



Curriculum Policies and the School Geographic Space: *Confroencounter*¹ in the Context of Covid-19²

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Abstract: In order to discuss the relationship between curriculum policies and the geographic space as a process of *confroencounter*, to question the clues, lessons and meanings thought in dialogue with the pandemic context, this theoretical essay, based on Education and Geography, articulates issues with the school reality. This work discusses issues that encompass the dynamics of the educational policy, spatiotemporal intersections with education, reflexive devices of trajectories dialoguing with horizons under construction, problematizing the contemporary indicatives and presenting conclusive notes of a more general character. The investigation allows to point out the importance of understanding the interdependence between the curricular policy and the contemporary geographic space, as well as the necessity of bringing together the political documents and the practical knowledge of teachers.

Keywords: educational policy; geographical space; school; Covid-19.

To feel the intimacies of the world it is necessary to know:

- a) That the splendor of the morning can't be opened with a knife
- b) The way violets prepare the day to die
- c) Why red-striped butterflies show devotion for graves
- d) If a man who plays his existence in a bassoon in the afternoon can be saved
- e) That a river that flows between two hyacinths carries more tenderness than a river that flows between two [lizards]
- f) How to catch the voice of a fish
- g) Which side of the night gets wet first And so on Unlearning eight hours a day teaches the principles (BARROS, 2016, p. 10, our translation).

1. INTRODUCTION

Curriculum policies can be analyzed at the interface with the geographic spatial reality, as both are mutually constructed. Assuming that the product and producers of school education are present in this link, it is important to emphasize that this intersection involves tensions, inducements, resistance, concessions and resignation, compelled by everyday feasibility. In this complex reality, articulated with the context of Covid-19, the aim of this text is to discuss the relationship between curricular policies and the geographic space as a process of *confroencounter* in order to question the clues, lessons and meanings thought in dialogue with the pandemic context.

¹ *Confroencounter* is a term coined to configure the understanding of the always present confrontation in every encounter (confro + encounter), argued as a process inherent to the dialogic perspective (ANDREIS, 2014, p. 19).

² This text comprises the analysis of results published in *Trajetórias Geográficas Coetâneas das Políticas Educacionais* [Geographic Trajectories Contemporary with Educational Policies], edited by Adriana Andreis and Carina Copatti, published by Pedro & João Editores in 2022.

Prepared as a theoretical essay, this text implies the contribution of researchers, mainly from Education and Geography, revealing the force of the reality of places in the configuration of the management of public policy, which is set in motion through clusters of documents and implemented as laws, guidelines, plans and programs. In this relation, unlearning is fundamental, since school life has impalpable situations that stand out, disorganizing the organized world in documentary records whose orders face the singularities of places and everyday life.

The pandemic context exposes the weaknesses of educational policy arrangements, since the fabric of the curriculum is interwoven with the reality of the geographic spatiality of places, which is multiple, relational and is always under construction, as Massey (2008) argues. As the poet Barros allows us to think, “feeling the intimacies” of this plot implies to “unlearn”, assuming that the ways to live the relationship that forms school reality do not open with violence, but with dialogue (Barros, 2016, p. 10).

Considering that contemporaneity comprises the acceptance of contemporary diversity and specificities of places, as they result from the totality of the world, and that policy documents are guides and regulators of praxis in Basic Education, research entails the imminence of studying the movements of reality, in the sense of living together and reconstructing possibilities. Therefore, I seek to answer the question about how the Brazilian public educational policy, studied in conversation with policy documents underpinning the curriculum of Basic Education schools, apprehends principles of universality that are supposedly controllable and the spatiotemporal specificities in the contemporary exceptional context of the Covid-19 pandemic.

In face of this context, I consider the elements of what Feldman (2006, p. 11-12) calls “external intents” or external interventions, comprising theories and programs driven by specialists and management bodies, created to organize the complexity of school life, in communication with “internal intents” related to the daily actions realized by teachers and administrators of Basic Education. Between these movements, I question the challenges and the possibilities of Brazilian public curricular policies in the contemporary geographic space.

This work aims to conclude the research project 270³, with funding from the Federal University of Fronteira Sul (UFFS). I seek to demonstrate the issues encompassing the reality of education. For this purpose, I consider the debates on the Brazilian public educational policy, establishing conversations with documents such as the National Common Curriculum Base (hereafter BNCC, in Portuguese) and the curricular praxis in the context of exception. This text is organized in parts that analyze educational policies and their dynamics, comment spatiotemporal intersections with education, highlight aspects that are reflexive devices of trajectories in conversation with horizons under construction, question contemporary indicatives, and bring conclusive notes of a more general nature.

2. EDUCATIONAL POLICIES AND THEIR DYNAMICS

National educational policies are designed to offer guidelines and determinations that serve the national territory as well as specific places, which are made of coexisting pluralities inherent to the contemporaneity of the geographic space. Such policies need, therefore, to have real stability as feasible devices in the country and the respective places, also considering the international context. In line with these aspects, the BNCC (Brazil, 2018) is a standardizing document that structures the curriculum of Basic Education. As I will comment throughout the text, the importance of the BNCC for this study lies on the fact that it contains a framework that induces school decisions in the pandemic period.

The contemporary context studied here encompasses the end of 2019 and the years 2020 and 2021, when the world faced a pandemic called Covid-19. The serious disease is characterized by a fast spread of the Sars-Cov-2 virus, from the coronavirus family, reaching different regions of the planet. From the first signs in the Asian continent in December 2019, the disease presented itself in other continents - Europe, America, Africa and Oceania. The virus has great transmission potential with

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imminent risks of interpersonal propagation, intensified by the dense and complex circulatory networks and intersections of potential vectors of proliferation, both human (especially risk groups such as the elderly, diabetic and hypertensive patients) and non-human (animals and objects). Moreover, fighting the virus is a challenge, since the scientific knowledge about the disease is still limited.

During the pandemic, the dynamics of general practices have become obvious for a country like Brazil, in which not only the territorial extension but also its diversity of places reverberated in complementary documents and particular alternative concrete strategies. In this relationship with curriculum policy, Nóvoa asserts that “the pandemic has not caused the problems; it has revealed them and, in a certain way, made them clearer” (2021, p. 1).⁴

It should be noted that educational policy as a universal character (Mainardes, 2018) aims to establish regulations in the form of guiding and regulatory documents that serve the praxis of Basic Education. These records are published to instruct and regulate the curriculum of Brazilian schools, attending to the whole country and, concomitantly, to specific geographic places. Thus, politics and educational policies must achieve a relative processual stability to be feasible in different locations of the national territory, always intertwined with social, political and economic issues involved in the international context. Therefore, the journey encompasses the curricular policy, universities, document specificities and the contemporary geographic space.

In the geographical multidimensionality of contemporary globalization and in the intense and dynamic systems of production and circulation of products and people, in networks which somehow involve all parts of the world, the pandemic has forced populations to adopt individual and collective protection procedures, such as the use of masks and sanitizer, and, especially, social distancing. With the advance of vaccines that allow an average protection of at least 80%, greater circulation of people became possible in 2021, with due protection measures.

These changes affect all areas of people’s lives, since the virus transmission is frequently asymptomatic. The World Health Organization (WHO) and state leaders - including Brazil, its states and cities - guided or, in some cases, determined social distancing. Such geographic and temporal context demanded that the educational system as a whole faced the challenge of creating alternatives to in-person classes, one of the main characteristics of Basic Education.

The issue of Basic Education becomes much more complex as it is the educational level that encompasses the largest number of subjects - students and teachers - due to its mandatory nature in Brazil, thus covering all children, teenagers and young people in Elementary and Secondary Education. Faced with the need to find alternatives for the continuity of classes in a remote form, states and cities have used technological strategy to deliver curricular components.

The existing basic legal assumptions, such as the BNCC, and the new ones prepared on an emergency basis, need to consider the reality of the place and the educational premises, especially the inescapable spatiotemporal specificities of each school and the didactic-pedagogical principles of teaching and learning established in the educational policies. Such reality demands an examination on the interconnection of educational policies, which are products and producers of the school’s geographic space.

3. SPATIOTEMPORAL INTERSECTIONS WITH EDUCATION

The geographic space is a contemporary historical-geographical reality. I emphasize that the contemporary space-time is committed to the resulting relationships, which are also inducers of educational policies, as they involve the territorialization of the social phenomena of education. In the field of educational policies, the curriculum is, therefore, intertwined with the product and producer relationships of coexistent pluralities, since the routine of strategies adopted in places around the world is built in relation to the educational policy and its regulatory documents.

This process entails understanding the educational system in relation to education and the field of educational policies. In this sense, Saviani (2008) highlights the importance of enduring policies, when they assume the character of State policy, i.e., policies must have universality, since the qualification and development in the educational process require relative stability for qualitative progression in this area.

⁴ All citations in this article were translated freely from the Portuguese by the author.

Oliveira (2011) also analyzes problems related to the discontinuity in educational policies. The author states the importance of flexibility, decentralization and deregulation, which can qualify the experiences and school organization models in different places, concomitant of the continuing regional and national policies. The risks in this articulation include a possible dispersion, which can contribute “even more to the fragmentation scenario in Brazilian Basic Education” (Oliveira, 2011, p. 10). At the same time, in the opposite direction, the articulation of educational policies can lead to extreme standardization and conservation, which hampers the adaptation to situations that demand quick and specific decisions in different places.

These issues are also discussed by other researchers in the area of Education, such as Shiroma, Moraes and Evangelista (2011) and Libâneo, Oliveira and Toschi (2003). The authors agree that educational policies relate to the geographic spatial contexts and that policies require the consideration of space and time, as educational documents are products and produces of historical-geographical space-time. The reality of places encompasses devices of concrete life in Basic Education schools, which need to be considered in the articulation with documents of educational policies.

Such documents are designed to serve the development of contemporary educational praxis. In this geographic perspective, this attitude entails contemporaneity, for the social complex involved comprises socio-spatial pluralities (economic, political, cultural) that coexist and configure the specificities of places.

Doreen Massey (2008, 2012) highlights this debate on the global dimension of place. The author argues in favor of the inseparability of space and time, as the social dimension comprises the space and the dimension of change and time. Both dimensions are products of relationships between the human and the non-human, thus resulting in the geographic space. In this manner, Massey suggests that “the global is as concrete as the local place” (Massey, 2008, p. 260). Thus, “place is involved in the production of the global and the global is involved in the production of the place” (Andreis, 2014, p. 221). The geographic space is dynamic and dialectic because it is diverse, lively, open, relational and is in permanent construction; it is a “product of inter-relations” as a “sphere of possibility in the existence of multiplicity” and is a “process that is always under construction” (Massey, 2008, p. 29-35).

This relationship also implies the understanding of the geographic space as a composition of systems of objects and actions, as a technique and the creation of relationships between subjects that produce the space result from it, which, as a dialogue, is continuous and open. This reflection is in line with Milton Santos’s (2004, 2008, 2010) research. The geographer suggests that the geographic space

... must be considered as an inseparable set of, on the one hand, an arrangement of geographic, natural, and social objects, and, on the other hand, the life that fills and animates the objects, i.e., society in motion (Santos, 2008, p. 27-28).

According to Santos, interactions occur in this complex inseparable and also contradictory set. Objects and actions do not take place in isolation, but in their historicity and in the relationships between objects and subjects in contemporaneity.

Santos discusses the networks of globalizing connections in his work *Por uma outra globalização: do pensamento único à consciência universal* [For another globalization: From the single thought to universal conscience] (Santos, 2010). The author analyzes the context of place, reflecting on “daily life and the territory and daily life *versus just in time*”. Santos argues that the relationship between life, temporalities and the relations of obedience that are not fully understood are linked to the concrete movement of educational policies and, in fact, of places. As for the role of proximity, and in relation to the spatial dimension of daily life, the author highlights that “with the role that information and communication have taken in all aspects of social life, the everyday life of all people is thus enriched in new dimensions” (Santos, 2004, p. 321).

As a policy document, BNCC (Brazil, 2018) is fundamental to schools because it aims at a curricular basis that works as a parameter for praxis. However, the document comprises the set of Brazilian public educational policies from the second half of the twentieth century. This historical process includes the Law of Directives and Educational Bases (in Portuguese, LDB) (Brazil, 1996a), which

regulates the (public or private) educational system in Brazil, from Basic Education to Higher Education, and contributes to the development of the National Curricular Parameters (in Portuguese, PCNs) (Brazil, 1996c). The PCNs present elements that contribute to the school organization. The National Education Plan (in Portuguese, PNE) (Brazil, 2014) also belongs to this movement, linking the other documents to the BNCC. This set of documents detail republican aspects of education, reiterating directions towards the qualification of education and signaling the importance of a common national basis for the Brazilian curriculum, published in 2018.

4. REFLEXIVE DEVICES OF PATHS AND HORIZONS UNDER CONSTRUCTION

The existing cluster of documents, as well as the BNCC, is articulated with the deliberations in the pandemic context, as it is open to alternative propositions required to face the problem posed by the pandemic.

In this sense, Cogo (2020) discusses political, cultural and economic aspects that tend to be reconfigured based on the experiences with this reality. The researcher suggests a reflection on the signs and changes in behavior that arise in the pandemic times, which force us to rethink organizational models.

Among the paths to be highlighted, in April 2020, when the frighteningly advance of the pandemic was announced, having reached nearly all places, from the large centers to the most isolated regions, Boaventura de Sousa Santos (2020) announced the “cruel pedagogy of the virus”. He argues that the pandemic context is cruel to education and elaborates the first lessons to approach the situation. In chapter 4 of *A cruel pedagogia do vírus* [The Cruel Pedagogy of the Virus], the author lists the first six lessons for what he calls the intense pedagogy of the virus.

As Lesson 1, Santos (2020) states that “the political and media time conditions the way contemporary society perceives the risks it runs”, warning that “that way can be fatal for us”, as it leads to slanted visibility and invisibility, interested in social control and financial profit. As Lesson 2, the author warns that pandemics do not kill as indiscriminately as thought. In Lesson 3, Santos emphasizes that “as a social model, capitalism has no future. In particular, its current version - neoliberalism combined with the dominance of the finance capital” will be discredited in the face of the tragedy of the pandemic. Lesson 4 presents that “the far right and the hyper-neoliberal right will be (hopefully) discredited once and for all”, since they have grown in the world. In Lesson 5, Santos (2020) highlights that “colonialism and the patriarchy are alive and are reinforced at times of acute crisis”, for “its manifestations are many”. The sixth and final lesson predicts “the return of the State and the community”, since the “three regulatory principles of modern societies are the State, the market and the community” (Santos, 2020, p. 22-32).

It is noteworthy that Santos (2020) lists as lessons the strength of the media and political decisions; the fact that the virus transmission has the potential to seriously or fatally affect anyone, even those who can afford treatment; the main problem of neoliberalism: individualism, which cannot face a collective and comprehensive pandemic, alongside with the far right, which supports the idea that the majority should serve the profit ideals of a minority; the current presence of forces that maintain inequalities; and a possible return of the State and the community, which have been weakened by neoliberal ideas. Considering the geographic space and its multiple relations always under construction, these lessons have important devices for monitoring the events and measures related to Covid-19. At least so far, some of the lessons presented by Santos still need careful study in relation to the geographic spatial reality.

In line with these observations by Santos (2020), Nóvoa (2020) echoes the three aspects to be considered in educational measures:

1. *A reinforcement of the public space of education, assuming that education does not end at school and that we need new connections and commitments, from families and society, in the education of children. . . .*
2. *A transformation of the school, with a diversity of spaces and working times (individual and group study, monitoring by teachers, research projects, lessons, etc.), creating new study and learning environments, both inside and outside school - the most interesting responses to the pandemic have revealed the meaning of this “school metamorphosis”.*

3. *A change in the role of teachers, emphasizing their responsibility towards the whole of the educational world (monitoring, tutoring, support, etc., not only “lessons”), reinforcing their action in the production of pedagogical and curricular knowledge and evolving into forms of collaborative action - the best responses to the pandemic were the results of collaboration between groups of teachers. (Nóvoa, 2020, p. 12).*

Nóvoa stresses three meanings that can be resumed. First, the old discourse that has proved to be unjustified, since the school is constituted within the context, i.e., it is neither the result nor the cause of the current geographic spatial system. Secondly, the questioning of school spaces and time, still predominantly made of compartments that open and close without relating to the world. Third, the author highlights the teacher’s commitment to their profession. Nóvoa’s analysis thus emphasize the necessity of reassessing teacher education in universities.

However, Nóvoa (2020, 2021) strongly reinforces the human dimension and the strength of teachers’ actions in the sense of performing any movement to fight the proliferation of the virus and to continue teaching action, mainly in schools. According to the scholar, “the best responses to the pandemic have not come from governments or Ministries of Education, but rather from teachers who, working together, have been able to strengthen the bond with their students to support their learning” (Nóvoa, 2020, p. 9). The author adds that “in many cases, families have better understood the complexity and difficulties of teachers’ work” and that “it can promote the appreciation of the teaching job and create conditions for greater social acknowledgement of the profession”. Another aspect highlighted by the researcher is the collective work and the importance of empowering the teacher’s role.

Similarly, the cluster of educational policies that already existed at the beginning of the pandemic did not significantly prevent or contributed to the educational measures necessary to approach the situation. The BNCC revealed gaps that allowed the creation of strategies, but, at the same time, generated demands such as the sudden creation of new areas of action and new regulations, named Contingency Plans, which largely reproduced the standardized regional models, reiterating generalized models that contribute little to the organization of educational principles, the founding link of school.⁵ These measures quite frequently imposed on schools and teachers the burden of finding ways to guarantee precautions, despite the few resources and guidelines. Oftentimes, decisions did not even consider the statistical reality that required the incorporation of specific precautions, such as knowledge, equipment, access and Internet use, which, although mentioned in the documents, were not available in many schools. Moreover, the physical dimensions of classrooms are not the only parameter for deliberating on social distancing and the number of students in each classroom, as the climate and time zone of places, as well as the position of the sun and the type and size ventilation tools (doors and windows) are also specific, even within the school itself.

These are the reasons for suggesting debates on the singularity of places in educational policy documents, which aim to offer tools for educational praxis. It is worth mentioning Nicolelis’s (2020) argument that we interact “to learn, and the weight of the word transmitted depends a lot on the human, social, emotional bonds with teachers and students”.

In line with this discussion, and considering the horizons of educational policy, scholars warn against rushed and superficial decisions, since education is an essentially human and humanizing process which cannot be evaluated based on parameters and metric that are guided by economic demands and principles. Or, as the poet Barros announce, the morrow, like the horizon, cannot be opened with a knife (Barros, 2016, p. 10).

5. CONTEMPORARY INDICATIVES

As well as the relationship between teaching and learning, geography is endowed with life and implies pluralities and diversity, dialectic-dialogic relationships between humans and things, and the permanent transformation or changes, as Massey (2008) argues. It is noteworthy that the way teaching during the Covid-19 pandemic, similarly to geography teaching, has been carried out “like the canalizations of the river of a bustling city”, as Silva and Oliveira (2021, p. 68) states. In this regard, Silva and Oliveira emphasize that:

⁵ In another study (ANDREIS, 2014), I discuss this issue with the concept of everyday life as the actuality of the reality of places and as the singular “spatial architecture” of each school subject.

To compress is to make its water design artificial, limiting school communication and interaction to only a part of the whole. But without losing the ability to flow; after all, flow channels (in the case of knowledge and learning) were not definitely blocked, even though they became extremely depended on digital tools. (Silva and Oliveira, 2021, p. 68).

The living relationship, intertwined with geography learning, added to the life inherent to the teaching relationship, are both even more impaired. Considering these assumptions of Geography and education, the perspectives that guide educational policy documents expose their relevance, as they are guiding documents that show theoretical and methodological paths to school praxis.

Considering this research, which aims to analyze the relationship between educational policy and the geographic space, assumed as multiple relations and their eventualities, as they are inseparable and in permanent transformation, there are indications of: elaboration of new strategies and new policy documents, such as those already mentioned; contingency plans specific to each sector (education, health, commerce, industry, services, finances) at local, regional, state, national and international levels; current regulations that are not discarded, with the inclusion of adaptations to sudden changes to be carried out locally; and the unpredictability of future challenges, which may represent the transmission of different variants of the virus that cannot be stopped by the existing vaccines. In the scope of school and university education, Nóvoa (2021, p. 1) argues that “we do not know yet . . . because the problems of education that we discovered during the pandemic are not new, they have been around for many years. The pandemic forced us to change our relationship with these problems”.

I must add that the abilities listed in the BNCC are related to a methodical organicity of procedures, attitudes and concepts, which imply functionality and applicability, set to be applied in complex and live contexts in the reality of schools. The emphasis on alphanumeric codes related to the school year (from 1st to 9th and High School), presented hierarchically and successively, hampers the visualization of the dialectic-dialogic intersections in all years of Elementary, Middle and High School. Thus, the thematic units, as in the case of Geography, a place of life, connections and scales, the labor market, forms of representation, nature, spatial awareness and quality of life, despite serving all grades in Basic Education, impairs the understanding of life’s connection to teaching content, and which involves all the units in the document.

Criticism of this perspective of division, which contributes to the compartmentalization of life and reinforces the division of knowledge, highlights the importance of Nicoletis’s (2020, p. 2) assertion that “our way of understanding, since time immemorial, when we came down from trees, is through social contact, human contact”. It also emphasizes that interaction is a condition for learning and that the weight of the transmitted word depends on the human, social, and emotional bond with teachers and students. Life is not an object that can be juxtaposed. Nóvoa (2021, p. 3) stresses: “learning must consider feeling”, that “we cannot know without feeling and, in the practice of feeling, there is also knowledge”. The researcher also inquires: “If we separate the dimensions and find that learning is mainly or only knowing, can it be done on a computer screen?”. Nóvoa himself answers it: “It can, but it will always lack the other dimension”. Therefore, regarding the organicity of competences, even more in the case of remote teaching, the process of teaching to learn in school becomes even more fragile.

6. CONCLUSION

Educational policy comprises “space and time together”, resulting in multiple developments (Massey, 2008, p. 201) that challenge us at the same time as they commit us to political production. Yet, “we cannot develop without others” (*Idem*, p. 90), as we are part of a “local that is involved in the production of the global” (*Idem*, p. 154). Therefore, questioning and refusing violence imposed by knives, deaths and graves is mandatory, for they demand from and impact the existence of the human dependent on the non-human, because, “in order touch the intimacies” in the context of changes in the world, it is necessary to “unlearn eight hours a day”, as the poet Barros suggest (Barros, 2016, p. 10).

An important aspect, which converges from this study and involves educational policy and geographic space, is related to the perspective of “two Brazils” - the “existing and the non-existent” -, as Anjos (2021, p. 7-8) states in his discussion on a work about the teaching of geography in Africa. The scholar argues that policy documents, such as the BNCC, contribute to the fading and scape from reality in a subliminal way, “the territory seen as a concrete instance of the unequal accumulations of different times is the main revealer of officially visible spaces, i.e., those accepted and formalized by

the dominant system” (Anjos, 2021, p. 8). In this way, Anjos adds that the “used territories” become invisible “in the official geographic cartography and landscape, associated to pejorative territorialized expressions, such as favelas, the people of the periphery, the poor, the mocambos, the quilombos, among others”.

The standardization and obliteration of diversities contribute to the reception of standardized archetypes about the realities of the world, as I indicated in a 2012 study (ANDREIS, 2012), reverberating around the maintenance and expansion of the divided and hierarchical society mentioned by Anjos (2021, p. 7). Thus, on the one hand, the pandemic and the distancing further revealed the singularity of places and the disregard for the specificities of the geographic spatial reality. On the other hand, they contributed to the further erasure of diversities.

Aside from the commitment of schools and teachers in the period of distancing and activities to maintain teaching and learning relations, and thinking about the BNCC as a document published in 2018, which is the basis for all actions and interactions in schools, there are signs of postponed and rushed problems with the pandemic. Effective dialogue was strongly marked only by the annotation and recording of ideas expressed in remote meetings between subjects in different institutional scopes, weakening the debate on the central notions of abilities and competencies that constitute it.

Teachers’ actions include schemes produced through programs resulting from knowledge and experiences. According to Feldman (2006, p. 16), external interventions of educational policy must consider that “if education is a practical activity, educational action must correspond with some kind of deliberative reasoning on the part of the practitioners”, that is, of teachers.

Regarding the challenges and possibilities of schools, Vargas (2000) indicates the necessity of thinking about new policies for new modes of citizenship, investing on cooperative principles to articulate the geographic spatial reality and curricular policies. The author’s collaborative suggestion supports the argument in favor of the interdependence of an educational policy, especially in the curricular realm, and the geographic spatial reality. At the same time, Vargas’s proposal agrees with Feldman (2006), who suggests a less standardized character of external and internal elements, such as curricular policy documents, which end up having little power in the resolution of practical situations, as they are based on systematic and regulatory principles. Therefore, policy documents cannot contribute to an effective improvement of practices, as they are often received in schools as opposite ideas due to their distance from the personal practical theories of teachers.

The clues, lessons and meanings enhanced in the pandemic converge to the argument that curricular policy, such as the BNCC, cannot be a plan with rules designed for which the school to comply; it needs to be analyzed alongside the school, enabling paths that facilitate the construction of conscious, critical and participative citizenship. Ordering that this process should happen in schools is not enough, since, especially in the context of exception, such as that imposed by the pandemic, practices are complex, simultaneous and unpredictable, as taught by Feldman (2006).

The answers to the problems related to school praxis, which depend on the relationship between curricular policy and the geographic spatial reality, are boundaries that require the recognition and respect of the impalpable singular “intimacies” of schools, as Barros (2016) writes. This refers to the articulation of external actions to reach school life through internal actions, as life is more complex than theory, and teaches us principles to live together in the contemporary geographical and spatial production, respecting the lives of all. Other lessons and meanings are still under development, since contamination, deaths and sequelae, despite having reduced, are still present.

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