

CURRICULAR PUBLIC POLICIES IN TEACHER FORMATION: DIVERSITY ISSUES IN HUMANITIES UNDERGRADUATE PROGRAMS

POLÍTICAS PÚBLICAS CURRICULARES NA FORMAÇÃO DO PROFESSOR: QUESTÕES DE DIVERSIDADE NA LICENCIATURA EM CIÊNCIAS HUMANAS

POLÍTICAS PÚBLICAS CURRICULARES EN LA FORMACIÓN DOCENTE: CUESTIONES DE DIVERSIDAD EN LA LICENCIATURA EN CIENCIAS HUMANAS

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ABSTRACT: This article aims to identify possible contributions of curricular policies regarding gender and sexual diversity issues in the curricular design of the Degree in Human Sciences offered by a federal higher education institution, located in the metropolitan region of the State of São Paulo. The theoretical foundation is housed in the interdisciplinary field of initial teacher formation, here called master students, with an interface between curriculum theories and French discourse analysis. The research methodology is characterized as documentary with a qualitative approach, based on the principle that we analysed the Pedagogical Curriculum Proposal (PCP in the Portuguese acronym) of the aforementioned degree. The analyses revealed that the curricular components that contemplate gender and diversity issues in their core are still very embryonic, which characterizes a curricular policy in transition. This is considered to be a strong remnant of a heteroformative and strongly traditional curriculum, something quite latent in Brazilian public policies.

KEYWORDS: Initial teacher formation. Public policy. Curricular pedagogical proposal.

RESUMO: Este artigo tem como objetivo identificar possíveis contribuições das políticas curriculares a respeito das questões de gênero e diversidade sexual no desenho curricular da Licenciatura em Ciências Humanas ofertada por uma instituição de ensino superior federal, localizada na região metropolitana do estado de São Paulo. A fundamentação teórica está alojada no campo interdisciplinar da formação inicial de professores, aqui denominados como alunos-mestres, com interface entre as teorias do currículo e a análise do discurso francesa. A metodologia de pesquisa caracteriza-se como documental de abordagem qualitativa, partindo do princípio de que analisamos a Proposta Pedagógica Curricular (PPC) da referida licenciatura. As análises revelaram que os componentes curriculares que contemplam questões de gênero e diversidade em seu bojo ainda se encontram bastante embrionários, o que caracteriza uma política curricular em transição. Considera-se que esse seja um forte resquício de um currículo heteroformativo e fortemente tradicional, algo bastante latente nas políticas públicas brasileiras.

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PALAVRAS-CHAVE: *Formação inicial do professor. Políticas públicas. Proposta pedagógica curricular.*

RESUMEN: *Este artículo tiene como objetivo identificar posibles contribuciones de las políticas curriculares sobre cuestiones de género y diversidad sexual en el diseño curricular de la Licenciatura en Ciencias Humanas ofrecida por una institución de educación superior federal, ubicada en la región metropolitana del Estado de São Paulo. La base teórica se encuentra en el campo interdisciplinario de la formación inicial del profesorado, aquí llamados estudiantes de maestría, con una interfaz entre las teorías curriculares y el análisis del discurso francés. La metodología de investigación se caracteriza por ser documental con un enfoque cualitativo, partiendo del principio de que analizamos la Propuesta Curricular Pedagógica (PCP) de la licenciatura antes mencionada. Los análisis revelaron que los componentes curriculares que contemplan en su núcleo las cuestiones de género y diversidad son todavía muy embrionarios, lo que caracteriza una política curricular en transición. Esto se considera un fuerte remanente de un currículo heteroformativo y fuertemente tradicional, algo bastante latente en las políticas públicas brasileñas.*

PALABRAS CLAVE: *Formación inicial del profesorado. Políticas públicas. Propuesta pedagógica curricular.*

Introduction

Research on initial teacher education has been established as a problem of interest in several areas of human knowledge, based on the principle of its inherent articulation with political, ideological and historical issues. In this sense, we can emphasize the emerging demands about the relativization of the critical and reflective teacher, unfolded from the Freirean liberating perception (FREIRE, 2004; LIBERALI; MAGALHÃES; ROMERO, 2003).

In the midst of a so-called "liquid" society, in the terms of Bauman (2008, 2004), thinking about the initial formation of the teacher, here called student-teacher, implies a sensitive look about the future performance of this professional in formation in the labor market. In other words, one of the possibilities emerging in the investigative scope of initial teacher training is related to the concern in forming a professional more engaged with issues related to human rights, from a more humanizing perspective. Therefore, thinking about public policies that involve the curriculum becomes increasingly relevant (DINIZ, 2012; FREIRE, 2004).

In an attempt to map the engagement of public policies in the initial training of a teacher articulated to the emerging demands of a fluid society, this article aims to identify possible contributions of curriculum policies regarding issues of gender and sexual diversity in the curricular design of the Degree in Humanities offered by the Federal University of ABC. It is a

public and federal higher education institution, of multidisciplinary nature, located in the metropolitan region of the state of São Paulo.

The theoretical foundation is lodged in the interdisciplinary field of initial teacher education with an interface between curriculum theories and French discourse analysis. We assume that an investigation that promotes an efficient dialogue between different areas of human knowledge can respond, in a more satisfactory manner, to the demands of the research.

By "interdisciplinary field" we mean the dialogical and dialectical zone between correlated areas of human knowledge, which can enter into confluence and, through this, expand the theoretical discussions. This, in turn, contributes to a vision of the whole and not of the part, by enabling the understanding of the relations of ideas as a conversational system (FAZENDA, 2008; LIMA, 2008).

The research methodology is characterized as documentary with a qualitative approach, starting from the principle that we analyze the Curricular Pedagogical Proposal (PPC in the Portuguese acronym) of the undergraduate course. We understand that this research approach and the type of investigation can present consistent indications to the current social context that permeates the relations in the field of education, serving as a pertinent subsidy to the construction of the scientific process (BORTONI-RICARDO, 2008; PEREIRA; ANGELOCCI, 2021; LAKATOS; MARCONI, 2013; TRIVIÑOS, 1987).

Given this, we can list the following research problem: *How to identify possible contributions of curriculum policies regarding the issues of gender and sexual diversity in the curricular design of the Degree in Humanities offered by the Federal University of ABC?* Besides this *Introduction*, the *Final Remarks*, and the *References*, this article is composed of the following sections: *Curricular Policies in Teacher Training: Curriculum as a Power Dispute*, in which we present the theoretical knowledge mobilized in this work; *Research Methodology*, in which we describe the route of data collection; and *Results and Discussion*, aimed at the treatment of the corpus of analysis.

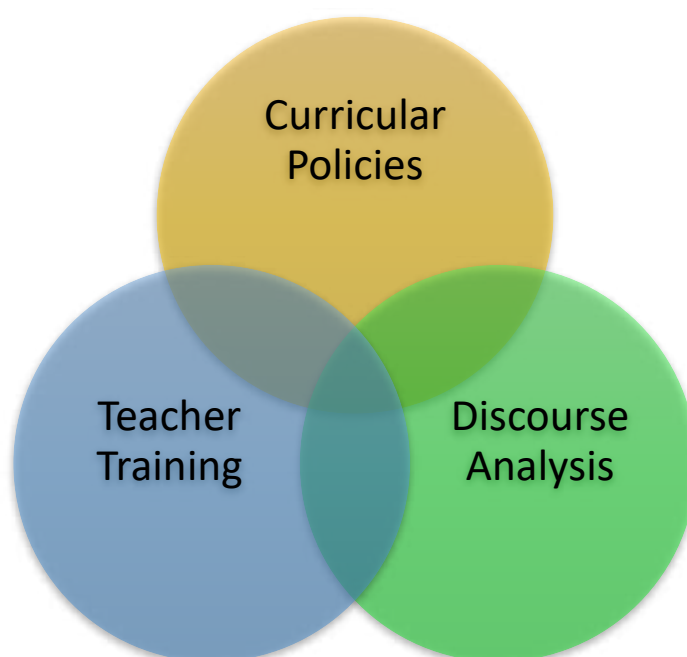
Curricular Policies in Teacher Education: Curriculum as a Power Dispute

To understand the curriculum as a kind of semiotic instrument of discursive practices in the context of initial teacher education, it is necessary to take into account all the ideological construction that surrounds it, from ideological aspects to political issues that contextualize it. In this sense, in this article, the theoretical foundation we use is interdisciplinary and operates

at the interface between initial teacher education, curriculum policies, and French discourse analysis.

The interdisciplinary movement to which we refer can be better understood from what is represented in Figure 01, in which we illustrate the conversational movements proposed by the mentioned areas of knowledge.

Figure 1 – Interdisciplinary Movements



Source: Prepared by the authors

Figure 01 consists of three (03) spheres that interconnect by means of overlapping border zones. These, in turn, present converging information that can be used in a complementary way and, thus, develop discussions that can satisfactorily answer the research problem. It is precisely on these borders where our scientific projections are lodged and construct meaning from the look of the curricular matrix we analyze.

Regarding the Curricular Policies, located in the yellow sphere, we are interested in the idea of curriculum as a space of power demands³, in which the proposals of curricular subjects' semiotic aspects of ideological domination of asymmetric unfolding of meanings. In other words, it is important to us the conception of curriculum as a demonstration of space of conflict that somehow represents the social ideological clashes (ARROYO, 2013; PACHECO, 2009; SILVA, 2006; SACRISTAN, 2000), as we propose in this article.

³ The definition of power that we bring here is based on Foucault (2005). For the author, power disputes lead us to understand historically marked social disjunctions, which, in turn, are pervasive in all human relations.

In this sense, we seek to go beyond the public policies of access and permanence of transgender and transvestite people offered at the time of entry of the scholars in the focused degree, even though this policy is quite representative to the LGBTQIA+ community⁴. In other words, we do not discuss the progress that this represents. However, our interest in the curriculum is expressed in the sense that we understand that it can offer other more challenging answers about the aspect of permanence in the university environment promoted by the quotas for transvestites and transsexuals in the context of the focused degree, having started in 2018, specifically.

The Curricular Policies are seen, under this aspect, as elementary to the structure and functioning of higher education, since they materialize the interests of the State in what concerns the laws that govern and systematize the curricular components. In other words, we seek a convergence between different public policies: the quotas and the curriculum, since they operate in a systemic and complementary way (SARTORI, 2022; SILVA, 2006).

In revisiting Figure 01, as far as Teacher Education is concerned, in the blue sphere, our interest lies on the discussions about initial education, especially as far as the construction of the critical and reflective teacher is concerned. In this case, it is pertinent to state that we are dealing with Freirean assumptions already widespread when we are concerned about helping to form a professional who understands teaching as an instrument of politicization and feasibility of human rights practices (DINIZ-PEREIRA, 2011; KLEIMAN, 2009; LÜDKE; BOING, 2012; TARDIF, 2000).

We are understanding the reflective teacher in the context of their initial training as one who can establish the reasoning of "reflection-action-reflection" (ZEICHNER, 2008) from their pedagogical practice. In this sense, the act of reflecting and being critical is directly related to what teachers are expected to develop when it comes to the exercise of politically engaged and transformative learning processes (DINIZ-PEREIRA, 2011).

The idea of transformative education seems to converge with the delineations proposed by human rights, which strive to ensure the welfare of the subject in society in an egalitarian and humanizing way. Therefore, it proposes social constructs that enable the access to a resignificant and socially engaging education, something understood as basic and essential to human practice (SARTORI, 2020, 2022).

⁴ Acronym used to define Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Curious, Asexual, Allied, Pansexual, Polysexual, Family, 2-Spirited, and Kink.

From this reflection, in what was contextualized, presented, the curriculum plays a key role in the context of initial teacher education when we understand that the arrangement of curricular components helps to build the profile of this professional, with emphasis on the worldview that it adds and thus tends to shape the attitudes of this teacher with society. In this sense, the presence, or not, of subjects that deal with gender or diversity helps us understand the anatomy of a teacher who will tend to collaborate with, or minimize, situations of homophobic violence in formal educational contexts.

Once again, when we revisit Figure 01, we identify Discourse Analysis, in the green sphere. This is an area of language studies traditionally known for its contributions to the process of investigation about the effects of meaning from the projection of some socially contextualized action, which in discourse analysis can be understood as an event. From this, it is of our interest the discursive practices implied in the curricular conjuncture, in order to offer us instruments capable of diagnosing discursive and ideological formations (FIORIN, 2006; ORLANDI, 1996; PEREIRA, 2020; TEZZA, 2005).

When analyzing curricular components, such action requires from researchers a discursive look, because, this way, it is possible to map discourses of voicing or silencing of issues related to gender and diversity. In this case, we use the notions of voices from discourse studies, responsible for tensing, problematizing and understanding the place where the discursive subject speaks. In this sense, they are, in fact, projections of discourses (re)created over time, which recombine and seek to build new/other effects of meaning (BAKHTIN, 1984; FIORIN, 2006; MEY, 2001).

Analyzing the curricular matrix of the undergraduate degree helps us understand the silencing and/or voicing movements of the discussions about gender and diversity in the undergraduate curriculum and teacher education as we make a counterpoint with the information in the menu. We assume that the recommendations of the menu are extremely important to the understanding of the curricular component, of its functionality in the formative scope (BAKHTIN, 1984; ORLANDI, 1996; TEZZA, 2005).

In the context of this work, discourse analysis can collaborate in understanding the disjunctions of voices and power in the curriculum based on issues of gender and sexual diversity, assuming that people who belong to the LGBTQIA+ community are historically socially peripheralized. In other words, studies in discourse analysis can help us understand to what extent the curricular identifications mapped in the PPC of the undergraduate degree focused on semiotize voices of these subjects silenced throughout history.

In short, the theoretical dialogue carried out in this article helps us to think the guidelines of a curriculum in a more comprehensive way. This means that it can offer us more instruments of analysis capable of mapping the discourses of the curriculum in order to think of it as a factor of tension and problematization of ideologies.

Research Methodology

The degree in Humanities offered by UFABC aims to train teachers with interdisciplinary knowledge to work in Brazilian basic education as teachers of the so-called "humanities" subjects. To this end, this degree has twelve (12) four-month academic terms, distributed in 3,252 total hours (UFABC, 2019).

UFABC is a public institution, of the federal sphere, of multicenter nature, since it aggregates courses in the humanities, exact, social sciences and health sciences from an interdisciplinary approach. It is located in the metropolitan region of the state of São Paulo, specifically in the region known as ABC Paulista. The public of this institution is heterogeneous, since it includes academics from all social classes, which come from the most varied parts of Brazil. This mix is made possible by the fact that it is a major center for studies and research in the country, which draws the attention of people from all over Brazil.

The adopted research philosophy is phenomenological, because we understand that the curriculum changes proposed in the context of the Licenciatura em Ciências Naturais affect social situations arising from a post-modern society. In other words, discussing gender issues is, in fact, a possibility of curricular engagement in the implementation of public policies regarding the permanence of trans people in the context of higher education.

In this case, we are understanding Phenomenology as a dialogical perspective of understanding social phenomena based on the cut-off of time and space that man assumes within a social situation. In this, the phenomenological aspects are diffused through the social fact itself, which tends to be seen as a phenomenon from the moment we understand it as something motivated by plural projections and interventions in a given society (LAKATOS; MARCONI, 2013; TRIVIÑOS, 1987).

The approach is qualitative, assuming that the PPC of the Degree in Humanities underwent a scientific treatment from the relationship between curriculum and society, which reverberates intersubjective issues. In this sense, we seek a sensitive look at the engagement of permanence of trans people in the academic context of that university, seeking possible

meanings between the curriculum matrix analyzed and the social discourses involving issues of gender and sexual diversity.

The qualitative approach is characterized by an analysis of a more subjective nature, in an attempt to diagnose issues that motivate the existence of the data. In this context, it is pertinent to consider the influences of the external environment on the data in order to make it exist. Moreover, in the context of teacher training, it is an approach that can enable the capture of discourses and ideologies important to the construction of a humanizing posture of the teacher (BORTONI-RICARDO, 2008; PEREIRA; ANGELOCCI, 2021).

The type of research is documentary, based on the assumption that we understand the PPC of the course as a semiotic document of social practices, which try to meet the demands of initial teacher training in Human Sciences. Therefore, the PPC is configured as a document insofar as it offers the necessary subsidies to the understanding of the professional profile that is intended to be formed based on the temporal and spatial cut in which we are immersed.

Documentary research is characterized by highlighting aspects of discursive materialization within a given context. From the structural point of view, it consists in analyzing a document that has not yet undergone scientific treatment. From a functional point of view, it is characterized by the documentation of intentional spheres constituted from some sociopragmatic motivator (LAKATOS; MARCONI, 2013; PEREIRA; ANGELOCCI, 2021).

The data analyzed were selected from the mapping of the menus of the new PPC of the Undergraduate Degree in Humanities of UFABC. After this redirection, the curricular components that point projection to the pedagogical work about gender and diversity in some scope in the university context were chosen as data subject to treatment. The idea was to understand the curricular mechanisms created to enable the permanence of these people by the didactic-curricular bias, as well as by the guarantee of learning.

Finally, the data analysis was based on the French discourse analysis, with the purpose of understanding the effects of meanings of this document, the power relations, as well as its ideological formations.

Results and discussion

In this topic, we present the path of data description and analysis. Here, we provide fragments of the curricular matrix of the Degree in Humanities offered by UFABC. The idea is to map the disciplines that can enable the discussion about gender and diversity in the context of initial training of this degree. The PPC in which this information is presented presents a list

of new disciplines, in the scope of its implementation, which are followed by their respective menus.

The tables in which this information is expressed consist of two (02) columns, being: a) the name of the discipline; b) the menu and the objectives that guide the curricular component. As complementary training, we also bring up the quarter in which these disciplines are offered, because we understand that contextualization can be a relevant factor in the construction of meanings.

Chart 01 shows the curricular context of the component "Education in Human Rights", the first one detected following the selection criteria of the research data. It is a 48h subject, not having its quarter of offer indicated in the PPC of the undergraduate degree focused on.

Chart 1 – Summary and Objective of the subject Human Rights Education

Subject	Summary/Objective
Human Rights Education	<p>Summary: Education in human rights: concept, theory, methodology, practices and experiences. Legal landmarks of human rights education in Brazil and in the world. School as a space for socialization and training to contribute to the knowledge of fundamental rights. Human rights: curriculum, continuing education and pedagogical project. Culture of human rights: gender issues, inclusion/accessibility, sexual diversity, ethnicity, culture, generation and religious beliefs. Ways to combat bullying at school. The universality, indivisibility, and interdependence of human rights. The National Plan for Human Rights Education and its axes: basic education, higher education, media, non-formal education, and security/justice.</p> <p>Objective: To present and understand the main theoretical, practical, and methodological conceptions about human rights education. To study the legal frameworks of human rights education. To understand the relations between human rights and education. To sensitize the school space to issues related to human rights, such as discussions on gender, inclusion, diversity, ethnicity, cultural, religious beliefs, bullying.</p>

Source: PPC of the UFABC Humanities course (2019, p. 113)

Human rights, as a branch of scientific knowledge, are often used to complex power relations based on the marginalization of some social group. In this context, we say "marginalization" in the sense of considering a given group "subordinate" to another within a cut-off of time and space, mediated by human relations. Thus, they assume a discursive stance based on the dichotomy subordinator versus subordinate (SARTORI, 2020, 2022).

By being disciplined by Curriculum Policies, human rights gain a space from the recognition of the disempowerment of minorities that are at the margins of the broader educational and social system. In this case, not only discussions about gender fit, but also investigations about religious and cultural intolerance, as well as the asymmetries between social inclusion and exclusion of a group of people or even a subject (ARROYO, 2013; PACHECO, 2009; SARTORI, 2022).

According to the table above, the mentioned curricular component presents an attempt to instruct the student-master regarding the whole historical part of human rights in Brazil and in the world. In addition, it maintains a dialogue with fundamental rights by proposing a discussion about gender issues and their social effects, considering, for this, issues of interdependence of human relations.

In the context of the initial formation referred to here, there is no doubt that these axes are fundamental to teacher formation. However, the menu does not show to what extent these guidelines can help in the reading and construction of meaning in school practices. The gap left between theory and practice, in this aspect, generates a possibility of interference that can be remedied or intensified by the performance of the teacher, since he/she may feel not fully instructed by the curricular matrix (LÜDKE; BOING, 2012; TARDIF, 2000).

The theorization described above can, from the discursive point of view, feed the idea of relativization of the discussion on gender, since the presence of this theme in the menu is seen as an integral point of the discipline and not mandatory, as suggested by the component title. This disjunction of enunciative perspectives ends up leaving implicit a kind of silencing of the aspects of gender inclusion, because this is proposed from a watertight understanding (ORLANDI, 1996; TEZZA, 2005).

We understand the referred curricular component as an expressive advance in the Curricular Policies. However, it is still necessary to advance in this sense, because issues on gender and diversity are still proposed in a very generic way. This, in turn, semiotizes a curriculum in transition, which appears to be difficult to give the idea of unity to the issues proposed in the menu.

Table 2 shows the curricular context of the component "Diversities and Culture in the Western World", the second one detected according to the selection criteria of the research data. It is a 48h subject, not having its quarter of supply indicated in the PPC of the undergraduate degree focused on.

Chart 2 – Summary and Objective

Subject	Objective
Diversities and Culture in the Western World	<p>Summary: Cultural diversities in the Western world. Culture, identity and diversities. Ethnicity and multiculturalism. Multiculturalism theories. Cultural plurality and education. Cultural decolonization as a libertarian political tool.</p> <p>Objective: To understand the cultural diversity of the western world through reflection on cultural and epistemological plurality and decolonial theories.</p>

Source: PPC of the UFABC Humanities course (2019, p. 113)

Understanding the Western world is the keystone to also understand issues of relationship and behavior in the society in which we live. From this premise, mapping issues regarding the culture of a people helps us to characterize the process of ideological colonization, weakly influential in the decision-making of the State and public policies from a dialogic perspective (BAKHTIN, 1984; FREIRE, 2004).

By being disciplinarized, diversity gains an important *status* in the curriculum, enabling, more densely, a discussion about culture and multiculturalism in a more effective way. We understand that this can be an advance, because gender issues could be brought into vogue considering a historical and ideological path rooted in colonialism and in the dichotomous relationship (SILVA, 2006; SACRISTAN, 2000). In other words, here, we have an effect of meaning in which the curriculum is not neutral, because it is marked by ideological positions and discursive formations that reverberate in pedagogical practice and in the dialectical relationship with the other.

According to Chart 02, the mentioned curricular component presents an expressive concern in discussing aspects related to multiculturalism and ethnicity, by taking the decolonization process as a libertarian discourse. This represents a panorama of larger discussions, which can be established in the classroom through the topics listed in the syllabus.

In the context of the initial formation referred to here, such axes are of utmost importance for the social construction of the teacher. However, the menu does not seem to explicitly relate it to the reflective construction of the teacher, something fundamental for such relations of (de)colonization in the current world to be effective. Thus, to think of the teacher capable of establishing dialogue with the decolonization ideal is to understand that teacher education should be reflexive and critical in its essence, in which the importance of the content should not override its understanding as a catalyzing principle of teacher education (DINIZ-PEREIRA, 2011; LÜDKE; BOING, 2012).

From the discursive point of view, understanding multiculturalism and its consequences does not necessarily make us able to discuss its disjunctions. In other words, the blurring of the social practice from this theme may induce the student to assimilate expressive theoretical discourses, but without much concomitance with what is proposed by the social apparatus in force in an enunciative situation. In other words, there seems to be an emptying of the discussion of gender in this scope, which returns to the macro idea characterizing a curriculum still very attached to the idea of content in isolation (FIORIN, 2006; PEREIRA, 2020).

In short, this curricular component shows an attempt to advance in terms of curriculum reformulations, meeting what the quota policies and human rights (BRAZIL, 1996) foresee. On

the other hand, it seems to focus on a bias of presentation of the content, without much articulation with issues of sexual diversity more directly. This comprehensiveness seems to point to several topics of discussions, which ends up preventing a political and identity engagement of the curriculum.

Final remarks

The curricular framework focused on in this article indicates a degree in transition. This transitional movement is quite characteristic of the very complexity of the postmodern social structure, which seeks to lodge in several places at the same time. Here, we are understanding the complex act from Morin (2011), who invites us to think about ideological mismatches in social relations.

The results revealed that the curricular components, which include issues of gender and diversity in their core, are still quite embryonic, which characterizes a curriculum policy in transition. This, in turn, may mean an advance if we consider the attempt to redirect public policies that involve the performance of the curriculum. However, we also consider that there is much to be done, especially to find a balance between the quota policies for transvestite and transgender scholars offered by the institution mentioned above.

In this sense, we notice an attempt of the analyzed curriculum to discuss issues about gender and sexual diversity. However, these discussions still seem to be isolated to a heteroformalist tendency, already crystallized in the social bases of the country. This is because there is little connection between the general guidelines of the curricular components and the theme of diversity as a whole.

From this, we resume the research question: *How to identify possible contributions of curriculum policies regarding the issues of gender and sexual diversity in the curricular design of the Degree in Humanities offered by the Federal University of ABC?* This, in turn, was answered during the discussion of the results. The analyses reflect a curriculum in transition, which ends up not contributing to the permanence of transgender and transvestite scholars from a pedagogical point of view, because they, once entered through the quota system (UFABC, 2019), may not see themselves in the curricular structure of this group. Thus, the discussion about their permanence becomes something out of place in the university environment (SARTORI, 2020, 2022).

Finally, we hope to contribute to future investigations, which deal with aspects of permanence of transgender students through satisfactory curriculum policies in the perspective

of an inclusive education for all/all/toddlers. We believe that a curriculum more receptive to the discussion on gender and diversity can collaborate to the formation of a master student more engaged in what concerns human rights, which may reflect in the professional construction of a teacher not conniving with any kind of homophobic violence in the educational context.

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How to reference this article

SARTORI, T. L.; PEREIRA, G. G. Curricular public policies in teacher formation: Diversity issues in humanities undergraduate programs. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 17, n. 4, p. 2741-2756, Oct./Dec. 2022. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v17i4.17173>

Submitted: 27/12/2021

Revisions required: 19/03/2022

Approved: 14/09/2022

Published: 30/12/2022

Processing and publication by the Editora Ibero-Americana de Educação.

Correction, formatting, standardization and translation.

