

## ABSTRACT

GRECO, F. A. S. **Which references do teachers work with in high school curriculum? A study on Geography teaching in Uberlândia Reference Schools - MG.** 2012. F 242. Thesis (Ph.D.) – Faculty of Education, University of São Paulo, São Paulo, 2012.

The Brazilian educational reform after the 90's promoted curriculum changes at all stages of basic education, which unfolded in the state of Minas Gerais. Among the actions taken by the secretariat of Education of the State of Minas Gerais, the Reference-Schools project was carried out and the definition of Common Basic Syllabus for elementary and secondary schools was made. The 11 Reference-Schools in Uberlândia constitute the field of this research that aims to investigate the references with which 25 of their teachers work with the Geography curriculum in high school. Two instruments were used: first, a questionnaire, which enabled us to identify what references teachers rely their classroom work on, taking into account the characteristics of the teachers, their initial and ongoing training, the working conditions in public schools, the conditions in those schools at this stage of education, as well as the difficulties they face and the prospects they have on issues that they struggle with in daily life. Second, a semi-structured interview which allowed the analysis of curriculum choices, clippings and the curriculum reinterpretations done by teachers; how is their interaction with colleagues, students, institution, broader educational policies and community demands. Thus, it was possible to obtain a clearer picture of teacher knowledges that underlie these choices and become references in implementing the curriculum. The multiple references that are part of the curriculum development in these schools are correlated to the tensions teachers experience among curriculum proposals development from national and state high schools, geographic content programs that serve the entrance examinations to higher education and the assessments of the students' achievements to which basic education school systems are submitted. They also have to do with the very life and work conditions of teachers and the sociocultural characteristics of the students attending these schools. Geography teachers reinterpret these references and develop the high school curriculum based on the knowledges that come from their own formation and experience in working as teachers, shaping and adapting them to the working conditions, that is, working with various groups and teaching shifts; and also to circumstances that are in the school environment, where pressures are prevailing towards the development of an education more focused on access to higher education. Teachers, despite the difficulties they face at schools, also have as a reference the responsibility for education on a daily basis, the provision of quality teaching and the feeling of enjoyment for the work they do.

Keywords: curriculum, teacher training, teacher knowledge, high school, Geography.