ANALYSIS OF TRAITS OF THE IDENTITY OF A TEACHER TRAINER REVEALED BY A MATHEMATICS PRECEPTOR FROM THE PEDAGOGICAL RESIDENCY PROGRAM

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**ABSTRACT:** This is a study aimed at analyzing the repercussions of acting as a Mathematics supervisor on the process of forming one's identity as an educator. The mentioned supervisor teaches mathematics at a state school and acted as a supervisor in the mathematics subproject at the Federal University of Ouro Preto. Data were produced from a semi-structured interview. After transcription, the analysis was conducted based on the characterization of the Professional Identity of a Mathematics Teaching Professor, proposed by Cyrino (2017). Thus, the axes that guided the analysis were: emotions, beliefs, and conceptions; knowledge; self-awareness; autonomy (vulnerability and the sense of agency); and political commitment. Considering aspects such as dynamism and experientiality, the data revealed that the Pedagogical Residency Program enabled the school teacher to engage in a new role (supervisor) that led to a shift in the formation of their identity as teacher educators.


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**RESUMO:** Trata-se de um estudo cujo objetivo é analisar as repercussões da atuação de um preceptor de Matemática no processo de constituição de sua identidade como formador. Este preceptor leciona Matemática em uma escola estadual e atuou como preceptor no subprojeto de Matemática da Universidade Federal de Ouro Preto. Os dados foram produzidos a partir de uma entrevista semiestruturada. Após a transcrição, a análise foi realizada à luz da caracterização da Identidade Profissional de Professor que Ensina Matemática, proposta por Cyrino (2017). Assim, os eixos que nortearam a análise foram: emoções, crenças e concepções; conhecimento; autoconhecimento; autonomia (vulnerabilidade e sentido de agência) e compromisso político. Considerando aspectos como a dinamicidade e a experiencialidade, os dados revelaram que o Programa Residência Pedagógica possibilitou ao professor da escola uma atuação nova (preceptor) que mobilizou um deslocamento para constituição da sua identidade como de formador de professores.

**PALAVRAS-CHAVE:** Programa Residência Pedagógica. Identidade de Formador. Identidade Docente Identiidade Profissional. Professor preceptor formador.

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**RESUMEN:** Se trata de un estudio cuyo objetivo es analizar las repercusiones de actuar como preceptor de Matemáticas en el proceso de formación de la identidad como educador. El mencionado preceptor enseña matemáticas en una escuela estatal y actuó como preceptor en el subproyecto de matemáticas en la Universidad Federal de Ouro Preto. Los datos fueron producidos a partir de una entrevista semiestructurada. Después de la transcripción, el análisis se llevó a cabo en base a la caracterización de la Identidad Profesional de un Profesor de Matemáticas, propuesta por Cyrino (2017). Así, los ejes que guiaron el análisis fueron: emociones, creencias y concepciones; conocimiento; autoconciencia; autonomía (vulnerabilidad y sentido de agencia); y compromiso político. Considerando aspectos como la dinámica y la experiencia, los datos revelaron que el Programa de Residencia Pedagógica permitió al profesor de la escuela desempeñarse en un nuevo rol (preceptor) que llevó a un cambio en la formación de su identidad como educador de profesores.

Introduction

In recent decades, we have witnessed, both in Brazil and worldwide, how complex it is to consider teacher education, as well as the overcoming of stereotypes associated with the teaching profession, which have been historically and socially (re)constructed, particularly concerning mathematics educators. Teacher education is fraught with challenges that may be linked to a lack of incentive, investment, and the undervaluation of teachers. This implies investigating the contexts of education. For our study, we will draw upon the perspectives of several authors who address teacher professional identity, especially that of the Teacher Educator in Mathematics Education (PEM), i.e., those who promote the learning of teachers and consequently the development of their professional identity (PI).

The need for Public Policies focused on Teacher Education is evident in this scenario. Thus, it is hoped that public policies will contribute to the improvement and professional development of teachers, as well as make the teaching career more attractive.

Therefore, aiming to enhance teaching and learning, research into the teacher education process has intensified proposals for public policies focused on initial teacher education. Among these proposals is the Pedagogical Residency Program (PRP), which aims to immerse teacher candidates in the school environment, enabling them to understand, verify reality, gain experiences, and build their identity, based on scientific and pedagogical knowledge, among many other beneficial factors that can enhance the teaching profession.

Overall, the PRP presented by the Coordination for the Improvement of Higher Education Personnle (CAPES) in 2018 aims to promote the improvement of practical training in undergraduate courses, by immersing teacher candidates in basic education schools from the second half of their course. This immersion should include, among other activities, classroom teaching and pedagogical intervention, accompanied by a school teacher referred to as a preceptor, experienced in the teaching area of the candidate, and guided by a faculty member from their Formative Institution (Brasil, 2018).

In a study on the scope of the PRP, Tinti, Silva, and Faria (2021) highlighted that in the Call proposed by CAPES in 2020, 30,096 resident positions were distributed, with 55.42% allocated to priority areas and 45.58% to general areas. The authors also emphasize that the data allow us to conclude that, within the context of the aforementioned Call, the PRP was present in all states and approximately 20% of Brazilian municipalities.

The study conducted by Souza and Tinti (2022) investigated the implementation actions of the Mathematics subproject of the PRP/UFOP throughout the first module. The study
indicates possible contributions of this program to the initial and continuing education of mathematics teachers. Similarly, the study by Silva and Tinti (2021) underscores the importance of planning the actions to be developed in the mathematics subprojects of the PRP in order to mobilize didactic-mathematical knowledge. However, we notice that there are few studies involving the PRP that focus on the training of educators and, in particular, highlight the role of the preceptor.

In 2022, Tinti and Silva (2022) organized a Special Issue in Mathematics Education Research. The issue featured eighteen scientific articles focusing on Mathematics Teacher Education in conjunction with the Pedagogical Residency Program. However, upon analyzing such publications, we can observe the absence of discussions regarding the preceptor's role.

In the PRP, the school teacher is referred to as the preceptor. Their task is to accompany the teacher candidate. However, Faria and Tinti (2023, p. 15, our translation) point out that:

> When we focus on the PRP, for example, we can see that the calls do not clearly define the critical role of the formative preceptor. Such calls merely state that this professional is a teacher from the basic school responsible for simply accompanying the residents. However, in practice, we know that this role goes far beyond mere accompaniment.

Thus, recognizing its important function, from this point forward, every time we refer to the preceptor, we acknowledge them as the formative preceptor. Given the above, this article aims to analyze the repercussions of acting as a Mathematics preceptor on the formation of their educator identity. Next, we present the theoretical perspective that will underpin our understanding of the concept of identity.

**Theoretical Framework**

Discussions surrounding the professional identity (PI) of Mathematics Teacher Educators (MTEs) have led scholars in this field to dedicate themselves to the process of initial and continuing teacher education, as initial education aims to provide solid theoretical, practical, and methodological knowledge for the practice of the profession. Additionally, teachers need to develop socio-emotional skills, such as collaboration, empathy, among others, to address the challenges of the classroom.

Some authors emphasize the importance of both initial and ongoing education for mathematics teachers in developing their professional identity. According to Nóvoa (1992), initial education should be reflective, critical, and focused on pedagogical practice, providing...
future teachers with a space for reflection on their practice, enabling the development of skills and competencies necessary for teaching mathematics.

It is noteworthy that professional identity is not a product or a given, but rather a place of challenges and conflicts, beyond a space where only the knowledge or competencies acquired by the teacher are observed, but rather a look at "how each person constructs their path within the teaching profession" (Nóvoa, 2019, p. 6, our translation).

According to author Pimenta (2002), professional identity involves a historical process in response to the demands placed by society at a given time. This means that one of the principles of professional identity is to consider the social meanings of the profession and, the meaning that each teacher, as an actor and author, attributes to teaching in their daily life based on their values, their way of situating themselves in the world, their life history, their representations, their knowledge, their anxieties, and aspirations, and the meaning that being a teacher has in their life (Pimenta, 2002, p. 19, our translation).

According to Cyrino (2017), teachers, throughout their lives, develop a personal framework of what they believe their teaching profession to be. It is in this process that "knowledge and representations about their profession are structured and modified, based on reflective and meaningful interactions between the teacher and the social, cultural, and structural conditions that form the context of their work" (Cyrino, 2017, p. 704, our translation).

Given the complexity and dynamism involved in analyzing professional identity and the aim of specifying in this text which approach and aspects will be related to in reference to professional identity. Beyond the specific content knowledge and pedagogical content knowledge necessary for the practice of the teaching profession, there are other elements that must be considered for the formation of PI, namely: emotions, beliefs, and conceptions; knowledge; self-awareness; autonomy (vulnerability and the sense of agency); and political commitment (Cyrino, 2017).

According to Cyrino (2017), these elements are inseparable and interconnected. However, for the purpose of study and without the intention of reducing them, we propose, in Table 1, a possible synthesis for them, in order to enable reader comprehension.
Table 1 – Constituent elements of the construction of professional identity for mathematics teachers

<table>
<thead>
<tr>
<th>Element</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs / Conceptions</td>
<td>For example: “about mathematics, your (future) profession, what it means to be a teacher who teaches mathematics, the type of teacher you want to be, how you should teach, your role in the teaching processes and learning mathematics, among other actions of your (future) professional practice. These beliefs/conceptions are interconnected and influence the way he deals with the knowledge necessary for his professional practice.” (p. 704)</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Those necessary for the exercise of your profession.</td>
</tr>
<tr>
<td>Self-knowledge</td>
<td>“Self-knowledge involves: self-image, self-esteem, motivation for work, perception of duties and perspectives for the future” (p. 705)</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Vulnerability</td>
</tr>
<tr>
<td></td>
<td>“which ensures the (future) teacher recognizes his mistakes and limitations, reconciles his conflicts and dilemmas arising from and related to his (future) teaching practice, so that he can overcome them.” (p. 705)</td>
</tr>
<tr>
<td></td>
<td>Sense of Agency</td>
</tr>
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<td></td>
<td>“Consequently, so that this vulnerability does not constitute fragility, actions are necessary that, from the established spaces, stop and think about their practices, beliefs and conceptions, provide (future) teachers with opportunities to operate, even in the face of vulnerability, with a sense of agency.” (p. 705)</td>
</tr>
<tr>
<td>Emotions</td>
<td>“Emotions are a fundamental part of educational practice, driven by the teacher’s commitment” (p. 709)</td>
</tr>
<tr>
<td>Political Commitment</td>
<td>“Teaching presupposes a commitment to students, parents, professional colleagues, the community and, above all, social responsibility, which involves the moral, political, emotional and knowledge dimensions. It is a commitment to action and transformation” (p. 706)</td>
</tr>
</tbody>
</table>

Source: Faria and Tinti (2023, p. 4), based on the ideas of Cyrino (2017).

Moreover, De Paula and Cyrino (2021) emphasize that the process of constituting the professional identity of Mathematics Teacher Educators (MTEs) must consider aspects such as *dynamism, temporality, complexity,* and *experientiality.*

*Complexity* arises from the understanding that the formation of the PI of MTEs is a process influenced by a range of factors, such as personal, social, cultural, psychological, contextual, and political. *Dynamism* is evidenced in the ever-evolving and dynamic nature of formative processes and the ongoing effects stemming from personal, professional, and interrelational contexts. The interrelationships within these contexts provide for personal and professional transformations (metamorphoses). For this reason, each of us, both individually and as MTEs, is now different from who we were at the beginning of our professional practice and will certainly be different in the future. Thus, we consider *temporality and experientiality* (De Paula; Cyrino, 2021, p. 6-7, own emphasis).

In light of this perspective, we will now discuss the methodological procedures of this article.
Methodology

This text presents part of a qualitative research study (Faria, 2023) that is part of the research conducted by the Center for Studies, Research, and Practices in Teacher Education (NEPEFEM). This study aims to analyze the repercussions of acting as a Mathematics preceptor on the formation of their educator identity. The preceptor in question teaches mathematics in a state school and served as a preceptor in the mathematics subproject at the Federal University of Ouro Preto.

It is noteworthy that within the Pedagogical Residency Program, each subproject has a certain degree of autonomy in its execution. Thus, we will analyze part of an interview conducted with a preceptor referred to as Preceptor B, based on the elements proposed in Table 1.

According to Gil (2008), one of the objectives of qualitative research is to deepen the understanding of a researched group, whether it be a social group, organization, institution, or trajectory, among others, without taking numerical representativeness into account. That is, this qualitative research is concerned with studying the subject within their reality.

The approach used is the semi-structured interview, a method that combines structured questions with open-ended questions. In this type of interview, the interviewer follows a script with predetermined questions but also has the freedom to ask additional questions as the conversation progresses.

The semi-structured interview allows for greater flexibility in exploring the topic under discussion and obtaining more detailed responses from the interviewees. Additionally, it enables the interview to flow naturally, allowing the interviewer to pose pertinent questions at opportune moments.

This type of interview is frequently used in qualitative research, where the objective is to gain insights and opinions from the interviewees. Structured questions ensure that specific information is obtained, while open-ended questions allow interviewees to express themselves freely.

In practice, a semi-structured interview may start with some basic and objective questions to establish context, followed by open-ended questions that allow interviewees to speak freely about their experiences or opinions on the subject under discussion. The interviewer can use additional questions to delve deeper into certain aspects or to clarify the points mentioned.
Typically, a semi-structured interview is recorded or noted so that the responses can be analyzed later. This ensures that no important detail is lost and allows for a more in-depth reflection on the responses obtained. However, it is important to note that the semi-structured interview requires active listening skills and adaptability on the part of the interviewer. It is necessary to be prepared to respond appropriately to the interviewees' queries and keep the conversation flowing naturally.

Therefore, this approach allows formative preceptors not only to narrate their experiences but also to reflect on them as subjects with rights. Thus, after the interview transcription process, we will analyze the interview in light of the elements proposed by Cyrino (2017), summarized in Table 1.

Analysis of Aspects of Professional Identity Formation: Preceptor B

According to the accounts of Preceptor B, he learned about the Pedagogical Residency Program of the Federal University of Ouro Preto (PRP/UFOP) through his social network, where he received the program announcement containing the necessary instructions to register.

[...] I didn’t know about the project. I knew nothing! I found out from what I read in the announcement itself because I thought they were going to ask about the project, and they didn’t. But my study there, close to the announcement, was very valuable. [...] I decided to participate because I saw an opportunity for professional growth, as well as a chance to contribute to the training of other teachers (Preceptor B, 2022, our translation).

He also mentioned that he was not familiar with the PRP and that his initial contact was through the announcement of the selection process, where he learned about the program’s functioning and objectives. Preceptor B further noted that the PRP is very similar to the Institutional Program for Teaching Initiation Scholarships (PIBID).

[...] Look... I didn’t know, I wasn’t familiar with the program. I think it was the first time they had the residency. So, I read the announcement and found the proposal very interesting. I saw that many things coincided with PIBID. It is a well-directed work, already focused on teacher training, and I thought they had the opportunity to experience different situations (Preceptor B, 2022, our translation).

Preceptor B demonstrated his belief and conception (Cyrino, 2017) by reporting that, during his undergraduate studies, he participated in PIBID for a period of four years, and this
also played a significant role in his decision to apply and participate in the selection process, as both PIBID and PRP have similar objectives.

[...] I was very happy because during my undergraduate course, I participated in PIBID for four years [...] and I saw how much these programs contribute to the training of both the teacher candidates and the students themselves (Preceptor B, 2022, our translation).

Additionally, Preceptor B demonstrated his interest in participating in the PRP due to the program's relevance in training teachers. This account may be related to his knowledge (Cyrino, 2017) about the PRP, which motivated him to apply and engage in the project, as he has always wanted to work with the training of teachers for Basic Education. He also indicated that both PRP and PIBID are excellent options for the training of residents as well as the Preceptor himself.

For Preceptor B, training programs, particularly the PRP, are recognized as extremely important for the initial training of teachers because they allow future professionals to directly interact with schools and, thus, become familiar with their daily routines. Preceptor B also highlighted the contribution of these programs to the training of residents, formative preceptors, and students enrolled in the schools where the program is implemented.

In his accounts, Preceptor B made it clear that he always seeks to collaborate in the training of teachers, as he sees these projects as a way to help build the professional identity of future teachers.

[...] I enjoy receiving interns! I see that it is work that greatly benefits me as a teacher, the interns, the students themselves, and the school as a whole (Preceptor B, 2022, our translation).

In addition to collaborating with the PRP, he felt motivated because the PRP is highly relevant to teacher training in the current scenario. Moreover, he noticed the engagement of the residents.

[...] so, it is a well-directed work, already focused on teacher training, which I find very productive and collaborative in the formation of future teachers (Preceptor B, 2022, our translation).

Another aspect addressed by Preceptor B was the opportunity to learn more about the difficulties faced by residents and their aspirations regarding teaching and professional training. This account is associated with emotions and political commitment (Cyrino, 2017), as the PRP
allows residents to immerse themselves in the school culture and daily practices, which can contribute to the formation of future teachers.

I have always enjoyed working in teacher training. The PRP is of great value for the training of future teachers. This greatly motivated me to participate in the project and to contribute to the training of these future teachers (Preceptor B, 2022, our translation).

Preceptor B reported that the stipend paid by the program is not his primary source of income, unlike for the residents. For the residents, who do not yet have a fixed income, this money is essential as it helps cover their personal expenses and maintenance at the university.

For me, the stipend issue didn't have an impact because it wasn't going to affect me, but of course, it depends a lot on each individual's reality. Some residents rely on the stipend as their main source of income (Preceptor B, 2022, our translation).

Another relevant point addressed by Preceptor B revealed a vulnerability (Cyrino, 2017) in relation to the COVID-19 pandemic. According to him, the lack of access to adequate technological equipment caused significant setbacks to the teaching and learning processes. These problems also extended to the residents, who, in some cases, had to rely exclusively on university computers.

[...] In the context of the pandemic, there were weekly meetings via digital platforms or meeting reports sent to the coordination, but there was a setback due to the lack of adequate equipment to carry out the activities (Preceptor B, 2022, our translation).

In a way, Preceptor B demonstrated that his role was positive, as the residents were extremely participative and sought engagement in the program. During this remote period, tools such as WhatsApp and Google Meet were used for interaction among participants, which helped facilitate the teaching and learning process for students as well as the interaction between the residents and Preceptor B.

[...] We even faced challenges just through WhatsApp. There were pairs that would send an activity on Friday afternoon, and the group would be buzzing with students responding, which enabled us to achieve effectiveness in the process (Preceptor B, 2022, our translation).

Another aspect pointed out by Preceptor B was the teamwork among the residents, which brought greater interaction among them, enabling an effective exchange of experiences
and aspirations. The proposed tasks had to be carried out remotely due to the COVID-19 pandemic.

[...] During the pandemic period, remote teaching required greater engagement from the participants, which necessitated increased interaction among them (Preceptor B, 2022, our translation).

Preceptor B mentioned that, despite the challenges posed by COVID-19, his participation in the PRP allowed him to acquire new professional experiences, which brought him great satisfaction. The experience of training other teachers was highly gratifying, as he had always wanted to participate in projects related to teacher training.

From Preceptor B’s accounts, we can see that he performed his work intentionally, aiming to provide the residents participating in the program with concrete opportunities to develop effective and suitable pedagogical practices. Cyrino (2017) points out that knowledge is structured and modified through reflective and meaningful interactions between the teacher and social, cultural, and experiential conditions.

Thus, the formative activities developed by Preceptor B were significant, as he was able to contribute substantially to the training of future teachers. During participation in the PRP, a series of actions can generate knowledge related to pedagogical practices, which can enhance the formation of a professional identity.

Preceptor B noted that, currently, the universities that train teachers are often disconnected from the reality of schools and the school community, and that the training often does not align with what is encountered there. However, caution must be exercised with the use of the term "training," to avoid the notion of something final or something to be achieved. Seeking to help change this reality, he participates in teacher training programs whenever possible, as they allow not only the interaction of the residents with the schools but also an understanding of the reality in which the school is situated.

[...] I have seen actions where universities bring some activity to schools, and sometimes it is not specific to the audience that the school currently has, you know? For example, students with special needs (Preceptor B, 2022, our translation).

In Preceptor B’s accounts, we observe a responsible subversion, meaning that the formative preceptor should not conceive teaching as pre-established concepts without considering the knowledge of those involved in the process and the context in which the action
occurs (D’Ambrósio; Lopes, 2015). Additionally, Preceptor B revealed aspects of his emotions (Cyrino, 2017) when he empathized with students with special needs.

 [...] I sought to present the residents with some of my teaching practices and the tools used in the teaching and learning process, attempting to bring the residents closer to the school routine and the practices developed (Preceptor B, 2022, our translation).

Preceptor B’s participation in developing the proposals may have provided residents with a broader view of the practices carried out in the school environment. A political commitment (Cyrino, 2017) is evidenced when he sought proposals aimed at presenting the school routine and the pedagogical practices developed in the teaching and learning processes to the residents.

Preceptor B mentioned that his participation reinforced his knowledge (Cyrino, 2017), consequently enhancing his learning as well. This participation in the PRP provided him with experiences on how to be a trainer; he recognized his formative role through his involvement in the program. This aligns with the perspective presented in Cyrino’s (2017) study, which posits that learning changes one’s professional identity.

Well, in terms of learning, there were many things that were reinforced, right? The main one for me was teamwork, as I realized that alone we can’t achieve much. So, when we work as a team, we can broaden our horizons. The second aspect I see is managing a group of people. It was something I did for the first time (Preceptor B, 2022, our translation).

Another point addressed in Preceptor B’s interview regarding the recognition of his learning was the importance of knowing how to deal with conflicts. We can see the presence of self-knowledge (Cyrino, 2017) through the recognition of himself and the insights gained from his participation in the PRP.

It was a great learning experience for me to learn how to handle conflicts and understand that family problems do not only happen with my students in elementary school. They also happen at the university (Preceptor B, 2022, our translation).

Preceptor B’s account shows that he associated the school students with the university residents. His participation in the PRP awakened a sense of solidarity (Cyrino, 2017) in him, as he viewed the residents with the same perspective he had for his Basic Education students. This motivated him to help them increasingly.
So, I saw areas where I could improve. I tried to place myself in a listening position. Thus, it wasn't just an idea that came up and was immediately implemented. I discussed it with the group because I wanted to hear their opinions. Even if it wasn't something mandated by the program, it was something personal that I felt was essential to listen to, just as it was important to listen to the students (Preceptor B, 2022, our translation).

We observe in Preceptor B's account that his actions during the PRP engaged his beliefs and conceptions (Cyrino, 2017), possibly linked to his previous experiences, along with other elements such as autonomy and self-knowledge (Cyrino, 2017) within the program, recognizing the necessity of dialogue, a factor not stipulated in the program's guidelines.

Preceptor B expressed concern about the residents receiving their stipends, knowing they depended on them to cover personal expenses such as housing and food.

[...] My concern when there was a delay was mainly about the residents. I would talk to them, and they would end up saying they were counting on the money (Preceptor B, 2022, our translation).

During the pandemic, among the various challenges faced by teachers, remote teaching was one for which they were unprepared, potentially leading to pedagogical setbacks. The arrival of the vaccine brought a glimmer of hope to alleviate the ongoing situation. Preceptor B's actions revealed his solidarity (Cyrino, 2017).

[...] The residents thanked me a lot because when that vaccination chaos happened, and teachers had the right, I really tried to get them vaccinated as well (Preceptor B, 2022, our translation).

Preceptor B found his participation in the PRP highly motivating, as he saw it as an opportunity to contribute to the residents' training. Furthermore, the PRP allowed him to learn more about teacher training and the recurring challenges in the process.

[...] very positive in the end, because we built a great relationship, you know, between myself and the residents, and among the residents themselves (Preceptor B, 2022, our translation).

Preceptor B’s impression of the PRP was extremely positive, as he clearly expressed when commenting on the benefits of the PRP despite the advent of the COVID-19 pandemic. His perception was that the participation of those involved emphasized a commitment to education.

[...] we are not just concerned with delivering content... it’s about trying to reach at least a good part of the students and ensuring they are interested in learning (Preceptor B, 2022, our translation).
Preceptor B assessed his participation in the PRP as very valuable, as it made him understand his own teaching practices and, consequently, modify his professional practice. Finally, Preceptor B indicated his intention to continue collaborating with the PRP and thus contribute to the training of many other teachers.

Considerações finais

We understand that there is complexity in teaching practice, especially concerning identity, given the conditions and events that occur in the classroom, reflections on one’s life history, professional trajectory, and practice. In other words, the analysis of one’s identity is a process that presents a dynamic interplay of aspects that must be considered.

By seeking, in the empirical realm, the elements proposed by our main theoretical framework, we are presenting a specific aspect of the preceptor’s daily life and their teaching practice. This highlights the dual role of the preceptor as both a trainer and someone who faces certain barriers to professional recognition.

In Preceptor B's statements, we find evidence for understanding his identity as a trainer. His role as a preceptor is characterized by actions and concerns that extend beyond the immediate environment, such as attention to the lives of the licensure students, encouraging their participation, recognizing vulnerabilities, engaging in dialogue with those involved, observing the culture of the environment, and adhering to values in his practice. These actions align with the role of a trainer.

In summary, we can observe from Preceptor B's statements that his involvement in the PRP significantly contributed to the training of the licensure students. Furthermore, this engagement facilitated a reflective practice that influenced the development of his Professional Identity. Considering the dynamism, temporality, complexity, and experiential aspects, we conclude that the Pedagogical Residency Program enabled the school teacher to adopt a new role (preceptor), which prompted a shift in the formation of his identity as a teacher trainer.
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