

EDITORIAL

In the year 2018 we celebrate the 30 years of the publication of the first number of the Portuguese Journal of Education (PJE). Founded in 1987 by the, at the time, Centre for Educational Studies and Community Development of the University of Minho, the journal has its first number in 1988. At the time, it was published quarterly. In this number, the editorial policy that has been followed over the last 30 years is designed: giving priority to the dissemination of original texts (either empirical or theoretical), from recognized researchers, but also from young ones, thus giving a contribution to the establishment of a scientific community in the field of Educational Sciences.

In the editorial of this first number, its editor-in-chief, José Ribeiro Dias, pointed out the fast development of research in education, after years of scarce production. This was due, mainly, to the almost non-existence of universities devoted to the study of educational issues, namely to the issues of teacher education and to the education of teacher educators, as well as research on these issues. The, at the time, recent publication of the Basic Law of Education, in 1986, was also an important educational event. It would establish the main guidelines for a public, free and democratic educational system, thus setting the foundations for a reform that should be monitored and fed with research at the highest level. Finally, its editor-in-chief stated the recent admission of Portugal into the European Economic Community (in 1985), an event that would bring education into the spotlight. The 14 texts published in that number accounted for the plurality of themes that was always a feature of the PJE, as well as its geographical and linguistic diversity, with

French, English, Spanish texts and authors, besides Portuguese ones that have always been the majority.

Ten years past, the coordination of the journal changes. Its objectives and scope of the documents published are revised. In the words of its new editor-in-chief, Rui Vieira de Castro, change is due to the aim of giving more visibility to the scientific activity developed by the then Centre of Studies in Education and Psychology of the University of Minho. It also aims at enlarging the dialogue with the academic community in educational sciences, thus contributing to its strengthening. Besides articles, book reviews and news on scientific events, it also includes news on academic events (theses and dissertations) and research projects in progress. This way the activity of its editor – a research centre of a public university in Portugal – would be properly mirrored.

In 2004, the PJE is published by the current Research Centre in Education. Its new editor-in-chief, Maria de Lourdes Dionísio, stresses an editorial policy for continuity. Recognising the difficulty of consolidating a project that has as its main feature the heterogeneity of the disciplinary domains and resulting plurality of viewpoints, without compromising the rigour and transparency expected from an academic journal, she affirms the journal's role in becoming a venue for discussing current and relevant educational problems. Besides articles and book reviews, the PJE also welcomed news of academic events (scientific events and theses and dissertations), of research projects, and of publications received.

Initially very much focused in the dissemination of what was going on in Portugal

in what concerns research in education, along with the diffusion of scientific events, projects, legislation and other types of documents, the PJE gradually expanded its geographical scope. It became more international, but reduced the diversity of the published documents. Nowadays it only publishes research articles and book reviews. In 2014, the PJE changes its coordination again. 26 years after the publication of its first number, the new team takes on a policy of continuity, with the purpose of consolidating and enlarging the existing editorial project, namely by aiming at indexing the journal in new databases and reaching a wider audience.

The entire path taken by the PJE over 30 years has led to its positioning as an indisputable reference journal in both the national and international educational field, with the obvious emphasis in the Portuguese speaking countries. Currently, the PJE integrates reference catalogues and is indexed in prestigious international databases such as *Scielo Citation Index*, SCOPUS or Redalyc, among others. It is also an A1 journal in education (Qualis/CAPES, Brazil), the highest ranking possible. Though yet far from the upper positions where we long to be, its current positioning is a token of the recognition of its quality in international indexing and evaluation systems for scientific journals.

This recognition is made in the first text of this special number that is composed by 2 sections: one on (invited) articles and another on interviews. The section on articles opens with a text by António Nóvoa, from Lisbon University, a foundational author in the field of history and teacher education in Portugal. He has a long history of collaboration with the PJE, not only for its early contribution with a text published in 1988, but mainly for its role as a member of its editorial board. Named *The modernization of universities: Memoirs against time*, it problematises the

current mercantile discourse associated to the university-corporation, haunted by an urgent conception of time, at the service of an agenda other than its own: the agenda of employability, excellence, entrepreneurial management, and entrepreneurship. An article that deconstructs a discourse that is, at the same time, fatalistic and naturalised, on the role of universities as a commodity, at the service of “profitable innovation”. His reflection fosters the reflexivity of the main actors that constitute the university (teachers and students), often without being aware of the path followed and of the possibilities for change, when history is seen as a human construction.

The second article is by Antonia Darder (Loyola Marymount University, USA), artist, activist, and intellectual, a renowned international scholar in the field of critical pedagogy and Freirean studies, mainly for her vigorous critique of social and educational inequalities. She is also a member of the editorial board of the PJE. Sharon Cronin (Goddard College, USA), researcher and teacher with more than 25 years of experience in bilingual and culturally responsive education is the other author. Entitled *A critical bicultural pedagogy of dance: Embodying cultural literacy*, the text argues for another pedagogy of the body for bicultural children. Starting from the analysis of the educational situation of bicultural, working-class children in US schools, and within a critical cultural perspective, the authors expose the subordinated place that is allocated to their cultural practices – in this case, dance as a cultural expression. As an example of an alternative to this subordinated place, they discuss practices within a bicultural critical dance pedagogy, as developed by the Bayano group (in Seattle, USA).

The issues related to inclusion practices and discourses continue in the text by María Antonia Casanova (Camilo José Cela University, Spain), an author with a long and consolidated career,

not only in the academic field, but also in the political arena, in the field of inclusive education and attention to diversity. In the text *Inclusive education: Why and what for?*, the author's main argument is that we need inclusive models in a democratic society, as a society that accepts all people and values their contributions, that respects individual differences, and protects minorities. She points out that we need quality education for all, by presenting the features of the proposed model that has 3 *foci*: ethical, sociological, psychological, and pedagogical. Only taking into account these 3 vectors we can develop quality education, as well as social and educational equity. With this aim, school should ponder which social model it aims to develop, namely when students with special needs are separated from the others.

The fourth text is by Inês Barbosa de Oliveira (Estácio de Sá University & State University of Rio de Janeiro, Brazil) and Maria Luiza Sússekind (Federal University of Rio de Janeiro, Brazil), 2 well-known authors in the field of critical and emancipatory curriculum studies: the first, a reference author in the studies of Boaventura Sousa Santos and education; the second, in the studies of the work and thinking of William Pinar. They present the text *Political and epistemological dimensions of the conservative misconception in education: the Brazilian common core in the context of national curricula*. By problematising the need for the existence of a common core curriculum in a country with the geographical and demographic dimension that Brazil has, the authors dismantle the ideological and epistemological assumptions and principles, of a conservative and mercantile matrix, that characterise the National Common Core Curriculum. They argue that the sole idea of a common core places everyday knowledges, built within and by schools' daily lives, in a space of non-existence. This way it ignores the richness and complexity of the spaces and times of public education, of a school that is required

for all in a democratic society.

The critical debate on education in times of political advances and retreats ends with the text by Licínio Lima (University of Minho, Portugal), a reference author in the field of sociology of organisations, educational policy, and Freirean studies, also a member of the PJE editorial board and of the Research Centre in Education. Entitled *Basic Law of the Education System (1986): Ruptures, continuities, selective appropriations*, the author begins with a brief history of the legislation produced after the 25th April in Portugal that gave birth to this law. He continues with the analysis of the discursive production, of an economic and entrepreneurial matrix, that took place over its 3 decades of existence. Stating that this basic law of 1986 is "at edgy crossroads between really distinct historical and political times", the author reflects on the "plasticity" of this law that allows it to survive different agendas for educational policy. To this end, the approval by political forces in different poles of the political spectrum was paramount, regardless of the (varied) reasons underlying this approval. The text repositions this historical process, while interrogating the (still current) possibilities that this law offers, as well as the inappropriate and inaccurate political appropriations throughout its lifetime, with a critical dimension required to sociological vigilance.

The second section of the number is composed of interviews. The first, made to Sally Power when she visited the Centre for Research in Education, in June 2018, as a consultant for the project EDUPLACES, gives continuity to the critical dialogue on the structural nature of social inequalities, that end up showing in educational inequalities. Discussing the role that several "exclusions" (economic, cultural, political) take on the naturalisation of inequality, Sally Power, Almerindo Afonso, Armando Loureiro, and Joana Lúcio invite the readers to reflect on the role of schooling, and of factors

like class, “race”, and ethnicity in understanding the way injustices and social inequalities are perpetuated.

The number closes with the Memoirs of the PJE, a set of 4 interviews made to its editors-in-chief. With José Fernando Cruz as its promoter, the journal is founded in 1987. The interview to the first editor-in-chief — José Ribeiro Dias (1987-1998) — evokes the context of statutory transition between the Scientific and Pedagogical Unit of Educational Sciences (1975) and the Institute of Education and Psychology, within which the PJE is born, with the explicit intent of disseminating the recent research in the field. The second interviewee — Rui Vieira de Castro (1998-2003) — stresses the mature phase of the journal that pursues 3 main goals: to embrace the national and international scientific production, of high scientific standards; to embrace the debate on education in Portugal, in a particularly rich phase of its history; to give notice of the activity of the Research Centre in Education. Its third editor-in-chief — Maria de Lourdes Dionísio (2003-2014) — underscores the phase of hybridity and of blending of areas that became clear, mainly because of the new themes in Physical Education and Nursing, coming from Brazil. She also stresses that it is during her time that the issues related to indexing begin to appear, through the action of Redalyc. This is the time when the PJE is integrated in Scielo Portugal, for example. The issues of evaluation and indexing, allied to the new publication formats significantly characterise the interview to its current editor-in-chief — Maria Alfredo Moreira (since 2014). She stresses the importance of the work of both the editorial and technical teams, a work that is critical to the maintenance and development of the project and that can be seen in the recent integration of the PJE in the SCOPUS index. She emphasizes the idea of national and international public service

provided by the PJE, as research in education is mainly financed by public funds. Therefore, it should be disseminated via open access, under the auspices of policies that advocate open and democratic science.

The editorial team that coordinates the work of the PJE hopes to give a contribution to the history of the journal and to the history of research in education in Portugal and abroad. We also hope to foster, in different audiences, a greater interest in the issues that research in education generates in today’s society, where new and old inequalities intersect, making the work of national and international researchers in education, and the role of a journal like the PJE, more challenging, more complex, yet, more crucial.

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