

**Research Article**

Copyright © RIGEO 2019

To cite this article: Nascimento, M. A. G. (2019). Institutional Scholarship Program for Initiation in teaching (PIBID) Geography: Reviewing the relationship between school and university. *Review of International Geographical Education Online (RIGEO)*, 9(3), 604-617. Retrieved from <http://www.rigeo.org/vol9no3/Number3Winter/RIGEO-V9-N3-7.pdf>

DOI: 10.33403/rigeo.672971

Submitted: November 19, 2018

Revised: September 28, 2019

Accepted: October 21, 2019

## **Institutional Scholarship Program for Initiation in Teaching (PIBID) Geography: Reviewing the Relationship between School and University\***

Maria Anezilany GOMES DO NASCIMENTO<sup>1</sup>*State University of Ceara, Ceara, BRAZIL*

### Abstract

This article aims to address the impacts of the Brazilian policy entitled Institutional Scholarship Program of Initiation to Teaching / PIBID, in the training of teachers of geography in that country. It results from a doctoral thesis on the initial training of teachers of geography in Ceará, Brazil and Portugal, which had the Pibid as one of the empirical-analytical elements, for the Brazilian case. Data collection involved analysis of educational situations; surveys with standardized questionnaires among graduate in geography and teachers of basic education involved in the Program and interviews among teacher trainers, some of whom coordinators of the area of Geography in the respective institutions of attachment. The deep crisis of Basic and Secondary Education that Brazil is going through, in the current context, is demarcated by a dis obligatoriness of disciplines such as Geography in the last ones of Secondary Education. In this context, the attempt to undermine policies such as the PIBID urges us to worry about the interruption of a program that began to reap the first results of an initiation to teaching. In this sense, we highlight as crucial results, in the scope of the undergraduate courses investigated, the cooperation of spaces and protagonists involved in the initial formation, giving feedback to the desired cycle of reflection-in-action, in this formative process.

### Keywords

Initial Teacher Training, PIBID, Geography Education, Brazil

\*This article results from a doctoral thesis of the author focused on the initial training of teachers of geography in Portugal and Ceará, Brazil in 2019.

<sup>1</sup>Dr. lecturer; State University of Ceara, Faculty of Philosophy Dom Aureliano Matos, Ceara, Brazil, lananascimento [at] yahoo.com.br, ORCID: 0000-0002-3913-4845

Based on the essential interaction between training, induction and professional development in professionalization for teaching in Geography, this article aims to address the impacts of the Brazilian policy entitled Institutional Scholarship Program of Initiation to Teaching / PIBID, in the training of geography teachers in that country .

Biddulph, Lambert, and Balderstone (2015) highlight the commitment to self-learning - a process that never ends - as one of the key conditions for motivation and professional development. "This means continuing to learn about teaching and learning (this never stops), continuing to learn about their subject (and we are talking about geography) and continuing to learn about the context that frames all of their work, that is education and education process "(Biddulph, Lambert and Balderstone, 2015, p.304). The authors alert that conditions must be created for this environment, both within the school space, among colleagues, area coordinators, students, but also and above all, sustaining this professional development requires looking outside that environment, which presupposes taking part from a broad community of educator geographers, to be in touch with discussion sessions at local universities, and / or connected with colleagues from other schools.

Despite of this authors' warning for the personal initiative of the geography teacher as a necessary condition for this environment of growth and self-formation, it is necessary to recognize the role of central agents in this process, such as teacher training institutions, policies for initial and continuing training.

Developing Teachers' Knowledge and Skills Pointers for Policy Development (OECD, 2005) highlights key issues: teacher profile as an anchor of professional development, teachers' development as a continuum, flexible initial teacher training with more feedback, and a shift in the emphasis of this initial training, which consists of: accrediting training programs, strengthening induction programs, and integration of professional development throughout the career. It is a question of conceiving of an initial training by the sharing of experience and teaching experience (OECD, 2005) and of the link between specific knowledge, pedagogical knowledge, experience and personal qualities.

In the same way, the World Bank, in the report Teacher Education Quality Assurance (World Bank, 2009) lays a series of questions concerning the relationship between curriculum, initial training and professional induction: where previous teacher training must be developed ... in specialized colleges? in universities? at Schools? (...) What mechanisms are being used to attract, display and prepare candidates for teaching? (...) What's the right combination of curriculum and balance of components of general education, content-specific pedagogy, other academic subjects and practical school experiences? (...) When should a certificate of education be given ... after graduation from an accredited training institution, or after an induction program, a certain number of years in the profession or passing through an examination procedure? (World Bank, 2009). These are questions that address the current context of teacher education throughout the world, marked by the distance between the training institutions, the disarticulation between initial and continuing education, at the same time as we have seen the redesign of curricula and training models in the context of the growing expansion of teaching demand for teacher professionalization. This framework of international guidelines and the connection between training, induction and professional development are the basis to understand the creation of the PIBID, in 2007 by the Coordination of Improvement of Higher Education Personnel (CAPES), in Brazil.

### **Framework: Creation of PIBID**

The Pibid was born in crisscrossed geographical contexts:

- An international context of: a) criticism of the theoretical-practical separation and of training models; and b) in the context of these criticisms, the formulation of guidelines for promotion of initial training, based on professional induction and the creation of policies aimed at motivating teaching. This context involves robust teacher education policies based on interactions between stakeholders, forms of dialogue and cooperation with the research community, discussions with bodies and organizations, municipalities, schools and teachers, toward an effective approach to teacher development.

- A Brazilian political-economic context focused on creating training programs and policies addressed to national modernization project, and which had in education a pivot for Brazil's arrangement in a suitable situation to reach the goals projected by the State. These policies emerged ten years after the new National Education Guidelines and Bases Law, whose amendments involved the professionalization of teaching in Brazil. From then on, it was defined that the training of teachers to work in basic education would be done at a higher level, undergraduate course in universities and institutes of higher education. (Article 62 of the Guidelines and Bases Law - Law 9394/96). Between 1999 and 2001, after defining the level and locus of training and ensuring the minimum resources to implement these programs, it was necessary to establish the National Curriculum Guidelines for the Training of Basic Education Teachers (DCN, 2001). In this context, the phenomenon of the “return of teachers”, cited by the Portuguese educator Nóvoa (2011), is highlighted, as they become the center of contemporary policy concerns. This scenario led to important actions in the first decade of the 2000s in Brazil, such as the participation of the Coordination for the Improvement of Higher Education Personnel (Capes) (whose focus so far was postgraduate) in the training processes, with an incisive role of the Board of Basic Education (DEB), created in 2007, in federal teacher training programs. The purpose of the DEB is: the induction and promotion of initial and continuing education of teaching professionals; fostering the articulation and collaboration between the education systems of Basic Education and Higher Education to implement the National Teacher Training Policy, and encouraging the valorization of teachers at all levels and modalities. By allocating Basic Education at Capes, important advances have been made, such as the establishment of bolder teacher education policies, linking research and teaching. Among the proposed actions is the creation of Pibid.

- Regional and local contexts not very encouraging, considering above all, the indicators of basic education in most of cities and regions of the country, for varied reasons, from infrastructural issues to the old and well-known problems of professionalization, professional development and teaching.

Still in the process of contextualization, it should be remembered that Pibid was not conceived insulated, but in the context of educational policies that, in the 2000s, reached the creation of other programs bonded to the improvement of social indicators of basic education; initial and continuing teacher training and expansion of primary, secondary and higher education institutions.

In terms of organization, is important to clarify that the Brazilian education system is structured on two levels: basic education and higher education. Basic education consists

of three stages: 1) early childhood education, which includes provision for children from 0 to 3 years of age (nursery schools) and from 4 to 5 (pre-school); 2) elementary education from 6 to 14 years of age and 3) upper secondary education, the final stage of basic education, with a minimum of three years' attendance, from 15 to 17 years of age. The education is compulsory from pre-school to upper secondary (4 to 17 years old) and free in public schools.

Therefore, Pibid was born into a broad political educational package produced towards the response to this new conception of "tertiary education". It was a set of policies, created in Brazil since the year 2000, which open up important affirmative actions in the scope of Brazilian basic and higher education, and specifically, of teacher training. It is a context of redefinition of some lines of action, outlined in previous governments, but still deep-rooted in the financial policy international, higher education entrepreneurship and public-private partnerships, therefore, of the setting of a global educational market projected by World Bank (WB), International Monetary Fund (IMF) and Organization for Economic Co-operation and Development (OECD) guidelines. With regard to the expansion of higher education, guidelines of the World Bank (1995) are very clear on student financing and the expansion of private education institutions.

Within this package, where the financial logic crosses these educational reforms, one cannot deny the direct effect of some programs and projects. In this context, the Pibid stands out in the process of rethinking the initial (and also continued) training of teachers, starting from the resignify of relationship between the subjects and spaces that compose this training and the link between the school and the university. The program is mentioned in the review *Great Teachers: How to Raise Student Learning in Latin America and the Caribbean* by the World Bank (2015) which highlights the difficulties of self-training and teacher self-assessment, and emphasizes the rare times when the trainees allow to be filmed, observed and criticized by specialist teachers, which hinders feedback and reflection on action, and impoverishes the supervision. The review emphasizes the initiative of the Pibid and the role of actors involved in new perspective of initial training, grounded on an effective induction in the professional reality and the reexamination of the relationship between theory and practice.

While university autonomy can make it difficult to introduce formal minima for practice within teacher education programs, innovative solutions can help bridge the gap. In Brazil, the federal government's Institutional Program of Grants for Induction into Teaching (Programa Institucional de Bolsa de Iniciação à Docência [PIBID]) offers grants for teacher education students to get experience in public schools and connect their understanding of theory with practice. The program provides funding not only to the student teachers but also to the classroom teachers who supervise them and the university professors who coordinate the subprojects, which is essential for compensating these partners for their time and effort. Although there is no evidence yet on the impact of the program on new teachers' skills, it has been popular with tertiary education institutions: 104 of them had projects approved by PIBID in 2010 (Gatti, Barretto, and André 2011, 129–30) (Bruns & Luque / World Bank Group, 2015).

According the document, Pibid recognizes reflection-in-action as the central axis of training (Schon, 1983), differently from the application-based academic formation. It involves a shift of the paradigm that surrounds thought, action and teaching experience and transforms not only institutional contexts, as well as interpersonal contexts, by the connection among subjects who take part of the Program.

It is urgent to assume that we are talking about a policy whose results are still embryonic in the context of education in Brazil, if we take into account that results demand time and other aspects to be considered successful and / or transformative. However, the centrality of this program was well-marked at the speeches given by the subjects questioned during the investigation - both with regard to the surveys and interviews - when they approach the perspectives of a transformation of the university - school relation in the initial training of teachers of geography.

In order to understand the role played by the Pibid as a formative policy, it is crucial to present, in general terms, the conception of the Program from its creation to the current status.

Linked to the Directory of Basic Education Teachers Training (DEB), this Program, created in 2007, steps actions in induction to the initial training of teachers for the Basic Education, and in the promotion of research and innovation linked to teaching. The funding is provided through granting of scholarships, aiming the following objectives:

- a) to encourage the training of teachers for basic education, especially for secondary education;
- b) To value the teaching profession, encouraging students who choose a teaching career;
- c) To promote the improvement of quality of basic education;
- d) To promote the articulation between higher education of the federal system with the public basic and secondary education, supporting a solid initial teacher training;
- e) Raise the quality of academic activities aimed at the initial training of teachers in federal institutions of higher education;
- f) Stimulate the integration of higher education with basic education in primary and secondary education, in order to establish cooperation projects that raise the quality of teaching in public schools;
- g) to feed methodological experiences and innovative teaching practices which use information and communication technology resources towards overcoming gaps identified in the teaching-learning process;
- h) to value the public school space as a field of experience for building of knowledge in the training of teachers for basic education; (MEC / Capes / FNDE, 2007, p. 2)

The following figures compose the Program:

- coordinator, a professor, who formulates, systematize, follow and evaluate the Project activities;
- scholarship undergraduates students in training;
- Supervisor, a basic school teacher whose role as a co-trainer is fundamental on processes of reflection-an-action, following and monitoring and also assessment.

## Methods

This article results from a doctoral thesis focused on the initial training of teachers of geography in Portugal and Ceará, Brazil (2019), which had the Pibid as one of empirical-analytical elements. Data collection related to Pibid implied the following processes:

### **Analysis of Educational Situations**

Analysis of educational situations in some schools and in Geography Degree Courses in the state of Ceará, Brazil, where this program was developed. The immersion was conducted in three schools and three universities, and its central methodological strategy was the direct observation of educational situations, based on the references of Estrela (1994); Rodrigues (2001); Mialaret (1980) and Pacheco and Serafini (1990). **Application of surveys** to graduates in geography and teachers of basic education. Among the 404 inquiries applied, 180 report the importance of Pibid during the initial teacher training in geography. The thematic axes of the survey applied among the teacher of the investigated schools were:

- Evaluation of the initial training model;
- Assessment of the integration between university and school in initial training;
- Activities developed at school;
  - Interaction with the university where the professionalization took place;
  - Priority aspects of the initial formation in Geography at the University;
  - Priority aspects of teaching geography at school;
  - Participation in university projects at school;
  - Evaluation of the current proximity between the school and the professionalization institution.

Regarding the thematic axes of the survey applied among the Geography graduate students of the investigated universities, these were:

- The choice of geography as initial teacher training;
- Previous teaching experiences;
- Participation in projects related to Geography Teaching in the initial formation;
- Contact with the elementary / secondary school in initial teacher training;
- Evaluation on the preparation for teaching;
- Evaluation of university-school integration in professionalization;
- Priority aspects of initial training at the University;
- Priority aspects of teaching geography at school;
  - Suggestions for changes to the formative model.

### **Conducting Interviews**

Conducting interviews with teacher trainers, some of them coordinators of Pibid Geography Projects in respective linking institutions. In the middle of the 21 interviews, 14 were addressed to Ceará State teachers, who were, in some way, linked to the Program.

With regard to the formulation of the questions, it was decided to structure the topics addressed, that is, a script of pre-defined questions, although there was flexibility in the development of dialogue. All respondents answered the same questions and in the same order, except for a few insertions, according to the rhythm and dynamic that each colloquium outlined. There was permission in all cases to record the conversation. Three main axes guided the interview:

- a) Formation course and professional activity, questioning:
- The functions performed;
  - The career path before reaching initial training;
- b) Evaluation of the institutional model of initial formation in which was professionalized, considering:
- Appreciation of the teacher training project of the work institution;
  - Analysis of the curricular organization of the matrix concerning teacher education, especially regarding Supervised Practice;
  - Evaluation on the preparation for teaching in relation to specific scientific knowledge in Geography;
  - Evaluation on the preparation for teaching regarding the domain of didactic-pedagogical knowledge in Geography;
  - Suggestions of alteration in relation to the current initial formation model in work institution.
- c) Analysis of the university-school relationship in initial teacher education in geography, based on:
- Positive aspects of the current relationship between university and schools;
  - Current challenges of that relationship.

It is important to clarify that, in order to avoid influences and skews, it was decided not to insert questions about PIBID in inquiry formulation, nor to mention the name of the Program in any of the questions of the collection instruments used in research. It is worth underlining that the questionnaires contained only one (1) dissertation question. Despite these caveats, PIBID was mentioned 66 times: 21 in the surveys and 45 in the interviews.

## **Findings**

### **Try On, Successful and Challenges: The Geography PIBID Experience (2012-2013)**

The author managed a Geography Pibid Project at State University of Ceara between 2012 and 2013. That Project was built on some basic principles:

1. Knowing the teaching practice: based on teaching action, focused the investigation on work environment, involving methodologically, activities and strategies of inquiry and observation. (Geography PIBID UECE, 2009, p. 11-12)
2. Reflecting the teaching practice and its dilemmas: based on conception of reflect on practice, consists in motivating the range of know-hows, which aligned to scientific knowledge, build the teaching professionalization including beliefs, experiences, values, idiosyncrasy, feed backing the reflection in action. Methodologically included the educative environment approaches. (Geography PIBID UECE, 2009, p. 12)
3. Renewing the teaching practice: more prepositive, toward to overcoming limits and difficulties of teaching-learning process and improving the initial and continuing

teacher training. Methodologically involved training activities (courses, symposiums) and investigative works. (Geography PIBID UECE, 2009, p. 13)

Comprehending these principles figured the first step to develop the Project entitled *School as a learning and life local: innovation and diffusion of Geography teaching methodologies*. We summarized the activities which included, surely, different aims, results/products and challenges:

- Study Sessions of PIBID proposal: first stage of recognizing the conception of Project, lift of theoretic-methodological references and planning.
- Take off at schools: second stage involving mobilization of basic and secondary teachers and students.
- Internal seminars: training of scholarship students and preparation of material to be used during the workshops at schools.
- Fieldworks (the relationship between neighborhood and school): planned aiming qualify the spatial analysis, were conducted by the basic and secondary students, identifying important aspects of landscape and of territory around the school.
- Documentary “We came from clay”, resulted from fieldworks around a ceramist community where part of secondary students of a school live.
- Circle speeches: based on Oral History, used for rescuing aspects of local history and memory, these activities developed some important techniques, like the time line, for socializing mark able scholar life images and facts of participants. They also feed a documentary.
- Photography Festival: activity planned to valorize the sociocultural diversity and different way of knowledge about cultural elements.
- Workshop Thinking the Geography and its key-concepts: a conceptual myriad of space, place, region, territory, landscape and nature. Organized by scholarship undergraduates, aimed the depth of essential geographic categories and concepts on teaching of geography in basic and secondary school.
- Production and publication of papers sharing questions related to teaching of geography methodologies and reflection-in-action during the teacher training.
- Creation of a *blog PIBID Geografia FAFIDAM* to disseminate reflections, experiences and activities developed by the Project.

Despite the obstacles, stand the effects of such experience in turns of professionalization of teaching and their connection between the school and the university during this initial training. We stand them, then at the same time, seeking to identify the challenges of the insertion of that program in the dynamic of the space-time of school and the established curriculum structures and they are not always flexible.

## **Results and Discussion**

### **The Impact of These Actions in the Initial Training, Professional Development, Basic Education and In the Relationship School-University Construction of Professional Identity for Teaching**

A first aspect that this investigation has shown us concerns how the daily basis relation with co-trainers - designated as supervisors - either in activities at school or at the meetings, planning and evaluation, reflected in knowledge and questions of the reality of teaching in schools, necessary knowledge to teaching, as well as optics of knowledge-doings teachers (Pimenta, 1999; 2002 Tardif, 2000; 2002 Nóvoa, 1992). This concerns how this whole process is a fundamental part to form the identity of these students as teachers.

On this point, Pimenta (1999) is instructive to state the variable and impermanent feature of this identity as well as its relationship with the historical situation as part of social subjects. When this student is inserted in school, challenged to understand, through this way of reflexion in action, the relation between the academic scientific geography and the geographical knowledge of school (Audigier, 1997; Lestegás, 2002) to understand the world of work and the reality of social educational reality in which briefly will be inserted, it is constitute this subject to the historical and situational conditions of a reflective practitioner (Schon, 1983) and the identity of that teaching profession.

### **Redefinition of the Role and Place of the Co-Trainers and Knowledge of the Training**

The redefinition of the preceptorship and position of co-trainers in the process of initial training is an important step of overcoming the gap we assume, among university and school and between the geography that makes these two training sites dichotomized between the streams of theoretical scientific knowledge and the practical knowledge. Although the regulatory international agencies involved in education and national curriculum guidelines will give evidence as one of the main problems presented in the initial training, the lack of the connection between what is learned and what is taught, the experience with Pibid attests that the flaws between the gaps of this training has much to do with the denial of the collaborative approach which involves the supervision.

The PIBID provides, in centralization of this preceptory, the desired approach between knowledge and practice, reflection and practice, supervision and cooperation, training and action (Tardif, 2007; Tardif and Lessard, 2008; Schon, 1983; Alarcão e Canha, 2013; Nóvoa, 1992, 2009; Pimenta 1997). It allows one intermediary singular presence of for this supervisor figure - traditionally considered secondary in scope of internship – in the the practical-reflective incursion of structure (administrative, pedagogic, political institutional) that permeates the school and the educational actions developed within. Launches the student in the challenges and several curriculums which are most often unknown or neglected in the university debates. It also launches the preceptor, such co-trainer in the field of action for reflective action (reflective action, Dewey, 1933), based on questioning and investigating their own teaching practices, powering the cycle of initial and continued training.

This feedback exercise between practice and reflexivity, building the renewal of teaching action, opens the way to breaking the rigid walls, historically established between scientific, disciplinary, curricular and experiential knowledge (Tardif, 2007; Tardif, Lessard and Lahaye, 1991). The foray into this experience, presented in the following testimony, is a fundamental piece for the improvement of this training and the teaching performance.

There are many questions that we higher education teachers do not realize. They are the most varied possible questions of daily school life that are not written in books, academic texts. What questions? What is in school that the teacher of higher education does not know? The school routine, the nature of the activities, the performance of some activities, the teachers within the school. Because we form the geography teacher. But this teacher has the possibility of being a manager, area coordinator, class director, pedagogical coordinator. Is this written in any text? I do not know. There are texts that explain what is the school, what is a direction, management, but this day-to-day, this daily life, the teachers who are in basic education are who are able to respond. They have just arrived at school and are soon called to be area coordinators. What does an area coordinator do? Who will answer is the teacher who went through this situation, right? What does a class director do? How do you act? So, teachers have contributed a lot to the formation of our students, bringing these experiences, this knowledge. We have to consider the knowledge of these teachers. I have to give voice and time because they are teachers who are on the school floor, who know the school and can explain what we need to do another school. (Mrs A. Higher education geography teacher, April 3, 2016).

### **The Exercise of Practical Rationality, Including the Preliminary Acknowledgment for the Supervised Internship and the Challenges of Teaching**

The PIBID, within its activities and reflections, empower to the academic community the confrontation with this axiomatic question "What professional are we forming?", textually exposed in all training models, but problematic from the perspective of curricular organization and development. The Program promotes the rethinking it: on the practical meaning of certain knowledge; on the relation between theory and practice in the specific contents of the training, as well as on the instrumentalization of these knowledge for construction of a school education. In confronting these ontological questions, it was found that PIBID has stimulated the expansion of academic life in undergraduate courses investigated, impelling greatly the participation and promotion of curricular and extracurricular activities essential to this constitution of being a professor of geography.

A key point that some respondents identified in the interviews was the hierarchical separation between research/reflection and practice in the normative curriculum during initial training. (Schön, 1983, p. 27). When he states that "the rule is: first, the relevant basic and applied science; then, the application skills for real-world practice problems, D. Schön, grounded in J. Dewey's work, warns of this dichotomization and the relevance of learning through doing and reflective thinking.

The incursion into the world of school and the geography, through the Pibid, it teaches us to systematically know and reflect on the various expressions of curriculum that are configured in the actions of conceiving, selecting, producing, organizing, institutionalizing, implement, dynamize and hide knowledge, activities, skills and values, according to the complex elements that involve teaching and learning (who teaches this geography? to whom and for what teaches? where and how? ...); about the interesting confrontation between the curriculum design and the open curriculum (Lambert and

Morgan, 2009; Apple, 1990); the prescribed curriculum and curriculum in practice (Goodson, 1997), and the maturation that this experience provides in preparing for the Supervised Internship.

### **The Construction of Affective Relations with the School and the Geography as a School Discipline, By Its Multiple Languages and Potentials**

During the investigation, a single question of a dissertate feature, addressed to the graduates of Ceará, inquired about changes in the training model: "On the relation (university-school), from your point of view, what should the changes take place?" The responses emphasized, among weaknesses in the approximation between these two institutions, the gap between academic and school geographies, in training and acting; the lack of contact with basic education teachers; but above all, the need for greater participation of the school in university projects and the creation and valorization of programs of initiation to the teaching, to amplify this incursion offered by Internship, in the official curricular plan. Within this horizon, PIBID stands out.

Unfortunately in university geography training the discussion about teaching and the daily life of the profession still remains insignificant. It remains unknown, with the student having contact with the floor at school only at the end of the course, a reality shock, leading in some cases to the dropout of training. The "pibidianos" have the privilege of having this meeting and having access to the complexity of teaching, understanding as a continuous construction. If all students in the course had the opportunity to experience the course as PIBID students, we would have a greater understanding of teaching as a whole, and consequently, we would be better professionals. (Mr. B, degree student in Geography, may 2, 2017).

The experiment of the PIBID of Geography FAFIDAM/UECE was inserted in the set of regular schools where deaf and listeners students occupy the same classroom, in a perspective of inclusion (much more quantitatively) quite vulnerable, among other reasons for the difficulty of teachers, including geography, in this specific context, where the linguistic differences demand the adequacy of didactic procedures and geographic languages.

The recognition of this context, commonly known only during the Practicum Supervised, allowed some interventions, including through educational media as important pedagogical tools to facilitate inclusion. Far from solving this complex problem of qualitative inclusion in that universe, the experience of Pibid in this case contributed so that the graduates could recognize and intervene on one of the innumerable specificities of this future space of profession, as well as permitted the school community dialogued and propagated a language and culture that need to be better included in the educational process.

These specificities of the school reached by the Project refers to an approach that Roger Firth (2012), based on Basil Bernstein's theory of pedagogical device (1983), calls the reconceptualization of geography as a school discipline. The context (social, political, educational) of this discipline will always be fundamental for any construction of a practical rationality and a theory about curriculum and teaching-learning.

This daily contact more consolidated with the school community, and in particular with the micro-space (within the classroom), potentiates not only the initial training of the scholarship graduates but also the geography education of the school students who, by dynamic of the project, feel motivated to participate in the agenda of activities and

strategies systematically planned by the team of subprojects. It can therefore be said that although the primary objective established by the CAPES promotion agency is the qualification of the initial professionalization for teaching, this Program has promoted a double-track formation of both the graduates and the graduates of basic and secondary education.

## **Conclusion**

### **The Current Situation of Pibid in the Brazilian Education Context**

In the context in which this article is written, the PIBID undergoes a reorientation. In despite of the acceptance, by positive results since 2007, it is a policy under real threat of extinction, whose chronology begins with the redefinition of format and announcement of interruption, which almost culminated in the dismissal of 70,000 scholars undergraduate and 5,000 schools. The creation of forums for struggles for continuity, highlighting the National Forum of PIBID (FORPIBID), intermediated public audiences and spaces of resistance and culminated in a very fragile maintenance of this policy, throughout the Brazilian territory. Regarding this aspect of the quota reduction, it is worth noting that only in UECE, where the author works, there was published submission and approval of 55 Subprojects in 2018. A few days after publication, 45,5% of them were suppressed by the fomentation agency.

The drastic decrease in quotas breaks the continuity of already consolidated subprojects, including in the Geography area, as well as limits the creation of new PIBIDs. It is a usual situation of policies created as project of government instead of being policies of State, in despite of the historic gaps between university and school during professionalization of teaching.

The current deep crisis of Basic and Secondary Education in Brazil has been marked by a Reform of Secondary Education that contradicts in serious aspects the Law of Guidelines and Bases of National Education and the National Curricular Guidelines, and announces the "flexibilization" of the curriculum, following the international trend of disobligation of disciplines such as Geography in the latter of Secondary Education. In this context, the attempt to undermine policies such as PIBID is refined by the effort to implement new government programs, such as the Pedagogical Residence, under whose designation to integrate the national policy of teacher training, the immersion of the undergraduate student into school in two moments: the first years of incursion are destined to the PIBID and the final years to a Pedagogical Residence, for classes and pedagogic intervention, for the purpose of perfecting the Supervised Practicum.

The undoubted importance of a pedagogical residence, as widespread by educators as Nóvoa, in the context of a new model of initial formation and professional induction (Nóvoa, 2017), is not contested here. What is a concern is precisely the interruption of this perspective of residence that was already established through the PIBID. It is the restlessness about the future of a program, suddenly suppressed, when was beginning to reap the first results of an initiation to teaching. In the scope of the geography undergraduates investigated, Pibid was crucial to open the collaboration of the decisive spaces and subjects involved in the initial training and the reflection-in-action during this formative process. We close this paper in this context of deep uncertainties.

## Suggestions

The concerns raised in this paper refer to the socio-historical processes and contexts of a particular territory, but involve common and universal policy challenges inherent to the professionalization of teaching in geography. In this sense, the research points to:

Extension of curricular time within the school space during initial education, in addition to supervised practice in geography, providing greater knowledge of school daily life and teaching professionalism.

Expansion of university intervention projects in the area of geography, including the maintenance of Pibid, which has promoted feedback between thinking, incursion and renewal of teaching practice, as well as enhancing continuing education, as the program provides teachers of schools the return to university.

Strengthening of the theoretical-pedagogical dimension in professionalization, with emphasis on the investigative aspect. It was found that the loss of contact between the school and the educational institutions unfortunately implies a weakening of the practical dimension and the constitution of professional identity with the work field also in the research sphere.

Growth of scientific events, the production of monographic works, dissertations and theses in this area of initial teacher education in geography.

## References

- Alarcão, I; Canha, B. (2013). *Supervisão e Colaboração: uma relação para o desenvolvimento*. Portugal: Porto Editora.
- Apple, M. (2012). *Education and power*. New York: Routledge.
- Audigier, F. (1994). La didactique de la Géographie In: DESPLANQUES, P. (coord). *La Géographie en college et en lycée* (102-107). Paris: Hachette.
- Audigier, F. (1997). Histoire et géographie: un modèle disciplinaire pour penser l'identité professionnelle. *Recherche & Formation*, 25, 9-21. <https://doi.org/10.3406/refor.1997.1421>
- Biddulph, M., Lambert, D. & Balderstone, D. (2015). *Learning to teach geography in the secondary school*. Abingdon: Routledge.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. New York: D.C. Heath and Company.
- Estrela, A. (1994). *Teoria e Prática da Observação de Classes. Uma estratégia de formação de professores*. Porto: Porto Editora.
- Firth, R. (2012). Recontextualising geography as a school subject. In: LAMBERT, D; JONES, M. (Eds.). *Debates in Geography Education* (pp. 275-286). New York: Routledge.
- Goodson, I (1997). *A Construção Social do Currículo*. Lisboa: Educa.
- Lambert, D; Morgan, J. (2009). Corrupting the curriculum? The case of geography. *London Review of Education*, 7(2), 147-157. <http://dx.doi.org/10.1080/14748460902990419>
- Lestegás, F. R. (2002) Concebir la geografía escolar desde una nueva perspectiva: una disciplina al servicio de la cultura escolar. *Boletín de geógrafos españoles*, 33, 173-186.
- MEC/Brasil Capes Fnde (2007). Edital Mec/Capes/Fnde.

- Mialaret, G. (1980). Fatores que determinam uma situação educativa. In: Mialaret, G. *Introdução às ciências da educação*. Lisboa: Moraes.
- Nascimento, M. A. G. (2012). Pibid Geografia: A escola como lugar de vivência e aprendizagem: inovação e difusão de metodologias do Ensino de Geografia. *Pibid Geography Uece Subproject*. Fortaleza, Ce.
- Nóvoa, A. (org.) (1992). *Os professores e sua formação*. Lisboa: Dom Quixote.
- Nóvoa, A. (2017, November). Diminuir a autonomia docente cria apenas soluções paliativas. *Revista Educação*, 239, 27-29.
- OECD (2005). *Developing Teachers' Knowledge and Skills Pointers for policy development*. Retrieved from <http://www.oecd.org/education/school/45399491.pdf>
- Pacheco, J.A. e Serafini, O. (1990). A observação como elemento regulador da tomada de decisões: A proposta de um instrumento. *Revista portuguesa de Educação*, 3(2), 1-19.
- Pimenta, S. G. (1999). Formação de professores: identidade e saberes da docência. In: PIMENTA, S. G. (Eds.). *Saberes pedagógicos e atividade docente* (pp. 15-34). São Paulo: Cortez Editora.
- Rodrigues, A. (2001). A Investigação do núcleo magmático do processo educativo: A observação de situações educativas. In A. Estrela & J. Ferreira (Eds.). *Investigação em Educação: Métodos e Técnicas* (pp. 59-70). Lisboa: Educa.
- Pimenta, S. G. e Ghedin, E. (orgs.). (2002). *Professor reflexivo no Brasil: gênese e crítica de um conceito*. São Paulo: Cortez.
- Schon, D. A. (1983). *The reflective practitioner: how professionals think in action*. Nova York: Basic Books.
- Tardif, M. (2000). Saberes profissionais dos professores e conhecimentos universitários: elementos para uma epistemologia da prática profissional dos professores e suas consequências em relação à formação para o magistério. *Revista Brasileira de Educação Anped*, 13(3), 5-24.
- Tardif, M. (2002). *Saberes docentes e formação profissional*. Petrópolis: Vozes.
- Tardif, M; Lessard, C. (2008). *O Trabalho Docente*. 4a edição. Petrópolis: Vozes.
- UECE (2012). A vida Docente na Escola II. *Pibid Uece Institutional Project*. Fortaleza, Ce.
- World Bank (2009). *Teacher Educational Quality Assurance/ Teacher Educators and Initial Education Programs*. Retrieved from <http://siteresources.worldbank.org/INTSOUTHASIA/Resources/PolicyBrief4.pdf>
- World Bank (2015). *Great Teachers: How to Raise Student Learning in Latin America and the Caribbean*. Retrieved from <https://openknowledge.worldbank.org/handle/10986/20488>

### **Biographical Statement**

**Maria Anezilany GOMES DO NASCIMENTO** is an Assistant Professor at State University of Ceara, in Brazil. Her research focuses on teaching geography, with emphasis on teacher training, curriculum issues, university-school relationship and methodologies of teaching geography. Her areas of interest include urban and spatial planning.