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Inequality in school contexts: unveiling dimensions of public policy in the early years of schooling

Desigualdad en contextos escolares: desvelando dimensiones de políticas públicas en los primeros años de escolarización

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Introduction/Introducción

In Brazil, for more than 15 years, School Psychology, helped by Educational Ethnography, has attempted to understand the scenes that constitute the implementation of public policies in Education (Souza, 2010).

En Brasil, en los últimos 15 años de investigación en el área de la Psicología Educacional y Escolar, con el apoyo de la etnografía educacional, nos hemos dedicado a comprender los bastidores que constituyen la implementación de políticas públicas en Educación (Souza, 2010)



Purpose/ Objetivo

The present study aimed at comprehending constitutional aspects of the PIC policy in São Paulo state, from within the school, from a critical perspective in Educational and School Psychology, in order to contribute to the understanding of the school process, towards an education as a social right, addressing social inequality.

La investigación aquí presentada apuntó a comprender aspectos sobre la constitución de esa propuesta política en el estado de São Paulo, el Proyecto Intensivo en el Ciclo PIC, en el cotidiano escolar, a partir de una perspectiva crítica en Psicología Educacional y Escolar, con el fin de contribuir a la comprensión del proceso de escolarización, en la dirección de una Educación en cuanto derecho social, en el enfrentamiento a la desigualdad social.



Introduction/Introducción

Until the 1990s, the government primarily concern was with the phenomenon of **exclusion from school** (Ferrari, 1985), such as low rates of access to education...

Hasta los años 90, la preocupación del gobierno era, prioritariamente, con los fenómenos de exclusión de la escuela (Ferrari, 1985), como altas tarifas que imposibilitaban el acceso a la Educación...



Introduction/Introducción

... With the policies of universalisation of Primary Education in the 1990s, Brazil reached 97% of access to this level of education...

... Con las políticas de universalización de la Enseñanza Fundamental (Básica Primaria y Secundaria), en los años 1990, Brasil alcanzó el 97% de acceso a este nivel de Enseñanza...



Introduction/Introducción

... However, the processes of **exclusion within school** persisted, measured by dropout and repetition rates, exemplifying the poor quality of education.

... **sin embargo la baja calidad de la escolarización, evaluada por los índices de evasión y repeticiones, se mantenía inalterado.**





Exclusion within school

Cycle Policy– After the Brazilian democratic opening (1980). For the purpose of changing this situation, exclusion within school, the Literacy Basic Cycles is implemented in several Brazilian states.



Exclusion within School

Cycle Policy (1980)

Continued Progression– It is a Cycle Policy implemented in São Paulo State (1998). It transformed the traditional education system organization and evaluation procedures. In fact, it decreased dropout and repetition rates.



Exclusion within School

Cycle Policy (1980)

Continued Progression (1998)

Reading and Writing Program

–not all children in the State education system were literate (2008). This program prioritized specific didactic material and teacher training.



Exclusion within School

Cycle Policy (1980)

Continued Progression (1998)

Reading and Writing Program (2008)

Project Intensive in Cycle I – It is part of the Reading and Writing Program. It creates literacy classes, grouping children from 3r and 4th grades that have not been able to master reading and writing skills.

Project Intensive in Cycle I – 3rd Grade/ Proyecto Intensivo en el Ciclo 3 año

Aimed at “students that reach the end of 2nd grade, Cycle I, without enough improvement in literacy skills, with the main purpose of not delay the correction to the end of Cycle I” (Resolution 86 /2007)

Dirigido a "los estudiantes que llegan al final de segundo grado, Ciclo I, sin suficiente mejora en las habilidades de alfabetización, con el principal objetivo de no retrasar la corrección al final del Ciclo I" (Resolución 86/2007)



Project Intensive in Cycle I – 3rd Grade/ Proyecto Intensivo en el Ciclo 3 año

PIC front actions/ Acciones del PIC:

- Literacy teacher profile/ inversión en la formación de los profesores;
- Specific pedagogical material/producción de material didáctico diferenciado;
- Teacher-researcher (undergraduate pedagogy or letters) /auxiliar de sala (estudiante de pedagogia o letras);





The Study/ **A pesquisa**

- From an ethnographic case study perspective (Rockwell, 2009), the fieldwork took place in a state school in São Paulo city, in 2010.
- **A investigación fue desarrollada, a partir de un estudio de caso etnográfico (Rockwell, 2009), en una escuela del estado en la ciudad de São Paulo, en el año 2010.**

The Study/ **A pesquisa**

... there were weekly visits during a school year, a total of 26 visits to a 3rd grade PIC, interviews with the pedagogical coordinator of the school and the teachers, and a discussion group with students.

... se realizaron visitas semanales, durante un año lectivo, totalizando 26 visitas, a una clase de 3^a año del PIC, de una escuela del estado paulista, entrevistas con el coordinador pedagógico de la escuela y con las profesoras responsables de cada curso y un grupo de conversación con los estudiantes.





The Study/ **A pesquisa**

The analysis was conducted from triangulation process between field sources, official documents, and literature.

El análisis fue realizado a partir del proceso de triangulación entre los diferentes materiales de campo, documentos oficiales y literatura.



Teacher working condition/**Condiciones del trabajo docente**

The PIC has the teacher as one of its pillars. This responsabilization is noticeable on official documents, exempting public authorities of the liability of providing material and institutional conditions for programs and projects.

El PIC tiene el maestro como uno de sus pilares. Esta responsabilización es notada en los documentos oficiales, eximiendo a las autoridades públicas de la obligación de proporcionar las condiciones materiales e institucionales para los programas y proyectos.



Teacher working condition/**Condiciones del trabajo docente**

Going against the teachers importance, the fieldwork and the literature (Paparelli, 2009) revealed a precarious career structure offered to teachers: many substitute teacher, low salaries that lead teachers to overworking, lack of specialized literacy teacher, among other factors.

No obstante, en contravía de esta responsabilización del actuación del profesor, por la investigación y por la literatura académica (Paparelli, 2009), percibe una precaria estructura de carrera ofrecidos a los maestros: gran número de profesores sustitutos, trabajó en dos redes debido a los bajos salarios, falta de profesores alfabetizadores, entre otros factores.



Daily practices in the classroom/ Prácticas cotidianas en salón de clases

Since they had not received benefits from the precarious school, the PIC students are personally blamed for the difficulties they present. They are labeled as “weak-minded”, “troubled children”, among other.

Los alumnos del PIC, por el hecho de no beneficiarse de la escuela y en la precariedad en que se encuentra, son responsabilizados personalmente por las dificultades presentadas. Sobre ellos recaen los rótulos de “mediocres”, “flojos”, “niños-problema”.



Daily practices in the classroom/ Prácticas cotidianas en salón de clases

When adults have low expectations for young students, they weaken children's chances of benefiting from the school, from development, and from learning, feeding a perverse logic of individual failure (Feijó & Souza, 1996).

Al atribuir una baja expectativa en relación al proceso de aprendizaje de niños pequeños, más se refuerza la imposibilidad de que se beneficien de la escuela, del aprendizaje, del desarrollo, alimentando una lógica perversa de fracaso individual (Feijó & Souza, 1996).





Daily practices in the classroom

... Alan says he did not want to sit with Rian, because according to Rian, he is dumb. Rian says: *"You are dumb!"*. [...] Alan did not know how to write numbers, he erased it a lot, and justified his actions saying his writing was ugly. He still does not write well, but says that he knows, that it is easy, when, infact, it seems difficult for him. (Extended Fieldnotes, 4th visit)

... Rian says that he does not know and that I had to help him, but he does not answer Alan's scolding. Alan says he was laughing, because he said everything was wrong on his notebook, and Rian erased everything he had already written. (Extended Fieldnotes, 11th visit)





Práticas Cotidiana em sala de aula

... Alan diz que não quer sentar com Rian, porque segundo ele Rian é burro. Rian diz: “burro é você”. [...] Alan não sabia escrever os números, apagava muito e justificava o ato por sua letra estar feia. Ainda não escreve bem, mas costuma dizer que sabe, que é fácil, quando na verdade parece ter dificuldade. (Registro Ampliado, 4ª visita)

... Rian diz que não sabe e eu teria que ajudá-lo, mas não contesta o xingamento de Alan. Alan disse que estava rindo, porque ele falou que estava tudo errado em seu caderno e Rian apagou tudo que já tinha escrito. (Registro Ampliado, 11ª visita)

Ways to live the “not knowing” feeling/**Formas de vivir “el no saber”**

The sense of wrong and right passed through all areas of schooling, such as the creative process. Drawing has turned into a lesson, and the students have now a right and wrong way to create, and to express themselves.

Las nociones de cierto y errado invadían otros ámbitos del proceso de escolarización, como el proceso creativo. El hecho de dibujar se transformó lección, se burocratizó, existiendo una forma correcta o errada de crear, de expresarse.





Ways to live the “not knowing” feeling

Brenda comes to talk to me, saying that she did not know how to draw a bird, asking if I could draw for her. [...] Suddenly, Ricardo brings his Woody Woodpecker drawing, only the face, very well done. I compliment his drawing, and say that it was very pretty, but that he still needed to color it. Brenda whispers to me that who had drawn like that was Jeferson. Micael also shows me his drawing, that was exactly like Ricardo's. So I look at Jeferson, who smiles back to me, pointing to himself. (Extended Fieldnotes, 7th visit)



Modos de viver “o não saber”

Brenda vem conversar comigo, dizendo que não sabia desenhar passarinho, se eu não poderia desenhar para ela. [...] De repente, chega Ricardo com um desenho do Pica-pau, só o rosto, muito bem feito. Elogio o desenho, digo que estava muito bonito, mas faltava colorir. Brenda me diz bem baixinho, que quem tinha feito era o Jeferson. Micael também vem me mostrar seu desenho, igualzinho o de Ricardo, olho para Jeferson que sorri para mim, apontando para si mesmo. (Registro Ampliado, 7ª visita)



Children want to learn / **As crianças querem aprender**

... I wanted to know how the school had been, and he (Alan) said that the school was perfect, but that the school year was terrible. (Group I with students)

... queria saber como tinha sido na escola e ele (Alan) disse que a escola tinha sido perfeita, mas que o ano foi péssimo. (Grupo I com alunos)



Children want to learn / **As crianças querem aprender**

... I asked what they expected for the next year, and Rian said that it would be good, because they would learn how to write, to read, and to do the work. (Group IV with students)

... perguntei como eles achavam que ia ser no ano que vem e o Rian falou que ia ser bom, porque iam aprender a ler, escrever e a fazer lição direito. (Grupo IV com alunos)



Children want to learn / **As crianças querem aprender**

... Brena answered that they would study other subjects, as History, Science, Maths, etc. (Group V with students)

.. a Brenda respondeu que era porque eles iriam estudar mais coisas, como História, Ciências, Matemática, etc. (Grupo V com alunos)



Considerations/ Algunas Consideraciones

- The PIC policy focus on the teacher working with students to reverse the school failure, but at the same time, the facts witnessed on this 3rd grade PIC reveal the precarious working conditions of teacher in the state education system;
- El PIC en cuanto política pública trae como foco la preocupación con la actuación del profesor para revertir el cuadro de fracaso escolar de sus alumnos, al mismo tiempo en que el Sistema de Enseñanza público sufre la precarización de la carrera docente;



Considerations/ Algunas Consideraciones

- Several academic discussions did not interfere on the production of public policies;
- se han dado intensas discusiones en el campo académico que no han afectado el campo de elaboración de las políticas públicas;



Considerations/ Algunas Consideraciones

- School failure still exist in other ways, exemplified in children that: do not have access-> drop out -> do not progress to next grade-> present age-grade gap -> go to school and do not learn.
- El fracaso escolar ha persistido, en otras formas, en los niños que: no tienen acceso a la Escuela -> que evaden -> reprueban -> no están aprendiendo en el interior de las escuelas.



Considerations/ **Algumas** **Consideraciones**

- The school purpose is only to teach how to write and read? The Project is clearly directed to teach Portuguese and Mathematics. What about the development of citizens and other aspects of human development?
- ¿La escuela es sólo leer y escribir? El foco del programa es la Lengua Portuguesa y las Matemáticas así como prácticas de alfabetización. ¿Y otros ámbitos del proceso de escolarización tan necesarios para la formación de nuevos ciudadanos?





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Thank you!!! Gracias!!

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