

PNAIC TEACHER EDUCATION: A BIBLIOGRAPHIC REVIEW

A FORMAÇÃO DOCENTE NO PNAIC: UMA REVISÃO BIBLIOGRÁFICA

EDUCACIÓN PARA PROFESORES EN PNAIC: UNA REVISIÓN BIBLIOGRÁFICA

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ABSTRACT: The last two decades have been marked by changes in Brazilian education that have culminated in the implementation of international and national public policies aimed at reducing/eradicating illiteracy. This article is based on a bibliographic review of a quantitative and qualitative approach, to identify the research developed in Brazil aimed at the formation of literacy teachers from the study books of the National Pact for Literacy in the Right Age – PNAIC (Portuguese initials). The results showed that the formation for literacy teachers through PNAIC allowed changes in traditional practices in the literacy processes, in addition to allowing professionals to exchange experiences. Thus, it is concluded that, despite the different epistemological-theoretical-methodological biases inscribed in the PNAIC notebooks, sometimes a more cognitive perspective, more socio-interactionist, the formations contemplate literacy in its social and historical dimensions and allow to strengthen educational practices and encourage the teachers involved.

KEYWORDS: Literacy. Basic education. Formation. Teacher.

RESUMO: *As duas últimas décadas têm sido marcadas por mudanças na educação brasileira que culminaram com a implementação de políticas públicas internacionais e nacionais direcionadas para a redução/erradicação do analfabetismo. Este artigo parte de uma revisão bibliográfica de abordagem quanti-qualitativa, com o objetivo de identificar as pesquisas desenvolvidas no Brasil voltadas à formação de professores alfabetizadores a partir dos cadernos de estudos do Pacto Nacional pela Alfabetização na Idade Certa – PNAIC. Os resultados apontaram que as formações para professores alfabetizadores através do PNAIC permitiram mudanças nas práticas tradicionais nos processos de alfabetização/letramento, além de possibilitar que os profissionais trocassem experiências. Assim, conclui-se que, apesar dos diferentes vieses epistemológicos-teóricos-metodológicos inscritos nos cadernos do PNAIC, ora uma perspectiva de trabalho mais cognitivista, ora mais sociointeracionista, as formações contemplam a alfabetização/letramento em sua dimensão social e histórica e permitem fortalecer as práticas educativas e incentivar os docentes envolvidos.*

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PALAVRAS-CHAVE: Alfabetização. Educação Básica. Formação. Professor.

RESUMEN: Las últimas dos décadas han estado marcadas por cambios en la educación brasileña que han culminado en la implementación de políticas públicas nacionales e internacionales destinadas a reducir/erradicar el analfabetismo. Este artículo se basa en una revisión bibliográfica de un enfoque cuantitativo y cualitativo, con el objetivo de identificar la investigación desarrollada en Brasil dirigida a la formación de maestros de alfabetización a partir de los libros de estudio del Pacto Nacional para la Alfabetización en la Edad Adecuada - PNAIC. Los resultados mostraron que la capacitación para maestros de alfabetización a través de PNAIC permitió cambios en las prácticas tradicionales en los procesos de alfabetización/alfabetización, además de permitir que los profesionales intercambien experiencias. Por lo tanto, se concluye que, a pesar de los diferentes sesgos epistemológicos-teóricos-metodológicos inscritos en los cuadernos PNAIC, a veces una perspectiva más cognitiva, a veces más socio-interaccionista, las formaciones contemplan la alfabetización/alfabetización en su dimensión social e histórica y permiten fortalecer prácticas educativas y alentar a los docentes involucrados.

PALABRAS CLAVE: Alfabetización. Educación básica. Formación. Profesor.

Initial outlines

The Brazilian educational scenario has changed in the last two decades, mainly to contemplate the foreign policies to which the country is a signatory, including the Declaration of Human Rights (UNESCO, 1948), the Salamanca Declaration (UNESCO, 1994) and the Declaration Education for All - EPT (UNESCO, 2015). Thus, internal public policies have been developed and implemented to address established educational goals, such as reducing and eradicating illiteracy, combating discrimination in the educational context, promoting inclusion, access and permanence in educational institutions in marginalized and historically excluded people (BRASIL, 2008; 2012; 2013; 2014).

Among the most recent policies that are based on the theme of literacy, there is the Brazilian National Education Plan - PNE (2011-2020), which aimed at the eradication of “absolute illiteracy” and the reduction by “50% of the functional illiteracy - in which the person can read, but does not understand the text”⁴ (BRASIL, 2012, s/p.). Still, as this document points out, its objective was “to form 50% of Basic Education teachers at the postgraduate level *lato sensu* and *stricto sensu* and guarantee everyone continuous formation”⁵ in their areas of activity (BRASIL, 2012).

⁴ “50% [d]o analfabetismo funcional – em que a pessoa consegue ler, mas não compreende o texto”

⁵ “formar 50% dos professores da Educação Básica em nível de pós-graduação *lato sensu* e *stricto sensu* e garantir a todos uma formação continuada”

These measures are due to a state counterpart based on national data on students' skills in reading, writing and mathematics. According to the Programme for International Student Assessment - PISA (OECD/INEP), Basic Education students in the 15-year age group evaluated in the areas of reading, mathematics and science, have presented unsatisfactory performance in the last three editions (2012; 2015; 2018). Still, according to data indicated by the Demographic Census, 7.2% of Brazilians aged 15 or over are still considered illiterate (IBGE, 2017).

*Provinha Brasil*⁶, in turn, has found that the number of illiterate children in Brazil is still worrying, with special attention to those who have already reached the fifth year of elementary school without understanding what they read or write (INEP, 2011). As well as the evaluation of the Functional Literacy Indicator - INAF of 2018 pointed out that Brazil has 8% of illiterates, however, only 12% of Brazilians aged between 15 and 64 years have proficient literacy level.

Thus, with regard to literacy, the Federal Government, mainly, from the 2000s onwards, had been investing in Public Policies aimed at combating illiteracy through formation programs for Basic Education teachers who worked in public schools, more specifically aimed at teaching Portuguese and Mathematics. These programs were: the School Learning Management Program - GESTAR I (BRASIL, 2004) and GESTAR II (BRASIL, 2006), offered to teachers in the final years of elementary school (from 6th grade to 9th grade); Mobilization for the Quality of Education - PRÓ-LETRAMENTO (BRASIL, 2008), targeting teachers from the early years of elementary school (from the first to the fifth year) and; more recently, the National Pact for Literacy at the Right Age - PNAIC (BRASIL, 2012; 2013; 2014), aimed at literacy teachers comprising from the first year to the third year of the initial years of elementary school.

The National Pact for Literacy at the Right Age - PNAIC, was “instituted by the Ministry of Education through Ordinance no. 867, 4 of July, 2012”⁷ (GOMES, 2013, p. 5) in partnership with the States and Municipalities has as its commitment: “I - literacy in Portuguese and in mathematics; II - the carrying out of annual universal evaluations, by the National Institute of Educational Studies and Research Anísio Teixeira (INEP), for concluding students of the 3rd year of Elementary School; III - the managerial support of the States to the Municipalities that have joined the actions of the Pact”⁸ (GOMES, 2013, p. 5).

⁶ *Provinha Brasil* is used to diagnose the literacy level of children enrolled in the 2nd year of the initial years of elementary school in public schools.

⁷ “instituído pelo Ministério da Educação por meio da Portaria nº 867, de 4 de julho de 2012”

⁸ “I – a alfabetização em língua portuguesa e em matemática; II – a realização de avaliações anuais universais, pelo Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP), para concluintes do 3º ano do Ensino Fundamental; III – o apoio gerencial dos Estados aos Municípios que tenham aderido às ações do Pacto”

Such a program, assuming itself as a formal commitment between the federal, state and municipal governments, proposed to ensure the literacy of children up to the age of eight, which would represent being literate by the end of the 3rd year of elementary school. In this sense, during this period, there is great concern and investment in the educational field with a view to literacy at the right age. This role, that of teaching children to read and write until the end of the third year, falls and is attributed in an explicit and direct way to/on the teacher, according to Pereira (2018, p. 96), in which it is demanded that it be

[...] a flexible and up-to-date teacher, willing to always learn, serving a society marked by the excess and speed of information. In these formation conditions, a conception that the teacher would be outdated is created, unless continually updated by the pedagogical novelties - which are not always new, but simulated as if they were - brought about by the continuing education policies politically committed to the federal government educational project. The constitution of professional identity is another guiding principle of PNAIC that reinforces, together with the teacher, the discourse of the responsibility of their profession in the educational context.⁹

Based on what Pereira (2018) enunciates, it is necessary to problematize this “discourse of responsibility” about which conceptions of language, reading, literacy are presented and discussed in the PNAIC study notebooks. In addition, it is agreed that this professional, first of all, has clarity and mastery of concepts and strategies that he uses or will use in the teaching and learning processes. Therefore, it is not enough for success in these processes, for the teacher to become or “be a reproducer of methods that aim only at mastering a linguistic code”¹⁰ (BRASIL, 2013, s / p).

Thus, it is essential that the literacy teacher has knowledge about which or which conceptions of literacy, language, reading are underlying his practice. This reflection on practice, with the necessary theoretical approach, was observed as a deficit in the work developed by Mattos (2014). According to the author, among the problems found in the formation of literacy teachers, it is observed that: “[...] Teacher formation is not recognized as

⁹ [...]um professor flexível e atualizado, disposto a aprender sempre, atendendo a uma sociedade marcada pelo excesso e rapidez da informação. Nestas condições de formação, funda-se uma concepção de que o professor estaria ultrapassado, a não ser que se atualize continuamente pelas novidades pedagógicas – que nem sempre são novidades, mas simuladas como se fossem – trazidas pelas políticas de formação continuada comprometidas politicamente com o projeto educacional do governo federal. A constituição da identidade profissional é outro princípio norteador do PNAIC que reforça, junto ao professor, o discurso da responsabilidade de sua profissão no contexto educacional.

¹⁰ “ser um reproduzidor de métodos que objetivem apenas o domínio de um código linguístico”

an ongoing process; Teachers and students are lacking spaces for dialogue and reflection in the school context; PNAIC has not yet been understood by teachers”¹¹ (MATTOS, 2014, p. 6-7).

It is interesting to note that the principles of continuing education pointed out by PNAIC in the “Presentation Notebook”, relate to five main axes, namely:

[...] The practice of reflexivity: based on practical action/theory/practice, operationalized in the analysis of classroom practices, combined with theoretical reflection and re-elaboration of practices.

- The constitution of professional identity: carried out in moments of reflection on the teacher's memories as the subject of a broader process, seeking to help him perceive himself in a constant process of formation.
- Socialization: operationalized in the creation and strengthening of study groups during formations that, it is expected, transcend the face-to-face moment, reducing professional isolation, intrinsic to the profession of teacher, who, in general, maintains contact with parents, students and principals, but not with peers.
- Engagement: prioritizing the pleasure of continuing to learn is one of the primary goals of continuing education and certainly part of improving performance in any profession.
- Collaboration: in addition to socialization, it is a fundamental element in the formation process. Through collaboration, we seek to form a network aimed at collective learning, through which teachers exercise participation, respect, solidarity, appropriation and belonging (BRASIL, 2015, p. 27-28).¹²

It is interesting to note that these five formation principles can be summarized as follows: reflection between practice and theory, the empowerment of the teacher as a professional and the creation of groups for the support of the educator. That is, the last two principles, that of engagement and that of collaboration, are inserted in the items mentioned above, in addition to tending to hold the educator responsible for his formation and for the search in the organization of work/support/socialization groups.

As for teacher education, many discussions arise. For Rios (2002, p. 46), formation is

¹¹ “[...] A formação dos professores não é reconhecida como um processo contínuo; Faltam espaços de diálogo e reflexões aos docentes e alunos no contexto da escola; O PNAIC ainda não foi compreendido pelos docentes”

¹² “[...] A prática da reflexividade: pautada na ação prática/teoria/prática, operacionalizada na análise de práticas de salas de aulas, aliadas à reflexão teórica e reelaboração das práticas.

- A constituição da identidade profissional: efetivada em momentos de reflexão sobre as memórias do professor enquanto sujeito de um processo mais amplo, procurando auxiliá-lo a perceber-se em constante processo de formação.
- A socialização: operacionalizada na criação e fortalecimento de grupos de estudo durante as formações que, espera-se, transcenda o momento presencial, diminuindo o isolamento profissional, intrínseco à profissão de professor, que, em geral, mantém contato com pais, alunos e diretores, mas não com seus pares.
- O engajamento: privilegiar o gosto em continuar a aprender é uma das metas primordiais da formação continuada e certamente faz parte da melhora de atuação em qualquer profissão.
- A colaboração: para além da socialização, trata-se de um elemento fundamental no processo de formação. Através da colaboração, busca-se a formação de uma rede que visa ao aprendizado coletivo, por meio do qual os professores exercem a participação, o respeito, a solidariedade, a apropriação e o pertencimento (BRASIL, 2015, p. 27-28).

[...] a reflection on teaching practice always implies a critical analysis of the work we do. If, we are reflecting on our work, we are questioning its validity, the meaning it has for us, for the subjects we work with and for the community of which we are part and that we are building.¹³

Thus, many studies point to a deficit in teacher education in the early years (MATTOS, 2014; VIECHENESKI; COSTA; MARTINIÁK, 2014; SOUZA, 2014; LOVATO, 2015). And, based on the above, the objective of this article is to identify the research developed in Brazil aimed at the training of literacy teachers from the study books of the National Pact for Literacy at the Right Age - PNAIC.

Methodological outlines

This study was developed from a bibliographic review of a quantitative and qualitative approach, carried out in the first semester of 2018. The data were collected from the following data: Repository of the Federal University of Santa Catarina - UFSC, from the Coordination for the Improvement of Personnel Higher Education - CAPES, Scientific Electronic Library Online - SciELO and the *Sistema de Información Científica Redalyc Red de Revistas Científicas de América Latina y el Caribe* - Redalyc. The descriptors used were as follows: PNAIC; PNAIC and formation; PNAIC and Basic Education, including the Boolean operator “and”.

The inclusion and exclusion criteria were defined by reading the summary of the works found. Included were works that dealt in their entirety about PNAIC and teacher formation. Repeated works were excluded and did not understand the inclusion criterion previously mentioned.

The delimitation of the period for the selection of works was the publication between 2013 and 2017. The area of publication of works was limited to “Education”.

Data analysis took place from Content Analysis (BARDIN, 2010), with the following categories: i) representations of literacy teachers in formation; ii) the analysis of the reports and/or formation process of the Study Counselors.

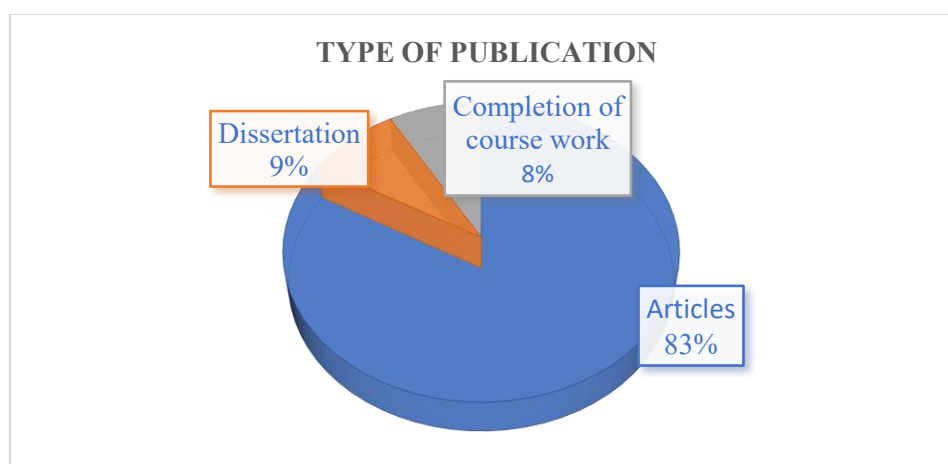
¹³ [...] uma reflexão sobre a prática docente implica sempre uma análise crítica do trabalho que realizamos. Se, estamos fazendo uma reflexão sobre nosso trabalho, estamos questionando sua validade, o significado que ele tem para nós, para os sujeitos com que trabalhamos e para a comunidade da qual fazemos parte e que estamos construindo.

Results

Twelve works were selected, published in the following magazines: two in the *Revista Ibero-Americana de Estudos em Educação*; two in the *Caderno Cedes*; two works at *Praxis Educativa*; one in the *Revista Brasileira de Estudos Pedagógicos*; one in the *Revista Jovens Pesquisadores*; one in *Revista Educação Especial (UFSM)*; one at *EccoS - Revista Científica*; one at the Repository of the Federal University of Santa Catarina; and one at the Repository of the Pontifical Catholic University of Rio Grande do Sul.

As for the type of publication, they were categorized into: ten articles; a dissertation and a Course Conclusion Paper, as shown in graph 1.

Graph 1 - Type of publication



Source: Research data.

From these studies, it was observed that the year 2017 had four publications, followed by four in 2015; three in 2016 and one in 2013, as shown in graph 2.

Graph 2 – Publications per year

Source: Research data

As for the works, a description follows in Table 1.

Table 1 – Literature review

Nº	YEAR	AUTHORS	PUBLICATION
1	2013	BARCELLOS (Completion of course work)	BARCELOS, Ana Paula Vieira. A abordagem da literatura na formação do Pacto Nacional pela Alfabetização na Idade Certa – PNAIC ¹⁴ . 2013. Monografia (Trabalho de Conclusão de Curso de Pedagogia) - Centro de Ciências da Educação, Universidade Federal de Santa Catarina, Florianópolis, 2013.
2	2015	AMARAL (Article)	AMARAL, Arlene de Paula Lopes. Formação continuada de professores: reflexões sobre a participação no Pacto Nacional pela Alfabetização na Idade Certa ¹⁵ . Cad. Cedes , Campinas, v. 35, n. 95, p. 127-133, jan./abr. 2015.
3	2015	KAUFMANN; LUCAS; SILVEIRA; OLIVEIRA; GUSTSACK (Article)	KAUFMANN, Maira Bartira Kaufmann; LUCAS, Graziela Rodrigues; SILVEIRA, Maria Eduarda de Melo Silveira; OLIVEIRA, Cláudio José de Oliveira; GUSTSACK, Felipe Gustsack. Estudos de narrativas sobre memórias de alfabetização: algumas considerações sobre letramento e numeramento ¹⁶ . Revista Jovens Pesquisadores , Santa Cruz do Sul, v. 5, n. 2, p. 88-97, 2015.
4	2015	RECH; ANTUNES; ÁVILA; OLIVEIRA; SILVA (Article)	RECH, Andréia Jaqueline Devalle; ANTUNES, Helenise Sangoi; ÁVILA, Cinthia Cardona de; OLIVEIRA, Glauçimara Pires; SILVA, Vanir Ferrão da Silva. Analisando as contribuições do Programa Nacional pela Alfabetização na Idade

¹⁴ The approach of literature in the formation of the National Pact for Literacy at the Right Age - PNAIC

¹⁵ Continuing teacher education: reflections on participation in the National Pact for Literacy at the Right Age

¹⁶ Studies of narratives about literacy memories: some considerations on literacy and numeracy

			Certa frente à prática pedagógica inclusiva dos professores orientadores de estudos ¹⁷ . Revista Educação Especial , Santa Maria, v. 28, n. 51, p. 225-240, jan./abr. 2015.
5	2015	TEDESCO (Dissertation)	TEDESCO, Sirlei. Formação continuada de professor : experiências integradoras de políticas educacionais – PNAIC e PROUCA – para alfabetização no ensino fundamental de uma escola pública ¹⁸ . 2015. 96 f. Dissertação (Mestrado) - Programa de Pós-Graduação em Educação, Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, 2015.
6	2016	COUTO; GONÇALVES (Article)	COUTO, Maria Elizabeth Souza; GONÇALVES, Alba Lúcia. A formação dos formadores: um estudo sobre o PNAIC ¹⁹ . Práxis Educativa , Ponta Grossa, v. 11, n. 1, p. 151-170, jan./abr. 2016.
7	2016	MACHADO; SPESSATO (Article)	MACHADO, Maira Gledi Freitas Kelling; SPESSATTO, Marizete Bortolanza. Formação continuada de professores alfabetizadores: as (re)significações docentes com base nas ações do PNAIC em Santa Catarina. ²⁰ RIAPE - Revista Ibero-Americana de Estudos em Educação , v. 11, n. esp. 4, p. 2483-2498, 2016.
8	2016	SÁ; PESSOA (Article)	SÁ, Carolina Figueiredo de; PESSOA, Ana Cláudia Rodrigues Gonçalves. Práticas de alfabetização em turma multisseriada no contexto do Pacto Nacional pela Alfabetização na Idade Certa (PNAIC). ²¹ Práxis Educativa , Ponta Grossa, v. 11, n. 1, p. 215-241, jan./abr. 2016.
9	2017	AGUIAR; BRICHI; ZAPATA (Article)	AGUIAR, Maria Aparecida Lapa de; BRICHI, Caren Cristina; ZAPATA, Soraia Irrigarav. Formação continuada para professores do Pacto Nacional pela Alfabetização: continuidades, rupturas e ressignificações ²² . Cad. CEDES [online] , v. 37, n. 102, pp. 201-218, 2017.
10	2017	JESUS; TASSONI (Article)	JESUS, Deise Cristina Carvalho; TASSONI, Elvira Cristina Martins. Escritas de mim: narrativas e a autoformação docente ²³ . EccoS – Rev. Cient. , São Paulo, n. 44, p. 225-240, set./dez. 2017.
11	2017	KLEIN; GUIZZO (Article)	KLEIN, Juliana Mottini; GUIZZO, Bianca Salazar. Problematizando representações docentes nos Cadernos de formação do Programa Pacto Nacional pela Alfabetização na Idade Certa

¹⁷ Analyzing the contributions of the National Program for Literacy at the Right Age in view of the inclusive pedagogical practice of teachers who advise studies

¹⁸ **Continuing teacher education**: integrating experiences of educational policies - PNAIC and PROUCA - for literacy in elementary school in a public school

¹⁹ The formation of educators: a study on PNAIC

²⁰ Continuing education of literacy teachers: teaching (re)signification based on the actions of PNAIC in Santa Catarina.

²¹ Literacy practices in a multi-grade class in the context of the National Pact for Literacy at the Right Age (PNAIC)

²² Continuing education for teachers of the National Pact for Literacy: continuities, ruptures and resignifications

²³ Writings of me: narratives and teacher self-formation

			(PNAIC) ²⁴ . Rev. Bras. Estud. Pedagog. , v. 98, n. 249, p. 311-331, ago. 2017.
12	2017	VELOSO; LÉLIS; ALMEIDA (Article)	VELOSO, Geisa Magela; LÉLIS, Úrsula Adelaide de; ALMEIDA, Cecília Barreto. Leitura deleite como ancoragem para mudanças pedagógicas no âmbito do PNAIC ²⁵ . RIAEE – Revista Ibero-Americana de Estudos em Educação , v. 12, n. 1, p. 404-421, 2017.

Source: Devised by the authors

It is considered that in 2015 and 2017 there was an expressive number of publications as a result of the end of the course and, consequently, many discussions were held, problematizing the PNAIC training books.

The first category of analysis refers to the representations of literacy teachers in formation at PNAIC. For this category, nine works were selected, which are: (BARCELOS, 2013; AMARAL, 2015; KAUFMANN; LUCAS; SILVIERA; OLIVEIRA; GUSTAVO, 2015; RECH; ANTUNES; ÁVILA; OLIVEIRA; SILVA, 2015; SÁ; PESSOA, 2015; TEDESCO, 2015; VELOSO; LÉLIS; ALMEIDA, 2017; JESUS; TASSONI, 2017; KLEIN; GUIZZO, 2017).

The second category is based on the analysis of the reports and/or the formation process of study advisers. For this category, three works were selected, namely: (COUTO; GONÇALVES, 2016; MACHADO; SPESSATTO, 2016; AGUIAR; BRICHI; ZAPATA, 2017).

Analyzes and discussions: some reflections

i) Representations of literacy teachers in formation at PNAIC

Barcelos (2013) in her Completion of Course Work “The approach of literature in the formation of the National Pact for Literacy at the Right Age - PNAIC”²⁶, launched a look at the teaching of literature in the PNAIC notebooks. The author observed that even if literature is not the main focus of discussions, it appears “as a background for the entire process of literacy literacy”²⁷ (BARCELOS, 2013, p. 6).

The experience report woven by Amaral (2015) “Continuing teacher education: reflections on participation in the National Pact for Literacy at the Right Age”, spoke about the

²⁴ Problematizing teaching representations in the formation notebooks of the National Pact for Literacy at the Right Age Program (PNAIC)

²⁵ Reading delight as an anchor for pedagogical changes within the scope of PNAIC

²⁶ “A abordagem da literatura na formação do Pacto Nacional pela Alfabetização na Idade Certa – PNAIC”

²⁷ “como pano de fundo para todo o processo de alfabetizar letrando”

author's experience as a educator of teachers for PNAIC and its developments. Amaral pointed out that despite the delay in the delivery of formation materials, the author reinforced the importance of the course by PNAIC in terms of theoretical discussions and teaching reflection on her pedagogical practice with students of the early years, which contemplates the formation of teachers of that program.

In “Studies of narratives about literacy memories: some considerations on literacy and numeracy” by Kaufmann, Lucas, Silveira, Oliveira and Gustavo (2015), aimed to present part of the results of the research project “Language and Mathematical Education for Basic Education: a study of pedagogical experiences”, the latter who studied the formation and pedagogical experiences of teachers working in Basic Education. From the narrative of ten teachers enrolled in the PNAIC regarding literacy and numeracy, the authors observed that there is a distance from the concept of numeracy and that it needs to go along with the literacy process, and not exclude or include it a little.

Rech, Antunes, Ávila, Oliveira and Silva (2015), in the text “Analyzing the contributions of the National Program for Literacy at the Right Age in view of the inclusive pedagogical practice of teachers who advise studies”, carried out an assessment of the possible contributions of PNAIC for teachers mentors with regard to students with disabilities. In view of the diversity of students who have arrived at schools in recent years, the research pointed out that PNAIC contributed to the inclusive pedagogical practice of supervisors and, consequently, to the professional and personal formation of teachers enrolled in the course.

When analyzing literacy practices, in a multi-grade class in the field, by a teacher participating in PNAIC and from a documentary research in the notebooks of PNAIC, Sá and Pessoa (2016), in the article “Literacy practices in a multi-grade class in the context of the National Pact for Literacy at the Right Age (PNAIC)”, using Content Analysis, understood that the literacy teacher surveyed showed a concern to teach her students who were of different ages within the same class. Despite organizing and applying activities contemplating copying, memorizing and spelling words, as well as checking the correct writing of those words through dictation, the teacher also proposed playful activities based on the words taught / learned to students through literacy games, fishing and bingo, thus instigating children to read and write, promoting a phonological reflection carried out by children.

The dissertation “Continuing teacher education: integrating experiences of educational policies - PNAIC and PROUCA - for literacy in elementary education in a public school” by Tedesco (2015), investigated from PNAIC and the Program one computer per student - PROUCA, in the extent to which the continuing education course for literacy teachers promotes

an action-reflection-action in relation to teaching practice. The methodology coined by documentary analysis, questionnaire application and classroom observations in a school belonging to the municipal education network of Fagundes Varela-RS, Tedesco (2015), evidenced from the discursive textual perspective of data analysis, that the continuing education contributed to teacher education in order to break with paradigms between theory and practice, as well as allowing the updating of the knowledge of these teachers, taking a look at literacy and literacy from the use of technologies in the processes of teaching and learning, as is the case with PROUCA.

The article by Jesus and Tassoni (2017) “Writings of me: narratives and teacher self-formation”, discussed the narrative of one of the authors, aiming to investigate her reflexive-formative process regarding her personal and professional development in Education from her memory and experiences at PNAIC. The authors concluded that the autobiography made it possible to understand the teaching practice from the reflections on the PNAIC documents and their relationship with the practice. They reinforce that “as a scientific investigation of their own practice, it can constitute an important advance for the field of teacher formation, thinking ethics in the development of the profession, generating commitment to an education for the empowerment of teachers and students”²⁸ (JESUS; TASSONI, 2017, p. 238).

Klein and Guizzo (2017) in “Problematizing teaching representations in the Formation notebooks of the National Pact for Literacy at the Right Age Program (PNAIC)”, sought to problematize the representations of literacy teachers from a cultural analysis in the Formation Notebooks of PNAIC. The results showed that “more recurring representations were linked to reflective literacy teachers, through which teachers are asked to reflect, evaluate and modify their practices, aiming at the literacy of all students up to the age of 8”²⁹ (KLEIN; GUIZZO, 2017, p. 311). The authors also point out that although the formation notebooks point to teacher autonomy, it is regulated by the ideologies that permeate this material, while requiring the teacher to update, modernize, also direct to achieve the goal of teaching children to read and write. until the age of 8, that is, at the right age.

From the text “Reading delight as an anchor for pedagogical changes within the scope of the PNAIC”, Veloso, Lélis and Almeida (2017) analyzed the representations of teachers

²⁸ “como investigação científica da própria prática pode constituir importante avanço para o campo da formação de professores, pensando a ética no desenvolvimento da profissão, gerando compromisso com uma educação para o empoderamento de professores e de alunos”

²⁹ “representações mais recorrentes se vinculavam a professores alfabetizadores reflexivos, por meio das quais os docentes são interpelados a refletir, avaliar e modificar suas práticas, objetivando a alfabetização de todos os alunos até os 8 anos de idade”

enrolled in the PNAIC course regarding the pedagogical content and strategies proposed by the program for literacy teachers. The corpus of the study comprised 1,002 teachers holders of scholarships belonging to the public education network of the municipalities that constitute the Jequitinhonha Valley, who answered a questionnaire applied between November and December 2015. The authors concluded that the continuing formation in service offered by PNAIC allowed changes in the strategies adopted in the classroom by these literacy teachers, reinforcing activities aimed at reading, which are and become important to instigate the student to the habit of reading as is the case of storytelling practices, the reading corner, as well as the shared reading. Therefore, such pedagogical practice ended up stimulating the student to enjoy reading, to curiosity, to the pleasure of reading the stories, he also developed the imagination of these children from more dynamic and fun classes. On the other hand, Veloso, Lélis and Almeida (2017) identified that despite these changes, with regard to literacy and literacy, the pedagogical practices of the subjects of this research are still based on memorization, deciphering with regard to appropriation of the writing system, which ends up signaling a reduction in the literacy process limited to mechanical practices and useful knowledge and, not effectively the appropriation of this knowledge by the student.

ii) The analysis of the reports and/or formation process of the Study Advisers at PNAIC

Couto and Gonçalves (2016) in “The formation of educators: a study on the PNAIC” sought to analyze the process of formation of study advisers and how these educators build their knowledge in order to form literacy teachers enrolled in PNAIC. The study, made up of 49 PNAIC study advisers, showed that these educators consider the formation course important in terms of building their knowledge and in terms of the work carried out with literacy teachers based on the articulation between theory and practice, it refers to the planning of the classes of literacy teachers and the conceptions of reading, written in the process of literacy of children who attend the initial years of elementary school (from the 1st year to the 3rd year).

In the “Continuing education of literacy teachers: the teaching (re)signification based on the actions of the PNAIC in Santa Catarina”, Machado and Spessatto (2016), looked at the role of continuing education for literacy teachers in the State of Santa Catarina to from the PNAIC. The authors identified, from the visit reports, that the material available by the program for literacy teachers and students is important and collaborates with the pedagogical work. However, it cannot be based only on the material, but on the teacher's view of understanding the reading and writing practices that this student brings from their experiences outside of

school and how the interaction in the classroom happens. Another point highlighted from the observations of the visits, refers to the adequate infrastructure of the schools to receive these students, as presented in the National Education Plan, occasionally, the libraries. In this regard, the authors mention that many schools visited adapted the classrooms to receive the books sent by the Ministry of Education (MEC) during the course of the PNAIC course, given that in some institutions the library was under renovation. Machado and Spessatto (2016, p. 2483) concluded that the PNAIC “constituted a significant support to assist the pedagogical work of literacy teachers”³⁰, this ended up contributing to the teaching work in the classroom, “even in a scenario of resistance and in the face of infrastructure difficulties presented by public schools participating in the program”³¹.

Aguiar, Brichi and Zapata (2017) in the work entitled “Continuing education for teachers in the National Pact for Literacy: continuities, ruptures and resignifications”, aimed to analyze, based on a documentary research, reports from the study guides of the State PNAIC of Santa Catarina. The authors understood that the PNAIC course has presented themes already discussed in other courses previously offered by the Federal Government. This implies that advisers in formation, as well as literacy teachers, already had a route of discussions/reflections about the theory and practice presented in the PNAIC notebooks. However, Aguiar, Brichi and Zapata (2017) reinforce that due to the heterogeneity of knowledge before and during continuing formation in service by PNAIC, the processes of teaching and learning contributed to the exchange of experiences in the practices of these subjects in formation in the education network of Santa Catarina, thus, a scenario that must also be configured in other states of the country, as the authors pointed out.

Final considerations

This study aimed to identify the research developed in Brazil aimed at the formation of literacy teachers from the study books of the National Pact for Literacy at the Right Age - PNAIC.

The research presented here referring to the representations of literacy teachers in formation at PNAIC, pointed out that there are movements directed towards change, disruption and deconstruction of traditional practices in the processes of literacy. The formative practices

³⁰ “constituiu-se como um suporte significativo para auxiliar o trabalho pedagógico dos professores alfabetizadores”

³¹ “mesmo em um cenário de resistências e diante das dificuldades de infraestrutura apresentadas por escolas da rede pública participantes do programa”

provided by PNAIC contributed to the professional and personal formation of teachers, thus enabling the formation of the reflective literacy teacher (BARCELOS, 2013; RECH; ANTUNES; ÁVILA; OLIVEIRA; SILVA, 2015; TEDESCO, 2015; SÁ; PESSOA, 2016; JESUS; TASSONI, 2017; KLEIN; GUIZZO, 2017; VELOSO, LÉLIS, ALMEIDA, 2017).

However, there are still resistances regarding these changes in pedagogical practice, that of better understanding the concepts of literacy, of how to use the knowledge of the world brought by students to intertwine with classroom teaching and learning, as well as ideologies that regulated and/or abandoned teaching practice based on PNAIC notebooks (AMARAL, 2015; KAUFMANN; LUCAS; SILVEIRA; OLIVEIRA; GUSTAVO, 2015; KLEIN; GUIZZO, 2017; VELOSO, LÉLIS, ALMEIDA, 2017).

With regard to the formation process for PNAIC Study Advisers, the studies showed that the advisors or educators consider the continuing education course in service to be relevant. Mainly with regard to the organization of the pedagogical work of literacy teachers, as well as the discussions, reflections, socializations about the different conceptions of reading, writing, language adopted in the literacy process of children who attend the initial years of Elementary School (from the 1st year to 3rd year).

In addition, the reports pointed out that the PNAIC study notebooks also presented different epistemological-theoretical-methodological biases, which often confuses the teacher as to the understanding of this material in and in his pedagogical practice. Now, if you have a conception of reading directed to a cognitive bias, now to an interactionist bias (COUTO; GONÇALVES, 2016; MACHADO; SPESSATTO, 2016; AGUIAR; BRICHI; ZAPATA, 2017).

From this bibliographic survey, it is considered that there are gaps left by these researches, such as the identification of the epistemological-theoretical-methodological implications of the study books of the National Pact for Literacy at the Right Age in the formation of literacy teachers.

Finally, it is understood that, despite the different epistemological-theoretical-methodological biases inscribed in the PNAIC books, these contemplate, even if partially, literacy in its social and historical dimension. This does not happen, as the recently published documents have signaled, as is the case of the National Common Curricular Base - BNCC (BRASIL, 2017) by predicting that children will be literate by the second year, in addition to that base recommending the development of skills and abilities to be achieved by the student. As well as, it stands out, Decree no. 9,765 (BRASIL, 2019), which provides for the child's literacy until the end of the first year of the initial years of Elementary School and directs the

teaching practice to the use of the phonic method (combination of sounds with letters in a decontextualized manner) of literacy.

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