


CHAPTER 59

An analysis of the pedagogy of the Sergipe curriculum of the new high school

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ABSTRACT

In this article, we seek to analyze and understand the theoretical bases that guide the curriculum reform of the New High School (NEM), as well as the Sergipe Curriculum (CS) of High School (EM). The study has a qualitative nature, of an exploratory bibliographic

nature. Through the documentary analysis of the BNCC and the CS of the EM, we raised reflections on the context of the Brazilian NEM, which, despite being considered innovative, is anchored in discussions that go back to past times. The analysis revealed a market logic underlying Sergipe's curricular device, as the propositions mainly aim to improve proficiency in assessment exams and the development of skills to enter the job market. In addition, the invisibility of socioeconomic, cultural, and environmental diversity in the proposed skills and competencies was evidenced. The founding curriculum theory of Sergipe's curriculum is the traditional one. In place of the Pedagogy of Competencies, in which the propositions of Sergipe's curricular device are anchored, we propose that educators adopt the Pedagogy of Complexity to subvert the neoliberal logic imposed by reformist changes.

Keywords: New High School. Sergipe Curriculum. Pedagogy of Competencies. Pedagogy of Complexity. Teaching.

1 INTRODUCTION

The New High School (NEM), despite bringing the "new" in its denomination, is anchored in discussions dating back to times past.

The organization of the BNCC, aiming at a curricular reorganization, focused on the teaching of skills and abilities, besides not bringing anything new, proposes to Education a system already widely discussed and, in general, rejected by the majority of educators (Branco, Branco, Iwasse, & Zanatta, 2019, p.168).

The proposed reform of nem, the National Common Curriculum Base (BNCC) (2018), and the Sergipe Curriculum (CS) are covered by so-called innovative discourses, but which are only part of an archaic discourse, rescuing clashes of meanings and purposes of this stage of basic education in the last two decades.

Given this, the objective of this writing is to understand the theoretical bases that guide the curricular reform of High Schools (MS) in Brazil, undertaken since the 1990s, until the implementation of the BNCC, and consequently the elaboration of the Sergipe Curriculum (CS) of the MS stage. We also seek to

understand the pertinence of the curricular device's propositions, pointing out favorable and counterproductive scenarios, in addition to proposing the Pedagogy of Complexity for the subversion of neoliberal logic imposed by reformist changes.

2 METHODOLOGY

The research developed has a qualitative nature, in which "it is important the interpretation by the researcher with his opinions about the phenomenon under study" (Pereira et al, 2018, p.67). In addition, it has an exploratory nature.

These researches aim to provide greater familiarity with the problem, intending to make it more explicit or to constitute hypotheses. It can be said that these researches have as their main objective the improvement of ideas or the discovery of intuitions (Gil, 2002, p.41).

Based on this perspective, we seek the ideological bases of the BNCC (2018) and the MS CS for the understanding of curriculum reform, and can also classify the study as bibliographic exploratory, because we use bibliographic sources related to the reform (Gil, 2002).

We proceeded with the documentary analysis, which constituted inducing from original documents, informational elements that would briefly explain their content, resulting in a secondary document, through a primary document (Ludke & André, 1986).

From the analysis, we denote the main reformist changes in this stage of teaching, pointing out positive and negative aspects. In addition, we conduct a tour to point out the possible incongruities, since such changes may not be relevant to the needs imposed by the current society.

3 A NEW HIGH SCHOOL NOT SO INNOVATIVE

High school has been a constant educational challenge, asserting evidence of depreciation and non-compliance with the needs and expectations of students at this stage. This fact can have a negative impact when many cannot follow the desired path, however much they intend (Silva, Jacob, Gomes, & Silva, 2021). Also according to the authors, it would be the final purpose of this teaching stage:

[...] improve the student as a human person, enable the continuation of studies, ensure basic preparation for work and citizenship and provide the student with the instruments that allow him to continue learning, given the development of understanding the scientific and technological foundations of productive processes (Silva, et al, 2021, p.2).

In the search to achieve these objectives, to ensure the offer of quality education to Brazilian youth, bringing schools to the current student experience, Law No. 13,415/2017 was sanctioned, which changed the Law of Guidelines and Bases of National Education (LDBEN), stipulating the New High School (Brasil, 2017).

Although it was proposed in 2016, regulated in 2017, and consolidated with the approval of bncc on December 4, 2018, the reformulation of the MS covered speeches and purposes that go back to the mid-

90s, with the sanction of the law of Guidelines and Bases of Education (LDB) on December 20, 1996. Among its regulations, it is worth mentioning that in Art. 26, the law determines that a common national basis for all stages of basic education is available (Brasil, 1996).

In 1998, the National Council of Education (CNE) approved Resolution No. 03/1998, in which it proposed linking the MS curriculum to the demands of the labor market and the productive sector, in addition to proposing that the curriculum be based on competencies and skills (Brasil, 1998).¹²

One of the first steps in the educational field taken by the federal *government after Dilma Rousseff's* impeachment was the enactment of Provisional Measure 746/16, which brought changes in the structure of the MS implementing the Integral High School. This measure was motivated so that there was a correction of the excessive number of subjects in this stage of teaching³, which would not be adequate for the world of work. In addition, it aimed to articulate the reform to the four delorian pillars: learning to know, learning to do, learning to live together, and learning to be (Silva, 2018).

The Brazilian educational reform demonstrates the direction that education has taken in the face of the productive restructuring of capitalist logic. Thus, the school is submissive to the formation of competencies and skills strategically linked to the international guidelines of external organizations. (Branco et al. , 2019, p.163).

The changes began with the progressive expansion of the minimum annual workload.

The New High School increases the school hours from 2,400 hours to at least 3,000 total hours, ensuring up to 1,800 hours for basic general training, with the knowledge provided in the BNCC, and the rest of the journey for the training itineraries. Schools have until March 2022 to adapt to this change (Brasil, 2018, p. 9).

In addition to this change, the reform brought a new curricular composition. According to the MEC, Law No. 13,415/2017 established a change in the structure of MS, with the expansion of the minimum student time in school and the insertion of the Formative Itineraries (IF) (Brasil, 2017).⁴

The NEM brings a new curricular matrix whose structure is divided into Basic General Education (FGB), which are the areas of knowledge, the corresponding curricular units, and the flexible part, composed of the Common and Integrated Training Itineraries (IFC), which have two options for the school and the Area Training Itineraries (IFA). Thus, the NEM curriculum would be formed by the BNCC and the IF peculiar to each education system.

¹ In the BNCC, competence is defined as "the mobilization of knowledge (concepts and procedures), skills (practices, cognitive and socio-emotional), attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the world of work" (Brazil, 2018, p.8).

² According to bncc skills "express the essential learning that must be ensured to students in different school contexts" (Brazil, 2018, p.29).

³ Available in: <https://www.congressonacional.leg.br/materias/medidas-provisorias/-/mpv/126992>. Accessed: 29 Apr.2022.

⁴ The Formative Itineraries "are the set of curricular units offered by schools and educational networks that enable students to deepen their knowledge and prepare for the continuation of studies or the world of work". (Brazil, 2018, p.12). are mandatory and are formed by structuring axes (Scientific Research, Scientific Process, Scientific Investigative Mediation, and Entrepreneurship) (Brazil, 2018).

Supported by BNCC, NEM promulgates curricular flexibility from THE, which can be organized by areas of knowledge (Languages and their Technologies, Mathematics and their Technologies, Nature Sciences and their Technologies, Applied Human and Social Sciences, and Technical and Professional Training). In addition, IF can be done in any teaching unit of the network, in Federal Institutes, System Units "S" (SESI, SENAI, and SENAC), and distance (EaD).

The curricular flexibility brought by the IF is pointed out as a great difference in this new proposal, being the choice of itineraries, considered by nem advocates, as an impulse to foster knowledge, to make the engagement of students in studies more pleasant. However, we believe that such flexibility may reduce the knowledge that students may have access to. That is, by deepening two areas of knowledge, two others are no longer studied.

In addition to not having complete training in the wide range of knowledge, the student has his free will suppressed, since in many cases they will not be able to attend the formative itinerary they want, either for lack of offer of it at their fingertips, or difficulties such as transportation to the locality in which it is being offered (Silva, 2018). Such flexibility also represents a veiled imposition on the technical training of the student.

The reform precomposed the mandatory teaching of Portuguese language, English language, and mathematics, making optional the teaching of Art, Physical Education, Philosophy, Sociology, and another language in the three years of MS. According to Silva (2018)

[...] the tacit exclusion of Law 11.684/2008 that comprised Art. 36 of the Law on Guidelines and Bases of Education (LDB 9.394/96) implies prejudice in the education of students, given the contexts in which these disciplines fail to make up the curriculum, marked by acts in which all social criticism is seen as a threat to an order based on agency and authoritarianism (p.3).

If there is a detail only in Portuguese and Mathematics, the other disciplines will be subsumed in areas described in terms of skills that mS could offer students. The teaching of Spanish in the State of Sergipe is mandatory, which we consider positive, because it constitutes praise of the Hispanic culture, commonly marginalized.

The un mandatory teaching of Sociology and Philosophy can drastically compromise citizen education, as they are disciplines that raise collective reflections in search of social and individual well-being, in addition to promoting an exercise of dialogue, research, and thinking. Thus, they have opportunistic foundations for the construction of the subjects' citizenship.

In the new curricular structure, youth protagonism is emphasized as a path to be trodden in this new conception of education, focusing on the areas of knowledge and technical and professional training.

Nem focuses on the relevance of youth protagonism, proposing that young people, through their life projects, define their formative path. However, the educational system is not ready to meet the various demands of these divergent projects. The life project (PV) discipline aims to develop skills that guide

students to their personal and professional plans, as well as help them become critical citizens and belong to society (Brasil, 2022).

However, this proposal is not in keeping with the reality of Brazilian schools. For this purpose to work, schools need to be prepared to carry out projects, workshops, and mentoring to help students direct their studies. In addition, teachers need to be prepared to teach PV discipline. Only the distribution of the material prepared by the PNLD will not ensure the progress of the discipline.

One of the four axes for the elaboration of the disciplines of the Formative Itineraries that deserves to be highlighted is entrepreneurship. The prism brought by the CS points to the concept as innovative, proposing that students undertake in their perspectives of life. However, the skills proposed in this axis refer us to the traditional concept of Social Entrepreneurship (ES), in which the acts of managing, innovating, and creating give way to maximizing the social capital of a group. Thus, it is not possible to untie the "undertaking" of the underlying banking logic throughout the document. 5

Neoliberal perspectives maintain this economic emphasis: education serves to perform in the market and its expansion enhances economic growth. In this sense, it is defined as the activity of transmitting the stock of knowledge and knowledge that qualify for competitive individual action in the economic sphere, basically, in the labor market (Gentili, 1995, p.193).

Stating that entrepreneurship encourages students to know themselves collectively, this purpose is contradictory, because it brings in a veiled way the need for the student to think about ways to enter the labor market. Thus, the importance of active and significant participation in their learning is cornered, disregarding the student reality, their demands, and their socio-environmental, cultural, and economic peculiarities.

The focus given to the skills and competencies related to PV and Entrepreneurship corroborates the utilitarian bias conferred on the individual's education. This is because the proposed ones refer to banking education, which conceives knowledge as bank deposits to be made in empty coffers, which will be enriched by the receipt of them (Freire, 2016).

Thus, as much as Sergipe treats Education as a state policy and has injected millions of reais into the area in the last four years, investments are not able to subsidize a change in the education system that is pertinent to the needs and idiosyncrasies of the Sergipe community. We make this inference due to the critical analysis of the SC to show us the invisibility of socioeconomic, cultural, and environmental diversity in the skills and competencies proposed.

We will follow with the analysis of the curricular theories present in cs. When analyzing what is placed between the lines of the curricular device, and facing it with curricular theorization, let us discuss the dangers of its implementation without the necessary criticism. In this attempt, we seek to strengthen the

⁵ "In the Scientific Research Axis, the skills are related to scientific thinking and doing, in the Axis of Creative processes the skills are related to thinking and creative making, in Mediation and sociocultural intervention the skills are related to coexistence and sociocultural performance and in Entrepreneurship skills are related to self-knowledge, entrepreneurship and life project" (Brasil, 2022, p.89).

resistance of those who will not succumb to the romanticized discourses used as subterfuges for the *maintenance of the status quo* through which students need to be formed only to enter the labor market or for proficiency exams (Paula, 2020).

4 THE SERGIPE CURRICULUM OF HIGH SCHOOL AND THE PEDAGOGY OF COMPETENCES

The conceptualization of the theories of the curriculum is important so that we know which of the theories are based on the curricular propositions sergipanas. We cannot sum them only to the set of content slots arranged in a curriculum. According to Silva (2005), curricular theories are pedagogical approaches responsible for presenting the dynamics, functions, and perspectives of the curriculum in the educational context, and are characterized by the concepts that emphasize:

Traditional theories: (emphasize) teaching - learning-evaluation - methodology- didactics- organization - planning- efficiency- objectives. Critical Theories: (emphasize) ideology- cultural and social reproduction power- social class- capitalism- social relations of production awareness- emancipation- hidden curriculum- resistance. 4 Post-Critical Theories: (emphasize) identity- otherness- subjectivity difference- meaning and discourse- knowledge and power- representation culture- gender- race- ethnicity- sexuality- multiculturalism (Silva, 2005, p.17).

Also according to the same author, it is possible to infer that traditional theories are disinterested and neutral, aiming at identifying the objectives of education in a general and academic way. Critical theories question the curricular purpose, contesting the dominant forms of knowledge. In addition, they problematize the existing interconnection between curriculum and power relations, as it is commonly used as an instrument of denial of diversity, exclusion, and even impediment to the rise of the individual. Finally, post-critical theories provoke discussions that are related to the existing interconnections between curriculum, power, ideology, difference, and the multidimensionality of being.

When analyzing between the lines, we identified that the curricular theory on which the SC is based is the traditional one because the educational objective brought by the text corroborates the definition of competencies established by Perrenoud (1999), which states that:

[...] a specialist is competent because at the same time: (a) dominates, very quickly and safely, the most common situations, because they have at their disposal complex schemes that can immediately and automatically come into action, without hesitation or real reflection; (b) is capable of, with a reasonable effort of reflection, to coordinate and quickly differentiate its action schemes and its knowledge to face unprecedented situations (p. 27).

When analyzing the scope of the BNCC (2018), we perceived a co-optation of the conception of Perrenoude ian skills, with a reconfiguration of the pedagogy of learning to learn from a delorian basis. The result of this is a pedagogy that leads the teaching practice to the adaptation and acceptance of the current order, as a strategy for the maintenance of the dominant ideology.

The notion of competencies, incorporated as a device capable of producing changes in the curricular organization of high school to overcome the limits of excessive disciplinization and based on the accumulation of information, is limited by its pragmatic and a-historical character. It reproduces on other bases the limits placed by the disciplinary and sequential curriculum because it does not perform the necessary inversion, that is, it does not allow learning and the exercise of reflection with the depth that cultural formation requires (Silva, p.13, 2018).

The curricular reform also aims to increase public investments in this level of education, something that is revealed by the economic perspective of the reform discourse as well as the approximation with the private sector (Silva & Scheibe, 2017). The hiring of the Lemann Foundation and the Airton Senna Institute to advise the entire process of construction of the CS text is further evidence of the character of neoliberal education that the Sergipe curriculum brings. In this sense, Saviani (2014) mentions that

[...] the strength of the private translated into the emphasis on market mechanisms has increasingly contaminated the public sphere. This is how the movement of entrepreneurs has been occupying spaces in public networks via UNDIME and CONSED in the Boards of Education and in the state apparatus itself, as illustrated by the actions of the "All for Education" Movement (p. 105).

An education based on the principles of skills and competencies is shown at the service of the State, which, in turn, walks the path of neoliberalism.

Neoliberalism is a hegemonic project. That is, a dominant alternative to the crisis of contemporary capitalism through which we intend to carry out a profound process of material and symbolic restructuring of our societies. Neoliberalism must be understood as a class project that guides, at the same time and in an articulated way, a set of radical reforms at the political, economic, legal, and cultural levels (Gentili, 1995, p.192).

Thus, we conclude that neoliberal education is about applying forms of domination instituted by the hegemonic logic of capitalism. Although the text explicitly brings concern about the emergence of an educational practice that focuses on thinking and resignification of knowledge and doing so in individual existences (Sergipe, 2018), the deeper analysis reveals that the main educational objective of SC is to specialize subjects to make them able to enter the labor market or improve in evaluation exams. "This ends up homogenizing the curricula of countries to be able to carry out international evaluations such as PISA. By homogenizing, it silences different discourses and ends up being opposed to the very sense of investigative teaching" (Sipavicius, & Sessa, 2019, p.7).

In addition, in an attempt to improve the indexes in the evaluation, there is a strengthening of the Eurocentric view and an undervalued approach of the contents to the south, causing it to result from this posture, the invisibility of the places of speech and the suppression of socio-environmental reflections and the sociocultural diversity of sergipanas.

According to Mézáros (2008), "limiting a radical educational change to the corrective margins of interest to capital means abandoning at once, consciously or not, the goal of a qualitative social transformation" (p. 27). Thus, according to the author, we need broader educational processes to overcome

the logic of the capital underlying Brazilian education, so that we can move towards a society beyond the capital. Unfortunately, the CS goes against this path.

Bncc should be the starting point for curriculum development. However, we were presented with a set of "ready-made recipes" of how the individual can graduate to be able to enter the labor market or improve his proficiency in the main evaluation exams. Citizens formed in this perspective end up being maintained by "invisible ties" that repel the development of transgressive consciousness in search of emancipation.

It becomes notorious that achieving an emancipatory education is an objective that will hardly be achieved, prioritizing curricula that value tacit knowledge and that intend to confer skills and skills for the accomplishment of mechanical and routine tasks. Thus, teaching-centered, and still in a limited way, on the issue of professional qualification, secondes the full development of the individual and his preparation for the exercise of citizenship (Branco et al., 2019, p.168).

Although cs has some innovations about the base, such as the eight guiding principles, which are peculiar to the Sergipe text, all skills are an ⁶*ipsis litteris transcription* of what is brought in the BNCC, except for some specific skills created for the State of Sergipe. Moreover, due to the short term, it was a synthetic and lighted production, inheriting the struggles and obstacles that permeated the production process of the base, eventually snarling the document's criticality.⁷

"[...] By showing the development of skills and abilities, a logic is adopted in which individualism and competition are strengthened, under the focus of individual performance and capital interests" (Branco et al., 2019, p.168). The pedagogy of competencies excels in the formation of subjects adaptable to the dominant ideological impositions, and who know only what is necessary, devaluing the knowledge contained in the content.

This pedagogical model "[...] it does not produce intellectual and moral autonomy, nor the critical spirit; it produces greater adaptability to the changes of capitalism" (Duarte, 2011, p. 187). To escape the imposed educational neoliberalism, it is necessary to seek confrontations in the transposition of these paper propositions, until they come to life in the classroom. Thus, in addition to the guiding principles, skills, and competencies that the SC aims to promote, the educator may take the pedagogy of complexity.

⁶ The Sergipe Curriculum is based on 8 (eight) guiding principles that aim at the integral development of the student: Collaboration, Respect for Difference, Criticality, Inclusion, Equity, Autonomy, Sustainability, and Creativity. Each of them contributes harmoniously to integral education, which aims at the full development of students and the promotion of a just, democratic and inclusive society (Sergipe, 2018).

⁷ "For the new learning objectives and skills created by Sergipe it was agreed among the writers to ensure the standardization of the structure of the Base, which followed the following criteria: [...] The code will have a pair of letters at the end of the sequence with the acronym SE (e.g. EF08MA01SE, EF: Elementary School, 08: eighth grade; MA: Mathematics; 01: sequence in which it is written in the curriculum; SE: Sergipe)" (Sergipe, 2018, p.17). The analysis of these specific skills will be the subject of another work.

5 PEDAGOGY OF COMPLEXITY: SUBVERTING THE MARKETING LOGIC OF THE SERGIPE CURRICULUM

The Brazilian education model is anchored in modern science, which in turn is supported by mechanistic determinism because it excels in utilitarian and functional knowledge.

For the overcoming of fragmentation commonly instituted to the hegemonic rationality underlying the educational process, and to devote itself from the domination instituted over the environment, we point to the need to apprehend the theory of complexity by the educational paradigm (Author).

Starting from this prerogative, we must subvert the marketing logic underlying the reform of high school, replacing the pedagogy of competence with the pedagogy of complexity. To reconnect the knowledge, commonly compartmentalized, promoting educational epistemic dialogue in search of overcoming reductionisms, homogenizations, and invisibilities in the hegemonic educational field.

The objective of the pedagogy of complexity is to seek a non-fragmentary and non-totalizing knowledge, due to its incipience and limitation. The knowledge that emerges from this pedagogy is called pertinent, because, amid the complexity of the real, it recognizes that totalitarian understanding is not possible, searching for knowledge an infinite effort (Diniz, & Tomazello, 2005, p.89).

Disemour, there may be a reorientation of thoughts and visions, commonly reductionist, from the reconnection of usually compartmentalized knowledge (Morin, 2003). To do so, a paradigmatic reform of thought about our organization of knowledge is necessary.

The way we build knowledge is always a paradigmatic form of thought, the result of models and patterns that, consciously or not, inspire and embodied a certain type of rationality, a way of thinking, operating thought, and building knowledge. With this, we begin to realize that our way of seeing, observing, and constructing something is always conditioned by several factors intrinsic to our being and influenced by the social and cultural factors of the contexts involved (Moraes, 2019, p.117).

For Morin (2006), it is necessary to understand that we live ideologically in the barbarism and pre-historicity of the human spirit. Thus, coping should imply a chain reorganization of the conception of educating.

Complexity "is a principle that allows us to reconnect things, events, phenomena, processes, and events. It implies, therefore, a common tessitura that places the parts as inseparably associated with the whole that weaves the complex web of life" (Moraes, 2019, p.126).

In this way, according to Nascimento, & Araújo (2021), to transpose the current Brazilian paradigm in search of complexity, a new educational revolution is necessary, for the emergence of complexity. This is because Brazilian education, secularly stagnant, has quietly instituted some invisible ties that prevent us from transgressing the hegemonically established paths.

Complexity passes between conceptual plots precisely because it is not a method, but a path of thought that takes for itself varied possibilities, which refute and extend, revealing possible links and seams and playing again in a constant movement (Pires, & Veiga, 2020, p.6).

Based on this asseveration, it is necessary to face the barriers dialectically printed by the sociocultural factors of our context, in this way to work in a perspective that evidences the multidimensionality and complexity of society. Thus, there is a promotion of emancipation and autonomy of the subject, as well as respect and dialogue with sociocultural diversity (Leff, 1998).

Therefore, teacher innovation would require the adoption of interactive teaching methodologies that go beyond the development of skills and abilities, in favor of solving contextualized problems. As the characterization of pedagogical practice is based on paradigms constructed socio-historically, accompanied by beliefs and values, it is necessary to promote deep reflections that bring an educational reparadigmatization that meets the current needs.

In this way, the school institution needs to primarily opportunistic the realization of an education aimed at acquiring new knowledge, attitudes, behaviors, and values of all those involved in the educational process.

In this sense, the pedagogy of complexity should teach us to think of the socio-environmental reality as a process of social construction, from the integration of interrelated and interdependent processes, and not as isolated facts, predetermined and fixed by history (Leff, 1998, p.259).

However, we know the difficulties in establishing transgressive pedagogical practices, because our actions are based on outdated paradigms, whose socio-historical construction is accompanied by beliefs and values, which are rooted in our conceptions of the world. "Without diving into this complexity, the understanding of life and profession is fragmented, with no meaning to generate development" (Pires, & Veiga, 2020, p.4). Thus, it is necessary to foster deep reflections that bring a "reparadigmatization" of Brazilian education, to meet the needs and expectations of today's society.

6 FINAL CONSIDERATIONS

We seek to show that the reform of the New High School, as well as the proposed Sergipe Curriculum, in the light of bncc, does not dialogue with the current stage of knowledge at the level of high school in the State of Sergipe, much less with the needs inherent to the societal complexity of today.

The reforms end up legitimizing neoliberal policies for Brazilian education, representing setbacks for the educational system, because they corroborate the technical formation, and reinforce the existing structural exclusion, besides causing the impoverishment of content offered in mS.

Through the development of certain skills and abilities, the expected path for the sergipana student community is to improve proficiency in evaluation exams and to the new forms of organization of productive work. The pedagogy of competencies excels in learning through repetition, practiced long ago in the classroom, contrary to the paradigm of complexity.

Despite all the marketing/banking logic instituted by the reform of mS, it is up to teachers to fight for principles that allow pedagogical practices related to the diversity inherent to the subjects as well as the idiosyncrasies of each school community. Thus, we need to encourage discussions so that the curriculum is not used as an instrument of the invisibility of the individual and homogenization of diversity.

We emphasize the importance of the development of complex pedagogy, through the resignification of Morinian thought, to the detriment of the Pedagogy of Competences, to highlight the necessary reconnection of knowledge to a new educational epistemic dialogue. By overcoming it, we seek to overcome reductionism, exclusions, and invisibilities in the educational field.

In a market education at the service of capital, it is necessary to consider what is put, to evaluate the positive and negative aspects brought by the changes instituted by the reform of nem and the Sergipe curriculum of this stage. From such elucidations, constant processes of self-reflection, subversion, and resistance are required, towards the essential changes for a pedagogy of complexity. Thus, the students would be led to emancipation and disinvisibilization, in addition to ensuring their voices, were traditionally silenced.

Studies must be developed that promote the unsealing of latent and opaque realities of NEM, and that evidence the importance of Complexity Pedagogy for an educational model pertinent to today's society. In addition, investigations can be carried out on the relevance of discussions and considerations about the teaching and learning process in this teaching stage.

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