Teachers' narratives in pandemic times

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ABSTRACT

This article presents a narrative of the path taken by teachers during the pandemic period, from the perspective of Henry Giroux's critical theory. The objective is to study and describe, in a critical way, the functions performed by teachers, in an environment created by the State Education Secretariat to ensure the continuity of the educational process during the pandemic period. The qualitative research was chosen, whose methodology aims at offering conditions for studies on the theory and practice of how the teaching and learning process develops throughout the educational process. The results presented, according to the critical theory, pointed out predominantly the systematization of contents elaborated by the state and made available to the educators, and that, due to digital media used, the digital process of the institutional remote teaching occurred in a viable and fast way, while the final considerations revealed the teachers' loss of autonomy.

KEYWORDS: Society. Teaching and learning. Teachers.

INTRODUCTION

The hostility of a new global social mark, which in Brazil started in 2020 due to the situation caused by the COVID 19 pandemic, currently presents uncertain perspectives at the same time that the technological media disseminate all kinds of information.

This information is spread worldwide and, predominantly, in such universe unfounded concepts are disseminated, as well as personal opinions, self-promotion, and religious, political and social interests.

In this sense, several factors, even those we disregard, trigger a social thinking process based on empirical facts, pushing away one of the essential human aspects, which is the use of knowledge.

Regarding knowledge, from the social standpoint, the school is one of the main institutions that aims at the awakening and development of the cognitive aspect, aiming to promote students' citizenship.

As for the educational progress, the state of Paraná uses the communication channels available to advertise the improvement of the concepts assessed in the education process by the *Índice de Desenvolvimento da Educação Básica – Ideb* (Basic Education Development Index) as a part of the *Sistema de Avaliação da Educação Básica - Saeb – Prova Brasil* (Basic Education Evaluation System – Brazil Examination).

The state evaluates the quality of the Education offered based on these indices and, to inform people, disseminates the results of the education development:

> Paraná achieved the fourth top position in the ranking of high school education among the state education systems in Brazil according to the Basic Education Development Index (Ideb) data. The study released on this Tuesday (15) measures the quality of the teaching process in the country. In 2017, the state was occupied the 7th position" (PARANÁ, 2020).

Since the education quality improvement is one of the objectives of the state, examinations (Paraná Examination) are applied as one of the ways to increase the development index.

These tests present questions similar to those found in national exams and seek to identify the students' main difficulties as explained below:

> The Paraná examination is an evaluation tool created with the objective of identifying the difficulties presented as well as the skills already developed by the students throughout the teaching/learning process. In 2019, the tests were held on three different occasions and evaluated students' knowledge in the Portuguese and Mathematics subjects. In 2020, other subjects/areas have been included in the scope of the exams... (PARANÁ, 2020).

For this reason, the Brazil examination contents are included in the essential content to be worked by the teachers.

Regarding the education process, with the purpose of contributing and facilitating the class registers, in the years before 2020, the State Education Secretariat provided the teachers with the *Livro de Registro de Classe Online –* LRCO (Online Class Record Book), which is a digital version of the former handwritten record books.

The LRCO contains information regarding students' attendance, register of the content worked in the classroom, and the whole evaluation process.

During the pandemic period, whenever students do not have online access to the material, they must collect printed material at school and return it after doing their homework. For those who have online access to classes, a digital classroom was created (Classroom).

Also, as a complementary teaching material, TV channels that broadcast school content were made available to the students by the State Secretariat.

In the remote teaching process, the platform Google Classroom is used as the education environment by teachers and students.

The platform content is created and delivered in that environment by the Education Secretariat, with some flexibility for the teachers to include or modify complementary material and hold virtual meetings with their students.

Considering a general view of the education process in the state of Paraná as a whole, the objective of this proposal focuses on carry out a study on the work developed by teachers during the pandemic period and, based on that, verify what their current role is in this scenery in the light of the critical pedagogy.

To provide some contextualization, we start with a brief description of the environment presented by the Education Secretariat to the teachers to develop their remote teaching work. We also address the type of information provided by the platform used.

PRESENTATION OF THE VIRTUAL SPACES USED IN EDUCATION

Education spaces are necessary to generate structural and teaching conditions that favor the teaching/learning process, mainly, regarding the construction of knowledge and students' humanization.

In this sense, schools are fundamental to the students' education and citizenship development processes.

With the gradual process of changes in the existing social structures, technologies, mainly digital ones, start to integrate the new generations' routines.

For this reason, in the new generations, children start to have contact with digital technologies earlier in life and, consequently, almost unnoticeably these innovations become part of the family's daily routine.

Industries, companies, transportation businesses, agriculture, and communication, among others, are some examples of how technological innovation speeds production and guarantees quality for providing smooth flows.

In such context, the digital technological process appears as one of the innovative means that is highly used in our society.

However, this automated technology requires certain knowledge, for example, the kind of knowledge required to use a bank automatic teller machine. A person that lacks this knowledge depends on some help or must opt for the conventional service provided by the bank clerk, which means delays and waste of time.

This digital process, resulting from a globalized society, requires human integration: "globalization has had a profound effect on cities, making them more interdependent and favoring the proliferation of horizontal bonds between the cities that cross national borders" (GIDDENS, 2005, p.471) and, it requires that people develop a perception and holistic knowledge regarding its use.

In this sense, schools play a fundamental role in the students' education and citizenship development regarding the use of these media: "there is an intrinsic relationship between school and society, mainly regarding the use of technologies" (SCHUBALSKI, 2015, p.14).

Studies already reported that at schools, in classroom times (before the social distancing measures) teachers had some difficulties to work with digital technologies in their classes, however, they were aware that: "new technologies created new knowledge spaces" (GADOTTI, 2000, p.07).

In classroom lessons at school, the difficulties related to the use of technologies might be explained by the presence of certain factors, namely, the use of a school book is easier, there are planning and teaching use issues, it depends on the availability of computers, among others.

While the lessons were still held at school, due to the difficulties listed above, many teachers used digital technologies only for research and exemplification of the content taught.

More specifically, in 2020, due to the social distancing, digital technologies appeared as great allies enabling remote teaching.

Thus, in general terms, the schools were prepared for the on-site classes, however, due to the epidemic, new structures had to be created to guarantee the continuity of the teaching/learning process.

Therefore, for remote classes in the state of Paraná, the Classroom platform is the main medium used as an education tool.

The Education Secretariat is responsible for posting content and materials on the Classroom platform and teachers are allowed to introduce some changes and hold meetings with students (Meets).

The Classroom platform provides a space of interaction between teachers and students and there are four different options for the teacher to develop their work: Notice Board, Activities, People and Marks.

The platform control is carried out by using a login from the e-mail @escola (similar to gmail) and password. The creation and management of content are carried out by a team appointed by the Education Secretariat.

Noticeboard

Teachers use the notice board to communicate with the students respecting the school timetable and following the specificities of the school calendar.

After logging in, the teacher must register on the notice board on class days, since there is a direct link with the register and control of the teacher's attendance. If teachers do not participate, their absence is automatically recorded in the system.

The teachers presence or absence record is automatically added to the recordings of another platform available to the school principal, which is called Presença Aula Paraná (Paraná Class Attendance), and, later on this record enters the State system that controls absences.

The teachers' Classroom register is mandatory and generates data for the recordings in the Paraná Class Attendance System.

Thus, whatever is posted in the Classroom noticeboard that automatically generates the recording in the Paraná Class Attendance System basically represents the teachers' attendance control.

If a teacher does not post on the day of his/her class, their absence will be automatically recorded in the Paraná Class Attendance System.

The Paraná Class Attendance System is used by the principal to control teachers' presence or absence in the classroom (despite the fact that the principal and the guidance counselor have access to the virtual classrooms of their school teachers).

The school principal has direct access to the Paraná Class Attendance system and is the person responsible for controlling specificities resulting from the teachers' access to the platform or from their lack of access.

The Paraná Class Attendance system presents the following indications that are recorded in the system as: unconfirmed absence, justified absence, presence, medical doctor statement, and confirmed absence.

In the Paraná Class Attendance System, the information in red, unconfirmed absence, indicates that teachers must clarify the reasons why they were absent to the school principal.

The information in blue indicates that teachers have already justified their absence to the principal, and the reason was not justified with a medical doctor statement, but was rather due to internet unavailability or lack of electrical power, for example.

The presence, information in green, confirms that the interaction teacher/students was recorded.

The information in yellow confirms that teachers have justified their absence by handing in a medical doctor statement to the principal.

Finally, the information in orange confirms absence in situations that teachers do not post on the noticeboard, do not present medical doctor statement, or do not justify their absence.

Only the records in orange, after confirmed by the principal on specific dates every month generate teachers' automatic absence record in another system used by the Human Resources Department.

Classroom Activities

The content and activities are posted by the maintainer institution on the platform and teachers make them available to the students, with the option of adapting or adding content.

The 'activities' tab also presents the option to print the material that can be handed out to the students and returned to the school after completion.

Digital material such as texts, infographics, interviews, songs and videos are among the materials supplied by the maintainer institution for the teaching/learning practice.

The 'people' tab can be accessed by the class teacher and also by the school guidance counselor and the principal for control and monitoring.

People in the Classroom

By using the 'people' tag, in addition to the people already included (guidance counselor/educator and principal) in each class, teachers are allowed to invite other teachers and students' parents or tutors to take part in the lesson.

Marks

The last option in the Classroom, the 'marks' tab, enables teachers to follow in detail the activities posted by the students, as well as their individual marks and the class general performance percentage.

There is a minimum number of evaluations and each student's (class) and teacher's (subject) data is monitored by the school guidance counselor and principal.

On another platform called Information Bulletin, these results can be followed by different responsible teams at different levels of the Education Secretariat.

This monitoring is fast, simultaneous or almost simultaneous to the school daily routine.

The tool called Information Bulletin is supplied by the data inserted by teachers in the Classroom. In addition to the information entered in the Classroom, data is generated automatically that enable the restrict or general monitoring of the numbers (results) of the education process, at the local and state levels.

Therefore, the bulletins generated by the Classroom platform can be verified by the structures organized within the school space, that is, teachers, educators, principals and other positions within the Education State Secretariat.

The same report provides details and allows the visualization of important factors of the teaching/learning process such as individual student's performance in each subject.

The communication between systems allows fast data access and tracking for monitoring of the education process.

With access and monitoring of the teaching/learning process, in places where results show an index lesser than satisfactory, the verification of this data enables directing actions to reverse the situation.

Basically, the use of the digital platform Classroom or the system for delivery and collection of printed activities at school (in such case, the students have access to the lessons via TV channel), characterized the school year in Paraná education process in 2020.

METHODS

The analyses in this study followed the principles of qualitative research according to Chizzotti (2006), who initially states that when researching, an important issue must be observed: "For those starting a scientific study, the issue lies in the question: "What is the problem to be studied?'" (CHIZOTTI, 2006, p.25).

The problem question mentioned by that author, in this study, focuses on a period of pandemic, predominantly unstable, with the creation of virtual space called Remote Teaching, and facing this context, based on the critical theory proposed by Giroux, it addresses the roles played by teachers while teaching in such environment.

Another relevant factor is that the qualitative research intends to share with people, facts and places that are object of the research, so that this interaction can lead to visible and implied findings.

With these findings, according to Chizotti the researcher, using scientific competent skills, must disclose their meanings or facts that were previously hidden from their investigation, as follows:

> The term qualitative implies a dense sharing with people, facts and places that are the object of the research, to extract from this interaction, visible and implied meanings that are perceptible to a sensitive attention. After this initial contact, the author interprets and translates the apparent or implied meanings of their research object into a text, which is thoroughly written, with scientific expertise and competence (CHIZOTTI, 2006, p. 28-29).

Thus, this study is based on qualitative, bibliographic research, based on facts occurring in the education daily environment, as well as on studies on the education area and materials (data) that underlie the current education process in the pandemic and social isolation context in 2020.

The background exposed in the introduction of this paper exemplifies how remote education spaces were created in the state of Paraná in 2020, to enable and secure the continuity of the teaching/learning process throughout the pandemic period.

Therefore, there is an intrinsic relation between the problem and the objectives of this work, namely, to study and expose the social role of teachers in this education process, in relation to the state of Paraná Education Secretariat (maintainer institution) under the critical pedagogy perspective proposed by Giroux.

Other thinkers that defend the critical pedagogy idea also appear in the results, as well as in the discussion to enable the dialogue between the education historical context and academic concepts.

TEACHING

One of the teachers' functions, as opinion leaders, is to reflect and produce a critical reading of the world, so that they can conscious and actively contribute with their guidance to an egalitarian democracy and the social transformation that the current context requires.

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This indicates the need for reflection upon the human activity, which many times is taken for granted; however, teachers cannot forget issues related to the power different forms of domination. Such power might produce knowledge that distorts the reality, or produce a particular view of truth.

Regarding the teachers' job, in addition to being knowledgeable and reflecting on the different forms of power, Paulo Freire highlights in: *Pedagogia da Autonomia* (1996, p.12) (Pedagogy of Autonomy), that when teachers work with their students, they must guide them to reflection and critical thinking to seek their autonomy as citizens.

In opposition to a passive and technicist education, Freire (1996) proposes a problematizing and challenging education, based on reflection, exploring criteria that are part of the students' real life and that can result in a critical insertion "The ability to learn not only to adapt to a situation, but mostly to transform the reality we live in, to intervene and recreate it (FREIRE, 1996, p.28)".

A challenging education implies struggle, leading the students to mobilize themselves to manage to overcome the obstacles proposed and mediated by the educator, and instead of provoking alienation, the result is that the students start to think better about their role and, gradually, improve their awareness of the world.

In this sense, regarding the education aspect, the contents to be worked with students are proposed by the Base Nacional Comum Curricular – BNCC (Common Curriculum National Base), and the Currículo da Rede Estadual Paranaense -CREP (Paraná State Education System Curriculum) is in accordance with that document and establishes the Curricular Reference in Paraná, setting the main content to be worked by the teachers with their students:

> The organization proposed by CREP also presents a column with specific codes for the objectives of the Paraná Curricular Reference. These codes were created to support teachers when organizing their lesson plans and recordings in the RCO, contributing to the sequence organization. In addition, the PNLD books (teaching books) are also organized with the BNCC codes, therefore, it becomes easy to associate the book content with the objective organization, and the codes shall also facilitate the dialogue between the curriculum documents of different regions within the state]...[This year (2020) it becomes the curriculum document that guides the construction of the *Proposta Pedagógica Curricular* - PPC (Curricular Pedagogical Proposal) and mainly the elaboration of the Teachers' Work Plans and the Lesson Plans in the State Education System (SEED/PR, 2020).

Thus, the Education Curriculum in Paraná is structured with the delimitation of the contents to be addressed by the schools in their *Projetos Políticos Pedagógicos* – PPP (Pedagogical Political Projects), and also of how teachers should structure their *Planos de Trabalho Docente* – PTD (Teacher's Work Plan) and develop the work with their students.

RESULTS AND DISCUSSION

Regarding the platforms created by the State Education Secretariat, exemplified at the beginning of this paper, it is possible to reach an initial conclusion in relation to the existing context before the pandemic historical mark.

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Such initial conclusion indicates that there is a growing and fast series of technical activities that teachers must carry out so that the teaching/learning process occurs remotely, which somehow affects teachers' autonomy.

Thus, the education policies in their pedagogical dimension, due to the creation of a digital education environment of remote teaching and learning, make the contents available to the teachers, with possibilities of adaptation for their teaching situation.

One of its consequences is that when teachers carry out the work of mediating learning and monitoring students by using the remote teaching modality, they are distanced from the construction of knowledge aspect, as stated by Contreras (2002, p.17), who emphasizes that teachers must have technical, scientific, technological, pedagogical, cultural and human preparation.

While the pandemic situation persists, education policies must secure the continuation of the teaching and learning process, and at the same these policies aim to improve the education quality, mainly regarding the Basic Education Development Index (Ideb).

For this reason, the teachers do not have different options in their practice and must carry out the teaching of their subjects remotely, without being able to put into practice the projects as they were used to propose in their classrooms at the schools.

Aiming at the improvement of the education quality and the Ideb index, the state education policies invest in the exposure of contents and application of exams such as the Paraná examination, in an attempt to promote better results in the Basic Education Evaluation System (Saeb).

Such pursuit for improvement of results in the evaluation system, carried out in a systematized way, aim to reach education quality and consequently making the teaching process more effective.

This teaching effectiveness will only be considered successful if the Saeb examination results really achieve a significantly positive index.

During the remote teaching, the use platforms such as the Classroom, offered by the maintainer institution, provides the content to be taught as well as information to other systems, for example, the Paraná Class Attendance System.

This information is passed to different levels of the school structure such as the educators and principal, enabling the systematic knowledge of the teachers' access to their classes, according to the school daily timetable.

Therefore, following the same procedure as if the teachers were at school, it is necessary that the teachers access the system and work the contents with their students according to the proposed objectives, so that their attendance is recorded.

Also, while the teachers are mediating the content, making material available to the students, putting the activities sent by the maintainer institution into practice, controlling students' attendance and evaluating them, as described in the virtual spaces (presented in the first part of this paper), the platforms generate reports for the knowledge and monitoring of the process by the different levels of the school structure (counseling/educators and principal, among others).

The knowledge of the results provided by the digital platform allows the awareness of any possible flaws in the education process, mainly the results of students who present low learning index throughout the teaching process.

Therefore, the monitoring is able to raise some issues immediately, as for example, the development of the teaching and learning process in each subject or by each teacher, or following each student's development within the teaching/learning process.

The new work system implemented during the pandemic period, mainly regarding remote teaching, generates some conflicts to the teachers in the exercise of their teaching practice due to several factors and especially in relation to the pedagogical approach.

Such divergences, mainly regarding the remote teaching modality, point out the need to reflect upon this work, that is, what is the teachers role in this context in the light of the critical pedagogy?

The book *Teachers as Intellectuals* (1997) by Henry Giroux, underlies these studies on the teachers' current situation, comparing it to the roles they should play in the education activity.

The studies developed by Henry Giroux are based on critical thinkers such as Marx, the Frankfurt School theorists, Paulo Freire, Gramsci (hegemony and counter-hegemony), and Michel Foucault (power and knowledge relations).

Due to the pandemic situation and the people's social isolation, the State Education Secretariat implemented the remote teaching modality to guarantee the continuity of the education process. At the same time, that institution elaborated the process systematization; however, this systematization places the school in the position pointed out by Giroux (1997, p.25), in which schools act as social reproduction agencies, which provide obedient workforce that is necessary to supply the industry capital.

Likewise, Giroux (1997, p.60) observes that the school knowledge is an ideological way of keeping the society surrounding power, in which the teachers are tied to the accurate functioning of a domination apparatus.

According to Giroux, schools are conditioned to a process that is controlled by the socially dominant forms of power and such conditioning reveals a social generalized thought, that is, a thought of social submission, in which the school is highly valued, since "the school culture, however, works not only to confirm and privilege the dominant class students, but also to invalidate, through exclusion and insult, the subordinate groups' histories, experiences and dreams.". (GIROUX, 1997, p.26).

A historical understanding is essential to grasp our own condition, in which teachers should play an important critical role of reflection upon society, but historically and with deeper effects in this pandemic period, teachers and most of the population tend to think first about developing their work, so that they can also provide for their own basic survival needs.

While teachers face daily difficulties to keep their jobs and provide for their survival, education public policies plan for and desire the continuity of the education process, mainly regarding the education quality, and consequently, even if they might not be in accordance with the critical pedagogy, while "ideological

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and material forces tend to reduce the teachers to the status of specialized technicians within the school bureaucracy, whose function is to manage and implement curricular programs" (GIROUX, 1997, p.158).

Giroux (1997, p.158) complements that due to the conditions offered to teachers, since, with the excess regulation, work hours, class content records, lesson plans, organization of the Teacher's Work Plan according to the PPP, CREP, and BNCC, input of data in the Online Class Attendance Book, among others, teachers have less time and less contact with a critical society, which results in this tendency to "reduce the teachers to the status of specialized technicians within the school bureaucracy" (GIROUX, 1997, p.158).

Thus, as also pointed out by Giroux (1997, p.58), due to the enormous bureaucratic service, pedagogically there is an acceptance by the teachers of the materials and conditions offered to them; however, these contents should be reflected upon, mainly regarding the point of view presented by the materials.

Therefore, the findings of this study point out to a structure organized by the State Education Secretariat, which aims at the functioning of the education structure through the remote teaching process, as a result of the pandemic, in which the school function is to preserve and maintain this structure; however, the critical pedagogy points out that:

> Currently, the public policy is in favor of the values and interests of the rich and privileged class. Greed has overcome compassion, and the impulse for profit has relegated all social concerns to a kind of individual and social amnesia. The poor, minority groups, women and the elderly are endangered by the new discourse of the neoconservative and yuppie ideologies, and so are public schools, social services and agencies that work for the nation wellbeing (GIROUX, 1997, p. 210).

Concerning Giroux's critique (1997) to the public policy and its direct link to the education situation in the state of Paraná, it seems reasonable to state that predominantly the dominant structures desire the depoliticization of the working classes and the school institutions, that is, teachers are directly inserted in this context.

For this reason, according to the critical pedagogy, one can say that schools are places of power maintenance and are exposed to external and dominant factors and, in such context, teachers seek to develop their practice according to the conditions they have, within the structures they are supplied with, and that are away from the characteristics described by Giroux.

Although these are different times and the social spaces are different regarding the pandemic situation, Giroux (1997, p.157) mentions the unfavorable aspect to the teachers, mainly regarding the existing political and ideological atmosphere, in which a joint self-reflection is required within the education context referring to the teachers' role and their work.

Such reflection upon and union around the work that the teachers are developing, considering that Giroux (1997,158) proposes a collective debate and organization, is one of the topics that should be prioritized by this class of workers, specially in relation to the work conditions that they have experienced recently.

As for the historical process of the education situation in the state of Paraná, it presents positive development indices, as shown by the news about these indices' growth.

Teachers, parents, and the whole population create movements and work; however, there is a great education concern that must be reflected upon, mainly regarding teachers' role and knowledge construction as a whole, in the technical, scientific, technological, pedagogical, cultural and human qualification of these professionals, since the perception of the different state spheres by the population takes into account the historical ideology, and "what is not said is as important as what is said" (GIROUX, 1997, p.36).

For this reason, the human aspect and the concern with those that dedicate their lives to develop their work such as the teachers, and the fact that they are not developing effectively the role they play in the classroom at schools, due to the pandemic situation, are factors that affect these professionals regarding the fulfilling of their professional obligations and their undervaluation as education professionals.

Regarding this undervaluation, Rockwell (1986, p.2) observes that society is formed by different classes: the dominant (power structures) and the emergent (innovative people/general population that contribute to the maintenance of power structures), however, there is a problem of how to distinguish ones from the others in the different social dimensions.

Also, considering the current social dimensions, Elsie Rockwell (1986, p.10) in *How to Observe Reproduction*, highlights social reproduction towards a survival environment, without an understanding of the historical reality, in different time dimensions, in which the production or reproduction aspects of people cater for the social needs.

In this sense, the teachers' systematized work is noticeable, mainly regarding the increased education quality observed in the indices recorded by the Ideb, as a consequence of the directed work with students in relation to the content taught and the constant applications of the Paraná examination.

> The 2019 Ideb shows that 90% of the schools in municipalities of the state of Paraná improved the performance of their high school students. Out of the 399 municipalities in the state, 359 municipalities improved their marks. Out of these, 336 (80%) reached the target set by INEP. The teaching quality also increased among the students in the final years of elementary school. Better marks were achieved by 336 municipalities, while 140 reached the projected target (SEED/PR, 2020).

The news about the increased Ideb index and the consequent improvement of education in the state are merited and demonstrate some recognition to the teachers' work; at the same time, this is also the result of a systematization of the work and directing of education policies to the contents to be worked.

Without this systematization, or without teachers' work, such positive results might never have been achieved.

However, despite positive results, the main focus of this research is to discuss teachers' roles during the pandemic, in the light of the critical pedagogy as proposed by Giroux, who points out to the following situation:

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> The point is that teachers' training programs many times lose sight of the need to educate students so that they are able to examine the very nature of the school problems. In addition, these programs should substitute the administration and efficiency language with a critical analysis of the less obvious conditions that underlie the teaching ideological and material practices (GIROUX, 1997, p. 159).

Thus, the work systematization is being carried out gradually, improving Ideb indices as well as the education quality in the state of Paraná; however, Giroux (1997, p.161) explains the importance of teachers and puts forward the following comment: "The intellectual category is useful in many ways. Firstly, it offers a theoretical base to examine teachers' activity as a form of intellectual work, in opposition to its definition in purely instrumental or technical terms". (GIROUX, 1997, p.161).

Many times, we as professors think that we have clarified the situation and we think we are aware of our autonomy and freedom; however, when reflecting critically the process as a whole, we are able to see truths where we are convinced it is our safe haven of certainty, as in the statement:

> The separation between conception and execution of the productive process, where the worker becomes a mere executor of tasks about which they cannot decide; b) disqualification, such as loss of knowledge and abilities to plan, understand and act on the production, and c) loss of control of their own work, for being submitted to the capital control and decision, losing their resistance capability (CONTRERAS, 2002, p. 35).

The statement put forward by Contreras (2002) synthetizes what might occur, even if partially, in the Paraná education scenery regarding teachers' roles.

Therefore, the situation created by the remote teaching, on the one hand, requires systematization in relation to the management and control of the situation by the State Education Secretariat, since without it, the education process would hardly occur. On the other hand, the situation is totally atypical to the teachers, and certainly a great number of teachers needs help and guidance in this novel situation, which is hard and has never been experienced before.

Basically, most of the 2020 school year was developed in remote teaching, without other options of teaching modalities, due to the worsening of the pandemic process. This research presents only (partial) results of a short period of time, and deeper complementary studies and approaches might be needed to better explore the theme.

Finally, the results of this paper point out that the conditions offered by the virtual environment (remote teaching), planned and systematized by an institutional structure aiming at the continuity of the education process, led teachers to put into practice the actions planned by the State Education Secretariat, increasing the Ideb index and the education quality. However, such conditions were opposed to Giroux's thought about the essence of the reflective work, aligned with their teaching approach to the technical, scientific, technological, pedagogical, cultural and human development of their students.

NARRATIVA DOCENTE EM TEMPOS DE PANDEMIA

RESUMO

O referido artigo apresenta uma narrativa do percurso realizado pelos professores durante o período da pandemia, em uma perspectiva da teoria crítica de Henry Giroux. O objetivo central consiste em estudar e expor de forma crítica quais as funções desempenhadas pelos professores em ambiente criado pela Secretaria do Estado de Educação para assegurar a continuidade do processo educacional durante o período da pandemia. A pesquisa de cunho qualitativo fundamentou como aporte metodológico no intuito de oferecer condições de estudos sobre a práxis de como se desenvolve o processo de ensino e aprendizagem, durante o processo educacional. Os resultados apresentados, segundo a teoria crítica, apontaram predominantemente a sistematização aos educadores no que se refere aos conteúdos elaborados pelo Estado, e que, devido ao uso digital, o processo digital de Ensino Remoto institucional efetivou-se de maneira viável e rápida, tendo em vista que, as considerações finais sinalizaram para a perda de autonomia docente.

PALAVRAS-CHAVE: Sociedade. Ensino e Aprendizagem. Professores.

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