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ATIVIDADE INTERATIVA ENTRE O ESTÁGIO SUPERVISIONADO E O PROGRAMA DE RESIDÊNCIA PEDAGÓGICA: A EXPERIÊNCIA DO CURSO DE LICENCIATURA EM PEDAGOGIA DA UNIVERSIDADE FEDERAL DO ACRE

INTERACTIVE ACTIVITY BETWEEN SUPERVISED INTERNSHIP AND PEDAGOGICAL RESIDENCY PROGRAM: THE EXPERIENCE OF THE PEDAGOGY LICENSURE COURSE AT THE FEDERAL UNIVERSITY OF ACRE

ACTIVIDAD INTERACTIVA ENTRE PRÁCTICAS SUPERVISADAS Y PROGRAMA DE RESIDENCIA PEDAGÓGICA: LA EXPERIENCIA DEL CURSO DE LICENCIATURA EN PEDAGOGÍA DE LA UNIVERSIDAD FEDERAL DEL ACRE PEDAGÓGICA

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Resumo: O artigo tem como objetivo relatar e refletir sobre uma experiência vivenciada no Estágio Supervisionado Curricular (obrigatório) realizada por meio do Programa Residência Pedagógica (PRP). A ação foi desenvolvida no Curso de Licenciatura em Pedagogia, no Campus Floresta da Universidade Federal do Acre (Ufac), partindo da necessidade de agregar e integrar o Estágio Supervisionado e Residência Pedagógica, no intuito de oferecer uma formação mais ampla, dinâmica e eficaz. Os resultados deste estudo evidenciaram que a experiência de Estágio Supervisionado proporcionada pelo desenvolvimento das atividades de iniciação à docência do Programa de Residência Pedagógica (PRP) vem garantindo aos alunos do Curso de Licenciatura em Pedagogia da Ufac uma formação cunhada nas vivências do “chão da escola”. Conclui-se que a atividade interativa entre essas duas experiências, encaminha para uma formação docente ampla e capaz de articular a teoria e a prática, oferecendo aos acadêmicos elementos sólidos para a construção da identidade e atuação profissional. O artigo reflete a relação entre ensino, pesquisa e extensão.

Palavras-chave: Diálogos. Estágio supervisionado. Extensão. Formação docente. Residência pedagógica.

Abstract: This article aims to report and reflect upon the Supervised Curricular Internship (mandatory) developed by the Pedagogical Residence Program (PRP). The activity occurred within the Pedagogy Licensure Course at the *Floresta* Campus of the Federal University of Acre (Ufac), considering the need to aggregate and integrate the Supervised Internship and the Pedagogical Residence Program and offer a broader, more dynamic, and fruitful education. The results indicate that the Supervised

Internship experience in the Pedagogical Residence teaching initiation activities has consistently guaranteed an education grounded in the "school ground" for the Ufac's Pedagogy Licensure students. In conclusion, the interactive activities between these experiences direct a broad teaching formation, which can articulate theory and practice and provide students with a solid foundation for their professional identity and competence development. The article reflects upon the relationship between teaching, research, and extension.

Keywords: Dialogues. Extension. Pedagogical Residency. Supervised internship. Teacher training.

Resumen: El objetivo de este artículo es relatar y reflexionar sobre una experiencia vivida en el Estágio Supervisionado Curricular (obligatorio) realizado por medio del Programa Residência Pedagógica (PRP). La acción fue desarrollada en el Curso de Licenciatura en Pedagogía, en el Campus Floresta de la Universidad Federal de Acre (Ufac), con el fin de agregar e integrar Estágio Supervisionado y Residência Pedagógica, ofreciendo una formación más amplia, dinámica y eficaz. Los resultados de este estudio evidenciaron que la experiencia de Estágio Supervisionado proporcionada por el desarrollo de las actividades de iniciación a la docencia del Programa de Residência Pedagógica (PRP) viene garantizando a los alumnos del Curso de Licenciatura en Pedagogía de la Ufac una formación acuñada en las vivencias del "suelo escolar". Se concluye que la actividad interactiva entre estas dos experiencias encamina hacia una formación docente amplia y capaz de articular la teoría y la práctica, ofreciendo a los académicos elementos sólidos para la construcción de la identidad y actuación profesional. El artículo refleja la relación entre docencia, investigación y extensión.

Palabras clave: Diálogos. Extensión. Formación de profesores. Pasantía supervisada. Residência pedagógica.

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Introduction

The school is one of the main places where licensure undergraduate students and graduates take action. Thus, during the initial training, they must be in direct contact and develop activities in their main field of activity, the school, through the (mandatory) Supervised Curricular Internship and other practical formative practices, such as the Pedagogical Residency Program (PRP). The latter is a program of the Coordination for the Improvement of Higher Education Personnel (CAPES) of the Brazilian Ministry of Education (MEC), which allows residents to be initiated into teaching through daily pedagogical practices.

Considering this, this paper aims to report and reflect on a Supervised Curricular Internship experience that occurred through the PRP. The initiative occurred in the Pedagogy course at the *Floresta* Campus of the Federal University of Acre (Ufac). The purpose was to design an experimental activity that integrated two key formative experiences: the Supervised Internship and the Pedagogical Residency, both guided in a coordinated and collaborative manner. This initiative aimed to create an interactive approach to provide comprehensive, dynamic, and effective training. As part of the PRP activities, students could fulfill the credit requirements for the Supervised Internship through this experimental experience.

The possibility for development created by this formative initiative results from licensure students' demands. They complain about the lack of consistency in the activities developed during the (mandatory) Supervised Curricular Internship as the current setup for the practicum doesn't provide theory-practice integrated training. The Federal University of Acre administration, recognizing their demands and seeking to strengthen the licensees' training, published the Cepex Resolution No. 125 of October 25, 2022, allowing the (mandatory) Supervised Curricular Internship activities to be conducted during the PRP.

According to Ordinance No. 82 of April 26, 2022, issued by CAPES, which regulates the PRP, residents will have eighteen months of practice in the field school. During this period, they conduct class observation, planning, and teaching under the supervision and assistance of the faculty advisor, the preceptor, and the school's management staff. It is expected that a moderately extended period at a public school will ensure adequate training for undergraduate students seeking licensure, tailored to meet the demands of contemporary society and based on basic education principles.

Considering the context of Ufac, Public Notice No. 13/2022, issued by the Pro-Rectorate of Graduation (PROGRAD), which regulates the PRP, has been in effect since October 2022 and will end in March 2024. The Pedagogy students enrolled in the PRP can request a credit

transfer for the (mandatory) Supervised Curricular Internship, according to the educational stage in which they conduct the PRP. All the activities occur under the faculty advisor, a professor at the Pedagogy course linked to the PRP subproject, and the field school's preceptor. The latter needs to have a minimum of two years of experience in basic education and be actively working at the subproject's field school.

The PRP subproject, regulated by the PROGRAD Public Notice No. 13/2022, started with a guidance meeting for the residents, followed by the training courses, orientation meetings at the field schools, class observation, planning, didactic material preparation, pedagogical activities orientation and intervention, teaching, among others. Therefore, this paper discusses and reflects on these activities, focusing on displaying that the (mandatory) Supervised Curricular Internship activities can occur within the PRP and that this interactive initiative can result in solid teacher training, backed by the knowledge of basic education, and supported by the scientific and cultural principles of teaching and learning. Additionally, through the interaction, it is possible to strengthen the partnership between the basic education institution and the university concerning teacher training policies. Thus, this paper reflects the connection between education, research, and extension.

The highlighted expositions arise from accompanying groups of students from the Pedagogy course, *Floresta*

Campus, as an advising professor throughout three Public Notices for the Pedagogical Residency Program, issued by CAPES, in 2018, 2020, and 2022. Their reflections joined the experiences reported by the students through the Public Notices and were systematized in this article. The main theoretical background, divided into two, includes Libâneo (2013) and Pimenta (2012): the first part is titled "Supervised Internship and Pedagogical Residency Program: a Possible and Necessary Dialogue"; the second, "New Training Possibilities in the Mandatory Supervised Internship and Pedagogical Residency Program Integration."

Supervised internship and pedagogical residency program: A possible and necessary dialogue

According to Article 2 of Ordinance No. 82 of April 26, 2022, the Pedagogical Residency is a CAPES program that aims to facilitate pedagogical residency institutional programs implemented by Higher Education Institutions (HEI),¹ contributing to improving the initial training of basic education teachers of licensure courses. The PRP aims to improve teacher training by providing knowledge that is closely aligned with the practical realities and a wider experience within the teachers' professional setting, namely

¹In Brazilian Portuguese: Instituições de Ensino Superior (IES).

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the school. To fulfill this goal, the PRP's specific objectives comprise:

- I - strengthening and deepening the theoretical-practical training of licensure students;
- II - contributing to building the professional teaching identity of the licensees;
- III - establishing co-responsibility between Higher Education Institutions (HEI), education networks, and schools in teachers' initial training;
- IV - acknowledging the experience of basic education teachers in preparing licensees for their future professional practice;
- V - inducing collaborative research and academic production founded on situations experienced in the classroom. (Brazil, 2022, art. 4, our translation)

The PRP occurs through the partnership between the Federal, State, and Municipal governments, aiming to fortify the exchange between higher education institutions and basic education schools. The policy has been contributing significantly to making basic education teachers' training broader, based on mastering pedagogical knowledge and specific content, and supported by practical experiences of schools' daily routines.

Per the CAPES Ordinance No. 82/2022, the PRP residents consist of licensure students regularly enrolled in a Higher Education Institution of the area contemplated by the subproject. In addition, students must have completed at least 50% of the course or be enrolled from the 5th semester onwards. Beyond that, they must have significant

academic merit verified through their educational history and be available to dedicate time to PRP activities. According to the PROGRAD/Ufac Public Notice No. 13/2022, the total workload for the residents is 400 hours, and they need to dedicate at least 23 monthly hours to the program. By immersing residents in the school, the PRP enables a considerable period for graduate students to acquire the necessary pedagogical experience for the pedagogical practice required by the profession.

The PRP offered by licensure courses, fulfilling the directives of the PROGRAD/Ufac Public Notice No. 13/2022, must include the following aspects and dimensions:

2.4.1.1. Training focused on practicing the profession and building professional teaching identity, considering technical, cultural, political, and social dimensions in all their complexities;

2.4.1.2 Integrating initial training and continuous education, anchored in reflective socialization, pedagogical innovation, and learning between residents, preceptors, and advising professors, promoting the approximation between the university and the school.

2.4.1.3 Immersion of the licensee in the school's daily routine, aiming at comprehending academic culture in all its complexity;

2.4.1.4 Immersion of basic education teachers in the university, with the goal of (re)building their knowledge through their inclusion in research, studies, and extension promoted by the HEIs;

2.4.1.5 Qualified supervision and mentorship of the licensees by the basic and higher education teachers;

2.4.1.6 Recognizing the school as a privileged space for the production of specific knowledge, based on the principle of in-dissociability of theory and practice in teacher training;

2.4.1.7 Holding seminars, workshops, and other collective activities that promote the continuous

education of the project's scholarship recipients, as well as the exchange of experiences by the PRP;

2.4.1.8 Residents performing teaching activities and pedagogical intervention in the classroom, in addition to participating in educational projects and creating innovative didactic materials;

2.4.1.9 Planning and executing multiple actions inherent to teaching, with increasing complexity, aiming at the licensees' autonomy, including the use of educational technologies and diverse didactic resources;

2.4.1.10 Conducting collaborative research and joint academic production about the various phenomena and real situations that occur in the school setting and the classroom;

2.4.1.11 Systematizing and documenting reflections on the activities carried out by participants in reports, experience accounts, training journals, or equivalent monitoring tools;

2.4.1.12 Development of action that stimulates pedagogical innovation, professional ethics, creativity, continuous construction of teaching professionalization, and peer interaction;

2.4.1.13 Exploring opportunities for integrating pedagogical residency activities with the supervised internship in licensure programs, while respecting the guidelines and autonomy of HEI. (Ufac, 2022, our translation)

It is important to note that the flexibility of the PRP allows a fertile field for the approached dimensions, not only concerning the development of theoretical-practical knowledge focused in the classroom but toward all knowledge in various fields, functions, and activities within teaching, such as school management, coordination, and specialized educational service. The dimensions are wide and include numerous possibilities and experiences that future teachers must experience during their training. Thus, we can say that:

[...] school-centered training is the one that occurs within the work environment, prioritizing cooperation, the exchange about the practices, and the needs and interests of teachers who take part in building and managing the training plan and are co-responsible for its development. (Cunha; Prado, 2010, p. 102, our translation)

School-centered training is the exact focus of the PRP. This type of formative initiative enables collaboration and exchange between the various subjects involved in teacher training and practice, namely the formative teacher, basic education teachers, pedagogical coordinators, school managers, administrative coordinators, and public government administrators. As discussed above, the multiple aspects and dimensions specified on the PROGRAD/Ufac Public Notice No. 13/2022 enable interexchange with the subjects involved in teacher training and remove this responsibility from being exclusively held by universities. When allowing the interaction between residents, preceptors, advising professors, and other teachers from the school, the PRP promotes closer ties between the university and school through the exchange of initial and continuous education, anchored in the exchange of reflections, pedagogical innovations, and learning experiences.

Another noteworthy potential of the PRP is that it guarantees experience and learning of numerous didactic elements of the pedagogical practice, namely: planning,

methodology, and evaluation. According to Libâneo (2013, p. 24, our translation), “educational practice’s pedagogical character is verified through action, conscious, intentional, and planned action in the process of human formation.” From a qualitative perspective, this type of action is not always effectively implemented in many licensure courses and, more specifically, in the subjects of (mandatory) Supervised Curricular Internship, since students go to field schools and spend little time in them, conducting certain activities planned by the subject’s professor, as it occurs in the Pedagogy course at the *Floresta* Campus.

In this course, the 400 hours destined for the Supervised Internship are divided into 3 curricular components, and, during each one, the licensure students complete planning activities, class observation, teaching, and produce reports. In this didactic organization, the hours allocated to teaching practice are reduced in favor of other activities. Beyond that, the advising professor can’t always accompany and guide the practicum, thus, the actions become restricted, concerning the short period the trainee spends at the field school and the diversity of pedagogical activities performed, reduced to observation, planning, and teaching practice. Therefore, the trainee does not experience the complexity of teaching and school work in its many dimensions.

One of the greatest possibilities of the PRP resides precisely in these aspects. The students have an 18-month

journey of effective practice in basic education schools, a period where they develop guided, supervised, and enriching pedagogical action with the chance to experience the particularities and dynamics of the school's daily routine. During this period, they undergo multiple dimensions of pedagogical practice, enabling them to apply learned theory and conduct formative actions directed at these same dimensions.

Concerning planning, Padilha (2011, p. 3, our translation) defines this didactic element as “a reflective process, of making decisions about action; the process of forecasting needs and rationalizing the use of available resources, to achieving goals”. School planning is a didactic element that allows for a critical-reflective action by the educational agents, aiming at identifying positive results and challenges to be overcome during the educational and pedagogical practice.

From Libâneo’s perspective, school planning should be characterized as “a teaching assignment that includes predicting didactic activities concerning their organization and coordination in the face of the proposed goals, its review, and adaptation during the teaching process” (2013, p. 36, our translation). It is an initiative directed at the organization of pedagogical and teaching practice to enable recovery of the content approached in class, seeking to make the necessary adjustments for achieving intended objectives.

Therefore, school planning reaches into two dimensions: organization of the pedagogical practice and reflection on the conducted activity. This occurs through self-evaluation of the various subjects involved, aiming at verifying if the practicum has enabled the achievement of expected results, concerning both cognitive and sociocultural aspects.

Planning should be considered as “[...] general guidelines, reference documents through which specific didactic plans are elaborated” (Libâneo, 2013, p. 253, our translation). Accordingly, Vasconcellos (2010) clarifies that planning is a political-pedagogical action because it carries intrinsic educational intentions: “[p]lanning is developing the intervention plan for reality, aligning with the intentionality requirements of putting into action, it is a mental process of reflection and decision-making - not any reflection, but one laden with intentions for reality” (p. 43, our translation).

In that sense, “the school, teachers, and students integrate social relation dynamics; everything that occurs within the school environment is traversed by economic, political, and cultural influences [...]” (Libâneo, 2013, p. 222, our translation), thus “the act of planning [...] is primarily the conscious activity of predicting teaching actions, founded by political-pedagogical options [...]” (Libâneo, 2013, p. 222, our translation). As Libâneo suggests, it’s the schools’ and teachers’ responsibility to create their plans, and select content and methods thus guaranteeing the medium of

educational organization considering the student's pedagogical needs. Within this context, and the PRP experience, the residents take part in organizing the pedagogical planning under the direct accompaniment of the schools' teachers, coordinators, and preceptors. They select content and methods, produce resources, and, especially, experiment with these methods and the possibility of rethinking planning according to the results experienced during the PRP.

From Libâneo's perspective, method, another noteworthy didactic component of the pedagogical practice, is the "[...] pathway to achieve an objective" (2013, p. 36, our translation). Therefore, the choices and utilization of certain methods by the teacher are defined by the "objective-content relationship, and refer to the medium to achieve general and specific objectives in education" (p. 149, our translation). Considering this, we verify that the teacher should be aware when opting for a certain educational method. They should know about the work they intend to do, the content they aim to explore, and, finally, the type of learning they intend to build with their students. During the PRP, this type of knowledge can be built and developed through collaborative action between the parties involved in the process.

From Libâneo's (2013) perspective, the primary goal of educational practice is to enable children and young people to have a broad understanding of the social reality they are

part of so that they can become active agents for transforming this reality. However, to make this possible, a huge technical and pedagogical investment from the State is necessary, considering its responsibility of managing education, and also from the teacher in terms of educational methods, so that this didactic element enables moments of reflection, comprehension, and employment of social reality transformative actions. In that sense, defining the method used by the school and teacher determines the concept of education employed in the classroom.

Furthermore, Luckesi (2011, p. 37, our translation), when referring to educational practices, asserts that a good teaching practice “offers the student conditions for learning and, consequently, for development, taking their formation as a citizen into account.” The author highlights that we’re “human beings and, simultaneously, subjects and citizens, therefore, we’re in a constant relation with ourselves, the others, and everything around us” (p. 37). And it’s because we’re social beings, i.e. constitute ourselves while interacting with our peers, that defining educational methods should prioritize dialogue, the harmonious coexistence with the other, and the environment.

Finally, Luckesi (2011, p. 58, our translation) points out learning assessment as the third aspect of pedagogical practice, which aims to “subsidize investments aimed at achieving established objectives, as it serves as a means of investigating to intervene and obtain the best results.”

Assessment becomes a primordial didactic element that supports the achieved results, in addition to indicating what pedagogical aspects need rethinking or replanning, and even exclusion. On that account, Luckesi (2011) defines assessment as a “subsidiary resource” (our translation)² because it helps the teacher and school by verifying if the expected results were achieved or if new methods are needed to complete it. The act of assessing is not restricted to attributing grades to students but mainly “supporting the learner constructively and efficiently in their self-development, which differs from expecting successful results” (Luckesi, 2011, p. 21, our translation).

Assessment is an element that crosses all the stages of the teaching and learning process, “it is a reflection on the quality of school work, both for the teacher and students.” Thus, we understand that “assessment is a fundamental and permanent didactic assignment of teaching that should accompany the teaching and learning process step-by-step” (Libâneo, 2013, p. 195). The evaluative process should be seen as a continuous and ongoing effort, committed to supporting the entire teaching and learning process rather than just serving as a tool for assessing learning and assigning grades.

Considering the discussion about the elements of pedagogical practice, the licensees must have diverse theoretical and practical experiences during their initial

² **Original expression, in Brazilian Portuguese:** *recurso subsidiário*.

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training, enabling them to build the required teaching knowledge for pedagogical performance in their profession. In the Pedagogy course, the subjects of the (mandatory) Supervised Curricular Internship are distributed from the fifth period onwards, introducing this knowledge. The practicum as a curricular component of Licensure courses “is a moment for the student to think/understand teaching from the perspective of their future and main place of practice, the basic education institution, supported by a critical and reflective action” (Araújo, 2019, p. 225, our translation). When this formative moment occurs concomitantly with PRP activities, the possibility for critical-reflective action is significantly higher: the resident can build various teaching skills through a dynamic and collaborative formative process, in cooperation with various participants under constant supervision and guidance.

In the context mentioned above, the Supervised Internship becomes “a genuinely meaningful formative experience for the trainee as the school environment starts to be part of feeling and living the teaching training/profession” (Araújo, 2019, p. 225, our translation). Thus, it can constitute “a transformative-formative pedagogical initiative” that “aims to support and guide students in learning to teach, preparing them for a future teaching practice that is critical, innovative, and transformative within the educational context” (Araújo, 2019, p. 225).

To achieve successful pedagogical action, which can support licensees concerning aspects inherent to their professional identity, directing them to practicum in basic education schools for a month or less is not enough, which occurs in the Pedagogy course at the *Floresta* Campus. Beyond that, guiding a strict chronogram with a pre-established script guided by the Supervised Internship supervising professor is also insufficient. This non-dialectical practice is frequently inadequate to build teaching knowledge supported by the action-reflection-action procedure. “The activities conducted during the internship should embrace problematizing, dialogue, and reflection on practice within the practice” (Araújo, 2019, p. 225, our translation).

When carrying out the Supervised Internship subjects in a dialogical way, thus involving formative institutions in cooperation with the primary school, these curricular components become “a significant moment of learning the teaching profession; of bringing the student and their future profession closer; of articulating theory and practice and, above all, a moment of experiencing the daily school routine in all its various nuances” (Paniago; Sarmiento, 2015 apud Araújo, 2019, p. 255).

Considering teachers’ initial training, the complexity of teaching requires more than the dominance of pedagogical knowledge and their practice’s specific content, it needs to include the practical dimension of this formation. We

understand that a teacher training course that approaches the practical aspects of this profession must ensure the practice of experimental situations focused on specific skills considered relevant to successful teacher performance (Pimenta; Lima, 2012, our translation). To incorporate this experience into the training provided by the various licensure courses in the country's higher education institutions, the PRP constitutes an opportunity as it establishes a dialogue within the Supervised Internship subjects and immerses licensees in the daily school routine so that collaborative and collective work in basic education schools occur. The purpose is to enable complex teacher training that includes the diverse knowledge required by the pedagogical practice. Next, we will discuss this dialogue and integration between the Supervised Internship subjects and the PRP.

New training possibilities in the supervised internship and pedagogical residency program integration

We consider dialogue a powerful tool in educational progress since it enables a horizontal, concrete, and complex connection that looks at the materiality developed in the vast educational field. In that sense, it allows us to establish ties between what we understand as reality and what we aim to build in the near future for teacher training,

considering a collaborative and increasing effort that democratizes the individuals' knowledge, experiences, and actions.

From this perspective, and considering the contemporary complexity of teaching, discussions related to improving licensure students' training, specifically Licensure in Pedagogy, expose the need to implement a Pedagogical Residency program. For the benefit of supporting higher education institutional demands, satisfying its goal to invest, enable, and comply with initial and in-service training, CAPES issued the Pedagogical Residency Program in 2018, through Ordinance No. 38 of February 28, aiming at improving licensees' training and incentivizing the redesign of the Supervised Internship (BRAZIL, 2018).

Through this first ordinance, CAPES sought to improve PRP considering the demands of HEI teacher training, in conjunction with social, political, and economic transformations and the particularities of basic education public schools. In that sense, CAPES Ordinance No. 82 of 2022 reformulated the PRP's specific objectives, defined below:

- I - establish co-responsibility between HEIs, education networks, and schools in initial teacher training;
 - II - contribute to building the licensees' professional teacher identity;
 - III - strengthening and deepening the theoretical-practical training of students in licensure courses;
 - IV - acknowledging the experience of basic education teachers when preparing licensees for their future professional practice; and
 - V - inducing collaborative research and academic production founded on classroom experiences.
- (BRAZIL, 2022, our translation)

The PRP objectives highlight the gaps in licensure students' initial training, especially concerning the dialogue between theory and practice. Belletati and Domingues (2019), while reflecting on how challenging is multipurpose teacher training, stress the complexity of this task when pointing out the main aspects that should compose these professionals' training: theory and practice unicity, children's and elementary education's specific content and methodologies, integrative and interdisciplinary initiatives, didactic and research subjects.

According to Pimenta (2012), the Supervised Internship can be understood as a theoretical activity that envisions the cognitive development of the future teacher by reflecting on praxis. Therefore, "it is the theoretical activity that allows one to get to know the reality, making it an object of knowledge, a reference, so that it can subsequently establish the ideal and desired reality" (Pimenta, 2012, p. 205, our translation). Concerning this aspect, we highlight

through Hargreaves (2002) that beyond improving technical and pedagogical abilities and competencies, the innovation required by the teaching practice - enabled by formative experiences such as the Supervised Internships and the PRP, capacitates the licensees to comprehend current changes in the social context.

In that sense, far from being a pessimistic or isolated perspective, we noticed that some practical activities developed in the Supervised Internship subjects are restricted regarding fulfilling the future teachers' formative necessities. Therefore, a few inquiries arise: To what extent the Pedagogy students of the Floresta Campus can experience the complexity of the teaching practice during the Supervised Internship course load, considering how it has been occurring, fractioned in a strict disciplinary and pedagogical structure, as mentioned above? Do public schools allow undergraduate students, as interns, to assume all the pedagogical roles that should be offered in their practical training as future teachers? Is supervision actually appropriate during all the stages of the Supervised Internship? Or are the students solely directed to fulfill protocol without adequate and necessary guidance for the teaching practice?

For comparison, each (mandatory) Supervised Curricular Internship course in the Pedagogy Licensure program comprises approximately 20 hours of teaching practice observation. In contrast, the CAPES Public Notice

No. 06/2018 of the PRP set an observation load of 440 hours for the residents, displaying an immersion in the daily school routine and encompassing observation, planning, and teaching. The Public Notice establishes:

2.2.1 The pedagogical residency is a formative activity carried out by a student regularly enrolled in a licensing course, developed in a basic education public school designated field school.

2.2.1.1 The pedagogical residency has a total load of 400 hours of activities, distributed as follows: 60 hours allocated to school familiarization; 320 hours of immersion, with 100 dedicated to teaching practice, which will include planning and conducting at least one pedagogical intervention; and 60 hours allocated to elaborating the final report, evaluation, and socialization of activities. (BRAZIL, 2018, our translation).

We emphasize that the PRP workload was extensive to cover multiple dimensions of the teaching practice. It is also noteworthy that, after the public notice mentioned above, which had stricter hours to fulfill the schools' demands, new directives were issued, making the PRP more flexible. Consequently, the 2022 Ordinance doesn't set specific hours for each activity on the field school, contributing to teacher training founded on the schools' needs. The immersion hours for the schools' residents, who experience multiple initiatives, expose the significant contributions of the PRP to training these professionals.

Considering the Supervised Internship and the PRP, the observation hours in basic education enabled more than

observing the school as a whole, it included classroom activities, specifically experiencing school dynamics that encompass the dispositions of each space until the routine and pedagogical practice of the supervising teachers. The dialogue between these formative experiences occurred through further observing the daily school routine, making the PRP's workload more flexible, developing knowledge construction, reflective action during the pedagogical planning, familiarization with the school environment, interacting with experienced teachers, the practice, and the teaching process in different school settings.

Considering how the Supervised Internship in the Pedagogy course occurs, we highlight the need to reformulate this disciplinary model. In this context, one or two professors rotate between multiple field schools to evaluate the interns' activities. However, during their rotation, various activities happen without the guidance of the ones responsible for developing them. Even with an observation itinerary, the Pedagogy interns demand a more constant accompaniment for the activities, as it occurs in the PRP through the preceptor. The preceptor belongs to the basic education institution faculty and guides the residents during the activities they must conduct in the school, in conjunction with the supervising teacher and the pedagogical coordination.

Teacher training that makes itself motivating and effective in building the necessary knowledge for the

teaching practice crosses the initial guidance of a trained professional, capable of directing students to capture the experiences and nuances of educational realities and their particularities, according to social matters the subjects encounter themselves in.

PRP operates for more than 400 hours to prepare licensees for the 'trenches'³ of the school, the nuances of daily life during eighteen months of practice, the training, and the relationship between the different agents of pedagogical action. There is proximity with the reality, which was more than observed, it was experienced, revisited, and remodeled in the PRP during knowledge exchange, from observing until practice per se. In this context, the relationship between the residents, preceptors, supervising teacher, administrative coordination, pedagogical coordination, school management, and the coordination of the pedagogical residency program guarantee contact with an educational institution's hierarchical disposition but also the exchange of numerous experiences influences, and realities collaboratively built that add both to teacher training and the professional identity.

Regarding pedagogical planning, the Supervised Internship comprises 40 hours for each subject, and, in the context of the Licensure in Pedagogy, it usually occurs during a calendar week. The interns produce the teaching

³ **Original expression in Brazilian Portuguese:** "chão da escola". The expression in English aims to convey a more relatable term and preserve the metaphor used in the original text.

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plan during this period, supported by twenty hours of observation. The students have the support of the advising professor responsible for the Supervised Internship subject, and sometimes of the supervising teacher. However, the planning production is compromised, especially by two aspects: the short period destined to organize it and develop activities, and the incoherence between the model required by the advising professor (class plan) and the one used by public schools (didactic sequence or pedagogical routine).

Planning is an indispensable tool for those who aim to reach pre-established goals., beyond doing something professionally. In the book **The Art of War**, Sun Tzu clarifies: “Thus it is that in war the victorious strategist only seeks battle after the victory has been won, whereas he who is destined to defeat first fights and afterwards looks for victory” (Tzu, 2000, p. 13).⁴

In **Tactical Dispositions**, the Chinese philosopher presents a victorious fighter's characteristics, abilities, and strategies before and after the battle. It is necessary not to miss opportunities, and to have a careful plan, an effective strategy, and a previous and continuous assessment to guarantee victory. In that sense, education is our battlefield and field of practice. Our adversary is the simplified teacher training, the one distant from educational practice, which is

⁴ **Original citation, in Brazilian Portuguese:** É por isso que, na guerra, um estrategista vitorioso só procura a batalha quando seus planos indicam a possibilidade de uma vitória. E é por isso que aquele destinado ao fracasso luta antes de ter planos cuidadosos, achando que a vitória pode acontecer sem isso (Tzu, 2011, p. 19).

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present in the propositions and intentions of a pragmatic and technicist curriculum, one that separates teaching training from a humanistic approach. A plan that follows the educational institution's reality, founded on a solid theoretical and scientific basis, is fundamental to defeating the barriers of a superficial formation and conquering teacher autonomy.

Considering this, due to a longer path destined to planning activities within the PRP, the resident gets considerably closer to the reality of practicing teachers and students, enabling greater autonomy for the teacher in training since it fosters familiarization with the settings, didactic materials, and, consequently, the students and their particularities, critical aspects of effective planning.

Furthermore, the Pedagogy Course includes an average of 35 hours dedicated to teaching practice in the Supervised Internship subjects. These experiences are classified in a restricted pattern with deficiencies that, due to previous actions (observation and planning), occur in discordance with the reality of teaching. Thus, teaching practice enables a brief preamble of the first classroom contact.

It is important to highlight that Supervised Internship subjects have professors responsible for directing the students in their actions. They must be close and extremely aware in order to direct the didactic actions. However, considering that each subject has an average of 90 to 135 hours, the execution chronogram, which includes different

activities, becomes tight, considering the number of students and field schools. Therefore, one or two professors responsible for these subjects are insufficient to accompany the activities in their vastness. In that sense, the Supervised Internship professors only attend the field schools to evaluate the intern.

In contrast, in the PRP, it is recommended that teaching practice occurs throughout the entire program. There is precious class observation and planning, which occurs with the support and supervision of the school team, composed of managers, coordinators, supervising teachers, and preceptors. This enables new meanings for the moment of teaching, considering the future teacher's training and professional practice.

In that sense, the teaching experience in the PRP is more closely aligned with the realities of the 'trenches,' as the resident, in the phases leading up to teaching, can experience real moments, observe with greater insight, familiarize themselves with the environment, and get to know the students' specificities. All of these aspects enable building the autonomy required by the teaching practice.

In addition to the didactic-pedagogical and structural matters of each formative model, a significant aspect is that, in contrast with the Supervised Internships, the PRP guarantees financial aid for the involved. Considering the Brazilian conditions and reality, the amount remains insufficient, however, it clearly fosters greater opportunities

to carry out these activities regarding transportation, food, and didactic materials acquisition.

Under these conditions, the PRP becomes more than a formative program; it configures itself as an approximation, an experience within the pedagogue's practice environment. In this discussion, we highlight that thanks to the immersion in the school environment, its routine, and the nuances surrounding it, the PRP is an identity-building opportunity for the future teacher and a closer experience of school reality.

Final considerations

Based on the concept of collaborative construction of formative and integrated actions and the need for changes that meet the reality of schools, the experimental experience in the Campus Floresta Pedagogy course discussed here included two significant formative activities, the (mandatory) Supervised Curricular Internship and the Pedagogical Residency Program. The experience effectively approximated the university, as a formative institution, to the future teacher's professional field. In that sense, the experimental initiative, aiming at meeting the needs of the Licensure in Pedagogy and supported by the Cepex Resolution nº 125, of October 25, 2022, accomplished the improvement of teacher training, envisioning new

organizational models for the (mandatory) Supervised Curricular Internship.

The need for renewal in teacher training is constant. Between the challenges, what stands out are those resulting and emerging from contemporaneity, “urgencies posed by social changes that affect the different aspects of human activity and invade the school’s walls” (Gatti; Barreto, 2009, p. 12). New knowledge, sciences, and ways of being and living in society bring numerous challenges and opportunities for a more adaptable, diverse, and intricate school environment.

In the face of this continuous metamorphosis, the dialogue between teacher initiation, the different and significant contributions of the Supervised Internship and the PRP for building a professional identity, the acquisition of knowledge required for the teaching practice, and the contact with the reality of Brazilian school contributes to reformulating the licensees training.

From one perspective, some faculties and universities adhere to an inflexible model, often consolidated in the (mandatory) Supervised Curricular Internship subjects, which corroborates cementing formative and professional opportunities for the licensee. On another hand, the PRP’s dialogue and dispositions foster the flexibility of teacher training models. Beyond that, it exposes the contribution of the different agents involved in educational action at the academic institution: managers, coordinators, preceptors,

residents, supervising teachers, and educational assistants, who, in their own way, make the PRP an active front in training future educators, based on the construction of knowledge and teacher identity.

Previous teacher training was based on models disconnected from the realities of Brazilian education, anchored in top-down practices and knowledge. In contrast, the interactive experience between the Supervised Internship and the PRP has been trailing new airs for active hope, rooted in the challenging experiences of the 'school trenches.' Such experiences lead us to believe that the foundations of permanent, systematic, and specific teacher training are set in the intentionality of the conscious practice of daily pedagogical work: doing what is possible in over 400 hours of pedagogical practice through the PRP, linking theory and practice to reflect on each pedagogical action's intentions.

From this perspective, we join our voices to Edgar Morin (1999), who highlights the importance of contextualization as an aspect that contributes to future education, emphasizing the primordial need for interaction between the content of different knowledge fields. The author attributes to education the ability to unify knowledge in a dialogical context. Through a multidimensional logic, education can progressively develop and, above all, establish pedagogy from the parts to the whole. In this approach, the contextualization of different knowledge

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strands can elevate both the world's and the individual's consciousness beyond the boundaries of specific knowledge.

Therefore, we emphasize the dialogues resulting from the interaction between the (mandatory) Supervised Internship and the PRP pool efforts to improve teacher training, "Introducing the daily school routine to the licensees, orienting them on the formative and professionalizing aspects and issues related to teacher identity.

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