

**TEACHER'S DUTIES: AN ANALYSIS WITHIN THE SCOPE OF THE STATE  
EDUCATION NETWORK OF SANTA CATARINA**

***ATRIBUIÇÕES DO PROFESSOR: UMA ANÁLISE NO ÂMBITO DA REDE  
ESTADUAL DE EDUCAÇÃO DE SANTA CATARINA***

***FUNCIONES DEL DOCENTE: UN ANÁLISIS EN EL ÁMBITO DE LA RED ESTATAL  
DE EDUCACIÓN DE SANTA CATARINA***



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**ABSTRACT:** The general objective of this research was to critically and reflexively analyze the expansion of the duties of basic education teachers in the state school system of Santa Catarina. Using a qualitative approach and based on the selected theoretical framework, a comparative analysis of the legal provisions contained in Complementary Law No. 1,139, of October 28, 1992, and Complementary Law No. 668, of December 28, 2015, was carried out. It was concluded that: 1) there was a significant increase in teaching duties from 2015 onwards, especially in administrative tasks related to filling computerized systems and the expansion of functions resulting from the replacement of prevented teachers; 2) inefficient systems and a lack of technological infrastructure in most schools in Santa Catarina generate an overload of administrative work and divert the focus of teaching from pedagogical practices, making the profession precarious, affecting the health of teachers and the quality of education.

**KEYWORDS:** Teaching. Teaching career. Working conditions of teachers. Organization of teaching work.

**RESUMO:** O objetivo geral desta pesquisa foi analisar crítica e reflexivamente a ampliação das atribuições dos professores da educação básica da rede estadual de Santa Catarina. De abordagem qualitativa e a partir do referencial teórico selecionado, realizou-se a análise comparativa das disposições legais constantes na Lei Complementar n.º 1.139, de 28 de outubro de 1992, e na Lei Complementar n.º 668, de 28 de dezembro de 2015. Concluiu-se que: 1) houve um aumento significativo de atribuições docentes a partir de 2015, especialmente em tarefas administrativas relacionadas ao preenchimento de sistemas informatizados e à ampliação de funções derivada da substituição de professores impedidos; 2) sistemáticas ineficientes e falta de infraestrutura tecnológica em grande parte das escolas catarinenses geram sobrecargas de trabalho administrativo e desviam o foco docente das práticas pedagógicas, precarizando a profissão, afetando a saúde dos professores e a qualidade do ensino.

**PALAVRAS-CHAVE:** Docência. Carreira do magistério. Condições do trabalho docente. Organização do trabalho docente.

**RESUMEN:** El objetivo general de esta investigación fue analizar crítica y reflexivamente la ampliación de las funciones de los docentes de educación básica en la red estatal de Santa Catarina. Utilizando un enfoque cualitativo y con base en el marco teórico seleccionado, se realizó un análisis comparativo de las disposiciones legales contenidas en la Ley Complementaria n.º 1.139, de 28 de octubre de 1992, y en la Ley Complementaria n.º 668, de 28 de diciembre de 2015. Se concluyó que: 1) hubo un aumento significativo de las funciones docentes a partir de 2015, especialmente en las tareas administrativas relacionadas con el llenado de los sistemas informáticos y la ampliación de funciones resultante de la sustitución de docentes impedidos; 2) Los sistemas ineficientes y la falta de infraestructura tecnológica en la mayoría de las escuelas de Santa Catarina generan sobrecarga de trabajo administrativo y desvían el foco de la enseñanza de las prácticas pedagógicas, precarizando la profesión, afectando la salud docente y la calidad de la educación.

**PALABRAS CLAVE:** Enseñanza. Carrera docente. Condiciones de trabajo docente. Organización del trabajo docente.

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## Introduction

Despite the legal definition of workload and working conditions, many educators report that their daily work extends beyond the hours formally established, exposing them to stressful and conflict-prone environments. Extracurricular tasks, meetings, and time-related pressures not only affect teachers' mental and physical health but also compromise the quality of teaching (León, 2011). What different teaching realities have in common is the growing intensification of the professional demands faced by teachers (Diehl; Marin, 2016). This context underscores the relevance of research on the expansion of teachers' responsibilities and its impacts on public education.

In the state of Santa Catarina, the two most recent legislative frameworks governing the teaching career were established by Complementary Law No. 1,139 of October 28, 1992, and subsequently by Complementary Law No. 668 of December 28, 2015. The current career structure for public school teachers in Santa Catarina is defined by six levels and nine salary references, as set forth in Complementary Law No. 668 of December 28, 2015, as amended by Complementary Law No. 716 of January 22, 2018 (Santa Catarina, 2015). This structure organizes teachers' careers according to their level of education, ranging from upper secondary education—teacher training track—to the doctoral level. Considering the amendments introduced in the legal text and in light of recent research on teachers' working conditions, the following question arises: do the changes introduced by the two most recent legislative frameworks of the teaching career in the state of Santa Catarina imply a potential increase in teachers' responsibilities?

Based on this problem, the general objective of the study was defined as critically and reflectively analyzing the expansion of the responsibilities of basic education teachers in the state public school system of Santa Catarina. To this end, the following specific objectives were established: (1) to identify, within the two most recent legislative frameworks of the teaching career in Santa Catarina, a potential increase in teachers' responsibilities and their specific features; and (2) to reflect on the challenges and impacts resulting from the expansion of teachers' activities in the state public education system. Through documentary analysis of Complementary Law No. 668 of December 28, 2015, and Complementary Law No. 1,139 of October 28, 1992—revoked by the former (Santa Catarina, 1992, 2015)—and in dialogue with the selected theoretical framework, this study aims to contribute to the discussion on the historical broadening of teaching responsibilities beyond pedagogical activities and on its

repercussions for public education, whether in terms of teachers' working conditions or the quality of teaching.

This research is therefore justified by the need to analyze the intensification and overload of work among education professionals in Santa Catarina within a specific time frame, delimited by the two selected legal texts. Furthermore, studies that demonstrate the effects of the accumulation of teachers' duties and its impacts on the pursuit of professional development remain scarce, making new approaches to the topic necessary. Likewise, the findings of this study may be analyzed in conjunction with other state-level research on the subject, thereby broadening the discussion beyond the Santa Catarina context.

Comparative documentary analysis was adopted as the methodological approach, given its relevance for investigating legal norms across different historical periods. This method makes it possible to identify continuities, ruptures, and transformations in the analyzed legislation, highlighting not only normative content but also the sociopolitical context in which such laws were produced. The documentary analysis was conducted by comparing the two complementary laws that regulate the teaching career in Santa Catarina, with the aim of identifying changes that imply a potential increase in the responsibilities of teachers in the state system. The findings were examined in light of the selected theoretical framework, allowing for a discussion of the impacts of the expansion of teachers' responsibilities and providing a comprehensive understanding of the challenges faced by basic education professionals in the state of Santa Catarina.

It should also be noted that future research may include the collection of empirical data from teachers in the state public school system, with the aim of contrasting the comparative documentary analysis of the legislation with the perceptions of actors working in the field under investigation.

### **Teachers' responsibilities in the public school system of Santa Catarina: the legislative frameworks of 1992 and 2015**

Complementary Law No. 668 of December 28, 2015 (Santa Catarina, 2015) regulates the workload of staff members within the State Public Education Personnel Framework of Santa Catarina, detailing working hours and specific working conditions. According to the provisions of this law, the weekly workload for teachers in the final years of elementary education and in secondary education ranges from 10 to 40 hours, corresponding respectively to 8 to 32 class

hours. In cases where the school does not offer all the scheduled class hours, the teacher may complete the workload at another nearby school unit or have the workload reduced, provided that the minimum of 10 weekly hours is observed. When defining the teacher's weekly workload, a maximum limit of two-thirds of the total workload must be respected for activities involving direct interaction with students (Santa Catarina, 2015).

Despite the regulations established regarding workload, the reality of teachers' daily work is marked by an increase in activities that often exceeds the legally prescribed hours, imposing significant stress on educators. Pressures resulting from multiple functions, combined with the social devaluation of the teaching profession and a lack of recognition, compromise teachers' mental health and professional performance.

According to Complementary Law No. 668 of December 28, 2015, educators are responsible for teaching classes and guiding students' learning processes, preparing programs and course plans in accordance with their competencies. These processes are to be qualified through the assessment of student performance, and the resulting data and outcomes must be entered into computerized systems (Santa Catarina, 2015). The wording of this law therefore introduces responsibilities that were not included in the previous legislation of 1992, which it revoked.

In order to discuss the addition of administrative functions to teaching activities, it is essential to analyze the changes that occurred with the revocation of the first legal text. The following section presents a comparative analysis aimed at understanding how the demands and responsibilities of teaching in the public education system of Santa Catarina have expanded over time. By examining the new responsibilities assigned to teachers, it becomes possible not only to highlight the accumulation of administrative duties in their daily routines, but also to reflect on the impacts of this phenomenon on public education in Santa Catarina.

**Table 1** – Comparison of teachers' responsibilities in the 1992 and 2015 legal frameworks for the State Public Teaching Career of Santa Catarina

Category of Teaching Responsibility	Teachers' Responsibilities		Changes
	Complementary Law No. 1,139 of October 28, 1992	Complementary Law No. 668 of December 28, 2015	
Essential teaching– learning activities	Teach classes and guide students' learning.	Teach classes and guide students' learning.	Wording maintained..
	Prepare programs, course plans, and lesson plans within	Prepare programs, course plans, and lesson plans within	Wording maintained.

	their scope of responsibility.	their scope of responsibility.	
	Assess student performance by assigning grades or qualitative evaluations within the established deadlines.	Assess student performance by assigning grades or qualitative evaluations within the established deadlines.	Wording maintained.
	Promote teaching and learning experiences that contribute to improving the quality of education.	Promote teaching and learning experiences that contribute to improving the quality of education.	Wording maintained.
	Provide remedial classes and activities for students who present learning difficulties.	Provide remedial classes and activities for students who experience learning difficulties.	Wording maintained.
Administrative	Not included.	Properly enter data into computerized systems in order to keep parents or guardians informed about students' attendance and academic performance, as well as about the execution of teaching activities.	<b>New responsibility:</b> related to digital tools.
	Provide data and submit reports on their activities.	Provide data and submit reports on their activities.	Wording maintained.
Institutional	Cooperate with Educational Guidance and School Supervision Services.	Cooperate with Educational Guidance and School Supervision Services.	Wording maintained.
	Participate in meetings, class councils, civic activities, and others.	Participate in meetings, class councils, civic activities, and other related activities.	Wording maintained.
		Assume teaching duties in cases of temporary absence of the teacher responsible for the class and/or subject, regardless of educational stage or modality.	<b>New responsibility:</b> flexibility for the expansion of competencies.
Expansion of functions	Not included.		
	Carry out other activities compatible with the position.	Not included.	Wording removed.

Normative	Follow the educational guidelines issued by the competent higher authority.	Follow the educational guidelines issued by the competent higher authority.	the Wording maintained.
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Source: Prepared by the authors (2025). Adapted from Santa Catarina (1992, 2015).

From Table 1, it can be observed that the essential teaching–learning activities—constituting the first category of analysis—were maintained verbatim in both normative frameworks examined in this study. With regard to responsibilities of an administrative nature, however, a new and substantial set of activities related to the completion of computerized systems was assigned to teachers. This responsibility highlights the requirement for teachers to input evaluative indicators, school attendance, and student academic performance into information systems, in addition to reporting on the execution of teaching activities.

It should be noted that the responsibility of teachers to “provide data and submit reports on their activities” (Santa Catarina, 2015, [n.p.])—which also concerns administrative procedures and was already present in the previous legislation—was maintained in the current regulation governing the public teaching profession in Santa Catarina. The issue that therefore emerges relates to the increase in teachers’ administrative activities.

According to the report *Operation Education: National Ordered Oversight*, organized by the Association of Members of the Brazilian Courts of Accounts (ATRICON) in partnership with the São Paulo Court of Accounts and carried out by the 32 Brazilian Courts of Accounts, under the coordination of the Rui Barbosa Institute and with the support of the National Council of Presidents of Courts of Accounts—which involved the inspection of 1,082 schools in 537 municipalities across all states of the federation—it is inappropriate to impose requirements on teachers without: (1) adequately promoting training; or (2) providing adequate infrastructure and/or computerization (ATRICON, 2023).

Regarding system data entry, it is necessary to question whether the computerized systems made available to teachers are user-friendly, whether all the requested information is indeed necessary, and whether a bureaucratic model does not ultimately increase demands rather than streamline teachers’ work. By failing to provide the necessary infrastructure—given that 88% of state public schools in the country do not have a computer laboratory or computer room (ATRICON, 2023)—these demands generate unpaid work activities for teachers, as they end up performing them at home.



In the state of Santa Catarina, the Santa Catarina Educational Management System (SISGESC) is used. This is an information system provided by the State Department of Education (SED). The system has “[...] the purpose of implementing and managing school administration with regard to the execution, monitoring, and control of its activities” (Santa Catarina, 2016, our translation). SISGESC is populated by users referred to as executing agents, defined by Ordinance No. 1,576 of June 17, 2016 as school principals, education assistants, or staff members designated to be responsible for the system in school units, as well as technicians from the Department of Education and other state agencies established by the regulation (Santa Catarina, 2016).

Teachers in state public schools also use *Professor On-Line*, a system developed through a joint initiative between the Santa Catarina State Information and Automation Center and the State Network Management Directorate, together with the Information Technology and Electronic Governance Office of the State Department of Education (SED). The system was designed to operate either online or offline and is available in desktop and application versions.

Through *Professor On-Line*, it is possible to carry out school records, take daily attendance, and access information about the schools and classes in which teachers work, the school calendar, class activity schedules, timetables, among other relevant information and recording options available to teachers in the state public school system. The aim is to make the school system more agile and dynamic through the inclusion of school data relevant to students, as well as the content of activities and assessments conducted by teachers (Santa Catarina, 2024, our translation).

All information entered into Professor On-Line is accessible to parents or guardians, facilitating communication regarding students’ attendance and academic performance, as well as the execution of teaching activities, as prescribed by the administrative responsibility set forth in Complementary Law No. 668 of December 28, 2015.

While the need to computerize administrative and academic routines within education departments and schools is evident, persistent structural problems cannot be overlooked—such as the lack of equipment and poor internet quality. Alves and Cossetin (2023, p. 17, our translation) argue that Brazilian teachers “[...] invest in attempts to use digital technologies in their teaching practices, but the context in which they operate also determines the (im)possibility of using such instruments in teaching praxis.”

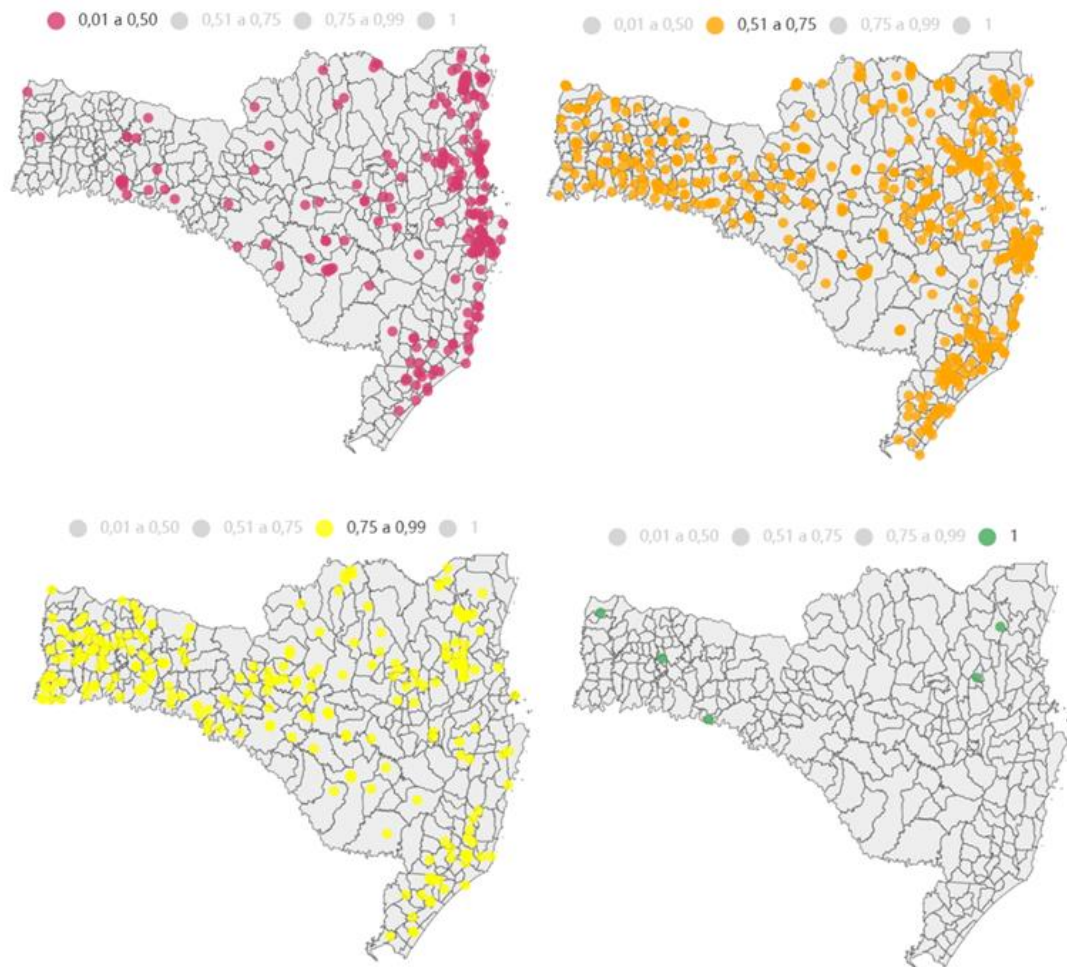
In September 2017, the Union of Education Workers in the Public Education Network of the State of Santa Catarina (SINTE/SC) issued a statement regarding the online system, highlighting that it intensified teachers’ workloads. At that time, nearly 1,100 schools in Santa



Catarina did not have internet access capable of supporting sustained online use by teachers. At the same time, responsibility was effectively transferred to school actors, who ended up using personal equipment to input information. “For this reason, in most cases teachers record information in the physical class register and then transfer it to the online register, resulting in duplicated work and no time savings” (SINTESC, 2017, [n.p.], our translation). The excess of bureaucratic responsibilities imposed on teachers was further aggravated during the pandemic period, when teachers were required to input additional information into the SED information system.

In recent years, the situation of state public schools—regarding technological infrastructure conditions—has not undergone substantial changes. The *Infrastructure Dashboard of Santa Catarina Schools*, created by the Santa Catarina State Court of Accounts (TCE/SC) and based on data reported in the 2023 School Census—whose purpose is to provide a comprehensive and detailed overview of the infrastructure of municipal and state schools in Santa Catarina—shows that state schools present unsatisfactory infrastructure in Category 3, which includes technological and laboratory items such as Laboratories (3.1), Equipment (3.2), and Internet (3.3). Figure 1 below clearly illustrates this situation.

**Figure 1** – State schools in Santa Catarina: Technological and laboratory items, base year 2023



Source: Infrastructure Dashboard of Santa Catarina Schools (TCE/SC, 2025).

The score ranges used to assess the availability of technological items in schools vary as follows: 0.01 to 0.50; 0.51 to 0.75; 0.75 to 0.99; and, finally, the score of 1. The closer the score is to 1, the better the school's technological infrastructure. However, this score was achieved by only five schools in Santa Catarina, as the majority fall within the unsatisfactory ranges of 0.01 to 0.50 and 0.51 to 0.75. This factor is particularly relevant to understanding the phenomenon under study, since teachers are assigned responsibilities that depend on technological resources that are, in practice, scarce.

With regard to the teacher's responsibility for "communicating the execution of teaching activities" (Santa Catarina, 2015), as established by Law No. 668 of December 28, 2015, a pragmatic perspective on the profession is suggested, one that frames the teacher as an executor of activities that must be continuously recorded and monitored. Similarly, if spaces for continuing teacher education are occupied by training focused on data entry into computerized

systems, there will be significant harm to teacher education, attributing to it a utilitarian and merely instrumental function (Sala; Caldas; Bittencourt, 2022).

The challenge presented highlights the urgency of rethinking educational policies in order to balance demands through effective support for education professionals, ensuring that teachers retain responsibilities that genuinely pertain to the teaching profession. According to Costa Filho, Dias, and Santos (2018, p. 327, our translation), the teacher's primary objective should be to:

propose and debate themes relevant to the teaching–learning process; exercise sovereignty over the physical and symbolic space in which teaching practice takes place; and employ diverse methodologies to contribute to the teaching–learning process and to student assessment.

The increase in bureaucratic activities, combined with insufficient infrastructure—which affects a large proportion of state public schools—not only compromises the efficiency of teaching work but also intensifies pressure for administrative results and hinders the interface between public services and citizens. This reality was evidenced in the *Operational Audit Report on Basic Education—State Education Network*, prepared by the Santa Catarina State Court of Accounts (Santa Catarina, 2022), which showed that teachers are frequently required to perform administrative tasks and complete numerous forms and registration systems, diverting time and energy from pedagogical activities proper. The report further highlights that such bureaucracy negatively impacts the quality of education, as it reduces the time devoted to planning, continuing education, and individualized support for students. This finding aligns with Fortunato's (2024) conclusion that bureaucracy recognizes how system mechanisms contribute to maintaining the status quo, since activities that exhaust and exceed working hours divert attention from what truly matters in everyday school life.

Next, we highlight the analytical category termed Expansion of Functions, in which the new responsibility of “assuming teaching duties in cases of temporary absence of the teacher responsible for the class and/or subject, regardless of educational stage or modality” (Santa Catarina, 2015, [n.p.], our translation) becomes evident. This provision exposes teachers to a new obligation for which they are not adequately trained. Such substitutions compromise the quality of education, as students end up being instructed by professionals whose training and specialization, when present, are not specific to the curricular component concerned (Barbosa; Sossai, 2017).

Although the legislation under analysis seeks, at this point, to address occasional situations, its wording makes it possible for exceptional circumstances to become the rule. In

the state of Santa Catarina (Brasil, 2024a), the percentage of subjects taught by teachers with appropriate training ranges between 40% and 60%. In other words, at least 40% of classes in the state are taught under a logic that can be sustained by the provision established in Complementary Law No. 668 of December 28, 2015. These figures point to the urgent need to reassess teachers' working conditions in the state public education system of Santa Catarina.

According to the *Brazilian Basic Education Yearbook 2024*, approximately 32% of public school teachers do not have adequate training for the subjects they teach, indicating that one in every three teachers is working outside their field of qualification (Fundação Santillana, 2024). Specifically in upper secondary education, the 2023 School Census reveals that only 36.9% of Sociology classes are taught by teachers with specific training in the field (Schueler, 2024). In contrast, subjects such as Physical Education, Portuguese Language, History, Biology, Mathematics, and Geography show adequacy rates above 75% between teachers' training and the subjects taught (Brasil, 2024b). These data underscore the pressing need for public policies aimed at the appropriate training and allocation of teachers, in order to ensure the quality of education offered in Brazilian public schools.

With regard to the *Institutional* category mentioned in Table 1, the need for teachers' cooperation with school management services is evident, as is their commitment to participating in meetings, class councils, and related activities. No changes are observed in these responsibilities in relation to the previous legislative framework; however, it is clear that such commitments also occupy a significant portion of teachers' time. Finally, the category termed *Normative* reflects the hierarchical normative structure of the Brazilian education system itself, as it establishes that teachers must follow educational guidelines issued by competent higher authorities.

## Discussion and analysis

The intensification of teaching work occurs largely due to the expansion of professional and administrative demands, in addition to self-imposed expectations whereby educators feel responsible for the quality of education and end up blaming themselves for possible failures. In this context, the expansion of functions not only compromises educators' mental health but also prevents them from dedicating themselves to essential academic activities for their professional development and for the quality of education provided (Diehl; Marin, 2016).

According to I. Cericato (2016), the State grants teachers the status of civil servants. From this emerges a dichotomy: on the one hand, this position ensures rights and social equity; on the other, it limits teachers' autonomy in managing their profession, as the State imposes requirements that remove teachers' control over their work. The author further argues that, even though teaching is a profession with its own legislation, access to the labor market through public examinations, and high intellectual value, the notion of "professional success" is achieved only when the professional "almost compulsorily leaves classroom teaching to occupy pedagogical support positions, such as school leadership, coordination, or supervision" (Cericato, 2016, p. 283, our translation).

Thus, it becomes clear that, in addition to difficulties arising from pedagogical practice, everyday school life, and the accumulation of functions, there are also stigmas that portray teaching as a "lesser career," legitimized only when professionals assume other functions within the school environment. For C. Cericato (2016), common-sense perceptions of teaching portray it as an unattractive profession, strongly associated with notions of gift and vocation. Consequently, within a broader process of dismantling education—both socially and financially—the idea is sustained that "anyone can be a teacher," disregarding the need for investment in scientific knowledge and devaluing professionals in practice.

According to I. Cericato (2016), the dilemmas central to the teaching profession include issues such as remuneration, initial and continuing education, social recognition, as well as career progression and attractiveness. The complexity of this situation is aggravated by high exposure to psychosocial stressors, as discussed by Batista *et al.* (2015), since in the current scenario teachers not only teach classes but must also meet new demands—including mastery of technologies and the approach of diverse themes such as health, sexuality, the environment, and traffic education (Santa Catarina, 2015).

This situation contributes to teachers facing health-related challenges, including teaching malaise and difficulties that impact the profession—particularly the conditions of the socioeconomic and political context. R. Campos (2019) notes that teachers frequently perform tasks at home—such as grading exams, planning lessons, and pursuing professional development—sacrificing personal time that could otherwise be devoted to family or leisure. Moreover, the increase in responsibilities undermines the balance between personal and professional life and negatively affects both the quality of education and teachers' well-being. According to Rocha (2016), what occurs goes far beyond the bureaucratization of teachers' work; it is the bureaucratization of their thinking:

Within this industrial logic, by standardizing school knowledge and fragmenting teaching practice into a mechanical, individual, and fragmented school system, the clarity that teachers can develop regarding the formative processes in which they are involved is reduced. In this way, the bureaucratization of the school and, consequently, of the teacher's mind, exerts a strong influence both on the quality and autonomy of teachers' concrete pedagogical action and on the expansion of the social and personal devaluation of their teaching (Rocha, 2016, p. 4, our translation).

Although there are legal provisions addressing workload and professional demands in education, teachers' daily work easily exceeds the hours spent at school. The teaching profession is highly exposed to conflict-ridden and demanding work environments, involving extracurricular tasks, meetings, student-related problems, and time pressure (Araújo *et al.*, 2005). These stressful situations negatively affect teachers' physical and mental health, reverberating in their professional performance and resulting in absenteeism and depersonalized treatment of students by educators (Batista *et al.*, 2015).

Within the process of teacher exhaustion, León (2011)—in researching risk factors affecting education professionals—highlighted the tendency to blame teachers for problems that go beyond classroom issues and how this has impacted pedagogical practice and teachers' mental health. As L. Campos (2019) explains, among the responsibilities entrusted to teachers are planning extracurricular activities, participating in pedagogical meetings, workshops, and class councils, as well as developing remedial activities and completing reports on students' learning difficulties. "Teachers' traditional role was to teach subjects, gradually shifting to functions such as fostering health habits and providing psychological support, ultimately becoming overloaded with bureaucratic issues" (Campos, 2019, p. 2, our translation).

According to the same author, valuing educators involves elements such as training, career plans, workload, remuneration, and working conditions, which—when combined with democratic management—underpin the potential of education (Campos, 2019). In light of this scenario, it becomes imperative to implement policies that prioritize the appreciation and continuous professional development of teachers.

The complexity of teaching practice—which extends far beyond activities carried out in the classroom—allows for reflection on the need to reconfigure the school environment, making it possible to foster a space of continuous reflection and the integral development of both teachers and students. This articulation between institutional support, state investment, and adequate teacher education is decisive for improving the quality of education and achieving the proposed educational objectives.



These considerations regarding the structural and support needs of educators are corroborated by the literature reviewed throughout this article. Based on this body of work, it is reasonable to state that teachers are exposed to an excessive volume of bureaucratic tasks that are of limited effectiveness for the daily functioning of schools. As a result, teachers tend to experience illness, health-related leave, or even withdrawal from the profession. Moreover, excessively burdensome practices reinforce negative stigmas historically associated with teaching. The role of the educator—which has expanded to encompass multiple responsibilities beyond instruction—must be recognized and respected so that teachers can focus on promoting learning and the integral development of students. It is worth noting that Indicator 73 of Target 4.c of Sustainable Development Goal (SDG) 4 – Education, within the 2030 Agenda, highlights the need for time and space dedicated to teachers’ professional development (UNESCO, 2016, p. 54).

An analysis of teachers’ working conditions in Santa Catarina in light of Complementary Law No. 668/2015 reveals a continuous process of expansion of teaching responsibilities that significantly exceeds the scope of traditional pedagogical work. The data and literature discussed demonstrate that, beyond classroom teaching, teachers are increasingly held accountable for bureaucratic, administrative, socio-emotional, and cultural mediation tasks—such as planning extracurricular activities, preparing reports, participating in school councils, and responding to multiple institutional demands (Campos, 2019; Cericato, 2016).

This expansion of functions, without adequate compensation in terms of time, infrastructure, or professional recognition, contributes to work intensification, resulting in mental exhaustion and a sense of powerlessness in the face of imposed demands (Batista *et al.*, 2015; Rocha, 2016). This scenario places teachers in a multifaceted and, at times, contradictory role: they are required to deliver pedagogical results while being prevented from fully exercising their autonomy and critical formation due to the bureaucratization of their activities.

In this context, it is urgent to recognize and recalibrate the functions assigned to teachers, restoring the centrality of pedagogical practice and promoting working conditions that support both educational quality and teachers’ well-being.

## Conclusion

This study analyzed the impacts resulting from the expansion of teaching responsibilities within the state education system of Santa Catarina, highlighting the urgent need for a thorough reassessment of public policies with a focus on valuing pedagogical work.

Legislative changes—particularly the enactment of Complementary Law No. 668/2015—have intensified teachers' workloads, primarily through the incorporation of administrative and bureaucratic activities that divert attention from pedagogical practice. Rather than contributing to improved school management, these record-keeping systems and extraclass demands have bureaucratized teachers' routines, undermining the time allocated to planning and reflective teaching practices.

The intensification of teaching responsibilities has had profound effects on teachers' physical and mental health. This accumulation of duties—often detached from the pedagogical core—reveals a process of precarization of teaching work that extends beyond the individual level and constitutes a structural problem. The displacement of pedagogical activities by administrative tasks compromises teachers' well-being and deteriorates their working environment. Consequently, the quality of basic education is also affected, creating a vicious cycle in which the precarization of teaching work directly impacts the teaching–learning process and, ultimately, student development.

Reducing excessive administrative functions, ensuring adequate working conditions, and providing continuous professional development must be prioritized in order to restore the centrality of teaching in public schools. Educational reforms must also take into account teachers' professional dignity, fostering a more balanced, healthy, and motivating work environment.

Only through an effective rebalancing of teaching responsibilities will it be possible to create a school environment that supports teachers' professional development and meaningful student learning. Repositioning the focus on pedagogical practices is not merely an urgent measure but a necessary commitment to educational quality and to the future of new generations.

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