

Post-pandemic literacy – Experience of E. M. Adelaide Lopes Salgado



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ABSTRACT

It is undeniable that the COVID-19 pandemic has brought about significant changes in every aspect of our lives and our society. The world we knew until then changed in a very short space of time.

Keywords: Literacy, Team involvement, Continuing education, Monitoring.

1 INTRODUCTION

It is undeniable that the COVID-19 pandemic has brought about significant changes in every aspect of our lives and our society. The world we knew until then changed in a very short space of time.

In school these changes happened overnight, we had to adapt and adopt numerous strategies and resources to continue the school year. Past that period; in which remote learning has stabilized, a new concern has already arisen as we will do with students who have not had access to Remote Learning? What lags will this student bring to the return to face-to-face teaching?

We have never seen so much encouragement in the Continuing Education of teachers in new methodologies, the use of digital platforms, development of socio-emotional skills, maker culture, hybrid teaching, active methodologies among others.

But the process of literacy, without a doubt is our biggest and best challenge, how to teach reading and writing to children who have not had all the development of essential skills in Early Childhood Education?

With the return to face-to-face teaching, we were already prepared for what lay ahead. The issue of learning recovery is not exhausted in the 2021 school year, and the measures taken must be constantly evaluated.

At EMALS, in addition to the work done in the classroom, we complement the schedule of Integral Education with diversified classes, which help to rescue the basic skills for the Literacy process.



In 2021 the school had 35 students regularly enrolled, 27 of whom were in the process of literacy allocated from grades 1 to 4, at various stages of development.

2 METHODOLOGY

During the Remote Teaching the teachers had already been observing and monitoring the return of the printed material.

With the return to face-to-face teaching we draw up an action plan in order to seek the best alternatives to face this challenge - **Literacy**.

The first measure was the engagement of the entire team in this purpose, planning together the strategies were fundamental, because everyone has the same goal and the work is directed with the specificities of each area.

The second step was to seek support from parents; explain how this new work proposal will be carried out. For this we held a meeting after the initial diagnostic evaluation, we prepared an explanatory material on the Levels of Writing¹ where each parent/guardian in possession of the evaluation of the child (a) can identify in which phase of writing he (a) was.

Direction and Pedagogical Supervision had the impregnable role throughout this process, to select and organize the continuing education, provide the necessary materials, prepare the documents for registration, monitor the process, prepare with the teachers the biweekly diagnostic evaluations, organize the results, produce the graphs, analyze the data with the team, plan new strategies and assist in the classroom.

The choice of a structured literacy method was paramount to develop the work with a greater theoretical basis, so we initially invested in the continuing education of teachers in the "Boquinhas Method"² and the implementation of this with the necessary adaptations according to the curriculum of the Municipal Education Network of Resende.

The whole process was monitored through: observation of the progress of each student and registration in the Individual Monitoring Form of the Development in Literacy/Literacy³, the biweekly diagnostic evaluations among others. This material was the support for the planning and personalization of teaching, one of the characteristics of Hybrid Teaching also adopted in 2021. Based on this, we grouped the students according to the levels of writing⁴: Pre-Syllabic, Syllabic, Syllabic, Alphabetic and Alphabetic. As students progressed in the literacy process, these groupings were revised and redone.

¹ Levels of Writing – Levels of development of the phases of writing developed by the Argentine Emília Ferreiro in her studies on the Psychogenesis of Written Language.

² Boquinhas Method – articulatory phono visuo method developed by Dr. Renata Jardim and Tânia

³ Form prepared by the Direction and Pedagogical Supervision of E. M. Adelaide Lopes Salgado to monitor the development of students in the process of Literacy.



The work developed in the classroom was structured with the strategies of the Boquinhas Method, playful activities, literacy games and Literacy.

From the 2nd semester of 2021 we return to full time and can offer our students the diversified activities that directly complemented this work: Psychomotricity, Pedagogical Monitoring of Portuguese, Mathematical Pedagogical Accompaniment, Literacy Games.

Continuing education in Literacy was extended throughout the school year not only to class teachers, teachers of the diversified classes, caregiver, pedagogical supervisor and direction. In addition, other school units of Rural Education joined EMALS, so that we could share the costs of training by offering more courses, promote the exchange of experiences and provide an even higher quality education to students in rural areas

3 RESULTS AND DISCUSSION

At the beginning of the 2021 school year, in the month of February, EMALS had from the 1st to the 4th grade, with 26 students evaluated the following table: 13 students at the pre-syllabic level, 03 syllabic students with no sound value, 06 syllabic students with sound value, 03 alphabetic syllabic and 01 alphabetic.

When implementing the first actions of the plan, in April, we obtained the following results: 06 pre-syllabic students, 04 syllabic students without sound value, 06 syllabic students with sound value, 05 syllabic-alphabetic and 05 alphabetic.

It is important to note that during this period we had several regroupings, changes in strategies a continuous evaluation of both the students and the work that was being developed. The criteria for a student to change phases is very thorough based on various activities, not only in the assessment of reading and writing and in the observations brought by all teachers.

At the end of the 1st semester, with reduced school hours, with some students still in remote teaching, only with the work of teachers in the classroom and 2 diversified activities we had, 27 students evaluated with the following results: 04 pre-syllabic students, 04 syllabic students without sound value, 04 syllabic students with sound value, 01 syllabic-alphabetic student and 14 alphabetic.

It was also observed not only a quantitative result, but mainly the qualitative, some students even taking a little longer presented advances and always seeking better results to change level, presented a good development.

In a short time, the great advance in the development of children is important, it is important to highlight that among this group there are 08 students in neurological and multidisciplinary evaluation by the CEMAE team⁵.

⁵ Team of the Municipal Department of Education, responsible for Special Education in the school units of the Network, which supports the teachers of the Resource Room and evaluates the students with suspicion of being public of AAE.



At the beginning of the 2nd semester with another organization in the groups, expansion to the full time and the other diversified classes at the end of September, with 28 students evaluated we closed the 3rd bi-semester with: 02 pre-syllabic students, 02 syllabic students without sound value, 05 syllabic students with sound value and 17 alphabetic.

To end the school year and already prepare for the year 2022 we have further intensified continuing education with the FAE - Training Course for Specialist Literacy, with a ⁶workload of 250 hours, with online classes in the evening and on Saturdays. With the commitment of the entire school team we finalized, with 27 students evaluated, the following results: 01 pre-syllabic student, 01 syllabic student with no sound value, 03 syllabic students with sound value, 04 alphabetic syllabic students and 18 alphabetic.

4 FINAL CONSIDERATIONS

EMALS has been investing since 2019 in the continued training of the team, participating in courses inside and outside the Municipality, with in-service training carried out by the pedagogical supervision or other teachers of the school and/or the Municipal network, collaborators among others.

With the work in home office and the transformations during the period of the pandemic we were able to devote ourselves even more to studies; And with the great offer of webinars, lives, mini free courses we become eager for new knowledge.

In the return to face-to-face teaching and in the face of the challenges presented, we were able to put into practice the knowledge learned over the years. And dedicate ourselves even more to the studies that will directly impact the learning of our students, and to motivate us more and more the search for new knowledge.

For us to obtain such an inspiring result at the end of a school year, it is very difficult to unite the team, collaborative work, continuing education, systematic monitoring of planned actions, an objective action plan, flexible planning and the opportunity to put into practice a structured methodology were undoubtedly the essential elements for this remarkable performance.

I highlight although the focus was on the students who were in the process of acquiring reading and writing. The 5th grade class benefited from innovative strategies, and we followed the performance of this group that demonstrated with great achievements that left us very ornate. They were winners in the: Olympics International Mathématiques Sans Frontières⁷ 2021 being gold medal in the Regional and silver medal in the National performance. They won the 1st place Sanitary Education Project in

⁶ FAE COURSE- Training Course in Specialist Literati taught by the psychopedagogue Carla Silva. Recognized by the MEC.

⁷ International Mathematical Olympiad without Borders – Brazilian Section, hosted by France, to dispute challenges of logic and mathematics, having discursive questions to be answered in English, French or Spanish.



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In addition to these specific achievements of the 5th grade every school participated in the BRICSMATH.COM+ online Mathematics competition where many students in the literacy group had excellent results.

From all this every day we are more sure that we are on the right track promoting a quality education and valuing the Public School.



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