

ARTICLE

THE PHYSICAL EDUCATION TEACHER'S MANUALS IN THE NATIONAL TEXTBOOK PLAN

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ABSTRACT: Physical Education was included in the National Textbook Plan (PNLD) in 2019, and the teacher's manual was the adopted book model. This article analyzes the insertion of Physical Education in this program and considers the context of textbooks in this curricular component and the alignment of teacher manuals with the neoliberal curricular policies that have invaded the field of Brazilian education in the recent decades. First, we present the context of Physical Education textbooks in Brazil, from gymnastics guides to textbooks, and to PNLD manuals, a moment in which school Physical Education obtains new relevance in the publishing market. Then, we conduct an analysis of the textbook collection with the highest number of copies sold in 2019 and 2020, named Corporal Practices, from the Editora Moderna publishing company, revealing how it can be seen as one of the signs of ongoing neoliberal curricular reforms. Finally, we sound an alarm regarding the emergence of a sense of school Physical Education shaped by the market and point out alternatives to teacher manuals in order to escape the current market-oriented logic.

Keywords: School Physical Education, National Textbook Plan, curriculum, neoliberalism, textbook, public policies.

OS MANUAIS DO PROFESSOR DE EDUCAÇÃO FÍSICA NO PLANO NACIONAL DO LIVRO DIDÁTICO

RESUMO: Educação Física foi inserida no Plano Nacional do Livro Didático (PNLD) em 2019, sendo o manual do professor o modelo de livro adotado. Este artigo analisa a inserção da Educação Física nesse programa e considera o contexto dos livros didáticos nesse componente curricular e o alinhamento dos manuais do professor com as políticas neoliberais de currículo que invadiram o campo da educação brasileira nas últimas décadas. Em um primeiro momento apresentamos o percurso dos livros didáticos de Educação Física no Brasil, desde os guias ginásticos, passando pelos livros didáticos, até os manuais do PNLD, momento em que a Educação Física escolar desperta nova relevância no mercado editorial. Em seguida, realizamos uma análise da coleção de manuais didáticos que obteve a maior quantidade de exemplares vendidos nos anos de 2019 e de 2020, a coleção Práticas Corporais, da Editora Moderna, revelando como ela pode ser tomada como um dos indícios das reformas neoliberais de currículo em curso. Por fim, alertamos para a emergência de um sentido de Educação Física escolar moldado pelo mercado e apontamos alternativas para os manuais do professor de forma a escapar da lógica mercadológica vigente.

Palavras-chave: Educação Física escolar, Plano Nacional do Livro Didático, currículo, neoliberalismo, livro didático, políticas públicas.

LOS MANUALES DEL PROFESOR DE EDUCACIÓN FÍSICA EN EL PLAN NACIONAL DEL LIBRO DE TEXTO

RESUMEN: La Educación Física se incluyó en el Plan Nacional de Libros de Texto (PNLD) en 2019, y el manual del maestro fue el modelo de libro adoptado. Este artículo analiza la inserción de la Educación Física en este programa y considera el curso de los libros de texto en este componente curricular y la alineación de los manuales docentes con las políticas curriculares neoliberales que han invadido el campo de la educación brasileña en las últimas décadas. En primer lugar, presentamos el contexto de los libros de texto de Educación Física en Brasil, desde guías de gimnasia, pasando por libros de texto, hasta manuales del PNLD, un momento en el que la Educación Física escolar despierta una nueva relevancia en el mercado editorial. Luego, realizamos un análisis de la colección de libros de texto que tuvo el mayor número de ejemplares vendidos en 2019 y 2020, la colección Prácticas Corporales de Editora Moderna, revelando cómo se puede tomar como una de las señales de las reformas neoliberales en el currículo en curso. Finalmente, alertamos sobre el surgimiento de un sentido de Educación Física escolar conformado por el mercado y apuntamos alternativas a los manuales del profesor con el fin de escapar de la lógica actual del mercado.

Palabras clave: Educación Física Escolar, Plan Nacional de Libros de Texto, currículo, neoliberalismo, libro de texto, políticas públicas.

INTRODUCTION

Physical Education was included in the National Textbook Plan (PNLD) for the first time in 2019. This program serves basic education schools in the public education network with the goal of evaluating and providing teaching and supporting materials, making the federal government the largest purchaser of textbooks in Brazil and one of the largest in the world¹. In 2019 alone, more than one billion Brazilian reais (BRL) were invested in the acquisition of textbooks and accompanying materials through the PNLD (FNDE, 2020).

¹ Available at: <https://www.gov.br/fnde/pt-br/assuntos/noticias/mec-disponibiliza-o-acesso-a-escolha-dos-livros-didaticos-do-pnld-2022>. Accessed in Jan. 2022.

Generally speaking, the acquisition of books through the PNLD begins with a call notice that determines the evaluation criteria for the books that will be purchased. The works are then evaluated by a team that is mostly composed of teachers, normally from different public universities, who compile a guide with the reviews of the books that fulfill the criteria included in the call notice. With this guide in hand, teachers from the public basic education network can choose which books they will adopt in their classes. Afterwards, the schools communicate these choices to the federal government so the books can be ordered from the publishers. The budget for this purchase comes from the National Fund for the Development of Education (FNDE), the autarchy that is responsible for managing the PNLD.

The inclusion of Physical Education in the PNLD in 2019 began with the publication of call notice 01/2017, which established the teacher's manual as the chosen book model for the subject (BRASIL, 2017a). This call notice was linked to the publication of the national common curricular base (BNCC) for early and elementary education in 2017. The BNCC is a regulatory document that defines essential learning content connected to the curricular components (BRASIL, 2017b), since Decree 9099 (BRASIL, 2017c) charged the PNLD with supporting the BNCC's implementation. Thus, the PNLD's Physical Education manuals would have to be created according to the knowledge and methodological structures contemplated within the BNCC, a document guiding curricular construction.

Both the BNCC and the PNLD are included in a context of educational reforms that have been sparked globally throughout the last few decades. To Ball (2014), these reforms have in common the activity of large corporations which, through philanthropic institutions, produce interventions in the structuring of school curricula. Considering this, various authors have dedicated themselves to exposing the determinant role played by the private sector in the implementation of the BNCC, especially through their philanthropic groups (AVELAR; BALL, 2017; MACEDO, 2014; 2019; TARLAU; MOELLER, 2020, NOVAES *et al.*, 2021a). Adrião (2017) highlights the interest in the PNLD stemming from large corporations which provide “curricular supplies”, understood as the set of products and services related to curricular implementation. As such, the BNCC and PNLD are coordinated in public education policies geared towards the curriculum and, thus, towards the curricular supplies market, reinforcing the transformation of the concept of education into that of an expanding market and a profitable business.

In this scenario, the article's goal is to analyze the inclusion of Physical Education in the PNLD, considering the context of textbooks in this curricular component and the alignment of teacher manuals with neoliberal curriculum policies. To this end, we first present the context of Physical Education textbooks in Brazil, from gymnastics guides to textbooks, and to PNLD manuals, a moment in which school Physical Education (SPE) obtains new relevance in the publishing market. Then, we conduct an analysis of the textbook collection with the highest number of copies sold in 2019 and 2020, revealing how they represent the neoliberal curricular reforms conducted in the subject of school physical education.

THE CONTEXT OF TEXTBOOKS/TEACHING MANUALS IN PHYSICAL EDUCATION

According to Macedo (2004), textbooks function as curricular devices inserted in specific contexts and “are not objective or factual, but instead cultural products that must be understood as the complex result of interactions mediated by economic, social, and cultural matters” (p. 106). Thus, textbooks are related to the current curricular documents and to the social, cultural, and political world in which they are included. In other words, the comprehension of how they are related to Physical Education includes the understanding of their approaches to this school subject's curriculum inserted in a broader cultural context.

Upon using the term “curriculum”, we establish that it involves, not only the curricular documents stemming from planning and management agencies, but also:

[...] the documents from schools, projects, plans, textbooks, the media, basically everything that passes through school time-space, as well as all that is lived, felt, practiced and that is put in the form of written documents, conversations, actions and feelings experienced by its daily practitioners, it is possible to understand that the different dimensions of the curriculum are different dimensions or faces of the same phenomenon – the school curriculum in its

relationship to a broader sociopolitical, historical, economic, and cultural reality (CARVALHO; SILVA; DELBONI, 2017, p. 489).

To understand the relationship between the field of SPE and textbooks/teaching manuals, we use the study led by Loureiro and Moreira (2020), who conducted a review of the academic production about textbooks in Brazilian SPE. The authors identified that in the last three decades, the academic production (articles, end of course papers, dissertations and theses) was based on 19 textbooks that circulated in the country from the 19th century onwards. This does not mean that there were no other reference books or that the books found by the authors were all widely circulated, but the results help us understand the context for textbooks in Brazil.

Based on their results, it is possible to state that the first Physical Education textbooks adopted in Brazil were gymnastics manuals, which also went by names such as: compendiums, treatises, or regulations. According to Loureiro and Moreira (2020), the gymnastics manuals were the main teaching resources for the nascent Physical Education at the beginning of the previous century. These manuals were based on a concept of Physical Education that mostly aimed to promote health and hygiene habits, bestowing upon physical exercise the role of developing healthy, disciplined, and moral body habits in the population (SOARES, 2017). The manuals found by Loureiro and Moreira (2020) were not all written for specific application in schools. Some had specific sections about school gymnastics, while others were geared towards the physical education of the society as a whole. Either way, the manuals served as a curricular reference for SPE, which was commonly called gymnastics, by determining goals, methods, contents, and pedagogical sequences (PUCHTA, 2015).

Loureiro and Moreira (2020) highlight the General Physical Education Regulation, also known as the 7th Regulation, as an important teaching manual that guided the teaching of SPE in the 1930s and 1940s. Published in 1934, it was the first work produced by the State geared towards Physical Education teaching in Brazil. In a way, the Regulation was a reproduction of the French gymnastics method and was divided into three sections: school, sports, and military. According to Souza Junior *et al.* (2015), the Regulation was used in schools throughout the country.

Beginning in the 1940s, Linhales (2009) points out that there were other reference works that intended to break from the established gymnastics model by introducing sports teaching. According to Puchta (2015), the first decades of the last century were marked by different understandings about what “physical education” was and the process of inserting physical exercise in schools. Thus, the gymnastics manuals were not the only teaching references, but they can be highlighted due to their circulation and for having been (in the case of the 7th Regulation) adopted as references by government educational planning agencies.

Still regarding the academic production about textbooks, Loureiro and Moreira (2020) highlight a rupture in documents pertaining to SPE planning in 1971, when the Ministry of Education and Culture (MEC), as it was known at the time, published a Guide for Physical Education classes. This guide was still tied to the teaching manual model and was based on the vision of sports as the main type of knowledge in SPE, a conception later named by critics as “sportifying”, which still influences SPE in present times (BRACHT, 2019).

In line with the same sportifying activity, the first actual Physical Education textbook was published by Editora Saraiva in 1976: *Trabalho Dirigido de Educação Física* (TDEF) (Directed Work in Physical Education), written by Hudson Ventura Teixeira. Just as with the gymnastics manuals, one of the TDEF volumes was a “teacher’s manual” focusing on both segments of basic education, and the other two volumes consisted of books geared towards students in the two segments, including activities for the students to fill in. Thus, the TDEF had the same characteristics as the textbooks for the other school subjects at the time and many departments of education adopted not only the book but also its sequence of contents, turning it into a curricular guide (LOUREIRO; MOREIRA, 2020). In 1996, this same book was revised, expanded and published by the same publisher, with the title *Educação Física e Desportos* (Physical Education and Sports) (Figure 1).

Figure 1 – TDEF in its teacher and student versions



Source: prepared by the authors².

Hudson Teixeira's student books were similar to those produced for other school subjects, unlike the gymnastics and sports manuals that had been used until then. After the TDEF, other books geared towards students were published and the study from Loureiro and Moreira (2020) highlights those that were analyzed academically (Chart 1) in a way that it is possible to consider them some of the main publications in the field, despite the existence of others. It is worth saying that post-TDEF textbooks for students only appeared in the 2000s, a point in which SPE underwent a transition brought on by the 1996 Law of Directives and Bases for National Education (LDBEN) and by the publishing of a series of curricular guidance documents, such as the National Curricular Parameters, which were published for different segments of basic education in the end of the 1990s and in the beginning of the following decade. These curricular documents from the government, which included SPE, were influenced by what was known as the renewal movement. This movement breaks from the concept of sportifying SPE geared towards physical fitness and takes up body culture as SPE's object of knowledge (BRACHT, 2019).

Thus, these books are characterized as school textbooks, that is, ones geared towards students. Due to this recognition, unlike the gymnastics and sports manuals, they also received other names, such as collection, notebooks, and lessons. However, the TDEF, which was aligned with a type of didactic organization inspired by educational technology (criticized as technicism), distances itself from the textbooks published from the 2000s onwards, which were influenced by the SPE's renewal movement.

Except for the *Cultura Corporal* collection and the TDEF itself, the books in Chart 1 distinguish themselves as government initiatives organized by state or municipal departments of education. Among them, there is the textbook published by the Paraná State Department of Education, which was the first textbook adopted by a Brazilian state (LOUREIRO; MOREIRA, 2020). Thus, considering these initiatives, it is not possible to cite a lack of investment from the state when the topic is the curriculum; on the contrary, most of the works published in this period were published by public authorities. Likewise, these books were only one of the initiatives taken by the departments of education which, from the 2000s onwards, began to create curricular documents and guidance at the state and municipal levels (CORREIA, 2012).

² Mosaic created by the authors from figures available at:

<https://busca.saraiva.com.br/busca?q=HUDSON%20DE%20VENTURA%20TEIXEIRA> e <https://www.traca.com.br/livro/497170/#>

Chart 1 – Physical Education Textbooks

Authors	Title	Year	Location/ Publisher
Hudson Ventura Teixeira	<i>Trabalho Dirigido de Educação Física</i> (Directed Work in Physical Education) (TDEF)	1976	Saraiva
	<i>Educação Física e Desportos</i> (Physical Education and Sports)	1995	Saraiva
State of Paraná - PROJETO FOLHAS	<i>Livro Didático Público de Educação Física</i> <i>do Estado do Paraná</i> (Paraná State's Public Physical Education Textbook)	2006	PR
Roseli Aparecida Bregolato	<i>Coleção Cultura Corporal</i> (Body Culture Collection)	2008	Editora Ícone
State of São Paulo	<i>Cadernos do aluno</i> (Student notebooks)	2008	SP
State of Rio Grande do Sul	<i>Lições do Rio Grande. Referenciais</i> <i>Curriculares - Caderno do professor e do</i> <i>aluno</i> (Lessons from Rio Grande. Curricular References – Teacher and student notebook)	2009	RS
João Pessoa City Administration	<i>Livro Didático Público de Educação Física</i> <i>da Prefeitura de João Pessoa-PB</i> (João Pessoa-PB City Administration's Public Physical Education Textbook)	2012	João Pessoa – PB

Source: Loureiro and Moreira (2020)³.

If we compare SPE to the other subjects, it is possible to state that this field of knowledge maintained itself, up to that point, somewhat apart from the large editorial textbook market fed by the other school subjects (MUNAKATA, 1997; 2012; SILVA, 2012). One possible explanation lies in Physical Education's practical nature which, according to Bracht (2019), historically valued “know how” more than “know about”, which in this case would dismiss the need for textbooks. Another possible explanation lies in the recent process of recognizing Physical Education as a curricular component due to the enactment of the LDBEN, which made it belatedly overcome the status of school activity as an end in itself and be seen as a school subject with a legitimate body of knowledge.

Another factor that may have kept SPE away from the textbook market was the criticism of the textbooks' manualesque and superficial aspect. This is because SPE's transition process from activity to curricular component coincided with the period described by Munakata (1997), which involved the criticism of textbooks within the field of education after the end of Brazil's civil-military dictatorship. If on one side there were those who criticized SPE textbooks, on the other, there were authors such as Darido *et al.* (2010, p. 450) who stated that Physical Education should “urgently face the textbook issue” to overcome controversy and criticism regarding its relationship with the publishing market. However, to Silva *et al.* (2020), this controversy has not been overcome in the field and there appears to be some resistance from Physical Education teachers regarding the use of textbooks.

The curricular reform that ended with the enactment of the BNCC in December of 2017 created a demand for curricular supplies and educational consultancy services aligned with a new curricular organization. For the first time, Physical Education was included in a PNLD call notice, which had the goal of supporting the BNCC's implementation (BRASIL, 2017c). This call notice provided three possible models of teaching materials that could be adopted by the subjects: 1) printed student's book; 2) printed teacher's manual; and 3) digital teacher's manual. Among all the subjects, only Physical

³ Adapted from a larger chart.

Education was restricted to the printed teacher's manual option, while the other subjects were contemplated with all three options of teaching materials (BRASIL, 2017a). A possible explanation for this restriction lies precisely in this school subject's lack of tradition in adopting textbooks.

Figures 2 and 3 illustrate the (printed) Physical Education teaching manuals that were submitted to the evaluation rules contained in the 2017 call notice (BRASIL, 2017a) and contemplated in the PNLDs for 2019 (BRASIL, 2018) and 2020 (BRASIL, 2019). The 2019 PNLD was directed towards the first segment of grade school (1st through 5th grades), while the final years (6th through 9th grades) were contemplated in the 2020 PNLD.

Figure 2 – Physical Education teacher's manuals in the 2019 PNLD – Initial Years



Source: Brasil (2018).

Figure 3 – Physical Education teacher's manuals in the 2020 PNLD – Final Years



Source: Brasil (2019)⁴.

These manuals indicate a new stage for SPE textbooks and a break from tradition, even though such books were not contemplated in the review of academic production about textbooks by Loureiro and Moreira (2020). We can state that these manuals are, thus, monuments of a new break in the SPE textbook model. It is important to note that the PNLD teacher's manuals, which are based on an instrumental perspective of teaching, end up showing some resemblance to the model of gymnastics manuals for Physical Education, which was broadly used in the first half of the previous century, drawing criticism due to the mechanistic and superficial character the manuals conferred upon SPE. The SPE field, especially after the renewal movement, criticized this type of manual for hindering teacher autonomy and for reinforcing the idea of a mostly instrumental manner of teaching. This type of criticism

⁴ The mosaics in Figures 2 and 3 were created by the authors from figures available at Brasil (2019) and Brasil (2020), respectively.

has always coexisted with another type that denounces the deficient or limited education received by Physical Education teachers to work in schools. The problem does not lie in the production of teaching material for teachers, but in the type of material that fits in a perspective that reduces teaching to the mere technical and didactic organization of knowledge and acquisition experiences. Beyond the debates within the specific SPE field, we cannot turn away from the fact that the new policy for the editorial production of teaching and professional qualification material is associated with a market that has been emerging in education throughout the last three decades (CASSIANO, 2007).

Upon considering the Physical Education teaching manuals as cultural products and objects of dispute among publishing market agents, we highlight their relationship with the economic interests present in the PNLD as a demonstration of the argument we developed to this point. From information obtained on the FNDE website (2020), we created Table 1, which presents the amounts paid by the federal government to the publishers for the manuals contemplated in the 2019 and 2020 PNLDs.

Table 1 – Physical Education teacher manuals acquired by the 2019/2020 PNLDs

Author(s)	Title	Volume	Publisher	Copies sold	Total/ volume in BRL	Total/ publisher (BRL)
Suraya Darido <i>et al.</i> (2017a)	<i>Práticas Corporais: Educação Física -</i>	1 st and 2 nd grades	Moderna	54.282	584.863,35	3.026.598,15
Suraya Darido <i>et al.</i> (2017b)	<i>Manual do Professor (Body Practices: Physical Education – Teacher’s Manual)</i>	3 rd to 5 th grades		84.153	925.242,90	
Suraya Darido <i>et al.</i> (2018)		6 th to 9 th grades		91.245	1.516.491,9	
Roselise Stallivieri (2017)	<i>Manual do Professor para a Educação Física</i>	1 st and 2 nd grades	Terra Sul	18.318	156.985,26	1.196.524,97
Roselise Stallivieri (2018)	(Teacher’s Manual for Physical Education)	3 rd to 5 th grades		29.158	316.072,72	
Diego Berton (2018)		6 th to 9 th grades		29.165	723.466,99	
Luciana Leopoldino <i>et al.</i> (2018)	<i>Encontros Educação Física (Physical Education Encounters)</i>	1 st and 2 nd grades	FTD	40.858	210.418,70	657.703,90
		3 rd to 5 th grades		62.470	447.285,20	
Ana Carolina Boog and Elisabete Urizzi (2018a, 2018b)	<i>Práticas corporais e a Educação Física escolar (Body practices and school Physical Education)</i>	1 st and 2 nd grades	Boreal	19.832	128.908,00	291.588,55
		3 rd to 5 th grades		31.345	162.680,55	
TOTAL				460.826	R\$5.172.415,57	

Source: The authors⁵.

⁵ Data available at: <https://www.fnnde.gov.br/index.php/programas/programas-do-livro/pnld/dados-estatisticos> . Accessed in Jul. 2021.

Table 1 reveals the sale of slightly more than 460 thousand copies, which led to the payment of more than 5 million BRL for the SPE manuals. It is important to note that this amount only applies to a small “slice of the pie” for the publishers, more specifically, to 0.25%, since in 2019 and 2020 alone, they brought in almost two billion BRL with the sale of textbooks and supporting material for grade school. However, for the SPE field, we consider the volume and value of the acquired manuals to be significant due to the fact that they reached almost half a million-grade school Physical Education teachers. In this sense, Physical Education’s insertion in the PNLD is not without importance or disconnected from the neoliberal perspective that is beginning to dominate the educational market. On the contrary, these decisions geared towards the production of teaching materials potentially affect the field of education and teacher actions as the main part of curricular devices.

Among all the manuals for Physical Education teachers, more than half (58.5%) of them were from the collection labeled *Práticas Corporais: Educação Física - Manual do Professor* (Body Practices: Physical Education – Teacher’s Manual), which sold a total of 229680 copies. The collection is published by Editora Moderna and, among its authors, the first author, Professor Suraya Darido (UNESP – Rio Claro), stands out as one who is well-known in the Brazilian SPE field. This author has stood out throughout her academic trajectory for her production of teaching materials that became popular among SPE teachers, among them, the book titled *Educação Física na Escola* (Physical Education at School), published by Guanabara Koogan publishers in 2005, which was written and organized by Darido and Rangel. Furthermore, throughout her trajectory, Darido exhibits qualified academic production geared towards the debate about textbooks in SPE (DARIDO *et al.*, 2010; RODRIGUES; DARIDO, 2011; DINIZ; DARIDO, 2012). According to Loureiro and Moreira (2020), who conducted a study about academic production regarding textbooks in SPE between 1993 and 2019, Darido wrote 44% of the articles (12 from a total of 27 articles) and advised 28.6% of the dissertations and 17.6% of the theses on the same subject matter.

Another important fact is that the three books from the *Práticas Corporais: Educação Física - Manual do Professor* (Body Practices: Physical Education – Teacher’s Manual) collection (DARIDO *et al.*, 2017a; 2017b; 2018), published by Editora Moderna for different years of basic education were published at the same time as the three versions of the BNCC. It is somewhat curious that Darido acted as a specialist consultant and one of the authors of the three versions of the BNCC in 2015, 2016, and 2017, as demonstrated by the official document and by this researcher’s own curriculum⁶. This is a sign that shows how the market seeks out critical mass at universities to legitimize the new educational business model which, in the case of SPE, reintroduces the manuals’ educational model with a new appearance, new discourses, and knowledge aligned with the BNCC. Considering the representativity of this collection in SPE, the next section of this article is dedicated to analyzing it, as well as the institutions within the editorial market that supported this type of production.

THE BODY PRACTICES COLLECTION

Editora Moderna and the Santillana Group in context

At this point, we intend to understand the operational context for Editora Moderna, which is responsible for the collection titled *Práticas Corporais: Educação Física - Manual do Professor* (Body Practices: Physical Education – Teacher’s Manual), especially considering the inclusion of the Brazilian publishing market in a global setting. Editora Moderna was founded in Brazil by Ricardo Feltre and two other teachers in 1968 and its work has always been directed towards the school-aged public. In 2001, it was bought by the Spanish group Santillana, which is present in practically all Spanish-speaking countries as well as in others such as Portugal, United Kingdom, United States, and Brazil. Santillana, in turn, is part of the largest Spanish media conglomerate, the PRISA (*Promotora de Informaciones, Sociedad Anónima*) group which owns, among other companies, the El País newspaper.

According to Cassiano (2007), the purchase of Editora Moderna by the Santillana Group happened at a moment in which Spanish international capital entered the Brazilian publishing market,

⁶ Available at: <http://lattes.cnpq.br/1055731898835975>. Accessed in Dec. 2021.

when the textbook market oligopoly passed from the hands of family-owned companies to those of the large international groups. In Table 2, we present Editora Moderna's current leadership in the Brazilian textbook market. From data obtained from the FNDE (2020), it is possible to observe that Editora Moderna was the publisher with the most textbooks/supporting materials sold in 2019 and 2020, receiving more than 600 million BRL (R\$) throughout these two years. Considering that the *Práticas Corporais* (Body Practices) collection (DARIDO *et al.*, 2017a, 2017b, 2018) brought in 3,026,598.15 BRL in these same years, this amount represents 0.49% of Editora Moderna's total amount.

Table 2 – Publishers with the highest purchase values in the 2019 and 2020 PNLDs

PUBLISHER	2019	2020	TOTAL
Moderna	R\$ 245,474,157.13	R\$ 367,646,392.27	R\$ 613,120,549.40
Ática	R\$ 215,334,753.96	R\$ 226,861,773.82	R\$ 442,196,527.78
FTD	R\$ 143,397,824.93	R\$ 240,877,985.62	R\$ 384,275,810.55
Edições SM	R\$ 114,721,621.41	R\$ 126,968,469.31	R\$ 367,846,454.93
Saraiva Educação	R\$ 97,612,280.70	R\$ 111,307,799.51	R\$ 208,920,080.21

Source: The authors.

The purchase of Editora Moderna by the Santillana Group not only maintained the publisher's prominence in the Brazilian publishing market, but also led to an alignment with the school curricula operations of large corporations invested in the business of education. Besides selling educational supplies, Santillana Group participated in the curricular reform which culminated in the release of the BNCC through its philanthropic branch, Santillana Foundation. Through its foundation, the group organized seminars and publications favorable to the implementation of the BNCC alongside other market actors that form an ample political network, such as Instituto Península; Instituto Ayrton Senna, Instituto Unibanco, Todos pela Educação, CENPEC, and others.

To Macedo (2019), these social actors are articulated in two ways: 1) through foundations that operate with tax waivers, that is, the private management of public funds; and 2) "movements" that agglutinate foundations in articulation with public entities. The current protagonism exhibited by the foundations and civil "movements" in the implementation of public curriculum policies is naturalized in public education, as said institutions act in the organization and/or financing of meetings, qualification/continued education, research and the production of teaching materials, among other fields⁷ (AVELAR; BALL, 2017; MACEDO, 2019b). In summation, these actions are based on the belief that centralizing and standardizing school curricula can be, besides good business, a sort of technical solution for solving problems in education, despite the specific contexts and the unequal opportunities produced within the educational systems.

The operation of large corporations in "philanthropic" actions through the aforementioned strategies is a mark of what Freitas (2018) calls "corporate educational reforms", culminating in centralized curricula such as the BNCC. This form of philanthropy differs from the term's traditional meaning, since large corporations are directly involved in the business of education and benefit directly or indirectly from the philanthropic actions, configuring what Ball (2014) designates as "philanthrocapitalism". As mentioned by Adrião (2017), the adoption of this strategy makes it difficult to distinguish the boundary between a purely philanthropic action and a business opportunity, also blurring the borders between private and public management in the state.

Among Santillana Group's investments in the educational market, it is possible to highlight a broad portfolio which includes publishers, teaching and evaluation systems, and also educational platforms. According to information from their own website, the group consists of a Holding of educational businesses which include, besides Editora Moderna, different companies operating in Brazil: 1) Richmond: a publisher that offers English language teaching materials for teachers and students; 2) Salamandra: a publishing line geared towards the school environment comprising a catalog of Brazilian

⁷ The actions of philanthropic institutions are not limited to the common curricular nuclei as they also focus on specific school subjects. In the case of Brazilian SPE, the protagonism of the 'Impulsiona' platform, which is the philanthropic branch of Instituto Península, stands out (NOVAES *et al.*, 2021b).

and foreign writers; 3) the Uno System: a teaching system forming a network of more than 400 schools and 130 thousand students, which is even used in the city of São Paulo's public school system (ADRIÃO *et al.*, 2016); 4) the Farias Brito System: a teaching system that includes the Farias Brito Organization and Editora Moderna, focusing on preparation for passing college entrance exams and the National High School Exam (Enem); 5) the Crescemos Program: focusing on “socioemotional development aligned with the academic curriculum proposed by the BNCC” (GRUPO SANTILLANA, 2021); 6) Avalia Educacional: which creates standardized external testing aligned with the BNCC and MEC's large-scale examinations with the goal of improving school; 7) Kepler: a technological platform developed by Editora Moderna with the goal of achieving high educational performance; and 8) Compartilha: a continued education platform for education professionals.

All of these companies within the Santillana Group are geared towards schools and conform to the ideals of the neoliberal curricular reforms, which focus on standardization and performativity, under the belief that the problems with schooling in Brazil require technical or technological solutions, both for learning and for teacher education. In this sense, the imposing strength of the reforms comes precisely from their universalizing, standardized, and globalized character (LAVAL, 2019). With them, there is the adoption of a whole vocabulary that is typical of these neoliberal reforms adapted to educational jargon, such as: high academic performance; the development of socioemotional abilities; standardized teaching and evaluation systems; and teacher education. This repertoire of services is also sold to the private education network, but this system's largest client has been the Brazilian public education system. Such a movement connecting private educational services and the State became a manner of privatizing school curricula and management, since it involves the sale of various educational supplies (ADRIÃO, 2018). It is important to observe that the actions of investing in teacher education in public universities, restructuring school infrastructure and teaching careers or the possibility of mitigating the original inequality that strongly impacts school performance are not included in the scope of the proposals made by these private groups.

Until now, our intention was to highlight how Editora Moderna/Santillana Group is included in a broader movement of business-related educational reforms, with multiple operations and interests converging towards the understanding of education as a profitable business. The idea is to understand the context in which the SPE textbooks/teaching manuals were produced and generate meanings. In the next section, we will discuss how the collection of Physical Education teaching manuals from Editora Moderna is intertwined with market ideals in the current business model that dominates the educational field in Brazil.

Textbooks as monuments of curricular reform

To analyze the *Práticas Corporais: Educação Física - Manual do Professor* (Body Practices: Physical Education – Teacher's Manual) collection, we chose to work with the “textbooks as a source for analyzing what could be called a ‘curricular proposal’” (MACEDO, 2004, p. 106). As we have previously stated, textbooks do not materialize in an economic and cultural vacuum; on the contrary, they are the result of conflicts inserted in a broader cultural and economic context. Our analysis of the collection intends to produce an interpretation that demonstrates the relational character of text with the regimes of truth that sustain it, which are understood as the social narratives that present a discourse as true and universal (FOUCAULT, 1986).

Thus, we consider the text in its monumental dimension (FOUCAULT, 1993), that is, “what we are interested in discovering is already there; all we need to do is read. What interests us, then, is to understand the text by what is inside it, and more through the superficial contacts it maintains with that which surrounds it” (VEIGA-NETO, 2001, p. 105). Thus, a monumental interpretation distinguishes itself from other forms of textual analysis because it does not generate a content analysis of the texts with the goal of objectively categorizing its internal elements, or an analysis of the linguistic discourse to discover hidden meanings in the text. In this manner, the textbook can be read as:

[...] a market that organizes children in the school's moral order. It is positioned as a **monument of culture** and of the possibility to educate with which children are compared and placed. It

becomes a focal point that separates children according to dualities, such as competence versus non-competence or achievement versus non-achievement (POPKEWITZ, 2001, p. 111, our emphasis).

As such, our analysis of the *Práticas Corporais* (Body Practices) collection does not lie in what the text hides, but in that which is apparent and that is related to current discourses. As with any other interpretation, “it is not unique, definite, more correct; it does not go after a supposed larger truth” (VEIGA-NETO, 2001, p. 104). In the same direction, Kellner (1995, p. 121) states that in monumental analysis, it is necessary to “unravel the relationships between images, texts, social trends and products in a culture”.

A first monumental interpretation lies in the very relationship between Editora Moderna and the PNLD, placing it in the context of the publishing market. As for the interpretation of the manuals’ actual text, the search for their relational aspects with the regimes of truth is made evident in their relationship to the BNCC reform. Already in the introduction, which is present in all three manuals (DARIDO *et al.*, 2017a, 2017b, 2018), the authors state:

We use the National Common Curricular Base – BNCC (3rd Version) as the guiding document for this collection, having the proposed learning goals for the Physical Education curricular component as a reference. It is the first time in our history that we have a document that proposes a national curricular organization for Physical Education which, from our standpoint, **represents progress for the field** as it favors a better understanding of what we must teach at each point during the educational processes, enabling the formulation of learning expectations throughout the different cycles of Basic Education (DARIDO *et al.*, 2017b, p. 7, our emphasis).

The collection uses the BNCC as a guiding document that *soi-disant* represents progress for SPE⁸. However, the collection’s alignment with the publishing market, promoted by the public policy, does not permit the authors to consider, even for a moment, the discussion of standpoints against the BNCC, such as the ones brought up by the following institutions: National Association of Education Policies and Administration (ANPAE); National Association of Post-Graduation in Research and Education (ANPED); and the Brazilian Curricular Association (ABdC); as well as by national academic production, such as: Macedo (2014; 2015; 2016); Freitas (2018); Dourado and Siqueira, (2019), among others; and by international academic production in the criticism against similar curricular documents in other countries, brought up by: Reid (2009); Ravitch (2011); Sahlberg (2016), and others. With this, the collection ends up naturalizing the BNCC’s presuppositions, which are far from being a consensus in the field of education.

The manuals are organized not only according to the BNCC’s guidelines for learning goals, but they also reflect the document’s internal structure. Each of the manuals in the collection contains an introductory section and is organized in sections which correspond to the BNCC’s thematic units (play and games; dance; martial arts; sports; gymnastics; or adventure body practices). These units are divided in chapters as follows: 1) To begin with; 2) Analysis and comprehension; 3) Experimentation and fruition; 4) Construction of values; and 5) Evaluation and records. This division is similar to the eight “dimensions of knowledge” proposed for Physical Education by the BNCC: 1) experimentation; 2) use and appropriation; 3) fruition; 4) reflection about actions; 5) construction of values; 6) analysis; 7) comprehension; and 8) community protagonism. Thus, the manuals emulate the dimensions of knowledge originally used in the creation and comprehension of the Physical Education abilities used for the internal organization of the BNCC’s chapters. According to Darido *et al.* (2017a), “the dimensions of use and appropriation, reflection about actions and community protagonism are discussed throughout the collection in a transversal manner”. We emphasize that this division of the chapters according to the dimensions of knowledge is not a part of the call notices for the teaching manuals (BRASIL, 2018, 2019), which reinforces the perception that the collection follows the BNCC’s language as closely as possible.

⁸ Coherent argument for the main author, Suraya Darido, who worked on the creation of both the manuals and the three versions of the official BNCC document.

The manuals also bring to light the weaknesses of the neotechnocratic references that are a part of the BNCC's structure. Upon analyzing the text of the BNCC, Neira (2018) finds that the “dimensions of knowledge” are inspired by the rationality of the curricular theories from the middle of the previous century, which are returning amid the neoliberal curricular reforms. One grave problem with these theories is the conception that knowledge can be broken into smaller fragments which, together, form the whole, resulting in learning (LOPES; MACEDO, 2011). When the manuals use the “dimensions of knowledge” to subdivide the chapters, they disregard the fact that the “construction of values” and “reflection about actions” are not restricted to a single subsection as they focus on the whole of the educational practice. Thus, they disregard, according to Morin (2006), the fact that both knowledge and education are more than the sum of their parts.

The beginning of each section in the manuals mentions the BNCC abilities which correspond to each thematic unit (Figure 4), once again demonstrating the manuals' alignment with the neoliberal curricular policies which resume, with a new appearance, the belief in educational technology as a tool for solving learning problems in basic education. It is important to note that the use of the terms “competences” and “abilities” is part of a rhetoric used by different internationally influential groups, such as UNESCO and the OECD, as well as by national curriculum public policies since the 1990s.

Figure 4 – Example of the BNCC competence list in the manuals

1º ANO

GINÁSTICAS

Habilidades presentes nesta unidade temática

- (EF12EF07) *Experimentar, fruir e identificar diferentes elementos básicos da ginástica (equilíbrios, saltos, giros, rotações, acrobacias, com e sem materiais) e da ginástica geral, de forma individual e em pequenos grupos, adotando procedimentos de segurança.*
- (EF12EF08) *Planejar e utilizar estratégias para a execução de diferentes elementos básicos da ginástica e da ginástica geral.*
- (EF12EF09) *Participar da ginástica geral, identificando as potencialidades e os limites do corpo, e respeitando as diferenças individuais e de desempenho corporal.*
- (EF12EF10) *Descrever, por meio de múltiplas linguagens (corporal, oral, escrita e audiovisual), as características dos elementos básicos da ginástica e da ginástica geral, identificando a presença desses elementos em distintas práticas corporais.*

Source: Darido *et al.* (2017a).

It is important to note that the language used in the neoliberal curriculum policies is “intimately associated with the notions of efficiency, performance, and competence” (LAVAL, 2019, p. 69) which submit “education to economic language and to systemic models”, projected to civilize students for the labor market (LEMO; MACEDO, 2019, p. 57). According to Laval (2019, p. 76), this language “calls into question traditional schoolwork, the transmission of knowledge and the intellectual and cultural education in the broadest sense of the term”. The manuals, on their part, continuously refer to the language of competences and abilities that is present in the BNCC. Thus, the collection in question intends to:

Contemplate the general competences present in the BNCC, as well as the specific competences in the Languages field and in the curricular component Physical Education [...]. [It considers], as a main competence, the right for students to have access to the body practices created, reproduced, and transformed by humans throughout history (DARIDO *et al.*, 2017a, p. 6).

The curricula that are standardized through the BNCC function as a sort of “Trojan horse”, a term used by Ball (2014, p. 118), to demonstrate how the market's neotechnocratic language inserts itself in the educational process. This transposition follows a path that begins with the neoliberal curriculum policies adopted internationally that go on to guide national curricula, as is the case with the

BNCC, and that are supported by curricular supplies, as seen in the production of the teaching manuals in question (NOVAES *et al.*, 2021a).

Critical literature indicates that this neotechnocratic conception of education reduces complex and political issues of education to mere technical learning and organization matters that should be universally adopted by the teachers (TAUBMAN, 2009; FREITAS, 2018; LAVAL, 2019). According to Laval (2019, p. 259):

The creation of curricular bases is increasingly characterized by the prescription of tasks, by the precise determination of notions and concepts – although this threatens to fragment the contents –, by defining the teaching time for each sequence and by determining the pedagogical course teachers must follow, or even the lesson plans.

This scripting of teaching is found both in the beginning and in the end of each chapter in the manuals. At the beginning of each theme, after presenting the abilities and goals, the manual defines a step-by-step pathway for teachers, titled “To begin with” (Figure 5); and, at the end of each thematic unit, the manual offers an “evaluation and recording” instrument that can be used with the classes. These are scripts and instruments that offer a detailed pathway for teachers to use and that reinforce the concept of scripting SPE teaching through the BNCC.

Figure 5 - Example of a guide for teachers concerning the collection's themes

Para começar

Em uma roda de conversa, lembre com os alunos as acrobacias básicas da ginástica: os rolamentos (para a frente e para trás), a roda, a parada de cabeça e a parada de mãos. Essas acrobacias foram apresentadas no livro do 1º e 2º anos.

Realize uma revisão dessas práticas, incentivando os alunos a explicar e a realizar esses movimentos acrobáticos.

Observe se eles executam as acrobacias corretamente e auxilie os que não se lembram delas ou têm dificuldade em realizá-las. A retomada é importante porque esses movimentos serão necessários para as acrobacias que aprenderão no 3º ano.

A seguir, propomos uma atividade em que os alunos poderão colocar em prática a revisão que fizeram por meio de uma brincadeira.

Source: Darido *et al.* (2017b).

Likewise, the manuals are filled with examples for activities and pedagogical sequences. In the “experimentation and fruition” subsection, there are activity guides that generally take up most of the chapters. The subsection is divided into activities that can be used for learning certain motor actions; or games/play. They are explained according to: 1) their goals; 2) the materials that are required; and 3) the procedures that must be adopted. At the end, there is also a discussion topic that presents questions that teachers should ask the students about the proposed activities. Figure 6 presents an example from this subsection.

In this manner, each chapter presents activities related to the objects of knowledge stipulated by the BNCC and seeks to facilitate their application in the classroom. This means that the manuals even function as a solution to some of the possible difficulties faced by teachers regarding the objects of knowledge proposed by the BNCC as, according to Novaes, Triani and Telles (2020), many of them are not part of Physical Education teachers' college education repertoire. This happens because the BNCC indicates seven categories of sports that must be taught:

Mark [sports]: [...] speed skating, all track and field modalities, rowing, cycling, weightlifting etc.; **Precision** [sports]: [...] boccia, curling, golf, archery, shooting, etc.; **Technical combination**: [...] artistic gymnastics, rhythmic gymnastics, synchronized swimming, artistic skating, diving, etc.; **Net/shared court or wall** [sports]: [...] volleyball, beach volleyball, tennis, table tennis, badminton, shuttlecock; [...] Basque ball, racquetball, squash etc.; **Field and bat** [sports]: [...] baseball, cricket, softball etc.; **Invasion or territorial** [sports]: [...] basketball, frisbee, soccer,

futsal, football, handball, field hockey, water polo, rugby etc.; **Combat** [sports]: [...] judo, boxing, fencing, taekwondo, etc. (BRASIL, 2017b, p. 215).

Figure 6 – “Experimentation and fruition” for the unit on Gymnastics



Source: Darido *et al.* (2017a)⁹.

Despite the text of the BNCC reinforcing that these sports are not mandatory, as they merely serve as examples to help understand the division of sports into categories (emphasized above in bold type), these categories are exactly the ones that are used to divide the objects of knowledge per year in the document, which dictates that at least part of the contents be taught in class (Chart 2).

Chart 2 – Distribution of the BNCC objects of knowledge in Grade School

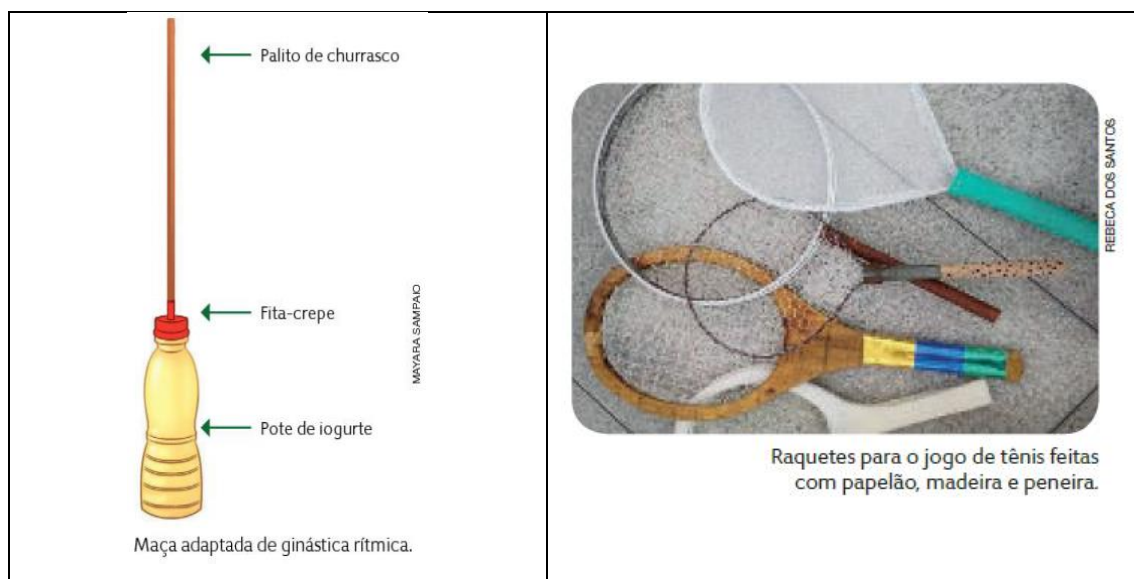
Thematic units	Objects of knowledge			
	1 st and 2 nd grades	3 rd to 5 th grades	6 th and 7 th grades	8 th and 9 th grades
Games and play	Of popular culture in the community and regional contexts	Popular in Brazil/the world Indigenous/African in origin	Electronic games	-
Sports	Mark Precision	Field and bat Net/wall Invasion	Mark Precision Invasion Technical-combinatory	Net/wall Field and bat Invasion Combat
Gymnastics	General	General	Physical conditioning	Physical conditioning Body awareness
Dance	Community/regional context	Brazilian/international Indigenous/African in origin	Urban	Ballroom
Combat		Community/regional context Indigenous/African in origin	Brazilian	International
Adventure sports	-	-	Urban	In nature

Source: Brasil (2017b).

⁹ Disponível em: <https://pnldf1.moderna.com.br/educacao/fisica/praticas-corporais>. Acesso em maio 2021.

This brings up another problem that the collection attempts to solve: how should such specific content be taught when most of the schools do not possess adequate material resources for these body practices? The solution given by the manuals includes using adapted and alternative materials (Figure 7), a practice which Novaes, Triani and Telles (2020, p.81), upon analyzing the section on Physical Education in the BNCC, name “scrap pedagogy”. It consists of a solution that is typical for neoliberal rationality, which sustains the motto of doing more with less (LAVAL, 2019), which is presented as an economic alternative under the guise of sustainability for SPE teachers in light of the lack of investment in schools. In this sense, the BNCC and the private institutions that sell services and consultations to the state do not face a central point pertaining to the general quality of classes in schools, more specifically that of SPE classes, which depends on the availability of school equipment (good quality infrastructure) and permanent and consumable materials. Thus, what we call the scripting of Physical Education teaching has the additional aggravating factor of sending the message that “everything can be taught” regardless of working conditions as long as teachers follow the script and master the technical protocols of teaching.

Figure 7 – Using alternative materials for SPE classes in the manuals



Source: Darido *et al.* (2017b, 2018).

Up to this point, we have seen that the manuals present objects of knowledge that are more geared towards “know how” than towards “knowing about” Physical Education and its correlated subjects. In fact, in the subsection titled “construction of values”, in order to cover the value of inclusion and difference, the manual proposes that teachers use activities/games that make all of the student’s experience, whether in a simulated or dramatized manner, physical limitations and visual or physical disabilities. This is an example of the dominant logic of “knowing how” in relation to a subject that demands another type of educational investment. It is only in the “analysis and comprehension” section of each chapter that it is possible to find a discussion about the different themes for the teacher to reflect upon, which distinguishes this collection from the generally scripted character of manuals. However, this reflection is directed towards the characteristics of movements and body practice techniques or their manners of classification (for example: the difference between games and sports; the definition of invasion sports; or a type of dance, etc.) and not so much towards the social issues brought up by critical and post-critical SPE curricular conceptions. We consider this a reflection of the BNCC text which, according to Neira (2018), discusses the curricular theories superficially and, consequently, relegates them to the background.

In this context, to Taubman (2009), the fragmentation of teaching in neoliberal curriculum policies provokes a rupture, which is marked by a theoretical silencing of the critical and post-critical curricular theories. While the educational reforms at the end of the previous century defended the ideal of a critical and reflexive student with the support of perspectives such as identity politics, feminism,

neo-Marxism, liberation pedagogy, and many others, the neoliberal policies opt for instrumental, psychologizing references that are supposed to be politically neutral. This is the exact tone used by the manuals in question, which do not deepen their focus on the aforementioned theoretical references.

On the other hand, the manual's authors attempt to argue that the adopted theoretical position is aligned with the SPE critical and post-critical curricular theories:

By opting for a cultural perspective, we align ourselves in a way with some prominent authors in the Physical Education field, such as Suraya C. Darido, Mauro Betti, Jocimar Daolio, Valter Bracht, Elenor Kunz, and others. Due to our investment in this perspective that considers the objects of Physical Education teaching as body knowledges or productions beyond motor techniques and gestures, we decided to employ the BNCC as the theoretical basis for organizing this collection [...] (DARIDO *et al.*, 2017b, p. 8).

There is an argumentative contortionism which attempts to balance the critical and post-critical “cultural perspective” of SPE with the BNCC. We can read the text as an attempt to avoid possible criticism against the instrumentalism that is present in the manuals destined for teachers. Upon stating that they used the BNCC as a theoretical basis for organizing the collection, the editorial alignment of the SPE collection with the neotechnocratic assumptions present in the base document becomes clear. This is, in fact, a problematic accommodation, as the BNCC is based on neotechnocratic/market presuppositions that reduce the problems in education to the instrumental and technical dimension of teaching and organizing knowledge.

Furthermore, we consider the attempt to align the manuals with critical and post-critical authors in SPE to be contradictory. For example, in Bracht's (2005) well-known publication titled *Educação Física e Aprendizagem Social* (Physical Education and Social Learning), the author proposes a functional-integrative method divided in five moments: 1) meeting with the students to make plans and decisions about the lesson; 2) conducting the chosen activity; 3) stopping the activity to conduct discussions, reflections and proposals for continuing the lesson; 4) testing the solutions and their variations; and 5) evaluating the lesson and planning the next one. Thus, this is a lesson proposal in which knowledge, experiences, and planning are part of a co-decisive process shared by the students and the teacher, which goes against what is prescribed by the manuals. Similarly, we can state that the works published by Mauro Betti, Jocimar Daolio, and Elenor Kunz represent an inflection point in SPE in relation to the educational technicism and sportivization that dominated the field in the 1970s and in a part of the 1980s. The new manuals end up reintroducing this, which is known as educational neotechnocratism, in the SPE field and, at the most, superficially touch upon the matter of values and reflection in teaching, including a “varnish” of critical and post-critical theories in the collection.

It would be possible to argue that the manuals' position aims for a balance between the market values that are inherent to the BNCC and the PNLD and the humanistic values of the curricular field. However, the manuals' directive scripting character leaves little space for the theoretical references of the “cultural perspective” with which they claim to be aligned. Regarding the scripting of the manuals, the authors sound this alert for teachers:

[...] we do not intend to determine or limit your actions, since, as a mediator in the teaching-learning process, you must manage the students' education and use the materials that are available to promote the necessary adjustments in your school context (DARIDO *et al.*, 2017b, p. 8).

This excerpt reveals the authors' fears that the proposed scripting could be read by the critics or by the teachers themselves as a threat against their teaching autonomy. Teachers certainly possess the autonomy to make their own choices and the manuals are not putting an end to this autonomy; however, this type of pedagogical structure and logic intends to turn the teachers into consumers of the specialists' previously conceived planning. As stated by Ball, Maguire and Braun (2016), public policies can be seen as discursive strategies for producing students and teachers who, on their part, interpret and act within the context of these policies, producing their own meanings. Thus, teachers fluctuate between submission to public policies and creativity as a possibility for escaping said discourses. This means that the manuals,

despite their discursive structure, do not possess an absolute power of action over docent practices, especially concerning the intersubjective character of education and teaching.

FINAL CONSIDERATIONS

Our analytical efforts went towards demonstrating how the collection in question represents the ideals of the neoliberal curricular reforms. The manuals are part of a powerful discourse that is entrenched in the social medium and produces material, symbolic, and economic effects by intertwining international organizations - such as UNESCO and OECD -, philanthropic institutions – such as the Santillana Foundation and the Lemann Foundation -, with public curriculum policies – such as the BNCC and PNLD -, and with the purchase of curricular supplies by the state from companies that act in the public education market. Thus, our criticism focuses on the discourses of the public curriculum policies that function as conditions for the possibility of conceiving call notices geared towards producing the teaching manuals. The manuals that were analyzed in this article are mere examples of the type of educational policy in course.

Throughout this article, we concretely problematize the inclusion of Physical Education in the PNLD in the context of the neoliberal curricular reforms. In the beginning, we demonstrated a new rupture in the meaning of SPE textbooks with the demand for teaching manuals that was created by the PNLD. Afterwards, we focused on the *Práticas Corporais: Educação Física - Manual do Professor* (Body Practices: Physical Education – Teacher’s Manual) collection, due to its representativity in the publishing market, albeit a peripheral one in economic terms, considering the total of titles available to other school subjects. The SPE collection, published by Editora Moderna, is inserted in a logic of neoliberal global action of the companies that work with education. We exposed the manner in which the collection uses a strategy to script the teaching of Physical Education, shifting the concept of teaching as an intellectual activity to that of teaching as an instrumentalized, technical and apolitical activity. We demonstrated that the manuals embody the neoliberal curricular reforms by naturalizing an eminently neotechnocratic teaching language within a market-based rationale.

The scripting of teaching appears in the Physical Education teaching manuals through the mirroring of the BNCC’s technical-theoretical framework. If the BNCC can be seen as a mostly technical document that is somewhat distant from teachers, the teaching manuals play the role of intertwining public curriculum policies and docent practices. Perhaps it could not be very different, since the BNCC and the PNLD are sine qua non conditions for the collection’s existence. Either way, the observable effect is that the collection naturalizes the BNCC’s theoretical assumptions and provides the instruments, at least theoretically, for their implementation.

According to the neoliberal logic, the scripting that can be observed in the manuals is shown as an instrumental and immediate solution which, unfortunately, does not focus on more urgent matters, such as the lack of investments in school infrastructure, in teaching careers, and in teachers’ working conditions, neither does it touch upon the inequality of scholastic opportunities and the possible pathways to mitigate these problems in the schooling process. The proposed solution, it bears repeating, is technical; that is, it promotes curricular universalization with scripted lesson models. It also insinuates itself towards instrumentalizing SPE and docent accountability strategies. To Laval (2019), although this form of thinking is rational, and even attractive, it attacks the humanistic values that are central to teaching and that give a meaning to learning. Also, according to this author, it is a mistake to standardize scholastic products in the same way as fast-food networks, under the pretext of improving the quality of education.

Since it has to do with a public policy, the insertion of Physical Education in the PNLD is not without importance. It is an inflection point for this subject and, as we discussed, it is happening at a time of investment in curricular normativity in Brazil and of a stronger market influence on public education policies. While the Physical Education textbooks that came before the manuals stemmed from the isolated action of groups of teachers and/or authors, the manuals are included in a nationwide public policy, which reinforces its power of imposition and indicates a shift in the very conception of docent actions in SPE.

At the moment in which we encounter the normativity imposed by the BNCC, it is important to reflect about how teaching manuals could be made differently, to counterbalance the movement which

is instrumentalizing SPE teaching. We believe there are productive pathways for future Physical Education teaching manuals aiming to escape the current logic: 1) pointing towards non-directive teaching alternatives, thus avoiding scripting; 2) valuing the investigation and production of local knowledge; 3) going deeper in curricular theories that value knowing over doing, without losing sight of the practical aspects; 4) avoiding, whenever possible, the reproduction of the neotechnocratic language present in the neoliberal curricular reforms embedded in the BNCC or in other normative documents; 5) connecting teacher education or qualification with the acquisition of cultural capital so that teachers can share with their students, beyond tasks, sensibilities and other lenses which can be used for reading and thinking about the social and political world in which we are inserted.

We repeat that the main criticism of this article has more to do with the public curriculum policies and neoliberal discourse than with the teaching manuals we analyzed, since the latter are merely an effect of this type of policy. What in fact worries us is the emergence of a sense of education that is deformed by the market that is entering the SPE field. For this reason, we seek to denaturalize this discourse to reinforce the sense of a basic education based on humanistic, political, and cultural values, as well as on singular and intersubjective relationships, unlike the generalizing presuppositions that lurk around the current curricular documents.

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Author 2 – Data analysis, writing, and reviewing the final version.

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The authors declare that there are no conflicts of interest involved in the present article.