


Teaching work during the COVID-19 pandemic challenges and learning

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ABSTRACT

During the COVID-19 pandemic outbreak, several changes have become necessary in the world of work, especially regarding the modalities and spaces of its realization. Due to the need for social isolation to minimize the spread of the virus and the consequent contamination of the mass population, the implementation of remote work performed at home, mediated by digital technologies - the so-called home office - has been implemented in several professional areas. In this way, the public and external space, in which productive and salaried work takes place, migrated to the private space, in which unpaid work is performed and dedicated to the reproduction of the conditions of existence, domestic work. Two distinct environments, in which the sexual division of labor and the social relations of sex/gender develop, have been transformed into one. Specifically in the teaching work in Basic Education, despite its already proclaimed precariousness, devaluation, and

feminization, the implementation of Emergency Remote Teaching (ERE) added to the overload of the teacher-mother-wife-housewife woman with the realization of a distance educational practice, mediated by unusual digital technologies in public schools, as well as the unforeseen intertwining of their public and domestic work spaces. Unveiling how this moment was experienced by the teachers, its impacts, challenges and difficulties, strategies of resistance and coping, in the face of multiple and simultaneous works, the unusual transformation of their public and private spaces into one, and the compulsory need to use Digital Information and Communication Technologies (DICT) in the educational process, is what this article addresses. It seeks to understand and rethink the training and teaching work in the face of unforeseen situations, the compulsory and unplanned use of digital technologies as tools for teaching-learning, and the sexual division of the domestic work of teachers. The theoretical-empirical research had a qualitative approach, whose subjects are teachers of Basic Education who work in Cycles I and II, of the Municipal Public Education Network of Belo Horizonte, who were interviewed in person using a semi-structured script. Subsequently, excerpts from the interviewees' speeches, which help to answer the research questions, were selected and analyzed in the light of the theories on Teacher Education and Work and Sexual Division of Labor.

Keywords: Teaching work, emergency remote teaching, home office, sexual division of labor.

1 INTRODUCTION

Conducted in a municipal school in the Metropolitan Region of Belo Horizonte, this research sought to unveil the adversities faced by Basic Education teachers during the Emergency Remote Teaching (ERE), implemented during the Covid-19 pandemic. Knowing how they experienced and dealt with the impacts caused by social isolation, imposed as one of the measures to contain the disease, during the most critical period of the pandemic caused by SARS-Cov 2, is what motivated this research. It is also of interest to investigate the obstacles found for the development of remote work and what strategies were used by these teachers to overcome the obstacles, especially those that arose because the teaching work migrated to the home environment and required them to reconcile domestic

tasks with teaching activities. All this added to the difficulties arising from the adoption of digital information and communication technologies, the TDIC's, for the development of teaching methodologies.

Despite all the difficulties faced by the entire population during the pandemic and with the compulsory implementation of the ERE for teachers, students (and their families) and for the entire school community, the impacts that affected more specifically the lives of women teachers of Cycles I and II of the Municipal Public Education Network of Belo Horizonte is the excerpt proposed in this article.

The choice of this public was because education in these segments is mostly in charge of precarious, poorly paid women, who need to accumulate multiple working hours in different schools and conciliation with domestic work. The objective is to understand how much and how this overload, combined with the difficulties related to the use of digital technologies in educational practice, was added to another challenge: to transform the domestic space into the classroom, working with children in the range of 6 to 11 years of age, especially students from the lower classes.

To carry out this investigation, four teachers of Basic Education were invited to participate in the study, answering the following questions: How did they experience the moment of the health crisis? What are the impacts on educational practice, health, family relationships and sociability of women teachers? How did you develop the teaching-learning process at a distance, mediated by digital technologies? How did the sexual division of domestic work come about in the context of the pandemic and the ERE? What difficulties did they have? What strategies did they use in the face of this unpredictable situation?

In summary, we sought to understand how these women experienced the transformation of the domestic environment into a professional space when the work performed in the classroom migrated to the home environment. And finally, how they dealt with the TDIC (Digital Information and Communication Technologies) and the other challenges in their practice and the impacts on their health and sociability.

When it comes to domestic work, there is an intrinsic relevance in the sexuation of the research subjects who approach work, and the necessary interlocution of the productive and reproductive work of the female teacher, especially in the *home office* modality during social isolation and ERE. The unusual situation caused by the pandemic and the consequent social distancing invites us to rethink teacher training, particularly concerning the acquisition of skills for the use of DIDs in educational practice. It also leads to a reflection on the unequal division of domestic work between men and women – even more evident during the ERE – and all the impacts that the teaching work developed in the home environment caused in the health, sociability and personal and professional life of Basic

Education teachers. It is hoped that the reflections raised will contribute to the rethinking of teacher practice and training in unpredictable scenarios, especially about basic education.

2 CONTEXTUALIZING THE PROBLEM

On December 31, 2019, the World Health Organization (WHO) was alerted to several cases of pneumonia in Wuhan City, Hubei Province, People's Republic of China. It was a new strain of coronavirus that had not been identified before in humans: SARS-Cov 2. From there, the epidemic spread around the world, becoming a pandemic with immeasurable reach and impacts around the world.

To stop the spread of the deadly virus, social isolation measures have been taken by governments in several countries. Among these measures was the implementation of remote work, performed in the home office system¹ for all activities compatible with remote work, and thus several changes became necessary in the world of work, especially concerning the modalities and spaces of its realization, as pointed out by Cambi *et al.* (2020):

Labor relations have also changed surprisingly, the difficulty has paved the way for Brazilian creativity. Work meetings were not postponed, a new way to promote them was discovered, and commerce began to sell online, with the right to home delivery, never before have so many applications appeared, with functions of the most diverse, science is in a hurry towards progress. Yes, people are physically less free, but human inventiveness has never been more liberated. (p. 10).

In the area of teaching, Emergency Remote Teaching (ERE) was implemented. Thus, the work performed in the public and external space was migrated to the private space, in which domestic work is already performed, an unpaid activity dedicated to the reproduction of the conditions of existence. Thus, two distinct environments, in which the sexual division of labor develops, have been transformed into one.

According to Cavallini (2020), "The shift to remote work has allowed many companies to continue operating and ensure the health and safety of their employees." However, the work ended up invading the private lives of workers in a *home office*, which caused a significant increase in stress and the consequent impairment of mental health. (CAVALLINI, 2020).

In Brazil, from the spread of the virus and the disease that caused high rates of contamination and deaths, social isolation was an imposition, and *home office* work became necessary and mandatory in several segments of the economy. In addition to the anxiety and fear caused by the pandemic, the lack of knowledge of the disease, the lack of vaccines and the high numbers of deaths, the workers experienced, overnight, all their practices and routines changed in their form and place of

¹Home office.

accomplishment. In theory, in addition to getting rid of the virus contamination, the work done at home, in the view of most people, would provide more hours of sleep, no mishaps with daily commutes and an opportunity to spend more time with family. In practice, however, what was experienced was the suffering caused by the lack of socialization, changes in routine and wear and tear resulting from work overload.

The LinkedIn platform, the world's largest social network dedicated to the professional field, in a survey of people's behavior during the pandemic, found that 62% became more anxious and stressed about work than they were before the introduction of remote activities.

Janone (2021) shows in her study that 72% of young professionals believe the pandemic has impaired learning behavioral skills such as communication and emotional intelligence. This scenario has also increased the demand for the treatment of psychic disorders, according to research conducted by the Brazilian Association of Psychiatry – ABO (2021).

In another perspective, a large contingent of workers – particularly health professionals – could not stay at home because of the type of activities they perform. Another group also had to work in person, even at the peak of the pandemic, for reasons of maintaining income for survival. This is the case of many domestic workers and other professionals who make up a reality highly crossed not only by determinants of gender but also of social class and race.

It is worth noting that the United Nations Population Fund (UNFPA), the international development agency of the United Nations (UN), has drawn attention to the intensification of gender inequality during the pandemic. Responsible for addressing population issues, the agency produced the bulletin titled "Gender equality, combating gender-based violence (gender-based violence) and prevention, protection and response to the coronavirus (COVID-19)" in 2020, which warns of the disparity between the impacts of the Covid-19 pandemic on women's lives compared to those on men's lives. This document also raised issues such as ensuring access to sexual and reproductive health services and care, unpaid work, and domestic violence, among other sensitive issues.

The pandemic has shown that working *from home* has required much more commitment from women. According to Datafolha survey data², released in the report "Research points out that household chores make *home office* difficult for 64.5% of women", authored by Fernanda Mena and published in 2020, 57% of women who started working remotely said they had accumulated most of the domestic care. Among men, that percentage drops to 21 percent.

According to data for 2019, collected by the Brazilian Institute of Geography and Statistics (IBGE), women dedicate, on average, 18.5 hours per week to household chores and care for people

²Datafolha is a research institute of the Folha Group, a group of affiliated companies that also includes the newspaper Folha de S.Paulo.

such as children and the elderly. The average for men is almost half – only 10.3 hours a week are spent on these activities. Confirming this gender disparity in the *home office*, a survey by Workana (2022) shows that 31.3% of Latin American women take care of their children while working. Among Brazilian women, this percentage rises to almost 50%. Among Brazilian men, on the other hand, only 11.1% said they accumulated both tasks. Home office *work* thus exacerbates the multiple and simultaneous works performed by women (ROSA, 2022). Soon, what was already a fact verified in society becomes even more evident.

3 THE WORK TEACHER DURING THE PANDEMIC

As the teaching work in basic education, is already so precarious, devalued and feminized, the implementation of Emergency Remote Teaching (ERE) caused an overload of work for the woman who is a teacher-mother-wife-housewife. The realization of distance educational practice, mediated by unusual digital technologies in public schools, as well as the unforeseen intertwining of their public and domestic work spaces, generated a great strain for education professionals. After a long period of school closures and with no face-to-face activities, the implementation of ERE as a mitigating measure highlighted many gaps related to technological-digital skills. And, concerning the acquisition of these skills, Ribeiro (2013) states that, according to different studies, digital inequalities have a strong relationship with income criteria and social markers of difference, such as race, gender and age.

Also considering the different realities of students who, according to Oliveira (2022, p. 10),

It is possible to declare that the emergency remote teaching format exposes the reality of students who encounter difficulties in the way of accessing classes, because not everyone has access to the internet and a mobile device, thus making it impossible for them to have the opportunity to follow the progress of classes online. (OLIVE TREE; OLIVEIRA, 2022, p. 10).

In turn, the teachers,

(...) who have been having a "heavier workload", seek alternatives to bring these students the planned activities, and one of them is that schools have started to make printed materials available so that these students do not fall behind about the contents programmed by the school. (SILVA, BEZERRA AND ADRIÃO, 2020 *apud* OLIVEIRA; OLIVEIRA, 2022, p. 10).

The difficulty of accessing the internet was also one of the factors that hindered learning during emergency remote teaching and was a point of discussion among several researchers and scholars. This observed aspect, which came to be called "digital inequalities", was present mainly in public schools and was responsible for most of the obstacles faced by students, families and teachers during the ERE.

According to Ribeiro, Parreiras and Macedo (2020), cited by Oliveira and Oliveira (2022), digital inequalities have a strong correlation with income criteria:

Unfortunately, the lack of access to technology is a reality mainly for public school students, since they include students and families without financial conditions to pay for the purchase of electronic equipment or access to the internet. According to this fact, the institutions sought ways so that these students were not harmed. Printed materials were made available in the schools and those responsible for each student were in charge of seeking and returning these materials with the resolutions of the activities (p.17).

About ERE, it is worth mentioning what Behar (2020) reminds us when she establishes the difference between Emergency Remote Teaching and Distance Education, which according to her cannot be understood as synonyms, because,

The term "remote" means distant in space and refers to a geographical distance. Teaching is considered remote because teachers and students are barred by decree from attending educational institutions to prevent the spread of the virus. It is an emergency because overnight the pedagogical planning for the 2020 school year had to be shelved.

Cruz, Coelho and Ferreira (2021) also make consideration about the difficulties faced by most teachers and students, especially in the public school system, when they are forced, overnight, to transform their routines and planning:

First, on the one hand, teachers immersed in a context of difficulties to work remotely, without training for planning and carrying out activities only with technological devices that require knowledge for handling. A significant portion does not have a quality broadband connection and adequate equipment that provides innovative and active participation in their pedagogical practice, a posture so requested of them in this context of social distancing. Allied to all these conjunctures, a situation that cannot be ignored: all are in their respective homes, with a new teaching routine in times of pandemic: knowledge and remote teaching established for the whole family, due to the measures adopted by the states and municipalities to maintain social distancing. (pp. 1010-1011).

On an emergency basis, the system having been implemented without prior planning generated several reactions in the school community, such as anxiety, fear and stress. It is a fact that the process forced the teaching work to reinvent itself since it required the teacher to change his way of teaching by imperatively resorting to Digital Information and Communication Technologies (TDIC). (GROSSI; MINODA; FONSECA, 2022).

It is noteworthy that remote teaching is not exactly distance education (EAD), because, although teachers and students relate through virtual learning environments (VLE), it cannot be said that there was a previous configuration for the curricular contents to be taught in such a way. Therefore, the ERE only uses the same technological resources used in distance learning, in an attempt to reproduce the routine of the classroom in face-to-face teaching. (GROSSI; MINODA; FONSECA, 2022).

The continuing education and the instruments provided by the education secretariats did not efficiently attend to teachers and education professionals so that they could perform with tranquility the pedagogical work in the emergency remote format.

The challenges made the faculty seek communication media considering them as teaching strategies and means of social interaction. Daily hours dedicated to living broadcasts are highlighted, aiming at the most qualified training for the exercise, the execution of emergency remote work. (TROIINHO et al., 2021).

In this scenario, the so-called *home office* brought an overload to education professionals, especially teachers, who were forced to reconcile domestic work and teaching, all in the same space, continuously and simultaneously (TROIINHO, et al., 2021). "The pandemic caused by covid-19 has taken these professionals by surprise. Few had the opportunity or knowledge to work with distance education in ancient times." (ANDRADE, 2020, p. 36). However, the use of technology has become indispensable in this new reality. (ANDRADE, 2020).

Therefore, the covid-19 pandemic brought limitations, but there was no other option to ensure the continuity of classes, since:

The school is one of the social spaces in which there are greater exchanges and mobilities of subjects of different age groups, therefore, it represents a space of a greater probability of mass contamination – which indicates that it is one of the last spaces to be reopened in countries that have minimally controlled the rate of contamination of the new coronavirus. (ARRUDA, 2020, p. 263).

Brazil differs from other countries due to the little experience in the modality of distance learning in basic education, so it had to develop strategies so that the educational system continued to function during the period of social isolation, to allow, even minimally, the school conviviality, in a virtual way. (TROIINHO, et al., 2021). New functions were included in the daily lives of teachers, who had to assimilate and learn to deal with technologies quickly (ANDRADE, 2020). "Now their classes are synchronous and asynchronous, their work is now at home and the teacher had to adapt to receive their students virtually" (ANDRADE, 2020, p. 24).

In addition to the difficulties of access to the internet and other issues, the ERE has brought out pedagogical weaknesses, such as the lack of relevant professional training for the execution of virtual education. (TROIINHO et al., 2021).

For teachers, the distancing from the school required them to have more time to prepare classes, correct the assignments, and meet each student individually, virtually. (TROIINHO et al., 2021). The routine consisted of "recording videos, producing slides and material to be distributed to those students who do not have access to the internet and also do not have cell phones, computers or tablets." (ANDRADE, 2020, p.33).

This unexpected educational scenario for the entire school community required major and radical changes in the use of digital technologies since most did not know how to use technological resources deftly and when they use it, it is for other purposes. For the teachers, it was even more challenging, because they needed to be creative in the use of technological resources, which were previously used only in communication, and now be explored as effective pedagogical resources to maintain the teaching-learning process in an interesting way for the students. (TROI TINHO et al., 2021).

On this, Silva and Camargo (2015) warn that it is complicated to integrate all technological resources overnight, schools would need a transition plan, so that this change could be carried out gradually. After all, inserting digital technologies in schools requires strategic planning, rethinking learning spaces, providing training to teachers and involving students and families. In this scenario, the role of all those involved in educational practices has changed, especially the teacher, who is the mediator of the teaching and learning process. (p. 590).

Some studies also demonstrate the excessive stress experienced by many teachers during the experience with the ERE, such as "(...) the experience of unpleasant and negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of his work as a teacher" (KYRIACOU, 2001, p. 28).

Studies on teacher stress have pointed out some important stressors in the school context, many of which may be exacerbated in the current context of remote work in the pandemic: dealing with class and Anxiety, negative affect and stress of teachers in remote activity during the COVID-19 pandemic maintain discipline; apply the tasks; organize working groups; help children with behavioral problems; communicate concepts and prepare resources for lessons; face the lack of resources and equipment. Other important stressors are excessive responsibility for students; little state support and time pressures at school; the largest number of classes; high workload; the low motivation of the students; insufficient parental involvement; and joint pressure from parents, teachers and students (Silveira et al., 2014). Makarenko and Andrews (2017) also point out that teachers who work with online instruction are more subject to feelings of isolation and loneliness, producing greater stress. Another important clue to the possible negative impact of the sudden transition to remote pedagogical work during the pandemic can be found in research on digital work and precariousness (Antunes, 2010; Antunes and Praun, 2015; Berardi, 2009; Filgueiras and Antunes, 2020). (TROI TINHO et al., 2021, p. 4-5).

It is valid to consider in this context the unquestionable sexual division of domestic, reproductive and affective work, because women, having conquered workspaces outside the home, ended up accumulating double shifts, since they are responsible for domestic tasks, including the education of their children. This means that in the field of teaching, the teachers who worked in the ERE accumulated even greater stress than the male teachers.

In addition to these accumulated functions, teachers needed to help their children who are also studying at home. Thus, it is possible to consider that remote work contributed to the psychological

suffering of teachers, especially teachers. For Troitinho (et. al, 2021), the reasons are several and range from loneliness and isolation to the difficulty in exchanging ideas and experiences with colleagues, factors arising from the *home office*.

Moll, Souza and Almeida (2022) acknowledge that teachers during the pandemic period judged their work "as a challenging task, above their regular capacities, which seems to have caused fear, but which they faced with love, dedication and empathy", as can be seen in the following report:

Fear that paralyzes and causes anxiety "a work above our forces", with the functional effect of "determining behaviors related to the object", that is, when they feel fear and helplessness, do not seek resources in their group, which led us to justify the absence of references to solidarity; the intensification of relationships of coexistence and sharing of experience could have increased resilience; • Fear that energizes and sets out to face the challenges to account for their pedagogical work, even if with difficulties. (MOLL; SHAH; ALMEIDA, 2022, p. 189).

And in the face of this new picture, the authors warn that:

[...] Without considering the difficulties expressed by teachers as their cries for help, establishing control processes will not help to develop the improvement of teaching work. [...] Welcoming through encouragement can lead you to cross the river, to cross the pandemic save your students Control, and ignorance of your feelings will lead you to ictus, to the ³the collapse of your teaching action. The Departments of Education are in a moment of choice. (MOLL; SHAH; ALMEIDA, 2022, p. 190).

Targeted studies such as those conducted by the Study Group on Educational Policy and Teaching Work (Gestrado), of the Federal University of Minas Gerais, showed that the experience of teachers with the realization of remote classes advanced in the stages of Basic Education, despite the difficulty that a large part faced concerning the use of new digital technologies.

From another perspective, "this time of social isolation and remote teaching made it possible to discover how to innovate technological and pedagogical experiences, generating irreversible changes. The school and the way of teaching will never be the same", affirm Grossi, Minoda and Fonseca (2022, p. 599) who also bet that "(...) technological resources will no longer be a barrier that arouses fear or challenge, but a possibility to enhance learning and make it more exciting, stimulating and meaningful."

4 AND WHAT DO THE TEACHERS INTERVIEWED SAY?

The field research was conducted in the first semester of 2023 and data collection took place with the locus of the Municipal Public Education Network of Belo Horizonte – MG, whose research subjects were four teachers of Basic Education, working in Cycles I and II, who were interviewed in person, having as a research instrument a script of questions.

³ Medication is used to treat congestive heart failure (heart failure).

As recommended by the Research Ethics Committee of CEFET-MG, the names of the interviewees were preserved, being replaced by fictitious names, namely: Ipê, Rosa, Orquídea and Margarida. The analysis of the interviewees' responses was divided into four categories: (i) impacts of the pandemic, social isolation and Emergency Remote Teaching on health, sociability and teaching practice; (ii) Transformation of private space into the classroom and the sexual division of domestic work; (iii) Use of digital technology; (iv) coping and resistance strategies.

Asked how they experienced the pandemic, social isolation and ERE, and how this moment and new way of working affected their health, their physical and mental health and their teaching work, the teachers were empathetic: "Health? It affected a lot. I had plantar fasciitis and shoulder pain" (Margarida, 2023).

Margarida's complaints show the result of an ante-ergonomic work position, always sitting in front of the computer, and without a suitable workstation. Without prior planning and with meager resources, the bedroom, dining room and even the kitchen became classrooms; Common benches, stools, and chairs were used throughout the class time.

Rosa also complains of health problems arising from the ERE:

Posture was one thing that hurt the most during this process. That then, I started to have a hemorrhoid problem something that I never had, I went to a spine problem, more problems of dryness of vision ... I have a tendency, in front of the computer, to blink less when it's in front of the screen. All of this is a consequence of the pandemic because I've never had any of these health problems... "But because I sat for a lot of hours and I also started to work harder." (ROSE, 2023).

When it comes to sociability, complaints also occurred: "This issue of pandemic and remote classes has increased the workload too much, because the teacher already works too much, if he leaves, he has no social life, no family life. And without leaving home then? Folded work and no laser" (ROSA, 2023).

The use of digital technologies was also an immense challenge to overcome by them. Lack of ability for digital work, limited assistance from the city regarding equipment and data packages, and difficulty of students, among others, were the worst impacts evidenced. Ipê (2023) vents when he says:

To this day I get beaten up with a computer. I had too much difficulty. I think, also, that anger you get at not having the support of the city. Throw that at you: turn around! I like the technology, but I'm still from the time of the paper, I like the contact with the child, the contact with the person. That messed up a lot. I got too caught up in the bill! I was shaking my head; I hired a guy who taught me. But it felt like I was locked into technology. I grieved, I cried, I suffered to teach.

When it comes to domestic work simultaneously with the teaching practice at home, the teachers also bring strong reports: "The issue of spaces, it was terrible ... I couldn't organize myself that way.

When you're working at home you end up not organizing, you have lunch out of hours, everything is a mess" (ROSA, 2023). "It was pretty complicated. So much so that at the time I ended up setting up an office in my room so I could work. Joining home with the school was not easy. My husband complained a lot about the lack of privacy" (Ipê, 2023). "Because the house has become a real office. While my daughter stayed in the living room I worked in the bedroom. And, there was stuff sprawled all over the house. So, I didn't know, I couldn't tell the difference between home and workplace. It's not easy" (Orchid, 2023). "It happens like this, while we prepare lunch, we help the child in his exercises and in the time of washing the clothes, while the machine works you prepare the class" (Margarida, 2023).

But it's not just complaints that teachers have experienced through the pandemic. There are also reports of "unexpected help" from the husband in domestic activities, in overcoming the difficulties with the use of digital technologies with the help of colleagues and the students themselves, of the rediscovery of an eternal student, even being a teacher, of the greater closeness with the family and of the love for teaching. "My husband helped me a lot, he saw my difficulty and my rush and took care of the house while I worked" (Ros, 2023)

I was going to go crazy inside the house not knowing what to do. So, I got a very good person who I talked to her on the phone and she took me by the hands. And then it was teaching me, it was helping me. Today I know, thus, very good with digital technology in education (Orquídea, 2023)

The big lesson is that we need people. And, it's no wonder I chose this profession. I need to be surrounded by people. The pandemic has shown that we need people and has also taught us that we need to recycle as professionals. Sometimes, we settle for various issues and end up not investing in their training and the secretariat should give this support. (Margaret, 2023)

Finally, as Rosa (2023) summarizes, "The pandemic has taught us to have resilience, to live with worry, stress, and fear of death. Being resilient to deal with the new and the need for unity and partnership."

5 FINAL CONSIDERATIONS

Because they are partial results of a master's research, the findings of the study, briefly reported in this article, do not exhaust all the possibilities of interpretation and reflection about the experience of the teachers interviewed regarding how they experienced the ERE during the social isolation of the pandemic.

However, although incipient, the study demonstrates the different nuances of the challenges suffered by them in this unusual moment.

The physical and mental health of the teachers was affected severely. Complaints of headaches, back, back problems, hemorrhoids and other diseases are part of the reports. Also, anxiety and depression, so common among teachers, were raised to maximum power.

The challenges and difficulties in the use of digital technologies in educational practice alert to the low quality in the initial and continuing training of teachers of basic education and to the lack of public policies and investments of the public power in schools and teacher qualification.

The use of one's own home as a classroom environment denotes how spaces and territories translate meanings and a sense of belonging. Without a prediction, consent, planning and choice the junction of these environments and only one brings anguish, lack of privacy, and evidence, even more, the problem of the social class experienced by the less paid teachers.

The compulsory imposition of domestic work on women has been exacerbated during the pandemic and social isolation. Although some companions have been supportive in the division of tasks, it is evident that the boundaries of this unequal division of care work between the sexes remain.

However, there were many learnings from this difficult time. The certainty of incompleteness, paraphrasing Paulo Freire (1996), was affirmed by several interviewees when they reported the need for constant learning, updating and investment in continuing education. The appreciation of life and solidarity between people to overcome themselves, from the most serious problems to the simplest things, such as giving a remote class, for example. The love for teaching that crosses any obstacle and overcomes all the challenges and the certainty of the correct choice for the teaching profession, is part of the life of these teachers who faced all the difficulties to give the best to their students, even at a distance, even when they needed help. This is priceless!

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