116 - THE SUPERVISED INTERNSHIP AND PARTNERSHIP BETWEEN UNIVERSITY AND SCHOOL

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1. INTRODUCTION

Teacher education is now seen as a challenge to put undergraduate courses , this being the collaborative passage of students to see themselves as students to see themselves as a teacher (Pepper, 2001) process. For the author, teacher training is not only confer a legal professional practice of teaching qualification. The initial training course is expected that this form teacher, or to collaborate for their formation.

Accordingly, because of the nature of teaching, teaching as a contribution to the process of humanization of the graduate students historically situated, beyond the specific content, the students need to develop knowledge and skills, attitudes and values. From this we allow them to permanently go their knowledge - building teachers doings from the needs and challenges that teaching as a social practice puts them in daily life (PIMENTA, 2001) .

For Santos (2008), the discussion of initial teacher education is not just the organization of the curriculum. This involves awareness of what kind of teacher we want, what professional skills are now necessary for the profession both in school and in society, in which both feature new and refurbished challenges and contexts of learning that may be more or less favorable for this purpose.

Yet for Saints, the stage is the moment in which experiences are shared with the professionals who work in it. This moment provides some arguments that justify the fact that the practice adopted by the courses of teacher training takes place in school and living as long as the student. The learning is through the relationship established with future peers through acquisition of experience of social practice favoring the significance of the activity of being a teacher through an appropriation by future teachers, as well as socially elaboradoras knowledge about teachers do.

The initial teacher education, while vocational preparation, now has a very important role in the very organization of national education. Due to this fact not just for this one moment of intertwining between the basic and higher education, but also because it represents the moment of qualified entry in schooling today increasingly necessary (CURY, 2007).

The Law of Guidelines and Bases (LDB), Art.53, ensures the autonomy to universities to set the curriculum of their courses and programs, establishing plans, projects, scientific research, artistic production and extension activities; develop and reform statutes and regimes, provided the general packing guidelines. The discussion about the need to rethink teacher education and the importance of the exercise of practical training that presents reflections on the legislation. The LDB in Art.65, established that teacher education should include teaching practice of at least three hundred hours.

The National Curriculum Guidelines for Undergraduate Courses, that regulate the LDB provide that training courses for teachers of basic education the minimum hours are 2,800 hours and significantly expands the number of practice hours, and 400 of these practice as a curricular component, experienced during the course, plus 400 hours of supervised training curriculum from the beginning of the second half of the course. From this, the curriculum supervised as the time to carry out, under the supervision of an experienced professional, a process of teaching and learning has been defined that will become concrete and autonomous when the professionalization of this trainee. Thus, the curriculum supervised assumes a pedagogical relationship between someone who is already a professional (the professor) and trainee teachers (professional future).

Teacher education programs have undergone significant changes, especially with regard to the workload of practical activities and contact with the school and the classroom. This distribution of hours of practice during the course seeks to break with the dichotomy between specific disciplines and pedagogical training of the type three plus one , the name given to the first training courses for teachers that complemented the bachelor's degree, three years in duration, another year of teacher training, thus enabling themselves in grad (BRAZIL, 2004).

From that, during the teaching practice of Supervised the author , in a class of 8 series, some aspects that concern the process stage were analyzed. In this sense, the school management team consists of the direction, supervision and guidance were interviewed , as well as the ruler of teacher discipline. The school studied is located in the city of Rio Grande / RS in a neighborhood a bit away from the city center.

2 . THE SUPERVISED TRAINING

Academics and teachers understand the stage as an activity able to bring the elements of practice to be objects of reflection, an education space for the reality that will in future act. Piconez (1995) reinforces the importance of supervised internship in the education of future teachers by helping students to understand and experience the world of work and contribute to the formation of his political and social awareness, bridging theory and practice.

Pepper (1995), referring to the teaching practice, says the stage to perform, you must know, understand and have the appropriate and available instruments, and one of the ways to learn is by doing the same, imitating, copying, testing, in getting experience, ie practicing. The exercise of teaching practice can develop activities that synthesize a process of academic knowledge acquired in a university course .

Even to the author, the teaching practice constitutes an appropriate environment for building investigative attitude space, enabling students of teacher training outline ways that enable them to interrogate and intervene in their everyday teaching as critical and aware professionals. In this same line of thought, curricular organization of undergraduate courses, most often, bring in its design, from the first moment, the concern with the theoretical - practical unit, seeking to consolidate the interaction of knowledge, know-how and only just how to be.

Despite the concern expressed in the Guidelines and grounded in substantial theoretical discussion, curriculum changes the courses of teacher come incapable of overcoming historical weaknesses as insulation between disciplines aimed at specific training and teacher training. In this sense, pepper (2003) reaffirms that knowledge of teaching can not be founded only on specific knowledge of the subjects to be taught, but one must interact with students, leading them to build their competence as teachers and citizens. It is suggested that the discipline of stage is the articulator axis between theory and practice, since it meets

the specific course content and pedagogical teaching knowledge for understanding the reality of the school and the classroom. For the author, the course or the performance of theoretically based future educator, or makes reference to the practice as the theoretical foundation, ie , lacks theory and practice.

Despite the importance of teaching practice in undergraduate courses, the curriculum organization of most of these does not guarantee the space / time needed for development with quality. It is considered necessary to have a time to maturity of the issues raised by the stage, where this is not available in the course structure, since they must meet different activities in different disciplines who are studying and therefore do not have much time to devote himself fully to the stage.

3. THE IMPORTANCE OF THE STAGE FOR THE FORMATION: THE PRACTICE FIELD

The field internship for degree students are basic education schools, primarily public schools, so that according to France (2008), the traineeship requires the teaching of basic education systems actively participate in this process, mediated by building partnerships between training institutions and schools. This search for partnerships with schools requires planning, a project of stage involving the two institutions. Therefore it is essential that both participate in its preparation, this idea in this opinion CNE / CP 27 /, adopted in October 2001:

> We need to have a draft stage planned and evaluated jointly by the School of initial training schools and field stages, with clear objectives and tasks and that the two institutions take on responsibilities and assist each other, which requires formal relations between educational institutions and units of the education system. (BRAZIL, S / P)

This complicity and partnership established between the training centers and schools , with similar purposes, the better training of future teachers, implying a greater understanding of their role as trainers agents to compromised quality training. This partnership necessarily implies a greater understanding on the part of professionals, both school and the higher education institution, about their role as promoters of these subject areas of training , the same way that requires ethical commitment and competence in the development of this task , it is necessary to advance the understanding of this activity to be able to establish new parameters for the production of practices committed to a qualitatively better training for all teachers (FRANCE 2008)

Although many schools reject the performance of trainees by factors such as, for example, fear of parental reaction, due to problems already faced in other situations. Non-acceptance by some tenured professors on the issue of classes of observations is given by the fact that it requires more work in the preparation and execution of the same , so, too, avoid stage in the last quarter, among other issues. However, there are many schools that are routine every year receive a batch of trainees.

These circumstances led to this study that developed a school in the village of Rio Grande / RS, which served as a field to the author of this could oversee the discipline of Supervised, a degree course in a Federal University in 2011. The purpose of this is conducted by a group of final year of elementary school, totaling 20 hours in practice and another 85 in the classroom at the university, as well as planning activities and making the folder to be delivered to the supervisor stage at the end of it.

To understand the issues that the relationship permaneiam school with supervised and, consequently, the initial teacher training, it employed the semi-structured interview instrument, which according Ludke and Andre unfolds from a basic scheme but not rigidly applied, allowing the interviewer to make the necessary adaptations (1986 , p.34) .

The group interviewed had been constituted by the ruler of the discipline teacher, educational coordinator, supervisor and director of the school where there was a practice stage. Prior to execution phase of the stage, was made the observation process, ie the organization of the school grounds, the teacher's lounge, contents worked at Regent teaching the discipline, recreational, educational planning and practice of physical education teachers of the school. According to a report from the Principal:

> We work with the perspective that the student (academic) must pass through three stages: observation, participation, and finally, regency. In which the student must prioritize the educational policy of the school.

In the school studied was clearly aware that this is an essential for the practical training of future professionals teaching site because it is in contact with the school reality that the student can understand the process of teaching and learning. In their studies, France (2006) states that the student intern must live every school in its breadth, in contact with the steering and coordinating education in the community, with parents, and interaction with students, so that you can understand and lie in this educational context to demonstrate professional competence and ethical commitment to their future profession. This statement is in agreement with the teacher interviewed speaks of

> The school is not receiving trainees only because it is convenient, but because they know that the practice is an important thing and we have to make a difference for the environment and for the school reality

From this, the teacher believes that the school develops a prominent role in training future teachers, although not always the same have this understanding. Still believes in its importance in the training role . According to the teacher, it is very interesting that the intern increase the observation time in school seeking grants to build and organize the material classes . Students who matured in school usually spend several weeks doing the same observations to develop the design stage according to a problematic situation or lifted from the reality of the school context.

Schools, in general, establish procedures for receiving some stage activities . First, the trainee must pass the supervision of school who will make the link, ie the link with the ruling class teacher. It is requirement for many schools that the work of the intern project that integrates with the school or the teacher develops and is grounded in the pedagogical proposal following the school regulations. In another moment, the schools expect there to monitor the stage by the class teacher.

The trainees will review the students' learning is also a concern of schools. For this it is important to follow the teacher , because according to the supervisor interviewed:

> It runs the risk of having an evaluation done by the trainee that is not consistent with the other that the teacher made throughout the year and may make the student failing, a fact that may bring problems to school because parents allege is common that the son ran because there was an intern in the classroom and that this could not explain the contents.

This contact between the professor and the student intern is very important to the success of the stage. Today, through the changes introduced in the design of teacher education with curricular reforms, the role of teachers in the primary school who always restricted to "give" the space of your room for interns, so there would make their observations and give your class regency, in compliance with the requirements of the training course, sharing the educational process of future teachers, is giving rise to what can be called a process of interaction between school and university trainee (FRANCA, 2006).

However, even today, is resistance from some teachers available in your classroom to make observations. According to the report of the supervisor:

> Some teachers do not like and make it clear they do not want to receive trainees, however, still receive them.

Supervision of school believes that one reason is the reaction of the students, which changes with the presence of another person: how students react is completely different. They want to show they talk more, they become displayed, let's say this: they want to appear. Also reports that some teachers do not have pre - disposition to be developing activities they deem good enough for the observer does not notice the flaws of the work so that it does not question nor be criticized because it eventually becomes impossible to not feel the teacher observed , analyzed and judged therefore evaluated.

Franca (2006), refer to the observations of the classroom by the trainees reported that teachers claim that college students disrupt classes are intruders, they are there only to criticize and speak evil of their work. This fact often considered true.

Pedagogical Coordinator for the school observed, there is much resistance to classroom observation, where the teacher does not have the training for the discipline he teaches, being in function deviation.

> I notice that happens often with that teacher who is not a specialist discipline, then gave the matter for him to teach him perform, complete the workload he needs to close the number of hours in school. Happens mainly in the disciplines of Religious Education, Arts, Sociology, and Philosoph

France (2006) adds other reasons can explain this negative view by saying that some teachers:

> Are more fearful, defensive, and unbelievers, is not without reason, when considering the criticisms made by different segments of society in relation to the school, the quality of teaching, the disqualification and the devaluation of teachers' work, which increasingly feel unprepared, insecure, to account for the numerous tasks and demands arising out of the educational reforms that have occurred since the final years of the last century, with the intention of improving public education (2006, p.415).

Schools sometimes face problems with the trainees and the fear that this is happening again in the testimonies of the people interviewed. Generally, problems are related, for example, the lack of lesson planning and discipline problems in the room, according to the report of the supervisor:

> Currently students are graduating very young, and young people often are not prepared for the control, to impose rules, and even for those who meet the school has. There were times that the internship supervisor and the trainee had not reached the lesson plan of the day and ended up doing what he had been on his head, for there everything was ready and organized.

According to the school board, there are reports that trainees would drop students early, or sometimes came and had nothing to do. Some took these for watching TV or the computer room without having very clear pedagogical intent. However, such problems can not be attributed only to the trainees, but also the faculty, in which many also have such habits.

4 . THE PARTNERSHIP BETWEEN THE SCHOOL AND THE UNIVERSITY

Some of the routine problems of the internship process can be avoided through partnerships between trainees, professor, school counselors and teachers. It is important that practicing teachers understand the importance of their participation in this process, because academics need often come into contact with the educational reality through contact with these professionals , schools training field , so that they can , under the orientation of these, carry out activities related to teaching in a learning process even during their formal preparation. (FRANCE , 2006) .

It would therefore be important to strengthen these ties through such partnerships, in order to guarantee the school and the teachers of basic education , an effective opportunity to participate in this process, as this training assumes that contact from the early years of initial training. This attitude, although not a new proposal, is not common in schools. In many cases, according to the report from the school observed, for the professor, the stage is the rest of the time he 'll have a little more confidence. A change in the role of the class teacher as partner and agent in training future teachers entails more commitment and hence more work .

The important role of the school and its relationship with the university to achieve the stage seems to be clear at this institution, because the words of the interviewees , the school is always open to receive trainees. The school team considers this as a very important both for the school as it grows for trainees factor.

According to school supervision, constantly institution sends letter requesting interns . The school now houses the Institutional Program Initiation to Teaching Scholarship - PIBID, both in the areas of English Language , English Language , Chemistry and Mathematics. Such political program aims to provide better conditions for the construction of plural knowledge of teaching, contributing to the inclusion of many scholars since the first semester of degree courses in the school environment .

In this aspect, thinking this knowledge and collaborate to build others may enhance the prospect of professionalization, provided it is taken in constant dialogue with the school ambience. However, despite receiving trainees, the school management team believes that there is a lower demand for small schools. Further, they believe that the location of the school is another determining factor, because if they were the same center would have a larger number of trainees.

The stage as an innovative practice causes a yearning on the part of schools that interns bring new ideas. According to the school administration, the stage represents a new look . New for the student, for the adolescent child who only comes through the intern . Hardly the class teacher proposes to make new, different things. They do tours , provide different ways to check the content to watch the news while the teachers really sticks to the most common things .

This idea is also apparent in the speeches of coordinating, supervising and teaching staff of the school. It is believed that the presence of the trainee brings a new vision for the school, rejuvenating, often even the class teacher. According to França

(2006), is in the stage of a dialectical process , something to be taught and learned simultaneously, indicating that the space between stages of education can constitute a two-way street in building partnerships between school and university.

The concept and practice of innovation has changed significantly in recent years. Innovation is something open , can take multiple forms and meanings associated with the context in which it occurs (MESSINA , 2001). Due to continuous changes in society, it is necessary that the school also change . This change has had a major relevance in the training of future teachers is expected because the teaching profession is all professions that are expected , in general, a young professional has a marked practice for a certain contrast to those already in the profession. According Nóvoa (2010), is expected to enter the teaching innovation using new working methods and proposing more consistent learning experiences with new curriculum guidelines .

From this, an innovative school that would be sustained by the pillars of learning capable of meeting the demands and quality, being anchored in teacher / student / knowledge relationship, implying changes in teaching style, revision of teaching practice and hence for repositioning by the educational administrators. Therefore, it is important that there is a reflection on teaching practice, to think of new forms of school organization in new methods of teaching and assessment of learning (RODRIGUEZ & ABRÃO , 2011) .

5 . PROCESS CONSIDERATIONS

In summary, the survey results show that there is in this school generally positive about the stages, although in some cases there is a contradiction in the question that , while they hope the new intern, the different they want it to continue the work done before by the class teacher and follow the rules issued by the school , thus limiting your little one work. The school believes that this place searched internship is important for all involved, especially for the students who need this space for its formation.

While schools have the expectation that trainees can bring something new, how to provide different ways to check content, they fear the problems that trainees may cause. It was possible to deduce the interviews, especially the supervisor that school staff considers the reality of far from the reality of university schools, suggesting that should be better used the experiences of professionals in public basic education.

Another issue raised during the data collection was the issue of the return of what was done on stage for schools, ie, make an assessment of the work done in order to enable improvements in teaching practice from the professor. Often, the intern does not return to school after the internship period . This fact could be of great value to provide the school with the report made by the trainee delivered to the university a chance to review the behaviors and the praxis used constantly at school for that group of teachers

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THE SUPERVISED STAGE AND THE PARTNER BETWEEN THE UNIVERSITY AND THE SCHOOL

ABSTRACT

This work is from the first contacts of the author, teacher supervisor Supervised, mandatory course to a degree from a university in the city of Rio Grande / RS, as the school in which some trainees underwent pedagogical practice. Through the analysis of documents and resolutions that guide the practice internship in undergraduate courses, it was possible to realize the vision of this process from the looks of the school management team, composed of the direction, supervision and guidance school.

KEYWORDS: Supervised, stage, teacher training, school.

LE STAGE SUPERVISÉ ET DE PARTENARIAT ENTRE L'UNIVERSITÉ ET L'ÉCOLE

RÉSUMÉ

Ce travail vient des premiers contacts de l'auteur, professeur superviseur surveillée, cours obligatoire d' un diplôme d'une université dans la ville de Rio Grande / RS , la discipline de l'école dans laquelle certains stagiaires ont subi la pratique pédagogique. Grâce à l'analyse et résolutions qui guident l' étape de la pratique en cours de premier cycle document, il a été possible de réaliser la vision de ce processus de l'apparence de l'équipe de direction de l'école, composée par la direction, la supervision et l'orientation scolaire. Ayant des bases pour l'analyse des données, il était possible de décrocher des entretiens , le personnel de l'école estime que la réalité de loin de la réalité des écoles universitaires, ce qui suggère que devrait être mieux utilisé les expériences de professionnels de l'éducation de base publique.

MOTS CLÉS: Encadrement , formation des enseignants , en classe

EL INTERNADO SUPERVISADA Y LA COLABORACIÓN ENTRE LA UNIVERSIDAD Y LA ESCUELA
RESUMEN

Este trabajo viene de los primeros contactos del autor, profesor supervisor de actividades supervisadas, curso obligatorio a un título de una universidad en la ciudad de Rio Grande / RS, con la disciplina de la escuela en la que algunos alumnos se sometieron a la práctica pedagógica. A través del análisis y de las resoluciones que orientan la práctica escénica en los cursos de pregrado documento, fue posible hacer realidad la visión de este proceso desde el aspecto del equipo directivo de la escuela, integrado por la dirección, supervisión y orientación educativa. Tener las bases para el análisis de datos, se pudo desenganchar las entrevistas, el personal de la escuela cree que la realidad de lejos de la realidad de las escuelas universitarias, lo que sugiere que debería ser mejor utilizado las experiencias de profesionales de la educación básica pública.

PALABRAS CLAVES: Supervisado, Formación de profesores, sala de clase:

O ESTÁGIO SUPERVISIONADO E A PARCEIRA ENTRE A UNIVERSIDADE E A ESCOLA
RESUMO

O presente trabalho é oriundo dos primeiros contatos do autor, professor supervisor de Estágio Supervisionado, disciplina obrigatória ao curso de uma licenciatura de uma universidade na cidade de Rio Grande/RS, com a escola na qual alguns estagiários realizaram a prática pedagógica. Através da análise documental e de resoluções que orientam a prática de estágio nos cursos de licenciaturas, foi possível perceber a visão deste processo a partir dos olhares da equipe diretiva da escola, composta pela direção, supervisão e orientação escolar. Tendo por bases a análise de dados, foi possível desprender das entrevistas, que a equipe escolar considera a realidade da universidade muito distante da realidade das escolas, sugerindo que deveriam ser melhor aproveitadas a experiências dos profissionais da rede pública do ensino básico.

PALAVRAS CHAVES: Estágio Supervisionado, Formação de professores, Escola.