

ARTICLE

PERCEPTIONS OF PROFESSIONAL AND TECHNOLOGICAL EDUCATION TEACHERS ABOUT THE CURRICULAR REORGANIZATION OF THE NOVO ENSINO MÉDIO¹

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ABSTRACT: This study aimed to understand teachers' perceptions of professional and technological education at Fundação Osorio regarding the current curricular organization proposed by the Novo Ensino Médio. To this end, the data was collected through a qualitative survey, To this end, the data was collected through a qualitative *survey*, by application of an online questionnaire with 35 professors of professional and technological education at Fundação Osorio, using the Google Forms tool. The data were analyzed using Content Analysis. The results indicate that the consequences of the High School Reform fall mainly on teachers of propaedeutic education, while teachers of technical subjects reported few implications for didactic-pedagogical work and the teaching-learning process. Furthermore, many teachers believe that the Novo Ensino Médio could negatively impact the quality of technical courses and the profile of professionals to be trained, given the devaluation of some subjects in the curricula to the detriment of others, in addition to the lack of preparation and effective adherence of teachers and students to the reform. Interdisciplinarity was cited as the main benefit of the reform, however, at the same time, carrying out integrated activities and assessments was highlighted as the main difficulty, given the grouping of disciplines into large areas. This research allows us to advance the still incipient discussion about the importance of evaluating school curricula, especially after the Novo Ensino Médio, considering that the reform is recent and few studies have evaluated its consequences.

Keywords: curriculum, teachers, High School Reform.

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PERCEPÇÕES DE DOCENTES DA EDUCAÇÃO PROFISSIONAL E TECNOLÓGICA ACERCA DA REORGANIZAÇÃO CURRICULAR DO NOVO ENSINO MÉDIO

RESUMO: Este estudo teve como objetivo compreender as percepções de docentes da educação profissional e tecnológica da Fundação Osorio acerca da atual organização curricular proposta pelo Novo Ensino Médio. Para tanto, foi desenvolvida uma pesquisa qualitativa, de caráter descritivo. Os dados foram coletados por meio de survey qualitativo, pela aplicação de questionário on-line com 35 docentes da educação profissional e tecnológica da Fundação Osorio, utilizando a ferramenta Google Formulários. Os dados foram analisados mediante Análise de Conteúdo. Os resultados indicam que os desdobramentos da Reforma do Ensino Médio recaem, principalmente, sobre docentes do ensino propedêutico, enquanto professores das disciplinas técnicas relataram poucas implicações sobre o trabalho didático-pedagógico e sobre o processo de ensino-aprendizagem. Além disso, muitos docentes acreditam que o Novo Ensino Médio poderá impactar de forma negativa a qualidade dos cursos técnicos e o perfil dos profissionais a serem formados, tendo em vista a desvalorização de algumas disciplinas nos currículos em detrimento de outras, além da falta de preparação e adesão efetiva dos professores e dos alunos à reforma. A interdisciplinaridade foi citada como principal benefício da reforma, porém, ao mesmo tempo, a realização de atividades e avaliações integradas foi ressaltada como principal dificuldade, haja vista o agrupamento das disciplinas em grandes áreas. Esta pesquisa permite avançar na discussão ainda incipiente sobre a importância da avaliação de currículos escolares, sobretudo após o Novo Ensino Médio, já que a reforma é recente e poucos estudos avaliaram seus desdobramentos.

Palavras-chave: currículo, professores, Reforma do Ensino Médio.

PERCEPCIONES DE LOS DOCENTES DE EDUCACIÓN PROFESIONAL Y TECNOLÓGICA SOBRE LA REORGANIZACIÓN CURRICULAR DEL NOVO ENSINO MÉDIO

RESUMEN: Este estudio tuvo como objetivo comprender las percepciones de los docentes de educación profesional y tecnológica de la Fundación Osorio sobre la actual organización curricular propuesta por el Novo Ensino Médio. Para ello se desarrolló una investigación cualitativa, descriptiva. Los datos fueron recolectados a través de una encuesta cualitativa, mediante un cuestionario en línea con 35 docentes de educación profesional y tecnológica de la Fundación Osorio, utilizando la herramienta Google Forms. Los datos se analizaron mediante Análisis de Contenido. Los resultados indican que las consecuencias de la Reforma de la Escuela Secundaria recaen principalmente en los docentes de educación propedéutica, mientras que los docentes de materias técnicas reportaron pocas implicaciones para el trabajo didáctico-pedagógico y el proceso de enseñanza-aprendizaje. Además, muchos docentes creen que el Novo Ensino Médio podría impactar negativamente la calidad de los cursos técnicos y el perfil de los profesionales a formar, dada la devaluación de algunas materias en los currículos en detrimento de otras, además de la falta de preparación y adhesión efectiva de docentes y estudiantes a la reforma. La interdisciplinariedad fue citada como el principal beneficio de la reforma, sin embargo, al mismo tiempo, se destacó como la principal dificultad la realización de actividades y evaluaciones integradas, dada la agrupación de disciplinas en grandes áreas. Esta investigación permite avanzar en la discusión aún incipiente sobre la importancia de evaluar los currículos escolares, especialmente después de el Novo Ensino Médio, ya que la reforma es reciente y pocos estudios han evaluado sus consecuencias.

Palabras clave: currículo, maestros, Reforma de la Educación Secundaria.

INTRODUCTION

The Reform of Secondary Education, instituted through Law No. 13,415/2017, brought a set of changes to basic education and, in particular, to Secondary Education, which directly affect the teaching-learning process of teachers and students in public and private networks throughout the country. According to the Ministry of Education (MEC), the main benefits of the implementation of the "new High School", as the reform was called by the government, is to try to guarantee quality education to young Brazilians, strengthen youth protagonism, bring schools closer to the reality of students and prepare them for the demands and complexities of the job market and life in society (BRASIL, 2018b).

Such proposed changes have generated a series of criticisms from educational associations, teachers, parents and students, who have challenged both the tax nature of the reform and its content that modifies the structure and functioning of High School. Among the main changes determined by the reform, there is the expansion of the minimum annual workload, the offer of training itineraries in schools and a new curricular organization (BRASIL, 2017).

As Sacristán (2017) states, the curriculum constitutes a tool for regulating pedagogical practices and has the capacity to make us reflect on what it is intended that students learn and what is desired for them. According to the author, there are rare elements and school activities that do not have any implication in the curriculum and are not affected by it. Problems such as lack of motivation of students, school dropout, indiscipline, school failure and even the type of relationship between teachers and students are issues related to curriculum organization, in addition to how the program is offered in institutions (SACRISTÁN, 2017).

However, changes in pedagogical practices arising from a new curriculum organization are not always absorbed by members of the academic community with the same enthusiasm. In this context, the commitment, motivation and training of teachers in the face of curriculum reforms are essential for curriculum changes to actually occur and be continuously renewed (FEUERWERKER, 2002; PAVAN; SENGER; MARQUES, 2022).

Based on this scenario, the research problem that this study seeks to investigate is: how do teachers of professional and technological education of the Fundação Osório evaluate the changes and implications of the new curricular organization instituted by the High School Reform? The general objective of this study is to understand the perceptions of Professional and Technological Education teachers from Fundação Osório about the current curricular organization proposed by the Novo Ensino Médio.

As specific objectives, we highlight: I) ascertain the view of teachers about the changes triggered by the curriculum reform and the implications of these changes on their own work; II) understand the perception of teachers about the implications of the changes caused by the curriculum reform in the teaching-learning process; III) understand the view of teachers about the implications of the changes caused by the curriculum reform in the quality of technical courses and the profile of professionals to be trained; and IV) identify the main difficulties, benefits and perspectives perceived by teachers through the new curricular organization of vocational courses of the institution established by the High School Reform.

This research is justified in different aspects. Firstly, due to the scarcity of information regarding the impacts of the modifications imposed on the curriculum by the Novo Ensino Médio, since the reform is recent and few studies have evaluated its consequences. As stated by Pereira (2017), no

curriculum should leave the scene without being evaluated, so that it is clear which social subjects it has formed and how it performs in society. For the author, it is not possible to reformulate a curriculum or propose another without evaluating the existing one, since there is no guarantee that the curriculum being proposed is more innovative/critical/emancipatory than the one in operation.

In addition, by understanding the perceptions of teachers about the new curricular organization, it is possible to understand how their educational practices occur and how the teaching-learning process may be affected by the current High School Reform. As Pereira (2017) points out, the evaluation of the curriculum allows to verify if the educational objectives were met, if the selection of contents was appropriate for the age group of the students, if the pedagogical experiences were recorded and if they present success/failure of the educational practice.

This work also makes it possible to reflect on the importance of the curriculum for the formation of students and their preparation for the professional world, since it is able to transform behaviors, guide paths and affect the identity and social practices of students (SILVA, 2016). Considering that curricular evaluation can be a fundamental tool to promote the improvement of teaching quality (BARRETTO, 2012), this work is still justified because those responsible for the management of public and private educational institutions must understand the impact of curricular changes arising from the Novo Ensino Médio and, if necessary, develop strategies to enrich pedagogical practice and seek to ensure the provision of quality professional education.

SCHOOL CURRICULUM AND HIGH SCHOOL REFORM IN BRAZIL

The school curriculum is one of the main components of education, since it refers to the set of knowledge, skills, values and attitudes that students must acquire during their education. Although there are numerous definitions for its concept, in this work we conceive the curriculum not as a static object emanating from a coherent model of thinking about education, but as a praxis that arises from a series of processes and that reflects broader determinations of society, since in it/by it/through it the experiences, beliefs, representations and knowledge of the school community materializes itself (SACRISTÁN, 2017).

Thus, the curriculum must be aligned with the social, political and cultural objectives of education and with the needs and characteristics of students and the society in which they are inserted (SILVA, 2016). In addition, it is essential to ensure the participation of students, teachers and the school community in the process of elaboration, implementation and evaluation of the curriculum (ROSO; AULER, 2016), in order to promote a more democratic, critical and reflective education.

The process of curricular organization is a fundamental element for the functioning of schools and for the effectiveness of educational processes. It refers to the stages of selection, organization and sequencing of the contents, skills and values that will be taught to students during their training. It is from this process that the teaching and learning activities are structured, as well as the definition of the educational objectives to be achieved, the choice of teaching content and strategies, the definition of evaluation criteria, among other aspects (SACRISTÁN, 2017). Thus, the curricular organization must be thought of in an integrated and articulated way, in order to guarantee a quality education, taking into

account not only the demands of the labor market, but also the political, cultural and social needs of the community.

One of the historical marks of the school curriculum, especially in High School, is its fragmentation (SAVIANI, 2007; ARAÚJO; FRIGOTTO, 2015; FERREIRA; FELZKE, 2021), since the areas of knowledge often do not interact with each other, remaining closed, and knowledge is developed through plots in a linear way. This historical prevalence of curricular fragmentation occurs because, in school cultures, there is a great resistance to the introduction of changes (FERREIRA; FELZKE, 2021). According to Machado (2009), to overcome curricular fragmentation and promote a global and complex understanding of knowledge, it is necessary to break the hierarchical model of knowledge, in which some disciplines are underestimated, as well as encourage a change in the attitude of teachers and students, mobilizing efforts in the development of interrelationships between areas.

The curricular organization of vocational courses has specific characteristics that must be considered in its structuring and evaluation. The vocational courses have as their main objective the training of professionals able to work in certain areas of the labor market, with specific skills and capacities. In this sense, resolution CNE/CP n° 1, of January 5, 2021, of the National Education Council, points, for example, to the need for permanent updating of the curricular organization of courses (BRASIL, 2021). Likewise, Sacristán (2017) believes that the curriculum should be understood as a dynamic process, in constant evolution, and that, therefore, should be periodically evaluated, adapted and improved to meet the demands of society.

In this context, Pereira (2017) states that it is from the formulations of Ralph Tyler, in the 1950s, that the theme of school curriculum evaluation began to gain greater notoriety in academia, and evaluation was seen as a measurement of the schooling process as to its (in)sufficiency to achieve the educational objectives set, being associated with the curriculum planning and control process. In this work we understand as school curriculum evaluation the process of qualifying education through the description, analysis and criticism of a given reality, aiming to overcome the contradictions found, as defined by Saul (1995).

Therefore, the evaluation of school curricula is a primordial process in the area of Education, which allows subjects to know their own path, review practices and instruments used and, thus, repair or preserve certain elements. However, educational institutions are not concerned with evaluating their curricula and, therefore, do not know if their training objectives are being achieved (PEREIRA, 2017).

Thus, many school curricula leave the scene without first undergoing at least one evaluation. Currently, there is a devaluation of curricula that are about to be replaced, but is it possible to reformulate a curriculum without first evaluating the existing one? What guarantees us "that the curriculum being proposed is more innovative/critical/emancipatory than the one in operation?" (PEREIRA, 2017, p. 301). This can only be answered through the evaluation of the existing curriculum and that which is being proposed, identifying and comparing the existing contradictions between the two.

Thus, curriculum reform is a concomitant process to the curriculum evaluation process. Curriculum reformulation can be understood here as a process of building a new curriculum that aims to replace the old one, by "(re)thinking critically, reflexively, ideologically, praxeologically about an existing curriculum, in order to update it (or not?) to match the new (or old?) yearnings for the formation of a given nation" (PEREIRA, 2010, p. 6).

These processes of changing and updating curricula have been widely discussed and implemented in various educational systems around the world. But the curricular reforms do not arise

from scratch, being representative of mobilizations and demands of the state and/or schools, students, teachers, etc. conflicts and contradictions and, therefore, are also sources of disagreement among members of the school community (ALMEIDA; BEZERRA; LINS, 2023). In Brazil, for some time, the Ministry of Education has stated that it is necessary to think about curricular reforms, taking into account the structural changes that have altered the production and the very organization of society (BRASIL, 2000), as is the recent case of the implementation of the High School Reform.

Secondary Education in Brazil was recently reformulated from Law No. 13.415 from 2017, known as the High School Reform Law or also as the Novo Ensino Médio, amending articles of the Law of Guidelines and Bases of National Education (LDB) 9394/96 and presenting significant changes for this stage of Brazilian education. The new model is the result of Provisional Measure No. 746 (BRASIL, 2016), which was converted into law No. 13.415/2017 in less than six months. The final text of the reform was officially published in February 2017, however, to implement the new teaching model it was necessary to approve the Common National Curriculum Base (BNCC), which was only approved at the end of 2018.

According to MEC, the objective of the High School Reform is to guarantee the offer of quality education to Brazilian youth and bring schools closer to the reality of students, considering the new demands and complexities of the labor market and life in society (BRASIL, 2018b). In this document, MEC also highlights the main benefits of the reform, namely: I) meet the needs and expectations of young people and strengthen the interest, engagement and role of youth; II) define a curriculum that includes a general training, guided by the BNCC, and also training itineraries that allow students to deepen their studies in areas of knowledge with which they identify more or, even, in courses or qualifications of technical and professional training; III) increase the interest of students in accessing school and, consequently, improve the rates of permanence and learning outcomes; and IV) ensure the development of knowledge, skills, attitudes and values capable of training young people to deal with personal, professional, cultural and environmental challenges.

To achieve these objectives, a set of significant changes were outlined in the school curriculum and in the organization of the final stage of basic education, changes that produce significant impacts on teaching work and the teaching-learning process, given the normative character that the reform has (CAVALCANTI; CARVALHO, 2021). For example, from the reform, the high school curriculum should be composed of: I) basic general training, common and mandatory to all schools and in all three years of this phase of education, in line with the BNCC; and II) training itineraries, which should be organized through the offer of different curricular arrangements, according to the relevance to the local context and the possibility of education systems (BRASIL, 2017). Thus, the high school curriculum sought to become more flexible, allowing students to have a common and a diverse part, and to have more autonomy to choose subjects according to their interests, aptitudes and life projects.

In this context, the high school curriculum began to be organized into skills and competencies to be developed, and subjects began to be prepared and grouped through areas of knowledge, namely: Languages and their Technologies, Mathematics and their Technologies, Natural Sciences and their Technologies, Applied Human and Social Sciences, and Technical and Professional Training (BRASIL, 2017). Bodião (2018) and Cavalcanti and Carvalho (2021) highlight that the division of disciplines into training itineraries and the grouping of them into large areas of knowledge, in which traditional disciplines already sedimented over the years are allocated, can cause a curricular emptying, that is, a reduction in the curricular contents that will be offered to students.

With the reform, there was also an expansion of the workload for High School, with the proposal of a minimum annual workload of 800 hours, and this should be progressively expanded to 1400 hours, aiming at a longer learning time and deepening of the contents. In line with this, the reform also provides that high school curricula should consider full-time training, in order to provide a longer school day, with complementary activities and opportunities for integral development (BRASIL, 2017). However, as Souza and Garcia (2020) warn, full-time is not synonymous with integral education, and it is necessary that the extension of the student's time in school not only aims to increase their stay within the institution, as well as not prioritize the training of technical and fast labor, as a response to the demands of the job market, to the detriment of integral human formation.

The reform also defined as compulsory subjects in the three years of high school only Portuguese and Mathematics, working the other subjects in an interdisciplinary way (BRASIL, 2017). On the other hand, Physical Education, Art, Sociology and Philosophy are not considered curricular components, but studies and practices, which obligation will be given in the dilution of these subjects in other disciplines. In this context, Czernisz and Erram (2018) warn that a greater appreciation of certain scientific knowledge to the detriment of others, seen as secondary, does not make possible the youth protagonism proposed by the reform, nor the cultural expression that should make up the integral formation of students, limiting students' learning.

On the impacts of the reform in Brazil, already observed, the research by Souza and Garcia (2020) points out that teachers and students still demonstrate several doubts in relation to the Novo Ensino Médio and are unaware of the law and the main changes that arise with it. Other developments observed by the authors were: probable influences of the High School reform in training and teaching work, such as devaluation of the professional, increase in the workload of classes and other professional demands; fear in relation to the notorious knowledge, a situation that allows the replacement of properly trained teachers by professionals without a specific training to teach; many respondents, among students and teachers, do not believe that the training itineraries will promote an improvement in the performance of students, because they understand that even if they like a specific area and are dedicated to teaching, education will be incomplete; the realization that curriculum development has been negatively affected, since schools will not be able to offer all training itineraries and, thus, students will be deprived of the right to choose the desired itinerary, although it is guaranteed by law; concerns about the precarious physical structure of many schools to support full-time education; and concerns about the fact that not all students will be available to study full-time, because they also need to work and financially help their families.

Similarly, the study by Lima and Gomes (2022), which sought to understand how the Novo Ensino Médio was received and implemented by technicians, managers and teachers of the Pernambuco state school system, highlights feelings of insecurity, distrust, uncertainty and expectations regarding the effectiveness of the reform. The feelings of insecurity and distrust were related to the lack of knowledge of how the modifications of the reform can be put into practice, and the research participants were faced with the challenge of materializing proposals sometimes distanced from their daily lives. The uncertainty arises from the question of whether this new teaching model will train the self-employed-worker citizen or if the focus will fall only on the latter. Expectations, on the other hand, are related to the definition of a path to be followed by the government that actually guides the practices to be developed and made effective in school daily life.

The study by Cavalcanti and Carvalho (2021) highlights that the reform brought significant impacts on some curricular components, such as Physics, since the specific content of the discipline gave way to more comprehensive and interdisciplinary content and themes, associated with the area of Natural Sciences and their Technologies, also impacting the offer of classes to teachers from various areas of knowledge. In addition, Marra and Almeida (2023) indicate as a consequence of the reform a distance between the teaching practiced in schools and the official teaching declared in the menus and course plans of the Ministry of Education.

Souza and Garcia (2020) also highlight the need, according to teachers and students participating in the research, for changes that would provide improvements in education, however, they did not agree with the way in which the Novo Ensino Médio was implemented, through a reform that began from a provisional measure. This is in line with several studies in the area of Education that criticize the way the Novo Ensino Médio was disseminated in Brazil, even though schools have the autonomy to implement these changes, adapting them to their reality and respecting the guidelines defined by MEC.

Costa and Silva (2019), for example, affirm that the High School Reform has legitimacy problems, since it was not the result of collective debate or consultation with specialized entities, as well as originated from a provisional measure approved in a hurry, trampling efforts and ignoring various segments of Brazilian society interested in the topic.

Other criticisms highlighted by these authors addressed to the reform are: a emptied and reduced conception of curriculum, by defining it by skills and competencies and by privileging positions defended by sectors of the business community interested in the standardization of education; the curriculum workload that can be offered at a distance (from 20% to 30%) and that opens possibilities for the commodification of education; and a Novo Ensino Médio and a new curricular base completely disconnected from our reality, which values the narrowing of youth training and that it serves interests other than those of young people and their diversities, especially those from greater social vulnerability and who most need a free and quality public education (Costa; Silva, 2019).

In view of these and other criticisms aimed at the Novo Ensino Médio, it is worth noting that there is a political and social movement, headed by entities, social movements, teachers and researchers in the area of Education, which seeks to repeal the reform, even partially. In this context, the Federal Government announced, in April 2023, the suspension of the national schedule for the implementation of the Novo Ensino Médio, seeking to expand discussions and debates about the application of the new teaching models (BRASIL, 2023a).

METHODOLOGICAL PROCEDURES

In order to achieve the proposed objective, a qualitative and descriptive research was developed. The choice for such an approach is justified by understanding that qualitative research allows a deepening in the world of the meanings of human actions and relationships, involving beliefs, perceptions, symbols and values of the informants in their context, which are not measurable through statistical methods (MINAYO; COSTA, 2018).

Data collection was performed by survey, through the application of an online questionnaire with teachers of professional and technological education of the Fundação Osorio, using the Google Forms tool. According to Jansen (2010), survey of the qualitative type does not aim to establish

frequencies or averages of the data, but to understand the diversity of some topic of interest within a given population. This kind of survey does not aim to make a survey of the number of people with the same characteristic, but to establish the diversity of the characteristics, meanings and experiences of the members within a population. Similarly, Gil and Neto (2020) point out the survey as an important research method in qualitative studies, especially when the object of study has received little empirical scrutiny, as is the case with the evaluation of the developments of the Novo Ensino Médio, since the reform is recent and has not yet been adopted in many educational institutions in the country.

There was the application of pre-tests with four teachers of the institution to identify possible misinterpretations of the questionnaire and, if necessary, a review of the instrument would be carried out based on the observations obtained in the pre-test for the final application. After reviewing the observations obtained in the pretest, the questionnaire was sent via functional email and social networks such as WhatsApp.

The questionnaire developed in this research consisted of a set of 24 questions, 11 closed and 13 open questions. The first 7 questions captured the profile of the responding teachers, while the other 17 questions specifically referred to teachers' perceptions of the changes caused by the Novo Ensino Médio and its impacts on the didactic-pedagogical work, the teaching-learning process, the quality of technical courses and the profile of the professionals to be trained, in addition to identifying the main difficulties, benefits and perspectives perceived through the new curricular organization of the institution's vocational courses. The estimated time to complete the questionnaire was approximately 40 minutes, in a day, time and place chosen by the teacher, according to their convenience.

The selection of teachers participating in the research took into account the non-probabilistic criterion of intentionality, that is, the study participants were intentionally chosen by the researchers due to their availability. In this sense, in order to try to obtain a broader view of the perceptions about the impacts of the new organization and curricular implementation arising from the Novo Ensino Médio, the questionnaire was sent to all teachers inserted in the professional and technological education of the institution on the date of application, regardless of the course they teach. All these teachers were experiencing the modifications implemented by the current High School Reform in the curricula of the foundation's technical courses.

The execution of the research was approved by the Ethics in Research with Human Participants Committee (CAAE: 68673223.0.0000.5588) and data collection was done from June 20, 2023 to July 10, 2023. Fundação Osorio has a total of 40 professors who currently teach in professional and technological education, among civilians and military and the permanent and provisional staff of the institution. Of this total, 35 teachers answered the questionnaire. Regarding the number of survey respondents, we start from the assumptions of Jansen (2010) and Gil and Neto (2020), who infer that in the qualitative survey it is not the number of subjects investigated that defines the validity of the results obtained, but rather their specificities and the coverage of diversity within a given population. Thus, as these authors recommend, data collection was interrupted following the saturation principle, that is, when we observed that new elements to subsidize theorization would no longer be achieved through field research.

As this is a study in a small institution and in order to guarantee the anonymity of the research participants, the data were treated in an aggregated form and the participants were randomly named as R1 (Respondent 1), R2 (Respondent 2) and so on, without linking name, age, gender, time of work,

disciplines taught, course in which they work, among other information of the respondents' profile, in order not to expose or allow their identification.

Fundação Osório is a federal public educational institution, with its own patrimony and administrative autonomy. Located in the Rio Comprido neighborhood, north zone of the city of Rio de Janeiro, it is linked to the Army Command by delegation of the Ministry of Defense, and in June 2023 completed 102 years of existence. It currently serves more than 900 students, from the early years of Elementary School through High School/Vocational School. In its functional staff, it has civilian and military teachers who teach different disciplines in professional and technological education, both in the propaedeutic and vocational areas. The institution has the professional technical courses in Administration and Environment in the modality integrated with high school and the process of reorganization and curricular implementation proposed by the reform of High School has been established at the foundation since the beginning of the year 2021.

Thus, the curricula of the institution's vocational courses are already composed of basic general training, training itineraries (elective courses and Life Project discipline), vocational technical training and the deepening of curricular components. They are organized by skills and competencies and the basic disciplines are grouped into the great areas of knowledge: Languages and their Technologies, Mathematics and their Technologies, Natural Sciences and their Technologies, Applied Humanities and Social Sciences, and Technical and Professional Training.

For the analysis and interpretation of the collected data, content analysis was used, from the perspective of Bardin (2011), through the evaluation analysis technique. According to the author, the evaluation analysis is particularly recommended when the objective of the research is to understand the opinions, perceptions, attitudes, beliefs and valuations expressed by the subjects involved. The operationalization of content analysis followed the following steps: a) organization of the analysis; b) coding; c) categorization; and d) treatment of results, inference and interpretation (BARDIN, 2011).

RESULTS AND DISCUSSIONS

In this section, we will describe the analysis of the data and discussion of the results, addressing the profile of respondents and their perceptions about the changes caused by the Novo Ensino Médio, its implications in the didactic-pedagogical work, in the teaching-learning process, in the quality of technical courses, in the profile of professionals to be trained and the main difficulties, benefits and perspectives perceived through the new curricular organization of vocational courses of the institution.

Of the 35 respondents, 18 are male and 17 female. About 37% of the survey participants are between 41 and 50 years old, approximately 29% are between 31 and 40 years old, and 26% are between 51 and 60 years old. Most of the respondents (42.8%) have a master's degree as the highest level of education, followed by specialization and doctorate as the highest degrees with the same representativeness among the participants (28.6% each). Among the possible modalities of graduation, 80% of the responding teachers have a bachelor's degree, 45.7% have a bachelor's degree and 5.7% are technologists, and it is important to emphasize that in this question it was possible to mark more than one alternative.

Also on the profiles of the respondents, about 43% have more than 21 years of experience in teaching, followed by 29% of teachers who have between 11 and 15 years of experience in teaching.

Although most of the teachers of professional and technological education at Fundação Osorio (FO) have many years of experience in teaching, 13 respondents stated that they have between 5 and 10 years of experience as a teacher specifically in Professional and Technological Education (EPT), followed by 7 teachers over 21 years of experience, 6 teachers with between 16 and 20 years of experience in EPT, 5 teachers with less than 5 years of experience and 4 teachers with between 11 and 15 years of experience. In addition, of the 35 respondents, 22 are civilian teachers and 13 are military.

When asked if they have knowledge about the new curricular organization of Fundação Osorio vocational courses proposed by the High School reform, 18 teachers said "Yes", 4 answered "No" and 13 teachers said they knew in parts. These data show that, although most of the teachers of professional and technological education of the institution have knowledge of the new curricular organization that comes with the Novo Ensino Médio, it is necessary that the Fundação Osorio invest in training and reinforce with teachers the main modifications, justifications and understandings about the reform and the new school curricula, since there is a high number of teachers who are unaware in part or totally of these aspects, as shown in the excerpts below:

(01) We were invited during the pandemic to attend meetings that dealt with the Novo Ensino Médio and to give opinions on specific issues. But we were not consulted on other topics, such as the implementation of the Life Project discipline among others (Respondent 12).

(02) I was not invited to participate in the new organization and implementation of the curriculum reform at the institution. They just created an elective and told me to teach it (Respondent 19).

(03) I was only informed about the changes, which gives me some doubts and insecurities at work (Respondent 22).

(04) in FO, changes are imposed without dialogue and study. In addition to highly segmented, without the slightest worry of integration. Thus, those who are working in another segment when adopting a new system do not participate in High School, even if they come to work in it the following year, or have the possibility to do so (Respondent 23).

Teachers who said they were familiar with the new curricular organization of the institution's vocational courses pointed out that this knowledge was acquired through online training during the pandemic, institutional meetings and informative lectures, but without their participation in the decision-making process. According to some teachers, the implementation process is being gradual and experimental, in view of the dynamic movement between trials, errors and successes.

Teachers were also asked about how much the High School Reform has changed their job as a teacher. In this question, the majority – 23 teachers – answered that it did not improve and did not get worse, that is, there were no significant changes, 8 teachers said that the reform worsened the didactic-pedagogical work, and 4 stated that it improved. The excerpts below seek to illustrate how the curricular reform impacted the didactic-pedagogical work of teachers.

(05) I realized that discussions on the topic were restricted to the BNCC and its new organization. This reformulation, therefore, covered little of the technical disciplines (Respondent 2).

(06) The process in practice is more complex, not only for teachers, but also for students. From the teacher's point of view, I believe that the divisions into curricular components and knowledge areas bring some problems, such as the elaboration of questions, excess content, and the need for commitment from a larger group of teachers within different disciplines (Respondent 3).

(07) I believe that it is too early to talk about impacts, because in practice the school has changed its curriculum for a year and a half, I believe that the false sensation in the offer of interdisciplinarity is what bothers me the most, because all the curricular plans were designed in this way, but there is no joint planning among teachers so that the curriculum is fulfilled, leaving each curricular component in its "box", so in pedagogical practice, little has changed. In the curricular organization, there was an emptying of topics within the curricular components (Respondent 15).

(08) Proposed evaluation models that day by day showed that they were inefficient, in addition to being much more laborious; the curriculum was emptied to make room for generalizations, which impacted my passion for teaching (Respondent 25).

(09) The demand for a subject that I did not have much knowledge to teach increased, as is the case of the Life Project discipline, which was designed and organized by a teacher, but distributed to be taught by several other teachers, from different areas (Respondent 29).

(10) The requirement of interdisciplinary questions brought difficulty in the preparation of the test, since the disciplines often have a certain content that is not feasible with this reality (Respondent 31).

From the respondents' reports, we can observe that, while most of the teachers of propaedeutic disciplines say that the reform brought several obstacles and challenges to its operationalization, such as the grouping of disciplines in large areas of knowledge, most of the teachers who specifically teach subjects in the technical area of Administration and Environment claim to have suffered little impact with the reform in the didactic-pedagogical work and in the teaching-learning process.

However, even though most teachers responded that the reform did not improve or worsen their didactic-pedagogical work, many respondents described significant impacts on teaching work and the teaching-learning process from the Novo Ensino Médio, which corroborates Cavalcanti and Carvalho (2021), as can be seen from the reports above.

One of the points highlighted by some teachers about the developments of the reform in didactic-pedagogical work is the increase in the workload of meetings, class planning and materials to teach subjects that were not previously in the curriculum, such as elective courses and Life Project. According to the teachers, the discipline Life Project, for example, was all planned – contents, evaluations, etc. - by a teacher from a specific area, but it has been distributed and is currently taught by different teachers, from different areas and for all years of High School/Professional Education. This fact is in line with the study by Souza and Garcia (2020), which highlights the professional devaluation and the increase in the workload of classes and other professional demands as likely implications of the High School reform.

In addition, among the main developments of the reform in the didactic-pedagogical work, many teachers quote the grouping of disciplines into large areas of knowledge and the consequent difficulty in working on interdisciplinarity, in preparing questions and tests together, the excess of content

and the need for commitment of a larger group of teachers from different disciplines, since, as one of the respondents points out, "there is no joint planning among teachers so that the curriculum is fulfilled".

These data corroborate the studies of Saviani (2007), Araújo and Frigotto (2015) and Ferreira and Felzke (2021) by stating that, historically, the high school curriculum is marked by fragmentation, since the curricular components often do not interact with each other, remaining closed. And, even with the reform, which has, among its objectives, integrate different disciplines to offer a broader, global and interdisciplinary education, we can see that fragmentation is still a feature present in the school curriculum of the institution and that the reform has not yet contributed to its overcoming.

Still with regard to interdisciplinarity in the school curriculum, we would like to highlight some excerpts, such as "the process in practice is more complex", "in pedagogical practice, little has changed", "the change to areas of knowledge did not happen in an integrated way within the scope of learning, but only in the evaluations that have become integrated" and "disciplines often have a certain content that is not feasible with this [interdisciplinary] reality". Such excerpts may indicate the coexistence of a formal/official school curriculum with a real curriculum (SILVA, 2016; PEREIRA, 2017) in the institution, that is, a curriculum established by the education system and expressed in guidelines, objectives and contents of the study areas coexisting with another school curriculum that is actually practiced in the classroom, evidencing, as a consequence of the reform, a distance between the teaching practiced in schools and the official teaching declared in the menus and course plans of the Ministry of Education (MARRA; ALMEIDA, 2023). In addition, the reports of this research meet the findings of Lima and Gomes (2022), by highlighting the insecurity and ignorance of how the modifications of the Novo Ensino Médio can be put into practice, and teachers are faced with the challenge of materializing proposals that are often far from their reality.

Although some teachers have highlighted the possibility of working on diverse content with students from the change of the learning model, another aspect quite highlighted by respondents at different moments of the survey was the emptying of the school curriculum and the neglect of some important themes resulting from the grouping of subjects in large areas of knowledge arising with the Novo Ensino Médio, as evidenced in excerpts 07 and 08 above. Other respondents stated that they did not agree with the changes proposed in the curricula by the High School Reform, because, for example, "it suppressed important items for the construction of debates on diversity and ethnic-racial education" (Respondent 06), "It took focus from the curricular component and went to this more general scope of the great area of knowledge" (Respondent 24) and also "the arts discipline would not be offered. It is only being made available by parental pressure" (Respondent 30).

These reports indicate that the grouping of disciplines into large areas of knowledge carried out at the Fundação Osório from the High School Reform caused the reduction of curricular content and the neglect of some themes, giving way to more comprehensive and interdisciplinary content and themes, corroborating the studies of Bodião (2018) and Cavalcanti and Carvalho (2021). In this context, it should also be noted that some teachers highlighted a greater devaluation of some subjects over others from the Novo Ensino Médio, such as the discipline of Art and disciplines of technical areas, as reported by Respondent 18 "one of the points that I did not agree with was the removal of important subjects from the curriculum of the technical course at the expense of maintaining all of the propaedeutic area".

These excerpts indicating as a consequence of the High School Reform the reduction of content of some subjects, the neglect of some themes and the devaluation of certain subjects show that, as Czernisz and Erram (2018) state, there is a greater appreciation of certain scientific knowledge to the

detriment of others, which are seen as secondary and less important, which does not make possible the youth protagonism proposed by the reform and nor the cultural expression that should make up the integral formation of students, limiting students' learning. Through the data, we can affirm that there is still a hierarchical model of knowledge in the Fundação Osório, in which technical disciplines are underestimated, while basic disciplines such as mathematics and Portuguese are privileged and, as put by Machado (2009), to overcome curricular fragmentation and promote a global and complex understanding of knowledge, it is necessary to break this hierarchical model of knowledge.

In addition to the bottleneck and neglect of the content of some subjects and the consequent restriction and loss of knowledge by students, the teachers stated as well other elements as the main changes caused by the curriculum reform in the teaching-learning process, as illustrated below:

(11) As some important topics have been extinguished, sometimes we don't have the base to address related issues (Respondent 01).

(12) The schedule program got harder to the student, with more classes during the week. Students had more subjects and end up getting confused since there's more "content" (Respondent 04).

(13) The attempt to integrate/tie the evaluation within the knowledge area limited and impoverished the process with great losses to the students. (...) There is the challenge of integrating evaluations when teaching is not integrated (Respondent 05).

(14) Teachers and students are lost in the middle of a busy process that preaches an integrated assessment, with unclear aspects, in a world that tests their knowledge in a traditional way (Respondent 13).

(15) Facilities, staff and equipment are not in the same pace with curriculum changes. It falls far short of what is needed. The school does not offer enough technology equipment, as well as does not have computer laboratories that fit the entire class and that provide greater technological integration as proposed by the base. Likewise, it does not have essential laboratory inputs for the development of practices aimed at scientific literacy as the BNCC has, it does not have funds for field trips. Among other points, which will affect the teaching-learning process (Respondent 21).

(16) There are a good number of teachers in some areas, but few teachers in others, especially in those offered from the Novo Ensino Médio, such as Life Project (which is being "tossed around" between several teachers) and electives. In addition, the school does not offer enough technology equipment, such as computers and multimedia projector, being necessary a greater amount of rooms with equipment and with working internet, it would have more quality (Respondent 26).

(17) I did not agree with the reform, for me it will create a greater gulf between private and public school students, as it suits as a drying sheet, and devaluation of humanities subjects, which would continue to be applied in private schools preparing for college entrance exams (Respondent 32).

From the above reports, we can see that the reduction of curricular content in some subjects affects not only the loss of knowledge by students, but also the teaching-learning process in terms of students having the basis to follow important topics in the area and in relation to teachers being able to address certain content in the classroom. Therefore, as Pereira (2017) points out, when we understand

the perceptions of teachers about the new curricular organization, it is possible to understand how their educational practices occur and how the teaching-learning process is being affected by the current High School Reform.

In addition, another point often cited by teachers was the increase in the class load of some subjects for students, a point also made explicit by Souza and Garcia (2020), making the curriculum more difficult for the student, with more content to study, often causing confusion among students about what should be studied in each curricular component for integrated assessments in large areas of knowledge.

In this context, a very highlighted aspect by the respondents regarding the developments of the High School Reform was precisely about the attempt to integrate the evaluations within the areas of knowledge. For many respondents, with the tests taking place for a large area of knowledge, it is not clear the criteria for integrated evaluation among the curricular components proposed for the Novo Ensino Médio, bringing not only losses at the time of evaluation for students, but also causing students to give greater importance to some subjects at the expense of others. As stated by one of the teachers, there is the challenge of integrating evaluations when teaching is not integrated.

Still in relation to the evaluation activities of the students, many teachers said they felt some insecurity and confusion in the evaluation format, since, with the High School Reform, bimonthly tests ceased to be by curricular component and began to be by large areas of knowledge. However, the retake activities were not by area of knowledge, but by curricular component. According to the respondents, this hindered the didactic-pedagogical work and the teaching-learning process. After an extensive period of many uncertainties, the tests were again by curricular component, but at the time of this research, it was not yet evident to many respondents whether the retake process at the end of the year and whether the final tests would be by curricular component or by major areas of knowledge. In addition, according to the respondents, this entire process of reviewing and reorganizing the evaluation activities did not go through a consistent debate together with teachers and the school community, that is, such measures were defined by school management and passed on to others.

In excerpts 15 and 16 above, it was also seen that the curriculum reform was not accompanied by structural changes in the institution to implement the changes of the Novo Ensino Médio and improve the teaching-learning process, corroborating the findings of Souza and Garcia (2020) regarding concerns about the precarious physical structure of many schools to support the Novo Ensino Médio. Teachers reported that no structural adjustment was made, only normative, often lacking basic requirements for the reform to be correctly implemented and to improve the teaching-learning process. Respondents cited, for example, the lack of teachers in some subjects, laboratories, classrooms and adequate technological equipment to put into practice everything proposed by the high school curriculum reform.

It is also worth noting that, in excerpt 17, the respondent states that they do not agree with the reform of high school, because, among other factors, it will accentuate the existing inequalities between students in public and private schools and devalue the disciplines of the Humanities. This fragment illustrates how understanding the organization and evaluation of school curricula make us think about what is intended for students to learn and what is desired for them, reflecting broader determinations of society (SACRISTÁN, 2017), as will be more detailed later.

Regarding the perceptions of teachers in relation to the changes caused by the curricular reform in the quality of technical courses and in the profile of professionals to be trained, despite the conflicting answers among respondents, most believe that the Novo Ensino Médio may negatively impact

the quality of technical courses and the profile of professionals to be trained, in view of the devaluation of some subjects in the curricula to the detriment of others, in addition to the lack of preparation and effective adherence of teachers and students to the reform, as illustrated in the excerpts below:

(18) I do not believe that it will strengthen youth protagonism, as is the objective of the reform. This is because neither students nor teachers are prepared and aware of all the proposed changes. In addition, the teachers did not have a training to work in the NEM (Novo Ensino Médio), in a way that stimulates a new professional profile to be formed, a profile that thinks critically, that is more engaged (Respondent 07).

(19) I think it could get worse. The approved version of the BNCC is much more about capitalist interests than about real quality in education! The suppression of important items for the construction of debates on diversity and racial ethnic education was another unfavorable point. And finally, the approved version has not been widely debated by selected teachers and with contribution through public consultation (Respondent 06).

(20) After so many years teaching, we have learned to adapt to all commands and excesses, and that changes do not pass through those in the classroom (Respondent 27).

In general, teachers who believe that the High School Reform will negatively affect the quality of technical courses and the profile of professionals to be trained justify that this deterioration should occur due to the lack of understanding, preparation and effective adherence of teachers and students to the reform; the reduction of the workload of some subjects and the emptying of school curricula, which will endanger student training; the lack of physical structure of the Foundation to support the Novo Ensino Médio; the worsening of existing social inequalities between students in public and private schools; the lack of public consultation and the participation of teachers in the process of drafting and implementing the reform; and training focused, mainly, on the insertion of young people in the labor market.

As shown in excerpt 18, some respondents also believe that the Novo Ensino Médio will not strengthen youth protagonism nor will it promote critical training for students, meeting the objectives and benefits of the reform according to the government, which would strengthen interest, engagement and youth protagonism (BRASIL, 2018B), forming critical, creative, autonomous and responsible individuals (BRASIL, 2018a). On the contrary, according to part of the respondents, the reform can worsen education, the quality of the courses and the profile of the professionals to be trained, transforming students into mere laborers for the job market, without critical training, characterizing the feeling of uncertainty regarding the questioning whether this new teaching model will train the self-employed-worker citizen or if the focus will fall only on the latter, as pointed out by Lima and Gomes (2022).

This fact also corroborates the studies by Souza and Garcia (2020) and Cavalcanti and Carvalho (2021), which affirm that curricular reforms can invert the functions of the school, prioritizing the minimum learning demanded by the job market instead of the right to scientific knowledge accumulated by humanity over the years, an integral human formation. Thus, through the evaluation of school curricula we can reflect on which citizen this curriculum is forming and for what type of performance in society (SILVA, 2016).

According to respondent 06 in excerpt 19, the reform "is much more about capitalist interests than about a real quality in education", in addition to that, as previously commented, for some teachers

the reform will accentuate the existing social inequalities between students in public and private schools. This is in line with the study by Costa and Silva (2019), who affirm that the Novo Ensino Médio narrows the formation of youth and serves interests other than those of young people and their diversities, especially those from greater social vulnerability and who most need a public, free and quality education. That is, it is evident to some teachers how the curriculum of the Novo Ensino Médio reflects broader determinations of society, since in it/by it/through it the experiences, beliefs, representations and knowledge of the school community are materialized (SACRISTÁN, 2017).

Excerpts 19 and 20, as well as fragment 04, still highlight the lack of public consultation and the non-participation of teachers in the planning, elaboration and implementation process of the reform, causing it not to be implemented effectively. As highlighted by Roso and Auler (2016), the participation of students, teachers and the school community in the process of elaboration, implementation and evaluation of the school curriculum is fundamental to promote a more democratic, critical and reflective education.

In addition, as in the study by Souza and Garcia (2020), the findings of this research show that teachers see the need for changes and improvements in education. However, they did not agree with the way in which the Novo Ensino Médio was implemented, without being widely debated by selected teachers and with contribution through public consultation, causing, as stated by Costa and Silva (2019), problems of legitimacy of the reform.

On the other hand, teachers who believe that the Novo Ensino Médio will have positive developments in the quality of technical courses and in the profile of professionals to be trained justify that this improvement should occur due to interdisciplinarity, which can train professionals with a better intellectual preparation by glimpsing other areas of integrated knowledge, and due to a more realistic training and focused on the job market, as shown in the excerpts below.

(21) With knowledge by area, it is possible for the student to realize the importance that the information that is addressed in one curricular component will help in understanding so many others that are addressed in other components (Respondent 08).

(22) We will have professionals with a better intellectual preparation by glimpsing other areas of integrated knowledge (Respondent 11).

(23) I believe that there is a more flexible curriculum, the student leaves or should leave, at least, more prepared for the job market. I see that there is a greater connection with the reality of life, a more realistic formation (Respondent 33).

In this context, curriculum reform can contribute to adapting the training offered in High School to the professional training demands of students, as Cavalcanti and Carvalho (2021) emphasize. In addition, part of the objectives of the reform would be achieved, such as ensuring the provision of quality education to young Brazilians and bringing schools closer to the reality of students, considering the new demands and complexities of the job market and life in society (BRASIL, 2018b).

In relation to the main difficulties and obstacles perceived by teachers through the new curricular organization of vocational courses of the institution established by the High School Reform, the most cited aspects were the realization of integrated activities and evaluations, given the grouping of subjects in large areas; the reconciliation of different school curricula for each year of High School, since the reform is recent and began to be implemented procedurally, and the 3rd Year of High School in 2023

followed the old curriculum and the 1st and 2nd year of High School followed the curriculum proposed by the reform; and the need for time to develop the didactic sequence plan and work together with other teachers who integrate the same area of knowledge.

Regarding the main perceived benefits arising from the High School Reform, respondents highlight the interdisciplinarity, despite the difficulty of its operationalization, making it possible to work together with teachers within the same area and also to work diverse content with students from the change of the learning model. In addition, the search, by some teachers, for knowledge in other areas of learning and the choosing possibility of the student to build their own training itinerary, favoring their learning, were also mentioned.

As the main challenges and perspectives, teachers especially highlighted the need for continuing education to prepare teachers in this new curriculum model, showing, as Souza and Garcia (2020) portray, that teachers still have several doubts about the Novo Ensino Médio and are unaware of some changes arising from the reform. The following challenges were also mentioned: effectively integrating the vocational course into the high school curriculum, making the areas to be worked on with a focus on the technical course and not in parallel; the need for more institutional support; offering the student an interdisciplinary and motivating teaching, in which he feels the driver of his learning process; offering more options for training itineraries to students; the method of student evaluation, since there is the integration of disciplines and evaluation methods need to be inserted in this context; the adequacy of student evaluation criteria for Enem (College entrance exam) make the theory about the new curriculum into a truly fruitful practice, full of meaning and engaging for all actors in this learning context; and even a revision or repeal, even if partial, of the reform, in order to have a broad discussion with society, academia and education professionals to implement a proposal that effectively makes high school better.

It is important to emphasize that there was no consensus in the teachers' answers to different questions, corroborating the fact that changes in pedagogical practices arising from a new curricular organization, such as the High School reform, are not always absorbed by teachers with the same enthusiasm (FEUERWERKER, 2002; PAVAN; SENGER; MARQUES, 2022) and that there really is some resistance in school cultures to the introduction of changes (FERREIRA; FELZKE, 2021).

In this sense, we believe it is important to make this contrast of opinions evident in the text, which indicates a plurality of perceptions regarding the changes triggered by the curriculum reform, which is a source of conflicts, contradictions and disagreements among members of the school community (ALMEIDA; BEZERRA; LINS, 2023). However, this contrast of opinions also indicates a certain degree of uncertainty and even lack of knowledge about the new curricular organization of the institution's vocational courses. This signals, as previously stated, the need for the institution to invest in training and reinforce with teachers the main changes in school curricula arising from the reform, since, as stated by Feuerwerker (2002) and Pavan, Senger and Marques (2022), the training, commitment and motivation of teachers in the face of curriculum reforms are essential for curriculum changes to be effective and continuously renewed.

FINAL REMARKS

This study aimed to understand the perceptions of professional and technological education teachers of the Fundação Osório about the current curricular organization proposed by the Novo Ensino

Médio, seeking to understand the changes caused by the reform, its implications in the didactic-pedagogical work, in the teaching-learning process, in the quality of technical courses, in the profile of professionals to be trained and the main difficulties, benefits and perspectives through the new curricular organization of vocational courses of the institution.

The results indicate the existence of a formal/written curriculum and a real one, that is, one that teachers actually execute. The consequences of the High School Reform fall mainly on the teachers of propaedeutic education, who highlighted as impacts of the Novo Ensino Médio the emptying of the school curriculum and the neglect of some important topics resulting from the grouping of subjects in large areas of knowledge, the devaluation of certain subjects to the detriment of others and the increase in the workload of pedagogical meetings and the workload of classes for some teachers. On the other hand, teachers of technical subjects reported few implications of the reform on didactic-pedagogical work and on the teaching-learning process.

As main developments in the teaching-learning process, in addition to the loss of knowledge by students, arising from the grouping of subjects in large areas and devaluation of some subjects, respondents also highlighted the lack of integrated evaluation criteria among the curricular components proposed for the Novo Ensino Médio, the overload of studies for students and the need for structural changes in institutions and behavioral of teachers and students, so that the reform is implemented effectively.

For some teachers, the Novo Ensino Médio may negatively impact the quality of technical courses and the profile of professionals to be trained, in view of the lack of understanding, preparation and effective adherence of teachers and students to the reform; the reduction of the workload of some subjects and the emptying of school curricula, which will precarize student training; the lack of physical structure of the foundation to support the Novo Ensino Médio; the aggravation of existing social inequalities between students in public and private schools; the lack of public consultation and participation of teachers in the process of drafting and implementing the Novo Ensino Médio; and a training focused, mainly, on the insertion of young people in the job market.

However, for some teachers, the reform may positively affect the quality of technical courses and the profile of professionals to be trained, due to interdisciplinarity, which may train professionals with a better intellectual preparation by glimpsing other areas of integrated knowledge, and due to a more realistic and focused training in the job market.

Interdisciplinarity was cited as the main benefit of the reform, however, at the same time, the realization of activities and evaluations integrated with other disciplines was highlighted as the main difficulty, given the grouping of disciplines in large areas. As the main challenges, teachers especially brought up the need to continuously train teachers to prepare them for the Novo Ensino Médio, effectively integrate the vocational course into the high school curriculum, offer students an interdisciplinary and motivating teaching, in which they feel the driver of their learning process, jointly define the most appropriate form of evaluation of students in the courses and adapt the evaluation criteria of students for Enem.

It was also seen that for many teachers the reform has legitimacy problems, since the respondents foresee the need for changes to improve education, but disagree with the way the reform was elaborated and implemented, without being widely debated by the school community and without contributions through public consultation. In this context, some teachers indicate that the Novo Ensino Médio reflects broader determinations of society, serving capitalist interests and not those of young

Brazilians and their particularities, accentuating the existing inequalities between public and private school students.

Thus, based on the data obtained, it is possible to affirm that, for the responding teachers, there is no guarantee that the new curriculum that is being proposed is more innovative/critical/emancipatory than the one that was in operation (PEREIRA, 2017), since there was no in-depth evaluation and with different members of the local academic community of the previous curriculum and that proposed by the reform, identifying and comparing the existing contradictions between both.

As theoretical contributions, this study allows to advance the discussion, still incipient in academia, about the importance of evaluating school curricula, as pointed out by Pereira (2017), especially after the Novo Ensino Médio. Being the reform recent, few studies have evaluated its developments and there is a political and social movement that seeks to change the reform, even partially.

As practical-organizational contributions, considering that the evaluation of school curricula can be a fundamental tool to promote the improvement of teaching quality, this research allows us to understand how educational practices and the teaching-learning process may be affected by the current High School reform, providing the management of public and private educational institutions in Brazil a better understanding of the developments and curricular changes arising with the Novo Ensino Médio to, if necessary, develop strategies to enrich pedagogical practice and seek to ensure the provision of quality professional education. This study also serves as a warning to the school community that deals directly with High School, indicating the need to inform themselves about the proposals of the reform, including to be able to fight against measures that are unfavorable to the proper development of education.

One of the limitations of this research is the analysis of the teachers' point of view about the new curricula implemented by the Novo Ensino Médio. It would also be important to understand other perspectives of relevant social actors in this context. Thus, as suggestions for future research, we indicate to understand the perception of students of professional technical courses on the new curricula, since their experiences with the curricular organization are different from those of teachers, and may bring other contributions to the area of study.

Another limitation of this study is that the changes coming from the Novo Ensino Médio in the Fundação Osório curricula are still recent and are being implemented procedurally and, therefore, it is still difficult to assess the implications of the curriculum reform in the teaching work, in the teaching-learning process, in the quality of the courses and in the profile of the graduates of the courses. In many moments of the survey, teachers seem to lack evidence to confidently speak about it. In addition, it was possible to perceive a very strong contrast of perceptions among the respondents about the developments of the curriculum reform, showing that this is really a source of conflicts, contradictions and disagreements among members of the school community, and also showing a certain degree of uncertainty and even lack of knowledge about the new curriculum organization of the institution's vocational courses. Therefore, for future research we indicate the evaluation of school curricula in the short, medium and long term of the implementation of curricular reforms, in order to understand the perceptions of teachers both at an early stage of the changes and also at a time when the changes will already be consolidated.

It is also important to highlight the fluidity and instability of the proposal of the Novo Ensino Médio, in view of the spatio-temporal cut of this research. As mentioned earlier, there is a political and

social movement that aims to repeal, even if in parts, the reform in question. In April 2023, the Federal Government published an ordinance that suspends the national schedule for the implementation of the Novo Ensino Médio (BRASIL, 2023a), seeking to expand discussions and debates on the topic. In addition, in October 2023, the Federal Government sent a bill to Congress with new guidelines to adapt some points of the Novo Ensino Médio (BRASIL, 2023b), proposing, for example, to change rules regarding workload, training itineraries, mandatory subjects and teacher training. In March 2024, the Chamber of Deputies approved, with amendments, the new High School Reform, and the text was sent to be voted on in the Senate. Therefore, the process of implementing the Novo Ensino Médio in Brazilian schools is unstable and new updates of the reform may appear after the completion of this study.

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DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of interest with this article.

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