

**WORKING DAY AND PLANNING TIME AS EXPRESSIONS OF THE  
PRECARIZATION AND INTENSIFICATION OF WORK IN THE PUBLIC SCHOOL  
OF PARANÁ**

***A JORNADA DE TRABALHO E A HORA ATIVIDADE COMO EXPRESSÕES DA  
PRECARIZAÇÃO E INTENSIFICAÇÃO DO TRABALHO NA ESCOLA PÚBLICA  
PARANAENSE***

***LA JORNADA LABORAL Y LAS HORAS DE ACTIVIDAD COMO EXPRESIONES DE  
PRECARIEDAD E INTENSIFICACIÓN DEL TRABAJO EN LA ESCUELA PÚBLICA  
PARANAENSE***

Karina Lane Vianeí Ramalho de Sá FURLANETE<sup>1</sup>  
Eliane Cleide da Silva CZERNISZ<sup>2</sup>  
Sílvia Alves dos SANTOS<sup>3</sup>

**ABSTRACT:** This text presents a discussion on the impacts of the precarization of the teaching work taking as a starting point the regulation of the working day of teachers of basic education. The objective is to reflect on how precarious work affects the organization of working day through the intensification of teaching work. It develops from bibliographical discussion based on historical-dialectical materialism and uses the analysis of the national legislation that involves the theme. Based on the regulation of working hours in the state of Paraná, it is discussed how the fragility of this career regulation affects teachers. In the context of the bureaucratic and managerialist State, the instability of the organization of the working day results in the intensification and precarization of the work.

**KEYWORDS:** Teaching work. Paraná. Basic education.

**RESUMO:** Este texto apresenta uma discussão sobre os impactos da precarização do trabalho docente a partir da regulamentação em torno da jornada de trabalho de docentes da educação básica. O objetivo é fazer uma reflexão de como a precarização atinge a organização da jornada de trabalho pela via da intensificação do trabalho docente. Desenvolve-se a partir de discussão bibliográfica com base no materialismo histórico-dialético e utiliza análise da legislação nacional que envolve o tema. A partir da regulamentação da jornada de trabalho no estado do Paraná discute-se como a fragilidade desta regulamentação da carreira atinge os docentes. Em um contexto de Estado burocratizado e gerencialista a instabilidade da organização da jornada de trabalho resulta na intensificação e precarização da profissão.

**PALAVRAS-CHAVE:** Trabalho docente. Paraná. Educação básica.

<sup>1</sup>Paraná State Department of Education (SEED), Londrina – PR – Brazil. Professor. PhD in Plant Biology (UNICAMP). ORCID: <https://orcid.org/0000-0002-2256-4128>. E-mail: [klfurlanete@gmail.com](mailto:klfurlanete@gmail.com)

<sup>2</sup>University of Londrina (UEL), Londrina – PR – Brazil. Professor. Doutorado em Doctorate in Education

<sup>3</sup>University of Londrina (UEL), Londrina – PR – Brazil. Professor. Doctorate in Education (UFSCAR). ORCID: <https://orcid.org/0000-0002-0647-750X>. E-mail: [sillalves@uel.br](mailto:sillalves@uel.br)

**RESUMEN:** *Este artículo presenta una discusión sobre los impactos de la precariedad del trabajo docente a partir de la regulación en torno a la jornada laboral de los docentes de educación básica. El objetivo es reflexionar sobre cómo el trabajo precario afecta la organización de la jornada laboral mediante la intensificación del trabajo docente. Se desarrolla a partir de la discusión bibliográfica basada en el materialismo histórico-dialéctico y utiliza el análisis de la legislación nacional que involucra el tema. Con base en la regulación de la jornada laboral en el estado de Paraná, se discute cómo la fragilidad de esta regulación de carrera afecta a los docentes. En un contexto de Estado burocrático y gerencialista, la inestabilidad de la organización de la jornada laboral se traduce en la intensificación y precariedad de esta profesión.*

**PALABRAS CLAVE:** *Trabajo docente. Paraná. Educación básica.*

## Introduction

This paper presents a discussion about the impacts of the precariousness of the teaching work based on the regulation of the working day for basic education teachers. The goal is to reflect on how the precariousness affects the organization of the working day through the intensification of the teaching work. This is a bibliographical study and document analysis, based on historical-dialectical materialism. It is assumed that it is not possible to apprehend the intentionalities and meanings of an educational policy without the apprehension of the global logic of a given production system (MASSON, 2012). The document analysis takes into account the historical, political and economic contexts in which policies are thought, developed and implemented. It is also important to pay attention to the mediations and contradictions that emerge from the documents, seeking a non-fragmented view of the object under study (CURY, 1995).

The debate around precarization and intensification of work is not recent, however, it is observed that in the first two decades of the 2000s the theme has been recurrent (ALVES, 2011, 2013, 2016; ANTUNES, 2009; ASSUNÇÃO; OLIVEIRA, 2009; DAL ROSSO, 2006; SANTOS, 2013), to elucidate more and more the extraction of surplus value to workers in general and, in particular, to basic education teachers. The extraction of surplus value in the teaching work occurs mostly by the ways the capital scrapes, makes precarious and intensifies the social practices of the subjects involved in the teaching and learning processes.

Taking the context of the world of work, this text is divided into two parts. In the first, we present a discussion on work precarization and intensification as ways of restructuring the interests of capital for the world of work and, consequently, for the teaching work in basic

education. In the second section, we discuss the regulation of the teaching work day, taking as an object of analysis the materialization of this legislation in the state of Paraná.

The choice of the state of Paraná as the locus of the study is due to the dynamics adopted by this federative entity in relation to the implementation of Law No. 11.738/2008, which establishes the PSPN (National Professional Salary Floor) and regulates the teaching work day in relation to the time of regency in the classroom and the time of working hours. With the institution of the PSPN and after the mobilization of the state teachers, who had been engaged in discussing the organization of the working day for a long time, the state applied what was defined in the law. Subsequently, it used regulations such as the annual resolutions to define the working hours to reduce the ratio of working hours/class hours, not complying with the provisions of the PSPN. These mechanisms used by the Paraná state government expose the fragility of the legislation that delegates to the federative entities the regulation of this and other important aspects of the teaching career.

From the perspective of teaching work, one can define planning time as one of the components of the structural dimension in a career plan (PRADO, 2019). It is directly related to the organization of the working day, the activities (in addition to the regency) that are considered the teacher's responsibility and the very functioning and organization of the pedagogical work in basic education teaching units. Ultimately, it is possible to say that the percentage allocated in the legislation for the planning time, and the importance given to this component of the career, shows the conception that the State and the federal entities have regarding the appreciation of the teaching work.

### **World of work: precarization and intensification as forms of capital restructuring**

In the 1970s there were deep restructurings in the world of work. These transformations had as their essential purpose the intensification of the exploitation of labor power (ANTUNES, 2009) and reached, as it could not be otherwise, also the teaching work. The intensification of the exploitation of the labor force fell upon all those who live from wages, and the conditions in the world of work were worsened with the free market policies of liberalism - which also gained strength from this historical moment in the context of flexible accumulation. Taken together, the changes that have occurred in the contemporary world of work result in what Antunes (2009, p. 17) describes as "[...] a growing contingent of workers in precarious conditions, in addition to a widening degradation, in the metabolic relationship between man

and nature [...]" Alves (2013) describes flexible work and its unfoldings as the main characteristic of the new and precarious world of work.

Alves (2013, p. 175), when reporting a research conducted with public education teachers in the city of Marília/SP, says that workers "[...] do not discuss salary or professional career plan, but rather working conditions and their impacts on personal life [...]". The example demonstrates how the complexity of work precarization affects the daily life of teachers. According to Alves (2013), the current complexity of job insecurity has two essential dimensions that complement each other: wage insecurity and the insecurity of the man-who-works. The precariousness of the man-who-works also covers the field of human subjectivity, resulting in metabolic imbalances of personal class individualities, which can even lead to situations of illness.

The organizational changes resulting from the educational reforms experienced since the early 1990s can also be elucidative to the phenomena of work precarization and intensification. Intensification does not occur only by expanding the hours of execution in an activity, but also through subjective elements that pressure the individual in the form of execution of a task (ASSUNÇÃO; OLIVEIRA, 2009). According to the authors, work intensification is directly related to the increase of activities and/or tasks to be performed, "producing" more work, in the same time unit.

The mechanisms of intensification of the teaching work can be characterized qualitatively by the pressures they exert on individuals in relation to performance evaluations, management by results, improvements in the indexes in large-scale assessments, in addition to quantitatively by the volume of work that the teacher adds in his daily life with the increase of bureaucratic tasks not linked to the teaching-learning process, activities related to management, increase in the number of classes and students served, work in different schools/ teaching units (ASSUNÇÃO; OLIVEIRA, 2009; FURLANETE, 2019; SANTOS, 2013; SILVA, 2006). It is understood in this way that it is necessary to analyze the teaching workday and the organization of this journey considering the complexity of precarization and intensification of work in the conformation of its current metabolism.

### **The teaching work in the context of work precarization and intensification**

The changes in the labor metabolism and the transformations arising from flexible accumulation in the 1970s are closely related to the emergence of neoliberal states that reorganized global politics in the 1980s in the world and 1990s in Brazil. This organization of

the State strengthened managerial management models in the public sphere (SILVA; CARVALHO, 2014), bringing to school units the concepts of efficiency, effectiveness and productivity as parameters of "quality of education", the increase of bureaucratized activities and the search for indexes in large-scale evaluations.

Managerialism can be understood as a new form of public management in which the State modernizes itself, aiming to meet the efficiency requirements coming from the private sector. Based on this new rationality, there is a search for educational results that correspond to the effectiveness of the services provided. According to Peroni and Lima (2020, p. 3), managerialism "[...] is part of the neoliberal diagnosis that the crisis is in the State and the market becomes the parameter of quality - what remains in the State should have the quality of the market as a parameter [...]". Thus, still according to the authors, the dispute between managerial management and democratic management is established in education.

According to Silva and Carvalho (2014), with the deepening of managerialism in education, management takes on a bureaucratic, standardized, and fragmented character. The mechanisms and tools used for the organization and management of education now come from the private sector of production; the school is managed just like a company. Education is seen from the assumptions of efficiency, effectiveness, and productivity coming from the private sector. The educational processes are limited to a reductionist perspective that does not dialogue with the integral formation of individuals (SILVA; CARVALHO, 2014). It is interesting to note that this reduced view of educational processes occurs at the same historical moment in which there is an attempt to understand these mechanisms more broadly. According to Assunção and Oliveira (2009, p. 351-352):

The demands placed on education professionals in this context of new educational regulation seem to presuppose greater accountability of workers, demanding greater autonomy (or heteronomy) from them, the ability to solve locally the problems encountered, reflect on their reality and work in a collective and cooperative manner.

[...]

The LDB n. 9.394/96, in its articles 12, 13 and 14, provides on the competencies of the educational establishments and the teachers, and also on the democratic management, reinforcing such trends and demonstrating that in the legal plan the teaching work is not restricted to the classroom, but that it also includes the relationships with the community, the school management, the planning of the pedagogical project, the participation in councils, among other functions. Thus, we can consider that there has been a broadening, on the legal level, of the understanding of what the full exercise of teaching activities means.

In fact, considering that the teaching work is complex and its understanding cannot be limited to the time of regency, the regulations brought by the Law of Directives and Bases of National Education (LDBEN) n. 9394/96 are an important milestone in this direction. But these regulations materialized in a context of bureaucratization, managerialism, and accountability. The result is not a more autonomous school and a work recognized in its complexity, but an intensified work, with multiple demands and charges, performed in teaching units that are autonomous only to fulfill what is requested of them, that is, autonomous to achieve the required indexes. This bureaucratization of educational processes and the intense search for measurable results reduced to performance indexes impact teaching work directly.

According to Dal Rosso (2006a), when work assumes its reduced wage-earning form, one can consider the working day as "[...] the amount of time work consumes from people's lives" (p. 31). The reduction of work to wage earning and of the workday to the consumption of life time are associated with intensification.

Dal Rosso (2006b), when discussing the workday in relation to its duration and intensity, highlights that the amount of time that work consumes has several implications on people's lives, as it affects their quality of life. The amount of time that is dedicated to economic activities directly affects health conditions, since it even compromises the existence of free time and the possibility of enjoying it.

All work requires a certain degree of intensity and this is a measure of the degree of expenditure of personal energy performed by those who work, which has to do with how the act of working is performed (DAL ROSSO, 2006a). According to Dal Rosso (2006a), when it comes to work intensity, the focus is always on the worker, on those who work. This is the one who can - ultimately - describe the intensity, because:

It is the worker as a whole human being who performs the activity, not just the worker as physical strength, intellectual or emotional capacity. The intensity of the work is, therefore, more than physical effort, since it involves all of the worker's capacities, whether the capacities of his body, the acuteness of his mind, the affectivity expended, the knowledge acquired over time or transmitted through the process of socialization (DAL ROSSO, 2006a, p. 68).

In the need to increase the exploitation of labor (in its wage form), and since there is no possibility of increasing the workday, when these are controlled by legislation, the manipulation of the degrees of work intensity becomes the mechanism used to obtain the desired results (DAL ROSSO, 2006a; 2006b). In this way, work intensification can be understood as:

To work more densely, or simply to work more, without any adjectives or adverbs, [and this work] supposes a greater effort, a firmer commitment, a higher engagement, a greater expenditure of personal energies to cope with the additional workload (DAL ROSSO, 2006a, p. 69)

This definition explains the importance of the discussion about the ratio of class hour/activity hour in the teaching work in basic education. On the one hand, there is the definition in the career plans of a fixed work day, and on the other hand, the lower the proportion of working hours in relation to the hours of instruction, the greater the amount of work per unit of time. The result is an intensification of teachers' work considering the demands resulting from the educational reforms of the last decades. Thus, the establishment of a working day in structured career plans is important, but it is not enough, it is necessary to discuss and clearly define the organization of this working day.

Two important aspects of the intensification of teachers' work are illness and the compromising of what has been called "quality of education. Dal Rosso (2006a) reports that "working more" per unit of time results in more wear, fatigue, and "[...] corresponding personal effects in the physiological, mental, emotional, and relational fields" (p. 69). For Assunção and Oliveira (2009), intensification affects the quality of work because, with the lack of time, workers need to focus forces on what is essential in each activity. This, according to the authors, generates the conflict between doing the job well and the pressures to increase productivity. In the case of teachers, the pressures of attending a larger number of students and/or classes, longer teaching hours, and better learning performance measured by indexes, just to mention a few examples. Although this is not an exhausted topic, there is consistent documentation in the literature on the subject of teaching work that attests to the implications of the intensification of teaching work in recent decades and the contribution of managerial reforms in this process.

### **The regulation of the planning time**

The 1988 Federal Constitution<sup>4</sup> deals with the institution of the career plan for public teaching in Article 206, but the implementation and regulation of these plans were left to each of the federal entities of the Union (PRADO, 2019). Even though the enactment of LDBEN n. 9394/1996 provided reinforcement for the implementation of career plans (PRADO, 2019), currently legal clashes and difficulties persist for the implementation of minimum regulations of these plans in the different federative entities.

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<sup>4</sup>Prior to the Federal Constitution, the federal entities that had drawn up career plans for teachers were based on Law n. 5,692/1971 (PRADO, 2019).

Law 9424/96, which created the Fund for the Maintenance and Development of Elementary Education and the Valorization of Teaching (Fundef), also dates from the end of the 1990s. In terms of career, Fundef, by contemplating only a portion of the financing of elementary education, gave municipalities autonomy to invest or not in the creation or maintenance of teachers' career plans. This condition expresses, within the limits of the law, that the teachers' career would continue to depend on the political will of the municipal and state governments and, therefore, subject to negotiations that do not always favor the teaching category. Still in this same historical moment, it is important to mention Resolution n. 3 of 08/10/97 of the National Council of Education (CNE), which set guidelines for the preparation of plans by the federative entities (PRADO, 2019). The CNE guideline, as well as the LDBEN, in addition to the maximum limit of the working day deals with a period reserved for study activities, planning and evaluation.

In 2008, Law n. 11.738/2008 instituted the PSPN with the goal of regulating at the national level the National Professional Salary Floor and the minimum percentage of one third of the workload for out-of-class activities (PRADO, 2019). Following the PSPN, in 2009, the CNE issues a new resolution with guidelines for the federative entities to create or restructure the career plans according to the updated legislation (Resolution n. 2 of 05/28/09), specifying among other points the planning time and the period reserved for out-of-class activities (PRADO, 2019). Another mention regarding the organization of the planning time and consequently the non-class time is made in Law n. 13.005/2014, which established the current National Education Plan (PNE 2014/2024).

The two important aspects for this text in relation to the career plan, the work day and what is generically called the time set aside for studies (working hours), continued throughout this period of regulation under the responsibility of the federal entities, and even today, as presented by Prado (2019) in his review of the career plans of the states and Federal District, there is a great variation in the regulations. It is noted that, with the exception of the PSPN law, the legislation is quite generic both in relation to the work day and in relation to the organization of this work day. Here it is highlighted that the lack of clear definition of important points in the national legislation regarding the regulation of the teaching career and the transfer of these definitions to the federative entities results, according to the words of Prado (2019, p. 12), "[...] [in a] shapeless tangle of legislations that overlap each other, in a confusing way, and that makes it difficult to have a global evaluation of the teaching careers."

The national documents that deal with the teaching work and that, according to the organization of the Brazilian legislation, serve as guidance for the regulations of the career



plans by the federal entities, vary in the description of what working hours would be, including the term used for this component of the working day. They are more intended to highlight the importance of non-working time than to clarify the meaning of this time. The emphasis is given more to the various activities that would be performed in this time than in the clear regulation of the percentage of this time in the workday.

In the LDBEN, article 67, which deals with the valorization of teachers, provides a "[...] period reserved for studies, planning and evaluation, included in the workload" (BRASIL, 1996). And, in the sequence of the article, it is worth mentioning "[...] adequate working conditions." The CNE's Resolution of 1997 (Resolution n. 3 of 08/10/1997), on the other hand, is a little more specific and suggests a percentage of hour-activity that varies from 20% to 25% of the total journey (BRASIL/CNE, 1997).

The 2009 Resolution of the CNE (Resolution No. 2 of 28/05/2009), intending to update the guidelines for career plans, brings in its wording the guidance of a working day preferably of 40 hours per week and "[...] always bearing in mind the gradual expansion of the part of the journey for activities of class preparation, evaluation of student production, school meetings, contacts with the community and continuing education [...]" (BRASIL/CNE, 2009).

Law 13.005, of June 25, 2014, determined the guidelines, goals, and strategies for the current PNE, which runs from 2014 to 2024. Goals 15 through 18 focus on education professionals. Goal 18 deals with ensuring the development of career plans for public basic education (DOURADO, 2016) and goal 17 deals with the remuneration of teachers. Both take the PSPN (Law n. 11.738/2008) as a reference and highlight it as "[...] one of the greatest advances for the professional valorization [of teachers]" (MEC, 2014). The PSPN, in addition to the remuneration issue, deals with the composition of the working day in its article 2 paragraph 4: "§ 4 In the composition of the working day, the maximum limit of 2/3 (two thirds) of the workload will be observed for the performance of activities of interaction with students" (BRASIL, 2008).

According to Xavier (2015), the PSPN is aligned with the policies for valuing public teaching professionals of basic education in the perspective of building the National Education System and also follows the assumptions of the National Education Plan (PNE 2014/2024), especially in its goal 17. The author also highlights that the institution of the Law n. 11.738/2008 is designed to express and ensure the provisions of Article 206 of the Federal Constitution and Article 67 of the LDBEN.

Despite being based on previous legislation, the PSPN was contested in virtually all of its points by state governments. According to Xavier (2015), the states of Rio Grande do Sul,

Santa Catarina, Mato Grosso do Sul, Ceará and also Paraná claimed loss of autonomy when contesting the determinations established by Law 11.738/2008. The states of São Paulo, Minas Gerais, Tocantins and the Federal District also questioned the legitimacy of the Union in relation to the Law of the Floor.

It is possible to observe from the national legislation that, if on one hand there is the defense of this time, on the other there is great variation in its delimitation and its role in the context of the teaching work. It can also be argued that some legislations aim at regulating the implementation and others aim at regulating the principle (such as the LDBEN and the PNEs). But it is important to remember, as reported by Artigas (2013), that when the current LDBEN was being drafted in the 1990s, one of the projects presented for consideration, Jorge Hage's project, provided for the establishment of a preferential 40-hour work regime and pointed to a maximum percentage of 50% of regency for all teachers. This project was rejected in relation to Darcy Ribeiro's text, and the non-teaching time is described in article 67 of the current LDBEN, in general terms, only as a principle.

### **Conditions of teaching work in public schools: the working day and the planning time**

In Paraná, the debate around the planning time is often taken by the dispute between the actions of neoliberal governments at the head of state policy and the union struggles historically undertaken by the policy of valuing the teaching career.

According to Czekalski (2008), the definition of planning time is given in the Paraná legislation in the State Law No. 13.807/2002. According to this law, the planning time is the period in which the teacher who performs teaching functions has reserved for studies, planning, preparation of classes, among other activities inherent to the teaching work. Haddad and Silva (2012) highlight the configuration given to the working hour in the state of Paraná in two state laws, Law No. 13,807 and Instruction No. 02/2004 - SUED. According to the authors, this legislation characterizes the planning time both as individual work (for lesson planning and preparation/correction of assessments/activities of students) and as collective work (with discussions about the pedagogical processes).

It is noteworthy the important role of teachers' mobilization, mainly through unions, in the modification and development of legislation related to this issue. According to Czekalski (2008), even though the government of Paraná had adopted an openly neoliberal agenda since the mid-1990s, the education professionals organized themselves collectively to show their resistance. According to the author, the historical demand for planning time is 50%, and only

in 2002, after many mobilizations, the teachers conquered 20% of the working day as non-teaching time.

Both in 1996, when the LDBEN was enacted, and between 2011 and 2013, with the implementation of 33% of planning time in basic education in the state, the campaigns of the APP Sindicato (Union of Public Education Workers of Paraná) had as a guide 50% of working hours in the composition of the working day (CZEKALSKI, 2008). This understanding of the meaning of the planning time was coordinated with the defense of a policy of valuing the teaching work that encompassed other aspects in addition to the remuneration issue.

Between 2014 and 2015, as a result of the mobilization of teachers and the union, the implementation of the 33% of planning time, as indicated in the PSPN, occurs following the provisions of the State Career Plan, with the class hour stipulated at 50 minutes. This understanding was modified soon after, in 2016, in the annual regulation of the following school year. Thus, in 2017, there was no longer compliance with the PSPN law in the state of Paraná.

In Scholochuski (2018) and also in Furlanete (2019) there are discussions regarding the reduction of the percentage of planning time that took place in the state of Paraná. According to Furlanete (2019, p. 69-70):

In 2017, the Beto Richa government reinterpreted Law 11.638/08 and Supplementary Law 174/2014, changing the twenty-hour day with 13 hours-classroom/7 hours-planning time at school into 15 hours-classroom/9 hours-planning time [...]. In this new interpretation, the nine working hours are divided into five at school and four at a location of free choice, with the detail that the four hours of planning time at a location of free choice are unpaid. In other words, there was a return to the conditions prior to Supplementary Law 174/2014, the 1/3 of working hours was reduced to 1/4 of planning times, a condition contrary to both federal and state regulations. This particular interpretation, which materially reduced a time in theory also used for continuing education, did not take place in the form of a Supplementary Law but in a simpler form: in the annual resolutions that establish the criteria for distribution of classes to state basic education teachers.

Scholochuski (2018), through interviews conducted with teachers, reports the deep shock that winning and losing the 33% planning time in such a short period of time caused in the category. According to the author, the time in which the 33% of the planning time was in effect in Paraná was enough for teachers to realize the increase in work quality that the materialization of the law meant. According to Scholochuski (2018, p. 131-132):

Through the teachers' testimonies it was possible to notice that after the increase in the percentage of 33% of the planning time, many teachers who still took work home with them started to carry out these activities at school. More dynamic and attractive classes were planned for the students, as well as

pedagogical innovations started to constitute the school environment. With a third of the planning time, teachers had more time to dare with technological resources and also to promote interdisciplinary projects and discussions based on debates and exchanges with teachers of other subjects, besides being able to use this time to deepen their knowledge.

Also according to the author, the teachers reported that they were able to increase contact with the pedagogical teams, that there was a reduction in the number of classes to attend and, consequently, in the number of record books and evaluation processes. This time difference resulted in improved quality of life and work, there was more time for debate, study, and reflection, as well as greater interaction between teachers, their peers, and the pedagogical teams (SCHOLOCHUSKI, 2018).

When the reorganization of the working day reverted to the previous 25% working hour framework, there was a strong negative effect,

The teachers interviewed deeply regretted the decrease in the percentage of time allotted to the space-time of planning time. They point to numerous setbacks in their work involving lack of time to plan, to organize materials, to correct activities and tests, among others. Some teachers feel hurt, undervalued, there is a teaching malaise hovering over the state schools of Paraná. The demotivation is clear and the discouragement for losing a right conquered with much sacrifice is quite visible among teachers (SCHOLOCHUSKI, 2018, p. 134)

The working conditions for teachers in public schools, as well as the establishment of a working day that ensures the necessary time for the preparation of didactic and pedagogical activities, is still a challenge in the states and municipalities. Compliance with the legislation is added to other priorities for the realization of a socially referenced quality education.

## **Final remarks**

Considering that, despite the regulation made by the Union, the implementation of the working day in basic education depends on the government policies of the federative entities and municipalities, this right is still a field of dispute. As pointed out by Sobzinski, Diogo, and Masson (2015), it is extremely important that policies for valuing the teaching work have the character of state policies. Considered and discussed on a national level as state policies, they would not be at the mercy of the good will of succeeding governments. The fragility of the legislation that provides the federative entities with the way they will regulate this issue makes this theme the object of varied interpretations and constant changes, causing, in turn, instability and insecurity for teachers. The reflexes of the restructuring in the world of work are observed

in the practices of the regulation of the working day for public education teachers when we observe the non-compliance with laws such as the PSPN, showing the intensification of the exploitation of the work force aggravated by the free market policies of liberalism.

In the case of the state of Paraná, it was possible to observe that, in the short time interval of the PSPN's enforcement, the actual implementation of 33% of planning time resulted in "relief" and "palliative" for the intense situation of teacher work experienced in basic education. As important as it is to defend laws such as the PSPN, it is necessary to think of an educational system that is based on policies in which the time of working hours clearly materializes as an adequate working condition, and not as a palliative for the work overload.

The organization of the planning time is, among the different structural aspects of a career plan that contribute to adequate working conditions, an important element that requires detailed legislation at the national level to become solid and materialized in the daily work of teachers. Given its central character in relation to working conditions and that, ultimately, it strongly impacts the operation of school units and the teaching-learning processes, the teacher career plans and working hours should be treated as state policies and not unstable government policies, at the mercy of seasonal fluctuations and susceptible to deconstruction, as observed in recent decades in the state of Paraná.

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