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The *Momento Magazine: dialogue in Education*'s last issue of the year 2024 presents a Dossier entitled "THE UTOPIA OF A SENSIBLE EDUCATION FOR MORE HUMAN DEVELOPMENT", which was organized by teachers Dr. Fabiana Celente Montiel, Danielle Muller de Andrade e Diana Paula Salomão de Freitas, both teachers at Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFSul).

The dossier aims to offer an overview of transformative, humanizing and humanized education, approaching fundamentals, knowledge and pedagogical practices developed in school and non-school. Thus, the proposed dossier highlights studies and research in the field of human sciences, with studies aimed at the area of education, which also have a premise the promotion of creative, sensitive, ethical and aesthetic educational processes, stimulating reflections on the lived context composed by 13 articles that have investigated and proposed alternatives for training that is more integral and transformative.

In addition to this an interview is presented that was carried out with the Cuban teachers and educators Pablo René Estévez and an international article by Lurima Estevez Alvarez, entitled: Além desses, é apresentada uma entrevista que foi realizada com o professor e educador cubano *Pablo René Estévez e um artigo internacional, de autoria de Lurima Estevez Alvarez, professora cubana, intitulado: "La Sensibilización Estético-Ambiental: una herramienta educacional de cambio y sensibilización"* which aims to describe and deepen understandings about Aesthetic-Environmental awareness as a methodological tool.

To close the dossier, a letter entitled "Pedagogical Letter to gaúchos and gaúchas: it is necessary to hope" written by Cleiva Cleiva Aguiar de Lima e Maria Elisabete Machado. In a loving and supportive way, the authors call on the people of Rio Grande do Sul to hope after having a climate catastrophe, caused by the rains that flooded a large part of RS this year (2024).

In addition to the aforementioned dossier, this article has 8 continuous flow articles. Marta Jussara's text called "The beginning of a career as a special education teacher in basic education: A reflection through the state of knowledge" maps research published between 2015 and 2021 on the topic. The analysis were carried out considering the relationship with teaching and addressing the pedagogical practice of teachers in the classroom, both at the beginning of

their careers, in general, and specifically in the area of Special Education. Some results highlight the importance of collaborative work as fundamental for the development of pedagogical practice, benefiting both Special Education teachers and teachers at the beginning of their careers. Furthermore, the need of continued teacher training, reflection on pedagogical practice and monitoring policies throughout the career of Education teachers is highlighted,

In “Creativity as a competence present on the National Common Curricular Base (BNCC): the analysis at different educational levels”, Tatiana de Cassia Nakano investigates how creativity was focused on at BNCC. The review of the document was carried out seeking to identify sections in which there is direct reference to this competence and the different educational levels that make up basic education (preschool, primary education and secondary education). The results are presented, together with the analysis of the current situation related to its practical implementation in the teacher learning process.

In the text “Life Project in the new secondary education: a study on evaluation criteria” Alessandra Cristina, Matheus de Paiva, Marcos Wandercil and Paulo Sérgio Garcia analyze how teachers of the Life Project curricular component, in the context of the New High School structure and conduct their assessment activities. The investigation seeks to understand the existence of precise criteria in these processes, verifying their incorporation both in teaching material and in teaching practice. Although the Life Project has neoliberal characteristics, the study revealed that teachers highlight the need for more transparent criteria to guarantee a fair and formative evaluation.

In “Contributions to the contextualized teaching-learning of botany in secondary technical professional education” Lisabel Maria Soares, Ivaneide Alves Soares da Costa and Juliana Espada Lichston carry out research with students from a graduating class of technical course in biofuels, offered by the Federal Institute of Rio Grande do Norte (IFRN) - Apodi campus. In the first phase of the study, a semi-structured questionnaire was used to investigate students’ perceptions about botany and their knowledge regarding the jojoba plant (*Simmondsia chinensis* (Link) Schneider). In the second phase, a workshop was held in which jojoba was used as a teaching sequence to promote understanding of botany in context, associated with the agronomic potential of the species. The activities conducted proved to be effective in promoting participants’ interest in botany, through a teacher method that involved problem solving, in

addition to allowing the construction of new knowledge about a previously unknown species in relation to its potential as a source of biomass for the production of biofuels.

“Holistic Education and the integrality of the individual in the school training process: a look from educators participating in the *Fulbright Distinguished Awards in Teaching - DAI*, authored by Mari Avelino Souza dos Santos and Rogério Neves, approaching the growing appreciation of non-academic skills in educational process and the search for a holistic approach in formal education, which goes beyond the mere transmission of cognitive knowledge. The research originated from the *Fulbright Distinguished Awards in Teaching (Fulbright DAI)*, during which educators from different countries shared experience and perspectives on this topic. The general objective was to evaluate the level of practice and familiarity of these educators with the holistic approach, using a semi-structured questionnaire. As a result, we realize that educators face barriers to implementing significant changes to promote comprehensive education. However, there is a desire to re-signify education in its contexts.

Quezia de Jesus Silva Marques, no texto “Amefricanities in teaching: for an anti-racist and feminist environmental education” analysis the relevance of promoting the inclusion of “Amefricanities” in the educational context and their interactions with Environmental Education, understanding how the problems presented are still perpetuated in teaching, despite legislation. The results found demonstrated that, in practice, the purpose of laws no. 10.639/2003, no. 11.645/2008 e no. 9795/99 has been withheld, which obscures any claim to deconstruct sexist and racial ideology in Brazil and undermines the construction of anti-racist and feminist environmental education. The research indicates the harmful maintenance of the ideological policy of whitening and the denial of racism, which needs to be urgently reversed with a view to protecting the values enshrined in Brazilian laws, equality and respect for diversity of any nature.

The article “Tramandaienses Memories: A study of the History of Education from a Facebook profile” written by Keila da Silva Souza is part of a larger research entitled “History of Education, Professional Education and Labor and Education Relations in Gaucho’s North Coast (19th, 20th and 21st Centuries) which is dedicated to the study of the History of Education, Professional Education and Work and Education Relations. Within this perspective, a survey was carried out on Social Networks, such as Blogs, Instagram, and Facebook, which

are dedicated to recording and disseminating files and publications related to Tramandaí. Given the importance of the Facebook page located, this article aims to discuss the methodological issues that guided the investigation, be they data collection, selection criteria, forms of cataloguing, identification and initial analysis.

The article entitled “Right to education in prisons: an analysis of educational policies in the Amapaense Amazon (2012-2022)”, authored by Tiaga Chagas, analysis based on the National Guidelines for Education in Prisons, from 2009 and 2010, the policy developed in the State of Amapá. To this end, it considers the decade between the beginning of preparation, in 2012, until the publication of the final version of the so-called State Education Plan for People Deprived of Liberty and Egresses from Amapaense Penitentiary System (PEEPPLESP/AP), in 2022, in addition to its reflections on the effectiveness of this right. This is research that seeks to understand the (mis)path towards guaranteeing the right to education in prisons in the extreme north of the Brazilian Amazon. The results indicate the importance of regulating this right, since non-compliance with educational policy prevails.

We hope that the articles presented in this volume, which cover different themes in the field of Education, can help us reflect on the different crises we have experienced in recent years and especially that they invite us to rethink our ways of being, of living with the people and the environment we live in as well as carrying out research. That we may have hope!

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