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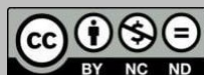
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TEACHER TRAINING AND SUPERVISED INTERNSHIPS IN THE CONTEXT OF PEDAGOGICAL RESIDENCY

ABSTRACT

This paper presents an analysis of the contributions of the Pedagogical Residency (PR) pilot project at the Federal University of Alagoas (UFAL) from the point of view of the participating preceptors. For this discussion, we used the analysis of the partial report of the Pedagogical Residency Program (PRP) based on four indicators: quantity, process, training, and quality. The data reveal that in the evaluation of the preceptors, there is an emphasis on the great potential of the proposals for supervised internships in the PRP for teacher training (initial and continuing).

Keywords: Pedagogical Residency. Teacher Training. Supervised Internships

FORMAÇÃO DE PROFESSORES E ESTÁGIOS SUPERVISIONADOS NO ÂMBITO DA RESIDÊNCIA PEDAGÓGICA

RESUMO

O presente artigo apresenta uma análise das contribuições do projeto piloto de Residência Pedagógica (RP) da Universidade Federal de Alagoas (UFAL), a partir da ótica dos preceptores participantes. Para esta discussão utilizou-se a análise do relatório parcial do Programa Residência Pedagógica (PRP), a partir de quatro indicadores: de quantidade, de processo, de formação e de qualidade. Os dados revelam que na avaliação dos preceptores há o destaque para o grande potencial das propostas de estágios supervisionados da RP para a formação docente (inicial e continuada).

Palavras-chave: Residência Pedagógica. Formação de Professores. Estágios Supervisionados..

FORMACIÓN DOCENTE Y PRÁCTICAS SUPERVISADAS DENTRO DE LA RESIDENCIA PEDAGÓGICA

RESUMEN

El artículo presenta un análisis de las contribuciones del proyecto piloto Residencia Pedagógica (RP) en la Universidad Federal de Alagoas (UFAL), en la perspectiva de los preceptores participantes. Para esta discusión, se utilizó el análisis del informe parcial del Programa de Residencia Pedagógica (PRP), a partir de cuatro indicadores: cantidad, proceso, formación y calidad. Los datos revelan que, en la evaluación de los preceptores, se destaca el gran potencial de las propuestas de pasantías supervisadas de la RP para la formación docente (inicial y continua).

Palabras Clave: Residencia Pedagógica. Formación docente. Prácticas supervisadas.

1 INTRODUCTION

The Pedagogical Residency (PR) program, in the format instituted by Ordinance No. 38 of February 28, 2018, was constituted as one of the actions of the National Policy for Teacher Training, whose purpose was to support Higher Education Institutions (HEIs) – by its Portuguese acronym *Instituições de Ensino Superior* (IES)– in the implementation of innovative projects that stimulate “[...] the articulation between theory and practice in undergraduate courses, conducted in partnership with public networks of Basic Education” (BRASIL, 2018, p.1).

The first Pedagogical Residency Program (PRP) edition of the Coordination for the Improvement of Higher-Level Personnel –by its Portuguese acronym *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES)– aimed to improve practical training in undergraduate courses in participating HEIs, encouraging the immersion of students (henceforth residents) in schools of the (municipal and state) education networks, through innovative projects of supervised internships.

The proposals of the PRP (2018-2020 edition) contemplated the stages of ambiance and immersion, in which students from various degrees could prepare diagnoses of the main problem situations in schools, as well as conduct classroom supervision activities and carry out pedagogical intervention projects, focusing on the connection between theory and practice through internship experiences in diverse areas of knowledge through partnerships with teachers of Basic Education (henceforth preceptors) and teachers from HEIs (advisors).

In the case of undergraduate courses at the Federal University of Alagoas (UFAL), the teacher education policy is based on the concept that pedagogical practice is built into practice. However, the forms of organization of the supervised internship components adopted do not seem to effectively favor the articulation of these internship practices with continuing education projects for its students and the integration of knowledge from different areas.

In this context, in dialogue with the institutional policy of teacher education and with the objectives of the PRP, the Institutional Project of Pedagogical Residency (PIRP) of UFAL sought to promote innovative internship practices that would contribute to the continuous improvement of the supply of its courses, citizen training, recognition by society and the guarantee of adequate training to the graduates' profile.

That said, this text brings to analysis the discussion of the main contributions of internship experiences in the format of RP for teacher education, taking as reference the

data collected in the Partial Evaluation Report of the Pedagogical Residency pilot project at the Federal University of Alagoas (UFAL) in which some perceptions of the participating preceptors can be found.

2 PILOT PROJECT OF PEDAGOGICAL RESIDENCY AT UFAL

The first edition of the Institutional Project of Pedagogical Residency (PIRP) of the Federal University of Alagoas (UFAL)¹ was based on the current legislation, such as the ordinance of Pedagogical Residency, National Curriculum Guidelines for Basic Education and initial and continuing education, Law of Directives and Bases of National Education (LDB), and Common National Curriculum Base (BNCC).

The PIRP/UFAL (2018-2020 cycle) fostered internship practices that aimed to contribute to the continuous improvement of undergraduate courses in the context of teacher training. To this end, it was based on the concept that teaching is built in practice, on the “ground” of the school, promoting the implementation of innovative activities of supervised internships with teacher training projects (initial and continuing) that integrated various areas of knowledge.

In dialog with the Institutional Policy for Teacher Training and with the objectives of the Pedagogical Residency (PR) program, the PIRP articulated several undergraduate courses from the three UFAL campuses (A. C. Simões Campus, Arapiraca Campus, and Sertão Campus). In all, nineteen (19) subproject nuclei were formed by their respective curricular components: Portuguese Language (3 nuclei), Multidisciplinary-English Language and Spanish Language (1 nucleus), Arts (1 nucleus), Physical Education (1 nucleus), Pedagogy (3 nuclei), Philosophy (1 nucleus), Sociology (1 nucleus), History (2 nuclei), Geography (2 nuclei), Chemistry (2 nuclei), Physics (1 nucleus), and Mathematics (1 nucleus).

Understanding that teacher education is built through interaction and sharing of experiences, the PIRP was born from the discussion of pedagogical practices, as expressed by Imbernón (2000), as well as from the reflections of participating teachers about the form of curricular organization of supervised internships in the various undergraduate courses at UFAL.

It is worth noting that the UFAL teacher training project, from the perspective of RP, proposed the integration of different knowledge involved in the teaching activity as emphasized by Tardif (2002, 2011): knowledge related to professional training, disciplinary

¹Project funded by CAPES, edict nº 6/2018.

knowledge, curricular knowledge, and experiential knowledge resulting, above all, from individual and social construction.

For Libaneo (1994, p. 27), teacher education presupposes "[...] a continuous interpenetration between theory and practice, theory linked to real problems posed by practical experience and theoretically oriented practical action". With this in mind, the PIRP/UFAL proposal was aligned with practices and actions of reflective, critical, and identity-creating training inspired by Perrenoud *et al.* (2002).

Also, based on Nóvoa (2019), around the reflection on teacher training, the PIRP provided innovative internship experiences that could subsidize new scenarios for future versions and/or formatting of the Pedagogical Residency program, as well as for the curricular organization of supervised internships in the UFAL undergraduate courses.

3 CONTEXTUALIZATION OF THE STUDY

This study's qualitative and quantitative data² were collected during the Internal Evaluation Seminar of the Institutional Project of Pedagogical Residency (PIRP) of the Federal University of Alagoas (UFAL) in 2019.

To perform the present analysis, which is characterized as descriptive and interpretive, it was used as a parameter of the results obtained in the Partial Report of the PIRP/UFAL actions, prepared by the institutional coordination of the program (2018-2020 edition).

The criteria that guided the forms of evaluation of the PIRP/UFAL were based on the following indicators, namely: i) process, to monitor the stages of planning, implementation, and execution of the PIRP; ii) quantity, focusing on the analysis of the results of the actions of the subprojects in schools (internship field); iii) training, with emphasis on the evaluation of the actions of the PIRP in initial training (of residents) and continued training (of tutors); iv) of quality, with emphasis on identifying the main contributions of the internship experiences in the Pedagogical Residency model.

The data collection instrument was a questionnaire (Google forms) applied in an online format with 45 preceptors participants of the PIRP. This form was divided into four sections, but in this text, we will analyze exclusively the data from two areas: the third,

²Considering that this text presents results from the database of the Pedagogical Residency Program of UFAL, according to Article 1 of Resolution No. 510/2016, there is no need to submit the study evaluation to the Research Ethics Committee (CEP, for its acronym in Portuguese).

consisting of 6 questions that analyzed the indicators of training and quality, and the fourth part, composed of 7 questions that evaluated the indicators of quantity and process.

The data found by the analysis above will be discussed in the next section.

4 PRECEPTORS ABOUT THE ACTIONS OF PIRP/UFAL PERCEPTION

Initially, it is necessary to say that of the 45 preceptors participating in the Institutional Project of Pedagogical Residency (PIRP) of the Federal University of Alagoas (UFAL), 66.7% worked in schools of the education network of the state of Alagoas. In contrast, 33.3% of them were teachers at schools in municipal education networks.

Regarding the training indicator, we found that of the 45 preceptors, 57.8% said that the training courses offered by the supervising teachers were interspersed, i.e., they took place during each of the performance phases (adaptation, regency, and intervention); the other hand, 40% of them indicated that the courses occurred continuously, that is, the training took place since the beginning of the PIRP activities without interruption; finally, 2.2% of the preceptors said they had not participated in the courses offered by the RP subprojects.

It is important to highlight that the non-participation of some preceptors in the training courses occurred due to the exchange of participants in the process of implementation of the PIRP, an element that presented itself as a challenge for the implementation of the Pedagogical Residency (PR) activities, since the change of preceptor generated a change of school (internship field) of the residents, depending on the situation of each curricular component.

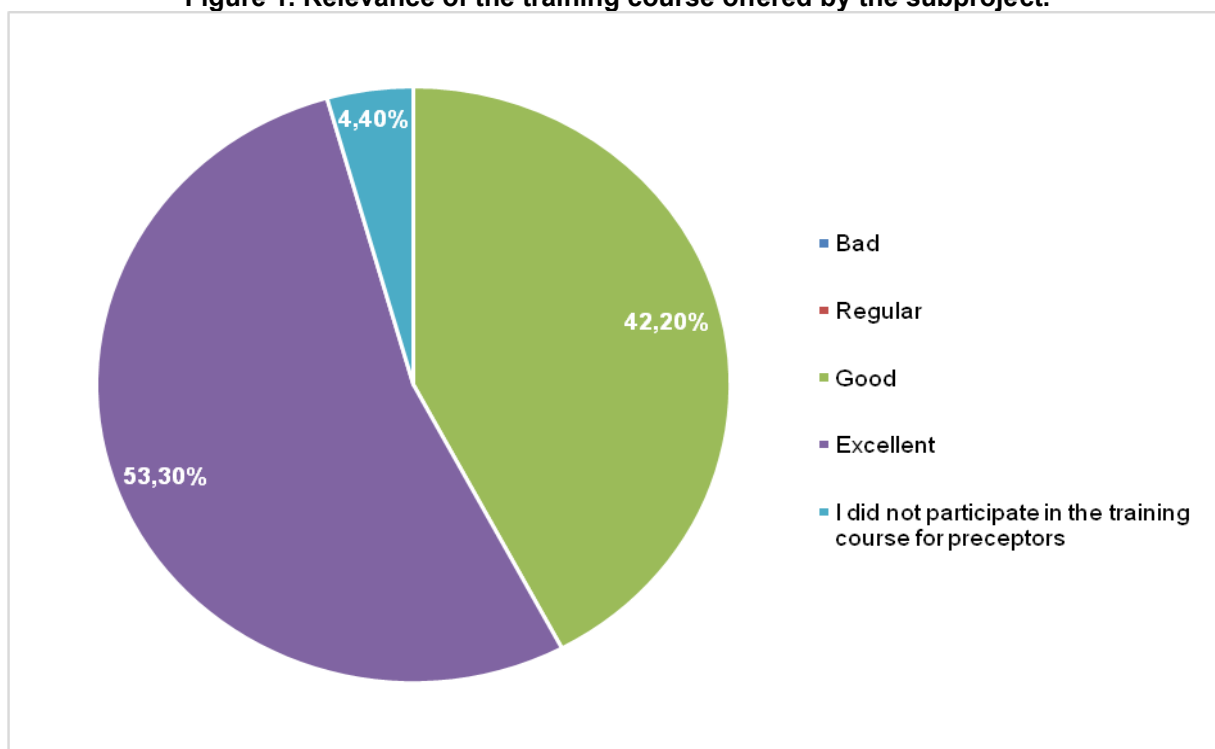
It is worth clarifying that the preceptors of the PIRP were offered the “Training courses for preceptors - Pedagogical Residency/UFAL” these took place on-site at the three campuses of the UFAL, during the months of August to September 2018, under the guidance of the teachers of each subproject/curricular component of the RP. Considering the particularities of the proposals of the subprojects/ curricular elements that composed the PIRP/UFAL, the completion of the training courses (with a workload of 40 hours) provided pedagogical dialogues, as well as moments for planning the actions of the RP for the stages of ambiance (observation of classes and diagnostic evaluation) and immersion (regency and pedagogical intervention activities).

Training the preceptors selected by the PIRP/UFAL was an opportunity for dialogues for these Basic Education teachers, especially concerning the problematization

and reflection on the theory/practice relationship and interdisciplinarity in the teaching/learning processes of each undergraduate course participating in the PR.

When asked about the quality of the training courses offered, considering the relevance of the reflections on the relationship between theory and practice in the internship experiences, 53.3% of the preceptors rated the training courses as excellent, 42.2% rated the quality of the courses as good, and 4.4% said they could not evaluate them because they had not completed the courses, as can be observed in the figure below.

Figure 1. Relevance of the training course offered by the subproject.



Source: PIRP/UFAL (2019) report.

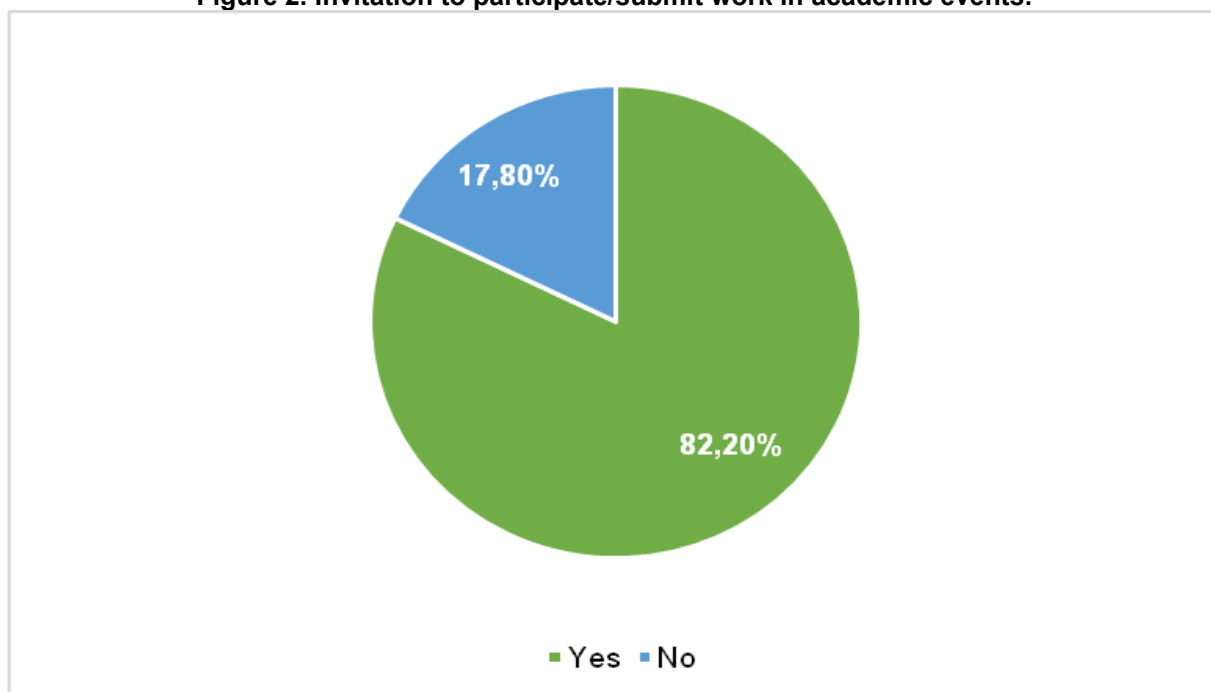
Regarding the quality indicator, some aspects were evaluated: follow-up by the supervising teachers, communication between the institutional coordination, supervising teachers and preceptors, and insertion of the preceptors in the activities carried out by the UFAL caring teachers.

Regarding the communication between the institutional coordination and the PIRP/UFAL advising teachers, 66.7% of the preceptors rated it as excellent, 28.9% of them rated the communication as good, and 4.4% rated it as regular.

Regarding the supervision of the PIRP actions carried out in schools, 75.6% of the preceptors rated as excellent the guidance provided by UFAL teachers, while 24.4% of them considered as good the quality of the actions carried out by each subproject.

The data collected also validated that the articulation between the PIRP/UFAL faculty advisors and the preceptors was very efficient for developing the activities. This can be observed in figure 2 when 82.2% of the preceptors stated that they were inserted in academic activities (study groups, extension, and research projects) and invited to produce in partnership, participate in events, and present reports of the RP experiences.

Figure 2. Invitation to participate/submit work in academic events.



Source: PIRP/UFAL (2019) report.

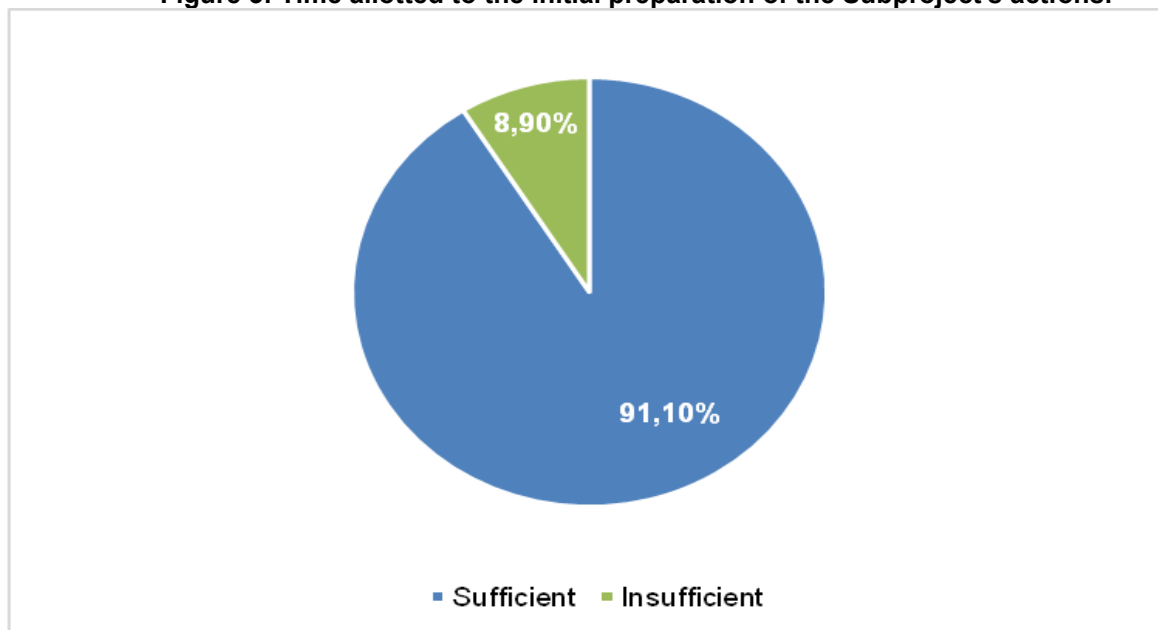
Based on these data, preceptors' participation in the PIRP/UFAL could expand the possibilities of continued education for these participants.

Regarding the quantity and process indicators, the following items were evaluated: time spent preparing the initial activities of each subproject/curricular component, frequency of meetings, impacts, and contributions of PR.

Concerning the workload of the courses offered by each subproject, it was possible to observe a significant number of preceptors who considered it to be sufficient, as can be seen in Figure 3.

In connection with the initial preparation of the PR activities, we asked about the frequency of pedagogical meetings for alignments and adjustments during the stages of the PIRP (training, adaptation, and immersion). Again, 91.1% indicated that the meetings were constant, and 8.9% emphasized that they were casual.

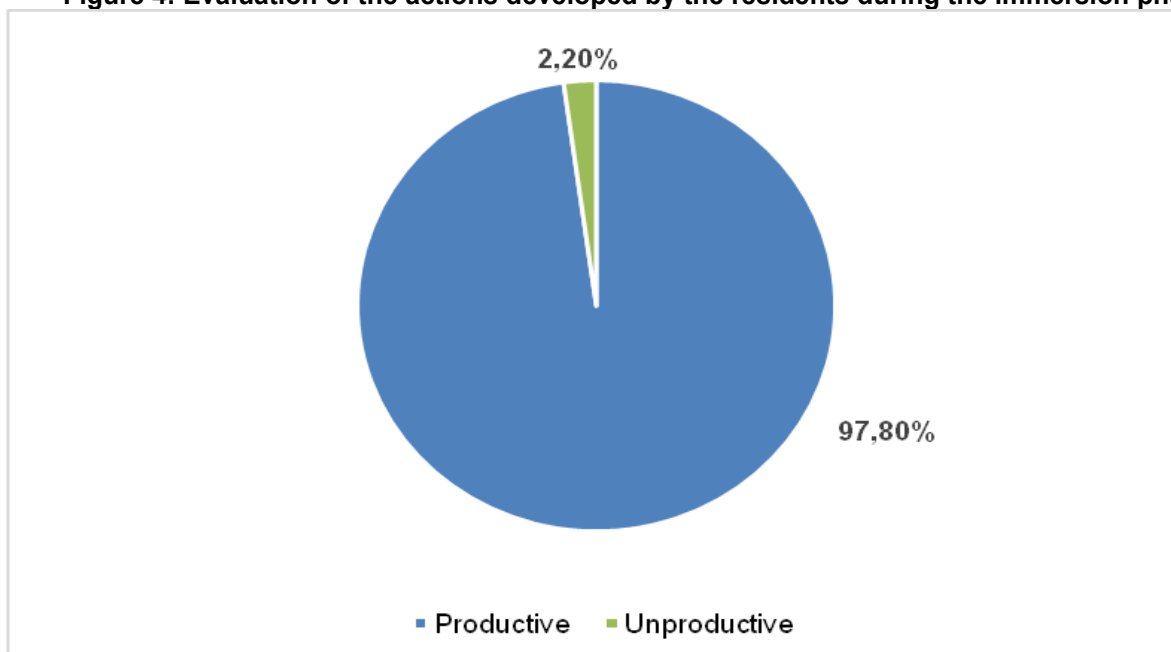
Figure 3: Time allotted to the initial preparation of the Subproject's actions.



Source: PIRP/UFAL (2019) report.

About the results of the actions developed during the adaptation phase of the supervised internships (school supervision and pedagogical intervention practices), 97.8% of the preceptors rated as productive the activities carried out by residents in schools, while only 2.2% rated as not very effective, which can be seen in Figure 4.

Figure 4: Evaluation of the actions developed by the residents during the immersion phase.



Source: PIRP/UFAL (2019) report.

The partial evaluation of the PIRP/UFAL experiences allowed us to identify some challenges faced during this pilot project. Next, from the preceptors' point of view, some issues were listed as likely to be changed in future editions of the RP.

P. 17 – “The number of residents for each teacher, i.e., a number that does not overload or leaves something to be desired during the development of the project.”

P. 18 – “Adequacy of the academic calendar of the residents with the RP schedule.”

P. 20 – “The resident who cannot fulfill the workload or does not identify with the project in the first semester be removed without returning the scholarship.”

P. 21 – “Exchange between the other cores.”

P. 14 – “I think the teaching load for some subjects should be reviewed, especially those that have only one hour a week, as is the case of Sociology. Residents are having difficulties in fulfilling them.

Among the issues exposed by the preceptors, it is possible to observe the existence of some obstacles, especially regarding the divergences between UFAL's academic calendar and the calendars of the state and municipal schools in the state of Alagoas. In addition, the particularities of each curricular component were mentioned, as well as the difficulties in complying with the workload of regency required in the CAPES nº 6/2018, the minimum number of 8 residents per preceptor, the exchange between some subproject cores, and the challenges posed by the withdrawal and termination of residents during the program.

Even considering the presence of such challenges, the PIRP contributed to the training of residents and future teachers of Basic Education, as well as to the constant movement of preceptors and teachers of Basic Education schools in the State of Alagoas, since the proposal of the UFAL RP contemplated several problematizations in teacher training about teaching/learning practices, providing numerous connections between these practices and the reality of the schools where the internship activities were developed. Such perception can be observed in the preceptors' evaluations. Below, some of them are listed for analysis:

P. 8 - "It is being of great value, the projects are developed with students in a practical way, thus promoting the interaction between teacher preceptor, students, and residents."

P. 9 - "It is very good to have the residents' classes. They bring new perspectives and new experiences".

P. 32 - "The Educational Residency Program has been critical in bringing the university and the school closer together, putting the residents in contact with the reality of the public school. The actions of the program and the intervention projects make it possible to interfere with the pedagogical dynamics of the school, putting public school students in contact with an academic universe. It has been important for me to rethink my teaching practice".

Among the perceptions of the 45 preceptors participating in this study, some recurrent aspects were identified, such as the rapprochement between schools and universities through the interaction between the players involved (supervising teachers, residents, and preceptors); the PIRP's training capacity by enabling teachers to come into contact with new didactic and methodological approaches in the classroom; and, in the context of schools in Alagoas, the partnership between residents (in initial training) and teachers (in continued training) as enhancers of reflections on teaching practices.

From the data analysis, it was observed that the internship activities of the PR developed in the schools of the education networks generated positive impacts. Although the focus of this text was the partial report of the actions of the PIRP/UFAL, from the perspective of the preceptors, the potential of the Pedagogical Residency in the initial and continuing education of teachers is highlighted here. If to the residents, the PIRP offered an approximation with the daily dynamics of schools and an understanding of the need for planning and evaluation for their possible actions as teachers; to the preceptors, it allowed a (re)approximation with the university and with the new discussions that are being held in the field of didactics and teaching methodologies in their respective areas, signaling the potential of the PIRP for the continued training of these teachers.

5 FINAL CONSIDERATIONS

In analyzing the data collected, it was possible to verify several contributions of the Pedagogical Residency (PR) pilot project at the Federal University of Alagoas (UFAL), especially for the continuing education of teachers. In fact, this study identified that there is an emphasis on the expansion of the continuing education of teachers that was not restricted to the duration of the project since many preceptors were inserted in projects (teaching/research/extension), study groups, and research groups.

Considering the demands and needs of the schools served by the PR actions, we can see a closer approach of the university, as a training space for school teachers, with the educational reality of Alagoas. During the execution of the supervised internship activities, the exchange of knowledge between preceptors and residents about the reality

of each school helped in the planning of actions aimed at overcoming difficulties and problems related to pedagogical practice. And the results show that the internships in the Pedagogical Residency format also contributed to the improvement of teaching-learning practices, especially in schools that had low Basic Education Development Indexes (IDEB).

In summary, the PR pilot project at UFAL incorporated a diversity of practices of supervised internships in an innovative way in dialogue with the pedagogical projects of the participating undergraduate courses from the adoption of theoretical-methodological approaches that went beyond the simple analysis of the structure of the educational systems, the institutions and the laws that regulate the work of Brazilian Basic Education teachers. Finally, the highlight was the reflection on the curricular guidelines for continuing education, considering the specificities of the educational context of Alagoas.

To conclude, we emphasize the need to discuss the configuration of compulsory curricular internships offered in undergraduate courses. At the same time, we emphasize the importance of innovative internship practices in the RP format for the initial training of residents, especially those students who somehow were not able to participate in other training programs such as the Institutional Program of Scholarships for Initiation to Teaching (PIBID) and the Pedagogical Residency Program (PRP).

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