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This issue presents a plurality of topics, which shows how much researchers have been expanding the objects of study and contributing on different fronts to the educational practices' quality, public policies, teacher training, among many other aspects of social life.

Thus, the second issue of Revista Momento: education's dialogues in 2023 is composed by a dossier entitled "Feminist networks in ABYA YALA: education, challenges, and transformative imaginations", which was organized by the teachers Amanda Motta Castro, from the Universidade Federal do Rio Grande do Sul (FURG) and Mónica Cejas, from Universidad Autónoma Metropolitana-Xochimilco. In addition to this, we have the twelve articles' publication of continuous flow, which portray the reality of Brazilian's education today by addressing themes that discuss the education's democratization in the scope of early childhood education and its fragility in terms of access to this right, the issues related to the initial and continuing training of teachers, the pedagogical's potential resources for intervention in learning processes and for the work of recognizing the knowledge of quilombola's communities, pedagogical practices in Youth and Adult Education, literature, valuing the teaching work, and the challenges faced in remote teaching by teachers and students not only in basic education, but also in higher education.

So, the first article, "*The judicialization of Early Childhood Education in the city of Rio Grande and its effects on the education of children from 0 to 3 years old*", authored by Raquel Lempek Trindade and Maria Renata Alonso Mota analyzes and problematizes the demand for legal proceedings for the placement of vacancies in early childhood education in the city of Rio Grande/RS, especially with regard to children from zero to three years of age and its effects on this educational stage. In the meantime, judicial injunctions dealing with access to early childhood education in the municipality were analyzed, as well as interviews with a family that filed a lawsuit in order to obtain a vacancy in the day care center and with the coordinator of the SMEd Núcleo de Matrículas. Furthermore, data from School Census and from the Data Management System from SMEd in Rio Grande were considered. The authors conclude, based on the analysis, that public policies aimed at children are constituted within the political rationality of our time, as well as make it possible to perceive that there is a weakening of the quality of care in view of the enforceability

of the right and this is due through the judicialization process. In this sense, the right of access seems to overlap with the right of quality.

The second text, by Márcia Gomes Anjos, Maricleide Pereira de Lima Mendes and Idalina Souza Mascarenhas Borghi, is entitled “*Experiences of a resident in the Pedagogical Residency Program at a rural school: a critical-reflective analysis*” analysis and aimed to present the actions developed by a resident in the Programa Residência Pedagógica, of the Núcleo de Ciências Naturais do Curso de Licenciatura com habilitação em Ciências da Natureza e Matemática (2018-2019), at the Universidade Federal do Recôncavo da Bahia, campus Feira de Santana (BA). The methodology was based on bibliographical, documental and field research based on the regencies carried out in a 6th grade class of Final Years Elementary School, in the discipline of Sciences, in a Basic Education unit in the municipality of Iraquara (BA). The results of the work showed that the Programa de Residência Pedagógica provided the student with greater interaction with the daily school life in the countryside, as well as allowing reflections on their formative process and an articulation between theory and practice through the experience of being a teacher.

The third article, by Paulino Ferreira Filho, Rosilene Paula da Silva e Helena Amaral da Fontoura, “*Perception of biology as a subject by the community of the technical course in building construction in the adult and youth education modality*”, aimed to understand the perception of the community of Curso Técnico em Edificações pertaining to Disciplina de Biologia. The case study had as members of the research the Professor of Biology, the Head of Departamento de Área de Construção Civil, the technique in educational matters and students on Curso de Edificações, groups of 1º and 3º semester. Through a semi-structured questionnaire, observations and document analysis, the authors identified that the Technique in Educational Affairs presented a better understanding of the relationship between Biology and Buildings, citing the search for minimizing impacts caused by the work on the environment, in addition to the planning and use of products and materials correctly in buildings. Students, in turn, stressed that studying Biology is important, as it leads them to know living beings and the functioning of the body, also valuing the environment; however, some of them stated that Biology does not contribute anything to their training as technicians. Thus, the authors infer the need for greater contextualization of Biology content with issues specific to the Area of Buildings.

The fourth, “*Supplementary textbooks in quilombola school education: the place of identity and ethnic belonging*”, by Thays Emanuely Alves de Araújo, Maria Fernanda dos Santos Alencar and Cinthya Torres Melo, investigated how the use of paradidactic books contributes to the appreciation of the identity and ethnic belonging of quilombola communities. Then, reflections were made on Quilombola School Education and the use of pedagogical support materials - the paradidactic book, in school spaces. From this bibliographical study, the authors verified that it is still a great challenge to have didactic and paradidactic books in quilombola schools that represent the culture and dialogue with the knowledge of the quilombola communities, recognizing such identities in a positive way.

The fifth article, “*Imagery in grasping the Amazonian reality in the short story 'The Sorceress'*” by Inglês de Sousa, written by Geovane Alves de Paiva, Raquel Aparecida Dal Cortivo and Pedro Manoel Monteiro presents considerations on Amazonian literature and the form of representation of the imaginary that so much points to city/country, center/periphery and civilized/savage dualities. Once the phase of the foreign look and apprehension through exoticism is over, other stories follow, incorporating the imaginary element to the narration set in the region in order to highlight a certain cosmovision in which reality is permeable to the elements of imagination and susceptible to them. Therefore, such a characteristic is not restricted to the expression of a certain regionality, although it can be understood that way, on the contrary, it can represent the strength of this literature as a genuine expression of deep Brazil.

The sixth article is entitled “*Role Playing Game in Brazilian education: a systematic review*”, and is authored by Pedro Henrique Matias Marques Gomes, Angelina Nunes de Vasconcelos and Marcel de Lima Correia. It presents a systematic review of the literature about the use of Role-Playing-Game (RPG) in Brazilian education. The results denote the potential of RPG as a teaching and intervention tool. Furthermore, the limitations of the tool are presented and discussed, mainly with regard to pedagogical applicability.

The seventh, “*Valuing teaching in academic works: a literature review from 2000 to 2020*”, authored by Danyela Medeiros, Shirleide Pereira da Silva Cruz and Maira Vieira Amorim Franco, presents a literature review regarding the valuation of teachers in Brazil, in academic works produced in the period from 2000 to 2020, in theses and dissertations. The analyzes were carried out based on legislative texts, the Federal Constitution of 1988 and

evaluations of educational policies for valuing teachers at the national, state or municipal level, having as a common point the analysis of aspects related to valuing teachers, such as salary, career and continuing education. The results showed three perspectives that were recurrent in the works to understand the indicative mechanisms of valuation. They are: 1) policies for the teaching career; 2) teacher training, initial and continuing; and 3) valuing teachers as a condition for improving teaching. Although the analyzes point to some fragment of teacher appreciation, the results are unanimous in reaffirming the need to expand the appreciation of teachers as education professionals.

The eighth, *“Discussion circles as a lens into the teaching reality in the school environment”*, written by Josemar Moreira Campos Barbosa and Denise Lannes expands the debate on the school environment through the analysis of the content of conversation circles experienced by 33 teachers from two public schools. Data processing was carried out using the Iramuteq software, with the aim of identifying which general themes about the school environment were combined through lexical analysis. The discourse’s content of the conversation circles highlights, for example, aspects of the teaching work that are disregarded in professional training and in the school environment. The Family presents social and economic issues that form barriers to learning, the Classroom shows the lack of resources and the behavioral aspects of students, and the Teaching Reality highlights specific issues of the work that is prescribed. Respecting individual life stories in the process of collective existence is of paramount importance given the different personal, political and social issues that involve the school environment.

The ninth, *“Reflections on the challenges faced by philosophy teachers in basic education during remote learning”*, Oscar Pérez Portales and Andressa Wiebusch mapped the challenges of philosophy teachers in Basic Education, in remote teaching in times of a pandemic, regarding the didactic transposition of philosophical themes to teach. Data production was carried out with teachers who work in schools located in the State of Rio Grande do Sul’s capital through an online questionnaire, on Google Forms, with open questions so that they could express their opinions, perceptions and challenges with remote teaching. With the analysis of the results, the authors showed that communication, the material and social conditions of the students, as well as the need to use digital technologies, were the main challenges faced by teachers in remote teaching.

The tenth work, *“Teaching during the Covid-19 pandemic: the reality of visually impaired university students at a university in northeastern Brazil”*, written by Maria Quitéria da Silva and Neiza de Lourdes Frederico Fumes, explains the subjective dimension of remote teaching regarding the in/exclusion of university students with visual impairment in a Federal University in northeastern Brazil. Thus, the research was carried out with 6 university students with visual impairment, from different undergraduate courses, who granted an interview to the authors, which was recorded in audio and video in a virtual way. The results pointed to aspects such as: digital exclusion, lack of accessibility in academic activities, especially in classes, and lack of pedagogical support from the institution. Thus, the authors considered that remote teaching increased situations of exclusion of university students with visual impairments, enhanced by meritocracy, capacitism and the increase in social inequalities resulting from the economic and health crisis that the country faced during the pandemic.

The tenth-first article, Silvia Adrião and Denise De Micheli investigated, through a bibliographic survey, the relationship between the Covid-19 pandemic and the consequences on the mental health of educators in Brazil. Thus, in the text *“The Covid-19 pandemic in Brazil and its relations to behavioral disorders in educators: an integrative literature review”*, the authors present a significant number of publications related to the context of the Pandemic and Education in general, being selected for analysis especially those that made reference to teaching work during the pandemic period in Brazil. According to all the surveys reviewed, the authors conclude that there is a consensus that the workload and the abrupt change and without specific training for remote teaching led to overload and increased teacher discomfort in general, in addition to behavioral disorders, such as anxiety, depression and stress, already identified in the teaching career before the pandemic.

The last text, authored by Eduardo Antônio de Pontes Costa and Daniela da Silva Gomes, named *“Adult literacy practice under review: between challenges and limits”* presents reflections on a literacy practice for EJA offered by a public education system in the context of the Covid-19 pandemic. For the analysis, a survey of documentary sources, carried out in two public schools, was considered, as well as a questionnaire applied to teachers and students of Cycles I and II of EJA. The data indicate that teachers are faced with limits in literacy activities in the remote format: monitoring educational performance through reading and writing

activities, maintaining social isolation and not having access to other technological resources. Regarding the students, the precarious use of data to monitor classes, the absence of the teacher for pedagogical support and the difficulty in handling the cell phone were challenges faced. In general, the data also reveal worrying effects of literacy practices offered in the remote or hybrid modality.

We wish you all a great reading,

Publishers

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