

In this second issue of 2017, RBE presents its readers a gallery of articles dedicated to discussing themes and objects of importance to the problematization and debate about specific contemporary educational phenomenon.

The work of teaching is a central recurring theme in education journals. It is a transversal theme in our fields of investigation that has contributed to the maturing of various generations of researchers. This issue of RBE delves further into this issue by presenting articles that address the interfaces between the work of teaching and teacher education, the teaching of school subjects, the cultures of gender, ethnic belonging and childhoods, as well as curricular studies.

The first article is by Carmen Silvia da Silva Sá and Wildson Luiz Pereira dos Santos, and is entitled: “Construction of identities in a teacher training course in chemistry”, which discusses professional education in chemistry concomitant to the education of chemistry teachers. The authors use theories from the fields of sociology and cultural studies that concern the professionalization of teaching, identity and curriculum. This supports the methodological development of the Discursive Textual Analysis of a body of original information gathered from interviews with students and graduates from a chemistry teacher accreditation program. The result is an interesting debate about how curricular practices can relate to a social devaluation of teaching and students’ interest in a career as a chemistry teacher. The next reading addresses school performance in municipal public education institutions in Campinas, São Paulo state. Written by Luana Costa Almeida, the article “Inequalities and schools’ work: discussing the relationship between performance and socioespacial location” presents results accompanied by relevant meanings that help us understand the schooling process, linking it to a diverse set of relations, such as the social situation where the Campinas schools are located, which directly interfere in educational realities. “Everything we call aesthetic training: resonances for teaching” is the title of the article by Luciana Gruppelli Loponte. Using theories dear to philosophy, Loponte invites readers to reflect on meanings that the term aesthetics, when used in relation to teacher education, assume in recent academic research. The result is an invitation to re(consider) the discussion about aesthetic education aimed at teachers.

Brazilian and international studies have demonstrated that contemporary schools continue to reproduce a variety of inequalities, despite incessant struggles by educational policies to minimize this reproduction, which is so common in society beyond schools walls. In keeping with this debate, we present a group of articles that propose necessary and eminent challenges to our community of readers. The first, “The identify construction in physical education classes”, by Marcos Vinicius Pereira Monteiro, uses interviews with male and female high school students to

investigate the significations of themes such as masculine and feminine, cultural creations, and relations of gender and power, relating them to the contribution that physical education classes make to supporting the identity construction of this group. Finally, the author proposes challenges to the reflection on their pedagogical practices to teachers of this discipline and that they combat conservative positions that reaffirm the permanence of social contradictions that inhibit the questioning of social relations that lead to the conformation of docile bodies.

Next, we have the study by Priscila Mugnai Vieira and Thelma Simões Matsukura who in an article called “Frameworks of sexual education in schools: conceptions and practices of public middle school teachers” explore different interpellations adopted by teachers committed to teaching this subject. Continuing in this line of investigation, the essay by Giovani Ferreira Bezerra: “School inclusion of students with disabilities: a reading from Pierre Bourdieu” clarifies how Brazilian public school systems, since the 1990s, continue to validate inequalities among school agents. This block of discussions also includes the results of a study by Lourdes de Fátima Bezerra Carril, whose title: “The challenges for ‘quilombola’ education in Brazil: territoriality as context and text”, expresses, as do the arguments in the author’s narrative, the enormous challenges to overcoming the enormous ethnic and racial differences of Brazilian society. With the article “Formal, non formal and other forms: physics class as discourse genre”, the authors Giselle Faur de Castro Catarino, Gloria Regina Pessôa Campello Queiroz and Maria da Conceição de Almeida Barbosa-Lima use concepts from Mikhail Bakhtin to consider physics classes as a discursive genre, explaining benefits and obstacles generated in the daily work of teachers who enter these realms of education with hybrid practices.

One characteristic of the *Revista Brasileira de Educação* is the publication of research and essays from abroad. This issue includes a group of contributions from Portugal and Latin America. The first is an article by Maria Gabriela Portugal Bento, who in “Playing and taking risks: analysis of risky play perceptions in a group of early childhood teachers”, explores how situations of risk contribute to the development of Portuguese children in their moments of play. A second Lusitano collaboration is the fruit of a study by Ariana Cosme and Rui Eduardo Trindade. With the article “The curricular and pedagogical activity of teachers as source of tensions and professional dilemmas: contribution to an interpellation of teaching profession”, the authors present curricular and pedagogical activities by examining projects that investigate professional teaching activity in the context of the Portuguese educational reality. Another article, “Architecture of Chilean educational policy (1990-2014). The curriculum, a place of metaphors”, by María Angélica Oliva, analyzes the relationship of Chile’s National Curriculum Mark and National Curriculum Bases with the permanence of technical rationality, inherited from the country’s Educational Reform of 1965. From Colombia we have the article “Environmental pedagogy and environmental teaching: tendencies in higher education”, by Julio César Tovar-Gálvez. This investigation discusses the curriculum in environmental education adopted by some universities in Bogota. At the end of the reading we find an alternative set of models that could be adopted in Colombian higher education.

We conclude one more issue of RBE with reviews, which are always welcome in our journal. One analyzes the book by Sales Augusto dos Santos: “Education: Contemporary Negro Thinking”, which reviewer Rita de Cássia Moser Alcaraz affirms must be read to understand the history of racism against Brazil’s black population.

We hope that this new set of contributions is appreciated by investigators, professors and graduate students interested in deeper knowledge about a range of research results that highlight various realities of Brazil, Latin American and Portuguese education.

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