to the pedagogy of skills and

competencies. This document was produced by the PD in partnership with other institutions, including institutions that have long been recognized by researchers in the progressive field of education as representing private interests and a market vision of education. For this reason, it is unsurprising that no public, federal, or state educational institution responsible for teacher training in Brazil was invited to participate in the discussions that generated this document. Given the logic behind this document, it is also no surprise that, although it raises some points about teachers' working conditions, it doesn't discuss them in depth, let alone expose them as the result of the capitalist system. It prefers to use language that blames teachers for the low levels of education, based on the Pisa figures.

Thus, as is common in documents from multilateral organizations, teachers are exposed as being both to blame for the insufficient rates and the solution for developing the so-called "skills for the 21st century". However, how this could be achieved in the face of exhausting working hours, precarious working and training conditions, and the lack of incentives for training at the master's and doctoral levels was not in question. In addition, the document ratifies the discourse that technology is the redeemer of all educational problems, without mentioning, however, that this incentive ends up favoring the indirect privatization of public education and that many Brazilian schools do not have adequate structures for the use of ICT.

The city of Sobral, Ceará, is frequently cited as an example to be followed, which reinforces the idea that it is a laboratory for private institutes and that the actions carried out in this city are, for the creators of the document under analysis, examples to be replicated in other education networks, reinforcing the process of *Sobral-Inspired Model* of Brazilian education.

The discursive strategy and ideological support are evident, starting with the name of the PDa document, "The teacher we want," indicating the intention to control initial teacher training by the private apparatuses of bourgeois hegemony. By focusing on learning rather than teaching, they intend to erase teaching as an intellectual and political act and produce subjectivities adjusted to the neoliberal mentality. This is why they are making significant efforts to keep initial teacher training under control in order to reach millions of Brazilian students and guarantee their interests.

Finally, it is worth recalling the reasons for opposing the DCN/2019 and the BNC – Training listed by the National Association of Graduate Studies and Research in Education (ANPEd), which states that it is a formatted training proposal centered only on the BNCC and socio-emotional competencies, which disregards Brazilian educational thinking and the social condition of the graduate; ignores the inseparability of theory and practice; rethinks ideas that did not work; encourages fast food training with few resources; and does not recognize that the teacher makes curricular decisions.

In view of the above, we reiterate the position of education professionals and researchers, scientific associations, unions, and student organizations for the repeal of the BNC – Training (Resolutions No. 2/2019 and No. 1/2020) and the immediate resumption of Resolution No. 2/2015 so that both initial and continuing training, as well as valuing teachers' careers, can be inserted in socially referenced proposals.

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DOI: <https://doi.org/10.25053/redufor.v9.e12713>

<https://revistas.uece.br/index.php/redufor/index>

ISSN: 2448-3583



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Responsible editor: Lia Machado Fiuza Fialho

Ad hoc referees: Robson Carlos da Silva and Jussara Bueno de Queiroz Paschoalino

Translator: Mauro Cesar da Silveira Costa

How to cite this article (ABNT):

MARTINI, Tatiane Aparecida; HOBOLD, Márcia de Souza. Movimento Profissão Docente (PD): concepções sobre a formação inicial de professores. *Educação & Formação*, Fortaleza, v. 9, e12713, 2024. Available at:

<https://revistas.uece.br/index.php/redufor/article/view/e12713>



Received on March 19, 2024.

Accepted on June 1, 2024.

Published on August 12, 2024.

