

Letter to the Reader

São Carlos, January 2019.

Dear Readers,

The REVEDUC – Revista Eletrônica de Educação (Electronic Journal of Education) brings, in this issue, texts from the continuous flow (articles and experience reports) and also from a dossier titled *Educational Leadership*, totaling twenty-one works. The total production proves to be quite diverse in terms of themes, investigative methods and, moreover, geographical origin of the authors. Among the works from the continuous flow, one is Argentine and the others are Brazilian, from several regions: Southeast (São Paulo and Minas Gerais), Northeast (Bahia and Pernambuco) and South (Rio Grande do Sul). In the Dossier there is also great geographical diversity of the authors: from Latin America, North America, Western Europe, Oceania and Middle East, from the following countries: Brazil, Uruguay, USA, Canada, England, Netherlands, New Zealand, Israel.

The dossier *Educational Leadership* consists of eleven productions, one national and ten of foreign authors. We highlight the interaction between their authors, who have been dialoguing about the theme at other times and academic spaces, being the REVEDUC one more space of encounter for this debate on the educational leadership in the schools, emphasizing the role of the school director. Each author explores this problem from a different angle and thinking about the concrete realities of the various regions of the world, several countries. The subject has been gaining relevance in the international scenario, more recently in Latin America, especially Chile which has undergone many changes in legislation in the educational area. Educational policies throughout the world have been characterized by the need for better performance of schools in terms of quality of teaching, greater professionalism of teaching and administrative and pedagogical decentralization, especially of schools. Such emphases are associated with the recognition of the need for leadership within schools, both of the principals and teachers. In addition to the growing importance of the subject, as the authors of the Dossier point out, there is also a lack of consensus on a number of aspects, such as the proper conditions for leadership in schools and the effective results caused by such leadership, especially in pedagogical terms. Thus, attention must be drawn to the importance of educational changes - and the emphasis on leadership is one of them - while at the same time critically examining them. Their sometimes too accelerated pace, in the name of modernity, of the supposedly necessary adjustments may represent a danger to the professional stability of teachers and school principals because they may further confuse the understanding of the limits of their social role and their own professional identity. That is why the debate on the subject is strengthened in the broader perspective of the changes that have been taking place in all spheres: economic, social, political and cultural. It is necessary to realize which visions are gaining ground and becoming, perhaps, hegemonic about the role of the school, its leaders and its teachers. Paula Louzano, as she presents the dossier, more richly explores the content of the texts presented. We highlight here only the

main themes: Tony Bush (England), worried about understanding leadership, addresses the issue of school improvement and leadership models. Viviane Robinson (New Zealand), focusing on the processes of change in the school, discusses the student's leadership role. Jingping Sun (USA) deals with a type of school leadership: the transformational one. He talks about their characteristics, their impacts and their background. James P. Spillane and Melissa Ortiz (USA) discuss crucial elements and implications related to the non-concentrated leadership perspective. Dean Fink (Canada) analyzes the factors that are needed for more sustainable, deep, extended, broad leadership. Izhar Oplatka (Israel) looks to the emergence of educational management as a field of study in Latin America. Denise Vaillant (Uruguay) talks about the construction field about school principals and teacher learning communities. Michael Fullan (Canada) focuses on concrete actions in favor of improving schools, pointing to the importance of learning leadership. David Hopkins (England) makes a retrospective analysis of the relationship between school improvement, leadership, and systemic reform. Amanda Datnow and Kim Schildkamp (USA and Netherlands, respectively) discuss the use of data in promoting improved schools. Sofia Lerche Vieira and Eloísa Maria Vidal (Brazil), finally, contextualize the debate about educational leadership in Brazil. The authors show that there is a specificity of the Brazilian context in relation to this theme, which is its focus on the principle of democratic management.

The articles from the continuous flow use a variety of methodological procedures of research, with predominance of the qualitative approach. The studies were developed at all levels of education: pre-school, elementary school, high school, higher education, with prevalence in elementary school. In addition, they deal with various subjects. One of them brings together five articles, related to teaching and learning, which address issues of classification, language and reading, memory and image. Paula Cristina Moreira Cabral and Gilda Lisbôa Guimarães, with the article entitled *Learning on classification in primary school*, aim to investigate the learning of 4th year elementary students about the ability to create classification criteria from reflections on different types of skills. Ana Estela Ferreira, Raquel Lazzari Leite Barbosa and Rosaria de Fátima Boldarine, in *Reading practices and Bakhtinian circle: some approaches*, discuss the possible relations between some concepts proposed by the Bakhtin circle and orientations for teaching of language and reading in the official documents of education of the final years of elementary education. Vera Alves Crispim Capucho and Genilson Cordeiro Marinho, in *Memory education and its relationships with knowledge*, seek to understand the relations of knowledge established by the graduates of Basic Education with the memory of the Brazilian civil-military dictatorship. *Image, biopower and racism in child education institutions* is the title of the article by Edmacy Quirina de Souza and Nilson Fernandes Dinis, whose objective is to analyze how ethnic-racial differences constitute the organization of spaces and educational environments from the imagery practices that adorn school spaces. Closing the thematic block teaching and learning, Franciele Rusch König and Fabiane Romano de Souza Bridi, in *School management interfaces: collaborative teaching and the management of pedagogical practices*, analyze the existence of effects of the development of collaborative actions, through the PIBID, in the ways of managing teachers' pedagogical practices. Outside the subject of teaching and learning, although indirectly

related to it, one of the articles is about evaluation. The article *Brief comments about the historicity of the pedagogical assessment*, by Eunice Maria Nazarethe Nonato and Edineia Sodré Pereira de Almeida, contains a historical analysis of the evaluation to the point of the current status quo of the pedagogical evaluation practices, in order to evidence contradictions, and later to launch a critical discussion of this historical trajectory. Maria Tereza Carvalho Almeida, Fernanda Alves Maia, Maria das Mercês Borém Correa Machado, Filipe Alves Souza, Victor Bruno da Silva, Mateus Almeida de Carvalho and João Felício Rodrigues Neto, in the article *Faculty development: evaluation of an experience in a Medical course*, evaluate the actions offered in a Teaching Development Program from the perception of the professors of the medical course of a Brazilian public university that uses active teaching-learning methods since 2002. The article, *Teaching, distance education and digital technologies: a bibliometric study*, by Braian Veloso, Daniel Mill and Maria Iolanda Monteiro, presents a bibliometric study in one of the thematic axes of the International Symposium on Distance Education and the Meeting of Researchers in Distance Education (SIED: EnPED), held in 2016 at the Federal University of São Carlos (UFSCar), Brazil.

Finally we have two reports of experience. The first one, *Interdisciplinary seminars as an instrument for articulation of knowledge: an experience report*, by Aérica de Figueiredo Pereira Meneses, Priscilla Perla Tartarotti von Zuben Campos, Sandra Francisca Bezerra Gemma and Marta Fuentes-Rojas, presents an experience of a seminar that treats in an interdisciplinary way the contemporary problems, object of research in development by its members. The second experience report, named *Digital Records: challenges and achievements in literature classes in high school*, Ana Elisa Sobral Caetano da Silva focuses on a project that proposes the use of the Instagram Social Network as a virtual diary, in which students can register their relation with the books treated in the discipline and interact with the posts of colleagues; the objective is to discuss how the use of Digital Information and Communication Technologies can assist in reading activities.

This edition once again reveals REVEDUC's continuous effort to bring together scientific production focused on relevant themes of education, as well as to contribute to the exchange of national and international knowledge, facilitating, in the latter case, the Brazilian public access to production – case of the Dossier presented here – and to the foreign public access to Brazilian production – case of translations of articles of Portuguese language into other languages.

We wish everyone a good reading!

Celso Luiz Aparecido Conti
Editor

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