



## Impacts of PIBID and the Pedagogical Residency Program on the professional induction process

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### Abstract

This work is the result of research that deals with the Teaching Initiation Programs, the Teaching Initiation Scholarship Institutional Program (PIBID) and the Pedagogical Residency Program (PRP), linked to the processes of Initial Teacher Training in the context of the Federal Institute of Santa Catarina (IFC). The study sought to understand how the Teaching Initiation Programs, PIBID and PRP, impact the initial teacher training and professional induction processes. Based on a contextualized approach, of a qualitative nature, the investigation was carried out with 100 students from the undergraduate courses at the IFC working in PIBID and PRP. The focus of the interpretative analysis focused on the profile, meanings and experiences lived by the scholarship holders and residents in their formative processes. The results showed that the predominance of the participants of the Programs is female, young and single. In the field of training experiences within the Programs, the data revealed that the choices for the field of teaching degrees, in addition to having a Higher Education course, are linked to contributions to society, which are interconnected and directly related to the world of work. It was concluded that the practices carried out within the Programs positively impact the teacher training process of the participants, in addition to the socially referenced qualification of the professional induction process, reverberating in the professional insertion.

**Keywords:** Teacher education, PIBID, Pedagogical residence, Professional induction.

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## 1. Introduction

The theme of teacher training has been problematized and discussed within the context of education nowadays. Therefore, when dealing with the theme of education, we refer to the need to discuss the training of teachers in Brazil, either in the context of initial or continuing education. In this perspective, the formative process needs to be thought as a whole, understanding that it permeates academic training and follows through the stages of insertion and consolidation in the career (Huberman, 2000). According to Pimenta (1996, p. 85),

[...] it is a question of thinking teacher training as a unique process encompassing the initial and continuous. In this sense, the training involves a double process: the self-training of teachers, from the constant reelaboration of the knowledge they perform in their practice, confronting their experiences in school contexts; and the training in the school institutions where they operate. Therefore it is important to produce the school as a space for work and training, which implies democratic management and participatory curricular practices, providing the formation of networks of continuous training, whose first level is the initial training.

By taking into account the context of teacher training processes when we approach teacher training in Brazil, we identify that, in recent years, the Federal Government has intensified some efforts regarding teacher appreciation through programs aimed at teacher training, that encourage the insertion of students of the undergraduate courses in the schools of Basic Education during their initial training. Among the proposals offered, there are two Federal Programs administered by the Coordination for the Improvement of Higher Education Personnel (Capes) and which are part of the National Policy for Teacher Training: the Institutional Scholarship Program for Teaching Initiation (PIBID), created in 2007, and the Pedagogical Residency Program (PRP), recently created in 2018.

This article is a cut of a dissertation research conducted in the Academic Master of the *Stricto Sensu Graduate Program* in Education of the Federal Institute of Education, Science and Technology of Santa Catarina (PPGE-IFC), it focuses on initial teacher training and its insertion process in the teaching career by PIBID and PRP participants. The study sought to know the profile and present the perceptions of the scholarship holders and residents and the contribution of the Teaching Initiation Programs, PIBID and PRP, for their training and professional induction.

Thus, this text deals with the two programs mentioned above, which aim to insert students of undergraduate courses in Basic Education during their initial training, as well as promote theoretical and practical articulations between Higher Education Institutions (HEIs) and the field schools agreed with Capes. The programs allow undergraduate students to be able to dedicate themselves to the future profession with the help of a paid scholarship, which is more a stimulus to reduce the dropout from the courses. In this perspective, the Public Policies of Teacher Training impact the process of valuing the teaching during the initial training and demonstrate the need to maintain and continue the programs that socially qualify the professional insertion through teacher induction.

In this sense, contemporary theories about teacher training, which can be found, for example, in Demo (2005, 2006, 2015), Gatti *et al.* (2009, 2010, 2016), Lima *et al.* (2007), Marcelo Garcia (1999), Nóvoa (1995, 2009, 2013), Pimenta (1999) and Tardif (2012) discuss the process of initial teacher training as one of the fundamental pillars to qualify the formative processes. Moreover, they affirm that the initial training phase is not the only influence in the construction of the teacher identity, considering the challenges of the first years of the career, but it is recognized as an important period of this process. Given these reflections, PIBID and PRP make it possible to understand the demands of the formative processes and act on them, in order to socially and academic-scientifically qualify the training of teachers, improve the relationship between HEIs, schools, teachers and undergraduates and try to reduce the strangeness of the first years of professional performance in the teaching.

Local/regional/institutional studies, such as those of Anderi (2017), Barros (2018), Gariglio and Santos (2023), Gehring (2016), Marques (2016), Silva (2019) and Souza (2018), show limits and potentialities of the programs. However, we realize that most studies are local, related only to a Program or a Degree, which demonstrates that little research is dedicated to understanding how participation in the PIBID or PRP, in different contexts and Degrees, has impacted the initial teacher training of these future teachers. The research presented in this text intends to add to these studies, contributing to the advancement of knowledge about teacher training, especially by relating two programs developed through the policies of Teacher Training.

In addition to raising possible reasons for choosing the teaching, we care to understand the perception of graduates about the impacts of the PIBID and PRP for their graduation, inquiring about choices, learning, doing and knowledge built, as well as experiences considered significant during participation in the Programs. Starting from these questions, we defined as the objective of the research: to understand how the Programs of Teaching Initiation, PIBID and PRP, impact the initial teacher training and the processes of professional induction.

In this context, PIBID and PRP have validated themselves as pillars that enhance public policies for teacher training and that can intensify new reflections, reconstructive criticism and authorship<sup>3</sup>, in order to qualify the teaching work aimed at an emancipatory practice in the educational context, which leads to continue the process of professional induction.

It is essential to have an integrated look at education and understand that teacher training is a topic that needs to be discussed, evaluated and reevaluated constantly. The demands in education are always changing and the period of initial teacher training and the beginning of the career are decisive moments in the life of a teacher, which provokes us to analyze and understand the educational public policies that seek to value initial teacher training and professional induction. The scientific and social relevance of this work is in the need to reflect on the valorization of education, undergraduate courses and teacher training in contemporaneity, in addition to the need to have a critical-reflective look accurate on the initial formation and the process of teacher

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<sup>3</sup> Authorship means the exercise by which the fellows are provoked to the elaboration of thought and knowledge through practices that lead them, at the same time, to formative autonomy and creativity (Demo, 2005).

induction, due to the possibility of social qualification referred in the teaching and in the profession-teacher.

This article is divided into four sections, in addition to the final considerations. The first section delimited the problem of initial formation through PIBID and PRP, presenting the objective of the research. The second section contextualizes the programs in the interface of initial teacher training. The third section is aimed at the research methodology. The fourth section presented the results, as well as their analyzes and discussions. Finally, the final considerations tried to understand how the programs impact the initial training process and the teacher professional induction.

## 2. PIBID and PRP: conceptions of teacher training

Initially, as it is a research on two initial teacher training programs, we should outline a brief course and the objectives of each Program. Thus, we raise specific characteristics presenting approaches and distancing in their conceptions in teacher education.

As part of the National Policy of Teaching Training, of the Ministry of Education (MEC), both programs aim to qualify and strengthen the relations of the HEIs with the schools of Basic Education. The two Programs are similar in the format, because they are anchored in pedagogical proposals integrated to the Institutional Project, organized by nuclei and coordinated by a teacher of the Higher Education Institution, called Institutional Coordinator. In both programs, scholarship holders and residents are accompanied by a teacher of teaching in Basic Education and guided by a teacher of the Higher Education Institution.

Even with differences in the names of the participants, the activities assumed by them are similar in the sense of their responsibilities. The nomenclatures used also differ, since the students of PIBID are called scholarship holders and the PRP, residents. In addition, teachers of Basic Education, at PIBID, are called supervisors and, in the PRP, are called preceptors.

PRP, created in 2018, can be considered new compared to PIBID, which, since 2007, has established itself in the national scenario as an important policy of teacher training, which aims to “[...]provide students in the first half of the degree course a practical approach to the daily life of public schools of basic education and the context in which they are inserted” (Brazil, 2007, p. 2). In a clear way, the PIBID aims to contribute to the appreciation of the teaching, from the increase in the quality of initial teacher training and the insertion of undergraduates in the daily life of basic schools.

With regard to PRP, it is directed to the entrance of students who have attended a minimum of 50% of the course or who are attending from the fifth period. In addition, it is translated as “[...] training activity carried out by a student regularly enrolled in an undergraduate degree and developed in a public school of basic education, called” field school (Brazil, 2018a, p. 1). It is intended to carry out innovative projects in teaching professional practice in Basic Education.

Although the programs deal with the improvement of the initial training in the undergraduate courses, PRP demonstrates a more pragmatic nature because it is related to the Supervised Internship and the National Common Curricular Base (BNCC), which is still the target of many criticisms of the academic community, such as those of the National Association of Graduate

Studies and Research in Education (ANPEd) (2017, 2018), which rejected the proposal to link the PIBID and PRP to BNCC. Regarding ANPEd *et al.* (2018, no page):

We repudiate any association of these programs with BNCC, characterized by curricular narrowing and whose process of elaboration, discussion and approval has been the subject of blunt criticism from academic and scientific entities since 2015.

Thus, we realize that, most of the time, market interests speak louder in the field of Education and “[...] the privatization of teacher training for basic education is still rising, driven now by the implementation of BNCC” (Campos; Durlí; Campos, 2019, p. 172).

Even with some distancing related to PIBID and PRP pointed out in this text, we understand that, in its epistemic development, seek to promote the insertion of the student in academic-professional contexts, configuring itself as an effective action within the process of teacher training.

In view of the context addressed on teacher training, we present, below, the methodology used in this article.

### **3. Methodological path and characterization of the field of research**

By understanding this study in a contextualized way, considering the research as a scientific and formative principle (Demo, 2005), the present study was based on the methodological perspective of qualitative approach, of analytical-descriptive and interpretative characteristic, once we recognize the subjects in their historical context and analyze the experiences of PIBID fellows and PRP residents in their formative processes, in the IFC Degree Courses. Before data collection, we began a necessary research path, in order to meet the ethics required in research with human beings. Therefore, we forwarded the project of this study to the Ethics in Research Committee (CEP) of IFC, with approval opinion number 3.522.773.

The selection of participants followed a research criterion, in which all 144 fellows and residents working in the PIBID and IFC PRP were invited to participate in 2019. However, for various reasons, some fellows and residents could not attend, which totaled 100 students, 61 PIBID fellows and 39 PRP residents.

The investigation presented in this article is limited to the analysis of one of the research instruments used, a semi-structured questionnaire composed of 16 questions, with six closed questions and ten open questions. The questionnaire, according to Gil (2008, page 128), can be defined “[...] as the research technique composed of a more or less high number of questions presented in writing to people, aiming at the knowledge of opinions, beliefs, feelings, interests, expectations, situations experienced etc.”. The choice for the technique of the semi-structured questionnaire was in order to produce data about the contexts of the investigated subjects and their personal information, since the research was carried out in four Undergraduate courses, such as Physics, Mathematics, Chemistry and Pedagogy. In addition, six different contexts were contemplated: Abelardo Luz, Araquari, Camboriú, Concórdia,

Sombrio and Videira. The campuses were determined according to the distribution of PIBID and IFC PRP in 2019.

Thus, this research produced, using the semi-structured questionnaire, a set of data on: identification of subjects (gender, age, marital status); influences on the choice of undergraduate courses; main motivations in participating in the PIBID and PRP; and significant activities carried out in the programs in the students' perception. The findings of the research, presented below, seek to highlight the relationship between a public policy of teacher training and the programs of Initiation to Teaching, PIBID and the PRP.

#### 4. Initial teacher training programs – PIBID and PRP: Research findings

Nóvoa (2019), when discussing the process of teacher training, points out that the entire trajectory of appreciation of the teaching needs to be considered as a “[...] Profession based on” knowledge, which Demo (2006) reinforces on training to be thought from the perspective of research as a scientific and educational principle. In turn, Nóvoa (2019) also states that the initial training has moved away from the field of professional performance; as a consequence, the graduation in the Undergraduate Studies began to consider what the author classifies as “[...] a third genre of knowledge, absolutely decisive to graduate teachers: professional teaching knowledge” (Nóvoa, 2019, p. 204). Thus, this knowledge produced within the profession would need to be a fundamental component of teacher training.

To graduate as a teacher is to understand the importance of this third knowledge, this professional teaching knowledge, which is part of the heritage of the profession and which needs to be duly recognized, worked, written and transmitted from generation to generation (Nóvoa, 2019, p. 205).

Given this reflection, it is important to discuss the data produced with this research, since they demonstrate that PIBID and PRP have been shown as a training experience capable of favoring the valorization of teacher training. The initial training, understood as the phase of academic and professional formation in the scope of Higher Education in the undergraduate courses, introduces students in the context of teaching, enabling the articulation between theory and practice through professional insertion. In fact, it is important to consider that this immersion in the field of work is relevant in the process of professional teaching induction.

The terms “professional insertion” and “professional teaching induction” dialogue with each other, but are usually misused, “[...] suggesting a false polysemy” (Cruz; Farias; Hobold, 2020, p. 2). From the perspective of Marcelo Garcia (1993), the concept of “professional insertion” is defined as the entry into professional life through the socialization processes, which enable the understanding of signs, values and ways of being and being in the profession, providing experiences of belonging to a particular group (Dubar, 2005).

The term “professional teaching induction” “[...] refers to the follow-up process of the beginner or novice teacher during his or her professional insertion” (Cruz; Farias; Hobold, 2020, p. 6). In this study, these terms are articulated because they produce the understanding that students, when entering the

context of teaching, are inserted and induced to feel belonging to the group, relating with their peers, learning and appropriating the knowledge of teaching, as well as building meanings about the profession and the constitution of teacher identity (Vanzuita, 2021).

From the clarification of some concepts, we realize the need to understand teacher training as a continuous and qualified process. In this case, the initial training, with the support of programs such as PIBID and PRP, goes through the process of professional insertion.

#### 4.1 Profile of participants

Interpreting the quantitative data of the questionnaire, it was possible to draw a brief profile of the investigated subjects. Of the 100 participants, 72 were female (51 of the PIBID and 21 of the PRP), and 28 were male (18 of the PIBID and 10 of the PRP). These data are close to the Census of Higher Education, in which it points out that 70.6% of the students who attend a Bachelor's degree in Brazil are female, and 29.4% of the public are male, according to the National Institute of Educational Studies and Research Anísio Teixeira (Inep, 2019).

Regarding age, participants of the programs are predominantly young, since it was evidenced that 67 (42 from the PIBID and 25 from the PRP) are in the age group from 18 to 24 years; 11 (5 from the PIBID and 6 from the PRP) are in the age group from 25 to 29 years; 15 (11 of the PIBID and four of the PRP) are in the age group of 30 to 39 years; 6 (3 of the PIBID and 3 of the PRP) are in the age group of 40 to 49 years, and only 1 of the PRP is above 50 years of age. The data presented indicate that the profile of participants of PIBID and PRP is characterized by a mostly young group, which is in agreement with the last Census of Higher Education (Inep, 2019), that shows that the national average of the age group of Higher Education is between 19 and 24 years.

Regarding the marital status of the participants involved in the survey, 84 were single (50 from the PIBID and 34 from the PRP); 12 married (8 from the PIBID and 4 from the PRP); and 4 chose for the "other" option in the questionnaire. Nowadays, social and affective relationships have been undergoing changes, since today's society presents itself as fluid, in constant movement and very unpredictable (Bauman, 2001). Previously, marriage and obtaining a work were key moments for the acquisition of the title of "adult". However, nowadays, rituals of passage to adulthood have changed and are no longer fixed or restricted to some age, since the data produced here are close to the data of Inep (2019), in which 68% of students of higher education declared themselves as single.

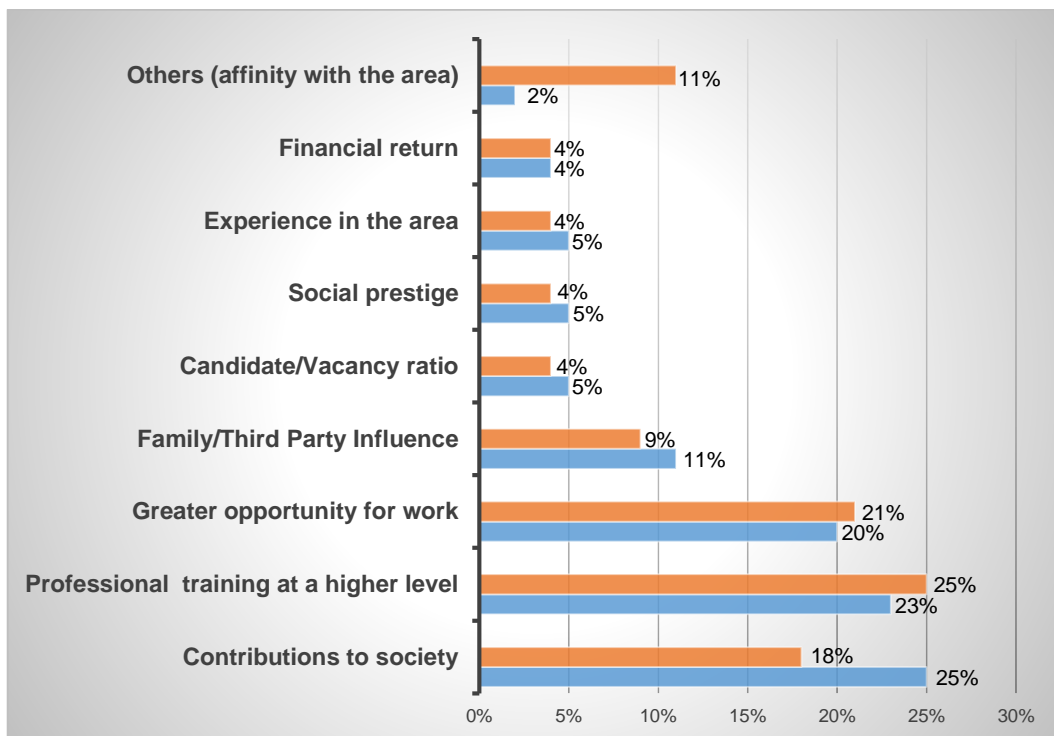
Given the analysis of the data collected through the questionnaire, we observed a profile of participants predominantly female, young and single, that constituted the Initiation Programs to IFC Teaching, data confirmed by Inep (2019), that point out that young people are still the majority in the university scenario.

## 4.2 Training experiences: what students say

In charts 1, 2 and 3 that follow, the data collected are presented as a percentage, because in the questionnaire provided to the investigated subjects, they could choose up to three options of response.

Chart 1 brings the main influences on the choice of undergraduate courses from the perspective of scholarship holders.

**Chart 1 – Influences on the choice of undergraduate courses according to the participants of the research**



Source: Elaborated by the authors.

When analyzing the data, we were able to verify that the three options that appear with more expressiveness are close in both programs, namely: “contributions to society”, “higher-level vocational training” and “greater work opportunity”, which are interconnected and related to the world of work.

We observed that the choice for the teaching career has been a difficult task, because, according to the Census of Higher Education released by Inep (2019), the minority of students enrolled in higher education is allocated to undergraduate courses, totaling only 20.5%. The majority of higher education enrollments are aimed at Bachelor’s courses (58.7%), followed by Technological Courses (20.8%) (Inep, 2019), a factor that needs to be discussed from the creation of public educational policies that encourage and qualify teacher training, such as PIBID and PRP.

Chart 1 indicates that most scholars and residents of teaching initiation believe that the choice for teaching can contribute to society, as also points out the Curricular Pedagogical Project (PPC) of the course of Mathematics Degree at the *campus* of Camboriu, suggesting that the student needs “[...] To



understand their social role as an educator and ability to manage internal relations to the processes of teaching and learning” (IFC, 2018a, p. 214). This situation can become contradictory as, in the perception of the fellow students and participating residents, reasons such as social prestige and financial return appear at the end of the list regarding the choice of teaching career. We consider that undergraduate students understand the important social value that teaching exerts in society, but they are aware that there is little financial return and social prestige in the figure of a teacher and in the teaching career.

According to the research entitled *Attractiveness of the teaching career in Brazil*, by Gatti *et al.* (2009), the decision to choose the teaching profession in contemporary times is imbricated with the world of work, since the decision by the profession is involved by “[...] dilemmas, conflicts and contradictions that involve not only personal characteristics, but also the historical context and the sociocultural environment in which the young person lives” (Gatti *et al.*, 2009, p. 64). We understand that society has had repercussions on teaching “[...] a contradictory image of the profession: at the same time as it is commendable, the teacher is devalued socially and professionally” (Gatti; Nunes, 2009, p. 66). Given this, the choice of Bachelor’s courses at IFC can be linked for many senses. In the PPCs of the analyzed courses, we observed as objective of the course of Mathematics, Camboriú *campus*, the desire to:

Train critical, reflective and creative teachers, with mastery of mathematical, scientific and pedagogical knowledge to act in basic education, with emphasis on the final years of elementary and high school. With a broad and flexible curriculum, which relates theory and practice, in the most diverse modalities of teaching [...] (IFC, 2018a, p. 28).

We note, in this way, the IFC's interest in providing students with a quality education, focused on a critical, reflective and creative formative process. We can observe, therefore, that the choice for higher education courses is often related to a historical process of discrimination/predominance between men and women. According to Ávila and Portes (2009, p. 95),

[...] the preferences regarding the choice of courses were built throughout the process of schooling of the female and male subjects, giving rise to areas marked as more “feminine”, such as the area of the humanities and most of the health courses, or more “masculine”, like those in the area of exact sciences and technological careers.

From the answers in the semi-structured questionnaire, the option “higher education” was one of the most chosen by the participants in the relationship with the career. The chance to complete a higher degree becomes fundamental for many young people to be able to join the teaching career and seek insertion in the working world. Contradictorily, according to the research carried out by Inep (2018), there are high dropout rates in higher education courses, as in the example of the course of Mathematics (58.4%) and Physics (62.2%).

We verified the interest in preparing the student for the world of work as a relevant dimension placed by the group of scholars and residents of initiation

to teaching, viewing the undergraduate courses as a possibility of employability, therefore

[...] it is in the work environment that other different knowledge necessary for educational practice are created, where the problems, tensions, social contradictions and the possibilities of change are better visualized. It is there where life pulsates that the sensitivity committed and engaged is born, therefore, ethical responsibility with life, with the right to learn, with the duty to teach well those who need the school to broaden their citizenship status (Felipe; Bahia, 2020, p. 92).

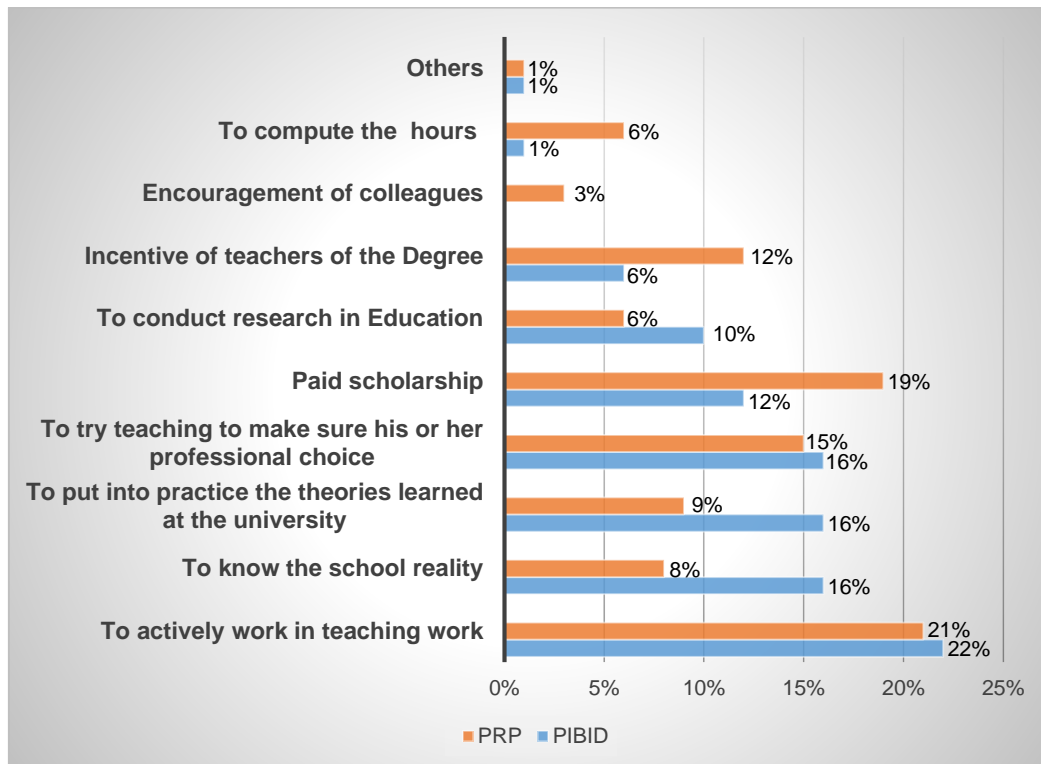
The choice to pursue a Bachelor's degree in IFC, which values a referral social quality teaching offer, leads to a formative process aimed at a critical, reflective, researcher, competent professional, through an integral, social and political formation (IFC, 2017a). In this sense, education and teacher training need “[...] To be linked to the social, political, economic, cultural context and [the] struggle for social justice” (Pavan; Backes, 2016, p. 53).

There is, therefore, the need to overcome a tendency of disarticulation between initial training and teaching work, and rethink them as a continuous process. From this perspective, “[...] induction would correspond to a part of the continuous movement of professional development of the teacher” (Cruz; Farias; Hobold, 2020, p. 9). The PRP also seeks to intensify this articulation by developing experiences that provide a better dialogue between technical and pedagogical knowledge, as one of its objectives highlights:

III. To strengthen, expand and consolidate the relationship between the IES and the school, promoting synergy between the entity that forms and the entity that receives the graduate of the degree and stimulating the protagonism of the teaching networks in the teachers' under graduation (Brazil, 2018a, p. 1).

Higher Education courses, aimed at teacher training, can break the dichotomy between scientific and pedagogical knowledge when they seek to provide opportunities for the articulation between theory and practice, enabling research experiences as an educational principle (Demo, 2006) and the creation of methods and methodologies (Vanzuita, 2018). From the assumption that a “[...] competent professional has reflective self-development capabilities” (Nóvoa, 1995, p. 27), we understand that higher courses need to move toward the formation of an increasingly integrated curriculum between university and teaching reality. We observed, in the PPCs analyzed from IFC, the effort to reduce the dichotomy between theory and practice more and more.

In Chart 2, below, we present the data related to the motivations of scholarship holders and residents in participating in the Teaching Initiation Programs.

**Chart 2 – Motivation of research subjects to participate in PIBID and PRP**

Source: Elaborated by the authors.

As important as understanding how scholarship holders and residents are included in these programs, it is to understand how these historical subjects think their participation. Based on the responses of PIBID fellows, Chart 2 points out the main motivations for participating in a Teaching Initiation Program. The options most cited by the PIBID fellows were: “to actively work in teaching work”; “to know the school reality”; “to put into practice the theories learned at university”; and “to experience teaching to make sure of his or her professional choice.” We note that these options are related to insertion in school and the opportunities to bring theory closer to practice. This confirms the proposals of PIBID (Brazil, 2018b), in which, through teaching practices, the approximation between university and public school of Basic Education is promoted. Thus, PIBID is configured as a formative space that provides the dialogue between the proposals of PPCs of higher education courses with the school reality and the Programs of Initiation to Teaching.

Regarding the options most cited by residents, we observed: “to actively acting in teaching work”, which resembles the PIBID data, also showing the incentive of “paid scholarship”, and “experiencing teaching to make sure of his or her professional choice.”

Some answers differ between students and residents of initiation to teaching, which may represent the experience of training in different periods within the undergraduate courses. In the PIBID group, the most cited options are related to knowing the teaching environment (school) or putting into practice the

theories learned at the university, which highlights PIBID as an opportunity for training space when approaching the university to the school. As for residents, because they are advanced in their course, their motivations, in addition to insertion in the world of work, are related to career definition and financial support. In the option chosen by scholars and residents, “to experience teaching to make sure of their professional option”, we observe the importance of Teaching Initiation Programs to take place simultaneously to initial training, since there are high dropouts in some undergraduate courses, as pointed out in the report of Higher Education on the dropout rates of courses such as Chemistry, with 55.8%; Mathematics, with 55.4%; and Pedagogy, with 41.7% (Inep, 2019).

In this sense, PIBID and PRP can mitigate dropout rates, because “actively act in the reality of teaching work” and “bring the relationship between theory and practice” are important factors for scholarship holders and residents to remain in the Undergraduate courses and identify with teaching, reducing the abandonment of the profession.

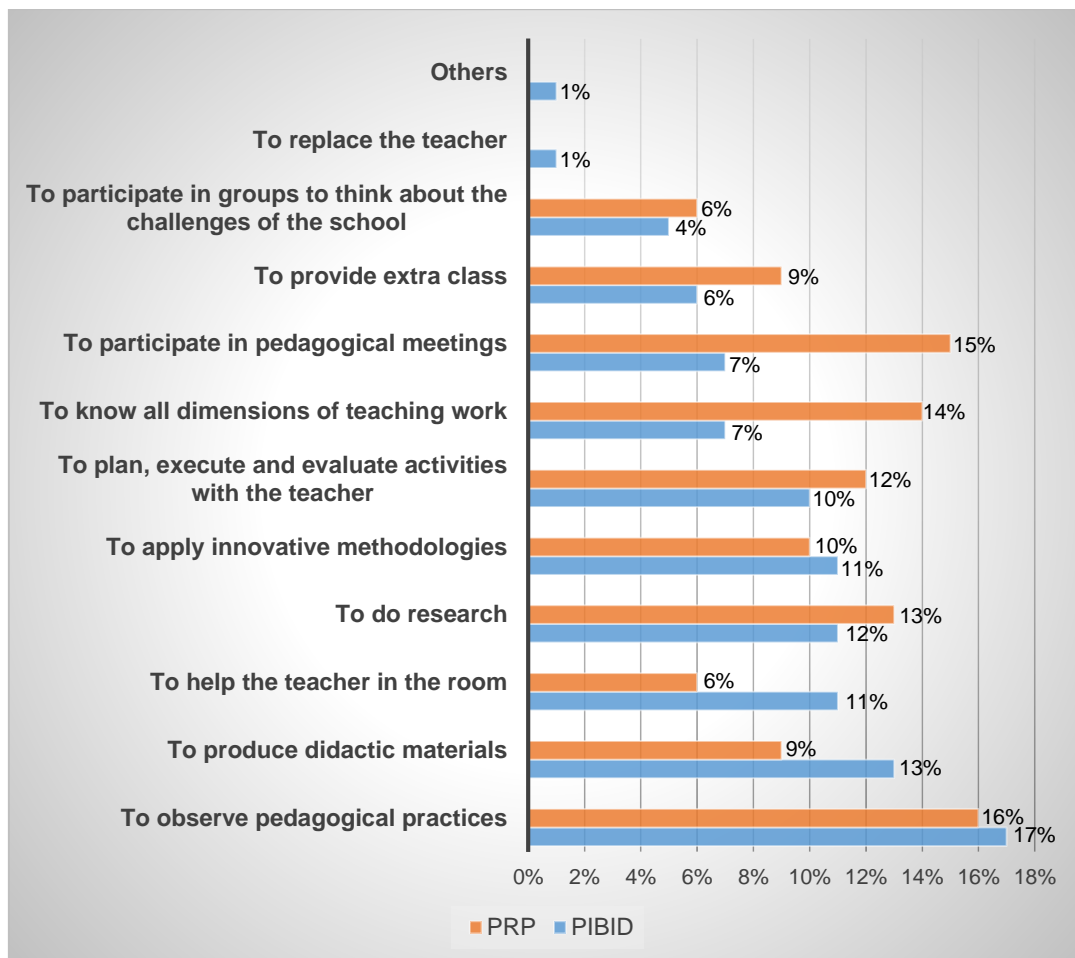
Another indication mentioned in the PIBID and PRP groups deals with the receipt of the paid scholarship, considering that its offer may help the student stay in the undergraduate course and in one of the programs. The study by Gatti *et al.* (2014) points out that financial compensation appears as a positive point for the stay in the Program and in the course, especially when it observes that the participants of the PIBID are mostly only students.

We understand that the initial training offered in IFC dialogs with the Teaching Initiation Programs and promotes a focused training:

[...] for autonomy, authorship, possibility of knowledge construction, creation of methods and methodologies, [which] enriches the training in the direction of producing environments of subjects more prepared and able to face the world of work, suggesting that these integrated capabilities in the training process build qualified professional identity(ies) (Vanzuita, 2018, p. 103).

Thus, participating in the PIBID and PRP provides knowledge of the teaching reality still in the initial formation, an aspect most cited by the participants of the two programs. This factor becomes relevant when we think about the possibilities of interiorization of a qualified teacher training, provided by IFC, especially when we analyze the context of the Abelardo Luz campus, which is located inside a subdivision.

The following Chart 3 points out what are the significant practices carried out by PIBID fellows and PRP residents.

**Chart 3 – Significant practices carried out by the participants of the research in PIBID and PRP**

Source: Elaborated by the authors.

We can note, in Chart 3, that the most developed activity in the perception of the participants of the two programs was “to observe pedagogical practices”. For students, the exchange of experiences, as a way of approach to school daily life, become relevant, because they create formative spaces that link the objectives of the programs of Initiation to Teaching and Initial Training, as the PPC of the Mathematics Degree Course – Sombrio Campus demonstrates:

The creation of interactive spaces of **articulation between the Federal Institutes of Education, Science and Technology and the schools of basic education**, [...], can enable **reciprocal gains**: the professional knowledge of school teachers enrich the **training curriculum of new teachers and academic studies and research on the curriculum enrich the training of in-service teachers** (IFC, 2018b, p. 101, our emphasis).

Students and residents, when observing more experienced teachers, have the possibility to understand the dynamics carried out in the day to day of the school and, thus, bring what they learned in the university with the teaching practices. In addition, they can develop activities in the programs and, at the

same time, exercise reflective practices (Schön, 2000), in order to rethink them. In fact, the insertion of scholarship students and residents in the school environment, in addition to the opportunity for reflection, allows them to know, recognize, build and rebuild the teaching practices and knowledge, from an integrative curriculum<sup>4</sup>.

The creative and innovative practices, so important in the initial training courses, may be related to the creation or adaptation of didactic materials, action cited by scholarship holders and residents. These practices become significant, so the insertion of students in professional contexts is presented as a preventive care in the process of entry into the teaching profession (Príncipe; André, 2019).

Other actions also stood out as the most significant for scholarship holders and residents, such as: “to produce didactic materials”, “to help the teacher in the room”, “to do research”, “to participate in pedagogical meetings” and “to know all the dimensions of teaching work”. These actions are directly linked to the daily teaching as a practice of research. The PPC of the Chemistry Degree Course at the Araquari campus, in the axis “research and extension”, states that at IFC, research is anchored in two principles, namely:

The scientific principle, which is consolidated in the construction of science; and the educational principle, which concerns the attitude of questioning before reality, that is, the exercise of research is capable of promoting intellectual independence and contributes directly to the formation of citizens capable of building knowledge throughout life (IFC, 2017b, pp. 115-116).

We note that, through the perception of scholarship holders and residents, the programs encourage to do research as a formative/educational principle in the opportunized experiences. Thus, it favors the construction of a professional identity focused on authorship, as Demo (2015) states, which allows the creation of innovative methods and methodologies (Vanzuita, 2018).

In the PPCs analyzed, we perceive the real interest of IFC in encouraging research as a scientific, formative and educational principle in the initial training process, as well as the desire that the future teacher become a teacher (Demo, 2005), even if more specifically, as in the Pedagogy course of *the* Abelardo Luz campus, which is based on the Pedagogy of Alternation<sup>5</sup> with emphasis on field education. In this way, research needs to be related to social practice.

In this bias, the programs meet the conception of authors such as Nóvoa (1995) and Tardif (2012), when they approach the importance of bringing the school daily life closer to the initial formation and understanding the school as a

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<sup>4</sup> The reflection on the idea of building an integrative curriculum is articulated with the perspective of an integral education, which can allow the development of students in various dimensions, when thinking about an educational process beyond the walls of the school or university. One can also build a formative process beyond specific training, since one seeks to train critical, reflective citizens who relate theoretical and practical knowledge, from the conception of the integration of scientific and professional knowledge (Torres Santomé, 1998).

<sup>5</sup> The Pedagogy of Alternation is the political-pedagogical movement of teaching organization in the Pedagogy course, with emphasis on field education. This proposal mobilizes moments of studies taught in the educational institution (IFC) and moments of conducting guided work, developed in the communities of origin of the students. Therefore, time/study space changes: Time School – TE, and Time Community – TC (IFC, 2017c).

social formative space for knowledge exchanges, this contributes to the formation of a reflective teacher and prepared to face the teacher's professional insertion.

## 5. Final considerations

According to the data produced in the semi-structured questionnaire, we carried out the analysis of the profile of the participants of PIBID and PRP, as well as the relationship of the training in the undergraduate courses with the participation in the programs of Initiation to Teaching. The students recognized PIBID and PRP as providers of moments of formative experience and opportunity to approach teaching with everyday school. The profile of the participants of PIBID and PRP resemble each other, constituting a group, mostly female, single and living with the family during the initial formation, which characterizes a young group between 18 and 24 years old.

The data pointed out that the choice to walk the paths of the Degree comes from the interest in having a higher degree, which demonstrates the intention to qualify for the working world, as well as understand that, when deciding on the undergraduate courses, it can have better working conditions. The decision to contribute to society also arose related to this decision, corroborating the important role of education for society.

As for the motivations in participating in Teaching Initiation Programs, the data showed that acting actively in teaching work was presented as the main motivation for students to be part of the programs, because they understood that the PIBID and PRP provide opportunity to know the teaching reality still in the initial formation.

The observations developed by scholars and residents, in relation to the most experienced teachers, were the significant actions carried out in the Teaching Initiation Programs. The exchanges of experiences are considered as a way of approximation with the school daily life and become extremely relevant in creating formative spaces to expand the exchanges of knowledge.

The analyzes and reflections about PIBID and PRP, based on the semi-structured questionnaire, allowed us to identify and interpret relevant issues in Teaching Initiation Programs and Professional Insertion. Giving voice to the participants of the PIBID and PRP enabled us to look more human at the relationships that occurred in the formative processes. We also understand that there are many demands in the insertion and, mainly, in the professional induction of teaching to be scrutinized in the academic-scientific context for the advancement of knowledge. PIBID and PRP, located in the context of this research, made possible the initial and continuing training of the participants, in the perspective of problematizing the pedagogical practices developed by the IFC academics and students of Basic Education, and reflecting on the policies of initial formation and teacher induction.

The choice of teaching and career permanence implies many challenges. However, we observed that several significant experiences were shared during the development of this research. It is important to highlight that PIBID and PRP have positively impacted this process of teacher education, which goes through initial and continuing academic education and reverberates in the process of teacher induction. Therefore, there is a need to carry out other studies on training

policies in order to understand the challenges of teacher training and its continuity – the professional insertion.

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