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O PROGRAMA INSTITUCIONAL DE BOLSAS DE INICIAÇÃO À DOCÊNCIA: UM
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ARTICLE

THE TEACHING INITIATION SCHOLARSHIP INSTITUTIONAL PROGRAM: IS IT A FAVORABLE CONTEXT FOR DEVELOPING THE REFLECTION CAPACITY?

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ABSTRACT: The study described in this text is a research cut of Postdoctoral in Methodologies for Teaching Languages and their Technologies, that aims producing knowledges – references regard the future teachers professional development in the Teaching Initiation Scholarship Institutional Program (PIBID) context, in which participate professors, project coordinators in the university where the PIBID is institutionalized; teachers under formation, Graduation students; and supervisor teachers from public Basic Education schools. Based on the referrals that support the researches developed by the authors, it is assumed as professional teaching development the process wherewith the teacher develops, among other competencies, the knowledges for teaching; and the capacity for reflecting over the practice. In this context, the purpose is discussing if the PIBID sets up in a context favorable for developing the future teacher reflective capacity, in this case, the Pedagogy student. For that, it was analyzed information related to experiences lived by a Program participant. In terms of results, based on the assessed, analyzed and discussed information it was evidenced that the PIBID, as it was institutionalized, brought favorable implications to the teacher's personal and professional reflective capacity development process, providing context for professional development. Highlighting, in this process, the coordinators central role, once they are directly responsible for the under-formation teacher professional development, in all aspects, and regarding the reflection quality developed by them.

Keywords: Teachers Initial Formation, PIBID, Teacher professional development, Reflection.

O PROGRAMA INSTITUCIONAL DE BOLSAS DE INICIAÇÃO À DOCÊNCIA: UM CONTEXTO FAVORÁVEL AO DESENVOLVIMENTO DA CAPACIDADE DE REFLEXÃO?

RESUMO: O estudo descrito neste texto é um recorte de uma pesquisa de Pós-doutorado em Metodologias para o Ensino de Linguagens e suas Tecnologias, que tem como objetivo produzir conhecimentos – referenciais acerca do desenvolvimento profissional de futuros professores no contexto

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do Programa Institucional de Bolsas de Iniciação à Docência (PIBID). Do referido Programa participam professores universitários, coordenadores dos projetos na universidade em que o PIBID é institucionalizado, professores em formação, estudantes de graduação e professores supervisores de escolas públicas da Educação Básica. Com base nos referenciais que fundamentam as pesquisas, desenvolvidos pelos autores deste estudo, assume-se como desenvolvimento profissional docente o processo por meio do qual o professor desenvolve, entre outras competências, os conhecimentos ou saberes para o ensino e a capacidade para refletir na e sobre a prática. Neste texto, tem-se a finalidade de discutir se o PIBID configura-se contexto favorável ao desenvolvimento da capacidade de reflexão do futuro professor, neste caso, estudante de Pedagogia. Para tanto, foram analisadas informações relativas às experiências vivenciadas por uma integrante no âmbito do Programa. Em termos de resultados, evidenciou-se, com base nas informações levantadas, analisadas e discutidas, que o PIBID, da forma como foi institucionalizado, trouxe implicações favoráveis ao processo de desenvolvimento da capacidade de reflexão pessoal e profissional da professora, configurando-se contexto de desenvolvimento profissional. Ressalta-se, nesse processo, o papel central dos coordenadores, visto que eles são diretamente responsáveis pelo desenvolvimento profissional do professor em formação, em todas as suas vertentes, e no que diz respeito à qualidade da reflexão por ele desenvolvida.

Palavras-chave: Formação Inicial de professores, PIBID, Desenvolvimento profissional docente, Reflexão.

EL PROGRAMA INSTITUCIONAL DE BECAS DE INICIACIÓN A LA DOCENCIA: ¿UN CONTEXTO FAVORABLE AL DESARROLLO DE LA CAPACIDAD DE REFLEXIÓN?

RESÚMEN: El estudio descripto en este texto es un recorte de una investigación de Postdoctorado en Metodologías para la Enseñanza de Lenguaje y sus Tecnologías, que tiene como objetivo producir conocimiento – referenciales acerca del desarrollo profesional de futuros maestros en el contexto del Programa Institucional de Becas de Iniciación a la Docencia (PIBID). Del referido Programa participan profesores universitarios, coordinadores de los proyectos en la universidad en donde el PIBID es institucionalizado; profesores en formación, estudiantes de Graduación; y maestros supervisores de escuelas públicas de Educación Básica. Con base a los referenciales que fundamentan las investigaciones desarrollados por los autores de este estudio, se asume como desarrollo profesional docente el proceso por lo cual el maestro desarrolla, entre otras competencias, los conocimientos o saberes para la enseñanza; y la capacidad para reflexionar en y sobre la práctica. En este contexto, se tiene la finalidad de discutir si el PIBID configurase en contexto favorable al desarrollo de la capacidad de reflexión del futuro maestro, en este caso, estudiante de Pedagogía. Para tanto, se ha analizado informaciones relativas a las experiencias vivenciadas por una integrante en el ámbito del Programa. En términos de resultados, se evidenció, con base en las informaciones encuestadas, analizadas y discutidas, que el PIBID, de la manera como fue institucionalizado, trajo implicaciones favorables al proceso de desarrollo de la capacidad de reflexión personal y profesional de la maestra, configurándose contexto de desarrollo profesional. Resaltase, en este proceso, el papel central de los coordinadores, una vez que son directamente responsables por el desarrollo profesional del maestro en formación, en todos sus aspectos, y en lo que dice respecto a la calidad de la reflexión por este desarrollada.

Palabras clave: Formación Inicial de maestros, PIBID, Desarrollo profesional docente, Reflexión

INTRODUCTION

Recognized by national and international researchers and scholars, reflection assumes an important role in teacher training and becomes a path for the improvement of teaching practices and, consequently, for the professional development process (ALARCÃO, 2011; MARTINS; SANTOS ,

2012; MENESES; PONTE, 2006; PASSOS; NACARATO; FIORENTINI; MISKULIN; GRANDO; GAMA; MEGID; FREITAS; MELO, 2006; SARAIVA; PONTE, 2003; SCHÖN, 1983; SERRAZINA, 2013; among others).

In this sense, the teacher is also discussed as a reflective professional, whose conduct goes beyond the description of what he does in the classroom and also presupposes questioning practical situations. Thus, the teacher upon reflection establishes dialogue (ALARCÃO, 2011, p. 49) with himself; with others, including those who built referential knowledge before us and also with his own situation. In an interview, researcher Isabel Alarcão points out that the teacher, equipped with an interrogative spirit, in addition to the commitment to teach mathematical concepts well or to read short stories, needs to be able to raise questions, such as why is the student not learning, what are the social issues that prevent him from advancing in learning and also whether the curricula are well designed or should be modified.

Therefore, initial and continuing training courses must be designed to provide the teacher with opportunities to reflect his own experience, with studying and deepening of knowledge (ABRANTES; PONTE, 1982; SERRAZINA, 1999); reconstruction of his own knowledge and practices; and development of coherent ways of thinking and acting (FERREIRA, 2006) and so must the programs and projects linked to them - teacher training courses.

Thus, the relevance of this study is justified by the need to analyze whether the Institutional Program for Teaching Initiation Scholarships - PIBID (BRAZIL, 2016), in the context and the way it is being developed, has been configured as an opportunity to develop reflection capacity in the participating actors.

To this end, in this article, the participation of a teacher in training, who is a Pedagogy student and member of PIBID⁵ is analyzed. In particular, we seek answers to the following questions: Within the Project Scope, was there room for reflection? If so, how much importance did the future teacher attribute to the reflection developed in this context?

In the next section, we present the theoretical approach adopted in our studies, which deals with teacher training, in particular with reflection. Then, we inform the methodology, the research context, the research participants and the way through which the information was collected. Then, we report the data collected - presentation and analysis. In the subsequent section, the results are discussed and, finally, the concluding section brings some considerations about our interpretations.

TEACHER TRAINING AND REFLECTION

The training of teachers, according to the theoretical perspectives that support our studies, must be planned to provide the protagonism of teachers in the teaching professional development processes, which imply learning “[...] usually achieved through the combination of reflection, experimentation and dialogue with other people” (DAY, 2001, p. 19). Therefore, discussions about professional development processes also focus on aspects that contribute to the effectiveness in developing the capacity for reflection (PINHEIRO, 2019).

Schön (2000), for whom professional knowledge translates into a set of competences marked by the practice of reflection at different levels, states that reflection is the process through which teachers learn, alone or in collaboration with other education professionals, from the analysis and interpretation of their own practical activities. Thus, they are able to face new situations and make appropriate decisions (ALARCÃO, 2011).

Regarding the object of reflection, Serrazina (2013) affirms it is everything related to the teacher's performance in the action of teaching, for example, the context, methods, teaching purposes, knowledge and abilities to be developed by students, the teacher's difficulties, knowledge and weaknesses. In the discussions made by this author, she argues that reflection generates action and that, as reflection happens, the teacher becomes more confident in his ability to teach, since reflection allows him to develop the ability to recognize his weaknesses and identify his potentials at the same time, because “[...] changes in practices seem to occur when teachers gain self-confidence and are able to reflect on their

⁵ This investigation was authorized by the Ethics and Research Committee - CEP, under number 3,831,886.

practices” (SERRAZINA, 1999, p. 163). Thus, reflecting on what he teaches and how he teaches and being able to evaluate his practices, the teacher will change the way he teaches.

Following the same direction, Schön (1983, 2000) states that reflection is the ideal way for teachers to face different situations that arise in their practice. For this author, reflection is understood as “reflection in action”, which happens in the course of the action itself, “reflection on action”, which is the mental reconstruction of the action to be analyzed retrospectively and “reflection on reflection in action”, which can harmonize the teacher's future action. Also according to Schön (2000, p. 33), reflection on action “[...] reveals a process of knowing in action, which encompasses strategies, understanding phenomena and ways of conceiving a task or a problem appropriate to the situation”. He also affirms that “reflection on action” is the process through which the teacher becomes able to face new situations and make appropriate decisions, however it is the “reflection on reflection in action” (metareflection) that helps the professional to progress in his development.

In the same perspective, Zeichner (2000) argues that reflection is a collective activity, although it may be also individual sometimes. Reflection happens especially when the teacher takes into consideration what was thought by another person. In this sense, it occurs through collective work, without which reflection is compromised. Furthermore, Zeichner stresses that teachers should not restrict reflection to the way theories from other schools are applied or developed. He writes: “One way of thinking about reflective practice is to view it as the surfacing of the teacher's theories for analysis and discussion” (ZEICHNER, 1993, p. 21).

From these and other studied references, we understand that reflection is a process that has, among others, the following characteristics: a close relationship with the classroom; it is an ongoing process; it refers to the analysis and, consequently, to the improvement of the teacher's own practice - or the practice of others, when it interferes in the development of their reflection capacity - and focuses mainly on the pedagogical and curricular aspects. Regarding the last characteristic, Lee (2005) underlines the importance of teachers developing the ability to reflect on the reason of the adoption of certain teaching strategies and on the results generated in the students' learning.

Studies on reflection content also include discussions on the depth with which the reflection is carried out (LEE, 2005; SARAIVA, PONTE, 2003). In “The collaborative work and professional development of the mathematics teacher”, Saraiva and Ponte (2003) observed that the teachers participating in the study initially focused their reflection on mathematical concepts, but over time, the reflection's focus turned to questions related to teaching practice and intervention outside school. In the same study, the authors state that the observation of other teachers' class is a starting point for reflection on professional practice.

Regarding the favorable context for developing the reflection process, focus of this investigation, Serrazina (2010, p. 7) states that reflection takes place in a context in which there is collaborative work, whose implications, in practice, allow to “Capitalize on energies, provide increased support, multiply perspectives and enrich reflection”. In this sense, the school, as a place par excellence, where knowledge is shared and experiences are built, is as important as reflection itself. With regard to experiences, school is important as it becomes the object of analysis and reflection.

Clarke (2000) affirms “teaching is reflecting”, therefore, reflection is an essential and intrinsic action to practice - an activity in which the teacher plays an essential role (SCHÖN, 1983). Therefore, we agree that it is equally important to be aware of how to develop it, little or more in depth, when teachers identify existing problems and choose strategies to solve them in a reasoned and conscious way (PINHEIRO, 2019). However, the quality of reflection (ALARCÃO, 2011; MARTINS; SANTOS, 2008; NÓVOA, 1995) is conditioned by factors, such as an environment favorable to discussion and sharing of meanings, time availability, teacher knowledge and emotional factors (SARAIVA; PONTE, 2003). In addition, Serrazina (1999) warns of the importance of having someone who helps the teacher to reflect on his own practice.

Still regarding the role of reflection, Passos et al. (2006) consider that reflection on the practice, in particular on the teaching work itself, is a context of great value to the teacher's personal and professional development, since it helps him to problematize and produce strangeness about what is taught and why it is taught in a certain way and not in another.

Finally, we consider it relevant to emphasize that reflection generates knowledge. However, for each teacher's experience to become knowledge, a systematic, individual and collective analysis of practices is necessary, which must take place between peers, at school and in training contexts (NÓVOA, 2001).

METHODOLOGY, SCENARIO, PARTICIPANTS IN RESEARCH AND DATA COLLECTION

This study falls within the scope of qualitative research of interpretative nature (BOGDAN, BIKLEN, 1994). This is an investigation developed within the scope of institutionalized PIBID at Pitágoras University - UNOPAR - Londrina-PR through the Teacher Training, Literacy and Diversity Project. To this Project are added the subprojects Literacy and Diversities in the School Context, whose purpose is to explore tasks that favor the development of skills such as coding, interpreting and expressing in multiple languages; Playing, Telling and Solving Problems, whose purpose is to reflect on mathematical literacy, which refers to the ability of identifying and understanding the role of mathematics in the modern world; and the subproject Thematic workshops as tools for the teaching-learning process for diversity, whose purpose is centered on the development of General Competencies established by the National Common Curricular Base - BNCC (BRASIL, 2017).

University's professors, area coordinators, teachers under training, undergraduate students and supervisory teachers of public schools in the municipal teaching network of Londrina - PR participated in PIBID. The data analyzed for this publication are related to the experiences lived by one of the Project's members, an undergraduate Pedagogy student, and were collected in written documents - reflective memorial, report, scientific projects produced by the licensee - and semi-structured interviews.

Poliana⁶ is a student under initial teacher training and had her first experience in PIBID in the third semester of Pedagogy course. The activities developed by her are linked to the Subproject Playing, Telling and Solving Problems. Upon being invited to participate in this study, Poliana readily accepted, authorizing us to read and analyze the documents she produced, and was also willing to participate in the interviews. For this text, results from the interviews will be considered above all. It is noteworthy that, up to the date of the interview - early 2020 - Poliana had already been developing actions within the scope of PIBID for two years.

In the analysis, we established and considered, in the light of the theoretical framework and the questions referenced in the introduction of this text, the following categories: experiences that led to reflection; content and depth of reflection; and importance of reflection.

PRESENTATION AND RESULT ANALYSIS

In this section, we present the interpretations of the statements collected during the interviews, as well as analysis of the textual production carried out by the participant. To facilitate reading, we chose to structure the themes that emerged from the interpretation of the data.

Experiences that led to reflection

This theme refers to the ways of carrying out the planned reflection, which took place in the context of the investigated PIBID. In this regard, the Project's participants should record their experiences within the school routine in a reflective memorial. This memorial was produced and made available in a classroom environment *Google (Google Classroom)*, as Poliana reported: "[...] we carried out the weekly tasks - writing of the reflective memorial - telling about our day at school - through the virtual learning environment".

For the writing of the memorial and reports, the future teachers were instructed to assume that a memorial was a historical and reflective narrative at the same time and should, therefore, be

⁶ To preserve the participant's identity, we decided to use pseudonyms when referring to her.

constituted under the form of a historical, analytical and critical report portraying facts and events that would constitute the academic and professional trajectory of who produced it, guaranteeing to the reader a complete and precise information of the path followed, as Severino (1990) orients.

Poliana also reported that she participated in meetings with the University's study center during which the Project coordinators, based on what students had described in their memorials, guided them "on the teaching work and planning of activities that would be developed in the school". In addition, in these meetings, the Pedagogy students belonging to PIBID had the opportunity to "tell about the experiences and exchange of experiences they lived at school", and this whole movement was complemented with reading and discussion of texts that addressed "important themes to prepare us better for teaching" (Interview with Poliana, 2020).

Thus, according to Poliana, reflection occurred through the writing of the reflective memorial (produced individually); meetings with other PIBID participants after each month of school experiences; readings and discussions; and the guidelines of the coordinators presented during these meetings.

Reflection, which took place at monthly meetings with the participation of all members of PIBID - coordinators, university professors, Pedagogy students, supervisors, teachers of basic education -, was enriching, according to Poliana's words, because it allowed her to "reflect on the meaning of the teaching identity and how a classroom and public schools work". According to her, this resulted in productions that were presented at scientific events promoted by the university where she was studying Pedagogy. In addition, Poliana said that the opportunity to reflect with the coordinators and other members of PIBID "made it possible to reconcile theory with practice by observing the inclusion in the classroom, the rules, school management, employees and students" (Interview with Poliana, 2020).

In this speech, Poliana's reference to theory and practice caught our attention. Although this is not the focus of this study, we believed that it was important to ask her to explain her understanding of what she considered to be the possibility of reconciling theory with practice.

In the sense of reconciling theory; what I'm learning in the course and what I've experienced in practice as a program participant. While I was in the program experiencing the reality of the public school, questions such as how a teacher is, how the students are, how the school environment works and everything I am learning in training emerged (Interview with Poliana, 2020).

From Poliana's words, we interpret she still lives under the conception that theory and practice belong to two distinct fields of reflection. However, this is a discussion that deserves to be dealt with further. Therefore, let us return to the focus of this study, which are the experiences in PIBID that could lead the participants to reflection. We may affirm that the Program was developed following a path favorable to the development of the capacity for reflection in and on the practice experienced by Poliana in the context of the school.

Content and reflection depth

This theme is related to issues that were reflected in the context of PIBID and to which extent they impacted the formation of each participant.

During the interview, Poliana emphasized that the writing of each memorial and the dialogues that took place at each meeting focused on the pedagogical experiences lived at school, related to teaching activities: "I had the opportunity to be in the classroom observing how a classroom works and taking questions from students in some activities". Activities that she called pedagogical coordination also took part in these experiences.

At the first moment [first experiences at school] I was with the school educator. I observed the achievements of her activities such as: organization teachers' schedules, organization of school events, operation management and I was able to help in these activities. (Interview with Poliana, 2020).

Briefly, reflections, according to Poliana, were centered on the pedagogical activities in which the students of Pedagogy sometimes participated actively along with the teacher and the students at school and which sometimes they just observed, but reflected on, especially collectively, supported by results of studies - published in books or magazines - in the education field in general: "[...] discussion of topics related to teaching, pedagogical practice".

However, when we asked about a mathematical knowledge task proposed in class - how the lesson plan was developed; task objectives; student involvement; if they presented any difficulties; if questions were asked; if valid reasoning was presented - to the students of the 3rd year of elementary school, the school year of the class in which and with whom she developed PIBID's actions, Poliana summed up saying that "The students managed to develop the proposed objective, which was to understand the concept of double and triple and to calculate them "(Interview with Poliana, 2020).

Poliana did not clearly explain the themes on which she and the other members of PIBID reflected, although she had stated, numerous times in her speech, that the reflection occurred mainly during the meetings and that, with the guidance of the coordinators, they discussed what each graduate described in his memorial, what they had observed at school with students and teachers, how they participated by collaborating with teachers and what they planned to accomplish each day at school to collaborate with student teaching and learning.

I assisted in the activities, observation of classes, solving of questions regarding the proposed activities in the classroom, reading of the students in the classroom, conducting classes [...] it was good because I wrote in my memorial and then we discussed in the meetings with the coordinators. And then we received guidance on how to work with the discipline; of materials to assist didactics in conducting moments in some disciplines ... (Interview with Poliana, 2020).

According to Poliana, this experience resulted in the production of texts - abstracts presented at scientific events promoted by the university - which, according to her, consisted of another moment of reflection and exchange of knowledge.

Importance of reflection in PIBID

This theme refers to the importance that the reflection undertaken in the experiences with PIBID represented for the training of the participant. Poliana's words reveal that she has given PIBID a prominent role in her training, because, in addition to providing her with a deep reflection on diverse experiences in terms of education, school, teaching and knowledge considered important from the point of view of the teaching profession. Besides, the program also served as motivation and opportunity to reflect on her own practice in training.

I learned that it is not enough to be just a simple professional, we must wish to be more, go beyond, be creative, be prepared to face the school, the students and always seek to achieve the goals in each class and make students interested, because it is a very difficult and at the same time rewarding profession. I learned that students need teachers, but we need them more, because they motivate us to continue. In my opinion, everything I learned and the teachers commented on the reality of the school emerged in front of me, which made me reflect (Interview with Poliana, 2020).

Thus, Poliana's speech also reveals that she attributed equal importance to the reflection: "we, as students and participants of the Program, were able to exchange experiences and relate the disciplines with what we performed in school when we helped in the teacher's work" (Interview with Poliana, 2020).

In general, the opportunities for reflection promoted in the context of PIBID were pointed out by Poliana as important to her training and the training of other pedagogy students. It should be reiterated that Poliana began her experiences at PIBID in the third semester of the course and that, until the date of the interviews, which took place in March 2020, she had two years of experience in the Program.

DISCUSSION OF RESULTS

During the entire interview with Poliana, we were able to perceive the importance she attributed to individual reflections, when writing the memorial, and collective reflections carried out by the nucleus considering the writing of the memorials. In this sense, it is significant to mention the study by Passos et al. (2006), in which they affirm, when referring to the process of reflection on practice, that reflection gains strength when mediated by writing and collective reflection.

Writing – whether in the form of narratives or class reports – allows to deepen reflection, even triggering metacognition. When writing, the teacher becomes aware of his own learning process (PASSOS et al., 2006, p. 201-202).

We also noticed that Poliana showed a lot of interest in core meetings, always referencing the importance she attributed to the orientations of the coordinators in planning the activities that would be developed at school: "Everything I learned and what the teachers commented on the reality of a school I saw happening right there in front of me and this made me reflect (Interview with Poliana, 2020)." Thus, the importance of someone who leads the teacher to speak and question in the process of reflection is evidenced, because, although reflection occurs naturally to a certain extent, it needs to be stimulated as much as possible, so that it leads the teacher to broaden and improve his view of the student's teaching and learning and, thus, broaden his professional knowledge (DAY, 2001; SERRAZINA, 1999).

Based on Poliana's statements during the interview, we considered that she was able to experience the challenges that were imposed daily in the context of the school and that, by reflecting on them, she had the opportunity to reaffirm her interest in teaching, which was born, according to her, from the relationships previously established with children in pastoral groups of the Church of which she is part. Her choice for pedagogy was not immediate, because her interest was initially in the psychology course. From the point of view of teacher training, this is an important aspect, since the life stories of teachers influence, to some extent, what they know about teaching and what their role in education and society will be, in general (DAY, 2001).

Regarding the content of the reflection, this was focused on the experiences observed and/or lived in school each week: orientations on teaching; study and planning of the activities to be developed with students. We consider that Poliana, when referring to such experiences lived in PIBID, still demonstrates to reflect on, for example, the knowledge related to pedagogical issues only, highlighting more general aspects, as occurred, for example, when we asked about her perception of students' learning about a mathematical content explored in the classroom: "First we told a story about the concepts and then performed activities. Afterwards, a game was made for them to fixate the content and all developed well" (Interview with Poliana, 2020).

However, in this sense, the literature assures us that reflection, as well as its depth, evolves over time (LEE, 2005; Hail; BRIDGE, 2003). In addition, we emphasize that other researchers, such as Day (2001), point to collective reflection as an effective strategy to promote reflective action, since the involvement of another person, willing to ask and confront ideas, drives the concretization, analysis and evaluation of teaching. In this same perspective, Serrazina (1999) argues that the continuous questioning of and about the practice of each teacher involved in the reflection contributes to the improvement and deepening of the understanding of the aspects involved in it.

By stating: "I learned a lot from teachers and students", Poliana points out that reflection produces knowledge and that it is achieved, mainly collectively (ZEICHNER, 2000), through interaction with other teachers in the school and from the student's manifestations. We believe that the awareness developed by Poliana is an indication that the experiences lived in PIBID will be of great importance for her to find paths that lead her to the teaching practice knowledge: how to plan, develop and evaluate her classes; how to approach or explore the concepts; which tasks to propose and why; which learnings students can develop, for example.

Although we do not have enough elements to make a more consistent statement regarding Poliana's future practice, we believe that, in the exercise of the profession, she will seek, in her own practice, in the students and other school professionals, elements to reflect and develop teaching in a

way that conducts students to learn with understanding. In addition, based on the data presented in the previous section of this text, we interpreted that PIBID allowed her to experience situations similar to those that will be found in the teaching activity in the future, which led her to reflect in her own training practice.

FINAL CONSIDERATIONS

We return to the questions posed in the introductory section of this text, whose focus lied on the search for elements indicating whether PIBID, as developed in the investigated institution, was presented as a space for the reflection of its participants. If so, the importance that Poliana, a Pedagogy student and member of the Program, who collaborated with the production of the analyzed information, attributed to the reflection developed in this context should be pointed out.

The results highlight the diversity of experiences in the context in which PIBID was developed, which contributed to the beginning of a process of reflection among its participants, including observation and conducting activities at school; writing reflective memorials; follow-up meetings, with guidance from the coordinators; collective discussions; production and presentation of works published in annals of scientific events.

Poliana considered both her participation in the Project and the opportunities for reflection of great importance for her training. “[...] as a graduate student and participant in PIBID, I learned a lot, since teachers have enough knowledge to comment on their experiences and help us to reflect on the activities we performed at school”, reported Poliana during the interview. We believe that the other members of PIBID share, to some extent, the same feeling.

Thus, in view of the results presented and discussed earlier, we may infer that the experiences lived in PIBID had implications for the formation of Poliana, in terms of starting a process of reflection on and about practice. Thus, we may also affirm that the Institutional Program for Teaching Initiation Scholarships can be configured as a favorable context for the development of the teacher's personal and professional reflection capacity, since the experiences lived by the participants can be problematized, considering, for example, “what we teach and why we teach one way and not another” (PASSOS et al., 2006).

Particularly, when it comes to the interview with Poliana, we consider that, regarding the teaching of specific subjects and contents, her reflections still occur in a shallow manner. In this sense, regarding the reflection process and the questioning action intrinsic to it, we agree with the researchers (ALARCÃO, 2011; SCHÖN, 1983; SERRAZINA, 1999; among others), who affirm that reflection requires knowing how to question, which is not an easy task and demands a constant exercise of discussion and analysis of the practice. This statement may be interpreted from several perspectives and, even considering the positive experiences reported by the participant, we should draw attention to the fact that the teacher education is a continuous process, which demands the search for spaces to discuss and deepen joint reflection on issues related to education.

Thus, the analysis of the discussions undertaken in this publication makes us highlight the central role of the coordinators, who, in this case, assume the role of teacher trainers directly responsible for the quality of reflection developed by teachers under training within the scope of the Project. This role is essential in the professional development of the teacher, in all its aspects, whether he is in a process of initial or continuous training.⁷

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