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Support for Beginning Teachers: Effective and Analyzing a Professional Teaching Induction Project in the State of Rio De Janeiro

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Abstract

The objective of this research-action, teaching and extension project was to support the beginning teacher, who graduated from the Pedagogy courses at UFF-INFES and UFRRJ/IE, raising the difficulties and solutions of this teacher's pedagogical practice, as well as implementing and analyzing strategies of professional induction of the newly graduated professor by the proposed pilot course with a focus on promoting dialogue between university and school. This project was aimed at graduates of Pedagogy courses who started as teachers in the early years of elementary school and early childhood education (with less than 5 years as a teacher). These teachers participated in two pilot courses (one in 2021 and the other in 2022) to help recent graduates in their professional induction through innovative actions that help them to take a leading role in their practices. For this, we seek to investigate: the impact of this program on their professional induction through narrative interviews, accompany them in this process and analyze the difficulties and solutions they found in their pedagogical practice as a result of the help that the project offered them; the role of mentors (teachers running the school) and the University at the beginning of their professional activities. Finally, we concluded that this course worked as a support for beginning teachers, allowing for greater reflection and better professional performance, as well as a way to reduce the shock of reality, demotivation and teacher abandonment.

Keywords: *Beginning teachers, Teaching induction, Teacher education*

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1. Introduction

Firstly, it is necessary to highlight, as we have already explained (Rabelo and Monteiro, 2021a) that, teacher education takes place at different times, not only during initial education, but also during the professional induction phase (on this concept, see Snoeck *et al.*, 2010), in continuing education and professional development as a whole. This means that no one is born with the enlightened "gift" of teaching, although there are personal predispositions, there must be constant learning so that the teacher can handle the challenges and opportunities that he encounters in his daily work. It is continuous, as time brings new problems/questions to the teacher and requires new learning processes.

It should be noted that several studies point to the need for support for beginning teachers, in order to reduce the reality shock that they suffer when entering the teaching career, as well as the consequent demotivation and abandonment of teaching (OECD, 2006; Cochran-Smith *et al.*, 2012; Lapo and Bueno, 2003; Britton *et al.*, 1999; Cruz *et al.*, 1988; Alves,

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1997; Riggs and Sandlin, 2007; Nóvoa, 2017), as well as often working alone, without task sharing or support (Cochran-Smith, 2012; Lima, 2004).

However, as we previously researched (Rabelo and Monteiro, 2019), although innovative actions in Brazil in terms of support for beginning teachers have shown good results and serve as a model for reflection and implementation, they have a negligible representation within a continental country. such as Brazil, and even more so in the State of Rio de Janeiro, needing to be expanded and reflected upon, which is the innovation of this project.

This justifies the relevance, impact and multiplier potential of this project, promoting greater dissemination of the need for professional teaching induction, as well as a possible expansion of these actions with this dissemination and proof of the gains of these programs, which brings direct benefits to education, teaching staff and, consequently, for the improvement of education.

In a previous work (Rabelo, 2019) I identified the models and strategies used by professional induction programs in several countries, including Brazil (Rabelo and Monteiro, 2021b). The analysis of such programs showed that there is a need for greater reflection on pedagogical practice, which can be more productive with the support of someone more experienced and capable who can dialogue with the teacher about their problems and solutions, showing that they are not alone. in this process, especially when a true partnership between universities and schools. However, there are still few initiatives in this regard in Brazil (Pieri, 2010; André, , 2012; Nakayama Brito, 2016; Poladian, 2014), that is, in general, teachers graduate and do not have support at the beginning of their education. career, although we find that there are some efforts in different countries, which demonstrates a worldwide trend to implement these efforts (Eurydice, 2002; OECD, 2006).

These were some of my conclusions from my senior postdoctoral fellowship (which was one of the three awarded in 2017 with a senior postdoctoral fellowship from CNPQ in the area of education) and which were also based on the various national and international contacts I made with authors renowned authors that address the issue and that contributed to the reflection on how induction could be applied in Brazil. These authors also participated in the dossier that I organized, in partnership with Ana Maria Monteiro, published in the *Currículo sem Fronteiras Journal* in 2019, in addition to the VII Congress of Beginning Teachers and Professional Induction (VII Congreprinci) that I organized on the subject in 2021, together with Professor Carlos Marcelo (and other professors from the Universidad de Sevilla), Ana Maria Monteiro (UFRJ, Maria Amélia Reis (UNIRIO), expanding this discussion and establishing partnerships that can improve professional induction in Brazil and in the world.

Such reflections allowed the construction of a new model of professional induction implemented in this research-action, teaching and extension project, linking the departure of initial education to the beginning of the teaching career, bringing the potential to unite academia with society, academic knowledge with everyday school knowledge, initial education with the beginning of the teaching career, theory with practice.

Finally, this project aims to create strategies for this induction to happen in order to unite these two areas, providing the long-awaited union of teaching, research and extension, which I have been looking for since the beginning of my work as a public higher education teacher, especially with research and extension projects.

In this sense, this project came to expand and implement this discussion that I have already carried out, implementing it, proposing to help the beginning teacher as a pilot program carried out with graduates of the Pedagogy course at UFF/INFES (Universidade Federal Fluminense – Instituto Noroeste Fluminense of Higher Education - Santo Antônio de Pádua - RJ) and the UFRRJ/IE (Federal Rural University of Rio de Janeiro - Institute of Education - Seropédica - RJ), who begin as teachers in the early years of elementary school and early childhood education, with the objective that this entry in the profession happens in a way that allows the reflection on the practice.

The strategy analysis carried out earlier allowed us to reflect on the best ways adapted to the aforementioned contexts to carry out an induction program that is simple to apply and with low cost. Thus, the implemented program has the capacity to be adapted and applied in several locations in Brazil and in the world, especially that do not have funds for a program and in countries that do not have mandatory induction programs for teachers.

2. Context in Which the Project is Inserted

Initially, we carried out a survey of graduates who are at the beginning of their teaching career, then we surveyed with these teachers who are the “experienced and recognized” teachers (Nóvoa, 2017) who can help them in schools, being their mentors.

Thus, the first step in selecting the participants was to survey the names and contacts of the graduates of the Pedagogy degrees at UFF/INFES (from 2013 to 2019) and from UFRRJ/IE (from 2015 to 2021) from August to December, 2019 at UFF/INFES (receiving 40 responses) and from October 2020 to February 2021 at UFRRJ/IE (receiving 43 responses) to which an online questionnaire was sent. The greatest difficulty of this task was the outdated contacts of the alumni in the institutions and the consequent need to search for them in social networks.

Concurrently with this step, we performed the analysis of data from the questionnaires, with the consequent survey of graduates of the Pedagogy course who would be at the beginning of their teaching career and contacting them to invite them for an interview and to participate in the course for beginning teachers. During this analysis, a great difficulty was to find beginning teachers in their initial 5 years of teaching early years and early childhood education (13 from UFF/INFES and 15 from UFRRJ/Seropédica - RJ), especially those who worked in public education.

Because of the Covid-19 pandemic, we had to change the format of the interviews and the course itself, which would initially be face-to-face. However, we consider that the dissemination of virtual meeting software during the pandemic period ended up allowing us to obtain the availability of graduates who were in different places, and who would hardly be able to be present in the same place, which allowed the exchange of experiences from different places.

After the selection phase, the pilot program consisted of 3 graduates from the Pedagogy course at UFF/INFES and 3 graduates from the Pedagogy course at UFRRJ/IE who had started as teachers in the early years of elementary school and early childhood education (having less than 5 years as a teacher), as well as 3 mentors from the elementary schools where the graduates work, who were chosen for the recognition they get from their peers (especially the beginning teacher himself, but also consulting managers, teaching colleagues and other professionals from the education). That is, with a total of 12 teachers who participated in the pilot program.

Before starting the pilot program, narrative interviews were carried out in virtual format by Google Meet in March/2021 with selected graduates from UFF/INFES and in March/2022 with selected graduates from UFRRJ/IE, about aspects of their education and development, professional, as well as the difficulties and solutions they find in the pedagogical practice, finally indicating their respective mentors who were also interviewed in the same period.

The course itself was carried out by Google Meet and Zoom, effectively, from March 2021 to July 2021 with UFF/INFES graduates and their mentors, as well as the course with UFRRJ/IE graduates and their mentors started in April/2022, scheduled to end in July 2022. The meetings were recorded and took place weekly for two and a half hours (2:30h) on a day of the week agreed with the group of participants.

The objective of the pilot program is to help newly trained teachers in their professional induction through innovative actions created together with the participants and/or bibliographically surveyed that would allow them to take a leading role in their practices. This program offers them a 50-hour course certificate, covering synchronous and asynchronous activities.

After the course, we identified the impact of this program on their professional induction through narrative interviews that we carried out at the end of their participation in this program with these teachers and their mentors in schools, accompanying them in this process and examining the difficulties and solutions they find in the his pedagogical practice, the help that the program gave him (or not), the importance of mentors (teachers who head the elementary school) and the University at the beginning of his professional activity.

3. Objectives

This action-research, teaching and extension project had the general objective of implementing and analyzing strategies for professional induction of professors recently graduated from the Pedagogy course at UFF/INFES and UFRRJ/IE, raising the difficulties and solutions of the pedagogical practice of beginning professors.

To this end, we carried out a pilot program of professional induction created for the teacher recently graduated from the Pedagogy course at UFF/INFES and UFRRJ/IE, also carrying out an action-research on it.

The specific objectives of the project are as follows:

- Assist teachers with the implementation of the program, so that entry into the profession takes place in a thoughtful way, helping newly trained teachers in their professional induction through innovative actions that allow them to take a leading role in their practices.
- Carry out an analysis of this program in order to identify the impact of this program on their professional induction, also aiming that we can contribute to improving the quality of public education and teaching motivations.

- Provide greater articulation of theory and practice in the pedagogical practice of teachers, encouraging innovations in school practices, promoting a partnership between school and university, as well as contributing to local improvements.
- Motivate innovations in pedagogical practices based on theoretical-practical reflection on everyday school events.
- Contribute to improvements in the region of local education, for the dissemination of knowledge in the region, including for the education of human resources at UFF/INFES and UFRRJ/IE, such as scholarship holders, advisees and undergraduate and graduate students and students of the disciplines that the minister proposer;
- Share the results by presenting a model that encourages the expansion of the number of professional induction actions, beneficiaries and financing, from the confirmation of their results.

4. Curriculum Contents

The proposal of this pilot program was that there were no predefined curricular contents, but themes that were raised during the pilot program on the difficulties and solutions of the pedagogical practice of beginning teachers.

Such difficulties and solutions were initially raised in the initial narrative interviews with the participants, as well as chosen with the group of teachers participating in the course (beginners and mentors) on the first day of the meeting, as well as reanalyzed both in relation to the importance and order of such themes. during the course.

From the choice of themes and their order (which would be the first and successively, when the first one was finished, which would be the second, and so on) the professor of the University proposing the project did a research on the subject and sent (by email and whatsapp) a list of texts and/or videos that the participants would choose to read, making them comfortable both with regard to the amount they should read, as well as whether they wanted to search for and read another text on the topic ([Marcelo et al., 2016](#)).

The themes that were chosen in the UFF/INFES course were:

1. Planning: Texts on participatory planning were selected; organized planning; planning in early childhood education; questions about the planning of pedagogical work; reflections on planning and the BNCC.
2. Teacher Devaluation: Issues such as the causes of teacher devaluation in general were addressed; teacher complexity and devaluation in contemporary times; self-esteem and professional satisfaction; social dilemmas of teacher devaluation in Brazil; the teacher in contemporary society.
3. Remote Teaching: Issues such as the use of technologies in remote teaching were addressed; the pandemic and the future of education or the end of education; remote teaching in the early years of elementary school; how to teach literacy in remote learning; remote teaching errors; remote classroom in early childhood education; hybrid teaching; quality in remote teaching.
4. Overcoming, Pleasure and Continuity in the Teaching Profession: Issues such as affectivity to overcome difficulties were addressed; education as overcoming; Paulo Freire and the passion for teaching (in addition to two more texts by Paulo Freire on affectivity); liking children to be a teacher; affirm the teaching profession.

The themes that were chosen in the UFRRJ/IE course were:

1. Identification and how to deal with students with learning difficulties - issues such as school and learning difficulties were addressed; learning difficulties in literacy; family relationship with learning difficulties, identification or not of learning difficulties; relationship of self-concept with learning difficulties; ICT as an aid in learning difficulties; the teacher's gaze; Are there any learning difficulties?
2. Assessment (how to assess and teacher autonomy to assess) – assess beyond authoritarianism; relationship of external assessments with teacher autonomy and the curriculum; teacher education, professionalism and evaluation.
3. Planning - texts on participatory planning were selected; organized planning; planning in early childhood education; questions about the planning of pedagogical work; reflections on planning and the BNCC.
4. Heterogeneous classes (this meeting is yet to be defined).
5. Lack of support from parents (this meeting is yet to be defined).
6. Socialization and lack of maturity of students (this meeting is yet to be defined).

Finally, all these themes were addressed in the choice and interaction with the participants of the course, as it was being carried out, but always associated with the pedagogical practices of the participating teachers (beginners and

mentors) that effected a true relationship between theory (in of the texts read, but also based on the teachers' previous experience) and practice (in particular their current practices and previous pedagogical experiences).

Another main consideration that was the focus of all meetings was to encourage all debates to lead to innovative actions that would allow professors to take a leading role in their practices, forming reflective professors and researchers of their practice.

5. Didactic Procedures

We use qualitative and narrative studies as a methodological and didactic assumption. We emphasize, therefore, the importance of practical research, in the conception of Demo (2000), who defines that it is research "linked to praxis, that is, to historical practice in terms of scientific knowledge for explicit purposes of intervention". [...] without losing methodological rigor. Some qualitative methods, such as action research, follow this path where the researcher returns data to the studied community for possible interventions. proposed here by the university professor, but also the research of the practice itself by the professors participating in the action.

Our pilot program was made up of 6 graduates of the Pedagogy course at UFF/INFES and UFRRJ/IE, beginning teachers in the early years of elementary school and early childhood education (with less than 5 years as a teacher), preferably in public education in the region, as well as 6 mentors from the basic schools where the graduates work, to be chosen for the recognition they get from their peers (the beginning teacher and/or others at the school).

Initially, in order to select the participants, it was necessary to carry out the data collection, as well as to create the instruments to aid in this survey, so we carried out the following strategies: we obtained the contacts of the Pedagogy graduates of the institutions; we create and send the questionnaire to them; we analyzed and selected possible course participants; we created an interview guide.

After these initial strategies, the first didactic procedure carried out in the pilot program was to carry out individual narrative interviews with the participants (beginners and, later, their nominated mentors) at the beginning of their participation in this program through video call, getting to know them in their professional development (Marcelo, 2013) and examining the difficulties and solutions they find in their pedagogical practice.

The second didactic procedure was to hold an initial meeting with the mentors to explain what mentoring is, using the teaching method of open or dialogic exposure (Haydt, 2011). This exhibition was based on bibliographic surveys carried out, in particular the "educational mentoring" described by Feiman-Nemser (2001) and the "constructivist mentoring" described by Richter *et al.* (2013), as well as the strategies raised by Marcelo *et al.* (2016), motivating mentors to create their own way of being mentors, always relating to the education demands of beginning teachers, always turning to a reflective praxis, to an incentive for research based on practice, as well as on investigative practice; this process of creating this own mentorship was monitored and discussed in subsequent meetings.

After these procedures, we scheduled, according to the availability of the participants, the day and time of the week that the course would be carried out remotely using video call software.

The third didactic procedure was the holding of the first meeting of the course, which had a different purpose from the later ones, in this meeting the objective was for everyone to introduce themselves and get to know each other (mentors and beginners participants and the professor of the University proposing the course), as well as as if there was an exposition of the main difficulties (which could already address solutions) that the participants had in their pedagogical practice in schools, carrying out a survey of them so that, finally, the group could reach a consensus on what would be the theme chosen to address in the schools. later encounters.

At the end of this first meeting there was an explanation that the participants could choose texts or videos on the subject to read or watch, both within those sent by the University professor and researched by themselves, to discuss the topic in the next meetings. On this first day of the course, participants were instructed on how to evaluate the course, with the final evaluation of the course together, as well as the need to deliver a final work in pairs (beginner and mentor) analyzing a theme that corresponds to a difficulty of the beginner's pedagogical practice, analyzing a significant incident (Pires and Mogarro, 2016; Estrela, 1994) and reflecting on its possible solutions.

During the subsequent weekly meetings of the course, the didactic strategy aimed at the method of discussion and debate (Nérici, 1993), as well as collaborative learning in small groups (Godoy *et al.*, 1997), always encouraging teachers to become reflective teachers, relating the theory studied on the subject with the practice experienced in their professional experience at school (Marcelo *et al.*, 2016), as well as exchanging information and experiences with the other participants.

There is currently an academic consensus that better teacher education has consequences for school quality, so we had as objective, goal and didactic strategy that the program we carried out would lead to innovative actions forming reflective teachers and researchers of their own practice, allowing teachers to take a leading role. their practices, that is, forming a reflective teacher and researcher (Schön, 1995; Stenhouse, 1981), and that this constant education could bring improvements in their learning to their students, as this teacher will always be directed to a constant search for knowing the reality of the school and its students, always looking for the best way to act in their profession.

It is worth explaining that in these weekly meetings of discussion and debate of the chosen themes, the proposing professor of the university had the role of mediator of the speeches, also complementing with her own academic knowledge and teaching experiences, both in basic education and in higher education, but without an expository direction and aiming to eliminate hierarchies.

In terms of course evaluation, some procedures were chosen. The first takes place on the last day of course meetings, where the group of participants evaluates the course and its consequences for the professional development of each teacher.

Then, the final evaluation procedure of the course participants was the preparation and delivery of the final work where the teacher once again carries out this reflection and relationship between theory and practice on a significant incident, which may also be related to some topic discussed in the course. The idea of the final work was agreed with the course participants who agreed and liked the activity proposal (I send one of these works as an example).

Finally, we will still carry out a last evaluation procedure of the program with the completion of final narrative interviews after a year of participation of the alumni in the program and their mentors, understanding that the narratives contained in the interviews make it possible to situate the information in experiences, analyzing the meanings present in them and their relationship with society (as well as their institutions and their statements). In addition, we aim to cover the potential and depth of the interviews, which allows for greater understanding of certain issues and the capture of more subjective information.

Finally, we propose to hold a final event after one year of the course held with UFRRJ/IE graduates, open to the community, where participants can exchange experience about the course and its contribution to their pedagogical practices and their acting as a reflective teacher and researcher and where we can present the results to the school and academic community.

6. Evaluation of the Learning Process and Results of the Undergraduates

Since the beginning of this pilot program, we aim to implement and analyze strategies for professional induction of the teacher recently graduated from the Pedagogy course at UFF/INFES and UFRRJ/IE, raising the difficulties and solutions of the pedagogical practice of the beginning teacher. But also to carry out an action-research on the program analyzing the best ways adapted to the aforementioned contexts of carrying out an induction program that is simple to apply and with low cost in order to promote greater dissemination of the need for professional teaching induction, as well as a possible expansion of these actions with this dissemination and proof of the gains of these programs, which brings direct benefits to the professional education of teachers and, consequently, to the improvement of education.

To this end, the evaluation of the program was carried out throughout the process. Initially, we evaluated the data collection for the selection of participants, as well as we created instruments for data collection and for the realization of the meetings.

The collection of initial data both in the questionnaires and in the interviews confirmed the difficulties of beginning teachers and the lack of support, especially the institutional support that no participant had, the only support they had was from some colleagues who were willing to help them and give tips at the beginning of their career, sometimes being practically mentors (Lima and Rabelo, 2022).

It was also important to raise the difficulties faced by teachers, especially didactic issues, but also social issues that affect teachers such as devaluation.

During the meetings, which were recorded for analysis, the participation and feedback of professors was always the subject of analysis for the evaluation of the program, being able to affirm that the professors participated actively.

One of the aspects that allows us to affirm this was the attendance of the participants, where one of the participants said in the final evaluative meeting that “the times I missed it was not because I wanted to, I would not miss it for myself”, with agreement on the part of the others. We noticed that the participants really wanted to participate in the meetings, it was not something done to have a certificate or put on their resume.

Another aspect was the participation during the meetings describing the texts read and videos watched, always relating to their own pedagogical practice, sometimes citing significant incidents that happened to them or to other teachers. One participant reported the importance of the readings they did to understand why “we went through so many difficulties” and the other complemented the need to return to theoretical reflections so as not to be “sucked in” by the difficulties of everyday life.

In this case, the greatest difficulty for the participants was to find time to read the texts, sometimes they could only read one text, so we started to ask them to choose a text to be responsible for so that everyone could have a more general view of the theme, being able to read more than one text when time or curiosity allowed.

We realized how the course dynamics in not predefining the contents, on the contrary, focusing on the themes chosen by the participants, was beneficial for the participants who reported the importance of the theme for the reflection on their practical problems.

In the final meeting where the participants were able to evaluate the course, we realized the relevance of the course for the participants, we will describe below some narratives that demonstrate the important aspects of the course for the participants:

1. “It is part of the work of building the teaching practice, of going through certain issues and that when we are here in the group and see how other colleagues have overcome this issue or not, build strategies for this here, so I think this is important. [...] The week is busy so sometimes we get tired, [but] I leave feeling refreshed with the discussion. [...] Schools will have to offer these education in some way so that we are always thinking about our practice, how we start our work, how we organize our work, I think we would overcome many issues. The group created this network and I know that a lot of what I learned here I will pass on to share these experiences. (Beginner 1)
2. “It is always good to learn through dialogue, even more so now that we are living a moment never experienced before in education. The course came at a good time with solutions to problems of school practice, what we are experiencing now is a big problem it is something very complex and it helps a lot to think about rescuing our dreams as a teacher because if we leave the logic that reigns in the school to suck us in, we will lose this charm altogether [...]. It seems that it renews our hopes, our desire to fight for education in the system that often oppresses us too much where lately there is a lack of dialogue with others, we are receiving a lot of ready-made [...] there is no participatory planning. Knowledge is that, it never ends from the moment we are with each other, we are reading, we are searching, we are reflecting, we are building knowledge [...] the course was very good for us to think about our practice, renew your energies!” (Beginner 2)
3. “I was missing being in this environment, [...] it was a period when I had a breath, [...] to see that I am not the only one who is thinking about utopias” (Mentor 1)
4. “We think we are not alone and feel that our questions are common questions. [...] I was able to meet other teachers from other places from other realities and increasingly understand that sometimes we are geographically distant, but our causes [and pain] are the same. [...] Even with all the difficulties, it is necessary to walk on the right path. [...] We are really utopians, but they are dreams that we dream [but that] we make come true even if it is turning somersault”. (Mentor 2)

In these narratives we perceive the importance of the course to:

- the sharing of experiences and reflections, reaffirming our conclusions made in previous works (Rabelo, 2020);
- the need for more courses that relate theory to practice, in line with our research (Rabelo, 2020);
- the willingness of the participants to stop and reflect on the pedagogical practice, in the midst of so many demands and activities, even without much time for this, a lack of time that we have previously confirmed (Rabelo, 2013);
- the desire to “dream” about changes in the school and solutions, making dreams come true;
- the desire not to feel alone and sharing the “pains”, utopias, questions and successes, loneliness already widely identified in the teaching profession, especially in the early years and early childhood education (Cochran-Smith, 2012; Lima, 2004), and which can only be overcome with more moments of exchange of experience.

7. Teacher Trainer’s Self-assessment

My research interest and professional practice has always been in the area of teacher education, I have focused my main academic contributions in this area and, more recently, on professional teaching induction, as a teacher education bias

that, according to the references in this field (especially the works of Nóvoa and Zeichner) and, according to my conception, it is not restricted to the initial or continuing education of teachers, but in a continuum that encompasses professional induction as a phase of initiation to teaching and the need for specific support/education for this phase.

My contributions (present in research, publications, lectures, among others) include historical and current aspects of teacher education, reflecting on the changes that have taken place, but also on perspectives, trends and analyzing new ways of adapting teacher education to changes in society. Therefore, I have a large number of well-cited publications; I have many funded projects, integrated international projects and networks, I have chaired international conferences and produced a significant number of national and international studies, analyzing proposals for professional teacher education in different countries, understanding the relationships between global and local levels, dedicating myself to being part of international partnerships (with Scotland, USA, Spain, among other countries).

I have contributed to several researches and publications on the subject of this project, but I would like to highlight a dossier that I published in the journal “curriculum without borders” (Rabelo and Monteiro, 2019) which received contributions from several international authors such as Carlos Marcelo, Ken Zeichner, António Nóvoa, Rachel Shanks, Maritza Macdonalds, among others. Another important contribution I made was the publication dossier on teacher education times (Rabelo and Monteiro, 2021a), again with many guest and participating authors, including two international ones (Maria João Mogarro and Rachel Shanks). I also highlight my contribution in the organization of the “VII Congreprinci”, mentioned above, making several partnerships, with the participation of professors from several countries, as well as the production of 4 e-books of the event.

I emphasize that reflection during professional teacher induction can be more productive with the support of a more experienced and qualified professional, showing that the teacher is not alone in this process, so I have dedicated myself to investigating the “professional induction of the teacher”, analyzing the best ways to expand support for teachers at the beginning of their careers, highlighting the importance of articulating academia with society, academic knowledge with knowledge of everyday school life, initial education with the beginning of the teaching career, theory with practice, as well as the university-school partnership, providing the much-desired union of teaching, research and extension, without hierarchies, reductionism, inferiority (as provided for in article 207 of the Brazilian Constitution of 1988 and explained as a principle of the quality of university production, Moita and Andrade, 2009).

Definitely, this pilot program implemented aims to give continuity to my scientific career, especially my career as a university professor of the federal teaching in undergraduate courses (which started at UFF but which I managed to redistribute in the last year to UFRRJ, which allowed the implementation of the project at two federal universities), as well as expanding research in the area. I also intend to promote advances in educational knowledge, especially in the development of new models of teacher education to promote better preparation of teachers for professional practice in everyday school life, in an effective university-school partnership, combining teaching structures based on the relationship between theory and practice, in addition to having a systematized support.

In this sense, with the dissemination of the results of this program, I intend to provide data that stimulate the expansion of the initiation programs offered, perhaps transforming them into public policies that promote better teacher education, revaluing existing programs and promoting the expansion of the number of actions, beneficiaries and funding, encouraging the beginning of the career in a motivating, creative, reflective, researching and effective way, reducing demotivation and the shock of reality that the beginning teacher faces (as several authors point out, such as: OECD, 2006; Cochran-Smith *et al.*, 2012; Lapo and Bueno, 2003; Britton *et al.*, 1999; Cruz *et al.*, 1988; Alves, 1997; Huberman, 2000; Silva, 1997), the “teaching malaise” (see Esteve, 1992; Rabelo, 2010), the abandonment and departure of young professionals from the teaching career, which may have general consequences for education (according to academic consensus on the subject, see for example Veenmann, 1984; Britton *et al.*, 1999; Marcelo, 1999; Papi and Martins, 2008, 2019; Gallego-Dominguez *et al.*, 2019; Shanks, 2019; Corrêa and Portella, 2012; Cardoso and Ferreira, 2008; Príncipe and André, 2019; Lima, 2004; Nono and Mizukami, 2006; Mizukami and Reali, 2019; Zeichner, 2010; Zeichner, 2019), reducing problems in education, such as truancy, among others.

I consider that this program has contributed a lot to my teaching and academic professional development, as I was able to apply the research I carried out earlier in the effective implementation of a professional induction program that I believe has had excellent results, as I have previously demonstrated, being a highly viable and inexpensive model. of implementation, both for universities to carry out with their graduates, and for the education departments to carry out with teachers who have recently passed the competitions, and should only be adapted to the appropriate contexts.

Analyzing the limitations of the pilot program implemented, I verified some issues for improvement of the program:

- Especially in improving contact with the target audience and publicizing the program to serve more teachers;
- In the offer of financial compensation and/or workload to the participating teachers, viable only with the establishment of partnerships or when there is an interest from the public administration, whether municipal, state or federal;
- To offer better certification, the proposed induction program can be transformed into a lato sensu postgraduate course (Rabelo and Monteiro, 2021b).

Thus, we conclude that the implemented program has relevance, impact and multiplier potential, as it has the ability to be adapted and applied in several locations in Brazil and in the world, especially that do not have funds for an induction program and in countries that do not have mandatory induction programs for teachers. This justifies this project.

In addition, the greatest result of the program was both in the contribution to regional improvements in local education, with the education of participating teachers and the consequent multiplication of the effects on their peers and students, as well as we intend to have with the dissemination of knowledge both nationally and internationally, where we fit the attempt to obtain a prize for greater dissemination of the program.

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