



The teaching profession in hypermodernity and the challenges of precarious work: what future is this?

The teaching profession in hypermodernity and the challenges of precarious work: what future is this?

Carlos Alberto Ribeiro Barbosa¹

Claudineide Ana de Lima^{two}

Jorge Adrihan do Nascimento de Moraes³

Monique Siqueira de Andrade⁴

Patricia Veszs⁵

Silvio Cesar Bello Salgado⁶

Submitted on: 08/21/2022

Approved on: 08/21/2022

Published on: 08/24/2022 DOI:

10.51473/rcmos.v2i2.345

SUMMARY

This article aims to address the teaching profession in hypermodernity in the face of the challenges of precarious work. The disruption of modern paradigms led man to an exacerbation of values and attitudes in contemporary times. As a result, the teaching profession faces new conflicts, daily, in the school context, having to not only deal with this new generation, but also with the challenges of precarious work, in various issues such as salaries, working hours and the relationship of students per class. . With a qualitative approach, with a bibliographical review, the study reaffirms how much teacher training does not prepare professionals for this hypermodernity, just as working conditions do not provide support to serve this new generation.

Key words:Teaching profession. Hypermodernity. Precariousness of work.

RESUME

This article aims to address the teaching profession in hypermodernity in the face of the challenges of precarious work. The rupture with modern paradigms has led men to an exacerbation of values and attitudes in contemporary times. Therefore, the teaching profession confronts, on a daily basis, new conflicts in the school context, having to deal with this new generation on the ground, but also with the challenges of precarious work, on different topics such as salary, workload and list of students by class. With a qualitative approach, with a bibliographical review, the study reaffirms the extent to which teacher training does not prepare professionals for this hypermodernity, as well as working conditions do not provide subsidies to meet this new generation.

Keywords:Teaching profession. Hypermodernity. Precarious work.

1. INTRODUCTION

Education is directly related to society. According to Mézaros (2009), social issues are reflected in the school context, reformulating educational relationships and practices. In view of this, it is understood how much the teaching profession needs to be prepared to meet new demands, given that contemporary subjects are relate to people and the world in another way. The future has already arrived.

¹ PhD candidate in Educational Sciences, from the Universidad Columbia del Paraguay, Master in Marketing and Administration from the Pontifical University of São Paulo PUC/SP Adjunct Professor V at the AFAAcademia da Força Aérea.

^{two} PhD student and Master in Education Sciences, from the Universidad Columbia del Paraguay, Educational Analyst and Pedagogical Coordinator of the State Education Network of Pernambuco.

³ Doctor and Master in Education Sciences, from the Universidad Columbia del Paraguay, Executive Director of the Institute of Human and Professional Development.

⁴ PhD student in Science Education through Universidad Columbia del Paraguay, Master in Literature from the State University of Rio de Janeiro, professor at Faculdades Integradas Campo-Grandenses.

⁵ PhD student and Master in Education Sciences, from the Universidad Columbia del Paraguay, Coordinator of the southern region of Brazil of the Institute of Human and Professional Development.

⁶ PhD candidate in Educational Sciences, from the Universidad Columbia del Paraguay, Master in Environmental Sciences (UVA); Professor at SEEDUC/RJ; Secretary General of SUBEX/SEEDUC; Secretary of CACS- FUNDEB/ RJ and Professor at EGPP/CE-PERJ.



With the advent of the technological revolution and the rupture with modernity, individuals exacerbate values, positions and formulate new paradigms for this time, called Hypermodern, for Lipovetsky (2004). Therefore, we learn that the school experience is different, since the subjects position themselves, react and feel the world in a different way. Therefore, it is necessary to reflect on teacher training in light of this reality, as well as the challenges that education professionals face in the face of precarious work.

Based on this, this article aims to discuss the teaching profession and its challenges, more specifically specifically on the problem of the process of precariousness of this profession which, over time, has been accentuated due to the transformations that have occurred both in the sphere of work and in the scope of educational policies.

Considering that society has been marked by major transformations in the world of work, a study that can contribute to a reflection on the conditions under which teachers work becomes essential. Therefore, to begin with, we present the methodology used, the nature of the research, the instrument used, the context and objectives for carrying out the investigation.

Then, in the second chapter, we present a discussion of the results, making some considerations about Hypermodernity and teacher training in Brazil, as well as the precariousness of teacher work.

The third chapter brings final considerations, taking into account the bibliographical research and considerations in relation to the results found throughout the investigation.

2. MATERIALS AND METHODS

The present study is characterized by a qualitative approach, with a bibliographic review, which according to Gil (2010), from this perspective it is clear that bibliographic research uses existing data. Therefore, this article was constructed through bibliographical research, with a literature review that for Lakatos and Marconi (2003, p. 248): “consists of a synthesis, as complete as possible, regarding the work and data pertinent to the topic, within a logical sequence.” In this way, it enabled researchers to contact directly and indirectly with sources of scientifically legitimized knowledge. It is characterized by a qualitative approach, of a basic nature, as for Gil (1999, p. 42) it denotes that this nature “seeks to develop scientific knowledge without direct concern with its practical applications and consequences.” As for the objectives, the research is exploratory, as it aims to “provide more familiarity with the problem.” Gil (2002, p. 41). Therefore, it becomes necessary to appreciate, expound and reflect on the references discussed here, which were selected, so that subsidizes this reflection.

3. PRESENTATION OF DISCUSSION OF RESULTS

3.1. Hypermodernity: transformations in society and relationships

Many authors seek to define and understand man's relationship with the world, as well as his interpersonal relationships. Among philosophy theorists, Lipovetsky (2004) has focused on understanding contemporary society. He states that we live in hypermodernity, that is, the disruption of modern paradigms has led man to greater autonomy, protagonist of his own destiny. Therefore, the contemporary subject exaggeratedly lives the values of modernity to the highest limits.

It is the same dissolution of the Self that opens the new permissive and hedonistic ethics: effort has gone out of fashion, everything that is constraining and austere discipline has been devalued in favor of the cult of desire and its immediate satisfaction, everything happens as if the intention was to take Nietzsche's diagnosis of the modern tendency to favor weakness of will to its ultimate consequences. (LIPOVETSKY, 2005, p. 38).

two

One of the striking characteristics of this hypermodern era is that the overvaluation of individuality promotes an immersion in the world of subjectivity that subjects become individualistic and concerned with their own interests, narcissistic, as Lipovetsky (2004) suggests. Therefore, “Pragmatism and cynicism. Short-term concerns. Private life and individual leisure. No religion, apolitical, amoral, naturist, narcissist. In postmodernity, narcissism coincides with the desertion of the individual citizen, who no longer adheres to the myths and ideals of his society” (FERREIRA, 1991, p.101).

Another author who characterizes contemporary society is Rojo (2004), however, unlike Lipovetsky (2004), she places this nomenclature within the field of multiliteracies, the universe of digital communication and information technologies. According to the author, the reality of the subjects has changed and with that, new perspectives are needed. Individuals permeate other universes, listening, seeing and interacting technologically with others, making use of moving images, from an entire social and technological context.

The relationship between the definitions of hypermodernity can be seen, as according to Lipovetsky (2004) the technological revolution was also responsible for today's exacerbated world and, Rojo (2004) presents how school practices are different in the face of these new times of technologies, individuality, instant access and interaction between individuals. In this sense, "in the contemporary world it is about establishing the relationship, the permeability between the local/global cultures and literacies of students and the valued culture that circulates or may circulate in them". (ROJO, 2009, p.52).

Therefore, a consideration of realities, as active subjects in the learning process, as "one of the main objectives of the school is precisely to enable its students to participate in the various social practices that use reading and writing (literacies) in city life, in an ethical, critical and democratic manner". (ROJO, 2009, p.107). Therefore, leading teachers to multiliteracy means taking them to consider and understand the various cultural manifestations that are present in the educational environment, as well as understanding the universe of students who are within the classroom so that pedagogical practices contemplate this diversity of expression and the different types of manifestations, classified according to Rojo (2004), as multiliteracies and multisemiotics, are worked on at school. Because, individuals in hypermodernity are surrounded by highly social technological expressions.

From the perspective of teaching multiliteracy, it is necessary to consider that, according to Rojo's theory (2004), a multiliterate teacher is one who understands and interacts with the diverse social manifestations of subjects and with the technological advances present in society, in the sense of that goes beyond the school walls and brings the interactions of students and the community into the classroom, that is, taking a look at the contexts experienced by students and considering all the manifestations they produce. It is necessary, therefore, to leave the pedagogical framework, the restricted ways of thinking about teaching and meet subjectivities, so that the teaching profession moves to social spaces.

It is therefore necessary to look at the new productions of today, in which the teacher needs to highlight and take these performances by contemporary young people into the classroom. "Schools' efforts to adapt to the new reality have visible impacts on the quality of teaching. The sociocultural, economic and professional profile of teachers also changes, with the expansion of networks". (ROJO, 2009, p.86)

In light of all these social and educational transformations, we understand that technology and artificial intelligence are also changing jobs, but not only them. The job market is also changing due to other factors. According to research carried out by Pearson (2018), this change is occurring due to other factors such as increased urbanization and globalization, climate change, demographic changes and political instability. And, the consequence of this is that many professions will emerge. According to the aforementioned survey, around 65% of today's children will occupy careers that do not yet exist.

To be prepared for this future, in addition to seeking technical knowledge, we will have to develop skills that can be applied to any type of work. To further elucidate these demands of hypermodernity, a survey carried out by the Research Council (2012) on important topics for society, with a committee made up of educators, psychologists and economists, who defined the skills that would be needed in the 21st century:

1st. - CREATIVITY:

Creativity when applied in the work environment.

2nd. - EMPATHY

It is human relationships that will create the greatest social impact. 3rd.

- COMMUNICATION

The ability to communicate well both orally and in writing are part of interpersonal skills, also known as Social Intelligence.

4th. - CRITICAL THINKING

The ability to analyze a problem in a distant and rational way, which is already highly valued today, will be much more valued in the future.

5th. - EMOTIONAL INTELLIGENCE

A professional who has this skill is a professional who can remain emotionally strong in the face of changes, whether economic or values.

6th. - LEARN TO LEARN

This ability is closely linked to education in this century, it is the autonomous way of learning and studying, and can only be achieved with discipline, focus and precision, the learner himself is the one who defines time.

7th. – MULTIDISCIPLINARITY

A multidisciplinary person meets the needs of organizations in a creative way and involving different views

8th. - LEADERSHIP

The leader humanizes the organization, has a strategic vision, capable of opening paths in the diversity created by the knowledge economy, has resilience and perseverance, has the ability to unify to achieve objectives (PORVIR, 2012)

In view of all these reformulations of life in society that consequently affect professionals and new educational models, we need to discuss teacher training in Brazil, in order to understand how to meet these contemporary demands and how the job market in Brazil covers and supports these notes.

3.2 Teacher training in Brazil

Teacher training has been, according to Gomes, *et al.*(2019), the subject of debates and profound reforms. relations in Brazil (and the world) for many years. The authors corroborate that the majority of countries have not yet managed to achieve the minimum standards necessary to make the teaching profession equal to its public responsibility for millions of students. Therefore, in this context, teacher training must be understood in its entirety through a historical perspective that allows us to understand how this training has unfolded over time, especially in continental nations such as Brazil.

What does it mean to be a teacher in this globalized world, faced with so much information and knowledge opportunities? of ascension and challenges in the face of an increasing hypermodernity. These are the points that question us. In this sense, “the teacher teaches, but also learns, in the search for reason, knowledge and even an ethical meaning for life” (CARDOSO, p. 37). From this perspective, the teacher has become multifunctional due to all the functions assigned to him, as the teacher is still socially perceived as the one who holds all the knowledge, which combines many other capabilities, such as the ability to work in a team and an entrepreneurial spirit; and unites these capabilities with the objective of teaching how to learn so that people can learn autonomously.

The transformations are structuring, in a clearly market-based scenario, marked by neoliberal permanence, say Gomes *et al.*(2019). Also due to competition, the unbridled growth of distance learning degrees, the presence of new educational technologies and the dissociability between theory and practice, that is, the dissociability between specific training and teacher training. It is therefore necessary to rethink teacher training in Brazil, so that it meets the demands of society.

The advent of the Federal Constitution of 1988 and the Law of Guidelines and Bases of National Education (1996) brought education into Brazil's legal-administrative framework as a duty of the State and an inalienable right of the citizen. The infraconstitutional legislation has broad content that (in the formal field) deals with access, conditions and permanence of teachers and students. However, an undeniable gap exists between formalism and reality.

4

Thus, Basic Education represents a source of teacher training and certainly a job market of unusual proportions for teachers. There are, however, dynamics specific to the education system and the market system that contribute to expanding or reducing the supply and demand for courses that train these professionals, because, although certification in higher education courses is becoming widespread in the country among all teachers, , improving the quality of Basic Education is not only modified by the new qualifications of teachers, there are also problems arising from the characteristics assumed by the expansion of the courses and which also result from their quality (Gomes *et al.*, 2019, *apud* Barreto, 2015) and potential precariousness, even in the teaching training phase.

According to Saviani (2009, p.143), “the issue of teacher training required an institutional response. only in the 19th century, when, after the French Revolution, the problem of popular education was posed.” Saviani (2009) states that in Brazil, this concern with teacher preparation emerged after independence and intensified with the proclamation of the Republic, conceived as part of the nation-building project. For UNESCO (2017), Improving the professional training of teachers is an extremely important measure in any effort aimed at improving the quality of education. Likewise, the appreciation and qualification of teachers are fundamental to improving the quality of education. (UNESCO,2017 - online)

According to the PNE (2014-2024), in objectives and priorities, which include respect for the appreciation of education professionals, the following item 4 reads:

Particular attention should be given to initial and continuing training, especially for teachers. Part of this appreciation is the guarantee of adequate working conditions, including time for studying and preparing classes, a decent salary, with a minimum salary and a teaching career. (BRAZIL, 2001, p.4)

The Education Guidelines and Bases Law (LDB), nº 9394, of December 20, 1996, disposes specifically on the training of education professionals. According to LDB (1996), in the article that deals with education professionals,

Art. 61. Basic school education professionals are considered to be those who, being in effective practice there and having been trained in recognized courses, are

I – Teachers qualified at secondary or higher level to teach in early childhood education and in primary and secondary education;

II – Education workers holding a pedagogy diploma, with qualifications in administration, planning, supervision, inspection and educational guidance, as well as titles of

III – education workers, holders of a technical or higher education diploma in a pedagogical or similar area

IV - Professionals with notable knowledge recognized by the respective education systems, to teach content in areas related to their training or professional experience, attested by specific title or teaching practice in educational units in the public or private network or in the private corporations in which they have worked , exclusively to comply with item V of the caput of art. 36;

V - Graduated professionals who have completed pedagogical supplementation, as provided by the National Education Council.

Single paragraph. The training of education professionals, in order to meet the specificities of carrying out their activities, as well as the objectives of the different stages and modalities of basic education, will be based on:

I – The presence of solid basic training, which provides knowledge of the scientific and social foundations of their work skills;

II – The association between theories and practices, through supervised internships and in-service training; III – the use of previous training and experiences, in educational institutions and others activities. (BRASIL, 1996, p.41-42)

In view of Freire's (2011) thinking, being a teacher requires knowledge necessary for educational practice, a certain boldness and persistence, with the mission of guiding, listening, motivating, challenging, discovering potential and helping to develop skills, even more so in the hypermodernity we live in. . The teacher, in his daily life, transforms his students, but he is also transformed. Therefore, continuing education is directly associated with a process aimed at improving pedagogical practices, which are developed by teachers in their daily work and school routine.

5 Reflecting on educational practice, on your role as a teacher is fundamental, and the professional must be open to this practice. Therefore, they will be able to adapt to the diversity and constant changes that occur in education and face the difficulties encountered in their daily lives in the classroom.

According to Freire (2011), the act of teaching requires the educator to critically reflect on practice. O

The author proposes the use of a practice in the classroom that develops criticality in students. According to Freire (2011), “critical teaching practice, which involves right thinking, involves the dynamic, dialectical movement between doing and thinking about doing”. The teacher cannot act as someone who simply deposits knowledge into a student who is merely receptive, who does not question the information. School, according to Freire (2011), cannot be alienating. The institution

Conservative schools have the role of accommodating students to the world around them, but Freire (2011) argued that the real role of education is worry them, make them research, debate, criticize and express their opinions.

The teacher needs to be aware of his social role, so that he can guide his students to understand the complexity of the society in which they are inserted, knowing that this same society presents problems, which, in order to be solved, depend on the knowledge that these students acquired through far away of your trajectory.

Second Bortoni-Ricardo Et.al. (2015, p.17), "teacher training in our country has been neglecting dimensions of a more practical, methodological nature, in favor of a supposed superiority of theoretical contents coming from the human sciences". According to the LDB (1996), the role of education professionals is to create means and circumstances to achieve the objectives relating to basic education. In the aforementioned legislation, in its sole paragraph, an approach is made to teaching experience, which must be a prerequisite for professionals in any teaching role, following the standards of each education system. Bortoni-Ricardo Et.al. (2015) says that, according to researcher Martin Carnoy, one of the main problems in education in Brazil is the weakness in teacher training.

According to the PCNs (Brazil, 1998), training teachers is not restricted to exposing content in large quantities. In addition to these quantities, teacher training goes beyond that. It is necessary to prepare future teachers to perform work that offers students access, understanding and use of the possibilities granted to them by knowledge, in a critical way, in order to meet the new demands of society and the world of work.

3.2. The Precariousness of Work

We realize that we are living in a new moment in Brazilian education, which implies a change of paradigm, to guide new educational actions, given the transformations that have occurred in hypermodernity.

We therefore need to pay attention to the following question: if the work of teachers, currently in Brazil, provides support for putting into practice all the demands of contemporary times. We observed, then, that teaching activity has gone too far beyond its area of training. We can consider that in many cases the teacher ends up performing different functions than they should, such as: nurses, psychologists, etc. Another facet of the precariousness of the teacher's work refers to the work that is beyond the school walls, a particularity of the profession, which is directly linked to the time spent correcting tests and assignments, preparing lesson plans and tests, launching notes, meetings, etc. This time becomes invisible and ends up not being counted in teachers' payments.

Evidently, this situation has to do with other working conditions, such as those related to salary, for example, considering the number of schools in which they work and the number of hours/classes they undertake, especially for teachers who work in the grades at the end of elementary school and high school, which sometimes double the journey in different education networks. Teachers in the initial grades, in some places, even work twice as long, taking on workloads in schools in different public networks — state and municipal — or in public and private schools. (SAMPAIO, MARIN, 2004, p.1214)

In this sense, teachers in Brazil need to work in more than one school, taking on a large workload, to have, at least, a salary that supports them. The precariousness of teaching work in Brazil is something that is gaining great prominence every day in society, as it deals with several problems that every day violate our legislation, such as, for example, there is a subtraction of effective teachers from public schools and even particular to the current education market;

increasing, in turn, the temporary hiring of outsourced workers who, in turn, do not meet effective safety measures learning monitoring.

6

Another factor to be addressed is in relation to the number of students per class, which according to data from the school census (2018),

In 2017, the average number of students per class was 30.4 in high school; 23, in Elementary School; and 16.3, in Early Childhood Education. Classes in the public network are larger than those in the private network for all stages of education. The data comes from the Educational Indicator "Average of Students per Class", derived from the 2017 School Census, one of eight released by the National Institute of Educational Studies and Research Anísio Teixeira (Inep). (INEP PORTAL, 2018)

The working conditions and relations of teachers who submit each day bring devastating effects health of these professionals. With educational reforms, this worker has intensified his work every day, resulting in emotional problems, that is, mental illnesses have been the main causes. "As seems evident, these changes are markedly compromised by the precariousness of school work, especially with regard to teaching training and working conditions". (SAMPAIO, MARIN, 2004, p. 1218). This problem has grown due to the transformations that have occurred both in teaching work itself and in the scope of educational policies, especially in the 1990s.

According to Sorrato and Heckler (1999, p.91), there are two conclusions:

The first is that the level of demand and tension for the worker is much greater from an emotional point of view and the second is that the worker, due to this demand, needs to be well from an emotional point of view to be in a position to perform adequately. its role and always updated to respond to customer needs.

Education educators are required to make a great effort regarding their emotional state, considering that the level of tension has grown in this profession. Precariousness is shown through different nuances and has expanded over the years, in the world of work, which is accentuated in the symbiosis between man and nature.

This precariousness of teaching work denotes different aspects, generating and entailing educational, cultural and social dimensions, causing impacts on health, which derive from the intensification of work due to the polyvalence of functions, obstacles and meanings, training and demands.

Teaching work has been reconfiguring itself due to the great transformations in the contemporary world, the precariousness of working conditions, which persists in the Brazilian reality, in salary and work issues in schools, affecting the lives of teachers. Going into more specific fields, there are several discussions about salary devaluation, employment instabilities, sometimes contracts, sometimes selection of these professionals, long and long working hours, demands for the current scenario of these teachers' reality.

For Mészáros (2009), the crisis we are currently experiencing is a structural crisis, whose predicates result from its universal character, a crisis in the global system, it is part of a process that unfolds gradually. Antunes (2008) states that it is necessary to consider this moment to understand the adversities in the world of work.

Due to so many variables, including economic, managerial and social, which are currently and reach the school, there is a very significant tendency towards the intensification of teaching work. According to Dal Rosso (2008), this intensity results in more work and consequently lower productivity. Thus, the author discusses the issue of intensity indicating that "it refers to the degree of energy expenditure carried out by workers in the concrete activity." (2008, p.20). And that implies "[...] processes of any nature that result in a greater expenditure of the worker's physical, cognitive and emotional capabilities with the aim of quantitatively increasing or qualitatively improving results. In short, more work" (p. 23).

At this point, it is necessary to understand that the process of precariousness and alienation are concepts that train and emancipate those who have the main role of developing human capabilities, skills and competencies and who need quality of life at work.

CONCLUSION

7

Given the scenario presented, of education in Brazil, where work is precarious, doing and being a teacher is marked by several responsibilities. We believe that by reflecting on the precariousness of teaching work in hypermodernity, we managed to bring to light an important debate in the field of teacher training.

As long as teacher training does not meet new demands, with reformulations in teaching degrees, just as its performance remains precarious, education will continue to be in crisis and conflict. Educational change is possible, with transformations in social strata.

Therefore, based on what has been exposed, we observe that being a teacher in the current situation in our country represents a great challenge, such as: the devaluation of this profession, educational policies that do not adequately address

aims at initial and continuing teacher training, work overload, salary issues, number of students per class, among others.

In view of this, we realize that the teacher's work needs to be redefined, with policies that value the teaching profession in its entirety, in this way, the teacher must resume the practices of his teaching, with the aim of contributing to a reorganization of a policy aimed at teacher training at all levels of education.

REFERENCES

ANTUNES, Ricardo (org.). **Wealth and misery of work in Brazil**. São Paulo: Boitempo, 2008.

BRAZIL. **Education Guidelines and Bases Law** National, LDB. 9394/1996. Available in: http://www.planalto.gov.br/ccivil_03/LEIS/L9394.htm . Accessed on 18 Jan. 2021.

BRAZIL. **National Curricular Parameters**. Portuguese Language: first and second cycles/Ministry of Education Secretariat of Fundamental Education. 3rd ed. Brasília: The secretariat, 1998.

BORTONI-RICARDO, Stella Maris; MACHADO, Veruska Ribeiro; CATANHEIRA, Salete Flôres. **Teacher training as a literacy agent**. 1st ed., 3rd reprint. São Paulo: Contexto, 2015.

DAL ROSSO, Sadi. **More work!** The intensification of work in contemporary society. São Paulo: Boitempo, 2008.

FERREIRA, Jair. **What is postmodern**. São Paulo: Brasiliense, 1991.

FREIRE, Paulo. **Pedagogy of autonomy**: Necessary knowledge to educational practice. São Paulo: Paz e Terra, 2011.

GIL, A.C. **How to design research projects**. 5. ed. São Paulo: Atlas, 2010.

GIL, A.C. **Methods and techniques of social research**. 5. ed. São Paulo: Atlas, 1999.

GIL, A.C. **How to design research projects**. São Paulo: Atlas, 2002.

GOMES, Manoel Messias; GOMES, Francisco das Chagas; ARAUJO NETO, Benjamim Bento de; MOURA, Nieve Dagraça de Sousa; MELO, Severina Rodrigues de Almeida; ARAUJO, Suelda Felício de; NASCIMENTO, Ana Karina do; MORAIS, Lourdes Michele Duarte de. Reflections on teacher training: characteristics, history and perspectives. **Public education**, v. 19, nº 15, August 6, 2019. Available at: <https://educacaopublica.cecierj.edu.br/articles/19/15/reflexoes-sobre-a-formacao-de-professores-caracteristicas-historico-e-perspectivas> . Accessed on 18 Jan. 2021

INEP, National Institute of Educational Studies and Research Anísio Teixeira. **School census data**: Brazilian high school has an average of 30 students per class. Available in http://portal.inep.gov.br/artigo/-/asset_publisher/B4AQV9z-FY7Bv/content/dados-do-censo-escolar-ensino-medio-brasileiro-tem-media-de-30-acionais-por-sala/21206#:~:text=Julho%20de%202018-,DADOS%20DO%20CENSO%20ESCOLAR%3A%20Ensino%20M%C3%A9dio%20brasileiro%20tem%20m%C3%A9dia%20de,todos%20as%20steps%20of%20teaching . Accessed on 19 Jan. 2021.

LAKATOS, Eva Maria. and MARCONI, Marina de Andrade. **Fundamentals of scientific methodology**. - 5th ed. - São Paulo: Atlas, 2003.

LIPOVETSKY, Gilles. **Hypermodern times**. São Paulo: Barcarolla, 2004.

LIPOVETSKY, Gilles. **The Age of the Void**. Barueri, SP: Manole, 2005.

MÉSZÁROS, István. Reflections and perspectives on the relationship between capital and Education. **Perspective**: Magazine of the Education Sciences Center. Federal University of Santa Catarina. Center for Education Sciences. - v. 27, no. 2 - July/ December 2009 and - Florianópolis: UFSC Publisher.

PNE. **National Education Plan**. Available in <http://portal.mec.gov.br/arquivos/pdf/pne.pdf> . Accessed on 18 Jan. 2021.

ROJO, Roxane. **Languages, codes and their technologies**. In: Brazil. Ministry of Education. Secretary of Education Basic. Department of Secondary Education Policy. High school curriculum guidelines. Brasília, 2004.

8

PEARSON. **Will robots take our jobs?** Available in <https://br.pearson.com/imprensa/noticias/robos-they-re-going-to-take-our-jobs-there-s-no-reason-for-alarmism-points-research.html> Accessed on 19 Jan. 2021.

FOR COMING. **Discover skills for the 21st century**. Available in <https://porvir.org/conheca-competencias-para-21st-century/> Accessed on January 19, 2021.

ROJO, Roxane. **Multiple literacies, school and social inclusion**. São Paulo: Parábola Editorial, 2009.

SAMPAIO, Maria das Mercês Ferreira; MARIN, Alda Junqueira. Precariousness of teaching work and its effects on



curricular practices. **Education. Soc.**, Campinas, vol. 25, no. 89, p. 1203-1225, Sept./Dec. 2004. Available at <https://www.scielo.br/pdf/es/v25n89/22618.pdf> . Accessed on 19 Jan. 2021.

SAVIANI, Demerval. Teacher training: historical and theoretical aspects of the problem in the Brazilian context. **Brazilian Education Magazine**. Campinas, V. 14, n.40, p. 143-155, Jan./Apr. 2009.

UNESCO. **United Nations Educational, Scientific and Cultural Organization**. Available in <http://www.unesco.org/new/pt/brasil/education/educational-governance/teacher-education-and-training/> . Accessed on 18 Jan. 2021.