

Teacher training in political dispute: the persistent neopragmatist and neoconservative curricular bets



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Abstract

The curriculum of teacher education in Brazil continues as a territory of political disputes and with enunciative designs of a business curriculum. In this exploratory and documentary study, we sought to analyze some political advances that take place around teacher education in Brazil. We reflected on the path of production of the political text mediated by Resolution No. 2, of December 20, 2019, which defined the National Curriculum Guidelines for the Initial Training of Teachers for Basic Education, and the new Resolution No. 4, of May 29, 2024. The neopragmatist crossings stood out, which will profile intransigent teaching models. The study problematizes the process of political dispute based on what they give rise to around basic and fundamental principles for teacher education.

Keywords

quality; training; teaching; curriculum base.

A formação docente em disputa política: as persistentes apostas curriculares neopragmatistas e neoconservadoras

Resumo

O currículo da formação docente no Brasil segue como território de disputas políticas e com desenhos enunciativos de um currículo empresarial. Neste estudo, de caráter exploratório e documental, buscou-se analisar algumas investidas políticas que se dão em torno da formação docente no Brasil. Refletiu-se sobre o percurso de produção do texto político mediado pela Resolução nº 2, de 20 de dezembro de 2019, que definia as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores/as para a Educação Básica, e a nova Resolução nº 4, de 29 de maio de 2024. Destacaram-se os atravessamentos neopragmatistas, que vão perfilar modelos intransigentes de docência. O estudo problematiza o processo de disputa política a partir do que ensejam em torno de princípios básicos e fundamentais para a formação de professores/as.

Palavras-chave

qualidade; formação; docência; base curricular.



La formación docente en disputa política: las persistentes apuestas curriculares neopragmáticas y neoconservadoras

Resumen

El currículo de formación docente en Brasil sigue siendo un territorio de disputas políticas y con diseños enunciativos de un currículo empresarial. En este estudio, de carácter exploratorio y documental, analizamos algunas iniciativas políticas que ocurren en torno a la formación docente en Brasil. Reflexionamos sobre el camino de producción del texto político mediado por la Resolución CNE/CP nº 2, de 20 de diciembre de 2019, que definió las Directrices Curriculares Nacionales para la Formación Inicial de Docentes de Educación Básica, y la nueva Resolución CNE/CP nº 4, de 29 de mayo de 2024, y 04/2024. Destacamos las intersecciones neopragmatistas, que perfilan modelos de enseñanza intransigentes. El estudio problematiza el proceso de disputa política, a partir de lo que implica en torno a principios básicos y fundamentales para la formación docente.

Palabras clave

calidad; formación docente; enseñanza; bases curriculares.

1. Introduction

The training of teachers in Brazil is historically marked by violent colonial patches and molds to designate a human type to be formed. The knowledge and understanding of teaching as a profession still suffer to assert itself politically. The curriculum as a space of power and cultural production is a privileged instance as a space for the production of knowledge mediated by a societal model. However, different understandings on the subject, depending on the political and ideological perspective of each government that ascends to power, have compromised generations by excluding, omitting, making invisible and masking facts, events and social groups. They deny the right of populations, especially those who access public school, to an education with social and socially referenced quality.

In the meantime, teaching and the curricular movement of training continue in disputes throughout history, based on neopragmatist prescriptions that present themselves as innovation. The descriptors about what to teach, in recent years, occur for political and ideological purposes in Brazil. The cumulative productive logic, the reforms initiated in the 1990s in the form of state organization and its capture by privatizing interests, in addition to globalization that allowed an increase in the market worldwide, all enabled partnerships between the various sectors of society.

For Pereira (1997), the State is under double pressure: it needs to be stronger and cheaper. Thus, multinational companies, which are now competing internationally, are

beginning to demand that this state become more efficient and effective in managing public spending. Such a change in the form of organization, from maximum to minimum state, with control of the economy by the market, brought the large corporations closer and led to the insertion of new groups, in addition to political and ideological groups, in education.

Educational policies, especially curricular and evaluative policies, in recent decades have dominated the agenda of discussions by politicians, economists, entrepreneurs, merchants, bankers, military, religious, professionals from the most diverse areas, as well as representatives of non-governmental organizations, who defend a salvific and market perspective of education, also attributing to the school community the responsibility for the economic development of the country and, consequently, its failure.

We emphasize that educational policies are not constituted in isolation and do not standardize only levels, stages and modalities, since they articulate and direct the initial and continuing education of teachers. The resources allocated for its “implementation” directly interfere with the financing of education as a whole. Its results are linked to the metrics established by the large-scale evaluation and will be driven by a previously established management model. When we talk, therefore, about the National Common Curricular Base (BNCC), for example, we are also reflecting on the other policies aimed at forming, managing, financing and evaluating the formative process of the subjects who will act in our society.

We could not conduct the theme of writing without highlighting the social, economic, cultural and educational inequalities of the subjects who experience them. Reflecting on teacher education and training is also discussing issues of gender, race, ethnicity, coloniality, patriarchy, xenophobia, femicide, violence and exclusion. However, we cannot address such issues briefly, lest we make the mistake of treating such important issues superficially. Therefore, we chose to discuss two points in this text: education with social quality in different contexts and territories and political disputes for teacher training in Brazil in the last 10 years, under the aegis of neopragmatism. We conclude by indicating which new directions we propose to defend as State policies for teacher training.

2. The dispute for the imposition of a concept of “quality” in education, transversalizing teacher training

Some terms have been used in recent decades in order to demonstrate concern about the relevance of education in Brazil: quality, efficiency, effectiveness, skills, abilities, recomposition, entrepreneurship, life project, meritocracy, performance and accountability.

The debate about “Quality Education” and public school has dominated the media, the warm speeches of congressmen, businessmen and international consultants and policy mobilizers. Whenever data from large-scale evaluations are disclosed and it is found that “measures” prepared in offices, by the technical policy implementers, did not have the expected effect and did not contribute to the reduction of rates – for example, of dropout, school dropout, illiteracy, schooling, years of study, age/year/grade distortion and absences – consultants/entrepreneurs linked to social organizations/companies are interviewed in order to point out what did not work in the approved programs and why public education does not reach the expected rates of developed or developing countries.

The arguments of these technicians/specialists always point to the issue of the lack of quality of public education. However, what concept of “quality” are these experts referring to? It is not necessary to go deeply into the issue to understand that the term used is polysemic and is linked to distinct and contradictory epistemological perspectives. However, what we have observed is that dissatisfaction with this form of evaluation linked to a business conception that tries to standardize, homogenize and shape children, young people and adults, by defining what each one should or should not learn to meet the dictates of the market, has increased considerably in recent years. The quality measured from parameters of utility, practicality and comparability, using measurable measures and levels, standards, rankings, comparative tests, hierarchy and standardization, does not converge to the understanding of school as one of the institutions responsible for the humanization of the subjects, indicating a view that education and school are commodities.

We do not need to dwell on the argument that such a perspective has as its main direction the control of the process, contents and curricula, that is, the organization of pedagogical work. The main consequence, or objective, that we perceive is the formation of subjects disconnected from their contexts, territories and needs, subservient to business logic, who believe they are entrepreneurs of themselves.

Another issue observed in recent years by researchers in their research groups, and even through the social indicators released annually, is that such a conception of quality linked to market dictates also converges to the distance of students from the

contents responsible for understanding people as human, historical subjects, who must be respected in their ways of being and being in the world. Violence against women, children, blacks, LGBTQIAPNB + community, indigenous peoples and people with disabilities in our schools is also a reflection of this process of dehumanization of subjects, undertaken by policies that consider that only a few lives matter.

Therefore, we advocate policies that consider “socially referenced quality”, especially for students in public schools, since this perspective is moving in a direction that is at odds with the market perspective. At the 1997 National Congress of Education (Coned), the notion of social quality already pointed to being based on fundamental values, such as:

[...] solidarity, justice, honesty, autonomy, freedom and citizenship. Education with social quality results in social inclusion, through which all Brazilians become able to question, problematize, and make decisions, seeking the possible and necessary collective actions to address the problems of each one and the community where they live and work (Coned, 1997, p. 10).

Therefore, even though it is a field of dispute, it is necessary to defend the quality socially referenced in educational policies because we understand it as promoting the creation of a new type of humanity, with economic, political, social and cultural democracy. It is from our understanding of referenced social quality that we will discuss teacher training and the policies that have tried/try to impose an education perspective and, consequently, teacher training in Brazil.

3. Neopragmatism in teacher education: what is in/announced?

In this study, we recover the philosophical notion of pragmatism, which has become a (neo)liberal investment and which, in a chameleonic way, has crossed the ways of thinking about quality education with a focus on teacher training. Pragmatism is a philosophical current disseminated in the late nineteenth century that resurfaced in the second half of the twentieth century, reheating foundations to emerge as innovation, being treated as neopragmatism. In this sense, some curricular recompositions of training will also be based on the practical logic to think about lightened and instrumental training. The curricular bases will assimilate neopragmatism as a prescription for human formation.

The preliminary version of the Common National Base for the training of Basic Education teachers (BNC initial training) had its first version released in December 2018 under the government of President Temer. Among the criticisms presented by scientific associations and entities to the proposition, one of the main ones was the resumption of the principles and measures that were established in Resolution No. 1, of February 18, 2002, of the Full Council (CP) of the National Council of Education (CNE), which established the National Curriculum Guidelines for the Training of Basic Education Teachers. The pragmatist course appears as a political legacy of the guidelines for the formation of the government of Fernando Henrique Cardoso. Resolution CP/CNE No. 1/2002, in its article 3, established that "[...] the training of teachers for the different stages and modalities of basic education should have competence as a nuclear conception in the orientation of the course".

It is undeniable that teacher training is directly linked to the development of education and the construction of a fairer and more egalitarian society, especially when we take into account undergraduate courses in Brazil. However, in recent years, especially in the Temer governments (after the coup suffered by President Dilma Rousseff, 2016-2018) and Bolsonaro (2019-2022), significant challenges have arisen related to the quality and orientation of courses throughout Brazil, especially in institutes, universities and colleges that are intended to train teachers for Basic Education.

During the governments of Michel Temer and Jair Bolsonaro, public education policies in Brazil were marked by questionable reforms, especially regarding the training of teachers for Basic Education. Therefore, we observed a weakening of investments in public education and an incentive to advance privatizing and marketing policies in the educational area, following a neoliberal agenda. This has influenced the orientation of teacher education policies, prioritizing a utilitarian and technicist view of education over a more critical and emancipatory approach.

What can public policy do? What agencies are orchestrated for teacher training? How is it possible to still have educational policies based on pragmatic views? What do you want for undergraduate degrees? How do recent policies directly attack teacher education? How is a policy for teacher training that is understood in the principles of autonomy, criticality, affectability, respect and science possible? What bets are made on the current government for teacher education? Is another training possible?

Such questions are necessary, since, even though they were the result of previous governments – with right-wing and far-right and, consequently, ultra-liberal practices – even today, in the current government of President Lula (2023-2026), the policies to which we have so much criticism and from which we demand immediate revocation persist, namely: BNCC, New High School Reform and, specifically, BNC-Formation (Brasil, 2017, 2018, 2019a, 2019b).

We understand, announce and often denounce, on other occasions (Albino; Da Silva, 2019; Albino; Rodrigues, 2023; Rodrigues; Albino; Honorato, 2021; Silva; Dutra-Pereira; Tinôco, 2023), that these policies are interconnected and feedback, however, in this article, we will focus on BNC-Training, as it is the link between the three people who have been researching the announcements of neopragmatism in teacher training policy in Brazil.

The BNC-Training is supported by Resolution CNE/CP No. 2, of December 20, 2019, which defines the National Curriculum Guidelines for the Initial Training of Teachers for Basic Education and establishes the BNC-Training. It is a worrying milestone in this context that has generated and still generates different debates and clashes.

We have noticed many efforts and practices to maintain this policy. Nevertheless, several entities have denounced and denounce the implications of this policy in the context of public education in Brazil. These tactics and games that support a unique possibility of formation and the appreciation of neopragmatism make us reaffirm that neoliberalism imposes a logic of commodification of education that compromises its social and democratic function.

Regarding the approval of the resolution for the initial and continuing education of teachers, several entities expressed discontent and concern about the generation of an apathetic and pragmatic public policy that directly attacks the research carried out in the area of Education in our country.

In the process of struggle, the National Association for the Training of Education Professionals (Anfope) also signals and announces the problem of a resolution for teacher training those privileges only practice without being able to reflect on it. In addition, as an entity that fights tirelessly for quality training, it demands the repeal of Resolution No. 2/2019 and requests the immediate implementation of Resolution No. 2/2015.

Thus, we have denounced that Resolution No. 2/2019 restricts teacher training to a utilitarian and instrumental approach, which was the centrality of training courses in the 1960s, going through the period of the Military Dictatorship, which compromises the quality and depth of their teaching in schools. This collision is in line with the principles of neopragmatism in teacher education.

This proposed *modus operandi* for teacher training emphasized efficiency and the immediate application of teaching techniques disseminated by privatist corporations, disregarding the importance of theoretical training and reflection on the foundations of education. This pragmatic approach was reflected in the curriculum guidelines for teacher education, which often prioritized the transmission of specific content and preparation for large-scale assessment exams to the detriment of developing a broad and critical view of education.

We criticize neopragmatism in undergraduate courses for disregarding the social, cultural and political contexts in which teachers work. By emphasizing only, the application of teaching techniques and methodologies, supported by the models of skills and abilities, as it is in BNC-Formation, without a critical reflection on the inequalities present in the educational system and in society as a whole, this training contributes to the reproduction of negationist, authoritarian, annihilating and exclusionary pedagogical practices.

The influence of neopragmatism on undergraduate degrees can also be observed in the way supervised internships and practices are conducted. Often, these activities are reduced to mere observations of classroom classes, without an adequate space for reflection on the experiences lived and the construction of pedagogical knowledge. As a result, future teachers will not be prepared to deal with the complexity and challenges of the school environment.

Thus, by privileging only the application of standardized methods, this trend, constantly present in Resolution No. 2/2019, limits the autonomy and creativity of teachers, preventing them from developing contextualized pedagogical practices. This reductionist perspective tends to disregard the complexity of the teaching and learning process, as well as the ethical and political dimensions of education. In addition, neopragmatism tends to devalue the role of teachers as critical intellectuals and agents of social transformation. As a result, teachers could become mere executors of external educational policies, without the autonomy to question and transform the reality in which they operate.

This has, in a way, been reflected in the (re)structuring of the curricula of undergraduate courses, which reinforce, embodied by the imposition of the resolution, the appreciation of results that are distant from the school reality in which they operate. By prioritizing the transposition of contents and the measurement of competences, they forgot, but not for lay reasons, the citizen and emancipatory formation and the appreciation and expansion of differences, especially of marginalized bodies. We run the risk of devaluing the teacher's role as a transforming agent and knowledge builder, limiting his/her performance to the mere transfer of information to students in Basic Education.

This reductionist view of teacher education can be observed in many undergraduate curricula, which have been submitted to a call to adapt to Resolution No. 2/2019, when the determinations of Resolution No. 2/2015 were often not even implemented. Thus, we see a contrast in relation to a reflection on why one teaches, how one teaches, for whom one teaches and what one teaches. Thus, Resolution No. 2/2019 does not provide for discussions on the social, cultural and political issues that permeate education, school and current society, in order to understand the necessary multicultural performance of teaching.

Given this scenario, we argue that it is essential that public education policies in Brazil encourage a more reflective and critical perspective in teacher education in undergraduate courses. This includes the resumption of the implementation of Resolution No. 2/2015, with respect to the valorization of theory and practice as foundations of educational research, the promotion of spaces for reflection and debate on pedagogical practices and the strengthening of continuing education programs for education professionals. Only in this way do we believe that it will be possible to guarantee a quality and inclusive education for all Brazilian students.

4. Neopragmatic contexts for teacher training

Neopragmatism, as a political-philosophical basis for thinking about formation, consists of an important ideological representation in the process of restructuring capital when it additively advocates theory and practice as if they were simple sums to think about human formation. In this sense, neopragmatism fulfills the aspirations of the world's

economic agencies in consolidating a curriculum that embraces capital. In this sense, it is still important to point out the studies of Jimenez and Soares (2007, p. 123):

The citizen education of the new worker or 'education for unemployment' is covered with the cloak of neopragmatic rhetoric that affirms the contingent character of knowledge and all reality. In addition, fragmenting knowledge, imposing an instrumental and technical education, supported by the development of (basic) skills and abilities, which, in the fashion of the 'truths' of the American philosopher Richard Rorty, are always changeable, contingent. 'Learning to learn' is part of this integrative logic of the students in the exact need of the reproductive interests of capital.

The construction of CNE/CP Resolution No. 4, of May 29, 2024, still mediated by learning to learn, cannot be understood in isolation, as it is inserted in a long political and economic process that crossed different governments in Brazil, reflecting tensions between public and private interests in Brazilian education. Teacher training was not exempt from being captured by the neoliberal claws that usurp curricular policies at the national level, as we pointed out in the previous section. Therefore, the trajectory of this resolution – approved under Lula (2023-2026) – dates back to historical contexts marked by political crises, business interventions in public education, authoritarianism and the strengthening of neoliberal policies that, over the years, have transformed teacher training into a field of ideological dispute.

It is therefore appropriate to look back at Resolution CNE/CP No. 2/2015 approved in the second government of President Dilma Rousseff (2015-2016). This resolution was an attempt to advance teacher training policies within a more inclusive and democratic perspective, in line with the guidelines of the National Education Plan (PNE) approved in 2014, which had ambitious goals to improve the quality of education and the appreciation of teaching professionals (Brasil, 2014). The Dilma Rousseff government, at that time, was still seeking an educational policy that would strengthen the role of the State as a guarantor of quality, inclusive public education that would be able to reduce educational inequalities.

However, with the impeachment of Dilma Rousseff in 2016, a political rupture occurred, bringing direct implications for the continuity of educational policies. The coup represented the beginning of a cycle of setbacks that were deepened during subsequent governments, a situation that began with the usurpation of the office of the presidency of the republic by the then vice-president, Michel Temer, who brought with more emphasis the influence of companies in education (Albino; Da Silva, 2019).

Temer's arrival consolidated business influence in the Ministry of Education (MEC), opening space for a vision of education based on efficiency, results and flexibility – central concepts of neoliberalism. One of the most visible expressions of this movement was the imposition of the BNCC, which began to be designed still in the Dilma government, but which was totally reformulated and implemented with greater control in the Temer government. The BNCC has become a central instrument to standardize the national curriculum, serving more the interests of educational companies that profit from didactic materials and educational services than the pedagogical needs of public schools (Silva; Dutra-Pereira; Tinôco, 2021).

The election of Jair Bolsonaro in 2018 brought a new level of authoritarianism to the educational field, especially to the field of curriculum policies. His government was marked by a discourse of cultural war and anti-intellectualism, in which education was systematically attacked in the name of combating what he called “cultural Marxism” and “gender ideology” (Dutra-Pereira, 2023). Under the command of ministers such as Abraham Weintraub and Milton Ribeiro, the MEC implemented policies to control and curtail educational autonomy, promoting an environment of censorship and fear in educational institutions.

In this context, the BNCC and the BNC-Formation were reinforced. The BNC-Formation, approved in 2019 during the Bolsonaro administration, further centralized the guidelines for teacher training, removing the autonomy of universities and higher education schools in the elaboration of teacher training curricula (Dourado; Siqueira, 2022). BNC-Formação strengthened the private sector's control over public education by standardizing teacher training and promoting a more technical and less critical education, aligned with the interests of large private educational groups.

The strengthening of the private sector in public education manifested itself in several ways during these governments. That said, we agree with Ximenes and Melo (2022, p. 744) that there were “[...] interests of the private-market field, in order to maintain capitalist hegemony in the country, by disregarding the historical need for a global training policy”. In this sense, the veiled privatization of public education occurred not only with the advancement of public-private partnerships, but also with the growth of companies that offer educational technologies, distance education platforms and teaching materials, all aligned with BNCC and BNC-Formação.

With the entry of large private groups into the control of teacher training, teaching came to be seen as a commodity and teacher training became a lucrative field for companies that provide materials and certifications aligned with the new curricular bases. This process reflects a broader movement of precariousness in public education, in which the State withdraws from its role as a guarantor of rights, opening space for a market logic.

Resolution CNE/CP No. 4, of May 29, 2024, approved under Lula's government, reveals the continuity of this process, even in a context of resumption of a progressive government. Although Lula took over the government with a discursive possibility of reversing the setbacks promoted by Bolsonaro, the approval of this resolution shows that private interests remain rooted in the educational field, especially in the MEC, led by Camilo Santana.

The new resolution continues the policies of BNC-Training, reaffirming the centrality of BNCC and technical teacher training, focused on results and efficiency. Even with a discourse of recovery of quality public education, the resolution still maintains the logic of curricular standardization and control over teacher training, which reflects how much the private sector has consolidated its influence in the MEC. Companies continue to shape public education through guidelines that favor the commercialization of educational services, such as digital platforms and teacher training.

The complexity of the inclusion processes of such diverse groups – special students, indigenous people, quilombolas, LGBTQTIAP +, the elderly, blacks – demands the mastery of the theoretical bases of education science and the various areas of knowledge treated with a focus on education, so that specific languages and contents can be treated through appropriate methodologies for each group. It is not with the proposed curricular organization that this training will take place, thus manifesting a great contradiction between the principles and the curricular proposal, as already pointed out by ANFOPE. Moreover, the American conception of competence, although without the BNC-Training, remains present, since the guidelines are exclusively focused on training, without considering the teacher's appreciation, salaries, benefits, forms of hiring, continuing education and the material conditions of the school, especially those demanded by inclusive education, that is, the teacher will always be to blame for school failure (Kuenzer, 2024, p. 12).

Resolution CNE/CP No. 4, of May 29, 2024, regulates several processes in the subjectivity of teacher education, directly affecting the way teachers see and act within an educational system shaped by neoliberal educational policies. These agencies have a significant impact on the construction of the teacher's identity and the structuring of

undergraduate courses, particularly in a degree that can distance itself from the school reality.

Although the Lula government promises to reverse the damage caused by the extreme right and the neoliberal policy of privatization of education, the approval of Resolution CNE/CP No. 4 suggests that the struggle for public education remains a complex dispute. The private sector remains strong and the idea of a public and critical education is constantly threatened by neoliberal guidelines that have already been deeply embedded in educational policies.

Thus, the trajectory of Resolution CNE/CP No. 4 reveals a historical line marked by the growing influence of neoliberalism in education, the disguised privatization of the public system and the weakening of pedagogical autonomy in universities and schools. Although the Lula government intends to strengthen public education, it still faces great challenges in dismantling the business logic that has been consolidated in the Brazilian educational system, especially when Minister Camilo Santana himself embraces entrepreneurs who usurp and want to command public education, as happened in previous governments.

The neopragmatic interests of Resolution CNE/CP No. 4/2024 can be analyzed from the perspective of neoliberalism, considering the implications that this resolution has on the initial training of teachers. Neopragmatism, in its essence, aims at a practical and contextual perspective of educational policies and practices, something that the resolution tries to promote. However, such pragmatism is in line with neoliberal principles, which prioritize efficiency, technological innovation and adaptability to market demands (Kuenzer, 2024).

Thus, Resolution CNE/CP No. 4 establishes curricular guidelines for the initial training of teachers, with a strong emphasis on curricular flexibility and the articulation between theory and practice. This apparently positive approach suggests a practical training to meet the “real needs” of schools and contemporary society, which can be interpreted as a neopragmatic influence, since it promotes adaptation to rapid changes and, pragmatically, seeks to train teachers who adapt to the dynamic realities of the educational system. However, this emphasis can shift teachers' traditional critical and reflective training in favor of technical training aimed at immediate results.

Neoliberalism, in educational terms, according to Laval (2019), tends to promote education as a commodity, shaped by market demands and productivity. By integrating digital technologies and training focused on specific skills, as suggested by the resolution, the document contributes to the development of an increasingly corporate and market-based education model.

In addition, the resolution leads neoliberalism by promoting the idea of efficient and “innovative” training, valuing teacher autonomy in the use of technologies and curricular adaptation to the local context. However, by promoting this flexibility, space is opened for the decentralization of State responsibilities, transferring them to Higher Education Institutions (IES), which must seek alliances with the private sector to maintain their competitiveness in the educational market (Fávero; Trevisol, 2020).

Initial teacher education, as outlined in Resolution No. 4/2024, highlights the importance of continuous evaluation through regulatory processes and control mechanisms, such as the National Higher Education Evaluation System (Sinaes) and the National Student Performance Examination (Enade). These systems, by aiming at standardized evaluation and institutional efficiency, reinforce the market logic, treating education as a commodity that must be evaluated and “improved” according to business management principles.

This focus on measurable results binds teachers' subjectivity to a technocratic view of their practice, in which educational success is evaluated based on metrics and performance indicators (Ravitch, 2011). This agency can alienate the teacher from a pedagogical practice that values complex teaching-learning processes that do not easily translate into numbers or quantitative results. In a degree that does not reflect school reality, this means that future teachers can be trained more to meet bureaucratic requirements than to deal with the nuances and challenges of the everyday classroom.

The very structure of Resolution CNE/CP No. 4/2024, with an emphasis on curricula guided by national guidelines and a common basis, runs the risk of not reflecting the local and contextual realities of schools. By rigidly following these guidelines, IES end up training teachers with an abstract and distant view of the real practices of schools, especially in the peripheries and marginalized communities. This agency of teacher subjectivity causes teachers in training to become distant from the school reality they should understand and transform. Training that prioritizes standardized national curricula

and technological innovation can result in undergraduates arriving at schools without the ability to recognize the cultural, social and economic specificities of their students, limiting their impact as agents of social change.

Future teachers will be trained to operate within an educational system that will value maximizing outcomes with the least number of resources. This logic will produce teachers who see pedagogical practice as a series of tasks to be fulfilled quickly and effectively, neglecting the need for a critical and reflective pedagogy. When the degree does not connect with the school reality – especially in contexts of vulnerability – teachers may not be prepared to face the complexity of teaching conditions, reinforcing the idea that teaching is only a matter of meeting goals and indicators (Soares, 2023).

The resolution establishes an alumni profile focused on skills such as “effective communication”, “creativity”, “innovation” and “autonomy”, characteristics that align directly with the demands of the neoliberal labor market, in which adaptability and the ability to innovate are highly valued. This will create a model of teacher training that prioritizes employability at any cost and in precarious situations and the flexibility of the teacher, even by erasing the teaching profession over the years.

Resolution CNE/CP No. 4/2024, therefore, agencies neoliberal interests when seeking to train teachers adaptable to the demands of an educational system increasingly shaped by the market. Although it brings elements of innovation and contextual adaptation, there is a clear overlap of market and neopragmatic interests, which can compromise a more critical and socially engaged education, resulting in an education that serves more market logic than democratic and emancipatory interests.

Neoliberalism and neopragmatism complement each other, therefore, in undergraduate courses, especially when the courses must meet the requirements of the aforementioned resolution. While the former imposes a market logic, efficiency and standardization, the latter provides the practical justification for these changes. The training of teachers, from this perspective, would have less to do with the empowerment of individuals capable of acting critically and transformingly in education and more with ensuring that they are efficient, adaptable and ready to meet the demands of the market and new technologies.

Resolution CNE/CP No. 4/2024 exemplifies this convergence by aligning teacher training with private interests, while promoting practical and immediate training, aimed at

solving problems without questioning the underlying causes. The emphasis on competency-based curricula, technological innovation and adaptation to local contexts reinforces this fusion between pragmatism and neoliberalism, creating a teacher education that is functional to the capitalist system, but that fails to prepare teachers for a truly democratic and inclusive education.

5. Final Considerations

Teacher training is a central issue for the future of education in Brazil and Latin America, especially when we consider the pragmatist and business aspect for human training. It is essential that it be approached with the seriousness and commitment it deserves, valuing the diversity of knowledge and experiences and promoting an emancipatory and transformative education, in addition to the basic principles of neopragmatism, which insists on practicalism.

Still on neopragmatism, defended and endorsed by Resolution 2/2019, already revoked, but which is evident in Resolution 4/2024, it is important to highlight the attack on teacher appreciation, which has been a constant in many educational contexts. The devaluation of teachers manifests itself in several ways, including low wages, lack of professional recognition, work overload and precarious working conditions.

This devaluation has serious consequences for the quality of education, as it discourages teachers, compromises their physical and mental health and makes it difficult to attract and retain qualified professionals in the area. In addition, it contributes to the deprofessionalization of the teaching career, undermining the authority and social prestige of teachers and weakening their ability to positively influence the educational process.

Given this scenario, it is essential that we, educators, teachers and researchers in the area of Education, be aware of the challenges and contradictions present in teacher training policies in Brazil. It is necessary to promote a public and critical debate on the role of teacher training in building quality and inclusive education that values diversity, creativity and critical thinking. Only in this way will it be possible to guarantee teacher training that is truly committed to social transformation and the promotion of educational justice.

Ultimately, both neopragmatism and the attack on teacher appreciation represent serious obstacles to building a socially referenced and inclusive quality education. We

consider it essential to value the theoretical and critical training of teachers, ensure decent working conditions and promote educational policies that recognize the central role of teachers. As education workers, teachers are fundamental agents for human formation in the continuous and hopeful perspective of civilizing flows.

6. References

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