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## Procedures and Difficulties of Carrying out the Curricular Internship Supervised from the Point of view of the Coordinating Teacher \*

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### ABSTRACT

The objective of this research was to identify the procedures and difficulties in carrying out the Supervised Curriculum Internship in Physical Education at the universities of Pernambuco. It is a qualitative research, which sought to select the internship coordinators of the universities of Pernambuco. Data collection took place through a semi-structured interview carried out through telephone calls with three coordinators. After a pre-analysis of the interviews and an exploration of the material, four categories were created to analyze the content of the interviews. We found that to reduce the difficulties, it is necessary to bring the university closer to the school, invest in the continuing education of the supervising teacher and increase the effectiveness of the monitoring of the intern by the university professors.

### KEYWORDS

Coordinator. School. Interns. Formation.

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## Procedimentos e Dificuldades de Realização do Estágio Curricular Supervisionado sob a Ótica do Professor Coordenador

### RESUMO

O objetivo dessa pesquisa foi identificar os procedimentos e dificuldades de realização do Estágio Curricular Supervisionado em Educação Física escolar nas universidades de Pernambuco. Trata-se de uma pesquisa do tipo qualitativa, onde se buscou selecionar os coordenadores de estágio das universidades de Pernambuco. A obtenção dos dados se deu por meio de uma entrevista semiestruturada realizada por meio de ligações telefônicas com três coordenadores. Após uma pré-análise das entrevistas e uma exploração do material foram criadas quatro categorias para analisar o conteúdo das entrevistas. Constatamos que para diminuir as dificuldades é preciso aproximar a universidade da escola, investir na formação continuada do professor supervisor e aumentar a efetividade do acompanhamento do estagiário pelos professores da universidade.

### PALAVRAS-CHAVE

Coordenador. Escola. Estagiários. Formação.

## Procedimientos y Dificultades para Realizar la Práctica Curricular Supervisada desde el Punto de Vista del Profesor Coordinador

### RESUMEN

El objetivo de esta investigación fue identificar los procedimientos y dificultades para llevar a cabo la Pasantía Curricular Supervisada en Educación Física en las universidades de Pernambuco. Se trata de una investigación cualitativa, que buscó seleccionar a los coordinadores de pasantías de las universidades de Pernambuco. La recolección de datos se realizó a través de una entrevista semiestruturada realizada a través de llamadas telefónicas con tres coordinadores. Luego de un preanálisis de las entrevistas y una exploración del material, se crearon cuatro categorías para analizar el contenido de las entrevistas. Encontramos que para reducir las dificultades es necesario acercar la universidad a la escuela, invertir en la formación continua del docente supervisor y aumentar la efectividad del seguimiento del pasante por parte de los profesores universitarios.

### PALABRAS CLAVE

Coordinador. Colegio. Pasantes. Formación.

## Introduction

The initial training of Physical Education teachers is a time of discoveries and challenges for those who wish to enter the teaching profession. The supervised curricular internship (ECS) is the moment of this training, which leads the student to know and experience the encounter between the knowledge accumulated in graduation and the school practice.

The ECS is a training space that aims at reflecting on pedagogical practice. For Zotovici and collaborators (2013), the ECS is essential to the actors involved in this training process, students, university professors, and school supervisors. During this moment the future teacher can have direct contact with the school routine.

Several teaching knowledge is articulated during the ECS experience. For future teachers, the knowledge acquired through experiences is very valuable for their professional performance (TARDIF, 2012). The experience of situations in school practice enables the reflection of interpretation capacity, ability, improvisation and security to decide the best strategy in the teaching action (TARDIF, 2012).

When facing the challenges and difficulties of everyday school life, the teacher ends up transiting through an unexpectedly variable reality. This constant relationship provides teachers with the development of skills that help them in their teaching practice. This process of acquiring skills promotes the development of the teacher's identity. The teacher's identity is built throughout his or her professional career and is consolidated using the experiences lived during the training process (PIMENTA; LIMA, 2004).

Joint and harmonious action between the university, the school and its agents (coordinator, supervisor and trainee) is necessary. These agents have specific and fundamental roles for the accomplishment of an efficient curricular internship. In this sense, the objective of this research is to identify the procedures of the Supervised Curricular Internship (SCU) in school Physical Education in public universities in Pernambuco, as well as to identify the difficulties faced by coordinators/leaders of the internship subject, in the conception of training space.

## Methodology

This study presents a qualitative approach. The inclusion criterion for the participants was being an internship coordinator during the research period. The state of Pernambuco has 4 public higher education institutions that offer a degree course in physical education. We identified the four co-directors, but only three teachers agreed to participate in the research. The professors were identified through the websites of their respective courses.

Initially, we contacted the coordinators and/or teachers responsible for the ECS subject through e-mail and phone calls informing them how the whole procedure would be carried out. After that, we sent to those who agreed to participate the semi-structured interview script that dealt with the procedures and difficulties of performing the ECS as a training space and the relationship between universities and schools.

The semi-structured interviews were carried out through phone calls using the Call Recorder application that allows recording the conversations. Then the interviews were transcribed and sent to the participants for verification. After that, we analyzed the interviews and created four categories as follows: category 1 - Organization and procedures of the internship, category 2 - Partnership between university and school, category 3 - Difficulties and suggestions for improvement for the internship, and category 4 - "Ideal" internship model.

We performed a content analysis concerning Bardin (2011). The following steps were performed: pre-analysis, which is the organization of the material to be investigated, in this case, the interviews; exploration of the material, in this step we cut sentences that expressed themes of interest to researchers and that are more recurrent; categorization was the strategy used to group the units of analysis by the proximity of meaning in cores of meaning (MOURA, 2021). After categorization, inferences were made, that is, it is a technique of data treatment that is guided by several communication poles. For Moura (2021) it is at the moment of the inferences that one seeks to relate the units of analysis to the theoretical referential.

Everyone agreed to participate in the research and signed an Informed Consent Form. The research was submitted and approved by the Ethics and Deontology in Studies and Research Committee (CEDEP-UNIVASF) with CAAE 69070617.4.0000.5196 approved by opinion number 2.332.703. The coordinating professors were identified by the acronym "PC".

## Results and Discussion

The data presented here refer to interviews with three internship coordinating teachers. We organized the data into four categories: Organization and procedures of the internship, Partnership between University and School, Difficulties and suggestions for improvements for the internship and "ideal" Model of an internship.

As for the characterization of the participants, there were two males (PC1 and PC3) and one female (PC2). PC1 graduated in 2010, PC2 in 1985 and PC3 in 2001. They have worked as physical education teachers for 8, 33 and 18 years respectively. And as internship coordinators for four years - PC1, twenty-four years - PC2 and five years - PC3.

### Internship Organization and Procedures

We asked the participants about the organization of the internship in their higher education institutions (HEI), they pointed out some documents considered essential for the internship in schools, such as terms of commitment, letters of introduction or referral, attendance sheet, report card, compulsory insurance form, observation script, and also a small text with the internship rules.

As for the procedures, initially, the schools are chosen according to some criteria, such as: having agreements, the supervisors being former students of the university, or being known. One interviewee reports that the school has to be public. After the schools and supervisors have been chosen, the students are sent to the schools with the documents mentioned above. The interns have two classes with the university professors to discuss the issues and demands that have arisen during the week in the internship field.

Cit and David (2014) point out that the organization of the internship occurs as follows: orientation of the student on the current legislation and school rules; conclusion of agreements between institutions; referral of students to the grantors; monitoring of students during the internship, in partnership with the Guidance Teacher and the Internship Coordination. After the internship, the student prepares a report on the activities performed in the internship units, under the supervision of the Guidance Teacher, and presents it to the evaluation board. The student who proves he has fulfilled the total workload required and has an average grade of six or above is approved.

Following this line, Barreiro and Gebran (2006) state that the organization of the internships for future teachers should be based on contents and activities that discuss the context of training and professional performance.

Thus, Almeida and Pimenta (2014) point out that the ECS is a subject that can contribute directly to the teacher education process, and their professional identity, because by living the internship experience, the trainees begin to realize the functioning of their future

workplace, such as the school (its organization, its physical spaces, classroom, etc.), in addition, it enables them to know their pedagogical difficulties, as well as their working conditions.

The internship must not be configured as a moment in the course where students just observe reality and write a report. This space should be for understanding reality, intervention, rediscoveries and changes, without being a mere reproduction (MOLINARI; DELGADO, 2013)

The classes at universities, which precede the beginning of the ECS, should be (re)designed to overcome the practice of mere compliance with the hours, as required by law, aiming at a practice that provides future teachers with a reflection on their training. The internship field contributes to expanding the knowledge about the school through a careful, reflective and investigative look (MOLINARI; DELGADO, 2013).

In this sense, it is important to research the ECS and the organizational possibilities of the pedagogical work of the supervising teachers and the participation of the collaborating teachers involved in the internship activities. With that it becomes necessary to identify how it is constituted, what are its weaknesses and the difficulties faced during its development.

## Partnership Between University and School

In this category we initially asked about the existing relationship between universities and schools. The internship coordinators made the following statements:

"It is a good relationship; we have a good acceptance. Very few [...] small percentage of schools that did not accept or did not want the intern there, in the great majority it is a good relationship. There is even a request that the students appear there in the schools to act as interns." (PC1)

"In our case, we don't have any problems, we have this partnership, there are times that, for example, today there are few who want to, there was a time when we made fifty percent of the scholarship available for teachers who wanted to do specialization, so we had this partnership or some event that we did they didn't pay the registration fee, so there are some exchanges concerning this because they don't receive anything, they are not teachers of the institution, they receive a title, a certificate for the curriculum, but financially they don't receive anything, but the partnership is very good we don't have a problem. " (PC2)

"Well, there is a distance between university and school, the university is very concerned with initial training, but it could be establishing a partnership with the secretariats of education to also contribute to the continuing education of teachers, this does not currently exist here [...]" (PC3)

We can see that PC1 and PC2 state that there is a good partnership. In the words of PC1, it is clear that schools are interested in the participation of student interns, but we must ask whether part of this interest is linked to the feeling of contributing to the initial training of future teachers or whether it is linked to the idea of having one more person to fill out the staff of educators, since the number of employees in schools is, in most public schools, reduced for budgetary reasons.

PC2 managed to find a more attractive solution to sensitize teachers to accept to receive interns in their classes, it offered post-graduation scholarships. In a way, this is a strategy that benefits the continuing education of the teachers who receive the interns. But we must be aware that these scholarships cannot be the only forms of continuing education for the teachers in the education networks; it is necessary that public policies for continuing education must be articulated by the education secretariats. For Wittizorecki and Molina Neto (2015), continuing education must have an articulated and continuous sequence, discarding fragmented and decontextualized training initiatives.

For PC3, the university must collaborate with the continuing education of these teachers through partnerships with the education secretariats. This proximity with the education departments is essential to identify and act on the relationship between school, basic education teacher, and university.

We also asked about suggestions to improve this partnership.

"Doing training, meeting, lectures bringing the school into the university, doing feedback where we would debate that part of the training." (PC1)

"I think that if we had the presence of our teachers in the school the partnership would be more effective." (PC2)

"[...] A dialogue of guiding teacher with supervising teacher, the guidance of students trying to overcome in what is possible so that this experience, enriches, even more the academic formation of our students." (PC3)

To improve this partnership, the coordinators state that continued training actions are needed for Basic Education teachers. However, in the words of PC1, despite seeking solutions, the distance between school and university is evident, since the one who would have to move in this training would be the school towards the university. This only reinforces a hierarchical aspect of knowledge between university and school. It is necessary to get away from this subordination character in which specialists at universities produce knowledge and school teachers seek to acquire them to apply in their classes (MOLINA NETO, 2014).

The coordinators also believe that this partnership could improve if the coordinating teachers (university) and the supervising teachers (school) had more dialogue, thus seeking to solve the challenges that arise in this process. The participation of teachers is fundamental to any training process; without this dialogue, there is the risk that the proposed solutions are merely technical changes proposed from the top (IMBERNÓN, 2010).

Accepting and opening the doors of the school to the trainees should be understood as an important partnership between a university and initial training courses with the school. However, it is necessary to pay attention to how the school has seen the internships, and especially, the monitoring of the university because it is in this sense that the weakness about the development of internships in schools is revealed (IZA; SOUZA NETO, 2015).



Benites (2012), states that the school does not escape the role of organizing itself to conceive as a participant in the teacher training process, present at the time of internship, evolving beyond opening doors, but contributing to the process.

In this way, we realize that there are two points, one about how this partnership is in fact and the other about how they would like it to be. Perhaps this is explained by the lack of internship projects that consider the school as a partner in teacher training. In this sense, Borges (2008) states that establishing partnerships between the institutions involved in the internship process is of utmost importance for those involved to feel supported during the development of the internship, in addition to contributing to the training of the supervising teachers.

Research by Sarti (2009) and Azevedo (2009) shows the concern about the lack of more effective partnerships between university and school. Without a two-way street between university and school, there is no way to reduce the distances in the initial teacher training process (SARTI, 2009). Following this line, Iza and Souza Neto (2015) address that closer monitoring of the university is necessary so that when we look at the procedures related to the effectiveness of the university-school partnership, we do not notice only an exacerbated and exclusive concern with bureaucratic issues.

The internship supervision needs to happen with a partnership of the supervising teacher of the internship subject with the interns and the school teacher, establishing moments for the preparation of action plans to be implemented in schools; as well as debates and discussions in which those involved can expose their possible difficulties (SANTOS; ALMEIDA, 2015).

Thus, it is verified the importance of the involvement and partnership between the school teacher, the student intern and the university teacher, so that the internship is effectively significant in the professional training of the future teacher (IZA, 2013).

### Difficulties and Suggestions for Improvement for the Internship

First, we asked what were the main difficulties faced in the process of the Supervised Curricular Internship.

"The main difficulties are in relation to supervision because we have few resources to invest [...] to provide a person to supervise the internship sites, like the supervisor, right? This is something that makes it more difficult and, finally, the issue of having students from other states such as Ceará, Paraíba and Bahia, makes it a little difficult. (PC1)

"Another difficulty is that the supervisor is not a teacher at the institution, he is a teacher at the school and the ideal, as you asked the question below, is that it should be a teacher from the institution because what happens, many times, the school teacher does the supervision but soon after he has another class and there is no time for him to give immediate feedback to the trainee in that class, what he could have improved. Sometimes he tells us when the classes are starting, so it's very fast. If it



were the teachers from the institution, they would have the time available, so it would be different, this has already happened here, but today the difficulties are these, not having the effective monitoring of teachers and those who are not from the institution but the school and that many times they do not give the attention that would be given if it were the teacher from the institution. (PC2)

"The first is for the university to take responsibility for signing the agreements with the state education departments, this has not been done here [...], this is a bureaucratic issue that needs to be resolved. The second is our internship norm, [...] it says that the supervising teacher doesn't necessarily have to go to the internship field, he only has the function of supervising. [...] The third is the lack of a methodological unit in a way generates a difficulty for us [...] The fourth difficulty is concerning to the dynamics of the school of the internship field because the school calendar in the last four semesters of basic education is not synchronized with the academic calendar of the university, this creates a problem for the pedagogical time that our students should have in the internship field [...]" (PC3)

By analyzing the speeches of the internship coordinating teachers, it was possible to identify that the main difficulties mentioned are related to supervision, the lack of effective monitoring by the university professor, the difference between the school and university calendars, bureaucratic issues such as the lack of an agreement with the secretaries, the lack of methodological unity, and the dynamics of the school in the internship field.

When addressing the idea of supervision pointed out by PC1, one can observe the concern with the bureaucratic demands present in the ECS procedures. For Bisconsini and collaborators (2019) the exacerbated concern with these bureaucratic demands has taken the time that could be used to (re)think the pedagogical aspects involved in the ECS. In a way, there is a weakening process of pedagogical action, because fruitful discussions that could enrich the teacher's pedagogical practice are little or not, contemplated (BISCONSINI; *et al*, 2019).

On the other hand, we realize that the idea of monitoring raised by PC2 can be more effective in the search for making the ECS more effective by enabling training moments for the trainees. This follow-up can also serve as supervision, but not only as a bureaucratic requirement. The lack of monitoring can provide feelings of vulnerability and helplessness on the part of trainees, this can generate moments of paralysis and possibly the early abandonment of the teaching career (SOUZA NETO; SARTI; BENITES, 2016)

Next, we asked what would be the suggestions to improve the difficulties encountered.

"In the case would be a greater investment in relation to the training of these [...] supervisors since the budget would be difficult. To raise more resources for supervisors. The solution would be to invest in the training of these supervisors and a registry of them so that we can better supervise. (PC1)

"It is a suggestion that in our case is very difficult to happen, but it would be that teachers from the educational institution should have an available workload to perform these on-site supervisions." (PC2)

"The first is that the university, through the Rector, should make an agreement, have the initiative to contact the Secretary of Education and make the agreement.

The second is to revisit the resolution that regulates the mandatory supervised internship at our university and collectively update it according to the need of the concrete reality of teacher education. The third is the collective construction of a methodological unit [...] The fourth difficulty we can only fully overcome when calendars are synchronized - we don't go on strike just because we want to, it is a necessity depending on the union's agenda [...] The fifth is to promote the continuing education of basic education teachers. We are trying to overcome this problem via an extension project, wherefrom this extension project we intend to provide continued training to teachers to overcome and make this dialogue between us closer and, in a way, reduce the distance between university and school. (PC3)

The suggestions for overcoming or alleviating the difficulties presented in the ECS are based entirely on what the coordinators can observe in the ECS, and there is a lack of correlations with the difficulties presented by the trainees and the supervising teachers. Thus, it is essential to conduct research that can make these correlations.

Even so, we can analyze that the suggestions presented by the coordinators have a more bureaucratic role than a pedagogical one. PC1's suggestion for the implementation of financial resources for supervisors shows concern about the low remuneration for the teaching profession in Brazil. On the other hand, as pointed out by PC2, the exacerbated workload of teachers in basic education does not allow spaces for debate and discussion about the facts occurring during classes to be contemplated between supervisor and trainee. Finally, it is essential to invest in continued education for teacher educators, as mentioned by PC1 and PC3. Continuing education should promote reflection for its participants, enhancing a constant process of self-evaluation about what is done and why it is done (IMBERNÓN, 2010). PC3 also points out the need for continuing education for school teachers.

As we observed, both in the difficulties and in the suggestions for improvement for these difficulties, the university teachers responsible for the ECS of future teachers fulfill a challenging task: to promote the study and reflection on this reality without making them give up the future profession.

Vieira (2010) clarifies that the coordinating teacher is the one who analyzes and approves the individual internship plan, accompanies the intern at the university, sets dates and times for evaluation of reports and activities developed by the interns.

Gisi, *et al.* (2000), points out that the difficulties encountered in the internship may be attributed as much to the planning and organization as to the development itself, a fact that can be explained by the scarcity of in-depth discussions about the internship in the context of training space.

Corroborating our study Cit and David (2014), point out that the educational institution finds it difficult to form partnerships with the grantors because many have not yet realized the importance and the real role of the internship in the teaching and learning process, as well as suffer from problems related to the workload of the subject and its supervision. In addition, there is no effective way of evaluating the contributions of the internship to the training of future professionals.

This difficulty in the partnership between school, students, and internship providers ends up causing losses for all parties. The internship, when well-planned and organized, can only add value.

Another problem that can arise, in addition to those already presented by the coordinators, are, as Molinari and Delgado (2013) state, the difficulties many schools have in accepting interns, the lack of interest on the part of schools, and the bureaucracy in private schools to accept interns. It is necessary to understand that part of these difficulties are generated by the lack of articulation between initial training courses and schools. This is probably the result of a distance between the university and the school. Several points need to be rethought to improve the internship process as a whole.

It is worth pointing out that the ECS may present difficulties, limits, weaknesses and contradictions in its experiences, but it also presents possibilities of critical, reflective and problematizing teaching practice of the educational reality, both for the trainees and for the teachers who follow this formative process during the initial training of future teachers (BARREIRO; GEBRAN, 2006).

Thus, it is necessary to pay attention to all the difficulties pointed out by the teacher coordinators, especially their suggestions for improvements so that we can improve the internship, effectively contributing to the training of future teachers.

### “Ideal” Internship Model

We asked the teachers to describe an internship model considered "ideal" based on their experiences. The notes for an "ideal" internship model were:

"For me, the ideal internship model is one in which the intern goes through all the stages of schooling. The intern sees it as personal growth and a professional future with the collaboration of the supervisor. So for me, this is the ideal model. The intern goes to the field and goes through the whole schooling process with the collaboration and partnership of both the counselor and the supervisor in the internship field. (PC1)

"A model of the ideal internship that I have already mentioned to you that we have done and no longer have today. It is when we had the presence of a teacher from the educational institution on-site, so besides being teachers at the institution, in the higher education institution there is a moment of orientation outside of those classes that he had and this teacher had a meeting with these students where he built all the plans and then went to the locations and participated effectively in all the monitoring of the class, of the evaluation during the class and the final evaluation if it couldn't be everything, but at least having some teachers from the institution in the sites doing the supervisions or if not, at least, doing the weekly visits, having this same partnership, I think it would have a much higher quality. " (PC2)

"[...] so the first ideal that I can be pointing out is that the internship responds to the concrete demands of a school that really exists and needs professionals, teachers who understand these contradictions, these conflicts that are within the structure and dynamics of the Brazilian school. The second is that which seeks to establish within

its guiding elements the methodological unity that we defend. This methodological unit that is influenced by the historical-dialectical materialism theory of knowledge [...] and finally that this internship model is interconnected, let's say, within a real research process, this teaching and research relationship that is becoming more and more diluted in the teacher education process is reflected in the discussions about the internship. I cannot develop a scientific method to understand reality if, at the moment of establishing a pedagogical method for this reality to be understood, at the Basic Education level, they are disconnected [...]. I believe that these three elements ideas, some already exist among us here, but this set of elements need to advance so that we have an internship that gives concrete answers to concrete problems of our public schools in Brazil". (PC3)

As we observed, the point that seems to stand out among the teachers is related to internship models established in a partnership of all involved, so that it is possible to have effective monitoring of the university teacher within the field of action (school), to reflect together and solve possible problems arising from the internship process. In addition, PC3 mentions the importance of creating a methodological unit to guide theory and practice and a concrete relationship between teaching and research of the internship reality.

In this sense, Albuquerque and Silva (2006) point out that the integration experienced in a context involving different views and dimensions of reality enables the formation of a professional able to face challenges. And that this partnership is capable of forming competent citizens and professionals, able to exercise the worthy role they will play in society.

The articulation between the knowledge produced in schools and the university is something that can be promoted through internships since it provides the future teacher with elements to understand the professional reality (IZA; SOUZA NETO, 2015). However, we need to understand the reasons why this partnership is so flawed in the internship process. So that effective internship models can be designed and developed.

We reinforce the importance of the partnership between university and school. Iza and Souza Neto (2015) state that this partnership is of utmost importance for the development of supervised internships in teacher education, as it indicates or not the reciprocal relationship that may exist between these two training institutions and producers of knowledge, the school and the university.

Another point worth mentioning concerns collaboration, because, regardless of the curricular model of training, some internship proposals have collaborative action as a principle of partnership between university and school, understanding them as educational institutions (MOURA, 1999). In the process of building the teaching profession, it is important that it goes beyond the idea of partnership and collaboration, but that teachers see themselves as trainers of their future peers (IZA; SOUZA NETO, 2015).

Finally, thinking about internship models is not an easy task. All actors, trainees, supervisors and coordinators involved in the ECS should be heard to think of an internship model. The partnership is not just a matter of signing an internship contract or an agreement

between departments and institutions but should be considered as a relationship in which both parties have a shared vision and a common goal, and in which each member is clear about its role and importance. This partnership implies the interaction of two institutions that interrelate and produce multiple knowledge (AZEVEDO, 2009). Working together to move forward in the process.

## Final Considerations

In this sense, the objective of this research is to identify the procedures of the Supervised Curricular Internship (SCU) in school Physical Education in public universities in Pernambuco, as well as to identify the difficulties faced by coordinators/leaders of the internship subject in the conception of training space. We interviewed the coordinators of three of the four public institutions in Pernambuco that offer a degree course in physical education.

The procedures and organization of the internship are based on bureaucratic issues, such as the documents that make up the internship. As for the difficulties, we found a lack of agreements between the university and the school, a lack of follow-up of the interns, and a lack of continuing education for the supervisors. In describing the "ideal" internship models, the coordinators emphasize the importance of an effective partnership between all those involved in this process.

Listening to what the teacher-internship coordinators had to say allowed us to understand the difficulties and desires in relation to the internship in the training process. On the one hand, we believe that the internship is an essential space for the training of future teachers. On the other hand, we observed that the difficulties faced by teachers are not few. They may be related to the regulation of the internship itself, i.e., the rules that are established, such as the deadline for completion, but they may also be related to the institution, lack of partnerships, lack of continuing education for supervisors and effective monitoring of the intern.

Based on these findings, we can conclude that studying the procedures of the Supervised Curricular Internship and the difficulties faced by the coordinators/leaders of the subject showed that it is necessary to bring the university and the school closer together, without making this relationship hierarchical. In addition, it is necessary to invest in the continuing education of the supervising teacher so that he/she can discuss the situations that arise in the ECS. Another important point is the follow-up by university professors, which should be more effective and closer to the trainee.

Finally, we must consider that this study was linked to the specificities reported in the context of the internship in Physical Education at the universities in the state of Pernambuco. It is important to point out other limitations, such as the need to correlate the coordinators', supervisors', and trainees' statements. Other difficulties and other solutions will likely emerge for the problems presented. As a suggestion for future research on this theme, it should involve interviews with all the actors in the ECS.

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