

The vaccine as a possible way out of the pandemic

The Covid-19 pandemic is still a reality in Brazil, but this quarter gives us the feeling that its end may be near. The reason is that the offer of different types of vaccines has accelerated the pace of vaccination in the country as of June (BRUM, 2021), even reaching the teachers' group for their 1st dose. As a consequence, September was the month with the fewest deaths from the disease in 2021, and the numbers have been decreasing, although they are still high in Brazil. Despite the good numbers, health agencies maintain the orientation to use masks, hand hygiene, and social distancing as measures to reduce Covid-19.

At UFSC, administrative and academic activities continue in a remote environment while maintaining social distance for everyone's safety. We are at the end of the first academic semester of 2021, and prudence and science lead the institution to maintain remote activities for another semester, starting in October. The Colégio de Aplicação and the Child Development Center also maintain their remote activities, with continuous diagnostics on the children's development and awareness of the importance of face-to-face activities being resumed as soon as possible.

In basic education, there is a big difference in approach between public and private institutions regarding the children's return to the school space. On the one hand, we have private schools with classroom activities since the beginning of 2021, and on the other hand, public schools with remote classes in different formats. The consequences of these differences will be crucial in the coming months and years, and research into these issues will help to understand better what actions will be most effective in the near future. We expect to receive many of these reports in our journal, thus contributing to disseminating the knowledge that this historic moment will bring.

Therefore, this issue includes 07 articles from the dossier **Education, Human Rights and Hacker Ethics**, organized by professors Nelson de Luca Pretto, from the Universidade Federal da Bahia (BA), Andrea Brandão Lapa and Marina Bazzo de Espíndola, both from the Universidade Federal de Santa Catarina (UFSC), as well as ten articles of continuous demand.

The first article, **ENEM as a policy of evaluation and the contradictions to the process of educational democratization**, by Fabiane Maia Garcia, from the Universidade Federal do Amazonas (UFAM), Rafaela Silva Marinho Caldas, from the Municipal Department of Education (SEMED), and Gracimeire Castro Torres, from the Universidade Federal do Amazonas (UFAM), discusses the high school evaluation policy in Brazil based on the National High School Exam - ENEM.

discute, também, os reflexos das mudanças trazidas pela reforma do Ensino Médio e da BNCC.

The article **Religious fundamentalism & education: a potential plot to literary formation as human rights**, by Roselete Fagundes de Aviz, from the Universidade Federal de Santa Catarina (UFSC), analyzes accounts and life stories of women who suffered some violence during childhood, using digital platforms as a tool to collect the data.

Still, within the field of narratives, researchers Carla de Oliveira Ferroni, Aline Sommerhalder, and Fernando Donizete Alves, all from the Universidade Federal de São Carlos (UFSCar), present in the third article the study of the life history of three female teachers and two female students in the Pedagogy program and how playing in childhoods affects their constitution of being a teacher. The article is entitled **Narrative about playing in childhood: contributions to training childhood education teachers**.

The fourth article, by Maria Elena Aquino Dutra and Maria Luzia da Silva Santana, both from the Universidade Federal de Mato Grosso do Sul (UFMS), sheds light on the initial training of Pedagogy teachers in twin cities of border towns, analyzing intercultural relations, as well as seeking other productions on the topic. The article is entitled **Initial training of pedagogy teachers in the border region**.

Education management is the theme in the fifth text, **Education management on the state of Bahia: what the regulatory documents of the state education system reveal (1990-2015)**, by Maciela Mikaelly Carneiro de Araújo and Solange Mary Moreira Santos, from the Universidade Estadual de Feira de Santana, and Selma Barros Daltro de Castro, from the Universidade do Estado da Bahia. The authors analyze different management conceptions from documentary sources of the State Education System of the State of Bahia between 1990 and 2015.

The management perspective is also the source of study of the sixth article, **Enactive cooperative actions in management**, by César Costa Machado, from the Instituto Federal de Educação, Ciência e Tecnologia Sul-rio-grandense (IFSul), and Débora Pereira Laurino, from the Universidade Federal do Rio Grande (FURG), which tries to understand the cooperative actions of teacher managers of a Federal Education Institute. The research demonstrated the positive reflex of integrating the administrative and pedagogical collectives in decisions and conflict resolution.

Maria Cristiane Lopes da Silva, of the Department of Education of the State of Ceará, and Rosemary de Oliveira Almeida, of the Universidade Estadual do Ceará (UECE), present the article **Dialogue Circles: the perspective of emotions with teachers**. They offer a look at the Dialogue Circle, one of the models of the Peacebuilding Circles methodology, aiming to understand how the participating teachers from state schools in Ceará feel under the perspective of the emotions experienced.

An analysis of positive experiences as high school students for the professional choice of future physics teachers is the theme of the eighth article, by Emanuel Cesar Pimentel and Cleci Teresinha Werner da Rosa, researchers from the Universidade de Passo Fundo (UPF). The text **Evidence of metacognitive knowledge in decision-making for being a physics teacher** sets out to

understand if there is evidence of metacognitive knowledge in the decision-making of acting as a teacher, confronting the positive experiences regarding physics experienced as a student, and the activation of metacognitive knowledge.

Cristiana Garcez dos Santos Seixas and Luciana Esmeralda Ostetto, both from the Universidade Federal Fluminense (UFF), discuss the proposal called "Studio of the sensitive" in the text **Space, art and expression in teacher education: illumination of the sensitive**. The authors analyze the adoption of this instrument with a group of eight public kindergarten teachers, based on data from field notes, photographs of the process, and narrative-expressive material developed by the participating teachers.

Closing this issue, the expansion of primary education is the focus of interest with the text by Gustavo Cunha de Araujo, from the Universidade Federal do Tocantins (UFT), entitled **Education in Brazil between 1930 and 1985: Prioritizing Quantity over Quality in Educational Expansion**. The author presents a qualitative documentary research, based on the National Education Guidelines and Framework Law (LDB) of 1961 and 1971.

Scientific Editors

Juliana Cristina
Faggion Bergmann

David Antonio da Costa

Diana Carvalho de
Carvalho

Eliane Santana Dias
Debus

Patricia Laura Torriglia

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