

**FORMATIVE PROCESSES OF SUPERVISOR TEACHERS IN THE CONTEXT OF PIBID: MEANINGS ASSIGNED TO ACTIVITIES EXPERIENCED AT UNIVERSITY AND SCHOOL**

***PROCESSOS FORMATIVOS DE PROFESSORES SUPERVISORES NO ÂMBITO DO PIBID: SENTIDOS ATRIBUÍDOS ÀS ATIVIDADES EXPERIENCIADAS NA UNIVERSIDADE E NA ESCOLA***

***PROCESOS FORMATIVOS DE PROFESORES SUPERVISORES EN EL AMBITO DEL PIBID: SENTIDOS ATRIBUIDOS A LAS ACTIVIDADES VIVIDAS EN LA UNIVERSIDAD Y EN LA ESCUELA***

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**ABSTRACT:** This article aims to understand the meanings attributed by the supervising professors of the Institutional Program for Teaching Initiation Scholarships (Pibid) to the activities experienced at the university and in the partner schools within the subproject Laboratory of Pedagogical Practices. We sought, through an analytical-descriptive study, to analyze and discuss data from the reports produced by the eight supervising professors participating in the subproject of Pibid, in the period from 2014 to 2017, in partnership with scholarship students from Teaching Initiation (TI) and the teacher coordinators of Education Department of Bahia State and the co-forming teachers of the four schools of basic education in the municipal teaching network of Guanambi, state of Bahia, who participated in this program. The analysis of the data indicates that the activities developed by the supervising professors at the university and in the partner schools of the Laboratory of Pedagogical Practices subproject, through participation in collaborative study groups in the context of teacher education and practice, made it possible to share knowledge, experiences and learning from teacher education and practice. Pibid is an alternative to establish this partnership, bringing the university closer to basic education, through a collaborative.

**KEYWORDS:** Teacher education. Teaching initiation program. School-university integration.

**RESUMO:** *Este artigo tem como objetivo compreender os sentidos atribuídos pelos professores supervisores do Programa Institucional de Bolsa de Iniciação à Docência (Pibid) às atividades experienciadas na universidade e nas escolas parceiras no âmbito do*

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*subprojeto Laboratório de Práticas Pedagógicas. Procurou-se, por meio de um estudo analítico-descritivo, analisar e discutir dados dos relatórios produzidos pelos oito professores supervisores participantes do subprojeto do Pibid, no período de 2014 a 2017, em parceria com estudantes bolsistas de Iniciação à Docência (ID), as professoras formadoras coordenadoras de área do Departamento de Educação da Universidade do Estado da Bahia e os professores coformadores das quatro escolas da educação básica da rede municipal de ensino de Guanambi, estado da Bahia, que participaram deste programa. A análise dos dados indica que as atividades desenvolvidas pelos professores supervisores na universidade e nas escolas parceiras do subprojeto Laboratório de Práticas Pedagógicas, por meio da participação nos grupos colaborativos de estudo no contexto da formação e da prática docente, possibilitaram o compartilhamento de saberes, experiências e aprendizagens da formação e da prática docente. O Pibid constitui-se como uma alternativa de estabelecimento dessa parceria, aproximando a universidade da educação básica, por meio de um trabalho colaborativo.*

**PALAVRAS-CHAVE:** Formação de professores. Programa de iniciação à docência. Integração escola-universidade.

**RESUMEN:** Este artículo tiene como objetivo comprender los sentidos atribuidos por los profesores supervisores del Programa Institucional de Becas de Iniciación a la Docencia (PIBID) a las actividades vividas en la universidad y en las escuelas que participaron del sub proyecto Laboratorio de Prácticas Pedagógicas. Se buscó, por medio de un estudio analítico-descriptivo, analizar y discutir los datos de los relatos técnicos producidos por ocho profesores supervisores participantes del sub proyecto del Pibid, en el período de 2014 a 2017, en conjunto con estudiantes becarios de Iniciación a la Docencia (ID) y las profesoras formadoras coordinadoras del área del Departamento de Educación de la Universidad del Estado de Bahía y los profesores coformadores de cuatro escuelas de educación básica de la red municipal de enseñanza de Guanambi, estado de Bahía, que participaron de este programa. El análisis de datos indicó que las actividades desarrolladas por los profesores supervisores en la universidad y en las escuelas del subproyecto Laboratorio de Prácticas Pedagógicas, por medio de la participación en los grupos colaborativos del estudio en el contexto de la formación y de la práctica docente, posibilitaron el compartir de saberes, experiencias y aprendizajes de la formación y de la práctica docente. El Pibid se constituyó como una alternativa de establecimiento de ese trabajo conjunto, acercando la universidad de la educación básica, por medio de un trabajo colaborativo.

**PALABRAS CLAVE:** Formación del profesorado. Programa de iniciación a la docencia. Integración escuela-universidad.

## Introduction

Based on the theoretical contribution studied in the discipline “Cultures, Languages and Teacher Formation”, mediated by Professors Dra. Hilda Micarello and Dra. Tânia Guedes Magalhães, from the Postgraduate Program in Education (PPGE) of the Federal University of Juiz from Fora, state of Minas Gerais, we reflect on the contributions and perspectives of the

philosophy of language; on the question of meaning; and also about speech genres and their role in debates about literacies; on research in the humanities, literacy, language, school and teacher formation; about teacher formation - formation through authorial writing and research; on collaborative networks of teachers and immersion in the work context, formative practices in collaborative groups; on teaching materials; and about multi-steps.

Theoretical and practical reflections on these themes in the classes of this discipline, in the moments “of encounters between subjects mediated by language” (MICARELLO; MAGALHÃES, 2014, p. 156), in an interactive practice between the interlocutors (graduate students and teachers), enabled us to understand the concepts of language, meaning, dialogue and mediation, among others, in the Bakhtinian and Vygotskian perspectives, little studied in the formative paths of the authors of this work.

When defining the theme of the final work of the course, we felt compelled to research the formative processes within the subproject Laboratory of Pedagogical Practices (Laprape) of the Institutional Program for Teaching Initiation Scholarship (Pibid), in the Pedagogy course of the Department of Education (DEDC) of Guanambi, Campus XII of the State University of Bahia (Uneb). Our motivation was due to the performance of the first author of this work in this subproject as an area coordination scholarship holder, from 2014 to 2017, and the second author as supervisor in this program at the Boa Ventura Municipal School, in the municipality of Varre-Sai, state of Rio January, from 2014 to 2015.

Pibid enables “a new look at the school, as a field for generating knowledge that should be seriously considered by the university and incorporated into the initial formation projects” (ANDRÉ, 2016, p. 52), with the participation of university professors who act in the formative process of future teachers, in partnership with the teachers of basic education who accompany and guide the activities of the graduates in the partner schools.

The groups constituted in these formative spaces, in a collaborative perspective, “can develop actions that make the partnership between the university and the school effective and contribute to good results in the formation of teachers, and, consequently, in the learning of students” (PASSOS, 2016, p. 167). The actions developed at Laprape, in the period from 2014 to 2017, “aiming to narrow the distance between university and school and favor insertion into teaching” (ANDRÉ, 2016, p. 49), included the following activities: formative meetings in the Study Group Laboratory of Pedagogical Practices, on Campus XII/Uneb, and in the partner schools of Pibid; immersion and performance in the Pibid partner school; conducting pedagogical workshops at the university and in schools, with themes relevant to educational practice in early childhood classes and the early years of elementary school;

production of reports, reports of experiments and scientific articles, disseminating them at local, regional, state and national events.

Considering the development of these practices in the formative path of the basic education supervising teachers who participated in this program, we seek, in this work, to understand what meanings the Pibid supervising teachers attribute to the activities experienced at the university and in the partner schools of the Laprape subproject.

This text discusses data from the reports produced by the eight supervising teachers participating in this subproject of Pibid, in the period from 2014 to 2017, in partnership with scholarship students of Teaching Initiation (TI), the teacher coordinators of DEDC XII/Uneb and co-forming teachers from the four schools of basic education in the municipal education network of Guanambi, state of Bahia, who participated in this program. “It is essential that there is mobility between universities and schools. It is necessary that everyone has a status of educator, university students and teachers of basic education” (NÓVOA, 2017, p. 1117, our translation) and collaboratively participate in the formation processes between peers, in a dialogical relationship, based on discursive constructions, in which the subjects and the senses are constituted discursively in the verbal interactions established in the relationship with the other, in the spheres of human activity (BAKHTIN, 2011), mediated by dynamic, dialogic, discursive, problematizing and interactive encounters.

In the Bakhtinian perspective, “the sense participates in the category of dialogue, [...] only the sense answers questions” (BAKHTIN, 2011, p. 11, our translation), communicated dialogically in the encounter with the subjects who participate in human activity, in a relationship dialogical-discursive relationship established between the interlocutors.

In this article, we are interested in understanding the meanings attributed by Pibid supervising professors to the activities experienced at the university and partner schools, from 2015 to 2017, through the dialogical relationship established in the verbal and discursive interactions of possible utterances (BAKHTIN; VOLOCHÍNOV, 1997) in these formative spaces for interlocution and dialogues.

### **Pibid in the context of teacher formation**

The Institutional Teaching Initiation Scholarship Program (Pibid), created in 2007, in the context of the Coordination for the Improvement of Higher Education Personnel (Capes), linked to the Ministry of Education (MEC), brings the university closer to the school, with the purpose to value the formation of teachers to work in basic education and “encourage the

initiation of teaching, contributing to the improvement of teacher formation at higher level and to the improvement of the quality of basic public education in Brazil” (BRASIL, 2013, p. 2, our translation).

The granting of scholarships in this program is important, since the scholarship holders use part of their weekly workload for the development of the activities proposed and created in the context of the subproject in the partner schools. In this regard, André (2016, p. 50, our translation) highlights: “For university students to be properly monitored and guided, there are scholarships for teachers who graduate from the university and for teachers who supervise teaching degree students in schools”.

This program provides students in the Pedagogy course and other teaching degrees with greater contact with basic education, as it allows them to immerse themselves in school life for a longer, continuous and uninterrupted period, so that they develop pedagogical activities at school. Silvestre (2016, p. 155, our translation) characterizes immersion as “[...] a place no longer as external observer, as is peculiar in the models of more traditional curricular internships, but as a participatory agent of the school routine and the protagonist of a pedagogical praxis”, mediated in the verbal interactions between the interlocutors who produce discursive enunciations (BAKHTIN; VOLOCHÍNOV, 1997) in the encounter with the other in the formative spaces.

According to Passos (2016, p. 169), “such an approach can allow teachers and the entire management team to mobilize and integrate themselves in a process of reflection that articulates collaboration with a view to improving both the work situation and knowledge professional”, in collaborative and learning processes, accompanied by analysis and reflections on their pedagogical practice.

The sharing of knowledge, experiences and learning between TI scholarship holders, area coordinators and supervising teachers co-forming basic education is part of the formative processes, providing professional development, “through opportunities for reflection on practice, shared criticisms and supported changes” (MIZUKAMI; REALI; REYES; MARTUCCI; LIMA; TANCREDI; MELLO, 2006, p. 129, our translation) in the dialogical-discursive relationship established between the peers, who seek to reflect on the formative practices in the context of teacher formation.

The subproject of the Pedagogy course at Campus XII/Uneb “Laboratory of Pedagogical Practices” started in the 2nd semester of 2012, with the participation of 30 TI scholarship holders, an area coordination scholarship holder and three supervisory scholarship holders (OLIVEIRA; REIS, PRADO; CARVALHO, 2017). Subsequently, the scholarships

were expanded, with the project contemplated in Notice no. 61/2013, by Capes, with the participation of 45 TI scholarship holders, 3 area coordination fellows, 8 supervisory fellows and 4 partner schools of the municipal network of Guanambi. The increase in the number of scholarships was significant, as it made it possible to include other students and teachers in this program.

This subproject highlights, in notice CAPES 061/2013, the need to “carry out actions that enable the creation of a close link between the pedagogue, still in their education and the school environment, so that Pedagogy students can experience the school routine, with all its experiences and specificities”. In this subproject, we seek: “To provide teaching degree students with contact with the dynamics of the classroom of early childhood education and the early years of elementary school. Encourage the practice of research in education, favoring scientific production and disseminating the experiences of scholarship holders” (CAPES, 2013, p. 4, our translation).

We seek to achieve these objectives in the actions developed in the formative meetings of the Pedagogical Practices Laboratory Study Group and in the activities carried out at school, through a collaborative project “around a joint work on knowledge. It is important to build an integrated, collaborative and coherent formation course” (NÓVOA, 2017, p. 1116, our translation), which allows the construction of a discursive practice in the relationships established between the participants.

The performance of supervisors in Pibid's partner schools involved the articulation of actions in the formative meetings at the university and at school; in the planning and collective reflection on the intervention activities carried out in the partner schools, according to the institution's curricular and pedagogical proposal; monitoring the activities of TI scholarship holders at school; in the orientation, in partnership with the subproject coordinators, of reports, reports of experiences and scientific articles produced.

### **Research methodology**

The research approach followed in this work is qualitative and interpretive (BOGDAN; BIKLEN, 1994), based on an analytical-descriptive study of the reports produced by Laprape's supervising professors, in the Pibid of the Pedagogy course at Campus XII / Uneb, sent to Capes in the years 2015 to 2017, through the Pibid Reporting System.

According to Freitas (2007, p. 27), in a research, “one seeks, therefore, to understand the subjects involved in the investigation in order, through them, to also understand their



context”. In this study, it is sought, by reading and analyzing the reports, to understand the meanings attributed by the supervising professors of Pibid to the activities experienced at the university and in the partner schools of the Laprape subproject. The material exposed and reported here contains significant data for the formation processes of supervising teachers who participated in Pibid and work in basic education.

The data collection procedure, according to Freitas (2007, p. 27-28, our translation), “is characterized by an emphasis on understanding, using the description that must be complemented, however, by explaining the phenomena under study, looking for possible relations of the investigated events in an integration of the individual with the social”. Therefore, the data collected in this study were analyzed in the reports produced by the Pibid supervisors.

The eight supervising teachers participating in this research were: Andreia, Ana, Beatriz, C armen, Joana, Marta, Mateus and Rita, fictitious names, to preserve their identity. The formative spaces in which these fellows worked, with a view to collaborative work, with the participation of the area coordination and TI fellows, were four partner schools of Pibid/UNEB/Campus XII.

Through the structure presented by the Pibid System to prepare the report of the activities developed in this program, we analyzed 24 reports produced by the supervisors. This report presents the descriptions of the activities experienced at the university and the school and the reflections on them.

Considering the guidelines of Zabalza (2007, p. 58-59), we used, in the analysis of the diaries, the following phases, when analyzing the Pibid reports: a first “exploratory reading” of all the reports produced by the supervising teachers; a “second reading, with annotations in the margin and selection of relevant statements and data”, by means of topic records, highlighted in the document in red and blue, referring to “descriptions” and “reflections”; selective reading of the collected data that demarcated the three categories presented below, which reflect the meanings attributed by the supervisory professors of Pibid to the activities experienced at the university and in the partner schools of the Laprape subproject.

### **What do supervisory professors say about the activities experienced in Pibid?**

In order to better understand the meanings attributed by the Pibid supervising professors, we selected in the reports some aspects to be shared and discussed in this text, in the three categories mentioned: contributions from the university and school partnership in

teacher formation processes; collaborative study groups in the context of teacher formation and practice; knowledge, experiences and learning within the scope of Pibid.

The relationships established during the activities experienced by the supervisors at Pibid permeated the “dialogue understood not only as a face-to-face relationship, but more broadly, also implying a relationship between the text and the context” (FREITAS, 2007, p. 30, our translation), in a dialogical perspective, in the meeting with the interlocutors. In the excerpts from the reports by Joana and Cármen, we realized that these relationships in the context of training enabled reflections on pedagogical practice.

*There were many Pibid actions in which I participated during the semester and among them I highlight the weekly meetings with the TI scholarship holders and the moments of planning and elaboration of the projects and activities developed by the scholarship holders in the classroom in shared teaching. The first for the opportunity to hear from each one their impressions and experiences in the classroom. The second, because it has the opportunity to contribute with suggestions, ideas for the elaboration of significant intervention proposals for its teaching activities [...]. (Supervisor Carmen, our translation)*

*In the development of all activities, Teaching Initiation Fellows sought to establish an environment of responsibility, mutual respect and mutual assistance in order to favor the implementation of strategies and solutions to problems, seeking to respect the needs and rhythms of students' learning, in addition to assist them in overcoming any difficulties. (Supervisor Joana, our translation)*

The supervisors point out as important aspects, in the activities experienced in the scope of Pibid, the participation in the formative meetings in the university and in the school; the moments of collective planning and elaboration of projects and activities developed by TI scholarship students in the classroom, with the implementation of strategies and solutions to some problems in the teaching and learning process. “And it is in this articulation of the problem to be faced, in studying, exchanging ideas, proposing projects, preparing materials, [...] reflecting on what they did, recording what they did and what they reflected on what they did that the participants will be able to build uniqueness [...]” (GARCEZ; SCHLATTER, 2017, p. 25, our translation).

The activities carried out within the scope of Pibid were proposed and created by the area coordinators, supervisors and TI scholarship holders, in a collaborative construction of knowledge, experiences and learning from the formative path and teaching practice, which allows “the teacher to advance in his professional development and its pedagogical practice”



(PASSOS, 2016, p. 178, our translation), enriched by the experiences in the formative meetings at the university and at school.

### **Contributions of the university-school partnership in teacher formation processes**

Pibid provides the partnership between the university and the school and can be considered as the “third place” mentioned by Nóvoa (2017). For supervising teachers, this space is conducive to the exchange of experiences and knowledge. This partnership is fundamental in the context of teacher formation and practice, as expressed by Marta's report:

*For the good development of an educational practice, one must take into account the inseparability of theory and practice. In this perspective, we have partnered the School with the University, since knowledge is built from the exchange of experiences and knowledge. (Supervisor Marta, our translation)*

According to Nóvoa (2017, p. 1116, author' highlights, our translation), “the secret of this 'third place' lies in a mutual fertilization between the university and the schools, in the construction of a place of dialogue that reinforces the presence of the university in the space of the profession and the presence of the profession in the space of formation”. Also the supervisor Andreia highlights in her report the importance of Pibid in this university-school partnership: “Certainly Pibid is a project that came for enrichment and experience [...], because there is a reciprocal exchange of experiences. It is a breakthrough in education, as the school needs this partnership in the teaching and learning process” (our translation).

Nóvoa (2017, p. 1115, our translation) states that “this is where the teaching profession takes place, not only in terms of formation, but also in terms of its affirmation and public recognition”. Indeed, participation in the actions proposed by the subproject at Campus XII / UNEB was fundamental for supervisors in their formation, affirmation and public recognition, as the reports illustrate:

*I actively participated in all the actions proposed by the subproject on the Campus. There we met with the whole group every fortnight for orientation, studies, workshops, exchange of experiences between schools and other demands that arise in the process. I also participated in specific meetings between coordination and supervision to receive specific guidance on my performance and also to exchange experiences and even share the concerns and challenges of the supervising professor. (Supervisor Carmen, our translation)*

*In Laprape's study groups, moments like exchanges of experiences between partner schools have been fundamental for the good performance of the program. (Supervisor Mateus, our translation)*

As we can see, the formative space provided by Pibid is a “place of connection between the university, schools and public policies” (NÓVOA, 2017, p. 1116, our translation). The work developed at Laprape made it possible to meet undergraduate students, teachers of basic education and professors at the university, becoming a place for the exchange of knowledge and experiences in formative processes, assuming “the space of performance as a place where it is possible to build and defend new perspectives on making teaching and making learning” (GARCEZ; SCHLATTER, 2017, p. 26, our translation) in formative practices in the context of collaborative groups.

### **Collaborative study groups in the context of teacher formation and practice**

In collaborative study groups, “teachers can enhance their reflective capacity about what they do in the classroom. The possibility of university teachers participating with basic school teachers in groups can contribute to a process of reflection [...]” (PASSOS, 2016, p. 170, our translation).

Pibid is a collaborative and study space, which enables the formation of those involved, placing them in constant learning, based on reflection and criticism about the pedagogical practice of teachers. This space received a prominent place in the reports of the supervising professors.

*At each formation meeting, held every two weeks, there were study groups, discussions, reports of experiences, reflections on the practice of each one, where we collectively decided on strategies for the next activities. [...] The meetings contribute to personal development and to the continuous improvement of work in the classroom. (Supervisor Joana, our translation)*

*All of these experiences bring positive reflections on my teaching identity. At all times I have the opportunity to think about my practice and also to grow with my studies and formation. (Supervisor Carmen, our translation)*

The importance for the continued formation of study groups and reflection on their own practice was highlighted by the supervising professors in the reports here partially transcribed. According to Passos (2016, p. 171, our translation), “the bond between the participants is essential and only occurs when everyone is involved in common goals, such as, for example, the search to give meaning to the professional vision, which generates reciprocity and proximity, as a strong sense of belonging to the group”.

It is a fact that the collaborative study group formed within the scope of the Laprape subproject enabled the link between the participants and the reflective capacity of the pedagogical practice used in the classroom. It also favored the approximation between theory and practice, pedagogical thinking and doing, turning the classroom into a place of continuous learning, as expressed in the following reports:

*The fellows show interest and commitment to the subproject, dedicate themselves weekly to Pibid, participate in meetings with supervision, are assiduous, punctual and creative. [...] The scholarship holders have also been committed to the implementation of new teaching methodologies, such as the elaboration and development of projects, games and diversified activities. (Supervisor Rita, our translation)*

*Finally, I could not fail to report the last collective meeting that took place at the school. An enriching moment, in which the teachers spoke about how important they consider the presence of the scholarship holders, because at the same time that they contribute to the formation of academics, they also learn and that this exchange of knowledge contributes to the students' learning. [...] It is evident, therefore, the relevance of Pibid in the construction of the professional identity of future teachers. (Supervisor Joana, our translation)*

The collective meetings at the school provided a moment of mutual learning, in which everyone learned. This collaboration between those involved was essential to the success of Laprape's program and activities. From what can be seen in the supervisors' reports, there was no such thing as what they taught and what they learned. Collaborative study groups could be considered a learning cycle, since everyone learned and taught at the same time, in a collaborative space. This contributed to the students' learning. According to Passos (2016, p. 165, our translation), “[...] the formative dimension of groups that are thus constituted is enhanced when their participants reveal the overcoming of the individualized way in which decisions about teaching and learning are made in the school routine”.

The supervising professors of Pibid, in their reports, make clear the importance of this collaborative space provided by the program. They also highlight that the participants with different levels of experience helped in the professional development of all members of the program and in the students' learning. For Passos (2016, p. 168, our translation), “this space is crossed by the human dimension and its occupants go through it and are constituted as people and as professionals”, as expressed by the supervisor Andreia's report (our translation): “Pibid was one of the best government programs that came to assist the teacher, and help him with quality education, everyone wins, a teacher with the help of the scholarship holder and them learning to exercise the function of teacher/educator. I will focus again”.

The program enabled the constitution of those involved as persons and as professionals, which can be seen in the excerpt of the supervisor's report. The approximation of the university to the schools, through Pibid, allowed to go beyond the limits of an initial formation limited only to the university and detached from pedagogical practices. Pibid promoted a space for collaborative reflection, in which everyone can grow professionally and personally (PASSOS, 2016). This is essential for the initial and continuing formation of teachers, as it constitutes a process of valuing and strengthening the teaching identity.

Nóvoa (2017, p. 1121, our translation) highlights the need “for spaces and times that allow a work of self-knowledge, of self-construction”, that is, a reflective and collaborative space, in which there are actions for the professional and personal development of those involved.

The holding of formative meetings at the university and in Pibid's partner schools enabled the exchange of knowledge and experiences between the subproject scholarship students, providing opportunities for learning about learning and literacy, understanding the levels of appropriation of reading and writing, for example, through the development of workshops, among other formative practices.

### **Knowledge, experiences and learning within the scope of Pibid**

The supervising professors of the Pibid program highlighted the importance of the exchange of experiences provided by it, making the classroom a learning space for teaching practice, which can be seen in the following excerpt of the report:

*The classroom should be a space for communication about reality, a space for the construction and reconstruction of knowledge. [...] In this direction, the subproject Laprape in communion with the school, aimed to develop a proposal with a more dynamic work and closer to the student, enabling reading and writing practices with sense and meaning to provide reading as a social practice in everyday life in the classroom. (Supervisor Ana, our translation)*

The reports of the supervising professors highlight the importance of the actions of the Laprape subproject. These actions allowed the exchange of experiences, knowledge and learning from teaching practice and, thus, highlighted the possibility of meaningful reading and writing practices. Garcia-Reis (2016, p. 40, our translation) highlight that “writing experiences at the university can bring essential repercussions to the basic school, considering

that genres, as a way of acting socially, present themselves, both at school and at university, as a principle that should govern this learning”.

The writing experiences were pointed out in the report of the supervisor Ana:

*The formation of readers is an essential task within the public school. Therefore, we developed a reading project to meet the real needs of students. One of the activities carried out was storytelling, which helped to rescue in our students, the tenderness, the lovingness and purity prevailing in the creation existing in each one of us.*

*The choice of the book: Dona Baratinha, by Ana Maria Machado, allowed students to dive into the universe of reading, understanding and appropriation of the alphabetical system, orality and interpretation. The knowledge produced by the students resulted in one of the first steps towards the development of skills and competences about reading and conventional writing, mainly.*

*[...] It is understood, therefore, that this initiative is of great relevance both for the formation of new critical and reflective readers, as well as for the formative processes of teaching degree students of Pedagogy as well as of conducting teachers. (our translation)*

According to Silva (2016, p. 11, our translation), “the teacher's writing and reflection practices are necessary for the realization of the articulation between theoretical and practical knowledge, which may also result in the construction of other knowledge in response to the specific demands of the places of pedagogical work”. In this sense, Pibid has become a space for diverse knowledge and exchange of experiences, providing advancement in student learning, in the initial and continuing formation of teachers. The supervisors' reports demonstrate the importance of this constructive exchange that occurred throughout the program and enabled its professional development.

Pibid has, in a way, broken with the idea that teacher formation only happens in universities and that the school is just a space for using what you learn in teaching degree courses.

Analyzing the reports of the supervising teachers becomes evident that the school has become a formative space as important as the university. And it is in this space that knowledge and experiences are shared and favor the reflection of the entire learning process. It is a space of constant exchange, in which everyone has something to teach and everyone learns.

The following fragments of the reports produced by the supervisors highlight the importance of Pibid for the exchange of experiences and knowledge of all participants:

*The second semester of 2017 was a period of significant experiences and a lot of learning for us, scholarship holders, where I had the opportunity to*

*carry out practical activities and also to study and reflect on various topics. We participated in the elaboration, planning and development of activities based on the project “Playing one also learns”, developed by the school and which counted on the participation of the scholarship holders through intervention proposals. We also count on the contribution of the area coordinator Sandra Oliveira, who held a workshop at the school with the theme “Mathematics in a playful perspective” that culminated in the organization and realization of the “Playful mathematical competition: let's play, play and create with pleasure!”, On 11 October 2017, which involved the whole school together with TI, supervision and coordinator fellows, giving the whole school community the opportunity to experience mathematics within a playful and pleasurable proposal. (Supervisor Carmen, our translation)*

*We also had rich moments of learning and exchange of experiences in Laprape's formative meetings, which leads us to reflect deeply on teaching through the construction and deconstruction of concepts. (Supervisor Carmen, our translation)*

*[...] All the activities developed by the pibid students were of great importance for the students' learning, because during them they were very visible to the students.*

*I was able to see the commitment, dedication and commitment of the fellows, in the sense of planning and developing the activities in partnership with the class teacher. In this way, their knowledge and learning was expanded, as well as that of the students in the class worked by a scholarship holder. (Supervisor Beatriz, our translation)*

The learning moments provided by Pibid enabled the exchange of significant experiences, that is, they allowed “each one to build his position as a professional, learn to feel like a teacher” (NÓVOA, 2017, p. 1123, author' highlights, our translation). In this sense, the approximation between school and university provides the creation of formative spaces, “creating bonds and crossings without which no one will become a teacher” (NÓVOA, 2017, p. 1123, our translation). In fact, it is important in the context of formation to value knowledge, learning and experiences of the formative practices of basic education teachers.

## **Final considerations**

From the data obtained in the reports produced by the supervisors during their work at Pibid, in the period from 2014 to 2017, we realize that they attribute meanings to the activities experienced at the university and in the partner schools of the Laprape subproject, through their participation in the collaborative study groups in the context of formation and teaching practice, through the sharing of knowledge, experiences and learning within the scope of Pibid, in the formative meetings at the university and in the partner schools of this program.



Pibid is an alternative to establish this partnership, bringing the university closer to basic education, through collaborative work between university students and teachers and co-teachers of the school, who seek to develop collective actions in formative spaces.

Participation in the subproject provided supervising teachers with a reflective look at teacher formation and practice, articulating theory and practice in activities developed at school and in formative meetings. Such events made it possible to share knowledge, experiences and learning from formative practices in the context of collaborative study groups within the scope of the Laprape subproject.

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