

THE FADING OF TEACHING IN ENTREPRENEURSHIP PRACTICES AT SCHOOL

*O ESMACIMENTO DA DOCÊNCIA NAS PRÁTICAS DO EMPREENDEDORISMO
NAS ESCOLAS*

*EL DESVANECIMIENTO DE LA ENSEÑANZA EN LAS PRÁCTICAS DE
EMPRESARIADO EN LAS ESCUELAS*



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How to reference this article:

PETRINI, S. G. M.; WANDERER, F. The fading of teaching in entrepreneurship practices at school. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 19, n. 00, e024007, 2024. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v19i00.16856>



| Submitted: 16/06/2022
| Revisions required: 28/03/2023
| Approved: 11/08/2023
| Published: 15/01/2024

Editor: Prof. Dr. José Luís Bizelli

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

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ABSTRACT: The article is the result of a research that aimed to examine the ways of being a teacher engendered by Educação em Revista (ER), addressed to teachers and managers of private educational institutions in Rio Grande do Sul, when it addresses and encourages work with entrepreneurship in schools. The theoretical contributions that supported the investigation are linked to the post-structuralist field, especially the contributions of Michel Foucault. The empirical material consisted of copies of Educação em Revista published between 2013 and 2020. The strategy used to operate on this material was discourse analysis, as proposed by Foucault. The examination of the reports showed that: a) entrepreneurship presents itself as a relevant and free of questioning theme in the pedagogical practices of private schools in RS; b) in the ER there is the constitution of a designer teacher in the plots of entrepreneurial practices, generating a fading of teaching.

KEYWORDS: Entrepreneurship. Private schools. Teacher. Michel Foucault.

RESUMO: O artigo é fruto de uma pesquisa que objetivou examinar os modos de ser professor engendrados pela Educação em Revista (ER), endereçada aos docentes e gestores de instituições privadas de ensino do Rio Grande do Sul, quando aborda e incentiva o trabalho com empreendedorismo nas escolas. Os aportes teóricos que sustentaram a investigação se vinculam ao campo pós-estruturalista, sobretudo às contribuições de Michel Foucault. O material empírico consistiu em exemplares da Educação em Revista divulgados entre os anos de 2013 a 2020. A estratégia utilizada para operar sobre esse material foi a análise do discurso, como proposto por Foucault. O exame das reportagens mostrou que: a) o empreendedorismo apresenta-se como um tema relevante e livre de questionamentos nas práticas pedagógicas das escolas privadas do RS; b) na ER há a constituição de um professor designer nas tramas das práticas empreendedoras, gerando um esmaecimento da docência.

PALAVRAS-CHAVE: Empreendedorismo. Escolas privadas. Docente. Michel Foucault.

RESUMEN: El artículo es resultado de una investigación que tuvo como objetivo examinar las formas de ser docente engendradas por Educação em Revista (ER), dirigida a docentes y gestores de instituciones educativas privadas de Rio Grande do Sul, cuando aborda y incentiva el trabajo con el emprendimiento en las escuelas. Los aportes teóricos que sustentaron la investigación están vinculados al campo postestructuralista, en especial los aportes de Michel Foucault. El material empírico consistió en ejemplares de Educação em Revista publicados entre 2013 y 2020. La estrategia utilizada para operar con ese material fue el análisis del discurso, tal como lo propone Foucault. El examen de los informes mostró que: a) el emprendimiento se presenta como un tema relevante y libre de cuestionamientos en las prácticas pedagógicas de las escuelas privadas de RS; b) en la RE se produce la constitución de un docente diseñador en las tramas de prácticas empresariales, generando un desvanecimiento de la docencia.

PALABRAS CLAVE: Emprendimiento. Escuelas privadas. Docente. Michel Foucault.

Introduction

The article is the result of an investigation that aimed to examine the ways of being a teacher engendered by a magazine (*Educação em Revista - ER*) addressed to teachers and managers of private educational institutions in Rio Grande do Sul, when it addresses and encourages work with entrepreneurship in schools. Problematizing issues related to entrepreneurship is justified by its large presence in various economic, social and, more recently, educational agendas. Being strongly related to the scope of Administration and Economics (Razzolini Filho, 2011), the discourse of entrepreneurship, in recent years, has been present in the area of Education, disseminating statements that express the relevance of the development of entrepreneurial individuals, committed to their training and its constant improvement (Fraiman, 2016).

In effect, we observed that entrepreneurial practices are gaining ground in educational bodies, supported even by official documents, such as the National Common Curricular Base (BNCC) and Bill 2,944/2021. The BNCC, a normative document, presents itself as a reference for the construction of Basic Education curricula, being addressed to public and private education networks. Throughout the text, the quotes linked to entrepreneurship are emphatic: “the school that welcomes young people must: [...] provide a culture favorable to the development of attitudes, skills and values that promote entrepreneurship” (Brazil, 2018, p. 478-479, our translation). Subsequently, the aforementioned regulations demand from school institutions the task of producing entrepreneurial subjects, who are narrated as leaders, responsible, capable of taking risks, innovators, protagonists and who have a life project.

Another relevant document is Bill 2,944/2021³, which proposes the amendment of the Education Guidelines and Bases Law (LDB) in order to include entrepreneurship and innovation as cross-cutting themes in the Basic Education and Higher Education curricula. It signals that there is a link between the school proposed by LDB and entrepreneurship, given that: “LDB proposes a democratic, participatory, autonomous, responsible, flexible, and committed, updated and innovative, humanized and holistic school. This principle, therefore, is in line with the guiding concepts of entrepreneurship and innovation” (Brazil, 2021, p. 3, our translation).

³Approved by the Plenary of the Federal Senate on 09/30/2021 and forwarded to the Chamber of Deputies. More information available at <https://www25.senado.leg.br/web/atividade/materias/-/materia/149527>. Accessed on: May 15 2022.

The aforementioned Project announces that entrepreneurship is a fundamental element for economic development and the generation of employment and income, with education being a tool to be used for this purpose. “There is plenty of literature correlating entrepreneurship and economic development, with relative impacts on job and income generation. Likewise, there are important studies linking entrepreneurship to better levels of productivity and innovation” (Brasil, 2021, p. 3, our translation). Based on the assumption that there is a discursiveness of entrepreneurship present, especially in BNCC (2018) and in Bill 2,944/2021, we suspect that these documents are configured as effective instruments to validate and enhance the practice of teaching entrepreneurship in educational institutions, making it practically free from questioning.

When carrying out a literature review on research developed in the last five years involving the markers – entrepreneurship and education – we identified that a large part of the studies covers the potential of entrepreneurial practices in the school curriculum, as shown by Prytoluk (2019), Moraes (2019) and Mengue (2019). Prytoluk 's research (2019) evaluates the articulation between education and entrepreneurship in science teaching, scrutinizing entrepreneurial activities based on the perception of teachers in the areas of Physics, Biology and Chemistry. He noted that there is a strong link between Entrepreneurial Education and Scientific Education guidelines. The study by Moraes (2019) examined the results obtained from the Young Entrepreneurs First Steps Course (JEPP), promoted by SEBRAE at a municipal school in Pejuçara, in the period between 2014 and 2018. It concludes that the course provided changes in pedagogical practices from some teachers, including discussions about entrepreneurship. In the same direction, the work of Mengue (2019) undertook an analysis of Fernando Dolabela's entrepreneurial pedagogy, paying attention to the assumptions that this pedagogy puts into circulation and how it contributes to the proliferation of entrepreneurial education in schools. Among the main findings, the following stand out: entrepreneurial education as a possibility of forming subjects who are protagonists of their lives and entrepreneurial pedagogy as a path for the development of subjects capable of building the four fundamental knowledge: knowing how to know, knowing how to do, knowing how to live together, knowing-being.

This review showed that there is still little research related to the topic of entrepreneurship supported by Foucauldian theories, such as our study. Furthermore, we did not find works that problematized the constitutions of ways of being a teacher enhanced by entrepreneurial practices in schools. In view of this, we understand that this work can be

powerful in the sense of making other points in relation to the theme of Entrepreneurship and Education, both in theoretical aspects and in reflections on the place of the teacher in contemporary times.

Theoretical basis

When we problematize entrepreneurship in education, we rely on authors who, following the theoretical production of Michel Foucault, establish the strong links between entrepreneurship and neoliberal rationality and the Theory of Human Capital. For Dardot and Laval (2016), neoliberal rationality is not just an economic model, since it is present in different ways of being, living and living. This rationality can be understood as a reason for the world that is not tied to the economy or restricted to a specific place, as it invades, spills over and stains other spaces, such as the school. Creativity, competition, innovation, continued training and entrepreneurship are recurring expressions in contemporary pedagogical discourse that delegate to the school institution the responsibility for constituting subjects to act within the mercantile logic.

Neoliberalism, for Dardot and Laval (2016), can be understood as a rationality, a way of thinking that leads and organizes not only the practices of those who govern, but also of those who are governed. As we learned from Foucault (2008, p. 311, our translation), the tactics of the government process invest in individuals, training and improving their skills so that they are their own human capital “being for themselves their producer, being for themselves the source of [your] income.” In this sense, Silva (2018) highlights that neoliberal rationality does not only act on the conduct of individuals, but makes everyone responsible for their choices, thus generating a self-entrepreneurial subject.

At this point, we observe the strong relationships between neoliberal rationality and theorizations regarding Human Capital. As discussed by Costa (2009), the theory of Human Capital is based on the studies of economist Theodore Schultz, when he linked human capital to children, assuming that this could be a fundamental element for an economic theory of the population. Based on Foucauldian discussions of biopolitics and governmentality, Costa (2009) highlights that neoliberal rationality intervenes in the constitution of contemporary subjects, disseminating the figure of the executive throughout the social fabric and establishing that the logic of capital must be incorporated into the very existence of the individual.

When problematizing the logic of capital, Costa (2009, p. 177, our translation)

highlights that the individual will not only be induced to belong to it, but will also be called upon “to take himself as capital”. In the author's words

[...] it is this same individual who finds himself induced, under this logic, to consider himself as capital, to enter into a relationship with himself (and with others) in which he recognizes himself (to others) as a micro-enterprise; and, therefore, in this condition, to see itself as an entity that operates under the permanent imperative to make investments in itself – or that return, in the medium and/or long term, to its benefit – and to produce income streams, evaluating rationally the cost/benefit relationships that their decisions imply (Costa, 2009, p. 177, our translation).

Throughout his argument, Costa (2009) states that by recognizing themselves as a micro-company that needs to make constant investments in themselves, individuals subject themselves to the logics of the business sphere that enter, among others, the educational sphere. This form of business life has branched out into schools, producing effects on the curriculum, school practices and the ways of being teachers and students who come to live with market games in school culture.

Regarding market games and education, we consider it pertinent to highlight the study by Lopes (2009). The author alludes to the inclusion and permanence of the subjects (schoolchildren) who are guided so that they not only enter the game, but remain in it and, above all, want to remain. This gear will only be possible through two major rules. The first is that we remain constantly active, with no one allowed to be left out. To make this possible, the State allies itself with the market with the aim of “educating the population so that they live in conditions of sustainability and entrepreneurship” (Lopes, 2009, p. 155, our translation). The second rule concerns ensuring that everyone is included in this economic game through three main conditions: “first, be educated towards entering the game; second, stay in the game (stay included); third, wanting to stay in the game.” (Lopes, 2009, p. 155, our translation). The school, in turn, helps everyone enter, stay and want to play.

Based on studies by Richard Sennett, Veiga-Neto and Saraiva (2009) embrace the idea that in this economic game, companies need individuals who are capable of being in a constant learning process – learning to learn – highlighting that school begins to play a fundamental role. “We understand that learning to learn would mean becoming an entrepreneur of oneself, placing oneself in a process of managing what, according to Foucault, is called human capital by neoliberalism” (Veiga-Neto; Saraiva, 2009, p. 199, our translation). And then they say: “Managing your human capital means seeking strategies to multiply them. The school would be responsible for teaching management techniques.” (Veiga-Neto; Saraiva, 2009, p. 199, our

translation). In this sense, Lockmann and Machado (2018) corroborate this issue by problematizing that education

It was fundamental in the propagation of certain discourses and in the invention of a type of subject, to the extent that, through this, an ideal of society is rationalized. In this way, we understand that education is conceived within the policies of modes of production of a type of subject and a type of society, mobilizing various actors to participate in this construction (Lockmann; Machado, 2018, p. 129, our translation).

The authors are based on studies by Costa (2009) to discuss the ways in which education becomes an agent of policies that act on the government of individuals and a population, contributing to the constitution of ways of living and conducting activities, whether from an individual or collective perspective. They highlight that education can be “responsible for welcoming individuals, bringing them under the control of someone or something and guiding them [...] public schools have been one of the biggest responsible for this guidance” (Lockmann; Machado, 2018, p. 130, our translation).

In this vein, Lockmann and Machado (2018) problematize the agency of education and, above all, of school to produce entrepreneurial subjects, who must be mobilized, even if minimally, to participate in the economic game of neoliberalism. The neoliberal discourse supports the idea that economic development will be fully realized if society has entrepreneurial and innovative individuals. For the authors, this production involves “a strong investment in the subject [...] who not only needs to enter and remain in the game, but above all, wants to remain. Thus, education is activated to invest in each subject, to invest in their human capital” (Lockmann; Machado, 2018, p. 142, our translation).

Entrepreneurship, for the authors, can be understood as a determining factor in guaranteeing the economic game of the neoliberal state, not only helping this way of living to continue, but also helping it to sustain itself, producing active and productive subjects. In this way, it contributes to the individualization of the subject who becomes responsible not only for the expansion of economic development, but also for their choices, guaranteeing their permanence in the neoliberal game. For this to occur, the individual must be linked to productivity, the logic of the market and production. Increasingly, schools seem to be (behaving) in a business-like way, aligned with market logic, ensuring that everyone is part of the neoliberal game through some practices, such as those that emphasize entrepreneurship.

Methodological conceptions

In methodological terms, the present research can be characterized as post-critical, supported by scholars aligned with the thinking of Michel Foucault, such as Paraíso (2014), Veiga-Neto (2003) and Fischer (2001). Paraíso (2014) states that post-critical research does not have pre-established methods that guide a specific way of generating and analyzing empirical material. “We know that the way we do our research will depend on the questions we ask, the questions that move us and the problems we formulate” (Paraíso, 2014, p. 23-24, our translation). Our study, following the author, was driven by concerns we had about working with entrepreneurship in schools, mainly about the ways of being a teacher engendered by a magazine that circulates in private schools in RS, *Educação em Revista* (ER).

The research material examined consists of copies of ER, a periodical produced by the Rio Grande do Sul Private Education Union - SINEPE/RS. The Union is a non-profit institution, with administrative autonomy and private capital that brings together and represents, on the territorial basis of RS, the economic category integrated by primary, secondary and higher education schools, university centers, universities, technical education schools and Youth and Adult Education (EJA). According to the Basic Education School Census for the year 2017 (Rio Grande do Sul, 2018), 22% of teachers in the State work in private schools. Furthermore, it is important to highlight that many educators who work in the private education system also teach, concomitantly, in the public network. In this way, it can be said that the Journal examined here has a wide reach among teachers in the State, justifying its examination.

ER had its first edition in 1996. Published bimonthly and sometimes quarterly, it has, to date, consisted of 143 copies which, in addition to being purchased in their physical format, through subscription, can be accessed online. To delimit the empirical material, many movements were made in an attempt to select the examples and reports to be scrutinized. Initially, we went through all the summaries of the 143 magazines to see which reports made up the magazine summaries, which articles were published most frequently and what stood out most about entrepreneurship.

When looking at the covers, we find the terms “undertaking” and “entrepreneurs” in magazine number 96, published in 2013, under the title “Learning to undertake: how entrepreneurs are born in HEIs”. Therefore, we started to consider magazines from issue number 96 onwards and the empirical material was delimited as follows: 35 copies, between the years 2013 and 2021, comprising 93 reports. After the temporal delimitation regarding the magazines that would constitute the empirical material, we began reading all of them in order

to select the excerpts that would be analyzed.

The set of reports was examined following discourse analysis, from the perspective of Michel Foucault. As indicated by the philosopher, basically in the works of Foucault (2002) and Foucault (2001), discussions involving discourse refer to a reflection on the role of language. Moving away from understandings in which language only translates discourse or our thoughts, for Foucault (2002) it can be taken as constituting the subjects and objects about which it narrates. Paraíso (2014, p. 29, our translation) draws attention to language issues when saying that: “the discourse we interrogate produces objects, practices, meanings and subjects”. In one of the best-known passages about discourse, Foucault (2002, p. 56, our translation) expresses: “Surely discourses are made of signs; but what they do is more than using these signs to designate things. It is *this* more that makes them irreducible to language and the act of speech. It is this “more” that needs to be made visible and described.”

Discourse, made up of a set of statements, is not limited to significant elements that would refer to its meaning (Veiga-Neto, 2007). For the author, discourse “is not an act of speech, it is not a concrete and individual action, but it is the entire set of statements that [...] shape our ways of constituting the world, of understanding it and of speaking about it.” (Veiga-Neto, 2007, p. 93, our translation). In this vein, Fischer (2001) highlights that, for Foucault, in discourses there is nothing hidden to be found, glimpsed or discovered. What are present are statements and enunciations that put it into operation.

When problematizing research from a Foucauldian perspective, Veiga-Neto (2007) highlights that as we choose to carry out studies in this theoretical framework, we could not worry about starting from pre-established concepts. Nor should we launch ourselves into a search for stable and secure concepts, because “[...] believing that they have such properties is believing that language itself can be stable and secure - a position that does not make the slightest sense from this perspective” (Veiga-Neto, 2007, p. 19, our translation). He also argues that, when it comes to methodological issues, what Foucault proposes is not limited to organizing discourses with which we will operate analytically, much less will we seek to find some content of truth, something that may be hidden in the set of empirical materials examined. What matters most is “establishing a relationship between the statements and what they describe, to then understand which power(s) the statements activate and put into circulation.” (Veiga-Neto, 2007, p. 104, our translation).

Considering these understandings, when selecting, organizing and constituting the relationships between the statements present in ER about entrepreneurship, we were attentive

to the tasks of the researcher who uses post-critical methodology in their work. This task, after the initial selection of the material to be examined, becomes “constituting units from this dispersion, showing how certain statements appear and how they are distributed within a certain set, knowing, firstly, that the unit does not is given by the object of analysis” (Fischer, 2001, p. 74). In this process, as we dedicated ourselves to examining statements about entrepreneurship in ER reports, a specific way of being a teacher became evident. The result of this operation will be presented in the next section.

Designer teacher and the fading of teaching

When examining the reports gathered, one of the first results concerns the relevance of entrepreneurship in the pedagogical practices of private schools in RS. In this sense, ER does not seem to doubt or question the need for the topic to be addressed in the institutions' curricula, as expressed in the following fragments:

Inspiring lectures at Colégio XXX

In 2017, the event was organized by 9th grade and high school students and a team of teachers, and its theme was 'Domino Effect', that is, how small actions can spread and cause a big impact. There were nine lectures that brought experiences in entrepreneurship, volunteering and youth leadership [...] (Educação em Revista, 2018, p. 36, our translation)

XXX students learn to undertake

Students from the 5th year classes at Colégio XXX, in Porto Alegre, have been participating in the Learning to Undertake project since the beginning of the year. Through the initiative, children have their first contact with entrepreneurship, developing a business plan, creating, producing, promoting and selling their own product. With the support of Junior Achievement, they created the product Bolachitos, cookies stuffed on a stick (Educação em Revista, 2013, p. 35, our translation).

Entrepreneurship can start in the classroom

And educational institutions are beginning to realize the relevance of entrepreneurship in their curricula. At Escola XXX, in Porto Alegre, the Social Chemistry initiative - a Chemistry project since 2014 in the second year of high school - involves students visiting a chocolate factory in Gramado to learn the production process and, later, the creation of the micro-enterprise itself, with tasks ranging from production to the sale of products, including advertising and accounting (Gamba, 2017, p. 23-24, our translation).

The set of excerpts presents practices that establish entrepreneurship in schools through a series of actions, such as: lectures, visits to companies, new courses and projects in which students can develop a business plan to create, produce, promote and sell the product itself. We understand that such practices not only discuss entrepreneurship, but “teach” ways of being an

entrepreneur and, at the same time, imply a (re)positioning of teachers. In other words, when ER narrates the entrepreneurial actions of schools, it ends up mobilizing ways of being a teacher that become described and valued. The statements below, taken from reports that mention entrepreneurship in schools, help us find some answers:

Teacher, classroom manager.

[...] the curriculum designer teacher understands that students learn at different paces and styles and develops personalized teaching strategies to mobilize meaningful learning. [...] the teacher must be a “curriculum designer”, that is, a teacher who sees independent learning as essential. Ability to learn, willingness to get to know your students and innovate are other characteristics of the teacher-manager. “The teaching-learning process is continuous and requires each person to be open to new educational practices [...] four characteristics to be a good manager in the classroom: empathy, leadership, restlessness and researcher attitude” (Andrade, 2017, p. 34, our translation).

Can the teacher be a student mentor?

Before we talk about the mentor teacher, we need to clarify exactly what a mentor is: it is someone who supports and encourages another person to manage their own learning, maximize their potential, develop their Skills and improve their performance [...] a true Mentor helps a person to be better and find meaning in their life. [...] it is necessary that this teacher willing to become a mentor seeks to develop new skills and competencies in himself and that this path goes through self-knowledge and understanding the techniques and tools of coaching, which will give him the basis to develop a excellent work (Andrade, 2018, p. 10, our translation)

The fragments above encourage us to think about the expressive profusion of “ways of being a teacher” linked to entrepreneurial practices. These passages speak of the importance of educators developing personalized teaching strategies, being willing to get to know their students, encouraging students to manage their own learning and improve their performances, in addition to gaining self-knowledge. In this scenario, teachers emerge using new methodologies to act in the constitution of students who, increasingly, must be protagonists, entrepreneurs and responsible for their life projects and choices. In other words, we see the constitution of a *designer teacher* in the fabric of entrepreneurial practices.

To discuss the emergence of a *designer teacher*, we anchored ourselves in the studies of Lipovetsky and Serroy (2015) and Horn and Fabris (2018). Lipovetsky and Serroy (2015), in their work *The aestheticization of the world - living in the era of artistic capitalism*, present *design* as a major vector of the aestheticization of everyday life. They argue that artistic capitalism is not so recent, as its first manifestations were observed in the mid-19th century. However, they highlight that it is in the emergence of hypomodernity that capitalism develops its

artistic dimension to the point of making it a fundamental element in the development of companies, a sector created with economic value [...] the aesthetic activity of capitalism was reduced or peripheral: it became structural and exponential [...] the aesthetic economic complex it is less focused on the mass production of standardized products than on innovative strategies (Lipovetsky; Serroy, 2015, p. 40-41, our translation).

Throughout their explanation, they highlight that aesthetic activity has been characterized as a mode of production, mainly guided by the universe of the market. They emphasize that productive logics have changed to the extent that it is no longer possible to separate industrial production from culture, as “we are at a time when systems of production, distribution and consumption are impregnated, penetrated, remodeled by fundamentally aesthetic operations” (Lipovetsky; Serroy, 2015, p. 34, our translation). Thus, artist capitalism focuses on a valuation of immaterial capital, also qualified as “intelligence capital”, “human capital”, “symbolic capital” which ends up being configured as an economic system.

Although most of the discussions are about art, French thinkers point out that artist capitalism goes beyond the universe of art, becoming part of everyday life. When problematizing this particular type of capitalism, they present the displacement of industry *design* to all spheres of life, as they say:

The mercantile strategies of transaesthetic creative capitalism do not spare any sphere. The usual objects are penetrated by style and look, many of them become fashion accessories. [...] Image architectures are successful, worth in themselves, due to their attractiveness, their spectacular size and function as a promotional vector in competitive cultural tourism markets (Lipovetsky; Serroy, 2015, p. 43, our translation).

Bearing in mind that “the mercantile strategies of creative capitalism do not spare any sphere”, we think that it is possible to move such strategies to the school space. We suspect that, in a certain way, the production of the *designer teacher* is related to the mechanisms described above, as contemporary teaching is also called upon to create its styles, redesign the appearance of its products, of what it puts into circulation in the educational market. Perhaps, making an analogy to the aforementioned excerpt, one can think that the *designer teacher* is characterized as a subject whose pedagogical practices are penetrated by neoliberal brands that make them accessories in the classroom, being invited to redesign the appearance of the products they put on display in circulation, be they methodologies, school practices and even ways of experiencing teaching. The study by Horn and Fabris (2018) helps us discuss the meanings attributed to *design*. For them, this term can be understood

[...] as a way of offering situations to children aiming to facilitate learning; *design* as a way of giving visibility to children's learning at school; *design* as a purpose of action; in short, *design* as a way of practicing teaching life in contemporary schools. In a way, we can make an analogy with the company school; the client needs to be satisfied from a young age, and *design* teaching will aim to facilitate learning and showcase everything that each individual can produce (Horn; Fabris, 2018, p. 38, our translation).

The *designer* teacher invests in image work, self-education, adopting new looks and styles. In this sense, we present some fragments that reveal signs of the emergence of a *designer professor* in ER when he approaches entrepreneurship:

In search of the perfect tune

Teachers and advisors always need to update themselves, seek to know the professions, careers and market trends. Knowing how to relate your content to current themes, teaching an interactive, dynamic class and understanding and stimulating these children and teenagers are essential attitudes for the educator to make them passionate about the search for knowledge and personal and professional growth (Gamba, 2013, p. 25, our translation).

Customized teaching: a new pedagogical proposal

In this project, the teacher is no longer a mere transmitter of knowledge, but a curriculum designer. "The project foresees transformations in the curriculum, adapting it to the needs of children in the 21st century, with an emphasis on active teaching technologies, communication and information technologies, supported by research data and contemporary theoretical references (Pastore, 2015, p. 10, our translation).

The school and new scenarios

We need to have a Hacker mentality, that is, someone who knows a certain subject very well and tries to reuse it with other intentions. An expression that is used a lot is "I need to hack my school", "hack my classroom", "hack my life" [...] I know that the teaching area has a series of obstacles, but it is fundamental we break the reins, and there are already a lot of people breaking the reins in education (Fedrizzi, 2017, p. 24, our translation).

The statements above describe a teacher who is in constant (re)training through the search for updating and the need to be in line with market trends. It can be thought that these issues are central in the constitution of the *designer teacher*, based on two movements: one internal and one external. The interior is related to the fact that the *designer educator* is the one who acts on himself, adapting to each new demand that the contemporary school is called upon to include in its curriculum, such as, for example, the teaching of entrepreneurship. The other movement - external - is linked to the effects of the increasing insertion of mercantile tendencies in the school space, forcing teachers to shift their practices according to the roles assigned to them (mediator, manager, facilitator, stimulator, tutor). In this (com)position established by the

need to put new practices into circulation, they also act as curriculum *designers*, as they need to create other ways of conducting pedagogical work, with the student as the center.

We identified that ER produces a *designer teacher* who must (re)do himself as a teacher, at the same time as he needs to be busy adapting the school curriculum. In this sense, it is possible to perceive two mechanisms for this curricular adaptation to be activated. One of them is related to educational legislation and regulations that justify and, in a certain way, legitimize the need to promote entrepreneurial education in order to forge protagonists, autonomous subjects, responsible for themselves and their choices. Another mechanism refers to a kind of agency or appeal by ER so that schools and teachers are captured by the practice of entrepreneurship.

From the above, we consider that it is possible to assume that ER, by producing a *design teacher* in practices linked to entrepreneurship, mobilizes the emergence of a new teaching *ethos*. When discussing the terminology *ethos*, Dal'Igna and Fabris (2015, p. 18, our translation) resort to the etymology of the term, arguing that: “the Greek word *ethos* is polysemic, and can mean a set of habits - *ethos habit* - and values, ideas or beliefs, characteristics of a certain culture - *ethos -custom*”. Based on these meanings, the authors indicate that Foucault described Modernity as an attitude or as an *ethos*. “This attitude or *ethos* is characterized as a way of thinking and feeling, also a way of acting and conducting oneself” (Dal'igna; Fabris, 2015, p. 81, our translation). Inspired by Foucault, Dalla Zen (2017) also problematized the constitution of a teaching *ethos* based on self-work on oneself, inducing teachers to a transformation enhanced by certain cultural experiences.

Following the authors, we understand by *ethos* a specific way of acting, feeling, conducting and experiencing teaching that becomes mobilized by pedagogical discourses disseminated in school cultures, such as those related to entrepreneurship. These speeches encourage teachers to organize their practices and transform their own ways of being a teacher. This makes us identify, in ER reports linked to entrepreneurship, the emergence of a teaching *ethos constituted by a designer teacher*, that is, an educator who updates teaching under the aegis of neoliberal rationality, investing in a change both in himself and in his actions. pedagogical actions.

We realized that one of the effects of the changes caused by the emergence of a *designer teacher* is related to the fading of teaching. Below we present some fragments that help us show this idea:

How does your institution work with active methodologies?

We work with active methodologies in interface with the curriculum, developing the 'Personalization and hybrid teaching: experiences with active learning at Colégio XXX' project. Through methodologies such as gamification, flipped classroom, personalization and hybrid teaching, students are taking the lead in their learning and establishing a more fruitful partnership with their teachers (Educação em Revista, 2018, p. 33, our translation).

Teaching to develop autonomy

By encouraging its students to be self-taught and investing in each one's intellectual autonomy, Colégio XXX, a private institution in Bogotá, Colombia, improved a system that is now part of a select group of the most innovative schools in the world researched by Microsoft. Inspired by this initiative, and others such as School of One, a Quest to Learn, both from New York (USA), and Escola da Ponte, from Portugal, the city of Rio de Janeiro seeks to implement major changes. XXX is already receiving 240 students, from the 7th, 8th and 9th years, to have classes without separation of classes and rooms, no blackboards, blackboards or private tables, based on technological appropriation for personalized and transdisciplinary teaching, in addition to assessments by Skills. All of this happens within families, teams, guided by "mentor teachers" (Basei, 2014, p. 16, our translation)

Teaching to develop autonomy

The GENTE project began to be carried out in 2013, at Escola Municipal XXX, in Rocinha. "There are three fundamental premises: the student at the center of the teaching process, as its protagonist; a teacher who stops being the sole holder of knowledge, and acts much more as a facilitator and motivator; and focus on personalizing learning through the use of new technologies as the main tools". Explains the Undersecretary of New Educational Technologies of Rio de Janeiro, XXX (Basei, 2014, p. 16, our translation).

In Canada, Soft Skills are protagonists

Pointed out as the main skills of a professional in the coming years, soft skills are a serious issue in Canadian schools, including public schools. The methodology is aimed at helping students develop through projects that awaken curiosity and reinforce responsibility for their own learning (Pereira, 2020, p. 23, our translation).

The statements above show a process that gives students protagonism in their knowledge acquisition process, at the same time that they position the teacher as a facilitator, stimulator or motivator of student learning. In the set of excerpts mentioned above, we identified expressions that help us support these ideas: self-taught students; personalized teaching; mentor teachers; student at the center of the teaching process; teacher who stops being the sole holder of knowledge to act much more as a facilitator and motivator; focus on learning through new technologies; *soft skills* [...], methodology is oriented so that the student develops through projects that awaken curiosity and reinforce responsibility for their own learning;

hybrid learning personalization projects; Flipped classroom; students are taking the lead in their learning.

Among the many possible reflections to be established from these statements, we will focus on the emphasis on the shift from the teacher who teaches to the educator who facilitates student learning, resulting in a process of fading away from teaching. One of the authors who helps us in this argument is Biesta (2013, 2018, 2020). According to him, in recent years, the area of Education has been marked by speeches emphasizing learning much more than teaching, as we noticed in the ER reports presented above.

Biesta (2018) reiterates that the use of the language of learning is present in discursivities in the spheres of research, policy and curricular practices that position students as learners, educators as facilitators or motivators and schools as learning environments. For him, one of the major issues to be discussed refers to the fact that the language of learning is limited as an educational language, since it is empty of content and purpose. In other words, as it is possible to identify in the reports above, when emphasizing learning, elements such as content, purposes of practices and a more directive position on the part of educators are omitted.

This displacement of the teacher's functions is problematized by Biesta (2018) as he weaves a relevant discussion about teaching and learning. When moving from a teaching subject to a learning subject, it is possible to visualize the proliferation of a discursivity that operates in the subjectivation of education professionals, configuring other ways of being a teacher. In this aspect, Biesta (2018, p. 22, our translation) reasons that: “The emergence of language and learning logic transformed the teacher from a 'sage on the stage' to a 'guide at the side' – a learning facilitator, as in the expression – or even, according to others, for someone who 'stays behind the curtain’”.

It is possible to observe that there is a kind of polarization of the teacher as he is “pushed to the extremes” in relation to teaching. Following the metaphor proposed by Biesta (2018), the educator is no longer the holder of knowledge, the main actor in the classroom, the owner of the show. He starts to take on a secondary role, stays behind the scenes, leaves the stage, leaves the scene so that the spotlight turns to the students, as it is they - the students - who become the stars of the show. It is to them that the teachers bow when the show ends, to the sound of applause. This emphasis on learning to the detriment of teaching, according to Biesta (2013)

[...] has facilitated a new description of the education process in terms of an economic transaction, that is, a transaction in which (1) the learner is a consumer, one who has “certain needs” in which (2) the teacher, the educator or educational institution is seen as a provider, that is, one who exists to satisfy

the needs of the learner in which (3) education itself becomes a commodity – “a thing” – to be provided or delivered by the teacher or by the educational institution, to be consumed by the learner (Biesta, 2013, p. 37-38, our translation).

Following what has been exposed so far, we realize that new arrangements are being organized in schools, which incorporate into their pedagogical actions elements previously restricted to the Economic and Administrative areas, such as the discourse of entrepreneurship. In this scenario, education comes to be understood as a commodity, students become customers and teachers, in turn, take on the role of providers who will be responsible for satisfying the students' desires. As we hope to have demonstrated throughout the article, in this process there is a displacement of roles previously assumed by students and teachers in the schooling processes: the former will be the protagonists and those responsible for their school trajectory; the latter will only facilitate this process, supporting and assisting, no longer leading and creating pedagogical strategies.

The study by Lima, Fabris and Bahia (2021) helps us to continue with some reflections. When problematizing, within the scope of Early Childhood Education, the effects of practices in which children play a leading role in their schooling process, the authors highlight that in some moments the teacher's pedagogical responsibility is undermined by techniques that focus responsibility on children for their learning. Following the argument, the authors show that when they perceive the decline of teaching, they are not suggesting or indicating a return to pedagogies centered exclusively on educators, without listening to the voices of students. The intention is simply to show that school processes need intentional pedagogical actions, coordinated and led by educators, supported by interactions between teachers and students, as argued by Biesta (2020).

Focusing on the reports examined in this study, we can say that contemporary teaching, under the imperative of entrepreneurship, is marked by the ideals of the *designer*, contributing to the emergence of a new teaching *ethos*. This new *ethos* means that entrepreneurial practices are inserted into schools without question. Furthermore, they position students in a central place while educators occupy roles of facilitating or stimulating the development of such entrepreneurial practices, moving away from the place of conducting and creating pedagogical actions in schools, generating a fading of teaching (Biesta, 2018, 2020).

Final remarks

At the end of the article, we aim to present some reflections on the research carried out and indicate possibilities for future investigations, since we are aware of the impossibility of generating final answers or major conclusions from this study. This would even be contradictory to the theoretical perspective adopted here. In this way, we organize this final section by highlighting two dimensions that are directly related.

One of the dimensions concerns the creation of a victorious narrative about the teaching of entrepreneurship in private schools in RS, being positioned as an imperative that captures institutions from basic education to higher education. As we evidenced in the literature review, there are few research studies that question or put pressure on entrepreneurial practices in schools or that reflect on the positions of teachers and students who become subjugated by such practices. We hope to have shown that entrepreneurship is presented as a kind of amulet for the economic development of the country and individuals and as an element that articulates education and the market. Thus, questions that deserve future investigation concern the ways in which entrepreneurship is present in the school curriculum: an unquestionable truth or subject to challenge? Do entrepreneurial practices encouraged in schools seek to promote individual or collective growth?

The second dimension relates to the ways in which educators are positioned when carrying out actions involving entrepreneurship. It was possible to identify that they begin to occupy positions other than teaching, assuming roles that place them in a type of collaborators or learning facilitators. In the reports examined, numerous definitions for the teacher appear: manager, tutor, mediator, mentor. In view of this, we identified a teaching (re)positioning that, enhanced by *design*, leads to the fading of teaching. At this point, we consider it pertinent to note that this fading of teaching may not only be linked to practices linked to entrepreneurship, but becomes an effect of pedagogical discourses that are increasingly positioning educators in these auxiliary positions to the detriment of conducting and creation of pedagogical actions. This leads us to the challenge of continuing to investigate contemporary ways of teaching.

Finally, it is necessary to say that, following a Foucauldian reflection, it is not a question of validating or not validating entrepreneurial practices, but paying attention to their effects on the subjectivities of students and teachers and on a society project that starts to be designed, also, at Schools. Our role as educators and researchers drives us to continue reflecting, studying, and investigating issues related to education.

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CRedit Author Statement

Acknowledgments: Not applicable.

Financing: Coordination for the Improvement of Higher Education Personnel - Brazil (CAPES) - Financing Code 001, made possible by the Notice of Teaching Resources (PROEX-2023) of the Postgraduate Program in Education at the Federal University of Rio Grande do Sul (UFRGS).

Conflicts of interest: Not applicable.

Ethical approval: Not applicable.

Availability of data and material: Available on the website: <https://sinepers.org.br/servicos/educacao-em-revista/detalhe/139>. Accessed on: June 12th. 2023.

Authors' contributions: The authors worked together and composed the text in a dialogical way.

Processing and editing: Editora Ibero-Americana de Educação.
Review, formatting, standardization, and translation.

