

Perceptions about the actions of public schools during the pandemic¹

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Abstract

The objective of this work is to capture the perception of the professionals of Basic Education about the actions of their educational systems during Covid-19. Thus, through a quantitative analysis of the data collected by exploratory research, through responses to a questionnaire applied to 123 professionals, during the period from 01/04/2020 to 01/07/2020, we observed that, although the perception of professionals recognizes the effective participation of their educational systems so that there is no interruption of activities with students, a relevant percentage of teachers completely interrupted their activities and those who continued to work, performed activities autonomously, without direction and without coordinated actions. We have recorded that future studies may show more clearly the damage that the situation studied here will cause in this generation of students.

Keywords

Education. Perception. Teachers. Pandemic. Covid-19.

Percepções sobre as ações das redes públicas de ensino durante a pandemia

Resumo

O objetivo deste trabalho é captar a percepção dos profissionais de Educação Básica sobre as ações de suas redes de ensino durante a Covid-19. Dessa forma, através de uma análise quantitativa dos dados colhidos por uma pesquisa exploratória das respostas a um questionário aplicado a 123 profissionais, durante o período de 01/04/2020 a 01/07/2020, observou-se que, embora a percepção dos profissionais reconheça a efetiva participação de suas redes de ensino para que não ocorra interrupção das atividades com os alunos, um percentual relevante de professores interrompeu completamente suas atividades e os que continuaram atuando realizaram atividades de maneira autônoma, sem direcionamento e sem ações coordenadas. Registrou-se que estudos futuros poderão evidenciar com mais clareza os danos que a situação aqui estudada causará nesta geração de alunos.

Palavras-chave

Educação. Percepção. Professores. Pandemia. Covid-19.

¹ Artigo traduzido para a língua inglesa por Marina Lima Pompeu.

Percepciones sobre las acciones de las escuelas públicas durante la pandemia

Resumen

El objetivo de este trabajo es capturar la percepción de los profesionales de la Educación Básica sobre las acciones de sus redes educativas durante el Covid-19. Así, a través de un análisis cuantitativo de los datos recogidos por una encuesta exploratoria de respuestas a un cuestionario aplicado a 123 profesionales, durante el período del 01/04/2020 al 01/07/2020, se observó que, si bien la percepción de los profesionales reconoce la participación efectiva de sus redes docentes para que no haya interrupción de las actividades con los estudiantes, un porcentaje relevante de docentes interrumpió por completo sus actividades y los que continuaron trabajando realizaron actividades de forma autónoma, sin dirección y sin acciones coordinadas. Se constató que estudios futuros pueden mostrar más claramente el daño que la situación aquí estudiada causará en esta generación de estudiantes.

Palabras clave

Educación. Percepción. Profesores. Pandemia. Covid-19.

1 Introduction

In the first quarter of 2020, the world ravaged by the Covid-19 pandemic that changed all human behavior related to group activities, essentially affecting school activities. In Brazil, the scenario became immensely more chaotic due to the lack of precise guidelines, crisis management, and unity among federative entities placed the population, especially the poorest, in a situation of doubts and uncertainties, surrounded by misinformation and by the shortage of assistance from government actions. This scenario caused people, who were already experiencing social and economic exclusion, to plunge into a more precarious circumstance, according to the study by Macedo, Ornellas, and Bomfim (2020), which deals with the Brazilian population that lives in inferior conditions at the time of Covid-19 pandemic. Still, in this context, Campos (2020, p. 3) states that:

The president of the republic (Jair Bolsonaro) has repeated, several times, that deaths will be inevitable and that people have to passively accept this fate. The insistence with which he has been repeating this outrageous statement – as a fatality – indicates that Bolsonaro is dominated by a death drive. His attachment to guns and violence are symptoms of a perverse character, insensitive to human suffering. To understand why the president's still a denier in the face of the pandemic, it's also essential to consider another strong trait in his personality – the exacerbated egocentricity – which is shown in his fixation on a personal and family power project.

In this scenario, Brazilian public education, which for years has had several problems, many of them related to quality, structure, student performance, substandard conditions for teachers, in short, a variety of situations that create even more barriers to its development in all levels, even the minimum acceptable level for all citizens, because, as Silva mentions (2020, s.p.):

The substandard level of public education is a consequence of the neoliberal policies implemented in the last two decades. If, on the one hand, business expectations were met, teachers and students, on the other, suffered from low salaries, poor teaching and learning conditions, segregation, and other harmful effects. To business owners, profit and comfort; to workers and students, loss of rights and precarious life.

Research in the education field is already complex to carry out, as it's a field with peculiar characteristics, scenarios, problems, and orientations, among other aspects. The fact that we did a research project during a period of social isolation, in itself, is already a limiting factor. However, the urgency for answers to questions related to how public school teachers would be experiencing the management/mismanagement of political-pedagogical actions in the face of compulsory social isolation constituted a motivating agent to seek theoretical and methodological ways to carry out this research in a scenario of estrangement and uncertainty.

Quickly, everything was different or, as Santana Filho mentions (2020, p. 5):

Teaching and school education are shaken. The pandemic, by isolating us from each other, students, teachers, pedagogues, public and private managers, shook up the school dynamics: its meaning based on the coexistence and sharing of ideas and knowledge, on the transmission of consolidated content and conducted by secular practices finds turned over. What can be done?

Thus, to grasp "as far as possible", in a pandemic scenario, the perception of education professionals regarding the actions implemented (or not) in their educational systems was translated through an exploratory survey, using a structured questionnaire with questions closed. This procedure allowed the collection of the necessary data for our purpose. For that, we searched the existing mechanisms (social networks composed of groups of teachers and electronic addresses) to contact education professionals who could potentially participate in the research (sample).

As the objective of this work is to capture the perception of Basic Education professionals about the actions of their educational systems during the pandemic, we started the study by tracing the scenario of education activities in the city of Rio de Janeiro, from the beginning of the Covid-19 pandemic (March 2020), and we continue until July 2020, when we ended the survey with the questionnaire. So, the data collection was carried out for five months, and it addresses the official actions on classes and other school activities within the city of Rio de Janeiro, whether by the federal, state, or municipal organization.

In advance, we outline the group of participants in this research, namely, the characteristics of education professionals, defining their activities at school, how long they have been working in this field, and if they worked at federal, state, or municipal school.

In preparation for the fundamental analysis of this work, we divided it into three important parts, which are: general information on the activities performed by education professionals during the pandemic; execution/participation of professionals in some course or training in Distance Learning (DL) to minimize the impacts of the pandemic on educational processes; and if there was support from the educational system for these professionals to carry out teaching activities.

After these steps, we proceed with the exploratory analysis of the gathered information, intending to draw conclusions about the objective of this work, within the possible limits for its realization, in addition to recording the data in a way that it can be used for future actions or new studies.

Following the introductory ideas of this article, subsequently, we present the context in which this study was developed.

2 The context

In a situation of unprecedented proportions, the city of Rio de Janeiro had to impose social isolation to reduce the spread of Covid-19. One of the crucial points established by social isolation was the interruption of in-person activities in the city's education systems; as there are public institutions of Basic Education of the three federative entities, we present here the scenario traced by each of these systems.

Observamos, dessa forma, que o cenário para a continuidade das atividades educacionais não presenciais foi definido através de pareceres ou deliberações dos Conselhos de Educação (federal, estadual e municipal) para cada ente federativo, conforme apresentado a seguir de maneira resumida, mas que atende ao planejado para este trabalho.

2.1 Federal educational system

For the federal education system, the document that guides education in this period is the report of the National Council of Education (CNE)/Conselho Pleno (CP) No. 5, of April 28, 2020, whose content has the following parts:

- I History - which deals with the origins of the pandemic and its circulation around the world until it reached Brazil, the declarations of the World Health Organization (WHO), in addition, it records the initial actions and guidelines of the Ministry of Education, CNE, states, and municipalities on the pandemic;
- II Analysis - which interprets the disease in Brazil and its impacts on education activities, showing the various challenges faced within the existing structural inequalities, exploring, in particular, the rights and learning objectives, the school calendar and minimum hours to be fulfilled, the competence for managing the school calendar, reorganizing the school calendar, distance learning activities, among other actions.

As it is a report of the National Education Council, the scope was general, meaning that it reached all educational levels.

2.2 State education system

In the state of Rio de Janeiro, the State Council of Education (SCE) published Deliberation SCE No. 376 of March 23, 2020, which outlined more objectively the guidelines for the institutions of the State Education System of the state of Rio de Janeiro, on the development of school activities not held in-person, on an exceptional and temporary basis, while the isolation measures outlined by the state authorities remained as a preventive response against the coronavirus - Covid-19.

2.3 Municipal education system

The municipal education system of Rio de Janeiro, through the Municipal Council of Education (MCE), made public the report E/CME No. 39, of April 2, 2020, with guidelines for institutions of the municipal education system of Rio de Janeiro on the school activities under a special home regime, exceptionally, during the period in which the social isolation, established by the municipal authorities and the medical-scientific community, remains due to the need to prevent and combat Covid-19.

We realized that the common objective of these actions is protecting life and preventing the spread of the virus. However, this approach affected the pedagogical activity in all levels and, in particular, the professional activity of the teachers, as the teaching work is defined both by its contingency and also by a somewhat stable structure (GAUTHIER; BISSONNETTE; BOCQUILLON, 2021).

Even with legislation that supported the impossibility of in-person classes, the vast majority of teachers were faced with unthinkable dilemmas since the opinions of the councils also pointed to the need for actions to ensure contact with students through online activities. If, on the one hand, there was no questioning of the urgency provided for by legal decisions, the educational systems seemingly didn't know how to guide their teachers to comply with this requirement. Thus, once again, the professors by their own volition sought possible alternatives for such emergencies and created perceptions about the scenario that was unfolding in the face of a global health crisis. It's precisely these understandings that we seek to identify and analyze in this study. To this end, in the following section, we characterize the group of teachers participating in the research.

3 Characteristics of the research participant group

Initially, for a better understanding of the limiting aspects that influenced data collection for this study, we emphasize that the contact with participants was restricted. Therefore, the questionnaire was developed in Google Docs for education professionals to have easy access. It was necessary to use the available social networks to find teachers interested and willing to spontaneously participate in the research.

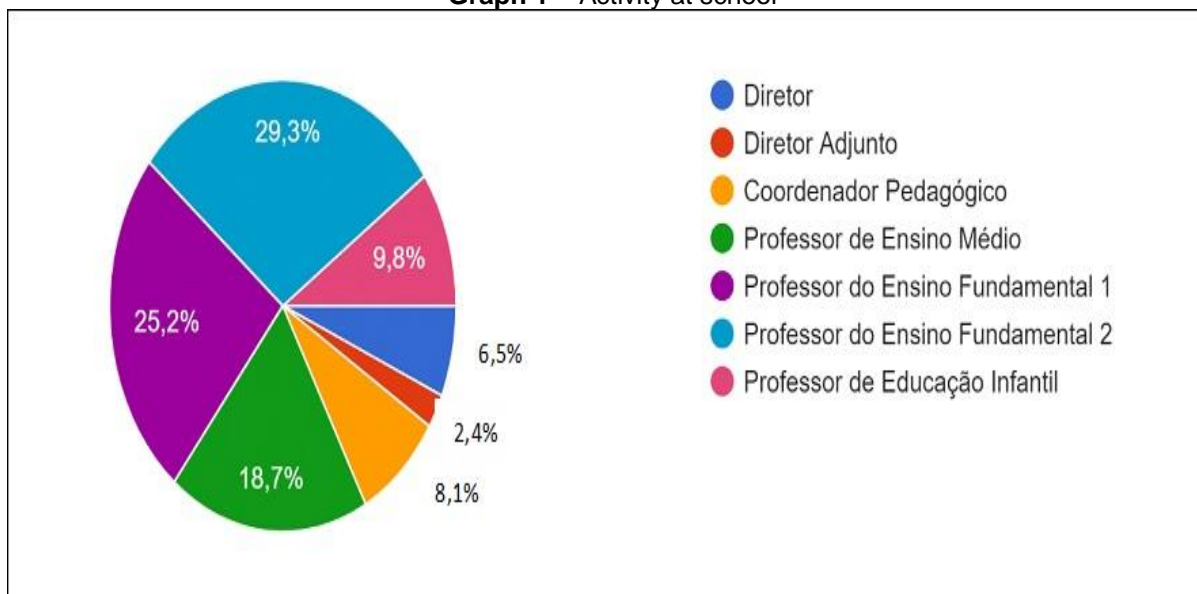
We made the questionnaire available on as many Facebook groups as possible made up of education professionals from the city of Rio de Janeiro. However, as it is spontaneous participation, we delimited a period for the questionnaire to be available in the groups and, at the end of this period, we carried out the analysis of the completed questionnaires.

It's important to note that, according to Doxsey and De Riz (2002/2003, p. 46-47):

Common sense is not enough to determine sample size in quantitative surveys. It is necessary to use the formulas, avoiding simplistic rules by which the researcher applies a percentage X to the total population number (universe) to calculate the sample. As a rule, quantitative studies (exploratory or descriptive) with less than 30 cases should be avoided. Depending on the study, often only one group will be insufficient for quantitative or qualitative research.

We clarify that the questionnaire was available during the period from 04/01/2020 to 07/01/2020, and 123 participations of education professionals were obtained, with the following baseline characteristics defined for this work:

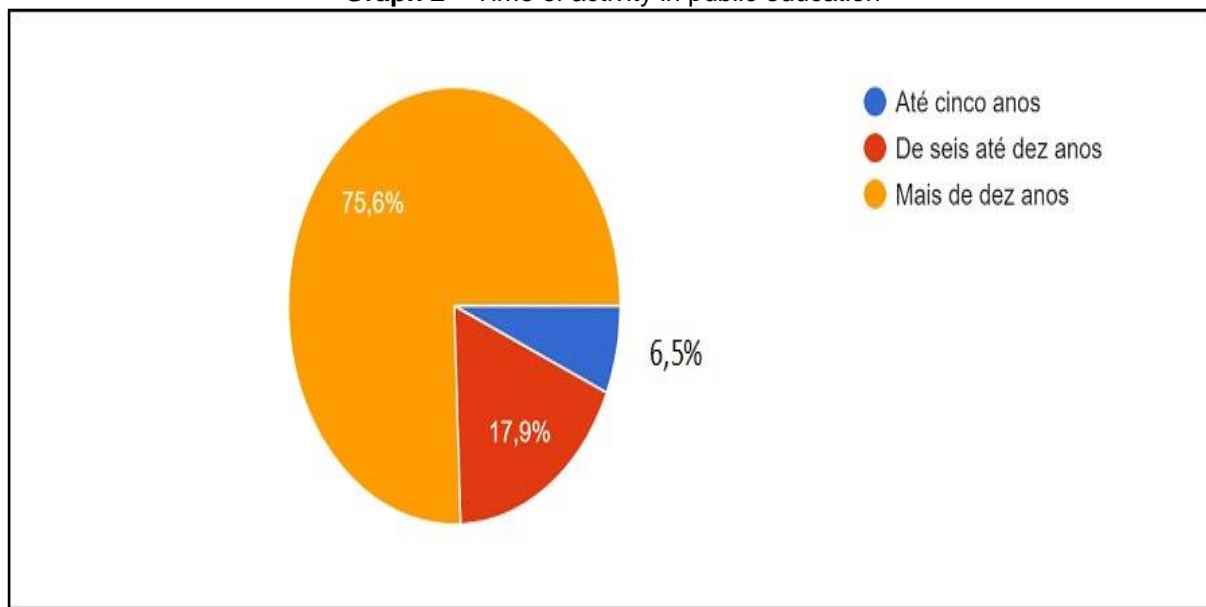
Graph 1 – Activity at school



Source: Authors' own elaboration based on the research data (2020).

We observe in graph 1 that the vast majority of those who responded to this survey (83%) are education professionals who are exercising their activities in the classroom as a teacher in Basic Education.

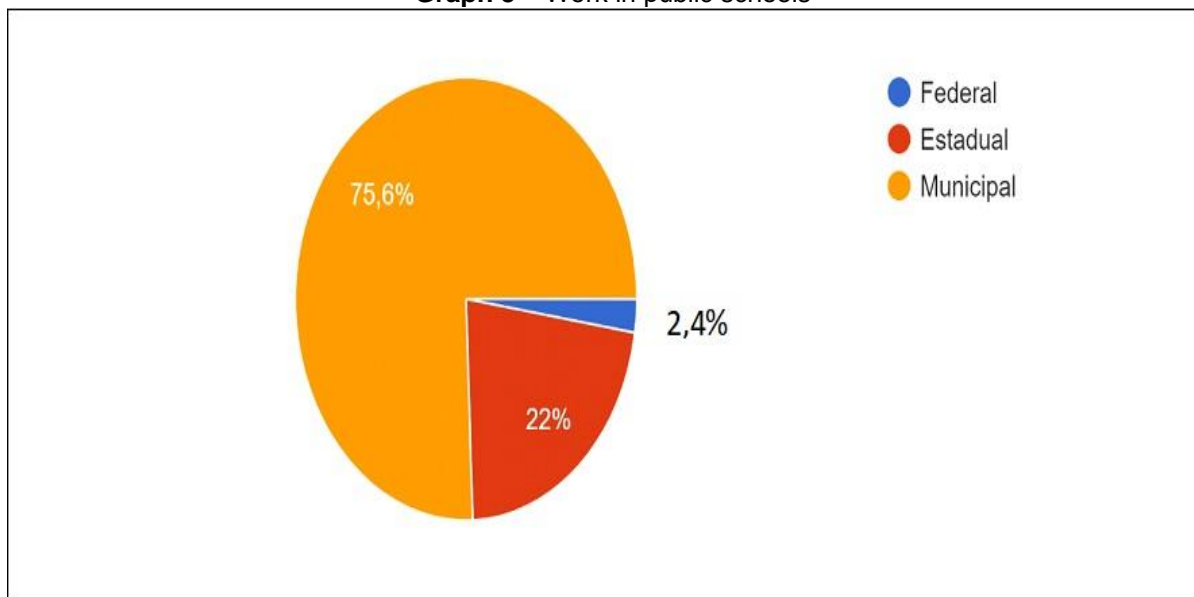
Graph 2 – Time of activity in public education



Source: Authors' own elaboration based on the research data (2020).

Another important characteristic that we identified, as shown in graph 2, is that most research participants have worked more than ten years in public education.

Graph 3 – Work in public schools



Source: Authors' own elaboration based on the research data (2020).

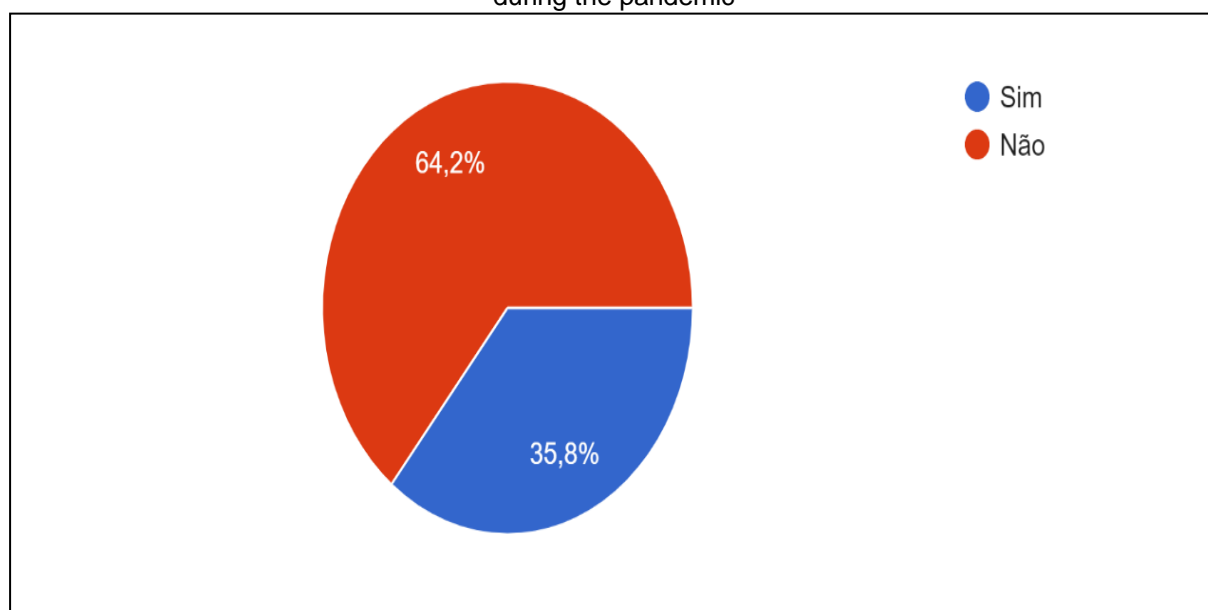
We identified, in graph 3, a significantly higher number of education professionals who participated in this study and working effectively in the municipal system of the city of Rio de Janeiro.

In the following section, we present some topics covered in the questionnaire, which allow us to identify how teachers perceive educational actions, in their respective educational systems, amid the Covid-19 pandemic, from April to July 2020. Therefore, we followed the following topics to carry out the analysis: general information on the activities carried out by education professionals during the pandemic period; execution/participation of professionals in some course or training in Distance Learning; and the existence of support from the educational system for professionals to carry out remote teaching.

4 Activities performed by education professionals during the pandemic

For this topic, we highlight among the professionals who participated in the survey those who continued to carry out their professional activities during the pandemic period in some way. In the following chart, we can see the percentage of those who continued their activities and those who had their activities interrupted. We don't deal here with which factor led to a total interruption of activities, as we know that there may be numerous reasons, and a specific work would be necessary to analyze them.

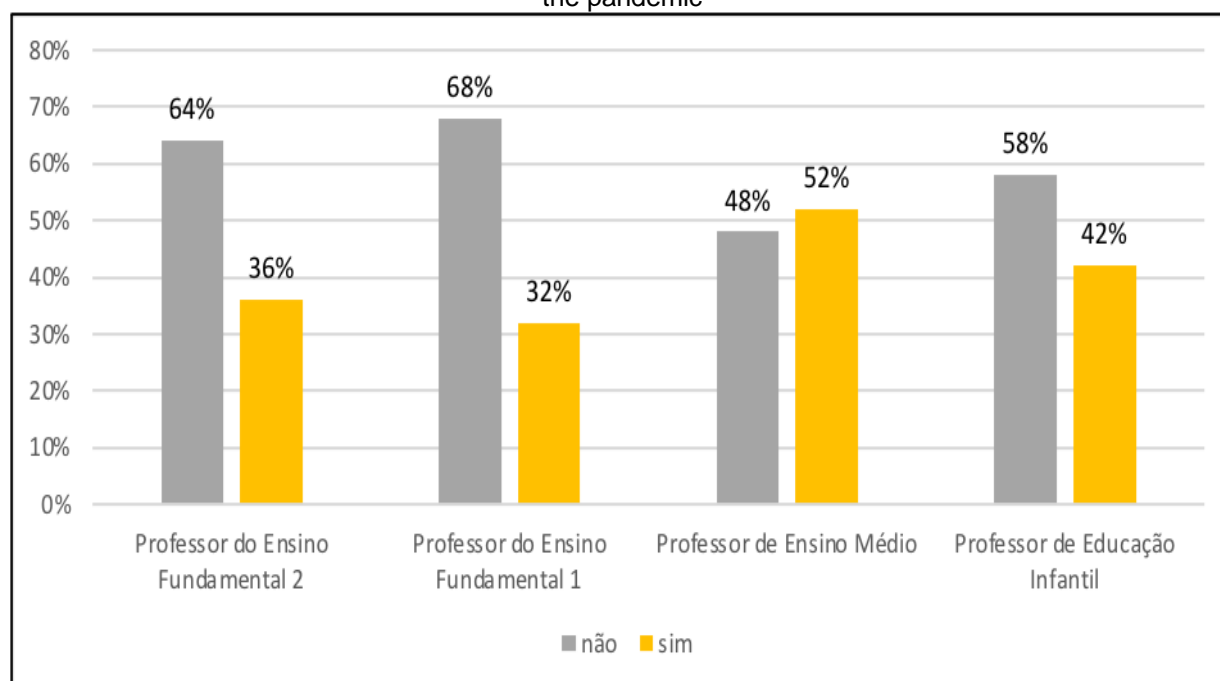
Graph 4 – Percentage of professionals participating in the research who had their activities interrupted during the pandemic



Source: Authors' own elaboration based on the research data (2020).

The interpretation of the data in Graph 4 leads us to a positive perception in the face of most answers that indicate the non-interruption of teaching activities. However, when we cross this data with specific information from the segments in which teachers work (graph 5), we find that the highest percentage of interruption of activities occurred precisely in High School and Early Childhood Education, 52% and 42%, respectively. This means that the process of schooling in Basic Education has suffered the greatest impact, and the consequences of this can further impair the access and continuity of education for thousands of children and young people in Brazil.

Graph 5 – Percentage of teachers participating in the research who had their activities interrupted during the pandemic



Source: Authors' own elaboration based on the research data (2020).

It's worth noting that, for this work, the understanding of interrupted activities is a complete interruption without any interaction with students, including remotely or virtually. Thus, even the lowest percentages identified here, 32% for elementary school early years and 36% for elementary school final years, in the universe that includes schools from three federal entities in Rio de Janeiro, represent a significant number of children and young people unable to continue their education.

Regarding the participation of educational systems for the continuity of the activities of teachers through the remote model, we record below the responses of teachers to the questionnaire, that is to say, the teachers show us how the actions that were taken and are still in practice to maintain some interaction between teachers and students during social isolation.

Graph 6 – Distance learning activities of all school professionals



Source: Authors' own elaboration based on the research data (2020).

Graph 6 allows us to ascertain that practically half of the teachers who carried out activities during social isolation carried out such actions on their own: 51%. All activities prepared by schools, Education Departments or even taken from the internet, books, or handouts together represent the other half of the responses. This leads us to believe that the school experiences of public educational institutions where the subjects of this research work indicate a divide of teaching actions, which tends to further worsen the inequalities in the complex and heterogeneous public education system.

On the other hand, for a better understanding of the teachers' responses concerning the activities performed, we chose to bring specific information, as shown in table 1, and we paid attention to the fact that 102 teachers performed activities in the classroom.

Table 1 – Teachers distance learning activities

| | Kindergarten teacher | High School teacher | Elementary School Teacher Early Years | Elementary School Teacher final years | Total |
|---|----------------------|---------------------|---------------------------------------|---------------------------------------|-------------|
| Distance Learning Activities prepared by the Department of Education | 1 | 3 | 5 | 9 | 18 (17,64%) |
| Distance Learning Activities prepared by me | 8 | 15 | 17 | 18 | 58 (56,86%) |
| Distance learning activities found in books, handouts and/or internet | 0 | 3 | 7 | 4 | 14 (13,72%) |
| I didn't perform any activity | 3 | 2 | 2 | 5 | 12 (11,76%) |
| Total | 12 (11,76%) | 23 (22,54%) | 31 (30,39%) | 36 (35,29%) | |

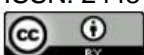
Source: Authors' own elaboration based on the research data (2020).

As previously noted, the percentage of teachers who independently, using distance learning, developed activities with their students corresponds to more than half of the research participants. We also focus on the fact that only 17.64% of the participants indicated that the Departments of Education contributed with some activity to the performance of teachers during the pandemic from April to July 2020.

5 The support of the education system for professionals in activities during the pandemic

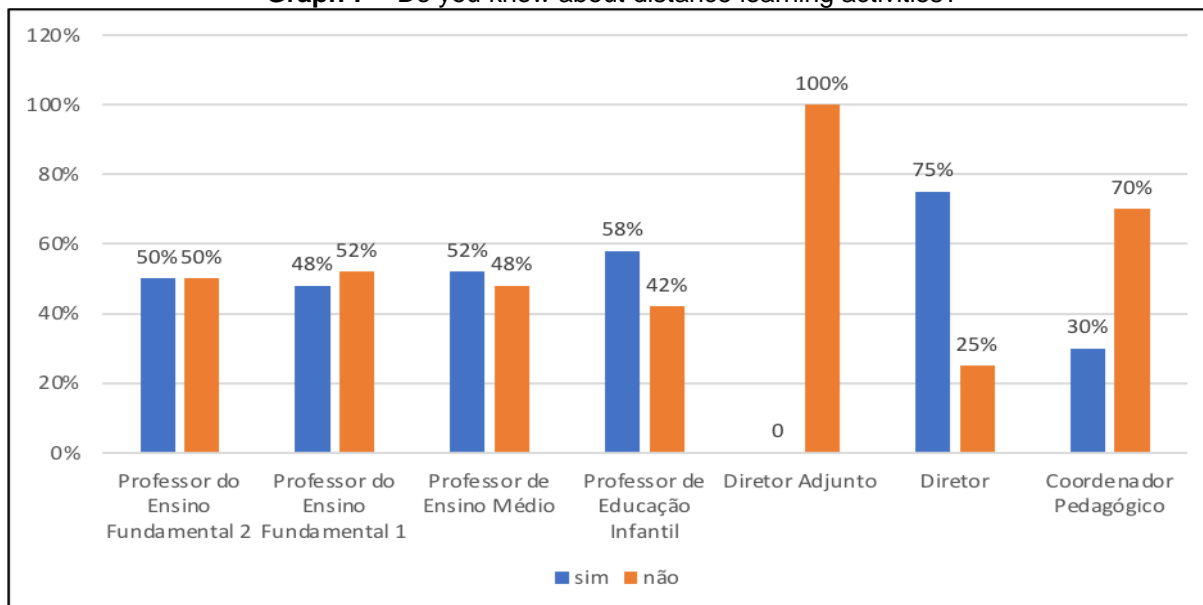
As already mentioned in this study, social isolation became the recommended protection mechanism for people to avoid getting sick with Covid-19, and this situation made it impossible to continue school activities in person. Given this scenario, the Education Councils encouraged, even if temporarily, that activities continued in the distance learning modality. Therefore, this research sought to identify how teachers perceived the course of these guidelines in the previous topics.

Therefore, we seek to highlight how Basic Education professionals, especially teachers, developed their activities in this context of social isolation. From now on, the focus turns to the specific actions of the education systems, showing what was found, with the research participants, about their perceptions about the support that the education system provided so that educational activities could continue.



To better understand this dimension of analysis, we chose to present three questions related to remote teaching and the support of educational networks to education professionals. The first refers to the current knowledge of education professionals about distance learning.

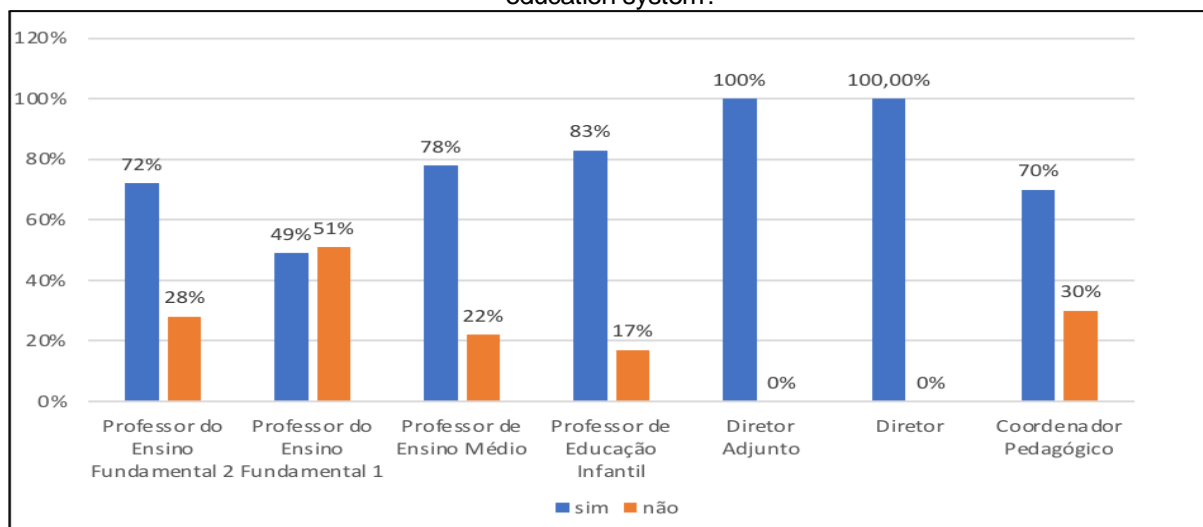
Graph 7 – Do you know about distance learning activities?



Source: Authors' own elaboration based on the research data (2020).

The second question is about training or course on the development of distance learning activities for education professionals developed by their teaching systems.

Graph 8 – Have you taken any course or training to carry out distance learning activities provided by your education system?

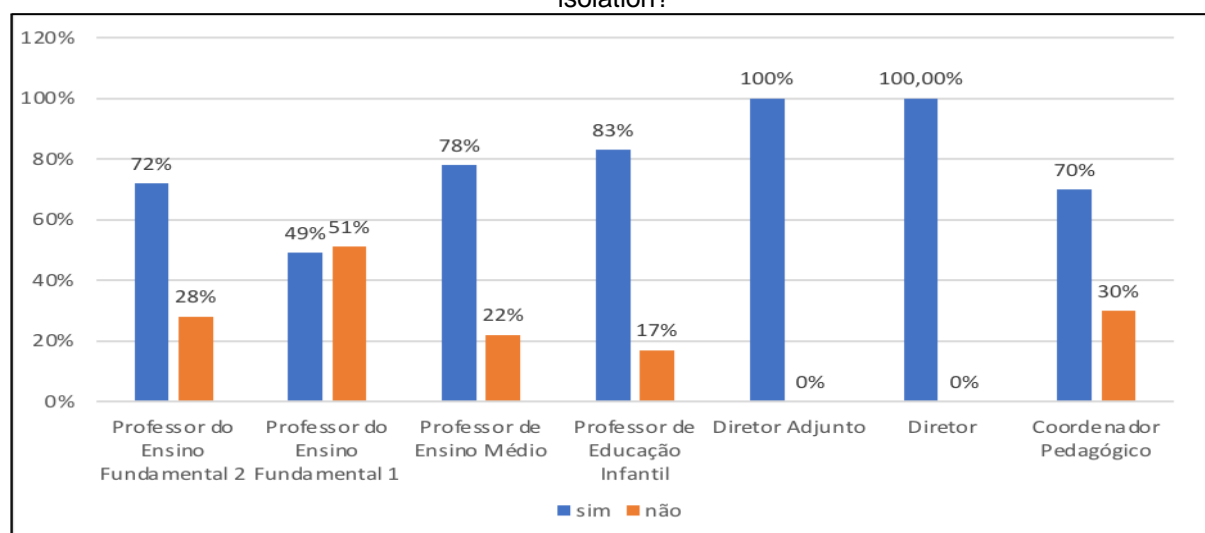


Source: Authors' own elaboration based on the research (2020).

Although it seems contradictory, if we compare graphs 7 and 8, we can see that the education systems offered courses or training for public school professionals to prepare for distance learning. Only elementary school professionals of the early years indicated a significant percentage (51%) of not offering training for distance education activities.

Finally, we present the perception of education professionals regarding the active effort of their education system in keeping students with educational activities during social isolation.

Graph 9 – Your education system strives to keep students engaged with educational activities during social isolation?



Source: Authors' own elaboration based on the research (2020).

We end the presentation of the data collected in the survey with graph 9. We infer that a large part of the teachers perceive the efforts of their respective education systems to maintain educational activities for students during the pandemic.

Now, we will move on to a more detailed analysis of the data, seeking possible correlations in order to draw a profile, which is the objective of this study.

6 Data analysis

For the present study, the approach used sought, within the sample produced, to represent how the perceptions about public policies and actions in public education in the

city of Rio de Janeiro would be during the social isolation, which originated due to the struggle against Covid-19.

According to Silvano (2016, p. 100), quantitative research is important for trying to perceive reality in an unbiased way, as mentioned below:

The research focused on the quantitative approach is sequential and evidential, meaning that one phase follows another and that the process is evaluated internally at each one. It's worth remembering that, despite the rigor, it is possible to redefine the phases. This type of research understands that reality does not change because of the observations and measurements carried out by the researcher, and their position must be neutral, it should be stressed that there is no physical or psychological interaction between the researcher and the phenomenon, maintaining the distance, a purposeful separation without further involvement.

Thus, we started analyzing the data in graph 1, which shows the percentage of education professionals who work directly as teachers in the classroom (83%) is quite significant for this research and, in a way, brings the perception of those who are effectively working in direct contact with students in their daily activities. If we consider the scenario in which this large percentage of teachers find themselves, we can infer that anything can happen in it, due to an unknown future, big challenges are imposed. In a time when education changes its process of teaching and learning, in which the collective space of interaction is replaced by the necessary distance, many things are changing rapidly and many others will change. About this fact, Azevêdo (2020, p. 14) declares:

Now, with the mandatory physical distancing, due to the pandemic, there's a demand to keep the pedagogical processes 'alive', it happens that the ties with the students need to be (r)established, under new formats. What was once contingent, superficial, now emerges as essential, strategic. Dimensioning and planning how to develop our work because of such a complex and delicate reality for our students has never been a challenge as pressing as it is today.

In graphs 2 and 3, we observe the predominance of education professionals with more than ten years of activity in public education and who are also part of the municipal education system in the city of Rio de Janeiro. We also dare to state that the subjects of this research are mostly teachers who work in the physical space of the classroom. Such characterization leads us to infer that the answers to the questionnaire are impregnated with "know-how" of the teaching of those who know public school in loco. Thus, we believe teachers' perceptions immersed in the educational universe, but who are facing the unexpected context of a serious global health crisis.

With those understandings, we can show that there are no professionals who are totally inexperienced and that the research was greatly impacted by the perceptions of professionals from the municipal educational system in the city of Rio de Janeiro, which, due to the current scenario, possibly should not be very different of everything that is happening in Brazilian education or, according to Kohan (2020, p. 57):

In Brazilian education, the clash is obvious. On the one hand, there is a demand from the Ministry of Education for all schools to continue the pedagogical standard using distance learning with the argument of not harming, delaying, or disfavoring students. At the same time, many students and teachers don't have basic conditions (access to the internet, equipment, and environment) to continue their education online. In this sense, the pandemic has openly exposed the sore that is endemic inequality in this country.

Then, in graph 4, we register the education professionals who had their activities completely interrupted due to Covid-19. 35.8% is a very expressive percentage, which brings a global analysis of the different subjects within the school. Thus, to better specify this information with teachers working directly in the classroom, graph 5 shows a very worrying fact, as, in all types of teaching, more than 30% of those professionals had their activities fully interrupted, with an emphasis on high school teachers, above 50% of them had their activities interrupted.

Even with the limitations of the research, the indication that, in general, more than 30% of teachers had their activities completely suspended demonstrates that the impact on the educational process can be very serious in the future and that this situation is progressing, even affecting the rights of people as citizens, because, as mentioned by Oliveira e Souza (2020, p. 18):

In this sense, the educational system known as traditional, as well as any other activity in society, had to stop. No one knows how long this mandatory stop will last, but it has already promoted extensive discussions to guarantee students the rights to Education, as recommended by the Federal Constitution (BRASIL, 1988), which was abruptly withdrawn from them, or rather, interrupted by stronger reasons, even though it's invisible.

In graph 6, we show the distance learning activities carried out by the professionals participating in the research, and it should be mentioned that the information refers to activities of any kind that occur remotely and/or do not configure interaction with students in person at the school. In this analysis, a relevant factor was the percentage of more than 50% of professionals who developed their own activities, a

finding that, in principle, we should consider as autonomy in the activity of education professionals, meaning that more than half of them had to prepare their own activities. However, we observed the low active participation of schools in the same activities (4.9%), a fact that may show that schools participated little or contributed with their professionals in the development and promotion of materials and content for students.

What was mentioned in the previous paragraph becomes more evident when we move on to the specific analysis of teachers regarding the same subject, as shown in table 1, as we realize that more than half of the teachers in the different stages of Basic Education carry out their activities autonomously. This indicator correlates with the percentages in graph 7, which demonstrates a parallel between the teachers' autonomy in carrying out their activities through distance education with knowledge about these activities. Thus, the teachers sought to act autonomously, using the knowledge they have, since the use of digital technologies in everyday life is an established fact or, as defined by Cani *et al.* (2020, p. 35):

We reflect here that the prominence of digital technologies helps us to think about how they are crystallizing in our daily lives to the point that, in a short time, we realize that we can no longer avoid including them in formal education. From this perspective, teachers share knowledge and produce new meanings for their subjects, inserting themselves in the guiding principles of the BNCC (Common National Curriculum Base) - regarding the TDIC (Digital Information and Communication Technologies), which are increasingly present in the individuals' lives - by practicing the use of different languages (digital, visual, sound, verbal and textual).

Among the teachers who carry out their activities by themselves using distance learning, as shown in Table 1, 74% reported having some course or training related to distance education provided by their education system, which directly correlates with Graph 8. A good proportion of the teachers had some training what demonstrates that, at some point, educational systems were concerned with keeping their teachers updated with the new Digital Technologies of Information and Communication (DTIC), given that, in most cases, teachers don't have in their initial training subjects that are dedicated to the knowledge and skills to teach using such technologies. Abreu, Novaes, and Zarro (2020, p. 20-21) highlight this situation in a research that deals with the challenges in teacher training for distance learning:

Considering the range of the research, it's possible to conclude that classical academic training doesn't consider or recognize the potential of distance learning. This fact creates an extra difficulty for teachers who work in this modality since distance learning is a reality already established in national education. Training that does not include any element in the formal discussions in teaching courses at the Universities about distance education doesn't adequately equip the professional's actions. Thus, given the above, it was possible to note that among the surveyed teachers, the vast majority had to resort to other means to complement their training, although distance education is part of the more immediate reality of professional practice.

Likewise, Oliveira, Araújo, and Silva (2020, p. 7) talk about the need to rebuild a more current teacher education:

Thus, the subject/actor teachers who produce and mobilize knowledge have before them classes full of students/subjects/actors. There is, therefore, something specific in the teaching activities, a set of behaviors, knowledge, skills, attitudes, and values that constitute the specificity of being a teacher. Therefore, there is an urgent need to rethink teacher training programs.

Finally, in graph 9, which is equal in percentages to graph 8, we have a fact that represents a coincidence, but which brings an important characteristic: the positioning of the professionals who form the management of school units (principal and assistant principal). This group has a 100% position in favor of the education system of which they are part, in the two questions that directly refer to the action of those systems, and we understand as natural positions due to the position that such professionals occupy in the management of the school, but it's important to highlight them, as they can be defensive positions, even with guarantees of anonymity of the research.

7 Final considerations

From the objective of this work and with the limitations imposed on it as how to obtain the necessary data, to get as close as possible to the reality of the perception of education professionals in the city of Rio de Janeiro regarding the actions of their education systems during the Covid-19 pandemic, data analysis allows us to highlight some important elements that contributed to a better understanding of the researched situation.

We observed that the scenario of social isolation caused by the pandemic was treated similarly in all educational systems that exist in the city (federal, state and municipal), that is, suspending the in person classes in all schools. However, the existing

autonomy of the educational systems management wasn't consistent in the conduct of actions for the continuity of classes in a non-presential manner, and this fact became more of a problem beyond the pandemic.

The group of research participants, with a majority of professionals from the municipal education system of Rio de Janeiro, despite apparently having good professional experience, specifically linked to length of service, had, in general, a percentage above 30% of professionals who completely interrupted their activities during the pandemic, a fact that can be considered very worrying. In addition, we realized that the work carried out "at a distance" through DTIC, by those who continued their activities, was done for the most part autonomously, without the support of the school, revealing a disconnected action between school and teachers.

Even though the perception of teachers recognizes effective participation of education systems to avoid interruption of activities with students and that these systems have somehow contributed to training in distance learning for the continuing education of their professionals, we found a context of suspended activities and autonomous activities, possibly without direction, almost lacking control, planning and coordinated actions that leave their marks today and may have consequences in a post-pandemic future.

Still, on this subject, we must take into account that a possible gap in the training of teachers to work with DTIC resources became transparent, a situation that was greatly reflected in the percentage of professionals who interrupted their activities completely. It's important to ascertain and improve the potential of future teachers in situations that could be characterized as those of the current pandemic, as mentioned by Kondrashova *et al.* (2020, p. 5):

The creative potential of future teachers as a complex personal education combines, in its structure, motivational, operational, personal, and evaluative components that reflect the set of personal skills and qualities, psychological states, knowledge, skills, and abilities necessary for creative solutions to pedagogical problems in future professional activity.

Finally, we believe that this small, exploratory, and initial contribution may allow other in depth studies on the impacts of Covid-19 on the Brazilian educational system, exploring new objects and even advancing to more definitive conclusions that can leave important legacies and prepare for similar situations.

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