Article

FORMATION FOR TEACHING AND KNOWLEDGE EXPERIENCED IN THE PEDAGOGICAL RESIDENCY PROGRAM[1]

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Abstract

By considering teacher training as a dynamic and continuous process, it is understood that the integration of training actions between university and basic education is a determining factor in this process. In view of this, the article aims to analyze the training actions carried out from the 2018-2020, 2020-2022, 2022-2024 versions of the Pedagogical Residency Program (PRP) integrated to the Pedagogy course at the University in South of Minas Gerais. To this end, descriptive research with a qualitative approach was developed, based on semi-structured interviews with residents who worked in their respective versions of the program. The theoretical foundation is sought in the propositions of André et al. (2016), Gatti (2016), Nóvoa (1992, 2009, 2017), Pimenta (2012), Tardif (2000), who discuss the process of teacher training, in dialogue with other authors. The training actions developed within the scope of the PRP enabled the performance of teachers in basic education, triggering reflections such as: the strengthening of the theory and professional practice of teachers; the interaction between university and basic education; the impact of initial training based on collaboration. Based on the analysis carried out, the formation actions developed were classified as: observation action; intervention action and reflection on action.

Keywords: Pedagogical Residency Program; Initial teacher formation; Teaching experiences.

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FORMAÇÃO PARA A DOCÊNCIA E SABERES VIVENCIADOS NO PROGRAMA DE RESIDÊNCIA PEDAGÓGICA

Resumo: Ao considerar a formação docente como um processo dinâmico e contínuo, entende-se que a integração das ações formativas entre universidade e educação básica consiste em fator determinante nesse processo. Diante disso, o artigo objetiva analisar as ações formativas realizadas a partir das versões de 2018-2020, 2020-2022, 2022-2024 do Programa de Residência Pedagógica (PRP) integrado ao curso de Pedagogia de uma Universidade do Sul de Minas Gerais. Para tanto, desenvolveu-se uma pesquisa descritiva, de abordagem qualitativa, a partir de entrevistas semiestruturadas realizadas com os residentes que atuaram nas respectivas versões do programa. Busca-se a fundamentação teórica nas proposições de André *et al*. (2016), Gatti (2016), Nóvoa (1992, 2009, 2017), Pimenta (2012), Tardif (2000), que discutem sobre o processo de formação de professores, em interlocução com outros autores. As ações formativas desenvolvidas no âmbito do PRP viabilizaram a atuação dos professores iniciantes, desencadeando reflexões como: o fortalecimento entre a teoria e a prática profissional docente; a interação entre universidade e educação básica; a repercussão de uma formação inicial com base na colaboração. A partir da análise realizada as ações formativas desenvolvidas foram classificadas como: ação de observação; ação de intervenção e reflexão sobre a ação.

Palavras-chave: Programa de residência pedagógica; Formação inicial docente; Vivências da docência.

FORMACIÓN PARA LA DOCENCIA Y LOS CONOCIMIENTOS EXPERIMENTADOS EN EL PROGRAMA DE RESIDENCIA PEDAGÓGICA

Resumen: Al considerar la formación docente como un proceso dinámico y continuo, se entiende que la integración de las acciones formativas entre la educación universitaria y la básica es un factor determinante en este proceso. Frente a esto, el artículo tiene como objetivo analizar las acciones formativas realizadas a partir de las versiones 2018-2020, 2020-2022, 2022-2024 del Programa de Residencia Pedagógica (PRP) integrado al curso de Pedagogía en la Universidad de Sur de Minas Gerais. Para ello, se desarrolló una investigación descriptiva con enfoque cualitativo, basada en entrevistas semiestructuradas con los residentes que trabajaron en sus respectivas versiones del programa. La fundamentación teórica se busca en las proposiciones de André *et al*. (2016), Gatti (2016), Nóvoa (1992, 2009, 2017), Pimenta (2012), Tardif (2000) quienes discuten el proceso de formación docente, en diálogo con otros autores. Las acciones formativas desarrolladas en el ámbito del PRP posibilitaron el desempeño de los docentes principiantes en la educación básica, detonando reflexiones como: el fortalecimiento entre la teoría y la práctica profesional docente; la interacción entre la universidad y la educación básica; El impacto de la formación inicial basada en la colaboración. A partir del análisis realizado, las acciones formativas desarrolladas se clasificaron en: la acción de observación; la acción de intervención y la reflexión sobre la acción.

Palabras clave: Programa de Residencia Pedagógica; Formación inicial del profesorado; Experiencias docentes.

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Introduction

> *Education is communication, it is dialogue, insofar as it is not the transfer of knowledge, but an encounter between interlocutor subjects who seek the meaning of meanings (Freire, 1979, p. 69).*

Dialogicality, as a bridge between subjects in the educational process, as proposed by Freire (1979), underpins the premise of this study, driving the understanding that teacher education is consolidated through the exchange of knowledge, dialogue between peers, and the articulation between theoretical knowledge and lived practice. Dialogical actions define human formation, which is why the words spoken can serve as sensitive indicators of "all social transformations," as assured by Bakhtin and Volochinov (2006, p. 42).

Transformations that, to a large extent, may emerge from an ideological order, according to Goulart (2023, p. 45), or may be established through a pragmatic order, in which written or spoken words, in the case of this study, become a "manifestation of restlessness, problematization, aspiration, idealization," wherein meaning is conceived, shared, and produced through small argumentative proportions, in "slow quantitative accumulations of changes that have not yet had time to acquire a new ideological quality, that have not yet had time to generate a new and finished ideological form" (Bakhtin; Volochinov, 2006, p. 42).

Therefore, considering teacher education as a transformative action, we present some results from studies conducted within the Pedagogical Residency Program (PRP). Established as one of the initiatives integrated into the National Teacher Training Policy of the Federal Government, the Pedagogical Residency Program (PRP) is centrally proposed as training for teaching, aiming to articulate actions between universities, within licensure courses, and basic education.

The Pedagogy program of a university in southern Minas Gerais has participated in the PRP across the 2018-2020, 2020-2022, and 2022-2024 cohorts. This six-year participation in the program has enabled a reflection on the formative actions that have guided novice teachers in their transition into basic education.

Given this, this article aims to analyze the formative actions provided by the PRP, with a focus on initial teacher training. To this end, we conducted a descriptive study with a qualitative approach, based on semi-structured interviews with residents who participated in the PRP cohorts (2018-2020; 2020-2022; 2022-2024). We opted for Bardin's (2010) content

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analysis to examine residents' statements about their experiences with mentors in field schools, as well as to describe the pedagogical activities developed with children in the literacy phase.

Pedagogical Residency Program (PRP): implementation processes

The PRP has been under analysis for several years, and after legal proceedings, it was approved and became one of the initiatives integrated into the National Teacher Training Policy of the Federal Government. The term residency originated in the field of medicine. It is well known that, after completing an initial phase of training in medical school, doctors undertake a medical residency, during which they complement their education with specialized training in their chosen professional field. This period allows students to become closely involved in and integrated into their field of practice, under the supervision of a mentor, to apply the theoretical knowledge acquired in academia and begin their first professional experiences.

Medical residency served as an inspiration and became a model for pedagogical training, as the importance of the relationship between theory and practice became evident. Consequently, the idea emerged to implement teacher training programs that would provide future teachers with various real-life experiences in schools. With this perspective, Faria (2018, p. 55) clarifies that the concept of residency is related to the "concern with promoting a kind of 'practical training' for (future) teachers, allowing them to experience formative processes directly linked to the real school contexts in which they operate [...]."

Based on this model of initial teacher education, a formative initiative known as educational residency was proposed for teacher training programs. This initiative was established through Bill No. 227/2007, which was based on Law No. 9.394/1996, which addresses the Guidelines and Bases of National Education. The bill was approved by the Senate and implemented by Senator Marco Maciel.

According to this Bill, educational residency was not considered a study phase integrated into licensure programs in Pedagogy but rather an initial training stage regulated pedagogically by Education Councils and administratively and financially by education systems, in collaboration with the Federal Government. This legislative proposal received declarations of support and suggestions for improvement and was debated in a public hearing

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within the Committee on Education, Culture, and Sport. However, the quality issues in education that had motivated the creation of this project persisted.

Although debated and voted on, this project was not approved and was subsequently archived (Brasil, 2012, p. 2). Nevertheless, the pursuit of residency in the educational field continued. A new Bill, No. 284, was introduced at the request of Senator Blairo. The original focus of Bill No. 227/2007 remained, though some changes deemed necessary were introduced (Brasil, 2012, p. 3). The first modification concerned the identification of the program:

> First, we replaced the term educational residency, used in PLS No. 227 of 2007, with pedagogical residency, which seems more appropriate to describe the initiative's purpose. Additionally, we did not include the provision that residency would become a prerequisite for practicing teachers who had not had access to this type of training.

Regarding professional development, the senator further added that pedagogical residency could be used in selection processes and qualification stages. Upon approval, this project was established for all Basic Education teachers and licensure programs. After a few years, according to the Coordination for the Improvement of Higher Education Personnel (CAPES, 2017, p. 1), "the municipality of São Paulo was the first in the country to adopt the PRP, which, created by the Ministry of Education, is part of the National Literacy Policy." Thus:

> The project was offered starting in 2018 as a pilot program and included an extension course lasting 100 hours, in the distance education modality, for students enrolled in the pedagogy licensure program at Unesp, as well as other licensure programs that also utilize the University's centers at the Unified Educational Centers (UniCEU). Therefore, the program was extended to any other educational institution and was not limited to Unesp students (CAPES, 2017, p. 1).

From that point onward, the pedagogical residency training proposal was well received and expanded into a national network, fostering interaction between higher education institutions and schools. In 2018, the PRP initiative officially became an action within the National Teacher Training Policy, with the goal of ensuring knowledge of school practices while still in training. It aimed to integrate the theoretical foundation acquired in higher education programs with practical teaching experiences in basic education. To participate in the program, students must be enrolled in the second half of their degree.

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According to CAPES (2018), the program is directed at students in licensure programs offered in the in-person modality or through the Open University of Brazil (UAB) System, provided by public and nonprofit private higher education institutions (HEIs). Based on this requirement, the PRP facilitates student development while also contributing to improving education quality in alignment with the Common National Curriculum Base (BNCC) (Brazil, 2017). Thus, CAPES (2018, p. 2), in its Ordinance No. 38, Article 4, states:

> Article 4 – The HEI selected within the scope of the Program will receive support through the provision of scholarships in the following categories: I. Resident – for students actively enrolled in a licensure program who have completed at least 50% of their coursework or are currently in the 5th semester or beyond; II. Institutional Coordinator – for HEI faculty responsible for the institutional Pedagogical Residency project; III. Supervising Teacher – for faculty members guiding residents' internships by establishing the connection between theory and practice; IV. Preceptor – for teachers in basic education schools who will mentor residents in the field schools.

In this structure, we observe two positive aspects to consider: the involvement of multiple stakeholders, strengthening the connection between theory and practice for meaningful participation in the program, and the availability of financial resources through scholarships, incentivizing participants based on their roles. Regarding field immersion, CAPES (2018, p. 1) states: "This immersion should include, among other activities, classroom teaching and pedagogical interventions, supervised by a school teacher with experience in the licensure student's field of study and guided by a faculty member from their training institution.

Several studies on the PRP have demonstrated its impact on teacher training. For instance, Silva's (2018) research focused on residents from the Pedagogy program at the Center for Social and Agricultural Human Sciences (CCHSA), Campus III/UFPB in Bananeiras/PB, investing in formative actions. To move beyond mere meetings among residents, preceptors, and supervising faculty, the program was structured into two study modalities: one online, via a digital platform led by the Institutional Coordinator and preceptors from UFPB's centers, and another in-person, under the guidance of the Supervising Teacher. Both modalities aimed to enhance interaction among preceptors, coordinators, and faculty while ensuring clarity on the program's functioning.

Barbosa and Dutra's (2019) study examined the implementation of the PRP at the São José Municipal University Center (USJ), analyzing its contributions to initial teacher training. Their research involved document analysis of the PRP at USJ and self-assessments conducted

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by 22 residents who participated in the program between 2018 and 2019. The study identified several outcomes from the PRP experience. Documents for analysis were submitted via email, in which residents responded to questionnaires expressing their opinions on the program. The study highlighted some gaps identified by residents: some felt there was insufficient time for interaction among all participants; others believed more school interventions were needed; some thought there was an excessive amount of planning activities, suggesting a reduction; and some valued the interaction with other resident groups.

Silva's (2020) research analyzed descriptive reports of activities carried out by students in the Pedagogy licensure program who participated in the PRP (2018-2020), seeking to understand which actions impacted or contributed to the initial teacher training process. The study enabled reflections on several issues, such as strengthening the relationship between universities and schools, fostering dialogue and connections; linking theory with professional teaching practice; and providing broad, concrete, and active experiences based on school contexts. This facilitated critical reflection on teaching challenges and its contributions to education.

Similarly, studies by Sousa, Goulart, and Cabral (2023) highlight the integration of theory and practice, the teacher-student relationship, and the recognition of teaching as key themes emerging from the analysis of responses from PRP 2018-2020 residents. The authors indicate that the PRP enhanced the formative trajectory of licensure students, fostered closer relationships between residents and basic education schools, and facilitated exchanges of experiences between preceptor teachers and residents, strengthening the training process.

Initial teacher training: the construction of being a teacher

We know that many initiatives implemented to fill existing gaps in education are not solely the responsibility of schools, nor limited to planning by teachers and educational or administrative managers. Considering the relevance of public policies aimed at improving the quality of teacher training, we must also pay close attention to educational processes and the working environment of teaching professionals.

Although education is a broad social process that takes place within families, communities, and schools (Gatti, 2016), historically and socially, the institution developed over centuries to fulfill the specific function of providing children and young people with structured

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and accumulated knowledge essential to human life and civilization has been the school. Given these definitions, the school institution presents itself as a necessary space for fostering and stimulating knowledge, as well as for mobilizing socialization environments. This is why we address school-based education, which guarantees children's and young people's rights to learning and comprehensive human development.

We associate education with the concept of school, and in this regard, Pimenta (2001, p. 102-103) states that "the school is the dominant and principal form of education," as it is already possible to understand the importance of the school space for education, even though other places also serve as learning environments. The author considers the school as a "[...] social institution whose specific function is the production and dissemination of historically accumulated knowledge, as an instrumental means for students to participate in broader social struggles, aiming at the necessary transformation of society into a just society" (Pimenta, 2012, p. 68).

From this perspective, Pimenta (2012) defines the school as a suitable place for knowledge, enabling individuals to become citizens capable of participating in and transforming society for the collective good. Recognizing that other educational spaces are valuable and complementary to human development, we emphasize here the importance of the school as a social institution responsible for the full development of individuals. Given this, investing in education means investing in schools, in the formation of individuals, and, consequently, in teacher training. Within this logic, we consider teacher education as a subject that continually requires innovation and public policy investments that enhance the value of the teaching profession.

Thus, teacher education involves theoretical and practical learning, both for future teachers and those already practicing, in spaces that foster professional development, collective work, and knowledge exchange, ultimately aiming to provide quality education to students, who are fundamental actors in this process.

It is common to describe teachers with phrases such as "this is a good teacher" or "this is an excellent teacher," which implies various conceptions of what constitutes a teacher. When asked about the ideal teacher, Nóvoa (2009, p. 2) responds, "it is impossible to define a good teacher except through those endless lists of competencies, whose mere enumeration becomes unbearable." Through these words, the author highlights that numerous expectations are imposed on teachers, often based on pre-established discourses that become recurrent in

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educational discourse. Teachers themselves often reproduce these discourses without reflection, even when they are far removed from school realities.

This situation increases expectations for professional development and innovation in teaching practices to enrich teachers' work, without, however, providing favorable conditions— such as adequate salaries that allow them to work a single shift, giving them more time for studies; access to technological resources to facilitate innovative projects with students; among other requirements imposed as teacher competencies.

To better align teacher education with professional contexts, Nóvoa (2009, p. 2) describes some essential aspects for teachers, using the term dispositions instead of competencies—a term we are quite familiar with—because he argues that "teacher education should be built within the profession." The justification for this new term seeks to connect personal and professional dimensions, aiming to delineate the process of developing a teaching identity.

The first disposition described by Nóvoa (2009, p. 4) refers to practice, emphasizing that "what characterizes the teaching profession is another space, a third space, where practices are invested with theoretical and methodological perspectives, giving rise to the construction of professional teaching knowledge."

In another study, Nóvoa (1992, p. 13) also discusses teaching practice, stating that teacher training is constructed "[...] through critical reflexivity on practices and the continuous (re)construction of a personal identity." The author emphasizes the importance of teaching work, valuing practice rather than solely theoretical knowledge. This is because, while less attention is given to theorizing practices, there remains a strong focus on applying theory in practical activities.

The second disposition, according to Nóvoa (2009, p. 5), is based on "[...] acquiring a professional culture, giving experienced teachers a central role in the training of younger teachers," that is, valuing the knowledge they have built throughout their careers. The goal here is to strengthen teaching practices to enhance student learning, to understand educational contexts, and to engage in professional development.

The next disposition highlighted by the author relates to the human dimension. Thus, Nóvoa (2009, p. 6) stresses that "teacher training should pay special attention to the personal dimensions of the teaching profession, working on this capacity for relationship and communication that defines pedagogical tact." He reinforces that teacher education and the early years of professional practice should be moments of reflection on educational practice

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based on personal references and self-education habits, which will lead to "the core of teaching identity" (Nóvoa, 2009, p. 7).

In this context, Gatti (2016) discusses the contemporary reality of schools. The author emphasizes that schools are immersed in a sociocultural context, which is why ethical and social issues must be respected, acknowledging the various differences inherent in the human condition. To achieve meaningful training, it is necessary to acquire diverse types of knowledge, "[...] whether it be self-knowledge, knowledge of others, human communities, or knowledge of nature and its implications for people's lives" (Gatti, 2016, p. 37).

All aspects of the school context should be familiar to novice teachers so that educating within the school setting becomes an act of integrating different forms of knowledge. In this regard, Tardif (2000, p. 10) defines the epistemology of professional practice as "[...] the study of the set of knowledge actually used by professionals in their daily work environment to carry out all their tasks." This epistemological concept is closely linked to knowing how to do, knowing how to be, and, additionally, learning how to teach, as school practice provides spaces for these discoveries. This body of knowledge and learning, evolving alongside the teacher, branches into scientific knowledge, which is enriched by actions composed of skills, aptitudes, knowledge, and attitudes.

Thus, even before completing their education, future teachers encounter aspects of school contexts that will become part of their profession. Gatti (2016) describes some of these aspects as: school delays and dropout rates; teachers teaching outside their areas of expertise; decontextualized curricula with little emphasis on educational practice; increasing student numbers and heterogeneity; demands for quality education; impacts of new methodological approaches to knowledge and teaching; and discontinuous actions that shape practice, values, and philosophical representations. Given this scenario, Gatti (2016) emphasizes the need to implement priority policies and curriculum policies committed to innovations that enrich the dynamics of teachers' work within local, national, and global contexts.

Teacher education: what do the residents say?

For this study, we conducted a descriptive research study with a qualitative approach, based on semi-structured interviews with residents who participated in the respective versions of the program. To support our analysis, we relied on Bardin's method (2010, p. 280), which

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presents content analysis as a process involving the organization of analysis, coding, categorization, result processing, inference, and interpretation of results.

In the first stage, pre-analysis, we conducted a thorough reading of the residents' reports on a monthly basis, familiarizing ourselves with the situations, perceptions, and recorded conceptions regarding their insertion into school practice in the 2018-2020, 2020-2022, and 2022-2024 program versions.

The preparation of the material constituted the final stage of the pre-analysis, allowing for the extraction of relevant data excerpts. From this process, we selected excerpts from the residents' written narratives, highlighting the most significant ones for the research, with the objective of analyzing and interpreting the obtained results. For the organization of the analysis, we followed the phases of coding and categorization to ensure accurate inference. Initially, we defined the categories and analysis criteria.

Based on this contextual reading of the reports, as well as the identification and grouping of themes, we observed that residents recorded their field observations, intervention activities, and reflections on their experiences in schools as participants in the PRP.

Thus, we classified the reports regarding experiences and conducted a pre-analysis to group thematic axes, which allowed us to identify three formative categories: (1) observation; (2) intervention actions; and (3) reflection on action. These three categories were identified in all three versions of the PRP.

Observation as a formative action

Analyzing the three versions of the PRP, we focused on the residents' perspectives regarding various elements that comprise the teaching practice. Upon entering the field school, students underwent the observation phase, which is also an integral part of their training. Thus, they noted how the daily work routine unfolds, the relationships between teachers and students, the didactic strategies employed by each teacher to facilitate the teaching and learning process, as well as the school environment and other professionals.

> My first week at school, in February, was focused on interaction. The teacher seems very willing to work from a partnership perspective. I was able to observe the stages of alphabetic writing development in each child, a topic extensively discussed with theoretical foundations during the study meetings of the Pedagogical Residency Program the previous year. I noticed that the

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> students followed a structured schedule organized by the teacher, which included the subjects being taught.
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> The teacher employs various strategies to facilitate and consolidate children's learning. She sings songs related to the topics they are learning, invites children to write on the board, and when she introduced cursive writing, she drew the letter's outline on the floor with chalk and asked the students to walk along the written path. (Resident 2, 2018-2020)

From the perspective of the residents' reports, the description of the school's welcoming attitude toward the program was recurrent. Receptivity was a predominant factor in ensuring that the integration of residents into the school environment and the daily routines of teachers and students was successfully achieved. In this regard, Freire (1979, p. 69) states that in the educational context, there is "[...] an encounter of interlocutor subjects who seek the meaning of meanings.

> During this first month, everything went very smoothly. The children welcomed me very well and have been very affectionate toward me. The class teacher is also very receptive; I am loving it. I am quite shy, but I am already managing to overcome my shyness because the teacher makes me feel secure. (Resident 4, 2018-2020).

The engagement of residents ensures that they do not merely observe passively but also develop the ability to reflect on their observations, understand the school reality, and become dynamic agents in the workplace experience. This process serves as a space for integration into the school environment, where the resident remains in the school to recognize the determining factors of the educational context, "thus no longer occupying a position of an external observer, as is common in more traditional internship models, but rather as a participatory agent in the school's daily life and a protagonist of pedagogical praxis" (Silvestre, 2016, p. 155).

> Interaction with experienced teachers provided security and confidence for conducting pedagogical practices. The welcoming environment helped residents face challenges and develop resilience in response to the pandemic scenario, which brought numerous difficulties. Consequently, this collective gathering enabled both professional and personal growth, highlighting the importance of others in this formative process. (Resident A, 2020-2022).
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> Despite the pandemic, the beginning was full of great expectations and theoretical studies. I was eager for the moment when I could finally be in the classroom and put into practice all the knowledge acquired during the remote learning period. (Resident C, 2020-2022).

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In the 2020-2022 version, the program encountered some limitations in its conventional operation. Due to the Covid-19 pandemic, the program began in 2020 with theoretical studies, and in 2021, activities started within the school environment but in a remote format. The entire educational system had to adapt to online classes, and accordingly, residents, coordinators, and preceptors also sought alternatives in collaboration with schools to support teaching and participate in the children's learning process. Therefore, residents' observations were restricted, as interactions among all participants occurred exclusively online.

However, the residents' efforts to carry out intervention activities ensured meaningful learning and relationship-building within the possibilities of the moment. To increase student engagement in virtual classes, it was necessary to establish a relationship of affection and support, as well as a well-structured lesson plan to prevent the learning process from becoming overwhelming, given that the pandemic itself was an unprecedented event that influenced multiple aspects of social life.

> The beginning of the Pedagogical Residency was a moment of discoveries and adaptations. Getting to know the environment and the children, becoming familiar with the routine, and developing our experiences were essential to understanding how and in what way we could contribute at the start of this process. (Resident B, 2022-2024).

> At the start of the Residency, we had a significant period dedicated to studying and learning, and after this stage, we began working in the classroom alongside the teacher. This moment was very meaningful for me because I was eager to put into practice what I had been studying in my course, as internships alone are not sufficient for that. The students' adaptation exceeded my expectations, as I initially thought they would need more time to get used to my presence, given that we only started activities after Carnival. However, contrary to my expectations, their adaptation was quick and smooth. (Resident D, 2022-2024).

Observing the residents' reports, we notice that entering the school environment at the very beginning of the residency allows for the consideration of many important aspects of the teaching profession, such as adaptation, challenges, social interaction, and experiences. From their first impressions, the students experience what Pimenta (1999, p. 18) describes: "[...] identity is not an immutable given, nor something external that can be worn like clothing or accessories. It is a process of constructing the subject within a historically situated context."

In this sense, the residents already conceptualize the expectations of learning the teaching profession and how much this contributes to their training.

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The intervention action: teaching experiences

In the intervention phase, residents reported their experiences regarding activities they conducted with students. During these moments, they observed various aspects such as students' writing levels, reading difficulties, and those who required additional attention, whether due to emotional issues or learning difficulties. Through these interventions, residents became more immersed in the reality of the classrooms and contributed to the children's literacy process.

In this regard, Nóvoa (2017, p. 1116-1117) states: "[...] only with equal treatment will we achieve an authentic encounter between worlds that barely know each other and live in situations of great disparity." This assertion refers to the different training spaces, as well as the distinct realities of university and school.

> A child has caught my attention. A seven-year-old boy, whom we named G. He still cannot recognize or name letters. I presented him with an alphabet puzzle, but he was unable to recognize most of the letters. I then initiated a pedagogical intervention with student G. I started with letters that had personal significance for him. The letter G represents the first letter of his name, V and I were the initials of his parents, J of his sister, W of the teacher, and D was the first letter of my name. Over the course of the year, as student G progressed, I noticed that when I had him go to the board, his perception of reading and writing became clearer. It was through this approach that he began forming words on his own and soon was able to read what he had written. (Resident 6, 2018-2020).

> I introduced the "popping dictation" activity to the class. I asked each student to come up to the board, choose a balloon, pop it, and, using the syllable inside, say a word for their classmates to write. Some students had difficulty coming up with words using a specific syllable. They were very engaged. As the activity progressed, many words emerged that were different from the ones typically used in dictation exercises, which made them very excited about the task. They themselves commented during the activity that they were really enjoying it because the words were different from those they were used to writing. (Resident 4, 2018-2020).

The intervention action refers to the support provided to children with learning difficulties, aiming to propose pedagogical practices that assist in the process of acquiring writing skills. In this regard, identifying who these children are, how they behave, and how they understand the writing system was fundamental. According to Pimenta (1999, p. 35), "[...] in order to do, to accomplish, one must know, understand, and have the appropriate and available tools. One of the ways to acquire knowledge is by doing the same, imitating, copying, experimenting (in the sense of gaining experience), and practicing."

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Having the opportunity to work with children and witness their progress in mastering the alphabetic principle was highly gratifying. The difficulties identified served as motivation for research and refinement of actions to provide a meaningful learning process that ultimately resulted in effective learning. (Resident A, 2020-2022).

Carrying out the literacy process during remote learning was highly complex, as teaching a child without being physically present, encouraging them to learn a letter, a word, or a sentence, was not easy. My greatest satisfaction was seeing that what I was transmitting to the children allowed them to learn something. They would recall the videos I prepared and engage with activities involving games. (Resident B, 2020-2022).

The excerpt above conveys the experiences faced during remote teaching, where it was necessary to develop differentiated strategies to overcome various challenges, such as access to educational materials. Some students attended classes on mobile phones, others on computers, while many struggled to follow online lessons. Given these challenges, a supportive environment was crucial.

Classes continued online during the first semester of 2021, and in August, hybrid learning was authorized. The return to in-person classes occurred gradually, allowing students to participate either online or in person. Despite these conditions, the residents contributed by assisting with activities until the end of the year and managed to build a bond with some students. In 2022, with the return to fully in-person teaching, the residents had the opportunity to interact with the entire class.

According to the residents' reflections, the experience of teaching during the pandemic demonstrated that learning is continuous and that pedagogical innovation is necessary. Furthermore, remote teaching further highlighted the social and cultural disparities present in schools, particularly in the public education system.

> The greatest challenge often lies in gaining the trust and respect of children, especially when one is new to the school environment. It is evident how necessary it is to adapt to different personalities, learning styles, and students' family backgrounds. However, I believe that effective communication and the establishment of empathetic bonds are essential to overcoming these challenges.
> Nonetheless, the greatest gratification comes when these bonds are formed, and we begin to realize that we are, in some way, 'reaching' and making a difference in the lives of these children—watching them grow, learn, and develop their skills. The feeling of positively contributing to the students' educational and emotional development is one of the greatest rewards of the

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> Pedagogical Residency. This motivates me to become a dedicated and passionate educator in my future career. (Resident D, 2022-2024)

In this context, the residents' interaction with teachers and children in real teaching and learning situations provided them with opportunities to act as educators through activities focused on assessing writing skills and implementing interventions. This experience not only facilitated the acquisition of knowledge about teaching practices but also fostered an understanding based on social interactions, allowing them to "engage with colleagues' pedagogical work, a literacy proposal that encompasses the idea of collaboration, moving away from an isolated pedagogical approach" (Goulart; Ramos; Cabral, 2023, p. 9). These experiences enabled the residents to comprehend the challenges of pedagogical practice and seek strategies to ensure progress in the writing process.

Reflection on action: recognizing oneself as an educator

In reflecting on their teaching practice, the residents realized how the program contributed to their professional development. Observations, classroom monitoring, lesson planning, intervention activities, participation in school events, and theoretical studies at the university enabled a solid foundation for their training.

> The PRP allows us to exchange valuable experiences and knowledge, as we encounter various situations in the school environment. We can perceive and reflect on the theories studied throughout the Pedagogy course. Learning is constant and reciprocal between us residents and the teachers. Unlike internships, where we often sit at the back of the classroom merely observing what happens during the lessons, in the Residency Program, I have the opportunity to participate, contribute, and carry out activities with the students. This is crucial, as it generates a wealth of knowledge and experience." (Resident 4, 2018-2020).

> In the final month of the school year, I was able to reflect on how much the Pedagogical Residency Program has enriched my training. I met several teachers and shared many experiences. I learned a lot from each child in the class I accompanied. The PRP is a true professional development experience for us as undergraduates. We gain invaluable learning by experiencing the educational context firsthand during our training. (Resident 2, 2018-2020).

Even under remote conditions, we can see that the combination of theoretical studies and practical teaching experiences created a formative moment for teaching. This process

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facilitated the construction of professional identity and enhanced teacher professionalization. The teaching profession is characterized by its dynamism, requiring constant adaptation and the search for pedagogical strategies that respond to the challenges involved in the educational process.

> "It is striking to see how reality differs from expectations and how we must always be mediating and developing different methods. We encounter various teaching approaches used by each teacher. When we think of pedagogy, we often have an idealized vision. There are so many aspects that differ greatly from what we imagine, and we must learn to navigate these different contexts with empathy and sensitivity." (Resident A, 2022-2024).

> "I believe that the opportunity to experience the classroom environment allowed me to apply theoretical knowledge and develop pedagogical skills. Direct interaction with experienced mentor teachers provided invaluable guidance and feedback. The constant reflection on teaching practice motivated me to continually seek improvement. The connection between theory and educational reality enabled a training process more aligned with the demands of the school context. Additionally, building meaningful relationships with students helped me understand their needs and contributed to their holistic development. I see how these aspects are enriching our training as residents, preparing us in a more comprehensive and qualified way to face the challenges of teaching with excellence." (Resident D, 2022-2024).

Experiencing real teaching situations provided a formative context. Among the different dimensions of teacher training, pedagogical practice is one of the most frequently cited aspects. The various learning experiences and insights gained from "being a teacher" are closely linked to educational settings and the individuals involved, making the teaching professional deeply engaged with knowledge and student learning development. Training based on experiences bridges theoretical knowledge with practical application, allowing for the recognition of the "know-how" dimension. This means that across different times and spaces, opportunities arise for developing records based on the multiple situations encountered in schools (Josso, 2004). In this sense, Freire (1983, p. 121) emphasizes that "doing is action and reflection," as the daily interactions with teachers and children involve a continuous practice of reflective actions.

Final considerations

Upon reflecting on the formative aspects presented in the three versions of the PRP, based on the analysis of the final reports submitted by the residents, it was possible to highlight the impacts of the program on their initial teacher training. The analysis identified three key

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formative actions: (a) observation, (b) intervention, and (c) reflection on action, which were interconnected, contributing to professional development within the school context.

The observation phase was not limited to passive descriptions but demonstrated an interaction with the school environment and the educational practices in which the residents were immersed. The initial contact with the school generated insecurity, doubts, emotions, and feelings that overwhelmed the students' minds. However, the reports indicate that the welcoming and support provided were crucial for the residents' adaptation process and for alleviating their discomfort when starting their activities in the program.

The intervention phase refers to the activities carried out and the entire process of dialogue and socialization among the residents. It was a formative dimension in which the guidance of the mentor teacher, the exchanges of experiences, and the written reports enabled an in-depth analysis of how the school and classroom experience shaped these students' professional lives. Moreover, theoretical studies supported pedagogical practice, and the school—being the professional setting for teachers—was essential for mediating meaningful learning experiences with students in the literacy phase.

The reflection on action, as noted in the residents' statements, emerged as an instrument of "teacher education and self-education" (André, 2016, p. 143). Thinking about the pedagogical practice experienced each month, recording new stories and experiences, and engaging in discussions at the end of the academic year allowed for both the socialization and the reflection on the entire formative journey.

It is important to highlight that, through affective relationships, residents contributed to the teaching and learning process of students who faced greater challenges in acquiring the alphabetic writing system. In this way, the connection between theory and practice expanded the scope of initial teacher training.

Within the program, residents participated in teachers' planning activities, had the opportunity to introduce new practices in the classroom, and played an active role in the school's daily activities. This experience allowed them to see themselves not just as individuals with technical knowledge but as professionals in development. The mentor teachers who welcomed the residents in the schools played a crucial role in their training, helping them become more familiar with the teaching profession and fostering reflections on classroom practice. There was a meaningful exchange of knowledge and experiences between the residents and school teachers.

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The 2018-2020 cohort represented the first implementation of the Pedagogical Residency Program in the field of Pedagogy, which led to many learning opportunities throughout the process. The 2020-2022 cohort faced a significant challenge: the COVID-19 pandemic. Fear and uncertainty were present among all educators, yet the program persisted. Studies, lectures, courses, and classes with students all continued remotely through online platforms. The need to develop and improve technological skills became essential during this period. The lack of socialization among children due to the pandemic resulted in learning gaps.

In the 2022-2024 cohort, it was possible to observe the long-term effects of the pandemic and implement intervention activities to address literacy gaps in some classrooms. In this sense, it is worth noting that the formative actions proposed by the PRP aligned with teaching knowledge, as residents' participation and mentor teachers' guidance helped school teachers recognize the program's objectives.

The teaching experiences fostered dialogue and collaboration, with residents engaging in discussions about pedagogical practices. This was a process of construction, deconstruction, and reconstruction of an internal dialogue, allowing residents to shape their professional identities and recognize themselves as teachers. This process, in turn, prepared them to "contribute significantly to the training of others" (Goulart, 2016, p. 723).

Through this interaction, classroom teachers refined their teaching practices while simultaneously contributing to the professional development of the residents by sharing their accumulated experiences. Therefore, the integration of school-based practice and theoretical discussions contributed to an initial teacher training process enriched by diverse pedagogical knowledge, promoting the professional development of future educators.

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