



Letter to the Reader

São Carlos, may, 2011.

Dear Readers,

In this first number of the fifth volume of The Online Magazine of Education (Revista Eletrônica de Educação), an essay, five national articles and an international one are released.

Once more, the subjects broached by the national authors (teaching knowledge in youth and adult education, social representations and environmental education, inclusive education, child's text production, the educational system of Aristotle and the social role of education) exemplify the variety of theoretical and methodological focuses that have been part of the current Brazilian educational research.

To be more specific, the article *The possibility of production of teaching knowledge in youth and adult education: sketches and drawings* by Alessandro Cury Soares, Rochele de Quadros Loguercio and Maira Ferreira, presents reflections, taking various theorists into consideration, on the possibility of this level of education being a space for in-service formation.

In the article *Social representations and historical materialism: contributions to critical environmental education* by Magno da Conceição Peneluc and Sueli Almuiña Holmer Silva, the relevance of key-concepts of historical materialism as a basis of a critical and emancipatory view on Environmental Education is highlighted.

Neli Klix de Freitas, in the article *Inclusive education and citizenship: approximation and contradiction*, based on an action research, investigates the perceptions of teachers and students with special educational needs on inclusive education. In the presented analysis the author emphasizes that though the inclusive education legislation shows a favorable evolution, there are other factors in this process, such as the inclusion/exclusion dualism that still exists in social life and that is in need of permanent critical review, taking into account the strong relation between education and citizenship.

In an analysis of the work of written text production in an educational institution for children, which is presented in the article *Text production practices* by Maristela Gatti Piffer and Cláudia Maria Mendes Gontijo based on an ethnographic case study, the work of teachers and six and seven-year-old children with comics and opinionated texts is examined. Taking into account that besides the reading and the knowledge about Portuguese language writing system, the production of written texts is an important dimension in literacy, the authors show that although the teachers involved in the study were interested in developing proposals concerning this kind of work,



there is still the need for appropriate conditions so that the children have what to say and feel motivated about writing texts.

Alessandro Barreta Garcia in *Aristotle's politics and the theoretical system of city education* intends to contribute to a foundation of teachers and social educator's work, based on the educational system of Aristotle. As a primary source, he uses in his analysis the book entitled "*Politics*", which provides the education understanding of the city and points out that the educational system of Aristotle is a broad organization that begins significantly in the family.

In the international article *School rankings in portugal: exploring some of their effects*, Maria Fernanda Santos Martins brings reflections on some effects of the publishing of the rankings on the organizational action of the educational actors in a public school in the region of Douro. Based on a study conducted on teachers, school administration, students and parents and bearing in mind the fact that the effects of the *rankings* may neither be lineal nor uniform (PINTO, 2009), the author attempts to question whether the referred *rankings* produce *educational quasi-market* effects. She concludes that, although not exclusively, the *rankings* contribute to the emergence of processes of *social and academic selection* of students and *competition* among schools; as for the latter case, situations stand out that we classify as *school image promotion and fabrication* (BALL, 2002). The author encases those behaviours in the school image while an institution of *organicist* type.

In the essay *Education: locomotive or wagon of social development?*, the author José Reinaldo Oliveira writes about the relationship between education and the broader social processes, such as the power of economy and ideology. Thus, the mutual influence of education on society and the limitations of the current educational system are shown in order to contribute to structural changes.

We hope you enjoy the reading!

The Editors

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