The Use of Critical Ethnography in the Study of Power Relations

Diane Gérin-Lajoie

The use of traditional ethnography is not new in qualitative research. Anthropologists and then sociologists have favored this methodological approach for some time now. In the middle of the seventies, a few "critical" researchers turned towards ethnography as a methodology because this approach allows researchers to better understand the lived experiences of the oppressed and the power relations in which social groups evolve. The present article will attempt to demonstrate the adequacy of critical ethnography in the study of power relations. Results from two ethnographic studies will be used to demonstrate how the ethnographic approach can favor a more serious examination of existing social practices by theoretically deconstructing the notion of power within these practices. Results examined are from the study of the official linguistic minorities in Canada - Francophones outside of Quebec and Anglophones in Quebec. The comparative analysis shows that power relations are not only to be found between the two minorities and the majority group, but as well as between the two minorities themselves.

Keywords: Qualitative methodology, ethnography, critical ethnography, power relations, social practices, linguistic minorities

The situations of disability in the schooling process: What major issues in Europe?

Charles Gardou

This paper identifies the major issues, in France and Europe, on the education of students with disabilities in concerning law, media, concepts, structures, means of support, school curricula, university degree and teacher training. In each of these fields, the problem is formulated and the corresponding proposal for action is made. The common point in all proposals is based on the idea of a continuum of thought and action, as opposed to the breaking and fragmentation, in order to address the continuum of diversity of students to whom the school, here and there, now has to take a stand.

Keywords: Special Educational Needs, Continuum, Inclusive School, Teacher Training. Disability

Education, Qualification, Work and Public Policies: A polemical field

Emília Prestes & Roberto Véras

This paper focus on the relationships among education, professional qualification, work and public policies, as a current polemical issue. The first section is a review of international literature based on different perspectives and authors. The following section elaborates on the issue within the Brazilian context, considering research in education and social sciences. The final section comments on public policies for education and professional qualification implemented in Brazil from the 1950s until today. Currently the issue is understood as part of a public debate pressed by new international, global and local markets' demands, as well as by crisis, changes, social advances, and national policies, which were evident since the 1980s.

Keywords: Education; qualification; work and public policy relations; Brazil.

The Seven Sins of Global Governance. Paulo Freire and the Reinvention of the Possibilities of a Democratic Pedagogy and Emancipatory Education

Madalena Mendes

In the sceneries of globalization and of the revitalization of the neoliberal creed, it is important to point out the main changes assumed by the state-owned model (desnationalization of the state, desestatization of the political regimes and internationalization of the national state) in the intersection with the emergence of mighty mechanisms of transnational regulation played the lead role by globalised agencies, as oecd and european union. in this paper, the author, from the critical perspectives and the world-wide modern system, analyses the emergence of the ways of government and of regulation of the educational field. In counterpoint to hegemonic logics of the global government, metaphorized in the seven sins – vanity, pride, envy, laziness, gluttony, meanness, wrath – the author mobilizes the principals contributions of epistemology and of pedagogic-ethical ideas of paulo freire, patents in the axial wealth of basic concepts bequeathed by the educator, such as: historicity, dialogicity, conscientization, emancipation, autonomy, freedom and hope. in this paper, the author thinks about the main

contributions of the pedagogy of paulo freire for the recontextualization of traditional paradigms of thinking education and for the construction of emancipatory senses which enform the reinvention of the democratic contexts.

Keywords: pedagogy of paulo freire, critical theory, education, citizenship

Leadership Styles and Democratic School

Leonor Lima Torres & José A. Palhares

The Portuguese education system has witnessed, in the last two decades, the emergence of educational policy measures whose reformist agenda has attached growing importance to school management and leadership dimensions. Along this path, marked by trials and morphological adaptations of management bodies, one notes greater acknowledgement of the role leadership plays in the development of school autonomy. Perceived as a politically sound response to the plagues of rising school indiscipline, underachievement and dropout, the leadership theme has been gradually emerging as a fundamental variable in the quest for school excellence, strongly opposed to the historically rooted collegial management culture so widespread in Portuguese schools. Despite the clear the influence of neoliberal thinking in this attempt to reduce school life to the mere expression of indicators of manageralist nature, it is interesting, nevertheless, to study/examine the nature of the relationship between leadership and management styles and school outcomes and the impact this relationship has on the democratic development of the school. In this sense, based on the critical analysis of the external evaluation reports of secondary schools, the central aim of this paper is to discuss the meanings generally attributed to "good leadership", "good school organization and administration" to observe if it is possible to establish some form of link with school outcomes, to understand how the tensions unleashed by this evaluation process influence the organizational settings and practices of different school-objects. One question if this process may not, in fact, represent a "managerialist mission" whose "secret" agenda is to subvert and rewire the logic of autonomous and democratic decision making of schools?

Keywords: school leadership; democracy and participation, leadership, school culture; external evaluation of schools.

Historiography of Education In Portuguese América: Review And Perspectives

Thais Nivia de Lima e Fonseca

Generally privileged in Brazilian Historiography, the colonial period has raised the interest of education historians for several decades, in contrast to what occurs with the Empire and Republican Periods. The studies carried out before the 1980´s, which dealt mostly with the analysis of the educational action of the Society of Jesus in Brasil and the reforms promoted by the administration of Marquis of Pombal during the second half of the 18th century, still predominate. The present paper aims to review the historiography of education in the Portuguese America, to discuss its characteristics of production of the period, the prevailing approaches and their explanatory matrices, the sources available, and the possible reason for the secondary role of education in the Colonial Period in historiography, with the exception of the emphasis of some studies on the history of books and reading, but that nonetheless do not deal with education as their main subject. It is also sought to discuss some possibilities of investigation based on the theoretical-methodological assumptions used in other fields of historical research of the period.

Keywords: Portugal; Brazil; Portuguese America; Historical Research

Mass media and psychosocial intervention in communities: searching new possibilities

Maria Aparecida Craveiro Costa, Ana Paula Távora da Silva & Carina Pessoa Santos

The objective of this article is to reflect concerning the possibilities of use of the media as instrument of a psychosocial intervention, come back toward the development of the critical sense and autonomy in the communities. It has been broken of the estimated one of that the media can be used in the favor of the social transformations. For in such a way, the concept of psychosocial suffering and the characteristics of the world visions liberal, totalitarian and social-communitarian. Being thus, the bad media is that one that alienates and paralyzes the citizens, when presenting the reality as something given and that, therefore, it

cannot be transformed. However, it is proposal of this article to think the media in one another way, on the basis of the social-communitarian world vision, that allows to face it while factor of social release, making possible to the groups to be authors of its history and, therefore, to modify it. The construction of intervention through alternative media spaces is a good way to inside reach these objectives of the communities.

Keywords: psychosocial intervention; media; communities; psychosocial suffering.

Descriptive analysis of affectivity in teachers on training in the Faculty of Education Sciences at the University of Granada

José Álvarez Rodriguez & Manuel Fernández Cruz

This articles deals with a descriptive analysis of the affective of the pedagogy and teaching profession students' values of the faculty of Education Sciences at the University of Granada in the course 2004- 2006. First we present a brief referential frame on the concept of affectivity, pointing out some characteristics about feelings and emotions, then we go deeply on the characteristics of our research and some general results so as to finally focus in the specific analysis of feeling, love , happiness and emotion in the teachers' formation processes

Keywords: affectivity; teachers' training; feelings; emotions, happiness.

The Information and Communication Technologies as resources in secondary education: a case study.

María Carmen Ricoy & Maria João V. S. Couto

Trying to correspond to the challenges of the school of the 21st century, with this work it is intended to know the conditions of accessibility of the pupils to the ICT, the motivador role of these and other resources, giving special attention to Mathematics. The presented work results of case study developed through an inquiry, handed to 97 pupils of four groups of a secondary school (in 10th and 11th grades) of the north of Portugal. The main results and conclusions are: the access to the computers and to the Internet is suffi-

ciently generalized; pupils are motivated to study and even consider the importance of Mathematics in their formation; they consider the use of the Internet a motivator element in the teach-learning process. The use of the computers does not necessarily contribute to their success. However, they would like to be able to study more through the Internet then for books and they think they would work harder if their projects could be done with the help of computers.

Keywords: technologies of information and communication; secondary education; mathematics.

The Foster Care in an Ecological Perspective

Paulo Delgado

Bronfenbrenner's eco-social approach allows us to understand human development as well as to identify factors influencing ecological transitions. This perspective is particularly well suited to study the transitions occurring in the lives of children in foster care: separation from parents and the challenges of an unknown environment. This approach is also valuable in orienting intervention in practice, preventing risks and promoting children's integration and development.

Keywords: Foster Care; Child Care; Ecological Perspective.