


## PROBNCC in research: performances in early childhood education

 <https://doi.org/10.56238/methofocusinterv1-082>

**Marta Priscila Costa Soares de Oliveira**  
State University of Rio Grande do Norte/UERN  
martapri.slp@gmail.com

**Marcia Betania de Oliveira**  
State University of Rio Grande do Norte /UERN  
betaniaoliveira@uern.br

### ABSTRACT

This text aims to map academic productions that address the Common National Curriculum Base/BNCC in the context of Early Childhood Education with clippings from 2018 to 2021.

### 1 INTRODUCTION

This time frame is justified by the fact that we seek results related to the translation processes that occurred after the approval of the final version of the BNCC, by mec, in 2017. We analyze how these productions discuss the actions involving the Support Program for the Implementation of the National Common Curriculum Base/ProBNCC.

According to the MEC website, the Support Program for the "Implementation" of the National Common Curriculum Base (ProBNCC), was launched on April 4, 2019, established by MEC Ordinance No. 331/2018, following the approval of the BNCC for Early Childhood Education and Elementary School, at the end of 2017, aims to assist states, municipalities, and the Federal District in the elaboration and "implementation" of their curricula aligned with bncc. The then executive secretary of mec, Ricardo Machado Vieira, said on the portal of mec Gov.BR that "the common curriculum base is a signal so that the secretaries of education of the states can drive practically within the federative organization, with the support and always with the participation of mec".

We understand that the search for meanings that permeate the movements of the BNCC can help us to have a deeper understanding of this policy and its objectives. We defend the idea that, during this bncc translation process, directed by ProBNCC, curriculum and teaching have been meant by the actors of the UEs (managers, supervisors and teachers) who contribute to this policy through their performance and conception.

In the search performed, we observed what the researchers reveal about movements around the BNCC/E.I., the meanings that the authors of the selected researches present, the theoretical framework used to guide the researchers, and close with our view of each research. This investigation allows us, according

to Nóbrega-Therrien (2004), to have a better perception of the object of investigation from the interpretation of the data, contributing to the theoretical foundation of the study.

The interest in knowing movements around the BNCC/I.E. through The ProBNCC aims to understand political articulations that guide and regulate the processes of its translation, who is involved in this process, what the participation of the school, since its actors act directly in different contexts for the constitution of this policy. Also, to identify actions carried out in some Brazilian states and municipalities that permeated the path of elaboration and translation of bncc/ei.

Methodologically speaking, we conducted research in April 2021 at the Brazilian Digital Library of Theses and Dissertations (BDTD), in the Journal Portal of the Coordination for the Improvement of Higher Education Personnel (CAPES) and the Scientific Electronic Library Online (SciELO).

The text is organized into four sections, organized as follows: 1.1 Definition of searches; 1.2 What the dissertations say when investigating bncc production; 1.3 What the articles say when they investigate actions around ProBNCC; 1.4 Some considerations about what research says.

## **2 DEFINITION OF SEARCHES**

The search for papers related to the actions around the BNCC was carried out, in April 2021, in the Brazilian Digital Library of Theses and Dissertations (BDTD), in the CAPES Journal Portal, on the SciELO Portal and the MEC website. We initially used the descriptor "PROBNCC", then "PROBNCC, EARLY CHILDHOOD EDUCATION" and in the third search "IMPLEMENTATION, BNCC AND EARLY CHILDHOOD EDUCATION".

As for the descriptor "PROBNCC" we found three results in the only capes journal portal. For the descriptors "PROBNCC, EARLY CHILDHOOD EDUCATION" we did not obtain results on any of the platforms accessed. With the descriptors "IMPLEMENTATION, BNCC AND EARLY CHILDHOOD EDUCATION" with an advanced search, with the three words simultaneously, with temporal refinement (2018/2021), we obtained four results in BDTD, fifteen results in the CAPES/MEC journal portal and one result in the SciELO journal portal.

We obtained as a result of the search in BDTD four dissertations. Of these, one was discarded for not relating to the objective of the research. The dissertations selected to compose part of this whose research was developed in São Bernardo do Campo/SP (LIMA/2020), Londrina/PR (DIMITROVICH/2019), and Jataí/GO (FONSECA/2018).

As for the search carried out in the CAPES/MEC and SciELO journal portal, nineteen related results were initially found, which are also from Brazilian states and municipalities and their bncc translation processes. Of these, we selected three that refer to bncc processes in the context of E.I (MARCHELLI, 2021; SANTOS, MELO and LIMA 2020; LOUREIRO 2020) and one that refers to ProBNCC (DE OLIVEIRA 2021).

The other studies were discarded after analysis of themes and abstracts because they are processes that do not meet the objective proposed in our research, referring, among other topics, to agenda 21 of Environmental Education, law 10.639/03, the National Education Plan, and good food practices.

To improve the understanding of the selected productions, we organize Table 1, with the texts that will be analyzed here. In all, seven selected papers are indicated in the table below.

Table 1: Academic research with the descriptors ProBNCC, IMPLEMENTATION, BNCC, and EARLY CHILDHOOD EDUCATION

<b>Title</b>	<b>Author/Year</b>	<b>HEIs or Journals</b>	<b>Platform</b>
Public Policies for Early Childhood Education: A Study on the Common National Curriculum Base (BNCC) in the Londrina Municipal Education Network	Ludmila <b>DIMITROVICH</b> <b>2019</b>	State University of Londrina, Londrina	BDTD
Discursive Analysis on the Common National Curriculum Base	Daniel José Rocha <b>FONSECA/2018</b>	Federal University of Goiás Regional Jataí	BDTD
Common National Curriculum Base (BNCC) for Early Childhood Education: Study and Implementation in a Daycare center in the municipality of São Bernardo do Campo	Meire Cardoso de <b>LIMA/2020</b>	Universidade Nove de Julho, São Paulo,	BDTD
BNCC and the Curriculum of Early Childhood Education and Elementary School in Sergipe	Mr Paul Sergio <b>MARCHELLI</b> <b>2021</b>	Federal University of Sergipe,	CAPES
Theories of Curriculum and Teaching: An Analysis of the Curriculum Proposal of the Municipality of Sigefredo Pacheco (Pi) Post National Common Curriculum Base (BNCC).	Gian Carlos Oliveira dos <b>SANTOS;</b> Raimunda Alves <b>MELO;</b> Francisco Renato <b>LIMA 2020</b>	Cadernos Cajuína, v.5, n.3, September-2020ISSN: 2448-0916	CAPES
The Voices of Teacher-Researchers in the Field of Environmental Education on the Common National Curriculum Base (Bncc): Early Childhood Education to Elementary School	Silvana do Nascimento <b>SILVA;</b> Carlos Frederico Bernardo <b>LOUREIRO 2020</b>	Science & Education, Bauru, v. 26, e20004	SCIELO
Collaboration regime and teacher training: discursive practices in probncc/rn political production	Marcia Betania <b>DE OLIVEIRA 2021</b>	Screenplay, Joaçaba, v. 46, Jan./Dec. 2021   E23863   E-ISSN 2177-6059	CAPES

Source: data obtained by the authors (2021)

The readings performed through the BDTD and in the Journal Portal of CAPES and SciELO aim to observe what the researches address about the movements around the BNCC/E.I., the meanings that the authors of the selected researches present, the theoretical references used to guide the researchers and we close with our look at each research. We will bring these observations in sections 1.2 and 1.3. Thus, we selected three dissertations: Fonseca (2018); Dimitrovicht (2019); Lima (2020) and four articles Santos, Melo, and Lima (2020); Silva and Loureiro (2020); Marchelli (2021); De Oliveira (2021), whose productions/discussions will be presented below.

### 3 WHAT DISSERTATIONS SAY WHEN THEY INVESTIGATE BNCC PRODUCTION

The selected dissertations were by Fonseca authors (2018); Dimitrovicht (2019); Lima (2020). The discussions turn to the production of the BNCC, the relationships that involve the path of the construction of the research, and the main points that are defended for the need for a common curricular document for the whole of Brazil. It is worth noting that we did not notice discussions about the translation processes through the actions of ProBNCC, probably due to the period in which the research is completed, from 2018 to 2020.

Fonseca (2018) addresses "Discursive Analysis on the Common National Curriculum Base", using Michel Foucault's formulations as a theoretical reference to explain the relationships that bncc brings about control, regulation, and normality in an imperceptible way if we do not look critically at all its processes.

The research points out that the BNCC is defended by its elaboration as a means of promoting the equity of knowledge and the provision of essential knowledge. However, the author understands that there is a control and regulation of childhood and society through the execution of this document and that there is a power play involved in the production. According to Fonseca (2018, p.58), "Through theories or pedagogies that defend the construction of the subject, its development and its subjectivity, bncc incorporates its theory into a relationship of power, domination and normality".

The author argues that the BNCC is used to control the pedagogical actions and actions of children as a control instrument that regulates from very young children to adolescents in a way that regulation is not perceived. According to Fonseca (2018, p. 61), "BNCC links its knowledge in the performance machinery of everyday school life. For this, she prepares a place of cognitive individualization for all ages, from the baby who is in daycare centers to the institutionalized adolescent." Thus, the author understands the BNCC as a mechanical means of shaping individuals from daily school, contrary to what the bncc elaborates on and defends.

To Fonseca (2018, p. 63), "BNCC is an instrument of control in which pedagogical and political rationalities operate concerned with generating and putting into action a regime of practices committed to the governance of self-regulated children". Thus, it argues that curricular policies can control the actions of the subjects who take it as a basis, shaping processes and actions and influencing relationships and practices. According to Fonseca (2018, p. 57-58)

BNCC becomes a device in which are presents a set of strategies that power is used to invest in and on childhood, that is, to control and produce childhoods. Through theories or pedagogies that defend the construction of the subject, its development and its subjectivity, the BNCC incorporates its theory into a relationship of power, domination, and normality.

We realized from Fonseca's studies (2018), based on the significant equity and essential knowledge, that the BNCC was developed and has been defended by specific groups. The idea of curricular alignment that it presents points to us that there are strategies to achieve these objectives of regulation and control and partnerships that are established to meet these objectives. However, the analysis of the production and

translation processes of the BNCC, its actions and objectives are important for schools, together with the actors that constitute it, to attend to such articulations, because they are not breeders and implementers of curriculum policies that are proposed, but reconfigure it from their interpretations. Being clear about these processes brings a more informed understanding and favors the translations that occur in the school context.

For the author, the relationships of the actors of the schools, their conceptions and cultures are related to the translation of the BNCC. Reflecting on the articulations, interests and actors involved, favors these subjects not to submit involuntarily, but to position themselves and perform actions in a contextualized way performing the necessary and possible interventions, taking into account the protagonists of children and others involved in the school context, seeking to develop significant orientations.

Dimitrovicht (2019) investigates "Public Policies for Early Childhood Education: A Study on the Common National Curriculum Base (BNCC) in the Londrina Municipal Education Network". It uses as a theoretical reference the cycle of Stephen Ball's policies for the analysis of the trajectory of the construction, formulation and "implementation" of the BNCC. The author presents this path through the context of influence and the context of text production.

Dialoguing with Fonseca (2018), questions the intentions of the BNCC, whether implicit or explicit and the political and ideological implications for Early Childhood Education, as well as the relations of this document with the public policies of continuing education of teachers in the city of Londrina/PR. In the context of influence, Dimitrovicht (2019) highlights the LDB and the PNE 2014/2024, and the committee of experts for the elaboration of a bncc proposal as influencers. Experts are members of the National Council of Secretaries of Education (CONSED), the National Union of Municipal Education Leaders (UNDIME) and public and private universities.

In the specifications of the functions for the teams, according to Dimitrovicht (2019, p. 62), the stage of Early Childhood Education was neglected, because the coordinators and advisors who are all from the Universities have their specificities "by area of knowledge and stage (Elementary School Early Years, Elementary School Final Years and High School) and finally, it is presented the Early Childhood Education (first stage of Basic Education) that is composed of only 2 people".

In addition to demonstrating a lack of interest in selecting representatives of early childhood education, which is already a failure because who would be the representatives to discuss actions that refer to the context of childhood, it was also perceived by the author the effective participation of private institutions that leads us to understand that there was a privatization of public education. According to Dimitrovicht (2019, p. 62) "partnerships between the Federal Government and private institutions were established, the main one being represented by the Movement for the Common National Base (MBNC)."

We noticed that the "All by the Base" movement is present both in the production process and in the bncc translation process, funded by the same institutions the Lemann Foundation, and the main companies that make up this group, its main funder. In addition to private partnerships, the indications made

by UNDIME and CONSED leave doubts about the legitimacy of these choices due to the influence of the All by the Base Movement, because some members appointed by these institutions were part of these segments and the Movement for the Base, being common members to the two institutions. Dimitrovicht points out that: "For them, education services are just another business opportunity, without particular specificity. (ethical) values are erased or disregarded in favor of the use of 66 standardized methods of measurement and control" (BALL, 2004, p. 1112, apud DIMITROVICHT 2019, p. 66,67).

In addition to private influences, the author brings information from international models to the stage of early childhood education through the Italian curriculum, thus disregarding the local contexts in this construction, which according to Dimitrovicht (2019, p. 67) "demonstrates how transnational policies through the discourse of efficiency and modernity minimize the role of the State". These influences have been occupying spaces that could be directed by states, municipalities, and schools. This influence is linked to the context of text production. Dimitrovicht (2019, p. 68) states that "Considering the influence of groups from different locations, the context of text production, besides being closely linked with the context of influence, also reveals a space of disputes."

It points out, in its analysis, international influences on the production of the three versions of the BNCC, highlighting that there are suggestions from experts in the first version that "point to the need for the document to be less fragmented, to contemplate more transversality and integral education, in addition to other indications related to textual and semantic cohesion of the text" (DIMITROVICHT, 2019, p. 71).

In the second version of the BNCC, the author presents expert indications about the clarity of the introductory texts and criticizes the learning objectives and indication of having more attention in the transition from Early Childhood Education to Elementary School. Also concerning the second version of the BNCC, the author highlights some concerns, among them the "schooling in Early Childhood Education, the establishment of an identity for this stage, possibilities for large-scale evaluation, the rupture between the first and second stage of Basic Education and homogenization of child specificities" (DIMITROVICHT, 2019, p. 72).

Regarding the third version of the BNCC, the author points out changes that occurred through indications during the formulation and final version of the BNCC, further increasing the number of people with ties in private institutions. For the author, the final version of BNCC proposes for The EI the division into three age groups, six learning and development rights, and five fields of experience. The author highlights an imbalance in the learning objectives in the final version of the BNCC, being perceived as the permanence of more objectives in the Fields of experiences Listening, speech, thinking, and imagination and Spaces, times, quantities, relationships and transformations concerning the other fields. According to Dimitrovicht (2019, p. 83), "This reveals a restriction and low importance for access to the field of arts and the predominance given to the areas of Portuguese language and mathematics, confirming the schooling character".

The research also highlights the participation of institutions that are repeated in the production and translation of bncc, including the National Council of Secretaries of Education (CONSED), the National Union of Municipal Education Leaders (UNDIME) and the Movement for the Common National Base (MBNC). We understand that the participation of private companies in the preparation, production and translation of BNCC, can indicate the influence exerted by this sector through MBNC. We understand that private companies intend to profit in some way through public agencies.

Regarding adhering to international concepts from the discourse of efficiency and modernity, it makes us look at the various influences that occurred during the production and translation of the BNCC through notes of performances that present good results in their localities. These notes favor access to actions that have been occurring in other countries, such actions may be valid.

However, what we missed in the actions around the BNCC on results and successful experiences, which were pointed out in the research, was the search for these actions and looks at the micro contexts in our local spaces, certainly, attention to the experiences, infrastructures and local specificities favor the production of policies with and for the actors of the micro spaces making us understand the important role of the school's action within the contexts of influence, text production and practice.

Lima's (2020) research has as a theoretical reference the authors of Critical Pedagogy. It points to the construction of the built versions of the BNCC on the discontinuous process that occurred during the preparation of this document and the outstanding performance of the All by the Base Movement. With Dmitritch' statement (2019), the author makes some criticisms about the movements around the BNCC and presents the importance of understanding this entire construction path so as not to follow criticisms emptied of knowledge. Some of the criticisms, according to Lima (2020, p. 51-52) refer to the "possible loss of autonomy of the educator [...] vocabulary linked to the disciplines of Didactics and Psychology, such as: objectives, learning and development".

The author emphasizes criticisms that permeated this process through several authors, emphasizing some of them:

- a) a curriculum based on the diversity and multiplicity of children's cultures;
- b) the history of its construction;
- c) be only a clipping of the Italian curriculum, not presenting the due participation in its construction;
- d) etapista and objectifier, disconsiders the child in its completeness and complexity;
- e) does not propose an intentional intercultural education to combat inequalities and prejudice;
- f) it disconsiders Brazilian traditional peoples and communities, starting from Western models (LIMA, 2020, p. 52-53).

Despite the perceived situations, the Brazilian states and municipalities do not have all the choices for that curricular construction, since it is a mandatory document, but can make choices in its translation. Lima (2020) reports that although the document is mandatory, its translation process is not because of this fact. For this to happen there must be the involvement of all the actors who constitute the school from the analysis of the document together with the team. Thus, by involving the school community in discussions, analyzing the BNCC becomes more feasible its translation.

From the contributions of the Lima research (2020), we realized that the BNCC does not meet the multiple demands that are part of the Brazilian school, such as cultural plurality, and the individuality of the child in its local context, among others. Frangella (2021, p. 7) states that "THE BNCC, by providing for the contents to be taught in schools, presents a sense of curriculum policy as a document to be followed and evidences the production of a policy that intends to centralize knowledge and cultures." All these points to particularities, but the builders of this policy argue that equity is one of the pillars of its production, which can lead us to question what kind of equity the BNCC is proposing.

We understand from the research presented that the routes involving the production of BNCC had the effective participation of the private sector and other institutions such as CONSED and UNDIME, have as reference international institutions; also, that the bncc formulation team underwent several changes through the exchange of members. We understand the importance of the school's performance in the analysis of this document so that a translation involving the micro contexts allows the role of the school's actors.

#### **4 WHAT ARTICLES SAY WHEN THEY INVESTIGATE ACTIONS AROUND PROBNC**

To discuss this theme we bring as references researched the articles of Santos, Melo and Lima (2020); Silva and Loureiro (2020); Marchelli (2021); De Oliveira (2021). The authors discuss the bncc translation process through the ProBNCC actions performed differently in each locality, coinciding with the meanings constructed at some points. In general, the authors observe this process emphasizing their perceptions about the course taken. We observed what these studies discuss about movements around the BNCC/E.I., the meanings that the authors of the selected studies present and close with our view of each research.

The authors point to the results of research conducted in different states and municipalities. Santos, Melo and Lima (2020) propose to analyze the curricular theories that underlie the Curricular Proposal of the municipality of Sigefredo Pacheco (PI), elaborated in the light of the BNCC. Silva and Loureiro (2020) seek to categorize the voices of professors-researchers in the field of environmental education on the Common National Curriculum Base (BNCC), through semi-structured interviews and discursive textual analysis. Marchelli's research (2021) consists of the survey and analysis of documents and discourses produced by institutions and their agents linked to the bncc implementation process in the state of Sergipe. De Oliveira (2021) addresses political processes around ProBNCC in the state of Rio Grande do Norte,



presenting paths experienced by the State/municipalities collaboration regime in the curricular organization and teacher training, aiming at the translation of the BNCC.

On the movements around the BNCC, the studies of Santos, Melo and Lima (2020), Silva and Loureiro (2020) and Marchelli (2021), present a brief course on the construction of the National Common Curriculum Base, which opens the public consultation between the years 2015 and 2016 and has its final version approved in 2017. Their discussions converge in the understanding that there was no social participation in the school context efficiently because it centralized discussions in experts of the MEC to approve and translate, although there were seminars, public consultation and debates with the Councils, the time and attention were insufficient due to short deadlines for its approval.

These authors criticize, in general, this production process, understanding that the development of education does not depend on a common basis to delimit a set of knowledge that should be offered to students as a means of universalizing education. They understand that there was influence from the MEC website in the bncc translation process and through teacher training conducted in schools/universities and media.

Santos, Melo, and Lima (2020) highlight elements around the bncc translation in the municipality of Sigefredo Pacheco/PI; affirm that the Curricular proposal was guided by the mec guidelines according to the BNCC, with no critical reflections on the part of the pedagogical teams on this process. Such actions, according to the authors, cause this municipality to act passively as a mere receiver and implementer of the policy, following influences of probncc actions.

They understand that "the naïve implementation of bncc has silene implications for educators and students. Thus, it is imperative to understand these implications and silent issues, which need to be reflected, analyzed, and, above all, socialized with society." (SANTOS; MELO; LIMA, 2020, p. 105).

The authors problematize the proposal of educational equality that the Base presents, but through the diversity of realities related to each educational context, the search for equality without taking into account the individualities of each space can promote exclusions. Thus, the authors question how the choice of school knowledge that makes up the BNCC was defined, which criteria defined this knowledge and propose to teachers to know the processes that guide the curricular proposals because with this perception the educator can discern which processes contribute or hinder the school development of students. They defend the idea that teachers have critical training on the processes of curricular elaboration and then understand the interests intrinsic to these proposals.

These authors affirm that the Curricular proposal of the municipality of Sigefredo Pacheco/PI was conducted by the Municipal Department of Education through teacher training with studies on the conceptions defended by the BNCC in a voluntary way organized in stages. Although there is the participation of municipal councils, teachers, and education professionals, it is noticeable a training that affirms the process of "implementation" of the Base as it is put, "since the BNCC already determines objects of knowledge, skills, and skills that must be inserted in the proposals, being in charge of the municipalities

only include the diversified part and suggest methodological and evaluative processes". (SANTOS; MELO; LIMA, 2020, p.117).

For Marchelli (2021), the bncc translation process in the state of Sergipe had as its main focus the performance of the Third Sector in the actions of the Movement for The Base and All for Education. He claims that the Lemann Foundation is one of the main maintainers. It defends the idea of intervention of these institutions during the production of bncc, in its homologation process and articulations for its translation. It points out several companies that support the Movement for the Base such as Banco Itaú, Unibanco, and Bradesco; large industrial companies; Telefónica in the communications sector; Gol Transportes Aéreos; Natura; the Abílio Diniz family; among others. Each of them is presented through Institutes, Foundations, and NGOs that act as maintainers of these movements that have their action in the production and "implementation" of BNCC.

According to the author, "this Movement has sought to ensure spaces of action with the educational networks and schools by defending views on the curriculum that even widely relevant are manipulated to allow future consultancies". (MARCHELLI, 2021, p. 3).

Marchelli (2021) states that, certainly, the financing made by private sources carried out by the MEC, is due to political pressures and this fact is occurring intensely in the process of "implementation" of the Base through external programs. Their analyses on such actions involving the articulations of the MEC lead us to the understanding that probncc policy, as one of these programs, regulates the translation processes of bncc in states and municipalities and also influences the curricular proposals elaborated by them and the updating of the Pedagogical Political Project (PPP) of schools that, in this process should be updated and sent to states through the guidelines of the ProBNCC proposal.

Marchelli (2021, p. 9) states that sergipe's curriculum proposal "presents a structure that follows the standard proposed by the BNCC, reproducing what may have been circumstantial in the production of the document for the stages considered in all Brazilian states". The author questions the autonomy of the state regarding the Central Government and the autonomy of the municipalities concerning the State. It defends the idea that even in a collaborative regime this autonomy has the possibility of happening in the curricular construction of each municipality, thus having a diversified part contextualized according to each reality, criticizes the proposal adopted by Brazil of a single curriculum.

The studies of Silva and Loureiro (2020) and Marchelli (2021) converge, by centralizing their debates on the market and private influences that involve the production and translation of bncc, from the formations and incentives of media, delimitation, and choice of contents and reduction of the single curriculum for the whole of Brazil, not valuing the differences related to micro contexts. They make "criticisms of the BNCC, concerning the minimum curriculum, reduction of critical content, precarious nation and privatization of education, and instrumental training focused on the labor market, seconding a citizen training". (SILVA; LOUREIRO, 2020, p.13).

De Oliveira's (2021) investigation refers more directly to ProBNCC, understanding this program as a political production that is part of the context of influence, with a regulatory and prescriptive tendency for teacher education and curriculum production. When presenting the institutions that worked in the production of the Program, the author points out that some names have been repeating themselves. It points out how the support takes place and what it provides, by signing the Term of Adtack by the State or District Secretary of Education and the President of the UNDIME Section of the State.

The author of the stake attempts to regulate practices but understands that these actions do not consider that the context of practice produces effects that alter the regulatory, centralized, and prescriptive discourses. It argues that this regulation on the translation of the BNCC takes place under teaching formative processes that are covered in the probncc proposals.

We understand that the results of the research by De Oliveira (2021) converge with the results of the investigation of Santos, Melo, and Lima (2020) when he states that "the creation of ProBNCC points clear directions from the perspective of a curricular production that tends to minimize knowledge to the list of fields of experiences previously defined for early childhood education, and the list of competencies for elementary school" (DE OLIVEIRA, 2021, p. 8)

The results pointed out by De Oliveira are also consistent with Marchelli's studies (2021) on the construction of the RN Curriculum Document, elaborated in partnership between the federated entities and with the participation of educators, "through collaborative work, articulators of the various segments of the state, municipal and private networks and the State and Municipal Councils of Education, among other collaborators" (DE OLIVEIRA, 2021, p.10). However, under the mold of the BNCC and with attempts to control with a view to the production of centralized and prescriptive documents, common to the state of rn and its municipalities.

De Oliveira (2021) concludes that, despite biased regulatory and prescriptive actions, from ProBNCC/RN, which projects the idea of a curricular proposal for the entire state of RN, the actors of these processes, departments/boards of education and schools develop their systematics individually according to their own experiences, whether in curriculum production or teacher education.

About the meanings presented in the research, we understand that probncc's actions, as coordinators of teacher training and translation processes of bncc, try to regulate the curricular directions and also reduce their dependence on all this formative path. All this further strengthens the idea of a single curriculum, besides favoring the Third sector about financing, due to the partnerships signed with institutions that create training programs for managers and educators, as is the case of the Lemann Foundation.

However, passive performances are difficult, such as mere receivers and implementers, since there are interpretations and meanings constructed during this course and the subjects involved will bring their individual and collective contributions during these actions. By identifying the existing power relations through curricular proposals, possibilities are opened up for curricular redirects by the actors involved, we understand that the curriculum is constantly in motion and is constituted of school knowledge and culture.

## 5 SOME CONSIDERATIONS OF WHAT RESEARCH SAYS

We noticed, after reading the selected dissertations (Fonseca, 2018; Dimitrovicht, 2019; Lima, 2020), that they do not focus on the translation processes of bncc after the approval of its final version through ProBNCC, but confirm the performance of the private sector and the influence of international models since its production.

As for the selected articles (Santos, Melo, and Lima, 2020; Silva and Loureiro, 2020; Marchelli (2021), De Oliveira (2021), the translation processes are discussed, we often perceive the actions around ProBNCC as the articulator of the actions carried out in the Brazilian States and Municipalities.

The contributions of research related to bncc production processes allow us to understand articulations performed, influences exercised, and the participation of schools during the construction of this document, favoring a broader view of its intentionality for the stage of Early Childhood Education. All this gives us more support to direct our research on the actions of ProBNCC which has its greatest focus on bncc translation processes.

The production of the Curricula of the States of Sergipe, Piauí, and Rio Grande do Norte converges, following the guidelines of the Guide of "Implementation" available on the MEC website in partnership between states and municipalities. To better understand what these guidelines would be proposed by the MEC website that came to guide these actions, we conducted a search in May 2021 on the MEC website.

We identified that this guide presents a specific area for "implementation", in which we find the ProBNCC tab, where we observe the routes used to direct the movements around the BNCC through the States and Municipalities, with tools to support (re) curricular elaboration, support material for the "implementation" of bncc and platform for the creation of public consultations on curriculum documents. All these resources seek to achieve the ultimate goal which is the "implementation" of BNCC throughout Brazil.

It is highlighted that the Brazilian states and municipalities that are initiating the process of "implementation" should register on the site and follow the guidelines for each stage of "implementation" according to the area of activity, and stage of basic education. By observing such actions, we perceive forms of regulations and controls that occur around the guidelines of the BNCC translation process through the regency of actions in states and municipalities.

The actions involving ProBNCC have directed bncc translation processes in Brazilian states and municipalities and we do not find the actions of schools as protagonists of these actions. The MEC guidelines have been used as an instruction manual during all these processes, the school's performances have not been highlighting themselves seeming to act passively, however even not maintaining this passive appearance in the perception of research, we understand that policies are also made in school, in the actors' relationships, with their vision and values, with the contributions of children and the School Community. Receiving guidance and pedagogical support about the BNCC is important, but the role of the states and

municipalities, as well as of the schools, is fundamental for there to be a resignification that is based on contextualization according to each reality experienced.

We understand that looking at the movements around the BNCC favors a translation in the school in a decentralized way. By knowing the processes that involve their production and the articulations directed to its "implementation", the educator can understand what can or can not contribute to the development of children's learning according to the reality experienced, which differs from one place to another.

The research also points to external influences of the private sector and international models since its production and translation, in addition to few representatives for the Stage of Early Childhood Education, changes of members of the Program teams and directions during the construction process, as well as little social participation of the school context, centralizing discussions in specialists of public and private universities, Councils and members of the All by the Base Movement. The financing of private companies in public sectors opens space for several questions about what interests are behind these relationships.

Based on the selected research, we identified that the BNCC was elaborated based on the significant equity and essential knowledge for child development, understanding that the construction of a single curriculum can be the solution to problems that are related to the offer of opportunities and access. Frangella (2021, p. 8) states that "if the basis is the same, the opportunities are equal, in a sense that implies the standardization of the common – an equality that is more similar to identity than equity, which implies considering adjustments given to differences that cannot be disregarded".

We understand that these ideals do not depend on a common basis, but on the commitment and performance of all who do education. Seeking to understand the processes and interests involved, evaluating these processes in the translation of the BNCC, favors the pedagogical redirects and in the updating of the diversified part, these being the possibilities that we have left at the moment. These evaluations should pay to the results favorable to the development and learning of the child in the stage of early childhood education.

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