

THE SPACE OF THE CURRICULAR FIELD IN THE PEDAGOGY COURSES OF  
PRIVATE INSTITUTIONS IN THE FEDERAL DISTRICT: CRITICAL  
REFLECTIONS

*O ESPAÇO DO CAMPO CURRICULAR NOS CURSOS DE PEDAGOGIA DE  
INSTITUIÇÕES PRIVADAS NO DF: REFLEXÕES CRÍTICAS*

*EL ESPACIO DEL CAMPO CURRICULAR EN LOS CURSOS DE PEDAGOGÍA DE  
INSTITUCIONES PRIVADAS EN EL DISTRITO FEDERAL: REFLEXIONES  
CRÍTICAS*



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**ABSTRACT:** The main issue of this article is to analyze the space occupied, or not, by the curricular field in the curricular prescriptions of the Pedagogy courses of private Higher Education Institutions located in the Federal District, with high grades in the E-MEC system. The methodology used was: a) "state of the art" about the situation of the theme in databases in the period 2015-2022 and b) documentary analysis of the legal prescriptions. Preliminarily we point out the following results: a) there is an absence of research on the place of the curriculum in the initial training of pedagogues; b) recent national educational reforms point to a theoretical weakening and emptying of Pedagogy courses; c) the curricular studies were present in the documents of ten courses, with the status of compulsory curricular component and d) in the PPC'S of most institutions, the curriculum studies do not express an independent area.

**KEYWORDS:** Curricular Studies. Pedagogy Course. Training. Federal District.

**RESUMO:** O presente artigo tem por questão principal analisar o espaço ocupado, ou não, pelo campo curricular nas prescrições curriculares dos cursos de Pedagogia de Instituições de Ensino Superior privadas situadas no Distrito Federal, com notas elevadas no sistema E-MEC. A metodologia empregada foi: a) "estado da arte" acerca da situação da temática em bancos de dados no período de 2015-2022 e b) análise documental das prescrições legais. Preliminarmente, apontamos os seguintes resultados: a) existe uma ausência de pesquisas sobre o lugar do currículo na formação inicial de pedagogos/as; b) as reformas educacionais nacionais recentes apontam para um enfraquecimento e um esvaziamento teóricos nos cursos de Pedagogia; c) os estudos curriculares estiveram presentes nos documentos de dez cursos, pesquisados, com status de componente curricular obrigatório; e d) nos PPC'S da maioria das instituições, os estudos de currículo não expressam uma área independente.

**PALAVRAS-CHAVE:** Estudos Curriculares. Curso de Pedagogia. Formação. Distrito Federal.

**RESUMEN:** El tema principal de este artículo es analizar el espacio ocupado, o no, por el campo curricular en las prescripciones curriculares de los cursos de Pedagogía de las Instituciones privadas de Educación Superior ubicadas en el Distrito Federal, con altas calificaciones en el sistema E-MEC. La metodología utilizada fue: a) "estado del arte" sobre la situación del tema en bases de datos en el período 2015-2022 y b) análisis documental de las prescripciones legales. Preliminarmente señalamos los siguientes resultados: a) hay una ausencia de investigación sobre el lugar del currículo en la formación inicial de pedagogos; b) las recientes reformas educativas nacionales apuntan a un debilitamiento teórico y vaciamiento de los cursos de Pedagogía; c) los estudios curriculares estaban presentes en los documentos de diez cursos investigados, con el estatus de componente curricular obligatorio y d) en los PPC'S de la mayoría de las instituciones, los estudios curriculares no expresan un área independiente.

**PALABRAS CLAVE:** Estudios curriculares. Curso de Pedagogía. Formación. Distrito Federal.

## Situating the object of study

We have no doubt that the field of curriculum studies has constituted a “contested territory” (SILVA; MOREIRA, 1995), surrounded by ideology and power (APPLE, 2006), disputed and populated by countless social and political actors interested in print your brands. This scenario has generated contradictions and divergent conceptions of the world, education and subjects that are intended to be trained.

When we transpose this assumption to the field of pedagogy, understood here as the “science of educational practice” and completely linked to the field of curriculum (FRANCO, 2003) and, more specifically, we raise the question of whether these issues relating to curriculum studies are Arriving at the path of initial training for future pedagogues and, even more so, in private institutions, we are then faced with a scenario that challenges us to think about how local training spaces are, or are not, accepting national curricular legislation and shaping their own curricula in order to guarantee, or not, in the exit profiles of their students, future multipurpose teachers, access to theories and foundations of curricular studies.

It is important to consider that our research is limited to one unit of the federation, that is, it is a local study, with a qualitative approach, and there are, therefore, limits to generalizations. To support our investigation, we sought to make use of consistent theoretical and methodological procedures, especially with the contribution of the valuable contributions of the immanent curricular vision of historical-critical pedagogy (SAVIANI, 2012a). The objective of anchoring in this framework is the expectation that our analyzes can signal, in the light of other studies, some researchers in the field and current national legislation, paths that point to new, overcoming and transformative syntheses about the place reserved for the curriculum of the initial training of pedagogues, from the country's capital.

Mainly supported by the considerations of Gatti (2019) and Silva (2017), the option for the locus of private institutions arises from the desire to investigate how much “market perversity”, according to Freitas (2018) has stood out over the training quality in institutions of Higher Education (HEIs) whether due to the ranking of these training spaces or even due to the business pressure that hovers over the sponsors to expand access, sometimes without paying attention to academic quality. In addition, we justify the choice of this research scenario in the Federal District due to the fact that, specifically in the DF, the majority of teachers who currently occupy professional spaces qualified in the Pedagogy course come from private colleges, institutes and university centers. After the appropriate selection and selection criteria,

which will be characterized in the methodological data analysis section, we arrived at the number of 12 (twelve) institutions/courses investigated.

In this way, our text is organized into three interconnected sections. Initially, we briefly discussed the scientific nature of pedagogy. Next, we discuss the current impacts of curricular policies on the initial training of pedagogues. We close with the analysis of data captured from reality, guided by historical-critical pedagogy, with a view to analyzing what space is occupied, or not, by the curricular field in Pedagogy courses.

### **Pedagogy as a science of educational practice**

It should be noted that our idea about the epistemological nature of pedagogy lies in the fact that it is the only science that has educational practice as its central object of study (FRANCO, 2003; LIBÂNEO, 2011; PIMENTA, 2011). With this, we are not, in any way, belittling the interdisciplinary nature of the area itself, which requires collaboration from other fields, such as psychology, anthropology, sociology, philosophy, history, among others. However, none of these are primarily concerned with the ways of teaching and learning, as well as the notions of scientific training of education professionals, the didactic and curricular evaluation processes that form the tripod of teaching work. In other words, based on the references that support us, there is no doubt that pedagogy translates into a science with its own legs and, for this reason, with a unique object of study.

One of the branches of educational or educational science, as some prefer to call it, or even education sciences, is the training of professionals to work in teaching careers at all levels, stages and modalities. In our country, the legal spaces reserved for these trainings have been, in the beginning, teaching courses (CRUZ, 2011) and Pedagogy courses started in 1939 (SAVIANI, 2012b).

In the HEIs that offer these courses, and more specifically taking the curriculum developed by them, this is where most conflicts and ideological disputes occur regarding what constitutes valid knowledge in the training processes. And, even more so, what profile is desired, expected and actually materialized throughout the semesters with future pedagogues.

Since training has been elevated to the higher level on a large scale, some conflicting issues have gained prominence, and many still remain without due attention. Others gained even more branches and as a field of human sciences, pedagogy, training of education

professionals, at least in our understanding, based on authors of critical theories of education, such as Pucci (2007), and curriculum, such as Apple (2006) and Young (2007).

We are referring to topics such as: the nature of the bachelor's degree or degree conferred on the course (LIBÂNEO, 2011; PIMENTA, 2011; FRANCO, 2011; BRZEZINSKI, 2012); the duration and theoretical density of training (MEDEIROS; ARAUJO; SANTOS *et al.*, 2022; SAVIANI, 2012b); legislation and the excess or absence of pedagogical theories and/or practices (SILVA, 2017; GATTI, 2019); the conflict between general and specific didactics (LIBÂNEO, 2012) and, above all, the object of study highlighted in this text, but under the focus of national legislation (SILVA, 2022).

We are aware that this is a fruitful debate and that this in itself justifies the consolidation of the epistemic field of pedagogy and, therefore, the need to produce research that seeks to improve and fill gaps related to the questions and conflicts previously mentioned. Therefore, before proceeding to analyze the inventoried data of our reality, we find it pertinent to situate, in contemporary times, how public policies regarding the training of pedagogues have unfolded in the initial training curricula of these professionals, based on the idea that the curricular field is organized by an entire “system” (SACRISTÁN, 2000) marked by countless social processes, linked to time and historical spaces, in which the subjects and institutions where the curricula are planned, executed and evaluated are located.

### **Curricular policies in the initial training of pedagogues**

The social changes that Brazil has undergone, especially the transformations that occurred in the 1990s, bring to light the need to include the curriculum as a protagonist in discussions. The approval of law No. 9,394/96 - Law of Guidelines and Bases for National Education (LDB) is one of the examples that we can raise. The debates surrounding the demand to rethink actions and practices represented advances and some setbacks.

The main progress refers to the standards created and established around all Basic Education, including classifying education professionals and including propositional texts regarding teacher training. However, on the other hand, they brought obstacles, as some provisions of the law required regulations, such as Presidential Decree nº. 32.76/1999, which established that the training of teachers to work in the Early Years and Early Childhood Education would be carried out in the extinct Higher Normal Course, to be offered in Higher Education Institutes, as provided for in art. 63 of the current LDB. The normal Higher Education course, in fact, had a more practical dimension than the theoretical one, a factor of concern, as

this course did not focus on research, training of managers, or educational advisors, resulting in a weakening of the holistic training of the pedagogy professional. (PIMENTA, 2011).

In the last eight years, the initial training of pedagogues has been drastically changed by curricular policies, especially by Resolution No. 02, of July 1, 2015 (BRASIL, 2015), which defined the Curricular Guidelines National Councils for initial training at higher education level (this with a broader, more democratic and closer discussion of entities representing professional collegiates in teaching careers), although it was revoked. And, subsequently, by Resolution CNE/CP nº 2, of December 20, 2019, which provides for the National Curricular Guidelines for the Initial Training of teachers for Basic Education and establishes the Common National Base for Training (BNC-Formação) (BRAZIL, 2019).

The guidelines contained in the 2019 BNC-Formation have generated several controversies, such as: a reduced number of Brazilian references in the preparation of the document; the perception of training based on skills and abilities; the non-maintenance of guidelines that were currently in force, requiring adjustments to the new Opinion within a period of 2 years; the responsibility for student failure linked to the teacher's performance; the BNCF as a condition for the efficient implementation of the BNCC; the elaboration of a document without the broad participation of researchers and trainers.

According to Rodrigues, Pereira and Mohr (2021, p. 34, our translation): “[...] we are living in a period full of coups and indirect reforms and, in the educational field, these profound changes trigger countless setbacks, especially with regard to education public as a public good”. The fact is that educational policies, particularly curricular ones, need to be reviewed in favor of a significant change in the process of initial training of pedagogues and the training of other degrees.

Given this scenario, through a brief “state of the art” (SILVA; BORGES, 2018), we sought to analyze and map the research developed on *Curricular Policies in the Initial Training of Pedagogues* in the period from 2015 to 2022, because in this space the above -mentioned Resolutions were promulgated. Thus, the definition of this period is justified because it is an interval in which curricular policies were implemented that aim to implement a curriculum for the initial training of pedagogues.

Furthermore, the effort of the federal government over the last four years, inspired by the extreme right and under a business perspective (FREITAS, 2018), to change the educational dynamics with policies, such as Escola sem Partido, Homeschooling, Militarization, and the New High School, directly or indirectly reverberates in the training of pedagogues.



We inventoried the data in the Digital Library of Theses and Dissertations (BDTD), in the UnB Institutional Repository (RIUnB) and in *Scientific Electronic Library Online* (Scielo Brasil), using as inductive terms “Curriculum Policies in the Initial Training of Pedagogues” and “Curriculum Policies in the Initial Training of Basic Education Teachers”, with the intention of finding a greater number of research that would contribute with our study.

Due to the small number of related studies, the search was refined by selecting the subject “resume” and using the search for “all fields”. The investigation was carried out between 03/23/2023 and 03/26/2023. About this methodological procedure, it is also important to highlight that our care and objective are to take into account the state of other studies already carried out on the topic in question and, even more so, to announce the advances that we intend to achieve with our synthesis.

In the BDTD database, 138 works were found, 97 of which were dissertations and 40 theses. Of the findings, only 3 correlated with the topic addressed. We chose this bank due to its comprehensive research. In the RIUnB database, 10 studies were detected, including books, dissertations, theses and articles, of which only 2 were selected because they were in line with our study. At *Scielo* Brasil, in turn, only 3 articles were captured, of which only 1 dealt with the subject explored.

After the research, we evidenced that in this period of time there is a reduced number of publications on Curricular Policies in the Initial Training of Pedagogues. And of these, few have a focus on the theme addressed in the text.

Below, we will present in Table 1 the dissertations, thesis and articles related to the inductive term, according to the nature of the study, containing: number, source, type, title, authorship, institution and year.

**Table 1** – General research data (BDTD)

No.	Source	Type	Title	Authorship	Institution	Year
1.	BDTD	Dissertation	Relationships between the curriculum experienced in the Pedagogy course and the process of building the teacher's identity.	LEMOS, Nívea Roberta Moraes Barbosa	Federal University of Pernambuco	2016
two.	BDTD	Dissertation	The repercussion of BNCC in the city of Sorocaba-SP in the light of pedagogical theories.	FREITAS, Carlos Augusto Amaro de	Federal University of São Carlos	2020
3.	BDTD	Dissertation	Implementation of the National Common Curricular Base in the country: disputes and changes in the initial teacher training curriculum.	DINDO, Rodrigo Connor	Getúlio Vargas Foundation	2021
4.	RIUnB	Article	Projects in dispute in defining teacher training policies for Basic Education.	SILVA, Kátia Augusta Curado Pinheiro Cordeiro da; CRUZ, Shirleide Pereira da Silva	University of Brasília	2021
5.	RIUnB	Thesis	Concerns and uncertainties in Art teaching: Common National Curriculum Base for Elementary Education.	MARTINS, Margarida Helena Camurça	University of Brasília	2021
6.	Scielo	Article	Teaching History in the National Common Base for Teacher Training: <i>the historian attitude</i> becoming skills.	SANTOS, Maria Aparecida Lima dos	Federal University of Mato Grosso do Sul	2021

Source: Prepared by the authors based on results obtained in databases

By reading the summaries in the “state of the art” we were able to analyze the studies, making considerations relevant to our debate. We will present the results of the investigations below, highlighting the main conclusions of the research:

- In studies that point out how the initial training policies for pedagogues, especially the BNCF, we note how they have changed the course of teacher training, expanding our view of the role of the curriculum in this training;
- Teacher training occurs through negotiations between subject and curriculum (MACEDO, 2012). The process of constructing the teacher's identity occurs based on



the relationships between the theoretical studies of initial training, the pedagogy course, and the practice carried out on the school floor;

- The increasingly incipient, marginal or null place of the curriculum in these institutions;
- The influence of the BNCC in this process permeated many of the curricular developments, which caused most of the abrupt and fragmented changes that occurred as a result of the BNCF implementation, disregarding the educational advances already achieved;
- We also noticed a lack of clarity regarding the real intentionality of the documents, as well as the devaluation of some curricular components and the intention of training teachers to perform their duties, nullifying the formative, political and historical dimensions of teachers.

However, none pointed out the space occupied, or not, by curricular studies in the initial training of pedagogues, an important motivation for our investigation.

### **What reality data reveal: the space of the curricular field in the Pedagogy curriculum**

We justify the choice of private higher education institutions based on consolidated studies and research, such as those by Gatti (2019) and Silva (2017), when they brought us relevant reflective elements about the constant need to investigate and develop propositions about the training spaces of pedagogues. Both prove, on a national and local scale, in this case the DF, that degree courses in Pedagogy remain the great “gold mine” for teaching entrepreneurs, on the national and local scene, according to data from the Higher Education Census (2022) occupies almost half of the vacancies offered (both in-person and distance learning). The profile of the students is characterized as being, for the most part, from lower social classes and, furthermore, the future space of action will be school classes. This information is very important, which is why taking care of initial training is a primary task for everyone who cares about the quality of education.

Therefore, we find it pertinent to list some current data extracted from the Higher Education Census and released by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), in 2022, because they leave no doubt about the centrality of the search and demand for pedagogy. Let's see:

- The course occupies first place, with 816,314 enrollments in recent years (49% of the total percentage);

- Regarding new enrollments, combined with face-to-face and distance learning modalities, they reach 700 thousand;
- Another very relevant fact is that, for the first time, the Pedagogy course is in first place, with 570,125 students attending this degree completely remotely.

Still in 2019, Gatti, in a reference study, already announced how worrying this offer of courses was, mainly done at night, and in private institutions, when Pedagogy was mentioned. Now, in addition to these elements, the offer of distance learning becomes another factor of great discussion, not because it is a modality already consolidated in the country and with very successful experiences, as is the case of Universidade Aberta do Brasil – UAB, but because the majority of the institutions and courses currently offered come from the private sector and research, such as the ones we have shown so far, has revealed their dubious quality. It is worth reflecting on the full excerpt of these reflections:

We opted for faster courses, or simplified teacher training programs, and focused on the distance learning modality, without strong regulation and monitoring. At the present time, it is worth reflecting on this aspect and combining the perspective of quality with that of quantity, given that it is no longer time to live with teaching policies that privilege only the quantity of graduates to meet the growing demand for schools. It is possible, but also urgent, in the current context, to better qualify teaching training, whether initial in undergraduate courses or continued for in-service teachers [...] the evolution of enrollments in all degrees demonstrates a growth of significant proportions in the course of this century. Among the degree courses, those that have grown the most are those in pedagogy [...] In the second decade, growth slows down clearly, both in the general calculation of degrees, and in the courses that prepare teachers for the initial years of basic education. It is observed that the expansion of undergraduate enrollments occurs, above all, through the private route [...] In 2016, more than half of pedagogy students attend distance learning courses in private institutions (52%). It should be noted that the training offered to teachers in the initial years of basic education during the 2000s, carried out predominantly through private institutions and distance learning, is also, in more recent years, expanding along these lines in greater proportions between the degrees in specific areas. The bias towards offering these courses in the distance learning modality is worrying, as the more direct relationships with schools, children and adolescents, as recommended by the CNE, managers and educators, and the monitoring of internships, become, to say the least, complicated. The impact of these new approaches on education networks needs to be considered (GATTI, 2019, p. 304-305, our translation).

Therefore, in our case, through inquiries based on the initial training curriculum, it is necessary to inventory the extent to which the field itself is, or is not, present in institutions of this nature. Above all, we made a point of demarcating those that obtained a higher index in

course concepts, although such evaluative metrics are subject to questioning, but methodologically they provide us with a good outline.

Despite the institutions listed, we highlight the following aspects before presenting them:

- The criteria were inserted: face-to-face Pedagogy course (in activity), in the face-to-face modality with course concepts 5 and 4. We have already highlighted that only one institution, in this case the “Centro Universitário Estácio de Brasília”, obtained the maximum concept. That's why we expanded the number of courses researched.
- In the initial survey, 17 (seventeen) institutions/courses emerged, however, the two units of “Faculdade JK” were immediately excluded, because they had some impediments to their functioning, such as problems in FIES and PROUNI, which cause some losses in functioning for the course itself.
- Of the remaining (15) fifteen, we excluded one unit from the “Centro Universitário Projeção”, because we found that the Pedagogical Course Projects – PPC are similar, considering that the institution's PDI is the same, what differentiates is just the location of the *campus* /unit.
- A similar situation made us exclude from the remaining inventory, that is, (14) fourteen, the ICESP College, given that we realized that it had been transformed into a University Center. Therefore, the PPC of the latter would already suit us.
- Finally, we verified that the UniBrasília Sul and UniBrasília institutions differ only due to location, that is, because they have different campuses. Therefore, we excluded UniBrasília from our list.
- Therefore, we reached the number of 12 (twelve) institutions/courses investigated, as shown in the following table:

**Table 3 – Institutions Analyzed**

<b>Institution</b>	<b>Acronym</b>	<b>Degree/ Course</b>	<b>Modality</b>	<b>Annual Vacancies</b>	<b>Start Date</b>
Federal District University Center	UDF	Degree in Pedagogy	In person	450	02/01/2010
Anhanguera College of Brasília	-	Degree in Pedagogy	In person	200	03/01/1999
Projection University Center	UniProjeção	Degree in Pedagogy	In person	120	08/11/2014
Estácio de Brasília University Center - Estácio Brasília	Estácio Brasília	Degree in Pedagogy	In person	200	09/22/2004
Uni Brasília Sul College	Brasília	Degree in Pedagogy	In person	100	02/19/2018
CECAP Higher Education Institute	ISCECAP	Degree in Pedagogy	In person	200	12/26/2006
ICESP University Center	Unicesp	Degree in Pedagogy	In person	100	02/01/2000
IBRA College of Brasília	FABRAS	Degree in Pedagogy	In person	100	11/10/2014
Apogeu College	APOGEU	Degree in Pedagogy	In person	100	02/03/2014
University Center of Planalto Central Aparecido dos Santos	UNICEPLAC	Degree in Pedagogy	In person	120	07/31/2017
UniBrasília College	Brasília	Degree in Pedagogy	In person	600	07/03/2019
Horizonte College	FACHORIZONTE	Degree in Pedagogy	In person	100	03/18/2013
FASIPE DF College	FACDF	Degree in Pedagogy	In person	160	02/20/2019

Source: Taken from the National Register of Higher Education Courses and Institutions e-MEC Register

## Analysis

With regard to the academic nature of the Institutions (University: responsible for promoting teaching, research and extension; University Center: normally has courses in two distinct areas of knowledge, they have a greater capacity than the Faculties, but it is smaller than universities; College or Institute of Higher Education: According to the MEC, these are reduced spaces for research and extension, focused on teaching and, normally offering courses in a specific area of knowledge), the 12 (twelve) courses are distributed across the following way:

**Table 4** – HEIs and academic nature

Academic nature	Number of Institutions	Quantity in percentage
University	0	0%
University center	5	41.66%
Faculty	6	50%
Higher Education Institute	1	8.33%
Total	12	100%

Source: Prepared by the authors

We note that 6 (six) institutions, that is, 50%, are classified as colleges; followed by 5 (five), 41.66%, from University Centers and an Institute of Higher Education, which represents 8.33% of the total. We also note that 50% of institutions are classified as University Center or Higher Institute. It is worth remembering that, according to MEC standards, these institutions have autonomy to open new courses, as was also investigated by Silva (2017), however, on that occasion, University Centers and Institutes of Higher Education represented 35.7 %.

Of the 12 (twelve) HEIs, 3 (three) PPCs were obtained in full, including the set of syllabi, relevant to the research. Of these documents, 2 (two) were obtained via *the website*, 1 (one) was sent by email after electronic and telephone contact with the course coordinators.

The other 9 (nine) institutions did not allow access to the documents in full; 8 (eight) institutions did not respond to the contact and one institution responded through the attendant,

who reported that it was not possible to make PPC or syllabi available: “It is only possible for those who are students, and they have to open a protocol and there is a cost”.

Given the reality found, we looked for information that could meet the research on the HEI *websites*. It was possible to capture only general indicators, such as: course description, areas of activity, graduate profile and the flowchart/grade/curricular matrix.

The first analysis will be aimed at the PPCs of the Institutions that made the document available in full, namely: Centro Universitário do Distrito Federal (UDF), Centro Universitário Projeção (UNIPROJEÇÃO), Centro Universitário do Planalto Central Aparecido dos Santos (UNICEPLAC).

The three institutions are following the guidelines of Resolution CNE/CP nº 2, of July 1, 2015 (BRASIL, 2015), which defines the National Curricular Guidelines for initial training at higher education (degree courses, pedagogical training courses for graduates and second-degree courses) and for continuing education. And also, Resolution CNE/CES nº 07, of December 18, 2018 (BRASIL, 2018), which establishes the Guidelines for Extension in Brazilian Higher Education.

After analyzing the PPCs, it was noticed that the three Institutions present subjects with studies related to the curriculum field. The following table presents a summary of what was found in the document analysis:



**Table 5** – Analysis of disciplines in PPCs

Institution	Discipline	Workload	Main references
UDF	Early Childhood Education: curriculum	60h	BNCC and curricular references for Early Childhood Education.
	School, curriculum and society	60h	Miguel Arroyo, Antônio Flávio Moreira and Sacristán.
	Basic Education Legislation and educational policies	80h	Miguel Arroyo, Tomás Tadeu da Silva and Sacristán.
UNIPROJEÇÃO	Curriculum and cultural diversity	80h	Antônio Flávio Moreira, Sacristán and Michael Apple.
UNICEPLAC	Basic Education Curriculum	80h	Pablo Bes, Carlos Gustavo Lopes da Silva, Eliane de Godoi Teixeira Fernandes, Gilson Aparecido Castadelli, Patrícia Regina de Moraes Bertolucci Cardoso
	Curriculum and Educational Project Management	80h	Pablo Bes, Carlos Gustavo Lopes da Silva, Eliane de Godoi Teixeira Fernandes, Gilson Aparecido Castadelli, Patrícia Regina de Moraes Bertolucci Cardoso

Source: Prepared by the authors

In addition to analyzing the subjects directly related to the curriculum, we also observed the matrix in its entirety, seeking to find theoretical and bibliographical references that are close to the curriculum's theme. At UDF, for example, the subject was found: “Basic Education Legislation and Educational Policies”, which presented a bibliography focused on curricular issues. The course syllabus proposed the study of educational legislation, public policies and the National Curricular Guidelines for Elementary, Secondary, Vocational Education, Youth and Adult Education and Special Education. This denotes a concern more focused on issues relating to legalist perspectives, which are very important for the curriculum, but which must be interconnected in a theoretical and practical sense with school life and the curriculum of the work of these future pedagogues.

We also found seven curricular matrices from institutions that did not make PPCs available and we observed that they all offer subjects with studies related to the field of the curriculum, as shown in the following table:

**Table 6** – Analysis of the curricular matrices of the Pedagogy course

Institution	Discipline	Workload
Anhanguera	Curriculum and innovations	Absent
Estácio Brasília	School curriculum	Absent
UniBrasília Sul	Curricula and educational programs	90h
Apogeu	School curriculum	Absent
Fabras	Curriculum, planning and assessment	Absent
ICESP	School curriculum and programs	60h
Horizonte	Curriculum, planning and assessment in the initial years of EF	60h
	Resumes and diversity	60h
	Scientific initiation in Pedagogy II - BNCC	60h

Source: Prepared by the authors

However, it was not possible to carry out an analysis of the bibliographic references adopted by the Institutions, due to the refusal to return emails requesting PPCs and/or syllabuses for the respective disciplines. However, when examining the curricular matrices, we were able to see how much studies relating to the field of curriculum were present in the curricular flowcharts of all courses and were mandatory, which demonstrates, at least at the prescribed level, that institutions appear to be concerned about offer the study of the curriculum.

We do not forget to understand other dimensions of this data, such as: the profile of those who teach the curricular component, the way it is offered (in person or on virtual platforms), the possible relationships between the discipline and the theories and everyday practices of teaching. However, the limitations imposed by the limited access to some data prevent us, in part, from creating further syntheses on the subject. However, our investigative path seeks to provoke other new perspectives that can reveal and provoke in these institutions

the relevance that needs to be given to the curriculum and, even, to the other central foundations that form pedagogy as truly being the science of educational practice.

Of the six institutions analyzed, only two limited studies to the curriculum with the subject School Curriculum. And in all other institutions, studies focused on the curriculum and other themes. This finding proves, at least at the prescribed level (SACRISTÁN, 2000), the institutions' concern with offering mandatory discipline.

### Final remarks

Defending the scientific *status* of pedagogy still seems pertinent to us and we will insist on this subject, whenever it seems to us that voices in the opposite direction echo, whether through our political actions in the form of classes, lectures or academic writings like this, because, as we have seen In the analyzed documents of the institutions, the space reserved for curricular studies has been increasingly mitigated, and, in the case of a field of political, ideological and cultural disputes, as is the case with the curriculum, where they are defined, for example, what is taught, to whom, why and how, neglecting the studies, the authors, the tradition that surrounds theoretical schools is to deny and weaken the very scientific nature of degrees.

The possibility of innovation that is so necessary to reinforce the re (elaboration) of curricular training and performance policies that are more linked to local realities, but that are not disconnected with the national and global, as long as the authorship and identities of each educational institution teaching (both that which the future teacher trains and that which he/she will receive) are guided by the democratic principles of curricular actions. Preparing curricular documents and/or re (elaborating) already constructed prescriptions demands specific training, but also instigates new possibilities for pedagogical practices centered on emancipation and the acquisition of truly emancipatory and significant knowledge, both for those who re (created) the curriculum, both for those who will experience it.

In relation to recent educational reforms, such as the National Common Curricular Base (2017) and, in particular, the BNCFP (2019), the role of teachers as scientists in the educational field can be reduced or even mitigated, due to the proposed assumptions for the initial training of teachers that prioritizes practical training to the detriment of theoretical, and an emptying of content in the interests of capital, a factor that needs to be rethought, with a view to a training approach similar to technical models.

Regarding our investigation, we highlight that, with regard to the State of the Art, we realize that the topic needs to be deepened, since there is a reduced number of publications on Curricular Policies in the Initial Training of Pedagogues with an eye focused on the curriculum that trains future teachers. We also realize that the BNCF has changed the course of teacher training, often without clarifying the real role of the curriculum in this training, disregarding the educational advances already obtained in other previously implemented documents.

Curricular studies were minimally present in the prescribed curricula of the Institutions researched, but it was not possible to understand how the *curricular modeling* (SACRISTÁN, 2000) was carried out by teachers, at least in the seven Institutions that did not make PPCs or subject syllabuses available.

We also note that the majority of offers, due to the nomenclature itself, do not indicate autonomy in the field of curricular studies. We found that the study of the curriculum is linked to other themes, namely: innovation, planning, evaluation, diversity, etc.

We also observed that, in the PPCs analyzed, there are bibliographical references relating to curricular studies, but that they were mostly reduced to authors considered post-critical, who emphasize the construction of subjects' identities and the struggle of "social minorities". This has been a trend in the field, but, in a way, it can also prevent students from having access to other more critical views, such as, for example, curriculum ideas and their relationship with the concepts of ideology and power (APPLE, 2006).

It is not yet possible to assess the impacts of the implementation of the BNCFP (2019) on Pedagogy courses, since the documentary analysis was carried out on the PPCs and/or curricular matrices prepared in light of the determinations of the BNCFP of 2015, which made a juxtaposition between theory and practice in teacher training. The permanence or absence of curricular studies in the new PPCs of Pedagogy courses becomes an unknown, as well as the epistemological contribution from which the studies will be anchored.

Therefore, it is important to highlight that the majority of teachers who work in the Federal District's education networks, whether public or private, are professionals trained in private colleges/universities. This is due to the fact that the offer of places for admission to Pedagogy courses is greater from these Institutions. This reality reveals that it is necessary to expand the supply of places in Public Higher Education. Finally, we highlight, more than ever, that we are enthusiastic that any and all professional training aimed at teaching must be based on quality, whether public or private in nature.

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