


## PIBID and Pedagogical Residency: revealing narratives of identity construction and agency in teacher education

### ARTICLE

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### Abstract

This article aims to present and analyze the insights of Pedagogy scholarship holders regarding both the PIBID and the Pedagogical Residency programs. Among the formative activities, students are invited to produce narratives with the pedagogical intent of tracking their constitutive process in the profession. This process emerges through participant observation and mobilized learnings as they experience teaching situations and school management. The analyzed narratives correspond to a synthesis of the period between 2022 and 2024. Anchored in Bardin's content analysis technique, we identified elements that prove promising in the training of future teachers and pedagogues. The results point to robust theoretical-practical training, professional identity and the student protagonism, as well as a sense of belonging, connections with public schools, and horizontal dialogue between higher education and basic education.

**Keywords:** Teacher Education. Teaching Practice. School Management. PIBID. Pedagogical Residency Program.

### PIBID e Residência Pedagógica: narrativas reveladoras da construção da identidade e do protagonismo na formação docente

### Resumo

O objetivo deste artigo é apresentar e discutir as revelações das discentes bolsistas de Pedagogia sobre os programas PIBID e Residência Pedagógica. Entre as atividades formativas, as discentes são convidadas a produzir narrativas, tendo como intento pedagógico o acompanhamento de seu processo constitutivo na profissão, gerado tanto por meio das observações participantes quanto dos aprendizados mobilizados, à medida que experienciam situações de docência e gestão escolar. As narrativas analisadas correspondem à síntese do período entre 2022 e 2024. Mediante a técnica de análise de conteúdo, proposta por Bardin, identificaram-se elementos que se configuram como promissores na formação do futuro professor e pedagogo. Os resultados apontam para a sólida formação teórico-prática, a identidade profissional e o protagonismo discente, além do sentimento de pertencimento, dos vínculos com a escola pública e do diálogo horizontal entre a educação superior e a Educação Básica.

**Palavras-chave:** Formação de Professores. Docência. Gestão Escolar. PIBID. Programa Residência Pedagógica.

## 1 Introduction

2

The *Programa Institucional de Bolsas de Iniciação à Docência* (PIBID) and the *Programa Residência Pedagógica* (PRP) have established themselves as key policies for the initial training of teachers, as they aim to provide future educators with more in-depth and contextualized preparation by integrating theory and practice in a direct connection between universities and Basic Education schools.

In this context, the present text stems from the collaborative perspective of two professors from the undergraduate Pedagogy program, both of whom served as area coordinators: one in PIBID, from 2022 to 2024, and the other in PRP, from 2023 to 2024. The starting point for the proposed discussion is the potential of these programs, based on the narratives of the students – PIBID participants engaged in teaching practices within Early Childhood Education, while PRP participants worked in the field of school management.

To achieve this goal, the students were invited to produce narratives, with the pedagogical purpose of following their professional development, grounded in participant observations, in the reports generated from pedagogical interventions, and in the knowledge mobilized as they experienced teaching and school management situations. The analyzed narratives cover the period between 2022 and 2024, totaling 18 months of activities, both in Early Childhood Education pedagogy and in school management for the early years of Elementary Education. In addition to analyzing the students' narratives, we conducted a literature review to examine the contributions of these programs to the initial training of teachers.

Through the students' narratives and the literature review, we present a broader understanding of the effects of these programs on teacher education and pedagogical practices. Drawing on the content analysis technique proposed by Bardin (1977), we

identified elements that prove to be promising for the training of future teachers and future pedagogical coordinators.

This article is structured into four parts, in addition to this introduction: the first presents a bibliographic review on PIBID and PRP; the second describes the methodology; the third discusses the results and narratives of the student teachers; and finally, we offer our concluding remarks.

## 2 Teacher Education Programs: an analysis of PIBID and PRP

Since 2007, the *Programa Institucional de Bolsas de Iniciação à Docência* (PIBID) has been linked to the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES). It was created to encourage and enhance teacher education, especially the preparation of undergraduate students in teacher training programs (*licenciandos*) (Brazil, 2007).

The National Policy for Teacher Education also includes the *Programa Residência Pedagógica* (PRP), established in 2018 with the main goal of improving undergraduate teacher training by developing projects that strengthen teaching practices and enable students to connect theory with professional teaching practice through data collection and diagnostics on teaching, learning, and school management (CAPES, 2018).

All participants in both PRP and PIBID received scholarships, through selected projects from higher education institutions. These scholarships foster the involvement of teacher educators, undergraduate students, supervisors, and cooperating teachers from public schools. The integration of students into the daily routines of public Basic Education schools strengthens, expands, and consolidates the relationship between universities and schools, promoting a fruitful connection between these institutions and encouraging the participation of school networks in the training process.

Gatti et al. (2014) conducted a detailed study on the contributions and challenges of PIBID for teacher education. Their findings indicate that immersion in schools impacts teacher training and fosters the development of interpersonal, affective, and social skills.

However, when collaborative work takes place, this process also generates reflection and critical questioning of reality. The study also points out that spaces for collaboration and reflection are not always established. Nevertheless, the authors concluded that PIBID is a “policy of partnership between universities and schools, regarded as a highly positive initiative for linking theory and practice and as a way of attracting strong candidates to the teaching profession” (Gatti et al., 2014, p. 15).

Souza, Gomes, and Costa (2023, pp. 17–18) conducted a literature review on the strengths and weaknesses of PRP and found that the program “contributed to the training of many undergraduate students in teacher education programs across Brazil, even though in certain aspects it resembles compulsory student teaching.” Still, there are structural differences: compulsory internships require a minimum of 400 hours distributed throughout the course; PIBID entails 700 to 800 hours over 18 months; and PRP totals 440 hours over 18 months. In some cases, and depending on the internal regulations of each university, part of the workload of these programs can be counted toward mandatory student teaching.

Overall, these programs promote deep and continuous immersion in both classroom practice and school management. However, if they are not grounded in solid theoretical and practical training, they risk reproducing conservative models, even when students are extensively engaged in school life. Therefore, when based on a reflective, critical, historical, and emancipatory approach, the continuous experiences in school settings provided by these programs can foster teacher training that is committed to the challenges of Brazilian Basic Education and to the development of a professional identity.

In this regard, Souza, Gomes, and Costa (2023, p. 18) argue that “the proposals brought by the *Programa Residência Pedagógica* are relevant to initial teacher training,” but they stress the need to establish a channel of dialogue with educational institutions in the country, such as the *Associação Nacional de Pesquisa e Pós-Graduação em Educação* – ANPEd – (2018), which argues that the PRP takes a reductionist view of teacher education by limiting it to a pragmatic perspective and disregarding a socio-historical approach. Furthermore, according to ANPEd, the PRP fragments the relationship between theory and practice in initial teacher education, reducing it to mere teaching practice.

Souza, Gomes, and Costa (2023) agree with ANPEd's position, emphasizing the importance of continuous debate throughout the program's development. According to them, it is essential that certain issues be discussed and adjusted to ensure the improvement and effectiveness of teacher education.

According to the authors:

5

In the PRP, it is valuable for undergraduate students in teacher education programs (*licenciandos*) to engage with schools during the final years of their degree. However, it is important to take a critical look at how this program is impacting initial teacher training. [...] Experiencing school life without fostering the necessary dialogues and discussions may result in an empty practice, ineffective in preparing a teacher who truly understands the relationships that take place within the school (Souza; Gomes; Costa, 2023, p. 9).

The authors emphasize the need for PRP to promote critical dialogue in initial teacher education; otherwise, it risks being reduced to a form of practical training. Nevertheless, even though the program presents challenges and difficulties, they highlight some positive aspects of PRP that they consider crucial for building a coherent analysis. Among these, they mention the “maturation of students participating in PRP” (Souza; Gomes; Costa, 2023, p. 19), made possible by the opportunity to integrate university and school, providing real experience in the school environment, something essential for educational quality.

For Martins, Ribeiro, and Lopes (2020), PRP allowed students to experience both the administrative and pedagogical dynamics of school management. This experience was important not only for the development of technical skills but also for the construction of a broader professional identity, involving the role of the pedagogue as a school manager. The activities developed within PRP were described as essential for the political and emancipatory training of future pedagogues:

PRP created conditions for reflecting on the training of the pedagogue, the dynamics of school management, and educational processes. Expanding the possibilities of training Pedagogy undergraduates during the Residency into the realm of management meant recognizing: the professional profile

defined in their curriculum and legislation; the importance of the school as a space for research and training; and Pedagogy as the foundation for valuing culture and educational practice” (Martins; Ribeiro; Lopes, 2020, p. 269).

The authors conclude that PRP was fundamental for the initial training of pedagogues in school management and provided comprehensive preparation that integrated theory, practice, and critical reflection. The experiences gained in PRP contributed significantly to the development of a more complete professional identity and prepared residents to face the challenges of school management in a conscious and reflective manner.

Based on the studies mentioned, we observe an interesting aspect of PIBID and PRP: they offer opportunities to produce unique learning processes during initial teacher training. Most students who take part in these programs consider them to be valuable for fostering a stronger connection between theory and practice, built through close interaction with schools, which, in dialogue with governmental policies, provide innovative and interdisciplinary experiences in the teaching and learning process.

In this regard, we find support for the promotion of theory–practice articulation in Libâneo and Pimenta (2002, p. 51). With them, we understand that it is necessary “to integrate the content of disciplines into practical situations that pose problems for future teachers and allow them to try out solutions.” By doing so, participants in PIBID and PRP subprojects, as the authors indicate, may “contrast their studies and develop their own knowledge and convictions about them” (p. 51), since teacher education students “need to get to know as early as possible the individuals and situations with which they will be working” (p. 51). Promoting this essential dialogue to articulate theory and practice ensures that the proposal will “treat professional practice as a permanent and systematic instance in the learning of the future teacher” (p. 51).

In addition to the actions mentioned earlier, we also find in the literature, both in national research (André, 2011; Cunha, 2009; Fazenda, 1992; Pimenta, 1995) and international studies (Garcia, 1999; Tardif, 2002; Zeichner, 1993), consistent scientific contributions. By valuing formative and reflective processes as continuous elements of



teaching practice, these works contribute to a deeper and more integrated understanding of teacher education, while recognizing the importance of the specialized knowledge that characterizes the teaching profession.

These authors add to teacher education principles that guide the work of teacher educators. They highlight the need for a curriculum program more closely connected to the reality in which pedagogical practices take place and stress the desirability of integrating different areas of knowledge. The aim is to overcome fragmentation among the subjects taught and to recognize the importance of human relationships in promoting dialogue, given the collaborative nature required in teaching. They emphasize that, for an effective relationship between theory and practice to take place, a set of actions must be ensured in teacher education, concerning both the individual practices of those involved and their collective practices.

Along these lines, Ducatti-Silva (2011) observes that when there is commitment and dedication from teacher educators during interdisciplinary work, students also experience an “awakening.” This happens through reflections based on the images of teacher and pedagogical coordinator they themselves developed, as they allowed themselves to enter the world of the classroom and school management and to take on the role of teacher and pedagogical coordinator alongside the school’s teachers and pedagogues. This perspective illustrates, as proposed by Tardif (2002), that scientific training and pedagogical-didactic training cannot be conceived separately from practical training, since, according to the author, they serve learning, the building of action-related knowledge, and the practical skills tied to the teaching profession.

We highlight the partnership of teacher educators in these programs, which is fundamental to training grounded in *praxis* and committed to social practice. The interaction among teachers, supervisors, cooperating teachers, students, and university faculty involves not only initial teacher education but also the continuing education of those engaged in the process, especially school teachers, coordinators, and university professors. In this context, a horizontal relationship emerges, built on partnership and without dichotomies between those who plan and those who carry out actions. This fosters

genuine engagement in producing knowledge that results from a process of training and research carried out in and with schools.

In this sense, we consider that valuing experience and reflecting on it, mediated by pedagogical knowledge and expertise, constitute a successful collaborative movement in both the initial and continuing education of PIBID and PRP participants.

### 3 Methodology

To monitor the process of initiation into teaching during students' initial training, the writing of narratives was employed with the purpose of broadening and deepening reflections that contribute to understanding pedagogical practice, intervening in it, and constructing a reflective trajectory as a way of gathering constitutive elements that take pedagogical practice in its unfinished nature into account. At the same time, this makes it possible for the subject to engage actively, to become aware of the school culture, and to recognize both its objective and subjective dimensions for the development of a new formative history, that is, one grounded in paradigms of training and continuous inquiry.

Ducatti-Silva (2011) confirms that the writing of narratives fosters the recognition of students' strong protagonism when they assume pedagogical practices in teaching or school management, in a space that allows interaction with other teachers and school professionals. This interaction plays both a responsive and active role when students see themselves, recognize themselves, and accept themselves as future teachers. To better define our data collection instrument, we draw on Prado's (2015) expression "pedagogical narratives" to specify the narratives analyzed in this article. Prado (2015, p. 150) defines them as follows:

[...] as "pedagogical narratives," the statements and writings of teachers and school professionals (such as memoirs, letters, testimonies, reports, journals, pedagogical chronicles, among others) produced with the purpose of sharing knowledge and insights derived from reflection on one's own experience, from observing peers' practices, from collective discussion, from reading, study, and also from research.



Considering that the narratives were produced by scholarship students as part of their initiation into teaching and school management, through well-established relationships with the school environment, planning, pedagogical interventions under the supervision of teachers and pedagogues, and ongoing interaction with children and the school community, narratives were generated in the form of pedagogical journals, field notebooks, and reports prepared to conclude the PRP subproject.

We collected this material for analysis, aiming to identify the potentialities of these programs as pointed out by the students. A total of 39 scholarship students participated in this process: 24 from PIBID and 15 from PRP. As much as possible, we sought to examine the majority of narratives contained in the written material; however, we present those that, in our view, provide a clearer perception of the strengths of these programs. For this analysis, we applied Bardin's (1977) content analysis technique.

In addition to analyzing students' narratives, we conducted a literature review to examine the contributions of these programs to initial teacher training. We prioritized reflections that encompassed the entire training period, as Bardin (1977) suggests for longitudinal analyses. In PRP, the narratives were taken from students' reports, in which they described their formative journeys and their developing worldview. In PIBID, participants were invited to write weekly accounts of their training process and their insertion into Early Childhood Education, including their interactions with those involved in this context.

We began with a pre-analysis, conducting successive readings of the narratives in order to perform a floating yet attentive reading of the material. Next, upon identifying recurring themes in the records, we proceeded to organize and categorize the narratives. Based on the identified units, we recognized thematic axes related to identity building, the theory–practice relationship, and the protagonism of student teachers. These axes were grouped into categories derived from recurring themes and from the articulation between narrated experiences and theoretical reflections. The systematization of the results was carried out based on these categories and in dialogue with studies in the field.

Thus, we selected narratives that provided more detailed accounts of pedagogical practices and school management, particularly the work of the pedagogical coordinator, in line with the objectives of this study, which focuses on teaching and management. It is important to note that we examined two distinct programs, each with its own project: PIBID, focused on pedagogical practices, and PRP, centered on school management. Despite operating in different areas, both are connected by their role in fostering formative experiences that articulate theory and practice.

In total, we analyzed 28 narratives that met these criteria. As highlighted by Alarcão (2007), Ducatti-Silva (2011), and Prado (2015), this type of analysis makes it possible to identify elements that shape teacher professionalism in narratives that integrate action and reflection. Exclusion criteria were applied when the records were incomplete or excessively focused on bureaucratic aspects.

## 4 Resultados e discussão

The scholarship students' narratives reveal the potential of PIBID and PRP in teacher education with respect to the theory–practice relationship, professional identity, and student protagonism. These axes are aligned with the objectives of the study and connect with the theoretical frameworks of Tardif (2002), Alarcão (2007), Pimenta and Lima (2011), Prado (2015), and Gimenes (2018).

The narratives highlight an active movement in the construction of the students' professional identity. It is from the perspective of reflective teacher education, as presented by Alarcão (2007), and of pedagogical narratives, as defined by Prado (2015), that the excerpts presented in this work provide insights into the potential of PIBID and PRP from the very beginning of the scholarship students' engagement with the school setting. Student A recounts:

[...] my first week participating in PIBID was marked by a very beautiful feeling of welcome and respect. The teacher introduced me to the children as soon as they entered the classroom, and I felt that they were happy and

curious to get to know me better. With this enriching week of knowledge and my first experience within the school context, I was able to notice that the children interact with one another in unique ways, sharing many ideas and knowledge, both from outside and inside the school. The relationship that the classroom teacher has with the children is one of deep respect and affection, offering us a great example of what a humanized education is (Scholarship Student A, 2022–2024).

11

From the set of participant observations, Student A, engaged in the context of Early Childhood Education, captures and shares with us a first impression of the relationships and interactions among those involved in the processes of teaching and learning. In this scenario, as she reveals how meaningful it is to follow the supervising teacher, who welcomes, respects, and integrates both the subjects and the objects of knowledge with affection, it becomes clear that the knowledge acquired stems from “a humanized education.”

Student A’s narrative reflects on the importance of welcome, respect, and the building of bonds in the teacher–student relationship. Her observation of the teacher’s practice leads to the internalization of pedagogical values that will guide her own teaching identity. Thus, this experience encourages reflections on the teacher’s work that transcend technical aspects and extend into ethical and relational dimensions.

The following narrative highlights the integration between academic knowledge and pedagogical practice. Student B recognizes that:

[...] being present in classroom moments, seeing how planned activities, their intentions, and objectives are achieved is rewarding. Observing how the teacher knows the class and plans with them in mind, taking into account the children’s needs, limitations, and desires. The program aims to immerse us in teaching practice and gives us the opportunity to begin teaching before completing the course. Being in the classroom, experiencing this with the children and the teacher, as well as participating in planning moments, helping, thinking, and exchanging knowledge with the teacher, has been of great richness and significant personal, professional, and academic growth (Scholarship Student B, 2022–2024).

In the narrative excerpt, we find Student B's acknowledgment of how active teaching practice is in Early Childhood Education. This realization comes from noting how satisfying it is "to see how planned activities, their intentions, and objectives are achieved." Although the function of lesson planning is explained in university classes, it seems that it is only through following a sequence of classes with the supervising teacher that this content acquires a new status: that of true understanding.

While the narrative highlights an individual sense of growth, its core lies in the relationship between theory and practice, the connection between planning and execution, the appreciation of practice as a formative space, and the exchange of knowledge made possible through interaction with the classroom teacher. This narrative illustrates the impact of PIBID in providing opportunities for undergraduates in training to assume teaching responsibilities under the supervision of an experienced teacher even before completing their degree.

The next narrative focuses on the scholarship student's self-reflection about her future professional role. Student C, drawing from participant observation, asks herself:

[...] how do I imagine myself working as a teacher? I see myself as a facilitator of learning, encouraging active student participation, fostering creativity, and promoting an environment of respect and collaboration. I believe that, in this way, I will be able to contribute to the full development of the children (Scholarship Student C, 2022–2024).

We understand that, by observing a set of teaching practices, Student C engages in reflective activity, anticipating her own professional performance. As a result, she projects the image of a future teacher committed to the "full development of children." In this self-image as a future teacher, Student C appears to draw on the knowledge she acquired in her training process. She ventures to formulate an answer to the question she asked herself about how she imagines her teaching practice: by adopting the role of facilitator of learning, linked to methodologies that place the student as an active, creative, and collaborative participant, and she concludes that in this way she will be able to contribute to the full development of her students.

Student C projects a teaching identity grounded in active methodologies that go beyond content transmission. She highlights the internalization of ethical and formative principles addressed during initial teacher training. Finally, she demonstrates a movement of professional projection, expressing student protagonism in her own education.

The excerpts from these three narratives demonstrate the learning processes related to teaching that were mobilized during the development of the subproject “*As linguagens na/da Educação Infantil*”, pointing to a promising path in teacher training at the higher education level. According to Alarcão (2007, p. 47), it is acceptable that “the understanding of reality, the core element of learning, is the product of individuals as engaged participant observers.” In this regard, we also recognize the formative engagement of the scholarship students when they reveal different learning processes achieved in the school context.

Alarcão (2007, p. 53) emphasizes that narratives are epistemic strategies and, as cognizant subjects, “[...] the situations we experience usually constitute starting points for reflection.” With this understanding, it is possible to consider that the analyzed narratives reveal significant elements about the contributions of PIBID to initial teacher education and to the teaching practice of future educators, since the analysis highlights students’ perceptions regarding their learning in classroom management, knowledge of the world of childhood, and, above all, what it means to be a teacher during initial training.

As for PRP, the activities were carried out in three public municipal schools, with the aim of observing, monitoring, and developing activities focused on the work of pedagogical coordinators. In this sense, we observed that the relationship between theory and practice, and between study and work, was strengthened through the articulation between the university and Basic Education schools. “Not in the sense that theory belongs to the university and practice to the school, [...] but when they work together, both theory and practice are set in motion, feeding each other and enabling both to contribute to teacher training” (Gimenes, 2018, p. 170). The feedback loop mentioned by the author can be seen in the narrative of Student D:

Because of this extended period in the school, I was able to build bonds with the school environment, with teachers, staff, and students. Since I was close to graduating in the Pedagogy program and had already completed the mandatory student teaching courses, I realized that this depth and connection were different, because the pedagogue always sought to bring us closer and include us in every aspect of the school and her work. This did not happen in the schools where I carried out my required internships. Participation in PRP fostered a sense of belonging to the school. At times during debates in the training meetings with participants from the Pedagogy program at UEPG, I mentioned how much I felt part of the school, because that is what the program truly provides: a connection with the future workplace of Pedagogy graduates. Participation in the program contributed much more to my professional development, since many times we discussed something in class and I was able to relate it to my experiences at school, seeing theory reflected in school reality, while my classmates were seeing it for the first time in class (Scholarship Student D, 2024).

Student D's narrative highlights the theory–practice articulation by emphasizing how her experiences in PRP made it possible to connect theoretical debates from classes with everyday school situations, consolidating learning that goes beyond compulsory internships. Continuous involvement in the school fostered a sense of belonging and a deep understanding of the school environment. Active participation in all school activities illustrates how PRP breaks with the dichotomy between theory and practice, as argued by Libâneo and Pimenta (2002).

In this sense, it becomes clear that PRP presents many potentialities, such as solid theoretical–practical training, the building of bonds, and a sense of belonging to the professional field. Moreover, it reaches areas that internships are unable to cover. This is a controversial issue, and it was addressed by most of the residents, who consider that the program provides a training environment with a profound theory–practice relationship compared to curricular internships. However, many studies claim that PRP resembles mandatory internships, which is not reflected in the narrative of Student D that we reproduced earlier.

According to Gimenes (2018), it is necessary to clarify the political role, limits, and definitions of internships and teaching initiation programs in order to understand that these are distinct fields of power and structure. Pimenta and Lima (2011) emphasize that the



purpose of the mandatory internship is to relate theory and practice. Yet, because of the limited number of hours in the course, this connection is often superficial and does not allow for full immersion in the educational environment. PRP, on the other hand, gives students the opportunity to experience school dynamics in a more prolonged and intensive way, contributing to a deeper understanding of the institution's daily life.

The following narrative highlights the impact of innovative educational practices structured by PRP in transforming the learning experience:

The 2023 PRP experience was an enriching journey that demonstrated the capacity of innovative and well-structured educational practices to positively transform the learning experience for students and educators. The successes achieved and the challenges overcome serve as valuable testimony to the potential of programs such as PRP in contributing significantly to the advancement of education (Scholarship Student E, 2024).

Student E's narrative mentions "innovative and well-structured educational practices," referring to the integration of scientific knowledge with pedagogical action, and this highlights the importance of programs that break with the fragmentation between theory and practice. In this sense, the student emphasizes the success achieved, validating PRP as a space for change.

PRP was identified by all students as an innovative experience that contributed to their training and to the teaching and learning process. In this regard, Mello et al. (2020) present empirical data that validate the students' statement. According to the analysis conducted with the portfolios, the program provided students with new practical experiences, enabling the articulation between theory and practice, with emphasis on academic, professional, and human development. According to the authors, "[...] the *Programa Residência Pedagógica* provided many contributions to the participants. Among them, with 52.90 percent, the category 'new experiences' was the most significant [...]" (Mello et al., 2020, p. 12). They further point out that "this refers to opportunities to

experience real situations” (p. 12). Both Student E’s narrative and Mello et al.’s statement demonstrate that PRP fosters critical and theory–practice-oriented training in real contexts.

In summary, the narratives presented here align with the goals and purposes proposed by governmental policies for initial teacher education, namely PIBID and PRP, which aim at “improving the qualification of initial teacher training and immersing undergraduate students in Basic Education schools” (Brazil, 2022, p. 34). In other words, these programs present a wide range of training potential within the articulation between schools and universities.

It is important to recognize the potential of PIBID and PRP. However, as Gimenes (2018) warns, there are several contradictions in these governmental programs regarding the critical analysis of their trajectories, from formulation to implementation. One example of these contradictions is that PRP was discontinued in teacher education programs as of 2024, and from that point on only PIBID remained in effect.

Even so, we understand that the projects are developed by individuals who are often committed to solid theoretical–practical training and to a professional identity that is at once reflective, collaborative, critical, and ethical, connected with the identity of the school and with the quality of public education.

## 5 Final Considerations

The aim of this article was to discuss the potential of PIBID and PRP that emerged from the narratives of scholarship students engaged in teaching and school management. The narratives reveal that both programs can contribute to teacher education and thus establish themselves as relevant spaces for articulating theory and practice. In PIBID, the in-depth experience in Early Childhood Education teaching allowed students to experience, from the beginning, the potential and challenges of pedagogical work, highlighting the centrality of welcome, reflective planning, and the construction of an education that is humanized, ethical, and relational. PRP focused on school management through extended

immersion, which enabled residents to connect classroom content with school life and to strengthen professional and human bonds.

In summary, we found that PIBID and PRP demonstrate many potentialities, such as solid theoretical–practical training, a sense of belonging, and bonds with public schools. The connection with the school environment and immersion in daily routines, as some students mentioned, generate satisfaction, depth, confidence, and engagement, fostering new perspectives and perceptions regarding the (self)formation of an education professional.

We emphasize that the scholarship students were encouraged to raise questions based on the classroom context of Early Childhood Education and the school management settings in which they were involved. These questions were related to teaching, to the students' formative process, and to the teaching work of both the classroom teacher and the pedagogical coordinator, developed under the supervision of Early Childhood Education teachers in the case of PIBID, and of the coordinating teacher in the case of PRP. That is, through the interaction generated by these partnerships and the conduction of a set of classes and/or pedagogical activities, we find in the students' narratives a reflective perspective that, during their active participation in the programs, reveals the presence of scientific–pedagogical, pedagogical–didactic, and professional knowledge. Both programs demonstrate that they are important pillars in building a public education that is critical, ethical, and grounded in the local reality of each school community.

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