

NEOTECHNICALISM IN INITIAL TEACHER TRAINING: AN ANALYSIS OF THE  
NATIONAL CURRICULUM GUIDELINES

*NEOTECNICISMO NA FORMAÇÃO INICIAL DE PROFESSORES: UMA ANÁLISE  
DAS DIRETRIZES CURRICULARES NACIONAIS*

*NEOTECNICISMO EN LA FORMACIÓN INICIAL DOCENTE: UN ANÁLISIS DE  
LINEAMIENTOS CURRICULARES NACIONALES*



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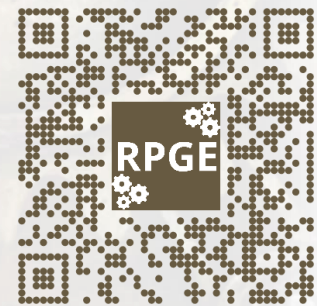


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**ABSTRACT:** The aim of this text is to analyze how the current national curriculum guidelines for initial teacher training, drawn up in accordance with the National Common Curriculum Base (BNCC), contribute to the advancement of Neotechnicism in the country. To this end, a qualitative, exploratory and documentary study was carried out, analyzing CNE/CP Resolution No. 2 of December 20, 2019, which deals with initial teacher training. The production is divided into two sections, the first of which presents the assumptions and characteristics of Neotechnicism in education, as well as its influence in the school context, culminating in the approval of the BNCC. The second section presents the documentary analysis and problematizes the implications of this political-economic model for teacher education.

**KEYWORDS:** Education policy. Teacher education. National Curriculum Guidelines. Neotechnicism. Neoliberalism.

**RESUMO:** *O presente texto visa analisar como as atuais diretrizes curriculares nacionais para a formação inicial de professores, elaboradas em sintonia com a Base Nacional Comum Curricular (BNCC), contribuem para o avanço do neotecnismo no país. Para isso, foi desenvolvida uma pesquisa qualitativa, exploratória e documental, com análise da Resolução CNE/CP n.º 2, de 20 de dezembro de 2019, que trata da formação inicial de professores. A produção está organizada em duas seções. A primeira seção apresenta pressupostos e características do neotecnismo na educação, bem como sua influência no contexto escolar, culminando na aprovação da BNCC. A segunda seção traz a análise documental e problematiza as implicações desse modelo político-econômico para a formação de professores.*

**PALAVRAS-CHAVE:** *Políticas educacionais. Formação de professores. Diretrizes Curriculares Nacionais. Neotecnismo. Neoliberalismo.*

**RESUMEN:** *Este texto tiene como objetivo analizar cómo las actuales directrices curriculares nacionales para la formación inicial docente, desarrolladas en línea con la Base Curricular Común Nacional (BNCC), contribuyen al avance del neotecnismo en el país. Para ello, se desarrolló una investigación cualitativa, exploratoria y documental, con análisis de la Resolución CNE/CP n.º 2, de 20 de diciembre de 2019, que trata sobre la formación inicial docente. La producción se organiza en dos secciones, la primera de las cuales presenta supuestos y características del neotecnismo en educación, así como su influencia en el contexto escolar, culminando con la aprobación del BNCC. La segunda sección trae el análisis documental y problematiza las implicaciones de este modelo político-económico para la formación docente.*

**PALABRAS CLAVE:** *Políticas educativas. Formación de profesores. Directrices curriculares nacionales. Neotecnismo. Neoliberalismo.*

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## Introduction

The foundations and educational policies encompass different, sometimes antagonistic, conceptions about the role of education, especially public basic education, in the context of flexible accumulation. Because of this, it becomes crucial to reflect on the rise, characteristics, precursors, epistemological bases, and interferences of neotechnicism in the context of educational reforms in Brazil. The Toyotist/neoliberal rationality advocates for the formation of subjects compliant with the productivist and meritocratic logic, the privatization of public services, and the reduction of the state's role in financing social policies, in order to increase the profitability of the wealthiest and the economic growth of nation-states. In this sense, the “neotechnicist pedagogy” invests in epistemological bases founded on the principle of autonomy, with the aim of cleverly guiding a process of making individuals responsible for their living conditions – an important mechanism for shaping an entrepreneurial subjectivity. Thus, an important question arises, raised by Luiz Carlos de Freitas at the Brazilian Education Conference in 1992, based on the trajectory of Brazilian education up to that point: “Will we be able to escape neotechnicism?” (Saviani, 2019, p. 513, our translation).

Reflecting on the advances of neotechnicism in curricular reforms, one starts from the premise that educational policies and proposals are not neutral, as they are influenced by the beliefs, values, and expectations of society, as well as by the interference of political-economic and ideological conceptions of the state. As Dourado (2010, p. 679-680) states, “analyses and propositions in the educational field carry conceptions of the world, society, and education, which, in turn, reflect the historical and, therefore, political-ideological place from which they are inscribed.” Therefore, in the context of the corporatization of education through the incorporation of the management model typical of private companies, “the true client of schools is the company or society, and the students are products that educational establishments provide to their clients” (Saviani, 2019, p. 513, our translation). Educational reforms and new guidelines for teacher training, implemented in a political context under strong neoliberal pressure, tend to be traversed by the principles of productivism, performativity, and meritocracy.

In recent years, especially since 2017, Brazilian basic and higher education have received new curricular guidelines. Among the main ones, in Basic Education, are the National Common Curricular Base (BNCC) and the “New” High School, and in Higher Education, the National Curricular Guidelines for teacher training. These norms were not merely updates of the existing national guidelines, but a rupture with the conceptions and ideals of education; that is, they represented a new national project for education, disregarding even the plans in

development, such as the National Education Plan for the decade 2014 - 2024. Regarding teacher training, advances in the very conception of training, as well as in the knowledge inherent to the professional practice, were ignored<sup>3</sup>.

The agenda of neoliberal educational reforms is not new in the country; however, it is evident that it has been materialized through regulations that treat education, whether at the primary or higher level, as synonymous with competencies and skills to be developed in each individual. This materializes when educational objectives become lists of codes with skills, when teacher training is understood to be in service of this agenda, and when educational reforms regulate teaching work. Freitas (2018) states that it is an alignment of actions, like engineering, where everything is planned and developed in harmony. In this context, according to the author, (neo)technicist pedagogy itself has been reintroduced into educational spaces.

Therefore, the present text aims to analyze how the current national curricular guidelines for initial teacher training, developed in harmony with the National Common Curricular Base (BNCC), contribute to the advancement of neotechnicism in the country. To this end, qualitative, exploratory, and documentary research was conducted, analyzing Resolution CNE/CP No. 2, of December 20, 2019 (Brasil, 2019), which addresses initial teacher training. According to Gil (2008, p. 27, our translation), "exploratory research is developed with the objective of providing a general, approximate understanding of a given fact." This exploration will be carried out through documentary research, the nature of which, according to Gil (2008, p. 51), involves materials "that have not yet received an analytical treatment, or that can still be reworked according to the research objectives." In this case, as already mentioned, a national legal document will be analyzed: Resolution CNE/CP No. 2, of December 20, 2019.

The text is organized into two sections. The first presents the assumptions and characteristics of neotechnicism in education and its influence in the school context, culminating in the approval of the BNCC. The second section provides a documentary analysis and problematizes the implications of this political-economic model for teacher training.

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<sup>3</sup> Resolution CNE/CP 2/2019 has received a lot of criticism, and several entities in the area are engaged in a movement to have it revoked.

## The Rise of Neotechnicism in Basic Education on New Foundations

The process of developing and implementing teacher training policies results from the interaction of political and ideological struggles, characterized by different principles, needs, and social, cultural, and economic interests that discuss the role of education in the current context of capital accumulation and reproduction. The challenges attributed to education, which impact the epistemological and methodological bases of teacher training, are correlated with the ideal of the human being and society that one wishes to form. Although there is sometimes a sense that educational theories converge in favor of quality education for all, due to the strong appeal and use of progressive concepts by neoliberal education, tied to the formation of critical subjects and the construction of a democratic society, a more attentive and critical reading reveals that the purposes are not the same. In seeking to align education with corporate and business interests, the Toyotist/neoliberal rationality appropriates and distorts concepts such as sustainability, cooperation, critical thinking, freedom, reflection, equality, respect for diversity, autonomy, among others (Trevisol; Fávero; Bechi, 2023, p. 151). The goal is to expand an education model centered on the formation of competitive and highly productive individuals, “in order to reproduce class society and reinforce the capitalist mode of production” (Saviani, 1999, p. 14, our translation).

For neoliberals, the entrepreneurial subject is the only possible social being, and entrepreneurship comes to be conceived as synonymous with modernity and progress. Therefore, both the economic elite and the wage earner must be educated based on market laws, with the aim of making them highly competitive, self-managing, and responsible for their personal and/or professional success or failure. The formation of the self-enterprising/self-governing subject, resulting from a process of “capturing” subjectivity by Toyotist/neoliberal rationality, curtails class consciousness, favoring the fragmentation of the public sphere and the policies of protection and promotion of social justice. Individual responsibility allows the “naturalization” of the duty for maximum performance and spreads among the masses the norms and mechanisms necessary for the consolidation of generalized competition. Consequently, a radical individualization emerges, which, according to Dardot and Laval (2016, p. 348, our translation), “makes all forms of social crisis perceived as individual crises, all inequalities attributed to individual responsibility. The machinery established transforms external causes into individual responsibilities and system-related problems into personal failures.”



Responsibility becomes a mechanism for privatizing the public sector, denying the state's responsibility for the social tragedy, and valuing a market democracy based on the principles of competition, free enterprise, and meritocracy, to the detriment of liberal democracy committed to guaranteeing equal opportunities and human rights. The construction of a new national project that meets hegemonic interests involves the development of a new training project, encompassing students, teachers, and researchers.

The neoliberal model of education, built on the foundations of neotechnicism, is well-structured and financed, allowing it to advance rapidly, globally, over educational legislation and foundations, primary education schools, and universities. Neotechnicism revives and interferes with concepts and premises of so-called active methodologies and constructivist and sometimes progressive epistemological bases while preserving the original traits of technician. According to Saviani (2019, p. 449, our translation), “based on the assumption of scientific neutrality and inspired by principles of rationality, efficiency, and productivity, technicist pedagogy advocates for the reorganization of the educational process in a way that makes it objective and operational.”

Historically, technicist pedagogy was constituted from the formative demands linked to the Fordist/Taylorist system. In the first decades of the 20th century, factory work began to exert greater control over the workforce through the organization of time and the imposition of specific and repetitive functions. The implementation of the Fordist system favored “the control of the subjective element in the capitalist production process and the concomitant obsession with high levels of productivity,” causing greater “subjugation of workers to increasingly intense work rhythms” (Bechi, 2019, p. 37, our translation).

Under these conditions, school education began to play a central role in workforce training and, consequently, in economic and productive development. “It was the school's responsibility to train the workforce that would progressively be incorporated by the market, with the aim of ensuring the competitiveness of companies and the increase of social wealth and individual income” (Saviani, 2019, p. 502, our translation). The educational theory centered on the principles of rationality, efficiency, and productivity, “the distinctive mark of human capital theory,” [...] “ended up contributing to increasing chaos in the educational field, generating such a level of discontinuity, heterogeneity, and fragmentation that it practically makes pedagogical work unfeasible” (Saviani, 2019, p. 502, our translation).

The crisis of the capitalist accumulation system, triggered in the mid-1970s, led to the exhaustion of the Fordist-Keynesian regulation model. The dynamics of scientific and

technological innovation, combined with the limitations imposed on Welfare State policies, led to a process of productive restructuring, allowing neoliberalism to present itself as the only possibility for the resumption of economic development. The Toyotist production model enabled a strategic leap towards the flexibilization of production and working conditions, market versatility, and the capture of human subjectivity. Due to its universalizing potential, the “Japanese model,” or Toyotism, proliferated on a global scale, contributing significantly to the construction of a mode of accumulation that was increasingly flexible and compatible with the new phase of capital. While in Fordism/Taylorism, the control of the workforce was externally exercised through production mechanisms, in flexible production, the pressure for higher productivity levels occurs through the appropriation of the worker’s intellectual/cognitive dimension by capital (Saviani, 2019; Dardot; Laval, 2016; Harvey, 2014; Alves, 1999; Antunes, 2005).

The emphasis on worker co-responsibility as a mechanism for controlling the subjective element, linked to the flexible production model, finds support in the face of the rise of neoliberal reforms of nation-states. Neoliberal rationality advocates the redirection of state intervention in favor of the market, the privatization (both endogenous and exogenous) of public services, and the encouragement of generalized competition, leading to reduced investments in social protection policies and the dismantling of protective labor legislation. Individual responsibility and the consolidation of market logic, pertaining to the principle of competitiveness and meritocracy, permeate the formation of an entrepreneurial subjectivity. In this sense, education, when aligned with market interests, plays a central role in the formation of subjects that are compliant with productivist and competitive logic, thereby absolving the state of its commitment to promoting social justice.

To meet this end, neotechnicist education adopts a rhetoric grounded in student autonomy, a sort of veil to conceal its economistic essence. In this case, autonomy is understood not as critical consciousness for overcoming economic and social inequality, but as a mechanism of responsibility, internalization of the culture of competitive performativity, and “the reproduction of existing productive forces and relations of production” (Saviani, 1999, p. 32, our translation). Through neotechnicist pedagogy, the school becomes “an ideological apparatus of the bourgeoisie and at the service of its interests” (Saviani, 1999, p. 37, our translation).

International financial organizations have invested in the idea that economic growth and the reduction of social inequality hinge on improving the quality of education. For the

Toyotist/neoliberal rationality, quality education is directly linked to the development of “competencies, capacities, skills, attitudes, and values” that enable individuals to exercise their “freedom of choice” efficiently and competitively, equipping them to attain better positions in the labor “market” and contribute to the economic development of nation-states. The ability to make choices is part of human nature, and therefore, it is their responsibility to use the competencies supposedly developed in school to deal with complex everyday situations and achieve professional and personal success. The importation of the meritocratic logic into the field of education is grounded in human capital theory, which has, as its epistemological and methodological foundation in education, the “pedagogy of competencies” and the ability to “learn to learn.”

In short, pedagogical ideas in Brazil in the last decade of the 20th century are expressed in neoprodutivism, a new version of human capital theory that emerges as a result of the material transformations marking the transition from Fordism to Toyotism, determining an educational orientation that is expressed in the “pedagogy of exclusion.” Correspondingly, neoschoolism revives the motto “learning to learn” as a pedagogical orientation. This reorders, through neoconstructivism, the psychological conception of learning as a constructive activity of the student, which in turn is objectified in neotechnicism, as a form of organizing schools by a state seeking to maximize the results of resources applied to education. The paths of this maximization lead to the “pedagogy of total quality” and the “corporate pedagogy” (Saviani, 2019, p. 516, our translation).

Neotechnicist pedagogy appropriates neoprodutivism and, simultaneously, human capital theory to promote the formation of entrepreneurial subjects (businesses of themselves). The pioneers of the neoliberal project on a global scale, especially the Organization for Economic Co-operation and Development (OECD), conceive the increase of human capital as a condition for overcoming social and economic problems that hinder the growth of nation-states. The challenge is to facilitate the formation of responsible, motivated, and resilient individuals with values consistent with the free-market logic and the project of reducing the state’s role in financing social policies.

In this context, as highlighted by Saviani (2019, p. 502, our translation), “education comes to be understood as an investment in individual human capital that enables people to compete for available jobs.” Decent work ceases to be a right and becomes a competence or a privilege of those who “responsibly” “chose” to improve themselves and/or invest in education. The lack of opportunities or suitable working conditions is no longer associated with social inequality but with a lack of personal competencies.



Access to knowledge and the development of competencies (skills, attitudes, and values) become important elements for accessing employment, progressing in one's career, and enabling economic growth. Because of this, neoliberal pedagogy employs the concept of "competence," derived from neoconstructivism, to formulate and disseminate its educational theses, which are meritocratic and economic in nature, on a global scale.

The document "The Future of Education and Skills: Education 2030: The Future We Want," created in 2015 by the OECD to guide the educational reforms implemented by national governments by the year 2030, is structured around two central questions: "What knowledge, skills, attitudes, and values will today's students need to thrive and shape their world? How can instructional systems develop these knowledge, skills, attitudes, and values effectively?" (OECD, 2018a, p. 2, our translation). As can be observed, the OECD bases its education project on the concept of competence, understood as "knowledge, skills, attitudes, and values." The document focuses on restructuring curricular frameworks and forming a new profile of teachers committed to developing practices that encourage students to act proactively and responsibly, becoming protagonists in the construction of knowledge.

The conceptual learning framework developed by the OECD, with the goal of guiding the creation of a supranational curriculum, symbolically called the "Learning Compass," proposes three categories of competencies that will lead to future well-being: creating new value; reconciling tensions and dilemmas; and taking responsibility. These guiding categories are referred to as "Transformative Competencies," which together address the need for young people to be innovative, responsible, and aware (OECD, 2018a, p. 05, our translation). Overcoming economic, social, and cultural dilemmas and building a landscape of innovations involves forming young people who are critical, inventive, persistent, resilient, and skilled in solving complex problems. This is possible through the formation of responsible individuals, a competency considered a prerequisite for humanity to advance toward sustainable and inclusive growth. Through the development of a competency-based curriculum proposal, the OECD seeks to form profiles that are desirable to the flexible accumulation model. The document titled "*Competências en Iberoamérica: Análisis de PISA 2015*<sup>4</sup>", published concurrently with the Education 2030 Project, highlights that the development of competencies impacts social inclusion, individual well-being, and the economic and social growth of nation-states.

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<sup>4</sup> Competencies in Ibero-America: Analysis of PISA 2015.

Education and competencies reinforce economic growth, social inclusion, and the strengthening of institutions. In a global knowledge-based economy, adequate investment in human capital is an increasingly important component of any inclusive growth strategy. Without sufficient investment in skills acquisition, new technologies, and production processes are implemented more slowly and do not translate into new growth models with higher value-added activities [...] The only way out of tough economic conditions is growth, and in the long term, growth depends more than anything else on equipping more people with better skills to collaborate, compete, and connect in ways that advance our societies and use these competencies productively (OCDE, 2018b, p. 32, our translation).

The National Common Curricular Base (BNCC), approved in 2017 to guide the development of school curricula at all stages and modalities of primary education in Brazil, is grounded in the “pedagogy of competencies.” The concept of competence appears in the document 260 times and is defined as “the mobilization of knowledge (concepts and procedures), skills (practical, cognitive, and socio-emotional), attitudes, and values to solve complex demands of everyday life, the full exercise of citizenship, and the world of work.” Although the BNCC is a broader and more detailed document, its epistemological foundation aligns with the document developed by the OECD to guide curricular reforms worldwide. Like the international document, built on the basis of hegemonic interests, “it contributes to the Global Goals for Sustainable Development (SDGs) of the UN 2030, aiming to ensure the sustainability of people, profit, the planet, and peace, through partnerships” (OECD, 2018b, p. 03, our translation), the BNCC is also “aligned with the 2030 Agenda of the United Nations (UN)” (Brasil, 2018, p. 08, our translation).

In the section “The pedagogical foundations of the BNCC,” the document justifies its “focus on the development of competencies” by relating it “to the approach adopted in international assessments by the OECD, which coordinates the Program for International Student Assessment [...] and UNESCO, which established the Latin American Laboratory for Assessment of the Quality of Education for Latin America” (Brasil, 2018, p. 13, our translation). This relationship with the precursors of neoliberalism on a global scale explains the choice of the principles of meritocracy and accountability in underpinning the section on “the purposes of high school education.”

According to the BNCC (Brasil, 2018, p. 465, our translation), “It is necessary, first of all, to assume the firm conviction that all students can learn and achieve their goals, regardless of their personal characteristics, backgrounds, and histories.” In this sense, the document reiterates the theory of human capital, limiting personal and professional success or failure to

individual choices and the development of competencies. These competencies enable students “to engage actively, critically, creatively, and responsibly in an increasingly complex and unpredictable world of work,” creating conditions for them to continue learning and adapt “flexibly to new conditions of employment or improvement” (Brasil, 2018, p. 465-466, our translation). The development of competencies for “entrepreneurship” is essential “for personal development, active citizenship, social inclusion, and employability” (Brasil, 2018, p. 466, our translation).

The formation of entrepreneurial individuals, capable of adapting to an increasingly flexible and unpredictable world of work, involves the incorporation of the motto “learning to learn” into the core of neoliberal educational proposals, derived from progressive educational ideas. In the context of neoliberal educational reforms, “the pedagogy of learning to learn” emerges as another facet of the “pedagogy of competencies.” Neoliberalism adopts progressive and neo-constructivist concepts and principles to “equip individuals with flexible behaviors that allow them to adjust to the conditions of a society where even survival needs are not guaranteed” (Saviani, 2019, p. 510, our translation). This educational model does not aim to form individuals capable of fostering social transformation based on the principles of citizenship, democracy, and sustainability, but rather to strengthen mechanisms of entrepreneurial subjectivation through accountability and the cultivation of a competitive spirit. This purely meritocratic education model, which cunningly appropriates rhetoric built on concepts related to progressive trends and active pedagogy, supports the neotechnicist pedagogy, as it aims to align students with hegemonic interests by increasing productivity and profitability.

In the next section, we analyze Resolution CNE/CP No. 2 of December 20, 2019, to understand how this advance of neotechnicism in basic education has interfered with teacher training.

## The "new" National Curricular Guidelines for Initial Teacher Education for Basic Education

In December 2019, new National Curricular Guidelines for initial teacher education were published, replacing the guidelines dating back to 2015, which addressed both initial and continuing education for teachers in Basic Education. Were these truly "new" ideas for teacher education? In what context were they developed? For what purpose?

The political and educational context of 2019 (Brasil, 2019) differed from that of 2015 (Brasil, 2015), particularly concerning the objectives of national education. According to Dourado and Siqueira (2022), the 2015 National Curricular Guidelines (DCNs) were the result of various movements, actions, and debates. At that time, national conferences on basic education, the National Education Plan, meetings with entities, and the National Council of Education (with a bicameral commission on teacher education) contributed to the proposal of the DCNs.

The guidelines proposed by Resolution 2/2015 were outcomes of a democratic process and were considered an advancement in terms of orientations on teacher education for basic education. The document presented a conception of articulation between initial and continuing education, teaching as a formative project with its own identity, and education as an emancipatory and ongoing process, among other principles (Dourado; Siqueira, 2022). The 2019 National Curricular Guidelines (DCNs) were developed in the context of various educational reforms, such as the National Common Curricular Base (BNCC), the High School Reform, and the recomposition of the National Council of Education. More than a mere curricular reorganization, these reforms changed the very conception of education, which was then understood as synonymous with instruction, and had a significant impact on teacher education (Dourado; Siqueira, 2022).

Resolution CNE/CP No. 2/2019, which approves the 2019 DCNs, is called *BNC-Formação* precisely because it builds on the idea that initial education needs to prepare teachers to implement the BNCC in schools. These DCNs prescribe "general teaching competencies, as well as specific competencies and corresponding skills" that teacher candidates need to develop (Brasil, 2019, art. 3, sole paragraph). In the annex of the document, a list of 10 general teaching competencies and numerous specific competencies and skills can be accessed, divided into three dimensions: professional knowledge, professional practice, and professional engagement.

Throughout the document, one can observe several terms that align with the current neotecnicalist discourse, among them, the word "competencies" itself is mentioned fifty (50)

times. Additionally, article 3 states that "the development of corresponding general teaching competencies is required of the licensure candidate [...] as well as specific competencies and corresponding skills," with emphasis on "work competencies" (Brasil, 2019, p. 2, article 3, I, our translation).

The analyzed document also mandates that teacher education programs must consist of a minimum of three thousand two hundred (3,200) hours, with half of this time (1,600 hours) allocated "for learning specific contents of areas, components, thematic units, and knowledge objects of the BNCC, and for the pedagogical mastery of these contents" (Brasil, 2019, p. 6, article 11, II). Thus, it is evident that teacher training for Basic Education is strongly linked to complying with a document (BNCC) that was endorsed amidst much criticism and, being recent, has not yet been evaluated regarding its contribution to the education of children and youth in Basic Education. Therefore, it is not about broad teacher training, but rather specific training to meet a current guiding document of the school curriculum. Furthermore, it stipulates that training for teaching in Early Childhood Education and the Early Years does not occur in an articulated and integrated manner, but rather divided as follows:

Article 13. For Group II, which comprises the deepening of studies in the stage and/or in the curricular component or area of knowledge, the workload of 1,600 hours must be completed from the 2nd to the 4th year, according to the three types of courses, respectively aimed at:

I - training multidisciplinary teachers for Early Childhood Education;

II - training multidisciplinary teachers for the early years of Elementary Education; and

III - training teachers for the final years of Elementary and Secondary Education (Brasil, 2019, p. 7, our translation).

In this way, the document fragments the training of pedagogues, bringing back an issue that seemed to have already been overcome: the specializations within the Pedagogy course. By the new definition, licensure candidates will have to choose between "multidisciplinary" teaching in Early Childhood Education or "multidisciplinary" teaching in the Early Years of Elementary Education. In this group of deepening studies, licensure candidates will deepen their studies in the fields of experience or in the areas and curricular components provided in the National Common Curricular Base. In other words, the fragmentation in the training of the pedagogue is aimed at studying and applying the BNCC.

While these guidelines mention terms such as freedom to learn and teach, teacher protagonism and autonomy, and the relationship between theory and practice, seemingly granting educators flexibility and autonomy over the school curriculum and their work, it is



necessary to adopt a critical perspective. Dourado and Siqueira (2022, p. 65-66, our translation) argue that these National Curricular Guidelines (DCNs) have a "pragmatic character expressed in the defense of competencies and skills, subsumed and aligned with the prescriptive horizon of the BNCC." They highlight that the resolution "portrays the reductionism of teacher education by linking it to the BNCC" and "reaffirms the centralization and curricular standardization of education in various articles, impacting the institutionalization of projects specific to Higher Education Institutions (HEIs), compromising the constitutional principle of autonomy."

According to Freitas (2018, p. 108-109, our translation), "national bases regulating teacher education tend to be pragmatic and diminish its theoretical formation." Emphasis is placed on the 'how-to,' coupled with technologies. Consequently, "as an unskilled worker more dependent on technology, teaching becomes more disposable and turns into an appendix of interactive platforms in the classroom, more easily adaptable to results management plans and workforce flexibility."

Although the DCNs were recently endorsed in 2019, the discourse advocating for a more pragmatic teacher education geared towards meeting market demands is not new. When examining the history of Brazilian education, it is evident that this demand for strictly market-oriented teacher education dates back to the beginning of the second half of the last century (from the 1950s onward) and is referred to as "Technicist Pedagogy." This pedagogical approach is part of "non-critical theories," characterized by the conception that education is an "instrument of social equalization," is "autonomous," and needs to be understood "from itself." These theories are considered non-critical because they disregard social problems as influencers of education (Saviani, 2018, p. 4-5).

Technicist Pedagogy starts from the "assumption of scientific neutrality" and is inspired by "the principles of rationality, efficiency, and productivity." The focus of the educational process is neither the teacher (as in traditional Pedagogy) nor the student (as in new Pedagogy); it is important to note that these pedagogies preceded technicism. In Technicist Pedagogy,

the main element becomes the rational organization of means, with both teacher and student relegated to a secondary position, reduced to the condition of executors of a process whose conception, planning, coordination, and control are entrusted to supposedly qualified, neutral, objective, impartial experts. The organization of the process becomes the guarantee of efficiency, compensating for and correcting the deficiencies of the teacher and maximizing the effects of their intervention (Saviani, 2018, p. 11, our translation).

Through the lens of Technician Pedagogy, the role of education is to form efficient individuals capable of contributing to increased societal productivity. Thus, the student is seen as a future worker who needs to adapt to work methods and provide the necessary labor for production means. Technician Pedagogy believes that with this educational conception, it is possible to overcome the problem of marginality and contribute to social equalization by balancing the system (Saviani, 2018).

With these ideals, Technician Pedagogy brought significant changes to school organization and to the teaching profession itself. Emphasis was placed on bureaucratization, controlling work and results, filling out forms, and detailed instructions on how to proceed. Each professional had specific tasks to fulfill within the school, resembling a factory model. The fragmentation of the pedagogical act was a striking feature of this approach. There was an attempt to transpose the factory model into the school environment, disregarding the complex pedagogical process and focusing solely on outcomes (Saviani, 2018).

In addition to being predominant in a historical period of basic education and modifying teaching work, Technician Pedagogy also influenced teacher training courses. The history of Didactics (Candau, 2013, p. 9, our translation) shows that until the 1980s, the focus in teacher training courses was on "how to teach." It was only with a "review movement of Didactics" that a conceptual advancement began in teaching and research. From this critical review, the understanding of the educational field moved from a "merely instrumental perspective of Didactics" to a "Fundamental Didactics." This Fundamental Didactics does not exclude the technical dimension but recognizes the multidimensionality of teaching and learning processes and presents three articulated dimensions for teacher training: technical, human, and political.

In broad terms, the technical dimension refers to the "how-to" aspects; the human dimension concerns the interpersonal relationships present in the formative process; and the political dimension addresses the pedagogical intentionality. However, these dimensions need to be integrated into a contextualized training project. As Candau (2013, p. 15, our translation) stated, "The technical dimension of pedagogical practice, which is the very object of Didactics, must be conceived in light of an ethical and socio-political project that guides it." In other words, it is not about a neutral pedagogical practice, nor is it universal for all schools or regions.

Understanding that initial teacher training should prepare for implementing a predetermined school curriculum (even with a small, diversified part), as proposed by DCN No. 2/2019, is a technician conception of education. The document under analysis is clear about its

intention: "instituting the National Common Base for the Initial Training of Teachers in Basic Education," with "a reference to the implementation of the National Common Curricular Base of Basic Education (BNCC)" (Brasil, 2019, our translation). This is essentially a technical conception because it presupposes that the teacher must be prepared to "know-how" or apply the BNCC. Moreover, it is technical because it does not consider social structure to be an influencer of education, resulting in teacher training that avoids discussions of a social nature.

However, teacher training cannot aim at learning a ready-made, prescribed, or decontextualized curriculum; it cannot be pragmatic, as school curricula are dynamic and can be altered, and even replaced, in future government policies. What would happen to teachers trained to implement the BNCC if one of these documents is replaced? What if teacher training courses had reorganized their pedagogical projects to prepare teachers to implement the "New" High School? How would the training of these teachers be affected when this "New" High School is being reconsidered at the national level?

These questions highlight that teacher training is not limited to developing competencies and skills to implement specific initiatives, especially in a country like Brazil, which is marked by transient government policies rather than consistent state policies. Thus, teacher training must provide tools for educators to face the challenges of the profession and reflect on the teaching and learning processes according to the context in which they operate.

### **Final considerations**

The discussion provoked in this text suggests that the "new" National Curricular Guidelines for initial teacher education in Basic Education bring an agenda that is not so new after all. The main characteristics outlined in the guiding document for pedagogical projects of teacher education courses are widely recognized in the history of Brazilian education: emphasis on rapid training to meet labor market demands, courses with scant discussion on educational foundations, a pragmatic discourse that values practical skills over theory, and the conception that school and business share several similarities in results management and penalization of workers who do not meet established goals.

An initial teacher education adopting such characteristics is preparing educators to play an extremely limited role in relation to the nature of educational work, conceiving education as mere instruction and reducing the social function of the school. This approach, which confines teachers to technical training to master specific skills, reflects the neoliberal prioritization of

functional fragmentation, resulting in the fragmentation of the pedagogical act itself. From this perspective, teaching is stripped of its human and political dimensions, reduced merely to technique.

Teachers and school administrators often unconsciously fit into this productivity, efficiency, and work fragmentation logic. Moreover, they end up adopting a utilitarian discourse about education, wherein the school's function is seen as providing labor for the market. Consequently, they become complicit in a productivity logic, emphasizing bureaucratization, the use of standardized teaching materials promising to achieve goals, and exclusive focus on outcomes.

Given this scenario, this text concludes with some inquiries about the future of teacher education, not intending to provide definitive answers but to provoke reflections: who is teacher education intended for? What is the ideal profile of an educator sought after? How to structure teacher training that incorporates social, human, and political dimensions, and that confronts this neotechnicist logic?

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