

## Collaborative training of teachers in the annals of ENDIPE



<https://doi.org/10.56238/uniknowindevolp-092>

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### ABSTRACT

This chapter presents a survey of papers published in the annals of ENDIPE on collaborative teacher training in the São Paulo State Government's Ler e Escrever Program. The search was made in the electronic annals available on the internet of the events that took place between 2008 and 2018. All the proceedings were found. There is a variety in the

format of the proceedings as well as the way in which the papers were accessed. These research steps will be specified when addressing each scientific event researched. The analysis of the papers above allows us to state that the topic of collaborative teacher training has been the subject of important and numerous investigations. They reinforce the reflections that give this form of training the centrality of efforts to promote a significant impact on teachers' professional development.

**Keywords:** Collaborative teacher training, Read and Write Program, ENDIPE.

## 1 INTRODUCTION

In 2017 the Carlos Chagas Foundation released a report on studies that address what the text calls effective teacher training. They searched the world literature for papers that made longitudinal studies on what had been published about teachers' initiatives that were considered successful. They found publications in some countries (in Brazil no publication was found that met the search criteria of the report) that, taken together, defined the elements of an effective training: focus on the knowledge of the content to be taught, on the method of teaching, with active methods and in a collaborative way, consistent with other governmental formations and programs and of prolonged duration.

Based on the literature analyzed, the report explained each of these elements and provided indications of initiatives in the target countries of the effective program investigations. He mentioned some developed in Brazil, such as mentoring at the Federal University of São Carlos and teacher training in Sobral, Ceará. However, he did not mention the teacher training carried out within the Read and Write Program of the State Department of Education of São Paulo. Other studies on the Program show that it can be characterized as an effective program according to the parameters provided by the international literature analyzed in the report.

Studying the entire configuration, course and performance of teacher training in Reading and Writing in order to demonstrate that all of it has developed training that focused on the pedagogical content, on the method of teaching, in an active and collaborative way, in a coherent way and with prolonged duration is a task to be developed and explained in more than one opportunity. This time,



the text on screen, which integrates the author's postdoctoral work, will focus on bringing to light the results of research on the collaborative trait of teacher training in the referred Program, which is one of the characteristics of effective training.

To account for this objective, a bibliographic survey of articles, dissertations, theses and works published in the annals of scientific events was carried out: National Association of Graduate Studies and Research in Education (ANPED), National Meeting of Didactics and Teaching Practice (ENDIPE), São Paulo State Congress of Educator Training (CEPFE) and National Congress of Teacher Education (CNFP). The text on screen will bring the results of the investigation that had as source the works published in the annals of ENDIPE. The search was made in the electronic annals available on the internet of the events that occurred between 2008 and 2018. All annals were located. There is a variety in the format of the annals as well as in the way the access to the works was made. The specification of these research steps will be made when addressing each scientific event researched.

### 1.1 THE QUESTION ARISES

In a report produced by the Carlos Chagas Foundation, *Continuing education of teachers: contribution of evidence-based literature* (Moriconi et al, 2017), the objective was to provide indications to managers, educators and researchers about effective policies for continuing education of teachers. To this end, the researchers resorted to a bibliographic research on literature review works that compiled empirical studies on successful training experiences. They located 4 main works: three from the United States and one from New Zealand. No Brazilian studies were located.

The text states that there are five common characteristics in successful experiences: (1) focus on pedagogical knowledge of the content; (2) active learning methods; (3) collective participation; (4) prolonged duration, and (5) consistency.

The first characteristic indicates that these courses took into account and focused on understanding how the contents of the disciplines are structured and articulated with each other. There is concern with the way in which students learn, directly affecting the way teachers teach.

The use of active learning methods are triggered when teachers are called to an active participation in their training through the exposure of practices, in situations in which it is observed by a colleague and with him can exchange impressions about its performance, without tone of criticism and evaluation, when it can plan new methods and sequences, when he argues among peers and when he produces written works. In active participation, what counts the most, according to the studies that the report provides, are not the innovative forms, the resources, but the support that teachers perceive can come from peers and the interaction that is established and maintained between them and the trainers. Addressing the challenges of everyday school life in this way, teachers are building a culture of professional collaboration.



The process of forming a team is favorable to the improvement in the teaching and learning process. Teachers immersed in prolonged, intensive, continuous training that allows frequent contact with each other and with the trainers, in which a network of constant feedback is established, are indicated as those who best take advantage of the training process.

In addition to the importance of collective participation, the report also highlights, based on evidence from the literature, that "[...] more important than the participation of teachers from a previously existing group, would be the guarantee of support and interaction between the participating teachers and/or between the participants and trainers, that is, of professional collaboration" (Moriconi et al, 2017, p. 35).

Several types of professional collaboration are indicated as existing in successful initiatives: help to address everyday problems, faculty exchanges, study groups, collaborative workshops, observation of practices with feedback, work and projects together. What, in short, characterizes professional collaboration is to be inserted, to be part of and to contribute to a group of professionals who mutually exchange experiences, knowledge, strategies, who are open to dialogue, the exposure of successes and failures, in which there is room for empathy, dialogue, help, support, divergent opinions and a joint and uninterruptedly investigative exercise, reflective and purposeful.

Regarding the prolonged duration, the report states (p. 38) that the studies consulted do not present a definition of what would be considered ideal in terms of duration time, intensity and frequency of contact between students and trainers (aspects pointed out as relevant) but clearly point out what would not be: lectures, *workshops*, one-day events, short courses, sporadically and in isolation and with interruption of contact between the participants and the teacher trainers. The authors cite experience of six months to two, up to five years, as enhancers of effective training. They also studied programs of shorter duration, but in which the contact between students and trainers was maintained with meetings at least fortnightly.

As for consistency, there is no consensus in the literature. But teacher education policies that are articulated with government programs, curricular policies, that make sense in a formative path, that include current scientific research, that take into account the needs, knowledge and experience of teachers, can be considered coherent.

Although the report states that it did not locate literature review studies produced in Brazil that analyze effective training practices, it cites Brazilian programs that present at least some of the characteristics of effective programs. As for the focus on the pedagogical knowledge of the content, it indicates some experiences: Curricular Parameters in action; School Learning Management Program, Literacy, among others. The coherence, according to the report, can be located, in Brazil, in the measures of teacher education in the municipality of Sobral (CE). The report cites the Mentoring Program of the Teachers' Portal of the Federal University of São Carlos as a way to encourage and



effect a collaborative spirit between teachers and a team to support training and performance, in this case, the mentors of the program.

The Carlos Chagas Foundation report does not include an initiative in which the elements of an effective training developed in the Reading and Writing Program, launched in 2007 by the State Secretariat of Education of the State of São Paulo (SEESP), can be located. However, the research of Prado (2017a), Tardelli (2017), Febronio (2017) and Bioto-Cavalcanti (2017) on the program analyzes the modality of teacher education adopted, providing evidence that allows us to affirm that their actions present the five characteristics of effective initiatives in teacher education.

Reading and Writing was constituted in the midst of the actions of the São Paulo Faz Escola Program as one of the measures to promote the improvement of the quality of education in the state. It was defined through Resolution SE No. 86 of 12/19/07 and implemented in the schools of the network in 2008 and in 2009 on the coast and interior of the state. Its main objective was to literate, by 2010, all students up to 8 years of age in the state network and recover the learning of reading and writing of students of all grades of the initial years of elementary school.

The program was constituted as a public policy for Cycle I of elementary school in public schools in São Paulo. It is also a training program for teachers and the staff responsible for its implementation in schools. It is a program to monitor the performance of teachers, student learning, the involvement of schools and the effectiveness of their theoretical and methodological proposals, the elaboration and distribution of pedagogical materials and other subsidies linked to the guidelines of the program, such as textbooks, comic books, videos, newspapers, etc.

One of the assumptions of the program is the continuing education of the professionals involved, subsidizing the work of graduating to graduate, reaching the PC, the classroom teacher, the Coordinating Professor of the Pedagogical Center (PCNP), the teaching supervisor responsible for the initial years in each teaching board, the program trainers (consultants, advisors and technicians of SEESP) and the SEESP professionals responsible for the program.

According to the literature consulted on Reading and Writing and cited above, the program focuses on the pedagogical content since it is essential in the program to study the theoretical-methodological foundations of literacy and literacy elaborated, for example, by Emília Ferreiro and Ana Teberosky.

Many formative meetings of the program have this purpose: to discuss and deepen the theoretical-methodological knowledge of the literacy process. In the Planning Guides and Didactic Guidelines of the program, from the first to the fifth year, the presence of the strong theoretical basis finds expression.

The active learning methods can be seen in the reports of the training meetings and in the guidelines elaborated by PCNPs and PCs (Cf. Tardelli, 2017).



The prolonged duration is proven by the continuity of the training actions that took place more emphatically from 2007 to 2015, according to information from one of the trainers of SEESP (Cf Prudêncio, 2017), in addition to what was documented on the Ler e Escrever website and in the years of training practices carried out by PCNPs and PCs of the teaching directorates.

There are indications of the coherence of the teacher training program of Reading and Writing that can be seen from the legal provisions that instituted it, through the pedagogical material produced, the conduct of continuing education, the events in which the practices were presented, such as the International Seminar in Águas de Lindóia in 2012 and the Seminar on Good Practices, in 2013 (Cf. Prado, 2016).

But what matters here are the actions of Reading and writing that allow a reading, interpretation and investigation to characterize them as practices of collective participation or collaborative formation, as other authors designate. In a projection of studies, a joint investigation of the program, in view of the indications and indications announced here briefly, may provide sufficient evidence to characterize the training actions of Reading and Writing as an effective initiative, making them alongside the initiatives studied in other countries, as reported by Moriconi et al (2017).

I proposed, then, to investigate the continuing education of teachers in Reading and Writing in order to find in the literature elements that would allow me to affirm it as collaborative, keeping all the hindrances of this affirmation in a neoliberal context, in the wake of the establishment of technologies of the self, the logic of performativity, competitiveness, the existence of managerialism in public schools and society in general and the growing individualism.

## 1.2 RESEARCH IN THE ANNALS OF ENDIPE

The research in the annals of ENDIPE went through the meetings that took place from 2008 to 2018. In each edition the works presented were organized in different ways (books, annals, cd rom).

The papers presented in the **2008 ENDIPE** were distributed in four books and in the annals of the event. The files have been scanned *online* because there is no option to do the *download* in the material. In both the annals and the books, no work was found that corresponds to the objective of the research.

The **ENDIPE of 2010** organized the works presented in books and cd rom containing texts of the panels and *posters*. The search was made by reading the title of each chapter of each book. No papers were selected for reading. In the cd rom the works are distributed in sub-themes. This study is interested in subthemes 25 (teacher training) and 26 (educational policies). In the panels, consulted nominally, no work was located in the two subthemes.

In the posters, in subitem 25, teacher education, 2 papers were selected: **(1)** The contribution of collaborative work in science in the training of elementary school teachers in the current educational



context, by *Silmara Santoreto de Oliveira* and (2) *Continuing education and cultural training of literacy teachers: a study on the participants of the programs Letra e Vida and Ler e Escrever (Letter and Life) and Reading and Writing*, by *Luciana Riboli de Oliveira*.

To organize the work of **ENDIPE 2012**, three books were produced. In this part 2.3, Teacher training programs: among conceptions, proposals and experiences, 2 papers were selected. They are: (1) *Research communities and possibilities of teacher learning and professional development*, by *Vanessa Moreira Crecci* and *Dario Fiorentini* and (2) *Challenges in the construction of collective teaching work in schools for (trans) teacher training*, by *Maria Silvia Pinto De Moura Librandi Da Rocha*.

The papers presented at **ENDIPE 2014** were organized into 4 *e-books* that can be downloaded from the internet. The search was done in the 4 *e-books* because the file saved in pdf allows the search by terms and keywords.

2 papers **were selected**: (1) *Collaborative training of teachers in service: JAM a success case*, by *Neusely Fernandes Silva-Speakes* and (2) *Teaching activity in a public school in São Paulo: analysis of the appropriation and use of the proposals of the Reading and Writing Program in the classroom*, by *Marília Alves Facco* and *Claudia Leme Ferreira Davis*.

**ENDIPE 2016** produced 4 *e-books* and electronic annals to organize the works presented. The titles of the e-book indexes were consulted individually. No work was selected.

The annals of the 2016 event comprise 12,981 works distributed in the three thematic axes of the event. The search was done by keyword. In the annals were located **6 works** for further reading. They are: (1) *Didactic resources for the teaching of the mother tongue in the early years*, by *Renata Rinaldi* and *Ana Luiza Parisotto*; (2) *The continuing education of teachers in the conception of the managing agents of the training actions of the South 2 education board in São Paulo*, by *Wellington Rodrigues da Silva*; (3) *Collaborative training of in-service teachers: a possibility of democratic construction*, by *Neusely Fernandes da Silva-Speakes*; (4) *The public policy of continuing education in the state of Mato Grosso: professional development of teacher trainers*, by *Silvia Matsuoka*; (5) *Professional development and the collaborative proposal: a possible path*, by *José Henrique dos Santos*, *Fabio Bernardo Bastos* and *Bruno de Oliveira Costa* and (6) *Continuing teacher education as an epistemological issue*, by *Kátia Augusta Curado Pinheiro Cordeiro da Silva*.

The Annals of **ENDIPE 2018** are available for consultation on the internet. It is a heavy file that takes time to download. The event had 3 thematic axes, each of them divided into 3 sub-axes. Not found **none** work related to the theme of this research.



### 1.3 ANALYZING THE WORKS FOUND IN THE ANNALS OF ENDIPE

To discuss the works located in the annals of ENDIPE it was decided to group them into two topics: one on Reading and Writing and the other on collaborative training. About Reading and Writing were selected 4 works and for collaborative training, 8.

The first topic includes the works (1) *Didactic resources for the teaching of mother tongue in the early years*, by Renata Portela Rinaldi and Ana Luiza Videria Parisoto (2016); (2) *Teaching activity in a public school in São Paulo: analysis of the appropriation and use of the proposals of the Reading and Writing in the classroom program*, by Marília Alves Facco and Claudia Leme Ferreira Davis (2014); (3) *Continuing education and cultural training of literacy teachers: a study on the participants of the programs Letra e Vida e Ler e Escrever (Reading and Writing)*, by Luciana Riboli de Oliveira (2010), and (4) *The continuing education of teachers in the conception of the managing agents of the training actions of the south education board 2- São Paulo*, by Wellynton Rodrigues da Silva (2016). The order in the exposition of the texts was due to the establishment of a logical order of the arguments.

The work of Rinaldi and Parisoto (2016) investigated what were the didactic resources used by teachers of the initial years of elementary school in public schools in a city in the interior of São Paulo for the teaching of mother tongue. It also sought to apprehend what managers (principals, vice-principals and pedagogical coordinators) understood to be the main didactic resources available in schools and used by teachers. A survey method was conducted with 159 teachers and 33 managers. From the data collected, it is concluded that for teachers the textbook is the main resource used (97.5%), followed by support materials, including Reading and Writing, including others such as PNAIC and EMAI (57.23%). For managers (90, 90%) the textbook is also the main resource used with concrete materials, followed by support materials such as EMAI and Reading and Writing (57.57%).

The work of Facco and Davis (2014) analyzes the senses and meanings that a teacher of a state public school, located in the metropolitan region with 12 years of experience in literacy and 27 in the public teaching of São Paulo, attributes the formation of Reading and Writing and its pedagogical practice, as well as analyzes the practice of this teacher based on observations, recordings of lessons and self-confrontations. In an interview, the teacher informed that she had already attended, as part of her continuing education, those offered by the Ipê, Letra e Vida Project and the Reading and Writing course itself.

The analysis that the authors make of Renata's work goes in the direction of affirming that the teacher's practice is guided by technical rationality, which seems to have appropriated the theoretical proposals of the program although it finds it difficult to put them into practice, which they attribute to the gaps in training offered at school and the lack of planning of activities. They also affirm that the teacher uses the proposals of the Guide of the Planning of the Teacher of Reading and Writing because these feed a repetitive, prescriptive practice, but that gives results with its students.



According to Renata, the work of the school coordinator left something to be desired because they seemed poorly planned, which discouraged the group from studying, discussing practices and problems encountered in daily life. Thus, it points out that it remained for the teachers to resort to the material of the program as support of activities.

Facco and Davis (2014) conclude that the work of Renata and many other teachers could have benefited from better structural and formative conditions offered at school.

Investigating the cultural conditions of teachers, more specifically their cultural capital, Oliveira (2010) intends to demonstrate the hypothesis that guides his master's work, which is "[...] teachers who present a cultural capital with fewer training gaps are those who have the greatest possibility of appropriating the literacy proposal of the continuing education programs in question" (p. 8). The programs in question are Letra e Vida and Ler e Escrever (Reading and Writing). Letra e Vida was the name given to the PROFA of the MEC when it was adopted by the state of São Paulo. Reading and Writing was instituted in the continuity of Letra e Vida, in 2008.

Oliveira (2010) uses Pierre Bourdieu as his theoretical framework when using the term cultural capital. Pointing out that the processes of appropriation of literacy proposals by teachers is a fundamental part of the strategies to overcome the challenges of this stage of learning, the author points out that she will investigate through interviews and questionnaires dimensions of the *habitus* of teachers, their social origin and trajectories of professional training. Different cultural capitals can be associated with different forms of appropriation of the training proposals of the Letter and Life and Reading and Writing programs and also with the performance of these teachers measured through the students' learning in the external systematic evaluation tests, the author concludes.

Concluding the analysis of the works of ENDIPE located that address aspects of Reading and Writing is that of Wellynton Rodrigues da Silva, *The continuing education of teachers in the conception of the managing agents of the training actions of the board of education south 2- São Paulo*, presented at the meeting of 2016. Silva (2016) investigates the continuing education courses of elementary school teachers, with emphasis on literacy, from the perspective of the managers of the formations in the south 2 education board of the city of São Paulo, the Coordinating Teachers of Pedagogical Workshop (PCOP). Through scripts for document analysis, interviews with managers and observation of the environment and work routine, sought to identify, describe and analyze the conceptions and actions of these training agents.

The text ends up characterizing the Reading and Writing Program as a form of teacher training and not as an experience of continuing education. Because it is a closed package it leaves no room for the trainers of the boards of education to opine, to create. But according to the interviewees, despite this closed characteristic in the training of teachers within the program, the actions have given good results.





But there is the possibility of the courses proposed by the PCOPs, even within the *timing* of Reading and Writing, being approved and developed according to the needs of the schools and their teams, seen by the PCOPS, which can be checked in the reading of the master's thesis of Élide Ap. Tardelli (2014), *A proposal for in-service training: teachers in the role of pedagogical coordinators of the public network*. In the work, Tardelli, PCOP of the East 1 school board, elaborates, proposes and executes a training course for pedagogical coordinators of the schools that he attended within the Reading and Writing program. The PCOP had contacted the need of the 24 beginner coordinators of a basic training to meet the prerogatives of the formative work of the program.

As a counterpoint I would like to offer the analysis the fact that teachers, coordinators and other members of the teaching staff make up what Nóvoa (1995) calls the body of state employees. The State, since the nineteenth century, certifies, hires and prepares its faculty, and those who become its employees are integrated into its systems of professional standards and procedures, in an inclusive way, to ensure the coherence of this body of state officials. We are not defending blind obedience here, but it is necessary to ponder this fact and verify, according to the words of the coordinators interviewed in that article, the space for maneuver and adjustments that exist and that ends up constituting even one of the characteristics of the teaching profession. According to Certeau (2013), the state has its strategies, but ordinary men construct tactics to face them, to move between them, to circumvent them (which does not fit the object of the analyzed article) or to recreate them in order to make more sense in their daily tasks.

Certeau can also add the arguments of Ball et al (2016) in the sense of the performance of policies in schools. Policies are acted, not implemented and each school, principal, coordinator and teacher ends up recreating, bringing to themselves, using their professional knowledge (Tardif, 2002) in order to make them, so to speak, feasible, within an already existing context.

I think that the great question is not to eternally reaffirm the existing conflict between the state and the teachers (or coordinators, or directors, or any other professional of education, a conflict that is proper to the social structure in which we move, still existing, still, and this still placed purposely to indicate the temporal and historical character of the social arrangements) but to look at the different social factors, politicians and professionals present in this relationship not as absolute determinants but as facilitators or hinderers of the process of exercising the profession and of the educational practice (Cf. Giovanni, 2003, p. 209).

We now bring the analysis of the works of ENDIPE that refer to experiences of teacher training based on a **collaborative perspective**. They are: (1) *The contribution of collaborative work in science in the training of elementary school teachers in the current educational context*, by Silmara Santoreto de Oliveira (2010); (2) *The public policy of continuing education in the state of Mato Grosso: professional development of teacher trainers*, by Silvia Matsuoka (2016); (3) *Continuing teacher*



*education as an epistemological issue*, by Kátia Augusta Curado Pinheiro Cordeiro da Silva (2016); (4) *Collaborative training of in-service teachers: JAM a success story*, by Neusely Fernandes Silva-Speakes (2014); (5) *Collaborative training of in-service teachers: a possibility of democratic construction*, also by Neusely Fernandes Silva-Speakes (2016); (6) *Professional development and the collaborative proposal: a possible path*, by José Henrique dos Santos; Fabio Bernardo Bastos and Bruno de Oliveira Costa (2016); (7) *Research communities and possibilities of teacher learning and professional development*, by Vanessa Moreira Crecci and Dario Fiorentini (2012) and (8) *Challenges in the construction of collaborative work in schools for teacher (trans)training*, by Maria Silvia Pinto De Moura Librandi Da Rocha (2012).

The work of Silmara Sartoreto de Oliveira (2010) states in its introduction that it will analyze the collaborative practice between teachers in service and managers in education, being a research carried out in the school itself. The text was read in full, like the others, and only on the penultimate page did the author give notice that it was a research on formative practice proposed from outside the school and the education system, which mischaracterized it for the study in question. It should also be pointed out that the research itself was not carried out due to lack of interest of the professors and agenda, as the author announces on the last page of the text.

Or text *The public policy of continuing education in the state of Mato Grosso: professional development of teacher trainers*, by Silvia Matsuoka (2016) made an analysis of the work of the teacher teacher trainer in the public network of Mato Grosso. To this end, the documental analysis was carried out, the focus group with the teacher trainers and interviews with the managers responsible for the implementation of the training policy in the state.

As a tonic of the proposal for training in the state, it is based on a collaborative perspective, expressed in its guiding documents. Centering the formation in the school, based on the dialogue between the subjects and on the epistemology of the practice are other complementary principles observed in the research.

Matsuoka uses the arguments of Baktin and Vigostki to read some of the data collected and states that "[...] the relationship between the trainer and the school teacher is dialogical, a verbal interaction mediated by language, which in turn becomes a symbolic interaction, because the subjects are inserted in a historical and sociocultural context" (Matsuoka, 2016, pp. 8480-8481).

The epistemology of practice as one of the orientations in teacher education proposals appears in the chapter *Continuous teacher education as an epistemological issue*, by Katia Augusta Curado Pinheiro Cordeiro da Silva, published in Book 4 of ENDIPE of 2016. The author points out that training is more than training, it is to produce humanity from the reality of the school, pedagogical practices and reflected contexts. It points out the positivity of a collective production of education, seeking to attribute meaning and function to the school, aiming at human emancipation. It is understood that there



is, then, an *epistemology of praxis*, which goes beyond the epistemology of practice, which according to the author, can fall into a dictatorship of practice, hindering the dialogue with the school, the subjects, the identity of the teacher and a transformative social project.

The works of Neusely Fernandes Silva-Speakes aim to describe and analyze the elements of a continuous training program in service at the José Aureo Monjardim Municipal Elementary School, in Vitória-ES, which characterize it as a collegiate activity. The first text of 2014 is the result of his master's thesis whose focus was the process of constitution of the school itself. In the second (2016), part of doctoral research underway at the time, it detects structuring elements of a formative process "[...] capable of promoting significant changes in school and in the creation of new perspectives for education" (2016, p. 7896).

Two excerpts are fundamental to understand the articulation of the structuring elements with the object of the text and its conclusions:

The common interest - which drives the construction and consolidation of the JAM project and is strengthened in the atmosphere of collaboration present throughout the process. The school emerged when the convergence of interests of the residents of Fradinhos and professionals of SEME happened, but, as can be seen from what has already been presented, this interest had to be genuine to withstand all the adversities. The prominent objective was to produce and provide a differentiated education, which is identified with a "process of innovation capable of producing important social transformations (CANÁRIO, 2006, p. 157)". There were many, from that place, wanting to take care of the school and the school that wanted them within it, in a harmonious relationship of partnership and this "interaction with the community induced another way of facing the students, of valuing their experience, their knowledge (CANÁRIO, 2006, p. 157). (Smith-Speakes, 2014, p. 03159)

It can be inferred from the excerpts, in context with the work of Silva-Speakes, that the JAM school has a history of claim and participation, since its foundation. The project of the school, written collectively, cited in the text, is one of the expressions of the mentality and the *modus operandi* of the school, constituted collectively. In this way, the practices of collective study, mentioned as one of the structuring elements, compose the school culture, as well as the pursuit of interests, actions and collective ends, which, in turn, goes against isolation, individualism and practices and balkanization already pointed out by authors such as Lima (2002) as one of the ways to hinder the creation and development of a culture and collaborative practices.

The text by Santos, Bastos and Costa (2016) analyzed the development of a collaborative training project with 35 elementary school physical education teachers from the municipal network of Rio de Janeiro. Because it is a text about training developed from the action of an agent external to the public network, in this case the university, the text will not be analyzed here.

Crecci and Fiorentini (2012) studied the professional development and constitution of the teaching professionalism of mathematics teachers who participate in nine different collaborative groups.



The form teachers located from their production of works in events and book chapters. Data were collected by questionnaires sent to teachers; 28 responded, belonging to 8 different groups.

According to the interviewees, the groups are made up of teachers who are not accommodated with the situations presented and who seek new ways of teaching, of understanding the educational phenomenon and of building alternatives to the challenges of teaching. They are teachers who reflect on their practice in an interactive and dialogical sense, giving the discussions and formations a political character in which the sensitivity to hierarchy, equity and construction of autonomy is presented.

In this way, they tend to constitute coo transformative intellectuals, as already pointed out by Giroux (1997). In the words of one of the teachers who participated in the research of Crecci and Fiorentini (2012), one of the feelings of those who participate in the groups is "to dream collectively and believe that a teaching of mathematics can be meaningful for students." (Crecci and Fiorentini, 2012, p. 6)

In the relationship with the other, teachers develop a practice that is reflective and investigative. One of the teachers points out that "[...] The most important thing is to always be guided by the needs of our classroom practices, but without losing focus on the need for constant study. Not only a consumerist study, but a critical one, creator of new theories, based on practice" (Idem). It should be noted that the constant study as one of the practices present in collaborative training was also pointed out in the work of Silva-Speakes (2014). They conclude the work by pointing out that collaborative training gives voice and turn to the protagonists of teaching in school, the teachers, as already pointed out by Giroux (1999).

Or work by Maria Silvia Pinto da Moura Librandi da Rocha (2012), *Challenges in the construction of collective work in schools for teacher (trans)training* investigated how an elementary school I implements the training of literacy teachers using for both the proposals and materials of the educational policy of the state of Minas Gerais elaborated for this purpose. The researcher followed seven training meetings, analyzed the curricular documents and the instructional material on which the pedagogical practices of the literacy students should be based. The meetings were attended by 13 teachers, the school supervisor, the principal and an occasional teacher. Each meeting had its hours of duration and were recorded for qualitative analysis.

The author begins the text with theoretical considerations about the collective work in the school, presents the methodology and the research procedures. Move on to the data, excerpts from the speeches, and the comments. In the first episode reported, it brings the supervisor's speech, emphasizing the importance of the study in the moments of formation so that something is added to the daily practices. The subsequent excerpts, with speeches by the principal and the teachers, end up reinforcing this emphasis on practical activities. The teachers discuss what book the story is in, the activity they gave in class to write about egg and lollipop, the perception they have of the order of the



proposed activities and the quality of the material. The debate on literacy and literacy presents many contradictions and inconsistencies, according to the author (p. 32). There is no excerpt with positions of the supervisor or the director seeking to lead the debate to in-depth discussions.

Rocha (2012) also highlights, theoretically, the conflicts in the formations, what she calls conflict. The excerpts present in the text show the silences, the careful positions of the teachers through the presence of the researcher (spectator) and the superiors, but nothing that in our opinion denotes conflict. There are different positions. Each teacher expresses their opinion. And in that differentiation there can be equity.

## 2 FINAL CONSIDERATIONS

The analysis made of the above works allows us to affirm that the theme of collaborative teacher education has been the target of important and numerous investigations. They reinforce the reflections that give this formative modality the centrality of efforts to promote a significant impact on the professional development of teachers.

They point out as qualities, potentialities of collaborative training: (1) the possibility of combating professional isolation and building a collaborative culture in schools, (2) the passage of individual interests and goals to common goals, without disrespecting the individuals belonging to the groups, (3) the creation of a team spirit, (4) construction of a sense of belonging, (5) increased self-confidence and confidence in the group, (6) development of innovative didactic strategies, (7) testing and sharing of teaching methodologies, (8) individual and shared reflective exercise, (9) increasing degree of autonomy among teachers involved in experiences of collaborative formation, (10) strengthening of affective ties, (11) possibility of dialogue and (12) potential for strengthening teaching.

These qualities are present in the trainings carried out in the Reading and Writing Program, both as one of the expressions of this government policy, when the training teams were instituted, and in the work in the school units. Obviously, there were the interdictions to this collaborative process, the interruptions, the noises, the discontinuities, the failures, the hindrances, but the works analyzed here show its realization, even if partial. They talk about learning among peers, being comfortable to expose, exchange impressions and experiences, building together the understanding about the program, building school projects together according to program indications, building a reflective exercise enabling other constructions and feeling inserted in a broad framework of partners, supports, understandings and actions.

Future research may bring to light elements not contemplated here, which allow other statements about the collaborative training of teachers in Reading and Writing. As stated by Giovanni (2003), Zoccal (2011), Figueiredo (2011) and Prado (2017) there are several ways of looking at the



same object, the same phenomenon, there are the qualities and limitations, the hinderers and facilitators, the limits and the possibilities.



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