

SUPERVISED CURRICULAR INTERNSHIP: A CASE STUDY ON THE PERCEPTIONS OF THE SUPERVISING TEACHER AND HIS INTERN

ESTÁGIO CURRICULAR SUPERVISIONADO: UM ESTUDO DE CASO SOBRE AS PERCEPÇÕES DO PROFESSOR SUPERVISOR E SUA ESTAGIÁRIA

PRÁCTICAS CURRICULARES SUPERVISADAS: UN ESTUDIO DE CASO SOBRE LAS PERCEPCIONES DE LA PROFESORA SUPERVISORA Y SU APRENDIZ

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ABSTRACT: The objective of this research was to compare the perceptions of the Supervising Teacher (PS) and his Trainee about the whole period of the Supervised Curricular Internship (ECS) in the school. The research used the qualitative method, through a case study, in the perspective of a descriptive analytical model. The participants were a Physical Education Supervisor Teacher from the basic education network and a Physical Education intern, duly enrolled in the ECS activity. The instruments used were Field Notes, Semi-structured Interviews and a Final Report Document of the intern, submitted to the Content Analysis technique. The results of this analysis revealed that the perception of both participants about the same internship period was quite different. This study considers it necessary that the participants in this important stage of initial formation work in partnership and are aware of the roles they play and their responsibilities.

KEYWORDS: Teacher education. Supervised curricular internship. Physical education.

RESUMO: *O objetivo desta pesquisa foi comparar as percepções do Professor Supervisor (PS) e de sua Estagiária sobre todo o período de Estágio Curricular Supervisionado (ECS) na escola. A pesquisa se utilizou do método qualitativo, por um estudo de caso, na perspectiva de modelo analítico descritivo. Os participantes foram um Professor Supervisor de Educação Física da rede básica de ensino e uma estagiária de Educação Física, devidamente matriculada na atividade do ECS. Os instrumentos utilizados foram Notas de Campo, Entrevistas Semi-Estruturadas e Documento do Relatório Final do estagiário, submetidos à técnica de Análise de Conteúdo. Os resultados dessa análise revelaram que a percepção de ambos sobre o mesmo período de estágio vivenciado foi bastante distinta. Esse estudo entende como necessário que os participantes dessa importante etapa da formação*

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inicial trabalhem em parceria e conscientes dos papéis que representam e suas responsabilidades.

PALAVRAS-CHAVE: *Formação de professores. Estágio curricular supervisionado. Educação física.*

RESUMEN: *El objetivo de esta investigación fue comparar las percepciones del profesor supervisor (PS) y de su aprendiz sobre todo el período de las prácticas curriculares supervisadas (SCS) en la escuela. La investigación utilizó el método cualitativo, mediante un estudio de casos, en la perspectiva del modelo analítico descriptivo. Los participantes fueron un profesor supervisor de educación física de la red de educación básica y un pasante de educación física, debidamente inscritos en la actividad de la ECS. Los instrumentos utilizados fueron las Notas de Campo, las Entrevistas Semiestructuradas y el Documento de Informe Final del aprendiz, sometidos a la técnica de Análisis de Contenido. Los resultados de este análisis revelaron que la percepción de ambos sobre el mismo periodo de prácticas experimentado era bastante diferente. Este estudio considera necesario que los participantes de esta importante etapa de la formación inicial trabajen en colaboración y sean conscientes de las funciones que representan y de sus responsabilidades.*

PALABRAS CLAVE: *Formación de profesores. Prácticas curriculares supervisadas. Educación física.*

Introduction

In the initial teacher formation process, the Supervised Curricular Internship (ECS, Portuguese initials) period should be considered as a “*moment of exploration and approximation of reality, opportunity to learn the profession and construction of professional identity*” (PIMENTA; LIMA, 2019, p. 99-100, our translation).

The supervised internship is an important period of initial formation because it provides opportunities for reflection on the dichotomy between theory and practice, which is still very common in teacher formation courses.

All school participants must collaborate and feel responsible for the formation of the intern they receive at the school unit, but the one who stands out in this important role is the Supervisor Teacher.

For Sarti (2009), the supervisor teacher (who receives the intern in their classes) must be formed and qualified with specific skills to interact with the intern in the school environment. The main function of the teacher is to promote a greater approximation of the intern to their future work reality and thus allow the expansion of knowledge arising from the pedagogical action.

The legislation (BRASIL, 2001) is clear on the regulation of internship in universities and schools, clarifying several documental and procedural issues, but it does not point out how this supervisor teacher will receive the adequate continuing education from universities or education departments to truly welcome the intern in his classes. According to Souza Neto and Benites (2013), the internship legislation does not include the formation of the teacher who guides interns in their classes.

The idea of welcoming expands and goes beyond the concept of receiving the intern at school, meaning work concerned with the quality of formation of the intern. In this way, welcoming is defined as a special way of receiving the intern at school, which considers their history, formation and makes them feel part of everyday school life.

So that there is a fruitful development of the supervised internship, it is important that the participants in this process have a close relationship, in partnership, throughout the entire internship process at the school. The supervising teacher must show interest and want to be part of the intern's initial formation, providing opportunities for various actions and possibilities in the school environment.

Thus, this research sought to identify what perceptions the supervisor teacher and his intern had of the same internship period experienced.

This research considered it important to analyze in a comparative way how both see each other within this internship process, as the perception and reflection of their own role are important for the construction of a truly positive ECS.

Methodological paths

This study used the qualitative, documentary, case study method, using the procedures of the descriptive analytical model. The instruments used were semi-structured interviews (initial and final), on-site observations with field notes and the institutional document Final Internship Report.

In this research, the participants were a pair formed by the Physical Education Supervisor Professor of the basic education network and his Intern, a student of the Teaching Degree in Physical Education at a Higher Education Institution (HEI) researched, duly enrolled in the internship activity. The names of the participants, fictionally adopted, are: teacher Alan and intern Alice.

The total period of data collection was two months, totaling eight days of on-site observation, in a total of 20 hours of observation.

After collection, the data were treated and analyzed using the Content Analysis technique (BARDIN, 1977). This analysis technique aims to interpret the message of the author's manifest content and latent content, without the researcher's subjective interpretation, that is, everything that was declared and/or was symbolically implied.

To further deepen the data analysis, Indicator Categories were built in this research, which are actions and postures adopted by the supervising teacher to his intern at the school during the period of the Supervised Curriculum Internship. They are: Arrival, Presentation of Pedagogical Instruments (school/teacher), Availability of Communication and Demonstration of Interest in the Formation of the Intern, Expectations with the Intern, Intern Participation, Intern Professional Socialization, Guidance and Feedback, Relationship between ST and Intern and Reflection on Teaching Practice and Career.

Results and Discussions

Intern's arrival

Perception of Supervised Internship by Teacher Alan

About the moment of reception of the interns, the supervisor teacher Alan reported that he does "*basically an interview, a real conversation about life*", and with it he tries to find out immediately if the intern is interested in teaching, as he claimed that if the intern seeks him out just to fulfill the workload of the activity, he will not make available more time and dedication in these cases, transmitting his teaching experiences. And he added that the intern who shows more interest in education has more of his attention and availability. "*But the intern who gets there right away... looking at the door... it's the basics, you know? It's a harmful relationship, I think even for him, even more for him than for me because then he leaves, and I'm still here*" (Initial Interview, our translation).

Professor Alan commented that the intern Alice was well received at the school, both by the management team and by him, and that the routine carried out with the intern Alice was based on the intern's efforts and overcoming of difficulties.

Intern Alice's Perception of the Supervised Internship

About her reception at the school, the intern Alice said that she was very well received by the school's management and employees and that she had no problem choosing the hours and signing of the internship documents.

The reception of the supervising teacher Alan was also considered positive by the intern, but she highlighted some questions that the professor asked her on the first day of the internship: *“Then I arrived at school, he... welcomed me, asked how I was, asked if I hadn't given up on the profession (laughs)... I said no, I wouldn't, I said: 'no, I won't!' (laughs)... it was like that”* (Initial interview, our translation).

The intern Alice reported that the pedagogical activities for her were in the area of Physical Education and that she was not relocated to another function within the school environment.: *“Yes, they were from the Physical Education area. I think that if I were offered even from the pedagogical area to stay only in the classroom, I would not accept it because I want to do an internship in the area I am graduating at.”* (Initial interview, our translation). She also commented that she spent almost a month observing the classes, willingly to get to know the classes better.

About the presentation of the physical space, the intern reported that the supervising teacher Alan walked with her through the external areas of the school, leaving other sectors without the intern's knowledge. *"I know more about the spaces I need to use, which are the outdoor area, the court, some classrooms, but the teachers' lounge, for example, I don't know, and there are other spaces that are unknown to me"* (Initial Interview, our translation).

Presentation of Pedagogical Instruments (school/teacher)

Perception of Supervised Internship by Teacher Alan

About the intern's planning, Teacher Alan clarified that he did not ask for anything formal. *“[...] she showed me. She tried her best to show the topics of what she was going to do. I didn't demand from her any lesson plan, no, something formal like an internship, but a minimum of organization and she complied with what was asked”* (Final Interview, our translation).

He also added that he intended to ask the intern to leave the "class plan up her sleeve" so that, at any time, he could direct her to teach a complete class, that is, so that the intern could teach all the steps of the class without the intervention of the supervisor teacher, learning to deal with possible frustrations. *“If the intern took the class and lost control of the class and couldn't, I'll let her have this experience even if it's bad because she needs to learn to deal with frustration”* (Initial Interview, our translation).

Intern Alice's Perception of Supervised Internship

About the planning and identity of the school, the intern Alice stated that she did not have access to any planning or presentation of the school's identity. *“It was not presented to me (planning)”* (Initial Interview, our translation).

The intern Alice reaffirmed in the Final Interview that there was no planning presented to her during the internship period: *“There wasn't (planning), there wasn't. Because he always told me that children have to be free to play”* (Final Interview, our translation).

The intern commented that the supervising teacher did not ask for the plans for these classes taught and that they were made by her, with little support from the supervising teacher. *“So, I was thinking, all in my mind. No, he didn't. He didn't ask (planning), I just wrote. I even took it to the day of the class to help out”* (Final Interview, our translation).

Availability of Communication and Demonstration of ST Interest in the formation of the Intern

Perception of Supervised Internship by Teacher Alan

When asked about how he conceived of his role with the intern in this formative process he was starting, the teacher commented that it is a complex subject and he is not sure if he can always exercise his role, but that he understands it as *“the function of giving her (intern) opportunities and chances to live the experience of teaching”*. He also added that he would like to be seen by the intern as a partner, someone who can actually help and not just as a teacher who signs her *“sheet, or to corner her and put her in a situation of contempt.”* (Initial Interview, our translation).

Teacher Alan pointed out his conception of his own role in the process of shaping the future and defined himself as the intern's *“adviser”* on pedagogical experiences.

The teacher added that the responsibility of having another person share his classes and the need to *“remember”* to provide feedback and information for the intern is great.

The responsibility brings a weight, which is not uncomfortable, that's not it. But the weight of responsibility that someone who is there and that I need to dedicate myself a little bit more because I have someone there by my side, I'm not alone and not going to do it alone. I have to remember that I'm always giving her feedback so she doesn't get lost in what I'm going to do. Without her, I don't need to tell anyone what I'm going to do. I come and do it. I had to be careful to remember to always be... One day I forgot to tell her that I didn't have class, then she came, stuff like that, to have someone (Final Interview, our translation).

Intern Alice's Perception of the Supervised Internship

For the intern, the teacher showed no interest in the internship activities: *“No, and he didn't show interest”*. The intern also added that teacher Alan should not be a supervising professor of interns, as he did not present knowledge about the orientation and follow-up of interns, as well as his role in their formation. *“I think he shouldn't act as an internship teacher. He doesn't make enough guidance to be an internship supervisor, you can see from his attitudes. He leaves the interns very loose, on their own”* (Final Interview, our translation).

One day, the intern Alice granted an Extra Interview to the researcher and reported how disappointed she was with the supervising teacher, who was absent from the school without giving her sufficient notice: *“I was getting irritated. Then he went and I've been waiting all this time... and... now I wonder if I had arrived at school... before I found it... after he left... I'd be without any information... do you understand? Because he didn't tell me”* (Extra Interview, our translation). This situation was also reported in her Final Interview and in her Final Internship Report as the “downside” of this internship. According to intern Alice, on another occasion, something similar happened again.

About these situations, the intern criticized the “*lack of respect*” and “*lack of communication*”. *“There was no prior notice, I think lack of communication, lack of respect for the intern. It's like: 'you make it your way and I do my side'. I keep thinking: 'Can you imagine if I lived far away? How was it going to be for me?’”* (Final Interview, our translation).

ST Expectations with the Intern

Perception of Supervised Internship by Teacher Alan

The teacher also clarified that he expects from an intern *“the minimum dedication... the minimum because sometimes even that is not done, understand?”* and that he has intentions of learning how to do, of seizing opportunities and of getting to know the routines of a school. In addition, the teacher reported that he expects the intern's dedication and involvement with *“that sparkle in her eye and that she will be open to living an experience. I really expect their attitude and commitment to the guidance with children”* (Initial Interview, our translation).

Teacher Alan highlighted that the intern must have a *“respectable posture and attitude, so they have a great chance of success, of avoiding conflicts and of having a good*

relationship with the school and with the other agents of the school". The teacher also pointed out that the intern who presents a more casual attitude has a great chance of getting involved in problems, mainly, *"because he won't have the children's respect"* (Initial Interview, our translation).

Teacher Alan commented that he intended to ask the intern to be a partner and to have the attitude of a teacher in class moments and added that for this he avoids using the term intern in front of the class, introducing the intern as a teacher or graduating teacher, so that the students see that way.

Regarding class issues, the teacher highlighted that he hopes that the intern has learned to be more flexible and to know how to *"handle"* unexpected situations and have *"sensitivity"* to realize when it is not possible to continue with the previously established planning (Final Interview).

Intern Alice's Perception of the Supervised Internship

The intern Alice commented that she had good expectations with the current internship, despite having some critical positions and that she believes she will have great lessons about the pedagogical routine of a school. *"As much as I have a critical view of many aspects of my internship, I believe that I will leave here with a very mature vision of what the reality of the school is"* (Initial Interview, our translation).

Even at the beginning of the internship period, the intern Alice negatively rated Teacher Alan's contribution to her formation and her first impressions of the classes:

It's not been very pleasant because his way of administering the classes is totally contrary to what is correct. Usually, he doesn't pass on activities for the children, the children do free activities, some climb trees and others randomly kick a ball, I'm not having a good experience because of that (Initial Interview, our translation).

Intern participation in daily school life

Perception of Supervised Internship by Teacher Alan

Teacher Alan commented that the intern had the opportunity to perform various functions inherent to those of a teacher, such as conducting classes, looking for classes in the classroom and material for the classes. *"She had the opportunity to do a little bit of everything. From leading a class, to looking in the classroom, sometimes I asked her to bring*

the class alone, lead a moment of the class, look for material, to get to know the school's routine” (Final Interview, our translation).

Teacher Alan commented that when the intern intervened in classes, he preferred not to intervene and stay away, only in cases that were beyond the intern's control, and that the contents of these classes were selected by him and the intern, “with complete freedom”. About the behavior of the class. “I even walked away, looking as far away as possible so that the group would not come looking for me to ask for water, look, it's up to her!’ And I kept watching from a distance” (Final Interview, our translation).

The teacher commented that the intern always showed good receptiveness to his interventions and showed a behavior of insecurity in class. “I only realized insecurity when it was time for class... we built a relationship with a lot of dialogue. And it was ok. Even when she wasn't able to do something, she spoke” (our translation).

During these moments of intervention in the classes, the supervising teacher reported that the intern organized activities that did not always work out and that she had no problems receiving advice.

In the teacher's opinion, the interventions in the intern's classes were as he expected, and that even when something different from what was planned by the intern happened, it had already been foreseen by him. “Look, I can say that it turned out as I expected because even what went wrong was expected to go wrong [...]. So nothing got out of hand” (Final Interview, our translation).

Intern Alice's Perception of the Supervised Internship

About her moments of intervention, the intern Alice reported that after the period of observation of classes, she began to teach classes to several groups. In these moments of intervention, the supervising teacher did not show much interest and moved away from the classroom. “So, he left me alone with the kids. He walked away, there he had no way to intervene, understand? So, it's practically like I was left alone, outside” (Final Interview, our translation).

Still on the interventions, the intern reported that she was scared when the supervising teacher Alan asked her to take over the class alone, she believes that the teacher should have been someone else, more attentive. “I was a little scared [...] greater insecurity, actually, however, I think the teacher should be there... if available in case I needed something” (Final Interview, our translation).

The intern added that in her third intervention in classes, she had little guidance from the supervising teacher for her planning and that she organized herself without help. *“My third class I taught alone, I set up my lesson plan without the help of the advisor teacher of the internship, and I thought about the materials I would use, which were balls and cones”* (Final Interview, our translation).

And he continued about the posture of the supervisor teacher on that day of his intervention: *“At the time of this activity, the teacher was away, observing from a distance and taking care of another class that he joined that day and which separated from the area where I would apply the activities, because they were different groups”* (Final report, our translation).

Intern's Professional Socialization

Perception of Supervised Internship by Professor Alan

About the intern's professional socialization in the school environment, the teacher commented that it was *“very little”* because he always being present and solving the issues. *“And there was no need for her to put these contacts into practice like that, just the little it took... 'I needed to get that key there, can you ask the employee for that?' She calmly knew who it was”* (Final Interview, our translation).

Regarding the relationship with the students, the teacher described that at the beginning the intern was very insecure and appeared to be frightened by that new reality, but that she was gradually managing to deal with the differences. *“She has a good relationship with children. Maybe she already have some recreational experience, I don't know”* (Final Interview, our translation).

The spaces most frequented by the intern, according to the teacher, were the court and the back garden of the school (outdoor patio), and occasionally they went to the playground and the auditorium, on rainy days.

Intern Alice's Perception of the Supervised Internship

In an evaluation of the intern about her internship period at this school, she reported that she learned a lot about the relationship with students, however, she did not attribute this learning to the supervising teacher, concluding that she learned alone. *“No, this (maturity) was something I created when trying to get by on my own, got it? It was like I had self-matured without that heat (nervousness), you know?”* (Final Interview, our translation).

According to the intern, the relationship with the school board and with other school employees was small, but she was always treated well by everyone when she needed to get in touch: *“I didn't have a direct connection with the employees, but at times I had contact with them to get some information, get some signatures, I was treated well”* (our translation).

Regarding contact with other teachers at the school, the intern pointed out that they were rare and that the supervisory teacher's poor communication with other colleagues may have influenced her interaction with them. *“As for the other teachers at the school, they used to be polite to me when I exchanged a word with them, which was not always, because the supervisor teacher did not maintain this connection with the others”* (Final Report, our translation).

She added that when there was a break between classes, she stayed on the court waiting for the next class and that the supervising teacher was not always there with her: *“We (intern and researcher) stayed on the court, right at the entrance to the school. I stayed there... waiting for time to pass, to do what I had to do”* (Final Interview, our translation).

Guidance and Feedback

Percepção do Estágio Supervisionado do Teacher Supervisor Alan

When asked about Alice's internship period evaluation, the teacher commented that her performance was *“good, very good. Regular at times, but for reasons of insecurity, which is perfectly understandable. Not because of lack of interest, ever, or because of incapacity”*. The teacher also added that this behavior is normal, as the internship is the place to learn the *“practical knowledge of class”* (Final Interview, our translation).

The supervising professor added that there was no need for any correction for the intern's inappropriate behavior and that he guided her on pedagogical issues. *“In terms of posture, ethical behavior, nothing. What we point out is a pedagogical issue”*. The teacher also pointed out the need for the intern to develop self-confidence and that, in his opinion, this would depend on some factors. *“I don't know what her professional interest is in Physical Education [...], so, if she wants to be a teacher, she will need to work a little on her self-confidence in front of the class”* (Final Interview, our translation).

Still on the intern's assessment, the teacher commented that she was proactive and was very comfortable with correction, praise, teaching and support to students, in case of need. Teacher Alan summarized the intern's achievement as: *“So, her achievement, without a doubt, went from good to excellent”* (Final Interview, our translation).

Intern Alice's Perception of the Supervised Internship

The moments of feedback from the supervisor teacher to the intern were also few and, according to the intern Alice, the teacher seemed not to be aware of its importance in the supervised internship process. *“The dialogue between teacher-students, the exchange of information, was lacking in many moments, I had many moments of stress, I think he was not aware of the importance of this supervised internship”* (Final Interview, our translation).

The intern also added that there was no evaluation by the supervising professor about her pedagogical practice, she only became aware of some points when the teacher filled out the internship documents. *“Only when handing him the self-assessment sheet. He filled out and then just gave me to sign where I had to sign, and then I saw that he gave me positive feedback”* (Final Interview, our translation).

When asked if she suffered any corrections in the supervisor teacher's classes, the intern reported that she did not receive correction guidance and that there were moments when the teacher was absent from the court: *“In the first activity I applied in a group, he did not want to, he did not stay close too... he even left the court. He went there to the secretariat that day. And... on the day I applied the activity, he also left”* (Final Interview, our translation).

Relationship between Supervisor Teacher and Intern

Perception of Supervised Internship by Teacher Alan

Teacher Alan added that he had an *“excellent”* relationship with the intern and that his expectations were met regarding Alice's internship. However, he added his dissatisfaction at not having prior knowledge about the time the intern will be able to be present in his classes. *“The moment she was in was very good, but the ideal is that we already knew in advance: ‘Oh, the year has started, the intern will be there from that week and will stay until that week’. Even to find out if there will be time to discuss with her or with him”* (Final Interview, our translation).

He also highlighted that he hopes intern Alice has seen him as a friend, as someone who was there to help and when asked if he would have any last advice or suggestions for intern Alice, the teacher said *“think, observe what was experienced, what was seen and considers the positive and negative points to know if they are worth it within what she wants as a professional”* (Final Interview, our translation).

Intern Alice's Perception of the Supervised Internship

For the intern Alice, it is important for the success of the supervised internship that the supervising professor always participates "*helping in some way in directing the intern's practices and sharing knowledge*", and suggests that professor Alan should "*behave better with the interns because they will be future teachers, and if he thinks he hasn't had a good formation, he should give this type of dignifying formation to whoever is coming to school, the intern doesn't have to suffer, he's there to learn*" (Final Interview, our translation).

About the relationship with the supervising teacher Alan, the intern explains that there were positive moments with the teacher, despite some stressful moments with him during the internship classes. "*I had pleasant and boring moments with the teacher, some stress due to some attitudes he had with me. He disdained a lot of things. But overall, I tried to deal well with him as much as possible*" (Final Interview, our translation).

Still on the relationship with the supervising teacher Alan, the intern Alice pointed out that she was disappointed with the few moments of orientation or demonstration of interest in her education. In the intern's opinion, the teacher does not seem to have adequate formation to guide interns in his classes.

He often showed no willingness to exchange knowledge with me or suggest some activity to do with the students, it was always me asking a question. These situations exposed here are regrettable, as it is known how essential the relationship between the teacher and the intern is so that the internship progresses in a pleasant and beneficial way, consequently enriching for both. Despite this, I always kept my professionalism up front and always treated him with respect, I saw him as a professional colleague because I am aware that the supervised internship teachers accept to receive us, the interns, but they do not have sufficient foundation so that can serve as guidance during the internship (Final Report, our translation).

Reflection on teaching practice in everyday school life

Perception of Supervised Internship by Teacher Alan

About the intern Alice's learning in a real school environment, teacher Alan clarified the importance of the intern having witnessed the need for flexibility in daily school life. "*Flexibility, I think it was a strong point. We work in a school, like any school, where there are factors external to our planning, interference. As on that day I had to mix a group, there is no water, it's raining a lot, only half the group came (...)*". He also highlighted that he hopes the intern has learned about the functioning and reality of the teacher's life. "*I asked*

her: *'Is it really worth being a teacher? Or move to another area? He earns this much, he does this, there is this type of demand'*” (Final Interview, our translation).

Regarding class issues, the teacher highlighted that he hopes that the intern has learned to be more flexible and to *"handle"* unexpected situations and to have *"sensitivity"* to realize when it is not possible to continue with the previously established planning (Final Interview) .

Intern Alice's Perception of the Supervised Internship

About the contents learned in this supervised internship process with the supervising teacher Alan, the intern Alice stated that she learned to deal with stressful situations and to be more professional, even in those moments when she disagreed with something. *“Knowing how to deal with stressful moments and being professional in those moments (laughs) because sometimes I was there, angry and stressed and I didn't show it, I acted normal as I had to act during the internship”* (Final Interview, our translation).

Discussing the data...

Supervising teacher Alan sees the supervised curricular internship period as an important stage in teacher education and believes that the intern must know all school spaces and experience all the problems inherent to a public school in the city. He said he understands his role in the intern's professional formation as one of great responsibility and hopes to have been seen by the intern Alice as a friend who was there to help.

The supervising teacher realized that he offered an internship endowed with a lot of autonomy and that it gave Alice maximum access to the school reality, providing an anticipated experience of a real school. For him, the spaces for the intern to act out her autonomy with the students occurred at the opportune moments when he left the court, so that she could experience the reality of a Physical Education class in a public school. Alan evaluated the internship process positively and highlighted that the intern was proactive, needing only to work more on her insecurity in class with the students.

All this availability favors a closer relationship between the ST and its intern and expands the opportunities for guidance about classes, students, the school, the teaching career, among others (BUENO; SOUZA, 2012).

However, the ST's perception of the welcome offered to his intern is quite different from the intern's perception of the same period. In her interviews, Alice pointed out the ST's lack of interest in the internship, with absences from classes and few moments for guidance

and feedback on the interventions carried out. In addition, she commented on the lack of organization, class planning and Alan's invitation to participate in other spaces and school events, limiting her experience with other teachers/school staff.

Finally, the intern Alice believes that she had the opportunity to learn to deal with stressful situations and still be a professional in these moments, without showing anger or dissatisfaction, because in some moments of disagreement with the ST, she managed to conduct the internship without fights or annoyances. She understood that Alan did not exercise his role as advisor and educator in this process, as he did not show interest and/or knowledge of how he should conduct the supervised curricular internship.

The intern realized that the internship period she experienced was fruitful and enriching as she had the opportunity to practice a little teaching, even without proper supervision, guidance and feedback on her interventions and reflections on her pedagogical practices by the ST. And she pointed out that Alan should not be acting as a supervising teacher, given the lack of formation or qualification to receive an intern in his classes.

According to Araújo (2014), the ST should see their intern as a professional partner and put them in that position in front of other teachers, employees and students, as a future co-worker in formation. Postures like these allow the intern more security and autonomy to interact and intervene in the professional environment.

It is a very specific relationship of companionship, a formative accompaniment whose focus is on the future of the existence of the accompanied person, which, in this case, is the intern. In such a relationship, the one who accompanies (the partner teacher) provides the person with the necessary conditions so that he can discover his possibilities, organizing favorable situations for formation or taking advantage of favorable situations (SARTI, 2013, p. 94, our translation).

Final considerations

The professional formation of the intern is the responsibility of several active participants in this process: each one has a distinct and equally important role. The university and the school are two formative spaces and must work in partnership for the true success of the supervised curricular internship (SARTI, 2009).

At school, the supervising teacher assumes the role of receiving and guiding the intern in the environment, as well as introducing him to the teaching routine. But for this to be actually done, the teacher must know their role as an educator and be interested in being part of this important stage of the student teacher. It is essential for the teacher to reflect on their

actions and postures with their intern, so that they can provide a quality internship moment (BENITES, 2012).

In this study, the perception of the ST and his intern about the same internship period was quite distinct and endowed with elements that configure the internship, seen in different ways. These differences make it difficult and limit the full development of this important stage of the undergraduate student's initial education, bringing harm to the anticipated experience of the intern's future workplace.

Among the reasons that lead to this situation, the one perceived in this study was that the ST did not have specific formation to receive and guide an intern and did not receive formation or guidelines by the intern's university of origin, situations that opened space for a "handicraft doing" of the teacher, acting with the intern in an intuitive and insecure manner. This factor may have influenced the conduct and differences in perceptions about the supervised internship of the supervising teacher and his intern.

Thus, it is essential to reflect further on the period of ECS and the special formation of these supervisor teachers, so that their choices and attitudes towards their interns have greater awareness and intention, providing opportunities for a better experience about the daily life of teachers.

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