

BNCC, CURRICULUM OF CHILDHOOD EDUCATION AND INCLUSION IN MOSSORÓ-RN

BNCC, CURRÍCULO DA EDUCAÇÃO INFANTIL E INCLUSÃO EM MOSSORÓ-RN

BNCC, CURRÍCULO DE EDUCACIÓN INFANTIL E INCLUSIÓN EN MOSSORÓ-RN

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ABSTRACT: In times of BNCC, it is convenient to promote discussion of the guidelines that permeate the Early Childhood Education curriculum, highlighting inclusion actions. In this article, the objective is to understand how the Early Childhood Education curriculum, considering the requirements of the BNCC, contemplates inclusion actions, in Mossoró-RN. In this search, we carried out an exploratory study, in bibliographic and documentary sources, highlighting the inclusion in the curriculum of Early Childhood Education in Mossoró-RN. Information was punctuated in documents that deal with the curriculum in the national and local context, and in dissertations that are part of the continuous flow project “The Potiguar Childhoods and their differences: teaching, training and curricular practices”, in addition to journal articles and book chapters. of the area in focus. In this way, we sought to understand the audacity and imposition in the documents, but specifically in the BNCC, which does not precisely guide inclusion in childhood. Therefore, given the importance of this focus, we guide the inferences of educators and collective bargaining in local contexts, aiming to mitigate losses in curricular times and spaces, through resistance, formative debates and negotiations, teachers re-elaborate ideas and strengthen the childhood curriculum. Thus, they positively impact curriculum design and educational policies in the local context.

KEYWORDS: Childhood. BNCC. Teaching. Resume. Inclusion.

RESUMO: Em tempos de BNCC, convém promover discussão das orientações que permeiam o currículo da Educação Infantil, destacando as ações de inclusão. Neste artigo, o objetivo é compreender como o currículo da Educação Infantil, considerando as obrigatoriedades da BNCC, contempla ações de inclusão, em Mossoró-RN. Nessa busca, realizamos um estudo exploratório, em fontes bibliográficas e documentais, destacando a inclusão no currículo da Educação Infantil em Mossoró-RN. Foram pontuadas informações em documentos que tratam do currículo no contexto nacional e local, e em dissertações que integram o projeto de fluxo

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contínuo “As Infâncias Potiguares e suas diferenças: ensino, formação e práticas curriculares”, além de artigos de periódicos e capítulos de livros da área em foco. Nesse percurso, buscou-se compreender a audácia e imposição nos documentos, mas especificamente na BNCC que não orienta, de modo preciso, a inclusão na infância. Sendo assim, dada a importância desse foco, pautamos as inferências dos educadores e negociação coletiva em contextos locais, visando amenizar prejuízos em tempos e espaços curriculares, por meio da resistência, debates formativos e negociações, professores reelaboram ideias e fortalecem o currículo da infância. Assim, positivamente impactam a elaboração curricular e políticas educacionais no contexto local.

PALAVRAS-CHAVE: Infância. BNCC. Ensino. Currículo. Inclusão.

RESUMEN: En tiempos de la BNCC, conviene promover la discusión de las orientaciones que permean el currículo de Educación Infantil, con énfasis en las acciones de inclusión. En este artículo, el objetivo es comprender cómo el currículo de Educación Infantil, considerando las exigencias de la BNCC, contempla acciones de inclusión en Mossoró-RN. En esa búsqueda, realizamos un estudio exploratorio, en fuentes bibliográficas y documentales, destacándose la inclusión en el currículo de Educación Infantil en Mossoró-RN. La información fue puntuada en documentos que tratan sobre el currículo en el contexto nacional y local, y en disertaciones que forman parte del proyecto de flujo continuo “As Infâncias Potiguar y sus diferencias: enseñanza, formación y prácticas curriculares”, además de artículos de periódicos y capítulos de libros. del área en foco. De esta forma, buscamos comprender la osadía y la imposición en los documentos, pero específicamente en la BNCC, que no orienta precisamente la inclusión en la infancia. Por lo tanto, dada la importancia de este enfoque, orientamos las inferencias y negociaciones colectivas de los educadores en contextos locales, con el objetivo de mitigar pérdidas en los tiempos y espacios curriculares, a través de resistencias, debates y negociaciones formativas, los docentes reelaboran ideas y fortalecen el currículo de los niños. Por lo tanto, impactan positivamente en el diseño curricular y las políticas educativas en el contexto local.

PALABRAS CLAVE: Infancia. BNCC. Enseñando. Reanudar. Inclusión.

Introduction

"My look is as sharp as a sunflower. I have a habit of walking the roads. Looking right and left, and from time to time looking back... And what I see every moment

It's what I've never seen before, and I know how to do it very well... I know how to have the essential wonderment

That you have as a child if, at birth, you knew you were born really... I feel born every moment to the eternal newness of the world..."

(ALBERTO CAEIRO, 1993, our translation).

Currently, teachers in Brazil look at the National Common Curriculum Base (BNCC), the aforementioned theme along with the word "curriculum" is part of the national debate about

how curricula may be mandatorily linked to the regulations instituted by the Ministry of Education (MEC). Thus, mobilizations of the associations of educators throughout Brazil, teachers in their institutions and education researchers, have committed themselves to studies to problematize the impact of this public policy, imposed, mandatory, and that normative, unlike the PCNs, is not an option, but an obligation. Thus understood, contemplating it in local curriculum policies is necessary.

In this article, the objective is to understand how the curriculum of Early Childhood Education, considering the obligations of the BNCC, includes inclusion actions in Mossoró-RN. The starting question is: "How does the early childhood education curriculum, considering the obligations of the BNCC, include inclusion actions in Mossoró-RN? This question was elaborated considering the discomfort caused by the advent of the BNCC, which brought us the need to deepen and rethink our curricula in local contexts, such as authentic curriculum production of school culture, an aspect that documentary prescription does not account for.

In this direction, because we develop in the Graduate Program in Education (POSEDUC) the research project: "Potiguares⁴ Childhoods and their differences: teaching, training and curricular practices", we are interested in investigating in two municipalities of Rio Grande do Norte, Mossoró and Serra do Mel, curricular aspects provided for in the BNCC for Early Childhood Education and how inclusion in childhood has been contemplated. In this focus, two dissertations were elaborated, "The Peeling of the chestnut as a theme inherent to the Curriculum of Childhood: narratives and experiences in the voices of children" and "The Inclusion of Children with Autism in a Unit of Early Childhood Education of the Municipality of Mossoró/RN", the aforementioned dissertations were defended in 2021, and subsidize the content of this article.

This text focuses on concepts and definitions that guide the BNCC and its imposition in the curriculum, and also focuses on what characterizes childhood, teaching and inclusion in Early Childhood Education. The study is qualitative, because it seeks to understand issues with human meanings, interpretive and not measurable, as to the objective of an exploratory investigation that is anchored in the first approximations of a given theme and allows to be documented impressions arranged by other authors, or in other references such as videos, images, lives, and thus create assumptions, interpretations on the subject. Its methodological

⁴ Translator's note: Potiguar (plural: Potiguares) is the demonym for those who are born in Rio Grande do Norte, Brazil.

instrument was to search for information in bibliographic material and in official documents (LÜDKE; ANDRÉ, 1986; MINAYO, 2002; TRIVIÑOS, 1987).

The theoretical contribution includes, among other authors, Tardif (2012) that corroborates pedagogical practices with eyes to full school inclusion; Sofia Freire (2008) dealing with what really characterizes inclusion; Antunes (2004) dealing with child development. Legal and normative questions about curriculum, childhood and inclusion were addressed in the light of official documents (BRASIL, 2018; BRAZIL, 2015; MOSSORÓ, 2010; RIO GRANDE DO NORTE, 2018).

The structure of this article comprises, in its textual parts, an introduction, in which we justify the reasons for the study, objective, problematization of the theme and methodological procedure. Then, two sections that present the discussion of the theme, exposing a synthesis of what was investigated in the two dissertations mentioned above on BNCC, Early Childhood Education, Childhood, Teaching and Inclusion. Finally, we present our final considerations about the study.

In this journey, it was observed that there is audacity and imposition in the documents, but the BNCC does not deal with the inclusion in childhood topic in its normative text. This aspect brought to the fore the importance of the theme discussed in this article.

A glimpse at early childhood education and inclusion in the documents that conceptualize them in the national context and in Mossoró - RN

"Looks, how many things fit in a glimpse! It's so expressive, it's like talking."
(CLARICE PACHECO, our translation).

When looking at early childhood education, it is possible to affirm that it corresponds to the beginning of school life, and as such, the foundation of our teaching. To consider early childhood education today is to reflect on socialization, interaction and potentialities to be explored, getting rid of assistentialism. As a foundation, it is the basis, foundation, for so it must be seen and understood as such. For Antunes (2004, p. 09-10, our translation):

If science shows that the period from pregnancy to the sixth year of life is the most important in organizing the foundations for the skills and abilities that will be developed throughout human existence, it is proven that Early Childhood Education is effectively everything, but it is essential that we can reflect on how to do it well and find that doing so goes far beyond a sincere "desire" and a "love" for the child.

The author Antunes (2004) does not allude to removing love for the child, however,

only love will not enable new discoveries, will not stimulate child development and will not allow learning "everything", because for the same early childhood education is everything, the rest is almost nothing.

For this purpose, we searched the School Census in order to understand a little about enrollment in this segment in our country. In 2019 the total number of students enrolled in early childhood education was 8,972,778, it is worth mentioning that they are students from federal, state, municipal and private institutions. Looking closely at our municipality, and only municipal institutions, the total number of students enrolled was 7,119 students, this demand is increasing, there is great demand in this segment of Basic Education.

When looking at the documents that guide Early Childhood Education, we come across the National Common Curriculum Base (BNCC), seeking to enable the right of all children to learn, thus, the document exposes six (6) rights of learning and development that are: living together; play; participate; explore; express and get to know each other. However, for such developments to happen, it is extremely important to have a teaching practice in which the teacher is the protagonist.

BNCC emphasizes that, "Part of the educator's work is to reflect, select, organize, plan, mediate and monitor all practices and interactions, ensuring the plurality of situations that promote the full development of children" (BRAZIL, 2018, our translation). For this, the BNCC presents early childhood education divided into groups by age group, being daycare (Babies from zero to 1 year and 6 months/ Very small children from 1 year and 7 months to 3 years and 11 months). And preschool (small children from 4 years to 5 years and 11 months).

Due to the effective learning of the student, the BNCC still presents the fields of experiences, configuring itself as learning objectives. Thus, the **I, the other and all of us**, reverberates about the importance of interaction with the other. **Body, gestures and movements**, through this the child from an early age begins to explore objects and spaces, **Traces, sounds, colors and shapes**, it is through this field that the child appropriates the visual arts, music, dance, theater, among others. **Listening, speaking, thinking and imagination**, evidences the importance of speaking and listening, highlighting the listening of stories, participation in conversations, narratives elaborated individually or in groups, enabling the child to multiple languages.

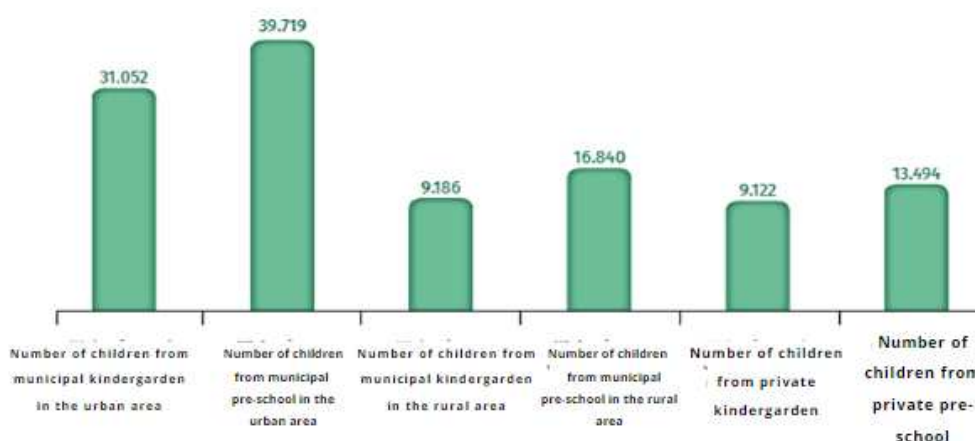
From the same point of view, the understanding that the BNCC gives us is that the curriculum of early childhood education should be based on interactions, games and ludicity, as (elements) essential to the child's life at that moment. It is worth noting that:

The exclusive presence of a BNCC cannot account for the improvement of the learning process and development of children in Early Childhood Education. However, this construction expands the possibilities of consolidating the rights and learning objectives presented. It depends on the understanding by the school teams of the perspectives opened by the legal instrument the advance in this direction (ALBUQUERQUE; PHILIP; VELLINHO, 2019, p. 297, our translation).

In line with the authors mentioned above, we affirm that we agree with this position, since we understand that a document cannot prescribe the dynamics of teaching. The practice is so dynamic that some events in the class may never have been foreseen in any work of literature and in any document that guide the teaching actions.

In the elaboration path, we also go through the Curricular Document of the State of Rio Grande do Norte for Early Childhood Education, which brings an overview of early childhood education in the state, both in a quantitative and qualitative perspective. The following graph represents the demand met in the Education Networks of the State of RN:

Graph 1 - The demand for enrollment in the Education Networks of the State of RN



Source: Curriculum document of the state of Rio Grande do Norte for early childhood education

It is also worth mentioning the sociology of childhood bringing a new perspective to childhood. Given the above, the child is now seen as a historical, social and cultural subject, a citizen of rights, including education. There is a parallel to inclusion, "Learning to recognize, respect and live with differences is basic and, in this scenario, the school has an essential role. And Early Childhood Education is a privileged environment for the construction of these learnings" (RIO GRANDE DO NORTE, 2018, p. 50).

It is also necessary to point out the relevance of diversity and inclusion in early childhood education that the document addresses, but once comes sociology imbued with

respect for oneself and the other, thus highlighting the importance of a thoughtful vision for the inclusion of students in the most diverse aspects.

Much has been discussed about early childhood education as the first stage of basic education, however, it is pertinent to emphasize the importance of understanding the child as a whole being. The document we mention, brings theoretical and legal conceptions that reverberate the child as being integrated, evidencing the role of pedagogical proposals as a guarantee of their accessibility and inclusion. Thus, it is possible to highlight the importance of:

Pedagogical practices that enable children to expand the potentialities of their development and appropriation of knowledge produced socially and culturally by society. It is also invited to understand that differences are enriching and only through them will society achieve equality for all (RIO GRANDE DO NORTE, 2018, p. 54, our translation).

Therefore, we affirm that the document brings great reflections to the teachers of the RN, when it is necessary to consider actions and planning and the search for the participation of all children. Thus, it guides the development of work with sociocultural knowledge and reality itself. This aspect, in early childhood education, is relevant because this is the first stage of basic education, in which the construction of the critical being must also be initiated.

From this perspective, we highlight the importance of the curriculum document of Rio Grande do Norte, present in chapter four, guidelines for work with Diversity and Inclusion. The document mentioned proposes an inclusive early childhood education "[...] that comprises the children of the field and the target audience of special education, contextualizing ethnic-racial, religious, gender and socioeconomic relations" (RIO GRANDE DO NORTE, 2018, p. 50, our translation).

Thus, it contextualizes the curricular guidelines for the public school system in RN and seeks to account for the gap in the BNCC that only deals with Special Education twice, once when it provides that they are provided for in the curricula: "[...] attitudes of respect and acceptance of individual differences, both with regard to ethnic-cultural diversity and concerning the inclusion of special education students" (BRAZIL, 2018, p. 329, our translation). And in a second excerpt to the adds that:

These decisions also need to be considered in the organization of curricula and proposals appropriate to the different modalities of teaching (Special Education, Youth and Adult Education, Field Education, Indigenous School Education, Quilombola School Education, Distance Education), meeting the guidelines of the National Curriculum Guidelines (BRAZIL, 2018, p. 19, our translation).

When we resume the curricular document of the RN we find the following clarification "[...] diversity is an inherent characteristic of any human being" (RIO GRANDE DO NORTE, 2018, p. 50, our translation) still demarcation what defines Special Education and Inclusive Education, the first directed to the target public student of special education and the second comprises respect and equitable treatment for all children, so inclusive special education represents an advance in curriculum proposals because it corresponds to the right to accessibility of all, promoting the right of learning of all children. Currently, the term Inclusive Education in public policies comprises the sum of all actions instituted in Special Education, aiming to meet curriculum accessibility for all (RIO GRANDE DO NORTE, 2018), below we set out our gaze on the documents of Mossoró-RN.

Due to what was mentioned, it is necessary to walk by Resolution No. 01/2017 – CME, of March 16, 2017, of the Municipal Council of Education of Mossoró, which presents the municipal curriculum proposal for early childhood education, based on the Law of Guidelines and Basis (LDB) and the National Curriculum Guidelines (DCNEI).

In the course of the text, the resolution shows that for a long time the early childhood education of our municipality had a welfare character, more precisely, until the end of the twentieth century. However, it was in 2013 that the updates of the municipal pedagogical proposal for early childhood education were resumed. This proposal is based on the following prominent propositions.

In the first proposition we highlight what the document defines as Early Childhood Education:

Early Childhood Education: the first stage of Basic Education is offered in daycare centers and preschools, which are characterized as non-domestic institutional spaces that constitute public or private educational establishments that educate and care for children from 0 to 5 years of age during the day, in full or partial hours, regulated and supervised by a competent body of the education system and submitted to social control (BRASIL, 2009, our translation).

Then, it adds the place of the child and what gives insight into the curricular elaboration process:

Child: Center of curricular planning, it is a historical and rights subject that, in the interactions, relationships and daily practices that it experiences, builds its personal and collective identity, plays, imagines, fantasy, desires, learns, observes, experiences, narrates, questions and builds meanings about nature and society, producing culture (Article 4) (MOSSORÓ, 2017, p. 7, our translation).

And without running away from the prescriptive character that characterize the documents has:

Curriculum is a set of practices that seek to articulate the experiences and knowledge of children with the knowledge that are part of the cultural, artistic, environmental, scientific and technological heritage, in order to promote the integral development of children from 0 to 5 years of age (Article 3) (MOSSORÓ, 2017, p. 7, our translation).

In view of these aspects, the text in reference clarifies the importance of these propositions to be actively present in the pedagogical practices of municipal educational institutions, guaranteeing the child access to knowledge and learning by appropriation, renewal and articulation of knowledge.

It is also worth mentioning that the municipality sanctioned a law, Municipal Law 2.711/2010 that addresses the fight against Bullying in UEI, emphasizing respect for the identity and uniqueness of each subject, through games, dialogues to establish respectful relationships. To the detriment of this fact, it is pertinent to enter into inclusion, and for the proposal of the municipality should be offered:

The specialized educational care (AEE) free of charge to children with disabilities, global development disorders and high skills or gifted, as guided by Law 12,796, is offered in schools in the city, including the municipal network, in addition to the schools, two early childhood education units that have their own AEE rooms that offer the demand of the community where UEI is inserted. The other UEI that do not have a Multifunctional Resource Room (SRM) are served in service rooms of the schools of the neighborhoods that are inserted (MOSSORÓ, 2017, p. 8, our translation).

In summary, for all the paths trodden and built fundamentals, it is notorious to highlight the quality of education, and for this, respect, diversity and inclusion. From the federal sphere to the municipal sphere, proposals are postulated, parameters to enable the student to build him- or herself, as an active subject and rights. In fact, Inclusion comprises an educational dimension intertwined with the social, political, the right and participation of all as citizens in all spheres, promoting acceptance, acceptance and respect for the different (FREIRE, 2008).

The Brazilian Inclusion Law - LBI 13. 146/15 addresses that,

Art. 27. Education is the right of people with disabilities, ensured in the inclusive educational system at all levels and learning throughout life, in order to achieve the maximum possible development of their talents and physical, sensory, intellectual and social abilities, according to their characteristics, interests and learning needs (BRASIL, 2015, our translation).

Single paragraph. It is the duty of the State, the family, the school community and

society to ensure quality education for people with disabilities, making them safe from all forms of violence, neglect and discrimination (BRASIL, 2015). Thus, it is clear that both from the social and legal point of view Inclusion cannot be neglected in any aspect of the school curriculum.

Teaching, childhood and the curriculum of childhood

"The function of teaching is socio-practical, but the knowledge it involves is theorizing, composite and interpretive"
(ROLDÃO, 2007, our translation).

Professional experience is illuminated by theoretical knowledge, which happens according to opportunities and experiences with the reflection of one's own doing. Thus, the perception to understand teaching is understood by us as a transforming act of the lives of teachers and their students.

In this purpose, the perception of some disinterest and the indifference that some children present concerning the routine and tasks that need to be developed by them, is one of the subjects most addressed in the educational field by many educators, and is certainly a great challenge for curricular alignment, understood as the promotion of learning of academic content. In this way of thinking, teachers report students' learning difficulties on a daily basis. On this point it is important to understand that;

Learning difficulties are a relevant complaint in schools, in which students, due to factors unknown by educational institutions, cannot learn, or not to be literate within the time established and expected by the education system (ELIAS; JACOBY, 2015, n.p., our translation).

Dealing with learning difficulties, children's disinterest in activities and consequently school failure is probably the greatest challenge faced by teachers at all levels of education, including Early Childhood Education. This is a recurring situation in the dialogue of these professionals, who need to find alternatives that awaken in students the desire to learn.

Considering the relevance of teachers' experiences, in which their subjectivities and teaching work are situated, we should consider them as elements of (self) reflection, since, through their experiences and practices, they transform and mobilize different knowledge, as well as knowledge specific to the profession. In this sense Tardif (2012, p. 268, our translation), expresses:

As professionals, teachers are considered practical-reflective or "reflective" who produce specific knowledge to their own work and are able to deliberate on their own practices, to object to and share them, to improve them and to introduce innovations that can increase their effectiveness.

The classroom can be an active field of research, where through the practice of the teacher and daily observation, the teacher can identify situations that, if deepened, will lead to a change both in pedagogical and in the life of the subjects inserted in the context.

We share with Josso (2010) when he says that the potentialities of dialogue between the individual and sociocultural necessarily introduce a reflection on the articulation between these two realities and the awareness of cohabitations of multiple meanings in the same lived, in this case the teaching experience.

After these considerations about teaching, the role of the teacher and the daily life of the teaching profession, together with the students, we consider it important to highlight that the social meaning of childhood is fundamental for understanding the present reality and to look at the future of developing children.

In all social classes, it is common to dependence the child on the adult person, who must protect, feed, care for and offer with public policies, the full conditions for their development since at this stage, they are beings who need attention and are economically non-productive.

With this, the policy focused on children, school and teachers, need to consider that the development of children depends on their living conditions and cultural environment, because they live in a society based on social inequalities, where it is common to deny law. From the family and arriving at school many children and adolescents experience in interpersonal environments and relationships that do not stimulate reading, creativity, logical reasoning, ethics.

For Charlot (2005) the causes of school failure are multifactorial, among them are socioeconomic conditions such as housing, adequate food, health care, quality education, sports. These conditions are the rights of children and adolescents who, once ignored, will lead them to seek better living conditions, entering the world of recommended work, early. It is noteworthy that:

The school is a social institution that, through its practice in the field of knowledge, values, attitudes and, even by its disqualification, articulates certain interests and disarticulates others. In this contradiction that exists within it, there is the possibility of change, given the struggles that are fought there. Therefore, thinking about the social function of the school implies rethinking its own role, its organization and the actors that compose it (FRIGOTTO, 1999, p. 26, our translation).

In this context, the need to work on the autonomy and protagonism of the subjects is urgent, so that they can act according to what one wishes to achieve for the good of the collective, because "[...] through education, we can outflow understand what power is in society, illuminating the power relations that the ruling class makes obscure" (FREIRE; SHOR, 1992, p. 44, our translation). One of the ways is to enable the participation of the school community in the deliberative councils, because they show the normative and legislative aspects that point to a more adequate functioning of the organization, encouraging the exercise of citizenship.

However, despite the scenario of adversity, teachers ask themselves: What to do to make the environment more motivating for learning? According to Santos (2008, p. 73, the author's griffin, our translation), there are seven attitudes that must be applied to improve the classroom environment:

1. Giving meaning to content: all learning is part of a contextual and emotional meaning. **2. Specify:** after contextualizing the student needs to be led to understand the specific characteristics of what is being studied. **3. Understanding:** it is when the construction of the concept takes place, which guarantees the possibility of using knowledge in various contexts. **4. To define:** it means to clarify a concept. The student must define with his words, so that the concept is clear to him. **5. To argue:** after defining, the student needs to logically relate several concepts and this occurs through the spoken, written, verbal and nonverbal text. **6. Discuss:** in this step, the student must formulate a chain of reasoning by argumentation. **7. Lead to life:** the seventh and final step of (re)construction of knowledge is transformation. The ultimate end of meaningful learning is the intervention in reality. Without this purpose, any learning is innocuous.

Parallel to this, we highlight the ideas of the author Veiga (1992), when she approaches the relevance of the teacher's pedagogical practice as a major factor in educational purposes. In fact, it is seen as a dimension of social practice, which presupposes the theory-practice relationship, which is essentially the duty of educating, the search for conditions necessary for its realization, indicating that theory and practice do not exist in isolation, one does not exist without the other, but is indissoluble.

The concept of childhood refers us to the authors Ariés (1981) and Kramer (2003) in order to understand childhood as a historical theme, focusing on its social and innovative function, considering that the approach referring to the children's universe was little explored during the centuries. The child, social agent, subject of rights, is an object of study that has recently been consolidated with the various transformations related to the life of man in society.

Freire (2003) discusses the understanding that the "presence in the world is not that of those who adapt to it, but that of those who are part of it" (FREIRE, 2003, p. 54, our translation). Therefore, the educator advocates that the subjects be inserted in society with the right to build their experiences in a free and participatory way on the path that leads to a liberating education where everyone has the right to participate in life.

The concept of curriculum, a subject discussed by Sacristán (2003) and Moreira e Silva (2002), infers that it is the power relations that the curriculum presents, and how it produces individual, social and private identities. It is important to emphasize that the curriculum should be constructed from a perspective that favors the inclusion of less favored groups and social classes. With the concern to form critical and reflective subjects.

With the approval of the BNCC throughout the country, due to the changes caused, the debate was intensified to understand what institutes the curriculum. Unlike PCNs, BNCC is not a mere parameter, but a mandatory item, and this generates tension because mandatory curriculum is foreign to the teaching experience.

Thus, curricular times and spaces need to be negotiated, the learning interaction process heats the debate, and the need to see the interaction of learning between teacher/student gains prominence, not being the center neither the student nor the teacher, but their contextual interactions. This protagonism, in order to meet the requirements prescribed in documents. Therefore, it is necessary to unfold contextual actions that promote curriculum production in the school.

The understanding that those who mobilize resources are teachers, mediators, makes us think that making notorious the cultural, the social, evidencing the contextual differences there will be a greater repertoire of understanding about how curricular practices are instituted.

Thus, in terms of the curricular development process it is possible to say that in addition to the selection of content and production of teaching materials, there are dialogical, investigative, transformative implications, and the content is inserted in the process (DOLL, 1997).

In this direction, childhood teachers can think of didactic strategies planned and understood from the knowledge of the characteristics and needs of children and the selected resources in order to enhance the development of learning skills, without unlinking the cultural, the diverse.

So, how to promote more inclusive pedagogical practices considering the knowledge of teachers and the characteristics, differences of each childhood? To discuss school and social inclusion/exclusion, is motivated to promote the welcome to the different.

When considering the field of knowledge, the place where children come from and where teachers speak is possible to focus on mediation and this necessarily implies investment in the process of initial and continued training of childhood educators. Dahlberg, Moss and Pence (2003) report the school as a vehicle of culture and argue that the action of teaching and forms of structural organization as inseparable, but each one is a necessary but not sufficient condition.

Thus, we realize that the school is a place of teaching and also a social institution, which with adequate resources can promote the learning of the children entrusted to them. Therefore, we understand that the resources constituted by both the human and the material. Therefore, we need to be attentive to the ways in which teaching practices are instituted, also considering the material conditions given.

The meaning so present in culture is constructed in the development process, Vianna's studies (2003, p. 90, our translation) emphasize; It is worth remembering that there is always an interpretive activity associated with seeing, listening and other senses. It is important to establish that the meanings that lie in the human mind are constructed in social relations, and not in what is being the object of observation. In this way several people, from their individual experiences, can "see" the same object in different ways. The object does not change, it is always the same, what changes is the mental organization of those who observe. Discussing the meaning from the perspective of those who observe the phenomenon implies defining criteria associated with the performance of the teacher who teaches teaching and deals directly with the children's repertoire, which constitutes curricular production beyond the prescriptions of official documents.

Final considerations

"The goal of inclusive education is not to make all children equal, but to respect and value differences."
(ANDREA RAMAL, our translation).

The systematization of this article with the objective of understanding how the curriculum of Early Childhood Education, considering the obligations of the BNCC, includes inclusion actions, in Mossoró-RN, directed us to a pertinent look. The focus of the elaborated question, considering the problematization of the BNCC, contributed to the deepening and rethinking of curricular decisions in local contexts.

When we explored the documents, focusing on BNCC (BRASIL, 2018), Rio Grande do Norte (2017) and Mossoró (2010), it was evident that the curricular production is characterized as authentic, is linked to school culture, and even if to some extent it needs the bureaucracy of government agencies, documentary prescription will never account for contextual needs.

However, discussing BNCC and inclusive curricula in childhood, in order to understand how the aspects that promote inclusion in early childhood education are treated, was favorable to understanding and the emphasis that the construction of school curricula is differentiated. Bureaucratic aspects always appear as provoking elements of daily tension, when they permeate the organization of pedagogical work. For, the contextual school culture, assumed as legitimizing a collective professional commitment and the pedagogical organization has as one of its subsidies the knowledge arising from progressive training, in partnership with practical knowledge and therefore is a problematizing knowledge of the bureaucracy imposed.

Thus, in the consideration of the aspects already outlined, we understand that human constructions are constituent and defining productive curricula and triggering school inclusion activities. It was noticed that there are inferences from educators and collective bargaining in local contexts, aiming to mitigate losses in times and curricular spaces.

Furthermore, it was perceived that there is resistance and the formative and negotiable debates between teachers advanced. Therefore, the new development of ideas and strengthening of the childhood curriculum emerges in educational institutions. Thus, positively, teachers impact curriculum elaboration and educational policies in the local context. The questions that surfaced along the way enable us to reflect on the conception of inclusion based on respect for children and children as a subject and citizen of rights.

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