

THE PEDAGOGICAL RESIDENCY: ENHANCING THE FORMATION OF THE TEACHER'S PROFESSIONAL IDENTITY



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ABSTRACT

In view of the different interfaces of professional teacher training, this theoretical essay of a bibliographic nature seeks to analyze the importance of the Pedagogical Residency Program in the initial and professional training of teachers, discussing factors that involve both the positive points and the challenges related to the development of knowledge about teaching. As a methodological path, a bibliographic research was carried out with the objective of understanding what has been investigated on the subject within the time frame from 2019 to 2023. In view of this, it was found that public policies aimed at teacher training have been reconfiguring themselves over time. In this context, it is highlighted that the proposal for teacher training, both in the context of continuing education and in initial training, has also undergone a process of readjustment over the years. This scenario highlights the need to understand how these changes impact education, corroborating the different educational interfaces and the challenges faced in the teaching and learning process.

Keywords: Public Educational Policy. Degree. Pedagogical Teaching Practice.

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INTRODUCTION

Education and learning are universal rights of all, fundamental for the integral formation of the individual, who, through his sociocultural practices, interacts in the environment where he is inserted. Freire (2010) reiterates that no one is a "tabula rasa"; All of them bring in their essence empirical learning, which is enriched in educational contexts, promoting the transformation of popular and scientific knowledge. It is from the interactions between teachers and students that we build and rebuild learning in the classroom. Through this mediation, the different learnings are constantly constructed and reconstructed.

In view of the above, the Higher Education level is emphasized, which, according to Law No. 9394/1996 (Brasil, 1996), is intended for students who have already completed basic education in public or private schools. This level aims to encourage students to value culture and research, promoting, through investigation and national and local problems, the creation of means to act in the world in which they live. In line with this, the Law of Guidelines and Bases (LDB) No. 9394 of 1996, also aims at the training of professionals in the most diverse areas/courses available by educational institutions.

Therefore, thinking about teacher training and meeting article no. 43, item VIII, which refers to "acting in favor of the universalization and improvement of basic education, through the training and qualification of professionals, the realization of pedagogical research and the development of extension activities that bring the two school levels closer together", the Pedagogical Residency Program (PRP) stands out, which has as its maintaining body the Coordination for the Improvement of Higher Education Personnel (CAPES), which aims through this program, to provide future teachers with supervised experiences and practices, contributing to the improvement and enhancement of basic education.

Even so, Lopes *et al.* (2023) state that, in order for students to be called residents, the institution in which they study must be accredited in the program, which is funded by CAPES. In addition, students need to go through an internal selection process of the institution itself and be accredited as a scholarship holder of the program. According to Freitas, Freitas, Almeida (2020, p.5), among the purposes of the PR program, it is highlighted that:

The Program is based on the principle of immersing students, for eighteen consecutive months, in all activities developed in the school assigned to it, with the active

participation of the preceptor teacher. In this immersion, the student participates in the routine of the partner school, including the extra-classroom activities promoted by the school, based on the activity plan prepared together.

Still on PRP, it focuses on students from all undergraduate courses who have completed at least 50% of the course load and who belong to institutions accredited in the program. Established by Ordinance No. 38 of February 28, 2018 (Torres, *et al.*, 2020), *the PRP values the approximation of future teachers to the pedagogical practice of teaching.*

Teacher training processes, such as those promoted by the PRP, are fundamental agents for improvement in the different educational processes. Many students have their learning process compromised by lack of educational resources, adaptations, flexibilities or lack of contact with the teacher. In this scenario, it becomes increasingly necessary to rethink classroom practices and (re)build relationships between students and teachers, in order to promote higher quality teaching and learning processes (Wunsch; Milk; Bottentuit, 2023).

In this sense, the context of PRP has been very important for the academics of the undergraduate courses. The program stands out in teacher training environments, acting as a potentiating and problematizing agent, aimed at preparing students who are immersed in field schools, whether observing classes, conducting, preparing didactic materials, didactic sequences or reflecting on approaches to improve relationships between students and teachers (Lopes, *et al.*, 2023).

Therefore, this theoretical essay aims to analyze the importance of the Pedagogical Residency Program in the initial and professional training of teachers, discussing interfaces that involve the positive points and challenges related to the development of knowledge about teaching. To this end, some specific objectives were listed to achieve the general objective: a) to understand which are the legal documents that regulate the Pedagogical Residency; b) to evidence the influence of PR on teacher training through theoretical assumptions.

METHODOLOGY

The present research is characterized by a qualitative approach, since such studies aim to "answer particular questions [...], that is, it works with the universe of meanings, motives, aspirations, beliefs, values and attitudes" (MINAYO, 2007, p. 21), which, in this case, was to investigate whether the Pedagogical Residency plays a significant role in the

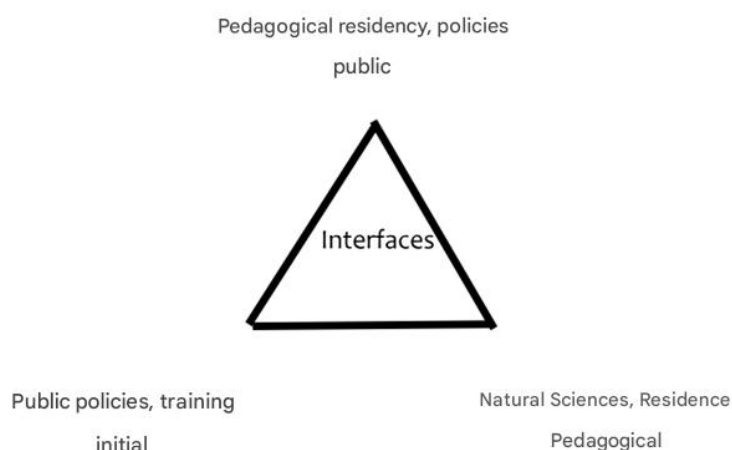
formation of the professional identity of the students, examining how the experience contributes to their perceptions of the teaching profession, through the perspectives of authors who have already researched the subject.

To this end, the first referral was the bibliographic review stage, in which we carried out two searches in the CAPES Theses and Dissertations catalog, using the following pairs of descriptors: "Pedagogical Residency" and Public Policies", "natural sciences" and "Pedagogical Residency". Next, the time frame (2019-2023) was applied, considering that the period of the last five years is considered more significant in terms of scientific relevance and academic production on the subject. We found 15 studies referring to the pairs of descriptors "Pedagogical Residency and public policies" and 8 studies on "Natural Sciences and Pedagogical Residency". The inclusion and exclusion criteria were studies that did not include the descriptors in the titles, keywords or abstract, totaling 11 works in the end.

The second referral consisted of the analysis of the legal documents that ensure the Pedagogical Residency as an essential agent in the initial teacher training. According to Severino (2013, p. 107), documentary research is based on the analysis of documents "in the broad sense, that is, not only printed documents, but above all other types of documents, such as newspapers, photos, films, recordings and legal documents."

Finally, to support the review, the content analysis proposed by Bardin (2016) was used as a criterion in order to bring concrete and significant data to the academic and professional world, as we can see in figure 1.

Figure 1: Schematization of content analysis



Source: the authors (2024)

The interfaces are intersected, forming part of the work as a whole. Starting from them, the problematization and organization of the presentation of the theoretical framework begins. In this context, when outlining the research proposal, it is possible to reach a different level in the clarity of ideas, so that the development of the work, based on research, is presented in a coherent way. In addition, such interfaces allow time savings in the research process, following a structured visual plan and, consequently, avoiding deviations and redundancies in the search for works.

The works were organized into categories after the floating reading of the abstracts, in this sense it was possible to have an overview of the subject that each one problematizes. Therefore, one discusses the initial training of teachers of Natural Sciences and the other, the Pedagogical Residency in the light of public policies. To this end, table 1 represents such organization.

Table 1: Theses and Dissertations separated into categories

Categories	Dissertations	Theses	Total	%
Public Policies	5	0	5	45,45%
Teacher Training	5	1	6	54,55%
Total	10	1	11	100,00%

Source: the authors (2024)

It is interesting to mention that, in the works found, the problematizations about teacher training are discussed extensively by the authors, with emphasis on the construction of teaching knowledge. Regarding the category of teacher training, it is worth mentioning that, during the training course, the teacher starts to constitute his identity in a broad way, being permeated by various experiences and exchanges of knowledge, which will guide how his daily life will be in the school routine.

Regarding the category of Public Policies, we can perceive the importance of the legal frameworks that ensure the programs of initiation to teaching. It is noted that teaching while still in the undergraduate program is valued and recognized as an essential experience for the process of teacher constitution. In the past, it is observed that the paths of the program, in its historical context, reverberate the weaknesses of its interpretation, which, on several occasions, are intensified as a pragmatic and technicist proposal.

THEORETICAL FRAMEWORK

THE IMPORTANCE OF PEDAGOGICAL RESIDENCY IN THE INITIAL TRAINING OF NATURAL SCIENCES TEACHERS

In this stage, convictions found in the six works selected in the teacher training category will be exposed, listing points considered main and how they are articulated for a better understanding of the construction of knowledge and teacher training. It is important to highlight how relevant these aspects are to classroom practice, since, in relation to the research proposal, the construction of the teacher profile is inherent to the practice of the Pedagogical Residency, which aims to provide experiences and learning in the field schools, contributing to the teacher's training and identity. In this sense, we sought to understand how each author understands teacher training and knowledge. Chart 1 relates the authors to their respective thoughts.

Chart 1: List of authors who deal with teacher training and knowledge

Author/year	Knowledge about teaching	Teaching knowledge
Araújo (2021)	He argues that people are not born to be teachers, much of the knowledge is developed over the course of studies and experiences.	It shows that they need to be plural, reflective and continuously formed.
Lemke (2023)	It mentions that the construction of knowledge about teaching can be understood as a process that involves and develops the teacher, begins in initial training, in teaching and licentiate courses, has a continuity, which today we call continuing education, aiming to recycle knowledge and practices.	He agrees with Tardif (2010), when he mentions that teaching has many interrelated knowledges.
Neves (2022)	It argues that our experiences influence teacher training, the teacher can have his training coming from a "technical rationality", or from a "practical rationality" or even from an "emancipatory rationality"	He agrees with Tardif (2002), when he mentions that teaching knowledge is plural, formed by various knowledges: professional, curricular and experiential.
Rosary (2021)	It points out that teacher training is permeated by multiple looks, considerations and directions, which reflect different pedagogical perspectives, educational policies and contemporary needs of teaching practice.	He agrees with Tardif (2012) when he mentions that teaching knowledge starts from a work situation, being anchored in complex tasks and situations located in the space of action and training.

Source: the authors (2024)

The authors use the scientific basis of Maurice Tardif to anchor their thoughts on teacher identity and present conceptions about teacher education that, although different in words, dialogue in concepts, showing that these experiences derive from our experiences. The result found may be due to Tardif's influence in the field of education. The consensus among the works is clear, and the use of this author in different studies is attributed to a

combination of influences, the relevance of ideas, shared theoretical bases and even an academic consensus that proves a historically consolidated tradition.

Considering the above and after understanding what the authors defend on the theme of the research, it is time to problematize and reflect on the practice in the classroom and the relevance of the teacher who is starting his experiences at school. For this, the dissertation by Araújo (2021) was selected, in which the author establishes, in chart 1, a relationship of teaching knowledge that a science teacher needs to master to mediate meaningful learning for students, anchored in the following authors Tardif (2004), García (1999), Pimenta (2005) and Carvalho and Gil-Perez (2011), who explore the world of teacher training and identity.

The choice of this author, Araújo (2021), is justified by the fact of the scientific and reflective rigor present in the work, because, in our conception, one cannot have a good practice if we do not know how to mobilize different knowledge. Even so, even before preparing a class and entering the classroom, we need to be equipped with knowledge that will guide the treatment of the social and cultural context of students, which, according to Araújo (2021), should be inherent to teaching practice.

Chart I – Knowledge of Science Teachers

Breaking the simplistic views of teaching practice	Like the idea that you are born to be a teacher, or that it is enough to have love for the profession.
Know the subject to be taught	It is emphasized that it is not enough to know the results of the sciences, it is necessary to know them in a comprehensive way, including the epistemological discussions that led that object to be researched by the community, the methodological paths of science, the integration of Science/Technology/Society, knowing the recent developments in science, being prepared to build new knowledge.
Questioning common sense teaching ideas	Critically analyze the spontaneous thinking of what it is to "teach science".
Acquire theoretical knowledge about learning science	Recognize that students have spontaneous conceptions that are difficult to be replaced by scientific knowledge, if not by conceptual change, perceiving that students learn better by building knowledge, to bring students closer to scientific work by addressing topics susceptible to interest and discussion among them, proposing problematic situations, since scientific knowledge is always an answer to a question.
Know how to critically analyze traditional education	To know the limitations of encyclopedic and reductionist curricula, to unbalance the operative character of science teaching, to criticize the traditional model of experimental activity that presents a deformed idea of scientific work.
Know how to prepare activities capable of	To propose problematic situations that may be unbalanced to the students, proposing a scientific treatment of the hypotheses generated by the problem.

generating effective learning	
Knowing how to direct the students' work	Present the activities in an appropriate way, enabling small group discussions, organizing them and their speeches, knowing that "discipline" comes from cordiality, acceptance and affection among class participants.
Acquire the necessary training to associate teaching and didactic research	The teacher is also a researcher, and training students in the perspective of the construction of scientific concepts requires the teacher to do research to conduct the students' learning situations, research with the didactics of science.

Source: Prepared by Araújo (2021) from Carvalho and Gil-Perez (2011).

To provide accessible and meaningful classes to basic education students, teachers need to know the public to which the teaching pedagogical practice is directed. It is knowing the sociocultural context of this public that the teacher will be able to mobilize knowledge to mediate the process of quality teaching and learning. By articulating these elements, we will have a historically situated teacher, whose practice goes beyond the barrier of transparency and brings the reality of students to the classroom. In this sense, these activities generate significant learning, for this, it is necessary to escape the traditional, seeking to be a research teacher and articulator of problems.

Among the words of Araújo (2021), the author questions the social discourses that defend that being a teacher is a "gift", argues that we are not born ready, but that the development of knowledge about teaching throughout our lives, when combined with a good academic background, results in a differentiated professional.

This idea corroborated by Lemke (2023), the author mentions that we need to be aware that teaching practice has been increasingly devalued and perceived as a gift that is not for everyone. This view is fed by the judgments of people who do not understand the seriousness and complexity of preparing a class, in addition to disregarding their own training in teaching degree courses, seen by many as easy and simple. However, the following question arises: what "gift" would this be?

Araújo's (2021) exposition, by arguing that no one was born to be a teacher, communicates a sense of collapse, as it suggests that future readers of this work will feel welcomed. However, it is common that, at the beginning of the career or in the first teaching practices, feelings of discomfort and insecurity arise when a class that does not go as expected or with a methodology that does not generate the expected learning. It is in this sense that when we reflect on the Pedagogical Residency, we realize that it represents a trajectory permeated by mistakes and successes. These errors, in turn, stimulate the

search for improvements in methodologies and allow the teacher to begin to perceive that knowledge about teaching develops over time and with lived experiences. Thus, it is understood that we are not born ready to teach.

If we start to think that we are born ready to be a teacher, when a class or methodology does not generate the expected learning, we will think that we will not be able to teach. On the other hand, we are subject to mistakes and successes, but it is of paramount importance to have mastery of the subject to be taught. The aforementioned author also encourages that it is not enough to know science, it is necessary to have notions about the scientific world in a broad way, to know the different processes of knowledge production. Therefore, it is important to be aware that the pedagogical resident is not the holder of knowledge, just like no other teacher, it is important to be up to date and prepared to contribute to the construction of new knowledge and knowledge, always asking for a critical and active engagement in what is being taught and mediated.

It is in this sense that the teacher who is arriving at school, building his identity and teaching knowledge needs to be well received and propose ideas that come to add and make a difference. It is a two-way street, moving towards a common goal: to mediate learning and train people for the world.

Still on Araújo (2021), teaching is to be criticized, reviewed and remodeled, and in his words, there is nothing more interesting than listening to and putting into practice pedagogical visions of professionals who are arriving in schools for the first time, in addition to showing interest in them, it is important to accept new ideas and perceptions about how the pedagogical practice of teaching is problematized for students, This is also about how to seek to know how to direct an activity for a student, in addition to being open to the different, to contribute to this training of the new teacher, which is constituted by practices and relationships that he finds during internships and teaching initiation programs that allow immersion in Field Schools.

PEDAGOGICAL RESIDENCY IN THE LIGHT OF PUBLIC POLICIES

This chapter has the premise of systematizing and dialoguing about public educational policies, giving greater emphasis to the Pedagogical Residency Program (PRP), discussing the movement of construction and implementation of the PRP in accredited institutions. To this end, 6 studies were used on the theme proposed here, as shown in chart 2 below.

Chart 2: Schematization of the Dissertations

WORK	SYSTEMATIZED CONCEPTIONS
Importance of the Pedagogical Residency Program in Teacher Training	Public policies and the PRP and its emphasis on initial teacher training in the area of Science and Biology.
Analysis of the discourse on teacher training in the Pedagogical Residency Program	Historical contexts of the teaching profession, and its tensions; It richly discusses the PRP, providing the necessary reflective criticism.
Teacher training: the Pedagogical Residency Program in the Biological Sciences course at UFC	It mentions the movement of struggles, achievements and setbacks based on teacher training; It dialogues about the PRP and its contributions to the academic life of the Biological Sciences course.
Pedagogical residency: the impacts of a public policy on the training of teachers of the Biological Sciences course	He systematized with excellence the teaching of Science and the importance of teacher training; He systematized with quality in a succinct way the historical process of the PR; They expose students' positions regarding the development of PR.
Impacts of the Pedagogical Residency Program on the initial teacher training in Biological Sciences at the Federal University of Sergipe	It contemplates the PRP and its legal frameworks; The curricular impacts (career plan) regarding the implementation of the PRP; It mentions the conceptualization of teaching theory and practice; Historical context of teacher education.
Residency for teacher training in Brazil: certification of competencies and teacher training	It reports the context of teacher training and its tensions expressed by the efficiency/result capital; Clarifies the PRP as to its purposes, demonstrating how much the proposal for its creation and implementation entails criticism; It shows that learning is linked to being a "good teacher"; It contextualizes the historical context of PR having Medical Residency as a principle.

Source: The authors (2024)

The historical scenario and the teaching profession have crossed different meanings over time. Initially, it was linked to the need for the subject to insert himself into society. Teaching emerged with Brazilian independence, due to the importance of pedagogical organization as a means of popular instruction (Santino, 2023).

Thinking about the initial training of teachers, Marcolan (2022) contextualizes, in his dissertation, femininity with the profession in the historical context, highlighting that at that time men were destined for manual labor in industries and machinery. This history may be

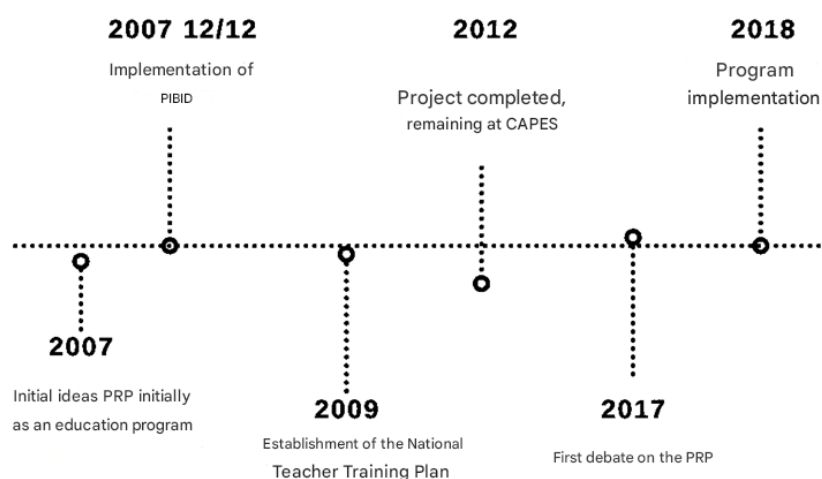
one of the major factors that still present themselves today as obstacles for men to take degrees, added to professional appreciation.

Concerned with the contemporary educational scenario, emphasizing the importance of quality education that meets social demands, teacher training programs emerge, both initial and continuous, driven by public policies (Santino, 2023). It is essential to train professionals who encourage the humanistic and responsible training of students, promoting a critical pedagogy that opposes the commercial precepts that persist today (Faleiros, 2023).

In view of the historical process of teacher training and its tensions, as well as the importance of teacher training programs in a context of globalization, the government has developed several public policies, including PIBID and PRP discussed in the works of Santino (2023), Moreira (2020) and Rosário (2021).

Faleiros (2023) in his dissertation refers to the PRP as a public policy implemented in 2018, with CAPES as its maintainer, responsible for higher education and graduate courses. The justification for its creation emerges from the lack of education resulting from the mandatory internships for teaching being insufficient, in addition to the lack of professional appreciation and an adequate work environment. It is reiterated that its initial movement for its elaboration and creation began in 2007 (Santino, 2023), as explained in figure 2.

Figure 2: PRP timeline from initial ideas to implementation



Source: The authors from Santino (2023) and Faleiro (2023)

With the implementation of the PRP through public notice No. 6/2018, many Higher Education Institutions (HEIs) had to reformulate their structures to adapt to the proposed objectives. This leads us to question the autonomy of HEIs, especially topics such as curriculum (Supervised Internship discipline), adequacy to the BNCC, and the dichotomy between theory and practice, issues based on pragmatic and neoliberal instances (Faleiro, 2023). With regard to the reformulation of the curriculum of the teaching degrees, with an emphasis on Biological Sciences, Rosário (2021) highlights the integration of the courses with pedagogical and specific disciplines, also mentioning the readjustment of the mandatory internship

Ferreira (2021), when reporting on the PRP, emphasizes the disputes generated during its implementation in HEIs, which involve schools and their participating professionals (students, regent teachers, guiding teachers). The author highlights the precariousness of teachers, the curricular reformulation of higher education, the training plastered in mercantile methods, in order to adapt to state requirements and international funding agencies. The objective is to train teachers who seek to focus on teaching and learning in search of meeting goals and results.

Marcolan (2022), reiterates that the proposal implemented in 2018 underwent modifications, one of them being the removal of one of the general objectives, which originally had a central focus on inducing the reorganization of Mandatory Internships by HEIs; However, the new notice of PRP-01/2020 suggested that the aforementioned program be added equivalent to the fulfillment of internships.

In addition, the program aims to enhance the internship practice of undergraduate courses, with the proposal being offered from the middle of the course, that is, in the 5th semester. Having as organization and definitions in the view of Moreira (2020, p.40) *apud* Brasil (2018)

2.2.1 The Pedagogical Residency is a training activity carried out by a student regularly enrolled in a licentiate course and developed in a public school of basic education, called field school. 2.2.1.1 The pedagogical residency will have a total of 440 hours of activities distributed as follows: 60 hours for the setting up at school; 320 hours of immersion, 2 of which 100 are conducting, which will include the planning and execution of at least one pedagogical intervention; and 60 hours for the preparation of the final report, evaluation and socialization of activities. 2.2.2 In the field school, the resident will be accompanied by a basic education teacher, called a preceptor. 2.2.3 The orientation of the resident will be carried out by a professor of the HEI, called advisor professor. 2.2.4 The coordination of the Institutional Pedagogical Residency Project will be carried out by a professor from the IES, called Institutional Coordinator. 2.2.5 For the purposes of this notice: I.

Proposal is the set of information entered in the SiCapes electronic form, as indicated in item 8.2, for the IES selection process; II. Institutional Project for Pedagogical Residency is the document, organized in the form of item 9, to be presented to Capes by the HEI qualified in the second stage of this notice, on the date set out in the schedule contained in item 7. III. One quota corresponds to 18 monthly installments of the scholarship.

Turning to the perspective of public policies for teacher training, it should be noted that the proposal for teacher training, both continuous and initial, has been reformulated over the years, according to the analyses of Ferreira (2021). However, questions arise about the proposed projects, which, in essence, promote a single truth debated by the author: the pragmatic and fragmented preparation of teachers, centered on the practice neglecting the importance of theory and this practice. However, the author emphasizes the importance of programs to strengthen the relations between universities, schools, regents and teachers of public education, through the ethical practice of the regents in their contexts of action, allowing the knowledge of the realities of the different places, providing experiences of teacher maturation.

In addition to the bureaucratic processes that govern the program linked to HEIs, there are the "beauties" experienced in the field schools, offering positive and negative points for the participating residents. Some of these points are emphasized by Moreira (2020), such as the autonomy of students in the elaboration of pedagogical practices, the strengthening of relations between the school community and the regent teachers, greater maturity in overcoming problems and the enhancement of affective bonds. Rosário (2011) complements by highlighting other aspects such as: the importance of the relationship between theory and practice, knowledge of the school environment, and pedagogical maturity.

Freire (2010) already mentioned the importance of the respectful relationship between students and teachers, emphasizing that the professional should not consider himself the holder of all knowledge, as both learn together from their sociocultural knowledge. This perspective is in line with Marcolan (2022), regarding the importance of collaboration and joint construction of knowledge between residents, preceptors, and faculty advisors, thus strengthening the role of this public policy for teacher training.

However, with regard to the sick profession, there are numerous challenges and difficulties, which are also experienced as interns and residents. These challenges highlight insecurity, nervousness, and poor organization of schedules for planning, as well as, in this specific case to which the aforementioned work refers, the lack of participation and

involvement on the part of preceptors in the classroom (Moreira, 2020). The author also reinforces the importance of the school (management team, teachers and preceptors), of the IES advisor as essential agents for the development and growth of the regents as their teaching identity.

Rosário (2021), on the other hand, when discussing the importance of advisors and preceptors, states that they are essential for the development and insertion of pedagogical residents in the school context, enabling their integration and accessibility.

Referring to the teaching and learning process and its pedagogical resources, which are directly linked to the school context, Marcolan (2022) emphasizes the importance of using a variety of resources, in addition to the textbook, such as clay, biscuit, field activities, among others. The author recognizes that the book is the most used resource, but argues that the PRP is essential for the improvement and studies of the different tools, making the classes more "pleasurable". However, Marcolan (2022) points out the fragility of teachers' conceptions with regard to the definition of teaching theory and pedagogical practice.

Another significant aspect to be debated according to chart 2 refers to the attributions of the teaching staff with regard to teacher training, especially the teaching of science, and the importance of teaching initiation programs for the construction of an effective, ethical, critical and reflective professional, capable of dealing with the medication of the learning processes of the different subjects in contemporary times (Rosário, 2021). Contributing to the author, Marcolan (2022) emphasizes the importance of PRP with regard to scientific dissemination in school and community contexts, as well as scientific production from participation in events and congresses, emphasizing the importance of these actions in the formation of public policies for teacher training. It is through these actions that the necessary modifications take place.

RESULTS AND DISCUSSIONS

The Pedagogical Residency contributes to teacher training and identity, from lesson planning, interaction with teachers, to classroom practice, this context enables a universe of possibilities that can contribute to the constitution of the professional who is entering the world of education, it is important to mention that the reception carried out by the school community, By receiving "the new" and engaging teachers who are insecure with their practice, after all, no one is born knowing how to be a teacher.

The authors who are the basis for this theoretical essay dialogue with each other, which made it possible to affirm the constancy and harmony in the discourses, such as the thoughts about teacher identity and training. This allows us to problematize how the professional who is starting his trajectory in Basic Education is perceived, the authors corroborate when they mention that it is of paramount importance to establish good relationships and learning in the world of education among the entire school community.

In view of the scenario exposed, it is perceived, throughout the research, the importance of training teachers who seek student autonomy through an emancipatory and liberating education. In this context, the educational public policies stand out, which have been updated until the current program, whose historical process is marked by disputes pointed out by the authors.

From this fact, it is worth highlighting the cycle of policies that shows that every educational policy goes through processes of construction and deconstruction from its formulation to its implementation in the practical context, in a non-linear way.

By dialoguing with the authors mentioned above in this work, the importance of a "good professional" is evidenced, qualified who will boost learning in an integral way for the subjects involved, highlighting the importance of the resident trainer for the program not to stop only at the pedagogical practice, but also to perpetuate a teaching exercise through the narrowing between theory and practice, with knowledge of future analyses of its exercise. Thinking from the perspective of teacher self-evaluation, in Freire's view, of research-action-reflection.

Among the verifications of the authors' perceptions regarding the stages of disputes, it is evidently clear that although the program will strengthen teacher training through the immersion of graduates and class teachers, it is emphasized that there is still much to be reformulated since, in the dialogues with the authors, weaknesses emerged regarding the commodification of the program for teacher training through a pragmatic and technical view, it is even used in selection processes for teachers interested in integrating basic education schools, impacting exclusion.

CONCLUSION

This theoretical essay concludes by highlighting that the Pedagogical Residency Program (PRP) plays a fundamental role in the training of pedagogical residents, contributing significantly to the constitution of the teaching identity. This finding was

evidenced by the authors who served as the basis for this discussion, who emphasize that the processes of teaching and learning undergo continuous reconstruction, being inherent to the construction and assimilation of new pedagogical and methodological perspectives.

Thus, it is essential to recognize the importance of public educational policies, such as the PRP, in promoting a humanistic and integrative teacher training, which articulates theory and practice and prepares future teachers for the challenges of the contemporary school. In addition, this theoretical essay can serve as an instrument to strengthen the exchange of knowledge between researchers, schools, universities and communities, promoting the construction of new knowledge. This knowledge, in turn, becomes fundamental elements in the constitution of the teacher's professional identity, which is in a constant process of development and improvement.

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