

Letter to the Reader

Sao Carlos, May 2015.

Dear readers,

This is the first issue of the Universidade Federal de São Carlos' Electronic Magazine of Education (Reveduc) in 2015. It consists of a set of fifteen texts of national authors and one international piece, four experiment reports and one essay.

Three first texts approach the theme of indigenous education in different historical moments, and the self-concept of *quilombolas*. Adriane Pesovento's article, *Indians and education in colonial world: Western border of South America*, discusses Portuguese colonization until the first half of the eighteenth century regarding "education" possibilities in Mato Grosso Captaincy, Brazil. The author takes on the perspective of coloniality of knowledge and the world-systems theory to analyze data available in Museu do Índio – National Foundation of the Indigenous (RJ). Micnéias Tatiana de Souza Lacerda Botelho and Darci Secchi's text, *Inclusion of indigenous students in the Nursing course of the UFMT Sinop: Achievements and challenges*, discusses the Indigenous Inclusion Program (Proind) in Mato Grosso's Federal University (UFMT), in the *campus* called Sinop. The piece reveals formal ingression and daily presence as renewed forms of explicit or disguised exclusion in classrooms and socialization spaces. The following text, *Quilombo children's self-concept: Grandmothers' and teachers' voices*, by Gisely Pereira Botega, applies an ethnographic approach to investigate the process of bringing up self-concepts in black *quilombola* children in the *quilombo* Toca de Santa Cruz, Paulo Lopes-SC. According to it, while grandmothers tend to point to a sense of value of children and school, teachers, on the other hand, emphasize the difficulties of learning and conflicts regarding the racial issue.

Two articles deal with gender issues in school. Jane Soares de Almeida's *The construction of gender difference in schools: historical aspects (São Paulo, siglos XIX-XX)* debates the discourses and practices of co-education of gender both in the end of the nineteenth century and beginning of twentieth century. It concludes that co-education in Brazil, as introduced by north-American missionaries did not have the same repercussion as in other countries; especially since it did not guarantee gender equity. The following text, *Gender and sexual diversity: Analysis of Educational-Political Projects of state public schools in the city of Londrina/PR – High School*, written by Janete Hruschka and Eliane Rose Maio, shows the lack of an operationalization path regarding gender issues and sexual diversity in the Political-Pedagogical projects and suggests a proposal based on state and national legislations.

Three texts debate the theme of management in school, to be applied to the formation of preschool teachers and in the classroom. *Management and participation: A study of the modes of organization of pedagogical work in two public schools in São Paulo*, by Marieta de Oliveira Gouvêa Penna and Isabel Melero Bello, analyses the stage reports of a Pedagogy course, focusing on the organization of

pedagogic work and the involvement of several school actors. It reports the identification of a management path that might be democratic or centralizing, depending on the specific situation. Lucrecia Stringhetta Mello and Anízia Aparecida Nunes Luz's text, *The importance of management in the training of childhood education professionals: Respect for diversity*, describes the role of managers/professionals in preschool, proposing the building of a "managerial culture" permeated by dialogue, mutual hearing and knowledge sharing. In *Cooperative planning as a method of classroom investigation*, Júlio Cesar Bresolin Marinho, Grasielle Ruiz Silva and João Alberto da Silva, propose the Cooperative Planning research method – based on the principles of participative research – to the making of studies that involve the research of didactic situations, teaching methodologies and teachers' conceptions.

The thematic axis of the two following texts involve the social program Bolsa Família and the topic of workers' trade unionist paths. In *The School Attendance and Education from the point of view of "Bolsa Família" Cash Transfer Program beneficiaries*, Ana Paula Speck Feijó and André Pires discuss the relation between school frequency and the route out of poverty in families participating in the Program Bolsa Família in Campinas-SP. The authors state that finishing school cycles and obtaining a diploma is what will indeed make a difference in the future of the people concerned. The following text, *Education workers' labor movement in Alagoas (1985 - 2010)*, written by Jailton de Souza Lira, concerns the trajectories of trade unionist education movements in Alagoas, Brazil. Through the analysis of available data, it demonstrates the influence of the neoliberal model in the political and economic environment of the state.

Five texts debate the issues of textual genres, organizational climate and teaching of arithmetic in the first grades, teaching work from the perspective of Ergology and university extension programs. *The textual genres as object of teaching in the textbook of Portuguese language*, written by Karla Simone Beserra Cavalcanti and Alessandro da Silva, investigates the treatment of data in a collection of Portuguese language didactic books approved by the National Didactic Book Program (2011). In *Validation of an instrument to measure the atmosphere among students of post-graduate programs*, Angélica Balconi Moro, Laércio André Gassen Balsan, Vânia Medianeira Flores, Luís Felipe Dias Lopes and Maria Rosa Chitolina Schetinger report the proposal of adapting and validating a group of components and their indicators in the construction of categories of analysis for the organizational climate. The text *Using algorithms and abacus in the study of decimal numbering system on a course of Pedagogy*, by Elis Regina dos Santos Viegas and Hiraldo Serra, is based on the teachers' difficulties to use arithmetical algorithms in the first grades of basic education in order to investigate the process of concept formation and building of mathematical knowledge in Pedagogy students. The authors contend that the use of abacuses and algorithms contribute to a better and more specific pedagogic formation. In the following text, *Contributions of the ergology to the analysis of the teaching work activity*, Deise de Souza Dias, Eloisa Helena Santos and Antônia Vitória Soares Aranha reflect on the representation of teachers' work in Brazil based on Ergology's contributions, allowing a micro-structural regard to the activities of this work. In their text *Formative evidences of university extension in Physical Education teaching*, Joice Mayumi Nozaki, Lilian Aparecida Ferreira and Dagmar Aparecida Cynthia França Hunger, identify the university extension as

an essential and enriching process in the formation of licensed students and in their acting as professionals and teachers in Physical Education.

To contribute to understanding how teachers can develop geometrical understanding, the international article *Instrumental Development of Teachers' Reasoning in Dynamic Geometry*, by Muteb M. Alqahtani and Arthur B. Powell, of Rutgers University (USA), reports on the discursive development of teachers' geometrical reasoning through instrument appropriation while collaborating in an online dynamic geometry environment (DGE). A Portuguese version of this article is also published in this issue.

The section **Experiment Reports** is composed of four texts that deal with the themes of teachers' formation and the indissociability in University.

In the first text, *Supervised practice in teacher training program: Tensions and reflections*, Jacqueline Braga brings up several questionings regarding the formation of teachers, the supervised internship and its consequences in the school environment. *Sociology, formation of teachers and interdisciplinarity. Achievements and challenges in the experiments of the PIBID de Ciências Sociais at PUC-Campinas*, by Tiago Duque e Ana Paula Fraga Bolfe, describes the experience of the formation of Social Sciences. It affirms that the adoption of practical-theoretical interdisciplinary perspective in the teaching of Sociology has increased the quality of participation of students holding scholarships and while enabling a reflection concerning the formation of teachers. In the text *Pró-Mathematics/UEL in Teacher Training Program: Episode of work with the analysis of written production*, by Edilaine Regina dos Santos, Adriana Quimentão Passos and Regina Luzia Corio de Buriasco, the authors report the experience of teachers' formation in Mathematics in which a strategy of analyzing written production was adopted to identify strategies and solving procedures, as well as the interpretation of the exercise and the doubts regarding its mathematical content. Finally, the text *Indissociability in the University Setting. Fragments of an experience*, by Eliana Perez Gonçalves de Moura and Dinora Tereza Zucchetti, debates within the framework of the indissociability perspective what the authors consider a complex, tense and precarious articulation between teaching actions, research and extension, in the quest for an academic formation closer to social reality.

Taking on Foucault's perspective, Bruno dos Santos Pastoriza and José Claudio Del Pino's essay, *Talking on Discipline, Body and Knowledge in "The Class"*, debates the power relation within the school, focusing on the movie *The Class*.

We invite you to the reading and diffusion of the texts and expect new contributions to be published.

Good Reading!

Carlos Roberto Massao Hayashi
Editor

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