

## **Pedagogical practice of beginning literacy teachers: production processes and contributions to training**

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### **Abstract**

In this paper, the production process of the pedagogical practice of the beginning literacy teachers is analyzed, in order to contribute to their training. The theoretical framework is based on the understanding of theory as an expression of practice (MARTINS, 1996). The research is qualitative and the analysis was based on Bardin (2011). The data were obtained through questionnaires applied in 40 schools in a Municipal Education Network and semi-structured interviews with 17 teachers. The results indicate that the teachers' pedagogical practice is constituted by challenges, by external and internal determinants and strategies produced from the problems originated in practice. The training process of these teachers requires an expansion of collective work spaces and an understanding of the specificity of literacy.

### **Keywords**

Literacy teacher. Teacher education. Professional development.

### **Prática pedagógica de professoras alfabetizadoras iniciantes: processos de produção e contribuições para a formação**

### **Resumo**

Neste artigo, analisa-se o processo de produção da prática pedagógica das professoras alfabetizadoras iniciantes, a fim de contribuir para a sua formação. O referencial teórico está fundamentado na compreensão da teoria como expressão da prática (MARTINS, 1996). A pesquisa é qualitativa e a análise fundamentou-se em Bardin (2011). Os dados foram obtidos por meio de questionários aplicados em 40 escolas de uma Rede Municipal de Ensino e de entrevistas semiestruturadas com 17 professoras. Os resultados indicam que a prática pedagógica das docentes se constitui por desafios, por determinantes externos e internos e por estratégias produzidas a partir dos problemas originados na prática. O processo formativo dessas professoras requer ampliação dos espaços coletivos de trabalho e compreensão da especificidade da alfabetização.

### **Palavras-chave**

Professora alfabetizadora. Formação docente. Desenvolvimento profissional.

**Prática pedagógica de professoras principiantes de alfabetização:  
processos de produção y contribuciones a la formación**

**Resumen**

En este artículo se analiza el proceso de producción de la práctica pedagógica de las profesoras principiantes de alfabetización para contribuir a su formación. El marco teórico se basa en la comprensión de la teoría como expresión de la práctica (MARTINS, 1996). La investigación es cualitativa y el análisis se basó en Bardin (2011). Los datos se obtuvieron por medio de cuestionarios aplicados en 40 escuelas en una Red Municipal de Educación y entrevistas semiestructuradas con 17 profesoras. Los resultados indican que la práctica pedagógica de las docentes está constituida por desafíos, por determinantes externos e internos y por estrategias producidas a partir de los problemas originados en la práctica. El proceso de capacitación de estas profesoras requiere ampliación de los espacios de trabajo colectivos y comprensión de la especificidad de la alfabetización.

**Palabras clave**

Profesora de alfabetización. Formación docente. Desarrollo profesional.

**1 Introduction**

In this text, we analyze the process of the pedagogical practice of beginner primary teachers, especially literacy teachers, considering that the first two or three years of their careers, as established by Huberman, as the period they can be considered beginners (1995). This period, also known as teacher's professional insertion is marked by the shock of reality about their new condition, which changes from an apprentice to the performance of the pedagogical practice. Huberman (1995) points out that, in the beginning, the teaching career can determine significant elements for the professional, as the teacher is motivated to be part of a group that belongs to a professional class; it's a phase of discoveries that "[...] reflects the initial enthusiasm, experimentation, exaltation for being, finally, in a situation of responsibility (having your classroom, your students, your program)" (HUBERMAN, 1995, p. 39).

Given the above considerations, we understand, based on studies on teaching professional insertion (HOÇA; ROMANOWSKI; CARTAXO, 2016; MIRA *et al.*, 2014; MIRA; ROMANOWSKI, 2016), that, in the complexity of the school space, the period marked by the shock of reality needs monitoring to alleviate insecurity, the feeling of isolation, anxiety, and fears.

In addition to this context of professional insertion is the fact that many beginning teachers take their positions as literacy teachers in public schools, increasing the challenges during this period. The challenges for the beginner literacy teacher are characterized by the need for knowledge, as well as to those related to teaching, to those specific to teaching literacy to beginners, that is, the different facets of literacy, especially those related to writing, namely: the linguistic facet - “[...] visual representation of the speech sound chain”; the interactive facet of the language - “[...] writing as a vehicle for interaction between other people, for expression and understanding of messages”; and the sociocultural facet - use of writing in sociocultural contexts (SOARES, 2016, p. 28-29).

The specificities of literacy takes up a relevant position in educational policies and the arguments for those policies are based on the illiteracy rates that persist in Brazil and the low rates indicated by large-scale assessments (FRADE, 2019; MORTATTI, 2019). However, in the field of teacher education policies, reductionist justifications focused on failure/success are insufficient to understand the context of literacy practices.

When choosing the literacy practice, we start from the understanding that it's produced with intention and contextualized in time and space and, therefore, receives external and internal interferences. In this sense, this practice is understood in the dimension of a social practice, which comprehensively encompasses formative processes that cover political, cultural, social, and historical aspects.

In a survey carried out at the Banco Digital de Teses e Dissertações (BDTD) about the practice of the literacy teacher, 39 works were found. The search was carried out in 2018, spanning from 1994 until 2018, the keywords on the search were the following: “practice of the beginner teacher”, “practice of the literacy teacher”, “pedagogical practice of the literacy teacher”, “practice literacy teacher”, “literacy teacher practice”, “literacy teacher pedagogical practice”, “literacy teacher pedagogical practice”, “beginner literacy teacher pedagogical practice”. Among the 39 works, none were found with the descriptors of the practice of the beginner literacy teacher. This research gap reinforces our investigative intention, which asks: “How does the pedagogical practice of beginner literacy teacher's production process occur?”, and aims to analyze the process of production of the pedagogical practice of beginner literacy teachers, to identify possible contributions to its formative process.

The principles that guide the analysis of the production process of the pedagogical practice of the beginner literacy teachers are anchored in the epistemological axis of the theory as an expression of the practice based on Martins (1996, p. 84), which explains: "The practice is no longer guided by theory, but the theory will express the practical action of the subjects". In this sense, the practice is seen as essential in the educational context. Teachers are no longer recognized only as tasks performers, but as critical subjects who produce knowledge through contextualized practices. Therefore, teachers, as agents of their practice, reflect critically and recreate new paths for educational practice.

Interconnected with the concept of theory as an expression of practice, we took from Santos (1992) the concepts of knowledge production and distribution, which aren't based on hierarchy, meaning that they aren't based on the transmission and assimilation of knowledge, but based on a theory in which everyone is a knowledge producer and also distributes it, through their experiences and through the movement of practice that they carry out intending to solve problems and conflicts. For the author, practical action is a determinant that consists of changing the subject's ways of acting and thinking, whether in a social school context or the practice of surplus-value.

The text, from this Introduction on, consists of a walkthrough of the methodology; the discussion of the production process of the literacy practice, highlighting the challenges; the contextual determinants, the strategies of the teachers, and the reflection on the practice. As a result of this division, we discuss the teachers' reflection on their practice, ending with notes on possible contributions to the training process of beginner literacy teachers.

## **2 Methodology**

The research was developed from a qualitative perspective with content analysis (BARDIN, 2011). The data were obtained through questionnaires and semi-structured interviews which made possible to describe and examine the pedagogical practices of the beginner literacy teachers to show how they are produced.

The questionnaires, covering 16 questions (with closed and open questions), sought to outline the profile of the teachers, the professional experience, the challenges, and the depiction of the literacy practice. The questionnaires were applied in 40 schools in a Rede Municipal de Ensino (RME), with 66 teachers taking part.

Subsequently, 17 beginner literacy teachers were interviewed in 10 schools. The criteria for choosing the interviewees were the teacher should be working in the first grade of elementary school and be a beginner in the role, following what Huberman said (1995). Therefore, the participants had up to three years of experience and worked with the first grade. The interviews covered issues related to the professional development of the literacy teacher, planning and organization of the practice, the initial training process, and the initiatives to solve the practice problems.

To preserve the participants' identity, they'll be identified by codes containing letters and numbers, such as P2Q and P8E. The letter "P" refers to the word "Teacher"; the letter "Q", the "Questionnaire"; and the letter "E", to "Interview". The numbers correspond to each participating teacher. The research project was submitted to Plataforma Brasil, under the number 65 087517.5.0000.5694, and had the Approva number 2.083.564. The participants were informed about the research procedures and signed the Free and Informed Consent Form.

The categories that emerged from the analysis and made it possible to point out contributions to the training process of beginner literacy teachers in this study. The categories were a) challenges on the literacy practice; b) determinants of literacy teaching practice; c) strategies that came from the problems seen in their practice; d) reflection about the practice.

### **3 Characterization of the production process of literacy practice: challenges, determinants, strategies and reflections**

In the context of the practice of the beginner literacy teacher, challenges emerged within the external and internal contexts and different strategies were produced by the teachers in the context of the practice itself. Using a theoretical perspective that we assume that the theory is an expression of practice, so we are encouraged to find categories that characterize and contextualize the practice to

formulate proposals to overcome the challenges posed by the practice itself. Therefore, we present our analysis below.

### **3.1 Challenges of literacy practice**

Teaching is a complex act, because it requires a significant number of actions, requiring the teacher to go beyond the specific knowledge to be developed, because “[...] teaching establishes connections with contextual factors when reflecting on the broader values of the society in which students live, but also to those who are closest and specific” (VEIGA, 2011, p. 31).

In this article, the context of practice multiple challenges were identified and those refer to the specificity of literacy practice and the broader challenges related to the school context in which the child is inserted. The challenges related to literacy are about the choice of methods, adequacy to the practices, how to carry out planning that reaches all children, organization reading routines and activities. In the teachers' reports, we find: “[...] insecurities regarding the domain/choice of the literacy method most appropriate to the profile of the class” (P2Q); “[...] seek a method that facilitates the student's learning” (P8Q); “[...] find diversified ways to plan” (P11Q).

The challenge of choosing the method marks a need to articulate the theory that supports the literacy process and its practice. With this in mind, Mortatti's (2006) warning indicates that one cannot think that a method alone can solve the problems of literacy. Historical disputes over literacy methods marked a period in Brazilian literacy history (CARTAXO; FONTANA; SMANIOTTO; 2020; CARTAXO; ROMANOWSKI; MARTINS, 2016; HOÇA; ROMANOWSKI; CARTAXO, 2016). Besides, misunderstandings, in the 1980s, led to a process of “demetodization” of literacy (SOARES, 2004). The dispute over literacy methods still persists and is closely linked to the conception of literacy and national policies, as Frade (2019) and Mortatti (2019) have pointedly criticized.

Planning is another challenge for literacy teachers. They reported that to plan, they seek to socialize their doubts, uncertainties, and difficulties with other teachers, and it's in that moment that “[...] new teachers internalize the norms, values, and behaviors that characterize the school culture they are part of” (VAILLANT; MARCELO,

2012, p. 132). In this perspective, we highlight how the teachers sought to solve these challenges:

*[...] here at school, as it's an all-day school, on Friday afternoon, we have a free period just to plan; so, I sit down with the other teachers of the 1st grade and we plan together, we make an exchange of what we will do in the week. (P2E).*

*[...] I have a colleague who helps me; we plan together. (P13E).*

*[...] I use suggestions from other teachers. (P5E).*

*[...] I talk a lot with the school teachers. (P8E).*

The impact of the reality faced by beginning teachers ends up reflecting on the challenges of adapting the planning as students learn in different ways and the classrooms are made up of different levels of learning. On this aspect, we identified that the literacy teachers justify that it's necessary to carry out diversified activities for the students since they work in heterogeneous classes.

*The literacy teacher has a great responsibility and they must be aware of this; they need to investigate their students and look for ways that actually make their learning effective. (P16E).*

*[...] I like to work with students and show them that they are in charge of this process, in writing a text, for example. (P9E).*

*[...] I try to work with different activities; sometimes games; other times, activities in the book, on the board. (P2E).*

The teachers also emphasize that the limited time in the classroom is another challenge to develop such activities and they ask for more hours of planning for the elaboration of activities that meet the student's needs. Literacy teachers show their preoccupation with the importance of sensitizing students and the need for dialogue and collective construction, so they try to apply new methods and recent developments of the field in the classroom.

Regarding the challenges of the school context, the teachers report some factors related to the teaching and learning processes, such as family involvement and interest, the student's social reality, discouragement, indiscipline, and lack of support. The excerpts that were extracted from the data collection instruments illustrate the teachers' afflictions and challenges:

*[...] the struggle to deal with the student's social reality. (P5Q).*

*[...] lack of family interest; unmotivated students. (P6Q).*

*[...] lack of support from the pedagogical team and reconciling planning for students with more and fewer difficulties. (P7Q).*

*[...] handle the student's reality. (P9Q).*

The teachers point out the pedagogical support is flawed and that, many times, the pedagogical team also doesn't know how to deal with the challenges, so the teachers end up not having that help. In this sense, we consider that the collaborations in the teaching and learning processes between the pedagogical team, school board, and families are important forms of support for the beginner literacy teachers' pedagogical practice.

### **3.2 Literacy teaching practice's determiners**

Literacy teaching practice, understood as social practice, is related to internal (routine, school calendar, Pedagogical project, for example) and external determiners (such as the Municipality's Curricular Guidelines, the Common National Curricular Base, broad assessments scale, and continuing education).

This context seems to affect teachers, who say they feel stuck and are bothered by the inflexible system and policies. These are determiners that sometimes affect the schools and the teachers' autonomy as in the case of standardized tests, which require working on some specific content specifically for those kinds of tests. The teachers' comment: “[...] we have a programmatic content to follow. To work in the semester, we need to follow what is requested” (P9Q); “[...] now there was a request that we need to work only on phonological activities” (P4E).

However, the teachers stress that the training offered by the Secretaria Municipal de Educação (SME) is also a factor on their practices. The Programa Nacional de Alfabetização na Idade Certa (Pnaic), developed throughout Brazil, for example, was considered by the research participants as fundamental factor to their classroom practices:



*[...] I didn't have a really good foundation for working with literacy, but what I learned was by working, sharing experiences with other teachers and also from PNAIC. (P16Q).*

*[...] I will start making the pact; 1st-grade teachers help a lot in the activities, planning, and sorting out difficulties. (P11E).*

It's an external factor that influences planning and the exchange of experiences, as it allows teachers to learn about the work of their colleagues, to graduate, and expand their reflections on the literacy process.

In addition to the determiners already mentioned, we identified that the role of a literacy teacher arises from personal options determined by the context in which they live. Some professionals reported that they opted for literacy in search of a career as a literacy teacher, as they were interested in literacy, as well as in facing internal factors, including fear, finding out if they had a profile to work as a literacy teacher, if they liked the literacy process: “[...] interest in literacy” (P6Q); “I made my mind to teach on one of the literacy classes, if possible, to face fear. The challenge was to finish the year and end it with a 1st grade” (P1Q1).

Other teachers point out that they started to teach in the literacy classes because the school needed, or because it was the only class available at the time that they assumed their position, or even by the appointment of their superior:

*[...] the class was chosen by the pedagogical team according to the school's needs. (P2Q).*

*[...] I started at the institution through a public contest, so I took over the class that was with another temporary teacher. (P8Q).*

*[...] the management team that chose. (P16Q).*

*[...] decided by the school board. (P10E).*

As we can see, literacy classes are allocated to beginner teachers according to the school's needs, even though they know that the literacy phase is a challenging process and the beginner teacher needs to deal with many challenges when entering the teaching career.

### **3.3 Strategies compiled from the problems that arose during the practice**

At the beginning of their professional careers, teachers look for ways to organize pedagogical practice and overcome the challenges posed by their practice. When we asked the teachers about the strategies they used, they showed that they seek swap experiences with other teachers:

*[...] I use suggestions from other teachers. (P5E).*

*[...] I talk a lot with the other school teachers. (P8E).*

*[...] I exchange a lot of experience; it is a very rich thing: exchanging experiences with other teachers. (P9E).*

*[...] I am always exchanging ideas. I find it enriching to exchange experiences with those who are going through the same situation. (P14E).*

*[...] I have a colleague who helps me. We plan together. (P13E).*

This kind of collective interaction, in some way, helps the teacher to come up with strategies for her literacy performance. When opening up to the new, they manage to carry out reflections that confront previous situations and, little by little, provide them with professional improvement and, consequently, security in their pedagogical practice.

Another strategy in the teachers' practice concerns the use of the internet. The 17 teachers mentioned that they frequently use the Internet in search of ideas for different activities. They access blogs, educational sites, and online magazines, which assist in their pedagogical practice to meet their needs as literacy teachers. According to the teachers, access to the internet also makes them aware of conversations among colleagues about news in which they can participate, whether it be about economics, politics, or even education. They highlight that: “[...] now we can say that the media is everywhere. The internet is there to show different teachers' practices [...]. I use reports from social networks” (P8E); “[...] I use the Internet to take online courses too” (P9Q).

Although teachers use online research as strategies and technological tools to support and organize their work, in the classroom they don't use them with their students. This shows the need:

[...] greater investment in the training and qualification for the pedagogical use of TI tools because it's believed that the (lack) of training/knowledge in the area and the conceptions and attitudes that they hold (about teaching, the potential of TI tools, etc.) act as barriers to professional training [...]. [In addition,] [...] they tend to influence not only practices but also the thinking of professionals [...]. (FONSECA, 2019, p. 21, emphasis added).

### **3.4 Reflection on the practice**

We regarded the context of production of literacy practices considering that teachers are critical subjects who produce knowledge through contextualized practices. Therefore, they are active agents of their practice, reflecting critically and pave new paths for educational performance.

From the accounts of literacy teachers, we learned what they think about the pedagogical practice they perform. They reflect on the student's learning process and know the importance of a practice that meets the students' needs, concomitantly with the challenges of overcoming their own questions of becoming teachers, as individuals who have the power to transform the learning conditions. As stated by Freire (1996, p. 23), “[...] one of the most important tasks of educational-critical practice is to provide the conditions in which students in relation to each other and everyone with the teacher rehearse the profound experience of coming out”. For the author, the subjects must assume themselves as social and historical individuals, as they are thinking, communicating individuals capable of transforming and creating different realities for themselves.

In the reports, the relationship between the teacher and the learning process that requires the teacher to act in a complex environment, in a living and changeable scenario with many factors and learning situations that require a unique way of acting, prevails (PÉREZ GÓMEZ, 1992). Regarding this fact, the teachers state the following:

*[...] we have some students with cerebral palsy, autistic, who learn differently. How to work with special children? This leaves me dissatisfied in practice. (P1E).*

*[...] class with different learning rhythms, so the practice is unsatisfying. (P6E).*

*[...] sometimes, I feel that I'm impatient with the students. (P2E).*

*[...] I am totally dissatisfied, I need to learn a lot. (P13E).*

*[...] I realize that my practice needs to be more dynamic and creative. I miss this, which generates dissatisfaction in the literacy process. (P2E).*

The research participants signal that they are attentive to the classroom situation, either about students with special needs or with the planning they make for their classes, showing that they are dissatisfied because they don't consider themselves as creative and dynamic. For Martins (1996), teachers reflect on their practice when they realize that they aren't reaching their goals and that their pedagogical action needs to meet the interests and needs substantially.

Through their reflection and questioning about their practice, teachers change how they think and how they learn and seek knowledge to do better as teachers. As Freire (1983, p. 27) points out, “[...] knowledge, on the contrary, requires the subjects to show a curious presence while facing the world. It requires their transforming action on reality. It demands a constant search. It implies invention and reinvention”. The critical reflection on their own knowledge makes it easier to recognize, perceive and know the implications that condition their actions.

When it comes to the transformation of reality and perceptions of satisfaction in the teachers' practice, they clarify that they shape their practice to reflect on their actions with students, with planning, and keeping in mind their own needs. They also report about showing a new world to the students not only using their knowledge and using readings but also by enabling them to dream of a better life, encouraging them to seek experiences and further learning.

We understand, therefore, that there is the intention to expand the understanding of the world, as Freire argues (1996), by reformulating the practice, when they perceive the need for change:

*[...] the teacher needs to investigate their student, look for ways to make their learning effective, thus reorganizing the classroom practice. (P16Q).*

*[...] presenting this new world of learning isn't easy, but, when one wants to find out more about what was taught, that brings satisfaction to the teacher. (P11Q).*

*[...] I am satisfied with the practice when I see that a student who was failing, who is difficult, suddenly learned to write their name. (P8E).*

We acknowledge that beginner literacy teachers need to significantly reflect on their practice when they realize that they need to restructure it because when the teachers are satisfied with their practice they can focus on reflecting on how to focus on their students' learning process. The teachers also point out that:

*[...] there are moments in the classroom that lead me to the thinking if I was doing it right or not: 'Am I doing the best?' I try to bring simple games, with bottle caps, cardboard, activities with tangible materials to help the practice. I see they need this. (P4E).*

*[...] I try to bring challenges for students, games, to bring hands-on activities, that way I can observe that they are able to carry out the activities. (P7E).*

*[...] the students spend 200 days at school [per year]; they have to learn; they can't leave without learning anything. I need to do something. I need to stimulate in some way. So, I demand a lot of myself and I think a lot about how students learn. (P9E).*

The teachers recognize the need for reflection based on scientific knowledge, which provides elements to enrich the teaching practice. To this extent, we realize that the reflection on the practice allows the beginner teacher to clarify their action towards their students, aiming to reflect on how to bring to the classroom activities that allow students to reflect and learn, through a variety of methods. Santos says that (1992, p. 134), "[...] despite the difficulties and obstacles posed by the school, there is no doubt that the practical work of teachers has advanced towards the expansion of new social relations in the interior of the school", providing teachers with new relationships and reflections on their role as educational agents, carrying out alternative practices that integrate and develop students' skills.

In addition to commenting on their literacy practice, the teachers think about their initial and continuing education. Some literacy professionals who are in literacy classes in public schools took different paths until they ended up studying to obtain a degree in Pedagogy and, consequently, work as a teacher.

Veiga (2008) clarifies that training the teacher means to educate the individual who will teach in the future; this action needs to be developed with the person whose task will be to teach, learn, research, and evaluate. The author points out that initial training enables future teachers to acquire initial knowledge that needs to be constantly renewed. Initial training is thus the first step towards becoming a professional.

When dealing with initial training, Brandt and Hobold (2019) highlight potential for articulation between research, theory, and practice; and Romanowski (2016) points out that a fragile training focused only on the subjects ensues on little connection with the teachers' practice and the school everyday day life. This lack of articulation between the curricular knowledge of higher institutions with actual practice and the classroom was identified in beginner literacy teachers' accounts, as the following excerpts point out:

*[...] in my initial training, there were some flaws, mainly in literacy. (P13E).*

*[...] in Pedagogy, the content was denser; in Pedagogy, classes are to train teachers to teach at the university. There was a lack of classes in the university to organize the classroom space, materials, which makes teaching in Basic Education difficult. (P7E).*

*[...] at the university, knowledge is focused on what to do, how to do. (P9E).*

The teachers reveal their anxieties and also the gaps in their training process. Even in the face of their shortcomings, the teachers try to show interest in other forms of knowledge that will hopefully solve their doubts and difficulties. Thus, they show the willingness to rethink their practice, culminating in continuing education.

When asked about participation in training courses and projects, teachers mention:

*[...] the city hall is always offering training courses, lectures on Mathematics, Portuguese. (P6E).*

*[...] there are always courses to choose from. The last one I did was about the media at the Technology Center. (P8E).*

*[...] the city has made it possible for teachers to take many courses. (P10E).*

*[...] I will start the pact. (P11E).*

During the interviews, it was possible to identify that the teachers also practice what Vaillant and Marcelo (2012) call self-training:

*[...] I try to improve myself with the literacy texts and books they have at school. (P4E).*

*[...] the teacher has to go look for it too. If they're having trouble, they need to go get it, not just wait for it. (P10E).*

*[...] I want to study more, do a postgraduate course. (P15E).*

*[...] I always try to take courses. (P9E).*

Individually or in a group, at that point individuals assume that they need to search for their own professional development, that is, they become subjects of their own training. “[...] it's a process that combines the acquisition of knowledge, the construction of meaning and the transformation of oneself is developed in social practices and life” (VAILLANT; MARCELO, 2012, p. 34).

Self-training is included in the new professional knowledge process of the beginner literacy teacher, Vaillant and Marcelo (2012) consider that adult learning is the desire to be educated, thus is possible to see in the teachers an internal movement and the wish to expand their knowledge.

In regards to the contribution of training to literacy practice, the teachers surveyed reported that the courses and the search for new forms of practices helped them, and that created changes. The following data show the teachers' thinking:

*[...] then, in the last course I took I learned to put the children's text on the overhead projector and showed the students their texts. So, we read the text displayed and I made corrections with the class. It was magical. They saw their writing there. (P8E).*

*[...] valuable knowledge that helps in the practice. From the moment on I think about my student, and I understand that I have to continue to study, I can't stand still. (P9E).*

*[...] my training is linked with the needs of my practice. (P10E).*

*[...] I started a course in the area of literacy to help me in practice. (P13E).*

*[...] training contributes, enables new ideas for you to apply with your students; takes some of the anguish out of practice. (P14E).*

The teachers highlight the importance of continued training and how it directly contributes to literacy practice. Regarding this training process, we emphasize that it only makes sense when individuals are agents of their training when they decide to expand their knowledge, either through training offered by work opportunities or through their interest in new challenges that will compound to their practice. “[...] that is why in the permanent training of teachers, the fundamental moment is that of critical reflection on practice” (FREIRE, 2001, p. 43).

#### **4 Final considerations: on the production process of pedagogical practice and contributions to the literacy teachers training**

To understand how the literacy teachers' production process of teaching practices occur, we take into account the historical context in which they are produced and we rely on a theory that states that everyone is a producer and distributes knowledge, through their experiences and the movement of practice that perform intending to solve problems and conflicts. This is the starting point for thinking about the formative process of beginner literacy teachers.

Studies show that beginner teachers suffer from reality shock and go through a period in which they built themselves up. For the beginner literacy teacher, another element stands out: the challenge of working with the specificity of literacy, which requires specific knowledge about the mother tongue and the methodologies that guide the process of acquiring reading and writing.

The strategies to go through this period of professional insertion focus mainly on the search for peers, who can offer support in both personal and pedagogical issues. However, external determiners, such as evaluations and bureaucratic demands, have occupied teachers' time, reducing more collective workspaces. In this context, despite all the challenges posed by their practice, the teachers show their authorship in the process of thinking about their practice associated with commitment to guide the students' learning process. This aspect reinforces our epistemological defense about the historical subject and knowledge producer.

With this in mind, Martins (1996) highlights that thinking critically builds new forms of social organization and a new relationship with knowledge, as the practical action that the subjects perform critically becomes the basis of the knowledge, reflecting and organizing their worldviews. Thus, the forms and practices of the interaction with teachers, students, and knowledge emerged from practical conflicts, nor being reduced to the cause and effect of any content.

Given this, and concurring with Martins (1996), the production process of teaching practice is a moment of knowledge production, that is, the theory is expressed through practical action. Therefore there's a need for reflection about the forms of literacy since the subjects don't learn in a linear way but in different forms and perspectives.



Thus, after the analysis constructed in this text, we elected two main points that can contribute to the training process of the beginner literacy teacher: collective workspaces and training in specific knowledge for literacy.

The expansion of collective workspaces stems from the need to establish partnerships that encourage the constitution of teaching in collaborative spaces (BRANDT; HOBOLD, 2019), to guarantee spaces for exchanges with peers and discussions about the specific challenges of beginners. These collective spaces have a perspective based on dialogue (SOARES, 2019) as a way of resisting the productivist bias that befalls the school and the work of teachers, often leading them to more individualistic and competitive work. However, Santos (1992) explains that workers can result in a process of a fight for equality, thus organizing themselves collectively to foster anti-capitalist relations, relations of the new kind. These appear, even if in an embryonic way, in the process of producing the practice of beginner literacy teachers.

Training in specific in the field of literacy is a way of contemplating the necessary elements to understand the controversial methodological disputes that surround the field of literacy, which, for Soares (2004), comprises more political issues than properly conceptual ones. Soares (2004, 2016) warns about the need for the “reinvention of literacy”, looking at the specificity of teaching in a perspective of teaching how to read and understand.

It's essential to know and discuss literacy with an emphasis on the contribution of science for the literacy teacher to understand the challenges of practice in a contextualized way and to make informed decisions about teaching methodologies. These proposed reflections seek to dialogue with universities, Education Departments, and pedagogical teams in schools about beginner literacy teachers, their challenges, and the context of their practices.

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DOI: <https://doi.org/10.25053/redufor.v6i2.3434>

<https://revistas.uece.br/index.php/redufor/index>

ISSN: 2448-3583



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**Responsibe editor:** Lia Machado Fiuza Fialho

**Ad hoc experts:** Maria Lília Colares e Isabel Farias

### How to cite this article (ABNT):

CARTAXO, Simone Regina Manosso; SCOS, Josemary. Prática pedagógica de professoras alfabetizadoras iniciantes: processos de produção e contribuições para a formação. *Educ. Form.*, Fortaleza, v. 6, n. 2, e3434, 2021. Available at:

<https://revistas.uece.br/index.php/redufor/article/view/3434>



Received on Aug 26<sup>th</sup>, 2020.

Accepted on November 9<sup>th</sup>, 2020.

Published on February 24<sup>th</sup>, 2021.

