

THE FAMILY AND THE MONITORING OF REMOTE SCHOOL ACTIVITIES DURING THE COVID 19 PANDEMIC IN CHILDHOOD EDUCATION: an analysis of practices in the municipality of Colatina (ES)

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ABSTRACT

The aim of this research was to identify the functioning of Early Childhood Education schools during the COVID-19 pandemic, using exploratory methodology, based on the reading of materials produced by the Municipal Department of Education for the methodological guidance to schools for the educational assistance to the Early Childhood Education stage, as well as the analysis of documents and forms made available by the Training Team of the Municipal Department of Education of Colatina and by the Operational System adopted by the Municipal Department of Colatina for the compilation of data from the network and the production of documents. The analysis of the aforementioned documents was based on observing the planning and attitudes that were taken to ensure that the school ran smoothly. The research carried out showed that the guiding documents analyzed were essential in conducting the pedagogical actions necessary to maintain the provision of school education for the stage analyzed.

Keywords: *teaching planning; hybrid teaching; early childhood education.*

1 INTRODUCTION

The Covid-19 pandemic has caused the world to experience moments of uncertainty and fear. Everyone was experiencing a “new normal”, in which it was necessary to find new adaptation strategies to continue carrying out the activities of daily living in general, including work, leisure, family life and many others. In the educational sphere, it was no different. New challenges were immediately imposed on schools and their teams, as well as on educational policy managers, in order to guarantee the continuity of the provision of school education with the suspension of face-to-face classes due to security measures.

The objective of the municipality of Colatina has always been to seek strategies that would guarantee the continuity of basic education provision in the face of the restrictions imposed by the advance of the pandemic.



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Technological tools have taken center stage in the quest to implement new proposals and possibilities for the continuity of education, not just for basic education, but for all levels and stages of education in the country.

The Colatina Municipal Department of Education has taken the new year as a challenge to start again and has established a plan that affirms this:

As the body responsible for education in the municipality of Colatina, SEMED - the Municipal Department of Education, sought to make a new path out of this phase of interruption. Thus, since March - when classes were suspended - it has been working incessantly, through training (via web conference); pedagogical proposals (from a Network perspective aimed at Network alignment); Conversation Rounds (virtual) and the SEMED Colatina Portal, together with the school teams aimed at maintaining the student's link with the school, thus guaranteeing their constitutional right to education. The aim is to unite, spin, weave together as a team. (PMC, 2020, p. 02).

For this reason, the purpose of this research was to monitor and understand the educational development of Early Childhood Education in the municipality in the face of the pandemic, with the aim of analyzing the guidelines drawn up by the Training and Pedagogical Teams of the Municipal Department of Education.

2 CHARACTERIZATION OF EARLY CHILDHOOD EDUCATION

The concept of childhood went through a period of construction, in which the conceptions of child development were incorporated, which were better understood through the research of important historians in the fields of humanities and biology. Maia (2013) shows how the feeling of childhood has taken on different meanings over time, based on social relations and the specificities of each child's development.

Carvalho also highlights the appearance of childhood when he says that:

[...] Childhood first appeared around the 13th and 14th centuries, but the signs of its evolution became clear and evident on the European continent between the 16th and 18th centuries, when the prevailing social structure (Mercantilism) led to a change in feelings and relations towards childhood (Carvalho, 2003, p. 47).

The provision of school-based Early Childhood Education needs to be analyzed considering the historical context in which nurseries were created in Brazil. Early Childhood Education from 0 to 3 years of age began to be expanded at the end of the 19th century, with the aim of modernizing “[...] it was seen as much more than an

improvement on the Houses of the Exposed¹ that received abandoned children; on the contrary, it was presented as a replacement for these, so that mothers would not abandon their children” (Kuhlmann Jr., 2002, p.78).

Day care centers were therefore created to expand women’s work, so that mothers could go to their jobs with the certainty that their children would be well looked after.

The following highlights how this offer was configured in Brazil, according to Paschoal and Machado (2009):

In Brazil, for example, the nursery school was created exclusively for welfare purposes, which differentiated this institution from others created in European and North American countries, whose objectives were pedagogical. These differences require that it be analyzed in its specificity, in order to understand the trajectory of this level of education in the Brazilian case and the relationship it establishes with the universal context (Paschoal; Machado, 2009, p.81).

In 1961, Law 4024, on Guidelines and Bases (LDB), established that children under the age of 7 would be educated in nursery schools or kindergartens.

After a number of reforms and changes, the 1988 Constitution made nurseries and pre-schools part of the education system. The guarantees provided for in the Federal Constitution of 1988 are regulated in the Law of Guidelines and Bases 9.394/96.

The Law of Guidelines and Bases 9.394/96, which ensured that early childhood education became the first stage of basic education, was an achievement after many struggles and discussions, for a more attentive look at this public. Article 30 guarantees that early childhood education will be offered in nurseries for children up to 3 years old, and in pre-school for children aged 4 and 5.

It is also necessary to mention CNE/CEB Resolution 2, of October 9, 2018, which establishes in its Article 3:

§ 2. Enrollment in pre-school, the second stage of Early Childhood Education and the first stage of compulsory education under Article 208(I) of the Federal Constitution, is compulsory for children who turn four (4) years old by March 31st of the year in which initial enrollment takes place.

§ 3 Children who turn 4 (four) years old after March 31 must be

¹ It consisted of a mechanism used to abandon (expose or reject in the language of the time) newborn babies who were left in the care of charitable institutions.

enrolled in nursery schools, the first stage of early childhood education.

§ 4 Attendance at nursery school is not a prerequisite for enrolment in elementary school. (BRAZIL, 2018b).

Chapter 3 of the Base Nacional Comum Curricular - BNCC (Common National Curriculum Base) presents all the duties of the Early Childhood Education stage. It also presents the structuring axes of pedagogical practices, which are interaction and play, guaranteed by the Early Childhood Education Resolution, CNE/CEB Resolution No. 5, of December 17, 2009.

The BNCC also guarantees learning and development rights through living together, playing, participating, exploring, expressing and getting to know each other. Educators need to organize and offer experiences that allow children to get to know themselves and others and to understand the world around them.

Taking into account that children's learning and development are based on interactions and play, the BNCC organizes its curriculum into five fields of experience, "The self, the other and the we", "Bodies, gestures and movements", "Strokes, sounds, colors and shapes", "Listening, speech, thought and imagination" and "Spaces, times, quantities, relationships and transformations". Each field of experience has its own individual objectives to work towards and achieve.

It is also relevant to highlight the need for a family-school relationship so that responsibilities are mutual, thus enhancing children's learning and development. School staff need to know the reality in which the student is inserted in order to propose methodological strategies that effectively contribute to the children's development. It is also very important to emphasize professor training, as Lima (2012) says:

Thus, the training of early childhood education professionals is now a relevant point in academic discussions. The new dimension of Early Childhood Education, as the first stage of Basic Education, demands more of this professional's training. However, even with higher education, the professionals who work in nurseries and pre-schools face daily challenges that require measures both in terms of educating and caring, which often go beyond the possibilities offered by training processes. (LIMA, 2012. p.13)

Based on the reflections presented, it can be said that Early Childhood Education has undergone changes over the years and that the legislation that guides its structure and operation points to a historically contextualized conception of childhood that dialogues with the changes in contemporary society.

2.1 EARLY CHILDHOOD EDUCATION IN THE CITY OF COLATINA (ES)

The Municipal Education Network has an operational system that gathers and organizes the most diverse information from the Colatina Municipal Education System. For the analysis we propose in this paper, we will use information collected from this system.

The Municipal Education Network has 85 schools with an average of 15,000 students enrolled and approximately 700 professors working in the municipal network.

With specific reference to Early Childhood Education, there are 20 CEIMs (Municipal Early Childhood Education Centers) that cater for children aged 0 to 5, as shown in Table 1:

TABLE 1 - EARLY CHILDHOOD EDUCATION STUDENTS IN THE MUNICIPALITY OF COLATINA

AGE	STUDENTS
Kindergarten - 0 years	73
Nursery - 1 year	371
Kindergarten - 2 years	761
Kindergarten - 3 years	988
Pre-school - 4 years	1191
Pre-school - 5 years	1346
Total	4730

Source: E & L Operating System, Municipality of Colatina.

2.2 EDUCATION IN TIMES OF PANDEMIC

At the beginning of 2020, everyone experienced moments of uncertainty and fear caused by the emergence of a new virus, SARS-CoV-2. The COVID-19 pandemic has put the world on alert, with severe health measures aimed at containing the spread of the virus. Even though it's a time of doubt, it shouldn't be seen as an end, but rather a fresh start for new ideas, new attitudes and a new outlook.

People had to reinvent themselves and make adaptations that were necessary and possible for such a pandemic moment for the continuity of school activities. In

April 2020, the Municipal Department of Education, which is responsible for organizing the Colatina Municipal Network, prepared a document entitled “Pedagogical Proposal of the Municipal Network”, with pedagogical and administrative guidelines for operating school educational activities remotely, in accordance with the legal regulations enacted after the suspension of face-to-face classes in March 2020.

The Pedagogical Proposal for the Municipal Network was drawn up with the aim of providing suggestions for the education of students at all stages, with proposals that took into account the different responsibilities of the school teams and families, since, at that time, the activities had to be implemented by the families.

This document aimed to broaden the student’s knowledge, even in times of social isolation, maximizing the child’s family relationship with the teaching and learning process.

The provision of complementary activities to support the development of children aged 0 to 5 was guided by the aforementioned document, prioritizing proposals for pedagogical practices that considered play as the guiding principle for planning activities. The Municipal Department of Education sent annexes, reiterating the need for dialogue and school organization.

The Pedagogical Proposal emphasizes the need for inclusive pedagogical planning when it states that:

The planning of inclusive pedagogical activities should aim to provide what has been guaranteed since 1996 in LDBN, Law 9394, in its article 59, i.e. to ensure that students with special needs are provided with “[...] specific methods, techniques, educational resources and organization to meet their needs” (BRASIL, 2008).] specific methods, techniques, educational resources and organization to meet their needs” (BRASIL, 2008), as well as maintaining a closer dialogue (via ONLINE) with family members of students enrolled in the school unit who have some long-term impediment (of a physical, mental, intellectual or sensory nature) which, in contact or interaction with one or more barriers (or difficulties), may hinder their full and effective participation, both at school, at home and in society in general. We need to prioritize access on equal terms with other people, in order to provide guidance, answer questions and even avoid any future problems (PMC, 2020, p. 10).

The weekly plan should be sent out every Tuesday, after all, the students were in remote learning, which means that the students at home do their activities online, and the feedback should take place according to the reality of each school, either via photos, videos, reports or the return of the activities carried out in printed format.

Annex II A of the Pedagogical Proposal of the Municipal Network, made it possible for each school to make the necessary changes according to the needs of its students, when it states that:

At the end of each week, the school team must evaluate and make the necessary adjustments to qualify new proposals. It is important that this evaluation is recorded in writing, taking into account operational and pedagogical aspects, so that it can be included in the school unit's archive (PMC, 2020, p. 18).

It's clear that despite so many uncertainties, every moment was worked out in the best possible way, always respecting the specificity of each one, but never ceasing to believe in the potential of teaching, even if it happened remotely.

2.3 POSSIBILITY OF FACE-TO-FACE CLASSES IN 2021

On March 5, 2021, the Colatina Municipal Department of Education established the "Pedagogical and Operational Guidelines for the return to school - 2021", in a hybrid way, i.e. with a relay, with one group studying in person while the other studies remotely.

The resumption of classes through the weekly rotation of students and remote teaching was based on the Espírito Santo State Government's Risk Map, published weekly, and taking into account the administrative and health safety measures recommended by the State Health Department.

The document clearly explained how this rotation would take place, guaranteeing that:

The relay system consists of alternating two groups, in which each class is divided into 50% (fifty percent) of students in face-to-face studies and 50% (fifty percent) of students in non-face-to-face studies. Any situations that differ from the 50% weekly rotation of students must be reported to the Municipal Department of Education for analysis, authorization and appropriate action (PMC, 2021, p. 06).

The groups were divided into groups A and B, in which one group in week 1 was in the classroom doing activities mediated by the professor in the classroom, with strategies that prioritized the development of conceptual content and the other group in week 1 was in the non-face-to-face stage, carrying out the Non-Face-to-Face Pedagogical Activities - APNP, according to the planning articulated with the face-to-face activities.

The face-to-face return was optional, allowing the family/guardian to opt for remote learning, thus having to comply with the APNP, and other contact possibilities should the school feel the need. This document guarantees the right to full learning for children who have not returned to classroom teaching, stressing that:

Students whose families opt for remote learning will receive a plan every two weeks outlining the activities to be carried out during the period. It should be noted that this APNP will always be linked to the content and activities proposed in the weekly student rotation, with the necessary adaptations. It is the student's responsibility to return the APNP within the established timeframe. There will also be an opportunity to clarify any doubts, on a day and time set by the professor, together with the management team. (PMC, 2021, p. 16)

The return of face-to-face classes, albeit in a hybrid model, due to the continued contamination by COVID-19 even with strict observance of health protocols, has proved fundamental to guaranteeing students' right to education.

3 MATERIALS AND METHODS

When planning the methodology, the aim was to identify the functioning of nursery schools during the COVID-19 pandemic.

The research instruments were structured by reading materials pertinent to the methodology used by schools to provide educational services at the Early Childhood Education stage, as well as analyzing documents and forms made available by the Training Team of the Colatina Municipal Department of Education and by the Operational System. A mixed approach was used, as quantitative and qualitative research techniques were used to produce the data.

This research script analyzed the guidelines prepared by the Training and Pedagogical Teams of the Municipal Department of Education, which developed various guidance materials so that schools could continue to offer education and teaching even during the COVID-19 pandemic.

4 RESULTS AND DISCUSSION

The Pedagogical and Operational Guidelines for the return to school 2021, guided the return of Elementary School (Final Years) as the first group, Elementary

School (Initial Years) as the second group and Early Childhood Education as the third group (4 and 5 years old) and fourth group (0 to 3 years old), preventing and controlling the transmission of the coronavirus in learning spaces. and aiming for a gradual return in stages.

School activities for the 2021 school year, in its hybrid format, in Early Childhood Education, began in May, with the main strategy being to alternate between face-to-face and non-face-to-face moments. Always guaranteeing the best strategies and safety for each of those involved in such a return, when he says that:

Considering that the face-to-face classes will be held in rotation, the PLANNING OF THE TEACHING INSTITUTION must maintain the focus on the pedagogical actions that will be part of the face-to-face moment, in addition to monitoring the feedback from the APNP, which will continue to be carried out by the students in the non-face-to-face moment and by the students in remote teaching. (PMC, 2021, p. 09)

It was also considered that the actions related to Pedagogical Intervention should be structured by the professors, under the guidance of the pedagogical team.

The pedagogical intervention consisted of an educational action aimed at guaranteeing students the right to learn, identifying possible gaps in students' learning and making them a point of reference for possible planning.

The document emphasizes and advocates that, even in hybrid mode, the focus should be on developing student autonomy in carrying out activities and individual initiatives aimed at their own learning, so that students become the protagonists of their own knowledge.

It is also worth quoting what is said in:

In this practice of adopting unique and decisive attitudes in the face of the challenges posed by the contemporary world, the "PEDAGOGICAL AND OPERATIONAL GUIDELINES FOR THE RETURN TO PRESENTIAL CLASSES 2021", proposed by the Municipal Department of Education, become a guiding document for actions and new behaviors, aimed above all at preserving life (PMC, 2021, p. 22).

It must always be emphasized that any changes must be free of charge, due to any need that may arise at this new moment of returning to classes in person, and also noting that, despite the numerous obstacles, it is for educational excellence that everything is planned and very well oriented, and everything that is within the reach

of everyone involved must be done.

CONCLUSION

From the analysis carried out on the documents described, we can say that planning and teamwork have become essential to the functioning of education, even in the face of a time that is so different from the ordinary.

The school, the family and the municipal management team all had to work together to ensure that education did not come to a standstill, and this worked, always demonstrating an education of excellence.

The entire educational team showed an important capacity for adaptation and willpower to change any scenario of uncertainty arising from the students and/or families, showing that everyone involved did their utmost to comply with any and all health and educational requirements.

The Municipality of Colatina has shown great planning and teamwork, which has resulted in a great organization in both remote and hybrid education, showing that it is prepared for any possible changes.

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