

MEMORY AND SUBJECTIVITY: THE PERCEPTION OF PROFESSIONALS IN EARLY CHILDHOOD EDUCATION FACING THE COVID-19 PANDEMIC

MEMÓRIA E SUBJETIVIDADE: A PERCEPÇÃO DE PROFISSIONAIS DA EDUCAÇÃO INFANTIL FRENTE À PANDEMIA DE COVID-19

MEMORIA Y SUBJETIVIDAD: LA PERCEPCIÓN DE LOS PROFESIONALES DE LA EDUCACIÓN INFANTIL ANTE LA PANDEMIA DEL COVID-19

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ABSTRACT: The article aims to discuss the impacts of the Covid-19 pandemic on public institutions of Early Childhood Education, in a municipality in the metropolitan region of Curitiba, PR, from the memory of managers about social isolation, pedagogical referrals, maintenance of professional education in their positions, the participation of parents and the total development of children. The subjects' narratives were analyzed considering their subjectivities and their spaces of power. The research was carried out from the perspective of Cultural History, supported by Chartier (2002), Delory-Momberger (2014) and Lima, Geraldi and Geraldi (2015), among others. From a methodological point of view, the study had a bibliographic, documentary and field nature. The research allowed deepening and tensioning the different subjectivities of professionals in Early Childhood Education, in a collective space, through memories related to the historical moment experienced.

KEYWORDS: Cultural history. Memory. Subjectivity. Covid-19. Early childhood education.

RESUMO: O artigo tem por objetivo discutir os impactos da pandemia de Covid-19 em instituições públicas de Educação Infantil, em município da região metropolitana de Curitiba, PR, a partir da memória de gestores sobre o isolamento social, os encaminhamentos pedagógicos, a manutenção dos profissionais da educação em seus cargos, a participação dos pais e o desenvolvimento integral das crianças. A narrativa dos sujeitos foi analisada considerando suas subjetividades e seus espaços de poder. A pesquisa foi realizada na perspectiva da História Cultural, com apoio em Chartier (2002), Delory-Momberger (2014) e Lima, Geraldi e Geraldi (2015), entre outros. Do ponto de vista metodológico, o estudo teve caráter bibliográfico, documental e de campo. A pesquisa permitiu aprofundar e tensionar as diferentes subjetividades de profissionais da Educação Infantil, num espaço coletivo, por meio das memórias relativas ao momento histórico vivido.

PALAVRAS-CHAVE: História cultural. Memória. Subjetividade. Covid-19. Educação infantil.

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RESUMEN: *El artículo tiene como objetivo discutir los impactos de la pandemia Covid-19 en las instituciones públicas de Educación Infantil, en un municipio de la región metropolitana de Curitiba, PR, desde la memoria de los gestores sobre el aislamiento social, las derivaciones pedagógicas, el mantenimiento de la formación de profesionales de educación en sus posiciones, la participación de los padres y el desarrollo integral de los niños. Las narrativas de los sujetos fueron analizadas considerando sus subjetividades y sus espacios de poder. La investigación se realizó desde la perspectiva de la Historia Cultural, con el apoyo de Chartier (2002), Delory-Momberger (2014) y Lima, Geraldi y Geraldi (2015), entre otros. Desde el punto de vista metodológico, el estudio tuvo un carácter bibliográfico, documental y de campo. La investigación permitió profundizar y tensar las diferentes subjetividades de profesionales de la Educación Infantil, en un espacio colectivo, a través de memorias relacionadas con el momento histórico vivido.*

PALABRAS CLAVE: *Historia cultural. Memoria. Subjetividad. Covid-19. Educación infantil.*

Introduction

This article deals with the impacts of the Covid-19 pandemic in public institutions of early childhood education in a city in the metropolitan region of Curitiba, Paraná (PR), from the memory of school managers about social isolation, pedagogical referrals, the maintenance of education professionals in their positions, the participation of parents and the full development of children, considering the extended period of interruption of classroom activities that occurred between March and December 2020.

The research was conducted from the perspective of Cultural History, with support in Chartier (2002), Delory-Momberger (2014) and Lima, Geraldi and Geraldi (2015), among other foundational authors. From this perspective, which seeks to "identify how in different places and times a particular social reality is constructed, thought, and read" (CHARTIER, 2002, p. 16-17), the following specific objectives were established: present the evolution of the Covid-19 pandemic; verify strategies for dealing with the pandemic in education; investigate the perception of professionals in Early Childhood Education regarding the Covid-19 pandemic.

Studies in the field of education have been increasingly interested in "weaving approximations about the complexity of social interactions that are established in the globalized and computerized world", and before that "the interpretative schemes [...] must become increasingly dynamic to enhance [...]. From the methodological point of view, this study had a bibliographic, documentary and field character, from "narratives of lived experiences [...], [also known as] narratives of educational experiences" (LIMA; GERALDI;

GERALDI, 2015, p. 26). It is in the narrative that the subject makes of the experiences he produces "the categorizations that allow him to appropriate the social world and define his place in it" (DELORY-MOMBERGER, 2014, p. 293).

Narrative is present in all places, societies, and human groups. A life narrative is never definitive, "it reconstructs itself with each utterance and reconstructs with it the meaning of the story it enunciates" (DELORY-MOMBERGER, 2014, p. 317). In this research, the narrative of the subjects was analyzed considering their subjectivities and their spaces of power; arrangements were made regarding the assignment of rights for the use of data in the research and assured complete anonymity of the participants. The study is presented in three sections: Covid-19: the evolution of the pandemic; Facing the pandemic regarding Education; The impacts of the pandemic on Early Childhood Education in São José dos Pinhais, PR.

Covid-19: The Pandemic Evolution

The world population is stunned by the evolution of the Covid-19 pandemic, its impacts, and the drastic changes it has caused in several areas, including: personal, social, cultural, economic, political, health, and educational.

It all started when the incidence of several cases of pneumonia in Wuhan city, Hubei province, in the People's Republic of China, was officially reported to the World Health Organization, hereafter referred to as WHO, on December 31, 2019. It concerned a new type of coronavirus that had not been identified in humans before. According to the Pan American Health Organization, hereafter referred to as PAHO, coronaviruses "are everywhere [...] [,] are the second leading cause of the common cold (after rhinoviruses) and, until recent decades, rarely caused more serious illness in humans than the common cold" (PAHO, 2020).

On January 7, 2020, a week after this alert, Chinese authorities confirmed that they had identified a new type of coronavirus with high potential for contamination and lethality, "which at first was temporarily named 2019-nCoV" (PAHO, 2020).

From the moment it was informed of the Wuhan cases, WHO has worked closely with Chinese authorities and global experts to "learn more about the virus, how it affects people who are sick, how they can be treated, and what countries can do to respond [to the outbreak]" (PAHO, 2020).

The WHO declared on January 30, 2020, that "the outbreak of the novel coronavirus constitutes a Public Health Emergency of International Concern (PHEIC)-the Organization's highest level of alert as provided for in the International Health Regulations" (PAHO, 2020),

in order to enhance global coordination, cooperation, and solidarity to stop the spread of the virus. This was the sixth occasion on which WHO declared an emergency of this magnitude; the previous ones were: the H1N1 pandemic on April 25, 2009; the international spread of Poliovirus on May 5, 2014; the Ebola outbreak in West Africa on August 8, 2014; the Zika virus and increased cases of microcephaly and other birth defects on February 1, 2016; and the Ebola outbreak in the Democratic Republic of Congo on May 18, 2018.

The new coronavirus responsible for causing the disease Covid-19, previously known as 2019-nCoV, on February 11, 2020, was renamed SARS-CoV-2. The WHO describes Covid-19 as "an infectious-respiratory disease similar to influenza. Because it is a novel virus, the infection rate is high, as there is no immunity from prior illness or vaccine protection" (PAHO, 2020). Among the most common symptoms of Covid-19 are fever, fatigue, and a dry cough. However, some infected persons may also experience pain, nasal congestion, headache, conjunctivitis, sore throat, diarrhea, loss of taste or smell, rash on the skin, or discoloration of fingers or toes. "These symptoms are usually mild and start gradually. Some people become infected but have only very mild symptoms [or remain asymptomatic]" (PAHO, 2020).

According to data released by PAHO, most Covid-19 cases (about 80%) recover from the disease without requiring hospital treatment; for every six people infected, one becomes severely ill and develops difficulty breathing; elderly people and those with comorbidities such as high blood pressure, heart and lung problems, diabetes, or cancer, fall into the risk group because they are more susceptible to the disease. However, anyone can become infected, become seriously ill, and even die from complications arising from Covid-19.

As for the ways of infection, evidence indicates that the new coronavirus can spread through "direct, indirect ([...] contaminated surfaces or objects), or close (in the range of one meter) contact with infected persons through [...] saliva and respiratory secretions or their respiratory droplets, which are expelled when a person coughs, sneezes, speaks, or sings" (PAHO, 2020).

Faced with the spread of Covid-19, WHO Director-General Tedros Adhanom Ghebreyesus, on March 11, 2020, announced that the disease has reached pandemic status, considering that the term used for such characterization refers to "the geographic distribution of a disease, not its severity. The designation recognizes that there are currently outbreaks of COVID-19 in several countries and regions of the world"(PAHO, 2020).

Describing the situation as a pandemic did not change the assessment about the threat posed by the new coronavirus. As Tedros Adhanom Ghebreyesus rightly emphasized,

"Countries must adopt a whole-of-government, whole-of-society approach built around a comprehensive, combined strategy to prevent infection, save lives, and minimize impact" (WHO, 2020).

In collaboration, PAHO "has provided technical support to countries in the Americas and recommended keeping the surveillance system alert, prepared to detect, isolate, and care early for patients infected with the new coronavirus" (PAHO, 2020).

The United Nations Educational, Scientific and Cultural Organization, hereafter UNESCO, is also committed to "support[ing] governments in distance education, open science, and sharing knowledge and culture, as a fundamental means of uniting and strengthening the bonds [...] [of] shared humanity" in the face of the global public health crisis brought on by the pandemic. In response to Covid-19, UNESCO stated:

COVID-19 tells us that scientific cooperation is key when dealing with a global public health problem. It tells us that continued education must be guaranteed when so many children today cannot go to school. It is an absolute reminder of the importance of reliable, quality information at a time when rumors are flourishing. It shows us the power of culture and knowledge to strengthen the human fabric and solidarity at a time when so many people around the world must keep social distance and stay at home (UNESCO, 2020a).

The need to contain the pandemic highlights ethical and human rights implications in the implementation of coping strategies that depend on public health and government actions to mitigate the impacts, especially highlighting the social distance, a fact that drastically changed the routine of the world's population, reaching the most varied areas, including education.

Confronting the Pandemic in Education

One of the strategies adopted worldwide to contain the Covid-19 pandemic was school closures. In light of this, "governments have implemented distance education solutions and dealt with the complexities of delivering education remotely, from providing content and support to teachers, to guiding families and addressing the challenges of connectivity" (UNESCO, 2020b).

UNESCO has supported countries to scale up their distance learning practices to the point of reaching children and youth who are most at risk socially. "Equity is the paramount concern, because closures disproportionately harm vulnerable and disadvantaged students,

who depend on schools to receive a range of social services, including health and nutrition" (UNESCO, 2020b).

On March 26, 2020, UNESCO launched a broad coalition of international organizations, civil society, and private sector partners to ensure learning, the Global Education Coalition, with an emphasis on equity and gender equality, and the purpose of addressing the specific needs of countries affected by the pandemic, as envisioned during meetings with their respective ministers of education.

The Coalition will strive to meet needs with free and secure solutions, bringing partners together to address connectivity and content challenges, among others. It will provide digital tools and learning management solutions to bring digitized national educational resources online, as well as select resources for distance learning and strengthen technical expertise by using a mix of technology and community approaches, depending on local contexts. In all interventions, special attention will be paid to ensure data security and privacy protection for students and teachers (UNESCO, 2020b).

As reported by UNESCO (2020b), this coalition aims, in particular, to assist countries in mobilizing resources and implementing innovative and context-appropriate solutions to provide distance education, using low-tech and high-tech approaches, or even no technology at all; to seek equitable solutions and universal access; to ensure coordinated responses and avoid duplication of efforts; to facilitate the return of students to schools when they reopen, to avoid an increase in dropout rates.

Another UNESCO contribution is the coverage of key educational topics in response to the Covid-19 pandemic with the dissemination of briefing notes, which provide evidence of best practices, tips, and links to important sources to mitigate the impact of temporary school closures. These briefings are prepared collectively by the organization's education experts from around the world and cover various topics in nine thematic areas as designated by UNESCO (2020c): health and well-being; continuity of teaching and learning; equity and gender equality; teaching and learning; higher education and TVET (Technical Vocational Education and Training); education and culture; education policy and planning; vulnerable populations; global citizenship education; and education for sustainable development.

In addition, UNESCO's International Institute for Educational Planning has also prepared a five-document series "Five steps to support education for all in the time of COVID-19" (IIEP-UNESCO, 2020), "intended to assist countries with guidance on ensuring access to quality education during COVID-19" (UNESCO, 2020c).

In Brazil, on February 3, 2020, the Ministry of Health, through Ordinance no. 188, declared "Public Health Emergency of National Importance (ESPIN) due to Human Infection by the new Coronavirus (2019-nCoV)" (BRASIL, 2020e, p. 1), and on February 6, 2020, Federal Law no. 13,979 was sanctioned, which provides for "measures to address the public health emergency of international importance arising from the coronavirus responsible for the 2019 outbreak" (BRAZIL, 2020a, p. 1).

Given this, the Ministry of Education also realized the need to implement Covid-19 prevention measures with regard to Brazilian education, and began this process with the publication of Ordinance No. 343, March 17, 2020, which authorized, on an exceptional basis, "the replacement of classroom classes by classes in digital media while the pandemic situation of the New Coronavirus - COVID-19 lasts" (BRAZIL, 2020d, p. 39).

On March 18, 2020, the National Council of Education, hereinafter referred to as CNE, considering the implications of the pandemic in the flow of the school calendar, both in basic education and in higher education, released a Note of Clarification (BRASIL, 2020b), in order to clarify the systems and education networks, at all levels, stages and modalities, that might need to reorganize the academic activities or learning in view of the suspension of school activities due to preventive actions to the spread of Covid-19, that:

[when adopting the necessary and sufficient measures to ensure the safety of the social community, [...] shall consider the application of the legal provisions in conjunction with the standards established by federal, state and school system authorities for the organization of school activities and implementation of their calendars and programs, leaving it to the discretion of the [...] ...] [and that] in the exercise of their autonomy and responsibility in the conduction of their respective pedagogical projects and education systems, it is up to the authorities of the federal, state, municipal, and district education systems [...] to authorize distance activities [...] [at all] levels and modalities [...] [of education] (BRAZIL, 2020b, p. 1-2).

From then on, State Education Councils of several states and several Municipal Education Councils "issued resolutions and/or guidance opinions for educational institutions belonging to their respective systems on the reorganization of the school calendar and use of non-contact activities" (BRAZIL, 2020c, p. 63).

In the case of the state of Paraná, Decree No. 4,230 of March 16, 2020, which "provides for measures to address the public health emergency of international importance resulting from the Coronavirus - COVID-19" (PARANÁ, 2020), allowed the adoption of some measures directed to the Education sector, among them: isolation; quarantine;

suspension of classroom classes; anticipation of school recess; telework to public servants belonging to risk groups.

The impacts of the pandemic on Early Childhood Education in São José dos Pinhais, PR

By considering the narratives of lived experiences as "[...] research that only come into existence because, having a significant experience in the life of the researcher subject, he takes it as an object of understanding [...] [, and that these] researches arise from a situation not experimental, but experiential" (LIMA; GERALDI; GERALDI, 2015, p. 26). 26), this study starts from experiences lived, in times of the Covid-19 pandemic, by managers of Municipal Centers for Early Childhood Education, hereinafter referred to as CMEIs, in the period from March to December 2020, in São José dos Pinhais, a municipality in the metropolitan region of Curitiba, PR, which has its own education system, established through Law no. 632/2004, on October 29, 2004, when it gained autonomy to define its own rules, "but always in accordance with the national legislation" (PARANÁ, 2006, p. 15), and became responsible for:

[...] to organize, maintain and develop the official bodies and institutions of its education system (municipal education secretariat, municipal education council and municipal establishments of basic education), to issue complementary norms for this system, as well as to authorize, accredit and supervise the establishments of its education system (municipal establishments of early childhood education, elementary education and high school, and private institutions of early childhood education) (PARANÁ, 2006, p. 14).

Thus, after the National Board of Education (CNE, in the Portuguese acronym) came to the public to elucidate to the systems and education networks the need to reorganize academic activities because of preventive actions to the spread of Covid-19, the Municipal Board of Education, hereinafter referred to as CME in the Portuguese acronym, also issued resolutions and/or advisory opinions on the reorganization of the school calendar and use of non-contact activities.

Given the need to intensify the measures necessary for the promotion and preservation of public health, the Municipal Secretariat of Education, SEMED, asked managers to disseminate information, reinforce hygiene measures, and provide 70% alcohol gel for all users.

On March 17, 2020, Municipal Decree no. 3,726 determined that classes would be suspended as of March 23, 2020, for as long as necessary, "as communicated by the

Municipal Executive Branch" (SÃO JOSÉ DOS PINHAIS, 2020b, p. 4). As a result, the recess scheduled for the month of July was brought forward to the period from March 23 to April 5, 2020.

The Municipal Secretariat of Administration and Human Resources, on March 31st, 2020, released guidelines for safety measures that should be adopted by public servants during the performance of their duties. On the same date, SEMED informed the managers that classes would remain suspended indefinitely.

On April 27, 2020, the WEC published Deliberation No. 04/2020, which established rules for the "development of activities and studies outside school hours within the scope of the São José dos Pinhais Municipal Education System and due to the specific legislation about the pandemic caused by the new Coronavirus - COVID-19 and other provisions" (SÃO JOSÉ DOS PINHAIS, 2020a, p. 2). 2) and SEMED published Ordinance No. 27/2020, where it established "guidelines for conducting pedagogical activities not presential for Child Education (Kindergarten I and Kindergarten II) [...] of the Municipal Education Network of São José dos Pinhais" (SÃO JOSÉ DOS PINHAIS, 2020c, p. 37).

Teachers returned to the teaching units on May 4, 2020, in a staggered manner, to receive guidance from managers and plan non-face-to-face pedagogical activities. Faced with this unprecedented situation, alternatives were adopted to try to ensure equity, so that children would have access to knowledge and develop their potential. When planning, attention was paid to the experience fields, with proposals that contemplated the social reality of the families, prioritizing the inseparability between care and education, interactions and games.

The teaching teams of the forty-four CMEIs in São José dos Pinhais were responsible for providing non-contact educational activities during the period from May 11 to December 17, 2020. At first, the deliveries happened once a week, but as of June 22, 2020 they became fortnightly.

The managers recommended that the professionals take all precautionary measures during the delivery of the activities to parents and/or guardians, and that they comply with the deadline of seven days after their return, before handling them. The records of the activities were considered as effective participation of the children, who were evaluated regarding learning and development, during the whole process, in a diagnostic, formative, continuous, cumulative and devolutive way, through six-monthly descriptive reports.

To validate the non-presential pedagogical activities as school periods, the administrators filed applications with the CME, containing: minutes of meetings of the CMEIs' Councils, descriptions of such activities addressing the methodologies and resources

used, with reference to the pedagogical curriculum proposal of the Municipal Education Network and to the São José dos Pinhais Curriculum Reference; demonstrations of attendance or participation of the children in the activities carried out. After validation, all the documentation referring to the process was filed in the respective teaching units, where it should remain for five years.

According to Ordinance no. No. 27/2020 (SÃO JOSÉ DOS PINHAIS, 2020c), during the pandemic period, managers were charged with: guide parents and/or guardians to come individually to the CMEIs to withdraw and/or return the non-contact pedagogical activities, according to schedules; publicize the process of implementing these activities; ensure compliance with SEMED's determinations; monitor and ensure the pedagogical and teaching teams the effectiveness of the process involving the entire school community; monitor the participation of the pedagogical and teaching teams; issue reports; assist teachers in solving doubts; guide and participate, along with the pedagogical and teaching teams, in completing the supporting documentation of the process. The pedagogical teams were responsible for: articulating with the management teams about the knowledge worked on and the planning, considering the specificities of each class; contributing to the pedagogical enrichment of the teachers' records; monitoring and guaranteeing to the teaching teams the effectiveness of the process involving the whole school community; following up on the effective participation of the teachers; organizing meetings with the teaching teams, respecting the WHO guidelines; issuing reports; assisting the teachers in solving doubts related to the process and in filling out forms about the contents worked on.

Regarding the guidance given to the families during this period of social distance, the managers explained to the parents and/or guardians that the non-face-to-face pedagogical activities had the purpose of minimizing the impacts on the children's learning, since they develop through interactions and games, and, for such, it is important to organize routines and activities that provide opportunities for a range of experiences in the family environment. Some of the suggestions passed on to the family members to carry out the activities sent by the CMEIs were: set up appropriate times and places to carry out the proposals; agree on routines with the children, including times for different daily tasks (waking up, going to bed, personal hygiene, changing clothes, making the bed, meals, playing games, organizing belongings, etc.); follow the instructions given by the teachers to guide the children in carrying out the proposals; the activities should be carried out by the children with the help of their families: it is very important that children have freedom of expression and choice, adults

should only mediate the processes; reserve breaks for resting, hydration and feeding; among others.

In the incidences of non-attendance of family members, alternately or sequentially, to withdraw and/or return the non-presence pedagogical activities, there was an active search by the management teams. After several unsuccessful attempts and in the absence of any kind of contact or justification from these families, the cases were forwarded to the Child Rights Articulation Program (PADIC), with the purpose of articulating actions with the Guardianship Council, in order to follow up on cases of infrequency, school evasion, or suspected violation of rights (neglect, abandonment, physical violence, sexual abuse, and others), and thus take appropriate action.

Another noteworthy factor in the field of early childhood education in times of the Covid-19 pandemic was the significant increase in transfer requests by families who experienced financial difficulties and had to give up keeping their children in private institutions in order to seek vacancies in public school units.

The CMEIs that included the Kindergarten I to Kindergarten IV categories maintained the suspension of the school calendar from March 23 until December 17, 2020. There was no distribution of non-contact educational activities for these modalities, as they do not fit into the Basic Education stages.

In order to take advantage of the home office period to promote studies on the Curriculum Framework and BNCC, distance learning strategies were used: video rooms on Facebook and Google Meet; Google Drive for sharing documents; face-to-face meetings at the CMEIs, in small groups, to exchange experiences and prepare plans; sending pedagogical proposals via email; WhatsApp groups, with an informative and dialogical character; telephone contacts; lives on YouTube; online courses, web conferences and podcasts; among others.

It was possible to notice intense wear on the pedagogical work during the year 2020: professionals overwhelmed with multitasking, which exceeded their work schedules; management, pedagogical, and teaching teams answering e-mails and WhatsApp messages at all times (day, night, rest breaks, holidays, and weekends); excess of online training, meetings, and appointments; planning of non-face-to-face pedagogical activities, with registration and correction, which was not a practice in times that preceded the pandemic. The absence of children in the school environment generated melancholy. Stress and the fear of contamination by the coronavirus also affected the psychology of most professionals. The

uncertainty of effective preventive measures and the expectation of a cure for Covid-19 have negatively influenced early childhood education.

During the period of suspension of classes, some social actions were also developed to help the families of children enrolled in the Municipal Education Network of São José dos Pinhais, among them the distribution of school lunch kits. The managers were responsible for organizing, publicizing, and distributing the food baskets in the school units, in order to expand the social impact of this action and thus ensure a minimum of food quality and well-being to the children. As means of dissemination, the managers used: posters; phone calls; printed information; posts on social networks such as Instagram and Facebook; emails; creation of groups of parents on WhatsApp, to pass on information and distribution schedules of the kits; messages via Messenger and Telegram; among others.

To calculate the amounts of food that would be part of the school lunch kits, the team of nutritionists from SEMED's School Meals Division took into account the regular meals that each child would be entitled to during their stay in a school unit, in a period corresponding to 20 school days, as well as their nutritional needs, according to the guidelines of the National School Meals Program (PNAE, in the Portuguese acronym) and the instructions from the National Fund for Education Development (FNDE). The kits were distributed at the CMEIs, with the help of teachers, along with non-presential pedagogical activities. Social educators also helped with the families of the children enrolled in the Infantile I to Infantile IV modalities. The distribution period for school lunch kits took place from May to November 2020.

Regarding the reorganization of the school calendar and replacement of activities, Opinion 5/2020, published by CNE, ensures that in this "situation of exceptionality for early childhood education, it is very difficult to quantify in hours the experiences that young children will have at home" (BRAZIL, 2020c, p. 63), therefore, the CME of São José dos Pinhais did not determine reorganization of the 2020 school calendar, replacement of activities or extension of the school year to Early Childhood Education.

Final remarks

Given the considerations regarding the impacts of the Covid-19 pandemic on public institutions of Early Childhood Education in the city of São José dos Pinhais, PR, as well as the extended period of interruption of classroom activities that occurred between March and December 2020, this study enabled a brief presentation of the evolution of the Covid-19

pandemic around the world, through narratives, allowed the verification of strategies to face the pandemic in the field of education, and, by means of narratives, favored investigations regarding the perceptions of managers of Early Childhood Education in the face of the Covid-19 pandemic, as to social isolation, pedagogical referrals, keeping education professionals in their positions, parental participation, and the integral development of children.

In short, the research allowed to deepen and tense the different subjectivities of Early Childhood Education professionals, in a collective space, through the memories related to the historical moment experienced.

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