

Teacher education in western Santa Catarina, Brazil: convergences and divergences between National Curriculum Guidelines and syllabuses¹

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Abstract

This study analyzes the convergences and divergences between the National Curriculum Guidelines (DCNs) and the course syllabi of Pedagogy programs within the ACAFE network in the Western Mesoregion of Santa Catarina. The theoretical framework is based on authors who discuss curriculum, cultural diversity, rural education, regional development, and educational policies. Methodologically, this is a qualitative, exploratory-explanatory study, based on bibliographic and documentary analysis, with analytical categories defined according to the DCNs and regional characteristics. The results indicate advances in the incorporation of cultural diversity and educational technologies, but reveal gaps in rural education and in the articulation between curriculum, territory, and teacher education practices, highlighting the need for greater integration between educational policies and local contexts.

Keywords: Curriculum; educational policy; preservice teacher education; teacher education curriculum.

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A formação do pedagogo no Oeste Catarinense: convergências e divergências entre DCNs e ementários

Resumo

Este estudo analisa convergências e divergências entre as Diretrizes Curriculares Nacionais (DCNs) e os ementários de cursos de Pedagogia da rede ACADEMIA de Santa Catarina na Mesorregião Oeste de Santa Catarina. O referencial teórico fundamenta-se em autores que discutem currículo, diversidade cultural, Educação do Campo, desenvolvimento regional e políticas educacionais. Metodologicamente, trata-se de pesquisa qualitativa, de caráter exploratório-explicativo, baseada em análise bibliográfica e documental, com categorias de análise definidas a partir das DCNs e das características regionais. Os resultados indicam avanços na incorporação da diversidade cultural e das tecnologias educacionais, mas revelam lacunas na Educação do Campo e na articulação entre currículo, território e práticas formativas, apontando a necessidade de maior integração entre políticas educacionais e contextos locais.

Palavras-chave: Currículo; currículo de formação de professores; formação inicial de professores; política educacional.



La formación de educadores en el oeste de Santa Catarina: convergencias y divergencias entre las Directrices Curriculares Nacionales y los programas de estudio

Resumen

Este estudio analiza las convergencias y divergencias entre las Directrices Curriculares Nacionales (DCN) y los programas de las asignaturas de los cursos de Pedagogía de la red ACAFE en la Mesorregión Oeste de Santa Catarina. El marco teórico se fundamenta en autores que discuten el currículo, la diversidad cultural, la educación rural, el desarrollo regional y las políticas educativas. Metodológicamente, se trata de una investigación cualitativa, exploratorio-explicativa, basada en análisis bibliográfico y documental, con categorías de análisis definidas a partir de las DCN y de las características regionales. Los resultados indican avances en la incorporación de la diversidad cultural y de las tecnologías educativas, pero revelan vacíos en la educación rural y en la articulación entre currículo, territorio y prácticas formativas, señalando la necesidad de una mayor integración entre las políticas educativas y los contextos locales.

Palabras clave: Formación preparatoria de docentes; planes de estudios; política educacional; programa de formación de docentes.



Introduction

The education of future professionals in the field of Education is a central theme in several educational policies and has gained particular prominence following the consolidation of the National Curriculum Guidelines (Diretrizes Curriculares Nacionais – DCNs). The DCNs constitute a regulatory framework intended to organize and guide the development of teacher education programs. However, the adoption of such standardization may render regional issues less visible, even when they require more in-depth consideration.

Western Santa Catarina presents cultural, geographical, and socioeconomic characteristics that directly influence teacher education, including the presence of rural communities, the legacies of historical conflicts, diverse productive networks, and inequalities among municipalities. These specificities indicate that highly standardized curricula may not adequately address local realities. Therefore, teacher education needs to incorporate knowledge of the territory, propose activities connected to the context of schools, and establish ties with local communities so that programs can better respond to the needs of the region.

Against this backdrop, the question guiding this study emerges: to what extent do the course syllabi of Pedagogy programs offered by universities belonging to the ACADE network in Western Santa Catarina engage with the National Curriculum Guidelines and with the region's local demands? This question seeks to examine the extent to which these programs incorporate content and experiences that respond to the concrete realities of schools and communities.

To address this question, the study focuses on the Western Santa Catarina Mesoregion, Brazil, since, given its territorial extent and internal heterogeneity, the region presents significant challenges concerning the alignment between the DCNs and local needs. By focusing on this context, we seek to analyze how higher education institutions affiliated with ACADE structure their curricula



in order to meet national requirements without overlooking the specific characteristics of the territory.

To this end, three ACADE institutions located in the Western Mesoregion were selected and identified as University 1, University 2, and University 3. The names of the selected institutions were withheld for ethical reasons. Their course syllabi were compared with the DCNs and with a set of local demands that affect teacher education in this context.

This study is justified by the need to develop a critical perspective on the curriculum of undergraduate Pedagogy programs, as it is through these curricula that future professionals in the field are educated. It is necessary to move beyond a reductionist view of the pedagogue's role, which is often associated solely with care, and to reaffirm the central role of these professionals in students' holistic education and in the promotion of social development. Furthermore, understanding the convergences and divergences between the provisions of the DCNs and the syllabi proposed by the institutions makes it possible to reconsider the extent to which initial teacher education is suited to the actual needs of the Santa Catarina territory.

Based on this principle, the general objective of this study is to compare the current course syllabi of Pedagogy programs offered by universities belonging to the ACADE network in the Western Santa Catarina Mesoregion with the DCNs, identifying the presence or absence of a regional identity in their official documents.

Methodology

This study adopts a qualitative, exploratory-explanatory approach, based on bibliographic and documentary analysis, with a comparative/correlational emphasis. Its objective is to compare the National Curriculum Guidelines (Diretrizes Curriculares Nacionais - DCNs) with the course syllabi of three Pedagogy programs belonging to the ACADE network and located in Western Santa Catarina, identifying convergences, gaps, and regional specificities.



We adopted a qualitative approach that, according to Sanchez (1995), provides a broad set of investigative techniques suitable for understanding phenomena within their contexts. In this study, we chose bibliographic and documentary analysis, as both make it possible to gather and interpret different types of written materials, such as books, articles, legislation, guidelines, and course syllabi.

Bibliographic analysis consists of examining previously published works, such as scientific articles, books, and official documents. According to Gil (2024), it is a type of study developed on the basis of existing materials, which provides a theoretical foundation for defining concepts and supporting arguments consistently. Documentary analysis, in turn, is based on the examination of materials that, in general, have not previously undergone analytical treatment and were produced without a direct academic purpose. In this study, these materials include university records, legislation, public policies, and the syllabi of the Pedagogy programs that constitute our corpus. From this perspective, documents are understood, following Phillips (1974, p. 187), as “any written materials that may be used as a source of information about human behavior.”

The approach employed in this study is exploratory, as it enables a deeper examination and understanding of the concepts contained in the DCNs, making it possible to analyze their implications for the organization of the syllabi of Pedagogy programs. Gil (2024) defines the exploratory method by emphasizing that its purpose is to develop, modify, and clarify concepts or ideas with a view to formulating more clearly defined research problems. This method is characterized by greater methodological flexibility and is directly associated with bibliographic and documentary research.

The comparative analysis will be conducted through the development of analytical categories, which will serve as organizing criteria for data interpretation. According to Bardin (2011), categorization consists of grouping information or data that share similar characteristics under the same heading, thereby facilitating the organization and interpretation of the analyzed content.



The author explains that the development of categories is an essential stage of content analysis, as it enables the grouping of ideas, expressions, or themes that share related meanings.

The Western Santa Catarina Mesoregion was used as the criterion for selecting the units of study. According to the 2022 Census conducted by the Brazilian Institute of Geography and Statistics (Instituto Brasileiro de Geografia e Estatística – IBGE), this mesoregion comprises approximately 118 municipalities and has an estimated population of 1,358,000 inhabitants. It is the largest mesoregion in the state in terms of territorial area, covering approximately 27,317 km² and presenting a population density of approximately 44.06 inhabitants/km².

Figure 1 shows the geographical distribution of the six mesoregions of the state of Santa Catarina, according to the most recent census:

Figure 1 – Geographic Mesoregions of the State of Santa Catarina.



Source: Mapas [...], (2022).



The Santa Catarina Association of Educational Functions (Associação Catarinense das Funções Educacionais – ACAFE) is a nonprofit civil society organization. The association brings together educational institutions established in the state of Santa Catarina through municipal and/or state legislation. Its purpose is to promote administrative, scientific, and technical exchange among member institutions, with a view to developing solutions to common challenges in research, teaching, extension, and administration (ACAFE, 2025).

For the development of this study, fourteen institutions belonging to the ACAFE network and distributed throughout the state of Santa Catarina were initially considered. Subsequently, three institutions located in the Western Mesoregion were selected. This delimitation combines the feasibility of accessing information with regional representativeness, since the selected institutions significantly reflect the socioeconomic, cultural, and educational profile of the territory under analysis.

The regional context and the development of analytical categories

This analysis aims to understand how the National Curriculum Guidelines for Teacher Education (Brasil, 2024) relate to the Pedagogical Course Projects (Projetos Pedagógicos dos Cursos – PPCs) of Pedagogy programs at three community-based institutions located in the Western Mesoregion of Santa Catarina. The analysis sought to examine how national guidelines are reflected in these documents and how they engage with the needs and characteristics of the regional context, highlighting the priorities established by each institution in its teacher education proposal.

For this analysis, a set of parameters organized into categories was adopted (Bardin, 2011). The analytical categories were defined on the basis of an initial examination of the characteristics and challenges of Western Santa Catarina identified in regional studies and public documents. Among these studies, **Cultura e diversidade na formação social do Oeste Catarinense**



[Culture and Diversity in the Social Formation of Western Santa Catarina] (Hermes, 2024) stands out for highlighting the region's ethnic and cultural plurality, as does the article **Por uma escola territorialmente situada** [Toward a Territorially Situated School] (Simões, 2022), which discusses the importance of education contextualized within rural realities and rural communities. In the field of public policy, the document **Plano Estadual de Educação de Santa Catarina – Fundamentação Legal, Histórico dos Planos e Análise Situacional** [Santa Catarina State Education Plan – Legal Foundations, History of the Plans, and Situational Analysis] (Santa Catarina, 2024) also contributes by establishing guidelines that connect education, culture, and regional development. In addition to these references, experience within the local educational context was fundamental to recognizing recurring features of the region, such as cultural diversity, the presence of rural communities, and modernization processes that affect teacher education.

To categorize the elements involved in the formation of a regional identity, the analysis began with **Education and cultural diversity**, a dimension that, according to Gomes (2023), involves an ethnic-racial context still marked by the exclusion of certain groups within Brazilian education. The author observes that, although gradually, teachers have increasingly opened space for debate on ethnic and racial issues, recognizing them as part of social reality and assuming a commitment to fostering the construction of plural identities. As Gomes (2023, p. 152) states, “despite the advances made, the issue of cultural diversity remains a field that has received insufficient investigation in educational research and in reflections on teacher education.”

This discussion resonates with local realities in Western Santa Catarina, particularly in municipalities such as Caçador, whose historical formation—marked by European migration, Indigenous presence, and the organization of rural communities—reflects a cultural diversity that is often not fully expressed in educational policies and practices (Hermes, 2024). The Santa Catarina State Education Plan (2024) reinforces this concern by emphasizing the need to value



ethnic-racial and cultural diversity in teacher education, connecting schools with regional identities.

The second category, **Rural Education and rural communities**, highlights the extent to which the Brazilian curriculum still overlooks an important part of rural life and experience. Tavares et al. (2024) point out that rural schools and the knowledge developed within these communities are rarely taken into account in teacher education processes, advocating a humanized form of education characterized by class consciousness and a critical perspective. According to the authors, national education continues to carry an urban bias, reinforcing the need for a social and political commitment that recognizes rural territories, their populations, and their specific demands. This discussion is strongly connected to the context of Western Santa Catarina, where rural life and family farming constitute essential components of the region's economic and social organization.

Simões (2022) highlights that schools located in rural territories play a central role in preserving local identities and strengthening the relationship between community and education, arguing that territorially situated teacher education is a prerequisite for genuinely inclusive development. Along similar lines, Velten, Deus Sobrinho, and Foerste (2025) associate the distancing of education from rural realities with the historical structures inherited from the colonial period, which were sustained by an unequal agro-export model.

Freyre (2004) further contributes to this discussion by recalling that rural workers formed the foundation of Brazil's bourgeois economy and social organization. In Caçador and other municipalities in Western Santa Catarina, this legacy continues to be reflected in the lower status accorded to rural schools and in the absence of specific policies, reinforcing the role of future teachers in recognizing these inequalities and transforming schools into spaces of affirmation and belonging for rural communities.

The third category, **Socioeconomic issues and regional development**, emphasizes how education can contribute to reducing inequalities and



strengthening the relationships among schools, territory, and community. Silva, Jesus, and Mozzer (2025) argue that schooling in Brazil has become increasingly integrated, based on a broader conception of education that goes beyond traditional instruction and seeks to incorporate social, affective, cognitive, and cultural dimensions.

The authors associate this movement with integral education, understood as a pedagogical reorganization oriented toward active and contextualized education that values the relationships between individuals and the spaces in which they live. This perspective is aligned with public policies aimed at eradicating poverty and reducing social inequalities (Barcelos & Moll, 2023, p. 19).

The inclusion of local references is equally important. Educational materials produced by UNIARP on the Contestado War demonstrate that historical processes of social and economic conflict in the region—including land occupation, rural labor, and territorial disputes—continue to affect school structures, educational opportunities, and community organization in the Western Mesoregion of Santa Catarina. This relationship between historical legacies and school organization shows that educational and regional development extends beyond what is formally established in policies and guidelines. It depends on understanding the territory in its concrete reality, which is marked by conflicts and inequalities, but also by significant potential.

The fourth category, **Historical memory and regional/cultural identity**, is directly related to the previous topic, as noted by Silva, Jesus, and Mozzer (2025). Connecting the content of the National Common Curricular Base (Base Nacional Comum Curricular – BNCC) with students' lived experiences makes teaching more meaningful, particularly in regions such as Western Santa Catarina, where local history has been shaped by colonization processes, territorial conflicts, and the formation of immigrant communities. Understanding historical memory and regional identity is essential to this process, since both are fundamental to the social and cultural dynamics of each locality (Moser &



Ferreira, 2024). These authors define collective memory as the set of memories shared by a group that gives meaning to its social identity, whereas cultural identity encompasses values, symbols, traditions, and ways of life.

Within the regional context, these dimensions are manifested in community festivals, agricultural and religious practices, and the preservation of languages and customs introduced by settlers. Moser and Ferreira (2024) also emphasize the importance of heritage education as a means of raising awareness and preserving these elements, as can be observed in local initiatives aimed at valuing the history of the Contestado and the cultures of the peoples who shaped the territory. Along the same lines, Horta (1999 apud IPHAN, 2014) argues that heritage education strengthens individuals' sense of belonging to the environment in which they live.

Programs developed by the National Historical and Artistic Heritage Institute (Instituto do Patrimônio Histórico e Artístico Nacional – IPHAN) and the National Heritage Education Program (Programa Nacional de Educação Patrimonial – PNEP) serve as references for regional projects seeking to integrate history, culture, and teacher education (IPHAN, 2016)—a challenge that still needs to be incorporated more effectively into the curricula of universities in the Western Mesoregion of Santa Catarina.

Finally, the category **Urban, technological, and environmental configurations** examines how urbanization, technological development, and environmental changes are reshaping ways of living and learning in Western Santa Catarina. Nunes *et al.* (2024) argue that the environmental dimension of education has gained increasing prominence due to growing concern with the preservation of natural resources and the consequences of their uncontrolled exploitation, which calls for more critical and participatory pedagogical practices. The authors advocate the use of active methodologies, such as gamification and interactive games, to engage students with sustainability issues. At the same time, they warn that unequal access to technology and



insufficient school infrastructure continue to represent significant challenges for teachers, particularly in areas located farther from urban centers.

From a historical perspective, Von Dentz and Lemos (2023) explain that the development of Western Santa Catarina was initially linked to agriculture and the settlement of migrants from Rio Grande do Sul, which gave rise to the region's first towns. Over time, pig farming and local trade stimulated economic growth, consolidating the territory as a commercially oriented settlement area (Goularti Filho, 2016). Before this development, timber and yerba mate extraction had already generated the initial capital accumulated by producers (Von Dentz & Lemos, 2023).

Von Dentz and Lemos (2023) highlight that, between the 1960s and 1970s, the establishment of agro-industrial enterprises transformed former rural complexes into urban ones, leading cities such as Chapecó, Concórdia, and Xanxerê to become major economic and population centers. This process of productive modernization brought environmental and social contradictions that are currently reflected in schools: while the territory became increasingly industrialized and urbanized, a significant portion of the population continues to live at the intersection of rural and urban realities. This requires Pedagogy programs to provide teacher education that is responsive to multiple territorial contexts. Another relevant aspect is the relatively late political emancipation of municipalities in Western Santa Catarina, which occurred only between the 1920s and the 1990s. This helps explain both the pace of urbanization and the still-consolidating process of educational, technological, and environmental development in the region.

Chart 1 presents the categories developed and the dimensions investigated by each of them.



Chart 1 – Analytical categories

Category	Analytical Dimension Investigated
Education and cultural diversity	Integration of diversity as a structuring principle of teacher education
Rural education	Articulation between curriculum and rural territoriality
Regional development	Relationship between teacher education and the socioeconomic context
Historical memory	Valorization of regional identity and cultural heritage
Urban, technological, and environmental configurations	Integration of contemporary transformations and territorial challenges into teacher education

Source: Prepared by the authors (2026)

The analytical categories were developed through the articulation of theoretical frameworks on teacher education, curriculum, and territory; the provisions of the National Curriculum Guidelines for Pedagogy programs; and the historical, cultural, social, economic, and environmental characteristics of Western Santa Catarina. Thus, they do not constitute merely thematic groupings, but rather analytical dimensions that make it possible to examine how the Pedagogical Course Projects incorporate regional specificities into initial teacher education. Accordingly, these categories guide both the systematization of the documentary analysis and the interpretation of the convergences and divergences between national guidelines and the regional context.

Comparative analysis

Based on the five categories presented, a comparison was conducted between the National Curriculum Guidelines for the Education of Basic Education Teachers (Brasil, 2024) and the Pedagogical Course Projects of the Pedagogy programs offered by three community-based institutions belonging to the ACAFE network and located in the Western Mesoregion of Santa Catarina. The comparative reading sought to identify explicit convergences and divergences



among the documents, as well as silences, emphases, and local interpretations of the national guidelines.

The institutional documents were examined based on the following questions: Are there specific courses addressing diversity, Indigenous and local history, and culture? Are there practicum experiences in rural schools and courses focused on Rural Education? Are there courses or projects that address the regional economy, agro-industry, and territorial development? Are there references to the Contestado, local history, or social movements? Are there technology-related courses, considering local industrial growth? Is there evidence of teacher education for environmental education with an emphasis on the region?

To categorize the three institutions analyzed, the following parameters were adopted: meets – direct and/or detailed references to the topic addressed in the DCN; partially meets – brief and/or indirect references in the official documents; and does not meet – no reference and/or comment addressing the DCN under analysis. These indicators were used in the “Evidence” field of Chart 2, allowing the degree of alignment between the 2024 National Curriculum Guidelines and the Pedagogical Course Projects of the Pedagogy programs to be assessed according to the five analytical categories previously defined.



Teacher education in western Santa Catarina, Brazil: convergences and divergences between National Curriculum Guidelines and syllabuses

MARTINS, R. T. C.; GRÜTZMANN, L. F.; MAZZURANA, E. R.; PRIGOL, E. L.

Chart 2 – Results of the documentary analysis.

Categories of regional demands	Results			
	National Curriculum Guidelines (DCNs)	University 1	University 2	University 3
Education and cultural diversity	The DCNs emphasize the recognition and appreciation of cultural, ethnic-racial, and Indigenous diversity.	Meets Course entitled: Culture, Citizenship, and Ethics – 70 hours	Meets Courses entitled: Ethics, Culture, and Contemporaneity and Anthropology of Education – 72 hours	Partially Meets The courses History of Education, Sociology of Education, and Human Rights and Citizenship address historical and cultural contexts and the appreciation of diversity; however, there is no explicit mention of Indigenous or ethnic-racial education.
Rural education and rural communities	The DCNs provide for consideration of the specific characteristics of rural areas, traditional populations, and education in rural territories.	Meets Course entitled: Education and Educational Territories – 70 hours	Does Not Meet No direct or indirect reference to the topic was identified.	Does Not Meet There is no specific course on Rural Education.
Socioeconomic Issues and Regional Development	The DCNs address the articulation between teacher education and local social, economic, and productive demands.	Partially Meets Course entitled: Regional Development – 70 hours	Partially Meets Course entitled: Entrepreneurship and Innovation – 72 hours, although without an explicit regional focus.	Partially Meets The courses Sociology of Education and Educational and Curriculum Policies may address socioeconomic issues; however, no regional focus was identified.

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Categories of regional demands	Results			
	National Curriculum Guidelines (DCNs)	University 1	University 2	University 3
Historical Memory and Regional/Cultural Identity	The DCNs emphasize the construction of national/regional identity and the country's social and cultural history.	Partially Meets Course entitled: History and Educational Policy - 72 hours; however, there is no evidence of a local focus.	Partially Meets Historical preservation is addressed through extension projects, such as the Program of Traditional Play Experiences in the Region.	Atende Parcialmente Trabalha a manutenção histórica através de projetos de extensão, como: Programa de Experiências do Brincar tradicional na região
Urban, Technological, and Environmental Configurations	The DCNs mention the integration of digital technologies, sustainability, and environmental education.	Partially Meets The Regional Development course addresses sustainability, urban planning, and socio-environmental impacts; and Technologies and Learning integrates digital resources and educational innovation within the regional context.	Partially Meets Course entitled: Didactics and Pedagogical Innovation - 72 hours	Partially Meets The courses Educational Technologies I and II and Socio-environmental Responsibility

Source: Prepared by the authors (2026).

Before examining each category individually, an integrated reading of the results makes it possible to identify common trends across the curricula analyzed. The three institutions show greater convergence with the National Curriculum Guidelines in the categories related to cultural diversity and educational technologies, demonstrating their efforts to incorporate themes that are already well established in teacher education policies. In contrast, the categories Rural Education, Historical Memory and Regional Identity, and Socioeconomic Issues and Regional Development predominantly show partial



compliance or even the absence of specific curricular components, indicating weaker articulation between national guidelines and the specific characteristics of the territory of Western Santa Catarina.

Although the Pedagogical Course Projects demonstrate alignment with the DCNs, this convergence occurs primarily with regard to nationally oriented aspects, while elements related to regional contextualization still appear in a limited or cross-cutting manner. In other words, regulatory compliance does not necessarily result in the incorporation of the territory's historical, social, economic, and cultural characteristics into initial teacher education curricula.

From this perspective, the results suggest that the main challenge does not lie in formal compliance with the National Curriculum Guidelines, but rather in the institutions' ability to translate these guidelines into curricular proposals that are responsive to local demands. Thus, the differences observed among the PPCs reflect distinct ways of understanding the relationship between teacher education, curriculum, and territory, reinforcing the importance of considering regional identity as a structuring element of curricular organization.

Based on this general overview, each category is analyzed individually in order to understand how the National Curriculum Guidelines are materialized in the Pedagogical Course Projects and which convergences and divergences emerge in relation to regional demands.

With regard to the category Education and Cultural Diversity, the DCNs establish the following provisions:

IX – The consolidation of inclusive education through respect for differences and the recognition and appreciation of ethnic-racial, gender, sexual, religious, age, and other forms of diversity;

X – The commitment to ensuring that the education of teaching professionals contributes to the consolidation of a sovereign, democratic, just, secular, and inclusive nation that promotes the emancipation of individuals and social groups, while recognizing and valuing diversity and, therefore, opposing all forms of discrimination (Brasil, 2024, pp. 4–6).

As Universities 1, 2, and 3 were consistent with the provisions established by the DCNs regarding Education and Cultural Diversity. In their documents,



all three institutions demonstrated concern for and commitment to the appreciation, respect, and inclusion of issues related to ethnic-racial relations, culture, and diversity.

University 1 addresses this category through a course entitled *Culture, Citizenship, and Ethics* (70 hours), which promotes reflection on diversity, human rights, and democratic coexistence. Institution 2 addresses it through two curricular components: Ethics, Culture, and Contemporaneity and Anthropology of Education (72 hours). These syllabi examine the relationships among human beings, culture, and society through the lenses of identity, diversity, and social inequality.

At University 3, however, alignment is partial. The courses History of Education, Sociology of Education, and Human Rights and Citizenship address historical and cultural contexts and the appreciation of diversity, but they do not explicitly refer to Indigenous education, ethnic-racial education, or decolonial perspectives.

Overall, an institutional movement toward the recognition of cultural diversity can be observed, although with varying degrees of depth. This trend is consistent with Gomes (2023), who emphasizes that educational and social commitment to diversity has been strengthened, while also noting the continuing need to broaden approaches to ethnic-racial relations and the knowledge of traditional peoples.

Although the three institutions demonstrate concern with incorporating content related to cultural diversity, this incorporation occurs at different levels of curricular institutionalization. While two universities offer specific curricular components, the third addresses the topic in a cross-cutting manner, which may reduce its visibility and formative intentionality. This finding demonstrates that the presence of national guidelines in curricula does not ensure uniformity in their pedagogical translation, revealing different conceptions of the role of diversity in initial teacher education. From this perspective, the findings corroborate Gomes (2023) by indicating that, despite advances in educational



policies, consolidating teacher education that is effectively committed to diversity remains a challenge for teacher education programs.

The second category, Rural Education and Rural Communities, is based on the following provisions established in the National Curriculum Guidelines:

Art. 8º O Art. 8. Initial teacher education programs for professionals working in basic education in Indigenous School Education, Rural School Education, and Quilombola School Education shall be offered in accordance with the following guidelines:

II – Initial teacher education for professionals working in basic education in Rural School Education and Quilombola School Education shall take into account the ethnic and cultural diversity of each community (Brasil, 2024, p. 7).

Among the categories evaluated, Rural Education and Rural Communities emerged as the weakest. Only University 1 includes a curricular component that addresses the topic indirectly, whereas Universities 2 and 3 do not present consolidated courses or approaches focused on the specificities of rural areas, traditional populations, or rural contexts. This absence reinforces the predominance of a teacher education perspective centered on urban contexts, highlighting the need for stronger institutional alignment with the DCNs regarding the recognition and appreciation of rural territories and rural knowledge.

Rural Education remains a dimension that is only minimally incorporated into the curricula analyzed, even in a region whose economic and social organization maintains strong ties to family farming and rural territories. This absence reveals a gap between teacher education and the territorial specificities of Western Santa Catarina, reinforcing the persistence of curricula guided predominantly by urban frames of reference. This finding is consistent with the analyses of Simões (2022) and Tavares et al. (2024), who advocate territorially situated teacher education as a condition for enabling future teachers to understand different educational realities and to work in a contextualized manner with rural communities.



In the third category, Socioeconomic Issues and Regional Development, the National Curriculum Guidelines establish the following principles:

VIII – Equity in access to and retention of students enrolled in initial teacher education programs and courses, thereby contributing to the reduction of social, regional, ethnic-racial, gender, and other forms of inequality;

IV – To recognize the social, cultural, economic, and political contexts of the schools in which they work, as well as the life contexts of students, thereby fostering effective learning (Brasil, 2024, pp. 4–8).

In this analysis, Institutions 1 and 3 showed similar results, as both explicitly addressed these themes in their curricular frameworks through the discussion of regional inequalities, public policies, and the impacts of human activity on urban areas and the environment. At Institution 1, this is reflected in the course Regional Development, while Institution 3 includes initiatives directed toward policies associated with local social development.

Institution 2 includes the Supervised Practicum as an alternative means of integrating future professionals into the local context, fostering awareness of historical, social, and cultural realities. However, it does not include specific curricular components addressing regional development and/or regional policies, which led to its classification as partially meets.

Overall, the findings reveal some progress in addressing social and economic dimensions, although the territorial connection between teacher education and regional development remains weak, limiting the effective implementation of the DCNs' principle of integration with local realities. In line with Silva, Jesus, and Mozzer (2024), the findings point to the need for a curriculum with a more active formative orientation, capable of articulating multiple methodologies and contexts so that educational development can engage with the territory's social and productive dynamics. In this regard, Passos and Giroto (2025) emphasize that socio-spatial inequalities directly affect access to and retention in schooling, requiring PPCs to incorporate strategies aimed at regional development as an integral part of teacher education.



The institutions analyzed partially recognize the importance of the relationship between education and regional development, but they still treat this dimension as peripheral within their curricula. This result suggests that initial teacher education remains centered on generalist frameworks, limiting opportunities to understand the economic, social, and productive dynamics that characterize Western Santa Catarina. Although the DCNs emphasize the need to consider the contexts in which future teachers will work, the PPCs still face difficulties in translating this principle into curricular components that effectively articulate teacher education, territory, and regional development.

In the fourth category, Historical Memory and Regional Identity, the National Curriculum Guidelines establish the following principles:

X - To structure pedagogical actions and educational environments that promote students' learning regarding: (a) the ethnic-racial relations established in Brazilian society, both in the present and in the past, and that ensure the appropriation of knowledge related to African, Afro-Brazilian, and Indigenous peoples' history and culture, as well as values and attitudes aimed at deconstructing and combating all expressions of racism, with due recognition and appreciation of Brazil's cultural and ethnic-racial diversity; and

VII - To analyze the Basic Education institution within its territorial context, encouraging the implementation of coordinated actions between the Higher Education Institution (HEI) and the local community (Brasil, 2024, pp. 8-12).

In this category, partial compliance can be observed across the institutions, with differing levels of depth regarding the recognition and appreciation of historical memory and regional and cultural identity. Although the topic is present in all three institutions, greater emphasis is placed on the general historicity of education than on the construction of specific regional identities, indicating potential for strengthening this dimension within the PPCs, in accordance with the guidance provided by the DCNs. According to Moser and Ferreira (2024), historical memory and regional identity are interconnected and are therefore essential to social dynamics. The analysis of the institutions



reveals gaps in the treatment of historical memory, which may pose future challenges to its preservation.

Regional historical memory still occupies a secondary position in the curricula analyzed and is frequently addressed indirectly or linked to broader historical content. This configuration limits the potential of teacher education to strengthen processes of belonging and the appreciation of local identities, particularly in a region marked by significant historical events such as the Contestado War and processes of colonization. As discussed by Moser and Ferreira (2024), the construction of cultural identity depends on the appreciation of collective memory, reinforcing the need to expand its presence in initial teacher education.

The fifth category, Urban, Technological, and Environmental Configurations, is based on the following provisions established in the National Curriculum Guidelines:

XI - Education aimed at building a sustainable world, addressing issues that threaten the future, such as poverty, predatory consumption, urban deterioration, conflict, and human rights violations, while always respecting cultural plurality and diversity; and

VI - The use of Digital Information and Communication Technologies (DICT), enabling the development of teachers' digital competencies for the improvement of pedagogical practice and the expansion of the cultural education of teachers and teacher education students (Brasil, 2024, pp. 4-5).

In this category, partial compliance can be observed across the three institutions, although all of them demonstrate efforts to integrate urban, technological, and environmental dimensions into their curricula. Taken together, the three institutions have made progress in incorporating digital technologies and discussions of sustainability, but they still lack an integrated approach that connects education, territory, and the environment, as recommended by the DCNs. Nunes et al. (2024) emphasize the importance of adopting more effective active methodologies, including those supported by digital platforms. This concern can be observed in the first two institutions, which explicitly



demonstrate an emphasis on teaching through diverse methodologies, whereas this was not identified in the third institution.

The analyses reveal uneven progress among the institutions in implementing the DCN guidelines. There is strong alignment regarding the appreciation of cultural diversity and greater weakness in Rural Education, indicating the persistence of teacher education centered on urban contexts. Socioeconomic, historical, and technological dimensions appear to be only partially consolidated, with potential for more effective integration among curriculum, territory, and sustainability. Overall, the institutions demonstrate a commitment to inclusive and democratic teacher education, although adjustments are still needed to fully align the PPCs and course syllabi with the DCNs and with local and regional realities.

Educational technologies have been incorporated more consistently than environmental discussions linked to the territory. Although the institutions recognize the importance of digital competencies and sustainability, these dimensions still appear disconnected from the socio-environmental characteristics of Western Santa Catarina. This finding indicates that the current challenge is not merely to include technological or environmental content in the curricula, but rather to promote their integration with the concrete problems experienced by local communities, thereby strengthening teacher education committed to sustainable development and regional specificities.

Final considerations

The survey of ACADE-network universities offering Pedagogy programs in the Western Mesoregion of Santa Catarina made it possible to map and characterize their course syllabi, thereby establishing a basis for comparison with the National Curriculum Guidelines and regional demands. The comparative analysis revealed both convergences and areas of weakness across the institutions, showing how each incorporates the principles of diversity, equity, and local development established in the DCNs.



The results indicate the possibility of updating the course syllabi, particularly with regard to the inclusion of Rural Education, the recognition of regional historical memory, the articulation between educational technologies and sustainability, and the connection between teacher education and regional development. As a basis for reflection and as a set of recommendations, a four-part plan for updating the syllabi is proposed: the creation of a compulsory Rural Education course with practicum experiences in rural schools; the inclusion of a regional axis integrating local historical memory and the Contestado through extension projects; the articulation of Educational Technologies with sustainability and environmental issues directly related to the territory; and the connection of teacher education with regional productive arrangements and public policies. The analysis conducted in this study provides a basis for these changes by identifying both existing strengths and areas requiring adjustment.

It is important to note that the National Curriculum Guidelines (DCNs) currently in force were published in 2024. Accordingly, the first cohorts of Pedagogy students at these institutions began their training under the new curricular framework only in 2025, raising questions such as: Have all the requirements set forth in the syllabi currently under analysis in the Pedagogy programs been effectively implemented? Were there any significant changes between what was initially proposed and what was ultimately put into practice?

Despite the contributions of this study, some questions remain open, particularly regarding the effective implementation of the guidelines in curricula currently in operation. Nevertheless, the comparison between the analyzed syllabi and the DCNs yielded relevant findings, revealing progress in the recognition of local demands and in the incorporation of more critical perspectives into teacher education.

From a scientific perspective, this study contributes to the field of initial teacher education by proposing an analysis of the relationship between the National Curriculum Guidelines and the territorial specificities of Western Santa Catarina. It demonstrates that formal compliance with regulatory provisions



does not, in itself, ensure the incorporation of the region's historical, cultural, social, economic, and environmental characteristics into Pedagogy curricula. Furthermore, by structuring the analysis around categories grounded in the relationship among curriculum, territory, and teacher education, the study offers an analytical framework that may support similar investigations in other regions of the country.

In the field of curriculum policy, the results indicate the need to strengthen processes for reviewing Pedagogical Course Projects in order to promote greater integration between the guidance provided by the National Curriculum Guidelines and the demands of local contexts. From this perspective, the recognition of regional specificities should not be understood as a complementary element of the curriculum, but rather as a constitutive dimension of teacher education, fostering the preparation of professionals capable of working critically and contextually and of engaging with the educational challenges of the territories in which they are situated.

It can therefore be stated that the proposed objective was achieved, as the study identified several gaps to be examined in future research. Such research may include a more in-depth review of these syllabi, considering that they have been in effect for only one year and are still being implemented gradually. Thus, the study contributes to the debate on initial teacher education by highlighting the importance of curricula that are responsive to territorial specificities and by reinforcing the need for stronger articulation between national educational policies and regional realities.

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Note

- 1 Statement on the Use of Artificial Intelligence – Gemini, an artificial intelligence tool developed by Google, was used to assist in translating this article into English. The translated version was fully reviewed and adjusted by the editorial team to ensure fidelity to the original text, terminological accuracy, and compliance with the journal's editorial standards. The tool was not used to generate the article's arguments, analyses, or academic content.



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