


Reasons for teachers' resistance to reforms ideas about education

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Maria Socorro G. Torquato¹ and Elie Ghanem²

ABSTRACT

This article brings evidence that supports the hypothesis that, when there is dissonance between the logic of educational reforms and teachers' ideas about school education, consequently, there is some form of resistance to the former. Such ideas would come from the socialization of teachers, especially during the period of their basic education. This hypothesis contradicts the assertion of part of the literature about resistance, which attributes the resistance to reforms to poor teacher training. The arguments proposed here were elaborated in order to situate a research that was carried out on the ideas of teachers from São Paulo about school education.

Keywords: Educational reform, Teacher ideas, Teacher resistance.

¹ Professora Dra. do Centro Paula Souza
LATTES: <https://lattes.cnpq.br/5594898018777866>

² Professor Dr. da Faculdade de Educação da USP
LATTES: <https://lattes.cnpq.br/6978099825738759>



INTRODUCTION

The present text consists of an illustration of the hypothesis that there is teacher resistance to educational reforms, among other reasons, due to the discrepancy between the educational ideas contained in the reforms and the teachers' ideas about education. Thus, such resistance does not result from poor teacher training as the literature suggests. The hypothesis was outlined to situate research on educational ideas of teachers in public schools in São Paulo.

Although the literature points to several factors regarding teacher resistance, we chose to specifically analyze teachers' ideas about education, because, from the theoretical point of view of the structuralist approach to organizations (ETZIONI, 1974), the school is constituted as a normative organization with a cultural goal, that is, the preservation of cultural heritage and its transmission to younger generations. According to this approach, the main source of control of participants at the lower levels of the organization - for example, teachers - is normative power and, secondarily, remunerative power, since salaries are widely recognized as demeaning and the manipulation of payments and bonuses do not induce the internalization of values; they produce, at the limit, only a superficial engagement. In these organizations, consent (participation) is mainly based on the internalization of normative guidelines accepted as legitimate, and is designated as moral participation; For this to occur, it is necessary that the participants are in agreement with the ideas with which the organization operates.

The concept of educational reform employed here is based on Ghanem (2006) and Torres (2000), who consider reform as a logic that includes planning in the external scope of execution, broad scope, financial support, homogeneity and imposing character.

We use a broad concept of reforms. These encompass programs that constitute modalities of action, which may or may not have defined deadlines; such programs are the result of some political lines, such as those aimed at administrative modernization, personnel qualification, remuneration or certain inputs, as in the case of textbooks.

Teachers' ideas about education are those that guide their professional practice and indicate how they conceive education, how they see both the teaching and learning processes and the relationship between teachers and students. Also the relationship between them and knowledge and the purpose of school education.

The concern with resistance to reforms, teacher training and professionalization has been going on for decades and continues in a very strong way. These issues are at the heart of the debate on the quality of education. Researchers, educators, reformers, international organizations and organized civil society attribute what they call bad education to poor teacher training. In this way, they strive to unveil how a good teacher training is given and what knowledge is necessary for a good teaching to be constituted; However, they pay little attention to teachers' ideas about education, which



are the result of the socialization to which the people who make up the teaching category have been submitted.

APPROACHES TO TEACHER RESISTANCE

In the literature on educational reforms, many authors state that teachers are the obstacles to reforms, attributing this fact to the unsatisfactory nature of their training. Torres (1996; 2000), for example, indicates the existence of a historical conflict between this professional category and educational reformers worldwide, particularly in Latin America. The author describes the aspects of the teaching work classified by critics as those that would explain their poor training, such as: outdated educational content and methods; theoretical work detached from practice; encyclopedic teaching; outdated by new technologies, etc. These criticisms would have led the reform groups to make improvements in in-service training, not in initial training, not solving the issue.

Gusmão (2010) approached members of entities related to education in Brazil (Ayrton Senna Institute, Union of Municipal Directors of Education - Undime, National Conference of Education Workers - CNTE and National Campaign for the Right to Education) and found that, for those who are at the head of these entities, teaching is also conceived as a key piece or obstacle in educational transformations. Regarding teachers' appropriation and resistance to educational policies, Santos (2011) shows them as obstacles to the implementation of reforms. It argues that these are not implemented by teachers in the way that the reformist nuclei want, since the teacher does not feel that he participates in the reform and, therefore, acts according to the needs of his immediate action, of the reality of the classroom, according to the structural conditions he encounters, since he does not know the basis of the proposals and discredits them. Although these proposals cause uneasiness in the school, they are assimilated in a different way from that thought and proposed by the official bodies.

Regarding the educational reforms in the 1990s, specifically in Latin America, Oliveira (2016) states that teachers are considered by reformers to be the main responsible for the performance of students, the school and the system, and that they are also obliged, due to the reforms, to respond to demands that are beyond their training. Gajardo (1999), in turn, when referring to the general characteristics of these reforms, also refers to teachers as obstacles, pointing to the lack of human skills as one of the factors responsible for the timid results of the reforms, in addition to the incapacity of institutions and the absence of efficient information and communication networks that facilitate interaction between actors and involve society as a whole in the reform process.

Rego and Mello (2004), analyzing several studies in Latin America and the Caribbean, state that they attribute the success or failure of the reforms to the level of convincing and transforming teachers. As a result of this fact, they emphasize teacher training and list what they consider relevant lessons regarding the factors responsible for the good quality of education, namely: the level of



education in which the training is situated; the articulation between theory and practice; valuing the practice; the organic institutional link between training and the reality of primary and secondary schools; the articulation between initial and in-service training; the discrepancy of the concept of quality in primary and secondary schools in relation to contemporary demands; and, consequently, the desired profile of teacher. Then, some aspects related to these points are added, one of which is the fact that teacher training is detached from what will be required of him or her in basic education. The same authors also proclaim the need for in-service training courses to be based both on what the teacher has learned - and how he or she has learned - and on the contents that will need to be re-signified in order to gain meaning in academic and professional life.

Reinforcing the idea of poor teacher training and the need to improve such training, Vaillant (2004) - in a publication carried out by the *Program for the Promotion of Educational Reform in Latin America and the Caribbean* (Preal)³ - analyzes the construction of the teaching profession in Latin America; It asserts that one of the main challenges faced by policies in the education sector today is the improvement of teacher performance. Latin American teachers are identified - in relation to teachers in developed countries - as those with less preparation, fewer years of schooling, coming from families with low cultural and economic capital, increasingly recruited in sectors with lower educational and cultural levels. In other words, teacher training in Latin America is one of the major obstacles to the development of education, since it comes from a basic education based on oral presentation and with poorly prepared educators (VAILLANT, 2004).

Navarro, Carnoy and Castro (2000) also consider initial teacher training to be bad, which needs to be improved because it is one of the crucial points for the success of reforms. They also point out that in-service training has not been able to cover the number of teachers, in addition to not having yielded results yet.

Broadening the view of teacher resistance in the American continent, it is essential to highlight Ravitch⁴ (2011), who analyzed some educational reforms in the interior of the USA, especially the federal reform expressed in the *slogan No Child Left Behind* (NCLB), which occurred in the last decade of the twentieth century and at the beginning of this century. Ravitch (2011) comes to the conclusion that two decades of reforms did not improve education and what we saw were teachers and management creating strategies for students to achieve good performance in tests and, therefore, school curricula using such performance as a reference. She believes that one of NCLB's

³Preal is a program that aims to contribute to the improvement and equality of education through the promotion of educational debates and reforms. Created in 1996 and headquartered in Chile, it is co-directed by the Inter-American Dialogue, funded by the U.S. Agency for Economic Development (USAID) and BID. Cf. WERLANG, A. C.; VIRIATO, E. O. The Program for Educational Reform in Latin America and the Caribbean (PREAL) and teacher policy and training in Brazil in the 1990s. *Form. Doc.*, Belo Horizonte, v.4, n° 6, p.10-23, jan./jul., 2012). Available at: <<http://formacaodocente.autenticaeditora.com.br>>. Accessed on: 11 feb. 2013.

⁴ Researcher at New York University; in 1991, she served as assistant secretary of the National Bureau of Education in the George H. W. Bush administration and was also an advisor to the Bill Clinton and George W. Bush administrations.



mistakes was to judge those who worked in schools as incapable: "good education cannot be obtained by a strategy of testing children, shaming educators, and closing schools" (RAVITCH, 2011, p. 132). In these analyses, the teacher is considered an important part of the reform, an obstacle to its implementation, although he or she played into the hands of the reformers, contributing to the presentation of positive statistical results. There is a veiled confrontation with the reform, otherwise the contestations would be punished.

For the reform of the Portuguese education system⁵, Vilar (1993) addressed the importance of innovation and research in education, also attributed the success to the teacher's commitment to the reform and indicated the training and improvement of teachers as one of the strategies for implementing the reform. Webb et al. (2004), in turn, in a comparative study between the teaching professionalism of primary school teachers in the United Kingdom and Finland, found, in both countries, the resistance of teachers to abandon the old practices and accept the reform led by the State.

In the report for the United Nations Educational, Scientific and Cultural Organization (UNESCO) of the International Commission on Education for the 21st Century, "Education: a treasure to be discovered", which served as the basis for UNESCO to guide several educational reforms, the new teaching attributions are explicit, which are totally different from the usual ones. The Commission also makes it clear that teachers are not prepared for the new assignments, points to the need to improve recruitment and to "[...] to rethink teacher training in such a way as to cultivate in future teachers precisely those human and intellectual qualities capable of fostering a new perspective of teaching in the direction proposed by this report" (p. 157).

In general, there is agreement on the issue of teacher resistance linked to poor training, therefore, some studies point to the need to reformulate undergraduate courses and insert in-service training.

TEACHER TRAINING AND IDEAS

Among the research on educational innovation, Huberman (1976) and Neirotti and Poggi (2005) warn of the complexity of resistance to reforms in the school environment, pointing out the importance of values and teaching practices. From this observation, we infer that values and practices are linked to the ideas that teachers have about education.

According to the Houaiss Dictionary of the Portuguese Language (2001), among the various existing meanings, the term "idea" corresponds to knowledge, information, notion of what it is; way

⁵The author refers to the first phase of the Portuguese Educational Reform (1986-1995). To learn more about the Portuguese Educational Reform, see LIMA, C. L. *Administração escolar em Portugal: da revolução, da reforma e das decisões políticas pós-reformistas*. In: CATANI, A. M.; OLIVEIRA, R. P. (Orgs.). *Educational reforms in Portugal and Brazil*. Belo Horizonte: 2000, Autentic. p. 41-76.



of seeing, thought or formulated opinion; intention to accomplish (something), plan, purpose, design; mind, thought; set of opinions of an individual or a group of people on any given subject. Therefore, it encompasses thought, beliefs, knowledge, representations, and knowledge. There is an epistemological discussion about ideas of the teaching profession within which are the concepts of knowledge, knowledge, thoughts, representations and beliefs of teachers, and these concepts appear, sometimes entangled, other times as synonyms and, sometimes, separated. Tardif (2002), in turn, created a model of analysis of teaching work that encompasses teachers' beliefs and knowledge within the concept of teaching knowledge. In 1991, Tardif proposed a model for analyzing the diversity of teaching knowledge, which differs from the typologies proposed by Gauthier, Schulman and García, authors who stood out in this field. Tardif (2002) conceptualizes teaching knowledge as knowledge, competencies, skills and attitudes of teachers, involving beliefs. It conceives it as a plural, temporal, rational and heterogeneous knowledge. Knowledge made up of several others (professional, curricular, disciplinary and experiential), coming from different sources (from the basic training institution, from the family, from professional training, from curricula and from daily practice) throughout the trajectory of teaching life. Professional knowledge is that transmitted by the institutions that train teachers, it is the pedagogical knowledge (conceptions or doctrines, such as, for example, pedagogical doctrines centered on the ideology of the New School) and the educational sciences (psychology of learning and development), which are articulated. Curricular knowledge is knowledge about school programs (contents, methods, objectives), social knowledge selected by the school as a model of erudite culture and education, which should be worked on by the teacher. Disciplinary knowledge is that of a specific area of knowledge (mathematics, chemistry, physics and others), acquired in university training courses. Experiential knowledge is that developed in the daily practice of school, "it is the teaching culture in action". The construction of this knowledge takes place in the school environment, in which the teacher interacts with the other actors of the school (such as the older peers, who transmit a collective experiential knowledge), submits his/her work to the various obligations and norms of the school (for example, the school programs) and to the hierarchical organization of functions that compose it. In other words, experiential knowledge is constructed under "certain conditions of the profession". Under these conditions, the teacher tests, filters, adapts, and retranslates the knowledge learned in initial training; Daily life requires improvisation and personal skill and, with this, the teacher develops a teaching style, a know-how, a know-how, and the process of constructing this experiential knowledge also becomes a training process.

[...] Experiential knowledge emerges as the vital nucleus of teaching knowledge [...]. In this sense, experiential knowledge is not knowledge like other knowledge; they are, on the contrary, formed from all the others, but retranslated, "polished" and submitted to the certainties built in practice and experience [...]. (TARFIF, 2002, p. 54).



Due to the fact that teaching knowledge is temporary, future teachers, in their initial training and at the beginning of their careers, act according to the beliefs, values and teaching norms internalized in pre-professional training. Throughout the career, which is formative, these beliefs may or may not be reinforced, according to Tardif (2002).

Torres (1996) ratifies this weight of school socialization in teacher education by mentioning the importance of observing the school system (authoritarian, encyclopedic, passive, repressive) in which the teacher was trained, because, according to her, daily contact with such a school model leads to the internalization of values, methods and practices that will constitute future teaching practice.

The school experience seems to have more strength than what is learned in teacher training. Retracing what has been done and unlearning what has been learned is difficult and often fruitless, when one has lived for many years with an authoritarian, rigid, disciplinary, passive educational model, as the only reference and even as a scholastic and socially recognized exponent of "good education". (TORRES, 1996, p.43).

THE MAGISTERIUM DISAGREES

As one advances in the examination of the available works, the relationship between the ideas of teachers and the resistance to educational reforms becomes evident, as if they worked with different logics. Carraro (2002), for example, interviewed forty teachers from two state schools in the interior of São Paulo, with the aim of investigating the beliefs and representations of elementary school teachers regarding constructivism, the National Curriculum Parameters (PCN) and pedagogical innovations. This author calls pedagogical innovations resulting from the Law of Guidelines and Bases of Education (LDB) of 1996 the continuous progression, the school cycles and information technology as a didactic resource. It is based on the principle (based on the literature on the subject) that the PCN are based on constructivist theoretical foundations and, in this way, propose new didactic and methodological techniques. Like the LDB of 1996, the PCN would have brought educational innovations engendering the implementation of school cycles, continued progression and a process of evaluation and methodological practice related to constructivist orientations.

However, that author verifies that, although the teachers felt pressured to work within the constructivist ideology, following the PCN, they revealed to have an inaccurate or mistaken notion about these same PCN, as well as in relation to the continued progression and the school cycles, also presenting insecurity to use information technology as a didactic resource. The research also revealed that, although they recognized the need for reforms, they did not agree with them because they did not know or did not agree with their principles, or because they had been imposed.

Carraro (2002) highlights, among others, the need for greater investment and commitment in the initial and continuing education of teachers. Thus, it shows that there is a problem with teacher training, hindering the implementation of reforms. It is important to emphasize that, among the



factors of non-adherence to the reforms mentioned, there is the disagreement of teachers regarding the principles of the reforms.

Addressing the impact that Proalfa (Literacy Assessment Program of the State of Minas Gerais)⁶ can have on teaching practice, Carvalho and Macedo (2011) point out that the punctual resistance to the program derives from imposition, which generates the absence of more information and a feeling of not belonging. They say that there is recognition of the value of the material sent by the State Department of Education, even if it is produced by academics, but that the teacher does not use it in daily practice and does not appropriate the material offered, creating strategies to circumvent the guidelines with which he does not agree and act in the way he believes to be correct.

Regarding the implementation of learning cycles, Mainardes (2007; 2009) considers Brazil as a whole and Araújo (2006) only Mato Grosso do Sul, but the three studies point to the resistance of the teaching profession as one of the obstacles to cycled schooling. They attribute the resistance to the fact that the teachers' educational experiences are linked to the traditional school model (grading evaluation, failure, seriation, selection and others) and to the absence of school infrastructure for the implementation of learning cycles. Mainardes (2007; 2009) also adds as factors of resistance the imposing character, the complex nature of the cycles, the strategies used for implementation and the Brazilian school culture.

Still with regard to learning cycles, Cunha (2007) reveals that most of the authors he consulted point to teacher resistance to the policies for the implementation of cycles in school networks. The causes of this resistance, according to these authors, vary: some attribute it to a lack of knowledge of the characteristics and scope of the proposal; others, the lack of infrastructure and staff training; others, to the fact that it was the result of an authoritarian policy, without teacher participation; others, due to the fact that teachers are not able to get rid of the culture of seriation, of the already internalized conception of education. In some cases, the authors point to more than one cause. In the investigation in a school in the municipal network of São Paulo, Cunha (2007) also found the teacher's resistance to the cycles and to the continued progression for reasons similar to those listed above: authoritarian installation of the cycles and lack of consultation with the teachers, making it difficult for them to appropriate the proposal; superficial understanding of the subject; and discontent for conceiving the cycle only as a policy that aims to improve failure and dropout rates.

Jacomini (2004), based on the assumptions that the effectiveness of public policies depends mainly on teachers and that they resist the implementation of cycles and continued progression, analyzed the teaching performance in four episodes of implementation of cycles in the municipal and state public education networks of São Paulo: i) the Reform of 1967-1968 (state education network);

⁶Proalfa is a census assessment of the state of Minas Gerais for students in the 3rd year (aged 8 years) and a sample assessment for students in the 2nd and 4th years; It aims to assess the level of student proficiency.



ii) the implementation of the Basic Literacy Cycle in 1983-1984 (state education network); iii) the adoption of cycles and continued progression in 1992 (São Paulo municipal school system); and iv) the establishment of the Continuous Progression Regime in 1998 (state education network). The aim was to unveil the causes of this resistance; Three types of conditioning factors of ⁷ teacher resistance to learning cycles and continuous progression were analyzed, namely: i) materials (provision of adequate and sufficient physical space, necessary pedagogical materials, etc.); ii) ideological (beliefs that are historically constructed and that determine the way of thinking and acting of each person); and iii) pedagogical institutional (functional and organizational conditions of the school).

The researcher found that, to a certain extent, the conditioning factors are repeated in the episodes analyzed, that is: the faculty stated that they are in favor of cycles and continued progression because they provide the democratization of teaching and overcome school failure, however, they allege that, as there are no material, institutional and pedagogical conditions for their functioning, they should not be adopted. as they would further compromise the quality of teaching. For that researcher, however, it is the teachers' ideas about education that are the great factor of teacher resistance.

Reviewing the studies produced on learning cycle policies in Brazil between 1990 and 2005, Barreto and Souza (2005) state that teachers do not adhere to the cycles because they understand that, with the cycles, they lose the mechanism (failure) of control and power over students and also of the teaching and learning process. The same researchers see in this fact evidence that the information disseminated to teachers has not been able to break with teachers' conceptions about evaluation practices. They also point to the need to work more on school culture and values, in order to make inclusive education possible.

Regarding the continuous progression regime, when noticing teacher resistance in a state school in Campinas, Jeffrey (2006) explained it by the lack of knowledge of the conceptions and guiding foundations of this regime by the teachers themselves, stating that they guide their practice by the fundamentals and conceptions they already knew, with which they feel safe, that is, those linked to seriation. The researcher highlights the teacher's concern to create their own dynamics to preserve their convictions and educational parameters.

Another case is that of part of the teaching profession that neglects the Common Basic Curriculum created by the Basic Education Curriculum Reform Project of the State of Minas Gerais. Greco (2012) points out that teachers did not have a broad understanding of the reform, and therefore of the curricular changes it demanded. This group of professionals uses as a reference mainly the

⁷ The concept of conditioning used, according to Jacomini (2004), was based on PARO, V. H. *Inside the public school*. São Paulo: Xamã, 1996. 400 p.



textbook, the entrance exams of public universities and the evaluations applied to schools by the Union and the state of Minas Gerais.

Also regarding curricular reforms, Cruz (2007) points out the importance of the teacher in relation to its implementation and, after presenting some authors who share his reflection (such as, for example, Giroux⁸ and Moreira⁹), concludes that, when there is a distance between the conception of the curricular reform and the teacher, its failure is a fact. The same occurs with the difficulty of the school to develop a collective work and, consequently, to implement the pedagogical project of the school according to article 12 (item I) of Law 9.394/96, of guidelines and bases of education. Azanha (2000; 1998) attributes this difficulty mainly to the tradition of teachers reiterated in their training and argues that, although the expansion of elementary education in Brazil has given rise to an institution that demands collective work, which breaks with the school "inspired by a preceptorial view of the pedagogical relationship" (p.11), teacher training continues to be based on methods and procedures of someone who teaches and skills. skills and psychological qualities of someone who learns. A tradition of ideas that have underpinned undergraduate courses since their creation in Brazil. The idea that a "good teacher" is one who is able to teach the subject of his choice well, persists. Therefore, the teacher who internalized the idea of individual teaching work would have difficulty understanding the educational task as collective, which goes beyond the limits of teaching and learning subjects.

It is also worth mentioning Franco (2008), who researched the logics¹⁰ that govern teaching practice and found that its logic is different from that of professional training, as it is based on experiences prior to training and is organized around different epistemologies. By the logic of practice, teachers do not consider the scientific knowledge learned in professional training sufficient for the daily school reality, making use of cultural mechanisms learned in their own broad socialization process. In addition, Franco points out that teachers do not always put into practice what they think and what they say, since they act mechanically, not reflexively, and thus defend themselves from the destabilization that something new can cause; It would be a kind of survival mechanism against reforms.

⁸ GIROUX, H. Teachers as transformative intellectuals. In fashion: _____. *Teachers as Intellectuals: Towards a Critical Pedagogy of Learning*. Porto Alegre: Artes Médicas, 1997., p. 157-164.

⁹ MOREIRA, A. F. B. The crisis of critical curriculum theory. In: COSTA, M. V. (Org.). *The curriculum on the thresholds of the contemporary*. Rio de Janeiro: DP&A, 1998. p. 11-36.

¹⁰ Franco (2008) works with the concept of logic in the sense of paths "constructed" by thought to explain and understand reality according to the way it presents itself with meaning to the subject. Conception based on CHARLOT, B. Enseigner, former: logique des discours constitués et logique des pratiques. *Recherche et formation*. Paris. Vol. 8, Oct., 1990.



THE PRIMARY SCHOOL OF THOSE WHO BECAME TEACHERS

Admitting the idea that basic education has a great influence on the training of future teachers, it became important to consider some characteristics of the history of the Brazilian educational system. Rego (2012) focused on the role played by schooling in the psychic constitution of people who attended public elementary school forty years ago; In this way, he identified the predominant pedagogical model at the time, based on the description that those people made. This model was centered on: the figure of the teacher; in repression; in the overvaluation of the transmission and memorization of knowledge to the detriment of the affective, bodily and social dimensions; rigid behavioral control; punishments; in abstract knowledge; and in the disregard of the cultural universe from which the student came. It also found that this school model, this school culture experienced by the students has impacts and consequences on their psychosocial formation, although other factors - the student's social and cultural context - also contribute to their psychosocial formation. These data reinforce the argument that future teachers, once trained in a given school model, tend to internalize the values and pedagogical practices conveyed by this same model, constituting an educational ideology from there.

Frigotto (2011) is one among others who interprets our colonial and slave past as a relevant factor in the delay in the constitution of the capitalist spirit and in the inability of the ruling class to complete the bourgeois revolution, facts that influenced the quality of education. He quotes Oliveira, for whom:

[...] the class relations that were constructed in Brazil allowed only partially and precariously the validity of the Fordist mode of regulation, both in the technological and social spheres. In the same way, it occurs in the present, in the current scientific-technical change of a digital-molecular nature, which imprints a great obsolescence of knowledge. [...] A society, therefore, in which, in the international division of labor, activities linked to simple work and a few niches of complex work dominate. (OLIVEIRA, 2003, p. 87-88).

This approach reinforces the thesis of Moreira (1990), Romanelli (1978) and Moreira (1959) on the predominance of the classical school, with a scientific and cultural basis, in relation to technique, in line with the Brazilian economic and political model. According to these last two authors, the labor market trained its staff without the real need to go through technical school; Therefore, attending the classical school and obtaining academic degrees would yield *status* (it would free the individual from physical labor, frowned upon and disliked in a society with a long slave past), making it possible to enter higher education and social ascension.

This trend is evident in Souza's (2008) analysis of the history of Brazilian education, which explains the governmental difficulty in changing the classical humanist curriculum to the scientific and technical curriculum in the 60s and 70s, although the legislation so determined. The Law of Guidelines and Bases of National Education, Law No. 5,692, of 1971, with the same concern of



modernizing the curriculum adapting it to the economic and political moment of the time, also faced difficulty in enforcing itself, especially in relation to the professionalization of high school, having received several criticisms from various sectors of society, including students, intellectuals, teachers and owners of private schools. In the face of objections and difficulties, in 1982, the obligation to professionalize this level of education was definitively revoked.

Souza (2008) draws attention to the fact that the reformers sought, in that period, to give a new connotation to the concept of humanism, relating it to scientific knowledge, which would be indispensable for the formation of the individual, as a justification for changing the curriculum; An element that seems to highlight the function of the school, until then, as a civilizer, as a trainer of individuals with certain knowledge and behaviors from which they would become deserving of *social status*, recognition and distinction. This situation seems to have changed in the 1990s, a period of universal primary education and a strong expansion of secondary education. The legislation resulting from the new Law of Guidelines and Bases of National Education (1996), which consolidated the curriculum based on elements of scientific culture, brought to light some old proposals that were not consolidated, in most cases, because they were not accepted by society, such as, for example, cycles and diagnostic evaluation.

At the global level, in 1989, in Paris, the *Centre for Education Research and Innovation* (CERI) held a conference, in which mainly researchers in the field of education and psychologists gathered, in order to initiate studies and discussions on curriculum reform in the member countries of the Organization for Economic Co-operation and Development (OECD). Such reforms would have the objective of changing the fact that basic school education in these countries is limited only to the teaching of knowledge that traditionally makes up school curricula, thus also providing the development of the complex intellectual skills required by the labor market and for the exercise of citizenship in democratic societies. This concern was motivated by the understanding that the quality of education is essential to meet the growing and complex social and economic needs (AZANHA, 2006).

In the 1990s, the Brazilian Ministry of Education introduced teaching based on the development of competencies, thus guiding the structuring of teaching and defining "the contents" to be taught, as well as the way in which teachers should teach and evaluate. Official documents define competencies as structural modalities of intelligence, from which derive skills that would be in the field of action. Such complex changes within the educational system demanded a new teacher training, which did not materialize, but the reformer assumed that teaching practices would be transformed simply by the possession of new concepts and from the responsibility of teachers for their professionalization and the results of their performance (ALMEIDA, 2009). What has been forgotten, Carvalho (2011) points out, is that teaching practices are the result of ethical and political



principles, the culture of school institutions, the peculiarities of each social group in which they are inserted and which have been historically consolidated. Thus, the didactic-methodological propositions derived from theoretical perspectives that ignore these principles have not been and will not succeed, since:

[...] The idea of competence, which is central to the proposal of the reform, continues to be subject to a distinct understanding or even ignored among the teaching staff and managers of the education systems, who continue to carry out educational actions based on their knowledge and pedagogical beliefs. (ALMEIDA, 2009, p. 89, emphasis added).

CONCLUSION

This set of results of systematic research allows us to highlight the importance of teachers' ideas for the success of educational reforms, as long as it is admitted, according to the structuralist approach of organizations, that it is necessary to engage the teaching staff for the school to achieve its objectives and the engagement of this agent depends on whether he is in accordance with the ideas from which the guidelines established for the organization in which he works originate.

In consonance, in the specialized literature, it was also possible to verify that teachers' educational ideas, although not the only one, are a major factor in teachers' resistance to educational reforms. Government programs based on ideas related to those in which teachers have been socialized are more easily acceptable than others that are based on other pillars.

On the other hand, admitting the theory of Tardif (2002), the educational ideas of teachers originate, above all, from socialization in basic school education, sometimes reinforced in professional training and during professional experience.

Therefore, the knowledge accumulated on the subject leads us to infer that, instead of assuming resistance to educational reforms due to poor teacher training, it is more appropriate to understand it as a discrepancy in teachers' ideas, resulting from their socialization processes, especially in the condition of basic level students, generally based on conflicting ideas with many of those that guide educational reforms.



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