

VERSÃO EM INGLÊS DO EDITAL

SCHOOL OF EDUCATION (FE-USP)

FEUSP CALL n. 14/2025

OPENING OF APPLICATIONS FOR THE PUBLIC TENDER AND ANALYSIS EXAMINATION OF TITLES AND OTHER EXAMS FOR THE PROVISION OF 01 (ONE) DOCTOR PROFESSOR POSITION, IN THE DEPARTMENT OF PHILOSOPHY OF EDUCATION AND SCIENCES OF EDUCATION (EDF) OF THE SCHOOL OF EDUCATION OF THE UNIVERSITY OF SÃO PAULO.

The Dean of the School of Education of the University of São Paulo (USP), hereby informs all those interested, as decided by the Congregation in session held on May 29th 2025, that applications will be open for a period of 60 (sixty) days, starting at 8 AM (Brasilia time) on the June 9th 2025 to 5 PM (Brasília time) on the August 7th 2025, to the public tender and analysis of examination of titles and other exams to fill 01 (one) position of Doctor Professor, reference MS-3, in RDIDP, of post # 1264176, with the monthly salary of R\$ 15.498,97 (fifteen thousand, four hundred ninety-eight reais, and ninety-seven cents) as of May 2024, within the Department of Philosophy of Education and Sciences of Education, in the area of History of Education; in accordance with art. 125, the first paragraph of the General Regulations of University of São Paulo (USP), and the programs that follows:

Courses:

- **EDF 0119 – History of Education I**

1. History and the history of teacher education: on time and the experience of time;
2. Civilization and culture: debating the West;
3. Education in the Mediterranean World: ancient times and the Middle Ages;
4. Education in the Atlantic World: the advent of modernity and the establishment of the modern school system;
5. Expansion of the modern school system: colonialism, imperialism, and resistance.

- **EDF 0120 – History of Education II**

1. Indigenous educational practices;
2. Colonization and catechism: the Jesuits;
3. Pombaline Reforms;
4. The illustration in Brazil and its impact on education methods;
5. School and Empire;
6. The Republicans, education, and schools;
7. Social conflicts and educational projects in the First Republic;
8. New School Movement in Brazil: philosophical, political, and pedagogical dimensions;
9. The Vargas Era and education;
10. Brazilian schools between 1946 and 1964;
11. Military Dictatorship and educational reforms;
12. Education and schools in Brazil during the 1980s and 1990s.

- **EDF 0287 – Introduction to Education Studies: Historical Approach**

1. The Establishment of Schools in Brazil between the 16th and 21st Centuries:
 - 1.1. The Emergence of the Modern School;
 - 1.2. The Organization of the Educational System;
 - 1.3. Educational Reforms;
 - 1.4. General Legislation.
2. The History of the Teaching Profession in Brazil:
 - 2.1. Teaching Congregations;
 - 2.2. The First Public Servants;
 - 2.3. The Creation of Normal Schools;
 - 2.4. The Feminization of Teaching;
 - 2.5. The Proletarianization of the Teaching Profession.
3. School Methods and Practices:
 - 3.1. Classroom Organization Methods;
 - 3.2. Teaching Methods;
 - 3.3. Modern and New Schools.

- **EDF 4800703/4801703 – Comparative Education**

1. Nature, Objectives, and Methods of Comparison in Education
 - 1.1. Perspectives and Methods in Comparative Education.
 - 1.2. International Benchmarks in Comparative Education: Categories and Indicators.
 - 1.3. The History of Comparative Education as a Disciplinary Field and an Auxiliary Field for Public Policy Development
2. Globalization, Internationalization, and Globalization: Comparison and Analysis of International Trends in Education
 - 2.1. Treaties, Conventions, Conferences, Studies, and the Production of International Indicators and Assessment Methodologies.
 - 2.2. Multilateral Organizations and Educational Systems.
3. Current Dimensions of Comparison in the History of Education: Globalization and Particularization
 - 3.1. Diffusion Perspectives: Institutionalism and the World Culture of Schooling.
 - 3.2. Critical Perspectives: The Global Agenda of Capitalism and Education.
 - 3.3. Appropriation, Internalization, or Externalization Perspectives: Discursive Practices of Schooling in Modernity.
4. Topics in Comparative Education:
 - 4.1. Aspects of Organization, Funding, and Management of Educational Systems.
 - 4.2. Teacher Training.
 - 4.3. Assessment and Quality Indicators.
 - 4.4. Social, Cultural, Historical, and Philosophical Issues in Education.

The public tender will be ruled by constitutional principles, notably that of impersonality, as well as by the Statute and General Regulations of the University of São Paulo and the Regulations of the School of Education.

1. Applications must be made exclusively at the link <https://uspdigital.usp.br/gr/admissao> in the period indicated above, and the candidate must apply by addressing to the Dean of the School of Education of USP. The application form must contain personal data and the specialty of the Department to which it competes. The following documents are to be attached:

I - detailed Curriculum Vitae and proof of the published works, of the activities carried out pertinent to the public tender, along with any other information that allows the evaluation of her/his merits, in digital format.

II - proof that she/he holds the title of Ph.D. or Doctorate granted by USP, recognized by USP or of national validity;

III - proof of discharge with military service for male candidates;

IV - electoral discharge certificate or detailed certificate issued by the Electoral Court less than 30 days before the start of the application period;

V - official identification document.

§ 1st - Proof elements referred to in item 1 such as scale models, art pieces or any other materials which cannot be digitalized must be presented until the last day before the beginning of the tender exams.

§ 2nd - Dropbox, Google Drive links or any other links to sites or online pages will not be accepted as proof of items indicated in the CV.

§ 3rd - As requested in item II, defense minutes without the information about the period of homologation of the Doctorate degree (if this depends on the Institution which will issue the title) will not be accepted and therefore, the application will be invalidated.

§ 4th - Professors working at USP are not required to present information requested in items III and IV provided that they have already presented them for their initial work contract.

§ 5th - Foreign candidates do not have to attend what is requested in items III, IV and V. Foreign candidates must attach proof of her/his regular situation in Brazil.

§ 6th - The foreign candidate which is approved in the tenor and indicated to fulfill the position will only take over if they present a temporary or permanent visa, which grants her/him permission to work in Brazil.

§ 7th - At the time of application, candidates who have any special needs must make a request so that the necessary conditions for doing the exams can be supplied.

§ 8th - The candidate is totally responsible for uploading each document in the specific fields indicated by the system at the link <https://uspdigital.usp.br/gr/admissao> . The application will be invalidated if documents are uploaded in incorrect fields.

§ 9th - The candidate is totally responsible for attaching full legible documents (front and back pages). The application will be invalidated if the candidate does not correct any uploading irregularity of an incomplete or illegible document during the period of application.

§ 10th - Documents uploaded after the period of application will not be accepted, even in the case of an appeal requested by the candidate.

§ 11th - At the time of application, the candidate who declares himself/herself black, brown or indigenous has to manifest his/her interest in participating in the differentiated punctuation, in accordance with item 11 and its paragraphs in this call.

§ 12th - In order to be eligible for the points related to black or brown self-declared candidates, the candidate needs to show phenotypic traits which characterize him/her as black or brown.

§ 13th - The self-declaration as black or brown made by the candidate who manifests his/her interest in participating in the differentiated punctuation is subject to confirmation by an hetero identification committee.

§ 14th - If the color/ethnicity racial identification is not confirmed, the candidate will be eliminated from the tender and, if he/she had assumed the position, his/her nomination will be annulled after the administrative procedures which guarantee him/her the right to appeal and full defense, without prejudice to other suitable penal sanctions.

§ 15th - In order to confirm the self-declaration of an Indigenous candidate, the administrative register of indigenous birth (RANI, in Portuguese) is required at the time of application; or, if the candidate does not have his/her own document, the administrative register of indigenous birth of one of his/her parents is accepted.

§ 16th - Exceptional situations may be evaluated by the Belonging and Inclusion Committee, which may admit the confirmation of self-declaration of the indigenous candidate through the submission of both a report *and* racial belonging declaration signed by the head of the indigenous community (*cacique*) or aboriginal community (*tuxaua*), or by other leaders of communities, associations and/or organizations that represent the indigenous peoples of the candidate's region, under penalties of Law.

§ 17th- The current norms for presenting the documents referring to the self-declaration as black, mixed race (*pardo*) and indigenous, as well as for its confirmation are available in the General Regulations of University of São Paulo (USP) at: <https://secretaria.webhostusp.sti.usp.br/?p=12343> .

§ 18th - For item III, the documents accepted are listed under the article 209 of the Federal Decree nº 57.654/1966. Male candidates who have turned 45 (forty-five) years old until December 31st of the previous year preceding the opening of applications do not have to present proof of discharge with military service.

The applications will be judged by the Congregation of the School of Education of the University of São Paulo in its formal aspect and the decision will be published in a public notice.

Single paragraph - The public examination shall be held within thirty to one hundred and twenty days, from the date of publication in the Official Gazette (*Diário Oficial do Estado*) of approval of the applications, according to article 134, single paragraph, of the General Regulations of USP.

2. The competition shall be carried out according to objective criteria by the method of test scores, in two phases:

1st phase (eliminary) - written exam (weight 4)

2nd phase:

I) - Curriculum Vitae with public evidence of argument (weight 3)

II) - Didactic Exam (weight 3)

§1st: The convocation for the examination of those who applied for the position will be published in the Official State Gazette (*Diário Oficial do Estado*).

§2nd- Candidates will be eliminated from this public tender, at any time and without prejudice to any applicable legal sanctions, if they:

- a) arrive after the time set for the start of the exams, including the selection of points for the didactic exam;
- b) adopt inappropriate behavior or behavior that may disrupt the conduct of the exams or any other phases of the public tender, disturbing the order of the proceedings, whether through verbal manifestations or conduct incompatible with the integrity and tranquility of the environment;
- c) carry a firearm at the exam site, even having authorization to carry it, except in exceptional cases provided for by law and expressly authorized by the Judging Committee.

§3rd: In the evaluation process of exams by the Assessment Committee, it will be considered the goal exposed for the opening of the position (the teaching vacancy) to which the current tender is destined, available in the attachment of this current call.

I – First Phase: WRITTEN EXAM

1. The written exam will deal with matters of general and doctrinal order and will be carried out according to the provisions of art. 139 and its single paragraph, of the General Regulations of USP.
2. Only successful candidates in the first phase will participate in the second phase.

II – Second phase: PUBLIC ORAL EXAM, ANALYSIS OF CURRICULUM VITAE AND DIDACTIC EXAM

PUBLIC ORAL EXAM AND ANALYSIS OF CURRICULUM VITAE

3. The judgment of the curriculum vitae, expressed by a global grade, including judgment and evaluation, shall reflect the merits of the candidate.

Single paragraph - During the analysis of curriculum vitae, the commission shall appreciate:

I - scientific, literary, philosophical, or artistic production;

II - university didactic activity;

III - activities related to the provision of services to the community;

IV - professional or other activities, when applicable;

V - diplomas and other university dignitaries.

DIDACTIC EXAM

4. The didactic exam will be public, with a minimum duration of forty and a maximum of sixty minutes, and will cover the program of the area of knowledge mentioned above according to the terms of article 137 of the General Regulations of USP.

SECOND PHASE ASSESSMENT

5. At the end of the assessment of the exams, each candidate will have from each examiner a final grade that will be the average of the grades awarded by her/him in both phases.

6. The result of the public tender will be proclaimed by the judging committee immediately after its end, in a public session.

7. Candidates who have obtained a minimum average grade of seven from the majority of examiners will be considered qualified.

8. The public tender will be valid immediately and only the candidate indicated by the competition will have the position.

9. The candidate will be called to assume the position by an official publication in the Official Gazette of the State (*Diário Oficial do Estado*).

10. Further information or access to norms related to the tender are available for consultation at the Academic and Technical Department of the School of Education, email atacfe@usp.br.

ATTACHMENT – JUSTIFICATION FOR THE OPENING OF PUBLIC TENDER-TEACHING POSITION INDIVIDUAL WORK PLAN

Teaching goals

The candidate hired for the position is expected to search for new teaching methodologies related to the specificities of the area.

The candidate will also give classes related to the following courses/groups: EDF 0019 - History of Education I (three groups per year, in the first semestre of the Pedagogy degree program; EDF 0120 - History of Education II (three groups per year); EDF 0287 - Introduction to Educational studies: historical approach (six groups per year) and EDF 4600703/4801703 - Comparative Education (one group per year).

Moreover, the hired candidate will be responsible for supervising monitoring, such as PAE (in Portuguese, *Programa de Aperfeiçoamento*) as well as creating and updating the undergraduate and graduate courses.

Research and Innovation goals

The hired professor will be responsible for developing individual and team research and innovation projects that prioritize themes, objects, sources, subjects, temporalities and spaces, which can contribute in an original way to the deepening, dissemination and circulation of new knowledge in the field of national and international history of education. Supervise Scientific Initiation, Master's and Doctorate programs, participate in academic work panels, selection processes and competitions; issue opinions, provide consultancy for journals, funding agencies, events and evaluation bodies; publish books, chapters and articles, technical contributions and popularization initiatives; obtain funding, and prospect national and international exchanges and agreements.

Culture and Extension goals

The hired professor will have to organize and give lectures, conferences and educational activities; coordinate diffusion courses, professional development and specialization courses; and search for new designs and possibilities to promote relationships between the university and the surrounding contexts.

Impacts expected with the hiring

The hired professor must contribute to the production and dissemination of new knowledge, strengthening the area of History of Education at FEUSP, which has already been recognized for its capacity for innovation. The area emerged in the 1990s, in the renewal of studies and research, when teachers did internships in France, bringing theoretical contributions, themes and objects from the new cultural history of education, with which they developed and disseminated knowledge and contributed to international exchanges. Leadership was

consolidated with the participation of scientific societies, national and international commissions and editorial committees, in line with the international community, which has been confronting interpretative contributions and data collection and processing procedures. The area of History of Education has also dedicated itself to the study of educational systems that transcend national borders, by questioning the ways in which educational practices and knowledge were constituted in the exchange of subjects and objects in transfers and appropriations. Other challenges lie in new epistemologies, in which social, ethnic, cultural and political diversity constitute epistemic axes that challenge the monocultural bias of knowledge. As for the collection, arrangement and production of data, the diffusion of digital technologies brings challenges: mastering techniques inherent to interfaces, having a critical vision, discernment and curation skills. To remain a reference, the area must refine the ways of teaching, researching and applying knowledge, as well as updating disciplines. The teaching profile is defined by the potential for creative work and the willingness to improve and innovate.