Coronavirus Post Pandemic Professor

Júlia da Silva Caldas[1], Larissa da Silva Gomes[1], Juliana Pessanha Falcão[2], Luzia Alves de Carvalho[3]

(1) Volunteer studenst of Scientific Initiation from PROVIC/ISECENSA –Pedagogy Course; (2) Collaborating Researcher - Teacher Training Laboratory – NUPED/ISECENSA;(3) Supervising Researcher - Teacher Training Laboratory – NUPED/ISECENSA – Pedagogy Course - Institutos Superiores de Ensino do CENSA – ISECENSA, Rua Salvador Correa, 139, Centro, Campos dos Goytacazes, RJ, Brasil

This research is inspired by the work developed by Sancho Gil E Hernández, Hernández (2016) in "Teachers in Uncertainty: learning teaching in today's world", but differs substantially considering the context of structural change in the Teaching System and the sociological, psychological and philosophical coordinates of those involved. Its general objective is to understand the process of change of teachers (in the pandemic period – from March 2020 to March 2021), to reinvent themselves and become creative and technologically competent teachers to respond to the needs of children in remote education. This is a qualitative, exploratory, constructivist ethnographic research to be written with data collected in the field since March 2020. Instruments such as participant observation, document analysis, individual and focus group interviews will be used. The subjects are eight Kindergarten and eight first year Elementary School teachers from Nossa Senhora Auxiliadora Educational Center - CENSA, Campos dos Goytacazes/RJ. It is hoped that the testimony and their new pedagogical practices are able to inspire other teachers to take a "new attitude towards" their students, even in the context of a pandemic.

Keyword: change; attitude; learning; neuroscience.