

NEW SANTA CATARINA HIGH SCHOOL: CHALLENGES EXPERIENCED BY TEACHERS AND MANAGERS



<https://doi.org/10.56238/arev6n3-181>

Submitted on: 10/15/2024

Publication date: 11/15/2024

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ABSTRACT

The present research aims to analyze the challenges experienced by teachers and managers of the state basic education network of Santa Catarina in relation to the implementation of the New High School. The methodology used had a qualitative and exploratory approach. The study included nine teachers and three school managers from the state of Santa Catarina who participated in this implementation in "pilot schools". For data collection, a semi-structured interview was used. The results evidenced are challenging, among them the lack of dialogue between educational instances, the lack of school structure and basic investments for the development of integral education, the lack of didactic material and collective planning in the areas of knowledge, as well as continuing education processes. These results can contribute to stimulate an active and democratic participation of the school community in decision-making processes, reducing the distance between the discourses and the reality experienced by education professionals.

Keywords: Education, New High School, Educational reforms, Managerialism.

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INTRODUCTION

High School (EM) in Brazil is the last stage of Basic Education and has historically been the stage of disputes regarding its definitions, purposes and training curricular bases. One of these disputes, strongly debated among the reality of Brazilian youth, is work, always as an argument present in the reforms of EM, as this is an integral part of the identity of young people in Brazil (Ferreira; Ramos, 2018; Coast; Silva, 2019; Silva, 2023; File; Zanelatto, 2023; Santos, 2023).

Thus, EM has some localized characteristics, especially in the last decade of the twentieth century and the early years of the twenty-first century, becoming a stage for narratives and disputes, between market interests and a generalized formation. For Ribeiro, Bonamino and Martinic (2020), institutional regulation uses a set of guidance, interpretation and control mechanisms, implementing the new interests and demands of the market. This is visible throughout the constitution of the MS.

The current educational reform of the EM, Law No. 13,415/2017, constitutes a change in relation to the minimum time of students in school and the curricular organization (common training and training itineraries). The so-called New High School (NEM) is a controversial and controversial proposal, implemented quickly and without a broad discussion with society.

The NEM was implemented from 2022 onwards in the state education networks, after a period of intense debates and adjustments in the education networks, complying with the new guidelines and regulations. In Santa Catarina, the discussion began in 2018 and was implemented in 2022, with the constitution of five notebooks, indicating curricular guidelines on NEM. First, the reform of the NEM was implemented in 120 pilot schools of the Santa Catarina state network, with the involvement of entities linked to commerce and industry, technical schools and little involvement of educational bodies, mainly teachers and managers. For Ball (2005), educational reforms are always built in an environment of political instability, linked to a discourse of performativity.

In this sense, it is essential to understand the conceptions of teachers and managers in relation to the implementation of the NEM in Santa Catarina, seeking to stimulate reflections on this process and reduce the distances between the discourses present in the documents about the NEM and the reality experienced by education professionals in the school and community context.

Therefore, this text aims to analyze the challenges experienced by teachers and managers of the state basic education network of Santa Catarina in relation to the implementation of the NEM. The methodology was qualitative, with semi-structured interviews. The delimitation of the field of investigation was nine professors and three managers and different areas of training and activity. The choice of the interviewees was based on their performance in the implementation of the NEM, some of them from a school unit that was part of the "pilot project" of the Santa Catarina government, for the implementation of the NEM in the western region. The others, from a unit that was implemented based on the experience of the "pilot schools", located in the southern region of Santa Catarina. This text was organized into four sections: i) NEM reform: contributions to the theoretical debate; ii) the NEM in the State of Santa Catarina; iii) methodological paths; and, iv) the analysis of the semi-structured interviews and the results evidenced.

REFORM OF THE NEM: CONTRIBUTIONS TO THE THEORETICAL DEBATE

We have experienced times of political and economic instability in our country, and actions have been taken quickly, without a broad discussion with the various educational and social segments. The reform of the NEM was one of these actions, instituted through Law No. 13,415/2017, without much debate among the various educational bodies, especially with teachers and school managers.

Generally, reforms in education are produced in a serious context of economic, social and political crisis, leading to a scenario of growing unemployment, informality and precariousness of work. This discourse strengthens the argument of the need for reforms in education, justifying bringing the demands of the market closer. Lima and Zanelatto (2023) explain that the NEM aligned itself with training future workers connected to the uncertain world of work with a professional technical educational training.

The reform of the NEM occurred through Provisional Measure No. 746, of September 22, 2016, signed by the Presidency of the Republic, which becomes Law No. 13.415/2017, resulting in significant changes in the Law of Guidelines and Bases of National Education (Brasil, 1996) and in the national curriculum constitution of the National Common Curricular Base (BNCC). According to Lima and Zanelatto (2016), the changes in the Brazilian EM have neoliberal implications, directly meeting the interests of dominant sectors of the educational market, articulated with the labor reform (Law 13,467/2017), the spending cap (EC95/2016), outsourcing for core activities (Law 13,429/2017) and the

pension reform (EC103/2019). In this way, they consist of a set of legal measures that are configured in new ways of regulating the world of work and the educational curriculum.

The central elements that make up the NEM are related to the increase in the workload, curricular flexibility, praising the possibility for students to make choices for different training itineraries and reducing mandatory curricular components. Costa and Silva (2019) explain that the Brazilian government has reorganized the educational agenda to reference a new market logic, resurfacing the figuration of the teacher with notorious knowledge and replacing education with learning by skills, which disables the general and professional training of students.

With the democratic interruption and the ascension of Michel Temer to the presidency of the republic, in 2016, he restricted hard-won rights, reaffirming the hegemony of the market, to the loss of social policies. Thus, the democratic regression "to a fascist exceptionalism, such as the way in which the removal of Dilma Rousseff took place in 2016 and led Michel Temer to a neoliberal agenda" (Costa; Silva, 2019, p. 6).

The NEM is part of a broad process of corporate reform of education, directly guided by neoliberalism, which is characterized by enforcing goals for the standardization of education in the following format: a) to have a curriculum of knowledge directed to mathematics, reading and the areas of natural sciences, articulated with large-scale assessments; b) standardized assessments and good test results; and c) teaching focused on innovations in the world of work, with the principle of the free market, individualistic and privatist. "The performances of individuals or organizations serve as measures of productivity or outcome, demonstrations of a certain 'quality'" (Ball, 2012, p. 37).

The reform of the NEM in Brazil was the result of a debate by the "Movement for the Base", which began in 2013, with the presence of business sectors of education, connected to the private education network. The argument used regarding the reform of the NEM does not correspond to the hopes of young people, especially in relation to integration into the professional labor market. For Costa e Silva (2019, p. 4), "reforms such as those in the educational area represent much more threats than reconstruction and advances in terms of the social quality of education". In addition, they point to the mechanism of privatization of education and market control.

The curriculum has undergone significant changes in the NEM, with a workload composed of 60% by the BNCC and 40%, with the increase in the annual workload from 800 to 1,400 hours, organized by training itineraries: Language and its Technologies;

Natural Science and its Technologies; Human and Social Sciences; Mathematics and its Technology; and Technical and Professional Training (Brazil, 2017). The alteration of the historical curricular organization by specific training itineraries, without mandatory aspects of the area of social sciences and humanities, with an emphasis on five areas of knowledge, meets the demands of the labor market in a utilitarian way, excluding training for citizenship (Costa; Silva, 2019).

The training itineraries are disciplines, workshops, projects, among others, expressed in the NEM curriculum that the student can choose. However, in practice, in different education systems, offers are made by administrative management, which implies inequalities between different educational institutions. Lima and Zanelatto (2023) explain that in small or medium-sized cities, offers are restricted, restricting the possibilities of choosing itineraries.

Following the same argument, Costa and Silva (2019) point out that curricular flexibility does not allow choices of the training itinerary. It is an artifice of the reformers to narrow the education of the youth and allow the standards for the creation of markets in the EM.

The education reform policies used by private groups are intended to promote the supposed quality of education, as an imperative argument for the development of national education and international competitiveness. For Costa and Silva (2019), this statement hides the real scope of the reformers, as they concentrate the discourse of quality, when, in fact, the reform has as a priority to approve the uncertain market and its phases, such as inducing countries to accept global policies of privatization of public schools.

This technicist privatization nowadays is presented in the theoretical format of "accountability, meritocratic and managerial, where the same technical rationality as before is proposed in the form of standards" (Freitas, 2018, p. 383), that is, a professional and educational technical managerialism, focusing on the workforce from the school.

The NEM has been implemented since 2022 in the state education networks (Santa Catarina), being restructured for a period of five years of debates and adjustments, followed the new guidelines and regulations in the education networks, started in the Government of Raimundo Colombo (2011-2018), integrated and implemented, during the administration of Carlos Moisés (2019-2022), which gave rise to the creation of five thematic notebooks analyzed in sequence.

THE NEM IN THE STATE OF SANTA CATARINA

The initial approach contextualizes the transition policies of Santa Catarina governments during the formulation of policies for NEM. The reform of the NEM took its first steps in the second term of Governor Raimundo Colombo (PSD), orchestrated by the secretary of education Eduardo Deschamps (2012 to 2018). According to Lima and Zanelatto (2023), Deschamps was a member of the National Council of Education CNE (2016-2020), holding the Presidency of the Full Council and an important role in the commissions of the National Education System, High School and the National Common Curriculum Base (Brasil, 2018). The main focus in his speeches was the return of the principles of the pedagogical of competencies.

Ramos and Paranhos (2022), when addressing the counter-reform of Secondary Education, clarify that the Brazilian bourgeoisie, associated with international capital, seeks to structure education for the working class to the interests of production and profit, based on a pedagogy of competencies, with a curriculum focused on performance and conduct, reiterating the hegemony of the market-oriented educational model.

With the change of governor in 2019, Natalino Uggioni took over the secretary of education (2019), implementing the NEM in 120 pilot schools of the Santa Catarina state network, covering "managers of the education coordinators and professionals who worked in these schools" (Dantas; Pereira, 2022, p. 297).

The state of Santa Catarina, through the NEM Support Program (MEC Ordinance No. 649/2018), took on the challenge of implementing the NEM in the largest number of high schools in the State Education Network by the year 2022. This gradual process (1st years - 2020, 1st and 2nd years - 2021 and 1, 2nd and 3 years - 2023) began in 2020, with the implementation of 120 pilot schools (participation agreement). Figure 1 shows the pilot schools and the 36 Regional Education Coordinators (CRE) in the state of Santa Catarina.

Figure 1: NEM pilot schools and their distribution in the CRE



Source: Santa Catarina (2022, p. 22).

The pilot schools represented 16.71% of the total number of high schools in the state network (718 schools). It is observed the adhesion of schools in the CRE of Laguna (17 schools) and Itapiranga (10 schools). In the CRE of Itajaí (7 schools), São Lourenço do Oeste (7 schools), Xanxerê (7 schools), Caçador (6 schools), Joaçaba (5 schools) and Jaraguá do Sul (5 schools), adherence is in a range of five and seven schools. The number of schools joining the other CRE is below five units.

Regarding the coordinators of São Bento do Sul, Ituporanga and Braço do Norte, there were no pilot schools that joined the NEM. The CRE of São Bento do Sul covers three municipalities, Ituporanga, nine municipalities and Braço do Norte, seven municipalities. It was not possible to point out the reasons why the schools did not adhere to the NEM implementation program in 2018.

According to the booklet of guidelines for the implementation of the New High School (2022), the pilot schools that joined the NEM implementation program received financial support in three installments. The first installment was paid in December 2018 (20% of the total amount of the resource) at the time of adhesion. Installments two in July 2020 (40%) and three in December 2020 (40%).

Thus, with the 120 pilot schools, a new curricular organization began (common training and training itineraries) and the expansion of the workload of students in the school. As of 2022, most high schools in the State Education Network started to offer NEM. These schools become support points for the other schools, following the organization of the five guiding notebooks.

Booklet 1 addresses the general provisions on the New High School in Santa Catarina. Its content deals with the formative path in Basic Education, the legal frameworks, diversity as a formative principle, the diagnosis regarding the evasion and specificities of the subject and the flexible part of the formative itinerary. Lima and Zanelatto (2023) clarify that this booklet presents contradictions with regard to the general provisions on vocational training. The document signals a unilateral and polytechnic education, focusing on the labor market in its educational curriculum, thus contradicting the general principles of the High School reform, which make explicit a flexible curriculum, centered on the individuality and subjectivity of the subjects.

General training in education is what is expressed in notebook 2 of the NEM reform. This booklet deals with the areas of Mathematics, Applied Human and Social Sciences, Languages and Natural Sciences and their Technologies. The document shows the Basic General Education, which expresses a curriculum, very close to market interests and the world of work. It signals a curriculum based on "competencies, with a restricted curriculum design and strongly articulated with standardized type assessment" (Costa; Silva, 2019, p. 10).

The portfolio of deepening trails represents notebook 3, which is a condition for the schools in the network and their connections with the components. Notebook 4, called Educators' Portfolio, was designed with the knowledge of professionals and educators from the 120 "pilot schools" of NEM. Finally, booklet 5 addresses the paths of deepening professional and technological education, which are structured in axes based on market demands. For Lima and Zanelatto (2023), the technical and professional training itinerary prepared for the NEM in Santa Catarina seeks to encourage work experiences and practices within the productive sector through internships or partnerships with companies.

The notebooks are based on entrepreneurship, as a training strategy for NEM students. It is a training path that focuses on productive areas, focusing on the persistence and individualization of meritocratic logic, connecting the formative aspects to those of the world of work, thus adapting the student to the professional market dimension, developing technical and behavioral skills at the service of market ideals.

During the implementation of the reform policies of the Santa Catarina NEM, the commission prepared the guidelines booklets, producing the "New High School Web Series", with six videos, containing guidelines on the notebooks for educational institutions, in line with the official discourse of the Ministry of Education (MEC). Silva, Martini and

Possamai (2021), when analyzing the videos, state that they constitute a kind of advertising to satisfy students and the community of the relevance of the reform, without any prospect of dialogue with the school community.

These are educational reform policies formulated by the central power that influence the various contexts of school education, proposing reforms. "Therefore, the right to the impacts of the reform on their education is denied, particularly with regard to the development of intellectual and moral autonomy, the capacity for analysis and critical reflection" (Silva, Martini, Passamai, 2021, p. 68). Thus, the school community participates little in the formulation of these reform policies that reach the school to be inserted in the curriculum of each component.

Peregrino and Prata (2023) explain that the reform of the NEM arrives without having been the result of debate with society and in the wake of a parliamentary coup, in a democratically elected government, putting in its place an elitist and unpopular project for the reform of the NEM. Invisibility and silencing focus on a vulnerable society, to insert a formative NEM for the market's workforce.

The consolidation of the curriculum is configured and the integral and organic formation of young people is made unfeasible, taking away their right to a solid basic education, indicating the strong business influence, not only in the training of young people from Santa Catarina, but also on the teaching work itself for this new cycle of NEM.

In Brazil, the discredit to the public education curriculum is noticeable, which is always justified by the business model, as the main component of the school's management, followed by large-scale evaluations, leading the educational and pedagogical action to private standards. Freitas (2018) explains that the school, as a company, provides a lower quality curriculum to the vast majority of students, while the higher performance to the more privileged classes. This perspective of the reform of the NEM is already underway in school curricula, therefore, the voice of education professionals becomes one of the fundamental elements to analyze the various contexts of its implementation and practical application in the context of the curricular components of Santa Catarina. succession.

METHODOLOGICAL PATH

This is a study with a qualitative and exploratory approach, in which 12 education professionals participated, 9 teachers from different areas of knowledge and 3 managers. The participants were selected by the criterion of convenience, that is, by their performance

in the implementation of the NEM in school units of the government's "pilot project" in the western and southern regions of Santa Catarina (Brazil). The participants are from different regions, trying to contemplate a greater diversity in diagnoses.

For data collection, a semi-structured interview script was used as an instrument. According to Lüdke and André (1986), semi-structured interviews can be a valuable technique for approaching qualitative data, complementing the information obtained by other techniques and/or unveiling new aspects of a theme or problem.

All interviewees participated freely and informedly, in compliance with the appropriate ethical procedures for a research involving human beings. This work is linked to the study and research group education and democracy of the Federal University of the Southern Border (UFFS), Erechim Campus. In order to preserve the anonymity of the participants, the names of the teachers were replaced by the letter P and the names of the managers by the letter G. The numbers correspond to the identification of each participant, as shown in Chart 1.

Chart 1: Characterization of the study participants.

Participant	Acting time	Training	Area of knowledge/expertise
P1	10 years	Life Sciences	Natural Sciences and its Technologies
P2	13 years	Mathematics	Mathematics and its Technologies
P3	8 years	Arts	Languages and their Technologies
P4	12 years	Portuguese/English	Languages and their Technologies
P5	9 years	History	Applied Humanities and Social Sciences
P6	6 years	Social sciences	Applied Humanities and Social Sciences
P7	9 years	Geography	Applied Humanities and Social Sciences
P8	15 years	Philosophy	Applied Humanities and Social Sciences
P9	8 years	Chemistry	Natural Sciences and its Technologies
G1	5 years	Manager	School manager
G2	6 years	Manager	School manager
G3	6 years	Manager	School manager

Source: Prepared by the authors (2024).

The semi-structured interview took place in October 2023, online and lasted approximately 40 minutes, and consisted of the following questions: a) Education and time working at the school; b) Area of operation for NEM; c) How was the implementation of the NEM in your school; d) What are the challenges encountered; and, e) What perspectives do you see for the coming years with this NEM curriculum?

The interviews were transcribed and the data analyzed through content analysis, consisting of three phases: i) pre-analysis; ii) the exploitation of the material; and, iii) the

treatment of results, inference, and interpretation (Bardin, 2026). From this process, three categories of analysis emerged: i) implementation of the NEM in the school context; ii) challenges faced in the NEM school context; and, iii) perspectives for the continuity of the NEM for the school curriculum. Next, the results and discussions present the three categories of analysis.

RESULTS AND DISCUSSIONS

IMPLEMENTATION OF THE NEM IN THE SCHOOL CONTEXT

This topic sought to investigate the understandings of teachers and managers regarding the implementation of NEM in different school spaces, with education professionals from different areas and who participated in the implementation of pilot schools in the state of Santa Catarina.

Thus, with regard to the answers to the question: "How was the implementation of the NEM in your school?", it was observed that all teachers understand that there was no broad discussion with society: "the reform was done at the drop of a hat, without discussion with society and left many doubts that were not answered, running the risk of this new format being completely plastered" (P1, 2023). According to P4 (2023), in the "pilot schools there is, in addition to the lack of guidance, a huge difficulty for planning - which in fact does not integrate areas, trails and electives".

It can be seen from the participants' answers that there was no closer dialogue with society and with the schools themselves. This lack of debate and guidance may have hindered the planning and articulation between the deepening paths, the structuring axes and the elective curricular components. For Peregrino and Prata (2023), the NEM reform arrives without having been the result of debate with society and in the wake of a parliamentary coup.

In the reports, the teachers explain that "there is a lot of difference between government propaganda and reality, not only among the pilot schools, but also in the others, because in fact they were not heard (P3, 2023)". The implementation "was authoritarian, none of the segments of the school were consulted. Students had no choice in the itineraries which were organized and chosen by the state education board or secretariat" (G2, 2023). For the manager (G1, 2023), "schools received few guidelines and each one adapted differently", which is in line with the reflections of Ribeiro, Bonamino and Martinc (2020, p. 701), when they point out that "regulation is carried out by processes,

actors and contexts of action, sometimes contradictory, which intersect macro and micro levels, and encompass negotiations, transactions and institutional arrangements".

This regulation is explicit in the reports, as there was no possibility of participation in the reform, much less in the choice. It is a curriculum "totally unfeasible with the pedagogical practice of any school. Anyone who thought about this project was never aware of the day-to-day life of a public school" (P7, 2023). It is observed, here, a distancing in the constitution of the NEM reform policy, between the State Department of Education of the State and the School Institutions.

The implementation of the NEM in the school context "had little guidance and each one adapted differently" (P2, 2023). For P6 (2023) "schools have enormous difficulty in planning, in the areas of knowledge, trails and electives". Silva, Krawczyk, and Calçada (2023), in their research on the implementation of NEM in different state education networks, evidenced a potential for changes in the middle school, which can

infer a serious difficulty regarding the educational and social inequality of our country. Regulation occurs through the coordination of education systems as a form of governance.

Through the analysis, the conflicts and tensions experienced in the implementation are understood in the conception of teachers and managers. There is a clear distance between the discourses present in the official documents and the reality experienced by education professionals in the school context.

This distancing may be occurring due to the lack of participation of society, schools, students, managers and teachers in an effective and democratic way in the procedure adopted for the implementation of the NEM. The school and its education professionals make an intense effort in an attempt to mitigate controversies and difficulties during the process. There are numerous challenges that school education faces, in an attempt to strengthen students' interest, engagement, protagonism, permanence and learning.

CHALLENGES FACED IN THE SCHOOL CONTEXT OF THE NEM

Regarding the undemocratic path of the curricular reform of the NEM in its implementation, considering the low participation of educational establishments, students and education professionals in the decision-making process, it is observed that in the school context the professional and pedagogical challenges are numerous.

It denotes a plastered curriculum, which reaches the school space and produces a disintegration in the organization of educational practices. In one of the reports, one of the

managers expresses that he had a lot of "difficulty in implementation, especially in keeping full-time students interested and a mass dropout of students at night" (G1, 2023). For teacher P5 (2023): "The challenges faced at school by the new high school involve the lack of specific training of teachers to work in this model, lack of didactic material and adequate structure". Such challenges are in line with the reflections listed in the research by Silva, Pasqualli and Spessatto (2023), with 1st year high school teachers from a state school in Rio Grande do Sul. The results of this research also point to a lack of didactic material and little specific training for NEM.

The knowledge trails generated discussions in the implementation of the Santa Catarina NEM. According to a report from a teacher at his school, "the student chooses the 1st semester track, but cannot choose the electives or the 2nd semester track, even the whole class needs to take the same route" (P8, 2023). For Francisco, Uggioni and Madeira (2023), the implementation of NEM, based on training itineraries and youth protagonism, did not guarantee a decrease in school dropout or a more attractive education. Extracurricular factors, such as financial need and the demand for work in family economic support, have directly affected the issue of school dropout.

The discourse that the reform of the NEM could contribute to the continuity of the student in the school context and the reduction of dropout was not confirmed with the implementation of the NEM. In another report, the interviewee (P8, 2023) explains that "the reality presented by the project does not match the reality of the schools". For all managers and teachers, there is no moment of collective planning, which is evident in the answers: "there are no moments of collective planning in schools, preventing the adequate and integrated development of classes" (G1, 2023). It should be noted that this is not an exclusive challenge of the implementation of the NEM, as there are few moments of collective planning.

For P5 (2023), "they started without planning, without discussion and each teacher did it in their own way. I see schools where teachers in the area are not even found." Thus, there is a concern of managers and teachers, as each professional continues to work within their curricular component (in a fragmented way), and there is no space for the creation of a study group, training and collective planning. These difficulties in the pedagogical aspect can harm the education of students.

The planning and collective organization of teachers, to integrate the curricular components, can provide more creative and collaborative classes. It is observed that

teachers and managers, in order to develop a creative and integrated curriculum, need to organize themselves in an extra-class period, for this to occur. However, it is not always possible due to the high workload of teachers and managers in the school.

Silva, Martini, and Possamai (2021) explain that in addition to the lack of a collective curricular organization for the integration of the components, some teachers have taught content without having specific training. There is the precariousness of teaching work and "the lack of preparation of professionals to work in the new high school, which is formed in higher education without a specific focus on this type of activity" (P4, 2023). For P6 (2023), "in the South of Santa Catarina there was no necessary training for its effective implementation".

It was found that the reform of the NEM in the State of Santa Catarina was implemented, without much dialogue between the educational bodies and society, with a lack of structural investments (full-time school), curricular disciplines without the teacher having a specific training to conduct the teaching and learning process, lack of didactic materials and lack of collective planning in the areas of knowledge. Furthermore, it is noted that dropout continues and it seems that students have little autonomy in choosing training itineraries. This goes against what is provided for in the set of documents (resolutions and laws) of the NEM.

PERSPECTIVES FOR THE CONTINUITY OF THE NEM FOR THE SCHOOL CURRICULUM

Continuing the trajectory, the reports of the interviewees focused on the perspectives of continuity of the curriculum for the context of school practices. Several challenges reported that draw attention were observed, such as: the lack of structure of schools for the development of comprehensive education; the lack of didactic material; absence of training and collective planning; the need for schools to have adequate investments and specific training, taking into account the changes implemented in the reform; the participation of the education network in the constitution of the NEM and its necessary indicators, potentiating, in fact, changes from the education professionals. Franciso, Oggioni and Madeira (2023) clarify that the modification of the NEM school curriculum did not take into account education professionals, hindering significant explicit advances in the reform. Another aspect that is pointed out confirms the fact that increasing the workload and comprehensive training is not a solution for school dropout, since young people leave school to enter the

labor market. The increase in the workload has made it even more difficult for young people to reconcile school with work.

Following the interviewees' testimonies in relation to curricular practices and the perspectives of the NEM reform in the school context, P7 (2023) states that "the situation is challenging since the model requires teaching in curricular components by areas of knowledge, which differs from the disciplinary training of teachers and an impoverishment of basic general training". Thus, it is observed that there is a recurring concern in conducting this new curriculum for the coming years, as there are several demands that need to be discussed for the construction of school autonomy, curricular improvement and teaching learning.

In several reports of the interviewees, the difficulties encountered by teachers and managers in the implementation and continuity of the NEM reform were observed. The need to expand the physical (integral school) and human structures; reorganize the curricular issue and, one of the relevant issues, the education professionals who are in the school context day by day, need to be heard, according to the report of P6 (2023) - "it is frustrating, because when the NEM proposal was presented, many possibilities and resources were made available, however when it started in practice nothing was the way it had been thought, The schools did not receive structure or resources".

Another report explains that as a result of this process, they are having a lot of difficulty in identifying paths to follow for the coming years: "They play with education and with our students, who I believe are the most harmed by this whole situation" (G2, 2023).

For Silva and Oliveira (2022), youth protagonism is a procedure of "curricular customization" that, with greater or lesser vehemence, assigns responsibility for the educational process to young people in the school space, displacing the methods of selection of school knowledge.

With the reform of the NEM in the state of Santa Catarina, the reports of the interviewees point out that the curriculum "needs to develop in its young people the skills for their life; that they can truly have access to all areas of knowledge, however, what we are identifying is that the extended workload generates physical and mental fatigue" (P3, 2023). Thus, it is understood that the NEM needs to provide the student with a leading role in their training process, as well as greater autonomy. For this, the school and its educational processes must enable humanizing experiences. There is a need to counteract processes of dehumanization that can steal students' will to be, live and learn (Arroyo, 2000).

The NEM has led education professionals in the school context to a symbolic implementation and a low capacity for action. This is due to the fact that the changes are made without connection between the state that implements it and the school realities and their teaching subjects, causing, according to these professionals, even more difficulty in qualifying teaching and learning with the NEM reform.

For P2 (2023): "in the South of Santa Catarina there was no necessary training for its effective implementation. And, this lack of training and knowledge, schools are still familiarizing themselves and organizing themselves for effective implementation". Peregrino and Prata (2023) state that the reform of the NEM eliminated (by invisibility, by silencing) exactly the socially vulnerable; those that probably concentrate school and discontinuous trajectories. There is a restriction on the implementation of the NEM, without a connection between the educational institutions of the state of Santa Catarina (school and secretariat) and this hinders significant advances for the qualification of young people.

For Freire (2000), we are part of reality, it means that we need to trigger a process of investigation about it and, in it, to be supporting subjects, curious. Thus, it is not possible to insert a reform without connection with the subjects, with the school and society in general. For P4 (2023): "NEM is more associated with restriction than with the democratization of access. It should be reviewed and reformulated, especially highlighting the importance of basic general education". In the reports of the interviewees, there was a distance between the formulation of the reform, as it did not have the participation and understanding of the education professionals who are in the school.

According to G2 (2023): "in Brazil everyone plays with education, changes nomenclature, projects and the school community is never consulted for anything. A neglect of us teachers. Cabinet renovations and those who do it have never entered a classroom." Therefore, there are many difficulties in the implementation of the NEM, because the schools, their teachers, managers and students did not have an adequate curricular training and each school was organizing itself as it could. At the present time, it is observed, from the reports of the interviewees, that the reform of the NEM is not actually happening.

The perspectives point to the need to overcome the challenges pointed out in the implementation of the NEM by teachers and managers. The active and democratic participation of society and school subjects in decision-making procedures is necessary, which can reduce the gap between what the NEM provides for and what happens in the reality of the school.

The state has an obligation to guarantee public policies and adequate investments for the reorganization of the school structure, of didactic material appropriate to the cognitive phases of its students, initial and continuing training of teachers to work in the context of NEM. This process must take into account the voices of the collectivity, school subjects and society in a broad way. In addition, students should participate in the decision-making of their training process, with more autonomy and responsibility.

FINAL CONSIDERATIONS

This article aimed to analyze the challenges experienced by teachers and managers of the state basic education network of Santa Catarina regarding the implementation of NEM. By analyzing the conceptions, the results pointed to nuances of organicity, conflict and tensions experienced in the process.

It is understood that the secretaries of education sought to promote the reform of the NEM with meetings and seminars. However, it was revealed that the reform was constituted without the participation of the education networks, leaving many questions unanswered, causing a series of difficulties in the organization of school curricula. It was also evidenced that the NEM induces an educational training of young people with a focus on the market, ignoring the dimensions of human and social life. In addition, the curricular reorganization of the NEM seems to regulate ("plaster") the processes, actors and context of action and focus on training for the labor market.

The results in relation to the challenges faced in the school context are numerous. It denotes a plastered curriculum, which reaches school contexts and produces a disintegration in the organization of classroom practices. There were no structural investments (full-time school), as well as a lack of teaching materials and collective planning in the areas of knowledge. Furthermore, according to the participants, the dropout rate continues and it seems that the students have little autonomy in choosing the training itineraries.

Students cannot choose the elective components or the paths of knowledge, generating a lot of debate in the school context. Another challenging aspect that appears in the results is the need for teachers' planning so that the NEM curriculum could have articulation between the teaching components. This, in fact, does not happen because there is no specific time in the curriculum for teachers from different areas of knowledge to meet and plan.

The perspectives point to the need to overcome the challenges pointed out in the implementation of the NEM by teachers and managers. Thus, it is important to ensure public policies and adequate investments to reorganize the school structure, adequate teaching material, initial and continuous training of teachers to work in the context of NEM.

In addition, it is considered that the study referring to NEM needs further in-depth, focusing on a careful look at the coming years and its various facets presented in this research. In addition, the importance of listening to the community, teachers and managers who in the context of school practices make policies, organize the curriculum, with effort and dedication, although with many difficulties, is reiterated.

Such results can contribute to stimulate an active and democratic participation of the school community, for better decisions, reducing the distance between the discourses and the reality experienced by education professionals.

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