

**EDUCATIONAL POLICIES: THINKING EDUCATION IN TIMES OF CRISIS**

***POLÍTICAS EDUCACIONAIS: PENSANDO O ENSINO EM TEMPOS DE CRISE***

***POLÍTICAS EDUCATIVAS: PENSAR LA EDUCACIÓN EN TIEMPOS DE CRISIS***

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(Organizers)

## **Introduction**

During the period of redemocratization in Brazil, after the end of the military civil regime, we had, according to Freitas (2018), some changes in the scope of educational policy, especially in the legal dimension. An example of this statement is consistent with the publication of the second Law of Guidelines and Bases of National Education, Law No. 9.394, of December 20, 1996, hereafter the LDB, demarcating recommendations / general guidelines for all Brazilian education.

In the years following the publication of the LDB, again, we saw the country undergo major changes in education, especially regarding the high number of educational policies aimed at "adapting" the national education system to its recommendations. This fact has implied both in the public sphere and in the private sphere. In some sectors of education, such as the training of teachers of basic education, the changes culminated in the redesign of curricula and training proposals in undergraduate courses, given that the national curriculum guidelines for teacher education published later, from 2002, aligned with the LDB, demanded that goal.

Although we identify the rise of education, because we understand that access and supply of basic education have reached levels never seen in the history of Brazilian education, we believe that there is still much to be done in order to ensure the quality of education for the

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entire national territory. Educational policies have not always been associated with the ideal of guaranteeing education for all, since, in part, they were also produced as a device of the capitalist system, with a neoliberal character, aiming, increasingly, to meet the mercantilist and business objectives that have dominated the social sphere in the country in recent decades.

Numerous studies developed in the Human and Social Sciences, *in stricto sensu graduate programs*, especially, denounced the mercantilist content of educational policies in Brazil, which sought to privilege the growth of the private sector, so that, in the superior education, we had a large number of enrollments, highlighting an expansion never achieved, both in number of students enrolled, or in number of colleges and courses created (AMORIM; MEDEIROS, 2016; PRADO; MEDEIROS; ARAÚJO, 2021).

Not unlike, in basic education we had attempts through legal devices to homogenize curricula, pedagogical practices and the work of teachers, in general. The Common National Curriculum Base (BNCC), an educational policy and guiding document of Brazilian education, is an example of basic education control. Its prescriptions intend to align the entire national education system with external assessments, discipline teachers and students to educational work with the purpose of developing skills, in addition to learning essential (as if education had to excel only by the essential) as the main end of the processes of teaching and learning, neglecting the promotion of human and integral formation of the subject.

Mobilized by these issues, we thought of organizing this thematic dossier to add to the discussion of educational policies, delimiting itself to teaching in times of crisis. We recall that in 2020 we were affected by surprise by a virus that radically changed our work in the field of education. Thus, we also demarcate the pertinence of this academic enterprise. We cannot think of educational policies apart from the social context, whether in the micro or macrosocial dimension.

And we clarify that as much as we understand that educational policies have increasingly aligned themselves with neoliberal assumptions, which comprise education as a commodity or as a device to feed the capitalist system with great profits to the private sector, we also interpret that on the school institutions they gain a detonating design to what was idealized (MAINARDES, 2006; MAINARDES; MARCONDES, 2009; BALL; MAGUIRE; BRAUN, 2016; GOMES; SANTOS; MEDEIROS, 2021). It is the subjects of education (secretaries of education, school principals, teachers, students and other education professionals, to name a few) who interpret and develop educational policies. It is in everyday school life that they materialize, they are not simply executed. They are interpreted, staged and lived by those who work in the day-to-day education.

In the context of these initial considerations, we highlight that the rest of the text introductory to the dossier is organized in two moments. In the following section, we will present the set of texts that make up this thematic issue. In the final considerations, we will briefly discuss the contributions of this scientific venture to the field of education, demarcating the teaching area.

### **Presentation: Thinking about educational policies, with an emphasis on teaching**

The thematic dossier that composes this issue of the *Revista Online de Política e Gestão Educacional* was composed of a set of 15 articles from different scientific researches. They are the results of dissertation, doctoral and research studies carried out in postdoctoral stages, as well as comes from investigative records produced by researchers from Brazil and abroad. They deal, in common, with educational policies, with a focus, for the most part, on teaching.

The first text, "**(De) politicization: Woman, mother and teacher in remote education in times of crisis**", is consistent with a postdoctoral internship research of the Post-Graduate Program in Education of the Federal University of Ceará (UFC), Brazilian Education Concentration Area. The objective was, through the research, to understand social and pedagogical implications of social isolation in the lives of women teachers of integrated high school of the Federal Institute of Education, Science and Technology of Ceará (IFCE), *Campus Canindé*, in the context of the coronavirus pandemic. The submission of women to biological and social naturalization stems from cultural imposition for generations. This problem worsened further in the period of social isolation in the years 2020 and 2021.

In the second article, "**Now let's hear from the teacher director of class: Teaching perceptions regarding policies recontextualization**", we sought to analyze the recontextualizations of the Class Master Professor (PDT), in order to understand what interests, demands, discomforts and attractions in relation to the adoption of the Class Teacher Project (PPDT) in his professional workload. Based on the dialectical method, semi-structured interviews were used as a data production technique. Thus, the opinion of the teachers participating in the aforementioned Project is used as a resource to understand how recontextualization is developed in the practice of teachers and their relations with the context of the institution in which it is inserted.

The third study, "**Training policies for foreign language teachers in the state of Ceará: A focus on centro cearense de idiomas**", discussed the public policies that involve the training process for foreign language teachers in the State of Ceará, Brazil. With a qualitative

approach, based on the training research method, the main objective was to understand the conflicts and interactions present in the development of continuing education of foreign language teachers of the Centro Cearense de Idiomas (CCI).

The fourth article, "**Management, curricular policy and some lessons of a pandemic Brazil: Reflections from critical-historical pedagogy**", tried to think about, from the Brazilian scenario devastated by the pandemic caused by COVID-19, some alternatives to the policies of "curricular management" through five lessons elaborated, based on historical-critical pedagogy. Methodologically, analyzed the five main opinions of the Ministry of Education that guide teaching practices during the outbreak of the disease, then establishes the relations of these prescriptions with some challenges of a Brazil steeped in a negationist policy.

The fifth text, "**Continuous training of teachers in times of pandemic: Contributions by the coordinator for teacher training and distance education of the state of Ceará**", refers to research that aimed to investigate whether the courses offered by the Coordination of Teacher Training and Distance Education CODED/CED, of the Department of Education of the State of Ceará, in 2020, contributed to the strengthening of teaching practice with remote education. In the same perspective, it intended to identify the main challenges encountered by CODED/CED for the implementation of courses and training in the period of the pandemic caused by COVID-19 with teachers from the state school system of Ceará. The study referred to qualitative research. For the production of the data, the questionnaire (composed of open questions) developed with four education professionals working at CODED/CED and documentary analysis stood out.

The sixth work, "**Youth and Adult Education Centers in Ceará: Walking in times of crisis and defense of the right to education**", is an investigation, with a qualitative approach, which aimed to identify, through interviews conducted with teachers, the limits and possibilities of the strategies developed by a CEJA Ceará aiming at the permanence and success of Students. The results point to Freirean dialogicity as a fundamental reference for the (re)organization of the work of the CEJA based on humanization and the defense of education as a right.

The seventh research, "**The Instituto Federal de Educação, Ciência e Tecnologia do Espírito Santo and policies to comply with escape in undergraduate courses**", addressed undergraduate dropout as a public problem that challenges public policies and educational managers to create proposals that enable students to stay and succeed. The data produced were analyzed and discussed from a theoretical framework based on the thinking of university higher education, teaching at this level of teaching and teacher education, understanding the teacher

as a transformative, critical and reflective intellectual and in contributions on the possibilities for student permanence in Higher Education from the perspective of student integration.

The eighth investigation, "**Dealing with anxiety: Discourses on anxiety in a new high school english language textbook**", consisted of analyzing discourses about anxiety in a textbook in the context of high school reform in Brazil, based on English language teaching. The theoretical framework that guided the reflections was anchored in Michel Foucault's notes, especially the concepts of discourse, utterance, discursive practice, truth, modes of objectification and subjectivation, as well as authors who discuss the problem of anxiety disorder.

In the ninth work, "**BNCC, Curriculum of Childhood Education and Inclusion in Mossoró-RN**", we sought to understand how the curriculum of Early Childhood Education, considering the obligations of BNCC (BRASIL, 2017), includes inclusion actions, in Mossoró, Rio Grande do Norte, Brazil. In this search, an exploratory study was conducted, in bibliographic and documentary sources, highlighting the inclusion in the curriculum of Early Childhood Education in Mossoró - RN.

The tenth article, "**Interdisciplinarity and decoloniality in different times and spaces**", presents a discussion about interdisciplinarity and evaluative decoloniality and its contexts, its characteristics and records of the production of interdisciplinary knowledge in theoretical documents that indicate the clarification of this term in pedagogical teaching proposals. The purpose of the text is to reflect on decoloniality, evaluation and new teaching practices, seeking the meaning of interdisciplinarity as an educational and methodological action in basic education.

The text, "**Theoretical fundamentals of teaching in the supervised internship**", comprises the theoretical foundations that guide the teaching practices of supervised internship teachers of the Undergraduate courses in Philosophy and Music of the Federal University of Cariri (UFCA), Ceará, Brazil. It is reported to qualitative research, in which narrative interviews were conducted through Google Meet with four supervised undergraduate professors of these courses.

The following article, "**The process of social integration of Warao indigenous children and adolescents in the public school in Mossoró-RN**", brings together a set of ethnographic notes and anthropological reflections on the current process of social integration of the Warao in the Public School of Mossoró - RN, aiming to organize the critical apprehension effort that has been built in the scope of the research "The Warao in Mossoró: the migratory dynamics and the process of urban village in the pandemic scenario of Covid-19".

The study, "**Curriculum Designations: Appreciating Its Meanings in Different Theorizations**", is the result of a bibliographic research carried out in a postdoctoral stage whose objective was the apprehension of meanings about the designations of curriculum based on traditional, critical and post-critical theories, also presenting the Integrated Curriculum designed for High School with a focus on Professional Education. The research is qualitative in nature and uses or techniques of bibliographic review and documentary analysis, inspired by the perspective of socio-historical psychology.

The text, "**Teaching arts in the curriculum of basic education in the current context: Contradictions and challenges**", addresses Artistic Education in Basic Education in Brazil, on two points of view: the education of the educator and the understanding of art used in official documents, and, then defend a training in the field of the arts of teachers of basic education, essential for teaching work and the integral training of children and adolescents in the country. From critical thinkers, the Common National Curriculum Base (BNCC) is discussed regarding the sensitive dimension and the discourse of the competencies expressed there, and defends an education in which aesthetics composes the foundations of teacher education.

The last article, "**Students for teachers' perceptions toward teaching practice in a competence-based formative context**", authored by researchers from the Dominican Republic, examines the perceptions about teaching practices, teaching identity and professional development from the perspective of students in initial training for the teaching exercise. Students perceive that teaching practices constitute opportunities to know the educational system, help in the configuration of professional identity and compose an effective scenario for the appropriation of mediation strategies about teaching.

We consider, based on the texts presented, that the thematic dossier fulfills its main objective: to contribute to recent studies on educational policy, with emphasis on (issues of) teaching in public schools. In this sense, it broadens the debate in the educational area, especially with research directly linked to the social reality present, validating the consequences that the pandemic caused by COVID-19 presented to humanity, in the broad dimension, and to teaching, in a particular way.

## **Final considerations**

The debate on educational policy, as we pointed out earlier, has gained prominence in recent years, since the period of redemocratization of Brazil after the end of the military civil regime. From the year 2014, with the publication of the National Education Plan (PNE), we understand that this aspect also weighed on education professionals to be increasingly attentive to the developments of educational policies in the Brazilian context.

The BNCC, also contributing to leave the discussion tonic, is another reference. The main entities in the area of Education, such as the National Association of Graduate Studies and Research in Education (ANPED), the National Association for the Training of Education Professionals (ANFOPE) and the National Association of Education Policy and Administration (ANPAE) have positioned themselves in a way contrary to their referrals, understanding that there is an attempt to further sharpen educational problems. Thus, there are publications that can be seen from this objective: to analyze and debate educational policies in Brazil from different perspectives.

Not unlike, this thematic dossier envisioned contributing to the debate of educational policy, in a broad way, and, in particular, to its developments in teaching. We have seen that the set of texts situates research on various topics in the field of educational policy. We understand that the works aggregate the discussion with broader reflections and also individualized in the context of education and teaching.

We hope that the texts presented will be made as good references for researchers and readers who have worked with the topics discussed in the number under discussion and also so that new investigative plots in the field of educational policy, whether in the scope of policies and curriculum, teacher training, gender issues and diversity, higher education, among others, will be drawn. As researchers in the educational field, we understand that academic endeavors of this nature are necessary. It is worth noting that the texts are contemporary, they place educational policy, mostly in the social context experienced in the last two years, a difficult time for education due to the pandemic that affected society. After these final signs, we wish excellent readings of the thematic dossier!

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