



Self-study of critical incidents from a curriculum justice perspective

Autoestudio de incidentes críticos desde la perspectiva de la justicia curricular

-  **Dra. Samara Moura Barreto** is a professor at the Federal Institute of Ceará, Brazil (samara.abreu@ifce.edu.br) (<https://orcid.org/0000-0003-1198-5602>)
-  **Dr. Luciano Nascimento Corsino** is a professor at the Federal Institute of Rio Grande do Sul, Brazil (luciano.corsino@rolante.ifrs.edu.br) (<https://orcid.org/0000-0002-2591-5472>)
-  **Dr. Willian Lazaretti da Conceição** is a professor at the Federal University of Pará, Brazil (willianlazaretti@gmail.com) (<https://orcid.org/0000-0001-8143-6524>)

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Abstract

This study investigates secondary education and curricular justice amidst counter-educational reforms aligned with neoliberal ideals in Brazil, highlighting the imperatives of teacher resistance against political implications at macro and micro levels. Focusing on two critical incidents situated at the Federal Institute of Ceará (IFCE) and the Federal Institute of Rio Grande do Sul (IFRS). The research employs self-study methodology and the critical incident analysis technique to examine intersections between educational policy and Physical Education within the federal education system. The qualitative approach, grounded in the epistemology of praxis, involved eight Physical Education teachers in reflexive and dialogical processes. These educators shared (inter)subjective and (self-)critical experiences regarding the relationship between secondary education and curricular justice, revealing a pedagogical practice that challenges the prevailing technical rationality. The study underscores how collaborative movements foster active political vigilance, shaping conscious and engaged bodies capable of transforming an often oppressive educational system. Through the exchange of experiences, the teacher-researchers developed strategies to navigate the contradictions of the educational system, building a transformative praxis that values diversity and curricular justice. This articulation between life and teaching work emerges as a space for resistance and pedagogical innovation, reaffirming Physical Education as a critical and socially committed field.

Keywords: self study, curriculum justice, critical incidents, integrated high school, school physical education, teacher training.

Resumen

Este estudio investiga la educación secundaria y la justicia curricular en tiempos de contrarreformas educativas alineadas con los ideales neoliberales en Brasil, destacando los imperativos de la lucha docente frente a las implicaciones políticas a niveles macro y micro. Centrándose en dos incidentes críticos, ubicados en el Instituto Federal de Ceará (IFCE) y en el Instituto Federal de Rio Grande do Sul (IFRS), la investigación utiliza la metodología de autoestudio y la técnica de análisis de incidentes críticos para examinar las intersecciones entre educación política y Educación Física en la red educativa federal. El enfoque cualitativo, basado en la epistemología de la praxis, involucró a ocho docentes de Educación Física en procesos reflexivos y dialógicos. Estos educadores compartieron experiencias (inter)subjetivas y (auto)críticas sobre la relación entre educación secundaria y justicia curricular, revelando una práctica pedagógica que desafía la racionalidad técnica predominante. El estudio destaca cómo los movimientos colaborativos promueven la vigilancia política activa, formando cuerpos conscientes comprometidos en la transformación de un sistema educativo a menudo opresivo. A través del intercambio de experiencias, docentes-investigadores desarrollaron estrategias para enfrentar las contradicciones del sistema educativo, construyendo una praxis transformadora que valora la diversidad y la justicia curricular. Esta articulación entre vida y quehacer docente emerge como un espacio de resistencia e innovación pedagógica, reaffirmando la Educación Física como un campo crítico y socialmente comprometido.

Palabras clave: autoestudio, justicia curricular, incidentes críticos, secundaria integrada, educación física escolar, formación docente.

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1. Introduction

The political inferences (macro and micro) still bring imperatives of teaching struggles over Physical Education in the educational policy of the Federal Institutes, especially in times of democratic biases regarding educational counter-reforms reduced to neoliberal ideas. These counter-reforms expose the scope of determinism to train young people with a view to their insertion into the labor market (Frigotto et al., 2012), taking into account the need of the productive sector and the capitalist logic of a public, equitable and universal divestment belonging to a unitary school (Moura, 2024). This historical context places us in a position to face the marginalization of youth, since around 21% of young Brazilians are not in school, even without having completed secondary school (INEP, 2022). In addition to this, young people in our country represent more than a third of the labor force and almost half of the unemployed (IBGE, 2021); in addition, there was a high growth in the proportion of young people in platform jobs between 2012 and 2019, from 22.7% in 2012 to a quarter in 2019, between 14 and 29 years (IBGE, 2019).

Therefore, understanding that secondary vocational training needs to constitute educational principles that analyze the peripheral world of work (Moura and Benachio, 2021), this places us to analyze social justice and curricular justice in physical education, a thematic object that has been growing in Brazil from the progressive movement and the critical conceptual framework of physical education in schools during the last 40 years (Filgueiras et al., 2024).

In this research, we understand the analysis of critical incidents in secondary school integrated from the perspective of social justice (Gerdin et al., 2016; Gerdin et al., 2022; Venâncio et al., 2022) having the experience of a self-study (Clandinin and Connelly, 2004; Fletcher and Hordvik 2022a; Fletcher and Hordvik 2022b; 2015) as a dialogic-reflexive device. Our assumption is limited to collaborative processes in and for self-training and teaching professionalism in physical education, recognizing that our established experiences with the work environment in and for social justice are capable of affecting and altering pedagogical practice in acts of transgression.

Sharing the radicality assumed by Freire (1996), in a subversive way, in his social struggle to guarantee the rights of the oppressed, we understand social justice as a concept in transitivity of ethics, politics and morality, which operates based on respect for human dignity in liberating praxis, an avant-garde expression of solidarity and humanization. We also emphasize that it is only through reflection and analysis of practice that we bring our teaching closer to the pursuit of social justice. In addition, teachers-researchers, equipped with knowledge and facing existing complex situations are willing to undertake deliberation, evaluation and decision actions in relation to the praxis, the gesture to be made or the word pronounced before and during the pedagogical action.

Teaching practices are permeated by complex teaching situations, which contain subsumers (includers) such as the act of problematizing, solving problems and experimenting with methodological devices, and facing teaching situations around complexity, which, in turn, require experiences with collaborative assumptions (Vieira et al., 2022).

This self-study is a journey into the lives of eight Brazilian physical education teachers with self-training trajectories (Abreu, 2022) immersed in a broader international collaborative research project—Complexity and Social Justice in the Lifelong Learning of Physical Education Teachers: Collaborative Processes and Artifact Production—funded by the National Council for Scientific and Technological Development—CNPq. Imbued with an epistemology of praxis, they mobilize teaching knowledge with intersubjective and (self)critical exchanges, seeking to rethink the teaching of school physical education by revealing another educational paradigm based on pedagogical rationality. We agree with Silva (2018) that by apprehending the epistemology of praxis we confer a self-referential autonomy crossed by a pedagogical knowledge with a view to a critical and liberating education.

In thematic research on secondary education reform and curricular justice, we problematize two critical incidents of School Physical Education (Flor et al., 2024) located in the federal network in the reality of basic, technical and technological education, revealed by a teacher-researcher, both members of this research project and effective in this network. One critical incident was located in the northeast-

tern region at the Federal Institute of Ceará (IFCE) and another in the southern region at the Federal Institute of Rio Grande do Sul (IFRS), in Brazilian territoriality, producing an intertextuality of political and pedagogical experiences (Larrosa, 2017). Reading of the federal email network.

2. Methodology

We proceed based on the matrix references of self-study according to the assumptions pointed out by Fletcher (2020), Samaras and Roberts (2011), Lunenberg and Samaras (2011) regarding the identity and intersubjective dimensions of the self and the generation of data. In addition, it is a collaborative methodology located in the Self-Study of Teacher Education Practices (S-STEP), complying with some provisions and research characteristics as Laboskey tells (2004); Vanassche and Kelchtermans (2015); and Fletcher and Hordvik (2022a), namely: (a) the study was initiated and focused on oneself, (b) was aimed at improvements, (c) was interactive at different levels and intensities throughout the research process, (d) generated multiple forms of qualitative data and (e) positioned validity as a process based on reliability.

Therefore, self-study includes collaboration as a matrix element, requiring the need for interaction between participants in the research process of their own practice (Thomas, 2017), whose possibility is given through critical friendship (Vieira et al., 2022) in the problematization of critical incidents (Philpot et al., 2021).

The methodological perspective is based on the procedures recommended by the EduHealth collective for the capture and analysis of critical incidents, using a specific instrument (Philpot et al., 2021).

The critical incident technique is a qualitative methodological procedure used in educational research to identify significant factors that favor the achievement of successful or failed experiences of certain events or practices (Tripp, 2012). A critical incident can be any situation observed in the educational context, which has some relationship with social justice and allows to structure issues or problematize the relationship between teaching and learning (Philpot et al., 2021). In this sense, eight teachers with research practice in school physical

education contributed to the problematization of secondary education and curricular justice in dialogic-reflexive acts, composed of four phases of heuristic approach.

In the first phase of the research, the teacher-researcher IFCE (with teaching experience in the network since 2012 and more strongly in integrated baccalaureate for four years) and the teacher-researcher IFRS (with teaching experience in the network since 2017) shared their reflections with the other teachers-researchers, who positioned themselves as critical friends. Each teacher wrote a reflective narrative, composed of a vignette (as an introductory epigraph) and the narrative of the teaching practice itself (textual development). This narrative exposed the incidents of physical education teaching in the federal network that were critical in their teaching trajectories in secondary education integrated into the temporality of neoliberal counter-reforms.

From the socialization of these two narratives, six reflexive approaches to the production of artifacts were organized using a device (Sanchez Neto et al., 2023) to propose questions, comments, reflections and (self)critiques scanned along six axes, namely: 1) I have doubts, the intention is to identify the ability to compare different positions-argument; 2) In my opinion it is interesting, its purpose is to enumerate the hypotheses and deductions-the gaps and epistemological limits; 3) You have said that you intend to identify the mobilization for a careful listening; 4) I hope that you infer and propose directions-steps; 5) I did not know it, it emphasizes to analyze the ability of convergence of concepts-experience, experience and absences, 6) I agree with you with the idea to identify the thought-approximations.

In the second phase, the professor-researcher (IFCE) and the professor-researcher (IFRS) were individually (by email) given the complete dossier in table form from their critical friends. When responding to thoughtful statements, each topic should contain at least one question or comment. In the third phase, based on a synthesis presented by the professor, we sought shared reflections on the two critical incidents and also discussed the responses/comments together, in two 2-hour online meetings, through the Google Meet platform.

From this group discussion, in the fourth phase of the research, we identify the imperatives of the teaching struggles in each critical situation. In

this way, our intention was to point out a qualitative itinerary that would allow us to address situated nuances of our own teaching work (Luttrell, 2020) to produce insurgencies in the verticalized situations of the educational system with oppressive conditions.

The collaborative approach between teachers-researchers, fundamental for self-study, reveals both the potential and the limits of this movement in centralizing and authoritarian policy contexts. Fraser (2009) argues that social justice requires the articulation of redistribution, recognition and representation, elements often compromised in neoliberal educational systems. In the incidents analyzed, collaborative practices function as a space for resistance and awareness, allowing collective mobilization in favor of curricular justice. However, these practices also face significant constraints, such as the absence of institutional support, fragmentation of teaching staff, and the prevalence of vertically imposed decisions. Therefore, the collaborative movement needs to be continuously strengthened through greater inclusion of educational actors and deeper alignment with the social and political demands that recognize and value the diversity of knowledge.

3. Critical incident analysis in integrated secondary school: IFCE and IFRS

In this section we explain the critical incidents in the reality of IFCE (critical incident 1) and IFRS (critical incident 2) and the analytical transitivity through dialogic-reflexive acts in intersubjective appropriation.

In a brief historical context, we affirm that the Federal Institutes of Education, Science and Technology were created on the basis of Law number 11.892 (Brazil, 2008), of December 29, 2008, which creates the Federal Network of Professional and Technological Education. It is a federal agency linked to the Ministry of Education (MEC). The IFCE, whose rectory is in Fortaleza, has 33 campuses and IFRS, whose rectory is in Bento Gonçalves, has 17 campuses.

We present introductory headings and the accounts of the teaching practice of the two critical incidents; and then, we take inspiration from Braun, Clarke, Hayfield and Terry (2014) to thematic qua-

litative data in analytical comparison in a context of dismantling democratic institutions in accordance with a strong advance of conservative thinking and the intensification of existing educational inequalities, mainly after the *coup d'état* that occurred in Brazil in 2016 (Zan & Krawczyk, 2019).

• Critical Incident 1 – IFCE

The critical incident that occurred in the IFCE reveals reflectivity on the (in)curricular justice in contexts of (de)formations and tradition of technical rationality: “The inter-comprehensive resonances led me to reflect on the (in)curricular justice, [...] either in the universal context with the current (de)formations of this neoliberal project, or in the institutional singularity, by a tradition of technical rationality” (Teacher-researcher of the IFCE, vignette as an introductory epigraph).

When I got the video from a student, I cried! I haven't heard that noise in a long time. Capitalized voices: “Hey management, take your hand off me, CAEF. Hey, management, take your hand off me, IF” In addition to the noises, other notes read: “The teachers of CAEF deserve to be recognized for their work”. We do not accept the institutional degradation and devaluation of the Coordination of Physical Education (CAEF) on the Fortaleza campus, whose commissioning function was removed after 25 years of its implementation. I felt this dismissal as an outburst for management, ethics and curriculum, without so much poetics. Around this reading of the world and of words, the inter-comprehensive resonances led me to reflect on the (in)curricular justice, in which the stone thrown is the Physical Education in the Integrated Baccalaureate, either in the universal context with the current (de)formations of this project of (de)government, or in institutional singularity, by a tradition of technical rationality, predominantly, marked by the exact sciences (Teacher-researcher IFCE, teacher practice report, textual development).

• Critical Incident 2 – IFRS

The critical incident that occurred at IFRS also generates the context of (de)curricular training due to the reduction of the curricular burden of the physical education subject in reference to the

emptying of knowledge: “It was a proposal to “reformulate” the pedagogical project of the career, in the midst of a pandemic, in the process of implementing the neoliberal reform of secondary education (IFRS professor, vignette as an introductory epigraph).

The situation occurred at the Federal Institute of Education, Science and Technology of Rio Grande do Sul – IFRS, on the campus where I work as a physical education teacher since 2017. In June 2021, I took a 12-month leave before completing my postdoctoral internship, and with less than a month to go back, I checked an email from the agricultural course coordinator, which was about a proposal to “reformulate” the project. Pedagogical Course (PPC), in the midst of a pandemic, in the process of implementing the neoliberal reform of secondary education. The email presented an initial “reformulation” proposal whereby physical education as a curriculum component would be excluded from the second year of the integrated baccalaureate. It is important to mention that in the current CPP, out of a total of 4 years of studies, two periods are offered in the first year and one period in the second year, an organization that already carries out the delivery of physical education for the upper middle level. Precarious classes. Reading the email, I quickly replied indicating my disagreement with the change, the coordinator replied pointing out that the proposal would be based on the National Common Curriculum (BNCC), however, without specifying the content of the document that justifies the exclusion from physical education. The decision did not involve the participation of a physical education teacher, at the time there was only one teacher on the staff who replaced me, but he did not participate in the discussions. The aforementioned reformulation proposal did not include more in-depth discussions on the integrated curriculum and the conception of the federal institutes was unknown when choosing the BNCC as the only document to guide the process that was called reformulation; however, it was found that it was simply a reduction of curricular components, which excluded physical education without the participation of a teacher in the area. (IFRS Teacher-Researcher, Teaching Practice Report, Textual Development)

Both incidents accentuated by the political scenario in the temporality of neoliberal counter-reforms. Reflective-dialogic statements resonated with the problematization of oppressive education in

educational systems and the curricular degradation due to power relations in micropolitical and macropolitical reality, with the implication of the tension of subjectivities in the constitution of the authority and teaching autonomy.

The critical incidents that occurred in IFCE and IFRS illustrate how the guidelines of the National Common Curricular Base (BNCC) and the implementation of the New Secondary Education consolidate the curricular precariousness and the instrumentalization of teaching, aligned with the neoliberal logic. These policies reinforce the devaluation of subjects that are not directly linked to the world of work, such as Physical Education, configuring a curricular injustice that compromises the integral formation of students. According to Zanatta et al. (2019), neoliberal reforms prioritize market interests and efficiency standards to the detriment of critical and socially engaged education, limiting access to knowledge that allows the full exercise of citizenship. Thus, the incidents narrated are not isolated cases, but reflect a structural trend that compromises the democratization of education and perpetuates educational inequalities.

The analysis of oppressive education and curriculum degradation was constituted by the elimination of the commissioned role of the Coordination of Physical Education (CAEF) in the IFCE and the proposal to reduce the workload of physical education in the IFRS curriculum in the context of the National Common Curricular Base (BNCC). Physical education, often marginalized from curriculum reforms, has significant critical potential to resist the technicalistic and neoliberal logic that dominates the education system. According to Gerdin et al. (2022), critical pedagogies in Physical Education can act as tools to question power structures, promoting social justice through the assessment of students’ bodily and cultural experiences. By transcending the vision of a restricted technical rationality of technical-physical performance and competitiveness, Physical Education can offer a pedagogical space that challenges hierarchies and inequalities, creating conditions for a civic and plural education attentive to social markers. As an example, the study of Corsino et al. (2024) that analyzes the relationship between coeducation and anti-racism in school physical education, passing through the theoretical-empirical analysis of school physical education and intersectionality, by placing the mimetic experience of Thematization of racial

relations in school physical education classes. Thus, in the critical incidents analyzed, the struggle for the maintenance of the hourly load and for the valorization of Physical Education in the Federal Institutes exemplifies this resistance, showing how the field can be affirmed as an indispensable part of a curriculum committed to diversity and social emancipation with a view to omnilaterality and polytechnics.

Regarding the critical incident at the IFCE, the questions raised by the critical academics were: what was the justification for the dismissal of the position entrusted to the Coordination of Physical Education (CAEF) at the IFCE? Why choosing CAEF? (critical academic 1) and how was CAEF dismissed? (Critical academic 2).

The dismissal of CAEF occurred in the correction flow for the tasks entrusted, according to the analysis of the federal budget. The comprehensive reading of the collegiate is that this offer was seen as a political degradation of the CAEF, involved in the precariousness of the educational work and in the logic of devaluation of physical education in educational policy.

The political act of the CAEF brought, as a collegiate deliberation of the faculty, the linkage of this coordination to the Secretariat of Education of the campus of Fortaleza, in contrast to the proposal to link it to the Secretariat of Tourism and Recreation, to assert itself in education points to a political-epistemological assumption, approaching the human sciences. As Freire (1987) states, the militancy against mechanistic thought and action that subordinate our existentiality in the world becomes an imperative of struggle whose philosophical clarity is indispensable for political practice with the necessary epistemological vigilance.

The emotional impact experienced by the teacher-researcher of the IFCE before the dismissal of the Coordination of Physical Education (CAEF) shows how the processes of curricular precariousness affect not only the institutional context, but also the teaching subjectivity. According to Charlot (2013), the relationship with knowledge is crossed by the affective dimension, and situations that devalue pedagogical work generate feelings of frustration and impotence. At the same time, Giroux (1997) argues that teachers, as transformative intellectuals, have a fundamental ethical role in the fight for social and curricular justice, with emotional experience being a force that can

mobilize resistance and transformative actions. Thus, the emotional response of the teacher should not be seen as fragility, but as a legitimate expression of the fight against the impositions of a technical rationality that dehumanizes educational practice.

Through dialogic listening, critical academic 3 mentioned being unaware of the attacks on School Physical Education that take place in several Federal Institutes (IF). This struggle of the Federal Institutes incorporates macropolitical ideas, since it reflects the moment in which we are forced more strongly by neoliberal forces (Freire, 1996) whose foundations of public schools are threatened, especially by curricular injustice, through authoritarian counter-reforms that operate in banking logic, either by making invisible curricular components away from external evaluations, or by treating professional education as training for cheap labor.

Critical academic 4, in an act of radicality and anger, argued that the previous government took everyone seriously by threatening our work, but that together with student activism we can build resistance and transgression movements, since “reflective and collaborative spaces can include teachers and, in addition, other educational actors and members of the educational community, giving way to communal agreements under democratic reasoning” (Oyarzún & Soto, 2022).

In this sense, the teaching work consists of providing a strategic, located and negotiated teaching (Tardif, 2014), allowing a dialogic action with knowledge articulated to the project of society in an act of conscience, aiming at equity and social justice. To this end, it is essential to participate in resolutions on the political nature and its impact on the organizational support needed for learning at school and abroad (Day, 2001).

Regarding the critical incident of the IFRS, the questions raised by the critical friends were: Why would curriculum reformulation be a matter of (in) social justice? (critical friend 6), the others asked the question: Why did the substitute teacher not participate in the discussions on the reorganization of the CPP?

Among the dialog now established, in order to understand the answers, the reflection process produced the understanding that reducing the hourly burden limits the right of students to have access to physical education knowledge, which implies the

relationship between social justice and curricular justice, reproducing education from the perspective of and through the market that operates in the logic of capitalism, as shown by the studies of Ferreira (2017), Silva and Araújo (2021), Ramos and Paranhos (2022), Jucá et al. (2023) whose reality succumbs to the construction of autonomous citizens who have the right to plan and decide for themselves their life in acts of conscience (Freire, 1999; Giroux, 1997).

Considering that there was no participation of physical education teachers in the reform proposal of the IRFS Pedagogical Course Project (PPC), critical friend 3 stated that it is essential that the curricular changes are discussed collectively, with effective participation of actors with the specific knowledge of each area of knowledge in the construction of the school curriculum.

Critical academic 7 reinforced this position by saying that the reformulation should be addressed with the NDE/Union of Students of the course, drawing attention to the importance of collaborative authorship of students in the management of curriculum construction (Freire, 1996).

Critic 5 also asked if the substitute teacher had had the opportunity or desire to participate in the reformulation committee of the CPP, the teacher would have had questioned the proposal to reduce the hourly burden of physical education, according to the movement made by the teacher-researcher IFRS, in response to the email of the course coor-

dinator. Critic 3 questioned whether the substitute teacher was invited to participate in the committee.

After the question of critic 3, it was identified that all teachers were formally invited, however, the condition of the substitute teacher who participates in committees is different from the condition of permanent teachers, as known, in most cases, they do not have the option of voting or do not have the same incidence in the positioning to the permanent teachers. Critic 8 questioned the fact that physical education has been treated as a subject of less relevance compared to other curricular components.

The response to the email in an opposite position to the reduction of the hourly load generated the support of the colleagues through a teacher of the institution who approached via WhatsApp to communicate their solidarity, but without making public their position in response to the email, which was considered an attitude that could have been shared with the group of teachers.

Regarding the reduction of the hourly load of physical education classes, it is plausible to conclude that this is not an isolated movement, it seems that, in the midst of the precarious process of education, with emphasis on the implementation of what was known as New Secondary Education, the changes become recurrent and affect both the Northeast and the South region of the country, where the institutes covered in this work are located (table 1).

Table 1. Number of Physical Education classes and hourly load in the regular secondary school of the Northeast and South regions of Brazil

Status	Region	Weekly classes for each secondary year			Annual workload for each secondary year		
		1st	2nd	3rd	1st	2nd	3rd
Maranhão	Northeast	1	1	1	40h	40h	40h
Paiuí	Northeast	1	1	0	40h	40h	40h
Sergipe	Northeast	1	2	1	40h	40h	40h
Paraná	South	2	0	2	80h	0h	80h
Rio Grande do Sul	South	1	1	1	40h	40h	40h
Santa Catarina	South	2	1	1	64h	32h	32h

Note. Adapted from Jucá et al. (2023, p. 9).

We agree with Moura (2024) when he announced that the counter-reform removes from young people the right of access to knowledge historically

produced and accumulated by humanity, whose occurrence is also a reflection of the implementation of the National Common Curricular Base for

Secondary Education (BNCC-EM), which made a reduction of at least 25% in the hourly load of basic general training, promoting precariousness in the training of students.

These critical incidents operate between ambiguities and contradictions that reveal the continued advance of neoliberalism and obscurantism in Brazilian education, especially for young people.

4. Discussion and conclusion

From the critical incidents presented, it can be reiterated that educational practices are presented as ways of intervening in society whose incessant struggle is for humanization (Freire, 1999), recognizing the linkage between education and politics, since Physical Education suffers from the broader impact of advancing neoliberal policies such as the reform of secondary education and with specific contexts in institutional decisions. For Corti (2019), despite the progress of certain destructive educational policies, it is important to consider that their implementation in institutions may suffer different forms of resistance by the responsible agents, as occurred in the IFRS and also in the IFCE with emphasis on student mobilization.

The teacher's specific actions in the critical incidents of the IFCE and IFRS demonstrate how local practices can constitute spaces of resistance to the macro-structural dynamics imposed by the Brazilian educational system. According to Freire (1996), education is, by nature, a political act, in which teachers and students interact in a process of awareness and social transformation. In this context, the resistances articulated by teachers, such as the challenge of the exclusion of Physical Education in the curriculum and the mobilization against institutional devaluation, reflect not only the fight for educational rights, but also the confrontation of a neoliberal logic that prioritizes the interests of the market over the public good. These micropolitical practices resist macro-political impositions, highlighting the possibility of rebuilding, in classrooms and institutional spaces, a critical education committed to social justice.

The existentiality of Physical Education in the federal network, and its institutional interunderstanding, seeks, above all, a pedagogical alterity, which repositions the curriculum towards a critical ratio-

nality whose didactic organization, in the context of cultural diversification, produces an ethical and creative aesthetic in training of conscious bodies. In this sense, we point out that the diversification of the curriculum allows greater social and curricular justice, through the decolonization of knowledge and intercultural approaches in front of a curriculum based on technical rationality. In analytical convergence, Cajardo-Espinoza and Campos-Cancino (2022), through a review study of the literature on social justice and creativity, expand the emerging reflection around the generation of creative processes in education, which aim at social transformation in a world whose need presents, as an imperative in Latin America, a place where inequity and inequality are exposed as a problem that impacts the daily lives of millions of people.

Federal Institutes, as educational spaces catering to significant sociocultural diversity, are especially challenged by neoliberal reforms, which often ignore the specificities of minority groups, such as indigenous populations, quilombolas, women, and LGBTQIA+ people. Ladson-Billings (1995) emphasizes that culturally relevant pedagogy is fundamental to promoting social justice in education, ensuring that the experiences, identities and knowledge of these groups are valued in the curriculum. In addition, Santos (2014) argues that education should be a space for the decolonization of knowledge, breaking with Eurocentric hegemony and recognizing plural epistemologies. Therefore, it is critical to consider how counter-reforms impact these specific groups in the Federal Institutes, reinforcing exclusions or creating opportunities for intercultural education that values diversity and combats structural inequalities.

With this feeling-thinking-acting, social justice resurfaces, guided by the critical incident of curricular (in)justice, in an action that reveals the perspective of ethics in the sense of social justice that mobilizes us to fight against "utopia or the dream", with the exception that the dream of a better world emerges from the depths of its contradiction that opposes neoliberal counter-reforms that are still in tension, such as the New/Old Secondary Education proposal that produces educational inequalities.

These collaborative movements in this self-study promote political and pedagogical vigilance, mobilizing conscious bodies to action, despite an oppressive educational system (Freire, 2019). By

appropriating an intersubjective construction, the theoretical and empirical experiences of teachers-researchers generate a problematizing consciousness, driving a transformative praxis. It is in this intermediate place between life and work where these teachers-researchers face contradictions and develop survival strategies in the face of the difficulties of their professional activity (Charlot, 2013). By re-existing and resisting, they face the depths of an education at the service of neoliberalism, which reproduces oppression, especially in the most disadvantaged classes, such as the young, who become the main target of this dynamic.

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