



The effectiveness of the National Common Curricular Base in the practices of kindergarten teachers

ARTICLE

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Abstract

Basic education has been experiencing the implementation of the National Common Curricular Base (BNCC). This raises the question: How is the BNCC being implemented in the pedagogical practice of kindergarten teachers? The aim is to understand how the BNCC is being implemented in the pedagogical practice of kindergarten teachers. The research is organized from a systematic literature review, carried out in the Brazilian Digital Library of Theses and Dissertations (BDTD), using the descriptors: Kindergarten, Pedagogical Practices, BNCC and Public Policies. Eight dissertations and theses were selected for analysis. Limitations were observed in the document in relation to children's education, such as the organization into competencies, the lack of discussion of gender issues, the absence of scientific content and the valorization of the areas of language and mathematics. Therefore, it is necessary for children to have access to scientific knowledge, and we believe that this can be achieved through Historical-Cultural Psychology and Historical-Critical Pedagogy.

Keywords: Public Policies. BNCC. Kindergarten. Competencies.

A efetivação da Base Nacional Comum Curricular nas práticas dos professores da Educação Infantil

Resumo

A Educação Básica tem vivenciado a implementação da Base Nacional Comum Curricular (BNCC). Assim, problematiza-se: como a BNCC está sendo efetivada na prática pedagógica de professores da Educação Infantil? O objetivo é compreender como a BNCC está sendo efetivada na prática pedagógica de professores da Educação Infantil. A pesquisa se organiza a partir de uma revisão sistemática da literatura, realizada na Biblioteca Digital Brasileira de Teses e Dissertações (BDTD) usando os descritores: Educação Infantil, Práticas Pedagógicas, BNCC e Políticas Públicas. Oito dissertações e teses foram selecionadas para análise. Observaram-se limitações no documento em relação à formação das crianças, como a organização em competências, a falta da discussão das questões de gênero, a ausência de conteúdos científicos e a valorização das áreas da Linguagem e da Matemática. Portanto, faz-se necessário que as crianças tenham acesso ao conhecimento científico, acreditando-se na sua





efetivação a partir da Psicologia Histórico-Cultural e da Pedagogia Histórico-Crítica.

Palavras-chave: Políticas Públicas. BNCC. Educação Infantil. Competências.

1 Introduction

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Kindergarten is the first stage of basic education. This stage attends to students aged 0 to 6 and aims to promote the child's integral formation. Various pieces of legislation guarantee this, most notably the Lei de Diretrizes e Bases da Educação Nacional (National Education Guidelines and Bases Law – LDB), enacted in 1996 (Brasil, 1996), which ensures young children's right of access to school.

This guarantee has led to numerous discussions about what the purpose of this stage of education should be, both in terms of childcare and teaching. This paper argues that children should have access to the scientific knowledge accumulated by humanity from an early age. Knowledge geared towards care should not be prioritized as the only way to educate young children (Marsiglia, 2011; Martins, 2011).

The priority at school is the transmission of knowledge, the humanization of being and the appropriation of what has been built through work. In this way, the function of education is defined:

It is up to school education to guarantee the conditions for the development of transformative consciousness in individuals, an indispensable “tool” so that they do not exist under the immediate action of the environment, but as subjects of history. This objective is not achieved within the limits of reiterative everyday knowledge to the detriment of classical knowledge. We believe that it is up to the school to teach what a large part of the population will not learn outside it: the knowledge historically systematized by humanity. Only in this way can it promote the fair socialization of the products of men's intellectual work and the achievement, by each individual, of the cognitive-affective possibilities objectified in them (Martins, 2011, p. 55).

In order to ensure that the school fulfills its objective in kindergarten, its curriculum must be geared towards giving children access to knowledge and culture. However, we





have seen, from the Base Nacional Comum Curricular (Common National Curricular Base – BNCC)¹, that this guarantee has not been happening.

However, it can be seen that this document is organized around competencies, focused on learning how to learn and which are expressed on the floor of the business enterprise, resulting in trained workers, i.e. those who are flexible and know how to get along with others, adapting to the needs of capitalism.

Alcamim (2021) also points out that these skills are socio-emotional and contribute little to children's development, as they are yet another form of control by bourgeois society. Silva (2018) argues that socio-emotional competences are understood as a certain social and emotional behavior that involves two or more people in order to be able to mobilize emotions effectively (Silva, 2018). Socio-emotional competencies are formed “[...] through training and social and emotional behaviors [...]” (Silva, 2018, p. 23).

In this way, we can see that the BNCC, a document that is being implemented in basic education, presents an emptying of scientific content from kindergarten onwards. Based on the aforementioned, it is relevant to understand how the BNCC is being implemented in kindergarten, especially in teachers' pedagogical practice. This raises the question: how is the BNCC being implemented in the pedagogical practice of kindergarten teachers? The aim of the article was to understand how the BNCC is being implemented in the pedagogical practice of kindergarten teachers.

To develop the theme, the article is organized as follows: introduction, which contextualizes the subject of the research; methodology, which describes how the systematic literature review of dissertations and theses on the subject of the implementation of the BNCC in kindergarten was carried out. The results and discussions based on the analysis of the dissertations and theses regarding the implementation of the BNCC in kindergarten are then presented, followed by the final considerations, in which reflections on the research theme are pointed out.

¹ Mandatory normative document for the development of school curricula and pedagogical proposals in basic education, whether public or private, with the aim of improving the quality of teaching, promoting equity and local and regional autonomy.





2 Methodology

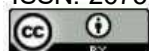
The literature review is an important moment in the development of any research, as it allows us to survey what has already been published on the subject, so we must be clear about how this phase will be carried out. There are various types of review that can be carried out, such as narrative review, mixed review, among others, but the systematic review of the literature stands out due to its complexity and execution criteria, i.e. it is a way of carrying it out based on defined protocols (Souza, 2023).

Due to the complexity and criteria for the development of this research, it was decided to use a systematic literature review, which is a type of review that seeks answers to the problem: how the BNCC is being implemented in the pedagogical practice of kindergarten teachers, based on a critical analysis of what has been published in the literature (Briner; Denyer, 2012). In addition, Ramos, Farias and Farias (2014) argue that this type of review proposes the reconstruction of the conceptual and methodological path in the choice of bibliographic sources based on rigorous and explicit procedures that must be clear and require organization on the part of the researcher.

In order to carry out a systematic literature review, Galvão and Ricarte (2020) mention some of the stages that make up its development, which are the delimitation of the objective and the question to be addressed in the review, the selection of bibliographic databases for consultation and collection of material, the elaboration of advanced search strategies and the selection of texts and systematization of the information found.

Briner and Denyer (2012, p. 115) are even more systematic and point out five steps that must be followed to carry out a systematic review, namely: “1) Planning the review; 2) Locating studies; 3) Evaluating the contributions of the work; 4) Analyzing and synthesizing information; 5) Reporting results”. These steps were followed and will be described next.

The first step taken to carry out the systematic literature review was planning, which included defining the problem, the objective, the descriptors, the inclusion and exclusion criteria and the time frame. The aim of the review and this article is to understand the





problem: how is the BNCC being implemented in the pedagogical practice of kindergarten teachers?

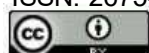
The database chosen for the systematic literature review was the Biblioteca Digital Brasileira de Teses e Dissertações (Brazilian Digital Library of Theses and Dissertations – BDTD), which, according to Adams, Izidoro and Amaral (2020), integrates the country's existing thesis and dissertation information systems into a single portal. The BDTD provides users with a national catalog with the full text of theses and dissertations, enabling a single search to access these documents. It should be noted that this database was selected because it was complete and because we were only interested in analyzing dissertations and theses on the subject in question.

After defining the database, descriptors were defined for the review, which were in line with the theme: Kindergarten, Pedagogical Practices, BNCC and Public Policies. The time frame for the research was dissertations and theses published between 2015 and 2023, since the first version of the BNCC was published in 2015.

The inclusion criteria for dissertations and theses were: papers with titles referring to the descriptors (Kindergarten, BNCC or Public Policies), papers whose subject was the relationship between kindergarten and the BNCC, papers that could be downloaded for free and papers, dissertations and theses defended after 2015. The exclusion criteria were: dissertations and theses that had only one of the descriptors in their title; works that did not mention the BNCC, works that did not allow downloading and works, dissertations and theses defended before 2015.

Once the planning for the systematic literature review was complete, the search for papers began. The search was carried out on June 27, 2023, in the “Advanced Search” tab of the BDTD database. The search was carried out in two stages.

At first, we used the descriptors: Kindergarten, Pedagogical Practices and Public Policies. A total of 618 dissertations and theses were found and then refined based on the time frame using the “Year of defense” option on the “Refine search” tab available on the BDTD website. This resulted in a total of 418 papers. The titles of the 418 papers were read to identify the presence of the descriptors. In the end, 12 dissertations and theses





were selected, of which four were excluded because they did not mention the BNCC; two because they could not be downloaded for free; and six were selected to make up this review.

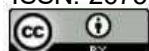
Secondly, the search was carried out using the descriptors: Kindergarten, Pedagogical Practices and BNCC. Initially, 89 dissertations and theses were found. When the time frame filter was applied, the same 89 papers remained. Their titles were read in order to apply the inclusion and exclusion criteria. As a result, four dissertations and theses were excluded because they were repeated from the previous survey, one was excluded because it was not possible to download it for free, one was excluded because it focused on the elementary years and 81 were excluded because they were not in line with the research theme. In the end, two papers were selected for this study. In total, eight dissertations and theses were selected through the systematic review and saved on the researcher's computer for analysis.

We then moved on to the stage of evaluating the contributions of the papers, analyzing and synthesizing the information. The general information on the papers is shown in table 1 in the “Results and Discussions” section. The evaluation of the contributions and analysis of the information in the dissertations and theses was carried out by reading the works in full.

The reading was carried out using a laptop, where the passages of relevance to the research were highlighted and, from these passages, an analysis text was constructed, which will be presented below. Due to the complexity of the analysis, this article will present general information on the eight papers analyzed, as well as their main contributions to understanding the implementation of the BNCC in teachers' practice.

3 Results and Discussion

The BNCC is a curricular document, created mainly in the 1980s, which establishes a series of minimum contents and learning based on educational skills and competencies for individuals enrolled in basic education. The document went through three versions until



the final version for kindergarten was approved in 2017 and implemented at the school, mainly from 2018 onwards.

Thus, this document stresses the relationship between the school curriculum and the pedagogical practice of kindergarten teachers. Given its recent implementation and the consequences of this, it is important to understand how this document is being implemented on the school, by analyzing research on the subject.

Table 1 shows the general information of the eight studies found through the literature review. The number of papers on the subject is considered low, taking into account its relevance and the major changes that the BNCC brings to basic education. It is believed that one factor contributing to the low number of postgraduate research projects is the fact that the final version of the BNCC was published only five years ago, but once again we emphasize the need for this research to be expanded, especially in the area of kindergarten.

Table 1 – General information on the dissertations and theses found from the systematic review of the BDTD database

Title	Author Year	Dissert . Thesis	Postgraduat e Program	Objective
Gênero no Contexto Escolar da Educação Infantil: produções institucionais (RCNEI e BNCC)	Maia 2017	Dissert.	Programa de Pós-Graduação em Cultura e Sociedade da Universidade Federal do Maranhão	To understand how gender is produced through institutional documents, which aim to guide and promote the implementation of kindergarten practices, based on the RCNEI, its statements, prescriptions and ways of working and experiencing gender and sexuality discussions in kindergarten and the new BNCC, which completely erases these discussions from its text.
Base Nacional Comum Curricular e Produção de Sentidos de Educação Infantil: Entre Contextos, Disputas e Esquecimentos	Souza 2018	Dissert.	Programa de Pós-Graduação em Educação da Universidade Federal de Santa Maria	To analyze the production of meanings of kindergarten through the discourses of the National Common Curricular Base and the managers of the Municipal Department of Education of Santa Maria (RS).



Políticas Públicas para a Educação Infantil: um estudo sobre a Base Nacional Comum Curricular (BNCC) na Rede Municipal de Ensino Londrina – PR	Dimitrovich t 2019	Dissert.	Programa de Pós-Graduação da Universidade Estadual de Londrina	It analyzes and investigates, within the context of Londrina, the relationship between the National Common Curricular Base for kindergarten and the policy of continuing education for teachers of this stage in this municipality, as well as its ideological, social and cultural implications.
Base nacional comum curricular (BNCC) para a Educação Infantil: estudo e implementação em uma creche do município de São Bernardo do Campo	Lima 2020	Dissert.	Programa de Mestrado em Gestão e Práticas Educacionais da Universidade Nove de Julho	Are there possibilities in this process of discussion and transformation? The general objective was to analyze how the process of implementing the BNCC for kindergarten takes place in a school in São Bernardo do Campo.
O Papel Da Educação Infantil No Desenvolvimento Das Inteligências Múltiplas Relacionadas Aos Campos De Experiência Da Base Nacional Comum Curricular	Bassotto 2020	Dissert.	Pós-Graduação e Pesquisa em Ensino de Humanidades e Linguagens da Universidade Franciscana	To investigate the importance of kindergarten in the development of Multiple Intelligences (MI) related to the Fields of Experience of the National Common Curricular Base (BNCC) in children of the kindergarten at Escola Municipal de Educação Infantil Sinos de Belém, in Santa Maria (RS).
A percepção das emoções e dos sentimentos na Base Nacional Comum Curricular e suas influências sobre as práticas pedagógicas de educadores na educação infantil, em Três Lagoas/MS	Alcamim 2021	Dissert.	Programa de Pós-Graduação em Educação da Universidade Federal de Mato Grosso do Sul	To identify the theoretical and epistemological bases on emotions and feelings present in the National Common Curricular Base (BNCC) and their influences on the perceptions and pedagogical practices of pre-school educators from the Três Lagoas Municipal Education System (MS).
Práticas Discursivas E BNCC-EI: Sobre Interfaces De Ambiências E Experiências Numa Escola De Educação Infantil	Souza 2022	Thesis	Programa de Pós-Graduação em Educação da Universidade Federal de Santa Maria	To analyze the production of discursive practices in the environments and experiences of a kindergarten school, considering the National Common Curricular Base.





Base Nacional Comum Curricular: Impactos Na Organização Curricular De Uma Unidade Federal De Educação Infantil	Weber 2022	Dissert.	Programa de Pós-Graduação em Educação da Universidade Federal de Santa Maria	Analyze the repercussions of the guidelines proposed by the BNCC for kindergarten on the curricular organization of the Unidade de Educação Infantil Ipê Amarelo. (UEIIA).
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Source: Authors (2024).

Of the eight papers surveyed, there are seven dissertations and one thesis. It should be noted that the thesis is by Souza (2022), and the author's dissertation is also present in the review, demonstrating the continuity of the theme in the research. With regard to the year of publication, the dissertations and thesis were published between 2017 and 2022, bearing in mind that the version of the BNCC for basic education was approved by the Ministry of Education in 2017.

The dissertations and theses analyzed are products of the postgraduate programs at the Federal University of Santa Maria (two dissertations and one thesis), which shows a concentration of research on the subject in this program. There are also research programs in the states of Paraná, São Paulo and Maranhão. This data shows the need for the subject to be researched in other states as well, in order to understand the impacts of its implementation process in the various regions of Brazil, because, as the text of the BNCC itself states, it reaches schools with the aim of improving the quality of education and promoting the appreciation of regionality, so it is interesting to investigate its implementation.

With regard to the implementation of the BNCC in kindergarten, the dissertations and theses show that this is happening, but it is proving to be a challenge for teachers, according to some aspects found in the research. Souza (2018, p. 115), in her master's research, carried out from the analysis of documents and also from the point of view of kindergarten managers in the city of Santa Maria (RS), concludes that “the meanings produced in the movements of the BNCC refer to the sense of strands of a traditional





education, technical strands of know-how, articulated to a curricular relationship of ‘control’ – curriculum-evaluation relationship”.

The results pointed out by the author are in line with the observation that, even with a discourse of improving the quality of education, the BNCC contributes little, as it is a document that promotes the emptying of content and access to culture from kindergarten onwards. In her doctoral research, Souza (2022) also points out that the development of a curriculum based on children's experiences, as proposed in the BNCC, is a challenging practice for kindergarten teachers, which is often not understood or legitimized by the school community. Dimitrovicht (2019) also points out in her research that the BNCC affects the pedagogical practice of kindergarten teachers, mainly because this document does not discuss learning within a totality represented by a historical, social and political context, which are fundamental to the formation of children's humanity.

Weber (2022) points out in his research that the participating school carried out a (re)construction of the Pedagogical Political Project (PPP), in order to observe the limitations and potential of the BNCC and they were adapted to a proposal that values child protagonism based on an interpretation of the BNCC that opened up possibilities for action, without evidencing forms of implementation that restrict the principles and specificities of kindergarten.

As limitations, we point to the socio-emotional competencies present, an aspect also observed by Alcamim (2021), who states that these do not contribute to children's development, but are merely a prerogative that is in line with the neoliberal education project, through its associations and foundations, materialized in the Movimento Todos pela Educação (All for Education Movement), which were at the forefront of the document's organization.

Maia (2017), in her master's research, also points out another limitation of the BNCC, which is: the step backwards in not contemplating gender issues in its text, in addition to the lack of mention of scientific content, aspects that are also discussed by Dimitrovicht (2019, p. 109), when he points out that there is an:





imbalance between the areas of knowledge in which the learning objectives are proposed, with the areas most closely linked to Portuguese Language and Mathematics having a greater number of objectives, confirming that there is evidence of preparation for elementary school focusing on the actions of reading, writing and counting.

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The author points out that there is an overemphasis on the areas of language and mathematics to the detriment of the humanities and science, which we consider to be another way of promoting the emptying of scientific content, since the ability to read, write and count can also be developed through other areas of knowledge. It is also necessary to discuss that the humanities and science areas are necessary for children to develop a conception of the world, so they cannot be left out of this stage of basic education, which is detrimental to their development.

It can therefore be seen from the dissertations and theses surveyed in the review that the implementation of the BNCC in kindergarten does not contribute to the teaching and learning process of children. It needs to be revised, based on a proposal that considers the specificities of children and, above all, the need for them to have access to the knowledge and culture produced by humanity in its entirety, since it is through this access that children will develop a conception of the world based on a critical conscience.

4 Conclusions

This study sought to understand how the BNCC is being implemented in the pedagogical practice of kindergarten teachers, based on an analysis of dissertations and theses that discussed the subject. From an overview of the studies, it was observed that the BNCC is being implemented in schools, especially in the states of Rio Grande do Sul, Paraná, São Paulo and Maranhão, where the research was carried out.

But it was also possible to observe that this is proving to be a challenge for teachers, who need to organize teaching practices based on competencies and no longer on scientific content, and they have not been prepared for this new way of organizing teaching.





The organization into competencies was also highlighted by the dissertations and theses as a limitation of the BNCC, along with the lack of discussion of gender issues and mention of scientific content and the valorization of the areas of language and mathematics. We believe that these limitations need to be reviewed in a curriculum proposal for kindergarten, as it is a stage of great importance for children's intellectual and social development.

It is therefore necessary for children to have contact with scientific knowledge and the culture developed by humanity. Thus, it is believed that the best proposal for promoting children's development is a curriculum based on the perspectives of Cultural-Historical Psychology and Critical-Historical Pedagogy, because through them it is possible to develop pedagogical practices capable of providing the formation of critical consciousness and consequent transformative actions in children.

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Responsible publisher: Genifer Andrade.

Ad hoc experts: Bruna Emilyn da Silva and Juliana Diniz Gutierrez Borges.

How to cite this article (ABNT):

AMARAL, Ana Paula do; AMARAL, Claudia Tavares do. A efetivação da Base Nacional Comum Curricular nas práticas dos professores da Educação Infantil. **Rev. Pemo**, Fortaleza, v. 7, e14345, 2025. Available at: <https://revistas.uece.br/index.php/revpemo/article/view/14345>





Received on October 27, 2024.
Accepted on December 30, 2024.
Published on February 23, 2025.

