

## Base Nacional Comum Curricular para a educação infantil: revisão de literatura

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### Resumo

A Base Nacional Comum Curricular (BNCC) definiu para toda educação básica brasileira as diretrizes gerais de organização do currículo escolar. Neste texto problematizamos, a partir da produção acadêmica publicizada em periódicos da área de educação, a BNCC e suas diretrizes para a Educação Infantil. Definimos como recorte a problematização da Educação Infantil e da BNCC em artigos publicados em periódicos da área de educação e teses e dissertações produzidas no período 2015-2020. As questões abordadas incidem sobre temas que discutem como se dá as relações entre educação infantil e a BNCC, mudanças que a BNCC produz na organização da Educação Infantil e como os professores de educação infantil tem incorporado os princípios e fundamentos da BNCC em seu trabalho escolar. O texto evidencia o que a produção bibliográfica tem mostrado sobre mudanças na organização das escolas e como professoras de Educação Infantil tem incorporado princípios e fundamentos da BNCC em seu trabalho escolar.

**Palavras-chave:** Currículo escolar. Educação básica. Educação Infantil. Professores.

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## The Common National Curriculum Base for early childhood education: literature review

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### **Abstract**

The National Common Curriculum Base (BNCC) defined the general guidelines for organizing the school curriculum for all Brazilian basic education. In this text we problematize, based on the academic production published in education journals, the BNCC and its guidelines for Early Childhood Education. We defined as clipping the problematization of Early Childhood Education and the BNCC in articles published in education journals and theses and dissertations produced in the period 2015-2020. The issues addressed focus on topics that discuss how the relationship between early childhood education and the BNCC takes place, changes that the BNCC produces in the organization of Early Childhood Education and how early childhood teachers have incorporated the principles and foundations of the BNCC in their school work. The text shows what the bibliographic production has shown about changes in the organization of schools and how Early Childhood teachers have incorporated BNCC principles and foundations into their school work.

**Keywords:** School curriculum. Basic education. Child education. Teachers.

## **La Base del Currículo Nacional Común para la educación de la primera infancia: revisión de la literatura**

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### **Resumen**

La Base Nacional del Currículo Común (BNCC) definió las directrices generales para la organización del currículo escolar de toda la educación básica brasileña. En este texto problematizamos, a partir de la producción académica publicada en revistas de educación, la BNCC y sus directrices para la Educación Infantil. Definimos como recorte la problematización de la Educación Infantil y la BNCC en artículos publicados en revistas de educación y tesis y disertaciones producidas en el período 2015-2020. Los temas abordados se centran en temas que discuten cómo se da la relación entre la educación infantil y la BNCC, los cambios que la BNCC produce en la organización de la Educación Infantil y cómo los docentes de la primera infancia han incorporado los principios y fundamentos de la BNCC en su trabajo escolar. El texto muestra lo que la producción bibliográfica ha mostrado sobre los cambios en la organización de las escuelas y cómo los docentes de Primera Infancia han incorporado principios y fundamentos de la BNCC en tu trabajo escolar.

**Palabras clave:** Currículum escolar. Educación básica. Educación Infantil. Maestros.

## Introduction

We can define Scientific Initiation (IC) as a process that provides participants with a set of essential knowledge to introduce them to the scientific realm, including techniques, methodologies, and traditions of science. According to Massi and Queiroz (2010, p. 174), the concept of IC in Brazilian universities has been outlined as “an activity carried out during undergraduate studies, involving experiences linked to a research project, elaborated and developed under faculty guidance.”

Retracing the historical educational journey in Brazil, it is important to highlight that the recognition of the strategic importance of science and the institutionalization of actions to promote and encourage research led Brazil to create the National Council for Scientific and Technological Development (CNPq) in 1951. This marked the beginning of funding for IC activities, with the granting of annual scholarships to support undergraduate research. CNPq is not the only agency funding research at the undergraduate level, as there are also Research Support Foundations (FAPs). This funding was supported by the University Reform Law of 1968 (Art. 2 of Law No. 5,540, dated November 28, 1968), which established the principle of the inseparability of teaching and practice. Subsequently, this association was incorporated into the 1988 Constitution and the Law of Guidelines and Bases of National Education (Law No. 9,394, dated December 20, 1996).

Numerous studies address the severity of the historical dichotomy in Brazilian higher education between theory and practice, teaching and research, and undergraduate and graduate studies, particularly regarding the difficulty of relating teaching and research. Thus, depending on how this dichotomy manifests, we encounter an educational scenario in which educational practices reveal both situations of knowledge production and reproduction. According to Massi and Queiroz (2010, p. 179), the establishment of IC in universities emerged as a possibility to bridge and strengthen the relationships between teaching and academic performance.

Almeida (1996, p. 22) clarifies that “it seems clear that scientific research can be an excellent educational tool insofar as it encourages students to engage with the process of knowing rather than just the product of that process.” Through this learning, students feel motivated to fulfill their primary function, which is to study.

In this sense, we will highlight in the present text initial data from an ongoing IC research project within the Research Line on Educational Policies at the Postgraduate Program in Education at Universidade Nove de Julho. This project is part of a broader research initiative titled “Curricular Policy: the Implementation Process of the National Common Curriculum Base (BNCC) in São

Base Nacional Comum Curricular para a educação infantil: revisão de literatura Paulo's public education networks," coordinated by Prof. Celso de Carvalho, a professor affiliated with the Education Directorate and the undergraduate Pedagogy course.

To this end, it is pertinent to emphasize how the University's Research Policy, which prioritizes the training of teacher-researchers, materializes investigative practice by encouraging a diversity of methodologies and research themes, with uniqueness defined by the Institutional Project of the University.

The research project we will address in this text aligns with the aforementioned assumptions, as we all recognize the significance of the theme of implementing the BNCC in Brazil. This is a recent research topic that has substantial repercussions across different educational levels and modalities. The research focusing on the implementation of the BNCC, particularly in São Paulo's public education networks, will certainly contribute to the discussion and deepening of the debate on this subject among educators.

The discussion surrounding curriculum and curricular educational policies has become one of the most prominent themes in contemporary educational debate. The curricular guidelines were developed for all levels of education, generating an impact on the policies for producing didactic materials, training teachers, large-scale assessment, and the organization of school curricula. As part of this process, the discussion and formulation of a new National Common Curriculum Base (BNCC) took place, aiming to establish general guidelines for organizing the school curriculum across Brazilian basic education.

The process of drafting the BNCC began in 2015 and concluded in 2018 with the final version being approved by the National Council of Education. It is important to mention that the drafting process occurred in the context of a political crisis, culminating in the political-media-judicial coup against the democratically elected president Dilma Rousseff. As a result, the initial trajectory of drafting and discussing the document underwent changes in 2016, with alterations in the coordinating team as well as in the procedures for organizing and participating in the debate. The development of a new National Common Curriculum Base involves the reorganization of basic education curricula, the work of the school, and the role of the teacher.

Consequently, within the scope of the aforementioned broad project, we developed a Scientific Initiation research subproject to investigate the topic of the BNCC in Early Childhood Education, with the following objectives:

- Analyze what research on the BNCC and Early Childhood Education has shown about changes in the organization of schools.

- Understand how Early Childhood Education teachers have incorporated the principles and foundations of the BNCC into their school work.

The methodological perspective of the research is based on the policy cycle approach proposed by Stephen Ball (MAINARDES; BALL, 2011), which suggests that analyses of public policies should focus on the various phases of the process, including the disputes in the political processes of legislation formulation, the context of text production, and the context of practical application. The proposed investigation process involved the production of data regarding the impact that the BNCC is having on Early Childhood Education. The primary sources include journal articles in the field of education classified by Qualis Capes from B1 to B5<sup>4</sup> as well as theses and dissertations, all pertaining to the period from 2015 to 2020.

## **Methodological Design: Some Investigative Considerations for Analytical Options**

Initially, considering the context of social isolation due to the COVID 19<sup>5</sup>, pandemic, remote orientation meetings were held via video calls for the presentation of the research project, clarification of doubts, division of tasks to begin the literature review, and monitoring of the research progress.

As part of the guidance process for the undergraduate research students, there was systematic support from master's and doctoral students involved in the research, as for most of the undergraduate students selected for the Scientific Initiation, this is their first contact with scientific research, requiring assistance from more experienced researchers to take their first steps.

Thus, before actually starting the research, it was necessary to present the Scientific Initiation students with the essential steps regarding the registration of their curriculum on the *Lattes Platform*, how to begin searching for the primary sources of research, and how to systematize the results obtained.

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<sup>4</sup> This research was conducted in journals with this classification. Other scientific initiation research, which are part of the larger project, were responsible for other extracts.

<sup>5</sup> The coronavirus (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. On March 11, 2020, COVID-19 was declared a pandemic by the WHO.

A strategy used in this initial stage was the creation of tutorials with step-by-step instructions on how to carry out the proposed tasks, sending guiding templates on how to systematize research records, and providing opportunities to address any questions.

This initial phase also involved explaining to the students which context of the policy cycle is most relevant to research that relies on articles published in journals as primary sources. Based on the description provided by Mainardes (2006), the policy cycle involves five contexts: the context of influence, the context of production, the context of practice, the context of results/effects, and the context of political strategy. The articles were analyzed from the perspective of the context of text production, as we understand that published journal articles are part of a broader textual production. The production of academic articles, being part of the process of textual production of policies, may or may not influence how teachers understand these policies. The process will always depend on the meanings assigned and constructed. Journal articles form part of the bibliography for public competitions for teachers and subjects in pedagogy courses, and they are also accessed in various continuing education courses offered by educational networks and in different graduate programs. Thus, they constitute an important reference for how the process of textual production can contribute to the production of meanings in and about the work of early childhood education teachers.

## Literature Review

Having completed this initial orientation phase, we moved on to the literature review stage, through the survey of primary sources for the research, which began with the search for articles and dissertations in the following databases:

- CAPES Thesis and Dissertations Bank;
- SciELO Platform - Scientific Electronic Library Online;
- Google Scholar;
- IBICT Platform - Brazilian Digital Library of Theses and Dissertations (BDTD);
- REDALYC Digital Library;

The descriptors and keywords used were *Base Nacional Comum Curricular* - Common National Curriculum Base (BNCC) and *Educação Infantil* - Early Childhood Education. Based on the reading of the abstracts of the texts found in the search, those that were most aligned with the research objectives were selected for reading, resulting in a sample composed of 3 articles and 7 dissertations, which are organized in the table below:

**Table 1** – Academic Production on Early Childhood Education and BNCC

Author	Title of the Article, Dissertation, or Thesis	Journal or Institution	Keywords	Year	Database
GONTIJO, Claudia Maria Mendes; COSTA, Dania Monteiro Vieira; PEROVANO, Nayara Santos.	Literacy in the National Common Curriculum Base (BNCC)	Pro. posições Journal	Literacy. Functional Model of Literacy. National Common Curricular Base. Text.	2020	Scielo
FRADE, Isabel Cristina Alves da Silva.	Open Word - BNCC and Literacy in Two Versions: Conceptions and Challenges	Education in Review	Literacy. National Common Curricular Base. Portuguese Language.	2020	Scielo
PORTELA, Leticia M. ZANGUE, Greicy Nayara P. SANTOS, Fabio André G. dos. CARDOSO, Flavia Aparecida Reitz., LIBERATO, Rafael.	Technological Support for Teacher Assistance in Assessment According to the BNCC	RISTI (Iberian Journal of Information Systems and Technologies)	Assessment. Skill. Competence. BNCC.	2019	Scielo
ROCHA, Nathália Fernandes Egito	National Common Curriculum Base and Micropolitics: Analyzing the Guiding Threads	Federal University of Paraíba	National Common Curricular Base. Participation. Democracy. Micropolitics	2016	Catalog of Theses and Dissertations – CAPES Sucupira Platform
MEDEIROS, Ludimila Dimitrovicht de.	Public Policies for Early Childhood Education: A Study on the National Common Curriculum Base (BNCC) in the Municipal Education Network of Londrina - PR	State University of Londrina	Public Policies. Curriculum. Early Childhood Education. BNCC.	2019	Catalog of Theses and Dissertations – CAPES Sucupira Platform
ROSA, Luciane Oliveira da.	Continuities and Discontinuities in the Versions of the BNCC for Early Childhood Education	University of Vale do Itajaí	National Common Curricular Base – BNCC. Continuities and discontinuities of the BNCC. Early Childhood Education. Educational policy.	2019	Catalog of Theses and Dissertations – CAPES Sucupira Platform
OLIVEIRA, Poliana Ferreira de.	Curricular Policies for Early Childhood Education: The Case of the BNCC - 2015-2017	State University of Maringá	Early Childhood Education. Curricular Policies. Educational Policies.	2019	Catalog of Theses and Dissertations – CAPES



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			National Common Curricular Base. BNCC.		Sucupira Platform
MACEDO, Edilene Nunes de	The Perception of Teachers in the City of Recife Regarding the Normative Guidelines of the National Common Curriculum Base (BNCC)	Federal University of Pernambuco	BNCC. Curriculum. Perception. Education Policies. Teachers	2018	ATENNA Digital Repository of UFPE
TRICHES, Eliane de Fatima	The Formulation of the National Common Curriculum Base (BNCC) and Disputed Conceptions Regarding the Child's Literacy Process (2015-2017)	Federal University of Grande Dourados	National Common Curricular Base.	2018	BDTD

Therefore, the next step was to read the selected works from the literature review, aiming to understand how academic production in education addresses the relationships between Early Childhood Education and the BNCC. It also sought to determine whether the researched studies indicate changes that the BNCC brings to the organization of Early Childhood Education and if there are mentions of how Early Childhood Education teachers have incorporated the principles and foundations of the BNCC into their school work.

## Results

According to Mainardes and Ball (2011), the foundation of the policy cycle approach is based on characterizing different political arenas. The broader research, of which this study is a byproduct, aimed to map how the BNCC was constructed as the official curricular document in our country and then to verify how curricular texts impact the perceptions of teachers working in early childhood education. Since the BNCC is a document focused on both stages of early childhood education, ages 0-3 and 4-5 years, we are aware that it defines issues that are subjects of dispute and controversy among education researchers, such as the discussion of whether early childhood education should be the stage at which children's literacy begins. Although we are aware of this controversy, our survey did not use this issue as a specific focus, incorporating all texts that met the descriptors used: Early Childhood Education and BNCC.

In the article titled "Literacy in the National Common Curriculum Base (BNCC)," the authors Gontijo, Costa, and Perovano (2020) sought to analyze how literacy is articulated in the National

Common Curriculum Base (BNCC) through documentary research, analyzing documents/texts produced by governing bodies responsible for education in Brazil and worldwide. The study concludes that the functional literacy model adopted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to support adult literacy programs and projects is compatible with the notion of competence adopted in the BNCC, reducing literacy to the development of phonological awareness and the learning of writing techniques with the aim of shaping individuals who are adapted to the prevailing social order and production model.

Frade (2020), in his article "Open Word - BNCC and Literacy in Two Versions: Conceptions and Challenges," explains that the National Common Curriculum Base (BNCC) has sparked numerous disputes, disagreements, and agreements from its initial project to its final formulation, and this movement has brought specific consequences for the discourse on literacy in Brazil.

The article aims to discuss the issues involved in formulating a literacy proposal for the BNCC, revisiting the interpretations, conceptions, problems, and some solutions at play in the formulation of the second version of the BNCC and contrasting it with its approved version (FRADE, 2020, p.1).

The author problematizes the specificity of literacy and its dialogue with other perspectives put forth for teaching Portuguese in the early years of elementary education. While the focus of our research is on the stage of Early Childhood Education, it is still alarming in Brazil how priority is given to Elementary Education in discussions, to the detriment of the importance of Early Childhood Education, which precedes the literacy process and plays a fundamental role in the child's educational journey, as it is in early childhood that the foundation for future learning is established. Frade (2020) also discusses the nature of the approved text and potential gaps that education systems and teachers will find to engage with the normative and mandatory document of the BNCC.

In the third selected article, titled "Technological Support for Assisting Teachers in Evaluation According to the BNCC," the authors Portela, Zangue, Santos, Cardoso, and Liberato (2019) emphasize that Brazilian education has undergone profound reformulations with the creation of the Base Nacional Comum Curricular (BNCC). The authors highlight something crucial to this discussion:

The implementation of the BNCC directly affects the work of teachers, as it is responsible for guiding which skills should be developed by students, and evaluation is characterized as one of the main instruments used to verify learning progress. However, factors such as the high workload in the classroom and the large number of students under their care jeopardize the effectiveness of this instrument (PORTELA, ZANGUE, SANTOS, CARDOSO, LIBERATO, 2019, p.101).

Moving on to the dissertations found, we begin by discussing Rocha's (2016) research titled "Base Nacional Comum Curricular and Micropolitics: Analyzing the Conducting Threads," in which

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the author aimed to analyze the process of drafting the BNCC document, highlighting the participation of the practical context of the Municipal Education Network of João Pessoa/PB. Once again, we have an author emphasizing the existing disputes in the field of the curriculum, noting that curricular conception is not merely a set of knowledge or subjects, and that there is no neutrality in discussions about what is or is not essential to the curriculum. Rocha (2016) emphasizes that the curriculum expresses a historicity, a context, a tension. The author's research considers that policy must be analyzed in relation to the context, employing a methodological approach similar to the one used in this article, which is the investigation based on Stephen Ball's Cycle of Policies and collaborators (MAINARDES; BALL, 2011)

Rocha (2016) explains the context in which the curricular policy was initiated and how the political discourses were established based on their influences on the drafting process of the policy. Furthermore, she considers the effects produced by the policy and the issues raised in the context of practice.

In the context of schools, through the discourses of teachers, we observed the existing conflicts and contestations that allowed us to understand how the policy is perceived and interpreted by these actors. Our intention was to conduct an analysis based directly on the teachers' experiences. We were troubled by the questions: What do they think? How do they receive the idea of the BNCC? What spaces were provided for discussion? Who was heard, and which voices were silenced? What interests were overlooked? Were there spaces for resistance? (ROCHA, 2016, p.8).

The *locus* of this study was the Municipal Education Network of João Pessoa, with an emphasis on analyzing the context of practice of the actors involved in the process of curriculum policy formulation.

In the work of Medeiros (2019) titled "Public Policies for Early Childhood Education: A Study on the Base Nacional Comum Curricular (BNCC) in the Municipal Education Network of Londrina - PR," the author sought to investigate, within the context of Londrina, the relationships of the Base Nacional Comum Curricular for Early Childhood Education with the policy of ongoing training for teachers in this stage in the municipality, as well as its ideological, social, and cultural implications.

The aforementioned work considered the premise that municipal education systems have the responsibility to organize teaching at this stage. It is worth highlighting the similarities between the research questions in Medeiros's (2019) work and the questions we also raise in this article: What are the expressed and hidden intentions in the BNCC and its political and ideological implications for Early Childhood Education? Is there a tendency for cultural dilution while simultaneously preparing for the next stage, in which priority is given to the process of literacy?

Medeiros's (2019) research deserves special attention because it is grounded in a critical perspective of analysis, underpinned by the theoretical framework of historical-dialectical materialism, aiming to construct knowledge that transcends and transforms social reality.

In her work titled "Continuities and Discontinuities in the Versions of the BNCC for Early Childhood Education," Rosa (2019) presents research linked to the line of inquiry on *Teaching Practices and Professional Training* and the *Research Group on the Contexts of Children's Education at the University of Vale do Itajaí*. The author clarifies that the research emerged with the formulation of the Base Nacional Comum Curricular (BNCC) for Brazilian Basic Education, which included Early Childhood Education.

Thus, the existence of multiple versions of the document was called into question, leading to an exploration of what the continuities and discontinuities are in the versions of the BNCC. Rosa (2019) also grounded her analysis in Stephen Ball's policy cycle approach, illustrating that she aimed to present the context of influence in the production of the texts of the BNCC versions. She examined the continuities and discontinuities present in the document's construction process for Early Childhood Education and characterized the role of play as presented in each version of the BNCC for this stage of education.

Rosa's (2019) research findings determined that there is a network of economic and political interests surrounding the BNCC and that

[...] the Brazilian curriculum in the latest versions of the Base has been contested by four groups: neoliberals, neoconservatives, authoritarian populists, and a group composed of a particular fraction of the middle class that includes technicians and other professionals committed to education reforms (ROSA, 2019, p.8).

Such indications demonstrated that the BNCC was not constituted as a curriculum document constructed in a continuous and democratic manner, as the MEC and the Base Movement Network's discourses suggest. Throughout the chapters, the author highlights the continuities and discontinuities in the versions of the BNCC for Early Childhood Education, with each version aiming to shape a subject with a specific subjectivity.

It is worth noting that the results achieved by Rosa (2019) indicate that the main continuity in all versions of the BNCC was the proposal for a curriculum base for Basic Education, including Early Childhood Education. Regarding the numerous discontinuities identified by the researcher, one can list:

[...] the team responsible for drafting the document; the role of the Movement for the Base, which shifts from supporter in the earlier versions to managers of the Base in the final version; the addressing of the covers of the versions; the guiding principles of the versions and the conception of the curriculum for Early Childhood Education; the curricular organization of Early Childhood Education; and the role of play. In the final version, the

Base Nacional Comum Curricular para a educação infantil: revisão de literatura identified discontinuities reveal a curricular proposal aligned with the capitalist society project, portraying the child's subjectivity as an entrepreneur of themselves (ROSA, 2019, p.8).

Therefore, Rosa (2019) clarifies for readers the urgency of questioning how to keep public schools free from capitalist demands a place of free time for each child's experience, respecting their singularities, with critical teachers who guide children toward sensitivity and experience. These are teachers who intentionally resist managerial performativity and the desubjectivization imposed by policies.

Similarly, Oliveira (2019), in the work titled *Curricular Policies for Early Childhood Education: The Case of the BNCC 2015-2017*, aimed to analyze curricular policies for Early Childhood Education, highlighting the Base Nacional Comum Curricular (BNCC) during the period of 2015-2017, with an emphasis on the principles of competencies, skills, and assessment. The guiding questions of this study were: What is the role of the State in constructing curricular policies for Early Childhood Education leading up to the BNCC? What is the influence of international organizations, especially the World Bank, on the determinations regarding national curricular policies? What does the Base Nacional Comum Curricular propose for Early Childhood Education, particularly in the areas of competencies, skills, and assessment?

Like other studies mentioned in this article, Oliveira's (2019) research also refers to the curriculum as a contested territory, highlighting the influence of international organizations, particularly the World Bank, on discussions and decisions made in Brazil regarding its curricular policies.

Oliveira conducted a documentary analysis, supported by sources addressing the topic, grounding the discussion with primary sources such as the Base Nacional Comum Curricular (BNCC) in its preliminary versions I, II, III, and IV; the Lei de Diretrizes e Bases (LDB), n° 9.394/96; the Federal Constitution (CF) of 1988; the Plano Nacional de Educação (PNE), law n° 13.005/2014; the Diretrizes Curriculares Nacionais para a Educação Infantil (DCNEI) from 1999 and 2009; the Referencial Curricular Nacional para a Educação Infantil (RNCEI) from 1999; and documents from the World Bank (BM) from 1996, 2011, and 2017.

A significant aspect highlighted by the author concerns the analysis of the World Bank's influence on official documents related to curricular policies that point toward a Base Nacional Comum Curricular for Early Childhood Education. Oliveira (2019) mentions competencies, skills, and assessment as categories of her research terms present in the BNCC and overemphasized in the debates that preceded the approval of this curricular policy, along with the recommendations from the World Bank.

The results of this research highlight that the curricular policies for this educational stage are notably influenced by the imperatives and interests of the market. On the other hand, the construction of a policy is not achieved through a single pathway, but rather through facing and mobilizing social efforts via disputes, clashes, conflicts, and struggles to ensure its central objective, which is the human development of all infants and young children (OLIVEIRA, 2019, p.7).

Macedo (2018), in the research titled "The perception of teachers in the city of Recife about the normative guidelines of the Base Nacional Comum Curricular (BNCC)," highlighted the views of teachers in Recife regarding the curricular guidelines brought about by the BNCC. The guiding question of the study was: how did the teachers in Recife appropriate the normative guidelines of the BNCC? The results obtained by Macedo (2019) demonstrated that since the participation of teachers in the construction of the common curriculum was not active, this policy may face backlash, particularly concerning the teachers' individual conceptions of what is important or not as content in the teaching process.

Once again, we see that the BNCC was constructed in a non-democratic manner, without the participation of the main actors involved in the implementation of an educational policy: the teachers. Macedo (2019) points out how the individual conceptions of teachers can influence the practical context in the process of implementing the curricular policy, considering the autonomy and discretion inherent to front-line professionals engaged in the process. A curricular policy implemented without the involvement of educators reflects a unilateral educational policy centered on the interests of third parties, specifically the neoliberal interests of the private sector, which relentlessly aim to undermine public education, going entirely against the ideals of a public school that is secular, socially situated, critical, and emancipatory.

Finally, the research by Triches (2018) titled *The Formulation of the Base Nacional Comum Curricular (BNCC) and Disputed Conceptions about the Child's Literacy Process (2015-2017)* aimed to analyze the process of formulating the Base Nacional Comum Curricular (BNCC) and the contested conceptions surrounding the literacy process of children.

Triches (2018) emphasizes that the BNCC was announced by the MEC as a curricular policy primarily focused on improving the quality of Basic Education in Brazil. The researcher defined the historical scope from 2015 to 2017 because discussions surrounding the construction of the document emerged during this period. The author also adopted the policy cycle approach as a methodological procedure in her study, specifically regarding the formulation stage of the educational policy in question.

Triches (2018) emphasizes that during the formulation process of the BNCC, it was possible to observe divergent conceptions. While one group viewed the BNCC as a document capable of

Base Nacional Comum Curricular para a educação infantil: revisão de literatura qualitatively transforming Brazilian basic education, other segments understood it as a vertically biased public policy. The author mentions the organizations CONSED<sup>6</sup> and UNDIME<sup>7</sup>, as well as the "Todos pela Base" Movement, which have been and continue to be regarded by the MEC as "partners" in all stages of the document's formulation process.

Entretanto, a autora destaca um aspecto fundamental dessa discussão relacionado às inúmeras manifestações públicas das comunidades científicas, que buscavam ampliar as discussões sobre o documento e os questionamentos conceituais inseridos na estrutura das diferentes versões apresentadas à sociedade. Esses esforços, no entanto, não obtiveram sucesso e não encontraram espaço na versão final do documento. Isso evidenciou que a versão final foi constituída a partir dos discursos e interesses de grupos empresariais e fundações privadas que detiveram o poder decisório nesse processo.

Thus, Triches (2018) found that

[...] the BNCC was part of a series of neoliberal-leaning educational reforms that have been globally conceived since the 1990s, with the goal of improving national economies by strengthening the links between schooling, work, productivity, services, and the market (TRICHES, 2018, p.8).

The aforementioned author concludes by stating that in the formulation process of the BNCC document, the time allocated for literacy instruction was reduced from the first three years of elementary school to the first two years, clearly demonstrating a bias towards competitiveness and efficiency, emphasizing the development of competencies over considering and respecting children's time, space, singularities, and the specificities of childhood.

Thus, the author concludes her research under the framework of the events preceding the approval of the BNCC in its third version: despite numerous criticisms from the academic community and other societal sectors regarding the conception of the child's literacy process, the document was still approved in December 2017, disregarding the regulations established by the National Curriculum Guidelines (DCN<sup>8</sup>s), and the CNE/CEB Opinion No. 4/2008. Consequently, this acceleration of the literacy process drastically impacts early childhood education, as literacy becomes a topic within the final stages of early childhood education, presenting a significant contradiction. On one hand, the BNCC discusses "fields of experience" and guarantees "learning rights" for children aged 0 to 5 years;

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<sup>6</sup> National Council of Education Secretaries

<sup>7</sup> National Union of Municipal Education Directors

<sup>8</sup> National Curriculum Guidelines

on the other, it focuses on "skills and competencies" for the education of 6-year-olds, who now face an even shorter timeframe for becoming literate.

The data shows that discussions regarding Early Childhood Education and the BNCC (National Common Curricular Base) in educational journals from 2015 to 2020 have centered around issues related to the concepts of learning rights and fields of experience, which are connected to the structural pillars of this educational stage interaction and play. In Early Childhood Education, the BNCC introduces learning rights, fields of experience, and learning and development objectives. In contrast, in Elementary Education, the structure is organized by areas of knowledge, specific objectives for each curricular component, and the skills that students are expected to develop throughout this stage. Another critical point to consider is the transition between Early Childhood Education and Elementary Education. As indicated by the BNCC, it is essential to ensure continuity in students' educational journeys and to maintain a balance between the changes introduced, ensuring the integration and continuity of children's learning processes while respecting their individualities and the different ways they engage with knowledge, as well as the nature of the mediations in each stage (BRASIL, 2017).

## Conclusions

From the literature review conducted and the systematization of information after reading the selected works, it became clear that academic research has been addressing the BNCC (National Common Curricular Base) in Early Childhood Education, particularly by comparing the abrupt conceptual shift when a child completes Early Childhood Education and begins Elementary School. The BNCC, which focuses on fields of experience in Early Childhood Education, shifts to a focus on skills and competencies starting from the 1st grade of Elementary School.

The notion of competence adopted by the BNCC has been widely criticized for demanding a standardized set of outcomes from students, serving market interests without prioritizing critical and emancipatory education. It reduces the evaluation process to the expectations of large-scale assessments. This notion of competence also impacts Early Childhood Education, as it leads to a reduction in the years dedicated to literacy, focusing narrowly on the development of phonological awareness and the technical aspects of reading and writing.

The BNCC has introduced numerous aspects that require changes in the organization of Early Childhood Education, which differ from the National Curricular Guidelines previously in effect. Therefore, there is an urgent need for investment in both initial and ongoing teacher training. Since the approval of the BNCC, lesson planning and educational materials have already started to be



Base Nacional Comum Curricular para a educação infantil: revisão de literatura requested and made available in line with the Base. Early Childhood Education teachers have been incorporating the principles and foundations of the BNCC into their work without a sufficient transition period from one curricular document to another. This process has occurred with undue haste in some sectors, influenced by documents produced by multilateral agencies such as the World Bank, highlighting a context of influence and policy production shaped by numerous disputes, disagreements, and agreements from the initial project to its final formulation.

In the context of practice, research indicates that the implementation of the BNCC (National Common Curricular Base) directly affects the work of teachers, as it dictates which skills students must develop. Evaluation stands out as one of the primary tools for assessing students' learning progress. However, other factors need to be considered in this process, such as the time allocated for classroom instruction, the high number of students per teacher, the conditions ensuring access and retention, the availability of didactic resources, and ongoing teacher training. The lack or total absence of consideration for these factors puts the effectiveness of this evaluation tool at risk.

Research highlights that within schools, teacher narratives reveal existing conflicts and resistance concerning the implementation of the BNCC. Essential aspects of this debate include whether or not spaces for discussion were provided for teachers, who was listened to, and which voices were silenced during the process. It is crucial to recognize the explicit and implicit intentions within the BNCC, which impact official documents, implementation strategies, and the underlying ideology of its formulators and implementers, particularly regarding the specificities of Early Childhood Education. There is a notable trend towards cultural dilution and a simultaneous focus on preparing for the next stage, where priority is given to the literacy process over addressing the real and practical needs inherent to Early Childhood Education.

In the curricular dispute that emerged during the formulation of the BNCC in its latest versions, several groups vied for influence, including neoliberals, neoconservatives, authoritarian populists, and a faction of the middle class comprising technicians and other professionals committed to educational reforms. It is important to note that the selection of these technicians was not carried out democratically. The individuals involved in the document's drafting process, along with the role played by the "Movimento pela Base" (Base Movement), which shifted from being a supporter in the earlier versions to managing the final version of the BNCC, clearly demonstrate the agenda the BNCC aims to serve: market interests. Various scholars highlight the discontinuities in the final version of the BNCC, which presents a curriculum aligned with the capitalist model of society, framing the child's subjectivity as that of an entrepreneur of the self.

Thus, we conclude from the academic production that the BNCC is part of a series of neoliberal educational reforms that have been globally conceptualized since the 1990s, aiming to strengthen the links between schooling, labor, productivity, services, and the market in order to enhance national economies.

In contrast, the pressing question is how to resist a curricular policy implemented without the participation of educators a reflection of a unilateral educational policy, centered on the interests of third parties, which disregards the genuine provision of Early Childhood Education focused on children's experiences and their singularities. The issue at hand involves understanding how to be a combative and assertive teacher who does not validate the neoliberal interests of the private sector, which tirelessly aims to dismantle public education. This stands in stark opposition to the ideals of a critical and emancipatory public school system.

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