



**THE EVOLUTION OF EARLY CHILDHOOD EDUCATION WITHIN THE BRAZILIAN HISTORICAL SCENARIO: DIFFERENCES BETWEEN FACE-TO-FACE MODEL AND REMOTE MODEL**

**A EVOLUÇÃO DA EDUCAÇÃO INFANTIL DENTRO DO CENÁRIO HISTÓRICO BRASILEIRO: DIFERENÇAS ENTRE MODELO PRESENCIAL E O MODELO REMOTO**

**LA EVOLUCIÓN DE LA EDUCACIÓN DE LA PRIMERA INFANCIA EN EL ESCENARIO HISTÓRICO BRASILEÑO: DIFERENCIAS ENTRE EL MODELO PRESENCIAL Y EL MODELO REMOTO**

Marlene Cau do Nascimento<sup>1</sup>, Diogenes Jose Gusmão Coutinho<sup>2</sup>

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**ABSTRACT**

This scientific article has as its central objective to analyze the evolution of early childhood education within the Brazilian educational scenario and through this analysis present the differences between the face-to-face and remote model established during the pandemic moment in which we currently live. This article was constructed through a qualitative approach, where several authors such as Ferreira JR were used. (2010), Aranha (2006) among others that provided us with a historical analysis of Brazilian early childhood education from the colonial period to the present day. With this, looking at the historical element and we will seek to analyze the past and the current moment in which early childhood education is found within the pandemic scenario and the result of this analysis corresponds to a resignification of what we call "formal education" or "regular education" where it was detected that the teacher left his so-called comfort zone and ventured into the paths of digital tools opening with this a new vision of what it is the new early childhood education that becomes a modality that we can classify as "hybrid" or non-face-to-face.

**KEYWORDS:** Early childhood education. Educational evolution. Face-to-face teaching. Remote teaching. New pedagogical practices.

**RESUMO**

O presente artigo científico tem por objetivo central analisar a evolução da educação infantil dentro do cenário educacional Brasileiro e através dessa análise apresentar as diferenças entre o modelo presencial e remoto instaurado durante o momento pandêmico em que vivemos atualmente. O presente artigo foi construído através de uma abordagem qualitativa, onde foram utilizados vários autores como Ferreira JR. (2010), Aranha (2006) entre outros, que forneceram uma análise histórica da educação infantil brasileira do período colonial à atualidade. Com isso, olhando para o elemento histórico e buscou-se analisar o passado e o momento atual em que se encontra a educação infantil dentro do cenário pandêmico e o resultado dessa análise corresponde a uma ressignificação daquilo que se chama de "ensino formal" ou "ensino regular", aonde foi detectado que o professor saiu da sua chamada zona de conforto e se aventurou nos caminhos das ferramentas digitais abrindo com isso uma nova visão sobre o que é a nova educação infantil que passa a ser uma modalidade que pode se classificar como "híbrida" ou não-presencial.

**PALAVRAS-CHAVE:** Educação infantil. Evolução educacional. Ensino presencial. Ensino remoto. Novas práticas pedagógicas.

**RESUMEN**

El objetivo central de este artículo científico es analizar la evolución de la educación infantil en el escenario educativo brasileño y, a través de este análisis, presentar las diferencias entre el modelo presencial y el remoto establecidas en el momento pandémico en el que vivimos actualmente. El presente artículo fue construido a través de un enfoque cualitativo, donde se utilizaron varios autores

<sup>1</sup> Faculdade Alpha

<sup>2</sup> Christian Business School



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como Ferreira JR. (2010), Aranha (2006) entre otros, que proporcionaron un análisis histórico de la educación infantil brasileña desde el período colonial hasta la actualidad. Con ello, mirando el elemento histórico y se buscó analizar el pasado y el momento actual en el que se encuentra la educación infantil dentro del escenario pandémico y el resultado de este análisis corresponde a una resignificación de lo que se denomina "educación formal" o "educación regular", donde se detectó que el docente salió de su llamada zona de confort y se aventuró en los caminos de las herramientas digitales abriendo con ello una nueva visión de lo que es la nueva educación infantil que se convierte en una modalidad que se puede clasificar como "híbrida" o no presencial.

**PALABRAS CLAVE:** Educación infantil. Evolución educativa. Enseñanza presencial. Enseñanza a distancia. Nuevas prácticas pedagógicas.

### 1. INTRODUCTION

This scientific article aims to discuss the mishaps and evolutions of early childhood education within the Brazilian historical scenario (from the colonial period to the present). For this, we will try to present a whole framework of historical, didactic-pedagogical and documentary discussion about this modality that since its beginnings has a careencialist view, but this view has been deconstructed.

However, with the advance of research on educational themes added to the emergence of legal support, which for this modality were non-existent or when they existed they despised the pedagogic character of the same, it was perceived that it is not only the care look, but the existence of a pedagogic look focused on this modality of teaching, which today is part of basic education as presented to us in the Common National Curriculum Base (BNCC).

Increasingly, early childhood education gains its deserved space within the Brazilian educational scenario, since in its beginnings this modality was not mandatory and when it was offered it had a caregiver and little educational look.

In view of these historical, social and pedagogical truths, we seek to build the foundations that sustain our research, which was supported by qualitative methodology, itself dealing with the analysis of data on the theme.

Thus, a qualitative view in relation to data collection was used to qualify what we raised on the subject, for this we used several authors who contribute in our walk, such as: Freire, (1996), Ferreira Jr (2010), Hoffmann (2018), Tavares (2007), Aranha (2006).

In order to enrich our vision of the problem, we also seek official documents, such as the BNCC mentioned above, that address and develop the theme of early childhood education giving the same their curricular and legal bases, in addition we seek to understand how face-to-face classes, remote classes or how some municipal managers classified as non-face-to-face activities were taking place in early childhood education.

In the intention of systematizing our walk on the theme we divided this article into five parts: The history of early childhood education within the Brazilian scenario, current reality: breaking paradigms, Evolution of early childhood education within the Brazilian scenario: Face-to-face model vs. remote model. Finally, our final considerations.



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### 1.1 THE HISTORY OF EARLY CHILDHOOD EDUCATION WITHIN THE BRAZILIAN SCENARIO.

When addressing the theme of early childhood education, we always refer to care actions aimed at the reception and protection of the child while their guardians seek the bread of each day. Since the beginning of Brazilian colonization, early childhood education has been seen as a necessity to facilitate the culture of indigenous peoples to European customs.

The priests of the company of Jesus used this tool to make it easier to aculturation of Brazilian Indians, since the "curumins" (children) had a double potential in relation to learning, since they did not have in their entirety the cultural elements existing in adults. Ferreira Jr. (2010) makes this very clear in his work "The History of Brazilian Education: from cologne to the 20th century. By referring to this action as a new missionary strategy adopted by the Jesuit priests. In the words of Ferreira Jr:

"After observing the resistance that adults drew in relation to missionary action, the priests of the Society of Jesus reversed the practice of evangelization and turned their attention to the curumins (children). In the new missionary strategy, indigenous children were considered to have a double potential: first, they were not yet totally contaminated by cultural elements classified as sins by the Jesuits and, secondly, after the incorporation of Christian doctrine, combat the practical cultural customs by their parents themselves" (FERREIRA JR, 2010, p. 20).

Reinforcing the speech brought by Ferreira Jr (2010), Maria Lucia de Arruda Aranha (2006) in his work *História da Educação e da Pedagogia: Geral e Brasil*. The following tells us: "they soon realized that action is most effective on the children of the indigenous peoples, the curumins (also columins or culumins), favorite students, because they still did not feel in grainy the influence of the shaman" (ARANHA, 2006, p. 141).

With this we can say that early childhood education, the education of the young Indian, at the beginning of Brazilian colonization was managed by the Jesuit priests of the company of Jesus and had a unique character: acultura the Native Brazilian indigenous and for this they chose children who did not have in their entirety the customs of their parents. The Jesuits' intention was to deconstruct the practices that in the eyes of the missionaries were considered "sin." Like this: the indigenous practice of nudity.

Returning to the postulates of Ferreira Jr (2010) it is described by the author that the process of catechesis of children occurred, initially the Jesuits gramoted the Tupi language through the works written by fathers Juan Azpilcueta Navarro and José de Anchieta. They then created a bilingual catechism (Portuguese Tupi) "in the form of questions and answers". In doing so, the Jesuits make clear their intention to take European habits and customs and disparage indigenous customs.

The pedagogical didactic material used by the priests were the "booklets" where the first letters were taught both in the Tupi language and the Portuguese language of Portugal, this material was used to teach in the words of the author mentioned above, "casas de bê-á-bá". These houses would become the colleges of the company of Jesus.

Making use of the words of Ferreira Jr (2010):

"The ,..., jesuit evangelizing action (1549-1600) can be characterized as "Brasilialic pedagogy", that is, a pedagogy born of the existing conditions and not properly of



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fidelity to the dogmas and precepts of the company of Jesus. Despite the difficulties... the Lusitanian colony already had, in 1570, five houses of *bê-á-bá* (Porto Seguro, islets, São Vicente, Espírito Santo and São Paulo de Piratininga) and three schools (Bahia, Rio de Janeiro and Pernambuco) (FERREIRA JR, 2010, p. 21).

Over the years the Portuguese government began to review the presence of the company of Jesus in Portuguese-Brazilian territory, added to this some administrative reforms implemented by the government of King D. José I (1714 to 1777) led to the educational environment putting an end to the exclusivity exercised by the Jesuits that lasted for 200 years.

In the words of Ferreira Jr (2010. Page 27): "in the context of Portuguese pedagogy... The Charter of D. José I closed all 24 schools maintained by the company of Jesus in Colonial Brazil"

Advancing in time, we will now present how early childhood education was characterized during the Brazilian imperial period, which had something that did not exist during the colonial period, a constitution granted in 1824.

By the gaze of Ferreira Jr (2010) the first Brazilian constitution:

"It dispensed with restrictive treatment to education, only two items of Article 179 of Title 8, the last of the constitutional text, that article and the items received the following wordings:

Art.179 The inviolability of the Civil and Political Rights of Brazilian citizens, which is based on freedom, individual security and property, is guaranteed by the Constitution of the Empire, by the following way:

[...]

XXXII- Primary education is free of charge to all citizens.

XXXIII- College and universities where the elements of Sciences, Fine Arts and Letters will be taught (BRASIL,200 1a, p.103) " (FERREIRA JR, 2010, p. 39)

As we can verify an important step was taken, the educational aspect was mentioned in an official document, but it was determined the follow-ups, who would build the school units and the main one who would be attended, that is, the age group of the children. The education of children during their first years of life was in charge of their legal guardians.

Continuing with the postulates of Ferreira Jr (2010) only Ten years later law no. 16, which became known as the additional act of 1834 made the administrative organization and financing of primary education the provincial assemblies, making a parallel with the present day are the council chambers and the state legislative assemblies, this act exempted the central government from making investments in the structure of education that had been presented in the form of constitution.

Now the provincial assemblies were responsible for this. But the question is giving these bodies will draw resources to carry out such investimos? In the author's words "Brazil went through a long period of economic stagnation,....The economic recovery was only occurring when the expansion of coffee agriculture in the Paraíba valley, after 1840." (FERREIRA JR, 2010, p. 39)

That is, almost 20 years after the enactment of a legal support, Brazilian education during the imperial period was practically stagnant due to lack of resources and also of political interest. This act of 1834 is considered a historical-political and educational milestone, because it was with this document that began the tradition of dividing the responsibility of financing the different levels of



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Brazilian education, withdrawing from the central government, now the federal government, responsibility and exclusivity as a financier and organizer of the system.

Spider (2006) when describing elementary education during the Brazilian imperial period citing the elements existing at the legal level, as well as Ferreira Jr (2010), and also educational level in the author's words:

"Without the requirement to complete a primary course for access to other levels, the elite educated their children at home with preceptors. Other times, parents would come together to hire teachers who would teach together for their children somewhere they choose. Therefore, without connection with the State" (ARANHA, 2006, p. 223).

Existence of an educational system presented by the constituent of 1824 did not correspond to a universalization of education, on the contrary, the practices described above in the author's words are the seeds of private educational institutions, where parents and guardians have to supply for their children an education that the state cannot offer or has no interest in offering.

The lack of an educational project at the national level for Brazil resulted, in the words of Aranha (2006) "for the other social segments, the offer of few schools whose activity was restricted to elementary education was restricted to elementary education: reading, writing, and counting. According to the report by Liberato Barroso, supported by official data, in 1867 only 10% of the school-age population had enrolled in primary schools." (SPIDER, 2006, p. 223)

In view of everything that was presented we can conclude in an initial nature in itself treated in the Brazilian colonial and imperial period that early childhood education was ignored by the public authorities and was in charge exclusively of the parents, since to enter elementary education we assumed that the child had to have an age greater than 6 years, since the system used by elementary institutions was the method of mutuo or monitorial teaching, where an earlier student teaching the other. Spider (2006) in his postulates says that the age of these monitors was between 10 and 12 years.

We have now begun an analysis within the Republican period that began in 1889 and which went through several phases within the history of our country as an example: the Vargas Era (1930-1945) and the Period of Military Intervention (1964-1985) and to end the redemocratization begun in 1985, when it comes to education in the broadest sense of the word, not only early childhood education, we have an educational system that has not been able to overcome the elitist and exclusionary paradigms that are rooted within the Brazilian educational culture established throughout the colonial and imperial period.

In the words of Ferreira Jr (2010): "the requirement of compulsory, universal and free primary education remained on paper and the problems of popular education were not solved (not even faced) through primary schools (FERNANDES, 1996, p. 75; FERREIRA JR, 2010, p. 51).

Thus, we can establish an interesting parallel, even with the end of the system of imperial government, elitist thinking remained strongly present in the republic that brings in its broad meaning the thought of government of the people to the people and made by the people. Unfortunately, this



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statement was not present in the educational environment where the government, like what was done in the empire, delegated to other economically disadvantaged instances the obligation to invest in the necessary infrastructure for Brazilian education.

Ferreira Jr (2010) exemplifies this very well by stating that " ..., the phase of the republic ended up producing, at least until the 1960s, a contradiction: if, on the one hand, we can generally consider that in the period in question there was a great effort to "extend the primary education network throughout almost the entire country" (FERDANDES, 1996, p. 4; FERREIRA JR, 2010, p. 51)

With this, there was an attempt to balance the situation makes it equitable, when it comes to offering schooling to the poorest population, this attempt occurred thanks to the studies of Anísio Teixeira (1977) who is also cited by the author already mentioned above who presented a quantitative study that demonstrated a worrying situation that in 1900, 9,750,000 inhabitants over the age of 15, of whom only 3,380,000 were literate and more than 50% or 6,370,000 inhabitants were illiterate. In 1950, the percentage of illiterate people decreased it from 65% to 51%. However, in absolute numbers the country became more than twice illiterate.

In collaboration with the above sayings Aranha (2006) presents in its postulates the following information:

After the first great war, with industrialization and urbanization the new urban bourgeoisie was formed, and emerging strata of a small bourgeoisie demanded access to education. ,..., the operative needed a minimum of schooling, and the pressures for the expansion of the teaching offer began. The situation was severe, since in the 1920s the illiteracy rate had reached a high of 80%" (ARANHA, 2006, p. 299).

The elements brought by the authors point to an exclusionary, elitist education that valued only the interests of the Brazilian elite that insisted on conservative professions such as medicine, law and engineering.

Thus, the large Brazilian population mass, which are the most popular layers, were despised by the national elite and consequently by the government, with everything, there will be social and economic changes with the late arrival of the industrial revolution in Brazil, with this the Brazilian agrarian model gives or is a place for the industrial model.

Taking into account everything that has been addressed so far, we realize that early childhood education in the early days of the republic was not treated as a modality and neither was it given a social character by the Republican government, that is, it was still the responsibility of families to manage this modality of teaching for their children through the means they deem necessary.

Even though the Republican system tried to promote reforms in education in an attempt to supply and organize the Brazilian education system that preached one thing and in practice within society saw a school that was not for everyone and countless reforms with Escolanovismo, the Manifesto of the Pioneers of Education, reform Francisco Campos and the Capanema Reform, are examples of attempts and none of them are given any reference or emphasis on early childhood education.



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### 1.2 CURRENT REALITY: BREAKING PARADIGMS

With the approval of the 1988 constitution, a constitution that embraced more human values, such as in article 205: "Education, the right of all and the duty of the State..." and in article 211 §2 (Municipalities will act primarily in elementary school and early childhood education" (paragraph as given by EC no. 14, 1996).

For, it was in 1996 that the Laws of Guidelines and Bases of national education were elaborated, throughout the history of Brazil other laws of guidelines and bases of education were elaborated, but let's highlight the 1996.

Law No. 9,394 of December 20, 1996 is our reference in legal terms at the level of national education, itself dealing with the responsibility of each member of the federation (union, states and municipalities) when investing and promoting an education that the document itself defined in article 1: "Education covers the formative processes that develop in human family life, in work, in educational and research institutions, in social movements and civil society organizations and in cultural manifestations" (BRAZIL; AMARAL, 2019, p. 14).

Given the preparation and guidance of such document, early childhood education is now guided by legislation in a clear and objective way that determines its gratuity, who is responsible for its maintenance and investment in infrastructure, that is, all this information is contained in the LDB, which over the years pass by legal updates and complementary texts. As an example, more precisely on early childhood education we have the National Curriculum Reference for early childhood education and more recently the Common National Curriculum Base (BNCC) was launched where early childhood education is given a pedagogical highlight breaking with that assistance model.

Today early childhood education is treated as a teaching modality with a pedagogical proposal and a curriculum to be worked with the student during the period he/she is in the educational institution, the care role continues to exist in early childhood education, but this condition is no longer predominant, now the pedagogical enters with force and the main, focusing on the development of the student who in this age group is highly dependent on an adult as its mediator.

The LDB in article 29 defines early childhood education as the first stage of basic education, aiming at the "integral" development of children up to 5 years old, this development takes into account, according to the article presented above, the physical, psychological, intellectual and social aspects of the child, "in addition to complementing the action of the family and the community" (BRAZIL; AMARAL, 2019, p. 21).

In addition, there was the need to train professionals who work in the initial series and early childhood education, the full bachelor's degree is the minimum condition required to be a teacher regent in these modalities with is required by the LDB article 62 : "The training of teachers to work in basic education will be done at a higher level, in full degree course, admitted, as a minimum training



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for the exercise of teaching in early childhood education and in the first five years of elementary school..." (BRAZIL; AMARAL, 2019, p. 31).

By looking at the legal aspects that underpin early childhood education, we can truly and with complete conviction affirm that there has been an evolution from a legal and pedagogic point of view. And let us not forget the pedagogic that is contained in two important documents are them: the National Curriculum References for Early Childhood Education and more recently the Common National Curriculum Base that brings in its postulates much necessary guidelines to the teacher of this modality, guidelines that are pedagogical and didactic.

We will start by the National Curriculum References produced in 1998 by the Ministry of Education and sport that was under the responsibility of the then Minister Paulo Renato de Souza, this document in the words of the Most Honorable Minister is a "reference" that "was conceived in such a way as to serve as a guide for educational reflection on objectives, contents and didactic guidelines for professionals who work directly with children from zero to six years, respecting their pedagogical styles and Brazilian cultural diversity." (Brazil, letter from the minister, p. 7)

When we look at the reference, we realized that the division of the document was designed in order to improve the teacher's understanding of the learning objectives, phases of the child, playing as a form of learning and the contents divided by age.

This curricular reference directed to early childhood education served as a support for the BNCC, specifically for early childhood education, since over the years and with more research developed in this area the Common National Curriculum Base has become a reference document of great weight and importance, as it serves as a reference for States and Municipalities when building their curricula about this modality.

When we start the study on the BNCC, we observed that the document brings to the next face the following statement about the expression preschool education:

"The expression "preschool" education, used in Brazil until the 1980s, expressed the understanding that Early Childhood Education was a previous stage, independent and preparatory to schooling, which would only have its beginning in elementary school. It was therefore outside formal education" (BRASIL, 2018, p. 35)

With the approval of the LDB - Law of guidelines and bases of Education of 1996, early childhood education has a differentiated status, that is, the Legislation guaranteed early childhood education the status of belonging to basic education.

As the BNCC itself says, "Early Childhood Education becomes an integral part of Basic Education, being at the same level as Elementary and High School" (BRASIL, 2018, p. 35), starting to serve a target audience from 0 to 5 years of age, above this age reference the child belongs to the initial years, that is, the modality of the fundamental 1.

However, as we continue our journey through the national curriculum framework we realized that subsequent changes in the Education Legislation have deforced those responsible, that is, parents to enroll their children in Day Care Centers or CEIS (Children's Education Centers) with ages



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below 4 and 5 years, so determined is made present in the changes suffered by the LDB in 2013 and the constitutional amendment number 59 of 2009.

In the saying of the guiding document:

"However, although recognized as the right of all children and the duty of the State, Early Childhood Education becomes mandatory for children aged 4 and 5 years only with Constitutional Amendment No. 59/200926, which determines the mandatory basic education from 4 to 17 years. This extension of the obligation is included in the LDB in 2013, fully deconsing the mandatory registration of all children aged 4 and 5 years in early childhood education institutions" (BRASIL, 2018, p. 36).

Despite this back and going of legislation that gives legal support to this segment that has historically been very neglected and that in the last 30 years very prominent and where its due importance has been ensured. In recent decades, early childhood education has been tied to its practices the conception of care and educating in the view of some theorists of education, that in this modality the care for the student and inseparable from the educational process.

In Kramer's vision (2013, p. 245) "... it is clear the milestone established towards quality early childhood education, comprising "quality" in the dimension of participation, interactions, integration between education and care"

These dimensions of early childhood education are necessary within the context of children from 0 to 3 years and also among children aged 4 and 5 years, but on a smaller scale. However, clarifications are necessary to break misguided educational models where these premises are adopted in an erronia way.

The space of care within the educational sphere cannot be developed mechanically. Disrespecting the predicted knowledge of the child. The function of guiding our children within the Brazilian historical scenario is a function of little prestige since this act is very linked to "care" that in Kramer's view (2013, p. 249) " Care for young children in Brazil has always been linked to interventions, sanitary, hygienic and the "poor for the poor" policy. In this context, the author tells us that care is interpreted as an action on the child's actions, in other words to take care of until those responsible come to seek.

However, Kramer (2013) points out that "caring" in her words:

"... when care is understood as being attentive to the other, this act gains an ethical dimension, "practice reflected in freedom", a commitment that involves the attention of those who take care of themselves in the movement of taking responsibility and responding to the other. Thus, the internal connection of the living relationship, not mechanical, is established when we take responsibility for each other as beings that affect each other" (KRAMER, 2013, p. 249).

Thus, in the face of the discussions and statements that have been presented above can we truly break the paradigms surrounding early childhood education? Paradigms that revolve around the curriculum and legislation, the teacher's own training and how society sees early childhood education today through the work developed in schools and crèches and CEIS.



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Answering such a question is really difficult, but we accept the challenge of answering. When we begin the discussion bringing legal support and the curricular issue with advisors, we must remember that such documents are social aspirations and fruits of discussions greater than the modality itself, early childhood education being recognized as an educational modality by the legislation itself and also by society as a tool of educational transformation that was offered to our children following the precepts of the federal constitution itself.

This generated a race to create something nonexistent, curricular guidelines for a segment that until recently was not knowledge as a modality, and that today is permanent and belonging to basic education. Such resignification and is very important and only reinforces the role of early childhood education in the national education scenario.

With this in teacher training courses when working the dimensions of early childhood education now give the true meaning of the junction between caring and educating, transforming the act of caring as part of the process of cognitive development of the student, the researching of the education professional within the teaching process.

This transformation is felt by civil society, which today sees institutions serving this modality with something indispensable both in the care axis and in the educational axis. Moreover, remembering that the care vision, the understanding of the dimension of care is another the care with part of the teaching process and not as something instructional.

For us it is clear the breaking of models, paradigms between the modality that was offered before the legal support and educational curriculum of those offered today, with an educational intentionality, a clear and targeted legal support and the main curriculum that is above all aimed at the student representing clear evolution brought by the BNCC in relation to early childhood education are the true curricular guidelines that were very necessary for the modality for example: objectives, fields of experience and guidelines for each stage of the modality such an understanding is the true breaking of the past and a look directed to the future.

This intention demonstrates the evolution of Brazilian early childhood education, but even in the face of these advances much is still to be done for the modality.

### 1.3 - EVOLUTION OF EARLY CHILDHOOD EDUCATION WITHIN THE BRAZILIAN SCENARIO: FACE-TO-FACE MODEL VS REMOTE MODEL

In March 2020 it was detected the existence of a new highly contagious virus called covid-19, this virus left the world on alert. Public spaces were closed, people had to modify their habits of coexistence and fulfillment and the main many professionals had to adapt and venture into a totally new work reality: the remote modality of work or hybrid.

In relation to the teaching that is provided to our children who have always been in person and within the competent institutions, now due to the new reality will undergo a transformation this is something that 100 years ago would be unthinkable. But over the years and especially in the last 2



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years (between 2020 and 2022) remote or hybrid education is now a constant reality in both public and private educational institutions.

But how to make teaching, the art of teaching, which since the beginning of its conception has been offered in a face-to-face way, something attractive, interesting and the main one that fulfills the objectives for which it was thought? And how to make early childhood education, today an attractive modality remotely? And how to train the teacher of early childhood education to work in this way, transforming the room of his house in his room? These are questions that we will try to answer during this journey where we will discuss about the face-to-face model and the totally differentiated reality of the remote model.

The pandemic environment that has been established worldwide has brought to a huge challenge for all teachers of the most different modalities and levels, this challenge is to take the remote class interesting and attractive. Without these qualifications, pedagogical moments become only moments without objectivity, that is, the student is performing and developing that proposal, but does not add to him and his cognitive development process the process of construction and deconstruction of models that occur permanent learning.

Given this remote reality in which early childhood education is located, the solution was to use something that already exists, but the help of parents and guardians became fundamental importance. This aid, this partnership makes the pedagogical moments occur and the objectives outlined, were achieved. The activities are sent and carried out in various ways, using a tool WhatsApp or google meet.

Both in private networks and in public networks, these were the main tools of communication of teachers with the student and especially with the family. The activities were viewed by students in real time using google meet and in the case of WhatsApp the sending was carried out through audios, videos or texts.

The municipal schools had to guide their teachers to use these digital tools that were once not used for this purpose, but the result of this school union, family and learning objective was the recipe for success. Since it could not be done otherwise, during the pandemic moment, especially at the height of the pandemic only the family members had direct contact with the student, the teacher had to adapt the orientations to a language that parents and guardians could understand so that in their homes the development of skills occurred and consequently to achieve the proposed objectives.

In the remote mode the teachers reinvented themselves using even their own channels on YouTube to send the activities, with colorful backgrounds and decorations appropriate to each moment of class.

This pedagogic action was not only the responsibility of the teacher, some municipal schools developed pedagogical materials adapted for each modality including early childhood education. Activities that could be developed by families in their homes in a practical, safe and in many cases fun way. With this the teacher transforms his personal environment, his home into an extension of the



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school, recording videos, sending guidance and the main one achieving the goals that were achieved. Below is an example of pedagogical material produced by a municipal education network in the metropolitan region of Recife (figure 1 and figure 2):

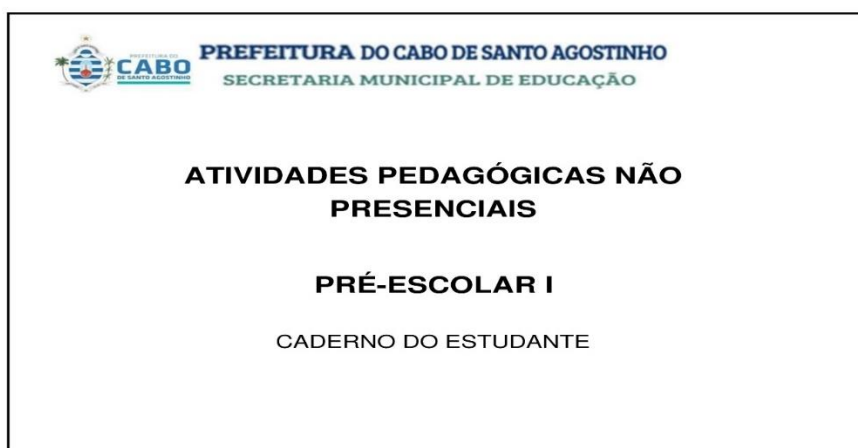



Figure 1

**ATIVIDADE 2**

**MASSINHA DE MODELAR**



[https://img.f7.com/images/2017/03/22/ppi6jp66\\_3knkwd7dwz\\_file?dimensions=460x305d](https://img.f7.com/images/2017/03/22/ppi6jp66_3knkwd7dwz_file?dimensions=460x305d)

<p><b>INGREDIENTES</b></p> <ul style="list-style-type: none"> <li>✓ 1 xícara de sal de cozinha</li> <li>✓ 4 xícaras de farinha de trigo</li> <li>✓ 2 colheres (sopa) de óleo</li> <li>✓ 1 colher (sopa) de vinagre</li> <li>✓ 1<sup>o</sup> xícara de água</li> <li>✓ Corantes alimentícios nas cores de sua preferência</li> </ul>	<p><b>MODO DE PREPARO</b></p> <ul style="list-style-type: none"> <li>✓ Misture os ingredientes</li> <li>✓ Separe um pedaço da massa e molde uma bolinha</li> <li>✓ Faça um pequeno buraco e pingue algumas gotas do corante alimentício</li> <li>✓ Amasse até que a cor fique bem homogênea</li> <li>✓ Pronto!</li> </ul>
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FAMÍLIA, AGORA ESTIMULE E AJUDE A CRIANÇA A USAR A CRIATIVIDADE PARA PRODUIR, COM A MASSA DE MODELAR; FLORES, ANIMAIS, CASAS, ÁRVORES, FRUTAS, LETRAS DO NOME... NÃO ESQUEÇA DE REGISTRAR EM FOTOS OU VÍDEOS E COMPARTILHAR COM FAMILIARES E AMIGOS.

11

(Figure 2)

In addition to the materials made by municipal authorities to be used by students during the remote period there was a need to establish regulations that once did not exist, these regulations are what networks call the "protocol of alignment of pedagogical activities" in the case during the period of the peak of the pandemic the protocol we will use is attached and was made by the same municipal network that made the pedagogic material used in the example above.

This document was produced based on opinion No. 19 of December 2020 approved by the Ministry of Education and Sport, in addition to the opinions of the National Council of Education



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(CNE/CP) of no. 09 and no. 11 of 2020, together with the municipal ordinance of no. 13 of December 21, 2020. These regulations, both federal and municipal, were updated to monitor the evolution of the pandemic and its eventual control through sanitary measures and soon after large-scale vaccination.

In possession of this guide document, the municipal network can outline work strategies and the teacher can organize himself/she to fulfill his/her commitment to his/her student. In the specific case of early childhood education the orientation was as follows:

### "1-Weekly Schedule

Early Childhood Education (pre-school)

For the Preschool is established the following weekly organization for non-face-to-face Pedagogical Activities (classes):

At least three (3) days for pedagogical activities with students

The duration of synchronous and asynchronous collective pedagogical activities, of at least 2 hours and 2 hours more for personalized service;

One (1) or (2) two days for the teacher to plan the activities, fill out the monitoring worksheets and deliver them weekly to the supervisor and/or manager, as well as to participate in meetings with the supervisor and/or leader" (Protocol for alignment of pedagogical activities of the Municipal School Network of Cape Augustine for the pandemic period (non-face-to-face classes), 2021) (document is attached)

The municipality mentioned above, held a week organization of sending activities taking into account that students are in their homes, in addition the need of teachers to organize their routine at the pedagogic level to serve their students, even being in a residential environment. The very consistency on the part of the municipal manager since the school environment has a totally different dynamics for both students and teachers, and the students are in their homes.

Thus, we can say that the differences between the remote model and the face-to-face model are stark, however, depending on the reality of each family, extremely necessary to promote the student his pedagogical moments much needed before, during and after the peak of the pandemic moment.

And there was a very important gain during this period, it was the strengthening of the family-school relationship. Without this narrowing mainly in public schools the pedagogic doing, even done thinking about the conditions existing in the students' homes would have been quite compromised, made that most students of public networks in our country do not make available internet or mobile phones smartphone types to access the activities.

In addition, the needy student had the claw of his teachers who in some cases carried printed activities organized for them per day or per week with the help of the educational institution. These attitudes only demonstrated that even during the climax of the pandemic moment the teacher had a focus: the student's learning.

### 1.4 - FINAL CONSIDERATIONS

Upon completing this article that is a prerequisite for obtaining the title of graduate in Early Childhood Education, this course offered by the Alpha College, located at Rua Gervásio Pires, 826 – Santo Amaro, Recife/PE.



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We seek to present here the main elements that make up early childhood education, from its beginnings (colonization) to the present day dealing with the Brazilian reality, and what was leading is initially a neglect at the historical, legal and mainly pedagogical level. Where the State (Portuguese Government, Imperial Government and Republican Regime) will not define early childhood education as a modality of education, they will only determine whose responsibility would be to educate children.

During the Colonial Period it was up to the company of Jesus (Indians and white children), in the empire the families themselves in the case of abastard families through private tutors and in the case of families of more humble condition it was up to the provincial chambers to invest in education, but there were no resources. Already in the times of the republic, there were not many advances, more from the years 1996 with the arriving of legal ballasts the advances both in the offer of early childhood education that is now recognized as a modality, and the offer of teaching units now aimed at the less favored to follow the guidelines contained in the constitution in article 205 "Education, rights of all and the duty of the State...".

With this, education became a much-needed public policy focused on the integral development of the child (caring and educating) following the precepts and orientations contained in the curricular parameters and in the National Common Curriculum Base, educating can always reflect their practice with their student and increasingly qualify these moments with the students.

The challenges of the pandemic moment caused a qualitative impact on the teacher's pedagogic work and in his/her relationship with the parents of his students and with the institution as a whole, that is, the student-teacher-school relationship was greatly strengthened. Especially in public networks whose parents and guardians became the arms and legs of the teacher during the height of the pandemic, passing the guidance of the teacher to the student. It is no exaggeration to state that the parents and guardians during this period were the mediators between the teacher and his student.

Thus, we can affirm that in view of all that has been discussed, addressed and reflected about early childhood education before, during and after the peak of the pandemic moment promoted by the Covid virus 19, that the evolution at the legal and pedagogic level that the modality has undergone over the years and undeniable recognize, especially today, during this period in which early childhood education is remotely located.

The education that is offered to our children between 4 and 5 years, which has always been thought to be in person, was developed in a non-face-to-face way, remotely. This is something of great importance and of great relevance, especially in relation to the work developed by teachers throughout the country.

The educational authorities have had and will still have to invest more in continuing training so that the teacher is always up to date on the numerous digital tools that at a time like this are extremely necessary.

Since pandemic moments, such as those we live today, may occur again, even because there are a multitude of viruses and other organisms that have not yet been discovered by modern science,



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but now we know that regardless of the sanitary conditions that are found on the planet, the pedagogical moments occurred.

It is indisputable to say that the face-to-face moment has a greater impact on the cognitive development of the student, plus the learning provided by teachers when using the numerous digital tools such as: YouTube, google meet and others will never be forgotten. Because, even at a distance, the space for exchanging knowledge between the teacher and the student occurred with the father or guardians with intermediaries, that is, a mediator of knowledge between the teacher and the student.

This confirms the wise words of the great master Paula Freire (1996) when he said:

"The change of the world implies the dialectization between the denunciation of the dehumanizing situation and the announcement of its overcoming, in essence, our dream.

It is from this fundamental knowledge: change is difficult, but it is possible, that we will program our political-pedagogical action, no matter if the project with which we commit is literacy of adults or children, whether sanitary action, if evangelization, if technical labor formation. " (FREIRE, 1996, p. 79).

The change in pedagogic making, the new tools the focus on the project these are the characteristics of a pedagogic doing, which can be face-to-face or remote each with its own characteristics and limitations, but the great difference between these models is centered on the impact it causes on the lives of students. Now promoting an activity that can be developed autonomously or with the help of parents or guardians.

All this exercise of in da and comingism is what makes education in a face-to-face and remote ly differentiated way, but with a common object promoting impactful learning in the lives of our children.

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Annex: Protocol for Alignment of Pedagogical Activities of the Municipal Teaching Network of Cape Augustine for the pandemic period (non-face-to-face classes)

### Protocol of Alignment of Pedagogical Activities of the Municipal School Network of Cape Augustine for the pandemic period (non-face-to-face classes)

CABO DE SANTO AGOSTINHO - PE  
2021

Amid the current global public health risk scenario imposed by COVID-19, local government agencies and the World Health Organization (WHO) have been committed to taking protective measures to life. One of these measures is the social isolation that has affected all spheres of people's lives worldwide, including school routine.

In view of this conjuncture, the Ministry of Education (MEC) approved, more recently, Opinion No. 19/2020 of December 2020, which advocates that municipal and state public education systems, as well as private institutions, have autonomy to standardize the reorganization of the calendar and curriculum planning throughout the year 2021, provided that some criteria are observed, how to ensure forms of learning by students and the detailed record of non-face-to-face activities.

For the organization of this protocol, in addition to the above-mentioned document, **opinions CNE/CP no. 5/2020, CNE/CP no. 9/2020, CNE/CP no. 11/2020 and Municipal Ordinance No. 13/2020** were also considered, which supported the reorganization of the calendar, aiming at the fulfillment of school days and workload, in addition to guidance on the planning and execution of pedagogical processes that support the curricular proposal and perspective the students' learning.

With this legal support, the municipality supports the pedagogical work with **continuum CURRICULAR**. This organization allows the integration of the curricular proposal of the biennium 2020/2021, replanning the teaching, redefining the qualified use of the school days of the school calendar 2021, having as a basic principle the fight against the learning gap arising from the atypical educational offer of 2020. In view of the above, in the 1st Bimester of 2021 priority skills will be experienced for the school year 2020. Thus, priority skills will be explored in the classes for the school year prior to the student's registration to guarantee the right of the legal workload for the 2020 school year.

Once the classroom classes were momentarily suspended, for the effective experience of the Curricular Continuum in the schools of our municipality, non-face-to-face pedagogical activities were adopted with the objective of ensuring the students' learning during the period of social isolation. The activities may happen synchronously and asynchronously with the support of pedagogical resources such as activity books, textbooks, digital platforms and others.

Therefore, guidance and attributions were organized to professionals who will develop and monitor the planning and execution of non-face-to-face pedagogical activities in municipal schools. For the implementation of these actions, it is essential to monitor the monthly schedule for the full realization of these activities.

#### Professional assignments

##### School supervisor:

- Sensitize and motivate teachers;
- Guide families on ways of conducting pedagogical processes;
- Assist teachers in the research of teaching materials and pedagogical strategies, with suggestions of links, sequences of activities, among others;
- Guide and monitor the teacher's planning;



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- Forward monthly the general spreadsheet for monitoring non-face-to-face activities (online form);
- Archive the teachers' plans, as well as the records and evidence of the work developed and the frequencies of the students in non-face-to-face activities;
- Plan and conduct training and meetings with a team of teachers for pedagogical guidance, socialization of experiences, and referrals;

### Teacher:

- Carry out planning of non-face-to-face activities based on the priority skills of the Pernambuco Curriculum and the guidelines scored by the Department of Education through the specific coordination of each stage and modality;
- Deliver, weekly, to the School Supervisor and/or Leaders the planning of non-face-to-face activities;
- Communicate to parents or guardians about the importance of following the guidelines for carrying out non-face-to-face activities;
- Inform students of details about the use of digital technologies (schedule, communication guidance on the procedures for carrying out and monitoring them);
- Request feedback from family members and/or guardians about students' non-face-to-face activities;
- Make records that evidence the performance of the activities proposed to students (printed or using digital media);
- Record the frequency of students daily;
- Guide on the use of printed notebooks, since they should be delivered to the teacher for feedback;
- Maintain regularity in sending activities to students, either by print or digital means creating a routine, according to their schedule.

### Leaders:

- Support and guide teachers, especially those who have difficulties in the care of students;
- Guide and monitor the planning and execution of pedagogical activities;
- Guide families in the development of non-face-to-face activities;
- Assist teachers in the research of teaching materials and pedagogical strategies, with suggestions of links, sequences of activities, among others;
- Sensitize and motivate teachers;
- Actively search and monitor student participation

### 1. Weekly Schedule

#### Early Childhood Education (pre-school)

For the Preschool is established the following weekly organization for non-face-to-face Pedagogical Activities (classes):

- At least three (3) days for pedagogical activities with students
- The duration of synchronous and asynchronous collective pedagogical activities, of at least 2 hours and 2 hours more for personalized service;
- One (1) or (2) two days for the teacher to plan the activities, complete the monitoring worksheets and deliver them weekly to the supervisor and/or manager, as well as to participate in meetings with the supervisor and/or manager.



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### Early Years (1st to 5th year) and EJAI Phase I and II

For the Initial Years and EJAI phase I and II is established the following weekly organization for non-face-to-face Pedagogical Activities (classes):

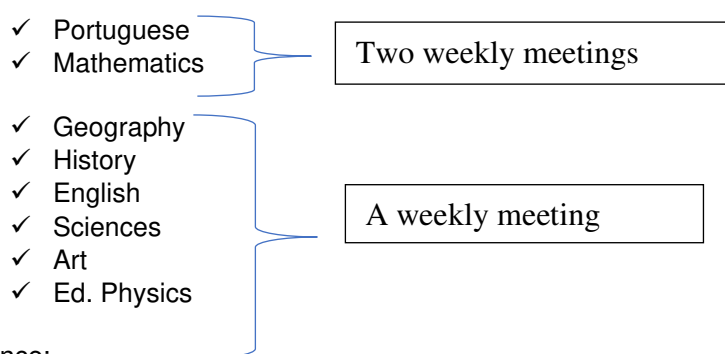
- Four (4) days for pedagogical activities with students;
- The duration of synchronous and asynchronous collective pedagogical activities, of at least 2 hours and 30 minutes and 1 hour and 30 minutes for personalized service, totaling 4 hours;
- One (1) day for the teacher to plan the activities, fill out the monitoring worksheets and deliver them weekly to the supervisor and/or manager, as well as to participate in meetings with the supervisor and/or manager.

### Final Years (6th to 9th year) and EJAI Phase III and IV

For the Final Years and EJAI phase III and IV is established the following weekly organization for non-face-to-face Pedagogical Activities (classes):

- The Non-Witness Pedagogical Activities will take place every day of the week.
- The duration of synchronous and asynchronous collective pedagogical activities of at least 3 hours daily and 1 hour and 10 minutes for personalized service, totaling 4 hours and 10 minutes;
- The teacher will fill out the monitoring worksheets and deliver them weekly to the supervisor and/or manager, participate in meetings with the supervisor and/or manager, as well as training with their Area Coordinations.
- In the weekly hours, the curricular components were distributed as well:

### Final Years (6th to 9th grade)



	Second	Tuesday	Fourth	Fifth	Friday
1st hour	Portuguese	Geography	History	Ed. Physics	Mathematics
2nd hour	Art	Mathematics	Portuguese	English	Sciences

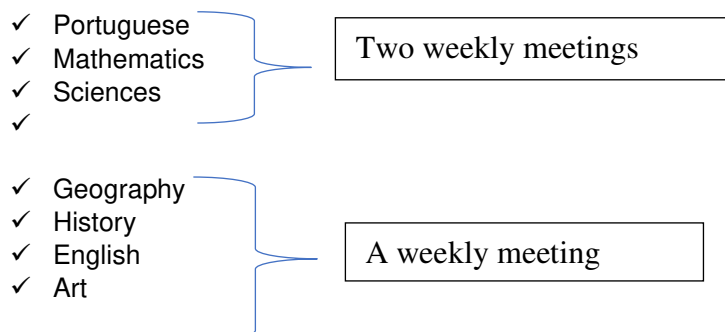


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### EJAI Phase III and IV



For instance:

	Second	Tuesday	Fourth	Fifth	Friday
1st hour	Portuguese	Sciences	History	Mathematics	Sciences
2nd hour	Art	Mathematics	Portuguese	English	Geography

### Inclusive Education

Non-face-to-face pedagogical activities apply to students of all levels, stages and educational modalities. Therefore, it is extended to those submitted to special teaching regimes, among which those with high skills/gifted, disability and Autism Spectrum Disorder (ASD), assisted by the modality of Special Education. The pedagogical activities not in person, mediated or not by digital information and communication technologies, will adopt equally guaranteed accessibility measures, while the impossibility of face-to-face school activities in the educational unit of basic and higher education where they are enrolled persist. (CNE/CP Opinion No. 5/2020). In this sense, the following weekly organization for non-face-to-face Pedagogical Activities is established for Inclusive Education:

#### Teacher of Support, Teacher Interpreter of Pounds and Brailistas:

- It will accompany the non-face-to-face Pedagogical Activities with the teacher regent of the class in which the student is inserted.
- It will provide individualized care to students with disabilities, considering the necessary curricular adjustments and adaptations of pedagogical activities.
- It will establish a time with the families, to carry out the individualized pedagogical activities of 1h, and can reach up to 1h and 30 minutes.
- You will have one (01) day to plan/adapt the activities, fill out the monitoring worksheets and deliver them weekly to the supervisor and/or manager, as well as participate in meetings with the supervisor and/or managers.

#### ESA Professor:

- It will make available four (04) days, for non-face-to-face pedagogical activities with students with disabilities, Autism Spectrum Disorder (ASD) and High skill/gifteddm;
- It will establish together the families the time of 1 hour per student for individualized care;
- You will have one (01) day to plan/adapt the activities, fill out the monitoring worksheets and deliver them weekly to the supervisor and/or manager, as well as participate in meetings with the supervisor and/or managers.



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### Professor of the Domiciliar:

- You will have four (04) days for non-face-to-face pedagogical activities with the students;
- It will have a duration of 2 hours per student for individualized care;
- It will make available one (01) day to plan/adapt the activities, fill out the monitoring worksheets and deliver them weekly to the supervisor and/or manager, as well as participate in meetings with the supervisor and/or managers.