

SUPERVISED INTERNSHIP AND PEDAGOGICAL PROBATION: POSSIBILITIES FOR CRITICAL TEACHER FORMATION

ESTÁGIO SUPERVISIONADO E RESIDÊNCIA PEDAGÓGICA: POSSIBILIDADES PARA FORMAÇÃO DOCENTE CRÍTICA

PRACTICAS SUPERVISADAS Y RESIDENCIA PEDAGÓGICA: POSIBILIDADES DE UNA FORMACIÓN CRÍTICA PARA LOS MAESTROS

Alessandra de Oliveira MACIEL¹
Ana Ignez Belém Lima NUNES²
José Airton de Freitas PONTES JUNIOR³

ABSTRACT: Based on human rights and fundamental rights policies, the Constitution of 1988 and the LDB of 1996, the National Teacher Formation Policy discussion aims to propose ways to include human relations on focus too, besides overcoming the reductionist perspective of training centered on teaching and learning processes. The study aimed to analyze the Supervised Curricular Internship (SCI) and Pedagogical Probation (PP) roles as possible spaces for critical-reflective teacher training. In a case study with a qualitative approach, we applied a questionnaire to 56.8% of the SCI coordinators of a public university in Ceará, and in the second stage, we conducted a semi-structured interview with 04 of these coordinators who work at both the SCI and the PP. The analyses revealed that the PP formative actions have favored greater teacher and student insertion in a critical and reflective way in relation to the academic practices and participating schools.

KEYWORDS: Supervised internship. Pedagogical probation. Teacher formation.

RESUMO: Tendo como referências as políticas de direitos humanos e direitos fundamentais, a Constituição de 1988 e a LDB de 1996, a discussão da Política Nacional de Formação de Professores visa propor caminhos para superar a perspectiva reducionista de formação centrada nos processos de ensino e aprendizagem para ocupar-se também das relações humanas. O estudo teve como objetivo analisar o papel do Estágio Curricular Supervisionado (ECS) e da Residência Pedagógica (RP) como possíveis espaços de formação docente crítico-reflexiva. Em um estudo de caso de abordagem qualitativa, aplicamos um questionário a 56,8% dos coordenadores de ECS de uma universidade pública cearense, e na segunda etapa, realizamos entrevista semiestruturada com 04 desses coordenadores que assumem o ECS e a RP. As análises revelaram que as ações formativas da RP têm favorecido maior inserção

¹ State University of Ceará (UECE), Fortaleza – CE – Brazil. PhD student in the Postgraduate Program in Education. ORCID: <https://orcid.org/0000-0003-1072-1074>. E-mail: alessandragomaciel@gmail.com

² State University of Ceará (UECE), Fortaleza – CE – Brazil. Professor in the Postgraduate Program in Education. Doctorate in Educational Sciences (USC) – Spain. ORCID: <https://orcid.org/0000-0001-6106-9229>. E-mail: anaignezbelem@gmail.com

³ State University of Ceará (UECE), Fortaleza – CE – Brazil. Professor in the Postgraduate Program in Education. Doctorate in Education (UFC). ORCID: <https://orcid.org/0000-0003-2045-2461>. E-mail: jose.airton@uece.br

docente e discente de forma crítica e reflexiva em relação às práticas acadêmicas e escolas participantes.

PALAVRAS-CHAVE: *Estágio supervisionado. Residência pedagógica. Formação docente.*

RESUMEN: *El artículo está basado en las políticas de derechos humanos y derechos fundamentales, la Constitución del año 1988 y la LDB del año 1996, para discutir la Política Nacional para la Formación de Docentes en Brasil. Así que presenta reflexiones para superar la perspectiva reduccionista de la formación centrada tan sólo en los procesos de enseñanza y aprendizaje para abordar también las relaciones humanas. El estudio tuvo como objetivo analizar el rol de la Práctica Curricular Supervisada (PCS) y de la Residencia Pedagógica (RP) como espacios posibles para la formación docente crítico y reflexiva. En un estudio de caso cualitativo, pasamos un cuestionario al 56,8% de los coordinadores de ECS en una universidad pública. En la siguiente etapa, hicimos una entrevista semiestructurada con 04 de estos coordinadores que asumen el ECS y el PR. Los análisis revelaron que las acciones de formación de la RP han favorecido una inserción de docentes y estudiantes en un contexto crítico y que refleja las prácticas académicas y las escuelas desarrolladas.*

PALABRAS CLAVE: *Prácticas supervisadas. Residencia pedagógica. Formación de profesores.*

Introduction

This writing assumes that formation is not restricted to just one moment. It is a collective movement, integrated with the process of transformation, innovation and educational and social development.

In this way, it is up to the teachers to take action to form the future teacher to teach, which proves to be a complex task. Such complexity demands the competence to recontextualize the formative institution, as well as to reconfigure the knowledge necessary for teacher formation. The formation adopts a position of “[...] emancipation, linked to the life history of the subjects in a permanent formation process, which provides professional development” (VEIGA, 2014, p. 331, our translation). It is a formation that understands teaching as a social practice, rooted in scientific-pedagogical, in a critical-reflexive perspective.

In this sense, Gatti (2010) refers to the involvement of higher education institutions in the quality of initial teacher formation. These institutions need to understand the complexity of the formation and performance of this professional, as the formation of teachers has gone beyond the government sphere and reached society, as they have come to perceive changes over time and the need for education to accompany these transformations.

Ghedin, Almeida and Leite (2008) claim that the programs of undergraduate courses and their various disciplines are, in general, curricularly structured, however, disconnected from the practice and reality existing within the scope of the school system and social context. In this perspective, we highlight the supervised internship as a mandatory curricular component in teacher formation courses because we understand that it proposes to establish a dialogue between the theory conveyed to the course and disciplines with the practice constituted in schools, the locus of the internship.

The supervised internship is understood as a field of learning of teaching know-how and constitution of professional identity. It must recognize the teacher's ability to elaborate knowledge, make decisions and participate in school management as ontologically inherent actions in the movement of constituting humanity itself (GHEDIN; OLIVEIRA; ALMEIDA, 2015).

In this way, the internship becomes the locus where “the student's professional identity is generated, constructed and referred to” (BURIOLLA, 1999, p. 13, our translation) in the intertwining of individual and collective pathways, under the prism of critical reflection, allowing the articulation between theory and practice. Approaching the SCI as the space for this relationship is to understand it as a moment of critical reflection on its pedagogical practice, in order to articulate and resize its actions, assimilating teaching in its multiplicity, constantly seeking to reflect its professional action in the sense of a critical position vis-à-vis knowledge and social reality.

We agree with Pimenta and Lima (2017) when they state that the SCI provides students with new possibilities to learn aspects about the teaching profession, also for teacher educators, encouraging them to revisit their concepts and practices. We emphasize that this curricular component must connect the other disciplines that involve the curricular proposal of the course, since they incorporate knowledge and knowledge that will be required during the practice periods and during their professional development.

Thus, the importance of SCI for the initial teacher education curriculum is undeniable. However, this understanding does not stem from chance, it is generated because of studies and research on the forming function of this curricular component and which, as a consequence, has motivated guidelines and regulations for teacher formation courses.

In this perspective, we signal that the Law of Guidelines and Bases (LDB, Portuguese initials), law no. 9394/96, which establishes the “guidelines and bases of national education”, in its article 61 it deals with the “formation of education professionals” and makes clear the articulation of theory and practice as a fundamental aspect in the training of teachers “I - The

association between theories and practices, including through in-service formation [...]” (our translation).

LDB's approval was established as a landmark of educational policies, triggering regulations, opinions and resolutions by the National Education Council in recent years. Within this historical path, we highlight Resolution no. 2/2019, which defines the National Curriculum Guidelines for the Initial Teacher Formation for Basic Education and establishes the Common National Base for the Initial Teacher Formation of Basic Education (*BNC-Formação*).

In this resolution, the articulation between theory and practice is mentioned in two moments in the text: as the foundation of the teacher formation policy and in the curricular organization of higher education courses. However, when mentioning the curricular internship, there is a certain predominance of the practice aspect in the structuring and systematization of this component.

In this regard, the Coordination for the Improvement of Higher Education Personnel (CAPES), a foundation linked to the Ministry of Education, launches through Ordinance GAB no. 38/2018 the Pedagogical Probation Program (PP). Among the objectives of this program is to improve the quality of undergraduate courses, through teaching experiences that favor the relationship between theory and practice (FERREIRA; SIQUEIRA, 2020).

Faced with this favorable legislative scenario, we are concerned about how SCI and PP show the articulation between theory and practice, which are inseparable axes in the process of teacher education, in a reflexive perspective.

In this way, the proposition of this investigation is interested in contributing to the expansion of this investigative field and to the discussion of policies that involve teacher formation, especially the curricular internship as a propitious space for critical reflection before the social and educational reality that the field introduces you.

Supervised curricular internship, Pedagogical probation and Teacher formation: theoretical and conceptual aspects

We understand that education is related to knowledge, ideas, concepts, values, attitudes, habits, symbols, among others. These aspects, necessary for the formation of humanity in each individual, are produced intentionally, through pedagogical relationships between their peers (SAVIANI, 2015).

Thus, we consider that there is a specificity in the teaching action (science of education) that differs from other sciences, as it is concerned with the identification of the

elements necessary for the constitution of knowledge in each human being and the search for appropriate strategies to achieve this goal.

We corroborate Tardif's (2014) understanding that teacher formation assumes a continuity that precedes the university, rescues elements of school formation, goes through initial formation, a phase that legitimizes entering the profession, and continues during his professional performance.

According to Garcia (1999), teacher education is constituted by the processes of initial and continuing education, where they acquire or reframe knowledge, skills and attitudes essential to the exercise of teaching activity. In this logic, we corroborate the image of teacher formation associated with the different ways of continuing to expand their knowledge, skills and attitudes, reflecting on their practice in order to indicate the necessary changes.

In line with this understanding, Imbernón (2011) argues that formation should develop in teachers knowledge, skills and attitudes that enable them to reflect on their own teaching practice, that is, it must provide “[...] a competent reflective practice” (p. 18, our translation), positioning also assumed by us.

In this sense, in a critical perspective, we understand teacher formation as a professional development process with theoretical support and critical reflection on their practice, analyzing social and historical determinants of their performance and their profession and recognizing the social, political and transforming dimension of their action.

We understand the space for teacher formation that is conducive to this reflection, which seeks a greater meaning for the practices developed by teachers. However, what has been perceived, according to Tardif (2014), is a reproductive practice, in which students attend disciplines with propositional content and which will be applied during the internship period. In other words, formation that follows an applicationist model.

Pimenta (2012) also highlights the fact that teacher formation is inefficient because it does not consider these attributions in their contexts, not allowing the articulation and translation of new knowledge into new practices. Regarding degrees, this author stresses that students are expected to develop knowledge, skills and attitudes that enable them to constitute their *know-how*, their *teaching knowledge*, starting from the needs and challenges that teaching, as a social practice, places them on a daily basis.

Teacher formation has occupied a prominent position in discussions in recent years in the sense of the need for an educational renewal, which requires reflection and responsible involvement with the quality of the training of these professionals. Establishing the profile of

the professional to be formed is fundamental, considering that the curriculum proposal for teacher formation courses must be systematized in a critical perspective.

We recognize that initial formation does not intend to account for the complexity involved in teaching practice, but it will have to provide the student with an understanding of the importance of reflection and criticality about the situations that involve the teaching profession to pursue their professional growth. Thus, the future teacher will become aware that “[...] it is part of their teaching task not only to teach the contents, but also to teach how to think [...]” (FREIRE, 2019, p. 27, our translation).

About this *how to think*, we resort to the conception of Carretero (2019, p. 925, our translation), when he affirms that it is “a gesture that means putting into play experiences that bring new perspectives and that are opportune in the situation that is generated [...]”. Therefore, this indication goes beyond the perspective of problematizing the practice, it requires introducing elements that contribute to reflection from what happened in the experienced situation, expanding the professional resources.

This time, we agree to think of teacher education as a process that is also established by practical experience in a critical-reflective perspective, in view of the needs and challenges that the profession highlights. For this, this formation needs to favor the future teacher the reflexive articulation between the knowledge and directed to the promotion of the autonomy of both the teacher and the student (COSTA; SANTOS; MARTINS, 2020). And it is in this process that we highlight the period of the supervised curricular internship and programs, such as the pedagogical residency, that can provide this practical-reflective experience.

Moments of teaching practice such as those experienced at SCI and PP are considered fruitful spaces for this reflexive action, for articulation between theory and practice. In this atmosphere/environment, apprehensions, doubts, discoveries, conquests, revelations and doubts regarding the profession are evident. The complexity surrounding the professional scenario is perceived and the effort towards solutions is initiated in a continuous flow of reflection-action-reflection (SHÖN, 2000).

In these circumstances, students enter the reality of the spaces where teaching is manifested, make observations and share the contexts and situations experienced. These actions, carried out in a reflexive way, favor the constitution of knowledge and know-how in future teachers. Therefore, it refers to a structural aspect of training that can enable the experimentation of processes that are generated in the classroom environment. In this context, the teacher-supervisor has the opportunity to contribute to the formation of this future teacher, as well as to learn, in a perspective of co-formation, in which both are developing professionally

(SILVÉRIO, 2014; CARVALHO; SOUZA NETO, 2019). It is in this relationship with students in the classroom that the future teacher, through his experiences, will develop skills related to the profession, an aspect that the interns add to the initial formative process of the teacher (FISTAROL; FISCHER; BAILER, 2018).

Starting from these conceptions, we defined the methodological path developed in the investigation, which were directly related to the object of research, generating the necessary conditions to reach the objectives established at the beginning of this writing.

Methodological path

Our study satisfies the qualitative research approach in a theoretical interpretive perspective, since it privileges the understanding of the phenomenon to be studied. This interpretive paradigm in research attempts to understand and interpret reality and its meanings; has the intention of researching “Understanding and interpreting reality, the meanings of people, perceptions, intentions, *actions*” (ESTEBAN, 2010, p. 34, our translation); it has characteristics of a holistic, dynamic and symbolic nature of socio-cultural processes; perceives the context as a constitutive factor of social meanings; recognizes human action as an object of research.

Following up, we chose the case study as a method for this investigation, referring to what Lüdke and André (1986) say, stating that the natural environment is the direct source of data, where they are found in the investigated reality. The studied problem is observed through its daily manifestations, and the participants' perspective on the analyzed issues is taken into consideration.

The writings of Yin (2010, p. 32) teach that the Case Study is the most appropriate method to our investigation approach, as it allows the investigation of a phenomenon, preserving the meanings of events in real life, and of a descriptive and explanatory.

Thus, we chose the State University of Ceará (UECE) as the locus for this study, as it is a higher education institution responsible for training various professionals in the area of education in the State of Ceará.

The researched HEI is a state public institution, created in March 1975, of the Directing Council of the Educational Foundation of the State of Ceará (FUNEDUCE). Conceived with the objective of meeting the needs of scientific and technological development of the State of Ceará, UECE started to operate in other municipalities in the State, and from there, it was

structured in a *multicampi* network, with colleges in other municipalities in the State, in addition to of Fortaleza (UECE, 2017).

By prioritizing courses aimed at teacher formation, this University accumulates experiences and transforms its curricular profile due to the improvement of the professional formation of its students and, consequently, to the improvement of the quality of life of the society of Ceará. In this way, teaching has been an activity par excellence of the UECE, since its origin, mainly undergraduate, with a concern for its quality, aiming at the formation of qualified professionals to accommodate the social and professional demands of the State and the Region.

In the period in which the UECE was created, beginning of the 1970s, years ago, LDB no. 5,692/71 was promulgated, which established the guidelines and bases for the teaching of 1st and 2nd degrees. In this document, it was possible to identify, more specifically in Chapter V, Art. 29, that the formation of teachers for teaching should be carried out at levels of progression, considering the cultural differences of each region of the country, and with indication that would meet the objectives specific to each degree, the particularities of the disciplines, areas of study or activities and development phases of the students.

During the 1980s, the UECE started an expansion process, when extension courses were created, other undergraduate courses were added and the first experiences with *lato sensu* postgraduate courses were emerging, always maintaining the mission of producing and disseminating knowledge and training professionals to promote sustainable development and quality of life in the region.

For having this characteristic of decentralization, but maintaining the same purpose, it is considered that this University as multicampi, because it serves the people of Ceará who live in different regions of the State. Its courses are distributed in five centers and seven faculties, bodies responsible for “[...] supervising, mediating, integrating and advising teaching, research and extension activities, in specific fields of knowledge, administratively delimited” (UECE, 2017, p. 18, our translation).

UECE is represented on three campuses in the capital and eight in the interior of the state. However, only eight of these campuses offer undergraduate courses, shown in Table 1.

Table 1 – Undergraduate teaching courses offered by UECE by Campus

	CAMPUS	courses
1	Crateús	Biological Sciences, History, Pedagogy, Chemistry.
2	Fortaleza - Itaperi	Biological Sciences, Social Sciences, Physical Education, Physics, Geography, History, Mathematics, Music, Pedagogy, Chemistry.

3	Fortaleza - Fátima	Philosophy, Spanish Letters, French Letters, English Letters, Portuguese Letters.
4	Iguatu	Biological Sciences, Physics, English Letters, Portuguese Letters and Literature, Mathematics, Pedagogy.
5	Itapipoca	Biological Sciences, Social Sciences, Pedagogy, Chemistry.
6	Limoeiro do Norte	Biological Sciences, Physics, Geography, History, English Letters, Portuguese Letters, Mathematics, Pedagogy, Chemistry.
7	Quixadá	Biological Sciences, Physics, Geography, History, English Letters, Portuguese Letters, Mathematics, Pedagogy, Chemistry.
8	Tauá	Biological Sciences, Pedagogy, Chemistry.

Source: Devised by the authors

This time, the field research was carried out in two stages: (1) application of a questionnaire with all SCI teachers in the undergraduate teaching degrees of the investigated HEI; (2) interview with four teachers who work at both SCI and PP. In the first stage (1), 44 teachers coordinating SCI were enrolled in the undergraduate teaching courses at UECE, capital and interior of the state. Of this amount, 56.8% answered the questionnaire sent about the work developed at SCI in each course. This instrument was developed in Google Forms and sent by e-mail, as well as information about the research proposal.

About this instrument, Dalberio and Dalberio (2009) state that there is the production of direct and explicit answers, favoring the achievement of data with precision. In relation to this study, we chose an open-ended questionnaire that would allow us to single out the positioning of each participating teacher. Table 2 shows the number of coordinators/courses, the campus/city where it is offered, and the respective percentage of participation.

Table 2 – UECE campus/city participation percentages

	CAMPUS	Number of courses	Number of participant courses	%
1	Crateús	4	2	50,0
2	Fortaleza	12	7	58,3
3	Iguatu	6	3	50,0
4	Itapipoca	4	3	75,0
5	Limoeiro do Norte	8	6	75,0
6	Quixadá	7	3	42,8
7	Tauá	3	1	33,3
	Total	44	25	56,8

Source: Devised by the authors

In the analysis of the responses to the questionnaires of this first stage, we found some data that aroused our attention: (1) the frequency with which the Pedagogical Residency Program was mentioned as a positive aspect in the initial teacher formation and for the continuing formation of the school teacher; (2) the difficulty in monitoring and observing students at the internship field school; (3) absence of an institutionalized partnership between

university and education networks for the development of SCI and; (4) little involvement of the school's supervising teacher with SCI students.

Such findings led us to the second stage, to analyze the role of the Supervised Curricular Internship (SCI) and the Pedagogical Probation (PP) as possible spaces for critical-reflective teacher formation. In this study, we recognize the possibility of discussing teacher formation as a continuous field of reflection on teaching practice (FREIRE, 2019).

Thus, we selected seven undergraduate courses whose SCI teachers also lectured on PP. They are: Physics, in Fortaleza; Biological Sciences, in Limoeiro do Norte, Iguatu and Crateús; Pedagogy, in Itapipoca and Iguatu; Physical Education, in Fortaleza. Then, we contacted the participating teachers to schedule the interviews, which were conducted via Google Meet, recorded individually.

We emphasize that only four, out of the seven coordinating teachers, returned to us by scheduling their interviews. As we did not get a response from the others, we continued with the investigation with the teachers who agreed to participate in the research.

In due course, we clarify that, respecting the ethical aspect, we chose to safeguard the identity of the participants. In this way, we use the “P” coding for participating teachers, followed by numbers 1 to 4. Table 03 shows the general data of these participating teachers.

Table 3 – Profile of the teachers participating in the research

	Undergraduate level formation	Highest Title	Bond	Teaching time in Higher Education	Teaching time at SCI	Time in PP Coordination
P1	Teaching Degree in Physical Education	Master's in Physiological Sciences	Acting Professor	8 years	4 years	18 months
P2	Social work and Pedagogy	Doctorate in Education	Acting Professor	+ 10 years	5 years	Will begin in 2020
P3	Teaching Degree in Mathematics and Science (with specialization in Physics)	Doctorate in Education	Acting Professor	19 years	2 years	2 years
P4	Bachelor and Teaching Degree in Biological Sciences	Doctorate in Biochemistry	Acting Professor	16 years	5 years	Will begin in 2020

Source: Devised by the authors

Due to the profile shown in the table, we observed, first, the gender issue: three women (Teachers 1, 2 and 3) and one man. With regard to formation at the undergraduate level, all of the teachers attended a teaching degree and two of them have both degrees, teaching and bachelor's degrees. Regarding the title, all teachers have the condition required by law for the

exercise of teaching in higher education, that is, they have master's or doctorate. We realized that in relation to the link with the Higher Education Institution, all respondents were placed in the effective teacher category. Regarding higher education, the experience of teachers is diverse, varying between 8 to 19 years of teaching.

We continue to analyze the interviews in order to perceive in the speeches of the participants, through content analysis, significant, common and particular elements regarding teacher formation in a critical perspective in the moments of SCI and PP. The classification of the data was organized from the information provided by the teachers and from the aspects revealed in the theoretical framework. This analysis was based on the subjectivity of the researcher who uses categories of analysis and theoretical and methodological principles to systematize the interpretation and understanding of the information collected (GOMES, 2009).

In the next session, we present the dimensions categorized based on the interviews and perceptions of each participant, according to their reality, of the theme investigated.

Results and discussions

As we have already anticipated, the results we present here come from interviews with four coordinating teachers of SCI, in undergraduate teaching courses at UECE. To support our analysis, we used the same theoretical framework already announced at the beginning of this text. During the data interpretation process, it was possible to perceive positive aspects in relation to the SSCI and PP although, in some situations, they do not reach the completion of their claims as a space for critical teacher formation.

According to our methodological choices, we organize the data obtained in broader categories, which we call: (1) *Documentary dimension: The PPC as a promoter of the critical perspective in teacher education*; (2) *Formative dimension: what is expected from critical teacher formation?* and (3) *Dimension of teaching practice: becoming a reflective teacher*. This organization intended to allocate the participants' statements so that we could understand the role of the Supervised Curricular Internship (SCI) and the Pedagogical Probation (PP) as possible spaces for critical-reflective teacher formation.

In assessing the data, in relation to the documentary dimension, we identified that all courses that were part of this research are in the process of updating their PPCs. The interviewees confirm the presence of the critical perspective in this “new” document, although the pedagogical project in force in the courses already shows the importance of training that

articulates theory and practice inseparably. However, in one of the courses, there are still undergraduate classes that use the 1990 curriculum, as stated by teacher P2

[...] until 2016 we worked in a 1990 curriculum [...] and we still work because there are still classes using this PPC [...] in it the SCI disciplines are not so clear. It is practical, but it does not have that name "internship", they are old nomenclatures, out of today's context as teaching of the 1st grade, 2nd grade [...] after the 2016 competition, the staff sought the PPC to better understand and we found out that the PPC has been in progress (reformulation) since 2009 but was on the board. We tried to stop it because we started revising it and it was still separating theory and practice [...] we started the production of a new PPC [...] that was more updated in this context today (our translation).

It is known that the planning of the disciplines originates from the PPC of the courses, their conceptions, objectives and menus in the curricular matrix. In this sense, it was possible to perceive that the courses investigated here have sought to contemplate in their pedagogical projects the critical perspective in teacher formation and that participating teachers incorporate this perspective in their practices, despite the current PPC, in some cases, needing adjustments as to the reflexive relationship between theory and practice.

Regarding the formative dimension, everyone agrees that both the internship and the pedagogical residency enhance the initial formation of future teachers. However, they present some conditioning elements. Teacher P1 considers that when the student has a “good” supervising teacher at school, this

[...] manages to develop in a potential way and make a relationship between theory and practice. The preceptor needs to have a personal satisfaction of being able to make the student succeed in conducting his/her conduct, planning, and conquering and evolving in this formation process [...] (our translation).

Teachers P2 and P3, respectively, corroborate that it will depend a lot on the student's involvement, that he understands that “[...] he is not there only to fulfill a practical part of the course [...]” (our translation), but it is a space where theory and practice meet and articulate, and that this knowledge is “[...] a construction that the student needs to do [...]” (our translation).

Thus, we observe that in the PP the figure of the supervising teacher of the field school stands out in the interviewees' speech, a fact that is not highlighted in relation to the SCI. These data make us infer about the possibility of potentiating the action of this preceptor, in the sense of recognizing his formative action in relation to the intern, of his performance as co-trainer of this future teacher. The studies by Milanesi (2012) and Barreto (2014) point out that the

supervising teachers of the field school interviewed demonstrated a willingness for dialogue between teachers and interns, in order to expand the learning resulting from this exchange of experience, through which all develop knowledge about the educational process and professional practice.

Still on the formative aspect, the participating teachers choose some points about SCI and PP. Among the elements that scored, we highlight the actions that relate to a critical teacher formation proposal. They stressed that both (SCI and PP) demonstrate in their proposals the commitment to this critical and reflective formation. However, they consider that PP offers students a longer time in the field institution, where they can learn, experience, and reflect on other aspects in addition to classroom conduct. In this program, they could dialogue with the school management, with their parents and rely, in most cases, on the supervision of a supervising teacher committed to their formation, during this period of immersion in the professional environment of the future teacher.

We consider it important to highlight that the recognition of the importance of SCI in teacher formation is unanimous, as Professor P4 says “[...] *it is practically a consensus that the internship is extremely important, it is fundamental, ... due to the practical formation offered to the student and the experience at school*” (our translation). Another factor that the teachers point out is that the SCI reaches all undergraduate teaching degree students, while in PP only those approved in selection participate, according to the number of places available in the notice. Although this program has many positive aspects, it still becomes exclusive due to the number of undergraduate teaching degree students who can participate, a situation punctuated by the weakness of this formation proposal (P4).

For the investigated teachers, the dimension of teaching practice as a process of reflective constitution is revealed when they recognize that the experiences of SCI and PP contribute to the development of critical thinking in students. They assert that the students' speech when sharing their experiences, discussing, and looking for solutions together denotes this development, as teacher P1 reports, “*You can see in their speech, you can see how important everything that happens there is. How much they identify in the field and how much they listen to the other colleague, develop criticality*” (our translation).

Professor P4 integrates in the activities developed at SCI elements that stimulate students' reflection about the reality of the rural school “*I advise some items in the final report, where they have to make a reflective discussion about some of the subjects that they experienced in practice at school, using the bibliographic references that were presented in the discipline*” (our translation). Professor P3 points out that in PP these moments of reflection take place in

formation meetings and that are already included in the plan that will be developed, unlike SCI, which will depend on the choices of the discipline teacher in her planning.

While admitting that students develop critical thinking during SCI and PP, Professor P2 says that not everyone achieves the desired progress. She signaled that she encourages the performance of activities in a reflexive way, as she understands that *“It is no use just describing reality, it is necessary to think about it, how I (intern) am within this reality to be able to propose something”*.

In this sense, the analysis of the practice itself is fundamental, since the contradictions present in the school reality impel us to seek theoretical knowledge capable of intermediating the reflections so that the transformation of this reality can be generated and supported, also, in a critical view of the world (MARSIGLIA; MARTINS, 2013).

Final considerations

In view of the discussions previously mentioned, we consider that the two experiences, SCI and PP, can constitute spaces for critical teacher education. The proposals described in the documents that govern them already point to a critical perspective, although in some cases they need to be better defined.

When recognizing these formative spaces, it is necessary to go beyond the documentary sphere in the sense of expanding and strengthening them. However, the PP escapes the governability of the higher education institution, hindering improvement initiatives. The SCI, on the other hand, favors the interventionist action of the HEI, in the sense of proposing intentions that reach the formative expectations of the students, as well as stimulating them to develop a critical and reflective thinking even before starting their teaching career.

We realized that the fact that the coordinating professor of SCI is also involved in PP has favored a more critical and reflective professional performance in relation to his teaching practice. This movement, we believe, reverberates in the students who are under his command, since actions will be proposed that strengthen the critical perspective in his initial formation.

In this way, the two formative mechanisms qualify the formation of future teachers, favor the identification of opportunities to develop a teaching action where theory and practice go together and critical-reflective thinking is an indispensable element for the teaching profession.

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