

SUPERVISED CURRICULAR INTERNSHIP: A CASE STUDY ON THE WELCOMING INDICATORS¹

ESTÁGIO CURRICULAR SUPERVISIONADO: UM ESTUDO DE CASO SOBRE OS INDICADORES DE ACOLHIMENTO

PRÁCTICAS CURRICULARES SUPERVISADAS: ESTUDIO DE CASO SOBRE LOS INDICADORES DE BIENVENIDA

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ABSTRACT: This study aimed to identify the indicators of welcome (receptivity model) to the Physical Education intern by his/her Supervising Teacher (ST) during the supervised internship period. The method used was qualitative, case study type, from the perspective of the Descriptive Analytical Model. The participants were a supervising physical education teacher and her intern. The instruments used were semi-structured interviews, on-site observations, and final internship report, all analyzed through the Content Analysis Technique. The results indicated that the Supervising Teacher provided an internship with predominant elements of the Formative Welcoming, prioritizing the partnership and the integration of the intern to the school environment.

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

RESUMO: *Esse estudo teve como objetivo identificar os indicadores de acolhimento (modelo de receptividade) ao estagiário de Educação Física, pela sua Professora Supervisora (PS), durante o período de estágio supervisionado. O método utilizado foi o qualitativo, do tipo estudo de caso, sob a ótica do Modelo Analítico Descritivo. Os participantes foram uma professora supervisora de Educação Física da rede básica de ensino e seu estagiário. Os instrumentos para coleta foram entrevistas semiestruturadas, observações in loco, relatório final de estágio, e todos foram analisados através da Técnica de Análise de Conteúdo. Os*

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resultados apontaram que a Professora Supervisora oportunizou um estágio com elementos predominantes do Acolhimento Formativo, priorizando a parceria e a integração do estagiário ao ambiente escolar.

PALAVRAS-CHAVE: *Acolhimento no estágio. Formação de professores. Estágio curricular supervisionado. Educação física.*

RESUMEN: *Este estudio tuvo como objetivo identificar los indicadores de acogida (modelo de receptividad) del becario de Educación Física por su Docente Supervisor (PS) durante el período de prácticas supervisadas. El método utilizado fue el cualitativo, tipo estudio de caso, desde la perspectiva del Modelo Analítico Descriptivo. Los participantes fueron una maestra supervisora de Educación Física de la red de educación básica y su becaria. Los instrumentos para la recolección fueron Entrevistas Semiestructuradas, Observaciones in loco, Informe Final de Pasantía, y todos fueron analizados mediante la Técnica de Análisis de Contenido. Los resultados mostraron que el Docente Supervisor brindó una pasantía con elementos predominantes de la Recepción Formativa, priorizando la asociación y la integración del pasante en el ámbito escolar.*

PALABRAS CLAVE: *Recepción en prácticas. Formación de profesores. Pasantía supervisada. Educación física.*

Introduction

According to Schön (2000), the undergraduate student during his supervised curricular internship period must reflect on his actions to discover what helps or hinder his knowledge construction and learn by doing, while the primary school teacher exercises the role of advisor, having in practical teaching the main activities: demonstrate, advise, question and criticize.

The supervised internship is an important stage in the period of initial formation of a teacher, since only living within the school environment, the intern will become aware of the profession's habitus and experience the reality of the everyday teaching. It is in this exchange with other school professionals and experiencing the problems of a school environment, that the intern can reframe ideals about the school and build his own teaching identity (TARDIF, 2012).

For Benites, Cyrino and Neto (2012), the supervising teacher, when receiving an intern in his classes, must understand the dynamics of this important role in the intern's professional life. To do this, he must have specific formation and support from the internship legislation on how to act with this intern.

Models of receptivity

Based on the studies by Araújo (2014), on the reception models of the supervised curricular internship, this study will adopt the term Receptivity Model to express different ways of receiving and guiding the intern by the supervising teacher in a school environment. They are the Reception (ARAÚJO, 2014), Modeling Welcome (CARVALHO, 2000) and the Formative Welcome (BUENO; SOUZA, 2012).

Reception is the most initial stage of the internship period, when the intern has the proper release from school management and the Supervising Teacher (ST) to comply with the hours required by law but does not participate and/or interact with the dynamics of the school. The ST does not show interest in participating in the formation and gives the trainee moments of guidance and reflection on the teaching career (ARAÚJO, 2014).

At Modeling Welcome, the ST shows interest in the internship and integrates the intern into his daily tasks but sees him as another student in his classes. The trainee must follow and observe his ST in a relationship of teacher and apprentice, where the trainee repeats what is instructed by the teacher. The objective of the internship is to make the intern learn the activities and tricks of the profession, so that he can reproduce in his classes in the future (CARVALHO, 2000).

In the Formative Welcome, the ST creates a partnership relationship with its intern, showing interest and concern with the intern's formation. The student is integrated into the school routine and experiences pedagogical activities with other teachers and staff. The ST provides moments of guidance and feedback on the interventions performed and builds important reflections on the demands inherent in the teaching profession (BUENO; SOUZA, 2012).

Research context

The choices in the conduct of the Supervisor Professor to his Intern have been the subject of some research in the context of the Supervised Curricular Internship.

These actions aimed at the trainee, such as moments of orientation, interventions in classes and reflection on the teaching routine, are important factors that impact the trainee's professional formation, as well as the little specific formation to monitor the trainee. Therefore, this study sought to understand how the Intern was welcomed by his Supervising Teacher during the entire period of the Supervised Curricular Internship, under analysis of a closer view of the participants' daily lives.

With that, the question to be answered in this work was: what receptivity indicators were used by the Supervising Teacher to her Trainee during the curricular activity of the Supervised Internship?

Methodological paths

This research was defined as qualitative, of the case study, documentary type, under analysis of the Analytical Descriptive method. The required instruments were Semi-structured Interview (initial and final), observations with field notes, Final Documentary Report of the intern.

The participants in this study were an effective Supervising Teacher of the public school system and her Physical Education intern. The names used here in a fictitious way were: Bernardete and Bruno, respectively.

The period of visits for collection was carried out in five days of visit, from the period from 12h to 17h (Thursdays), totaling 25h.

The data from this research were submitted to treatment under the Content Analysis Technique (BARDIN, 1977).

Results

According to the data collected from the interactions observed between ST Bernardete and trainee Bruno, it is possible to observe a type of reception with more indicators of the Formative model.

Discussion of the data

Receptivity

The reception of intern Bruno took place in a very respectful and pleasant way by the management team and, later, by professor Bernardete. The trainee was received by the pedagogical coordinator and the general director, who presented the physical space and explained the demands and problems of school B. In addition, the trainee was offered the possibility to choose the internship schedule grid so that it did not interfere with the University. The intern chose Teacher Bernardete's schedule without knowing her beforehand.

Since arriving at the school, intern Bruno had the constant presence of the general director, always offering him help and making school B available to other interns interested in completing the internship period at the unit. The intern was also well received by the supervising teacher Bernardete, who was interested in having the intern in his classes and including him in his daily school activities.

This receptivity was fundamental for the trainee, in that first moment, to feel welcomed and at ease with the school environment. When the school shows concern for the intern's timetable and makes it more flexible to welcome him to the school, it is already contributing to the supervised internship process, even if still in an initial stage.

The school is not an unfamiliar environment for a teaching degree student, however, for many trainees, this is the first contact with the school in the place of “non-student”, that is, in the position of future teacher, and this receptivity is important for the construction of the integration of the intern into the school environment. The “school as a privileged locus of formation” (SARTI, 2013, p. 218) produces unique and specific knowledge of school life. Therefore, everyone in the school must feel part of this process of building a new teacher.

For the realization of a Welcome with Formative characteristics, the reception of the intern at the school is a very important phase of the initial integration. For this, it is essential that the trainee is presented with the school environment and that it shows an interest in receiving him and in contributing to his professional formation.

This way of welcoming trainees takes on specific characteristics that point to an engagement of the basic education teacher in the professional formation process of the trainee. He finds himself in the position to carry out formative interventions with the trainee. The school teacher sees himself as someone who must interfere in the process and act in the formation of a future teacher (ARAÚJO, 2014, p. 219, our translation).

Presentation of pedagogical instruments (school/teacher)

Intern Bruno had access to several conversations with the management and the ST about the identity of the school and all the problems present in the daily dynamics. However, it was the responsibility of the ST to present the annual and bimonthly plans of the Physical Education classes to the intern. The municipality has an annual plan offered by the Department of Education to all Physical Education teachers in office, which was presented by Professor Bernardete to the intern. Even though it was an official document from the city hall of the researched city, the teacher explained to the intern that some adjustments would be

possible, due to the particular situation of the school. Thus, the intern had access to the plans and schedules of school events scheduled for that two-month period that he was at the school.

The ST presented the reality of the school to the intern and sought to include him in making important decisions in class, allowing the intern Bruno to propose alternative activities such as adaptation to the lesson plan.

The intern also had access to the Annual Planning offered by the city hall and was able to reflect with the ST on the importance of making planning more flexible, so that it is consistent with the demands of the school. And this was only possible because the ST made this material available from the beginning and allowed for reflections about adaptation in it.

For the Formative Welcome, according to the concepts of Bueno and Souza (2012), the intern must know the school environment where the internship will take place and have access to the school's plans. It is also essential that the identity of the school and its assisted community is presented to the internship, so that he can know and propose pedagogical interventions compatible with that specific reality.

For Araújo (2014), when the supervising teacher presents, to her intern, the pedagogical work instruments (class diaries, plans, School Political Project, reports and others), she is positively contributing to the professional socialization process of the intern.

Availability of communication and expression of interest in the formation of the intern

Professor Bernardete, since the beginning of the internship, has made herself accessible to the intern for questions and the need for guidance, through face-to-face, telephone and online conversations (WhatsApp and e-mail). The trainee and the teacher maintained frequent contact on the theme of classes, school issues and peculiarities of teaching life. These contacts were also used for notices in cases of absence of both or problems about the days of classes that happened during the internship schedules.

Teacher Bernardete was interested in participating in the formation of the trainee, by taking measures that she believed to be important for the internship period. The teacher never had any formation or knowledge about an intern's orientation process, but she chose actions that she believed to be positive and that would solve problems at the time she did the supervised internship.

Even showing interest in the formation of the intern, the teacher showed insecurity in the most correct choices, enhanced, possibly due to the demands of the school and/or due to her “non-formation” to guide an intern. As a result, many of her actions with the trainee were

based on the concept of “help”, where she helped the trainee in his formation and the trainee, in turn, helped in problematic situations in class.

The availability of schedules and various means of communication to trainee Bruno demonstrated the ST's interest in interacting and participating in this internship process. When the supervising teacher makes himself available to guide, encourage reflection and address possible doubts of his intern, he is contributing positively so that the future teacher can build his teaching reality.

In the Formative Welcome, according to Araújo (2014), the ST feels part of the trainee's professional formation process and is concerned with offering effective communication between them. The ST understands the importance of this period and the possibility of the intern having several doubts and questions about the classes, schedules, interventions, orientations and feedbacks. With this, different means of communication can be used to facilitate and bring both together in these moments of interaction, inside and outside the school environment. The ST can offer a specific time for the moments of orientation and exchange with the intern within their planning time, and/or can make available their personal communication channels such as: e-mail, WhatsApp and phones.

All this availability favors the closest relationship of the ST with the intern and expands the opportunities for orientation about classes, students, school, teaching career, among others (BUENO; SOUZA, 2012)

Expectations with the intern

The supervising teacher Bernardete repeatedly praised the trainee Bruno's behavior and learning and believed that he already had a good relationship with the children due to his previous experience in football school.

Due to the adversities at school, the teacher also expected for “help” from the intern with the division of tasks and the support with the sporting materials that would be used in the classes. This “help” was seen by both (ST and intern) as important for the intern's formation process, as it provided the intern with this contact with the current school reality.

The teacher hoped that the intern would learn not only about the methodologies in class, but also about the teaching life and its daily needs, since all difficulties experienced in the internship were, for Bernadete, seen as important for the construction of the teaching identity.

In Formative Welcome, according to Araújo (2014), the ST should always support and encourage their interns in their chosen professional careers, because often the lack of experience added to the school's problems cause insecurity in classes and discouragement with the internship and the profession. The ST should not wait for the intern to show interest in the classes and the profession, because, through his orientations and reflections on the profession, the ST can be the focus of positive encouragement to his interns.

Participation of the trainee in school daily life

Teacher Bernardete introduced the trainee to the students as “Teacher Bruno” and placed him in a bi-teaching position throughout the internship. The students respected him and called him “teacher” or “uncle” and his presence was much awaited, both by the teacher and by the students.

Due to the demands of the school, the teacher Bernardete had the support of the intern in her classes, proposing the division of the class to facilitate the control of the students. In that division, the teacher stayed with the girls and the intern Bruno with the boys in the same class. With this, several activities, especially with the boys, counted on the presence of the intern due to his experience in football schools. This support also took place in the control of students when the court was shared with other classes and in support with sporting materials. The intern also performed a teaching role with Teacher Bernardete when receiving and delivering classes in the classrooms and providing support in the school cafeteria.

Trainee Bruno was completely free to propose activities and intervene in ST classes and these interventions started right at the beginning of the internship and lasted until the end of the period. He also participated in extra-class events with the teacher and supported the school's theoretical assessment weeks. Thus, it was possible to observe that the trainee Bruno participated intensively in school life throughout this internship, with important contributions to the realization of both classes and school events. These moments are fundamental, as they are what allow the intern to experience a preview of their future profession, but still with the support of the supervising professor.

In the Formative Welcome, the participation of the trainee must be active, with possibilities for intervention in the classes, interaction in the pedagogical meetings and actions in the school community, so that there is the possibility of an early experience of the work environment. The intern must assume a position of partnership with his supervising professor, having frequent participation in the dynamics of the classes.

According to the concepts of invisibility by Bueno and Souza (2012), the trainee should not look at their supervising teacher as a model or teacher, but rather, with a look more open to the specifics arising from each school environment.

The welcoming that we call here as being formative, the teacher comes to provide opportunities for the future teacher to move through the place of teaching. Elaborates some practices with the objective of contributing in some way to the formation, having as reference their own needs in this phase. However, their actions do not yet have a fully intentional and systematized character (ARAÚJO, 2014, p. 120, our translation).

When an intern is seen by the ST as "another student" in class, his participation is reduced to that of "student", that is, he is not provided with a moment to build teaching experiences, assuming a passive and little autonomous position.

There are two possibilities as to the place that the intern can occupy. He can take the place of an intern as a student - in a way that is restricted to applying activities and fulfilling what he was taught, so that his gaze is turned to the teacher as his model. Or take the place of an intern as a future teacher- look at the classroom from the teaching lens and experience the classroom's daily life in its dynamism and complexity in a perspective of the formative process. His gaze, then, will turn to himself, to his practice with the students, which presupposes, then, time for action and reflection (ARAÚJO, 2014, p. 103, our translation).

Professional socialization of the intern

Teacher Bernardete was concerned with integrating the intern since the beginning of the internship, by introducing the entire school environment and the other teachers/employees of the unit. The intern was known by many school professionals by name and by his role as a teacher in formation with Professor Bernardete. The ST always took him with her to solve any pedagogical issue, both in the classrooms, in the school cafeteria, office, administration and teachers' room. The trainee knew all of these spaces and felt very comfortable in attending them.

Intern Bruno was also invited by the supervising teacher to participate in the school events of that two-month period, interacting in their planning and execution and also to participate in educational meetings, such as the Class Council.

According to Bueno and Souza (2012), Formative Welcome understands professional socialization as a possibility to expand the exchange of experiences of the profession and dialogues about specific demands of this school world with the most experienced school staff.

For Tardif (2012, p. 14, our translation) professional socialization "is a process of identifying and incorporating individuals into the institutionalized practices and routines of work groups".

This way of welcoming trainees leads to the concept of professional socialization, as it allows the trainee to "experience contact with the diversity that characterizes teaching" (SARTI, 2009, p. 137, our translation).

When the undergraduate trainee has the opportunity for professional socialization, he has access to the symbols and habits inherent in school life and this allows him to reframe some common-sense concepts that the intern brings from his anticipatory socialization (family, friends and his own school life). When returning to school as a future teacher, the intern needs to reframe his school socialization and, therefore, face the new challenge of "paying attention to the phenomena of the classroom in which he has strong expectations or representations" (TARDIF, 2012, p.70, our translation).

Through these exchanges of experience and living with different actors in their profession, the intern can reflect and build his own professional identity, because:

[...] human identity is not given, once and for all, in the act of birth: it is built in childhood and must always be rebuilt throughout life. The individual never builds [his identity] alone: he depends as much on the judgments of others, as on his own orientations and self-definitions. [Thus] identity is the product of successive socializations (DUBAR, 1997, p. 13, our translation).

Moments of guidance and feedback

Teacher Bernardete held moments of guidance and feedback with the intern whenever she felt it was important and timely. However, she believed that the trainee already had a behavior considered positive because he had previous teaching experience and, therefore, the moments of orientation in relation to the class and the performance of the trainee were not so frequent.

The moments of conversations, inside or outside the school environment, were more focused so that the intern had access to the current school reality and also reflected on the intended future career. In these guidelines, the ST talked about her experience as a teacher and pointed out the importance of getting to know the school context in which one is going to work.

The moments destined to the intern's orientation were not limited to the school environment, as the teacher always made herself available through telephone and digital

communication networks (WhatsApp and e-mail), to talk and answer any questions from the intern, whether about the next class or about new professional steps.

In the Welcoming with Formative characteristics, according to Araújo (2014), the supervising teacher provides moments for the orientation and feedback of classes to the intern. This time can be within the school space, at the most opportune time for both, as well as through online means of communication, made available by the ST. The guidance and observations about the class and the students are very important for the trainee, who often still lacks experience in the school reality and needs to know the dynamics of the school and of the ST with their students.

Feedback occurs frequently in a formative reception, because after the intern's interventions, he needs to receive constructive criticism and information from his ST to improve his safety and his practice (BUENO; SOUZA, 2012). The guidelines must go beyond the exchange of information about the classes taught by the trainee, they must include reflections on the practice, greater attention on the behaviors and postures used by the trainee. Reflections on the social context of the school, the students and the teaching professional career are included in these conversations, between ST and intern, which contribute to the construction of the professional identity of the future teacher in formation.

According to Araújo (2014), the Formative Welcome model understands the moments of dialogue between the ST and the intern as a way of knowing the intern's desires, discussing the practices and providing opportunities for reflection on the school context, so it approximates itself with the contemporary pedagogical model mentioned by Bueno and Souza (2012).

ST and intern relationship

The relationship between supervising teacher Bernardete and intern Bruno was positive since the beginning of the internship, as the teacher received him with great empathy and interest in that internship. The ST has a very respectful and friendly profile, which made the intern feel very welcomed and at ease to stay to carry out his elementary school internship with her.

Teacher Bernardete did not have specific formation on the orientation of interns and/or any university support on the intern, so she did not know exactly how a supervised internship dynamic was and did not have systematized the step by step orientation to the intern. With

that, she acted in a “handmade” way, choosing some of the practices that she experienced in her own internship and that she understood as favorable for the formation of the intern.

For Benites, Cyrino and Neto (2012) the role of the collaborating teacher (in this research the term adopted was that of Teacher Supervisor) is not yet clear in the literature.

After all, who is this teacher-collaborator? First of all he is a teacher. Someone who was forged by his constitution, who adds knowledge, skills and experiences related to a professional and personal universe. This teacher-collaborator is formed to teach basic education students and receives trainees in compulsory internship situations in schools but does not receive specific formation to become a teacher educator (p. 567, our translation).

The teacher did not put herself in a position of superiority to the trainee and understood that there was a mutual help relationship between them, as the trainee needed their guidance and classes and she needed the help that the trainee gave in class.

This “help” relationship often made the ST not feel able to criticize or reprimand the trainee for any lack, since she counted on him at different times during classes and school events. The help was seen by the ST as important, since she had several issues at school that influenced her classes, which made her depend on the support of the intern. The intern was fully aware of the need for support from the teacher and made himself available to assume, together with her, the needs of the classes. Situations such as delays, absences and workload to be fulfilled by the trainee were not charged much by the teacher, leaving to him the autonomy to manage these points. In many instances, the teacher appeared to feel uncomfortable asking the trainee to deal with these bureaucratic issues, leaving him to decide the organization of his schedules.

In this way, the relationship of teacher Bernardete and trainee Bruno presented important points of the Formative Welcome, as there was a feeling of partnership and complicity between them. In the Formative Welcome, the ST provides an internship environment of great companionship and proximity to the intern, favoring the relationship between them.

According to Araújo (2014), the ST, in Formative Welcome, sees the intern as a professional partner and places him in this position in front of other teachers, employees and students, as he understands him as a future co-worker in formation. Such postures allow the trainee more security and autonomy to interact and intervene in the professional environment.

It is a very specific companionship relationship, a formative accompaniment whose focus is on the future of the companion's existence, which in this case is the trainee. In such a relationship, the one who accompanies (the partner

teacher) makes the necessary conditions available to the companion so that he can discover his possibilities, organizing favorable situations for the formation or taking advantage of favorable situations (SARTI, 2013, p. 94, our translation).

Reflection on teaching practice in school daily life

During the internship period, the supervising teacher Bernardete was concerned with presenting the reality of a public school to the intern, which included the adversities inherent in the school space that can hinder the progress of the internship. The ST believed that all of this was fundamental for the intern to live with, because that way he would have contact with the context of a real school.

Problems such as a court shared with other classes or used as patio and the scarcity of material were not seen by Teacher Bernardete as an obstacle for the internship to occur. These points were reasons for conversation and reflection on the daily practice between the teacher and her intern.

On several occasions, the planning had to be readjusted due to the lack of materials and/or due to space limitations on the court. Therefore, these situations were the subject of conversations so that together they could find valid and possible alternatives for classes to take place. The teacher allowed the trainee to intervene in the face of the needs of class adjustments and accepted his suggestions for the use of alternative sports material or new games as substitutions in the lesson plan.

These moments of debate in orientation conversations were valid for the intern, since he also felt he was an important part of the students' teaching-learning process and had the opportunity to interact and reflect on the demands of his future profession.

According to the Formative Welcome, the ST has a very important role in the formation of the intern, as she accompanies and guides him throughout the entire internship process. In moments of interaction and guidance, the supervising teacher contributes to the trainee's reflection on his own practice and choices, allowing the trainee to understand the reasons for his actions and the specialties of each one of them. Upon reflection, the trainee has the opportunity to break with “plastered” practices and ready teaching models, and build new knowledge and a more critical look at his classes and their goals.

For the Formative Welcome, according to Araújo (2014), the moments of orientation are very important, as they also allow an interaction of the experienced professional with the beginner of the same career, that is, the moment of addressing the peculiar situations of the profession and all daily dynamics. All points must be addressed, as well as the problems

inherent to the teaching profession, but without discouraging or discouraging the intern. The ST can encourage its trainee and introduce them to different ways to build a fruitful professional identity.

The reflective movement leads the teacher to return his attention to his own practice and reframing it, and this action is close to the way of forming the contemporary model (BUENO; SOUZA, 2012).

It is intended that future teachers can then rediscover the school from a new teaching perspective, in order to problematize their personal conceptions about teaching and, also, the student perspective that they still maintain at the university and with which they are used in their relationship with the school environment (SARTI, 2009, p. 137, our translation).

Final considerations

At the school surveyed, Teacher Bernadete showed interest and motivation to be part of Bruno's internship process from the beginning and sought to integrate him into the school's day-to-day life. She adopted actions and welcoming postures that enabled a greater experience of the intern within the school environment.

These moments of exchange and partnership between the supervising teacher and her intern, provide the opportunity to build and develop the professional identity of the future teacher, with the possibility of experiencing this place that will be his working environment (PIMENTA, 2019).

However, in order to be successful in these actions, it is essential that the supervising teacher is aware of his role in this context of the internship and knowledge about the dynamics that must be adopted when receiving an intern in his classes (BENITES, 2012). The internship orientation should not be something instinctive or based only on the previous history of each teacher, it should be systematized and formally oriented to the supervising teacher by the higher education institutions.

This research did not aim to make any criticism of the supervising professor or her attitudes with the intern, but rather, seeking to find and understand how the internship actually took place.

It is considered necessary to expand the field of discussion in teacher formation on the period of Supervised Internship, as well as to reflect on possible formative strategies for teachers who receive and welcome their interns daily in their schools. The supervising teacher

needs to feel part of this process of formation of the trainee and to have clarifications about all his conduct and posture in the internship.

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