

# International Journal of Human Sciences Research

## THE DYNAMICS BETWEEN THE PEDAGOGICAL RESIDENCY AND THE KNOWLEDGE THAT OPERATES IN INITIAL TEACHER TRAINING

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**Abstract:** The objective of this work is to describe some appropriate experiences in the Pedagogical Residency program, in partnership with UNIOESTE, from Cascavel/PR, with CAPES, in the Literacy subproject. The experiences in the resident practice provided theoretical and practical support in the professional training of the academic's future career, bringing together, throughout the residency in different areas, real concerns, conflicts, ideas and solutions for the development of students' planning and childhood awareness. This report is organized into a description of the theoretical studies carried out by residents, theoretical foundations and practical educational activities at Escola Municipal Luiz Vianey Pereira.

**Keywords:** Pedagogical Residency Program (PRP), Initial Training, Professional teaching practice and Higher Education.

## INTRODUCTION

The Pedagogical Residency Program (PRP) has the function of bringing initial training closer to the professional teaching practice, allowing, in an articulated way, the experience to begin to occur, enabling the student to understand the cultural reality of each student, the community and of municipal schools in Cascavel - PR. From this perspective, municipal schools and the PRP work together, incorporating a new organizational, professional and personal property, in the training of future teachers.

In view of the above, this experience report aims to understand the contribution and performance of the Pedagogical Residency Program (PRP), which was created to incorporate value in the undergraduate training of students studying the pedagogy course, being related to the Institutional Scholarship Program of Initiation to Teaching (PIBID), which starts from the third year of the

degree, in which the undergraduate student will have a supervised internship and one of the complementary activities is the teaching residency, both at the Basic Education school.

## REPORT OF EXPERIENCE

Observation of the teacher's daily professional practice at school allowed residents to expand the notion of totality, building a new order, involving, from this moment on, administration and pedagogy as social historical mediations that enable residents to expand control over themselves, themselves and the world. Consequently, this relationship contributed to these academics developing especially human functions.

The structure of practice obeys multiple determinants, is justified in institutional and organizational parameters, methodological traditions, real possibilities of teachers, existing means and physical conditions, etc. But practice is something fluid, elusive, difficult to limit with simple coordinates and, moreover, complex, since multiple factors, ideas, values, pedagogical habits, etc. are expressed in it. (ZABALA, 2010, p. 16)

One of the highlights of this opportunity is to build theoretical bases in order to plan and predict actions of the future teacher and current resident. Through critical and reflective studies on the observed reality, we seek new information for the development of teaching units, producing new materials, both for individual use and property and for collective use, because:

It is clear that an activity, for example, individual study, will have a different educational position in relation to the previous type of activity, for example, an exhibition or fieldwork, a reading or communication in a large group, a bibliographical research or an experiment. We will be able to see how the order and relationships established between different activities significantly determine the type and characteristics of teaching. (ZABALA, 2010, p. 17 and 18)

The residency develops fundamentally in two forms, the first reconstructing the basis of teaching practice, in which the understanding of the reality observed at school determines the decision of the teacher's strategies and the second responding to practical problems in the professional teaching practice, that is, the resident's reflection begins after understanding the evaluation of the practice in practice, in order to define the decision for their new interventions to build a privileged place of socialization beyond the daily routine of common sense culture, overcoming an objective and detached observation of the situation, then:

“In all professions, professional improvement depends on the accumulation of experiences combining practice and careful reflection on it, with a view to constantly transforming practice for the better”. (LIBÂNEO, 2013, p. 03)

Our residency program meetings were held through studies of some texts in the area of literacy, addressed by theorists and writers, especially Paulo Freire, Ezequiel Theodoro da Silva, Ingedore G. Villaça Koch, Ruth C. Barreiros and others. We also gave a lecture and worked as residents at Escola Luiz Vianey Pereira. At this school, I, resident Cíntia Matos and resident Fernanda Salla Brandini, produced a lot of work in the entire classroom, working in the areas of production of teaching materials for students, for the classroom and for autistic students, models of the physical space of the school, we provide classes as a teacher, work as a teacher's assistant in producing and correcting tasks and teaching students to carry out class exercises and others, such as: For the 1st and 2nd year classroom of elementary school - early years, I, resident Cíntia Matos and resident Maria Eduarda, produced a “multipurpose” calendar (FIG. 1). All months and days are placed and removed according to the current date. Next, a calendar

was placed with all the months of the year, including holidays (FIG. 2) and, subsequently, a calendar of the days of the week (FIG. 3).



Figure 1.

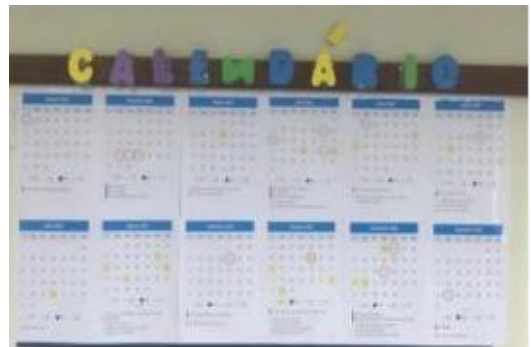


Figure 2.

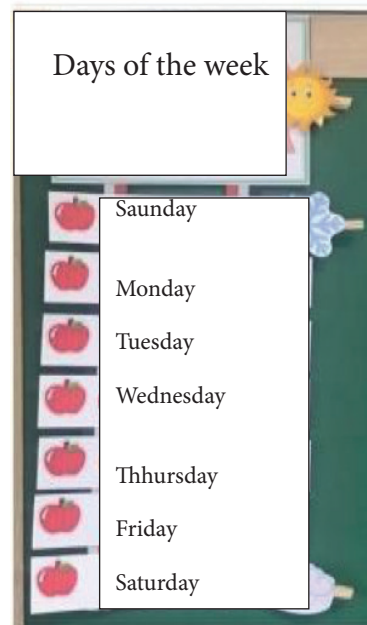


Figure 3.

For the 2nd year “C” classroom of elementary school, resident Cíntia Matos and resident Luana produced a Behavior Champions poster with the photo and name of all the children (FIG. 4 and 5). And a Behavior Champions poster with the photo and name of all the children in the 1st year “A” classroom.



Figure 4.



Figure 5.

For the 1st and 2nd year elementary school classroom, I, resident Cíntia Matos, produced a Syllabic Bingo with 26 blue EVA cards, 55 blue glitter EVA syllabic tokens (FIG. 6) and 250 plastic caps. pet bottle and also, a syllabic harvest with 55 syllables of apple, a tree, a Figure of the character Little Red Riding Hood and her basket (FIG. 7).



Figure 6.

First-year students learned to from words using syllables, reading them and the recording them on the board for other class mates.

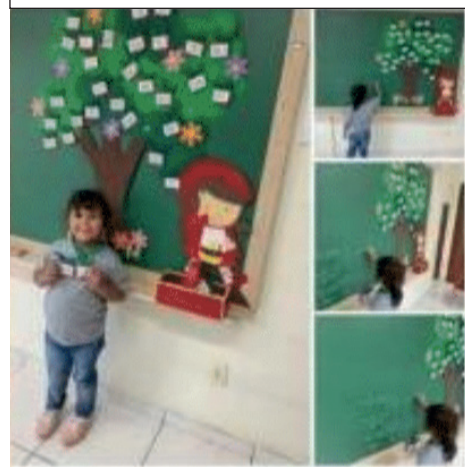


Figure 7.

For the 2nd year elementary school classroom, I, resident Cíntia Matos, teacher Sandra and teacher Julian created a place for children to experience book week, so that they could interact with embossed books and their great diversity of production mode. I explained that the books were made through manual



work by students on the Pedagogy course at Unioeste and this experience was magnificent. The children loved the books and I explained that they were books made especially for them, to read, play, interact with the story. And in the end, I read it to them (FIG. 8).



Figure 8.

For the 2nd year “C” classroom of elementary school, I provided a lesson on reading, emphasizing its importance for our lives and how it changes the way we see the world. To do this, I told the story *The Breath of Life*: by Putakaryy Kakykary, pointing out the intertextuality present in this text. First, I showed where it came from and then I read it and carried out some activities about it, including the production of the book “Our book: The breath of life” (FIG. 9), in which all the children colored a page of the book and signed your name. Once this book is ready, it will remain in the room for the children to always interact with.

Then, all students were given a miniature version of the story from the book they produced (FIG. 10), as well as a sticker of the main character, Wyn Dan. And I reminded everyone that in the next few weeks it would be the week of book, and that this class and the previous class are, in particular, a celebration of book week. The students’ written response was not intended as an assessment, but rather

an understanding of the story represented through the answers given to the questions through oral interaction between the teacher and the students. I also presented a Figure of a plant, with the root exposed, with the aim of explaining how it develops from the root to the leaves. Furthermore, I showed several fruit figures that grow in the Wapichana Community, in the state of Roraima, savannah region. To better understand the story, I also explained to the students that seeds are natural resources that produce various products that we use. After that, I showed the children a page that I colored and signed, demonstrating that I also contributed to the production of the book.

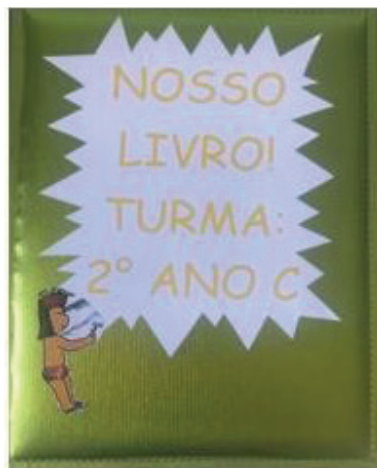


Figure 9.



Figure 10.

For the 1st year “A” classroom of elementary school, I, resident Cíntia Matos, produced a traveling suitcase (FIG. 11). And for autistic students, some games (FIG. 12 and 13).



Figure 11.



Figure 12.

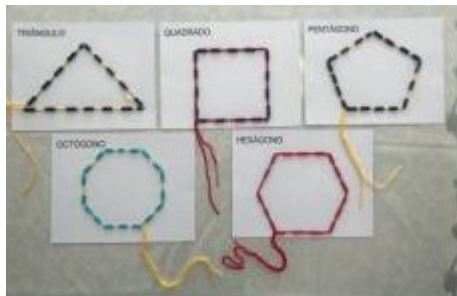


Figure 13.

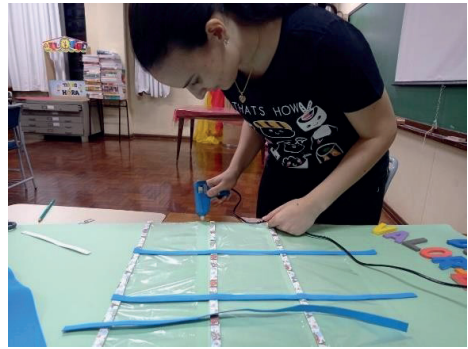


Figure 14.



Figure 15.

The game “the race of the syllabic horses” was created by resident Cintia and me. When the corresponding syllable is correctly read, the horse moves a little space, and the student who reaches the end first is the winner. The game aims to promote reading and understanding of syllabic formations (FIG. 16 and FIG. 17).

I, resident Fernanda Salla Brandini, together with resident Luana, created a value/place table, (Unit, Ten and Hundred), to be used in mathematics classes, helping students in the concrete visualization of quantities for solving problems and calculations. mathematics (FIG. 14 and FIG. 15).





Figure 16.



Figure 18.



Figure 17.



Figure 19.

We also held a storytelling day at school. We took books produced by students from the Pedagogy course at Unioeste, including books that the Residents produced in different materials, formats and textures to introduce children to different forms of books and to instill enchantment and a taste for reading (FIG. 18 and FIG 19).

In this context, we realize that the school teacher is aware of the importance of helping the resident in their training, so that they carry out self-reflection on a certain area of activity, in this case, in the first- and second-year classes of elementary school, enabling the formation of a concept about education and the relationships that affect basic education.

## CONCLUSION

In preparing this study, it was possible to realize that the pedagogical residency is a social construction that takes place in the classroom, resulting from history and some scientific weaknesses, which allows interpretation, guidance and, finally, the appropriation of the necessary means to move from a professional culture based on strategic thinking, going beyond traditional and private education. In

this way, it enables a teaching performance with reflective capacity and practical thinking, for the pedagogical intervention of duty consistent with our professional knowledge and intentions.

Commonly, the best professional training is achieved through knowledge and experience, and knowledge of the multiple variables that intervene in practice and experiences

to master them is irreplaceable, whether or not we consider the conditions in which we find ourselves and the means appropriate to us. In this way, all our activities involve the evaluation of what we do with our practice and the contrast that exists in comparison to other practices, moving us into fields of greater complexity.

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