WHAT IS SAID AND UNSAID ABOUT THE ROLE OF THE PRECEPTOR OF THE PEDAGOGICAL RESIDENCY PROGRAM

OS DITOS E NÃO-DITOS SOBRE O PAPEL DO PRECEPTOR DO PROGRAMA RESIDÊNCIA PEDAGÓGICA

LOS DICHOS Y NO DICHOS ACERCA DEL PAPEL DEL PRECEPTOR EN EL PROGRAMA DE RESIDENCIA PEDAGÓGICA

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ABSTRACT: The objective of this present work is to understand the role played by the preceptor within the scope of the Pedagogical Residency Program. The preceptor, as a teacher in primary or secondary education, plays a significantly important role in the education of teacher candidates, especially in the second half of their undergraduate courses. The approach of this study is grounded in a critical analysis supported by three official documents and twenty-two scientific papers, aiming to shed light on the role performed by this preceptor. Drawing from various authors and perspectives in the field of education, there has been reflection on teacher education, the performance of teachers in primary schools, and initial training programs. It has also been advocated that the preceptor is an educator, aligning with the recognition of teacher professionalism. The results reveal a downplaying of the role of primary school teachers in educating new teachers, reducing it to a co-educator function.

KEYWORDS: Pedagogical Residency Program. Preceptor. Initial Teacher Training.

RESUMO: O objetivo do presente trabalho consiste na compreensão do papel desempenhado pelo preceptor no âmbito do Programa de Residência Pedagógica. O preceptor, enquanto docente do ensino fundamental ou médio, desempenha um papel de significativa relevância na formação de licenciandos, especialmente a partir da segunda metade dos cursos de licenciatura. A abordagem deste estudo se fundamenta em uma análise crítica respaldada por 3 documentos oficiais e 22 trabalhos científicos, visando lançar luz sobre a função desempenhada por esse preceptor. A partir de uma diversidade de autores e perspectivas do campo da Educação, refletiu-se sobre a formação docente, atuação dos professores da escola básica e programas de formação inicial. Foi defendido também que preceptor é formador, alinhando-se ao reconhecimento da profissionalização docente. Os resultados revelam uma minimização do papel do docente da escola básica na formação de novos docentes, limitando-o a uma função de coformador.


RESUMEN: El objetivo del presente trabajo consiste en comprender el papel desempeñado por el preceptor en el ámbito del Programa de Residencia Pedagógica. El preceptor, como docente de educación primaria o secundaria, desempeña un papel de gran relevancia en la formación de estudiantes de licenciatura, especialmente a partir de la segunda mitad de los cursos de licenciatura. El enfoque de este estudio se basa en un análisis crítico respaldado por 3 documentos oficiales y 22 trabajos científicos, con el propósito de arrozar luz sobre la función desempeñada por este preceptor. A través de una diversidad de autores y perspectivas en el campo de la Educación, se reflexiona sobre la formación docente, la actuación de los profesores de la educación básica y los programas de formación inicial. También se defiende que el preceptor es un formador, en línea con el reconocimiento de la profesionalización docente. Los resultados revelan una minimización del papel del docente de la educación básica en la formación de nuevos docentes, limitándolo a una función de coformador.

Introduction

The Pedagogical Residency Program (PRP), part of the new teacher training policy outlined in the National Education Plan, has established itself as an initial teacher training program to reformulate the experiences of supervised internships in the university-school partnership. As a recently instituted public policy, Pedagogical Residency has proven to be relevant for initial teacher education, particularly in terms of the experiences developed in the "school field" within the realities experienced by public institutions.

Studies related to the program's experiences have already demonstrated remarkable results regarding the relationship between theory and practice (TAVARES et al., 2019; SANTOS; COSTA, 2020; PEREIRA et al., 2020). These researches provide accounts from various perspectives, encompassing the institutional coordinator, the supervising teacher, the preceptor, and the residents, sometimes in individual contexts and at other times jointly. This polyphonic approach generates a discussion that resonates with identity issues and the roles assigned to each program participant. These perspectives, disseminated through various publications, are likely to gain more prominence as one edition concludes and another begins, following a pattern similar to that observed in the Institutional Program for the Initiation of Teaching Scholarships (PIBID), which, established in 2007, now enjoys widespread recognition and has a rich bibliographic foundation.

In the context of analyzing approaches to teacher training, this research was based on a systematic review of 25 studies related to the Pedagogical Residency Program. This corpus of documents included 3 official papers and 22 academic works, comprising abstracts, book chapters, and scientific articles. The objective was to understand the role of the preceptor in the Pedagogical Residency Program, specifically focusing on what is said or left unsaid about this preceptor (the teacher from the primary school who guides the residents in the practices of the field school). The scope of this research does not focus on the comprehensive analysis of the program but instead on the specific approach to the fundamental role played by the preceptor in the formation of future educators.

This study is justified because we understand that there is a particular discursive "blur" regarding the appropriate term to endorse the assignment of this preceptor. As a consequence, not only in terms of nomenclature, there is a minimization of their role and recognition in teacher education.

This fact is even observed in articles about PIBID. In research addressing the function of the supervisor, one encounters the terminology "co-educator" (COSTA, 2016; SILVA et al.,...
What is said and unsaid about the role of the preceptor of the Pedagogical Residency Program

2019; FERNANDES, 2017), referring to someone who plays a supporting role in the training process of the student teacher. Even the president of FORPIBID-RP, Nilson Cardoso (2019, n.p., emphasis added), in an article published on the ANPED website³, states the following: "With PIBID, in addition to bringing the university/school closer, we assumed a subject little considered in the formation processes, the schoolteacher, acting as a co-educator". In Cardoso's conception, the role of the educator is exercised by the area coordinator, the professor from the higher education institution responsible for executing the PIBID project.

Research interests have focused, among other aspects, on the contributions made by primary school teachers, whether in the role of preceptor, supervisor, or internship advisor, regarding the training of future teachers. This focus is justified by the group's involvement in teacher education programs, as well as the essential collaboration of primary school educators in this process (MATOS; MAGALHÃES, 2019; MAGALHÃES; BARBOSA, 2018; MAGALHÃES; CALLIAN; CABETTE, 2020). It is necessary to legitimize the role of the educator working in primary schools, strengthening their identity and overcoming the idea that they are merely a co-educator or a supporting role. Therefore, investigations have been carried out, such as the present one, to deepen the understanding of the concepts, practices, and contributions of the Pedagogical Residency Program for students enrolled in teacher education programs.

To meet the proposed objectives, this study begins with a reflective analysis of teacher education, examining it in light of the diversity of knowledge inherent to the teaching profession, drawing on a wide range of theoretical and conceptual approaches. Next, in the methodological section, the characteristics of the official documents and academic works analyzed are presented, including papers, extended abstracts, experiential reports, and scientific articles, with a time frame covering the period from 2019 to 2020.

Subsequently, considerations and questions are developed regarding the role played by the preceptor in the activities of the Pedagogical Residency Program. The study seeks, ultimately, not only to examine the nomenclature assigned to this educator but also to emphasize the relevance of their practice in the context of the training of new teachers.

Theoretical Reflections on Teacher Education

To conduct these reflections, the research is grounded in studies related to teacher education, the role played by educators, and various conceptions of the function of the preceptor of pedagogical practices. These elements are considered fundamental pillars for addressing the theme of the profile of this essential agent in the initial education process of undergraduate students, responsible for establishing the connection between the practical school and the academic university within the program.

In recent years, there has been the implementation of various teacher training and valorization programs, such as PIBID, School Learning Management (GESTAR), Education Observatory (OBEDUC), Pedagogical Residency Programs (RP), professional master's programs (e.g., Prof. Letters, Prof. Math, and others), and the National Pact for Literacy at the Right Age (PNAIC). These initiatives are understood as efforts aimed at institutionalizing the roles of teachers, supervisors, and preceptors as educators, as well as legitimizing pedagogical and professional knowledge as essential components of the educational process.

Furthermore, the National Curriculum Guidelines (BRASIL, 2015, 2019) focus on primary schools as a preferred teacher-education place. While, on the one hand, the school is elevated to a privileged position for education, on the other hand, the role of the primary school teacher as a teacher educator is not clear or recognized in this important document (BUENO; DIOLINA, 2018). In this context, a gap requiring investigation is identified, which can contribute to providing essential knowledge to teacher education programs, aiming to solidify their role in the formative process.

All these efforts seek to overcome a history of teacher education in Brazil that prioritized disciplinary knowledge at the expense of pedagogical and professional learning (SAVIANI, 2009; GATTI et al., 2019).

For this study, the reflections of the previously mentioned authors and Nóvoa (2016), were considered. Nóvoa summarizes the necessary knowledge for teacher education into three categories: disciplinary (covering specific subject areas such as Mathematics, History, and Languages), pedagogical knowledge (related to teaching activities and classroom management), and professional knowledge (encompassing a broader understanding of the profession, including extracurricular work, historical and social issues of the profession, career, among other aspects).

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4 Resolution No. 2, which establishes the National Curriculum Guidelines for teacher education (BRASIL, 2015).
In this case, these knowledge areas are integrated into teacher education and are theoretical (conceptual) and practical (experienced in different formative spaces). Thus, achieving a balance between them and their equal distribution in subjects and activities of teacher education programs should constitute the curricula. In this context, overcoming the hierarchy of knowledge emerges as an objective, aiming to assert that teacher educators are equally found in the university and among primary school teachers. It is recognized that the knowledge derived from these two spheres plays a fundamental role in the professionalization of teachers. To restore the balance and build a theory-practice unity (BRASIL, 2015), teacher education requires the professional locus for teacher development without disregarding the university, intellectual, and research dimensions of teaching (NÓVOA, 2017).

Regarding teacher education, in a paraphrase of Nóvoa (2017), the conception of the teacher as a professional who acts as a critical-reflective investigator concerning their practice is reinforced, demonstrating engagement in their development and awareness of their role in student education. The teacher shapes their actions through collaboration with their colleagues, as isolated reflection is insufficient, and a collective reflective approach is necessary to consolidate their performance (ANDRÉ, 2016). It is important to note that the effectiveness of teacher education depends on a series of factors that must be in harmony, such as the teaching career, working conditions, power dynamics and hierarchy, and the organization of pedagogical work, among others, which will not be addressed in this context.

Regarding the role of the educator, Ambrosetti and Calil (2016), when discussing emphatically the university educator and the primary school teacher who accompanies the student teacher in school, emphasize the constitution of the teacher as an educator and how this function is not fully outlined:

Discussing the role of the university educator and the primary school teacher who accompanies the student teacher in school also requires recognizing that we are not talking about an established part but an ambiguous activity that takes on multiple forms; in other words, the work of the educator (AMBROSETTI; CALIL, 2016, p. 218, emphasis added, our translation).

The terminology "educator" encompasses a wide range of functions, covering different roles in various stages of learning. The authors also provide a list of alternative terms used to describe the educator, such as tutor, supervisor, mentor, and monitor, among others.

In this article, we will discuss other alternative terms that, in our perspective, may obscure the emphasis on the role played by the professional who guides student teachers in pedagogical practices in the classroom, reinforcing the perception of a hierarchy of knowledge.
This hierarchy often places academic knowledge, represented by the university professor, in an erroneous position of superiority concerning the knowledge of pedagogical practice and the everyday experience of the school.

In this sense, it is essential to highlight the following: "To educate is to prepare for practice, but the knowledge of education is not merely instrumental knowledge; it is contextualized knowledge that acquires meaning about the intentions and values of formative practices" (AMBROSETTI; CALIL, 2016, p. 219, our translation). Thus, it is understood that it is not about dealing with dichotomous or conflicting knowledge but rather about recognizing the integration of knowledge, forming a formative unity that reduces the asymmetry and hierarchy between them.

From this perspective, the role of the preceptor, the primary school teacher, is considered of vital importance in the initial education of student teachers. This is because the preceptor shares knowledge that the university professors, due to their diverse classroom experiences, cannot provide.

This perspective of valuing the knowledge of the primary school teacher is present in some publications, although it is still in its early stages. The same occurs, for example, when Goulart and Ometto (2016) analyze the "Sharing" section of the Training Notebooks of PNAIC: of the genres that make up this section, 40% are reports of experiences by primary school teachers – justified as a better choice for the formation of knowledge:

[...] the selection of texts signals attempts to bring about closeness through the act of sharing experiences of activities, projects, and didactic sequences considered successful. From our perspective, these choices can minimize the distance between interlocutors, deconstructing the idea of teacher education as passive subjects (GOULART; OMETTO, 2016, p. 169, our translation).

This development is a validation of the discourse that recognizes the fundamental role of the teacher working in the early years of education as essential for forming literacy. This occurs through the sharing of concepts and experiences that are intrinsic to the professional field, creating a body of knowledge that is not always present in the practice of the university professor.

More than simply breaking the dichotomy of the relationship between theory and practice, it is essential to emphasize that there are forms of knowledge that develop in both aspects (conceptual and experiential domains), both in the university professor and in the primary school teacher, although these forms of knowledge are distinct. Educators play crucial but different roles: the university professor structures learning situations based on scientific
research in their disciplinary field, as well as on discussions of a pedagogical and professional nature. Their role is not limited to the mere transmission of knowledge. On the other hand, the guidance of the preceptor educator is focused on addressing issues related to the teaching-learning process in the field school without neglecting the conceptual dimensions of teaching.

It is the preceptor who, more skillfully, guides the student teachers in their work in primary schools, including interaction with specific documents, conflict resolution in the classroom, the attitude and interaction of the student teachers with the classes, as well as relationships with other actors in the school environment, such as the education department, the school management, the pedagogical coordination, and other teachers. Furthermore, the preceptor plays a fundamental role in developing pedagogical activities related to curriculum components and teaching materials. These activities constitute the reality of teaching work that student teachers prepare to experience as future education professionals.

The greater visibility of the pedagogical-professional field and the educator from the primary school is directly linked to the school as a privileged locus for education. Immersion in the school reveals different practices typical of the workplace, established routines, beliefs, and diverse relationships among individuals, enabling, in this experience, an identity formation for the teacher (BRONCKART, 2013; NÓVOA, 2017; GUIMARÃES, 2016). Reflection and knowledge construction in deep collaboration with the preceptor in the school context break with the concept of the teacher as a mere technician who only performs activities. Therefore, understanding the role of the educator from the primary school, their conceptions and practices, which involve not only teaching but also guiding the student teachers, is essential to produce formative actions and projects that genuinely contribute to the training of new teachers.

Regarding the guidance activities performed by the preceptor, the second phase of this study shows that they guide the residents based on their interaction with the university professor and their intuition, as there was no professionalization for the role of the mentor. In another study (MAGALHÃES; MATOS, 2019), related to internship supervisors of a Bachelor's degree program at a public university, the supervisor verbalizes the need for training to guide/supervise since there is no specific study in their career for this, but there is a crystallized practice, so they also act based on the experience of other teachers and their intuition.

Official documents related to the Pedagogical Residency Program, such as its Regulation (BRASIL, 2019), do not provide clear guidelines regarding the role and training capabilities of the preceptor, as will be seen later. There is a regulation that specifies that some hours of the program should be dedicated to the preceptor's training, but there is no guidance
on how this training is conducted, leaving it to each higher education institution to carry out this process. In this regard, this work seeks to understand the role of the preceptor and the methodological approach, which we will describe in the following section.

Methodology

The systematic review undertaken here, as advocated by Gough et al. (2012), involves the systematic and more rigorous treatment of data collected on a particular topic. The steps for this operationalization, which we aimed to follow, are as follows: a) review question and methodology; b) search strategy; c) selection, inclusion, and exclusion; d) assessment of quality and relevance; e) synthesis of results; f) presentation of the study.

The following sources were used: i) 03 official documents from CAPES regarding the Pedagogical Residency Program and the preceptor's responsibilities; ii) 22 academic texts: 09 expanded abstracts from the Proceedings of the I National Seminar FORPIBID-RP 2019 (ANFOPE), 07 chapters from e-books with experience reports and articles collected from the CAPES Periodicals Portal platform. The motivation for this second choice was due to the relevance of these materials regarding initial information from the first edition of the Pedagogical Residency Program (which completed its second edition), as its pilot program period ended in January 2020.

The analysis of the materials was conducted without the aid of data collection software. The following details how this process occurred. In gathering texts about the role of the preceptor, the focus was on the conceptions from different voices – the institutional coordinators, the teaching mentors, the residents, and the preceptors themselves. The decision was made to choose texts that presented representatives delineated from the perspective of each participant in the program. The works have been listed separately in the appendix, categorized by type, authors, titles, and publication years, as including them here would take up too much space in the article's main text.

Regarding the official documents, three (3) were selected that provide information about the preceptor: I) Gab Order No. 38, dated February 28, 2018, which establishes the Pedagogical Residency Program; II) Notice 06/2018, published in March 2018, which is the Public Call for proposals within the scope of the Pedagogical Residency Program; III) Gab Order No. 259, dated December 17, 2019, which regulates the Pedagogical Residency Program and the Institutional Program for the Initiation of Teaching Scholarships (PIBID).
Regarding the abstracts from the Proceedings of the I National Seminar FORPIBID-RP 2019 (ANFOPE), 09 (nine) expanded abstracts that mention the preceptor's role or activities were selected. The set of extended abstracts, published in an ebook format, comprises 2332 pages and was presented as oral communications. The word "preceptor" was used as a search term, and as the results appeared, each abstract was read to verify if the text related to the preceptor's role. Of the studies associated with Axis 5 (PIBID and Pedagogical Residency), 219 abstracts were analyzed, of which 94 were related to the Pedagogical Residency Program. Within this group, only 09 (nine) of them mentioned the preceptor's role or activities.

As for the chapters, two ebooks were selected: "Residência Pedagógica e formação docente em debate inicial: formação docente em questão (Pedagogical Residency and Teacher Training in Initial Debate: Teacher Training at Issue)" (TAVARES; SOUSA; CRUZ, 2019) and "Programa de Residência Pedagógica na UFPA: Investigações e Reflexões Teóricas (Pedagogical Residency Program at UFPA: Investigations and Theoretical Reflections)" (SANTOS; COSTA, 2020). These ebooks cover diverse themes about the Pedagogical Residency Program (policies for initial training, concepts, RP experiences, program operationalization, and relationship with internships, among others). Out of the total, only 07 (seven) referenced the preceptor's role.

In the CAPES Periodicals Portal, the search was performed using the address for free content. The term "Pedagogical Residency preceptor" was used because "preceptor" allowed for articles related to medical residency, which is not the focus. Initial data were collected as follows: initially, 242 results were identified. Subsequently, there was a filtering process to include only peer-reviewed articles, resulting in 115 outcomes. Then, articles from areas unrelated to Education, were excluded, reducing the number of results to 84. From this selection, the abstracts of the 84 texts were read to identify those that addressed the preceptor's role. 05 (five) articles and 01 (one) monograph that met the specified selection criteria were chosen. To facilitate the visualization of the data covered in the review, the results were summarized in the table below:

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6 Seleccionamos via Scholar Google


9 Available at: https://www.periodicos.CAPES.gov.br. During the data collection period, the author responsible for the search could not access the CAFe (Federated Academic Community), a search mechanism for participating IES members, due to system instability.

10 This action was taken to eliminate cases of medical residency that, despite the search term filter, still appeared.
Table 1 - Data for Review Research

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Documents</td>
<td>02 ordinances and 01 public notice</td>
</tr>
<tr>
<td>Expanded Abstracts from Event Proceedings</td>
<td>09 expanded abstracts</td>
</tr>
<tr>
<td>Ebook Chapters (Reports) from RP Event</td>
<td>07 ebook chapters</td>
</tr>
<tr>
<td>Articles from CAPES Journals</td>
<td>06 works</td>
</tr>
<tr>
<td>Total</td>
<td>25 texts</td>
</tr>
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</table>

Source: Compiled by the authors

In the following section, the selected studies are presented in detail, along with reflective analyses of the role played by the preceptor in the program's context, as well as the significance of this role in the training of prospective teachers.

Discussion of the Data: Reflections on the Preceptor's Role

To conduct a more objective and thorough analysis, this section has been subdivided into three distinct subsections, each addressing the role of the preceptor in a specific context: in official documents, in scientific publications (ANFOPE Proceedings, ebooks, and CAPES Journals), and a compilation of these analyses for subsequent discussion of the results.

The Preceptor in Official Documents

The guiding documents that outline the operation of the RP program play a pivotal role in understanding the approach adopted by this new teacher training policy. The program is designed for prospective teachers in the second half of their degree and follows a specific operational structure. Each Higher Education Institution (HEI) houses an institutional coordination that oversees the program's centers. These centers consist of an academic advisor, three preceptors, twenty-four resident scholarship recipients, and, when applicable, up to six volunteer residents. They work based on teaching subprojects tailored to the learning needs of the participating school fields.

The analysis of the three operational guideline documents of the RP program revealed that the information contained therein represents the institutionalized voice of the government, reflecting the underlying ideology of educational public policies, which in some cases may diverge from the perspective of teachers.

11 This configuration was modified by Ordinance 82, dated April 26, 2022, which regulates the PRP with the composition of 1 teaching supervisor, 3 preceptors, 15 resident scholarship holders, and 3 volunteers (BRASIL, 2022).
Directive No. 38, dated February 28, 2018, is a concise document that outlines the program's main objectives and scholarship categories (institutional coordinator, academic advisor, preceptor, and resident). In this document, the preceptor is described as the basic education teacher who will mentor the residents in the field school, with no clear definition regarding their training or co-training.

The Call for Proposals for the PRP is a more comprehensive document, spanning 20 pages, providing details on the participation of Higher Education Institutions (HEIs) in selecting institutional projects. This document sets forth minimum requirements for the role of the preceptor, including approval in the HEI's selection process, a bachelor's degree in the resident's area/discipline, a minimum of 2 years of experience in primary education teaching, involvement in the participating school, teaching the subproject's subject, a declaration of availability for the activities, and signing a commitment form. These requirements prioritize the professional experience of the teacher, their affinity with the subproject's curriculum, and their educational background. However, there is no clear definition of the preceptor's role.

From the two documents above, it is evident that there is the "blurring" mentioned earlier, as there is no open and transparent text stating that the preceptor is a trainer or co-trainer. On the other hand, the PRP Regulations, approved in December 2019 (Gab Directive No. 259/2019), are the most detailed among the mentioned documents. Due to its prescriptive nature, it presents the preceptor's duties more clearly:

a) Participating in the activities of the pedagogical residency project;
b) Assisting the teaching advisors in developing the activities plan for the pedagogical residency core;
c) Guiding the resident in developing their lesson plans and executing pedagogical practices in collaboration with the preceptor;
d) Monitoring and guiding the resident's activities in the basic education school, ensuring the implementation of the activity plan;
e) Keeping track of the residents' attendance;
f) Reporting to the teaching advisor any situations that may lead to the cancellation or suspension of the resident's scholarship;
g) Periodically evaluating the resident's performance and issuing performance reports;
h) Meeting periodically with the residents and other preceptors to share knowledge and experiences;
i) Collaborating with the school's managers and other teachers to establish a collaborative institutional network for sharing knowledge and experiences;
j) Participating in the project's monitoring and evaluation activities, contributing to the program's improvement;

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12 CAPES Notice No. 06/2018 - March 2018 (BRASIL, 2018).
Participating in the organization of teacher training seminars for primary education promoted by the higher education institution or CAPES (BRASIL, 2018, Art. 43, seção II, p. 15, our translation).

From this list of responsibilities, it is possible to understand that the preceptor's role aligns more with the function of a mentor or educator, as established by CAPES, as it involves guiding students in lesson planning and pedagogical practices, evaluating the residents, participating in collaborative networks, and contributing to the improvement of the program. These tasks indicate a role in the formation of teacher candidates, as they require a level of autonomy and pedagogical and professional knowledge. However, the preceptor is also seen as an assistant in certain aspects (letter b).

These actions require the preceptor to possess teaching skills that include guiding the organization of education and the ability to share knowledge within an educational context. Meetings with the residents for the sharing of knowledge and experiences also suggest that the preceptor is capable of guiding, mediating, and contributing to the construction of knowledge in the training of teacher candidates. Furthermore, the preceptor plays an active role in activities in conjunction with the teaching advisor, especially in the development of the activities plan, a crucial document for the execution of all planned activities in the institutional subproject. The preceptor is the one who has the perspective to identify which aspects of the activities plan are being met and which ones need revision.

As part of the problematizing approach regarding the role of the preceptor, in addition to the analysis of the mentioned documents, then Minister of Education Mendonça Filho (2017) emphasized in his statement about the PRP that "The Pedagogical Residency is a path that will precisely facilitate the breadth of the teacher's practical knowledge and the improvement of teaching quality within the classroom" (BRASIL, 2017, n.p., our translation).

At that time, this new approach faced intense criticism, with a document prepared by the National Association for Graduate Studies and Research in Education (ANPED) summarizing the main points of these criticisms, including: a) the PRP would be a reformulation of the internship in its most conservative sense; b) the relationship between the PRP and the BNCC would "streamline" the school curriculum, leading to the teaching of the minimum; c) the autonomy of HEIs would be at risk since CAPES would have control in the agreement with the education networks; d) there would be a precariousness of work in educational institutions.

Over the course of these three years, some of these issues have been modified in how each HEI has been articulating their institutional projects, minimizing the anticipated drawbacks and overcoming this vision that we understand as technical and diminished in the "practical knowledge" highlighted above, in light of the recognition of the central role of the preceptor, and not as a secondary figure, in the Program.

Given this approach, the conclusion that can be drawn regarding the implicit conceptions in the official documents, especially in the last one, is that there are indications that suggest assigning the role of a trainer to the preceptor in the Pedagogical Residency Program (RP), even though this is not explicitly stated in the first two documents. Despite the ambiguous manner in which these conceptions are presented in the initial documents, emphasizing the role of the school and the work experience of the preceptor teacher, this unexpressed assignment can be seen, in our analysis, as a strategy.

This is because elevating the status of the teacher to that of a trainer generates a series of demands that the proponents of the PRP may not entirely desire. This is because balancing the roles of trainers (university and primary education) requires much more than recognition in discourse, community acceptance, and legitimization of their position. Moreover, equalizing the importance of the trainers implies implementing a series of actions, such as continuous training, career plans suitable for the role, remunerated working hours in line with requirements and guidance functions, and time dedicated to participation in scientific research and events, among other aspects. All of these measures would elevate the role of the essential education teacher to a level of broader social recognition, which may be viewed with caution by the Program's proponents.

The Preceptor in Scientific Publications

In this section, scientific publications will be addressed in three distinct datasets: expanded abstracts, e-book chapters, and articles from Periódicos CAPES.

Regarding the nine expanded abstracts analyzed, which specifically focus on the preceptor's role, we sought to evaluate the underlying conceptions of their performance, considering the perspective of authors with various positions in the program, such as residents, preceptors, faculty advisors, and institutional coordinators.

In one of the abstracts, authored by Carneiro et al. (2019, p. 804, our translation), a description of a relationship between the resident and preceptor was identified, "where both
have to learn from each other and build knowledge together." The image of the preceptor is that of someone who is also in a constant process of education and who shares learning experiences with the resident. On the other hand, Santos and Santos (2019, p. 1082, our translation) indicate that a preceptor profile is closer to the role of a trainer: "She is the one who accompanies and instructs us directly, resolving doubts, sharing theoretical knowledge, and years of teaching experience."

The abstract prepared by Castro and Domingues (2019, p. 921) provides a detailed exposition of various actions performed by the preceptor, such as strengthening professional training, recognizing diversities and specificities of a segment (in this case, adult education), as well as promoting educational acts as a practice that implies the redefinition of those involved in the learning process. On the other hand, the work of Menezes et al. (2019, p. 826) emphasizes the emotional relationship between the preceptor and resident in various program activities but does not explicitly focus on the preceptor's guidance ability.

The study conducted by Mendes (2019, p. 864) portrays the preceptor as the one who guides the activities of the residents, while Melo and Melo (2019, p. 1016) mention the exchange of experiences between the practicing teacher and the resident. Cristovão and Santos (2019, p. 1136) address the preceptor's role ambiguously, suggesting that their assistance resembles that offered by other teachers in the field school who participated in the project. Finally, Barreto and Rocha (2019, p. 1031, our translation) assume that the residents "legitimize professional knowledge as formative for their teaching experience," although they do not explicitly reference the preceptor as a trainer.

One of the standout abstracts is that of Benfica (2019, p. 844) which presents a conception of the preceptor playing the role of a trainer. Benfica emphasizes teacher education as a "stage of struggles and interests," characterizing this process as "dynamic, fluid, unstable, and flexible." In this work, the author validates the preceptor's role and considers that they share responsibility for the resident's education with the university faculty member.

Although this approach assigns the role of a trainer to the preceptor in the context of the field school, it is worth noting that not all works explicitly present this perspective. Therefore, the university advisor must support their role. In this context, the preceptor's role emerges as that of a trainer, as they are the most qualified professionals to provide didactic and pedagogical guidance to the residents in the field school, even if not all works acknowledge this perspective in their discourse.
Regarding the selected e-books, it is relevant to highlight that, in an initial analysis, many of the researched e-books address the structure of the Pedagogical Residency Program through reports of experience or the explanation of program information without mentioning the role of the preceptor. In several texts, the preceptor is not even mentioned. This absence highlights that this agent and their work are not highly visible, and, as a result, the two roles and contributions of this professional to Brazilian education often go unnoticed, as mentioned by Bueno and Diolina (2018).

In the 7 chapters of the two e-books that report practices related to the preceptor, the preceptor's role is addressed differently. Unlike the texts in the ANFOPE Proceedings, it was impossible to precisely identify the voices of the authors of the chapters regarding the role they play in the program, as there were no clear indications of that. Therefore, the conceptions were perceived through an, at times indeterminate, generic voice that converges towards the academic perspective.

In the first e-book (TAVARES; SOUSA; CRUZ, 2019), Chapter 1 describes Pedagogical Residency as an opportunity for continuous education for practicing teachers, emphasizing collaborative work among preceptors, residents, and supervisors. The preceptor's view is presented as that of a professional in an in-service training or continuous education process.

In Chapter 5, the preceptor is depicted as responsible for guiding the formation of future professionals in collaboration with the faculty advisor. The aspect of the preceptor's continuous education is also highlighted, and it is stated that the residents are educated throughout the process through the guidance provided to the preceptors. In this context, a profile of a trainer for the preceptor is already envisaged.

In Chapter 6, the preceptor is presented as the professional who undergoes impacts in their education through programs like Pedagogical Residency, and Chapter 11 analyzes it from the perspective of the residents, who also see the preceptor similarly. The roles of the preceptor perceived by the residents include that of a co-trainer, a facilitator of the transition from theory to practice, an instructor of the practical aspects of teaching, an example, a reference, a guide, a model, a mirror, a reflection, and an inspiration to become teachers. Chapter 18 also portrays the preceptor as a co-trainer. Therefore, it becomes evident that, from the residents' point of view, the predominant role of the preceptor is that of a co-trainer.

In the second e-book (SANTOS; COSTA, 2020), among the two chapters that address the preceptor, the following observations were made: i) in the chapter by Furtado, Sousa and
Miranda Júnior (2020, p. 106), the preceptor is described as a partner of the resident, assisting in the development of teaching work, and there is an equalization of their knowledge; ii) Felipe, Bahia, and Martins (2020), when mentioning the structure of the Pedagogical Residency at UNIFESP (a program that inspired PRP/CAPES), use different nomenclature for program participants - the preceptor is the university professor, and the formator is the school-field teacher (essential school teacher). Therefore, conceptions vary among the chapters, and the role of the preceptor is perceived diversely.

This is not just a mere nomenclature detail, but differently, this conception points to an already established trainer assignment for this basic school teacher in the program of the São Paulo University, unlike what occurs in PRP/CAPES. The profile is considered legitimate for the preceptor has solid knowledge in subjects, pedagogy, and professional aspects, enabling them to contribute to the education of future professionals effectively. This role involves immersing the student in the profession's culture and providing valuable experiences with the real actors in the school environment. This valorization is fundamental and should be recognized by the scientific community, contributing to overcoming the historical emphasis on teacher education based on prioritizing disciplinary knowledge at the expense of pedagogical and professional learning (SAVIANI, 2009; GATTI et al., 2019).

In the third set of data from scientific publications, the 06 papers from Periodical CAPES related to the preceptor's role include Silva et al. (2019), who emphasize the preceptor as a participant in a constant ongoing education process. On the other hand, Thomaz (2020) raises questions about the preceptor's preparation to provide theoretical support to the residents, emphasizing the need for the preceptor to be appropriately trained as a trainer. Lira et al. (2020) echo the emotional relationship between the preceptor and the resident, corroborating this role as a reference for the preceptor. At the same time, they indicate that the preceptor often finds themselves at the same level of education as the resident, having to learn new ways of didactic transposition, which we consider a significant reduction in the formative function of the preceptor.

Corrêa and Marques (2020) base their conclusions on official documents and interpret the preceptor's role as being responsible for the education of the residents. The residents' conceptions of the preceptor's role are as follows:

Guide, mediator/facilitator of the articulation process between theory and practice, encourager of research practices for analysis procedures and discussions during activity planning, and manager of reflecting on students' learning difficulties (CORRÊA; MARQUES, 2020, p. 199, our translation).
On the other hand, Pizzol et al. (2020) propose the mentor's profile as a reference to the preceptor's role, making an analogy to experiences in medical residency. In this perspective, the preceptor would be considered "a more experienced companion on the journey, assisting the student in building new forms of interaction, presenting themselves as an example for the exercise of listening, tolerance, and group coexistence" (PIZZOL et al., 2020, p. 2, our translation).

To conclude, the study conducted by Cruz et al. (2020), involving 19 residents on their interaction with the preceptors asserts that the preceptor plays a crucial role in the "development of activity plans, the execution of teaching actions, and providing evaluative feedback to the resident," assuming the role of a "mediator in the process of approaching conceptual and pedagogical knowledge" (CRUZ et al., 2020, p. 155, our translation).

Compiling the scientific publications on the role of the preceptor

Based on the analysis of the academic texts examined, it is possible to present the conceptions of the preceptor in the training of prospective teachers as follows. Initially, it is noted that the preceptor plays a role that involves their in-service education in a dimension that manifests in bifurcations:

- The preceptor experiences ongoing education, mainly because the program envisages training for preceptors and due to its immersive nature;
- The preceptor is at a level close to that of the prospective teacher or even in need of "updating," as they may have a very traditional and considered outdated education, as well as lacking the freedom to manage certain actions, such as specific meetings with the residents:

The "immersion" proposed by pedagogical residency programs allows for a dual role: where the residents can experience the school routine and all its multiple facets, taking on the role of protagonist in their construction (education) as a teaching professional and for the preceptors, it offers a proposal for ongoing education, thus reducing the gap between the school and the university (SILVA, et al., 2019, p. 1, our translation).

This dimension of education for the preceptor, when contrasted with the central objective of the PRP, which is the education of prospective teachers, appears discordant, as it posits a reduction in the preceptor's role. Even though this individual also has the opportunity for ongoing education (which also happens with university professors, but they are not mentioned as teachers who need updating), the PRP is focused on training new teachers in the
teaching degree. In this case, the role of the primary school trainer as central to this process should be emphasized as the authentic role of the trainer rather than minimized.

The identity of the primary school trainer needs to be strengthened, breaking with historical processes that limit pedagogical knowledge to empty or disconnected "practice" from theories and concepts (SAVIANI, 2009; ANDRÉ, 2016; GATTI, 2010; GATTI et al., 2019; NÓVOA, 2017). Fortunately, this view is present in a small number of works among the analyzed publications.

A second role that the preceptor plays, according to the publications, is that of a co-trainer of the residents: this preceptor is seen as an assistant, mediator, encourager (a term emptied of any formative purpose), and mentor, among others:

In summary, the preceptor - collaboratively with the university professor who serves as a mentor - should: promote activities in which the residents interact in the school environment and actively participate in the daily life of this setting; provide undergraduates with the opportunity to participate in the development of activities that not only meet the school context but also add meaningful experiences to the formative process of these future teachers, and enable them to propose and invigorate practices that effectively take care of student learning when they virtually join the professional career (CORRÊA; MARQUES, 2020, p. 194, our translation).

In this context, it is possible to identify a certain tension and reluctance in using the term "trainer," which implies the idea of a professional aware of their role in the resident's training, suggesting a legitimation of their knowledge. Using the term "mediator" allows for an understanding that this preceptor would exercise much more than the role of a co-trainer, as there is freedom for them to manage monitoring actions in the execution of the residents' plans. However, there is a prevailing tendency toward the notion of a professional who, although very active, fits into the role of a collaborator. In the analyzed publications, this view is present in most works, reproducing what the official documents prescribe.

Finally, in the authentic role of training residents, the preceptor is seen as responsible for training in the school, with different but equally important knowledge compared to the university professor:

One of the pillars supporting the quest for the theory-practice relationship is knowledge about teachers' professional expertise. [...] In this sense, internship practices have been elevated to a new level when considering that the preceptor shares the responsibility for the resident's training in conjunction with the advisors in the dialog of the formative processes (BENFICA, 2019, p. 844, our translation).
Thomaz (2020, p. 57, our translation) also points to the trainer profile of the preceptor when stating that their "experience of working as a trainer teacher has contributed to improving their pedagogical practice."

This role as a trainer, recognized in a few of the analyzed publications, would bring more excellent balance to achieve a genuine unity of theory and practice (BRASIL, 2015), as appropriately indicated by the National Curriculum Guidelines for education.

When preceptors describe their role as trainers, emphasizing the school environment as the primary place for teacher development, following the legitimacy of documents and publications, there is an enhancement of their social image. This recognition contributes to increasing the visibility of this professional, who is aligned with the school context. This suggests that this proposal would help "establish the teacher's position" as a professional (NÓVOA, 2017) capable of forming new workers.

From the 22 academic texts, it is possible to analyze the conceptions regarding the role of the preceptor. However, it is worth noting that while quantification assists in understanding the trends found in the works, it does not encompass the full complexity of these conceptions:

**Table 2 – Dimensions of the Preceptor's Role in Teacher Education**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>ANFOPE Annals</th>
<th>E-books</th>
<th>Periodical CAPES</th>
<th>Total and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Education</td>
<td>01</td>
<td>03</td>
<td>02</td>
<td>06 – 28%</td>
</tr>
<tr>
<td>Coformation</td>
<td>07</td>
<td>03</td>
<td>03</td>
<td>13 – 59%</td>
</tr>
<tr>
<td>Formation</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>03 – 13%</td>
</tr>
</tbody>
</table>

Source: Developed by the authors

The strong tendency for treating the preceptor as a co-former is prevalent in most of the publications, indicating the influence of the three official documents that guide the preceptor towards the role of co-former, assisting the university lecturer. This role is also related to that of the supervisor in the PIBID program, showing that the consensus regarding the essential education teacher who guides teacher candidates in these programs has not changed. On the other hand, it is a matter of concern that the approach focuses on the continuing education of the preceptor, as the Pedagogical Residency Program (PRP) concentrates primarily on the initial training of teacher candidates. The preceptor, although potentially benefiting secondarily from the program, as well as the university professor, are not identified as the main targets of continuing education.

Despite frequent criticisms of initial education that highlight gaps and issues in undergraduate curricula and their implications for teaching practice, the discourse positioning
the preceptor as the focus of ongoing training in the PRP tends to reduce their role to a mere learner. This, in turn, contributes to the undervaluation of their actual function.

The low percentage for the role of a trainer performed by the preceptor raises some questions:

i) the need for clarity in the official documents of CAPES regarding the preceptor's role as an educator in basic education, to dispel any ambiguity or erasure; these documents, as we have seen, decisively influence the profile that reverberates in schools;

ii) the recognition of the disciplinary, pedagogical, and professional knowledge of these preceptors as valid for the training of new teachers, based on a legitimation that also comes from the university and the academic community, as well as from the professionals themselves and the teacher candidates, which will also lead to a long-term strengthening of the profession;

iii) the deconstruction of the still existing ideology in many higher education institutions that asserts the theory-practice dichotomy and establishes the devaluation of the preceptor's knowledge, whether explicit or implied, as if they were just another part of the education core that has much to learn from the university lecturer, nullifying their academic and professional trajectory.

In line with recognizing the preceptor's knowledge as legitimate for the training of prospective teachers, Azevedo (2009) asserts that their role goes beyond the relationship with students, encompassing interactions with other professionals in educational institutions. According to the author's conception, the so-called teacher-former/professional mentor\textsuperscript{14} needs to acquire knowledge enabling them to guide teacher candidates, including aspects such as mobilizing personal and professional qualities in teaching practice, applying the knowledge gained in their career, developing attitudes and skills for teaching, emphasizing pedagogical practices, recognizing their limitations in the teaching and learning process, and the ability to make coherent didactic decisions, among other elements.

Analogously, parallels can be drawn between many of these forms of knowledge and the role played by the preceptor in their relationship with the resident, while respecting the inherent differences in their professional functions, as outlined in official documents. However, when analyzing scientific publications, there is no emphasis on the characteristics that align with most of these forms of knowledge. This underscores the pressing need to clearly define the skills and responsibilities involved in initial training.

\textsuperscript{14} In her thesis, the author uses this nomenclature both to refer to the university teacher-supervisor and to the basic education teacher who hosts student interns.
If the necessary role of the preceptor as a trainer of future teachers is not endorsed, the ambiguous or "blurry" nature, as observed in the analyzed discourses, allows for a variety of tasks, concepts, and roles, without explicit commitment to this agent. Training programs like this one should strengthen the role of the basic school and its stakeholders, which would bolster the discourse for them to become state policies\(^\text{15}\).

The analysis of the works in this review allows for the idea that underestimating or minimizing the role of the basic school teacher contributes to the deprofessionalization of teaching, as highlighted by Nóvoa (2017) when addressing the precarity of a teacher's work. Therefore, it is imperative to solidify the identity of the preceptor as a trainer to counter the trend of obscuring this role in the context of the Pedagogical Residency Program, in line with Nóvoa's (2017, p. 1114, our translation) conception of the "need to think about teacher training in coherent programs for preparing for the teaching profession."

Final Considerations

In concluding this study, the primary objective of understanding the role of the preceptor within the scope of the Pedagogical Residency Program, with specific focus on what is discussed (or omitted) regarding this preceptor, is revisited. Based on the analysis conducted, encompassing three documents and twenty-two academic works, including abstracts, book chapters, and scientific articles, the resulting perception is that the preceptor's role is not fully recognized as a trainer but is often associated with the role of the assistant to the university teacher-mentor (co-formator).

When it is mentioned that there is a "blurring" regarding the designation of the preceptor and their role, it refers to what is expressed in the examined materials, leading to the conclusion that there is a trend towards the role of a formator. However, since this characterization is not explicitly articulated, what prevails in the guiding documents is reflected in academic publications: the predominantly identified role is that of a co-formator and assistant, emphasizing guiding residents, often in collaboration with the university teacher.

It is acknowledged that many teachers in basic education require ongoing training. However, in the analyzed materials, the need for continuous training for university teachers is

\(^{15}\)Government policy is manifested through actions implemented on a temporary, transitory basis, without predictability for its execution, which greatly undermines programs like Pibid and Pedagogical Residency since they depend on budget allocation by the Executive Branch during a specific 4-year term. State policy, on the other hand, is a consolidated establishment of public policy that, regardless of changes in government, remains instituted and implemented.
not adequately emphasized. The role of the university teacher is already widely accepted, and there seems to be a reluctance to explicitly state that the preceptor also plays a formative role.

The trend identified regarding the co-formator role, with professional knowledge not always recognized by the academic and school community, has led to reflection on the need to broaden the preceptor's role. This expansion requires actions that support this formative profile, either in the conception of the basic education teacher themselves, in asserting themselves as teaching professionals, as suggested by Nóvoa (2017), or in university initiatives that involve the creation of a "new space" for teacher training, characterized by hybridity and that considers not only academic knowledge but also the professional and experiential knowledge of basic education teachers from the "school ground."

REFERENCES


What is said and unsaid about the role of the preceptor of the Pedagogical Residency Program


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### APPENDIX

**Frame 1 - Overview of reports from ANFOPE Proceedings (2019)**

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Source: Elaborated by the authors.

**Frame 2 - Overview of e-book chapters**

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<td>T3 SANTOS, J.E.</td>
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Source: Elaborated by the authors.
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