

PRESENTATION

DOSSIER:

“The school nowadays: and now¹”

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Given the situation caused by Covid 19, the need for changes in curricula, in the evaluation process, in teacher training and in the construction of teaching and learning processes, already announced in numerous studies and research, has gained new proportions. In this context, rules never experienced before were put into practice in the school context.

Thus, at a time when the Covid-19 Pandemic is still living, education professionals have faced challenges and sought alternatives to reinvent their practices, rediscover their skills and adapt the curriculum. One of the best news that emerges from this context is the emergence, worldwide, of (re)building the School today and reaffirming its public commitment to democratization and access to education.

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(Re)thinking the present, (re)defining new directions or (re)discovering new ways of walking ((RE)BUILDING SCHOOL TODAY) is one of the challenges that education professionals, parents and society in general have faced. especially at a time when the school needs to (color) respond to the challenges of the present day, such as, for example, the effectiveness of teaching and learning processes through remote classes and, also, the search for alternatives to democratize access to education. Remote Education. It is in this context that the dossier: THE SCHOOL IN THE PRESENT DAYS: AND NOW? and that I gathered 11 studies and research and 02 interviews about the School, in this context of facing the Covid-19 pandemic, and, thus, discusses about the present in the sense of (re) discovering - who knows - other ways of building education.

In the first article of the dossier, Cosimo Laneve and Rosatilde Margiotta, with the article entitled “Metáfora: The power of signification in teaching”, present a discussion about the application of metaphors in the meaning of words as an original way of interpreting the world due to the capacity of this linguistic resource of adaptation in the face of the multiplicity of being, with its different meanings.

In the second article, teachers: José Augusto Pacheco and Ila Beatriz Maia, discuss Transglobality, cosmopolitanism and innovation as school languages in times of crisis.

The third article, by Eliana Menezes, Suzana Feldens Schwertner and Morgana Domédica Hattge, focuses on the practices of inclusion and exclusion produced in the context of remote teaching, and proposes a problematization of the effects of these practices on the schooling processes of childhood returning to school. listening to childhood: school inclusion and post-pandemic demands.

In the fourth article, Fernanda Serpa Cardoso, Guilherme Marques Soares and Bianca da Cruz Lima Gonçalves discuss the impacts of remote teaching during the pandemic in the conception of 45 Basic Education teachers. For this, they

applied a semi-structured questionnaire, aiming to explore the ways found by them to adapt to the modality, how the pedagogical practices were resized and investigate the teacher-student relationship.

In article number five, of an essayistic nature, Emerson Augusto de Medeiros, Ivan Fortunato and Osmar Hélio Araújo textualize a discussion about school education. It aims to reflect on the school today, crediting ideas and concepts discussed by Paulo Freire and Alexander Sutherland Neill as central to the development of school educational practice, namely: human formation, dialogue and freedom. In methodological terms, it is based on bibliographic research.

In the sixth article, “The school in times of a pandemic under the eyes of teachers in initial training: experiences and challenges”, the authors: Rodrigo Oliveira Lopes, Priscylla Jordania Pereira de Mesquita and Everton Lüdke, discuss the school in times of a pandemic under the perspective of teachers in initial training, based on the experiences of these subjects during the Supervised Curricular Internship in a Chemistry Degree Course.

In the seventh article, “Reflections and Reticence: Enunciations about Remote Teaching in times of a pandemic”, teachers: Peterson Fernando Kepps da Silva, Lavínia Schwantes and Mélaney Silva dos Santos, present an investigation about the enunciations that students have said about the remote teaching in the period of the COVID-19 pandemic. From the research carried out, they point out that students point out difficulties in understanding to carry out the activities, mentioning five subjects and, from the analysis, they built two statements: 1) remote teaching is not approved by those students who lack physical structure and/or assistance from responsible; and 2) remote teaching is a viable alternative during the pandemic period.

The eighth article, “Continuing teacher training and the (dis)articulations with the basic education school”, Elisangela André da Silva Costa, Maria do Socorro Lopes da Silva and Eisenhower Souza Costa, takes as its research objective the continuous training of teachers

and part of the problematization of the current context, in which teaching and training processes are increasingly crossed by neoliberal principles, which imprint on educational policies the logic of productivity, performativity and competitiveness. As for the results, the article in question pointed out that, even crossed by the tensions and contradictions present in contemporary society, continuing education can establish itself as a space for dialogue and appreciation of teaching and public school.

In the ninth article, Ana Graciela M. F. da Fonseca Voltolini, Elisangela Alves Sobrinho Arbex and Marcia de Souza Damasceno present a language teaching practice in a public school in Mato Grosso using the Didactic Sequence as a methodology based on the theory of Schneuwly and Dolz (2004). As the authors show, the experience showed the importance of providing students with experiences with the use of TDIC and textual genres belonging to everyday life, such as the report, produced through the Didactic Sequence.

In the tenth article, entitled “Remote teaching at school: analysis of the difficulties of mathematics teachers”, Marcelo Carlos de Proença, João Alessandro da Luz and Luiz Otavio Rodrigues Mendes seek to analyze and highlight the difficulties encountered by mathematics teachers when exercising the remote teaching during this period. The study carried out indicates that such difficulties highlight the need for digital literacy of teachers through continuing education as well as the need for infrastructure investments in public schools.

In the eleventh article, “Education and Technology: perspectives for dialogues around education for emancipation”, Antônio Charles Santiago de Almeida, Maria Ivete Basniak and Rafael Gemin Vidal, based on Adorno (2010), Bourdieu (2014) and Vieira Pinto (2005) present a theoretical discussion on how technologies can contribute to the political emancipation of individuals who, almost always, do not have a cultural heritage.

Finally, considering this moment in which the Covid-19 Pandemic is still living, in which education professionals have faced challenges and sought alternatives to reinvent their practices, rediscover their skills and adapt the curriculum, we present two interviews in which it was possible talk with Prof. Mário Sérgio Cortella and with Prof. Marcos Garcia Neira about school today, at different times. In these brief dialogues, we turn our attention to the need to (re)think the present, (re)define new directions, or (re)discover other ways of (re)constructing the school today, as one of the great challenges that have been faced by education professionals, parents and society in general.

Thus, more than socializing studies, research and interviews about the School, we want here to emphasize the need to reflect on the school in the present, aiming – who knows – (re)discovering other ways of teaching and learning.

To all, happy reading!

The organizers