

EFFECTS OF BNC-TRAINING ON THE PEDAGOGY COURSE: IN DEFENSE OF SCHOOL MANAGEMENT AND CHILDREN

EFEITOS DA BNC-FORMAÇÃO NO CURSO DE PEDAGOGIA: EM DEFESA DA GESTÃO ESCOLAR E DAS INFÂNCIAS¹

EFFECTOS DE BNC-FORMACIÓN EN EL CURSO DE PEDAGOGÍA: EN DEFENSA DE LA GESTIÓN ESCOLAR Y DE LA INFANCIA

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ABSTRACT: In the context of changes in the teacher education policy, this article focuses on aspects of BNC-training in the Pedagogy course. Using a documental analysis methodology and bibliographic research, we studied the CNE/PC n° 2/2019 and n° 1/2020 Resolutions, problematizing the formation of Educators regarding educational, political and social aspects. Specially, the analysis of the conceptions of school management and childhood determined in the guidelines for teacher training. The analysis made is supported by Freirean and Bakhtinian theoretical frameworks based on the concepts of polysemy, historicity, centripetal and centrifugal forces. Data inform the need to defend the permanence of the initial training course for the formation of Educators, held in institutions of higher education. Hence, it suggests the argument of keeping with the character of full training of educators, without dissociating the conception of comprehensive and articulated teaching, as dealt with Resolutions of CNE/CP n° 01/2006 and n° 02/2015.

PALAVRAS-CHAVE: Pedagogy course. BNC-training. School management and childhoods.

RESUMO: No contexto de alteração na política da formação de professores(as), o artigo focaliza aspectos da BNC-Formação no curso de Pedagogia. Com metodologia de análise documental e pesquisa do tipo bibliográfica, analisa as Resoluções n° 2/2019 e n.1/2020 e problematiza a formação de pedagogas(os) no contexto bibliográfico. Objetiva analisar como se constitui a concepções de Gestão na Educação Infantil nas diretrizes para formação de professores(as). Sustenta as análises com referencial teórico freireano e bakhtiniano a partir dos conceitos de polissemia, historicidade, forças centrípetas e centrífugas. Os dados informam a necessidade de defender a permanência do curso de formação inicial voltado

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para a formação de pedagogos(as), realizado em instituições de educação superior. Conclui com o argumento de manter com o caráter de formação plena dos(as) pedagogos(as), sem dissociar a concepção de docência integral e articulada, conforme tratam as Resoluções de CNE/CP nº 01/2006 e nº 02/2015.

PALAVRAS-CHAVE: *Curso de pedagogia. BNC-formação. Gestão e infâncias.*

RESUMEN: *En el contexto de los cambios en la política de formación docente, el artículo se centra en aspectos del curso BNC-Formación en Pedagogía. Con metodología de análisis documental e investigación bibliográfica, analiza las Resoluciones N° 2/2019 y n.1/2020 y problematiza la formación de pedagogos en el contexto bibliográfico. Se pretende analizar cómo se constituyen las concepciones de gestión en la Educación Infantil en los lineamientos para la formación docente. Apoya los análisis con el marco teórico freiriano y bajtiniano a partir de los conceptos de polisemia, historicidad, fuerzas centrípetas y centrifugas. Los datos informan la necesidad de defender la permanencia del curso de formación inicial dirigido a la formación de pedagogos, realizado en instituciones de educación superior. Concluye con el argumento de mantener con el carácter de plena formación de pedagogos, sin disociar la concepción de la enseñanza integral y articulada, tal como tratan las resoluciones CNE/CP nº 01/2006 y nº 02/2015.*

PALABRAS CLAVE: *Curso de pedagogía. Formación en BNC. Gestión escolar y infancia.*

Introduction

In the context of the development of educational policies, we highlight important changes in the regulations for the initial and continuing education of teachers for Basic Education that strengthen a project of lightening the load. These changes impact negatively on the training of pedagogues, since the Resolution CNE/CP No. 2, of July 1, 2015, which defines the National Curricular Guidelines for initial training in higher education (degree courses, pedagogical training courses for graduates and second degree courses) and for continuing education. This, therefore, points to a set of principles that enables the substantiated unity of teacher training, especially the training of pedagogues. The institutions that offer the Pedagogy course, in many cases, have made alterations in their curriculums contemplating curricular components that aggregate formative contents, both of teacher training and school management training. The aforementioned resolution was revoked at the end of December 2019, which left the academic community in the condition of resisting the training model imposed in the new Resolution.

The imposed teacher training model has its legal apparatus in the CNE/CP Resolution No. 2, of December 2019, object of this study, which defines the National Curricular

Guidelines for the Initial Training of Teachers for Basic Education and establishes the Common National Base for the Initial Training of Teachers of Basic Education (BNC-Training). This Resolution makes the Pedagogy course especially precarious, since it weakens, fragments and reduces the pedagogue's field of action in Basic Education.

The BCN-Formation greatly alters the form, the content, and the essential learning for the formation of educators. These interferences affect the (re)organization of the disciplines and knowledge developed throughout the course and produce other meanings for teacher education, such as the disaggregation of theory and practice, the homogenization and standardization of teachers' work. Given these uncertainties generated by the teacher education model instituted by the Ministry of Education (MEC) with the BNC-Training No. 2/2019, we established as an objective to understand how the conception of school management and the conception of childhood in the context of Early Childhood Education is constituted from the BNC-Training.

Regarding the resumption of the qualifications that the Resolution CNE/CP n° 2/ 2019, there is resistance from the academic community, as in the art. 22 that brings as a requirement for training in the perspective of qualifications, namely: "The training to act in Administration, Planning, Inspection and Educational Guidance for Basic Education, in the terms of art. 64 of the LDB, [...]". This is because the absence of school management in the training of pedagogues demands more studies from us researchers, since the first stage of Basic Education, Early Childhood Education, is the field of pedagogues and, in this new project, school management is not included as an essential content in the initial training for this profession.

From this problematic, emerges the construction of this article, which is developed from three movements, preceded by the introduction and followed by the final considerations. With this structure, in the first chapter, we concentrate on the historical landmarks, thematizing the initial formation in Pedagogy from the evidence of the normative acts. In the second, we deal with the implications of the concept of educational and school management in dispute in the new project of initial formation of teachers. We focus on the changes related to the qualifications of Administration, Inspection, Planning and Educational Guidance, which alter the conception of Educational Management, especially in Early Childhood Education.

The analyses are developed from the theoretical referential inspired by the historical-dialectical materialism, with the concepts of dialogue (FREIRE, 2001), centripetal and

centrifugal forces (BAKHTIN, 2006, 2011). In doing so, we seek the observation of centrifugal and centripetal forces, with identification of ongoing movements that contribute to the formation of human beings and that have repercussions in changes in society. We emphasize the defense of Management in Early Childhood Education, with aspects that bring together conceptions on the theme, which, in turn, dissociate themselves from the assertions guided by the 2019 Guidelines. In the final considerations, we reflect on the reality in the educational context and its setbacks, especially, from the laws that interfere in teacher education. In order to revisit the norms for teacher education, we demarcate the important movements in the history of the Pedagogy Course.

We begin with the understanding of the process that constitutes the resolutions. According to Silva (1999), there are four periods in this history, namely: the first one occurred between 1939 and 1972, with the constitution of the course of Pedagogy; the second one between 1973-1978, with the graduations of pedagogical areas; the third, between 1979-1998 with the period of the proposals and; the fourth, from 1999 on with definitions and regulations. From this context, we present in the next section, that gathers treats, in summary, of the historical constitution of the course of Pedagogy.

The formation of pedagogues in Brazilian legislations

In this section we made a brief retrospective of the historical constitution of the Pedagogy course. For that, we recovered some relevant points for the debate, which allowed us to go through the years from 1939 until arriving at the BNC-Formation of 2019. In the weaving of the analyses, we consider opportune the resumption, to understand the object of study and weave analyses.

The mentioned course was instituted in Brazil by Decree-Law no. 1.190, of April 4, 1939. According to Romanelli (2005) this Decree instituted the "federal standard", once all the curriculums of the Pedagogy course of the country had to adapt to the new model instituted. As far as the formation of the bachelors was concerned, a three-year duration was determined, with the addition of one more year of the didactics course, the licentiate was also formed. This training became known as "three in one". Whoever attended the Bachelor's Pedagogy course and the Didactics course also received a degree in Pedagogy.

It is important to emphasize that until 1930 in the Brazilian context, teachers were trained at the so-called Escola Normal (BRZEZINSKI, 1996). This model inspired the elaboration of Pedagogy courses held in Education Institutes. In 1939, the Pedagogy course

was created. In this period we had the development of new school experiences, which always had disputes about teacher education. These disputes were about both the content of the course and the nature and function of the profession. (FERREIRA, 2012).

Following with some aspects of the trajectory of the Pedagogy course, Duarte (2008) adds that after the approval of the LDB nº 4.024/1961, the course gains a new regulation resulting from the Parecer nº 251/1962, of authorship of, then, councilor Valnir Chagas. From this Parecer several interpretations arise about the continuity or not of the Pedagogy Course. Saviani (2007) analyzes that the discussion about the maintenance or extinction, remits us to understand what it was drawn at the time, that was the formation of primary teachers in superior level and the formation of specialists in post-graduation level, hypothesis, confirmed, would lead to the extinction of the Pedagogy Course.

With the promulgation of the university reform, Law nº 5.540/1968, the Pedagogy Course goes through, once again, the reform of its curriculum, with the qualifications focused on the formation of specialists in education and planning. In 1969, the Federal Education Council (CFE) approves the Opinion no. 252/1969, which introduces the formation of the technician in education and the teacher of pedagogical subjects, studied concomitantly, in four years. From then on, the course:

starts to be composed by two parts: a common one, constituted by basic subjects to the formation of any professional in the area, and a diversified one, in function of specific qualifications. Thus, both the qualifications regulated by the legal document and those that can be added by Universities and isolated establishments are part of a single course, with the title of Pedagogy course (DUARTE, 2008, p. 48, our translation).

In the decade of 70, of century XX, with the Law nº 5.692/1971, the Pedagogy course has exclusiveness in the formation of the specialist and of the teaching in the Normal Course and the discussion about the formation and acting field of the pedagogue continues. In 1979, in the University of Campinas (UNICAMP) it accomplished the I Brazilian Education Seminar, building in a reaction to the pedagogical studies in superior level and in 1980, in the Pontifical Catholic University (PUC) São Paulo it happened the I Brazilian Conference of Education with the objective of intervening in the directions of the pedagogical formation.

The course of Pedagogy, in turn, starts to aggregate a projected identity (SILVA, 1999) and that, around 1980, starts to denounce and to elaborate fronts of fight in defense of the formation of the courses of Pedagogy, having as protagonism the own teachers. In this context, the National Association for the Formation of Education Professionals (Anfope)

started to build a collective of resistance, seeking to nurture spaces of organization and development of the fight on behalf of education professionals.

According to Silva (1999), at this time, a movement emerged in defense of "the study base that would lead to the understanding of the Brazilian educational problematic". The name base, present in this decade, gives birth to understandings of teaching and teacher education that seek to move forward with the concept of technical and teaching work. Instead of reducing the concept to the exercise of an exclusively "teaching technique", we have the political dimension of the profession, with entities and understandings that range from the centrality in teaching to the centrality in a national base (SAVIANI, 2007).

Then, we can analyze that in these 82 years of the course of Pedagogy, half of the trajectory is associated to fights and mobilizations, which have the formation of education professionals as the main element. In this half of the course's life, besides Anfope, other entities that strengthened the conception of teaching stand out, such as the National Association of Education Policy and Administration (ANPAE) in 1968 and the National Association of Graduate Studies and Research in Education (ANPEd) in 1976.

Since then, the legislations started to consider the concerns and emergencies reflected in the ambit of the entities, being an agenda of movements in defense of the Courses of Pedagogy (LIBÂNEO, 1998; SAVIANI, 2008, 2007). It is discussed, therefore, about the identity, the nature and the purpose of the course. We can mention, for example, the university reform of 1968, with a landmark that defines the Pedagogy course as responsible to form technical managers. This, followed by another landmark also very important, with the conquest, in 1996, expressed in the Law of Directives and Bases of education, with the requirement of higher education to exercise the teaching profession in Child Education in normal courses.

In this process, we observed advances in the constitution of the profession and it is possible to find a definition of the term pedagogue with a broad acting profile, which includes teaching, organization and management of the pedagogical processes (COMISSÃO DE ESPECIALISTAS DO CURSO DE PEDAGOGIA, 1999). In what it refers to the formation for the exercise in Infantile Education, in 2000, by means of the Decree n. 3.276/99, we also counted, in the proper Law, with the alteration of the term "exclusively" for the term "preferentially", referring to the qualification of the teachers. This generated one more impact in the formation of the professionals, which mobilized advances in the reach of the conquests of the Pedagogy course (BRAZIL, 2001). Thus, the formation for Children's Education and

the qualification for managers started to compose fronts of the course in an important dimension of articulation between the subjects.

In 2006, in the wake of the efforts for the affirmation of the Pedagogy course, the National Curricular Guidelines of the Course are approved. The directives guide "[...] for the Pedagogy course a curriculum of formation of the bachelor pedagogue and, at the same time, licensed for the teaching of Infantile Education and the initial years of the fundamental teaching" (SCHEIBE, 2010, p. 553, our translation). In this impact, until its promulgation, faced debates composed of long and deep reflections and approaches with the educational institutions. Along with this, it also relied on the support in experiences and formulations of the theories of the profession (ARANHA, 1996; BRZEZINSKI, 1996), which contributed to find the development of increasingly consistent guidelines. Even with disputes and discussions, the legislations were already closer to the idea of a professionalism and the affirmation of a full formation.

The debate generated until the approval of the Resolution CNE/CP n° 01/2006 that institutes the National Curricular Guidelines for the Graduation Course in Licenciatura Pedagogy was very important, this, because it strengthened the conception of Pedagogy as Licenciatura Plena, which moves the concept so necessary and fundamental for the development of the profession. This concept refers to the defense of the conception of teaching and punctuates the development of the teaching qualification for different areas of work (CARDOSO; FARIAS, 2020).

Considering the literature presented, we can understand that from the Resolution of 2006, the teaching profession and, in special, the Pedagogy course, started to express conquests, in which the management, valorization and initial formation are developed in an articulated way. This way, the course is based on an understanding of initial formation inseparable from continued formation, with a perspective of teaching that defends the articulation among the disciplines and, also, among what is studied during and after graduation. Furthermore, it links the perspective of training with Basic Education, with a conception of teaching that is relevant to society when it delimits the specificity of the profession, insofar as it counts on the right to the training of professionals qualified to work in different areas, based on scientific principles and that does not abandon the field of work. This, which is the profession of educators, provided the opportunity to develop, in the wake of discussions held, the Resolution CNE/CP No. 02/2015 (BRAZIL, 2015), which expresses

achievements of ethical, aesthetic and political valuation, which mirror the collective construction of the profession.

Imbued with aspects of valorization and recognition of the teaching profession, the 2015 Resolution drives movements to strengthen the inseparability between theory and practice, in an articulated manner. Thus, management and Early Childhood Education involve, for example, curricular components such as: investigative practice, supervised internship, disciplines of foundations, methodologies and educational policies, and also theoretical and practical activities, without dichotomizing or privileging one at the expense of the other. In an articulated way, they involve the knowledge studied, which provides an opportunity for the development of knowledge.

Thus, we understand that the conception of teaching is involved in disputes that occupy the debate on educational policies. With threats and attacks to the achievements obtained over the years, we find attempts to weaken and format the conception of teaching and management in the new teacher education project instituted in 2019. In a conjuncture of recurrent shakes to the rule of law, as Galvão et al. (2019) point out, the roots of inequalities that plague Brazil reverberate in the legislations, with impacts on the training of teachers for Basic Education.

The content of the education project developed by the Ministry of Education (MEC) with the reformulation of curricula, since Basic Education, expresses continuous dismantling to the profession. They are crowned, in the field of teacher training, with the CNE/CP Resolution No. 01/0219 that defines the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and institutes the Common National Base for the Initial Training of Teachers of Basic Education (BNC-Training) (BRAZIL, 2019). This resolution, instituted at the end of 2019, presents a curriculum as a central axis, this one articulated with the Common National Curricular Base (BNCC). This differs from the resolution approved in 2015, whose articulation was to teacher training. Thus, the intention to centralize the quality in the training of teachers in the public network is ignored, opening spaces for private education and for the decharacterization of the full dimension of the profession.

The BNC-Training establishes that undergraduate courses for teacher training must have a minimum of 3,200 hours in total. This workload comprises 400 hours of pedagogical practice and 400 hours of supervised practice. The other part of the workload is dedicated to general and specific content, with 800 hours completed in general (up to the 1st year of the

course) and 1,600 hours completed in specific content, with topics related to the BNCC (from the 2nd to the 4th year of the course).

In other words, the curriculum for initial training, based on the BNC-Training, includes a workload that values practice and homogenization, as well as content to meet the demands of the labor market. In view of this, we wonder at what moment the theoretical-practical foundations are developed, which constitute the consistency of the formation, together with the workload for cultural activities, so necessary to human formation in the scope of education. In this first movement of the text, we bring together the formation of the pedagogue based on the legislations, demarcating the specificity of school management and Early Childhood Education.

In the scope of the formation and the teaching work, there is an approximation with the logic of an unequal formation, that hinders the expression of local demands and autonomy of the formation curricula, with consubstantial alterations for the Management and the Childhood Education, that demands own knowledge articulated among the disciplines of the course, as theoretical foundations, evaluation, pedagogical practices, supervised internship and research.

In this context, we wonder about the perspective of full training in Pedagogy, developed and widely supported by educational researchers. Besides threatening the full and ample formation of the professionals, segmenting them in areas of performance, the proposal of a centralizing policy in the content, moves the problematization of the pedagogical elements related to management, orientation and supervision, strongly threatened in the new directives. Meanwhile, with the heritage and dictatorial models, the new technical model of teacher training is impregnated with old meanings.

In this technical model of training, we can follow discontinuity policies, with imperious articulation projects, which involve openings to outsourcing. These mechanisms are imbued with mercadocentric meanings, which involve triggers to control the entire training process, the curriculum and evaluation. Going against the trajectory of the legislation, we observe an involvement of alteration of the undergraduate courses⁴, which implied a greater configuration of undergraduate courses.

In special, in the field of the Pedagogy, we observe consubstantial alterations with devaluation of the course and, consequently with impact in the formation and professional

⁴Available at: <http://portal.mec.gov.br/escola-de-gestores-da-educacao-basica/323-secretarias-112877938/orgaos-vinculados-82187207/12991-diretrizes-curriculares-cursos-de-graduacao>. Access on: 08 June 2021.

performance of graduates. For example, the undergraduate students and teachers of the Pedagogy Course are also affected, as the fragmentation is an emphasized characteristic, which returns the Pedagogy Course with qualifications and divisions. When reading them from the history of formulation of the resolutions, we can observe that the policies of teacher education and the conceptions of management in 2006, 2015 and 2019 demonstrate dissonant conceptions, which highlight the need for alert, aspects that we seek to develop in the following section, with a photo in the area of educational and school management.

BNC- Training: Implications for the conception of educational and school management

As we have seen, teacher training has always been a field of dispute and management has always been the primary target of attacks on educational organization. We can cite this from the idea of dichotomization of educational work and technical work in the institutions. With this, we observe a reductionism of the formative process, ratified from the defense of a discourse centered on competencies and skills (DOURADO; SIQUEIRA, 2019).

As said, Resolution No. 2/2019, also called BNC-Training, goes backwards the management conceptions worked until then, as it inaugurates a conception of fragmentation of initial teacher training. This concept separates the perspective of critical-reflective training, of qualification and full training. This is because, instead of a comprehensive training through praxis, it seeks the development of competencies and skills, which reduces the training possibilities.

Thus, as we have also learned from Freire (2006), there is no teaching without discourse (an aspect based on the Pedagogy of Autonomy). That is, what prevails in the BNC-Training goes against the principles of valuing relationships. As we have already mentioned, instead, it seeks to meet and develop from a project of reformulation of human training, whose horizon is in the BNCC for Basic Education.

As the trajectory of research and studies shows, the central axis of the new resolution is close to competence-based teaching. This is because we observe the valorization of the idea of management no longer linked to teacher training. This conception differs from the conception of full training, carried out in higher education courses, especially in universities, whose work is based on teaching, research and extension, articulating different knowledge and fields of knowledge, guided by the dimensions of research, reflection and creation of knowledge and valuing teachers.

As an example of this mischaracterization, we can observe the Brazilian educational project that is aligned from three articulated documents: the Resolution CNE/CP No. 2, of December 22, 2017, which establishes and guides the implementation of the National Common Curricular Base, to be respected compulsorily throughout the stages and respective modalities in the scope of Basic Education, the Resolution CNE/CP No. 2/2019, which establishes the BNC-Training and the Ordinance No. 412, which establishes the Institutional Program of Fostering and Induction of Innovation of the Continuing Initial Training of Teachers and School Directors (BRASIL, 2021). By capturing the issues presented, we observe that the three aligned documents demonstrate the business management model and the individual accountability of the subjects regarding the learning processes and appropriation of knowledge. In this context, it is possible to observe that both the BNC-Formation of 2019, as well as the National Curricular Guidelines for the Continuing Education of Teachers of Basic Education (BNC-Formação Continuada) of 2020, the BNCC and Ordinance n. 412 of 2020, are examples of "products" that are part of the perspective of managerialism (ZANOTTO; SANDRI, 2018).

Therefore, from the understanding of polysemy (multiplicity of meanings) and considering the studies of Bakhtin's Cycle (2011), philosopher of language, we can analyze that this occurs through an articulated movement, which defines "curriculum centralization and adoption of a cognitivist learning model", grounded by the control and homogenization of actions. This model of competence-centered training. This movement, in turn, crowns the control of the masses, binding itself to business demands. With this, it is possible to understand that, in the scope of educational policies, the school is founded as a space to strengthen curricular standardization, which resumes the notion of curriculum disseminated in the early twentieth century, as an example of the senses of increased control over the teacher's work.

The clues that we can find in the literature evidence, in turn, the configuration of a government and power project that takes, through knowledge, new ways of knowing, organizing, regulating, evaluating and controlling the formative processes, especially in schools. In this sense, it is possible to observe the construction of movements and mechanisms of regulation, organization, and management that express a new type of managerialism in education in which the management of the curriculum is configured as the central object of Government Policies (DOURADO; SIQUEIRA, 2019).

This process leads us to resume Freire's studies (2006) to affirm the bet on public institutions, which reflect on the importance of educational institutions as partners in the work. So, when the centripetal movement is made, the teacher training curriculum is closed and the management of this curriculum is separated. In other words, it seeks to erase the construction of projects with broad training, in which the system of articulation with families and the community is valued, decentralizing the discussions through centrifugal forces. It is against this centripetal direction that we need to fight, because it deconstructs possibilities to broaden the discussions of education, as well as to develop awareness and participation.

Therefore, the centrifugal force expressed in this text leads us to inquire which management system is intended to be accomplished. This is because the centrality of the discussions is close to the mechanisms for the exercise of managerialism. As we reflect on the trajectory of education and find so many dismantlings followed in education, we wonder at what point decentralization, autonomy, and participation are encouraged in the BNC-Training.

Thus, it is necessary to defend the centrifugal forces by encouraging the reading of the world and participation, which generate heterogeneity of thought and open several spaces for discussion (BAKHTIN, 2011). This contributes to the defense of the concept of democratic management, from within the course. This knowledge is constituted as elements of articulation of knowledge, instead of strengthening the scenario of regression and centrality in the content.

Meanwhile, the defense of the relationship of the subjects with Basic Education and families (community representation bodies and monitoring of students from 0 to 6 years old) are elementary principles of Management and Early Childhood Education. Both involve the creation of spaces for debate, which advocate the political dimension with a methodology of participation and listening to the reality of the students. This is a way to strengthen the practices of knowledge production, mediated by teachers properly trained in institutions of higher education, and is only possible when centrifugal forces act together with centripetal forces.

This defense of knowledge raised by many hands, in turn, is constituted as a way to confront the dismantling of education. Facing the theorization about how centripetal and centrifugal forces contribute to understand the setbacks, it is also possible to establish exchanges of knowledge, because, even if the centripetal forces act in a centralizing way, the production of knowledge and the protagonism of a curriculum do not cease efforts to move the thought. These, found in the various events and productions developed by educational

professionals, even in the midst of the pandemic (ALVES; VIEIRA, 2021) reveal that the movement of forces is continuous and does not cease the dialogical process, always unfinished and attentive to social issues, an aspect that we seek to address in the next section.

The Pedagogy course in the BNC-Training: dichotomy between early years and childhood education

We reiterate the discontinuity of public policies, treated with the epistemological conceptions in the resolutions for teacher education, especially for the education of the Pedagogue. These indicate the need to review fundamental aspects for education, taking up concepts consolidated along the trajectory of education. We can cite as an example the change in the conception of childhood from 0 to 2 years old, of literacy and literacy, of the conception of childhood and of teaching.

This epistemological conception, achieved in the Resolution of 2006 and 2015, define Pedagogy as a full degree, while the 2019 resolution establishes in teacher education the conception of competence and skills, a setback in the education of the pedagogue, with changes in the conception of childhood and essential themes in management, as we can observe in this table:

Table 1 – Comparative of the conceptions of childhood in the legislations that qualify pedagogues

2006 RESOLUTION	2015 RESOLUTION	2019 RESOLUTION
<p>Art. 4 The degree course in Pedagogy is intended for the formation of teachers to exercise teaching functions in Early Childhood Education and in the initial years of Elementary Secondary Education courses, in the Normal modality, of Professional Education, in the area of services and school support in the area of services and school support and in other areas in which pedagogical knowledge is required. pedagogical knowledge.</p> <p>Single paragraph. The teaching activities also include participation in organization and management of educational systems and institutions, comprising</p> <p>I - planning, execution, coordination, monitoring and evaluation of tasks</p> <p>I - planning, execution, coordination, monitoring, and evaluation of tasks specific to the Education sector;</p>	<p>Art. 3 Initial and continued formation are destined, respectively, to the preparation and development of professionals for teaching functions in basic education in its stages - early childhood education, elementary school, high school - and modalities - youth and adult education, special education, professional and technical high school education, indigenous school education, rural education, Quilombola school education, and distance education - based on a broad and contextualized understanding of education and school education, aiming to ensure the production and dissemination of knowledge in a given area and participation in the development and implementation of the institution's political-pedagogical</p>	<p>Art. 3 Based on the same principles of the generic competencies established by the BNCC, the graduate is required to develop the corresponding teaching generic competencies.</p> <p>Sole paragraph. The generic teaching competencies, as well as the specific competencies and the skills corresponding to them, indicated in the Annex that is part of this Resolution, make up the BNC-Training.</p>

<p>II - planning, execution, coordination, follow-up, and evaluation of projects and II - planning, execution, coordination, follow-up, and evaluation of non-school educational projects and experiences; III - production and diffusion of scientific-technological knowledge in the educational III - Production and diffusion of scientific-technological knowledge in the educational field, in school and non-school contexts.</p>	<p>project, in order to ensure, with quality, the rights and learning objectives and their development, democratic management, and institutional assessment.</p>	
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Source: Prepared by the authors

From the comparison we sought to demonstrate in the table, it is possible to analyze setbacks as to the dimensions of foundation, exercise, and professionalism for the exercise of teaching in the first stage of Basic Education. This is because the 2019 Resolution is based on concepts of competence, also grounded in the BNCC. Thus, as we can analyze throughout this article and at the culmination of the comparative table, the BNC-Training breaks with the conception of childhood and management based on comprehensive training, already exemplified in this text, and constitutes a major setback in the locus of qualification for the exercise of the profession.

Thus, we can understand that the 2019 Resolution suggests the production of another curriculum and another project of nation. In it, a reduction of the profession is strengthened, as well as a broadening of training, opening the field of teaching to different professions. The indignation for the condition of oppression (FREIRE, 2006) disposed in the legislation, is strengthened with the legislations that do not stop updating, requiring from the researchers in education constant vigilance in defense of the rights guaranteed in the profession.

As we can analyze, this resolution of 2019, different from the resolutions of 2006 and 2015, puts in evidence of reduction of research and the dimension of infancies. This can be seen if analyzed the attempts to devalue and disqualify the conception of integral teaching. Instead of the triad proposed by the scientific field, the new resolution dilutes the supposed conception of teaching in competencies (knowledge, practice and engagement). And, as a result, it restricts the actions of teachers and teaching units, precisely because they do not meet the demands of the profession.

This, because, in addition to the Resolution of 2019, it is added to the sense of precariousness of the profession with the Ordinance n. 412 of 2021, which pushes and assigns accountability to the technique and to the exercise of practice, to the detriment of theory, in addition to stifling perspectives of autonomy of higher education training institutions. This

may mean a sense of permanence of posture, reiterating the project of the BNCC and the BNC-Training, in addition to closing the listening to the scientific production of the area, with the action of centripetal force that is strengthened. Thus, it is necessary to resist, persisting in the conception of training in its entirety, ensuring the actions of participation, so well grounded in the documents and laws of Early Childhood Education and management, as we sought to demonstrate throughout this text.

In the context of the different meanings produced, we also observed resistance initiatives, such as the Movement in defense of the Pedagogy course ⁵, which provokes reflections and reasoning about the reductionist aspect presented in the new guidelines. We can observe elements of strengthening of the public universities, which even with scarce resources, have been engaged in the formulation of reflections and confrontations in defense of the full formation in pedagogy.

With the undertaking of studies for the development of the research that underlies this study, we observed from the literature the demand to recognize the didactic-scientific autonomy of public institutions of higher education, being the undergraduate and graduate courses the ideal spaces for discussion about basic principles for teacher education. The research consulted shows that the BNC-Training can empty the course, with subjects without foundation, only based on the principles of competencies. Moreover, by the volume of analysis undertaken in the consulted research (ALBINO; SILVA, 2019; CARDOSO; PIRES, 2020; GONÇALVES; MOTA; ANADON, 2020; SAITO *et al.*, 2021; NOGUEIRA *et. al.*, 2021; MARQUES, 2021; COSTA *et al.*, 2021; FREITAS, 2021), it seems pertinent to revisit the new national curriculum guidelines for teacher education.

When analyzing the production of knowledge, we recognize that polysemy will always exist, after all, we live in constant disputes. But, it is urgent to pay attention to the threats to the course. We can cite as an example the relationship between theory and practice and the reduction of the profession, including the internships in management, with a specific focus on the first stage of Basic Education. Therefore, if the workload is reduced, the possibilities of insertion in the field are also reduced. In this way, we reiterate the sense of commitment to workers, because we understand that the commitment to the formation of people goes through the teaching profession and, therefore, we cannot stretch it to the point of making it useless..

⁵ As an element of resistance to the new guidelines for the formation of teachers, we refer to the Movement in defense of the Pedagogy Course, with the Meeting of the State Forums in defense of the Pedagogy Course: RJ, MS, GO, PB and RN. Available in: <https://www.youtube.com/watch?v=6MsrtWpxTmM>. Access on: 10 Feb. 2021.

It is important to emphasize that this fragility in the scope of the pedagogical knowledge and the teaching profession, as demonstrated in this article, informs the dismantling of the Pedagogy Course. This is because the perspectives of mechanization, regulation and segmentation of the teaching practice are being disputed and increasingly intensified. In this way, besides the dismantling of the conception of childhood, we find the weakening of the formation of the manager, who starts to occupy an optional workload at the end of the course. And it is on these weaknesses, in the new resolution, that we will focus the theoretical arguments below.

We can analyze this considering the advance of (neo)fascism and educational control policies (REBUÁ, 2020). The primordial concepts, achieved with the 2006 and 2015 guidelines, are resignified when also removed. And, as a result, we can theorize about the centripetal and centrifugal forces, which based on the Bakhtinian reading, can be understood as forces that act in social relations. In this case, the centripetal force is the one that develops the plastering and homogeneity as opposed to the centrifugal force, open to diversity and moved from the differences and that links and connects different knowledges (FIORIN, 2006).

And, thus, both in policy-making and in dialogues and relationships, forces can be observed in the analysis of this conjuncture. Therefore, we understand that the forces of centripetal movement converge to a homogeneity of the curriculum, hindering the elaboration of the dimension of diversity, with knowledge articulated and aimed at praxis (FREIRE, 2006). Therefore, the new education project expressed with the new guidelines hinders the relationship of pedagogical studies with the world, marked and outlined by the cultural dimension (FREIRE, 1987). The centripetal forces, which advance in the field of education, threaten the field of teacher education with impacts that can lead to the precarization and decharacterization of the profession.

As we have learned from Freire, this pedagogical formative process, present in human formation, is moved by the perspective of praxis, in which mediated by research, it involves teaching and extension. It is not possible to dissociate knowledge, nor to separate knowledge. In this way, we are moving towards the homogenization of the curriculum (both in basic education and higher education). This converges to form students and teachers based on competencies, reduced to *hour-takers*, without the necessary process of interrelation between the different areas of knowledge.

So, if knowledge is fostered by all people and it is in dialogue that we learn, how is it possible to disregard the relationship between life, profession and social context? We can observe this if we analyze the four characteristics of dialogical action, expressed by Freire when theorizing about the Pedagogy of the Oppressed (FREIRE, 1987). The first one refers to collaboration, which is the movement of believing and betting on the relationship between people. The second characteristic is union, with the relationship between people being a bet for strengthening and mobilizing formation. The third, which is the organization through the composition of knowledge from common horizons, with goals and perspectives in favor of valuing knowledge. The fourth, also expressed in the studies of the Pedagogy of Autonomy, understands that it is the cultural synthesis that fosters elements of articulation of habits, customs, histories, and ways of living of each member or group of society (FREIRE, 1987; FREIRE, 2006).

These four characteristics will underpin the proposition that centrifugal forces need to occupy our analyses of educational policies provoking different listening and interference spaces in the process of destabilizing and supporting heterogeneity (BAKHTIN, 2011). Thus, we believe that these new resolutions invite us to read the world to punctuate the words of analysis and elaboration of Brazilian education. That is, through the four politico-pedagogical characteristics, developed by Freire (1987), associated with the centrifugal forces (BAKHTIN, 2011), that we are inspired to rely on the other to combat the homogenization for the domination of the people. In this way, it may be possible to organize ourselves in defense of the educational aspects and the accumulation of knowledge and research, as we detail below in our final considerations.

Final remarks

In the proposal to understand the centrifugal forces as an element of homogenization and standardization of curricula, caused mainly by the opposition or domination of knowledge, we observe how the BNC-training (BRAZIL, 2019) hinders the exercise of knowledge articulation. Therefore, we insist on a reading of the world through the dialogical relationship, which values the importance of the act of reading (FREIRE, 1986). Reading, in turn, is a way to understand the evidence of regression expressed in the new resolution, and is an example of a movement that destabilizes and provides an opportunity for different ways of thinking.

With notes of discontinuity between initial and continuing education, already mentioned in this article, we observe evidence about the discourse of individual accountability, especially of teachers. This process maps, even, the success or failure of education (DOURADO; SIQUEIRA, 2019, p. 05) based on the accountability of education workers. Thus, we analyze that the BNC-Training is very close to what we experienced in the trajectory in education, with the re-edition of the higher normal course. This policy, developed around the end of the 1990s, has as its strategy to segment training, with practices of homogenization of curricula.

This centrality in a common content moves a centrifugal force that leads all other curricula to the same path, with processes focusing on competencies and know-how techniques. In this project of education, the new resolution unveils itself as a way to separate and segregate knowledge. In relation to Management and Early Childhood Education, we observe the fragmentation of training, from three independent teacher training courses (multidisciplinary for Early Childhood Education, multidisciplinary Elementary Education and initial years, and multidisciplinary Elementary Education).

Considering the problematic and the context of development of teacher education policies, we focus this article on the analysis of the conception of management in Early Childhood Education. In the considerations of this text, we understand the specific objectives of remembering the trajectory of the Pedagogy Course, highlighting the threats and setbacks and projecting perspectives in defense of the full formation in graduation. Para isso, nos atemos a evidência da literatura do campo da educação, com pesquisas cuja temática tem tem expressado resultados e apontamentos sobre as novas reformulações.

It was possible to observe that as the alterations are reformulated, threats to the Pedagogy Course are perceived. As the formation of teachers is a fundamental element in the formation of society. We understand that the meanings given to Management and Early Childhood Education in the new guidelines for teacher education are worrisome. As we have seen, the data indicate that the training is threatened from the fundamentals to the internship practices.

In this sense, we affirm our defense of undergraduate courses, carried out in higher education institutions through teaching, research, and extension. We believe that the formation of educators cannot be fragmented, nor inseparable in its disciplines. Therefore, the idea of a segmented education, which disconnects childhood and dissociates educational and school management from all the disciplines, cannot be sustained.

Thus, we understand that the fight for the specificity of the teaching work involves fighting for praxis, that is, for the articulation between theory and practice based on principles of conscientization. And, in this sense, we cannot lose the dimension of interconnection between the different areas of knowledge with the pedagogy course. The idea of an interdisciplinary training and with the different areas in dialogue is strengthened from the conception of polysemy, in which different meanings meet and potentiate, even with dissonances.

Democratic management, evaluation, and regulation are also aspects that emerged in the literature analysis. Our reading suggests that the BNC-Training ignores the principles of the legislation, the foundations of the profession, the goals and strategies of the education plans, and the social movements. It also affirms the idea of management articulated with teaching, respectful of the National Education Plan, whose appreciation of the worker and the participation mechanisms are one of the established goals. With this, it reinforces the need for the National Popular Conferences on Education, whose affirmation is of an education that does not go backwards in its basic rights and guarantees. Therefore, against the reductionist view of work, it is necessary to resist the dichotomy between thinking and doing, with the polysemy and the forces treated by Bakhtin being an important starting point to rethink this.

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