

# *Teacher training and fomenting literary readership at the Federal University of Rio de Janeiro's Pedagogical Residency Program: theories and practices*

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## **Abstract**

In 2022, the Federal University of Rio de Janeiro joined for the first time the Pedagogical Residency Program launched that same year by the Coordination for the Improvement of Higher Education Personnel. This paper analyses the activities developed by the sub-project "Teaching literature from the 6th to the 9th grade: theories and practices for developing literary readers" at three federal schools: the Laboratory School of UFRJ, the Pedro II College at Tijuca, and the Pedro II College at Engenho. These grades were chosen due to the disbelief held by many that literature could be taught at this education level on account of associating literature with High School and literary historiography. The activities conducted at these three schools emphasized building communities of readers and literary education (Colomer, 2011) considering the residents' role as future teachers and educator of literary readers at schools.

**Keywords:** Pedagogical residency; teacher training; literature teaching.

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# Teacher training and fomenting literary readership at the Federal University of Rio de Janeiro's Pedagogical Residency Program: theories and practices <sup>1</sup>

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## INTRODUCTION

In 2022, the Federal University of Rio de Janeiro (Universidade Federal do Rio de Janeiro – UFRJ) joined the Pedagogical Residency Program (Programa de Residência Pedagógica - PRP). This could be regarded as a purely protocol-based decision, only affecting the sub-projects being organized and submitted to the Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES). However, UFRJ's participation was widely discussed, as the program's former call for applications, launched in 2018, included some points that had been viewed as problematic by the School of Education, which is responsible for the mandatory internships of all teaching majors at UFRJ. Two main points were central to the institution not joining the aforementioned program: the fact that the National Common Curriculum Base (Base Nacional Comum Curricular – BNCC) is very application-oriented and that the program's course load should be converted into internship hours. As to the first aspect, the call's connection to the BNCC can be seen in the document's following excerpt:

### 3.1.4 Mandatory approaches and activities:

- a) The analytical and critical appropriation of the BNCC in its principles and bases;
- b) Within the scope of the BNCC, the project should prioritize mastering pedagogical knowledge of curricular content or knowledge of pedagogical activities that enable transforming study objects into teaching and learning objects;
- c) Activities that encompass the competencies, contents of the area and components, thematic units, and objects of study stipulated by the BNCC, creating and executing didactic sequences, lesson plans, evaluations, and other teaching and learning pedagogical activities; [...] (CAPES, 2018).

It should be noted that the document highlighted the mandatory aspect of discussing the BNCC during the program's activities. If, on the one hand, it focused on an "analytical and critical appropriation of the BNCC," on the other, it also preached the need to "within the scope of the BNCC [...] transforming study objects into teaching and learning objects." This aspect was reinforced in another extract, which proposed the following: "Promoting the adaptation of syllabuses and pedagogical proposals of initial training for basic education teachers to the guidelines of the BNCC" (CAPES, 2018). This uncritical affiliation to the basis was seen as problematic by UFRJ and would probably not be welcomed by several schools that were their

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internship partners and, in turn, had positioned themselves against the governmental document, which had been arbitrarily enacted in a turbulent period in Brazilian history.

The second point of the call referred to the internship's hour load. In the understanding of the School of Education, the Pedagogical Residency program's hour load being fully turned into internship hours was a loss of autonomy for the university and would generate inequality among the students of teaching majors, because only a small number of them would benefit from stipends during their mandatory internship hours.

In the call for applications of the 04/2022 Pedagogical Residency Program, both problems were solved. The call did not mention the BNCC anywhere and put higher education institutions in charge of allocating of the program's hourly credits – allowing them to convert those into internship hours, scientific and cultural activities, or outreach programs. In light of those two changes, UFRJ decided to join the program.

The Language and Literature section of UFRJ's Pedagogical Residency Program has three sub-projects with the following number of participants: Interdisciplinary Sub-project: Portuguese and English Languages – one coordinator, three preceptors, and fifteen residents with stipends; English Sub-project – two coordinators, six preceptors, and thirty residents with stipends; Sub-project "Teaching literature from the 6th to the 9th grade: theories and practices for developing literary readers," which has two coordinators, six preceptors, and thirty residents with stipends. This paper examines the latter, analyzing the activities developed since November 2022, when the Pedagogical Residency Program's activities began. Our scope covers the way the preceptors from three federal schools – Laboratory School of UFRJ (Colégio de Aplicação da UFRJ – CAP-UFRJ) and two units of Pedro II College – have conducted the program's activities sending residents to schools and attempting to discuss literature teaching in the Second Segment of Primary Education.

## **CHALLENGES FOUND DURING THE PARTICIPATION OF UFRJ'S LABORATORY SCHOOL**

From the onset, implementing the PRP at Cap-UFRJ imposed the complex challenge of giving the program an identity that would distinguish it from mandatory supervised teaching internships. By its nature as a Basic Education School with the purpose of "providing the undergraduate students of UFRJ's teaching majors [...] an adequate field for observation, teaching practice, and supervised internship, as part of their initial training as Basic Education teachers" (Universidade Federal do Rio de Janeiro, 2018), as per the unit's bylaws, the activities conducted by residents at CAP-UFRJ, under the guidance of their preceptor-teacher, must be clearly distinguished from the duties carried out by interns as part of their training – observing, cooperating, and lesson-leading.

It is worth highlighting that the ambivalent and diffuse relationship among duties, which distinguish mandatory internships from the proposal of a pedagogical "residency", has existed since the program's creation. The research carried out by Faria and Pereira (2019), comparing the different versions of the program – from the 2007 pilot called "educational residency" at the Brazilian Senate Bill No. 227/2007 (Brasil, 2007 *apud* Faria; Pereira, 2019) to the penultimate edition of the PRP, concerning 2018 –, reveals a common concern shared by different texts and residency proposals over the weaknesses of initial teacher training at the different teaching majors held in Brazilian universities, heavily emphasizing the dimension of "practical training" (cf. Faria; Pereira, 2019, p. 334).

Loosely inspired by the concept of "medical residency," the number of proposals launched over more than 15 years since the 2007 pilot aimed at "teacher immersion" in school

environments, which, in practice, revealed "an inaccurate or dispersed understanding of the word *residency* – and the expressions drawn from or inspired by it – to characterize the teaching experiences, bills of law, and/or educational studies found" (Faria; Pereira, 2019, p. 334). The text of the most recent call for applications launched by CAPES, from 2022, explicitly states the need for Higher Education Institutions to commit to "recognizing, as per its internal rules, the hour load of the activities conducted by the resident as part of course credits" (CAPES, 2022, p. 3), which leads to the ambivalence between the fulfillment of internship hours *vs.* working hours in the program.

By joining the program – the purpose of which, according to the latest call, consists of "improving the initial training of basic education teachers in teaching majors" (CAPES, 2022, p. 1) –, basic education schools for initial teacher training at higher education institutions, such as laboratory schools, risk declaring that their educational projects are therefore also in need of improvement. In other words, this is an apparent contradiction: assuming the need to join the program would be tantamount to saying that the initial training offered by these units requires reformulations in their pedagogical proposals to qualify the work developed in the supervised mandatory internships carried out in spaces designed precisely for this purpose.

The contradiction is only apparent because, today, laboratory schools (or equivalent basic education schools inside higher education institutions) no longer play the role of mere "internship fields" restricted to "applying" the knowledge produced in higher education. Rather, they are spaces for teacher training in the broad sense, in which scientific knowledge is produced and which are configured in the same logic as the tripod-structure of Brazilian universities, based on teaching, research, and outreach. In addition, the role of these schools is not restricted to basic education and initial teacher training, as they are increasingly committed to continuing education, through either graduate programs (*graduate certificates* and *master's*) or university outreach, by offering programs, projects, and short courses for teachers from public and private schools. In this sense, PRP's potential role in teacher training schools will also be differentiated by the inseparability among research, teaching, and outreach.

Following a wide-ranging debate with the coordinators and preceptors of the other sections of the PRP-UFRJ sub-project entitled "Teaching literature from the 6th to the 9th grade: theories and practices for developing literary readers," the work carried out at CAP-UFRJ by the residents was based on the idea of occupying and fostering literary culture in the school, aimed at the second segment of Primary Education. This idea is mostly based on the theoretical premises discussed by Colomer (2007, p. 143), when she proposes the creation of a "community of readers" in the school environment that is effectively committed to a "socializing dimension of literature". According to the author, shared reading socializes it, leading thus to the establishment of a path that goes "from individual reception to the reception of meaning by a cultural community that interprets and evaluates it. Schools are the context of relationships enabling the construction of this bridge and giving children the opportunity to cross it" (Colomer, 2007, p. 143). In this respect, we believe that the actions developed in the scope of the project should act as this "bridge" towards the establishment and strengthening of a reading community at the Laboratory School.

In addition, Silvia Castrillón (2011, p. 25) brings to the debate the need to use a different approach to time management in schools when it comes to developing readers, especially readers of literature. According to the author, our current management model "offers fewer and fewer opportunities for reflection and thought, both of which are directly related to reading. Students and teachers need time for reading, reflection, and debate, more time for thinking and less for action" (Castrillón, 2011, p. 25). Classroom space-time – periods of 45-50 minutes in a grid of five or six periods a day, over five days a week, interspersed with one or two recesses, etc. – is a restricted and limited time. In this sense, promoting literary culture at schools must be a cross-cutting, transdisciplinary, multi-sited effort, occupying spaces-times other than just a stiff schedule, in

which literary reading would only be the object of disciplinary teaching, but which, on the other hand, allows literature itself to play a leading role in an educational project that promotes "reflection, self-knowledge, knowledge, and acceptance of others [...] an education for dialog and communication" (Castrillón, 2011, p. 24-25).

For our proposal, we decided to create different fronts for the group of residents to work in the school to go beyond monitoring preceptor teachers' regular classes in the 8th grade of Primary School, as occurs in the supervised internship model of CAp-UFRJ. One of them involved creating a reading club in after-school hours for 8th and 9th graders and a reading and creative writing workshop for 6th graders – participation in both activities was completely optional. Moreover, the team of residents was actively involved in the literary festival held in September 2023 at CAp-UFRJ and organized weekly pedagogical guidance meetings to plan activities and constantly reassess and evaluate the activities carried out.

Aware of the fact that the students' education as readers presupposes the self-education as readers of all of those who work with reading mediation, our first activities, from November 2022 to February 2023, consisted of a survey of their reading repertoire, with the creation of a repository of literary texts, the selection and sequential planning of the readings to be undertaken on four action fronts (regular classes in the 8th grade, a reading club, a reading and creative writing workshop, and a literary festival), and the drafting of a schedule for the activities. At the same time, we jointly prepared a teaching and research project to be submitted to the Board of Directors of the Laboratory School, institutionalizing the creation of the reading club "The Ravens: tales of Horror, mystery, and suspense" at the school. The joint writing of the project provided the group of residents with scientific literacy experience in the genre "research project", linking theory and practice in basic education. This was also an opportunity for a literature review which provided us with a theoretical and methodological foundations for our activities.

Once the research and teaching project had been formalized, we began to promote the fortnightly meetings of the "The Ravens" reading club at the school by sending out permission slips and filling in registration forms. Working with short stories as a genre and aware of the possibility of fluctuating audiences (since students' participation was optional and the activities took place after school hours), the meetings were held in the CAp library and involved reading the short stories in full, starting and ending the reading cycle on the same day. Each meeting provided space for participants to share their thoughts and impressions of reading, which were in turn mobilized by mediation activities designed by the group of residents. Working with genres like horror, mystery, and suspense, we explored their reception to texts and the way their subjectivity was touched by reading experiences, such as with sensations of fear, affliction, anxiety, and repulsion, among others, which are so often experienced by literary readers. Inferences, deductions, attempts to fill in the gaps in the texts or the unresolved endings were some of the literary mediation strategies explored by the residents when dealing with short stories by Edgar Allan Poe, Lygia Fagundes Telles, Rosa Amanda Strausz, Ryūnosuke Akutagawa, Rubem Fonseca, and Fernando Paiva, among others. As the climax of the action, the group of residents created a didactic role-playing game, articulating a suspense story to be fictionalized by the students themselves, with references to various readings carried out throughout the year.

**Figures 1 and 2** - "The Ravens" reading club, UFRJ  
Laboratory School Library



Source: Personal collection (2023)

The reading and creative writing workshop, on the other hand, occupied a space already institutionalized at the school, called "pedagogical support" and aimed at the grades in which new students enter CAP-UFRJ: 6th grade of Primary School and 1st grade of High School. Traditionally, "support" involves offering weekly classes before or after regular school hours with the aim of "reinforcing," "fixing," or "consolidating" content to "level up" the school subjects among new students and those who have started their schooling at CAP-UFRJ since the first segment of Primary School. In an attempt to de-stigmatize this space as a place for "school reinforcement", for students with "weaknesses", "shortcomings", "unevenness", or "discontinuity" in their learning (or any other stereotyped notion that can be attributed to the same semantic field), we proposed reframing the Portuguese teaching support for 6th graders as a welcoming and playful space. Instead of consolidating content, the workshop aimed to explore skills and competencies to improve reading and writing through the use of different literary genres. It also went beyond a discipline-based subject organization, as the project was carried out in partnership with the English department, addressing language in a broader sense. Besides, to avoid stereotyping students as "suitable" for support, we opened up participation in the workshop to any 6th-grade student who was interested in taking part in it, with prior publicity and registration.

Throughout the year, we planned the workshop in different thematic modules. First, we explored the organization of the study routine, with critical reflection on the excessive use of cell phones, the importance of sleep and a healthy diet, the systematic use of an appointment book to help carry out and complete school tasks, and the appreciation of social relationships at school as a unique space for sociability. Moving on to more specific work with language teaching, we explored storytelling based on the basic assumption that everyone has a story to tell. The students told their classmates about funny and unusual everyday situations involving routine disorganization and then systematized their stories in writing. As a queue for the second module, on fairy tales, we proposed the collective creation of a storytelling card game by the group – with each new card, a new fact was added to the story by one of the participants. Next, we explored the parts of the narrative in the story created by the group – introduction, conflict, climax, and outcome – and then the students wrote a fairy tale based on four cards from the game, locating each of these moments in the narrative.

Having systematized the archetypal typological characteristics of fairy tales as a genre, in the third module we proposed the deconstruction of the genre through contact with other non-traditional fairy tales – such as the Japanese tale "Tamamo, the fox maiden" – broadening the meanings of the genre beyond European traditions. From a decolonial perspective, we promoted a series of debates about the stereotypical conceptions of royalty and aristocracy, white and Western beauty standards, and the strong influence of patriarchy – after all, why is it always a man (prince) who saves a woman (princess) from danger? In the fourth and last module, other narratives from popular and non-Western traditions were presented, with African and mainly native South American literature and the reading of texts by Daniel Munduruku, Ailton Krenak, Denilson Baniwa, and Márcia Kambeba, among others. All the effort put into collecting literary texts and the intense production of teaching materials resulted in a booklet with activities for CAP-UFRJ's

Portuguese language teaching support, launched in the end of the year as a product of the Pedagogical Residency group which could be adopted in subsequent years.

Every year in September, the Portuguese Language Department at CAP-UFRJ organizes a literary festival at the school, which is a university outreach activity, given the active participation of external audiences. The event, entitled Literary CAP (CAP Literário), is always organized around a generative theme, to which the various proposals for activities for the general line-up are linked. This is the greatest opportunity to build a broad "community of readers" as defined by Colomer (2007), one which embraces not only teachers and students but the school community as a whole, including family members and staff. In 2023, inspired by Ailton Krenak's most recent essay (2022), Literary CAP's motivating theme was the "ancestral future". Krenak's work approaches the urgency of rethinking our ways of sharing the planet based on an ancestral logic, with native practices that have guaranteed our survival for millennia. In an urgent appeal, the philosopher invites us to think that "we cannot surrender to the end-of-the-world narrative that has haunted us, because it serves to make us give up on our dreams, and within our dreams are the memories of the earth and our ancestors" (Krenak, 2022, p. 37).

The 75th anniversary of the founding of UFRJ's Laboratory School that same year was an excellent opportunity to reflect on what kind of education we want for future generations, who will continue the history of this very traditional (but also very avant-garde) institution while promoting a celebration of the people who preceded us in shaping that history – retired teachers, alumni, etc. Among the various activities promoted in the event, devoted to the envisaging of a "Capiian ancestral future", the group of pedagogical residents occupied the festival with an interactive artistic intervention entitled "Repaginário", and mediated a roundtable with authors, entitled "The school and literary writing."

"Repaginário", the interactive mural, made entirely from recyclable material, invited participants to record their dreams and sighs with ideas for postponing the end of the world and proposals for founding an "ancestral future" for new generations. As motivation, dreams and sighs – affective sweets and ancestral memories for many of those present in the event – were distributed to those who interacted with a message left on the mural. The roundtable was attended by authors who were directly related to the school and education: teachers and former students of CAP-UFRJ who have authored literary works. The panel, mediated by two residents and made up of Flavio Braga (read with the 8th-grade classes), Phelipe Valentim, Sofia Sotter, and Fernando Paiva (read with the book club participants), brought back affectionate memories and reflections on the importance of the school for fostering literary culture among students who today envision the possibility of turning writing and literature into a profession. For the panel, the residents prepared questions for the authors in advance and interacted with the audience, collecting questions from the crowd and encouraging a lively debate.

**Figures 3 and 4 – CAP Literary Festival, UFRJ Laboratory School**



Source: Personal collection (2023).

The participation of the group of pedagogical residents in the Laboratory School has been an opportunity to strengthen the relationship between theory and practice, as foreseen in the objectives of the PRP-UFRJ sub-project "Teaching literature from the 6th to the 9th grade." Participation in the project's activities has been the subject of critical reflection on the part of the students in teaching majors, who are currently writing a Final Paper on the work of one of the residents in the program, as well as taking part in academic events with the presentation of oral communications, posters, and workshops, such as Exploratory Practice 2023, in November at PUC-Rio, and the VII International Congress of Children's and Young Adult's Literature, in December this year at the Federal University of Ouro Preto. Although the activities planned for the 2023 school year at the Laboratory School have come to an end, the project is still in the evaluation and assessment phase with the writing of the final reports and participation in the UFRJ PIBID/PRP Teacher Training Event in 2024.

## **THE PARTNERSHIP WITH PEDRO II COLLEGE**

The nucleus of Campus Tijuca II at Pedro II College (CP2 TJ2) began its residency with a theoretical reflection held in meetings during the first three months. During this period, texts by Teresa Colomer (2007), Jaume Carbonell (2016), and Judith Butler (2020) were read to establish a diagnosis of the students' situation based on seminars presented by the residents. It is important to note that the project began in a post-pandemic context and that this poses significant challenges for the development of reading habits, the main objective of this sub-project in the Residency Program. Students' extensive screen time (with the consequent time acceleration) in recent years, the fragmentation of family care structures due to the social impact of the pandemic, and the material conditions in which students live are some of these challenges. In this sense, Carbonell states that "The 21st century is characterized by the denial of the enjoyment of time, understood as *Kairós*, in the face of the pressure exerted, already from early childhood, by the early and rapid consumption of an overwhelming provision of stimuli, contents, opportunities, and goods of all kinds" (Carbonell, 2016, p. 133). Thus the impossibility of slowing down individual activities often imposes the challenge on the school to be the space where time can be experienced more slowly. Besides, the pandemic has required us to set up large working-class care communities. In Butler's words: "The communities of care we build may well foreshadow a more radical social equality to come, but if they remain bounded by local community, language, and nation, we will not see the successful translation of communitarian experiments into global policy" (Butler, 2020). During the theoretical discussions with the group of residents, it was understood that public schools must play a role as part of a community of care and thus provide students with systematic support and maintenance of educational activities. Bearing in mind the objective of the residency project, in the practical case, the maintenance and support activities would be aimed at promoting the pleasurable and systematic reading of literary works. For the practical implementation of the project, Teresa Colomer presented important directions for the group:

The creation of an individual reading space at school is intended to allow all students to read; those who have books at home and those who do not; those who devote their leisure time to reading and those who would only read in the minutes dedicated to doing their homework in class. Autonomous, continuous, silent reading, with immediate gratification and free choice, is essential for the development of reading skills (Colomer, 2007, p. 125).

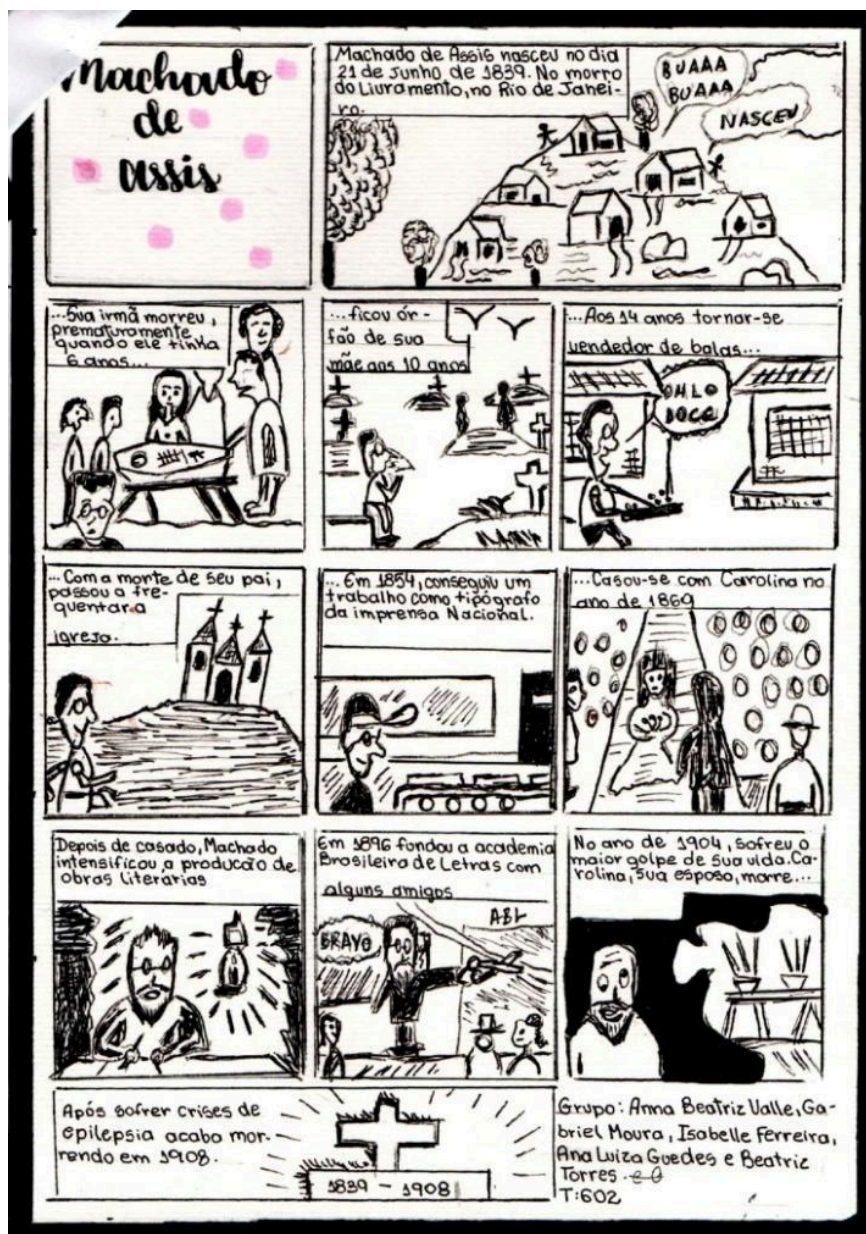
Shared and systematic reading should also be seen as a school duty (cf. Colomer, 2007, p. 106). Based on such theoretical considerations, three goals and a Reading Circle project for 6th



graders were then formulated. Its goals were: 1 – to develop readership, providing enjoyment and forming a habit; 2 – to stimulate the debate of ideas and ethical reflections based on shared reading; 3 – to develop the ability to perceive and use concepts of literary theory in their systematic reading of works.

To carry out these searches, some practical measures had to be taken. First of all, a collection of works based on books that the preceptor teacher had in conjunction with works in the collection of the Portuguese team at the Tijuca II Campus was formulated. Among the books available, we selected those that were suitable for the age group, able to trigger some pedagogical tension with students' known universe, and in dialogue with their own tastes. Besides, two classes a week were set aside for the Reading Circle with the following criteria: the two times were used for silent reading. The works in an odd position (first, third, fifth) would be chosen by the group comprising the teacher and the residents. The works in an even position (second, fourth, sixth), on the other hand, would be chosen by the students themselves. All the works read were recorded by the group with the teacher and residents on control sheets and the students had to make one entry a day in a reading diary with at least 6 lines. There were times for students to share with the group their impressions and recommendations after reading. A main work was chosen quarterly to be read collectively by the whole class. They planned the creation of a final product related to the genre approached in each term and constructed in a project associated with the main reading.

**Figure 5** – One of the comic books produced by the students in the first quarter



Source: Personal collection (2023).

In the first quarter, the main reading was *A Missa do Galo e outros contos*, a comic adaptation of some short stories by Machado de Assis. The final product associated with the reading was a comic book about the author's biography. The picture above shows one of the students' creations.

In the second quarter, the students had to create games with a fable as a narrative base, given that the main reading chosen was George Orwell's *Animal Farm*, in a version adapted by Henrique Rodrigues. The students had to come up with an original fable, a set of rules for the games themselves, and the game itself.

In the third quarter, the genre covered was mythology, with a collection of myths produced by the residents. The task of curating both the works in the Reading Circle and the teaching materials used in the classroom proved to be fundamental for the residents, since many of them had not had contact with works aimed at the sixth-grade age group for a long time. With the collection prepared, the residents taught classes and the students were instructed to present seminars on Yoruba, Hindu, Greek, Egyptian, Norse, and other mythologies.

**Figure 6** – Resident presenting Yoruba mythology to students



**Source:** Personal archives (2023).

During the development of the reading circle, we observed a genuine interest on the part of the 6th-grade students. Having two consecutive periods of completely silent reading, alternating between their own choice and an external indication, gave them a sense of pleasure and continuity. Over the school year, the students read an average of 8 books, including comics, fables, and novels, a figure determined from the control sheets made during the school year. More than a quantitative exercise, the circle served as a process of slowing down time, disengaging from social and electronic networks, and developing approaches to maintaining care, ideas that were present at the first moment of theoretical reflection with the residents.

With the mandatory journal, there was a weekly process of textual articulation on the part of the students as they engaged in their reading. The complexity and depth of the texts produced were continually assessed by the residents, but no marks were given to the journals. The evaluations were carried out on separate sheets focusing on the textual structure, the complexity of their ideas, and the argumentative capacity of their analysis. In this sense, a great deal of heterogeneity was detected among the students' productions. There were extensive and complete analyses of the works read, with well-developed syntactic structures and occasional linguistic deviations. At the same time, other students were unable to develop texts beyond the superficial descriptive structures of the plots they had read.

These findings show that, in a future version of the reading circle, it would be interesting to develop more extensive provocation descriptors for the students' entries in their respective diaries. More complex questions or direct instructions can lead students with more difficulties to develop a more robust argument, albeit at an early stage (it is important to remember that these are 6th graders), in the development of more complex ideas and connected syntactic structures. The reading circles, on the other hand, were useful because they made it possible to carry out the collective reading advocated by Colomer (2007) and allowed the works to gain meaning together, which enriched the experience and the reading of all the students.

Therefore, the three goals initially set were achieved to some degree: 1 – to develop readership, providing enjoyment and forming a habit; 2 – to stimulate the debate of ideas and ethical reflections based on shared reading; 3 – to develop the ability to perceive and use concepts of literary theory in their systematic reading of works. The first was certainly the most successful. Several students reported new tastes, an unprecedented amount of reading, and the creation of habits that did not exist before. Besides, the collective readings of the main works of each term and the personal recommendations made by each student enabled theoretical reflections on the structure of the narrative and its technical nuances, as well as allowed observations of ethical and political dilemmas, such as violence, racism, and exploitation, for example – dilemmas that could be openly addressed in class. Goals 2 and 3 were also achieved during the project, enabling the residents to build their training paths based on a complex and challenging practical and theoretical experience.

As for the Pedro II College nucleus in Engenho Novo II (CP2 EN2), the PRP's biggest challenge was also to make a clear distinction between the regular parameters of the internship and the residency. The preceptor's final understanding was based on the following conclusion: the difference between an internship and a residency is that the resident acts more autonomously and proactively during the program process. Therefore, the more passive and sometimes initiatory nature of certain interns should not be the same as that observed in a resident who often comes to the program with previous teaching experience. In the particular case of this center, of the five residents listed in the process, one took part in the Teaching Initiation Program (PIBID) at the same unit, having worked in a project to develop literary readers in Primary School II; the others have work experience linked to the field of education or corporate spaces, except one of them. Despite the heterogeneity of the residents' educational and work profiles, it was observed that the work carried out should be guided by the perception that the residents would act as assistant teachers to the regent. In that role, they would be urged to make joint pedagogical decisions with their preceptors and to actively participate in decisions regarding the choice of teaching materials and the effective performance in the classroom and the Junior Scientific Initiation Program (Programa de Iniciação Científica Júnior – PIC-JR.) The PIC-JR had been, at the time, coordinated by the preceptor for six uninterrupted years<sup>2</sup>, working with novels and short stories from fantastic literature (an umbrella term for science fiction, horror, and fantasy).

In the school environment, the title "assistant teacher" has a different meaning (i.e., more positive and professional) when it comes to mediating with the classes and groups of students involved in the PIC-JR. In the end, as we had expected, the pedagogical residency was understood by the preceptor along the lines of medical residencies, which are spaces for effective professional practice after the initial and central stages of academic training.

The guidelines for the work plan with the residents of the CP2 EN2 group were as follows: 1 – monitoring both the regular classes and the PIC-JR classes; 2 – in the case of the fantastic literature group, engaging with its particular dynamics (detailed below); 3 – readings, throughout the year, from a list previously made by the preceptor as a long-term training process, with the understanding that these complementary readings would be the second step of the training process carried out in contact with the students and the school community as a whole; 4 – carrying out private readings unrelated to the PRP, whether academic or not, according to the principle that to develop readers you have to be a reader; 5 – promoting outings and extracurricular artistic and cultural activities, at the preceptor's invitation.

The residents have been following the regular classes since the end of April 2023, according to the CP2 school calendar (which, given the context of social distancing imposed by the

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<sup>2</sup> Even during the pandemic, despite the forced suspension, the program remained active, as the pedagogical proposals practiced with the regular classes in online education were, to a large extent, the result of practices carried out on a smaller scale at the PIC-JR. over the years.

COVID-19 pandemic, is still not aligned with the civil calendar). The readings selected for the weekly collective studies (starting on May 2023) included *Andar entre livros* (Colomer, 2007), *Morfologia do conto maravilhoso* (Propp, 1984), “Introdução à literatura fantástica” (Todorov, 2008), *Lector in fabula* (ECO, 2004), *O texto literário* (Adam; Heidmann, 2011), *Portos de passagem* (Geraldi, 2013), *Manual de linguística* (Martelotta, 2013) (a title suggested by the students themselves, out of the scope of literary education), and *A espécie fabuladora* (Houston, 2010). We have made little progress with our flexible schedule, as some of the school's specific demands have imposed themselves over and, without a doubt, the reading calendar will not be followed to the letter (regardless of being followed, it will remain a suggestion for continued reading, given that some titles were chosen in line with public tenders for EBTT teachers, the preceptor's teaching path). In the same way, the personal readings have been carried out effectively. In September, some residents and the preceptor met and exchanged very diverse personal readings. Regarding outings and extracurricular activities, a collateral formative stage, these were not fulfilled to the fullest due to the residents' school and work schedules. However, at least two moments were recorded: a visit to Parque Lage, still in March 2023, and a visit to the Municipal Theater in Rio de Janeiro, accompanying the PIC-JR students to watch the play “Traga-me a cabeça de Lima Barreto” (October 2023).

Having presented the formative stages in greater detail, we move on to a more specific presentation of the PIC-JR's work methodology. As part of this project, the Fantastic Literature Reading Club was established in CP2 EN2 in 2017. At first, the coordinator curated the project on her own, suggesting many dystopian novels as its first readings (for example, *1984*, by George Orwell, and *Do Androids Dream of Electric Sheep?*, by Philip K. Dick – the book that inspired the classic cult movie “Blade Runner” – among others). However, during the second year, after the teacher and the first group of students in the club got to know each other better, it was decided to choose the books annually and horizontally, with the books being curated a year (or more) in advance. In this sense, the resident students could not take part in the project's curatorial decisions, as the texts had been chosen in advance the previous year. Therefore, in 2022, the project's fellows, volunteers, and preceptor decided that 2023's guiding theme would be horror (although not all the works followed this theme, as there are combinations every year). From then on, the teacher curated the reading, taking suggestions from students and trying, as usual, to provide readings of different literary genres and cultures. The final selection for 2023 was<sup>3</sup>: May to July (online meetings via Google Meets) – *A Wild Sheep Chase*, by Harumi Murakami; August – *The Great God Pan*, by Arthur Machen; September – *Fragments of Horror*, by Junji Ito (manga); October – *Gótico nordestino*, by Cristhiano Aguiar; November – *Carrie*, by Stephen King; December – *Rosemary's Baby*, by Ira Levin.

Besides, the good results obtained with the project at the CP2 EN2 group in previous years led it to be invited to join the Literary Café linked to the Senior Citizens Program at Pedro II College. During 2023, there were two monthly meetings open to the community on two different campuses: EN2 (last Wednesday of the month, lunchtime, inside the Hélio Fontes Library in the campus) and São Cristóvão (henceforth SC; last Tuesday of the month, from 2 p.m. to 4 p.m.). In SC, the meetings focused on short stories read in their entirety and the present, opening up a wide-ranging debate among the students in the project, residents, the preceptor, senior citizens, mothers of students from Pedro II College's Early Childhood Education, and many other readers that came along.

The residents' role as mediators of the students' literary readings, both in the classroom and in the PIC-JR., brought about a very important aspect of the daily life of basic (and public) school education, but one that is not always mentioned: affection. The creation and establishment of the

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<sup>3</sup> The year was cut short since students could not be on campus for the weekly debates about the texts because of emergency maintenance work on the school's gas network.

reading community advocated by Colomer (2007) with the help of the residents became an escalation of affectivity, exchanges of knowledge, and multimodal, transgenerational, and intercampus experimentation. The students felt more comfortable and at home to share their reading impressions and build their socio-emotional skills with the intervention and support of younger mediators, who created a kind of intermediary point between them and the teacher, who talked to the group in a mixture of friendship and teacher hierarchy, slightly broken by the freshness of youth. Therefore, more than ever, the intervention of these student teachers created a new teaching relationship during all the teaching-learning processes.

As the pinnacle of the project, two students will present projects on the reading subjectivity of PIC-JR students at UFRJ's Scientific Initiation Day 2024: one based on the collection of short stories *Góticos nordestinos*, by Cristhiano Aguiar, and the other on chronicles by Clarice Lispector.

## FINAL CONSIDERATIONS

Most residents in these three schools are graduates of municipal and state schools located in disadvantaged neighborhoods in Rio de Janeiro or cities in the Baixada Fluminense region. This aspect, along with economic and racial issues, was taken into consideration during the selection of residents for the project. When they became residents in federal public schools, they encountered a dynamic that differed considerably from the schools where they had studied. Despite all the challenges experienced by federal institutes, these schools have junior scientific initiation projects, a support center for students with disabilities, a center for Afro-Brazilian studies, a library with a good collection of children and young adults' books, well-established reading projects, and educational support before or after school hours.

Teachers at these schools also enjoy a good career plan and are encouraged to pursue graduate studies. Of the three preceptors, two have a PhD and one has a master's degree. Besides, two of them have published literary works, and all of them are involved in projects for readership development beyond the school walls. This model of school and preceptors was designed so that residents would be in contact with teachers who are researchers of their own teaching practice. Having this kind of teacher in the role of preceptor enables the fulfillment of the goals provided by the CAPES Ordinance 82/2022, on its Pedagogical Residency Program:

Art. 4 The specific goals of the PRP are:

- I - to strengthen and deepen the theoretical and practical training of students in teaching majors;
- II - contribute to the development of teaching major students' identity as professional teachers;
- III - to establish co-responsibility among higher education institutions, school systems, and schools in initial teacher training;
- IV - to value the experience of basic education teachers in preparing students of teaching majors for their future professional work; and
- V - to encourage collaborative research and academic production using classroom experiences (CAPES, 2022).

It may seem obvious to state that the program's focus is initial teacher training. Nevertheless, we are often confronted with an understanding that school teachers also need training and that the program coordinator would also have to support preceptors with that. The goals also express the need to value "the experience of basic education teachers," i.e., the knowledge built up through their teaching practices. The preceptor teacher is invited to engage in this training of future teachers on their autonomy and teaching knowledge, so that their

relationship with the university can only happen by recognizing their role as specialists and researchers.

The activities carried out in these three schools are evidence of this. The preceptors were simultaneously concerned with their Primary Education students and their residents, seeking to engage them in the reading projects developed throughout the school year either within their classrooms or other school spaces. The residents' role in those projects was evident – some of those projects already existed in the school, and others were created for these future teachers' reader development practice. The relationship between theory and practice became more prominent, and school life issues, such as the students' inattentiveness, became the object of debates and practical interventions in class.

It is worth noting that this is Primary School 2, as it is common for undergraduates to state their preference for working in High School or that they do not know what to read with 6th to 9th graders. As stated before, this happens mostly due to the false assumption that literature is not taught in these grades. Doubts about what to read with this age group are also motivated by a lack of knowledge about children's and young adults' literature, as many teaching majors – including the one offered by UFRJ – do not even have mandatory subjects about this genre. At this point, one might wonder: what is there for schools to teach undergraduates after all? The three projects offered substantially different readings: horror tales, comic books, science fiction, and myths. Furthermore, we noticed that literary learning is achieved through literary mediation, aimed at fostering communities of readers, and through student writing, which often generates products that can be published (exhibited) at school, such as comic strips and interactive murals. This points to the need to train teachers willing to expand their reading repertoire and to provide the classroom with activities that encourage authorship.

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