

PEDAGOGICAL PRACTICES IN EARLY CHILDHOOD EDUCATION: REFLECTIONS ON TEACHER MEDIATION AND EDUCATIONAL POLICIES

PRÁTICAS PEDAGÓGICAS NA EDUCAÇÃO INFANTIL: REFLEXÕES A PARTIR DA MEDIAÇÃO DOCENTE E DAS POLÍTICAS EDUCACIONAIS

REFLECTIONS ON TEACHER MEDIATION AND EDUCATIONAL POLICIES



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ABSTRACT

Early Childhood Education, as the first stage of Basic Education, plays a fundamental role in children's integral development, requiring pedagogical practices that are theoretically grounded and articulated with educational policies. In this context, teacher mediation is a central element in the organization of learning processes, the promotion of meaningful interactions, and the appreciation of children's multiple languages. This article aims to analyze pedagogical practices in Early Childhood Education based on reflections on teacher mediation and the influence of educational policies on the organization of pedagogical work. This is a theoretical-analytical study, grounded in academic literature in the field and in normative documents that guide Early Childhood Education in Brazil, such as the National Curriculum Guidelines for Early Childhood Education and the National Common Curricular Base. The reflections indicate that pedagogical practices are not isolated actions, but intentional and contextualized processes shaped by conceptions of childhood, learning, and teaching. It is concluded that the articulation between pedagogical practices, teacher mediation, and educational policies contributes to the qualification of pedagogical work in Early Childhood Education and to the guarantee of children's right to quality education.

Keywords: Early Childhood Education. Pedagogical Practices. Preacher Mediation. Educational Policies.

RESUMO

A Educação Infantil, enquanto primeira etapa da Educação Básica, desempenha papel fundamental no desenvolvimento integral das crianças, exigindo práticas pedagógicas fundamentadas teoricamente e articuladas às políticas educacionais. Nesse contexto, a mediação docente configura-se como elemento central na organização dos processos de

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aprendizagem, na promoção de interações significativas e na valorização das múltiplas linguagens infantis. Este artigo tem como objetivo analisar as práticas pedagógicas na Educação Infantil, a partir das reflexões sobre a mediação docente e a influência das políticas educacionais na organização do trabalho pedagógico. Trata-se de um estudo de natureza teórico-analítica, fundamentado em produções acadêmicas da área e em documentos normativos que orientam a Educação Infantil no Brasil, como as Diretrizes Curriculares Nacionais para a Educação Infantil e a Base Nacional Comum Curricular. As reflexões evidenciam que as práticas pedagógicas não se constituem como ações isoladas, mas como processos intencionais e contextualizados, atravessados por concepções de infância, aprendizagem e docência. Conclui-se que a articulação entre práticas pedagógicas, mediação docente e políticas educacionais contribui para a qualificação do trabalho pedagógico na Educação Infantil e para a garantia dos direitos das crianças à educação de qualidade.

Palavras-chave: Educação Infantil. Práticas Pedagógicas. Mediação Docente. Políticas Educacionais.

RESUMEN

La Educación Infantil, como primera etapa de la Educación Básica, desempeña un papel fundamental en el desarrollo integral de los niños, lo que exige prácticas pedagógicas fundamentadas teóricamente y articuladas a las políticas educativas. En este contexto, la mediación docente se configura como un elemento central en la organización de los procesos de aprendizaje, en la promoción de interacciones significativas y en la valorización de los múltiples lenguajes infantiles. Este artículo tiene como objetivo analizar las prácticas pedagógicas en la Educación Infantil a partir de reflexiones sobre la mediación docente y la influencia de las políticas educativas en la organización del trabajo pedagógico. Se trata de un estudio de naturaleza teórico-analítica, fundamentado en producciones académicas del área y en documentos normativos que orientan la Educación Infantil en Brasil, como las Directrices Curriculares Nacionales para la Educación Infantil y la Base Nacional Común Curricular. Las reflexiones evidencian que las prácticas pedagógicas no se constituyen como acciones aisladas, sino como procesos intencionales y contextualizados, atravesados por concepciones de infancia, aprendizaje y docencia. Se concluye que la articulación entre prácticas pedagógicas, mediación docente y políticas educativas contribuye a la cualificación del trabajo pedagógico en la Educación Infantil y a la garantía del derecho de los niños a una educación de calidad.

Palabras clave: Education Infantile. Practices Pedagogical. Mediation Docent. Political Educative.

1 INTRODUCTION

Early Childhood Education is the first stage of Basic Education and plays a fundamental role in the integral development of children, comprising cognitive, affective, social and cultural dimensions. In this context, pedagogical practices assume centrality, since they organize the experiences lived by children in educational spaces and express conceptions of childhood, education and learning that guide the teaching work.

Pedagogical practices in Early Childhood Education are not configured as isolated or merely technical actions, but as intentional processes, historically situated and permeated by values, knowledge and political choices. Thus, teacher mediation emerges as an essential element in the construction of educational environments that promote meaningful interactions, sensitive listening to children and the valorization of play as a structuring axis of the curriculum, as guided by normative documents and theoretical productions in the area.

Within the scope of Brazilian educational policies, legal frameworks such as the National Curriculum Guidelines for Early Childhood Education and the National Common Curriculum Base have sought to guide the organization of pedagogical practices, reaffirming the right of children to quality education and the role of the teacher as a mediator of learning and development processes. However, the materialization of these policies in the daily life of educational institutions involves challenges and tensions, requiring critical reflections on their implementation and their impacts on teaching practices.

In view of this scenario, it is relevant to analyze how pedagogical practices in Early Childhood Education are constituted from teacher mediation and educational policy guidelines, considering the possibilities and limits present in the school context. Understanding this articulation contributes to the strengthening of theoretically grounded pedagogical practices, capable of ensuring the protagonism of children and qualifying the teaching work.

In this sense, this article aims to analyze pedagogical practices in Early Childhood Education, based on reflections on teacher mediation and the influence of educational policies in the organization of pedagogical work, seeking to contribute to the academic debate and to the improvement of practices in the field of Early Childhood Education.

2 PEDAGOGICAL PRACTICES IN EARLY CHILDHOOD EDUCATION

Pedagogical practices in Early Childhood Education constitute the structuring axis of educational work, as they organize the experiences lived by children in institutional spaces and reflect conceptions of childhood, learning and development. Unlike a reductionist understanding, which associates pedagogical practice with specific activities or technical

procedures, it is understood that such practices are social, cultural and political constructions, crossed by educational intentions and specific historical contexts.

From this perspective, pedagogical practices should be understood as planned and reflected actions, which articulate times, spaces, materials, interactions and languages, with the objective of promoting the integral development of children. Normative documents that guide Early Childhood Education in Brazil, such as the National Curriculum Guidelines for Early Childhood Education, emphasize that the curriculum should be organized based on interactions and games, recognizing children as historical subjects, with rights and producers of culture.

By considering children as protagonists of the educational process, pedagogical practices begin to value listening, attentive observation and respect for different ways of being, acting and learning. This understanding shifts the focus from practices centered on the anticipation of school content to proposals that favor exploration, curiosity, imagination and the construction of meanings, in line with the specificities of childhood.

The National Common Curriculum Base reinforces this conception by highlighting the learning and development rights of children and by guiding the organization of pedagogical practices based on fields of experience, which enable the integration between different types of knowledge and languages. In this context, pedagogical practices cease to be fragmented and begin to assume an integrative character, respecting the rhythms and interests of children and promoting meaningful experiences in everyday education.

However, the implementation of pedagogical practices consistent with these guidelines demands a continuous process of reflection and teacher training. Practices are not automatically constructed from legal prescriptions, but require interpretations, choices and adaptations on the part of teachers, considering the concrete conditions of educational institutions and the sociocultural contexts in which they are inserted.

Thus, discussing pedagogical practices in Early Childhood Education implies recognizing their complexity and their centrality in guaranteeing children's rights to quality education. By being theoretically grounded and articulated with educational policies, such practices contribute to the construction of more democratic, inclusive and sensitive educational environments for the multiple childhoods present in contemporary society.

2.1 TEACHER MEDIATION AND LEARNING PROCESSES IN EARLY CHILDHOOD EDUCATION

Teacher mediation in Early Childhood Education is a central element for the organization of pedagogical practices and for the promotion of children's learning and development processes. In this stage of Basic Education, the role of the teacher goes beyond the function of content transmitter, assuming the responsibility of creating educational contexts that favor meaningful interactions, sensitive experiences and the construction of meanings by children.

Teacher mediation is understood as an intentional and reflective process, in which the teacher acts as an interlocutor between children, knowledge and the social and cultural world. This mediation is expressed in pedagogical choices, in the organization of times and spaces, in the selection of materials and in the conduction of interactions, enabling children to explore, question, experiment and attribute meanings to their experiences in everyday education.

In Early Childhood Education, learning processes are intrinsically related to interactions and games, recognized as structuring axes of pedagogical work. In this sense, teacher mediation becomes fundamental to enhance these experiences, by ensuring that educational proposals respect the interests, needs and rhythms of children, without losing sight of the pedagogical intentionality that guides the curriculum.

2.2 TEACHER MEDIATION, INTERACTIONS AND MULTIPLE LANGUAGES

Teacher mediation in Early Childhood Education is manifested, in a significant way, in the interactions established between children, adults and the educational environment. These interactions are privileged learning spaces, in which children build knowledge, express emotions, elaborate hypotheses and develop their multiple languages. In this context, the teacher's role as a mediator is fundamental to enhance the experiences lived, expanding the possibilities of learning.

The multiple languages — body, oral, visual, sound and symbolic — are configured as legitimate forms of expression and communication for children. Teacher mediation, by recognizing and valuing these languages, contributes to the construction of pedagogical practices that are more inclusive and sensitive to the specificities of childhood. By carefully observing the children's manifestations, the teacher can plan proposals that dialogue with their interests and needs, promoting meaningful learning.

Pedagogical listening, in this sense, assumes a central role in teacher mediation. Listening to children implies recognizing their voices, their gestures and their productions as constitutive elements of the educational process. This listening enables the teacher to

interpret the experiences lived by the children and reorganize the pedagogical planning in a flexible and contextualized way, strengthening the educational intentionality of the practices.

In addition, teacher mediation in interactions favors the construction of relationships of trust, respect and cooperation in the educational environment. By promoting situations of dialogue, negotiation and conflict resolution, the teacher contributes to the social and emotional development of children, fundamental aspects for the learning processes in Early Childhood Education. Thus, teacher mediation is not limited to the monitoring of activities, but involves the creation of conditions for children to learn in the relationship with others and with the world.

The teacher's role as a mediator implies a posture of attentive listening and continuous observation, allowing the identification of the learning possibilities that emerge from the situations experienced by the children. By mediating, the teacher does not anticipate answers or conduct the processes in a directive way, but creates conditions for children to appropriate knowledge through interaction with peers, adults and different elements of the educational environment.

In addition, teacher mediation contributes to the articulation between children's experiences and the fields of experiences proposed by the National Common Curricular Base, favoring an integrated approach to the curriculum. By promoting situations that involve language, movement, expression, thought and coexistence, the teacher expands the possibilities of learning and strengthens the integral development of children.

Thus, teacher mediation in Early Childhood Education is configured as a pedagogical practice that requires continuous training, critical reflection and sensitivity to understand the multiple dimensions of child development. By assuming this role, the teacher contributes to the construction of educational environments that value the protagonism of children and ensure the right to learning in a democratic and inclusive perspective.

2.3 EDUCATIONAL POLICIES AND PEDAGOGICAL PRACTICES IN EARLY CHILDHOOD EDUCATION

Educational policies play a fundamental role in the organization of pedagogical practices in Early Childhood Education, by establishing principles, guidelines and guidelines that aim to guarantee children's right to quality education. In the Brazilian context, normative documents such as the National Curriculum Guidelines for Early Childhood Education and the National Common Curriculum Base are configured as regulatory frameworks that guide the pedagogical work and teaching performance in this stage of Basic Education.

These documents reaffirm the conception of the child as a subject of rights, historically

and socially situated, and highlight the centrality of interactions and games as structuring axes of the Early Childhood Education curriculum. By guiding the organization of pedagogical practices based on the fields of experience, educational policies seek to promote an integrated approach to the curriculum, respecting the different rhythms, interests and ways of learning of children.

However, the relationship between educational policies and pedagogical practices is not established in a linear or automatic way. The implementation of legal guidelines in the daily life of educational institutions involves processes of interpretation, negotiation and resignification by teachers and pedagogical teams. In this sense, pedagogical practices result from the articulation between what is prescribed by public policies and the concrete working conditions, the sociocultural contexts and the pedagogical conceptions that guide the teaching action.

Educational policies also attribute centrality to teacher training, recognizing the teacher as a fundamental agent in the effectiveness of curricular proposals. Initial and continuing education is, therefore, a strategic element for the qualification of pedagogical practices, since it enables teachers to critically appropriate the theoretical and normative references that sustain the educational work in Early Childhood Education.

However, challenges persist in the process of implementing educational policies, especially with regard to ensuring adequate working conditions, professional appreciation and pedagogical monitoring. Such challenges can directly impact the quality of pedagogical practices, highlighting the need for public policies that consider the specificities of Early Childhood Education and promote the strengthening of teaching work.

2.4 TENSIONS BETWEEN PRESCRIBED POLICIES AND PEDAGOGICAL PRACTICES IN EVERYDAY SCHOOL LIFE

Although educational policies establish important guidelines for the organization of pedagogical practices in Early Childhood Education, their implementation in daily school life reveals tensions and challenges that deserve to be problematized. The distance between what is prescribed in normative documents and what is concretized in educational institutions highlights the complexity of the process of implementing public policies.

The guidelines present in the National Common Curriculum Base and in the National Curriculum Guidelines for Early Childhood Education presuppose material, structural and formative conditions that are not always assured in educational contexts. The absence of adequate resources, the overload of teaching work and the fragility of continuing education processes can limit the implementation of pedagogical practices consistent with the principles

established by educational policies.

In this scenario, teachers assume a central role in the resignification of policies in the context of practice. By interpreting the normative guidelines in the light of their experiences and institutional realities, teachers produce pedagogical practices that dialogue with public policies, but also reveal adaptations, resistances and reinventions. This movement shows that educational policies are not applied mechanically, but mediated by the teaching action.

The understanding of these tensions contributes to a critical analysis of educational policies, avoiding simplified readings that make the teacher exclusively responsible for the challenges faced in Early Childhood Education. Recognizing the structural and institutional limits allows us to problematize the need for more articulated public policies, which consider the real working conditions and promote the strengthening of pedagogical practices.

Thus, the relationship between educational policies and pedagogical practices should be understood as a dynamic process, in which teacher mediation plays a fundamental role in the translation of normative guidelines into meaningful educational experiences. By considering these tensions, the understanding of the challenges and possibilities of Early Childhood Education in the context of contemporary public policies is expanded.

Thus, reflecting on educational policies and their relationship with pedagogical practices in Early Childhood Education implies recognizing both their advances and their limitations. By being understood in a critical and contextualized way, educational policies can contribute to the construction of more coherent, inclusive pedagogical practices committed to the integral development of children.

2.5 IMPLICATIONS OF PEDAGOGICAL PRACTICES AND TEACHER MEDIATION FOR TEACHER TRAINING

The analysis of pedagogical practices in Early Childhood Education, articulated with teacher mediation and educational policies, evidences the centrality of teacher training as a structuring element for the effectiveness of an education committed to the integral development of children. Pedagogical practices are not only constituted from normative prescriptions, but are produced in the school routine, demanding from the teacher critical capacity, pedagogical sensitivity and theoretical mastery.

In this sense, the initial and continuing training of Early Childhood Education teachers plays a fundamental role in the construction of pedagogical practices consistent with the principles established by educational policies. An education that favors reflection on practice, the study of theoretical references of childhood and dialogue with the experiences lived in the school context contributes to the teacher's understanding of his role as a mediator of the

learning and development processes of children.

Teacher mediation, as an intentional practice, requires the teacher to be able to observe, listen and interpret the multiple languages of children, transforming these observations into meaningful pedagogical proposals. To this end, it is essential that teacher training promotes spaces for study and reflection that enable teachers to reframe their practices and overcome reductionist conceptions of teaching, still present in some contexts of Early Childhood Education.

In addition, educational policies have emphasized the importance of continuing education as a strategy for the qualification of teaching work. However, the effectiveness of these policies depends on the way they are implemented in the education systems, considering working conditions, the time allocated to training and professional development. The absence of institutional spaces for training can limit the critical appropriation of normative guidelines and compromise the quality of pedagogical practices.

Thus, reflecting on the implications of pedagogical practices and teacher mediation for teacher training implies recognizing the need for public policies that guarantee continuous training processes, contextualized and articulated with the real demands of educational institutions. By investing in teacher training, the possibility of strengthening pedagogical practices that are more conscious, reflective and aligned with children's rights to quality education is created.

3 METHODOLOGY

This article is characterized as a study of a theoretical-analytical nature, based on the analysis of academic productions and normative documents that guide Early Childhood Education in the Brazilian context. The option for this methodological approach is justified by the intention of discussing conceptions, principles and guidelines that sustain pedagogical practices, teacher mediation and educational policies, without conducting empirical field research.

The methodological path involved a survey and analysis of reference works in the area of Early Childhood Education, with emphasis on studies that address pedagogical practices, teacher mediation, teacher training and educational policies. Academic productions published in recent years were prioritized, in order to ensure the theoretical updating and relevance of the discussions, without disregarding classic authors who underpin the educational field.

In addition, legal and normative documents were analyzed, such as the National Curriculum Guidelines for Early Childhood Education and the National Common Curricular

Base, as it is understood that such documents exert a direct influence on the organization of pedagogical work in Early Childhood Education institutions. The analysis of these documents allowed us to understand the principles and guidelines that underlie pedagogical practices and the role of teacher mediation in the educational routine.

The analysis of the theoretical and documentary material occurred in an interpretative and critical way, seeking to articulate the theoretical references with the orientations of educational policies. This movement made it possible to identify convergences, tensions and challenges related to the implementation of pedagogical practices in Early Childhood Education, as well as to reflect on their implications for teacher training and for the guarantee of children's rights to quality education.

4 RESULTS AND DISCUSSIONS

The theoretical and documentary analysis carried out in this study shows that pedagogical practices in Early Childhood Education have been progressively resignified from conceptions that recognize the child as a historical, social and rights subject. The references analyzed point to the overcoming of welfare or schooled models, highlighting the centrality of interactions, games and multiple languages in the educational process.

The results of the analysis indicate that the pedagogical practices guided by the National Curriculum Guidelines for Early Childhood Education and by the National Common Curriculum Base have contributed to broaden the understanding of the role of the Early Childhood Education school as a space for meaningful experiences, in which care and education are inseparably constituted. Such documents reinforce the need for practices that respect the times, rhythms and singularities of children, promoting integral development in their physical, emotional, social and cognitive aspects.

With regard to teacher mediation, it is observed that the teacher assumes a fundamental role in the organization of the educational environment and in the proposition of experiences that favor learning and child development. The literature analyzed shows that mediation is not limited to the transmission of content, but involves sensitive listening, attentive observation and pedagogical intentionality, allowing children to build knowledge from their own experiences and interactions.

Another relevant result refers to the relationship between educational policies and pedagogical practices. Although the normative documents present significant conceptual advances, the analysis points out challenges in the implementation of these guidelines in the daily life of Early Childhood Education institutions. Among these challenges, the conditions

of teaching work, the organization of pedagogical time and space, and the gaps in the processes of initial and continuing training of teachers stand out.

The discussion of the results shows that the quality of pedagogical practices is directly related to the investment in public policies that ensure not only consistent curricular guidelines, but also concrete conditions for their implementation. In this sense, teacher training emerges as a central element for the consolidation of pedagogical practices consistent with contemporary conceptions of childhood and learning.

Finally, the results of this study reinforce the understanding that pedagogical practices in Early Childhood Education must be continuously reflected and resignified, considering the specificities of educational contexts and contemporary social demands. The articulation between theory, practice and educational policy is indispensable for the construction of an Early Childhood Education committed to guaranteeing children's rights and promoting meaningful educational experiences.

5 CONCLUSION

The reflections developed throughout this article show that pedagogical practices in Early Childhood Education play a central role in guaranteeing children's right to quality education, configuring themselves as intentional, contextualized actions deeply related to the conceptions of childhood, learning and development. By understanding such practices as social and cultural constructions, it becomes possible to overcome reductionist perspectives that limit Early Childhood Education to the anticipation of school contents.

The analysis of teacher mediation allowed us to highlight the teacher as a fundamental agent in the organization of learning processes, acting as a mediator of interactions, multiple languages and experiences lived by children in the educational routine. This mediation, by being based on pedagogical listening, attentive observation and the appreciation of interactions and games, contributes to the construction of more democratic, inclusive educational environments that are sensitive to the specificities of childhood.

With regard to educational policies, it was observed that normative documents such as the National Curriculum Guidelines for Early Childhood Education and the National Common Curriculum Base present significant advances in recognizing children as subjects of rights and guiding pedagogical practices based on interactions and experiences. However, the implementation of these policies in the context of educational institutions reveals challenges and tensions, especially when adequate working conditions, teacher training and pedagogical monitoring are not ensured.

In view of this scenario, it becomes evident that the qualification of pedagogical practices in Early Childhood Education depends, in an inseparable way, on the strengthening of the initial and continuing training of teachers. Investing in training processes that promote critical reflection on practice, the dialogue between theory and school daily life, and the conscious appropriation of educational policies is a fundamental strategy for the consolidation of an Early Childhood Education committed to the integral development of children.

Finally, this article seeks to contribute to the academic debate by highlighting the importance of pedagogical practices theoretically grounded and mediated by educational policies sensitive to the realities of educational contexts. As perspectives for future research, the need for investigations that deepen the relationship between teacher training, pedagogical mediation and implementation of public policies in Early Childhood Education is pointed out, expanding knowledge about the challenges and possibilities of this field of action.

FINAL NOTE

Declaration of use of Artificial Intelligence tools: Generative artificial intelligence tools were used to support textual organization, linguistic revision and adaptation to academic standards. The intellectual authorship, the theoretical analysis and the conclusions presented are the sole responsibility of the author.

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