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TEACHING INTERNSHIP IN SCHOOL MANAGEMENT AS A TRAINING INSTRUMENT IN THE CONTEXT OF POSTGRADUATION

RESUMO

The article aims to point out the contributions of the Teaching Internship in School Management from the experience report lived by the teacher- advisor and her master's intern during the development of the Teaching Internship in a higher education institution in western Pará. The contributions of the Teaching Internship as a training instrument in the context of Graduate Studies are discussed. The lived experience contributed positively to the master's degree, in particular, for providing the initial conditions of contact with university teaching by integrating activities of pre-professional practices, carried out in real work situations, as a complement to training at the level of postgraduate studies.

Palavras-chave: Teaching Internship. Experience Report. Postgraduate studies.

ESTÁGIO DE DOCÊNCIA EM GESTÃO ESCOLAR COMO INSTRUMENTO FORMATIVO NO CONTEXTO DA PÓS- GRADUAÇÃO

ABSTRACT

O artigo tem como objetivo apontar as contribuições do Estágio de Docência em Gestão Escolar a partir do relato de experiência vivenciado pela professora-orientadora e sua estagiária mestranda durante o desenvolvimento do Estágio Docente em uma instituição de ensino superior no oeste paraense. Problematiza-se as contribuições do Estágio Docente como instrumento formativo no contexto da Pós-graduação. A experiência vivenciada contribuiu de forma positiva no percurso formativo da mestranda, em especial, por propiciar as condições iniciais de contato com a docência universitária ao integrar atividades de práticas pré-profissionais, exercidas em situações reais de trabalho, como complementação da formação em nível de pós-graduação.

Keywords: Estágio Docente. Relato de Experiência. Pós-graduação.

PRÁCTICA DOCENTE EN GESTIÓN ESCOLAR COMO INSTRUMENTO DE FORMACIÓN EN EL CONTEXTO DE POSGRADO

RESUMEN

El artículo tiene como objetivo señalar los aportes de la Práctica Docente en Gestión Escolar a partir del relato de experiencia vivido por la docente- tutora y su pasante de maestría durante el desarrollo de la Práctica Docente en una institución de enseñanza superior en el oeste do Pará. Se discuten los aportes del Internado Docente como instrumento de formación en el contexto de los Estudios de Posgrado. A experiencia vivenciada contribuyó de forma positiva no percurso formativo da mestranda, em especial, por propiciar as condições iniciais de contato com a docência universitária ao integrar atividades de práticas pré-profissionais, exercidas em situações reais de trabalho, como complementação da formação em nível de posgraduação.

Palabras Clave: Pasantía Docente. Informe de Experiencia. Posgraducción.

1 Introduction

According to Lima and Leite (2019, p. 755), the “purpose of the teaching internship is to provide an approximation with the reality in which the subject will act as a professional”, which is corroborated by Lima and Colares (2021, p. 1) by emphasizing that “teachers’ professional development is a process that involves understanding concrete situations that occur in the school contexts where they will work”. Still in this sense, Melo and Guedes (2019, p. 445) express that the initial teacher training is the space for polishing the future teacher, that is, it is the moment of construction of theoretical, specific, and pedagogical concepts, combined with everyday experiences in their future workplace. Therefore, the field of Teaching Internship appears as a rich training space, especially in the context of postgraduate studies when one seeks an experience in university teaching.

From such perspective, this article aims to point out the contributions of the Teaching Internship in School Management based on the experience report lived by the teacher-supervisor and her master’s intern during the development of the curricular component called Supervised Curricular Internship in School Management, carried out in the Course of Graduation in Pedagogy, linked to the Institute of Educational Sciences (ICED in Portuguese) of the Federal University of Western Pará (Ufopa), Santarém Campus.

The study is configured as an experience report type. We believe that this type of academic writing contributes positively to the area of training and professional performance, as it seeks to describe an experience that the authors had in their professional training process. Although not all experiences can be considered positive, some reveal challenges and confrontations that will allow a permanent self-assessment of the training process, in addition to allowing the indication of new paths when similar situations arise in the future in the professional field.

From the methodological point of view, the experience report can be considered:

[...] a type of knowledge production, whose text deals with an academic and/or professional experience in one of the pillars of university education (teaching, research, and extension), whose main characteristic is the description of the intervention. In the construction of the study, it is important to contain a scientific basis and critical reflection. (MUSSI; FLORES; ALMEIDA, 2021, p. 65)

The authors also express that the works that bring this systematization in the experience report format are relevant because they contribute to the progress of knowledge. The text is structured in three parts. First, we make a brief summary of how the Teaching Internship is configured in the Graduate Program in Education (PPGE) at the Federal University of Western Pará (Ufopa). In the second part, we present the experience

report of the Teaching Internship in School Management developed in a teaching degree class at Ufopa. Finally, we reflect on the teaching internship as a context for understanding university teaching.

2 THE TEACHING INTERNSHIP AT PPGE-UFOPA: BRIEF CONSIDERATIONS

According to the internal regulations, the Teaching Internship (UFOPA, 2019a) is foreseen in the training course of the Graduate Program in Education (PPGE in Portuguese) of the Federal University of Western Pará (Ufopa), as a mandatory component, and has the weight of 4 credits. This is a mandatory curricular component for all students, with or without a scholarship, and master's students who prove experience in teaching in higher education may be exempted.

The PPGE-Ufopa Student Guidance Guide shows that “the teaching internship can be carried out from the second semester of the course”. Therefore, it is necessary that the graduate student enroll in a Teaching Internship considering the following procedures:

- a) to prepare a work plan for the internship, overseen by the supervisor;
- b) to complete the application for a teaching internship;
- c) to request enrollment at the program secretariat, within the stipulated period, duly signed by the parties involved.
- d) Enrollment takes place after the opinion of the program's internship committee. (UFOPA, 2021, p. 6).

It is important to highlight that in the period of isolation due to the Covid-19 pandemic (2020-2021), the students of the program were able to forward the documentation regarding the internship via e-mail, in addition to being able to develop the Teaching Internship remotely.

It is possible to access in the institution website¹ the following documents related to the Teaching Internship: exemption from internship; internship application; internship plan template; final internship report model; in addition to the student guide that summarizes the main information regarding the graduate student's training path.

In the said postgraduate program, all information concerning the Teaching Internship and other curricular components is sent at the beginning of each selective semester to master's students via e-mail. All possible doubts are resolved by the program secretariat via e-mail or directly at the program secretariat.

Specifically on the Teaching Internship, the PPGE-Ufopa considers what is set out in

¹ See: http://www.ufopa.edu.br/ppge/index.php?option=com_content&view=article&id=22&Itemid=126

the Resolution dated September 19, 2014, which provides for the regulation of the activities of Oriented Teaching Internship, mandatory for scholarship holders from the development agencies, linked to the Graduate Program-Graduation in Education from Ufopa. Section I of the resolution deals with the objectives and duration, and in its Art. 1st, it is stated that:

Art. 1 The Teaching Internship is intended to prepare the graduate student for teaching at a higher level, as well as contribute to the qualification of undergraduate teaching.

§ 1 The Teaching Internship activity will be carried out by the postgraduate student in a subject of UFOPA undergraduate courses in whose thematic area he demonstrates theoretical and/or practical competence and whose connection is related to his object of study. (UFOPA, 2014).

With regard to article 1 of the 2014 resolution, it is worth highlighting the relevance of the advisor in the sense of providing the necessary referrals so that their graduate advisee can develop the competencies for the exercise of university teaching, considering that this is one of the internship purposes.

Still according to Art. 4 of the 2014 resolution, the following academic activities can be developed by the student in the Teaching Internship:

- I- to contribute to the preparation of the course and/or lesson plan;
- II- to prepare theoretical and/or practical classes;
- III- to teach theoretical and/or practical classes, with a maximum of 30% of the total workload of the discipline, supervised by the professor;
- IV- to assist in the correction of exercises and/or tests and
- V- to track learning assessments. (UFOPA, 2014).

It is observed that the activities inherent to the Teaching Internship are diversified and aim to allow the master's student to experience teaching at a higher level in its completeness, since "the teaching internship corresponds, in most cases, to one of the few bridges established between theoretical knowledge and teaching practice at this level of education" (LIMA; LEITE, 2019, p. 755).

At the PPGE-Ufopa, before starting the Teaching Internship, the master's student and the professor of the undergraduate discipline must jointly prepare and submit to the collegiate a work plan that contains the following items:

- I- course name;
- II- weekly workload, with a minimum of 4 (four) hours, respecting specific rules, whenever relevant;
- III- justification and
- IV- activities, schedule, and bibliographical references. (UFOPA, 2014).

It is only after the approval of the work plan by the collegiate that the master's student will be properly linked as a student of the Teaching Internship and able to develop the activities inherent to their work plan, always with the approval of their advisor. It is important

to highlight that the Teaching Internship at the institution must be carried out under the responsibility of a teacher, as provided for in Art. 5:

Art. 5 The Teaching Internship activity will be developed under the responsibility of a professor designated by the coordination of the postgraduate course and supervised by the professor of the undergraduate discipline, in the case of carrying out an internship with a professor other than their advisor, with the consent of the advisor of the student.

§ 1º It is forbidden for the student in a teaching internship to replace the professor of the subject under any hypothesis.

§ 2 The student's performance in the Teaching Internship is limited to the activities described in article 4, with the class teacher being fully responsible for the discipline. (UFOPA, 2014).

After completing the Teaching Internship, the master's student must prepare a report that must contain the details of the activities developed, in addition to the opinion of the professor responsible for the discipline. As previously mentioned, the educational institution provides a model report to be delivered by the master's student within 30 days after completing the internship, which will be forwarded for approval by the Internship Commission with the knowledge of the respective advisor.

3 TEACHING INTERNSHIP IN SCHOOL MANAGEMENT: AN EXPERIENCE REPORT

The Teaching Internship was developed in the 2016 class of the Full Degree in Pedagogy course at the Federal University of Western Pará (Ufopa) during the second half of 2019 through the Curricular Component Supervised Internship in School Management, with a workload of 100 hours, under the supervision of the teacher-advisor. The class was initially composed of 36 students, however, there was one (1) withdrawal, and three (3) dropouts. Thus, only 32 students completed the course.

The syllabus of the curricular component provided for the monitoring of the process of organization and administration of the basic education school, including its teaching modalities, analyzing the understanding of its daily problems and alternatives for the solution, having as a theoretical basis the foundations of educational policy and administration. Also, the development of this experience report considers the reflection on the development of the activities of the Teaching Internship, which was organized into three units (UFOPA, 2019b).

The first unit was based on “basic guidance for the development of the internship” and comprised a total of 8 hours, configured in the format of 2 meetings (2 classes). The first meeting was intended for the presentation and discussion of the program of the curricular component Internship in School Management and Resolution No. 177. In addition, there was guidance on preparing the report as well as on the use and filling out of the internship field forms in basic education schools.

In that meeting, we had the opportunity to start the theoretical discussion about the concept of internship in the context of theoretical-practical training, based on Pimenta and Lima (2012), and Prado (2012). As a field of knowledge, the internship is produced in the interaction of training courses with the social field in which educational practices are developed (PIMENTA; LIMA, 2012). The authors discuss the formation of pedagogues and teachers considering the internship as an approximation of reality and theoretical activity, in addition to pointing out reflections on the vaunted dichotomy between theory and practice in the activities inherent to the internship.

The second meeting of this unit was intended for collective guidance aimed at developing the intervention phase of the internship by the academics. We emphasize that, since the beginning of the Teaching Internship, one of the didactic strategies adopted to facilitate the communication process between the students of the Pedagogy course, the master’s intern, and the teacher-supervisor was the dialogue through the WhatsApp application, in which contacts were made through a specific group of the discipline and also individually, in addition to sending and receiving e-mails and phone calls in order to clarify any doubts on the part of the academics.

The second unit was assigned to the “Observation – Characterization of the internship field” phase and comprised a total of 20 hours. In this unit, the academics observed the institution and the educational practice of the teacher in the room where the internship would take place, as well as the interactions that occur in this school context. It was up to the academics, based on this observation, to elaborate the diagnosis of the internship field, covering the structural, financial, organizational, political-pedagogical aspects and the relationship with the school and local community.

The third unit referred to “Participation in the activities of the internship field” distributed in 20 hours of effective participation in activities related to school management, and 8 hours that initially comprised the socialization of the experiences lived in the educational institution where the internship was being developed and later comprised the writing of an action plan that would be developed in the field of the internship considering the diagnosis already made and the contribution with the solution of previously identified

problems.

It is noteworthy here that, during the development of the internship in school management, the academics got in touch to resolve doubts and request an indication of readings and activities for the internship field, in addition to requesting a revision in the writing of the intervention plan and the final report. This process demanded from the master's intern constant reading and self-reflection about the formative process experienced by the academics and by them, since in the same proportion that doubts were raised, questions about the most varied propositional themes for intervention, there was learning, exchange of experiences and knowledge beyond sharing the feeling of constant incompleteness in terms of training.

Unit IV was destined to "Intervention". There were 24 hours for the development of actions previously planned and presented to the school management. This constituted the final stage of the academic internship, since 4 hours were reserved after the intervention period for the socialization of the projects developed with the direction of the educational institution where the internship was carried out. This was an important space for dialogue about the interventions, considering that not everything that was thought and idealized was capable of being implemented, these daily challenges of managing a school were discussed and analyzed in the light of the practice of the internship field and the theoretical discussions generated in the classroom space. And so, 12 hours were devoted to systematizing the final internship report and subject evaluation.

It should be noted that the activities were carried out under the guidance of the teacher-advisor accompanied by the intern-master student through on-site monitoring and periodic meetings at the internship fields with the objective of evaluating and guiding the activities of the interns.

The themes of the intervention projects authored by the undergraduates in the pedagogy class are shown in Table 1:

Table 1: List of intervention projects applied by interns in schools.

Project title
Teenage depression
Anxiety in 3rd-year high school classes: the future, doubts, and perspectives for the end of this cycle
Motivation as a preventive strategy against high levels of school dropout
The role of the school in the education of young people and adults at Ezeriel Mônico de Matos School
Combating drug use and femicide through education
Emotional disorders (depression, anxiety) and BNCC [National Common Curricular Base];
Literating, reading, and learning
The perspective of the future for students completing high school at E.E.E.F.M. Onésima Pereira de Barros
Reading and education: beyond the basics

Source: Elaborated by the authors (2022) from the internship reports.

It is possible to observe that the proposition of themes for the intervention projects is very diversified and contemplates several aspects of the performance of school managers. It should be noted that the themes emerged after the period of observation in basic education schools where the trainees of the pedagogy course carried out a diagnosis and from the main problems observed within the school, only after this survey did the writing of the projects begin for later approval by school managers where the internships were being developed by academics of the pedagogy course.

The proposal for the project “Reading and education: beyond the basics” emerged from observations focused on students in the 3rd year of high school, with the aim of working with these students to raise awareness that they can and should propose to read and study beyond that educational cycle they were finalizing. (SOBRAL, 2019)

According to Britto (2015), “reading is a fundamental form of participation in the social, cultural and political life of the country”. Thus, it is understood that reading cannot be considered as something naive or pure and simple leisure, as is usual in common sense. The project “The prospect of the future for students completing high school at E.E.E.F.M. Onésima Pereira de Barros” was directed to two groups of the 3rd year of high school, through observation and participation, in the application of the Student Pre-Council, it was noticed the vulnerability of young students regarding the future and questions were raised regarding teachers introducing academic work, which caused frustration. (SILVA; BRITO; ARAÚJO, 2019; SILVA. QUEIROZ; PEREIRA, 2019).

It should be noted that the referred project was developed in an integrated way by two groups of interns who carried out the internship in the same teaching unit.

About the project “Anxiety in 3rd-year high school classes: the future, doubts, and perspectives for the end of this cycle”, the justification for applying the choice of theme and application of intervention would be 3rd-year high school classes. high school with higher occurrences of anxiety attacks. Thus, the intervention proposal was based on the observations made in the pedagogical coordination where, during this period, there was a demand regarding anxiety attacks in students who resorted to pedagogues as a refuge. (VIEIRA, VIANA, 2019; GALÚCIO, 2019).

Adolescence is considered a phase of transition from childhood to adulthood. This transition is severe because it is in this phase that the individual’s perceptions of the world mature, the development of these insights will influence the “[...] life presents them, both in the physical field and in the emotional, social, ethical and cultural field” (CAMPOS, 1987, p. 39). Therefore, this is a period that needs greater attention in the intellectual area, because the construction of a course of thought depends on experimentation, discoveries in the face of new challenges that school and life will present to them, not only good experiences, but many bad ones and feelings that are also part of the maturing process, the focus should be on making them manage to go through the bad moments more wisely and less chaotically. (VIEIRA, VIANA, 2019; GALÚCIO, 2019).

The project “Combating drug use and femicide through education” was conceived and developed by two groups of interns who were doing their internship at the same institution. Thus, the work was carried out considering the demands of the school management and the observation of the interns, the intervention project was elaborated thinking about the students, in their perspectives as subjects who live in this so-called “violent” environment, and in which this reality interferes with their permanence in the Institution. The project sought to understand and listen to the students and find out what these subjects’ views on violence in the neighborhoods and surroundings, even in the internal environment of the school, their conceptions regarding the use of narcotics, and their concepts regarding violence against women, sexist practices and questions about this problem (PINHEIRO; SILVEIRA, 2019; VASCONCELOS; CUNHA, 2019).

The theme of the project “Emotional disorders (depression, anxiety) and BNCC” was based on the needs presented by the school’s managers and pedagogues, with regard to the understanding and application of the BNCC in High School and the socioemotional needs of the students (LIMA; WALKER; PINHEIRO, 2019).

Anjos; Lima and Lima (2019) idealized and developed the project “Literating, reading, and learning”, terms in the gerund that imply the continuous action of stimulating the act of

reading and learning, in this case, through children's literature, aiming to promote the stimulation of reading for students playfully through reading circles of the literary collection available at the Bartolomeu Campos de Queiróz Library, under the direction of the Study, Research, and Reading in Literature at School Group (LELIT/UFOPA) storytelling, videos related to young-adult literature and games of the National Literacy Pact at the Right Age (PNAIC).

According to Carvalho; Nascimento and Santos (2019) and Rocha and Lopes (2019) interest in the topic "Motivation as a preventive strategy against high levels of school dropout" arose from observations and conversations with the management team, which pointed out the "lack of interest" and motivation to continue studying. Thus, several activities were proposed during a week aimed at motivating students, in order to prevent school dropout, and motivating students not to give up on their goals in relation to studies, with activities such as lectures, film screenings, and dynamics related to the theme. that sought to involve them in the context of the proposed activities. It is noteworthy that said the project was developed by two groups of interns.

The intervention project "Depression in adolescence" was proposed from conversations with the management team of the school locus of the internship, where the interns requested topics of interest to management, who promptly indicated several topics, including depression in adolescence was selected based on the reported cases of students who had already gone through or were going through this experience, so the target audience for the intervention consisted of classes from the 6th to the 9th grade.

The theme "The role of the school in the education of young people and adults at Ezeriel Mônico de Matos School" was articulated by two distinct groups of interns who carried out the internship in the same school unit and in the same period. The action sought to reflect on the role of the school in the educational training of young people and adults in the 3rd and 4th stages, in addition to identifying the perceptions of students in the 3rd and 4th stages about their school, as well as its function. Therefore, the intervention proposal sought to contribute to covering the space of possibility of production by the actors (students) of a significant sense of the school, of the possibility of appropriating the school that they intend to act on it consciously (SALES; PANZA, 2019; GUIMARÃES; DAMASCENO; RODRIGUES, 2019).

3.1 Description of the Undergraduate Pedagogy class

It is noteworthy that the group was composed of mostly young people, aged between

19 and 50 years. More than 50% of the students were part of Research Groups linked to the Institute of Educational Sciences (ICED) and other Ufopa Institutes, such as: HISTEDBR-UFOPA²; LELIT³; GEPEMM⁴; GEPES⁵; GEPEI⁶; LAPCIA⁷, with most academics studying for their first degree.

During the internship, the following aspects were observed in relation to the class:

- a) They were very participative in the meetings at ICED. When asked to participate in theoretical discussions, they demonstrated to be prepared for the debate;
- b) In writing the project and report, they demonstrated an understanding of the process, theoretical mastery, and appropriation of the challenges and alternatives regarding the management process in the educational system;
- c) In the field of internship, they demonstrated a desire to know and experience the management process in teaching units, in addition to motivation in the development of activities carried out in schools;
- d) Commitment to timely delivery of registration and follow-up forms in the internship field, as well as sending the digital report.

3.2 Physical location and infrastructure

The face-to-face meetings took place in room H 104, Building H, at the Rondon Campus Santarém Unit, located at the Institute of Educational Sciences (ICED).

The infrastructure of the classroom can be considered good, as the room is air-conditioned and has access to the Wi-Fi network for carrying out research. There is a collection, in terms of books, in the library of the Rondon Unit/Campus Santarém.

In the internship field, the location and infrastructure of the teaching units were diverse. Through the supervision carried out, it was observed that few classrooms were air-conditioned; non-existent Wi-Fi network or restricted to a few users; libraries with unpreserved collections, among other aspects that reflect the scrapping of Brazilian public education.

² History, Society, and Education in Brazil.

³ Studies and Intervention in Reading, Writing, and Literature at School.

⁴ Group for Educational Studies and Research in Mathematical Modeling.

⁵ Study and Research Group on Education for the Deaf.

⁶ Group for Reading, Research, and Intervention in Reading, Writing, and Literature at School (Lelit).

⁷ Amazon Children and Childhood Research Laboratory.

3.3 On the teacher-advisor

The professor responsible for the discipline demonstrated availability and accessibility for the pedagogy group that constituted the undergraduate interns and the intern-master student of the Graduate Program in Education at the Federal University of Western Pará (PPGE-UFOPA).

Considering that the Teaching Internship is an opportunity to experience and exchange teaching experiences in a teacher/supervisor and teacher/supervised relationship, it is noteworthy that the mandatory teaching internship enabled the exchange of learning, in particular, through the guidance provided by the supervisor of the internship with regard to: the development of conducting activities; follow-up in the internship field; filling out the forms; and in writing of projects and reports.

3.4 Of the materials and resources

The materials used in face-to-face meetings at ICED, such as: the projector and notebook, were made available by ICED's Academic Management. Some materials, such as books, were available in the Rondon Unit library collection, and other digital materials such as the teaching plan and registration and follow-up sheets were made available by the teacher-advisor in the Integrated System of Academic Activities Management (SIGAA in Portuguese) so that students could access and later download the files. In addition to SIGAA, the system for sending and receiving e-mails was used, in addition to the WhatsApp messaging application for sending files and forms related to the internship.

4 THE TEACHING INTERNSHIP AS A TRAINING INSTRUMENT IN THE GRADUATE CONTEXT

The reflections presented here express the analysis of the experience lived during the activities developed in a mandatory postgraduate teaching internship, which took place in the second half of 2019, in the discipline of Supervised Curricular Internship in School Management at a public university in western Pará.

Initially, it should be noted that the Teaching Internship at the *stricto sensu* level differs from the internship at the undergraduate level, considering that the graduation represents the first contact of the academic in the context of basic education, excluding cases in which

the academic already has the experience and as a teacher of basic education, which is not the case of the master's student in question, both in terms of undergraduate and master's degrees. Thus, it is postulated that the only experiences of the master's student in the context of the classroom came from the mandatory internships at the undergraduate level, and in the context of university teaching, the experience was consolidated in the course of the Teaching Internship.

Therefore, the yearnings and formative expectations as a graduate student permeated the entire development process of the Teaching Internship and followed after completing the master's degree. The contributions arising from the context experienced are of a positive nature, however, it is also necessary to highlight the challenges and mishaps that arise along this path.

Contributions of a positive nature refer to the exchanges with the teacher-advisor in the previous period, during and after the completion of the internship, since the contact did not end, on the contrary, it enabled other mediations such as monitoring in an undergraduate discipline as well in the pedagogy course at the Federal University of Western Pará, during the 1st semester of 2022, developed in the virtual format, with a group linked to Parfor [National Plan for the Training of Basic Education Teachers], which in itself brings specificities to the training context.

The relationship during the Teaching Internship with the teacher-supervisor was positive and challenging, as activities were always assigned under their supervision, such as: contribution to the preparation of the course plan; preparation of theoretical classes; teaching of theoretical/practical classes with a maximum of 30% of the total workload of the discipline supervised by the professor; assistance in correcting projects and reports; carrying out guidance and/or directed study; monitoring and supervision of the internship.

Among the activities mentioned above, the challenge of carrying out guidelines related to the writing of projects, reports, and even indications of readings stands out. The security of having the support of the professor-supervisor was fundamental considering that in the context of the Teaching Internship, the figure of the master's student as a teaching intern for the academics indicated the figure of someone who "knew more", "knew the subject" and it was necessary to clarify that the master's student was also in the formative process, that the "unknown" would be investigated and demythologized, therefore, the teaching-learning process was mutual. This process was important to establish communication strategies with academics positively, thus enabling the exchange of experience, doubts, anxieties, uncertainties, and successes.

The participation of the master's student was effective at all times. In the theoretical discussions of the texts included in the teaching plan, in the individual and collective orientations, and in the follow-up of the internship field of the academics in the teaching units. These moments of interaction between the master's student and the undergraduates constituted a learning context since preparation, reading, and guidance were necessary for effective participation. Residing the presence and accompaniment of the teacher-advisor in the directions in relation to the discussions and actions.

The internship represents a relationship process of the future teacher with themselves, with the others (students, teachers, directors, pedagogical coordinators, etc.), and with the world (knowledge), as well as being the moment in which the student can place themselves in real practical situations, based on theory and practice, acquired during their pedagogical training (NASCIMENTO; CORREIA; SILVA; 2022).

According to Lima and Leite (2019, p. 757) "in the current context, the teaching internship is one of the few institutional attempts to contribute to the insertion of changes in the training scenario of teachers for teaching in higher education".

In view of the above, we consider that the Teaching Internship is an important training tool for understanding university teaching, and the training possibilities precede the understanding that the internship presupposes the articulation of pedagogical knowledge and content mastery, thus making clear the integration of training and preparation, elements that should be the focus of attention of postgraduate programs in Education, the so-called academic master's degrees, when these curricular components are offered, especially in the relationship to be established between master's students and their supervisors in the field of the Teaching Internship.

One aspect that draws attention is what Lima and Leite (2019) enunciate when they state that in the curricular matrix of *stricto sensu* postgraduate courses, the only existing components whose purpose is the pedagogical preparation for teaching are the teaching internship and the discipline of higher education methodology. However, references and guidelines have been the minimum necessary for university professors to work in the classroom, even though it is clear that:

[...] there is no requirement for postgraduate students to acquire basic knowledge essential for teaching, nor are there any incentives for their participation in systematic training processes capable of providing the construction of a professional identity for teaching (LIMA; LEITE, 2019, p. 759).

Even so, it is necessary to think about the articulation of graduate students with the development of skills that will help build their identity as teaching professionals.

5 FINAL CONSIDERATIONS

From the evidenced experience, it is possible to highlight that the teaching internship developed in the period in question contributed positively to the training course of the master's student, in particular, by providing the initial conditions for contact with university teaching by integrating pre-professional practice activities, carried out in real work situations, as a complement to training at the undergraduate level.

Considering the obligatoriness of the internship and the context in which it was developed, the relevance and significance of this experience are pointed out as a form of preparation for teaching at a higher level. In addition, we point out that the importance of the study lies in providing opportunities for systematic reflection on teacher training at a *stricto sensu* level. "(...) With reflection, we become aware of our actions, as we retrace our steps, reviewing the available data, re-examining in detail, analyzing with care" (COLARES; FONSECA; COLARES. p. 3, 2021).

It is also worth mentioning, as a positive aspect, the challenge experienced by the intern-master student when helping the interns in the construction and planning of intervention projects, since the master student was also in the formative process, requiring time to read in an attempt to cover the various proposed themes by the interns of the pedagogy course, who during the collective and individual orientations raised doubts, questions about the various propositional themes for intervention, therefore, there was learning, exchange of experiences and knowledge in addition to sharing the feeling of constant incompleteness in terms of training. In addition, the security of having the support of the professor-supervisor was fundamental considering that in the context of the Teaching Internship, the figure of the master's student as a teaching intern for the academics indicated the figure of someone who "knew more", "knew the subject" and it was necessary to clarify that the master's student was also an apprentice, that the "unknown" would be investigated and demystified, therefore, the teaching-learning process was mutual.

The training path at the core of the *stricto sensu* postgraduate program is centered on the training of critical researchers who are ready for university teaching, integrating teaching, research, and extension, an essential element in terms of higher education.

However, it is also necessary to point out the need to insert curricular components in the master's degree, in the form of an optional subject, "that allow the development of a

more in-depth dialogue between the theoretical part of the course and the preparation for teaching in higher education” (LIMA; LEITE, 2019, p. 753), since the relationship established between the master’s student and their respective supervisor tends to become a watershed, resulting in successful experiences or in those that are liable to frustration.

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