

THE CONSONANCE AS A PREMISE IN THE RELATIONSHIP BETWEEN BNCC
AND CURRICULUMS

*A CONSONÂNCIA COMO PREMISSA NA RELAÇÃO ENTRE A BNCC E OS
CURRÍCULOS*

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CURRÍCULOS*



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ABSTRACT: The present text addresses the functions of the BNCC (National Common Curricular Base) concerning educational systems in curriculum production, considering the intergovernmental agreement. As a practical example, it highlights the curriculum of São Paulo and emphasizes the shared concern among these guiding documents with contemporary demands. To comprehend this curricular harmonization, methodological instruments of morphology and discourse analysis were applied, following the Bakhtinian perspective on ideology, word, and context. Through this reflection, it became evident that curricula have a guided autonomy, allowing the creation of materials more suitable to local characteristics as long as they respect the general competencies of Basic Education and specific cognitive skills for each subject and grade. Thus, in this article, the harmonization relationship proposed by the BNCC, aiming to support the development of new curricula and teaching materials, has been termed "orbital autonomy".

KEYWORDS: Curriculum. BNCC. Consonance. São Paulo curriculum. Autonomy.

RESUMO: *O presente texto aborda as funções da BNCC em relação aos sistemas educacionais na produção de currículos, considerando o pacto interfederativo. Como exemplo prático, destaca o currículo paulista e ressalta a preocupação compartilhada entre esses documentos norteadores com as demandas contemporâneas. A fim de compreender essa harmonização curricular, foram aplicados instrumentos metodológicos da morfologia e da análise de discurso, sob a perspectiva bakhtiniana sobre ideologia, palavra e contexto. Através dessa reflexão, tornou-se evidente que os currículos possuem uma autonomia orientada, permitindo a criação de materiais mais adequados às características locais, desde que respeitem as competências gerais da Educação Básica e habilidades cognitivas específicas para cada disciplina e ano. Assim, neste artigo, essa relação de harmonização proposta pela BNCC, que visa subsidiar a elaboração de novos currículos e materiais didáticos, foi denominada autonomia orbital.*

PALAVRAS-CHAVE: Currículo. BNCC. Consonância. Currículo paulista. Autonomia.

RESUMEN: *El presente texto reflexiona sobre las funciones de la BNCC en relación con los sistemas educativos en cuanto a la producción de currículos basados en el pacto interfederativo, presenta el currículo paulista como ejemplo aplicado y destaca la preocupación común de estos documentos orientadores con las demandas contemporâneas. Para comprender esta consonancia curricular se utilizaron instrumentos metodológicos de la morfología y análisis del discurso desde la perspectiva bajtiniana sobre ideología, palabra y contexto. Tal reflexión trajo el entendimiento de que a los currículos se les permite una autonomía dirigida, en la medida en que existe la posibilidad de producir materiales más cercanos a las características locales, siempre que atiendan las competencias generales para la Educación Básica y las habilidades cognitivas específicas para cada materia y año. Por lo tanto, en este artículo, esta relación de consonancia establecida por la BNCC, que tiene como objetivo apoyar el diseño de nuevos currículos y materiales didáticos, se denominó autonomía orbital.*

PALABRAS CLAVE: Currículo. BNCC. Consonancia. Currículum paulista. Autonomía.

Introduction

The term consonance³ is an appropriate choice for the drafting of official documents, being used both in the National Common Core Curriculum (BNCC)⁴ (BRASIL, 2018a), and the Law of Guidelines and Bases of National Education (LDB). Its purpose is to demonstrate the coherence between the ideals of guiding documents and the actions of educational systems. The prefix “con” expresses the idea of companionship, connection, simultaneity, or symbiosis (AZEREDO, 2011), and it reflects the relationship between the competencies of the BNCC and the curricula. The suffixes “nte” (consonante/consonant)⁵ express continuous action, and “ncia” (consonância/consonance)⁶ signifies a lasting property or characteristic (AZEREDO, 2011), explaining that this principle is not new on a national level and defines how educational systems should progressively build public policies, especially curricular ones, based on a guiding element.

To illustrate how semantics reflects the reality of Brazilian educational policies, the National Curricular Parameters, (PCNs, (BRASIL, 1998), and the National Curricular Guidelines for Basic Education, DCNs, (BRASIL, 2013), represented the need for a guiding axis from the Union to instruct the federated entities on which learnings are fundamental to ensure the constitutional objective of education, aiming at the “[...] full development of the individual, their preparation for citizenship, and their qualification for work” (BRASIL, 1988, our translation).

Undoubtedly, having one or more reference documents is essential to provide formal support to a vast and diversified system like the educational system in Brazil. In addition to the diversity between public and private structures and the different teaching modalities⁷, socio-territorial specificities are vital to understanding the design, which encompasses continental dimensions and peoples with multiple cultures in a mosaic.

³ The word "consonance" originates in Latin, and its dictionary meaning is related to harmony and conformity. In music, it is used to describe notes that sound together, harmonize, and create tension (MICHAELIS, [21--]).

⁴ This guiding document was approved and endorsed by the National Council of Education (CNE) on December 20, 2017, with a deadline for its implementation last year, 2022.

⁵ It means something that contains consonance that there is harmony. The suffix of the word in Portuguese was not changed, as the suffix in English that signifies a continuous action is "ing," not "ant" (consonant).

⁶ It signifies an action or effect of sounding at the same time, simultaneously. The word's suffix in Portuguese was not changed, as the suffix in English that signifies a lasting property or characteristic is “ness”, not “ance” (consonance).

⁷ In addition to Regular Education, there are also: “Special Education, Youth and Adult Education, Rural Education, Indigenous School Education, Quilombola School Education, and Distance Education” (BRASIL, 2018a, p. 17, our translation).

Another relevant factor to consider is the legal autonomy⁸ of the federated entities (states, municipalities, and the Federal District) regarding education, which not only allows but also demands the development and implementation of curricula that meet the demands of local and regional specificities. However, this determination does not imply curricular decentralization or disconnection, as there is an extensive federal apparatus composed of documents and laws that exerts a gravitational function concerning the educational systems of the federated entities. Thus, the curricula are autonomous but orbit within the same method of learning purposes, which are the skills.

Consequently, one may raise questions about the need for another guiding document. However, the National Common Curricular Base (BNCC) presents a significant differential compared to previous records such as the PCNs and DCNs, especially regarding the meticulous definition of cognitive skills to be developed based on various areas of knowledge, such as Languages, Exact Sciences, Humanities, and Biology. This definition encompasses all educational levels, from Early Childhood Education to High School. However, it is essential to highlight that there is also a significant similarity with its predecessors, as the BNCC also seeks to address contemporary demands⁹. Like the PCNs of 1996 and the DCNs from 1999 to 2013, the BNCC also references significant social, political, economic, and technological transformations, especially since the early 1990s.

In the same decade, the United Nations (UN) published the document titled “Education: A Treasure to Discover - Report to UNESCO of the International Commission on Education for the 21st Century” (DELORS, 2012, our translation), better known for defining the so-called “Four Pillars of Education”¹⁰, proposed by Jacques Delors. This report contributed to changes in educational systems in various countries, especially those on the periphery of capitalism, formerly “third-world countries”, which sought more significant integration into globalization after the end of the bipolar world order.

On the other hand, “[...] the new base seeks to establish the development of competencies, aligning with the approach given in the international assessments of the Organization for Economic Cooperation and Development (OCDE) and UNESCO” (SILVA,

⁸ Article 211 of the Federal Constitution (BRASIL,1988) and Article 8, Clause II, Article 10, Clause III, sole paragraph, and Article 11, Clause I of the Law of Guidelines and Bases of National Education, LDB, Law n. ° 9.394/1996 (BRASIL, 1996).

⁹ Mainly, international demands refer to changes in the accumulation and circulation of goods and services permeated by labor transformations in the contemporary context.

¹⁰ This report proposes the formation of citizens to meet the new demands arising from globalization and technological advances based on the so-called four pillars of education: learning to be, living together, learning to learn, and learning to do.

2021, p. 20, our translation). It becomes evident that the international context influences the definition of guiding documents, with the BNCC being a Brazilian alignment with the United Nations' 2030 Agenda (SILVA, 2021). This fundamental guideline significantly contributes to establishing parameters that aim at intellectual mastery of knowledge and meeting the expectations of society, students, and their families in the face of educational and social changes.

Consonance has played a crucial role in the relations between the Union and the federated entities since the promulgation of the 1988 Constitution, especially concerning the educational area, and has been a decisive factor in promoting significant improvements in this sector. The BNCC renews this ideal, presenting a distinctive feature by providing detailed definitions of general competencies and specific cognitive skills, covering various areas of knowledge and disciplines from Early Childhood Education to High School. This renewal raises several questions about how the relationship between the BNCC and the curricula created and implemented by educational systems, both public and private, will unfold in practice and how it will impact the various stakeholders involved in the educational process, such as students, teachers, school administrators, education secretaries, and researchers in the field.

The present article reflects on the functions of the BNCC regarding educational systems, especially the production of curricula based on the intergovernmental pact in academic matters, which will divide responsibilities for education at different levels, including the curricular sphere. Additionally, it intends to present a practical example already applied according to national guidelines: the São Paulo curriculum, one of the first federated entities to adapt its entire structure to align with the BNCC on a large scale. The main points of consonance between this curriculum and the BNCC will be discussed, emphasizing general competencies that reflect an explicit concern with contemporary demands, especially those related to the job market.

This reflection was made possible through methodological tools from morphology and etymology, which allowed a prospective analysis of the terms used and discourse analysis from the Bakhtinian perspective on ideology, word, and context. This approach enabled the search for the contextual significance of terms and keywords, either in isolation or grouped. In the discussions about discourse, based on the ideas of Mikhail Bakhtin's circle, it is understood that an utterance is constructed through other reports, and words are not chosen neutrally but are also influenced by the words of other previously uttered statements.

The ideal of consonance in the BNCC: an orbital autonomy

Throughout its brief coexistence with democracy, the Brazilian State has experienced periods of greater and lesser centralization in its relationship with states and municipalities. However, it was only with the 1988 Constitution that the federated entities were empowered to make decisions (AMES, 2003). From this opening, the federative State grants regulatory authority to the Union and promotes political autonomy for local governments. This dynamic seeks to mitigate spatial inequalities while allowing these instances to adopt specific measures without diverging from the central government's policies (ARRETCHE, 2010).

The re-democratization brought autonomy but also significant responsibility to the federative units and local governments (municipalities), especially those with limited collection, as they become dependent on the minimum resources¹¹ available, while others can expand public actions in the field of education and provide better teaching and learning conditions, which consequently result in better outcomes, though not ideal. According to Lemes (2021, p. 2.197, our translation), “In the current period, we are stagnant at shallow performance levels in basic schooling, despite the investments and changes that have occurred in the post-LDB period of 1996”.

One can compare the data from the Basic Education Development Index, IDEB, of 2021 to demonstrate this situation. The overall target to be achieved this year is six points for all levels of Basic Education; however, this target is only reached in the early years of Elementary School (EF I). In subsequent educational levels, the scores decline significantly, regional disparities increase among states, and they move further away from the desired ideal, with the most significant drop occurring in High School. For instance, the North region loses four-tenths between EF I and EF II but loses 0.9 concerning High School, while the Southeast region goes from 6.1 in Early Childhood Education to 4.4 in High School. Additionally, the gap between public and private institutions grows, reaching up to 2 points in several cases (BRASIL, 2022a).

Another illustrative example is the 2018¹² Program for International Student Assessment (PISA) results, the last time the test was administered. Brazil ranked 54th out of 80 countries (66th in science, 57th in Reading, and 70th in mathematics), obtaining an overall

¹¹ Art. 69º. The Federal Government shall apply, annually, no less than eighteen percent, and the States, the Federal District, and the Municipalities, twenty-five percent, or what is stipulated in their respective Constitutions or Organic Laws, of the revenue resulting from taxes, including constitutional transfers, on the maintenance and development of public education (BRASIL, 1988).

¹² The PISA assessment is conducted every three years, and the last one was scheduled to take place in 2021, but it did not occur due to the COVID-19 pandemic.

score of 413, only six points above the previous result in 2015 and still below the average of the Organization for Economic Cooperation and Development (OECD), which was 487. Furthermore, it had the lowest performance among the South American countries that took the test (BRASIL, 2019).

Given the examples presented, there has been considerable national and international pressure, making it understandable the urgency in encouraging initiatives such as the National Common Curricular Base (BNCC) and the Reform of High School¹³ (Federal Law n. ° 13,415, of February 16, 2017). However, before discussing the principle that underpins the relationship between the BNCC and curricula, it is crucial to have clarity about the meaning of this guiding document within this connection. The name gives a *spoiler*, where each word represents a specific responsibility. Bakhtin and his circle of researchers say, “Each utterance is a link in the complexly organized chain of other utterances” (BAKHTIN, 2002, p. 272, our translation).

The term “Base” represents its primary function: to support the production of curricular proposals for all educational systems, to be a starting point for public actions, and to provide support for the expansion of didactic-pedagogical strategies. It constitutes a fundamental basis for the constructs, which would be the curricula of educational systems, whether public or private, state, municipal, or district. In this way, one cannot presume or demand completeness from something conceived as a foundation. In turn, the term “National” forms part of the acronym to signal the scope of the document and consists of the main factor that unifies the curricula, placing them in orbit within a culture represented by a nationality that does not override local particularities but imposes itself as a larger territoriality.

The term “Common”, reflects the ideal of communion to which the BNCC is projected, with a detailed description of competencies, skills, and themes directed to each level of learning. Finally, the term “Curricular”, unlike the others as an adjective, qualifies the preceding nouns, representing not a complete curriculum but aiming to perform an organizational function.

Based on this brief reflection, it is possible to affirm that the intergovernmental pact established by the interrelation of the BNCC with the curricula is premised on the principle of consonance. This means that the curricular proposals to be produced or those already in progress, such as the São Paulo curriculum, are grounded in this principle. The document's

¹³ The New High School aims to meet the needs and expectations of young people, empowering youth protagonism by enabling students to choose the educational path in which they wish to deepen their knowledge. A curriculum that includes a general education guided by the National Common Curricular Base (BNCC) and also formative itineraries that allow students to delve into the area(s) of knowledge they identify with or even pursue technical and vocational courses or qualifications will contribute to the greater interest of young people in accessing school and, consequently, to their retention and improvement of learning outcomes (BRASIL, 2018b).

origin justifies this premise, built collaboratively¹⁴ with the participation of representatives from all levels of national education. Although the BNCC is not a law, it was “legitimized by the intergovernmental pact, under the terms of Law n. ° 13.005/2014, which enacted the PNE¹⁵, **and the BNCC depends on the proper functioning of the collaboration regime to achieve its objectives**” (BRASIL, 2018a, p. 20, emphasis added, our translation).

This management based on mutualism demonstrates agreement and conformity with what is proposed, and its initial role is to mitigate divisions among the autonomous federated entities, allowing them to ensure adequate conditions for realizing educational rights. “In this sense, **it is expected that the BNCC will help overcome the fragmentation of educational policies**, foster the strengthening of the collaboration regime among the three levels of government, and serve as a guide for the quality of education” (BRASIL, 2018b, p. 8, emphasis added, our translation).

The fragmentation identified as an issue to be addressed has been a matter of concern since the National Education Guidelines and Framework Law, Law n. ° 9.394/1996 (BRASIL, 1996) and can be understood as a distancing reinforced by the inadequacy of state actions in the face of disparities arising from socio-cultural and socio-economic factors. Lemes (2021, p. 2.197, our translation) reaffirms that “according to the precepts established in this law and considering the need to overcome fragmentation in the school system, something utterly insufficient despite the actions stemming from educational policies [...]”.

A priori, this dissociation may appear complicated for implementing a joint base. However, the guidelines established by guiding documents can encourage curricula to become sources of expanding local vision. In this way, complementary, adaptive, and even replacement of content and themes can be carried out to approach the unique characteristics of localities in a diverse country.

¹⁴ The Base was elaborated in compliance with the current educational laws in the country and involved the participation of various entities representing different segments involved with Basic Education at the federal, state, and municipal levels, as well as universities, schools, third-sector institutions, Brazilian and foreign education professionals and specialists. Its first version, made available for public consultation between October 2015 and March 2016, received over 12 million contributions from various interested sectors. In May 2016, a second version, incorporating the previous discussions, was published and further discussed with about 9 thousand teachers in seminars organized by CONSED (National Council of State Secretaries of Education) and UNDIME (National Union of Municipal Education Managers) in all states of the federation, from June 23 to August 10, 2016. The results of these seminars were systematized by UnB (University of Brasília) and supported the production of a report expressing the joint position of CONSED and UNDIME. This report was the primary reference for the elaboration of the final version, which was also reviewed by specialists and managers from the Ministry of Education based on the various critical opinions received and was put up for public consultation, receiving more than 44 thousand contributions (BRASIL, 2022b).

¹⁵ PNE stands for the National Education Plan, which will take effect in 2024.

Article 10. The states shall be responsible for: [...] III - elaborating and executing educational policies and plans, in line with national academic guidelines and strategies, integrating and coordinating their actions and those of their municipalities; Sole paragraph. The Federal District shall have the same competencies as the states and cities. **Article 11. The municipalities shall be responsible for: I - organizing, maintaining, and developing the official bodies and institutions of their education systems and integrating them into the educational policies and plans of the Union and the states** (BRASIL, 1996, emphasis added, our translation).

With the homologation of the BNCC, education networks, and private schools will face the task of constructing curricula based on the essential learning established in the BNCC, moving from the normative propositional plan to the plan of action and curricular management, which involves the whole set of decisions and actions defining the curriculum and its dynamics (BRASIL, 2018a, p. 20, emphasis added, our translation).

The excerpts above express the incompatibility with a passive position of educational systems and schools, relying solely on a general reference without exempting themselves from building their worldview guided by the guidelines of the BNCC. The conceived curricula should be based on actions that lead students, regardless of the educational modality or level, to opportunities for contextualized education. These objectives must be achieved by providing more favorable conditions to the reality experienced by the learner.

It is the responsibility of private education networks and public educational systems in the states, municipalities, and the Federal District not to limit themselves to the proposed base, as it alone is insufficient to address the specificities of each locality. Similarly, it is necessary for them to keep in mind the ideals sought by Brazilian society when elaborating and implementing their curricula, which should permeate the teaching and learning relationships. This implies “ensuring students' development of ten general competencies¹⁶, which

¹⁶ 1. To value and use the historically constructed knowledge about the physical, social, cultural, and digital world to understand and explain reality, continue learning, and collaborate in building a just, democratic, and inclusive society. 2. Exercise intellectual curiosity and employ the scientific approach, including investigation, reflection, critical analysis, imagination, and creativity, to investigate causes, develop and test hypotheses, formulate and solve problems, and create solutions (including technological ones) based on knowledge from different areas. 3. Value and enjoy diverse artistic and cultural manifestations, from local to global, and engage in diverse artistic and cultural production practices. 4. Utilize different languages – verbal (oral or visual-motor, such as sign language, and written), physical, visual, auditory, and digital – as well as knowledge of artistic, mathematical, and scientific languages to express and share information experiences, ideas, and feelings in different contexts and produce meanings that lead to mutual understanding. 5. Understand, use, and create digital information and communication technologies critically, meaningfully, reflectively, and ethically in various social practices (including school practices) to communicate, access and disseminate information, produce knowledge, solve problems, and exercise agency and authorship in personal and collective life. 6. Value the diversity of cultural knowledge and experiences and appropriate knowledge and experiences that enable understanding of the specific work world relationships and making choices aligned with the exercise of citizenship and one's life project, with freedom, autonomy, critical consciousness, and responsibility. 7. Argue based on facts, data, and reliable information to formulate, negotiate, and defend ideas, points of view, and everyday decisions that respect and promote human rights, socio-environmental awareness, and responsible consumption at the local, regional, and

substantiate, within the pedagogical scope, the rights to learning and development” (BRASIL, 2018a, p. 8, our translation).

Curriculum in Action in São Paulo and the BNCC

The BNCC was approved on December 20, 2017, by the Minister of Education, Mendonça Filho, through ordinance n. ° 2.570. From that moment, the education systems were required to change their curricula to fully adapt to the new guidelines within a maximum period of two years for implementation. In 2018, the Department of Education of the State of São Paulo (SEESP) began planning to modify its entire curriculum, which had undergone few updates since its last reformulation in 2008¹⁷. The new focus was to encompass the general competencies outlined by the BNCC, with the aim of “mobilizing knowledge, skills, attitudes, and values to address the complex demands of contemporary life, full exercise of citizenship, and the world of work” (SÃO PAULO, 2019a, our translation).

As a result, the curricula of all subjects in Basic Education were altered to align with the established curricular requirements. In¹⁸ August 2019, SEESP approved the first volume of the material for students in Early Childhood Education and Elementary Education. In the following year, in the second half of 2020, the curricula for all levels of education were completed, and the construction process was democratic, just like the BNCC¹⁹, “these curricula were developed

global levels, with an ethical stance regarding self-care, others, and the planet. 8. Know, appreciate, and take care of one's physical and emotional health, understanding oneself within human diversity and recognizing one's emotions and those of others, with self-criticism and the ability to deal with them. 9. Practice empathy, dialogue, conflict resolution, cooperation, respecting oneself and promoting respect for others and human rights, and accepting and appreciating the diversity of individuals and social groups, their knowledge, identities, cultures, and potentialities, without prejudice. 10. Act personally and collectively with autonomy, responsibility, flexibility, resilience, and determination, making decisions based on ethical, democratic, inclusive, sustainable, and supportive principles (BRASIL, 2018a, p. 9-10).

¹⁷ Since 2008, the state of São Paulo has been implementing curricula aimed at improving the national and state education indicators in São Paulo. In 2008 [...] the focus was initially on organizing content to highlight regional characteristics, emphasizing its history and territorial features, evident in subjects like history, geography, and the Portuguese language (LAISNER *et al.*, 2013, p. 461).

¹⁸ Considering the swift implementation of the new curriculum in the state of São Paulo, it's worth noting that the homologation of the BNCC occurred during the last academic week of 2017. By 2018, there was a change in the state government, and the material for the first semester was already prepared, leading to the curriculum's implementation in 2019. Furthermore, other ongoing changes, such as the High School Reform (Law n.º 13.415, February 16, 2017), which was initially supposed to be fully implemented by 2022, faced delays due to the didactic and pedagogical consequences of the COVID-19 pandemic, resulting in a full implementation date of 2024 for all students at this educational level to enjoy the changes defined by the law.

¹⁹ The formulation of the curriculum was under the coordination of the Ministry of Education (MEC) and involved the participation of states, the Federal District, and municipalities. As stated in the document's introduction, it extensively consulted with the educational community and society (BRASIL, 2018a, p. 20).

in collaboration between state and municipal networks, with the support of public and private Higher Education institutions” (SÃO PAULO, 2020, our translation).

The main changes in the São Paulo Curriculum were implemented through the Inova Educação Program, which, in addition to being structured on a wide range of educational public policies, included three new subjects in the curriculum for the final years of Elementary Education (from 6th to 9th grade) and High School. These subjects are Life Projects, Electives²⁰ and Technology. Changes were made to the workload of teachers, the duration of classes (reduced from 50 to 45 minutes each), as well as the school entry and/or exit times to incorporate these subjects.

The Electives and the Life Project have specific themes directed (or wholly defined in the case of Electives) in collaboration with students, teachers, and the community, according to the student's learning expectations and the training and working lines of the teaching staff. Another critical action for adapting the São Paulo Curriculum to the new guidelines of the BNCC was the Management in Focus program, which combines the essential participation of educators and school management with the contribution of local communities. Thanks to this program, all state schools have visible panels for parents, students, teachers, and staff that present the set goals and ways to achieve them. In addition to schools, the Regional Education Directorates must also develop their action plan (with goals and a schedule), which will be displayed at the headquarters for the school community to access (SÃO PAULO, 2019).

Together, these represent a new stage in achieving the goals defined by implementing the significant public policy for improving the quality of education in São Paulo and meeting the values of local collectivity advocated by the BNCC. These programs aim not only to expand community involvement in schools, thereby emphasizing the importance of considering territoriality for defining actions in the school setting but, above all, the possibility of marking their identity through explicit expressions of their desires and unique characteristics.

The changes aim to bring more meaning to the school and engage students, promoting the learning of all through comprehensive education that works on the competencies for the 21st century. The proposal ensures that students fully develop cognitive and socioemotional skills (SÃO PAULO, 2020, emphasis added, our translation).

²⁰ This curriculum component aims to develop the following skills: Decision-making at a personal, academic, and social level; Valuing knowledge and the ability to learn throughout life; Critical thinking and creativity; Self-awareness, self-care, self-esteem, self-confidence, and self-efficacy; Empathy, collaboration, responsibility, and citizenship; Project development and management; Openness to new experiences (SÃO PAULO, 2019a).

Although they underwent reforms to align with the competencies of the BNCC, two of the new subjects, Life Project and (Electives, already existed in schools belonging to the Integral Education Program (PEI)²¹, since 2012 and had their pedagogical projects modified by the new curriculum and adapted to regular education in the morning, afternoon, or evening periods, the latter being on an experimental basis. “The program is a way to extend the successful experiences of the Integral Education Program (PEI) and the Full-Time School (ETI) to the entire network and the successful practices already implemented by various schools in the network during partial periods” (SÃO PAULO, 2020, our translation).

In the Integral Education Program, besides the extended workload that requires students to remain in the school environment for 7 to 8 hours daily, there is also a perspective of a more comprehensive formation of the individual, encompassing dimensions beyond education, such as socio-emotional competencies. Thus, PEI is in line with the teaching proposal and commitment of the BNCC to integral education²², both in terms of workload, with the increased student presence at the institution, and in the multidimensional approach to the student body.

In this context, the BNCC explicitly affirms its commitment to integral education. It recognizes that Basic Education must aim at global human formation and development, which implies understanding the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) dimension or the affective dimension [...] Regardless of the duration of the school day, **the concept of integral education to which the BNCC is committed refers to the intentional construction of educational processes** that promote learning in tune with the needs, possibilities, and interests of the students and also with the challenges of contemporary society (BRASIL, 2018a, p. 14, emphasis added, our translation).

Integral education requires a broad perspective on the complexity of students' integrated development and their role in contemporary society and its complex, multifaceted, and uncertain scenarios. In this sense, the whole story of students occurs when socio-emotional aspects are intentionally addressed in school, integrated with cognitive competencies (SÃO PAULO, 2023, p. 7, emphasis added, our translation).

²¹ Schools that have adopted the Full-Time Education Program serve as significant laboratories for public policies, as they apply government actions on a micro-scale that may or may not be implemented in the rest of the education system. The Program is described in its guidelines as “[...] an alternative for adolescents and young people to join a school that, in addition to providing the necessary education for the full development of their potential, expands the perspectives of self-realization and the exercise of autonomous, supportive, and competent citizenship. The Full-Time Education Program also offers teachers and technical teams differentiated working conditions to consolidate the educational guidelines of the new full-time school model and lay the groundwork for the possibilities envisaged for its expansion” (SÃO PAULO, 2012, p. 6-7, our translation).

²² In the history of Brazilian education, the first references to full-time education date back to the 1930s, incorporated into the movement of the Pioneers of New Education and other political currents of that time, not always with the same understanding of its meaning (BRASIL, 2018a, p. 14).

According to the São Paulo State Department of Education, the pedagogical proposal of the newly incorporated disciplines is based on connecting various areas of knowledge aligned with the so-called 21st Century Skills, which essentially synthesize the ten competencies of the BNCC. The definition of competence in the BNCC refers to the “mobilization of knowledge (concepts and procedures), skills (practical, cognitive, and socio-emotional), attitudes, and values to solve complex demands of daily life, full exercise of citizenship, and the world of work” (BRASIL, 2018a, p. 8, our translation). These competencies are objectives in themselves, cognitive goals to be developed during and after the schooling process, as advocated by Lemes (2021, p. 2.196, our translation), in the BNCC, “[...] the general competencies - cognitive, personal, social, and communicative - assumed as the ability and possibility to mobilize and operate knowledge in problem-solving situations and decision-making”.

Both the BNCC and the São Paulo State Curriculum consider that such skills should be used and enhanced in the socialization and interaction with technology, as well as in facing daily problems and challenges of the world of work. In this context, it is the responsibility of the curricula to go “[...] beyond guaranteeing access and permanence in school; systems, networks, and schools must ensure a common level of learning for all students, a task for which the BNCC is a fundamental instrument” (BRASIL, 2018a, p. 8, our translation).

Both in the BNCC and in the São Paulo State Curriculum, competencies are subdivided into smaller skills and detailed in specificities. According to Silvia Cristina Barbosa da Silva's thesis (2021, p. 23, our translation), the skills in the BNCC are “structured into various specific competencies for each stage of education, formulated by a set of skills to be developed at each stage of Basic Education”. In the São Paulo State Curriculum, the 21st Century Skills encompass a variety of processes for the development of abilities that favor the construction of “knowledge, skills, and attitudes, including innovation and learning skills such as creativity, critical thinking, problem-solving, communication and collaboration, technological knowledge and skills (programming, digital media, etc.)” (SÃO PAULO, 2019b, our translation).

The main difference lies in the emphasis on socio-emotional skills related to attitudes toward work and sociability, “such as flexibility, adaptability, initiative, proactivity, self-control, gratitude, leadership, and responsibility” (SÃO PAULO, 2019b, our translation).

Partial Remarks

The National Common Core Curriculum (BNCC) represents a significant step forward in promoting the quality of Basic Education by establishing fundamental parameters for learning in various areas of knowledge. However, it is only the first step in a journey that seeks excellence because, for its competencies and skills to be effectively implemented, a wide range of curricular and evaluative public policies and initial and ongoing training for teachers and administrators are necessary. These responsibilities broadly fall on the federative entities to meet the new demands of the guiding document.

The concept of “orbital autonomy”, used here to explain the relationship between the BNCC and curricula, provides guidelines but does not impose constraints; it supports the curricular structure with concepts and principles but does not fully define it, which is the responsibility of each education system. Thus, when implementing curricula aligned with the BNCC, public and private educational systems in states, municipalities, and the Federal District should understand that this material must be a mechanism for adaptation to contemporaneity and addressing the adverse conditions imposed on the most vulnerable. An example of this is the process of "uberization" of work²³, which precariously affects the working conditions of millions of people worldwide, using technological advances as tools of submission and denying employment relationships, depersonalizing workers from their professions and careers.

The São Paulo State Curriculum, presented as an example of harmonization between the federal government and the state entity, clearly aligns various aspects with the BNCC, including the perspective of teaching and learning based on the development of competencies and skills and a focus on contemporaneity. This approach relates to preparing for work through the so-called “21st Century Skills” and socio-emotional skills. It is essential to note, however, that these skills, at first glance, seem more suitable for functional requirements than for personality development, considering the importance of building a dichotomy between personal and collective/community perspectives, especially for the Basic Education audience.

Abilities such as cooperation, self-awareness, non-violent communication, and self-care are not mentioned as socio-emotional skills or competencies for this century in the new São

²³ The neologism aims to designate a contextual complexity currently experienced with expanding political and managerial strategies to suppress labor rights and contribute to the precariousness of working conditions. In this case, it refers to the precarization of working conditions and a strong relationship with technology in the worker's daily life. The word derives from the nature of the work relations offered by the Californian company (USA) Uber, which provides urban passenger transportation and, more recently, objects and food delivery through the creation of a digital platform that enables contact between customers and freelance drivers, with the focus of offering more affordable fares compared to conventional taxis due to the absence of an employment relationship.

Paulo Curriculum. Instead, competencies such as flexibility, stress and frustration tolerance, proactivity, self-control, gratitude, and leadership carry semantic associations with ideological values such as individualism and meritocracy. This issue is concerning and requires careful analysis of these choices' possible impacts and levels of influence.

As Bakhtin (2002), emphasized, words are not simply juxtaposed in discourse but form utterances that construct statements to fulfill the intentions of the context in which they are embedded. In the case of the analyzed material, this refers to the relationship between the State and its citizens directly involved in the educational process. Therefore, choices and thematic content must be intrinsically linked to the context in question and to the subject participating in the discourse.

The changes implemented by the state government to align with the BNCC are diverse and extensive, including the creation of new disciplines and the expansion of full-time schools. However, when making so many modifications in a short period in such a large and diverse network, it is natural for structural challenges to arise, such as the continuous training of education professionals, the effective implementation of new Information and Communication Technologies (ICTs) for learning and school management, and the meaningful evaluation of these actions. Additionally, with the change in governance in São Paulo state in 2023, after 28 years with the same political party, the PSDB, there may be a discontinuity in some of these actions, which could further impact the process of implementing the BNCC and any curriculum based on it.

It is premature to draw definitive conclusions about implementing the BNCC and any curriculum that adopts it due to its short existence and the setbacks exacerbated by the pandemic. Consequently, gathering and measuring significant results on a large scale in such a short time becomes challenging. However, it is possible to consider the BNCC's structure and its intention to promote effective changes in national education. It is crucial to emphasize the need for improvements to mitigate persistent problems, such as dropout rates in high school and declining quality as students' progress in their studies.

For an emerging country like Brazil, which still faces significant challenges in the field of education, the speed of social changes is concerning, especially considering the transformations highlighted by the precarization of working conditions under an ultraliberal perspective²⁴. Elevating the standard of education, especially primary education, is essential for

²⁴ We consider ultraliberalism more appropriate than neoliberalism, as the current context represents not only a renewal of Liberalism but also its intensification through the expansion and solidification of capitalist structures.

the country's socioeconomic development. However, education should not simply conform to the demands of the labor market, nor should it become merely a preparatory process for employment. Instead, it should be seen as a means to expand individuals' understanding of the dynamics of the new world of work and provide them with the tools to protect themselves and organize to avoid or combat violations and reductions of rights.

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The prefix “ultra” indicates intensity and extremism, which are present with the advancement of privatization processes, austerity policies, government cuts in social spending, and other state actions that contribute to reducing the State's role and the prevalence of market rules.

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