

EDITORIAL v. 33, nº. 02, 2024

“Speak well, write very well and above all, tell even better. I should write these documents for a good future”, (COUTO, 2025, p. 23) that was what Kindzu said, Mia Couto’s character in her famous book *Terra Sonâmbula* (Sleepwalking Land). Kindzu experienced the hardships and adversities of the Mozambican Civil War that occurred at the end of the 20th century in Africa. The character is renowned because he knew how to read and write and he also understood the importance of the knowledge acquired in the school process for “a good future”. At first transposing the African reality to the Brazilian one may seem unlikely, but when we reach edition no. 2 volume 33, 2024 of *Revista Momento – Diálogos em Educação* we did so after the drastic Covid-19 pandemic and the recently climate tragedy that devastated the state of Rio Grande do Sul in May and June, which makes us reflect that wars, pandemics and climate tragedies end up impacting our lives and those of our children in one way or another.

However, publishing this number in this present month and year reflects the commitment of our crew and at the same time it shows our scientific commitment with the discussions that deal with themes that are above all diverse but crossed by the theme of education. Thus, this issue is composed of the dossier “Special education and school inclusion policies transversal to teaching modalities in basic education - youth and adult education, professional education, indigenous education, quilombola education and rural education”, organized by the teachers Dr. Clarissa Haas (UFRGS) and Dr. Rosimar Serena Siqueira Esquinsani (UPF). This issue is composed by 09 national articles, 01 international and 01 interview, which was carried out with the researcher Denise Meyrelles de Jesus on the topic of teaching training and Special Education in transversality with teaching modalities in Basic Education, where political, pedagogical and ethical issues were discussed, issues that across this theme in the national context and within the scope of federated entities in contemporary times. The international article entitled “*Redistribución, reconocimiento y representación como ejes para la inclusión social y educativa*” (Redistribution, recognition and representation as axes for social and educational inclusion), authored by Mónica del Carmen Reyes Verduzco, teacher of Universidad Multitécnica Profesional (Professional Multi Technical University) and Universidad UNIVER (UNIVER University) Colima, Mexico.

In addition to the dossier we publish in this issue 8 more continuous flow articles that discuss different topics but at the same time they converge. The article “*Bioética no ensino de Biologia: significação docente sobre essa perspectiva emergente*” (Bioethics does not teach Biology: teaching significance on this emerging perspective) authored by Alisson Carlos Avelino Santos (UFPI) and Eliana de Sousa Alencar Marques (UFPI), aims to analyze the meanings of teachers regarding bioethics and their teaching. There is an article entitled “*Estágio supervisionado no ensino fundamental: Entre experiências formativas em escola pública municipal da Amazônia bragantina*” (Supervised, not fundamental teaching: Between formative experiences in the municipal public school of bragantina Amazon) written by Antonio Matheus do Rosário Corrêa (UFPA), Larissa Fernanda Alves Conde (UFPA) and Maria Gorete Rodrigues Cardoso (UFPA), provides readers with a critical analysis of learning and teacher training in the stage of pedagogical practice exercise, which is carried out during its probationary period.

The text “*Formação de professores em gênero e sexualidade na educação básica: uma revisão integrativa*” (Teacher training in gender and sexuality in basic education: an integrative review), by Tiago Zeferino dos Santos (Unisul), Luciano Daudt da Rocha (Unisul) and Natanael de Medeiros (Unibave), part of the methodology of the articles’ integrative review to reflect about the teacher training. In the same way, Francisco Marcos Pereira Soares (UFPI), Antonia Edna Brito (UFPI) and Joelson de Sousa Morais (UFMA), in the article entitled “*Constituição identitária profissional docente de alfabetizadores: um sobrevoo pela literatura*” (Professional identity constitution of Literacy teachers: an overview of literature) they use similar methods to reflect about the Literacy teachers identity. Furthermore, the article “*Estratégias de aprendizagem e aprendizagem autorregulada de professores em exercício: uma revisão sistemática de literatura*” (Learning strategies and self-regulated learning of in-service teachers: a systematic literature review), written by Isabele Sacilotto (Unicamp) and Evely Boruchovitch (Unicamp), also identify by a literature study how teachers that work in Basic Education deal with their learning process.

Finally, considering education in a broad way, the article by Alexandre Paulo Loro (UFFS), Jonny Alex Guimarães (UFFS) and Júlia Carolina Vizzotto de Conto (UFFS), entitled “*Aproximações e tensões do currículo escolar: das teorias tradicionais às teorias*

pós-críticas” (Approaches and tensions in the school curriculum: from traditional theories to post-critical theories) helps us to develop a theoretical analysis, focusing on the epistemological influences that consolidated Educational Sciences. In the same direction, the article “*Educação ambiental como expressão da cultura no contexto da educação do campo*” (Environmental Education as an expression of culture in the context of rural education” written by Patrícia Borges (UFG) and Gabriel Carvalho (UEG) elucidates and discusses the conception of culture based on an Environmental Education experience in a graduation in Rural Education. “*As aventuras de Peabody e Sherman: refletindo sobre o bullying no contexto escolar*” (Mr Peabody and Sherman: reflecting on bullying in the school context) written by Tuany Barbosa Meneses (FURG) and Joanalira Magalhães (FURG) analysis the mentioned film, bringing an issue about its possibilities of approach in relation to the theme of bullying in Brazilian education.

As it is possible to notice in this edition presentation “speak well, write very well and above all, tell even better” (COUTO, 2025, p. 23) within the scope of teacher training and learning carried out in school and non-school environments, it requires pedagogical training that encompasses scientific insights and various possibilities presented here under the excited analysis of researchers from different regions of Brazil.

We wish you an excellent reading!

Publishers

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References

COUTO, Mia. Terra Sonâmbula. 1ª ed. São Paulo: Companhia de Bolso, 2015.