

PROFLETRAS and the constitution of literature teaching communities of practice

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Abstract

The article proposes reflection on the relevance of the Professional Master's Program in Languages (PROFLETRAS) in the continued training of Portuguese language teachers who work in public basic education schools, specifically those who are interested in promoting literary reading. Its development is based on the results obtained in post-doctoral research carried out at the Faculty of Education of São Paulo (FEUSP), between 2021 and 2023, whose general objective was to propose a cartography of literature teaching in Brazil through the analysis of dissertations master's degrees defended at PROFLETRAS between 2015 and 2020. The findings highlighted some converging trends regarding the teaching of literature, as well as points of insurgency, which led to reflection on the model of teacher training implemented by the network program and its role in establishing communities of teaching practices which share concepts, methodological procedures, theoretical references. The theoretical framework that supports this article includes academic production on the existing PROFLETRAS, as well as thinkers of decolonial pedagogies (Walsh, Candau, Tomelin and Rausch).

Key words: profletras; communities of practice; decolonial pedagogy; teaching literature.

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INTRODUCTION

Those who follow the impact of PROFLETRAS on the trajectory of teachers who work in public schools across the country generally become enthusiastic about this postgraduate program which, in 2023, completed a decade, consolidating itself as one of the most efficient continued training in this country, because it consistently affects the teachers who enter it in search of updating and qualifying their practices.

My interest in PROFLETRAS stems from my experience as a permanent member of the teaching staff of a course of this modality, the Professional Master's Degree in Language Teaching (PPGEL), at the Federal University of Pampa (UNIPAMPA), to which I have been linked since the beginning of its activities, in 2014. Whether teaching components in the area of literature or guiding basic education teachers in their research on literature and teaching, I witnessed how this type of postgraduate course had a very rapid impact on elementary education. Readings and discussions carried out in the program's classes are quickly transferred to schools, and the results of this application return to the university, feeding back the debate and articulating theory and practice in an intense and complete way.

From my teaching practice in the professional master's degree at Unipampa came the interest, and also the need, in developing post-doctoral research on the production of these programs. Basically, I was interested in seeing which concepts of teaching literature were being implemented in the country, based on the production of master's degree teachers. I then carried out research with the Faculty of Education of the University of São Paulo (FEUSP), with the aim of creating a cartography of literature teaching in Brazil based on the analysis of dissertations and pedagogical products developed in this type of program. The initial project was to examine the production of all professional master's degrees in the area of Literature and Linguistics in the country, however, after the first studies, I chose to concentrate the research only on PROFLETRAS, due to this program being offered on a national network, of which 42 public universities participate.

According to data obtained from the Sucupira Platform, there are, in Brazil, nine Professional Master's programs in the area of Literature/Linguistics: three are offered at federal universities (UNIPAMPA, UFRJ and UFPB/JP); another three, at state universities (UEL, UNEMASUL, UEPA); one is offered by a private institution (UNIFACVEST); and another is linked to the National Institute of Education for the Deaf (INES), a federal educational institution; and there is PROFLETRAS, a program that reaches 49 campuses of 42 public universities, with a presence in all regions of the country.

Originally linked to the Professional Master's Program for Teacher Qualification in the Public Basic Education Network (ProEB), PROFLETRAS began operating in 2013 and its primary purpose is to “[...] train Portuguese language teachers for the exercise of teaching in Basic Education, with the aim of contributing to improving the quality of education in the country.” (Universidade Federal do Rio Grande do Norte, 2023). It has one area of concentration - Languages and literacies - and two lines of activity - Language studies and social practices; Literary studies.

¹ Translated by: Clara Zeni Camargo Dornelles.

All institutions offer courses that have common purposes; mandatory curricular components (Phonology, variation and teaching; Grammar, variation and teaching; Text and teaching; Literature and teaching); the obligation to take two elective components; minimum workload of 360 hours; condition for entry - be a teacher in a public school - and to obtain the title - produce research on teaching and/or learning within the scope of the Portuguese Language discipline in public elementary schools and develop a pedagogical product to be implemented in a class under the guidance of/ the master's student. Although the aspects common to the entire network predominate in the structure of the courses, each institution can establish some specific guidelines regarding the final production and the offer of elective components, for example.

It is, therefore, a single program that integrates aspects specific to postgraduate studies, such as the promotion of research, with professional qualification, reconciling common training, of a national nature, with respect to interests and vocations peculiar to each institution that is part of the network. Such a design seems appropriate to leverage the necessary qualification of teaching and learning processes in the country, especially in the field of Languages.

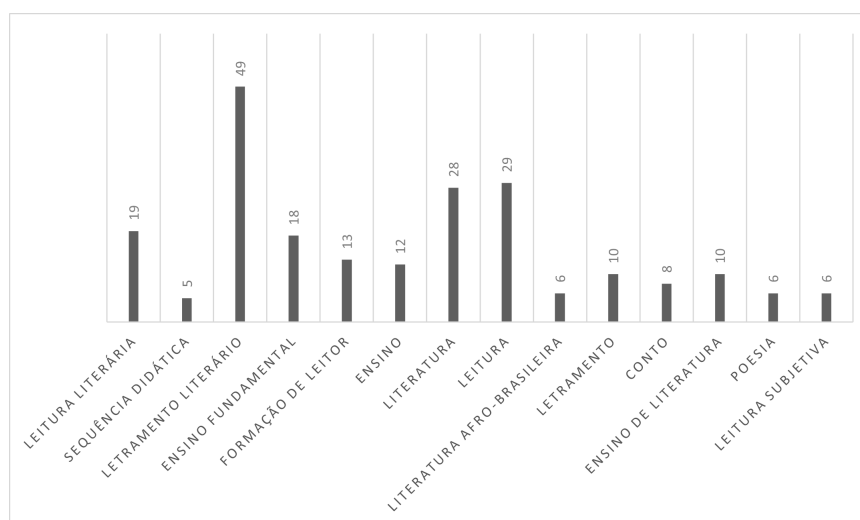
A CARTOGRAPHY OF LITERATURE TEACHING FROM PROFLETRAS DISSERTATIONS

The post-doctoral research began by surveying the works dedicated to teaching literature, defended between 2015 and 2020, which was done through consultation of the PROFLETRAS repository (https://profletras.ufrn.br/repositorio/dissertations#.ZCmv_XbMLIU), found on a page hosted on the website of the Federal University of Rio Grande do Norte (<https://profletras.ufrn.br/>) and on course pages on the websites of institutions linked to the program.

The dissertations are not cataloged by area of knowledge or concentration, which is why the first screening selected works whose titles presented at least one of the following elements: the word “literature”; expressions such as “teaching literature”, “literary reading”, “teaching literary reading”, “literary literacy”, “training of the literary reader”; reference to literary genres and their textual forms (narrative, lyrical, poem, short story, etc.); titles of literary works; names of authors. After this initial survey, I dedicated myself to reading the summary of the dissertations to refine the search, when I eliminated the dissertations that were not effectively dedicated to literature and its reading in Elementary School; or did not deal with the final years of Elementary School – 6th to 9th years; or did not describe the application of a teaching proposal, one of PROFLETRAS' requirements to obtain the title, according to the program's national regulations. At the end of this stage, approximately 400 works remained for reading and data generation. It is essential to highlight that I began reading the dissertations without having defined exactly which elements would be analyzed, as it was from this panoramic reading that they stood out as items capable of providing the lines of a cartography of literature didactics. I then examined the keywords that accompany the summary, the methodology adopted in the pedagogical proposals and the literary readings recommended for the classes served. Due to the time available, a detailed analysis of data from a set of 131 dissertations from fifteen federal and state institutions, located in the five regions of the country, was carried out.

I paid attention to keywords because I considered that this is a synthetic way chosen by the author to name and classify his research, in addition to being the means by which the dissertation can be accessed by other people, via search tools. Most of the dissertations analyzed have three to five keywords, a few have a higher number, and none have more than seven. 522 keywords were found in the set of 131 dissertations, and the table below reproduces those cited at least five times.

Figure 1 – Keywords cited at least five times.



Source: Author.

According to the table, work with literature in Elementary School is based on interactionist notions of language, attentive to the social practices of reading and writing, specifically literature. From this perspective, pedagogical practice is not limited to the space/time of the classroom and encourages activities to socialize the proposed readings. Therefore, many projects foresee actions in places larger than the classroom, such as the courtyard or auditorium, and seek to involve other people from the school and the external community. This perspective also affects the approach to the texts, which encourages students to reflect on themes and issues in their daily lives based on the proposed readings.

The fact that dissertations prepared in the five regions of the country, born, therefore, from very different geographic, social and cultural contexts, converge in the choice of a keyword – literary literacy – which refers to conceptions of language, literature and teaching, signals some of the theoretical and methodological guidelines developed within the scope of PROFLETRAS. It is worth mentioning that literacy is a notion that emerges in the sphere of Education and Linguistics studies (Soares, 2009) and that is present in official documents that provide guidelines for Brazilian education, since the 1990s. , interest in questions about language teaching and, by extension, literature are accepted as a priority agenda by Applied Linguistics. And a consultation of the PROFLETRAS subject catalog reveals the strong presence of authors from this field among the references of the mandatory components. Hence, then, the perception that the concept of literacy is striking in the studies proposed in the disciplines and in the research carried out in the program.

The presence of literary literacy as one of the theoretical guidelines of PROFLETRAS is mentioned by Dias and Maués (2019) in the history they make about the inclusion of a mandatory subject dedicated to teaching literature in the program, which generated initial difficulty in finding teachers in the specific field , Literature, interested in working in the program and, consequently, getting closer to the dilemmas that Basic Education imposes. For this reason, the discipline was taken over, in many units of the network, by program teachers linked to the Application colleges, or to teaching foreign languages or even Linguistics, so that “The theoretical perspective of

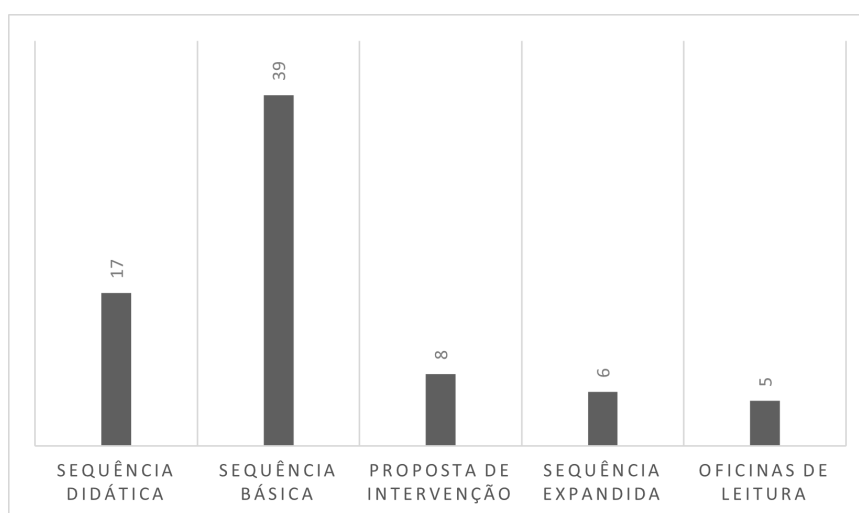
literary literacy was therefore justified, by the heterogeneous group of professionals brought together to construct the subject syllabi [...]” (Dias; Maués, 2019, p. 128).

In another study dedicated to the situation of literature studies at PROFLETRAS, Dias, Penna, Barbalho e Cardoso (2021, p. 2) observe that the program “[...] began its trajectory touching on literary studies [...]”, and this implied approaches to texts and works of literature aimed at “[...] textual genres, of which literary would constitute a part, only with a certain specificity.

In summary, the two articles mentioned above, whose authors are teachers or students of the program, make it clear that the theoretical option for literary literacy is the effect of this initial structure and the profile of the teachers responsible for taking on the new discipline. And the dissertations analyzed corroborate the authors' opinion, and what's more, they show that the theoretical perspective continued as a point of unity well beyond the first years, since the corpus examined involved works produced until 2020.

As for the second item analyzed, the method used in the construction of pedagogical proposals, I considered it important to observe it as I understand that its choice demonstrates how teachers think about the procedures they deem appropriate and viable for working with literature in language classes Portuguese.

Figure 2 – Methodological proposals cited at least five times.



Source: Author.

When observing the survey, the choice of master's degree teachers for the sequence format is evident, with specific proposals for teaching literature formulated by Rildo Cosson (2014) predominating. Its basic sequence proposal, the most cited, was chosen in 39 projects; The expanded option was 06 works, being the fourth most cited alternative; therefore, the models created by Cosson total 47 occurrences. The didactic sequence format of Dolz, Schneuwly and Noverraz, the second most cited, was the option for 17 works. In fact, these numbers can be increased since some authors have used generic expressions – reading activities, guided reading, reading workshops – which refer to one of the models mentioned above or partially adopt its steps or procedures, even if they are not expressly referred to. This is what happens with the third most used expression, the intervention proposal; Of the eight works so named, five cite the sequences listed in the previous paragraph.

Therefore, in a set of 131 literature teaching projects, 64 explicitly inform the option for

the same model - the sequences -, which encompasses methods, procedures, theoretical framework, in short, principles and conceptions about teaching and learning language and literature, pointing out a trend regarding the ways of teaching and learning literature in Brazil. And, just as occurred in the observation of the keyword, it is understood that the convergence regarding the teaching method is linked to the conceptions shared in PROFLETRAS.

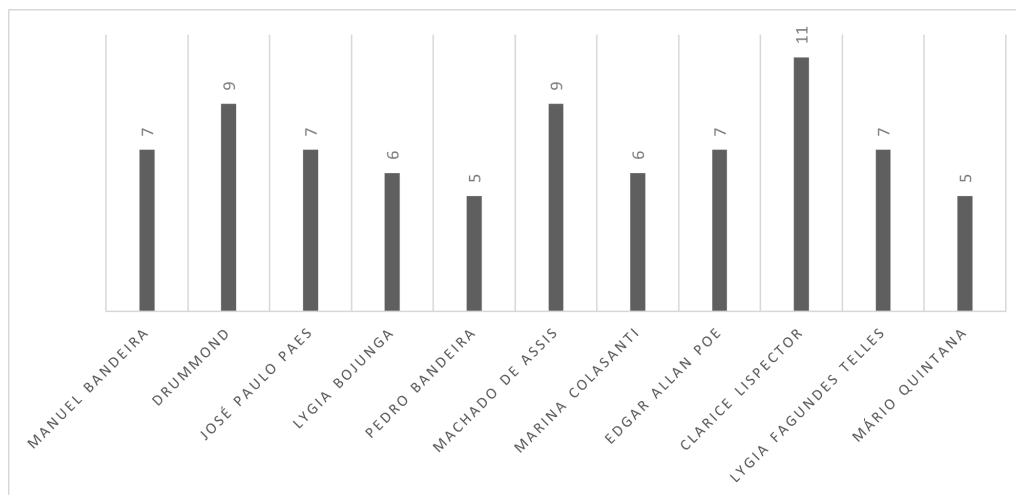
This predominance of didactic sequences, as a methodological option in the pedagogical proposals analyzed in the PROFLETRAS dissertations, was the object of analysis in a doctoral thesis by Maria de Jesus Melo Lima (2022), who observed the speeches referring to the choice. Among their findings is that teachers use tools to serve the BNCC, also encouraged by the acceptance of the sequences in academia, in textbooks and in programs, such as the Portuguese Language Olympiad.

Although Lima's research does not distinguish between language and literature when examining the corpus, unlike the investigation I developed and present here, its findings corroborate the perception of preference for didactic sequences in the productions originating from PROFLETRAS, which implies teaching concepts, learning, organization of class space/time, etc., which will be analyzed below.

I move on to the third item addressed in the analysis of dissertations and pedagogical products and which concerns the readings indicated by teachers in their teaching projects, which can be observed from different aspects – the work itself, the author, the genre, themes etc. I highlight here the findings regarding the most cited authors and authors and reflect on the issue of the literary canon and work with literary reading at school.

In general terms, observation of the findings confirms the option of reading narrative forms – short story, legend, chronicle, novel, fable – by writers from the traditional literary canon: Clarice Lispector, Machado de Assis, Carlos Drummond de Andrade, Lygia Fagundes Telles, Manuel Bandeira, José Paulo Paes, Lygia Bojunga. The table below shows the names of those who were mentioned five times or more.

Figure 3 – Most cited authors.



Source: Author.

This portrait of the general set of dissertations points to the tendency of Portuguese language classes in which literary reading is centered on works by authors who are part of the traditional canon. This repertoire responds to the concern of teachers with the quality of the literary collection offered to students, as well as a sign of the effort to insert young students into Brazilian literate

culture, an unequivocal function of Brazilian schools. I would add to these aspects another, of a material nature, which is the relative availability of works by these authors in school libraries, allowing access to the book, in cases of work with long narratives. Such choices can also be explained by the teachers' collection of literary readings, often restricted to the titles they had access to in their school and academic career, generally dominated by the traditional canon.

Although the general panorama of the indicated readings points to the preferential option for canonical works and writers, the panoramic vision I launched at the production of PROFLETRAS master's students highlighted the convergences, but also – or for that very reason – illuminated some dissonances, routes alternatives that are being outlined, opening up other perspectives for working with literature in Basic Education. I refer to the presence of works by authors who represent contemporary trends in Brazilian literature - and its teaching -, such as Ferréz, Sérgio Vaz, Conceição Evaristo, Cuti, Júlio Emílio Braz, Carolina Maria de Jesus, Cristiane Sobral, Márcia Wayna Kambeba, Daniel Muduruku, among others. And also the interest in Afro-Brazilian literature and local literary productions, in which works produced in the region, city or community in which the reading work will be carried out are studied.

The pedagogical proposals that prioritize these names and works are opening space for forms, styles and voices that are linked to the emergence of social and cultural groups separated from the traditional canon - and from Brazilian life - for decades and whose insertion in the literary field has been identified as possibility of survival and renewal of the field of Literature, as Regina Zilberman (2020, p. 397) points out. When present in the public school classroom, this production has a very peculiar potential to awaken students' interest in reading, something always desired by teachers, because it can provoke experiences of identification between readers and text, favoring the recognition with characters, spaces, themes, anxieties, desires.

The cartography demonstrated that the option for writings that do not fit into the traditional canon is dispersed among PROFLETRAS courses across the country, but it is clear that work with works by local authors is significantly concentrated in the north and northeast regions of the country. As the research carried out focused on dissertations and pedagogical proposals, there is no information about the reasons that generated this situation.

BETWEEN CONVERGENCES AND INSURGENCES, THE CONSTITUTION OF COMMUNITIES OF PRACTICE FOR TEACHING LITERATURE

The data briefly described above allowed me to achieve the general objective of post-doctoral research and to draw up a cartography of literature teaching in Brazil which, in short, demonstrates that, from the perspective of what teachers in Brazilian public schools reported and analyzed in their dissertations developed together with courses that form the PROFLETRAS network, work with literature in Elementary Education is conducted as a process attentive to the social practices of literary reading, based on interactionist notions of language, aims at the formation of communities of readers and proposes structured and systematized in the conduct of their classes. The pedagogical proposals converge significantly in two aspects: literary literacy as the main theoretical perspective adopted and the option for organizing classes in sequence format. Regarding the recommended literary readings, there is also a tendency to indicate texts by renowned authors, however, the data obtained demonstrate that there is a group of works that opens up to greater diversity in terms of reading repertoires and, therefore, extension, to conceptions about literature. To that I dealt with insurgencies.

The perception of these convergences and insurgencies provoked questions that were not included in the objectives initially foreseen in the research and that I included among the developments of the investigation. What relationships can be established between such findings -

convergences and insurgencies - and the context in which the dissertations were generated, that is, the Professional Master's courses offered at public universities that are part of the PROFLETRAS network? What does this table reveal about the continuing education developed at PROFLETRAS? What can the findings offer to think about continued training beyond this program?

It is clear that I start from the premise that both convergences and insurgencies are certainly linked to the concepts that underpin PROFLETRAS, to the debates and disputes that accompanied the construction of the program and persist throughout this decade of existence, to the profile of its teaching staff, to the common lines adopted by all institutions, as well as attention to local peculiarities, which allows each course to establish its own guidelines.

I reiterate, due to its importance for reflection, that the convergence between works born in different contexts due to the place of offering (after all, PROFLETRAS reaches all regions of the country, is in cities of all sizes and in equally diverse institutions, from established in the capitals of the most developed states in the country, even those located in distant points, rural areas, with less infrastructure) is revealing of an integrated training action, which shares common conceptions, in the case investigated, specifically regarding literature and its teaching. I understand that the choice for the theoretical perspective of literary literacy and the didactic sequence are a result of the general design of the program. It can also be assumed that the composition of the program's teaching staff also contributes to these convergences. Teachers who work at PROFLETRAS follow similar ways of entering and remaining in their careers, since they are public servants, albeit at different levels – federal and state; they work together on boards, research groups, interinstitutional committees; share similar training at undergraduate or postgraduate level. All of this favors the establishment of reasonably articulated positions, despite theoretical or conceptual divergences.

All of this leads us to state that, due to the capillarity of this program replicated in dozens of educational institutions, PROFLETRAS has been contributing to the establishment of a set of knowledge and practices on teaching the Portuguese language and literature shared by literary professionals from all over the country, operating in Basic Education schools and universities, in teacher training courses. I see, then, that the program contributes to the formation of communities of practice for teaching Portuguese language and/or literature. In the field of pedagogy, the expression was coined by Jean Lave and Etienne Wenger (1991), interested in the study of social learning practices. For them, communities of practice bring together people who have common interests, concerns or passions and engage in a collective learning process, in which different forms of interaction contribute to the success of learning; they are characterized by mutual interest, share practices and repertoires, distinguishing themselves from other social groups. Vilas Boas and Barbosa (2016, p. 1099), when commenting on Lave and Wenger's concept, emphasize that “[...] learning is a process of becoming a full participant in a given social practice.” The authors conclude that teaching learning “[...] is composed of two other types of learning: learning in teaching and learning for teaching.” (Vilas Boas; Barbosa, 2016, p. 1104).

In light of Lave and Wenger's concepts, it is clear that Professional Master's programs are suitable spaces for establishing communities of professional practices. Restricting the reflection to PROFLETRAS, there are teachers from different levels - basic and higher education - who interact in search of alternatives to qualify their professional activity, teaching. There is constant sharing of information about practice scenarios – school and university –; reflections and impasses have mutual repercussions on everyone involved, affecting their conceptions and teaching practices. In addition to the implications of this coexistence, when each one returns to their classroom, it is expected that the teachers who live together in the Professional Master's Degree develop joint academic practices, such as writing articles, presenting work at scientific events, among others. , further accentuating the learning process.

In the article “Literature in PROFLETRAS: paths of mutual formation”, Dias and Maués

examine the specific impasses regarding the teaching of literature faced by university teachers and basic education teachers. In a brief report about a PROFLETRAS classroom and with the exception that the group is heterogeneous, so that some love literature, while others do not have this same interest, the text announces, right from the title, that the training is mutual:

“A conquista desses colegas da escola básica, nesse sentido, é também a dos colegas universitários. Ao darem sentido a suas práticas, os mestrandos ajudam seus professores a encontrar sentido para suas próprias, nas salas da licenciatura, na pós-graduação” (Dias; Maués, 2019, p. 142)²

Faced with the task of promoting literary reading, those involved – school and university teachers – find themselves in the same challenging scenario, and the fact of sharing their experiences and predisposition for changes and transformations leads to significant changes in the way they deal with challenges. Still according to Dias and Maés, the problem of literary reading is not resolved, but redefined. In education, this is an important movement to reinvigorate practices and attitudes.

The constitution of communities of teaching practices within the scope of PROFLETRAS is also materialized in the various publications carried out jointly by teachers and students of the program. Although the publication of scientific texts is a requirement for all postgraduate courses in the country and is a very important item in the official program evaluation system. In the case of the Professional Master's Degree, the writing partnership involves professionals who are at different stages of training; but it is clear that mutually produced knowledge has the potential to affect everyone's qualifications. Many of these materials are available on the program website, hosted on the Federal University of Rio Grande do Norte page.

The feeling of belonging to a community affects any individual or professional in a very positive way, and this is especially relevant for categories such as teaching, which acts as a buffer against so many social ills. I am referring, in particular, to public school teachers, subject to instability resulting from periodic changes of governors, not to mention low salaries, the lack of a fair and dignified career plan, and the violence that enters buildings and classrooms. For professionals who remain in their career, feeling part of a community, with which they can exchange, is one of the ways to resist and survive. The testimonies of master's students collected by Dias and Maués attest to this.

The fact that the research carried out in the program presents points of convergence regarding theoretical or methodological approaches is another indication of the establishment of a community of teaching practice and means that the network character of PROFLETRAS is not limited to an organizational aspect alone, but becomes one of its lines of force.

The feeling of belonging to this community, experienced by Basic Education teachers and students of the program and by the master's teachers themselves, contributes to affirming and positively reaffirming the identity of these professionals, more specifically, the identity of the teachers in Brazilian public schools, subject to countless career vicissitudes, such as low salaries, precarious working conditions, constant demands from the sponsors – state and municipal education departments –, tensions and conflicts typical of the school environment. The Professional Master's Degree is an opportunity to speak and listen, to express anguish, frustrations, successes and joys, to see and recognize yourself in your colleagues. This is explained in most dissertations and is easily proven by anyone who has the opportunity to participate in the routines of these courses.

The observation that PROFLETRAS has the potential to establish communities of practice for teaching Portuguese language and/or literature does not mean that it only promotes

² “The achievement of these elementary school colleagues, in this sense, is also that of their university colleagues. By giving meaning to their practices, master's students help their professors to find meaning for themselves, in the undergraduate and postgraduate classrooms “ (Dias; Maués, 2019, p. 142, our translation).

convergence. The extensive look at the dissertations generated in the program revealed pockets of insurgency regarding the works recommended for implementing the pedagogical proposals. As shown above in Figure 3, the reading recommendations favor already established writers and, to this data, correspond other data, related to predominant themes, type of framing of the work (classical, popular, oral, entertainment), genres textual etc. Despite this predominance, names, titles, styles and themes representing less conventional aspects of what the school usually recognizes as literature are also noted. We know that, in general, the school is still not very open to contemporary trends in literature, especially those that are most intrusive regarding the premises of the canon. Therefore, it is noteworthy that a set of proposals chooses to encourage the reading of works representing the multiple systems that make up the literary polysystem (Even-Zohar, 2013).

Of the 131 dissertations analyzed, 34 indicate readings whose authorship corresponds to emerging voices in contemporary Brazilian literature – Conceição Evaristo, Cuti, Ferréz, Márcia Kambeba, Daniel Munduruku, among others -; or that address themes from Afro-Brazilian culture. There are also works focused on poetic forms of local circulation, such as songs and stories from Reinado and even a poetic form created in a city in the interior of Minas Gerais, the knocker. There are also proposals dedicated to local writers, with emphasis on those from the Amazon region and some northeastern states.

Throughout this article, I have treated these options as insurgencies; term that I seek from the theoretical field of decolonial epistemologies, especially from Catherine Walsh. Here insurgency has to do with resistance to the colonized model of being, thinking, existing, learning, teaching; it also points to reflections and considerations that, ultimately, provoke and inspire reinterpretations regarding the issue of (de)humanization and (de)colonization (Walsh, 2009, p. 31).

Observed in light of this reference, the indication of readings that push the limits of conventions about what literature is and what literature to present to young students has the strength to overcome established standards. In this sense, it is worth remembering the importance of the legislation that introduced the study of Afro-Brazilian and indigenous History and culture in Basic Education in proposing teaching projects dedicated to authors representing these cultures. The interest in implementing the application of this legislation is highlighted by master's students as a justification for building their pedagogical proposals. These insurgencies detected in the analysis of the dissertations affect the content or learning objects of the classes, aspects that are difficult to change, given the crystallization of the conventional education system. And this reinforces the merits of the program that welcomes this type of movement.

Among the convergences and insurgencies mentioned above, communities of teaching practices and paths for the continued and in-service training of public school teachers are constituted around PROFLETRAS. On the one hand, patterns of pedagogical practices that follow established techniques and methods persist, with effectively little – or no – space for authorship, creativity, subjectivity. The option for the didactic sequence, identified in the dissertations analyzed, is an example of this and reflects the need that teachers feel in finding structured ways of organizing their classes, a need that arises, in many cases, from impositions by the official system and the society itself.

On the other hand, when observing the speeches of master's students writing their dissertations, there is talk of respect for individualities, subjectivities, local knowledge and practices, encouraging the effective and creative participation of students in the teaching process. -learning. Now, how can we train autonomous and creative young people if, throughout their years of schooling, their experiences were not of this nature?

Before young students, teachers need to have ensured space for the expression of their subjectivity, authorship and autonomy. To this end, teacher training and transformation involves

nurturing “[...] a desire for insurgency in opposition to certain actions.” (Tomelin; Rausch, 2020). Along this path, continued education, thought through the lens of decolonial pedagogy, is committed to strengthening the “[...] teacher’s authorship, so that he or she does the same in relation to his or her students [...]” and with a pedagogy that does not impose silence and that knows how to respect polysemy; a “[...] pedagogy without models and hegemonies, but which respects ethical rigor between cultures.” (Tomelin; Rausch, 2020).

Returning to the teaching training offered at PROFLETRAS, the cartography outlined in the post-doctoral research shows an alternative training that mirrors the empirical needs of those at school, facing the challenges of motivating and mobilizing contemporary youth, as well as meeting the demands of official education systems. In this sense, convergences.

But the program is not limited to following or imposing models; due to its capillarity, the theoretical concepts adopted, the teaching staff, the peculiarities of each institution that is part of the network, there are signs of ruptures, openness to innovation, autonomy, space for interculturality. In this sense, insurgencies.

Between them, there are possibilities for effective exchanges between professionals and individuals, even more so, between institutions. School and university come closer together in a very intense way through PROFLETRAS, theory and practice are effectively articulated, and the results of this rapprochement, which is not without tension, almost immediate, are felt in the Basic Education classrooms and at the university. The teaching and learning process mobilizes and drives those who participate in it; One can feel echoes of the training he undertakes in the community.

The perception of the converging points between the dissertations produced in PROFLETRAS makes us think that this program contributes to theoretical and methodological alternatives reaching Brazilian public schools, as well as offering technical support and dialogue to teachers during the period in which they are formally linked. to the program, as master's students and then, as graduates. This is one of the best teacher qualification initiatives implemented in this century, with immediate effects in schools across the country, as the discussions, readings, in short, the learning that takes place in the master's classes immediately reach girls and boys, very before the dissertation is defended.

As I pointed out at some points in this article, I am a professor in a Professional Master's program that is not part of the PROFLETRAS network, which I know from studying part of the academic production of its student body. For this reason, I observe it from a certain distance and, from this place, I attribute great importance to its potential to establish communities of language and literature teaching practices and, thus, follow and intensify the positive effects generated by the implemented actions and which, undoubtedly, collaborate to improve national education.

I conclude these reflections by highlighting that much has already been done within the scope of PROFLETRAS, and these results can be measured in the dissertations and pedagogical products generated. At a time when there is a revival of the political conditions that resulted in the creation of this program and when there is talk of the resumption of continuing and in-service teacher training initiatives, it is desirable that national managers, responsible for the new policies, look at the existing experience, invest in its improvement and take it into consideration when proposing and implementing other similar alternatives.

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