

Letter to the reader

São Carlos, August, 2016.

Dear readers,

This is the second issue in 2016 of the Revista Eletrônica de Educação (REVEDUC) of the Federal University of São Carlos (Universidade Federal de São Carlos), composed of a set of fifteen national texts, one international, and two essays.

The first four texts discuss the theme of teachers, teacher training and educational managers. The text **“Retention and non-retention in the literacy cycle: a study with state teachers of Chapecó-SC, Brazil”**, by Claudia Simone Fantin, shows the results of a field research with teachers of Chapecó – Santa Catarina, which aimed to analyze the process of promotion in the first years of elementary school. Semi-structured interviews were used to learn how teachers evaluate the changes in the retention system, the difficulties faced in its implementation, the resistance. The article **“The teachers’ conception of specialized educational service in multifunctional resource classrooms”**, by Naidson Clayr Santos Ferreira and Carolina Severino Lopes da Costa, analyses the specialized educational service in multifunctional resource classrooms in municipal schools of southwest Bahia, focusing the teachers and managers in this process. The next text **“Teacher training in human rights and the advent of law n.º 13.010/2014”**, by Renato Cassio Soares de Barros, reflects about law 13.010, of 06/26/2014, which added content related to human rights in the curriculum of early childhood education, elementary school and high school, with the purpose of preventing all forms of violence against children and teenagers. The article **“Local deployments of global educational politics”**, by Flavio Caetano da Silva and Celso Luis Aparecido Conti, deals with experiences with the formation of board directors of CME (Municipal Educational Counselor) and school managers. It raises questions about the educational policies or the promotion of new organizational arrangements, in both a global and local perspective.

The following three articles focus on school through the ages, the IDEB indicator and public policies. The first one, **“Studying for what? The (de)valuation of high school in the speech of three generations”**, by Rosa Maria da Exaltação Coutrim, Fernanda Moreira Ferreira and Elodia Honse Lebourg, investigates the representations of school by three generations of the same family (grandparents, parents and grandchildren) in a school of Mariana – Minas Gerais. School is an institution valued by the family, because it enables you to get a good job, although there are differences on these generations’ view of the school role. The text **“School performance: An IDEB analysis of the seven municipalities in the ABC region”**, by Paulo Sérgio Garcia, Leandro Campi Prearo, Maria do Carmo Romero, Anderson Secco and Marcos Sidnei Bassi, addresses the Basic Education Development Index of the municipalities in the ABC region, through comparisons using mixed methodology. The results showed a gradual and continuous evolution in Elementary School I, in the municipal and state spheres, and minimum growth or stagnation in Elementary School II. The text **“Public policies for rural education: Pronera, Procampo and Pronacampo”**, by Ramofly Bicalho dos

Santos and Marizete Andrade da Silva, reflects about three public policies for rural education: Pronera, Procampo and Pronacampo. It observes that the articulation of students, educators, communities and social movements is one of the challenges to be faced, considering stories, memories, identities, desires, values and recognition.

The teaching of statistics and mathematics is focused on the three following texts. The article **“Teachers’ professional development maximized by collaborative context for teaching and learning statistics”**, by Keli Cristina Conti, Dione Lucchesi de Carvalho and Carolina Fernandes de Carvalho, analyzes the process of professional development from the perspective of statistical literacy, in collaborative contexts, of teachers and future teachers of Early Childhood Education and initial years of Elementary School. The text **“Collaborative actions university-school: mathematics teachers training in collaborative contexts”**, by Wagner Barbosa de Lima Palanch and Ana Lúcia Manrique, aims to analyze learning contexts in mathematics teaching. The ACIEPE (Curricular Activity of Integration between Education, Research and Extension) offered by UFSCar was the field of study, based on the studies of Day, Foreste and Hargreaves as theoretical foundation about collaborative groups. The ACIEPE space has contributed to the teacher training process through discussions, personal reflection, appropriations and development of critical elements. The article **“The negative number in Davydov’s teaching proposition: necessities for its introduction”** by Lucas Sid Moneretto Búrigo and Ademir Damazio, describes the difficulties of Brazilian students in appropriating the negative number, considering Davydov’s proposition. It emphasizes the necessity of providing the meaning of opposite to the negative number, through the change from scalar quantities to the vector one, in order to make possible the resolution of some cases of subtraction and equation.

The next four articles cover the racial question in Brazil. The first one, **“Black’s educational law and formal education in Brazil”**, by Marco Antonio Bettine de Almeida and Livia Sanchez, tries to understand the education law in blacks’ lives during the process of formal education, between the proclaimed and the reality. They consider it a movement of tension towards the curriculum and the school democratization, enabling an active participation in the construction and reconstruction of the school routine. The second text, **“The influence of the racial theories in Brazilian society (1870-1930) and the materialization of the Law no. 10,639/03”**, by Maria Rita de Jesus Barbosa, draws a brief analysis of the racial theories produced in the nineteenth century, and its consequences in the current context, considering the afro-descendants struggle for their rights and the fight against racism, such as the racial quotas, quilombolas’ land demarcation, the mandatory teaching of history of Africa in basic education. The text **“The quota system, educational background and student assistance: towards an inclusive education”**, by Carla Silva Machado and Carolina Alves Magaldi, addresses the quota system, through the quota student’s journey. It covers the concept of equity, affirmative action policy, and law no. 12.711. They discuss the change in the universities, not only concerning the student’s assistance but also the pedagogical and social inclusion. And, finally, **“The concept of ethnic identity in the view of higher education students”**, by Romilda Costa Motta and Silvia Cristina de Oliveira Quadros, involves a research in a higher education institution in the city of São Paulo, with the purpose of characterizing the students’ concept of

ethno-racial identity. It was found that the diversity (ethno-racial, cultural, social, regional) is a characteristic, not always recognized by the ones who hold it.

The following text provides an analysis of teaching material, **“Reading in school and incidence of “Prova Brasil” descriptors in Portuguese textbooks”**, by Miriã Alves de Laet Silva and Sílvia Ribeiro da Silva, present proposals of text reading and comprehension, based on the Portuguese textbook “Tudo é linguagem”. They understand that the development of competencies and skills combine with significant reading practices, based on the theoretical concepts, among others, of PCN, Bakhtin/Volochonov, Bakhtin, Schneuwly and Dotz.

The text by Josue Dantas, Lynn University, researcher of Boca Raton, Florida, USA, **“Student teacher perceptions regarding career readiness and the effectiveness of a teacher preparation program”**, investigates the teachers and students perceptions regarding the career and the teacher preparation program at Lynn University. The study was designed to investigate if these perceptions can be used in teachers’ preparation programs evaluation, from a different perspective. According to the author, the results may contribute to effective planning, implementation and professional development for teachers.

This edition finishes with two essays. The first one, by André Luiz Sena Mariano, **“Raymond Williams and cultural materialism: approaches to the history of curriculum and teaching profession”**, shows elements of Raymond Williams’ work related to the History of Education, which deals with curriculum and teacher profession, recognizing there is little insertion of the author in the educational field. The second essay, by Maurício Teodoro de Souza, **“The knowledge parallax: from the school that teaches to the school that learns”**, aims to discuss the perspective under which knowledge is treated in educational institutions. In the author’s opinion it’s necessary to transcend the limitations of traditional thought, since in the learning to learn context all the characters project their realities in the present time, in a complex web of interactions and in different forms of language.

We would like to invite you all to read and promote the texts here presented, and we are looking forward to receiving new contributions for publication.

Enjoy your reading!
Carlos Roberto Massao Hayashi
Editor

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