

Editorial

For over a decade SOCED - Research Group in Sociology of Education - has been developing a series of investigations on schooling processes of the middle and upper classes of society. Research at one of Rio de Janeiro's most important universities looked into the schooling processes of the children of the academic elite, was followed by a survey at nine schools considered to be the best in Rio, including field studies at three of them. The results of these studies enabled us to describe the main characteristics of the public that attended these schools, as well as the pedagogical-administrative practices that contributed to the consolidation of their quality image achieved within the municipality's system of primary and secondary education.

SOCED has kept up the research program on processes of production of quality teaching, using now as a starting point the performance references published in the national evaluations (Prova Brasil and ENEM) and joined municipal public schools to the field focused by the research. Thereby four municipal schools that obtained the highest markings in "Prova Brasil" will be included in the new survey to be developed on 2009. Besides them, four private schools were selected amongst those with the best performance in the most recent ENEM exams (2005, 2006 e 2007), considering only those that have not been yet studied by SOCED. Particularly in the case of the public schools, the socio-economic level of the students has been taken into account, in order to obtain a diversified group. In both samples - of public and private schools - the choice considered their geographical location within the city as well.

For this new stage we have chosen to work with performance indicators and intend to develop more specific research cuttings regarding: (a) the institutional practices used to develop the school arrangements (*habitus*) that most favor the students' performance, and (b) the institutional management styles that provide organizational and pedagogical processes that guide the school staff towards producing academic success.

This SOCED Bulletin #7 is entirely dedicated to showing the methodological issues our research team faced to launch a new design of our research program. We have thus maintained this periodical's tradition of presenting our work while it is still in the developmental stage. We call upon our readers to debate with us the research material that has mostly been presented in a pre-print version, and we await the critiques and suggestions that will enable us to re-work the texts, for eventual publication in specialized periodicals of the area.

