

The Common National Base – Training: Reflections on Teacher Training in Brazil

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Abstract

The text addresses the need to present teacher training in Brazil, starting from a critique of the idea of “training” that predominated in the 1980s and 1990s, replacing it with a broader vision of “Continuing Education”. This approach reflects the incompleteness of the human being, highlighting the importance of continuous training throughout professional life, as opposed to ready-made and fragmented training packages. Education, in this sense, should be more than a technical update, being a continuous process of development, which involves reflection on teaching practice and the creation of a dialogue between theory and practice. The text also discusses public educational policies, such as the Common National Base – Training (BNC-Formação) and the separation between Initial Training (FI) and Continuing Education (FC). The lack of continuity between these trainings is seen as harmful, and the text argues that the appreciation of teachers requires better working conditions, coherent educational policies and greater dialogue between universities and schools. The ideas are reinforced in Paulo Freire in the sense of reflecting that training cannot be merely technical but must promote the critical development and autonomy of educators.

Keywords: Teacher Training, Common National Base – Training, Permanent Teacher Training

1. Introduction

As teachers and educators, it is interesting to engage in dialogue with social reality, with the reality that permeates classrooms, the reality of the school context, to think of a possible world for this reality. To do this, when reading the world, when understanding the context in which we are and live, we need to position ourselves and (re)think our practices continuously. As conditioned beings, we are not determined and can change the reality in which we live.

It is important to highlight some issues that stem from a condition that has historically been imposed on most Brazilians, namely the condition of being illiterate, with subjects not included in the institutional educational scenario and, specifically, the late insertion of the Portuguese language in the context of school teaching, as already discussed. In this sense, from the 1980s and early 1990s onwards, an important issue was raised in the field of Teacher Training: Permanent Teacher Training, which until then had not appeared in the literature. At that time, the idea arose that teachers should undergo training. Education does not support this type of nomenclature, and it is precisely for this reason that this work mobilizes the idea of Permanent Teacher Training.

Education represents training in its broadest sense and not from a technical perspective, of training. Education, in this sense, is beyond the idea of training. This idea of training was transplanted to Brazil, originating from a North American conception, recurrent in that same period—80s and 90s—in the USA, but is refuted by Freire (2019 [1993]), p. 227): “as an educator, I know what training means. That is why I argue a lot with the Americans, because I resist accepting that training is equivalent to formation. Formation is much more than training. Therefore, the formation of educators and the analysis of it are very important”.

In other words, education is not training, but at that time it was being disseminated to naturalize that training was needed and not formation in the broad and strict sense of the term.

When we think about continuing education, there are separate moments, that is, as if we had two distinct times in the training process: a previous time, which would be the Initial Training, and a later time, which would be the *continuing education* (MILITÃO, 2012).

The interesting thing is to work with the idea of a *continuum*, without interruptions. In this sense, another concept is presented, professional development, defended by Diniz-Pereira (2021), aggregated with another element, inseparable from Initial Training in relation to Continuing Training, which constitutes the context of work, also inseparable from the idea of Initial Training and teaching work.

There are several other terms used to talk about Initial Training, especially about Continuing Training: continuous training, in-service training, *in-service training*, school-centered training, among others, according to Freire (2019 [1968]), Diniz-Pereira (2021), Imberón (2010), Franco (2012), among others. There is a profusion of terminologies, from a more technical perspective, to situate this period of training that occurs after Initial Training.

In this logic of training, the historical context of the 1980s and 1990s was established in

Brazil, a period in which there was an attempt to insert ready-made training packages, without intervention, without a process of listening to those who practiced teaching. In this space, Freire (2019 [1993]) began to formulate another proposal, in another conception: the conception of Permanent Training.

Using this term of Permanent Education is to base oneself on a theoretical and epistemological perspective that brings the idea of incompleteness of human beings. When one understands that, after the end of the Initial Education period and the beginning of the teaching exercise, this professional exercise is situated in a historical time, in a geographical, cultural, social context, with particularities, one also understands that this requires permanent education from us.

This continuity in the search for permanent training is explained by this idea of incompleteness of the being and, as incomplete beings, we are in a permanent process of training and this search for training and knowledge does not end with Initial Training. Thus, when we speak from this perspective of Permanent Training, we must understand that this training begins to bring another logic, different from that which ran through the production of the field as a technical activity, of qualification.

When continuing education was disseminated, based on a concept that placed the need for updating and deepening, there was a concept of continuing education based on the expansion of training courses, contemplating, precisely, this logic of updating and deepening. This logic of continuing education is based on the idea of compensatory training, in which our training lacks something and, at every moment, it seems that we need to take a specific course. This is a concept that accompanies this process of continuing education, of only seeking training to make up for some lack.

Another issue is the individualized nature, because when thinking about training actions, most subjects seek their own training processes individually. And another element is that most of the CF programs offered are generally designed according to the logic of those who propose them, and most disregard the training needs. Thus, there is no process of consultation and listening to these subjects—from another perspective, we will see the example of Questionnaire 0, in the next Chapter, in which the needs of teachers are raised so that the proposed training can be thought of.

Another element to consider when thinking about training is that there is a certain range of training processes linked to the continuity of training that includes: specializations, free courses, training, improvement, events, academic weeks, pedagogical meetings, pedagogical work schedules, or postgraduate studies. In other words, there is a wide range of training actions that, naturally, involve costs and that should play an important role in the development and promotion of these actions, materialized by the State. And this is another point: Public Policies. Saviani (1985, 2007) points out the discontinuity of Public Policies as a characteristic and as a problem of Brazilian Educational Policies, since, when the government changes, what is being put in place in terms of training processes changes.

For example, the change in Resolution 02/2015, in force until 2019, placed FI inseparably

from FC and raised the role of Universities with Basic Education Schools in a relevant way. More recently, in 2019, with the change in the Federal Government, which has openly positioned itself as a promoter of strong setbacks in Educational Policies, notably for Teacher Training Policies, a Resolution for Initial Training (Resolution 02/2019/CNE) and another, separate one, for Continuing Education (CNE/CP Resolution No. 1, of October 27, 2020) emerged in a fragmented way, breaking, once again, the idea of continuity, returning to having training processes as isolated moments.

And, in this work, it is precisely the opposite movement that we seek to undertake, through the debate of Permanent Training, focused on the teaching and learning of Portuguese from a multilingual perspective. In this sense, we will analyze some points of the BNC-Formação document, to make a critical analysis of some of its problems and inconsistencies in teacher training.

2. Laws and Guidelines for (Continuing) Teacher Training in Brazil

Continuing Education is considered by the Law of Guidelines and Bases (LDB) to be a right of professionals who work in education, since it not only enables functional progression based on the qualifications, qualifications and competence of professionals, but also provides for the development of teachers linked to these establishments and their projects.

Let's start with a little bit of the history of the Literature Course in Brazil, as Geraldi (2015) points out. The training of university professors began late in the country. The Faculties of Philosophy, Sciences and Literature were founded in 1939. Thus, they began to train teachers in all areas of knowledge, including Mathematics, Physics, Chemistry and Biology. The law determined the curriculum for each course.

The Literature course covered three main disciplines—Language, Literature and Humanities (including Philosophy, Sociology and Didactics). To this day, in most Literature courses we find this tripartite curriculum, but philosophical and sociological studies have disappeared. Thus, in language studies, “(...) a new thing appeared—Linguistics, from the 1960s onwards (but let us not forget, Linguistics emerged in the country, in its largest university, USP, in the Department of Oriental Studies, because it was not accepted in the world of ‘literates’... after all, it accepted orality as a field of study!)” (GERALDI, 2015, pp. 381–382).

In this sense, it seems that what Paulo Freire called “banking education” is being done—see above—: they deposit information for a group of teenagers and young people who live in another world. And there was no attempt in their professional training to face or understand this other world. Conclusion: the teacher is not well trained even in the “contents”. Returning to what Geraldi (2015, pp. 381–382, author’s emphasis) tells us: “(...) everything that “smells” of popular literature (sayings, little poems...) disgusts our writers, with very few exceptions. In the area of Linguistics, they can describe a phonological system, but they are incapable of reading a student’s text and perceiving paths for their teaching in it: they reproduce the same linguistic prejudice: everything is a mistake, including dialectal varieties. They know how to point out “mistakes”, but they do not know how to guide themselves in teaching and do not know what to do with them, other than “correct” them! A calamity!!!

Why so much Saussure, so much Chomsky, so much phonology, so much generative syntax, so much semantics? To constitute a wealth of knowledge necessary for what?"

Formally, in Brazil, there has been a specific regulatory framework for the practical training of students and future teachers since 1977. Several laws recall the organization of internships in higher education institutions and in the Brazilian educational system. Federal Law No. 6,494 of 1977, followed by a new regulation, called Federal Law No. 8,859, since 1994, organizes the internship system in teacher training courses.

At the end of the 20th century, Federal Law No. 9,394/96 highlighted the internship as a teaching practice, requiring a minimum of 300 hours. At the beginning of the 21st century, a resolution of the National Education Council in 2002 redefined this number of hours, increasing it to a total of 400 hours of practice, based on the second half of the higher education course.

Almeida and Pimenta (2014) point out that practical training in Brazil should prioritize public educational spaces, since more than two million teachers work in the educational system in Brazil, of which only 500,000 works in private institutions. Regarding this training, Borges (2013) states that the internship constitutes a privileged moment of contact with reality based on the formal education process, since practice alone would not achieve this objective.

Continuing the discussion in the wake of these laws and guidelines for practical training, as well as the BNCC, launched in 2017/18, in October 2019, the National Education Council (CNE) launched Opinion 22/2019 (BRAZIL, 2019) on the National Curricular Guidelines for Initial Teacher Training for Basic Education and the Common National Base for Continuing Training of Basic Education Teachers (BNC-Training). In this sense, let us see in the following section the assumptions of BNC-Training (Continuing) and what its impacts are on the training of Portuguese Language teachers.

3. The BNC-Training Document

According to information from the Opinion itself (BRASIL, 2019, p. 1), the BNC-Formação had as its main objective the review and updating of CNE/CP Resolution No. 2, of July 1, 2015, "(...) this resolution defines the DCNs for FI at higher education level and for FC, based on CNE/CP Opinion No. 2/2015 and CNE/CP Resolution No. 1, of May 15, 2006, which establishes the DCNs for the Undergraduate Course in Pedagogy. These DCNs are based on CNE/CP Opinions No. 5/2005 and No. 3/2006, considering current legislation, in particular CNE/CP Resolutions No. 2, of December 22, 2017, which institutes and guides the implementation of the BNCC, to be respected, mandatorily, throughout the stages and respective modalities within the scope of the EB, and CNE/CP No. 4, of December 17, 2018, which institutes the BNCC-EM, as the final stage of the EB, under the terms of article 35 of the LDB, completing the set constituted by the BNCC of the EI and EF, defined based, respectively, on Opinions CNE/CP No. 15/2017 and CNE/CP No. 15/2018".

In the wake of this Opinion, in December of the same year, Resolution No. 2 of the CNE (BRAZIL, 2019) was launched, which defined the National Curricular Guidelines for Initial Teacher Training for Basic Education and instituted the Common National Base for Initial

Teacher Training for Basic Education (BNC-Formação).

In July 2020, through Opinion No. 14/2020 (BRASIL, 2020), approved on July 10, 2020, the National Curricular Guidelines for Continuing Education of Basic Education Teachers and the Common National Base for Continuing Education of Basic Education Teachers (BNC-Continuing Education) were listed. And, in October of the same year, Resolution CNE/CP No. 1, of October 27, 2020 (BRASIL, 2020) was launched, providing for the National Curricular Guidelines for Continuing Education of Basic Education Teachers. This establishes the Common National Base for Continuing Education of Basic Education Teachers (BNC-Continuing Education).

The BNC-Formação (BRASIL, 2020) lists ten general competencies and recommends that training—both initial and ongoing—should be permeated by three dimensions: knowledge, practice, and engagement. It also emphasizes that the knowledge dimension is related to mastery of content. Practice refers to knowing how to create and manage learning environments. The third dimension, engagement, concerns the teacher's commitment to learning and to interacting with coworkers, families, and the school community. Four specific competencies are provided for each dimension.

In a news item on the MEC website, the document points out that, in Brazil, didactics and methodologies appropriate for teaching content are undervalued. Courses aimed at initial training focus excessively on the knowledge that underpins education, paying little attention to how the teacher should teach. In other cases, the focus is on disciplinary knowledge dissociated from its specific didactics and methodologies (BRASIL, 2018).

The shortcomings in the teaching and learning system are partly responsible for the unsatisfactory performances revealed by data from the National Basic Assessment System (SAEB), which are especially critical in secondary education. According to data from 2017, only 1.62% of secondary school students achieved a level considered adequate in Portuguese and 4.52% in mathematics.

According to the 2017 Higher Education Census, there are 7,245 undergraduate courses in Brazil, of which 3,765 (approximately 52%) are offered by public institutions. However, most enrollments are in the private sector: of the 1,589,440 enrollments, 987,601 (62.14%) are in private universities. The pedagogy course, which prepares teachers for early childhood education and the initial grades of elementary school, leads the number of enrollments, with 710,855 students, representing 44.7% of the total. The undergraduate degree in physical education follows with 185,792 enrollments, or 11.7% of the total, and the mathematics course with 95,004 enrollments, equivalent to 6% of the total number of students in the undergraduate degree area (BRASIL, 2018).

In the BNC-Continuing Education, it is considered that the teacher must have solid knowledge regarding established knowledge; teaching methodologies; learning processes; local and global production. Such knowledge aims at the full development of students and considers three fundamental dimensions as essential and, in an interdependent manner, they are integrated and complement each other in the teaching action in relation to Basic

Education, that is, they constitute the same three dimensions for Initial Education: (i) professional knowledge; (ii) professional practice; (iii) professional engagement. Following, the specific competencies of the professional knowledge dimension are: (i) mastering the objects of knowledge and knowing how to teach them; (ii) demonstrating knowledge about students and how they learn; (iii) recognizing the contexts of students' lives; (iv) knowing the structure and governance of educational systems.

The specific competencies of the professional practice dimension are composed of the following actions: (i) planning teaching actions that result in effective learning; (ii) creating and knowing how to manage learning environments; (iii) evaluating the student's development, learning and teaching; (iv) conducting pedagogical practices of knowledge objects, competencies and skills. The specific competencies of the professional engagement dimension are revealed as follows: (i) committing to one's own professional development; (ii) committing to student learning and putting into practice the principle that everyone can learn; (iii) participating in the school's Pedagogical Project and the construction of democratic values; (iv) engaging professionally with families and the community, aiming to improve the school environment.

Through these competencies in the dimension of professional engagement, the objects, the policy of continuing teacher training, courses and programs for continuing teacher training and lifelong training are worked on. These professional competencies presuppose, on the part of teachers, the development of General Competencies. This, understanding that these Competencies are essential for promoting favorable situations for the significant learning of students and for the development of complex competencies, "(...) for the redefinition of fundamental values for the training of autonomous, ethical and competent professionals" (BRASIL, 2020, p. 2).

In Resolution CNE/CP No. 1, of October 27, 2020, Art. 7 (2020, p. 5), it is considered that Continuing Education, to have a positive impact on improving teaching practice, must meet the characteristics of: focus on pedagogical knowledge of the content, use of active learning methodologies, collaborative work between peers; prolonged duration and systemic coherence.

It is extremely important to highlight that the Document has the following Base, as all indications for Continuing Education follow what is exposed and worked on in the BNCC, seeking an update for Continuing Education teachers. Art. 2 The present National Curricular Guidelines, in conjunction with the BNC-Continuing Education, have as a reference the implementation of the National Common Curricular Base for Basic Education (BNCC), instituted by Resolutions CNE/CP No. 2, of December 22, 2017 and Resolution CNE/CP No. 4, of December 17, 2018, and the National Common Base for Initial Training of Basic Education Teachers (BNC-Formação), instituted by Resolution CNE/CP No. 2, of December 20, 2019 (BRASIL, 2019). Courses and Programs for Continuing Teacher Training are not the sole responsibility of Higher Education Institutions. The activities can be carried out by specialized organizations or by training bodies in relation to the management of education networks. To this end, some requirements must be met, namely (BRASIL, 2020, p. 6):

“I—Refresher Courses, with a minimum workload of 40 (forty) hours; II—Extension Courses and programs, with variable workload, according to their respective projects; III—Improvement Courses, with a minimum workload of 180 (one hundred and eighty) hours; IV—Lato sensu postgraduate specialization courses, with a minimum workload of 360 (three hundred and sixty) hours, according to CNE standards; V—Academic or Professional Master’s and Doctorate courses or programs, respecting the standards of CNE, as well as of the Coordination for the Improvement of Higher Education Personnel (CAPES)”.

It is also indicated that the HEI has, in its teaching staff, in addition to those who make up the training institution, experienced teachers from school education networks, thus creating an organic and contextualized bridge between Higher Education and Basic Education. In this way, according to Art. 11, “(...) policies for Lifelong Training, In-Service, implemented by schools, school networks or education systems, by themselves or in partnerships with other institutions, must be developed in alignment with the real needs of the contexts and environments in which teachers work” (BRASIL, 2020, p. 6).

As explained, Lifelong Continuing Education must consider the real contexts of the teacher who carries it out, which enables the teacher to carry out activities, as well as teach and learn with his/her colleagues, through (i) Lifelong Continuing Education; (ii) experiences; (iii) Significant learning; (iv) Effectively Developed Teaching Practices.

Continuing Education should allow for improvement and updating, as well as professional development of the education professional. In this sense, the proposed training, taking advantage of the gaps that this system allows, fits in with one of the points presented in BNC-Formação (2020, p. 6): “I—Update Courses, with a minimum workload of 40 (forty) hours (...)”, that is, it is always possible, in this specific educational policy structure, to find a gap (LAURINDO, 2016).

4. The BNC-Training Document

According to Geraldi (2015, pp. 385–386), anyone who examines the curriculum of the professional master’s course (PROFLETRAS) will see that the same ideology of those who “know the content, know how to teach” is there. If the undergraduate course has been training bipedal teachers (language and literature), the professional master’s “(...) will train sacis-pererês (one-legged, in Linguistics). But the school reality is demanding centipede-teachers, capable of dealing with young people lost in a troubled world, capable of creating their own classes, capable of discussing films, capable of moving through the themes brought up by the texts read in class! Google it... It is this lack of openness that the Language course does not have!!! And it is not about now including all the genres listed in the BNCC within the disciplines of the undergraduate course, because the same principle that guides the current training would be maintained! (GERALDI, 2015, pp. 385–386)”.

We need to convince ourselves that life, that the world, teaches us. Not everything should be in the FI; not everything should be in school. It seems that we don’t want to learn this: long before computers entered the school, our students already knew them. It wasn’t taught in school, and they know it. Why teach so many genres? And what’s more, why make them

write in so many genres?

This finding by Geraldi (2015) clearly affects BNC-Formação, especially if we highlight and reiterate what the “Manifesto Against the Disqualification of Basic Education Teacher Training” (ANFOPE, 2020) states. In May of this year, in relation to the approval by the Plenary Council of the National Education Council of the aforementioned Opinion and the submission to the MEC of the draft Resolution proposal, ANFOPE had already expressed its opposing position, listing a series of arguments that demonstrated that the regulation, if approved, would accentuate the processes of devaluation and precariousness of the training of professionals in basic education teaching, and that it had also been drafted without establishing dialogue with university institutions, scientific associations in the educational field, and entities representing teachers, in an imposing and authoritarian practice that has become increasingly common in the last four years.

Before commenting on the content of the Opinion and the Resolution, we consider it important to highlight the political scenario in which we lived at the time, a health and economic crisis. A crisis experienced while this work was being developed and put into practice, with the denial of scientific knowledge in the field of education and legislation, and the authoritarian nature that imposed an anachronistic regulation without dialogue with academic entities.

Thus, “(...) we highlight the inappropriateness of this approval/homologation given the current national scenario, marked by the Covid-19 pandemic, unprecedented in the country’s recent history, which has already recorded more than 160,000 deaths, aggravated by an economic crisis in which around half of the population is in a situation of social vulnerability, unemployed or underemployed, which should require the government to implement urgent and necessary actions to reduce poverty and save lives, expanding access to health care and adequate sanitary conditions. Likewise, the MEC has failed to address education during the pandemic, failing to provide schools and school communities, teachers and students with the material conditions to provide and access emergency remote education, contributing to the worsening of educational inequalities and the intensification and precariousness of teaching work. Therefore, it is considered unacceptable that, in this context, regulations are approved that deny scientific knowledge in the field of education, given the lack of debate and public consultations with academic-scientific entities, disregarding productions in the field of training, educational policy and curriculum. Attitudes that contradict the legislation persist, as they are disconnected from the National Education Plan 2014–2024 (Law No. 13,005/2014), which should be considered by the CNE/MEC, seeking articulation, specifically, between initial and continuing education and between the latter and the demands of the school and its professionals (ANFOPE, 2020, pp. 1–2)”.

5. Descriptive and Comments

Despite the disconnection of FI and FC, and the imposition of the links of other Degree Courses, the BNC-Formação raises the lack of dialogue between CNE and MEC. Furthermore, it raises questions such as: “ a) It indicates that teacher training “has as a reference the implementation of the National Common Curricular Base for Basic Education

(BNCC-Basic Education), established by Resolutions CNE/CP No. 02/2017 and CNE/CP No. 04/2018”, **b)** It presents, in a fragmented way, initial and continuing training, mistakenly taking it as a complementarity and correction of initial training; **c)** It does not take into account the training needs of the subjects, the professional phases/cycles, and the contexts of professional practice; **d)** It places the focus “on the principles of general competencies of the BNCC”, directing training towards a training and professionalization model that tends to sideline theoretical knowledge and its pedagogical mediation in the theory and practice unit (ANFOPE, 2020, p. 3)”.

The BNC-Formação guidelines for FI and FC are in line with what the BNCC raises. When exploring the reasons raised by ANFOPE (2020) regarding the BNC-Formação guidelines, we realize that the proposals a) disregard the well-founded criticisms of the imposition of a curricular centralization. This curricular centralization is unnecessary, as it is based on a model centered on competencies. This is a reductive and empty conception of curriculum that denies plurality and disrespects cultural, public, and institutional diversity, violating the Principle of Democratic Management and the freedom to teach and learn. As we saw previously, the fragmentation of content that should be taught does not allow us to have a plural, intercultural education centered on a democratic EL.

Likewise, b) harm to the organic nature already provided for in CNE/CP Resolution No. 2/2015 and, c) by not considering the training needs of the subjects, the professional phases/cycles and the contexts of professional practice, lead us to a perspective in which training must be seen as a process articulated between FI and FC.

Furthermore, it is essential to mention the appreciation of the professional, whether through career plans, working hours, working conditions or other ways of guaranteeing rights and benefits. If we think about the principles of general competencies of the BNCC, which we have also seen previously, referring to the fact that if d) based on a pedagogy of competencies, knowledge about practice assumes the most relevant role, “(...) to the detriment of a solid theoretical and interdisciplinary, intellectual and political training of teachers, impoverishing training and, consequently, the autonomy and exercise of the professional” (ANFOPE, 2020, p. 3).

Continuing with the topics mentioned by ANFOPE: “**e)** They impose a technocratic bias approach; **f)** They relativize the idea of continuing education as a right to be guaranteed by public policies, and reinforce a meritocratic and entrepreneurial perspective of education; **g)** They reduce the understanding of continuing education, configuring it as a mere process of “improving teaching practice”, denying its formative role as a process of knowledge production; **h)** They present five characteristics common to continuing education, namely: “focus on pedagogical knowledge of content; use of learning methodologies; collaborative work among peers; prolonged duration of education and systemic coherence”; **i)** They relate *stricto sensu* continuing education to a pragmatic aspect, focusing on studies of pedagogical practices, in line with the curricula of the networks and that prioritize the structuring of programs in the investigative activities of practice; **j)** It reduces the right to education to the right to learning, therefore focusing on results to the detriment of a procedural and formative

perspective (ANFOPE, 2020, p. 3)”.

6. Review and Analysis

The issue of practical bias is confused with e) a vision of applying theory and practice, characterizing studies that are already outdated, again, despite incorporating the BNCC in Initial Training and Continuing Education, and by reinforcing f) a meritocratic and entrepreneurial perspective of training, it places individual responsibility on the teacher's work, which is summarized in success or failure, denying the rest: context, working conditions. Furthermore, g) isolates Continuing Education and restricts it to courses and programs, not considering that research groups, extension, events, lectures are also scenarios for Continuing Education and a plurality of ideas.

When presenting the five common characteristics for Continuing Education, as we saw previously, document h) emphasizes the standardizing character and control of Continuing Education, focusing on knowledge of the content, as it appears in the BNCC, to achieve the competencies, thus preventing broad and critical training.

By relating Continuing Education to a pragmatic aspect, i) it does not recognize that teaching work is not only linked to practice, but it must be understood that study/research and practice are necessary. When the BNC-Training launches professional skills, linked to the learning objectives contained in the BNCC and the results of assessments, the j) procedural and formative character is denied, being interested only in large-scale assessments, as we already have in Basic Education.

Furthermore: **k)** It prioritizes the school as a space for in-service training without clearly indicating the role of education systems in this process; **l)** It undermines the university-school relationship in the proposals for training actions; **m)** It does not engage with research on teacher training produced in Brazil in recent decades, especially those that have as their object of investigation continuing education and professional development of teachers. **n)** It is aligned with a global agenda of neoliberal educational policies, defending the consolidation of reforms and school programs based on the relationship of low cost and performance ; **o)** It sidelines the effort to establish the national education system, and within it, to guarantee effective initial training linked to continuing education by the federated entities and their systems, naturalizing that policies and actions are implemented through partnerships that can appropriate resources from the public fund to the detriment of public schools and their pedagogical and training projects.

Once again, if k) incurs in holding the school and education professionals individually responsible, disregarding the whole, “(...) endorsing a logic of management by effectiveness, secondary to the principle of social effectiveness and inclusion” (ANFOPE, 2020, p. 3) and also, l) hinders the university-school relationship and m) nullifies the actions previously taken for FC, such as the actions of the National Network for Continuing Education – RENAFOR.

By n) relying on a low-cost relationship and performativity, it can strengthen the privatization of Continuing Education. Finally, o) the idea that Continuing Education is just another stage of teacher training as if it were a complement and not a right, necessity and part of the work

of every teacher, understanding that teaching work does not begin or end after Initial Training, nor at the end of a class.

7. Comments and Final Remarks

Teacher Training is intrinsically linked to another larger concept: the appreciation of education professionals. As Freire (2019 [1968]) points out, training is not dissociated from working conditions. This concept of appreciation brings together elements that must be treated together: Initial Training and Continuing Education; career, salaries, working conditions and health of teaching professionals.

Treating Initial Training and Continuing Education separately, each from its respective perspective, and believing that they will lead to improvements in education, is wrong. This improvement occurs under certain conditions and teachers need guarantees of these conditions. And, in this sense, we return to what seemed so distant from the 80s and 90s, to the training packages that are reemerging again as a result of the BNCC, “(...) the most that authoritarian leadership can do is the semblance of democracy with which it sometimes tries to hear the teachers’ opinions about the program that is already prepared” (FREIRE, 2001 [1993], p. 37).

Instead of investing in the training of educators, government authoritarianism relies on its “proposals” and subsequent evaluation to see if the “package” was adopted and followed. From a coherently progressive, and therefore democratic, point of view, things are different. Improving the quality of education implies the ongoing training of educators and “(...) ongoing training is based on the practice of analyzing practice. It is by thinking about one’s practice, naturally with the presence of highly qualified personnel, that one can perceive embedded in practice a theory that has not yet been perceived, little perceived or already perceived but little adopted. Between “packages” and ongoing training, the coherent progressive educator does not hesitate he or she dedicates himself or herself to the work of training. This is because he or she knows very well, among other things, that it is unlikely to achieve critical thinking in students by domesticating educators. How can the educator provoke in the student the critical curiosity necessary for the act of knowing, his taste for risk, for creative adventure, if he himself does not trust himself, does not take risks, if he himself finds himself tied to the “guide” with which he must transfer to the students the contents considered as “saviors”? (FREIRE, 2001 [1993], p. 37).

This authoritarian way of betting on packages and not on the scientific, pedagogical, political training of the educator “(...) reveals how the authoritarian fears freedom, restlessness, uncertainty, doubt, dreams and yearns for immobility. There is much that is necrophilic in the authoritarian just as there is much that is biophilic in the coherently democratic progressive” (FREIRE, 2001 [1993], p. 37).

This form of control over teaching work, which begins with the arrival of the BNCC and is developed in these training Resolutions, takes away the leading role of teachers as intellectual subjects. Improvements in the quality of education can only occur through ongoing training of educators and not through localized packages.

Teacher Training is based on the practice of analyzing practice, also engaging in dialogues between these practices and theory and vice versa. And it is by thinking about this practice, together with other professionals, that we can become aware of the theory that this practice entails. Considering this line of reasoning, we must consider that establishing this dialogue makes the University an important actor in the school process. On the other hand, it is equally necessary to understand the importance of the School in the University environment.

In this sense, Freire (FREIRE, 2001 [1993], p. 37) also uses the term Teaching Policy, which deserves to be debated in the Brazilian Educational Policy projects. Freire's proposal was based on this Teaching Policy to overcome what was already happening in the 80s and 90s, vacation courses - courses in which theory was worked on without any connection to practice. Those who worked as teachers, teachers from municipal and state public schools, attended these vacation courses during this period, precisely because there was still no legal framework that provided a space for training and learning within the workday - which was later formalized with the National Minimum Wage Law.

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