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The Reference Framework and Self-Assessment of Digital Knowledge for Teachers in Brazil: technocratic standardization in the context of the platformization of education[1]

O Referencial e o Autodiagnóstico de Saberes Digitais Docentes do Brasil: a padronização tecnocrática no contexto da plataformização da educação

El Referencial y el Autodiagnóstico de Saberes Digitales Docentes del Brasil: la estandarización tecnocrática en el contexto de la plataforma de la educación

Daniela Erani Monteiro Will[2]
Federal University of Santa Catarina

Marina Bazzo de Espíndola[3]
Federal University of Santa Catarina

Roseli Zen Cerny[4]
Federal University of Santa Catarina

Abstract: In the context of the platformization of education, we are seeing a reconfiguration of policies for teacher training and professional development. This article analyzes the Reference Framework for Teachers'Digital Knowledge and a Self-Assessment of Teachers' Digital Knowledge, developed by the Center for Innovation in Brazilian Education (CIEB) for the Ministry of Education. The methodology is based on a qualitative and critical approach, which includes documentary research and a topological-relational study of the AVAMEC digital platform. The results show how the Reference Framework and Self-Diagnosis, aligned with global digital skills policies, reinforce a neoliberal logic of professional teacher development, prioritizing technocratic standardization, accountability, and performativity. The public-private articulation in these policies strengthens the commodification of education and the depoliticization of teacher training, subordinating it to corporate interests and an instrumental view of technology.
Keywords: Teacher Training; Platformization of Education; Digital Skills; Teacher; Technology.

Resumo: No contexto da plataformização da educação, observamos a reconfiguração das políticas de formação de professores em tecnologias e do Desenvolvimento Profissional Docente. O artigo analisa criticamente a proposição do Referencial de Saberes Digitais Docentes e do Autodiagnóstico de Saberes Digitais Docentes na plataforma digital AVAMEC, desenvolvidos pelo Centro de Inovação para a Educação Brasileira (CIEB) para o Ministériodа Educação. A partir de uma metodologia de abordagem

[1] Vera Lúcia Bazzo, Federal University of Santa Catarina (UFSC), Florianópolis, Brazil, E-mail: vbazzo@gmail.com.
[2] Doctor of Education. Federal University of Santa Catarina (UFSC), Florianópolis, Santa Catarina (SC), Brazil. E-mail: danielamwill@gmail.com; Lattes: http://lattes.cnpq.br/1704103543824013; ORCID: https://orcid.org/0000-0002-1557-2568.
[3] Doctor of Education, Management and Dissemination in Biosciences. Federal University of Santa Catarina (UFSC), Florianópolis, Santa Catarina (SC), Brazil. E-mail: marinabazzo@gmail.com; Lattes: http://lattes.cnpq.br/5709091266789432; ORCID: https://orcid.org/0000-0001-9292-9914.
[4] Doctor of Education. Federal University of Santa Catarina (UFSC), Florianópolis, Santa Catarina (SC), Brazil. E-mail: rosezencerny@gmail.com; Lattes: http://lattes.cnpq.br/038884160155381; ORCID: https://orcid.org/0000-0001-7882-8551.

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qualitativa e crítica, que contempla pesquisa documental e um estudo topológico-relacional da AVAMEC, discute-se como o Referencial e o Autodiagnóstico, alinhados a políticas globais de competências digitais, reforçam uma lógica neoliberal de desenvolvimento profissional docente, priorizando padronização tecnocrática, responsabilização e performatividade. A articulação público-privada nessas políticas fortalece a mercantilização da educação e a despolitização da formação docente, subordinando-a a interesses corporativos e a uma visão instrumental da tecnologia.
Palavras-chave*:* Formação docente; Plataformização da Educação; Competências Digitais; Professor; Tecnologia.

Resumen: En el contexto de la plataformización de la educación, observamos la reconfiguración de las políticas de formación de docentes en tecnologías y del Desarrollo Profesional Docente. El artículo analiza la propuesta del Referencial de Saberes Digitales Docentes y del Autodiagnóstico de Saberes Digitales Docentes en la plataforma digital AVAMEC, desarrollados por el Centro de Innovación para la Educación Brasileña (CIEB) para el Ministerio de la Educación. La metodología es de enfoque cualitativo y crítico, con investigación documental y un estudio topológico-relacional de la AVAMEC. Se discute cómo el Referencial y el Autodiagnóstico, alineados con las políticas globales de competencias digitales, refuerzan una lógica neoliberal de desarrollo profesional docente, priorizando la estandarización tecnocrática, la responsabilización y la performatividad. La articulación público-privada en estas políticas fortalece la mercantilización de la educación y la despolitización de la formación docente, subordinándola a intereses empresariales y a una visión instrumental de la tecnología.
Palabras clave: Formación docente; Plataformización de la Educación; Competencias digitales; Professor; Tecnologia.

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Introduction

The platformization of education has reconfigured not only management and pedagogical practices, but also the policies of teacher training and professional development themselves. In Brazil, the recent publication of the Reference Framework and Self-Assessment of Digital Knowledge for Teachers by the Ministry of Education (MEC), included in the AVAMEC Platform, represents a significant milestone in this process. These instruments arise in the wake of policies such as the Connected Education Innovation Policy (PIEC), the National Digital Education Policy, and the National Connected Schools Strategy, which aim to guide and diagnose the development of digital skills among basic education teachers.

However, the adoption of such instruments is intrinsically political, as it propagates and reinforces certain conceptions about the economic and political organization of society (Selwyn, 2017; Feenberg, 2018). It occurs in a context of

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platformization and digitization of education (Saura, Cancela, Parceira, 2023) and intense activity by coalitions and private foundations in the management of public policies (Brito; Marins, 2020; Duarte, 2022; Fontdevila; Verger; Avelar, 2022; Will, 2025), raising questions about the direction of Teacher Professional Development (TPD). This article assumes that the concept of TPD underlying these references tends to align with an individualistic and performance-based perspective, based on competencies, to the detriment of a broad, critical, and collective view of professionalization.

The main objective of this work is to analyze the Reference Framework and Self-Diagnosis of Digital Knowledge for Teachers in Brazil and its impacts on teacher training policy for and about technologies in education. We seek to understand how these instruments, developed in partnership with the Center for Innovation in Brazilian Education (CIEB) and articulated with private platforms, (re)configure teacher training within a global movement of neoliberal educational reforms.

To this end, the article is structured in four parts. Initially, we present the research methodology. Next, we discuss the concept of TPD, questioning the limits of self-training and the risks of individual accountability in the digital age. After that, we analyze the documents and tools themselves, highlighting their alignment with international agendas, their technical basis, and their role in promoting a culture of performativity that redefines teacher training in technologies under the logic of platformization.

Methodology

This work is part of a doctoral thesis that critically and relationally analyzed Brazilian digital platforms for self-training of basic education teachers in the context of the platformization of education. Given the central role of CIEB in defining policies for the training and evaluation of basic education teachers on the topic of technologies in education (Duarte, 2022; Will, 2025), in this article we analyze the Reference Framework for Digital Knowledge for Teachers and the implementation of the Self-Diagnosis of Digital Knowledge for Teachers on the AVAMEC teacher self-training platform.

Using a qualitative approach from a critical perspective (Selwyn, 2017), we conducted a documentary and topological study developed in and about AVAMEC (Decuypere, 2021).

Network Ethnography (Avellar; Ball, 2024), which combines online research, network mapping, and ethnographic methods to capture the dynamics and heterarchy of contemporary governance, provided us with some tools to identify key actors, their strategies and discourses, and to monitor the relationships between public and private agents.

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The data were collected in 2024 through active engagement with the Platform (as a reader, registered user, and course participant), as well as from legislation and other policy documents and websites and platforms related to AVAMEC.

We investigated AVAMEC in order to reveal its ideological dimensions, challenging the understandings of education that are conveyed through it and exposing how technologies disseminate ideas about economic and political structures (Selwyn, 2017).

The (re)configuration of Teacher Professional Development: self-training, digital skills, and the limits of individual accountability

The concept of Teacher Professional Development (TPD), which emerged in the 1980s, represents the overcoming of the dichotomy between initial and continuing education, emphasizing the idea of continuity (Vaillant; Marcelo, 2016). Hobold (2018) defines it as a continuous process that incorporates the multiple experiences lived by teachers in their professional careers – including relationships with students and peers, participation in courses, independent study, beliefs, and representations.

For Imbernón (2011, p. 46), the TPD consists of "a set of factors that enable or prevent teachers from progressing in their careers", with continuing education is only one of these elements, although the terms are often treated as synonyms. The training is not the only path to professional development, which also encompasses dimensions such as pedagogical growth, self-understanding, and theoretical-cognitive maturation – always contextualized by the teacher's professional situation (Imbernón, 2011).

Learning to teach is inherent to professional development, and the complexity arising from the interrelation of these processes is the result of an experiential fabric, consisting of a network composed of different spaces, places, and times, which integrate a multiplicity of pedagogical generations. In this sense, the TPD is oriented towards the constant appropriation of knowledge, skills, and practices specific to teaching, for which the idea of shared pedagogical knowledge and networks of interactions are essential (Cunha; Bolzan; Isaia, 2021).

Imbernón and Canto (2013) argue that TPD depends on several factors, which may or may not be present in teachers' trajectories, such as salary, the job market, the teacher's work context, career progression, hierarchical structures, as well as training throughout their professional life.

The concept of TPD is changing in the face of changes in social and work relationships, especially due to digital culture. Previously anchored in linear career stages (such as initiation,

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stabilization, and disengagement, according to Huberman, 2000), today this process has become more complex: it is not defined solely by length of service, age, or number of training courses, but mainly by the experiences, learning, and knowledge of the teachers.

Marcelo (2009) states that TPD cannot be imposed, as it must be the responsibility of the teacher, who needs to want to invest in the profession. Silva and Cruz (2020, p. 442) reflect on this idea, pointing out that it has been assumed "[...] in training policies, leading to individual accountability of teachers and relieving the State of responsibility for initial and continuing training." In recent years, this assumption has also been highlighted in the literature and in policies focused on teachers' knowledge and skills, especially regarding the approach to technologies in education.

Pérez-Gómez (2015, p. 144), when discussing the new characteristics related to teachers' attitudes toward their training, proposes as one of the "basic professional competencies" of teacher training programs the "[...] competence to promote their own professional development and the formation of learning communities with colleagues and other agents involved in education." The same assumption appears in global policies focused on teachers' digital competencies, insofar as one of the elements cited in the reference documents refers to the professional development of teachers in and for digital culture.

The DigCompEdu document is the reference framework developed by the European Union to guide developers of Digital Competence for Teachers models. It is organized into three areas: 1) teachers' professional competencies; 2) teachers' pedagogical competencies; 3) learners' competencies. In scope 1, we find Area 1, entitled Professional Engagement, described as the ability to "Use digital technologies for communication, collaboration, and professional development" (Lucas; Moreira; 2018, p. 16).

In Brazil, the definition of a benchmark for digital teaching competencies is recent. In 2017, CIEB, in partnership with Instituto Natura and Rede Escola Digital, developed a digital competency matrix for teachers, updated in 2019, including a self-assessment questionnaire for public school teachers. The document Competencies of teachers and multipliers for the use of ICTs in education presents "[...] the competencies necessary for teachers to make effective use of technology, both in the classroom and in their professional development and updating process [...]" in addition to those expected for multipliers to promote the adoption of ICTs in education networks (CIEB, 2019, p. 5).

We can note the presence of a perspective based on neoliberal principles, which delegates to teachers, autonomously and individually, the responsibility for achieving these competencies, as well as for their self-assessment. The analysis by Castañeda, Esteve, and Adell (2018, p. 14) of seven international proposals for the development of digital teaching

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competencies corroborates our reflection by revealing that these are "[...] performative models of assessment, control, and training in basic technical skills [...], with special emphasis on the individual nature of the teacher as a professional."

In general, digital competency frameworks link TPD primarily to self-training, to the detriment of a broad conception—which includes training as one of its dimensions. We infer that the TPD promoted by such documents encourages individualized, technology-mediated self-training practices, as opposed to contextualized, collective, and socially referenced training processes.

Current policies regarding teachers' digital literacy skills have emphasized TPD carried out through the use of digital technologies, which can reinforce the solitary and individualistic nature of continuing education and the individual responsibility of teachers for managing their professional development.

We emphasize, however, the issues involved in such definitions. Recognizing TPD is an important imperative, but in a way that values teachers as critical intellectuals (Giroux, 1997) and as professionals of critical socio-historical reflection, based on the emancipation of uncritical views (Contreras, 2002). However, this does not mean holding teachers individually and separately responsible for their training process, especially continuing education. The latter is essential and requires individual action on the part of the teacher, but supported by a public policy that values dialogical exchanges, reflections, and critical and collective syntheses. Otherwise, the idea of professional development can be detrimental to teachers. Combined with that of Digital Competence for Teachers, it may be used to induce teachers to identify and seek, through autonomous study, the training they need and solutions to the problems of school reality on digital networks.

In this regard, Contreras (2002, p. 227) offers us a reflection that is not new, but remains important:

> Without adequate conditions, the discourse on autonomy can only fulfill two functions: either it is a message of resistance, denouncing the lack of decent working conditions and opportunities for truly educational work, or it is a trap for teachers, which only aims to falsely make them believe that they have adequate working conditions and that, therefore, the problem is theirs alone.

Imbernón (2011), despite considering the active and critical participation of teachers in processes of change and innovation to be essential, based on and within their own context, reminds us that it is the educational institution that should be the driving force behind innovation and teacher professionalization. Thus, the author advocates a process of professionalization based on the values of cooperation between individuals.

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Teachers need autonomy in managing their self-training, but they must be supported by institutional processes that provide them with the material and objective conditions to ensure that self-training is developed based on conscious, ethical, and collective choices, in favor of critical professional development that focuses on individual aspirations and, at the same time, those of the school community and the education network.

The Reference Framework and Self-Assessment of Digital Knowledge for Teachers: tools for teacher training policy on technology and education

In current public policies, AVAMEC is defined as the priority space for training "with technology and for the use of technology" (Braszil, 2021) in education to take place. In addition, both Decree No. 9,204/2017 (Brazil, 2017) and Law No. 14,180/2021 (Brazil, 2021), which establish, respectively, the Connected Education Innovation Program and Policy, provide for the publication of guidelines for the pedagogical use of technology.

In line with these policies, the National Digital Education Policy (Law No. 14,533/2023) and the National Strategy for Connected Schools (Decree No. 11,713/2023), in August 2024, the MEC launched the Reference Framework for Teachers' Digital Knowledge (TDK) and the Self-Diagnosis of Teachers' Digital Knowledge on the AVAMEC Platform.

The Reference Framework for Teachers' Digital Knowledge for the use of digital technologies in the teaching and learning processes of elementary and high school education was developed in order to

> [...] create conditions to support departments in planning continuing education; encourage teachers' self-development, stimulating reflection on their teaching methods as active participants, according to the needs of their social and educational context (Brazil, 2024a, p. 6).

Accompanying the Reference Framework, the Self-Diagnosis of Digital Knowledge for Teachers was launched, defined as an opportunity for teachers to reflect on their "[...] competencies and skills in the use of technologies in teaching practice and professional development, as well as to demonstrate understanding and apply principles related to digital citizenship" (Brazil, 2024b). This is an online questionnaire that identifies teachers' "levels of development" in "the use of digital technologies in teaching practice" (Brazil, 2024b), which was published on the Platform through the inclusion of a new item in the main menu, which until then had consisted of the institutions-courses binomial.

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Both the Reference Framework and the Self-Diagnosis are the result of a partnership that began in 2018 through a technical cooperation agreement signed between the MEC and the CIEB, an entity that participates as an advisory and executive member of the PIEC.

The purpose of the agreement is

> [...] the free transfer of use and adaptation of the Edutec Guide methodology, which consists of a diagnostic and planning process guided by a management model that allows for the assessment of the extent to which technology is present in schools and education networks, in different dimensions (vision, training, digital educational resources, and infrastructure). (Brazil, 2018, p. 1).

Furthermore, CIEB itself, in its 2023 annual report, states that it provided technical support to MEC that year through the Tec Educação Coalition (formed by CIEB, Fundação Lemann, Fundação Telefônica Vivo, Instituto Natura, and MegaEdu Tecnologia) with a view to structuring a work plan to leverage initiatives in the six areas of National Connected Schools Strategy: Connectivity, Environments and devices, Digital management and transformation, Digital Educational Resources, Skills, Training and curriculum" (CIEB, 2023, p. 6).

Coalition work has played a crucial role in some recent educational reforms due to its strong potential to endorse relations between the private sector and the state (Fontdevila; Verger; Avelar, 2023). The Tec Educação Coalition brings together the organizations that maintain the main digital platforms for teacher self-training in Brazil. It was established to support the Ministry of Education (MEC) in planning and executing actions to implement public policies focused on the theme of technologies in education.

As for the TDK Reference and Self-Diagnosis, both documents are based on the "Edutec Guide Methodology," developed in 2018 by CIEB. It consists of a "[...] free online tool that diagnoses the level of adoption of educational technology by teachers and schools in public education networks" (CIEB, 2024).

The following image (Fig. 1) shows the home page of the Guia Edutec Platform, as well as figures that indicate the reach of CIEB's approach among basic education teachers:

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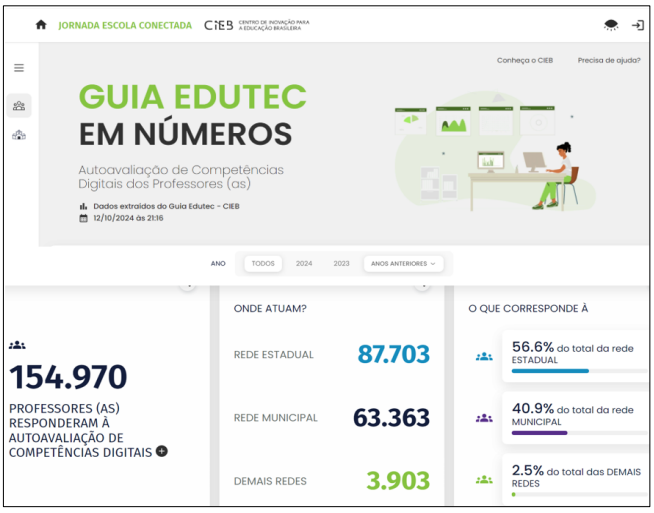
Figure 1 – Home page of the CIEB Edutec Guide platform



Source: Adapted from the Guia Edutec CIEB platform (2024).

The development of the Reference Framework and the MEC's TDK Self-Assessment did not include public participation or, at least, the participation of entities representing teachers and teacher training, nor did it include research groups on this topic at Brazilian universities. Instead, through a technical cooperation agreement, CIEB was the institution chosen to develop the methodology, test it on its platform (by collecting data from thousands of Brazilian teachers), and subsequently present it to the MEC as state policy. Peroni and Oliveira (2019) point out that the collectivization of decisions, as part of the construction of the democratic process, is increasingly being subsumed by the process of privatization of the public sphere, which has consequences for the democratization of education.

On September 10, 2024, we observed that the Self-Diagnosis had 935 responses. The following day, the number of responses had more than doubled (1,918). From September 11 to 13, there was a 105% increase in the total number of responses. And in the days that followed, every two days, we observed an increase of about 60%, which reveals that the questionnaire has been well received by teachers. In 11 days, we counted the participation of 14,162 teachers in the Self-Assessment.

The Self-Assessment consists of a questionnaire with 17 closed questions, organized into the three dimensions provided for in the TDK Reference: Teaching and Learning with the use of digital technologies; Digital Citizenship and Professional Development.

The CIEB questionnaire is called Self-Assessment of Teachers' Digital Competencies and is based on the CIEB Digital Competency Matrix. The MEC materials are called Self-Diagnosis of Teachers' Digital Knowledge, rather than "self-assessment," and Reference

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Frameworks for Teachers' Digital Knowledge, rather than "competency matrix." However, the TDK Reference does not conceptualize knowledge or the relationship between knowledge and the competencies and skills mentioned in the document.

Castañeda, Esteve, and Adell (2018) emphasize the importance of a proposal for teacher digital competencies being based on a series of explicit decisions on complex issues: what is meant by "competency", what a teacher does in the exercise of their profession (and not just in the teaching-learning processes in the classroom), and what vision of technology is promoted, for example. When analyzing some of the main international references for digital teaching competencies, the authors found that these decisions are not usually explicit, nor are their assumptions sufficiently debated in the documents or development processes of almost any of the references, as we observed in the MEC's TDK Reference.

The Framework states that the document is organized "[...] into three dimensions, each containing specific knowledge that, when developed, contributes to the pedagogical intentionality of the use of digital technologies in teaching practice" (Brazil, 2024a, p. 7, emphasis added). However, it is immediately followed by a mention that the Reference Framework "is organized into three dimensions and 12 competencies" (Brazil, 2024a, p. 9, emphasis added).

The document also states that, "[...] in teaching and learning processes, teachers must articulate technology with curricular content, competencies, and skills" (Brazil, 2024a, p. 6, emphasis added).

And the Self-Diagnosis, in AVAMEC, mentions that

> Self-diagnosis is the moment for you to reflect on your skills and abilities in using technologies in teaching practice and professional development, as well as to demonstrate understanding and apply principles related to digital citizenship (Brazil, 2024b).

Thus, the self-assessment proposed by the MEC, despite being based on a document called Referential of Teacher's Digital Knowledge, focuses on skills and competencies.

The proposal to value teaching knowledge, especially experiential knowledge, understood as specific teaching knowledge (Tardif, 2014), has almost always been taken as a paradigm that breaks with the already much-criticized technical rationality of teacher training (Diniz-Pereira, 2014). Thus, the term "knowledge" in the Reference Framework may have been used both to make the documents in question less similar to those of the CIEB, as a strategy to conceal the strong involvement of a non-public entity in their preparation, and to demonstrate a departure from technical rationality, in an attempt to express a holistic view of the knowledge necessary for the teaching profession to integrate technologies. This attempt, however, soon fades, since throughout the document, the focus is on competencies and skills

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for the use of technologies. Thus, the use of the term knowledge seems more like a camouflage than an expression of a critical understanding of what constitutes teacher training.

The focus on skills and competencies is in line with "global educational policies" (Ball, 2022), with other standardizing Brazilian educational policies, such as the National Common Curricular Base (BNCC), the National Common Base for the Initial Training of Basic Education Teachers (BNC-Initial Training), and the National Common Base for the Continuing Training of Basic Education Teachers (BNC-Continuing Training) (Hypólito, 2021), which have been adopted and disseminated, including on digital platforms for teacher self-training run by private foundations (Will, 2025). Cruz, Moura, and Nascimento (2024) point out that the concepts of competencies and skills that guide these policies are not current, but originate from proposals and guidelines from international organizations dating back to the 1990s.

The development of competencies and skills in teacher training is based on the defense of adjusting to the socioeconomic profile of the world of work, belonging to the new social relations of the processes of capital financialization, in order to reiterate a teacher training policy focused on results and goals, with an emphasis on practical knowledge, expropriating or limiting the intellectual condition in teacher training and work (Sandri; Gonçalves; Deitos, 2024).

The focus on competencies and skills is related to what Verger, Parcerisa, and Fontdevila (2019) point out as the Global Education Reform Movement (GERM). According to the authors, this is a metaphorical concept, which indicates that most of the educational reforms currently adopted around the world respond to similar problems and priorities and follow a common political logic. In this context, national assessments are an essential component and a central instrument, increasingly used for accountability purposes, as well as to ensure that, in increasingly decentralized education systems, schools achieve and meet centrally defined learning standards. Accountability, decentralization, and standards are thus the main characteristics of this global movement of educational reforms.

Both the Reference Framework and the Self-Diagnosis demonstrate alignment with these political movements by proposing a list and a diagnostic tool for competencies and skills that can be taken as a standard for both teacher performance and training, as well as instruments for teacher accountability. The lists of competencies facilitate "checking," the technical evaluation of teachers based on "diagnosis," and also favor the "modeling" of training, standardizing and limiting teacher training and action.

The Self-Diagnosis aims to classify the "level of development" of teachers using a linear scale, based primarily on the different types of uses of technologies in teaching practice, from the simplest ("beginner") to the most 'advanced' ("leadership"):

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> Level 1 – Beginner: Has little or no contact with digital technologies in teaching and learning processes, and when they do use them, the focus is mainly on preparing lessons, managing administrative tasks, or communicating with other school stakeholders. They need support to use technologies in teaching practice and encouragement to expand their repertoire and apply their digital knowledge in the teaching context.
> [...] Level 5 – Leadership: Has mastered technology and acts as a leader and mentor to colleagues. Inspires other teachers, influencing educational policies and teaching practices through advanced knowledge and strategic vision, contributing to digital transformation in the educational environment (Brazil, 2024b).

The classification helps teachers identify their "strengths and areas for improvement" and, based on this, seek "continuous development" with a view to "[...] establishing a personal development plan focused on areas that need improvement." The Self-Assessment can be completed once a year so that teachers can "compare information to monitor their development" (Brazil, 2024b).

"Personal development plan," "improvement," and "monitoring" are concepts and practices linked to the business sector and have become established in education, especially due to the influence that the private sector exerts on the development of educational policies, from the BNCC to the common national guidelines for the training of basic education teachers. Saura, Cancela, and Parcerisa (2023) explain that the participation of private entities in public education has promoted, among other things, a "culture of performativity", which is governed by the pursuit of constant performance, quantification, and measurability, in which discourse is dominated by notions such as quality, excellence, efficacy, efficiency, and effectiveness, which change the daily life of schools and teacher identities.

This culture has materialized in educational policies for teacher control: standardized assessments, accountability processes, financial incentive programs, promotion systems, etc., which are strengthened by the ubiquity of digitization, since the control of digital records has no fixed schedules or spaces (Saura; Cancela; Parcerisa, 2023). For the authors, these changes in digital control are external expressions of what a teacher does on a daily basis, with a view to making them "visible through digits." And, in this way, it is no longer necessary for teachers to be controlled directly from outside, with limited space and time.

> Now, it is the teacher himself who controls himself. Digital self-control is infinite. And through all these changes, the ultimate expression of digitized neoliberal subjectivity is being generated. The teacher, who believes he is free, exploits and controls himself without the limitations of the analog plane (Saura; Cancela; Parcerisa, 2023, p. 29).

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The TDK Self-Diagnosis uses digital technology to generate valuable data on practices developed in public schools and teachers' attitudes in the field of integrating technology into education. However, it is based on principles that, rather than supporting teachers' professional development, advocate transforming teachers' knowledge into quantifiable measures to facilitate the control and monitoring of teachers' work and self-training.

The Self-Diagnosis, based on international standards such as those of Unesco and other countries—similar to Brazilian standardizing educational policies, such as the BNCC and the BNCs for Training (Hypólito, 2021) - is presented at AVAMEC as a strategy for implementing national bases for promoting the instrumental use of technologies in education. Integrated into the course offerings, this tool reinforces the dissemination of a homogeneous model of digital teaching skills, aligned with external perspectives and international evidence-based logic.

Furthermore, the inclusion of the TDK Self-Diagnosis in AVAMEC promotes changes in the Platform's objectives, which is no longer just a place for offering self-instructional courses but has become an instrument for assessing teachers' "skills" related to the "use of digital technologies," while the results of the Self-Diagnosis are used as "guides" for teachers in choosing the courses to be taken on the Platform (most of which are offered by private foundations). AVAMEC is working to (re)shape teacher self-training by developing a new political, pedagogical, and epistemological purpose, based on controlling what should be learned based on what has been defined in policy. This creates a double mechanism for controlling teachers' work: through the performance measurement of the use of technologies and the manipulation of continuing education.

AVAMEC, therefore, promotes a platform-based perspective of professional development for teachers, based on the offer of self-instructional courses designed from a limited focus on the skills and competencies of the BNCC and the Reference Framework for (pseudo) digital knowledge for teachers.

As Castañeda, Esteve, and Adell (2018) warn, an approach based solely on the use of technology to define digital teaching competencies has important and undesirable consequences that have become invisible to those who use these models: a linear and pedagogically ill-defined teaching model, a neutral and naive view of technology, an unintentional and unintelligent use of technology, and a definition of competence based on the instrumental needs of productive processes, which avoids social dimensions.

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Reference Framework and Self-Diagnosis of Digital Knowledge for Teachers: digital platforms for teacher self-training and public-private partnerships

The launch of the TDK Reference Framework and Self-Assessment, based on competencies, coincided with a number of initiatives carried out by private foundations' teacher self-training platforms, demonstrating the connection between these platforms and government actions.

A few days after the launch of the Reference Framework, the ProFuturo Observatory, developed by the Telefônica Vivo Foundation and Fundación la Caixa, which maintain the Connected Schools Platform, published a news article entitled Teacher digital competence: the urgent challenge of digital transformation, which cites a recent report by the Organization of Ibero-American States, entitled Teacher Digital Competence for Educational Transformation, stating that it is an analysis of "[...] one of the greatest contemporary challenges: the digital competence of teachers" (ProFuturo Observatory, 2024). On November 1, 2024, Plataforma Nova Escola announced a live stream on "the importance of teachers' digital skills." The event would also offer the opportunity to ask questions of the authors of the new course "Technologies and digital skills in education."

During the same period, the theme of PIEC's most recent initiative, implemented by AVAMEC in partnership with CIEB, also gained traction and relevance on private foundation platforms.

Like the BNCC, the TDK Reference Framework and Self-Assessment, anchored in BNC Initial Teacher Training, are being leveraged to become "marketable commodities" (Hypolito, 2021), insofar as they point to quantifiable criteria that can be standardized nationally, detached from the concrete contexts in which teachers work, homogenizing teachers' performance in the integration of technologies and making it measurable. Examples of this are the actions proposed by the Nova Escola and Escolas Conectadas platforms, publicized immediately after the release of the Reference Framework and Self-Diagnosis.

The inclusion of the TDK Reference Framework and Self-Diagnosis in AVAMEC reinforces the competency-based training proposed in the BNCC, which has advanced to BNC-Initial Teacher Training and BNC-Continuing Teacher Training. If, due to the pandemic, we have seen a certain lethargy in the implementation of the BNC in teacher training (Hypolito, 2021), at this moment, we can say that actions are resuming with full force, at least with regard to training in the "use of technologies."

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This action is accompanied by widespread dissemination and support for teachers by private platforms, such as Nova Escola and Escolas Conectadas, maintained by the Lemann Foundation, Telefônica Vivo Foundation, and Fundación la Caixa, which are part of the Tec Educação Coalition, the Todos pela Educação Movement, and the Profissão Docente Movement.

In the TDK Reference Framework (Brazil, 2024a), the content is credited to Larissa Santa Rosa de Santana, a CIEB collaborator. On her LinkedIn profile, she identifies herself as a "consultant specializing in educational technology" and acts as a consultant for the Organization of Ibero-American States at the Ministry of Education, in the General Coordination of Technology and Innovation in Basic Education. The same social network reveals that Julci Rocha (founder of Assessoria Redesenho Edu and professor at Instituto Singularidades) and Lilian Bacich (director of Tríade Educacional, professor at Singularidades, and consultant at Instituto Península) collaborated in reviewing the document during its preparation. It is important to note that both institutions – Singularidades and Instituto Península – offer courses at AVAMEC.

The action of public and private platforms is established in a network, with the aim of reinforcing the policy and collaborating in the dissemination of the concepts contained therein. "The main actors who coordinated the approval of the BNCC are currently very concerned with monitoring its implementation, which is where the education market is actually moving" (Hypolito, 2021, p. 45). Thus, diagnosing which digital skills are "lacking" in teachers is, for these actors, an urgent necessity for the proper implementation of the BNCC.

Partnerships with private entities have been part of the courses offered at AVAMEC for Basic Education teachers, with emphasis on the Peninsula Institute and the Telefônica Vivo Foundation (Will, 2025). In the case of the TDK Reference Framework and Self-Diagnosis, as Peroni (2013, p. 29) points out, "[...] the partnership between the public and private sectors ends up being public policy, with major implications for federal relations in the pursuit of the right to education."

Conclusions

We emphasize that the TDK Reference Framework and Self-Assessment were developed without the democratic participation of entities representing teachers and universities, being conducted exclusively by private agents, which contributes to the normalization of the occupation of the public sphere by the private sector.

The adoption of these instruments at AVAMEC and their articulation with self-training platforms managed by private foundations illustrate not only the fusion between

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public policies and corporate interests, but also the institutionalization of a model of teacher training and evaluation aligned with neoliberal principles. By prioritizing standardized digital skills, such tools ignore experiential knowledge and local particularities, reinforcing control mechanisms based on performativity and a logic of technocratic standardization.

By internalizing this logic, the AVAMEC platform reinforces an instrumental approach to the use of educational technologies, distancing itself from a critical and contextualized perspective. The TDK Reference Framework and Self-Diagnosis, on the other hand, by categorizing teachers according to levels of technological proficiency, play a central role in reconfiguring continuing education on the theme of technologies in education. By defining pre-established performance goals, they promote the homogenization of both training processes and pedagogical practices, subjecting them to a predefined model of action.

These devices materialize an update of the neoliberal agenda in education, which transfers responsibility for training and evaluation to teachers—inserting them into a perverse economic dynamic in which workers are compelled to adapt individually to an unstable and precarious market. Instead of supporting teachers' professional development, they advocate transforming teachers' knowledge into quantifiable measures to facilitate the control and monitoring of teachers' work and self-training. Thus, continuing education ceases to be a collective right and becomes an individual burden, cloaked in the illusory rhetoric of empowerment through technology.

In this context, critical reflection on the role of technologies in education becomes marginalized, making it impossible to analyze their social impacts, underlying power relations, or even the ideological complexity—as Selwyn (2014) points out—present in the interweaving of dominant values and everyday practices.

Given this, it is urgent to build critical resistance that confronts the commodification of education and promotes truly democratic and emancipatory educational processes.

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