



Editorial

It is with great satisfaction that the editorial board of Acta Scientiarum. Education presents to the public one more issue, following the mission to disseminate knowledge and promote further research. The set of texts that compose this issue presents an expressive balance between the three sections published

In *História da Educação*, there are three articles: 'Arts of making uses of knowledge in the Roman Empire: reading the mosaics of Antioch', by professor Gilvan Ventura da Silva; 'Religious expression in public schools: social representations or ideology?' by Maria Zélia Borba Rocha and 'National program of student assistance: from protagonism of UNE to advances in fight for rights promoted by FONAPRACE (PNAES: from UNE to FONAPRACE)' by Luciano Nascimento de Jesus, André Luiz Monteiro Mayer and Pedro Teixeira Camargo.

In the section *Políticas Públicas e Gestão*, we have four articles: 'Legislation for students with disabilities in higher education in Brazil and Portugal: some reflections' by Francisco Ricardo Lins Vieira de Melo and Maria Helena Martins; 'Policy enactment in school: considerations from the Theory of Practice and the Policy Cycle' by Jean Mac Cole Tavares Santos; 'Processes for teaching professional integration in education policies: what legal documents reveal' by Marília Marques Mira and Joana Paulin Romanowski and 'From global to local: the implementation of teacher accountability policies, management and assessment by results' by Fabiano Antonio dos Santos.

In the section *Formação de Professores*, readers can find three texts: 'Knowledge of teachers of the 1st cycle of basic education about the attention deficit disorder with hyperactivity' by Eduardo Chaves Cruz and Cecília Mendes Espinho Brito; 'The relationship between psychology and education: intertwined professions' by Osterne Nonato Maia Filho and Hamilton Viana Chaves and finally 'Habitus and class habitus: analogies with the professional development of physical education teachers' by Andréia Paula Basei and Eduard Angelo Bendrath.

The reading of the texts composing the three sections allows us to state that there are similarities between the debates held by researchers, which may be explained by, at least, two perspectives. First, the concerns of researchers, however dealing with different problems, have focused the educational activities, processes and methodologies. Secondly, it is possible to infer from the studies a big concern with the direction of educational projects in this second decade of the XXI century.

In this sense, each of the sections, with their respective articles, covers ways that allow us to think education with a lens of different colors and hues.

In the section of *História da Educação*, readers are faced with three approaches that differ on the temporality of the approach of the problem and objects. However, as is proper of the field, this diversity allows the educational phenomenon is approximated by filtering the history and memory. It is through memory recovered in mosaics that Gilvan Ventura restates the principles of Roman Paideia and offers an analysis that brings to light the understanding of culture present in antiquity. In fact, the text allows us to evoke Halbwachs (2006), in *Memória Coletiva*, when it points out that a person's memory is never individual, it is always permeated by the memory of another or others who are part of it. By analyzing the mosaics, Ventura, a character/author peculiar of the history in the XXI century brings the way the other, in the third Roman century, thought the beauty and built an education project through art, image.

No less significant for the field of history of education is the text by Borba Rocha, which calls into

question one of the most controversial issues of education in the contemporary world, which is the religious education in public schools, especially from the proposal of BNCC (National Common Curricular Base), which inserts that content within the debate on the inclusion of diversity. In fact, the reflections on the teaching of religion in school is extremely relevant nowadays, when we frequently watch conflicts between different beliefs and even a certain radicalism culminating in violent actions, such as the attacks in Europe and the United States. Still, the author deals with the problem, drawing attention to the fact that, beyond the understanding of beliefs, it is the education of worldviews. Exactly for this reason, she questions whether it is representation or ideology. One must remember that in Brazil, the presence of the Church, particularly the Catholic, is very recurrent in education, in politics, through social movements and political parties. It should be noted that this is not a peculiarity of our time or even a national peculiarity. An example of the historical presence of religion in these two fields of human action was introduced by Mendes, Oliveira and Perin (2016) in their reflections on the *Encíclica Rerum Novarum*.

The third text of the section *História da Educação* also features a current issue, which is the student assistance through PNAES. The debate presented by the authors question the results of this program in relation to improving the lives of students in its most general aspects. At first glance, one might think that this is a study of the law, but closer reading evidences that the authors present an accurate look at the history of these welfare policies and highlight how they can have ineffective results when considering insertion of students in Educational Institutions, and particularly in society.

This same proximity in diversity of analyses can be found in the four texts that are in the section of Public Policy and Management. The emphasis of all articles is given to reflections centered on public policies directed to school education. This trend may be indicative of how this investigative field is taking up space in graduate programs at the national level. In fact, this concern with the laws and their practical enforcement also reveals the concerns of researchers about the feasibility of educational legislation in the country, since the tradition shows that the laws are not enforced, most of the time.

In our view, the difficulty to enforce the law in the school environment and in society is linked to the proximity that exists between what the law proposes and the social practices of people who are subordinated to it. In this regard, it is important to remind the debate made by Jamil Cury (1998) when analyzing the educational legislation and observing when a law is enforced.

However, the possibility to enforce an education law is directly proportional to the degree of conformity (acceptance without adherence) and adherence (consented acceptance) given by the faculty. This conformation and adherence will not be possible without willingness to dialogue between educational authorities, educational authorities, scientific community and teaching community. Dialogue requires care. Care comes from *cogitare* (*thinking*), which is to think with zeal of a situation that requires caution. Responsibility for the implementation of a law requires all this and, in an expression, can be summarized up in civil co-responsibility and state responsibility (Cury, 1998, p. 79. Emphasis added by the author).

For the author, a law is only effective when the school community, particularly teachers, considers it as part of the routine of the educational relationship. Exactly for this reason, a law cannot be edited without considering the actors of the educational process. So, it is necessary that the legislators [i.e., the State] do not enact a law without being on the agenda its proximity to the real world and people's daily lives. This link between the law and the act of those who make it effective is condition for the establishment of civilizational principles in any society and, in Brazil, is the assumption for the materialization of educational projects.

This perspective should, from our point of view, accompany the readers in analyses that integrate the articles in this section, since the texts deal with laws and their enforcement in order to promote the social wellness that, in the case of school, is the knowledge that leads people to freedom.

The last section of this issue gathers texts that address aspects of teacher training from different perspectives. The first reflects on the knowledge of the first cycle of basic education teachers have of learning deficit and hyperactivity disorder. Certainly, this is one of the burning issues of the Brazilian education, because many aspects accompany such subjects, from the issue of school medicalization (Collares & Moyses, 1994) to the poor results of learning recorded in the national learning assessments (ANA, 2014) in this learning cycle. Therefore, the article allows us to reflect on possible ways to these two issues that interfere with the child education; therefore it reaches future generations of Brazilian citizens who cannot move forward in the appropriation of basic knowledge necessary for social life. The second study that comprise this section also presents important contributions to the understanding of the Brazilian education under the action of teachers, which is the importance of thinking and appropriating psychology knowledge at the time of formation of this central character in the teaching and learning process of human being within the school environment. The last article of this section and of this issue examines the habits of a physical education teacher, with a case study in a municipality of the state of Paraná. As singular study, the approach presents major contributions to address the education object, once the habits of the teacher are, indeed, examples to be followed by the students. Consequently, also the habits of teachers express the pedagogical practices of this professional because, according to the Aristotelian principle in *The Nicomachean Ethics*, the teacher habits constitute a second skin that is practically impossible to cut off. Exactly for this reason, when considering a discipline, which concerns actions involving the whole formation of the person, which is the physical and the mental parties, object of physical education discipline, habits of their teachers are vital in the training process.

Thus, each of the texts, grouped in three sections that compose the issue 3 of volume 38 of *Acta Scientiarum*. Education brings important contributions to education, especially for diversity and, at the same time, similarity of approaches. Therefore, undoubtedly, they contribute and can stimulate reflections and new research. We invite you, therefore, to visit, read and enjoy these reflections.

Terezinha Oliveira
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