

## TEACHING WORK IN GOIÁS AND MATO GROSSO: MANAGERIAL STATE IN PANDEMIC TIMES

### *O TRABALHO DOCENTE EM GOIÁS E MATO GROSSO: O GERENCIALISMO EM TEMPOS DE PANDEMIA*

### *EL TRABAJO DOCENTE EN GOIÁS Y MATO GROSSO: EL GERENCIALISMO EN TIEMPOS DE PANDEMIA*

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**ABSTRACT:** The text analyzes the teaching work in the states of Goiás and Mato Grosso, in the context of the Managerial State. The objective is to understand how the teaching work has been profoundly modified and expanded since the 1995 State Reform. Methodologically, two municipalities were chosen in these states, seeking to understand the reality that teachers live in the development of their work in times of pandemic. The study is part of a broader investigation carried out in these locations, as part of an inter-institutional research project. The results point to a very difficult reality for teachers, since they are not only faced with new challenges, but also with a profound intensification of work without improving the objective conditions for their activity.

**KEYWORDS:** Managerial State. Teaching work. Intensification of work in the pandemic.

**RESUMO:** O texto analisa o trabalho docente nos estados de Goiás e Mato Grosso, no contexto do Estado Gerencialista. O objetivo é entender como está se dando o trabalho docente profundamente modificado e ampliado a partir da Reforma do Estado de 1995. Metodologicamente, foram escolhidos dois municípios nestes estados, buscando compreender a realidade que vivem os professores no desenvolvimento do seu trabalho em tempos de pandemia. O estudo faz parte de investigação mais ampla desenvolvida nestes locais, integrando projeto de pesquisa interinstitucional. Os resultados apontam para realidade muito difícil para os docentes, uma vez que não apenas são colocados diante de novos desafios, mas também diante de profunda intensificação do trabalho sem que as condições objetivas para sua atividade sejam melhoradas.

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**PALAVRAS-CHAVE:** Estado gerencialista. Trabalho docente. Intensificação do trabalho na pandemia.

**RESUMEN:** *El texto analiza el trabajo docente en los estados de Goiás y Mato Grosso, en el contexto del Estado de Gestión. El objetivo es comprender cómo el trabajo docente está siendo profundamente modificado y ampliado a partir de la Reforma del Estado de 1995. Metodológicamente, se eligieron dos municipios en estos estados, buscando entender la realidad que viven los docentes en el desarrollo de su trabajo en tiempos de pandemia. El estudio forma parte de una investigación más amplia desarrollada en estos lugares, integrando proyectos de investigación interinstitucionales. Los resultados apuntan a una realidad muy difícil para los docentes, ya que no solo se enfrentan a nuevos retos, sino también ante una profunda intensificación del trabajo sin que se mejoren las condiciones objetivas para su actividad.*

**PALABRAS CLAVE:** *Estado gerencialista. Trabajo docente. Intensificación del trabajo en la pandemia.*

## Introduction

Societies are going through a period marked by the acceleration and universalization of information and communication technologies, one of the most used means at this moment in the performance of diverse activities and collective work. It is a new way for capital to spin the economy and move societies according to economic interests during the Covid 19 pandemic, which is developing at the time of writing this text. The financial capital cannot stop in the crisis and capitalism keeps reinventing itself and resignifying the means of exploitation of the labor force and the consequent production of surplus value. The monopolist capital gains strength, requiring the State to restructure itself because,

Hence, monopoly capitalism encompasses the rise of monopoly organizations within each capitalist country, the internationalization of capital, the international division of labor, imperialism, the world market and the world movement of capital, as well as changes in the structure of state power (BRAVERMAN, 1980, p. 216).

The 70's and 80's, marked by the crisis of capital that needed to be restructured, directly influenced the reforms implemented by the managing States as of 1990, seeking to accelerate the economy, giving rise to flexible accumulation<sup>4</sup>. Led by Great Britain, already in the 1970s, under the government of Margaret Thatcher, the states implemented the reform of their apparatus, justifying this procedure as the urgent and necessary way out of the crisis, which

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4 For further information on flexible accumulation in HARVEY, D. A *Condição Pós-Moderna*. 7. ed. São Paulo: Edições Loyola, 1998.

directly affected the entire public sector. The globalization of capital and the Washington Consensus were decisive for the neoliberalism to be assumed as an economic policy practice. They resulted in the intensification of the productive restructuring process of capital in a very strong way in Latin America, which, according to Antunes (2006, p.18), "developed through the implementation of various prescriptions derived from flexible accumulation and the Japanese ideology, [...] forms of subcontracting and outsourcing of the workforce."

It was a kind of resurgence of economic liberalism, which defended the non-intervention of the State in the market economy. As Antunes (2015, p. 409) emphasizes, "this is the context in which, with the victory of neoliberalism in Brazil in the 1990s, the process of productive restructuring developed." From this new configuration of the State will derive several new public policies and a new State role will be configured: the "managerialist" State, aiming to bring to its interior values predominant in the private sector, implying the incessant search for efficiency, effectiveness and productivity. All public sectors are now governed by this new State.

It is in the core of this reform, that in Brazil, education is classified as a non-exclusive service of the State. In the same way, the so-called "technological revolution" that materializes in the period of the crisis, being even pointed out as one of its causes produces a productive restructuring, changing the organization of the production process, modifying the structure and labor relations (MAUÉS, 2005, p. 01).

From that moment on, education began to be seen as a field that was not exclusive to the State, opening space for the private sector, both in relation to the direct provision of services and in the definition of management policies. In other words, the private sector begins to define the directions and spaces of education, taking a considerable share of public education, with an eye on the development of capital. The educational policies that result from this influence and presence of the private sector bring about an intensification in the exploitation of the labor force. Goals are established, productivity is sought in each action and sector: "[...] the pressure for the maximization of time, for high productivity rates, for the reduction of costs, such as those related to the workforce" (ANTUNES, 2018, p. 32). Teaching work will be measured by accountability and meritocratic values. Economic rationality begins to determine the actions and directions of the public educational sector. Goal setting and quantitative aspects become commonplace. Efficiency and effectiveness will be configured in large-scale evaluations, homogeneous systems to be adopted throughout the country, without considering the most diverse socioeconomic and historical contexts. This will reconfigure the teaching work.

## The constitution of the Managing State

The reconstitution of the State, that came in the wake of one of the crises of capitalism, began to advocate a minimal State, which would mean the drastic reduction of State intervention in the economy, giving the private sector unprecedented importance, with this sector becoming a partner in the offer of services that previously were the exclusive competence of the State. According to Bresser Pereira, then minister, among the main objectives was "to limit state action to those functions that are proper to it, reserving, in principle, non-exclusive services to non-state public property, and the production of goods and services for the market to private initiative" (BRAZIL, 1995, p. 45).

This new State began to follow the guidelines of the International Organizations for development and social and economic development, based on the main argument that the State was too bloated and needed to be relieved of responsibility for some services, bearing in mind that efficiency and effectiveness became fundamental guiding principles. This Reform becomes of essential importance, defining changes in the broadest sectors of the State, including education. Yet, according to Barreto and Leher (2003), this change in the structure and management of the State also altered labor relations and production processes. Newman and Clark (2012, p. 358) argue that "this introduced new decision-making logics that privileged economy and efficiency over other public values". In this context, as Mauès (2010, p. 142) points out, "the teaching work is also the target of changes and this professional goes through a metamorphosis that distances him from the traditional functions for which he was responsible". The changes in the field of education, particularly in the teaching work, will make some researchers in the educational field define this as "reinvention of education" (WITTMANN, 2000, p. 88):

There is no doubt that managerialism became something of a global model for reform, against which, notions of states' development or underdevelopment were assessed, fueling an extensive market for importing skills and models from the UK, US and New Zealand and for expanding management consultancies that wrapped business models and reform models and marketed them across national borders (NEWMAN; CLARKE, 2012, p. 355-356).

Researchers in Brazil have discussed this theme in the local context (HYPOLITO, 2011; SHIROMA, 2003), investigating its fundamental aspects and impacts of this new culture in Brazilian education. Shiroma (2003, p. 78) highlights:

[...]Managerialism also tends to modify the selection of words that professionals use to discuss change. Efficiency, competence, [...] innovation,

organizational culture, entrepreneurship, management, leadership, among others, are terms transplanted from the vocabulary of business administration to education. This absorption of concepts influences not only the language, but fundamentally the practice.

The managerialism in the states of Goiás and Mato Grosso will begin to be noticed since the decade of 2000, with the Education Development Plan - PDE, created by Decree No. 6.094, April 24, 2007, which establishes the focus on learning and has been intensifying the control of the teaching work with the implementation of various public policies, such as evaluation, teacher training, acceleration of learning, management, information technology. In Goiás, the Educational Technology Centers /NTEs were created with the objective of reaching the IDEB goals, which Maués defines as productive restructuring.

### **The context in Goiás State**

In the context of the pandemic caused by Covid 19, beginning in 2019, the teacher is faced with a new configuration of the teaching work, by the massive use of information and communication technologies. In this moment of a worrying global public health crisis, teachers are forced to take on a virtual classroom from night to day, regardless of the level or type of teaching in which they work. The changes have a profound impact on the teacher's life and work, since methodologies change, teaching models are modified, and classroom tools are innovated, without the teacher having been prepared for it. The teacher is simply required to work according to new rules. The teacher is required to invest in new learning in isolation, as well as in tools that allow him/her to continue teaching. It is a drastic impact on the educator's professional and personal life, which becomes increasingly interconnected, online, as all their work is performed in their home environment, with multiple and extended schedules.

In labor are contained in nuce all the determinations that, as we shall see, constitute the essence of the new within social being. Labor can be considered, therefore, as an originary phenomenon [Urphänomen], as the model of social being; the clarification of these determinations provides already, therefore, such a clear picture about its essential characteristics, that it seems methodologically advantageous to begin with its analysis (LUKÁCS, 2004, p. 59).

As Lukács (2004) highlights, through work we perceive determinations that are contained therein, that is, it is not possible to escape them in a society that lives on capital. Labor relations become weaker and weaker. The power of those who own the means of production expands and the working class forces are weakened.

When Lukács states in the quote above that the essence of social being is contained in work, it is in this perspective that we seek to understand how the teaching work takes place in the managerialist state in a pandemic context.

Education suffers significant impact in all aspects - public policies, funding, calendar, curriculum, evaluation, teaching work, and others - and the managing bodies intensify and restructure in record time their guidelines to maintain the entire structure and operation of the school, even if in virtual format. According to the Technical Note 02/2020, from the Goiás State Education Council, it defines in its 6th paragraph:

1) On the authorization and continuity of classes and non-face-to-face or face-to-face activities mediated by technology in Basic and Higher Education in the Education System of the State of Goiás The Law of Directives and Bases of National Education - LDB (Law n. 9.394/96) admits that, in emergency situations, the state and municipal education systems, coordinated by the Education Departments and the state and municipal Education Councils, authorize non-face-to-face and/or face-to-face activities mediated by technology [...] (CEE-GO, 2020, p. 01).

In this context, the teaching work in Goiás has taken on a new format, changing from face-to-face classes to virtual classes recorded by teachers on the Google Meet live platform. The teacher's work changes scenery, leaving the traditional classroom for the improvisation of a space at home. New challenges arise to be overcome, from the shyness of many professionals, interaction and mastery of technologies, acquisition of inputs to work with the internet, electronic devices (whiteboard, computer, cell phone, cell phone support and others) and financial conditions to pay for the new expenses.

The State Department of Education in Goiás, using programs and platform (SIAP<sup>5</sup> e SIGE<sup>6</sup>) controls from student attendance, teacher attendance, contents worked on ("dosed" fortnightly), student performance, dropout data, repetition in real time with immediate interventions by the managing groups of the Regional Education Coordinators (poles that manage an average of fifty municipalities). In order to effectively manage the teaching work, SEDUC<sup>7</sup> has subdivided its internal management into three major administrative areas, namely:

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5 SIAPE: Integrated System of Personnel and Pedagogical Administration. Source: State Secretariat of Education of Goiás..

6 SIGE: School Management System. Source: State Secretariat of Education of Goiás.

7 SEDUC: State Department of Education.

Subsecretariat for Education Policy Execution <sup>8</sup>, Educational Governance <sup>9</sup> and Institutional Governance <sup>10</sup>, all with direct access to the data that are fed into the aforementioned programs.

The New Public Management, therefore, which begins to manage the processes, especially the teaching work, acts strongly in each sector. The teachers' speeches indicate in part what Antunes (2017, n/p) states

*It is clear that we are not going back to the slave labor of 1500, we are talking about a slavery that includes digital slavery, of outsourced work, preconceived, informal, work without rights, of a dependency on the perverse system of goals, which has led to suicides and work sickness <sup>11</sup>.*

In this time of pandemic, in which remote work is the option that saves lives and ensures productivity, we see capitalism reinventing itself, specifically speaking of the education worker in Goiás, who in a few days has seen his work undergo profound changes. An exhausting aspect of working from home and having to finance all your expenses and maintenance of your work (energy, internet, electronic equipment, and others) to guarantee classes in a non-presence regime.

The teacher faces this new reality in the teaching work without specific training to deal with the technologies and incessantly searches for help to guarantee the online classes, the school calendar, the curriculum, and also the external evaluations imposed by the State Department of Education. The managerialism in the municipal and state public networks at every moment of this process remains firm, rigid with the platforms and programs that control the whole teaching-learning process.

The educational scenario in Goiás demonstrated by the teachers' voices is cruel, affecting the education professionals in the financial, emotional, intellectual and other aspects; so we should reflect on the words of Braverman (1980, p. 80) when referring to the alienation process of labor:

And as the capitalist mode of production creates a working population adjusted to its needs, Babbage's principle is by the very form of this "labor market" put into execution by the capitalists themselves. Every phase of the labor process is divorced as far as possible from special knowledge and preparation, and reduced to mere labor [...].

8 Coordinates: management, organization, security and research and training.

9 Coordinates the levels and modalities of education.

10 It coordinates people management, planning and finance, administrative management, infrastructure, and technology.

11 Interview with Ricardo Antunes in CARTA CAPITAL, published on 05/17/2017. Available at: <https://www.cartacapital.com.br/sociedade/201cna-escravidao-o-trabalhador-era-vendido-na-terceirizacao-ele-e-alugado201d>. Accessed on: 22 Feb. 2021.

In the midst of a planetary economic crisis accentuated by the COVID-19 pandemic, teacher alienation is visible in the voices of teachers, attesting to the power of managerialism and the narratives that follow it, contaminating the educators themselves and naturalizing the process in which they are living, of intensifying the super-exploitation of the labor force. And, as Antunes (2018, p. 35) emphasizes, analyzing work according to a new morphology, identifying this process as the "uberization of work," since workers in pandemic "[...] bear their own insurance costs, with the expenses of vehicle maintenance, food, cleaning, etc. Include here everything related to the system needed for their remote work. Expenses are at the teachers' own risk and responsibility.

### **(Un)configuration of the teaching work in Mato Grosso**

The different attempts of the contemporary State to order, constitute, induce, and adapt human actions, particularly those of teachers, take on the dimension of the compulsory realization of what the neoliberal rulers and the Brazilian State think. This perspective is materialized in documents, demands for participation, and the whole process of scrapping institutions, the social helplessness of teaching professionals, and the search for the consolidation of the weaknesses of public education policies in terms of valuing teachers, improving the objective working conditions, and the quality of life of teachers. This materialization can also be seen in Mato Grosso, as a way of restructuring capital and building economic privileges, to the detriment of decent living conditions for the population and the appreciation of teachers. The intensification of work in education occurs in different and multiple ways, including in the period of the Covid-19 pandemic.

Taking into account the two realities, Goiás and Mato Grosso, in this text, brief considerations about some aspects of the teaching work in the state of Mato Grosso are necessary, although we consider the limits of this work.

We agree with Marx (1985, p. 50) about the concept of work as a meaning of intentional action, of transformation and emancipation of man, as he highlights: “[...] a condition of man's existence, independent of all forms of society, eternal natural necessity of mediation of the metabolism between man and nature and, therefore, of human life.” When we resume this thought, we have it clear that it is this reciprocal relationship that gives the social character to the human being and is, in this same sense, an action of transformation and self-transformation, that is, as a being of differentiated rationality, at the same time that it transforms nature, adapting it to its own means of subsistence, the historical subject is also transformed. According to Tonet



(2007, p. 31), what defines the social being is work, or, as Lukács (2013) argues, work is the founding category of social being.

In this perspective, on the one hand, we define teaching work:

[...] in its totality, which is not reduced to the sum of its parts, but in its essential relationships, in its articulated elements, responsible for its nature, its production and its development. The analysis of the teaching work, thus understood, presupposes the examination of the relations between the subjective conditions - teacher's training - and the objective conditions, understood as the effective conditions of work, ranging from the organization of practice - participation in school planning, class preparation, etc. - to the teacher's salary (BASSO, 1997, p. 20).

In this regard, it is not possible to talk about the teacher's condition outside of the understanding of his totality as a being in the world of work, his feelings, emotions, and his productions, his affection, his love, his satisfaction, and his pleasure in having accomplished a complete work on the education of a child, a youngster, or an adult.

On the other hand, we understand that, in capitalist society, the notion and realization of contemporary work does not make the integration between action and intention viable, because, in this configuration, the worker loses the condition to understand the quality, the beauty, and the investment in his product, dominating only part, fragments that do not allow them to know the final value of the product. In this perspective, work becomes a process that merely aims to meet the increase in the quantity of products and concentrate knowledge and wealth to those who own the means of production. With this dynamic, work is no longer understood in its entirety, in the beauty of the product and the perception of the whole, but can only be understood in a fragmented way, becoming more and more strange and novel, because the worker no longer has control over the creation and the result of what he produces.

When we consider this context, we verify that in Mato Grosso state, the teaching work is intentionally aligned or in a rapid process of alignment with the interests and projects of the prevailing capitalist system, in a unique way, in the procedures and processes of management of the educator function. In the last five years, in particular, the State Department of Education, through its Teacher Education policy, external evaluations, and pedagogical guidelines, has intensified the demands on schools, especially by holding teachers responsible for school "failures" and by attributing to teaching professionals the duty to ensure the "basic competencies" of learning by themselves and in their daily work.

In this aspect, the rulers want to align the teacher's work with the principle of efficiency and effectiveness so preached by the managerialist State, having the "diagnosis" defined by the external evaluations as a basic and recurrent element in all the orientations of continued

education projects and of the pedagogical actions of each teaching professional. In this training model, priority is given to highlighting the so-called "findings" as a foundation for schools to develop their study plans. Likewise, based on this "diagnosis", the teacher is pressured to implement "pedagogical intervention plans" to consolidate certain skills of the students. From this perspective, it is imperative to take a careful look at the results of external and internal assessments that measure only the proficiency of students, using them as a diagnosis to review the planning of educational actions at school. (MATO GROSSO, 2015).<sup>12</sup>

The guidelines of SEDUC/MT are being intensified so that the teaching work, regardless of the pandemic period, ensures and complies, without deviations, without slips, with the market objectives implied in the sets of descriptors that will be measured by the standardized performance tests and, more recently, in the competencies and skills "arranged" by the Curricular Reference Document of Mato Grosso (DRC/MT). It is important to point out and/or question the working conditions given to teachers. To exemplify these arguments, a set of teachers provides a little more insight into the strategies and dilemmas of education in the state.

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<sup>12</sup> It seems that the Mato Grosso government is faithfully fulfilling what the minister of the environment, Ricardo Salles, stated in one of the meetings with the president of the republic: "in this time of pandemic, while they are worried about COVID, we need to get the cattle through."

## The teaching work in Goiás and Mato Grosso: what the teachers say

Seeking to understand the educational scenario of Goiás and Mato Grosso in relation to the teaching work and the managing state is that we listened via Google Forms the voices of sixty-three (63) teachers of the state and municipal public networks of both states. The questions were divided into two periods, the first before the pandemic caused by Covid-19 and the second during it. We will focus here on the answers from the pandemic period. They reveal a very close scenario, with characteristics of precarious, intensified, stressful work, especially with the new demands in relation to technological issues and the absence of specific training to meet the demands of this new reality.

In an apparent contradiction, at the same time that labor relations and conditions become precarious, the new moment of capitalist accumulation is anchored in work with greater demands for levels of schooling and qualification, given the level at which the socio-technical division of labor is found through the diffusion of technological innovations of flexible and informational matrix (PREVITALI; FAGIANI, 2018, p. 25).

Previtali and Fagiani (2018) illustrate the current situation, in which teachers need to reinvent themselves in their teaching work in relation to the daily use of technologies with online classes, teleclasses, remote work, which demands technical and didactic training, and consequently specific training for a new and very stressful challenge.

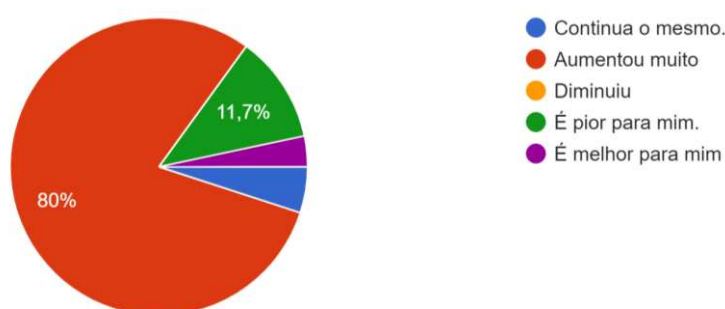
When the teachers were asked about what the school offered them to work with the remote classes, 40% of the teachers said that they did not receive any equipment or training so that they could use the mandatory software (considered to be hard-to-handle software, required by the municipal and state governments). In contradiction, 80% of the educators report about the demands and the work that was intensified during the pandemic, demanding more than eight hours of work, thus configuring an overexploitation of the teaching workforce.

As Previtali and Fagiani (2018) state, the precariousness process is accelerated and the demand for training is immediate, as teachers need to reinvent themselves in the face of the new demands imposed on education in the current scenario.

It is in this context that reforms in Brazilian education began to be effectively defined in the last decade, and continued in the first years of the new millennium. The main characteristics of these reforms were those of regulation and control, due to the character that the State assumed, that is, an Evaluating and Regulating State. These reforms highlighted the need to adapt the teaching work to the new professional demands arising from technological innovations and the consequent change in the world of work (MAUÈS, 2005, p. 01).

The process of teacher work intensification before the Covid-19 pandemic was already intense, according to 32% of the teachers in Goiás and Mato Grosso. This percentage of teachers indicated that they worked eight hours a day in one or more schools. With the pandemic, the situation worsened, without any improvement in salaries or assistance in acquiring and maintaining the equipment necessary for their work. In this group are 80% of the teachers, who said they work more than eight hours a day with planning, recording classes, attending to Whatsapp groups and working on platforms such as Classroom, Google Meet, SIGE, SIAPE. Another percentage that cannot be forgotten is the 11.7% who indicate that the situation has gotten worse. Note that only 5% indicate that the work remains the same. From this it can be inferred that these teachers, although they do not have an officially increased workload, do not count as an increase the mandatory attendance to parents and students in WhatsApp groups and the extra time to prepare online classes. This data can be seen in the chart below:

**Chart 1** - Teachers' work in the remote system<sup>13</sup>



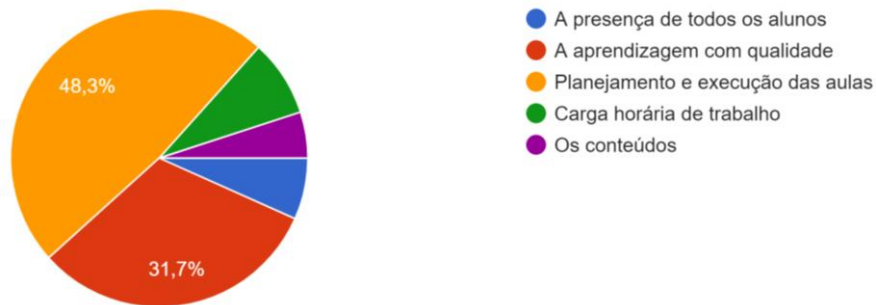
Source: Research data

Even in a very serious pandemic scenario, with a very high number of dead and infected people, a society in a desperate situation, everything closed at times, everything open at other times, by legal force, the school is reinventing itself with the technologies and doesn't stop. The teaching work does not stop, even if the students are unable to participate in the classes, for countless reasons that do not fit in this text and deserve analysis at another time. According to the answers given by the teachers interviewed in both states, the emphasis of the Education Departments is on the need for teachers to plan their classes with intensive use of the new formats, in an attempt to guarantee the quality of their work. The dynamics of capital is perceived even in such critical and inhumane moments. The quality that the systems seek does not include real learning, but rather the maintenance of the student body and teacher planning

<sup>13</sup> Continua o mesmo = Continues the same; Aumentou muito = Increased a lot; Diminuiu = Decreased; É pior para mim = It's worse for me; É melhor para mim = It's better for me

in the face of a new context that demands new ways of working and new investments from teachers. The socially referenced quality of education is not discussed at any time.

**Chart 2 - Priority in remote classes<sup>14</sup>**



Source: Research data

The chart above shows other elements that indicate a situation that directly interferes in the teaching work. 48% say that the school - read: the system - is concerned with the planning and execution of classes. This shows that the system is concerned with demonstrating that planning is being done so that classes can take place, without knowing what conditions the students are in. In other words, the important thing is to teach. Three percent said that the school demands quality in learning. Such answers possibly result from the guidelines that management sectors send to schools and that are passed on to teachers. This, however, does not guarantee quality either to the classes or to the students' learning. It can be seen that the contents are left out of the school's concern.

When asked about "how do you evaluate your remote classes?", the answers reveal a contradiction in the professionals' evaluation, as 13% of them say they are bad, 43.3% say they find them difficult and stressful, contradicting 41.7% of their colleagues who say they are good. The data presented here seem to reveal that the teachers, although very exploited in their work force, working three shifts to cope with new challenges, prefer to make public that their classes are good. Perhaps they only evaluate what they produced without the students present, and not the result of their classes. This is because it does not take much effort to understand that on the other side are students in class via cell phones, doing assignments via WhatsApp and other tools, with poor internet and much more. Here the students without internet, without a computer, in front of a TV, watching recorded classes need to be considered in the teaching work. This

<sup>14</sup> A presença de todos os alunos = All students' attendance; A aprendizagem com qualidade = Quality learning; Planejamento e execução das aulas = Lesson planning and execution; Carga horária de trabalho = Working hours; Os conteúdos = The content taught

scenario is evidenced in the teachers' voices from the two states in which the research was conducted, revealing a very similar rate.

### Final Considerations

Finally, the teaching work in the states of Goiás and Mato Grosso in the pandemic reveals even more worrisome aspects: in times of crisis, capital advances and the new tools challenge teachers and students much more than a human project that aims at the socially referenced quality of education.

The research showed that, although there is an intensification of the teaching work and the demand for activities that teachers have never experienced before, many teachers still prefer to say that their work remains the same. In many cases, this is a result of the exploitation of the teachers' labor force and even the self-intensification of the teaching work, since they impose on themselves obligations and responsibilities that do not allow them to continue studying and improving theoretically. On the other hand, work intensification is such that teachers no longer have time to think about their own teaching practice.

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