

Editorial

After two years, we returned to publication of Bulletin SOCED with respect to the loyalty of our readers, that over this range, continued to access the past issues. Before the break we came to an average of 3000 access / month in about 30 countries.

The interruption of our publication was due to the evaluation by *CAPEs* - *periodic assessment of Education* - wich penalizes a newsletter like ours that presents the material produced by the team in a state of pre-print, so without being subject to external peer reviewers. Our goal is not to present the "finished" since been polishing for peer critique, according to the opinion of many scholars (Bourdieu, 1989). Rather, we believe that exposing the work in progress, still in process, you can encourage young researchers to understand that even with partial or interim results, the debate is central to the improvement of research activities.

The selection of papers for the Bulletin of the team is given based on the debates and criticisms of the SOCED team members. The intention is to publicize what we're doing, open to feedback from other researchers.

We are planning for number 9, an editorial board composed of professors from other universities, some of them who participated in the SOCED in previous years.

SOCED Bulletin number 8 has four papers, two in pre-print, and two articles, that presents two more advanced investigations. One article makes an analysis of school councils and their effective role in the management of public schools in Rio de Janeiro. The work of Cynthia Paes de Carvalho and Maria de Fatima Lima gathers perceptions of some parents and teachers,

discussing the function of these instances of participation and its relation to the management of schools.

The second paper advances a theme touched on the issue of the Bulletin number 7, the role of social networks in school choice. This investigation has advanced because of the increasing relevance of different media, especially the published sites on the Internet, as an important tool in building the image of excellence in different schools in the city of Rio de Janeiro. In addition to allowing an approximation of the perceived quality of these schools, the study identified other relationships that are established from the content delivery sites for schools, such as the integration of the different actors and institutional educational project.

Pre-prints bring two discussions, the result of insertion in the field of municipal government units, which are part of the schools investigated in our present research project - The effect on production of the *habitus* school students (2010-2013). Alice Xavier and Maria Luiza Canedo identify and analyze the management strategies, mentioned in interviews with the directions of two schools, one located in the southern and another in the northern city of Rio de Janeiro. In both schools, the directions change a negative image of teaching, through actions that involve the neighborhoods, families and the schools professionals.

Andreia Martins starts a comparative study of two public schools, with different performances in official evaluations ("Prova Brasil" 2005 and 2007). The research aimed to create a look beyond the results in large-scale assessments, with focus to the school reality, the limits and possibilities of public schools, according to its context and operating characteristics. The paper also points out some elements that seem to focus directly on the production quality of schools, for an example, the management, school climate, motivation and future's expectations of teachers and students.

There are two novelties in this edition, a session with a summary of the works and projects (master's and doctoral) presented by our members in recent months and the session "Letter from Readers," you want, from now

maintain more direct contact with all who access our work by posting your questions and contributions.

Zaia Brandão e Alice Xavier