

Persist! Watchword!

The Perspectiva n.1 2021 editorial brought the message "Renew and resist throughout the pandemic". This second one opens with a new watchword: Persist! We can move forward in these dark times only with resilience and determination.

The establishment of the CPI (Parliamentary Commission of Inquiry) on COVID-19 in mid-April opens space to investigate the government's actions and omissions regarding the pandemic and the healthcare collapse in the state of Amazonas at the beginning of this year. The unfolding of this investigation draws new scenarios for the government's actions in its various dimensions.

In the field of education, in the state of Santa Catarina, an Ordinance has been issued for private and public institutions to adopt measures that establish health safety protocols regarding the return of school/educational (curricular and extracurricular) classroom activities for Basic Education, Professional Education, Higher Education, and related stages (JOINT Ordinance SES/SED/DCSC No. 476 of May 6, 2021). Such actions do not occur peacefully, and the debate brings up relevant arguments to consider the health education and safety of the school community at this time. The number of new cases, deaths, and hospitalizations due to COVID-19 is expressive, and vaccination in the 2nd quarter of 2021 is moving forward. On June 30, 73,569,254 Brazilians had been vaccinated with the first dose (34.74% of the population), 25,746,662 Brazilians with the second dose, and 522,164 with a single dose (12.41% of the population)¹.

At UFSC, in the second quarter, public calls are managed to promote extension activities in the remote environment by PROEX - Prorectorate for Outreach and Extension. The university faculty creates many programs in extension format to serve the community in this exceptional situation, beyond the teaching loads at the undergraduate and graduate levels. UFSC did not stop and is reinventing itself once again through the strength and determination of its technical and teaching staff.

Issue no. 2 for volume 39 of Revista Perspectiva presents the dossier **Language, literature, and decoloniality: paths for thinking science education**, organized by professors Patricia Montanari Giraldo, Suzani Cassiani, and Patricia Barbosa Pereira from the Universidade Federal de Santa Catarina (UFSC). In addition to the dossier, there are fourteen articles classified as continuous demand. We started with four articles related to mathematics teaching, another three related to science teaching, and the rest dealing with general education.

¹ <https://g1.globo.com/bemestar/vacina/noticia/2021/06/30/vacinacao-no-brasil-1241percent-da-populacao-tomou-as-duas-doses-ou-dose-unica-de-vacinas-contra-a-covid.ghtml>

In the first article of the continuous demand category, entitled **Studies on the professional identity of Mathematics teacher: The State of the Question**, Carlos Ian Bezerra de Melo and Silvina Pimentel Silva, from the Universidade Estadual do Ceará (UECE), discuss teacher training. More particularly of those who teach Mathematics, inserting themselves among the studies regarding subjective aspects of teacher training, focusing on understanding the teacher as a person.

The authors Silvio Luiz Martins Britto, from the Universidade Luterana do Brasil (ULBRA), Marcus Cassiano Kuhn, from the Instituto Federal de Educação, Ciência e Tecnologia Sul-rio-grandense (IFSul Câmpus Lajeado/RS), and Arno Bayer, from the Universidade Luterana do Brasil (ULBRA/Canoas/RS) scrutinized the journal "O Echo" in its respective editions from 1914 to 1933. In the article **Mathematics in the recreation section of the journal "O Echo", published by Colégio Anchieta of Porto Alegre/RS**, the authors reveal texts, stories, information, and curiosities emphasizing moral, religious, and general education aspects in addition to puzzles, riddles, and problems associated with the mathematical knowledge related to arithmetic, geometry, and algebra in this journal.

The article **Inclusive pedagogical practices and the teaching of mathematical concepts in Youth and Adult Education (EJA)**, by Valéria Becher Trentin, from the Fundação Catarinense de Educação Especial (FCEE), discusses the need for pedagogical practices involving the understanding of students' social relations and conditions, considering youth and adult education in particular.

Évelin Fulginiti de Assis and Luciana Vellinho Corso, from the Universidade Federal do Rio Grande do Sul (UFRGS), discussed a study investigating the relationship between female teachers' perceptions of their students' academic profile and their performance in an assessment of counting principles. The results presented in the article **Teachers' perceptions of the performance of first-grade students** evidenced that teachers have correct perceptions about subjects who have mastered the principles. However, the same is different for subjects who show non-consolidation or are still building the principles of counting.

In the set of articles in the continuing demand, there are still examples that theme science teaching in training and teaching aspects.

In the text **Identity marks of the science teacher trainer teachers**, the authors Luan Sidônio Gomes, Veruschka Silva Santos Melo, and Ariadne da Costa Peres Contente, from the Universidade Federal do Pará (UFPA), investigate markers of the identity construction of teacher trainers of an Undergraduate Teaching Program in Natural Sciences and how such marks can contribute to science teacher training.

Science teaching must begin with a problematizing practice. This contextualization is in the article by Wagner José dos Santos and Ivanderson Pereira da Silva, from the Universidade Federal de Alagoas (UFAL). The authors of **Development and application of a science-based science teaching proposal from scientific science films Avatar** seek

to explore the potentialities of the fiction film Avatar, develop a teaching proposal based on this work, and analyze the results of applying this teaching proposal under the perspective of high school students of a public school in the municipality of Maceió, AL.

The seventh article, written by Máira Caroline Defendi Oliveira and Irlan von Linsingen, from the Universidade Federal de Santa Catarina-UFSC, presents the main ideas of the decolonial studies developed in the last decades in Latin America as well as of the Epistemologies of the South, a movement that has been consolidated in Europe, but which includes reflections by different authors from the global south. Throughout the text **Emerging epistemic alternatives in science and its teaching from the global south**, the authors present some assertions regarding the nature of science based on these two movements, discussing their implications for science and its teaching.

Among the other articles on continuous demand, the seventh article is entitled **Continuing training of literacy teachers: an analysis of the conceptions of teacher training and the national pact for literacy at the right age (PNAIC)**, by Viviane Carrijo Volnei Pereira and Kátia Augusta Pinheiro Cordeiro Curado Silva, from the Universidade de Brasília (UnB). The authors investigate which conceptions underlie PNAIC continuing education, taking the epistemology of praxis as the articulating element between theory and practice. The research studied the historical-social basis of public policies regarding literacy teacher training.

Juliano Silveira and Giovani De Lorenzi Pires, from the Universidade Federal de Santa Catarina (UFSC), present another article that takes a particular continuing education action. The text considers the establishment of a new contemporary cultural dynamic inherent to the development of digital information and communication technologies. According to the authors, education and teacher training are impacted by the demands of this new culture. The article **Education in digital culture and continuing education for public school teachers: perceptions of managers from its pilot offering** aims to reflect on the successes and limits of the proposal of the specialization program in Education in Digital Culture. It is taken as a case study with a qualitative approach in Santa Catarina, evidenced in its pilot offering, and considering the perceptions of its coordinators.

The authors Telmo Marcon and Ivan Penteado Dourado, from the Universidade de Passo Fundo (UPF), present their bibliographical and documental article **Political project of the school without party: interests and hidden values**. The authors discuss elements hidden in the discourses and bills defending the School without Party movement. This theme has been gaining prominence since 2014 with the approval of municipal and state legislation and is currently being discussed in the House of Representatives, with PL n. 867/2015, as well as in the Senate, with PL n. 193/2016.

A study analyzes the historical insertion of women in the labor market and their relationship with education. It discusses the persistence of gender inequality between men and women in Brazil and the long way to go to overcome this social phenomenon, especially regarding the ethnic-racial dimensions challenging the lifestyles of Afro-Brazilian women. Raimunda Nonata da Silva Machado and Ana Carla de Melo Almeida, from Universidade Federal

do Maranhão (UFMA), deal with this theme in the article **Women in the top magistery labor market**.

Adriana Janice Lenz, from Escola Municipal de Ensino Fundamental Prof. José Ferrugem, and Moacir Fernando Viegas, from the Universidade de Santa Cruz do Sul (Unisc), deal with an investigation supported by historical and dialectical materialism, conceptual and historical elements regarding the concepts of mediation and conflict in the article **A study about educational practices of mediation of conflicts in educational orientation**. The research was developed through semi-structured interviews with four guidance counselors who worked in public schools at the time of the study.

A critically oriented analysis of school failure is the title of the article written by Gina Glaydes Guimarães Faria, from the Universidade Federal de Goiás (UFG). The article's author discusses to what extent explanations for school failure tend to follow a circularity marked by the search for control over its causes and ways of dealing with it under the measurement perspective.

Finally, Deisi Luzia Zanatta, from the Católica of Santa Catarina, aims in her article to describe and analyze the public spaces for reading and the ways of reading of university students entering undergraduate programs in Languages and Pedagogy in three Brazilian universities. **Reading practices of university students of Language Studies and Pedagogy: investigating spaces and ways of reading** is a resultant article of a research, developed in the Universidade de Passo Fundo (UPF). This research is an unfolding of a Project of Interinstitutional Academic Cooperation - Procad, whose participant institutions were: Universidade Estadual Paulista "Júlio de Mesquita Filho" (UNESP) of Assis, Marília, and Presidente Prudente, Universidade Federal do Espírito Santo (UFES), and Universidade de Passo Fundo (UPF).

We wish you a great reading, and may you all be well!

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