

INSTITUTIONAL PROGRAM FOR TEACHING INITIATION SCHOLARSHIPS: IMPACTS AS PUBLIC POLICY ON THE INITIAL TRAINING OF FUTURE TEACHERS AT A BRAZILIAN COMMUNITY UNIVERSITY

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Received	: 13/10/2025
Approved	: 13/11/2025
Published	: 25/12/2025

ABSTRACT: This article aims to present reflections on the impacts of the Institutional Teaching Initiation Program (Pibid), as a Brazilian public policy, on initial teacher training. The reflections are based on the authors' experiences in initial teacher training courses. They include records from the coordinators' training meetings and roundtable discussions held with fellows from two projects in the Pedagogy: Literacy and Refugee Education Course. The context of the study is a Brazilian denominational university in the Metropolitan Region of Porto Alegre, Rio Grande do Sul. The theoretical and analytical framework is based on authors such as Nóvoa, Tardif and Lessard, Ball, and Mainardes. The field diary records, categorized into thematic areas according to the guidelines of the Content Analysis Technique proposed by Bardin, indicate that PIBID contributes to the articulation between theory and practice; to teacher constitution; and to the feedback of the knowledge of those involved, impacting initial training and learning in the host schools. In some cases, the scholarship received helps subsidize continued studies. Regarding challenges, the turnover of scholarship recipients stands out due to factors such as lack of commitment, dropout, job placement, and course completion.

Keywords: public education policies, Institutional Teaching Initiation Program (PIBID), initial training, pedagogy course, scholarship.

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INTRODUCTION

The Institutional Program for Initiation into Teaching (PIBID), established in 2007, is a Brazilian public policy aimed at undergraduate students (teaching degree), currently covering all teaching degree courses (Capes, 2023). Pibid is regulated by Ordinance No. 96 of July 18, 2013, issued by the Coordination for the Improvement of Higher Education Personnel (Capes) (Portaria 96, 2013) and by specific public notices. In this article, the ongoing projects are discussed in the context of Capes Public Notice No. 10/2024. The central focus of the Program is Introduction to Teaching, understood as

[...] the guided and supervised placement of students in teacher training courses in public elementary schools, so that they can carry out activities with increasing levels of complexity and teaching autonomy, according to the stage of the course each student is in, contributing to their knowledge and experience of their future professional field throughout their undergraduate studies (Brasil, 2024).

Through Introduction to Teaching, future teachers (with the support of the coordinator, supervisor, and teacher of the class in which they work, and through the sharing of experiences during their time in Pibid) gain a less idealized view of the daily reality of teaching. Overcoming this view will help to ensure that, at the beginning of their career, there is no "reality shock," which can sometimes lead to them giving up the profession, as indicated by studies conducted by Huberman (1992).

According to Nóvoa (2009), teacher training should take place within the profession. In this sense, Charlier (2005) explains that training can also be considered an institutional project:

Training is an element of teachers' personal and professional development, but it is also part of the school institution's investment in its human capital. Moving from an individual conception of training to that of an institutional investment means reconciling individual imperatives and group projects; it means considering training as an investment in the development of the institution's project.

To participate in the Program, interested Higher Education Institutions (HEIs) submit projects to calls for proposals, which are opened every two years by the federal government

through Capes. Once selected at the national level, HEIs launched a call for proposals to select scholarship recipients. Students enrolled in the program, institutional and subproject coordinators, and supervising teachers (also called preceptors) in public schools receive a monthly stipend for two years during the call for proposals.

Scholarship recipients must complete a minimum of ten hours per week, which includes planning educational activities, teaching, and other related tasks. The work of the scholarship recipients is guided by a university professor (subproject coordinator) and a schoolteacher (supervisor), forming a team that seeks to connect university theory with classroom practice, promoting the comprehensive training of future teachers. The expectation is that, upon completing their undergraduate studies, these students will continue to be dedicated to teaching in the public school system.

Considering the above, this article presents reflections on the impacts of the Institutional Program for Initiation into Teaching (Pibid), as a Brazilian public policy, on the initial training of future teachers. These reflections stem from the dialogue between the records in the field diaries, related to the training meetings, the conversation circles held with the scholarship recipients, and the assumptions of authors such as Nóvoa (2009; 2022), Tardif and Lessard (2008), Ball (1994), and Mainardes (2006).

In terms of textual structure, we first contextualize the central theme of the article. Next, we describe the methodological approach and then our reflections on the impacts of Pibid on initial training. Finally, we present our final considerations and list the references used.

METHODOLOGICAL APPROACH AND BACKGROUND

The reflections presented here are based on the authors' experiences during their initial teacher training courses. According to Fortunato (2018), experience reports constitute a research method. They should serve as a guide for the researcher to describe the entire context and qualify all actions sequentially until the conclusion of the experience. Thus,

When the same experience is investigated at different times, with different objectives and from multiple points of view, one can expect nothing less than countless

meanings – and this applies both to oneself, when investigating one's own experience, and to others, when examining the experiences of others (Fortunato, 2018, p. 41).

The reflections also include the coordinators' field diary entries (Gil, 2008) relating to the training meetings and discussion groups held with the scholarship holders of the two ongoing projects of the Pedagogy Course, namely: Literacy and Refugee Education.

The Literacy subproject was developed with goal 5 of the 2014-2024 National Education Plan (PNE) in mind (reaffirmed in the document of the National Education Conference - Conae 2024) and following those of the National Commitment to Literate Children (Brasil, 2023), constituting yet another action aimed at fighting for the effectiveness of the right to education. It prioritizes actions related to the literacy process of children up to the 2nd year of elementary school, in addition to implementing strategies aimed at rebuilding the learning of children enrolled in the 3rd, 4th, and 5th grades, whose learning process was compromised as a result of both the Covid-19 pandemic and the climate disaster in May of this year in Rio Grande do Sul.

Among the two themes of the Pibid subproject in Pedagogy, Refugee Education stands out and is known by Pibid participants as the Immigrant Project. Currently, 24 scholarship recipients are working in three municipal schools in Canoas, all of which have a high concentration of immigrant students and were recommended by the Municipal Education Network itself. Each school has a supervising teacher responsible for guiding and managing the team's work. The teacher trainees carry out educational activities aimed directly at immigrant students, such as supporting literacy in Portuguese as a host language, and also take on roles supporting the school routine, collaborating with cultural reception projects, reading workshops, and inclusive practices. This experience has made it possible to strengthen teacher training through exposure to culturally diverse contexts and to meet the real demands of schools that receive refugee families.

The *study was conducted* at a Brazilian Confessional University, located in the Metropolitan Region of Porto Alegre, in the state of Rio Grande do Sul. In Brazil, community universities are non-governmental, non-profit higher education institutions maintained by civil society to promote the educational and social development of a community. Created by Law No. 12,881

(Lei 12881, 2013), they are managed by councils that represent society and reinvest all their assets and resources in education and community outreach activities.

IMPACTS OF PIBID ON THE INITIAL TRAINING OF FUTURE TEACHERS

Considering the information presented in the previous section, Fortunato (2018) recommends describing specific points in the experience report, which provide insight into the context of the study. Based on the above, Table 1 presents the aspects suggested by the author.

Table 1

Detailed description of the experience report

Background	Participation of the University in the MEC Public Notice, applying for a project for the granting of PIBID scholarships, which was accepted. Launch of the internal public notice for PIBID, selecting scholarship recipients and establishing agreements with public schools in the region. The school principals nominated the supervising teachers.
Location	Community in which the University is located. The meetings were held at the University, but there were also visits to partner schools.
Reason	Participation in Pibid is based on a call for proposals, with a project that provided for continuing education activities for school preceptors.
Agents	University professors are responsible for scholarship recipients.
Involved	University professors, schoolteachers, and scholarship students.
Epistemology for action	The epistemology for formative action was based on dialogue, sharing, welcoming, and listening to public school teachers about their daily challenges, especially regarding supervising Pibid scholarship recipients.
Planning	The action was planned on a semester basis, reviewing the needs and interests of participants at the end of each stage.

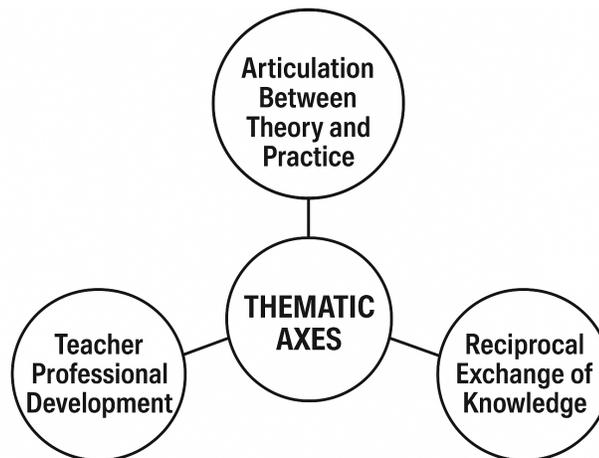
Execution	The action was executed through monthly meetings between the preceptors and the supervising teachers from the University.
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Note. Prepared by the authors, based on Fortunato (2018).

The contents of the field diary records of the subproject coordinating teachers were categorized into thematic areas according to the guidelines of the Content Analysis Technique proposed by Bardin (2011). Figure 01, below, presents the analytical axes and the articulation between them.

Figure 1

Thematic axes diagram



Note. Developed by the authors using AI.

This figure visually organizes the three thematic axes that guided the analysis. At the center, “Thematic Axes” anchors the diagram, highlighting the integrative nature of the study. Each surrounding circle represents a key analytical focus: the articulation between theory and practice, the formation of teacher identity and professional development, and the reciprocal exchange of knowledge between universities and schools. Together, these axes illustrate the dynamic, interconnected processes that shape teacher education and professional learning. Thus, below we present the reflections related to each of the thematic areas resulting from the analytical incursion carried out.

a) Thematic axis 1: articulation between theory and practice

According to Schön (1992; 1987), training must include knowledge in practice, through reflection on practice and reflection on reflection on practice. In this line of thinking, Charlier (2005, emphasis added) explains that:

Teachers can learn *from practice, which serves as the starting point and support for their reflection (reflection on action), whether it involves their own practice or that of their colleagues (occasional learning)*. Teachers learn *through practice*. Confronting the reality that resists them, teachers position themselves as actors — individuals who can influence the characteristics of the situation, experiment with new behaviors, and discover solutions appropriate to the problem. Teachers learn *for practice because if the starting point of learning is in action, so is its outcome, and teachers value learning that directly impacts their lives*.

The insertion of teacher trainees into the daily life of public schools provides them with experiences related to teaching in the early years of elementary school, as well as the opportunity to share these experiences (doubts, difficulties, and achievements) during their university training. Through this sharing, they can count on the pedagogical advice of the subproject coordinator as well as other teachers working in the Pedagogy Course. Da Silva Christov (2003, p. 32) discusses the importance of contact with everyday life at school:

In the day-to-day life of the profession, knowledge is transformed into action, and action is transformed into knowledge. This dialectical movement reconciles the perfection of the utopia of universalizing ideas with the harshness of the limits of particularized school reality. Thus, through profound intellectual effort, it becomes possible to construct a specific theory for each teacher, establishing harmony between renowned authors and a localized experience (in space and time).

In this movement, the articulation between theory and practice is consolidated and feeds back into itself: the pedagogical practices of teachers who work in the initial training of future teachers; the actions of student teachers in the schools where they will work; the training of other student teachers who are not part of Pibid, but through this movement, have the

opportunity to learn about real situations that occur in everyday school life, analyzing them and reflecting on them with the group. Also noteworthy is the improvement in the educational practices of supervisors and tenured teachers, which can have an impact on the quality of children's learning. In this way, training ceases to focus solely on knowledge and takes on the challenge of combining knowledge, skills, attitudes, and values to train professional citizens comprehensively.

The pedagogical practice of teacher training students in each subproject emphasizes developing technical skills, including knowledge, skills, and attitudes that support doing or problem-solving. By developing interpersonal skills, it emphasizes being and coexisting, as well as the ability to perceive and act with others, contributing to the development of attitudes and values intrinsic to the desired graduate profile for the course.

Tardif and Lessard (2008), when discussing teaching as a profession of human interactions, point to the school as an organization of teaching work. Thus, it is not possible to train teachers away from the school environment. It is in this environment, sometimes chaotic but also fruitful, that teaching as a profession is forged. The "theory of teaching understood as interactive work, work on and with others" (Tardif and Lessard, 2008, p. 12) does not conceive of the teaching profession from theory, but through its relationship with practice. And this ingredient is widely provided by Pibid.

b) Thematic axis 2: teaching constitution

According to Nóvoa (2022, p. 100), Pibid is considered an innovative project because it provides opportunities for exchange between trained teachers and undergraduate students: "This is where the interest of teaching residencies lies. Tutoring no longer belongs to university professors, but to teachers working in basic education schools." This dynamic, or two-way training path, as defined by Souza de Freitas (2021), contributes to teacher training.

The role of teacher trainees in leading pedagogical interventions, along with the experiences and relationships formed in the daily routine of teaching in schools, impacts identity formation, professional development, and teacher socialization. In this relationship, the leading role of supervisors and teachers in this training process, acting as co-trainers,

revitalizes and is revitalized by sharing their knowledge and educational practices with teacher trainees.

c) Thematic axis 3: feedback of knowledge

During the subprojects, coordinators hold training meetings aimed at deepening the theoretical understanding of topics related to planning, teaching, learning, and assessment. Similarly, collective meetings (and, if necessary, individual meetings) are held for didactic-pedagogical advice, analysis, and review of the teacher trainees' plans, as well as for socialization and sharing of experiences during the pedagogical interventions. At these meetings, teacher trainees are encouraged to work collectively, cooperate, and show solidarity with their colleagues in the subproject who work at the same school. They are also challenged to propose some pedagogical interventions in partnership.

This enhances the Pibid action, further improving interventions in schools and student learning. From this point of view, the university learns from the school and the school learns from the university. As Nóvoa (2009) teaches, training that takes place within the profession and is based on collaborative work unites and strengthens the group.

d) Potential of Pibid as a public policy

It is possible to analyze Pibid and its potential as a public policy based on the five contexts of Ball's Policy Cycle (1994), namely: the context of influence, the context of text production, the context of practice, the context of results/effects, and the context of political strategy. Thus, we will discuss each one in more detail below.

According to Mainardes (2006, p. 51), the context of influence is that "[...] where public policies are normally initiated and political discourses are constructed." In this arena of disputes, there is a more formal field of discussion, involving committees and representative groups. In the case of Pibid, this arena of debate involved representative sectors of society, legislative committees, and political parties, among others (Santos and Alves, 2023).

In addition, it is evident that, with each edition, Pibid introduces new elements for teacher professionalization, as was the case with Notice No. 10/2024, which included literacy as one of its priority areas. In this sense, universities were able to create specific projects for this

demand and align themselves with other national and international public policies focused on this theme.

The context of text production is more related to the language of general public interest, while the previous context is more restricted to the interest groups and dogmas involved. In this sense, we can see that Pibid has undergone several updates in its legal documents, especially in 2013 and 2018 (Santos; Alves, 2023). As Mainardes (2006, p. 52) explains, “[.] texts need to be read in relation to the time and specific place of their production.”

In this context, Ball (1994) explains that criticism can also serve as a means of improving texts. In this sense, Santos and Alves (2023, p. 3) understand that “criticism has been used more to promote improvement and refinement, and less to point to paths that lead to its extinction.”

According to Ball (1994), the context of practice involves interpreting policies, which implies both creation and a kind of recreation, depending on how they are interpreted. In Mainardes' conception (2006, p. 54),

Politics as text and politics as discourse are complementary concepts. At the same time, politics as discourse emphasizes the limits imposed by the discourse itself, and politics as text emphasizes the control that lies in the hands of readers. Both are complex processes because texts are not only what they seem on the surface.

In the context of results (effects), policies must be analyzed in terms of their impact and interactions with existing inequalities. According to Santos and Alves (2023, p. 3), Pibid can be considered "the largest and most comprehensive institutionalized initiative linking universities and elementary schools to provide initial teacher training in Brazil." We note that, in addition to the experience itself, Pibid provides financial assistance to teacher training students by offering scholarships. These students use the funds to ensure their continued participation in higher education, whether by financing food or transportation to the university.

We have also observed what Ball (1994) highlights about the impacts on the curriculum, pedagogy itself, and assessment, as well as their interfaces with other policies, such as

inclusive education policies. About the curriculum, the issue of action-reflection-action (Tardif and Lessard, 2008) is realized through the programs. Here, it is essential to emphasize that, as Souza de Freitas (2021) noted, the training process is two-way: as the university, through its scholarship recipients, offers the school the freshness of future teachers, the school offers scholarship recipients the opportunity for training within the profession, as pointed out by Nóvoa (2009).

The incorporation of Pibid into all undergraduate courses, on an ongoing basis, would be an exciting way to contribute to the inseparability of teaching, research, and extension. In terms of training, we can agree with Souza de Freitas (2021) when the author states that Pibid can be considered an initial and continuing training policy. Our journey has accompanied several preceptors from public schools who sought, through Pibid, to invest in their training journey through specialization, master's, and doctoral courses.

The last context of the policy cycle is the context of political strategy. “This context involves identifying a set of social and political activities that would be necessary to address the inequalities created or reproduced by the policy under investigation” (Mainardes, 2006, p. 55). One of the issues related here was that, in 2019, it was noticed that, despite the large number of students in the distance learning modality, Pibid was aimed only at students in the face-to-face modality. It was therefore necessary to update the Program (an action also related to the context of text production) to correct the inequality created.

The prioritization of certain strategic areas of the government's education plan, such as literacy and full-time schooling, is evident in the context of political strategy. In this sense, the call for proposals itself already follows this direction, allowing universities to organize themselves with partner schools and the community as a whole.

Finally, regarding the challenges encountered, we highlight the turnover of scholarship recipients due to factors such as a lack of commitment from some recipients, withdrawal, opportunities for better-paid work, and course completion, among others. Although low, the turnover of scholarship recipients compromises the effectiveness of the objectives proposed in the project.

DISCUSSION OF RESULTS

The analysis of the records, the experiences of the pre-service teachers, and the reports of the coordinating and supervising teachers highlights the importance of the Institutional Scholarship Program for Teaching Initiation (Pibid) as a public policy for teacher education, especially in the context of undergraduate programs aimed at the early years of Elementary Education. The three thematic axes that guide this section — the articulation between theory and practice, teacher development, and the feedback loop of knowledge — reveal complementary dimensions of the training process, demonstrating how the program promotes significant transformations not only in initial teacher education but also in the continued professional development of teachers working in partner schools.

Regarding the articulation between theory and practice and the development of situated, reflective learning, the data show that Pibid creates concrete conditions for pre-service teachers to experience real teaching situations from the very beginning of their academic training. These situations act as catalysts for deeply meaningful learning. In this sense, the contribution of Schön (1992; 1987) becomes evident when analyzing how pre-service teachers develop “knowledge-in-action,” “reflection-in-action,” and “reflection-on-action.” This reflective movement has become the structuring axis of professional learning, allowing the practice experienced in schools to become an object of study, questioning, and re-laboration.

From this perspective, the literature indicates that practice-based teacher education is not reduced to mere mechanical contact with school routines; rather, it requires problematization, dialogue, and construction of meaning. Charlier (2005) reinforces this idea by arguing that teachers learn “in,” “from,” and “for” practice — a dynamic that only occurs when the context is taken as a field of reflection and experimentation. The data confirm that pre-service teachers experience exactly this process: the school is not simply a setting but a space for the production of knowledge. The challenges faced, the resistance encountered from students, and the solutions collectively improvised and tested feed discussions brought into planning meetings, university classes, and shared spaces between scholarship recipients and

supervisors. This formative cycle grants practice an epistemological status, breaking with dichotomies historically present in traditional models of teacher education.

Da Silva Christov (2003) adds to this perspective by highlighting the dialectical relationship between knowledge and action in teaching. The results show that pre-service teachers begin to construct a teacher-specific theory as they reinterpret theoretical content considering concrete experiences in the school. This re-elaboration becomes evident in accounts in which pre-service teachers recognize that certain theoretical frameworks — previously distant or excessively abstract — begin to make sense when applied in real situations. Conceptual appropriation thus becomes closely linked to its pedagogical use in their interventions.

Additionally, Pibid expands the training environment beyond the scholarship recipients directly involved in the program. The records show that the discussions generated by the pre-service teachers — both in undergraduate courses and in the collective spaces of the subprojects — end up creating learning opportunities for other students not formally linked to the program. This diffusion confirms that Pibid acts as a device of institutional development, influencing the pedagogical culture of the programs and raising the level of discussions on teaching.

From the perspective of schoolteachers, the results indicate that the presence of pre-service teachers not only benefits elementary school students but also lead supervising and classroom teachers to revisit their own practices. When responding to pre-service teachers' questions, justifying their didactic choices, or welcoming suggestions brought by the scholarship recipients, these teachers also engage in reflection on their own actions. The presence of the preservice teachers thus functions as a stimulus for the professional development of practicing educators, reaffirming Tardif and Lessard's (2008) understanding that teaching is a profession marked by interaction and collective construction.

Therefore, the results of axis 1 indicate that Pibid not only brings theory and practice closer together but produces an organic articulation between them, consolidating a training model that understands pedagogical practice as a legitimate space to produce knowledge. This articulation reverberates in the development of essential professional competencies, encompassing technical, ethical, and relational dimensions that underpin teaching practice.

Regarding teacher development, professional socialization, and the construction of autonomy, the second axis shows that participation in Pibid plays a determining role in shaping the teaching identity of pre-service teachers. The analyses clearly show that the program offers a privileged environment of professional socialization, in which students gradually experience belonging to the teaching community. This socialization occurs not only through the exercise of pedagogical activities but also through participation in school culture: pedagogical meetings, planning, curricular decisions, organizational challenges, and interpersonal relationships.

From this viewpoint, Nóvoa (2022) helps illuminate this dynamic by arguing that programs like Pibid represent an innovative model because they establish a horizontal relationship between experienced teachers and pre-service teachers. Unlike traditional hierarchical models — centered on the university professor as the main educator — training becomes a shared process between university and school. The results show that this two-way path (Souza de Freitas, 2021) is one of the most significant aspects of the program: supervisors and classroom teachers act as co-educators, taking on a leading role in accompanying and guiding pre-service teachers. This is professional experience that anticipates the students' future teaching work, allowing them to construct their identity in dialogue with real members of the profession.

Another aspect highlighted in the results concerns the development of pedagogical autonomy among pre-service teachers. Their interventions go beyond merely executing activities planned by others; many take full responsibility for planning, conducting, and assessing didactic activities, always with supervisory support. This active participation fosters the development of a professional stance, allowing pre-service teachers to experience authorship of practices, handling unforeseen events, and making decisions characteristic of teaching. Teacher autonomy, therefore, begins to be forged well before formal entry into the profession.

The data also reveals that the construction of teaching identity is nurtured by interpersonal relationships built within the school context. Pre-service teachers report feelings of belonging, recognition by students, dialogue with experienced teachers, and participation in

committees. This integration into the teaching staff helps them perceive themselves as part of a professional community — a key element in the development of teaching identity. The literature indicates that professional identity is formed through the intertwining of personal trajectories, academic knowledge, and professional experiences; the results confirm this process and highlight Pibid's strength as a mechanism for initiating pre-service teachers into the professional culture of teaching.

Furthermore, Pibid also provides school supervisors and teachers with a process of professional revitalization. When they welcome pre-service teachers, narrate their practices, translate their knowledge, and reflect with them, these teachers undergo a movement of reaffirmation of their own professional identities. Thus, teacher development appears as a collective phenomenon involving both those entering the profession and those who have long practiced it.

Concerning the feedback loop of knowledge — aiming at collaborative training and university–school integration — the third axis demonstrates strongly that Pibid promotes an ongoing exchange of knowledge between schools and universities. The data indicate that training meetings, pedagogical discussions, experience-sharing spaces, and collective dialogues constitute spaces for creating, circulating, and reinterpreting pedagogical knowledge. In these spaces, pre-service teachers present their practices, reflect on the results, receive feedback from supervisors and coordinators, and plan new interventions. This cycle of analysis–reflection–replanning is central to the development of increasingly qualified practices.

Nóvoa (2009) emphasizes that training that occurs within the profession — grounded in collaboration, problematization of practice, and knowledge sharing — generates belonging, engagement, and strengthening of the teaching community. The results support this view, showing that pre-service teachers not only learn individually but also form themselves as a professional group in formation. Collective work emerges as one of the main learning tools, stimulating competencies such as cooperation, empathy, communication, and shared responsibility for the educational process.

Planning and follow-up meetings also impact the university. Many coordinators report that discussions brought by the pre-service teachers influence curriculum organization, course offerings, bibliographic choices, and approaches to theoretical content. The university learns from the school as its training practices begin to dialogue with real demands from school contexts. Conversely, the school also benefits from incorporating new theoretical frameworks, methodologies, and teaching perspectives brought by pre-service teachers and coordinators. This reciprocal feedback enhances both basic education teaching and initial teacher training.

Cooperation among scholarship recipients working in the same school also proved relevant. The results show that by planning joint interventions, pre-service teachers develop teamwork skills and build integrated practices that explore different areas of knowledge. This collaborative work increases the complexity of didactic proposals and enriches the experience of elementary school students, who encounter more contextualized, diverse, and contemporary learning practices.

Another important finding is that this feedback loop extends beyond pedagogical knowledge and includes ethical and political dimensions of teacher education. Pre-service teachers learn to deal with real challenges of public schools — inequalities, learning difficulties, complex social relations, structural limitations — and develop a critical understanding of education. This critical perspective is taken back to the university, strengthening debates on educational policies, funding, school management, and educational rights. Thus, Pibid contributes to forming teachers who are not only technically competent but also aware of their social role.

The three axes analyzed converge toward the understanding that Pibid is a highly relevant teacher education policy capable of articulating theoretical, practical, identity-based, and collaborative dimensions of training. The results show that school-based practice is transformed into knowledge through systematic reflection, and that teaching identity begins to be built within the profession, in dialogue with experienced teachers and real contexts of practice. Moreover, university–school interaction produces a network of mutual learning, promoting transformations in both institutions.

In this way, Pibid has consolidated itself as an educational policy that not only prepares pre-service teachers for the teaching profession but also transforms the professional culture of basic education teachers and positively influences academic training at the university. It is a program that reaffirms education as a collective, collaborative, and socially grounded practice, contributing to the formation of more critical, competent, and committed teachers prepared to meet the challenges of Brazilian public schools.

FINAL CONSIDERATIONS

Teaching in contemporary times is fraught with challenges and uncertainties. At the same time, it emerges as a scenario of diverse possibilities and as an aegis of social transformation. The possibility of experiencing teaching from the start of academic training in undergraduate courses enhances their teacher training and professionalization process. It allows them to apply the theoretical knowledge developed during their training through practice in school settings. Thus, the creation of public policies such as Pibid provides an essential link between schools and universities, articulating theory and practice and providing undergraduate students with training within the profession, as recommended by Nóvoa (2009).

According to Freire (1983), teacher education is not limited to the acquisition of content or the reproduction of established pedagogical practices; rather, it involves the development of a critical and transformative consciousness. Teachers are called to understand the social, cultural, and political contexts in which they operate, acknowledging students' prior knowledge and establishing a dialogical practice that fosters autonomy and learner agency. In this sense, educating teachers entails developing the capacity for continuous reflection on their own practice, engaging in dialogue with students and the school community, and acting as agents of social transformation, promoting an education that empowers and conscientizes.

Ball's Policy Cycle helps us understand that Pibid is a teacher training policy that needs to be valued, expanded, and, why not, incorporated into all undergraduate courses. Thus, as Ball (1994) points out, the policy is no longer viewed from a state control perspective and is now regulated and improved by the entire educational community involved.

As we have seen throughout this article, the experience was conducted within the scope of Pibid in the Pedagogy Course at a Community University in the Metropolitan Region of Porto Alegre. From this, we can identify essential aspects related to the report here. Among these, we highlight the importance of teacher training and professionalization policy from the beginning of the degree program, as well as the theory and practice dyad, to foster a deeper understanding of the school space, the curricular context, and the distinct educational realities within the spectrum of public education.

In contrast, challenges related to permanence, continuity of actions, and student engagement remain to be overcome throughout the Pibid implementation process. Student retention and integration strategies are urgently needed to improve training processes in the context of initial teacher training.

In conclusion, Pibid, as an initial teacher training policy, has potential that can be expanded and reinforced, especially in the following aspects: articulation between theory and practice; feedback of knowledge, whether from scholarship recipients, basic education teachers, or other educational agents involved.

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