

Among the articles approved for publication in *Education and Research*, the number of papers on teacher education draws attention, a theme that has become increasingly important in the journal. For this volume, we have selected five different and interesting studies on training, under various viewpoints.

The article *From abyssal thinking to the ecology of knowledge in school: reflections on an experience of collaboration*, by Marco Tulio de Urzêda Freitas, Federal University of Goiás, presents reflections on the collaboration between the researcher and an English teacher from the state education system, in order to investigate the issues and challenges that permeate such collaboration. It brings up issues related to foreign language teaching, an area with particular characteristics that requires constant updating. In addition, it discusses the already known gap between university and school, on the one hand, and focuses on collaborative research in relation to the construction of knowledge and the training of teachers, on the other hand. In doing so, it ultimately indicates that this type of research can bring researchers and teachers closer together, articulating theories and practices and promoting joint work that can provide education with more quality.

Also on collaboration, the text *Learning of teaching in a collaborative group: children's stories and mathematics*, by Ana Paula Gestoso de Souza and Rosa Maria Moraes Aunciato de Oliveira, Federal University of São Carlos, focuses on the initial training in the education undergraduate course. This research aimed to understand how educational material developed in a collaborative group can become a source of learning how to teach. To this end, the researchers chose an activity that integrates teaching, research and extension. Such activity was used to develop the process of learning how to teach mathematics, which allowed participants to share experiences and knowledge during the production of children's books with mathematical content. The analysis of the reports of education students is an interesting reference for a better understanding of their learning processes.

Focusing on the training offered by *Programa de Educação Continuada* (PEC - Continuing Education Program - Higher Education Municipalities), conducted in São Paulo state, the third article, *Education in reverse: Problematizing inverted symmetry in continuing education for teachers*, by Adolfo Samuel de Oliveira and Belmira Oliveira Bueno, University of São Paulo, investigates the educational processes of the teachers of the public education system - who acted as students -, through observations and the collection of different materials used in the program, including works produced by the group followed. The study presents the structure and logistics of PEC Higher Education Municipalities as a context for the analysis of both learning situations that occurred during the program, and of how these situations were understood by student teachers. The authors discuss the principle of inverted symmetry, which guided the program, and point to unexpected learning processes, which they call *education in reverse*.

The text *Developing self-understanding in pedagogical stances: making explicit the implicit among new lecturers*, by Carolina Guzmán-Valenzuela, University of Valparaíso, Chile, and Ronald Barnett, University of London, investigates the early teaching practice of university professors and their difficulties to promote learning among students. This is a qualitative approach that, on the one hand, evidences explicit difficulties, recognized by professors in relation to their teaching, and, on the other hand, presents data pointing to the difficulties implicit in their professional performance. The authors note that, among the explicit and implicit components, one can recognize a variety of relations that interfere with the process of self-understanding developed by professors.

The relations between teaching and gender are the object of research of the paper *Discriminated teachers: a study of male teachers in the early grades of primary school*, by Amanda Oliveira Rabelo, Federal Fluminense University. By means of interviews and questionnaires with primary education teachers, it discusses teaching in the early grades, in Rio de Janeiro (Brazil) and Aveiro (Portugal). How are men in an activity considered feminine recognized? How can the presence of male teachers in the early grades contribute to the discussion on gender? These are some questions that the text seeks to address.

This first set is followed by two other productions, focusing on childhood education. *Nine-year elementary school in Brazil: legal and pedagogical actions in official documents*, by Jonathas de Paula Chaguri and Neiva Maria Jung, State University of Paraná. The paper aims to discuss the policy of expansion of primary education of nine years and check the educational activities provided in this educational scenario in terms of reading and writing. It is a reflection that contributes to the problematization of educational policy by raising elements that question the relations between the increased length of stay in school, the expectations and actions related to the process of literacy and the infantile characteristics in relation to cultural practices of contact with the written language. This way, it intends to recognize whether there is a real concern with ensuring children's learning by guaranteeing access to education a year earlier.

The article by Eloísa Acires Candal Rocha and Marcia Buss-Simão, Federal University of Santa Catarina, *Childhood and education: new studies and old dilemmas of educational research*, reviews academic literature related to the topic of education and childhood within the graduate programs in Education of Southern Brazil, from 2007 to 2011. The analysis addresses issues of the relations between theory and practice in the dialogue between higher education and basic education¹, since "a perspective of evaluation of the contribution of graduate studies for basic education in Brazil requires examining the relations of research with pedagogical practices in the educational systems". According to the authors, it is not about conducting a state of the art, but evidencing the links between research, childhood and the dimensions involved in the education of children.

1- In Brazil, the term *basic education* comprises early childhood, primary and secondary education.

Next, we present two texts that address the issue of the school education of persons deprived of liberty. Concerned with hearing the main subjects involved, the authors of such papers investigate the views on school education in prison and its challenges from the point of view of its students and teachers.

In *Incarcerated schooling: an analysis based on the representations of prisoners from the prison of Uberlândia – Minas Gerais (MG)*, Carolina Bessa Ferreira de Oliveira seeks to understand the view of the inmates of prison Prof. João Pimenta da Veiga, located in Minas Gerais, about the programs of school education therein. Besides discussing legal aspects, the author interviewed a number of inmates, asking them questions about the repercussions of school on their lives. She could see, thus, the meaning given by the detainees themselves to education, often considered secondary in comparison to work, the first choice of most of them, defined by the possibility of professionalization and financial gain, as well as the reduction of sentence. The paper notes the large distance between the legal requirements for this type of education and reality, resulting from the tangle of institutions and bodies involved – the Ministry of Education, Ministry of Justice, State Departments of Education, Social Defence and / or Prison Administration –, which certainly complicates the articulation of all of them toward education that is appropriate and relevant to the expectations of prisoners. These, in turn, have a more pragmatic view of education, recognizing in it a transforming potential and especially the possibility of obtaining labor and decreasing the social stigma of which they are victims. Rarely do these men in prison think of education as a right. Crisscrossing the legal normative documents with the experiences of detainees, the text warns about the urgency of new practices that are both of law and of school.

Now, in the article *School as both a social and educational path for incarcerated adolescents*, Andréa Sandoval Padovani and Marilena Ristum investigate the position of educators involved with these young people and their reflections on the influence of knowledge and school experience on the prevention and / or reduction of recidivism. The authors also used interviews as a research tool, and based on the reports, raised four questions most frequently presented by teachers: similarities and differences between the school of the detention institution and ordinary school; the school's social role in the education of young offenders; suggestion of preventive measures and causes of recidivism. Analyzing the discourses of nine teachers – four women and five men –, the work shows a greater concern on the part of teachers with content related to moral education and professional instruction, considered essential for the reintegration of young people in society, and stresses the lack of guidance collectively designed for this purpose. It is a quite contemporary discussion, especially when one considers the debates about lowering the age of criminal responsibility.

The following two works emphasize documentary sources – official, journalistic and literary texts – of the nineteenth century. In *The establishment of Colégio Pedro II and its impact on the formation of secondary public teaching in Brazil*, Ana Waleska P.

C. Mendonça, Ivone Goulart Lopes, Jefferson da Costa Soares and Luciana Borges Patrolo – all affiliated to the Graduate Program in Education at the Pontifical Catholic University of Rio de Janeiro – study the early years of this long-lived institution, founded in 1837. The purpose of the article, presented in two parts, involves a review of the ways in which the process of establishment of the college has traditionally been described and an analysis of its first generation of teachers, inserting itself, therefore, into two broader issues: the history of educational institutions and the history of the teaching profession. The authors seek to initially review the monumental and laudatory character with which the history of this educational establishment has generally been told, paying attention to its context in the context of the establishment of the nation-state of Brazil. In the second part, they work on the first teachers of *Colégio Pedro II*, in the period extending from the establishment of the institution until 1847, when civil service examinations for admission of teachers began. This first generation hired via appointment by the Minister of the Empire is pursued in obituaries published in *Revista do Instituto Histórico e Geográfico Brasileiro* (Journal of the Brazilian Historical and Geographical Institute), advertisements run by *Almanak Laemmert* and other printed sources that allow some characterizations: in general, they enjoyed prestige among the intellectual elites, were linked with Europe by birth or education and, not infrequently, worked in other institutions and / or crafts due to low wages. Therefore, the paper brings a significant contribution to the reflection on the history of teaching and secondary teachers in Brazil.

Another type of source – the literature of Machado de Assis – is mobilized by Professor Rogério de Almeida, who, from a philosophical perspective, discusses a little explored facet of the writer in question, taken as an educator. Working with a set of Machadian short stories and using theoretical contributions related to both literature and philosophy, Rogério de Almeida discusses what he calls *unlearning* and *pedagogy of choice*, a process capable of promoting a denaturalization of the world. According to the author of the paper, in his work, Machado, who is considered a *terrorist educator*, points to the tragic character of existence and, thus, questions the meanings of the scientific truth, moral truth or truth of belief with which education is conceived in the school tradition. Titled *Learning to unlearn: Machado de Assis and the pedagogy of choice*, the paper suggests other more meaningful ways of producing knowledge.

The following two texts are linked by the value they attach to the recognition of cultural diversity and the practices of full citizenship implied in such recognition. In the first case, the setting is the contemporary Netherlands and the difficult coexistence between the Dutch and Muslim immigrants; in the second, the views of the other – *favela* residents – in the eyes of children.

In *Religion as social curriculum: education, values and Islam in Europe*, researchers Vicente Javier Llorent García – Professor, Department of Education, University of Cordoba, Spain – and Carolina Ivanescu – linked to Erasmus University, Rotterdam, Netherlands – discuss the repercussions, in the context of education, of the presence of large

numbers of Muslim immigrants in Europe in general and in the Netherlands in particular. The central hypothesis of the article is that there is currently what they call *religionization* (freely translated) of politics with consequences that extend to different social spheres and especially to education; they also identify a change in the action of the Dutch state for addressing the issue of immigrants, centered in discourses and practices that conceive the *integration* of foreigners as abandonment of their cultures of origin and adherence to Western values. The text presents an overview of the conflicts linked to the presence of immigrants, which is the result of a vision that, by religious prejudice, binds immigrants to the denial of the maxims of rationalism, of the Enlightenment and of science with which Europeans build a positive imaginary of themselves. Then it points out a recent change in the relationship between *natives* and *foreigners* characterized by a process of individualization: whereas before the integration of immigrants was understood, even in terms of public policy as employability – with greater tolerance and even the defense of the permanence of cultural traits of identity, based on the idea of the return of immigrants to their places of origin –, today such integration is regarded as strict adherence of each individual immigrant to Dutch society. Hence the hypothesis of *religionization*, and the consequent sacralization of the Dutch culture, presented as secular, modern and progressive. In this process, the school, as a place of production and dissemination of nationality – language, values and practices typically Dutch – becomes space for the moralization of Muslim immigrants. The result, as one can discern, is the recrudescence of more conservative attitudes which tend to segregation and intolerance, both within and outside the school.

Students' perceptions of space and its implications for the production of geographical knowledge are the central ideas of the paper *Drawings and voices in the teaching of geography: the plurality of favelas through the eyes of children*, written by Juliana Maddalena Trifilio Dias. The author pursued the production of meanings and senses about the urban space by students in the second cycle of primary education in a private school, using 140 drawings made by them on the subject *favela*. She also interviewed the children, seeking to identify other experiences, non-school ones, working in their perceptions of / about space. Based on the concept of *topophilia*, Juliana Maddalena Trifilio Dias investigates the ways in which children build a representation of *favela* very intermediated by the mass media, emphasizing the subjective, affective and non-school dimensions involved.

We close this number with a previously unpublished paper written by Colin Gordon, which is followed by an interview with the same author. In the article entitled *Governmentality and the genealogy of politics*, the researcher analyzes the repercussions, two decades after, of the publication of the book *The Foucault effect: studies in governmentality* (without translation in Portuguese), as well as the wide possibilities opened by the work of Michel Foucault and its relevance in contemporaneity. It is a fundamental contribution when considering the influence of the thought of the French philosopher in Brazil on all the fields of the humanities and particularly on education. The interview was conducted

by Professor Fabiana Garden, Faculty of Education, University of São Paulo, when Gordon was in São Paulo, in May 2013, during the *International Seminar Max Weber and Michel Foucault: possible convergences*, organized by *Grupo de Pesquisadores sobre Governo, Ética e Subjetividade* (GES - Group of Researchers on Government, Ethics and Subjectivity) and held with support from FAPESP and the Graduate Program in Sociology, *Faculdade de Filosofia, Letras e Ciências Humanas* (FFLCH - School of Philosophy, Languages and Human Sciences), USP, University of São Paulo.

We believe that the diversity of topics, times and spaces present in the articles that comprise this issue of *Education and Research* follows the proposed appreciation of the plurality of perspectives of and theoretical approaches to the field of education by providing significant contributions to the widening of horizons.

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Artigos / Articles



