

O PROGRAMA RESIDÊNCIA PEDAGÓGICA: EXPERIÊNCIAS FORMATIVAS NO CURSO DE PEDAGOGIA

EL PROGRAMA DE RESIDENCIA PEDAGÓGICA: EXPERIENCIAS FORMATIVAS EN EL CURSO DE PEDAGOGIA

THE PEDAGOGICAL RESIDENCY PROGRAM: FORMATIVE EXPERIENCES IN THE PEDAGOGY COURSE

Diene Eire de MELLO¹
Dirce Aparecida Foletto de MORAES²
Sandra Aparecida Pires FRANCO³
Ediléia Ferreira de ASSIS⁴
Graziela POTOSKI⁵

RESUMO: O presente texto buscou investigar as contribuições que o Programa Residência Pedagógica edital CAPES, 06/2018 proporcionou a um grupo de estudantes do Curso de Pedagogia de uma Universidade pública do interior do Paraná. Como procedimento metodológico, a opção foi pela abordagem qualitativa, na modalidade exploratório-explicativo. O público alvo foi constituído por quinze estudantes. Os dados foram coletados por meio dos seguintes procedimentos: observações das atividades realizadas pelos residentes, análise documental das produções e narrativas em seus portfólios individuais. Para a análise dos dados, os materiais foram submetidos à Análise de Conteúdo, usando o critério semântico para a criação das categorias. Os resultados indicam que o Programa Residência Pedagógica apresenta algumas fragilidades, mas proporcionou várias contribuições ao processo formativo inicial dos estudantes, com destaque para novas experiências, articulação entre teoria e prática, formação acadêmica, profissional e humana e entendimentos sobre o que é ser professor. Os dados revelam ainda que, apesar de vários encaminhamentos e estudos é preciso uma reorganização das atividades para inserção de programas de Formação Inicial que possibilitem novas e significativas experiências aos estudantes em seu processo formativo, e que, é preciso que as Formações de Professores não tenham ênfase na subjetividade do professor, mas nas possíveis mudanças sociais e educacionais com contribuições efetivas no tocante ao processo formativo do futuro docente.

PALAVRAS-CHAVE: Residência pedagógica. Formação inicial de professores. Atuação profissional. Educação.

¹ State University of Londrina (UEL), Londrina – PR – Brazil. PhD in Education. ORCID: <http://orcid.org/0000-0001-6048-8130>. E-mail: diene.eire.mello@gmail.com

² State University of Londrina (UEL), Londrina – PR – Brazil. PhD in Education. ORCID: <https://orcid.org/0000-0002-1392-1605>. E-mail: dircemoraes2007@gmail.com

³ State University of Londrina (UEL), Londrina – PR – Brazil. PhD in Education. ORCID: <https://orcid.org/0000-0002-7205-744X>. E-mail: dircemoraes2007@gmail.com

⁴ State University of Londrina (UEL), Londrina – PR – Brazil. Master's student in Education. ORCID: <http://orcid.org/0000-0003-2406-2452>. E-mail: edileiassis@gmail.com

⁵ State University of Londrina (UEL), Londrina – PR – Brazil. Master's student in Education. ORCID: <https://orcid.org/0000-0002-0468-0918>. E-mail: gra_potoski@hotmail.com

RESUMEN: *El presente texto buscaba investigar las contribuciones que el Programa de Residencia Pedagógica CAPES, 06/2018 ofreció a un grupo de estudiantes del Curso de Pedagogía de una universidad pública en el interior de Paraná. Como procedimiento metodológico, la opción era el enfoque cualitativo, en la modalidad exploratoria explicativa. El público objetivo estaba compuesto por quince estudiantes. Los datos fueron recolectados a través de los siguientes procedimientos: observaciones de actividades realizadas por los residentes, análisis documental de producciones y narraciones en sus carteras individuales. Para el análisis de datos, los materiales se enviaron a Análisis de contenido, utilizando los criterios semánticos para crear las categorías. Los resultados indican que el Programa de Residencia Pedagógica tiene algunas debilidades, pero aportó varias contribuciones al proceso de capacitación inicial de los estudiantes, con énfasis en nuevas experiencias, articulación entre teoría y práctica, capacitación académica, profesional y humana y comprensión de lo que significa ser maestro. Los datos también revelan que, a pesar de varias referencias y estudios, es necesario reorganizar las actividades para incluir programas de capacitación inicial que permitan experiencias nuevas y significativas para los estudiantes en su proceso formativo, y que es necesario que las formaciones de maestros no tengan énfasis en la subjetividad, pero en posibles cambios sociales y educativos con contribuciones efectivas con respecto al proceso formativo del futuro maestro.*

PALAVRAS CLAVE: *Residencia pedagógica. Formación inicial del profesorado. Actuación profesional. Educación.*

ABSTRACT: *This text sought to investigate the contributions that the CAPES Pedagogical Residency Program, 06/2018 offered to a group of students of the Pedagogy Course of a public University in the interior of Paraná. As a methodological procedure, the option was for the qualitative approach, in the exploratory-explanatory modality. The target audience was made up of fifteen students. Data were collected through the following procedures: observations of activities carried out by residents, documentary analysis of productions and narratives in their individual portfolios. For data analysis, the materials were submitted to Content Analysis, using the semantic criteria for creating the categories. The results indicate that the Pedagogical Residency Program has some weaknesses, but provided several contributions to the students' initial formation process, with emphasis on new experiences, articulation between theory and practice, academic, professional and human formation and understandings about what it means to be a teacher. The data also reveal that, despite several referrals and studies, it is necessary to reorganize the activities to include Initial Formation programs that allow new and significant experiences for students in their formative process, and that, it is necessary that the Teacher Formations do not have emphasis on subjectivity, but on possible social and educational changes with effective contributions regarding the formative process of the future teacher.*

KEYWORDS: *Pedagogical residence. Initial teacher formation. Professional performance. Education.*

Introduction

The theme around Teacher Education has been widely addressed by several Brazilian and international authors such as Cavaco (1991), Esteve (1991), Nóvoa (1992), Garcia (1997),

Martins (1997), Codo (1999), Libâneo (2015), Pimenta (2002; 2017), Gatti (2014; 2019). The literature, in general, regardless of the theoretical line or aspect to be emphasized, has been concerned with discussing, organizing, reflecting issues that involve Teacher Formation from the beginning in order to think about a model of Initial Formation that allows to form, properly, teachers to face reality.

The questions are always focused on formation that understands the complexity and specificities of teaching. How can teacher education contribute to a more efficient performance at the basic school? What are the contents and guidelines required for formation guided by practices with a broad theoretical component? How can we form teachers to face the practice with children and young people? All of these questions have been the main focus in the area of Teacher Formation in the various degrees in the country. Gatti (2014), already pointed out almost absence in these formation courses in knowledge about the cognitive and socio-affective development of children, adolescents and young people, their cultures and motivations. For the author, in general, in the menus of the curricula of undergraduate courses, there are, in the educational foundations, generic propositions that go beyond offering a more solid formation. In the same line Libâneo (2015, p. 631) expresses that:

the pedagogy degree course remains generic and has a weak formation in methodologies, being separated from the specific contents of early childhood education and initial grades of elementary school, since they are absent from the curriculum. On the other hand, in the degree courses in specific contents, there is a prevalence of the contents of the respective areas of knowledge to the detriment of pedagogical formation, with a low number of hours in the curriculum matrix.⁶

As a way of aligning teacher formation curricula, in recent years we have had several guiding documents for undergraduate courses, such as government guidelines and programs with the aim of promoting new practices in the field of teacher formation. It can be inferred that among the most important with national coverage were the Teaching Initiation Program (PIBID, Portuguese initials) and the Pedagogical Residency Program (PRP), the latter having its first edition in 2018.

However, it is already known that it is not enough to simply implement a program that the problems are solved, but it is necessary to understand the reasons for its implementation, as

⁶ o curso de licenciatura em pedagogia continua genérico e com uma débil formação nas metodologias, estando separado dos conteúdos específicos da educação infantil e séries iniciais do ensino fundamental, uma vez que estão ausentes do currículo. Por sua vez, nos cursos de licenciatura em conteúdos específicos ocorre a prevalência dos conteúdos das respectivas áreas de conhecimento em detrimento da formação pedagógica, com baixo número de horas na matriz curricular.

well as to evaluate its impacts, their pertinence, validity and effective contributions regarding the formative process of the future teacher.

In this sense, the present study sought first to present authors who view the subjectivity of the teacher, in order to think about the implementation of the Pedagogical Residency Program (PRP) that focuses on the capacitation and improvement of teachers and, at the same time, induce the practical formation of students different degrees in Basic Education schools, before graduation. Then, submit research within the scope of the Pedagogical Residence. In the third topic, the methodology and data generation, so that in the fourth topic, the data analysis is carried out. All of these elements allow us to analyze the contributions of the Pedagogical Residency Program in teacher education, specifically, in the Pedagogy Course, the focus of this study.

Teacher formation: transforming human actions

Approaching Teacher Formation requires thinking about the teaching work done by university professors, since one only forms a teacher when the teacher himself uses as practice the conscious teacher. Thus, as teachers at a large University in the State of Paraná, we are concerned with Teacher Formation in the current society. We believe that the major objective to be offered to university students is to guide human actions that transform reality, we understand that it is not enough to know, interpret and analyze data, but to produce scientific knowledge based on men who know their surroundings to then contribute with the formative process of new future educators.

Thinking about Teacher Education requires thinking about the educational act that took place at the University, because educating requires a political and pedagogical positioning, presupposes the intentional action of the educator at all times, implying decision making. Intentionality is one of the assumptions of consciousness and is at the core of the personality. “Therefore, it can be deduced that there is no educational action that is not permeated by the teacher's personality”⁷ (MARTINS, 2007, p. 5).

Meanwhile, Martins (2007) highlights the focus given to research that discusses the subjectivity of the teacher, both in his education and in his professional life. In this sense, the author exposes in this context, the impoverishment of the human and material universe in which people live.

⁷ “Assim sendo, pode-se deduzir que não existe ação educativa que não seja permeada pela personalidade do professor”

In Brazil, Nóvoa (1992) stands out in this line of thought and mentions that it is the teacher himself who should promote reflections on his/her formation. In this sense, in Brazil there is a moment of teacher formation centered on the teacher's own experience. The knowledge of experience enters the space previously occupied by theoretical, methodological and technical formation. This is the moment of the “reflective teacher” who takes on professional development. Reflection comes into question and is guided by its practice. Concerned with the concept of reflection, Garcia (1997) presents the writings of Zeichener and Liston (1987 *apud* GARCIA, 1997) that present three levels: a) analysis of the adopted procedures that are likely to be observed; b) reflection on practical knowledge; and c) political analysis of the practice itself, affirming the need for the development of critical awareness in teachers. In this sense, Gómez (1997) highlights the need to overcome technical rationality and establishes his thinking in reflection, in action. The success of this reflection is established in concrete practices, but through the integration of knowledge and technique.

Martins (2007) highlights that several studies affirm the need for teacher change, due to accelerated changes in society, but no research focuses on the precise characterization of what social changes are occurring and their causes.

A recent proposal in the scope of Teacher Formation was the implementation of a Program called Pedagogical Residence (PRP), which brought the opportunity for advances and perspectives for teaching, with a substantial and social change, realizing possibilities for improving the act education in Brazilian society.

However, so that this change could bring data and positive advances to Education, Esteve (1991) in his writings demonstrated several factors that led the teacher to empty educational values such as: information and alternatives, as well as ruptures of the social consensus on the education, increasing contradictions and fragmentation in teaching. In this bias, education converts to mass education and does not handle diversified teaching. The proposal, then, present and introduced in universities in the year 2018 brought a possibility of changes: the Pedagogical Residence, still in the degree, allowing future teachers to experience the social, political, economic and educational situations present in the different schools and that can somehow rethinking themselves as future teachers and knowledge transmitters.

What we are experiencing in this 21st century is a society that devalues the teacher, exposing him to poor working conditions, leading to the loss of the teacher's identity, causing reactions such as: acceptance of transformation, adapting to new educational requirements; reproduction of their knowledge; doubtful teachers in the face of innovations; and, fear of changes.

This crisis generates stress, anxiety, exhaustion, self-blame and others. For this reason, Esteve (1991) explains that there is a need for changes in teacher formation. And this change may be possible to be accomplished through this PRP, which seeks to replace normative approaches in descriptive approaches, centered on the real performance of the teacher, adapting content to the practical reality of teaching.

Codo (1999), Cavaco (1991), Esteve (1991), Nóvoa (1992), Garcia (1997) and others see teacher formation as emptied of knowledge. However, Martins (1997), analyzing these authors, finds that the school that finds itself engendered within these problems of teaching subjectivity, ends up not being concerned with the systematized knowledge and the real social function of the school.

Heller (1970, p. 18), exposing the real function of the school, states that:

[...] man is already born inserted in his daily life and his primary development is identified with the acquisition of the skills of knowledge necessary to live it by himself. However, the maximum humanization of individuals presupposes the appropriation of forms of elevation above everyday life, it presupposes a process towards the human-generic.⁸

In this context, and by Heller's quote, we see that the school is the place of human emancipation, development and appropriation of knowledge, concepts. It is through it and in it that the educational act aims and is the place where the history of men is produced, through the real action of the teacher. However, in order for the teacher to be able to carry out the educational work, he needs solid formation, from the beginning of the formative process.

In this bias, the Pedagogical Residency Program enters Universities and Basic Education schools, with university professors, conducting teachers and undergraduate students in undergraduate courses, in favor of a single thought: to take to children of Kindergarten, Elementary and High School, scientific knowledge, playfulness, literary reading, social conditions, world reading, perception, sensations, attention, memory, language, theoretical thinking, imagination and creativity, superior psychological functions that allow the development of thought and appropriation of contents, for human emancipation.

The Pedagogical Residency Program: from legal aspects to resonances

⁸ [...] o homem já nasce inserido em sua cotidianidade e seu desenvolvimento primário identifica-se com a aquisição das habilidades dos conhecimentos necessários para vivê-la por si mesmo. Entretanto, a máxima humanização dos indivíduos pressupõe a apropriação de formas de elevação acima da vida cotidiana, pressupõe um processo em direção ao humano-genérico.

The Pedagogical Residency Program (PRP) is a program instituted by Ordinance no. 38, on February 28, 2018 (CAPES, 2018), which aimed to promote the formation and improvement of teachers and induce the practical formation of students of different degrees in schools basic education. However, even before such a Program, there were already isolated studies and initiatives in the country, such as the experiences of Dom Pedro II High School and PRP of the Basic School of the Faculty of Teacher Formation of the State University of Rio de Janeiro (FFP-UERJ) that started long before the Capes and UNIFESP initiative.

The studies by Costa (2015) and Leal (2016) analyzed the experience of Dom Pedro II High School and PRP of the Basic School of the Faculty of Teacher Formation at the State University of Rio de Janeiro (FFP-UERJ). Poladian (2014) in turn studied the UNIFESP Program. Such studies point out interesting aspects regarding the formative process of the future teacher. The results revealed that resident teachers have different attributes than experienced teachers and, therefore, need support and monitoring in the first years of teaching.

In his master's dissertation Conceição (2018, p. 114) deals with the experience of UNIFESP and concludes that the objectives, methodologies and actions developed in Unifesp's PRP proved to be a differential for the teacher's professional insertion, since the teacher has the opportunity to articulate practical and theoretical knowledge learned during formation and in immersion in the school space. For the author, the PRP enabled a better understanding of the teaching performance and the complexity of the day-to-day classroom. However, Silva and Cruz (2018, p. 242) point out:

What is evident is that, in this context, there is a replacement of the centralizing role of the State through regulatory agencies. In Brazil, Capes is a regulatory agency that, under the perspective of the managerialist State, efficiently carries out the evaluation of postgraduate results, which makes it indispensable, from this point of view, for the formation of Basic Education teachers. Such coordination did not even consider the experience already accumulated by the teaching residency proposed at D. Pedro II High School and at the UFMG Pedagogical Center to insert some prerogatives in the public notice of the RP.⁹

Taking into account that the PRP via edict 06/2018 lasted 18 months, starting in August 2018 and ending in January 2020, there are still few more in-depth studies under the *Strictu*

⁹ O que se evidencia é que há, nesse contexto, uma reposição do papel centralizador do Estado por meio de agências de regulação. No Brasil, a Capes é uma agência reguladora que, sob a ótica do Estado gerencialista, exerce, com eficiência, a avaliação dos resultados da pós-graduação, o que faz com que ela seja indispensável, deste ponto de vista, para a formação dos profissionais do magistério da Educação Básica. Tal coordenação nem considerou a experiência já acumulada pela residência docente proposta no Colégio D. Pedro II e no Centro Pedagógico da UFMG para inserir algumas prerogativas no edital da RP.

sensu, as they are studies that demand more time and we still do not have the impact of this program on the insertion of these students in the teaching career. The studies presented are periodical articles, texts in annals of events and book chapters.

Notice no. 06/2018, presented the following objectives:

- I. To improve the formation of students in undergraduate courses, through the development of projects that strengthen the field of practice and that lead the student to actively exercise the relation between theory and professional teaching practice, using data collection and diagnosis about school teaching and learning, among other didactics and methodologies.
- II. Induce the reformulation of the supervised internship in undergraduate courses, based on the experience of the pedagogical residency;
- III. Strengthen, expand and consolidate the relationship between the HEI and the school, promoting synergy between the entity that forms and those that will receive the graduates of the degrees, besides stimulating the protagonism of the teaching networks in the formation of teachers;
- IV. Promote the adaptation of the curricula and pedagogical proposals of the initial formation courses for teachers of basic education to the guidelines of the National Common Curricular Base (BNCC). (CAPES Notice, 06/2018, p. 01).¹⁰

Among the objectives mentioned above, those that caused the most controversy among teachers and researchers were objectives II and IV. In the second objective, when proposing that the PRP “would induce the reformulation of the supervised internship in undergraduate courses”, the main criticisms denounced the program due to a certain interference in the pedagogical proposals of each course that had their specific characteristics, thus damaging the autonomy of universities. Still in objective IV, the proposal's close link to the Common National Curriculum Base (BNCC), so criticized by educators, as an attempt to homogenize the curriculum under penalty of disregarding the specific reality of each region, state or city in the country. In this regard, Sena (2019, p. 20) points out:

The universalization of policies cannot mean homogenization, especially in the field of the school curriculum, where dialogue with socio-cultural specificities is essential to qualify praxis. An equal curriculum for all is a

¹⁰ I. Aperfeiçoar a formação dos discentes dos cursos de licenciatura, por meio do desenvolvimento de projetos que fortaleçam o campo da prática e que conduzam o licenciando a exercitar de forma ativa a relação entre teoria e prática profissional docente, utilizando coleta de dados e diagnóstico sobre o ensino e a aprendizagem escolar, entre outras didáticas e metodologias.

II. Induzir a reformulação do estágio supervisionado nos cursos de licenciatura, tendo por base a experiência da residência pedagógica;

III. Fortalecer, ampliar e consolidar a relação entre a IES e a escola, promovendo sinergia entre a entidade que forma e aquelas que receberão os egressos das licenciaturas, além de estimular o protagonismo das redes de ensino na formação de professores;

IV. Promover a adequação dos currículos e das propostas pedagógicas dos cursos de formação inicial de professores da educação básica às orientações da Base Nacional Comum Curricular (BNCC). (Edital CAPES, 06/2018, p. 01).

proposal that is at least disrespectful, but it is also counter-democratic. It hurts the autonomy of the education networks, of the teachers and of everyone who makes the school. Homogenization disrespects the different ethnic matrices of the Brazilian people, including their achievements, within the scope of educational legislation, which seem to have no value at BNCC.¹¹

However, as it is not the focus of this study, we will not delve into aspects related to BNCC.

According to Silva and Cruz (2018), in addition to linking teacher formation to a strictly pragmatic purpose of serving a curriculum reformulation of Basic Education, the induction of the internship reformulation also hurts the hard-won university autonomy, which allowed the development of universities at all times.

The Program's form of organization was also the target of criticism in the numerous stages, since from the process of selecting public school teachers through data on the Freire platform (hitherto unknown to many), to the formation of nuclei, many were the problems. In the case of a program that involved resources for scholarships (Coordination, student and teacher teacher) according to the ordinance Capes 175/2018, the implementation problems were countless.

According to notice no. 06/2018, the PRP should consist of subprojects. Each nucleus of residency will contain a faculty advisor, 3 tutors and a minimum of 24 and a maximum of 30 residents, with participants admitted with and without a scholarship, as follows the scheme below:

Figure 1 - Organization of the PRP Centers edict 06/2018



Source: Devised by the authors

¹¹ A universalização das políticas não pode significar homogeneização, especialmente, no campo do currículo escolar, onde o diálogo com as especificidades socioculturais é fundamental para qualificar a prática. Um currículo igual para todos é uma proposta no mínimo desrespeitosa, mas, é também contrademocrática. Fere a autonomia das redes de ensino, dos professores e de todos que fazem a escola. A homogeneização desrespeita as distintas matrizes étnicas do povo brasileiro, inclusive, suas conquistas, no âmbito da legislação educacional, as quais parecem não ter valor na BNCC.

The aforementioned organization caused numerous problems, since the system of constituting the nuclei of each degree implied having 24 scholarship students and 06 volunteer students for the Freire platform to validate the data. This aspect caused serious inconvenience to institutions of Higher Education, as it implied having students who did not receive the aid of 400 reais¹², but doing the same job, only as a volunteer.

After the nucleus organization phase, the announcement provided that each licensee would work 440 hours over the course of 18 months, with 100 hours being exclusive to the classroom, a factor that led to complaints by residents, as it was considered by many as a plaster of the program.

In addition to the problems of the constitution of the nuclei, a nerve device referred to the reimbursement of the aid grant in the case of the student's withdrawal before the end of the 18 months, in case the justification was not accepted by the PRP management group at Capes. "It is foreseen the reimbursement of the scholarship by the beneficiary in cases of non-compliance with the rules established in this Ordinance and in the Program notices"¹³ (Art. 37, Ordinance 175/2019, p.16). Unlike other support programs with an aid grant, the PRP provided for reimbursement, under penalty of generating problems in the students' Individual Registration. Thus, keeping students in country schools away from their homes represented a major dilemma for thousands of undergraduates across Brazil to fulfill the program's activities.

Corroborating with Pimenta's idea (2010) the "internship is essential for the development of the technical competence necessary for the future teacher". In this way, the PRP was designed to validate it as a mandatory internship through differentiated actions, but it should be in line with the pedagogical proposal of each course in order to avoid distortions.

It is important to note that the contradiction is a striking feature of reality. In this case, the contradiction was present throughout the process, since the same initial refusal to the program by several institutions, maintaining the justification for a certain interference in the way of organizing the internships, had at the end of 2019 (close to the completion of the actions of notice no. 06/2018) the same voices requesting its continuity when rumors of the program's completion. Thus, it can be said that despite the PRP having very rigid organizational

¹² Sole Paragraph - The following amounts apply to the types of scholarships referred to in Articles 4 and 5:

I - Resident and initiation to teaching: R \$ 400.00 (four hundred reais);

II - Institutional coordinator: R \$ 1,500.00 (one thousand and five hundred reais);

III - Faculty advisor and area coordination: R \$ 1,400.00 (one thousand and four hundred reais);

IV - Preceptor and supervisor: R \$ 765.00 (seven hundred and sixty-five reais).

¹³ "Fica previsto o ressarcimento da bolsa pelo beneficiário nos casos de inobservância às normas estabelecidas nesta Portaria e nos editais dos Programas"

arrangements, each institution, in its own way, created formative environments according to the context where schools and universities were located.

This aspect can be evidenced through the various studies and reports of experiences in events related to teacher formation, more specifically in the VII ENALIC of 2018 (National Meeting of degree courses), which had 90 published works, mostly with rich reports of experiences in the field of teacher formation. In the event SEDU - Education Week, there is also a significant presence of works, totaling 21 publications with reports of experiences and expanded summaries produced by residents, advisors and preceptors.

The PRP now in the second version of the announcement brings some changes in relation to the first. It should be noted that the notice 02/2020 included as priority areas for pedagogical residency: Literacy, Biology, Science, Physics, Portuguese Language, Mathematics and Chemistry. Despite being open to all teaching degree courses, the 2020 notice gave emphasis to these areas. In view of this new notice, it is hypothesized that the prioritization is due to an alignment with large-scale assessments. Although many studies have shown a certain weakness in these areas. "Formation for the practice of literacy and initiation into mathematics and the natural and human sciences is precarious, as is formation for teaching work in the final years of elementary school and in high school"¹⁴ (GATTI, 2014, p.39).

For Libâneo (2015), one of the problems of Teacher Formation courses is that pedagogical knowledge and disciplinary knowledge run in parallel, dissociated, deepening the disconnect between teaching methodologies and content, between teaching methods and investigative methods of the science taught.

It is understood that the problems in the scope of teacher formation are numerous and diverse and that they are not restricted to the format of the internships or the forms of organization in it.

Methodology

The present study aimed to investigate the contributions that the CAPES Pedagogical Residency Program, 06/2018, provided to a group of students of the Pedagogy Course. In relation to the proposed objective, the qualitative approach, in the exploratory-explanatory modality, guided the investigation. The target audience consisted of fifteen students from the

¹⁴ "A formação para a prática da alfabetização e iniciação à matemática e às ciências naturais e humanas é precária, como também é precária a formação para o trabalho docente nos anos finais do ensino fundamental e no ensino médio"

Pedagogy Course at a public university in the interior of Paraná. The samples obtained took into account a group of residents participating in a countryside school who were followed up during the PRP and not the total number of residents of the Pedagogy Course, composed of 72 participants distributed in five schools.

The data were collected through the following procedures: observations of the activities carried out by the residents, documentary analysis of the productions and narratives in their individual portfolios. For data analysis, the materials were submitted to Content Analysis proposed by Bardin (1977), using the semantic criteria for the creation of categories.

Contributions of the Pedagogical Residency Program to the initial teacher formation of the pedagogue

The observations, which occurred during the monitoring of the activities of Pedagogy residents in the school-field, as well as the productions and narratives in the individual portfolios were analyzed in an attempt to find indicators about the possible contributions that the program provided in the initial formation of teachers. The responses indicate the presence of four major categories that refer to the number of arguments and not the total number of subjects. These were chosen in the sense of being able to produce inferences about the contributions of the PR program in the formative process of the future teacher.

Table 1 - Identification of categories on the contributions of the Pedagogical Residency Program to students of Pedagogy

Categories	%	Evidences
New experiences	52,90%	The program made it possible to experience various situations of everyday school, to witness many practices of teachers and learning situations (Resident J) ¹⁵ .
Academic, professional and human formation	21,30%	Participation in the RP program enabled reflections on praxis, involving different aspects of school reality. I believe that today I have a more solid preparation for acting as a teacher, because in addition to learning to plan a class that met the needs of my students, I was able to overcome some personal difficulties, such as shyness, insecurity, fear of speaking in public (Resident B). ¹⁶

¹⁵ O programa possibilitou vivenciar várias situações do cotidiano escolar, presenciar muitas práticas dos professores e situações de aprendizagem, (Residente J).

¹⁶ A participação no programa RP possibilitou reflexões sobre a práxis, envolvendo diversos aspectos da realidade escolar. Considero que hoje tenho uma preparação mais sólida para a atuação como docente, pois além de aprender a planejar uma aula que atendesse as necessidades dos meus alunos, pude superar algumas dificuldades pessoais, como a timidez, insegurança, medo de falar em público (Residente B)

Being a teacher	13,50%	With the Pedagogical Residency I learned that being a teacher goes far beyond what I imagined, it also helped me to see the countless possibilities we have to teach, and which paths we must follow in order to succeed in everyday school life, that is, so that our students learn and develop (Resident E) ¹⁷
Articulation between theory and practice	12,30%	The relations between what you learn (theory) and the experiences in the Pedagogical Residence (practice) were important for overcoming the fear of the encounter with reality, of exposure to the different. (Resident A) ¹⁸

Source: Devised by the authors.

The sample sets show that the Pedagogical Residency Program made many contributions possible to the participants. Among them, with 52.90%, the “new experiences” category was the most expressive. This refers to opportunities to experience real situations that helped to understand how the child thinks and learns, how they relate to the object of knowledge and its specificities. Another aspect highlighted by the residents refers to the experiences of planning, redesigning and executing a class, teaching concepts, developing assessment instruments and didactic material, which are fundamental requirements for teaching. Here are some excerpts to illustrate the category:

The experiences I had in the program were of great value to me, because the contact with the reality of the school provided several significant and important experiences that helped me to see the school as it really is, full of challenges, and events that escape even the most thorough planning, and that, as a future teacher and pedagogue, I will need to deal with each day. However, it also helped me to see the countless possibilities that we have to teach, and which paths we must follow in order to be successful in everyday school life, that is, so that our students learn and develop. (Resident E).¹⁹

During the course of the program, it was possible to perceive several positive aspects of PR, such as the main one, in my view, that made it possible for

¹⁷ Com a Residência Pedagógica aprendi que ser professor vai muito além do que eu imaginava, também me ajudou a enxergar as inúmeras possibilidades que temos para ensinar, e quais caminhos devemos seguir para ter sucesso no dia a dia escolar, ou seja, para que nossos educandos aprendam e se desenvolvam (Residente E)

¹⁸ As relações entre aquilo que se aprende (teoria) e as experiências na Residência Pedagógica (prática) foram importantes para a superação do medo do encontro com a realidade, da exposição ao diferente. (Residente A)

¹⁹ *As experiências que vivi no programa foram de grande valia para mim, pois o contato com a realidade da escola proporcionou várias experiências significativas e importantes que me ajudaram a enxergar a escola como ela realmente é, cheia de desafios, e acontecimentos que fogem até do mais minucioso planejamento, e que, como futura professora e pedagoga, precisarei lidar a cada dia. Porém, também me ajudou a enxergar as inúmeras possibilidades que temos para ensinar, e quais caminhos devemos seguir para ter sucesso no dia a dia escolar, ou seja, para que nossos educandos aprendam e se desenvolvam. (Residente E).*

residents to be immersed in the school environment experiencing this reality intensely. (Resident R).²⁰

Acting as a teacher in the current reality requires a different action compared to other times, we deal with new expectations, new perspectives and all this requires from the teacher a new way of thinking about his/her practice in the classroom, including what is the role in society. For this, the subject in formation needs to experience experiences that help him to understand that the teaching profession is constituted by a process of reflection, construction and reconstruction of knowledge, practices and acquired experiences.

In this sense, the experiences lived by the residents allowed these subjects to be able to confront them with their knowledge and conceptions arising from their previous experiences and thus create conditions to change the conceptions of teaching, learning, the role of the student and the teacher and, still, perceive that the elaboration of theoretical knowledge takes place in different ways.

The second category “Academic, professional and human formation”, with 21.80%, indicates that the program contributed with theoretical aspects, such as a broader and clearer understanding of the teaching and learning and technical processes, when referring to the preparation and execution of a lesson plan, evaluation activities, selection of materials and resources. Learnings related to how to proceed when teaching a scientific concept, the different paths to be followed to ensure quality teaching to students, how to deal with conflict situations and social relations, needs and limitations of a classroom are also part of the list of program contributions in the residents' formative process.

Learning about how to teach is a fundamental element when it comes to teacher professional formation and, often, at the university, this requirement is not given due importance or, in other situations, a curriculum focusing on didactic issues is not prioritized, as the degree student in Pedagogy needs to appropriate a wide field of knowledge that involves a multipurpose formation and that “[...] significantly exceeds the exercise of teaching, especially when it proposes to prepare this teacher for the area of educational management and performance in non-school spaces”²¹ (PIMENTA, 2017, p. 18).

Residents also consider that the program favored several moments of learning, reflection, analysis of actions, exchange of experiences, workshops and theoretical studies on

²⁰ *Ao decorrer do programa, foi possível perceber vários pontos positivos da RP, como o principal a meu ver, que oportunizou os residentes estarem imerso no ambiente escolar vivenciando essa realidade de forma intensa. (Residente R).*

²¹ “[...] excede significativamente o exercício da docência, em especial, quando se propõe a preparar esse professor para a área da gestão educacional e atuação em espaços não escolares”

specific themes of the teaching profession in the formative meetings organized by the coordination and in the orientations that occurred weekly with the supervising teacher. With regard to academic formation, Nunes and Oliveira (2016, p. 04) highlight the relevance in the teacher's formative process by saying:

[...] without systematic studies aimed at professional development, the teacher is unable to establish and maintain the capacity to analyze educational changes, in addition to having difficulty adapting to the new demands of contemporary education.²²

In addition to academic and professional formation, for this group of residents, the program also provided human formation, as it helped to overcome some personal difficulties and limitations, such as shyness, fear, insecurity and shame in public speaking and other personal aspects, as a resident express:

The Residency also contributed so that I could overcome some personal difficulties in relation to shyness, as I needed to overcome this aspect, and there as a resident, I had the objective of making the students see me as a teacher, therefore, this process was important to gain confidence and feel comfortable in the environment. (Resident C).²³

The category “being a teacher”, with a frequency of 13.50%, shows the contributions of the program in terms of understanding the role of this professional in his performance. This group understands that being a teacher is not a vocation, but it is a daily exercise that involves studies, reflections on your actions and commitment to your professional task.

In this sense, the understanding of the teacher as an education professional and as a person is an essential aspect so that the licensee can, from the beginning, understand that teaching is not a simple profession, but a profession that:

[...] it requires scientific and pedagogical knowledge, sensitivity, theoretical inquiry and creativity to face ambiguous, uncertain, conflicting and, at times, violent situations, present in school and non-school contexts. It is in the nature of teaching activity to mediate reflexively and critically between concrete social transformations and the human formation of students, questioning the ways of thinking, feeling, acting and producing and distributing knowledge (PIMENTA; ANASTASIOU, 2008, p. 14).²⁴

²² [...] sem a realização de estudos sistemáticos com vista ao desenvolvimento profissional, o professor não consegue estabelecer e manter a capacidade de analisar as mudanças educativas, além de ter dificuldade de adaptar-se às novas exigências da educação contemporânea.

²³ A Residência também contribuiu para que eu pudesse superar algumas dificuldades pessoais em relação a timidez, pois eu precisava superar esse aspecto, e ali como residente, eu tinha como objetivo fazer com que os alunos me vissem como uma professora, portanto, foi importante esse processo de ganhar confiança e me sentir confortável no ambiente. (Residente C).

²⁴ [...] requer saberes e conhecimentos científicos, pedagógicos, educacionais, sensibilidade, indagação teórica e criatividade para encarar as situações ambíguas, incertas, conflituosas e, por vezes, violentas, presentes nos

The category 'Articulation between theory and practice', with a frequency of 12.30%, shows that the program provided residents with unique moments that the undergraduate course, by itself, would not be able to provide, given its more theoretical specificities. To relate the theoretical elements with the lived experience, understanding that they are inseparable, that the theory does not “apply” in practice and that this requires a theoretical reference as a basis were some of the constructions that characterize this category. About this, the resident R, expresses:

With the pedagogical residency I learned that it is up to the teachers to identify the theory in their daily practice, thus making a dialectical movement between the dimensions of the teacher's activity, a fundamental exercise in the formative process of the future teacher.²⁵

The diverse learning experiences permeated by reflections that allow future teachers the possibility of confronting theory with practice, problematizing and understanding their relations are necessary elements for the teaching formative process. In light of this, it is understood that they will be better able to understand that “thinking critically about today's or yesterday's practice can improve the next practice”²⁶ (FREIRE, 1996, p. 39). Therefore, Gatti *et al.* (2019, p. 187) indicate that the basic knowledge of teacher education needs to be constituted by a theoretical framework and practical experiences in educational spaces.

Final considerations

Regarding the proposed objective, the present study investigated the contributions that the CAPES Pedagogical Residency Program, 06/2018 provided to a group of students in the Pedagogy course.

The results indicate that the Program provided several contributions to the initial formative process of the students of the Pedagogy Course, with emphasis on new experiences, academic, professional and human formation, being a teacher and articulation between theory and practice, as well as showing that, despite various referrals and studies it is necessary to reorganize the activities to insert initial formation programs that enable new and significant experiences for students in their formative process.

contextos escolares e não escolares. É da natureza da atividade docente proceder à mediação reflexiva e crítica entre as transformações sociais concretas e a formação humana dos alunos, questionando os modos de pensar, sentir, agir e de produzir e distribuir conhecimentos (PIMENTA; ANASTASIOU, 2008, p. 14).

²⁵ *Com a residência pedagógica aprendi que cabe aos professores identificar a teoria em sua prática cotidiana, fazendo assim um movimento dialético entre as dimensões da atividade do professor, exercício fundamental no processo formativo do futuro docente.*

²⁶ “pensando criticamente a prática de hoje ou de ontem é que se pode melhorar a próxima prática”

Teacher Formation as a strategy for insertion into the world of work should not be the main emphasis on self-formation strategies as some studies have been propagating, but on possible social and educational changes. Formation issues need to be considered in the complex dynamics of society and in the multifaceted reality.

The data reveal, by sampling in the Pedagogy Course, that the PRP represented an “embryo” for a closer relation between University and School, between the field of formation and the field of action as a unique strategy that deserves to be expanded and serve as allowance for other program offers.

REFERENCES

- BARDIN, Laurence. **Análise de conteúdo**. Lisboa: Edições 70, 1977.
- BRASIL. Ministério da Educação. **Edital capes n. 06/2018** - programa de residência pedagógica. Brasília, 2018.
- BRASIL. Ministério da Educação. **Portaria n. 175/2019**. Regulamento do Programa de Residência Pedagógica e do Programa Institucional de Bolsa de Iniciação à Docência (PIBID). Brasília, 2019.
- BRASIL. Ministério da Educação. **Edital capes n. 02/2020**. Programa de residência pedagógica. Brasília, 2020.
- CAVACO, M. H. Ofício do professor: o tempo e as mudanças. *In*: Nóvoa, A. (Org.) **Profissão professor**. Lisboa, Porto Editora, 1991, p. 155-190.
- CODO, W. **Educação: Carinho e trabalho**. Vozes: Rio de Janeiro, 1999.
- CONCEIÇÃO, C. P. F. **A inserção profissional do egresso do Programa Residência Pedagógica da Universidade Federal de São Paulo**. Orientadora: Laurizete Ferragut Passos. 2018. 141 f. Dissertação (Mestrado em Educação: Psicologia da Educação) - Programa de Estudos Pós-Graduados em Educação: Psicologia da Educação, Pontifícia Universidade Católica de São Paulo, São Paulo, 2018
- COSTA, L. L. **Residência Pedagógica: criando caminhos para o desenvolvimento profissional docente**. 2015. Dissertação (Mestrado em Educação: Políticas, Direitos e Desigualdades) - Universidade do Estado do Rio de Janeiro, São Gonçalo, 2015
- ESTEVE, J. M. Mudanças sociais e função docente. *In*: Nóvoa, A. (Org.) **Profissão professor**. Lisboa, Porto Editora, 1991, p. 93-124.
- FREIRE, P. **Pedagogia da autonomia: saberes necessários à prática educativa**. São Paulo: Paz e Terra, 1996.

GARCIA, G. M. A formação de professores: novas perspectivas baseadas na investigação sobre o pensamento do professor. *In: NÓVOA, A. (Org.). Os professores e sua formação.* Lisboa, publicações Dom Quixote/ Instituto de Inovação Educacional, 1997, p. 51-76.

GATTI, B. A formação inicial de professores para a educação básica: as licenciaturas. **REVISTA USP**, São Paulo, n. 100, p. 33-46, dez./jan./fev. 2013-2014. Disponível em:

GATTI, B. A. *et al.* **Professores do Brasil**: novos cenários de formação. Brasília: UNESCO, 2019. Available at:

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000367919&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_3807253c-1be4-4e1d-8ff8-a2462dba83a1%3F_%3D367919por.pdf&updateUrl=updateUrl3341&ark=/ark:/48223/pf0000367919/PDF/367919por.pdf.multi&fullScreen=true&locale=en#%5B%7B%22num%22%3A375%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C0%2C680%2Cnull%5D. Access: 08 Apr. 2020.

GÓMEZ, A. P. O pensamento prático do professor: a formação do professor reflexivo. *In: NÓVOA, A. (Org.). Os professores e sua formação.* Lisboa, publicações Dom Quixote/ Instituto de Inovação Educacional, 1997, p. 93-114.

HELLER, A. **O cotidiano e a história.** Rio de Janeiro, Paz e Terra, 1970.

LEAL, C. DE C. N. **Residência pedagógica**: representações sociais de formação continuada. Orientadora: Orientadora: Helenice Maia. 2016. 220 f. Tese (Doutorado em em Educação) - Universidade Estácio de Sá. Rio de Janeiro, 2016.

LIBÂNIO, J. C. Formação de professores e didática para desenvolvimento humano. **Educ. Real**, Porto Alegre, v. 40, n. 2, p. 629-650, jun. 2015. Available at: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S2175-62362015000200629&lng=pt&nrm=iso. Access: 16 Apr. 2020. DOI: <https://doi.org/10.1590/2175-623646132>

MARTINS, L. M. **A formação social da personalidade do professor**: um enfoque vigotskiano. Campinas, SP: Autores Associados, 2007.

NÓVOA, A. O professor e as histórias da sua vida. *In: NÓVOA, A. (Org.). Vidas de professores.* Lisboa, Porto Editora, 1992, p. 11-29.

POLADIUM, M. L. P. **Estudo sobre o Programa de Residência Pedagógica da UNIFESP**: uma aproximação entre Universidade e Escola na Formação de professores. Orientadora: Marli Eliza Dalmazo Afonso de André. 2014. 130 f. Dissertação (Mestrado em Psicologia) - Pontifícia Universidade Católica de São Paulo, São Paulo, 2014.

NUNES, C. P.; OLIVEIRA, D. A. Trabalho, carreira, desenvolvimento docente e mudança na prática educativa. **Educ. Pesqui**, São Paulo, v. 43, n. 1, p. 66-80, mar. 2017. Available at: <https://www.scielo.br/pdf/ep/2016nahead/1517-9702-ep-S1517-9702201604145487.pdf>. Access: 12 Apr 2020.

PIMENTA, S. G. Professor reflexivo: construindo uma crítica. *In*: PIMENTA, S. G.; GHEDIN, E. (Org.). **Professor Reflexivo no Brasil: gênese e crítica de um conceito**. São Paulo: Cortez, 2002, p. 17-52.

PIMENTA, S. G.; ANASTASIOU, L. das G. C. **Docência no ensino superior**. 3. ed. São Paulo: Cortez, 2008.

PIMENTA, Selma Garrido et al. Os cursos de licenciatura em pedagogia: fragilidades na formação inicial do professor polivalente. **Educ. Pesqui.**, São Paulo, v. 43, n. 1, p. 15-30, mar. 2017. Available at: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1517-97022017000100015&lng=en&nrm=iso. Access: 10 Apr. 2020.

SENA, I. P. S. F. Convite ao questionamento e à resistência ao abismo. *In*: UCHOA, A. M. da C.; SENA, I. P. F. S. (Orgs.) **Diálogos Críticos: BNCC, educação, crise e luta de classes em pauta** [recurso eletrônico]. Porto Alegre, RS: Editora Fi, 2019.

SILVA, K. A. C. P. da; CRUZ, S. P. A Residência Pedagógica na formação de professores: história, hegemonia e resistências. **Momento diálogos em educação**, v. 27, n. 2, 2018. Available at: <https://periodicos.furg.br/momento/article/view/8062/5352>. Access: Apr. 2020.

How to quote this article

MELLO, Diene Eire de; MORAES, Dirce Aparecida Foletto de; FRANCO, Sandra Aparecida Pires; ASSIS, Ediléia Ferreira de; POTOSKI, Graziela. O programa residência pedagógica: experiências formativas no curso de pedagogia. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24, n. 2, p. 518-535, maio/ago. 2020. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v24i2.13631>

Submitted: 20/12/2019

Required revisions: 30/01/2020

Approved: 10/03/2020

Published: 09/04/2020