

Teaching, family and school in the ERE: arrangements and tensions in the School at Home Program of the SME of Uberlândia

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Abstract: This paper aims to discuss the organization of the teacher's work and the relationship between school and family during the Emergency Remote Education (ERE) carried out during the pandemic period. To this end, the School at Home program developed in the City Department of Education (SME) of Uberlândia, between 2020 and 2021, was analyzed through documentary research with a qualitative approach. The documentary collection consisted of teaching materials - video lessons and their corresponding PETs - produced and made available for the first year of primary school, as well as the municipal and federal regulations that regulate ERE. It was concluded that the documents produced by the managers of the SME in Uberlândia during the pandemic idealized a family that would theoretically have the time and availability to accompany the children and make the necessary changes in the home to provide a good learning environment, disregarding the reality experienced by the less privileged classes of students in situations of vulnerability, in addition to limiting the teachers' authorship and autonomy in the process of organizing pedagogical work.

Keywords: Emergency Remote Teaching; Family and Scholl; Teaching

Docência, família e escola no ERE: arranjos e tensões no Programa Escola em Casa da SME de Uberlândia

Resumo: O presente trabalho tem como objetivo discutir a organização do trabalho docente e a relação escola e família durante o Ensino Remoto Emergencial (ERE) conduzido no período pandêmico. Para isto, foi analisado o Programa Escola em Casa desenvolvido na rede municipal de ensino de Uberlândia, entre os anos de 2020 e 2021, por meio de pesquisa documental com abordagem qualitativa. O acervo documental foi composto por materiais didáticos – videoaulas e respectivos PETs - produzidos e disponibilizados para o 1º ano do Ensino Fundamental, e pelas normativas municipais e federais que regulamentaram o ERE. Concluiu-se que os documentos produzidos pelos gestores da SME de Uberlândia, durante a pandemia, idealizaram uma família que teoricamente teria tempo e disponibilidade para acompanhar as crianças e fazer as mudanças necessárias na casa para propiciar um bom ambiente de estudo, desconsiderando a realidade vivenciada pelas classes menos favorecidas de estudantes em situações de vulnerabilidade, além de cercearem a autoria e autonomia docente no processo de organização do trabalho pedagógico.

Palavras-chave: Ensino remoto emergencial; família e escola; docência.

Enseñanza, familia y escuela en ERE: arreglos y tensiones en el Programa Escuela en Casa de SME en Uberlândia

Resumen: El presente trabajo tiene como objetivo discutir la organización del trabajo docente y la relación entre la escuela y la familia durante la Enseñanza a Distancia de Emergencia (ERE) realizada durante el período de pandemia. Para ello, se analizó el Programa Escola em Casa desarrollado en la red de educación municipal de Uberlândia, entre los años 2020 y 2021, a través de una investigación documental con enfoque cualitativo. El acervo documental estuvo conformado por materiales didáticos -video lecciones y respectivos PETs- producidos y puestos a disposición para el 1º año de la Enseñanza Fundamental, y por las normas municipales y federales que regularon la ERE. Se concluyó que los documentos producidos por los gestores de la SME de Uberlândia, durante la pandemia, idealizaron una familia que teóricamente tendría tiempo y disponibilidad para acompañar a los niños y hacer los cambios necesarios en la casa para brindar un buen ambiente de estudio, desconociendo la realidad que viven las clases menos favorecidas de estudiantes en situación de vulnerabilidad,

además de restringir la autoría y autonomía

docente en el proceso de organización del trabajo pedagógico.

Palabras clave: Enseñanza remota de emergencia; familia y escuela; docente

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1 INTRODUCTION

This article discusses the experiences from the period of Emergency Remote Education (ERE) carried out during the Covid-19 pandemic, based on the results of two Master's dissertations developed by the authors, which address different dimensions of ERE in the context of the elaboration and implementation of the School at Home Program in the years 2020 and 2021, in the City Department of Education (SME) of Uberlândia - MG: The role of the family in carrying out the teaching and learning of students at home (REZENDE, 2022); The role, responsibilities and role of teachers (MORAES, 2022)¹.

In the teaching dimension, through the documents that regulated ERE in the Uberlândia SME, we sought to identify how the organization of pedagogical work was planned in ERE; to understand which teaching functions were defined and distributed in the planning of ERE by the Uberlândia SME; and to analyze how the roles of teachers in the process of developing ERE in the Uberlândia city network and their working conditions were outlined/considered, formulated and reformulated. Regarding the relationship between school and family, the aim was to understand how the teaching materials produced by SME professionals expressed the relationship between school and family during the ERE developed in 2020 and 2021. Both investigations were based on qualitative documentary research (LAKATOS, 1990; KRIPKA, SCHELLER, BONOTTO, 2015; BRAVO, 1991), based on a literature review of existing studies, as well as documentary research (local and federal regulations developed during the ERE, and audiovisual and printed teaching materials produced for SME Uberlândia's School at Home program).

To support the analysis, we dialogued with the educational legislation in force in Brazil (Federal Constitution of 1988, ECA, LDB 9394/96) and with authors who have reflected on the relationship between family and school in different times and spaces (ARIÉS, 1973; MAGALDI, 2010; LIMA, 2002); the school tradition (NÓVOA; ALVIM, 2021, 2022); the classroom and teaching (MASETTO, 2003); multitasking (MILL, 2006, 2014, 2015); pedagogical mediation from a dialectical perspective and the relationship between social subjects (MILL, 2006, 2014, 2015); the classroom and teaching work (MASETTO, 2003), multitasking (MILL, 2006, 2014, 2015), pedagogical mediation from a dialectical perspective and the relationship between social subjects and

¹ The two studies were carried out in the Postgraduate Program in Education at the Faculty of Education of the Federal University of Uberlândia, under the guidance of Professor Aléxia Pádua Franco, between 2020 and 2022.

technical objects (PEIXOTO, 2015, 2016, 2020); and remote emergency education (DE SOUZA, 2021; GUIMARÃES, 2021; OLIVEIRA; POCHMANN, 2020).

The research carried out on the School at Home Program showed that the documents produced by the managers of the SME of Uberlândia during the pandemic, as well as the teaching materials prepared for the ERE, idealized a family that theoretically would have the time and availability to accompany the children and make the necessary changes in the house to provide a good learning environment, ignoring the reality experienced by the less privileged classes of students in situations of vulnerability, in addition to limiting the authorship and autonomy of teachers in the process of organizing pedagogical work.

To gain a deeper understanding of these results, we will first present the history of ERE in Brazil and the experiences and studies developed on it. This will be followed by a discussion of the school-family relationship established in the Uberlândia SME's School at Home Program and how the teaching was planned and carried out.

2 THE ERE IN BRAZIL: EXPERIENCES AND STUDIES

Since March 2020, when classes were suspended in basic and higher education in Brazil due to the Covid-19 pandemic, we have seen difficulties in planning and developing different teaching processes compared to what was done in such contexts. Teachers in Brazil and around the world, affected by the social isolation required to contain the spread of Covid-19, have been challenged to rethink the way they teach. Families have had to reorganize themselves to manage household chores and still help their children access classes and/or school activities and/or remote school activities. There is no denying the importance of teachers in the teaching-learning process, especially in the early years of basic education, when children acquire literacy and numeracy skills, as well as the basics of history, geography, and science. As a result of the discontinuation of presential education, the relationship between teacher and student was compromised, which caused anxiety among families and especially among teachers, who had to rethink the ways of teaching and mediating the learning of young students.

As a result, a new teaching format replaced the traditional classroom, as the classroom in the school was replaced by a room in the home, and the teachers, who used to go to the school to teach, began to teach at home. Meanwhile, they began to attend to

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students and the adults responsible for them throughout the day and sometimes even on weekends, in addition to the official working day, through various applications installed on their private devices connected to Internet networks paid for by them. In Uberlândia/MG and other cities of this country, the organization of the educational process has undergone changes to support the students, and these changes have caused great anxiety among the teachers since 2020, who have accumulated responsibilities during the ERE.

Nóvoa and Alvim (2022) point out that, despite the various debates that have taken place since the beginning of the 21st century on the importance of rethinking school space and organization, the changes have become more intense with the unexpected arrival of the Covid-19 pandemic. In this situation, the authors note that

Suddenly, what was considered impossible was transformed in a few days: different learning spaces, especially at home; different study and work schedules; different teaching methods, especially through distance learning; different assessment procedures, and others. Necessity has prevailed over inertia, albeit with fragile and precarious solutions (NÓVOA; ALVIM, 2022, p. 25).

In fact, educational professionals and students all over the world have been affected by the Covid-19 pandemic, and their teaching-learning process has been changed by the suspension of presential classes. They were accustomed to the traditional organization of school space and time that had prevailed for more than a century, but suddenly there were transformations in the school dynamics, as the classroom was replaced by a living environment and the blackboard no longer existed; colleagues and movements inserted in the educational context also ceased to exist and were replaced by the computer screen, mobile devices, television or printed materials. For students with Internet access, interaction began to take place through meeting applications for synchronous moments, and printed activities commented on by teachers were replaced by online exercises or Tutored Study Plans (PETs), as happened in the state of Minas Gerais and, consequently, in Uberlândia. Digitally excluded families had serious difficulties in guaranteeing the continuity of the school life of the students under their responsibility.

In short, there was an abrupt and sudden need to adapt the organization of pedagogical and school work, which did not guarantee the right to education for all children, adolescents, and adults. The bibliographic review of the publications on the ERE between 2020 and 2021 made it possible to learn about the work of teachers and the relationship between school and family during the pandemic period, beyond the educational context of Uberlândia/MG. Among the publications reviewed, it was

possible to identify some recurrences: Difficulties in communicating with families (RAMALHO et al., 2022); lack of access by students and teachers to the Internet and technological equipment that would allow remote teaching (RAMALHO et al., 2022; BEZERRA, 2021; MONTEIRO, 2020); emotional instability due to the delicate moment experienced around the world (SAVIANI, 2021; BEZERRA, 2021); the lack of preparation of parents to carry out activities at home (QUADROS; CORDEIRO, 2020; AQUINO, 2020); the conceptual confusion between Distance Learning and Remote Learning (SAVIANI, 2021); the inadequate working conditions of teachers (working hours and space, Internet access, mobile devices or computers, ergonomic chairs, desks, and so on). By reviewing these publications on the Capes Journals Portal, it is possible to summarize that ERE in Brazil has had a fragile and precarious public policy. On the other hand, schools and teachers have worked hard to guarantee the right to education, seeking training from their peers and investing their resources. Nevertheless, many students struggled to keep up with the activities, which led to frustration, anxiety, and feelings of loneliness among teachers.

Based on this overview, the School at Home program developed in the Uberlândia city network can be better analyzed as follows.

3 THE SCHOOL AND FAMILY RELATIONSHIP IN THE UBERLÂNDIA SME SCHOOL AT HOME PROGRAM

The right to education is protected in the Brazilian Constitution of 1988, which states in article 205 that "education is the right of all and the duty of the state and the family". Under the same legislation, article 206 establishes that "education shall be based on the principles of equal access to and permanence at school". However, the context and the way in which emergency remote education was implemented left out many children whose right to education was clearly neglected.

Faced with the suspension of presential classes in Uberlândia (MG) in March 2020, on April 6 of that year, the School at Home Program was implemented with the intention of serving students in Early Childhood Education, Elementary Education and Youth and Adult Education (EJA) enrolled in schools in the city. Video lessons prepared and recorded by a team made up of professionals from the network were broadcast on free-to-air TV and on the YouTube channel, in studios created especially for this purpose. In addition, digital activities (PETs) were made available on the digital platform created for the program, for students to do at home with their families. Those who didn't

have the means to print them out could pick them up at the school periodically according to a pre-established date. These activities were also shared on the schools' social networks (Facebook) and/or groups created by teachers and managers on WhatsApp, often on personal devices, in which students and/or their guardians participated. The roles of family and school became intertwined. Teachers' and students' homes have become schools, as the name of the ERE program run by the SME in Uberlândia reveals - the "School at Home Program".

The documents, regulations, laws, guidelines that have been prepared by the managers of this program and sent to the educational professionals and families, the audiovisual and written materials (printed and digital) that should outline the teaching and learning process that each teacher has planned for his classes, implicitly and explicitly carry a perspective of the school-family relationship at this specific time. For this reason, the video lessons and PETs prepared for the first year of primary school between June 2020 and October 2021 were selected.

This grade was chosen because these are children who still need more family support to carry out activities and meet school demands. In the era of face-to-face teaching, children in the early years of elementary school require more attention from teachers, who need to closely monitor activities and provide the necessary support for each child. With remote teaching, the physical distance prevented teachers from doing this, and in most cases, this role was filled by families. In addition, we chose video lessons that dealt with topics from the history curriculum because, by addressing the children's living spaces and social relationships, they could provide us with clues about the family ideal that permeated the development of the guidelines in the video lessons and PETs.

After researching the School at Home Program website, we found that in 2020, a total of 53 video lessons were produced for the first year of primary school, which were shown from June 1 of that year. In addition, CEMEPE provided 39 weekly PETs for the 1st grade, which suggested activities that covered the topics covered in the video lessons. Of these 53 video lessons, 24 dealt with history content in an interdisciplinary way, mainly with Geography, Portuguese, Literature and Language, and only one with Science and Mathematics. Of the 24 video lessons, we selected for analysis those that dealt more directly with content related to family and school, family identity, living and learning routines at home. The result of this selection was 9 video lessons and their corresponding PETs. In addition to this material, we also analyzed 4 video lessons produced at the beginning of 2021 to welcome the students and orient the family to the work planned for 2021. In short, a total of 13 video

lessons from 2020 and 2021 were selected to be part of the documents analyzed in this research, along with the corresponding PET volumes.

The first step in analyzing the video lessons was to decoupage the selected audiovisual material. According to the Mini Glossary of Telejournalism, decoupage is "watching the recorded material and noting the time at which the most interesting passages are to be used in the editing". In journalism and the film industry, the use of this technique helps to compose scenes from recorded raw material. In this research, in which already edited material was analyzed, decoupage helped to observe sound, visual, and textual details and the relationship between them, which guided the selection of excerpts that allowed us to think about the problem and the objectives of the research. The decoupage was recorded in tables that were made available in the final version of the dissertation, in which we noted per column: a) the time of the excerpt under analysis, marking the minutes and seconds in which it appears in the video; b) the images that appear in this excerpt, detailing the arrangement of objects, the position of the presenters and the actions practiced by them, the subtitles and texts that appear during the video lesson; c) the transcription of the teacher's speech, as well as the music and video texts. During the decoupling of the video lessons, excerpts were selected in which the words, sounds and/or images were directed to the families, indicating, explicitly or implicitly, requests for help from adults to accompany the children in carrying out the activities. These instructions ranged from the organization of routine and learning spaces to information about the complexity of the task, to the choice of materials and resources to offer the children.

When watching the video lessons and reading the PETs, the articulation between the content covered, the activities suggested, and the teaching resources used was observed. Teachers told stories, sang songs, used puppets, taught how to make mobile alphabets and study corner boards. They tried to suggest a variety of activities that would appeal to the children, such as folding, gluing, making recipes, suggesting games and challenges, among others. At various times, the teachers emphasized the need for the children to continue doing the activities (PETs) of the School at Home Program, which are available on the portal created by the city hall.

We identified three types of guidance provided by the teachers: activities that were not accompanied by guidance about whether the child would do it alone or with an adult, activities that the teachers asked an adult to accompany, and activities that the teachers indicated that the children could do on their own.

In one of the video lessons, the teacher was working on different types of housing and asked the children to draw a floor plan of their house. At this point, she told the children to imagine that they were flying over their house with a laser beam, but she didn't say anything about asking for help to complete the task. The same happens in another video lesson where the teacher, when discussing family structure, asks the children to get their birth certificates to fill in the family tree activity provided in the material on the School at Home portal. Despite the examples and explanation of how to do it, a child would certainly not be able to establish these parental relationships on their own, let alone have access to their birth certificate without the help of an adult.

At another point, the teacher continues to work on the family and the different family configurations that exist and then asks the children to make paper dolls to represent their family. This activity involves folding and using scissors because the cutout has several turns. The teacher goes through the steps and shows them how to make the doll. She also asks the children to record a video of themselves singing a nice song to their families or to sing it themselves if they can't record it. In the corresponding PET, the children are asked to draw a picture of their family inside a heart and write the name of the person who tells them a story, hugs them, and teaches them nice things. In addition, the teacher works on the school and classrooms, suggesting that the children make boards for their study corners with the materials available at home. She shows them how to write the letters and stick them on the chosen wall to make an alphabet. At no point does she comment on whether the children should ask for help or do it themselves, she simply shows them how to do it.

It can be seen that these activities have a level of complexity that prevents the children from doing them independently. Even if the teachers don't ask for help from family members, the children need them to complete the tasks. Drawing the floor plan of their house, doing cut-out activities, or even writing a simple note can become a challenge for children who are around six years old and have just left kindergarten. Similarly, to complete the PET activities, children would need to be accompanied by someone who is already literate. In these study plans, the instructions are written as if the teachers were talking to the children, but since these are children in the early stages of literacy, they would only understand the instructions if a literate person was reading to them.

In short, most of the time, even if the teacher didn't explain the need for adult help or indicate that the children could do it on their own, given that they were children enrolled in 1st grade, it was clear that they would need the help of an adult or someone literate to be able to do what was being suggested, including reading the PETs. Most of what the teachers said implied that everyone could be

at home in social isolation. They disregarded those children who lived with adults who couldn't stay at home for various reasons: performing work that was part of essential activities that they didn't stop doing personally during the pandemic; self-employment or informal work that couldn't be stopped even in the midst of the risks; unemployment and the need to seek various forms of survival on the streets, among others.

The expectation of family support and participation is visible. Regarding who was mentioned to help the child, we noticed that most of the time it wasn't the father or the mother, but the family as a whole. During the screening of the selected video lessons from 2020, six times family support or help was requested; four times an adult was mentioned; once it was addressed to someone at home and once to the father. On the other hand, in the orientation videos for the beginning of 2021, in order to convince the school community of the importance of family support for the proper development of school activities, the mothers of students enrolled in the municipal school system were invited to record testimonies about it.

In the 2020 video lesson excerpts, the teachers spoke directly to the children, mentioning family members at one point or another. However, in both 2020 and 2021, in the videos recorded by the CEMEPE team and the PETs, we found speeches directed to those responsible for the students, with instructions, messages, and thanks.

Regarding the instructions and messages given to family members, we noticed that they were constantly asked to participate in their children's school life. At the beginning of each PET of the School at Home Program, we found an introduction addressed to both the students and their parents. The introduction to all PETs was addressed to "parents/guardians and students". The introduction for June 2020, written by the Pedagogical Office/CEMEPE, contains information about the broadcast of the video lessons on University TV, as well as the day and time of the lessons for the 1st year classes. The second paragraph appeals to parents: "We count on the support of parents and guardians in this monitoring". It's worth noting that, according to the introductory text, it's up to the students to organize themselves to watch the video lessons and do the activities, and it's up to the family to accompany them.

Concerning the video lessons shown in 2021, we also noticed a large number of messages and guidelines addressed directly or indirectly to families. Sometimes the messages were intended to briefly explain the learning process, sometimes they were intended to give coordinates to help their children in a more appropriate way, or instructions for organizing their study space and routine. In the

first video lesson analyzed, the teacher instructs the children to send photos of the activities to the school if possible or to save the activities to hand in when school starts again. She asks the children to ask their families which of the two options is best.

In the video lesson "Dialogue with Families", presented by a pedagogical advisor from the SME in Uberlândia, the decision to return to presential classes in the hybrid system is left to the family. The consultant says:

... Of course, you families have the freedom to choose whether or not to send your child to school in the first place [...] But for a better understanding of this process, please contact the school. At this time, as at other times, it is important for families to be involved and for the relationship between family and school to be closer [...] It is worth pointing out that the school will be in constant contact with you so that we can ensure that everything is taken care of... (SME Pedagogical Advisor, Feb. 2022, video lesson " Dialogue with families ", translated by us).

The SME counselor tried to reassure the families and make them feel safe to send their children back to school. She reinforced issues related to health protocol, the right attitudes to protect oneself in the school environment and even outside of it, and the basic precautions that everyone should take. During the recording of the 2020 video lessons, the subject of social distancing and Covid-19 care was introduced whenever possible. Teachers suggested illustrations, stories, videos, and songs to raise awareness of preventive measures against the disease. In addition, at the beginning of each lesson, the taping teacher came in wearing a mask, rubbed it with alcohol, took it off, and put her mask in a plastic bag before starting the actual content. This action was intended to encourage and even teach the children how to disinfect their hands and store their masks. Between one activity and the next, they always said that it wasn't time to meet with friends to play or do activities, that it was necessary to avoid leaving the house, and that for this reason, they couldn't take the classes in person.

In the 2020 video lessons, the approach to teaching historical content took into account the diversity of families in their composition and also in their conditions of survival, especially in terms of housing. To some extent, this approach is due to what is prescribed in the City Curriculum Guidelines (UBERLÂNDIA, 2020, n.p., translated by us), which, based on the BNCC, defines, for example, in skill EF01HI07X, that children should "identify changes and continuities in forms of family organization, noting that there are different family configurations".

In addition to the concept of family and housing present in the video lessons, we observed that some of the guidelines for activities to be done at home also showed a concern to take into account the differences among the families of the students in the

Uberlândia City School System. In some of the video lessons, the teachers tried to adapt the activities with materials that were accessible to the students. To make the moving alphabet, they suggested using shoe boxes, toothpaste boxes, medicine boxes, gelatin, and others. To make the hourglass, they suggested PET bottles. For the fruit salad, the teacher pointed out that the children could use any fruit they had at home. She also put into perspective the possibility of the children having the family present to make the salad, saying: "...those who can make a recipe together with the family will learn a lot and will also have fun..." (Prof. Lídia, video lesson 29, 2020, translated by us).

However, while the video lessons and PETs of 2020 and the opening videos of the 2021 school year emphasized the importance of the family accompanying the children in ERE, they also appealed in a generic and homogenizing way to the presence of the guardians in the activities carried out at home. Families were constantly called to account, but as if they were all capable of providing a suitable place for the child to study as if the family could stay at home or send someone to accompany the studies and full-time activities, and even, as one of the teachers mentioned, to control the younger siblings so that they don't get in the way of the school-age child doing his homework.

The expectation of monitoring activities, helping to organize routines, and even making physical changes to the home to create an environment conducive to learning suggests that the guidelines were based on an ideal family that would theoretically have the time and availability to monitor the child and make the necessary changes.

Other research has highlighted the difficulty of effective family presence in ERE, which attempts to turn homes into schools. According to Quadros and Cordeiro (2020) and Aquino (2020), this is because parents don't have specific training to act as "teachers" of their children. However, in addition to this issue, it is necessary to emphasize what Monteiro (2020) says: the lack of conditions for many families to accompany their children during periods of social isolation, because they cannot stay at home, or because they do not have enough technological structure to maintain communication with teachers and school administrators. Even the CNE/CP Ruling No. 06/2021, based on research carried out by the FGV (NERI, 2020), assumed the inequality between students and the precariousness of the ERE among those with the most precarious living conditions. The data showed that students from poor families spent less time studying each day. In short, the appeals of the School at Home Program, as much as they tried to emphasize that it was only up to the parents to accompany, were silent about the difficulties that many families had in doing so, which could mean an attempt to

minimize the responsibility of the public authorities regarding the low effectiveness of ERE in the School at Home Program.

4 TEACHING IN THE UBERLÂNDIA SME SCHOOL AT HOME PROGRAM

The definition and distribution of teaching roles during the ERE, not only in Uberlândia but also in other municipalities throughout the country, was accompanied by precarious working conditions and many demands from managers and society in general. This led to physical and mental exhaustion for many professionals. Souza et al. (2022), by collecting and analyzing the digital health records of basic education teachers in Rio de Janeiro in the ERE, found work overload, increased anxiety, and pressure. The research also revealed a multiplication of pedagogical norms and guidelines for the performance of teaching tasks, an intensification of the working day, and an overexploitation of unpaid work, as teachers' working hours were increased to meet the demands of the ERE.

This whole context of tensions, pressures, and demands indicated the fragility of the system organized in the ERE in Brazil and, in the case of this research, also identified in the municipal educational network of Uberlândia. A large part of the teaching staff was forced to accept these working conditions to avoid having their salaries and contracts terminated since many teachers are part of the contractual staff of the city network and do not have the stability of permanent staff.

In order to analyze this organization of teaching work in the school program, we collected and catalogued the regulations issued between 2020 and 2021 by the SME of Uberlândia/MG, through official communication channels, with guidelines on ERE. The regulations and resolutions were published in the Municipal Official Journal (DOM) and made available on a platform accessible only with the institutional email address of the SME. To carry out the research, the collected documents were digitally organized in folders separated by type of document (2020 or 2021). In them, we looked for clues about the roles outlined and played by the teachers of the RME of Uberlândia/MG, in the context of ERE. The time frame of the research was from March 18, 2020, the day when the presential activities in the municipal schools were suspended due to the Covid-19 pandemic, until October 2021, when it was decided that the presential classes would resume with 100% of the number of students enrolled per class.

In general, the analysis of the selected regulations shows that the management of the SME of Uberlândia, in 2020, did not evaluate the working conditions of the teachers for the ERE and, therefore, did not organize itself to provide minimum conditions of Internet access, provision of technological equipment, training in the use of platforms, in short, to prepare an institutional infrastructure for the teachers to carry out their work. It wasn't until the end of 2020 that educational professionals were trained to use the resources of the Google platform, and in 2021 there was a change in the way ERE was conducted, with the indication and creation of institutional emails for teachers and students to use the Google Classroom tools, the platform adopted by the SME. At no time were online meetings held to allow collective discussion and definition of pedagogical possibilities for the development of ERE.

In the RME of Uberlândia/MG, the ERE was organized from April 2020, through guidelines sent by the Municipal Education Department through institutional email to the directors of each school unit. At that time, there was no resolution or decree with official guidelines for the organization and development of ERE. Thus, the SME asked the directors of rural and urban schools to designate teachers from all curricular components, levels, and teaching modalities of basic education (early childhood education, primary education 1 and 2, EJA, and special education) who would design weekly activities to make up the PET. The plans had to follow a template developed by the team of teachers who coordinated the training areas of Cemepe on April 1, 2020; and they had to be in line with the City Curriculum Guidelines - DCMs (UBERLÂNDIA, 2020) to cover the skills and competencies of each grade.

Due to the suspension of classes at the beginning of the school year, several schools were not able to deliver the textbooks to all students. As a result, the SME recommended that students not be asked to consult the books in the PETs, since each institution adopted different collections and the PET would be the same for students throughout the RME, according to the year of education - each volume of the workbook even indicated the name of the teacher who sent the activity and the school where she was located. In the promotional material available on the School at Home website, the following information was given:

In order to collaborate with their learning and to help families cope with the difficulties caused by social distance, we provide various materials (texts, activities, videos, literary books, website suggestions, etc.) that could be a possibility for your children's growth. All the material has been produced and/or organized by teachers from the network who have accepted the invitation to reinvent themselves and create an alternative to reduce the impact of this situation, revealing the best of themselves

as people and professionals. To all these people, our recognition and gratitude (UBERLÂNDIA, 2020, translated by us).

At that time, from April 8 to the last week of May 2020, activities were accepted by any RME teacher interested in collaborating with the bank of activities for the PETs. For their part, the other teachers waited until they were informed of the obligation to work with students. The material consisting of the activities submitted by the RME teachers was made available on the portal of the School at Home program, which was created after the suspension of the present classes and opened in the first week of April 2020 for access by any user with an Internet connection, without the need for a login or password. In June 2020, the School at Home Program will be complemented by video lessons, which will be broadcast on free-to-air television on channel 4.1 of TV Universitária in Uberlândia/MG. Teachers invited by the SME, who participated in the recording of the lessons, also contributed to the construction of the DCMs between 2018 and 2019 (UBERLÂNDIA, 2020), by the National Common Curriculum Base (BNCC). Once again, the SME sent to the managers a communication to be sent to the school community to inform them of the new movement of video lessons to complement the production of PETs. In this sense, the pedagogical work from June 2020 to February 2021 was guided by Resolution 1/2020. The PETs and the video lessons covered the content and themes of the PETs, both of which are available on the School at Home website.

Therefore, we found that the content developed in the PETs should be in line with the DCMs and the six-month and monthly plans. In the institutional emails, at the end of the month, the educational institutions received a monthly plan that had to be sent to the teachers so that they could base themselves and prepare didactic activities for their respective classes, in which the tasks had to be in line with the themes of the video lessons planned by the team of teachers at CEMEPE. In this context, guidance was given to the students, their parents, and guardians in organizing their studies and carrying out the activities, which again demonstrates the importance of fulfilling the teaching load - here there is even the indication of the school unit teacher for guidance and production of complementary material to the PET built by the Pedagogical Advisory. Based on the June PETs, the SME, through Resolution No. 1/2020, indicated to the school units that Cemepe would be responsible for 30% of the PET production and that the other 70% would be produced by the teachers of each school unit.

At that time, the teachers of each school unit were responsible for producing most of the materials. Thus, from the PET of June 2020, the teachers had to produce complementary materials for



the students, according to their reality, the semester and monthly plans prepared by the Cemepe team of teachers, the video lessons, and the DCMs.

The video lesson scripts were written by the group of teachers responsible for organizing the PETs. In general, some recorded video lessons in partnership with another teacher who, in turn, planned the PET activities. This work, carried out as a group by the teachers invited to participate in the preparation of the DCMs, was coordinated by professionals working at CEMEPE. For each school year, two video lessons of about 30 minutes were produced and made available each week, accompanied by a script of activities written in PET. Each set of video lessons/PET, which had to be studied by RME students in the same grade, covered more than one curricular component and had an interpretation in Libras.

The organization of teaching roles in the School at Home program, formulated by the SME managers in Uberlândia, is similar to the concept of polydoctrination in distance education (DE) constructed by Mill (2014). In defining the concept of polydoctrination, the author states that it presupposes a program with activities and several students that are not sustainable for a single teacher to carry out or supervise. At first glance, we would reject the use of this term to understand the role of teachers in ERE, as they continue to work with the number of students they have in the classroom. However, a closer look shows us that ERE, as planned in the School at Home program, complexified the quantitative teacher-student relationship.

Much of the program's instructional material was designed by a small team of professionals for a much larger number of students than each teacher served daily. In other words, they were produced for all the students enrolled in a given year of basic education. As a result, the teachers began to perform functions similar to those of distance learning tutors, since they had to accompany their students in watching the video lessons and carrying out the PETs (Tutored Study Plans), which were not planned by them. Thus, to prepare and make available this material, a whole multidisciplinary team was needed to record, edit, and broadcast the video lessons, print the PETs or post them on the platforms, and, from 2021, to set up the virtual classrooms on Google Classroom. Mill (2006) refers to Taylorism-Fordism when examining the division of labor in distance education. The author points out that in the organization of work in distance education can be observed various principles of Taylor's scientific administration or the logic of the assembly line, which were also observed in the organization of teaching work in the School at Home Program.

Focusing on the teaching role of the elementary school teachers, it is important to note that



they held different positions during the two years of the School at Home Program's existence. Some of them were invited or selected to be part of the program team supervised by the CEMEPE coordinators and were able to perform authoring and planning functions with some infrastructure for their work. Most of the other teachers worked as teachers of specific classes, sometimes playing roles similar to those of tutors - monitoring the activities planned by others and calculating the workload of the students - without any institutional infrastructure for this, as can be seen in the definition of PET recorded in Resolution 001/2020 of the SME of Uberlândia:

I - The Tutored Study Plan is a learning tool that aims to allow the student, even outside the school unit, to solve questions and programmed school activities, in a self-instructional way, to seek information about the knowledge developed in the various curricular components, in a tutored way, and also to make it possible to record and calculate the weekly workload of the school activities carried out by the student in each curricular component (UBERLÂNDIA, 2020, translated by us).

Undoubtedly, ERE has brought about major changes in the organization of teachers' pedagogical work. Lessons, which before the ERE period were conducted and planned by each teacher to meet the needs of their students with their peculiarities and personalities, now take on a different meaning in the ERE. In the case of ERE in Uberlândia's municipal school system, the entire process was designed and planned by other hands (the program's team of "content teachers"), and the class had to follow the parameters they created.

In carrying out the ERE, the unique space of the classroom as the main space for the authorial and autonomous exercise of the teaching function (CAMPOS, 2007; VEIGA, 2008) was compromised. There were difficulties in establishing the interaction between teachers and students that, according to Veiga (2008), allows flexible integration of the prescribed curricula (in the School at Home Program, the annual and monthly plans, the video classes, and the PETs) and the knowledge and actions of teachers and students. While before the pandemic it was possible to have presential contact, during the ERE not all students were guaranteed this contact with their teachers, even through screens. In 2020, for example, students only knew the teacher from the School at Home program when the video lessons were broadcast on television, and they didn't know their regular school teacher, because not all teachers in the network had the knowledge to use digital technologies for synchronous interaction or the equipment to conduct these interactions. Those who knew and had the appropriate equipment created forms of interaction either through WhatsApp groups or by preparing video lessons to be posted on YouTube, on personal channels, or by sharing links on WhatsApp using their equipment and resources. In 2021, there was greater concern to ensure an institutional space for online

interaction between the teacher and her class, through Google tools (institutional emails for both teachers and students, virtual classroom through Google Classroom) and investment, in the second semester, in better connections and more Internet points in each school.

5 FINAL CONSIDERATIONS

There is no doubt that the Covid-19 pandemic has brought not only the fear of contamination, but also death, chaos in different sectors of society, and worsening difficulties in guaranteeing the right to education for all children, adolescents, and adults in Brazil. In this context, this article has tried to analyze the organization of the ERE in the RME of Uberlândia/MG, especially about how the roles of the teachers of the first years of primary school are established in the School at Home Program and the relationship between family and school in the management of the first year of elementary school. The results recorded here are not intended to judge the work of the teachers themselves, but to analyze how these relationships between family and school, management and teaching, took place during this troubled period, looking for answers in the documents and teaching materials of the ERE.

The social conditions of the inhabitants of Uberlândia, as in all of Brazil, are very unequal, and this could not be any different for the children enrolled in the city's educational system. The intention to reach the greatest number of students during the ERE was latent, but we know that factors outside the school, sometimes ignored by the regulations and guidelines established in the School at Home Program, directly interfered with this process. As CNE/CP Ruling No. 06/2021 itself pointed out, during the pandemic, learning inequalities worsened, especially among children living in situations of vulnerability. Not all adults could stay at home during the pandemic. They had to go to work, often informally and were unable to accompany children in school activities such as watching video lessons, preparing materials for study, and so on. The lack of a decent home to live in, with separate rooms and adequate furniture, made it difficult for many families to organize a good place to study, as instructed by the teachers. Amid fear and uncertainty, many families struggled daily just to survive.

The expectation of monitoring activities, helping to organize the routine, and even making physical changes to the space to create an environment conducive to learning suggests that the guidelines contained in the School at Home Program materials were based on an ideal family that would theoretically have the time and availability to monitor the child and make the necessary

changes. The school entrusted the families with organizing the study routine, creating a suitable environment for studying at home and monitoring the students' school activities. Families were constantly held accountable, but as if they all had the ideal conditions to turn their homes into schools.

In addition to the analysis of the relationship between family and school in the School at Home Program in Uberlândia, MG, the organization of teaching was also analyzed, revealing a Taylorist division of functions that leaves the majority with the possibility of carrying out only what is planned by a minority, aggravated by the precarious working conditions guaranteed by the public authorities. Nevertheless, there were individual and solitary actions by teachers in the municipal school system.

The analysis of the dimensions of teaching and the relationship between school and family during the ERE makes it possible to understand that the introduction of digital technologies, even with adequate equipment and connections, is not enough to guarantee the right to education and the quality of the teaching and learning process universally. This conclusion is also highlighted in the UNESCO report "Technology in Education: A tool at whose service?", published in 2023, which states in its key messages that "solid and impartial evidence on the impact of educational technology is scarce" (UNESCO, 2023, p. 7, translated by us). Thus, in the post-pandemic period, in addition to policies to expand the digital inclusion of schools and their communities, it is necessary to guarantee better working conditions that allow a decent survival, continuous training so that they can create, with authorship and autonomy, pedagogical uses of technology with solutions that are not limited to proprietary platforms (as in the case of Google, adopted by the SME of Uberlândia and in most Brazilian schools) that collect data from the school community to modulate behavior, induce consumption and create loyalty about their software and hardware. Solutions that dialogue with the needs and interests of the children who attend each classroom, taking into account their diversity and, above all, their inequalities, in the search for equity.

Certainly, many other studies will be conducted to analyze and problematize various aspects of school and society during the pandemic period that have an impact on post-pandemic schooling. During our journey as researchers, other questions arose: How did family members and children who experienced distance education appropriate and evaluate what was "taught" by the school during the pandemic? What is the perspective of educational professionals on the emergency remote education set up in the city of Uberlândia and other educational networks? What is behind the discourse that echoed during the pandemic with the phrase "Our children have missed the year"? To what extent were students in public primary schools disadvantaged compared to students in private schools, and

what are the possible ways to remedy this? Is it possible for students to learn through remote teaching? What kind of learning?

We hope that our research will contribute to broadening and deepening the understanding needed to think about public policies and daily and collective actions to address the educational inequalities exacerbated by the pandemic.

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