

Supervised Physical Education Curricular Internship: The Importance of the School's Supervisor Teacher for Training Undergraduate

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Abstract:

Background: *The Supervised Curricular Internship (SCI) has an epistemological status that is indispensable for teacher training to the point of adding to the student the practical experience necessary for their professional development. In this context, it is evident that the supervising teachers of the school have a fundamental role for the physical education (PE) trainee regarding their insertion and adaptation to this period of academic training. Thus, this study aimed at assessing manuscripts that addressed the importance of the supervisor teacher at the SCI in PE.*

Materials and Methods: *The method employed was a literature narrative review. The original and review articles, books and book chapters were selected without time limits, which corresponded to the theme of the importance of the supervisor teacher in SCI in PE. Therefore, analyzes were made in the printed and electronic manuscripts, where authors and publications emerging that addressed the issues pertaining to the theme of this work were selected.*

Results: *We found that the supervising teachers who are receptive, welcoming and who have a teaching profile as a trainer are fundamental for the PE student to have rich and proficient experiences at this time of graduation. School supervising teachers who have the ability to adapt and reflect on their practice and who always seek the professional and personal development of their interns have the possibility of making them teachers with the ability to reflect on their own profession, especially their pedagogical practice, in order to question, think and act critically.*

Conclusion: *It is concluded that the supervising teachers who participate in the training of the PE students have the mission of seeing them not as someone who wants to evaluate their practice, but as a being in training, endowed with individuality and able to evolve in the teaching career.*

Key Word: *Supervised curricular internship; Supervisor teacher; Physical education; Undergraduate.*

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I. Introduction

The Bachelor's Degree in Physical Education (PE) is permeated with contents of the movement's body culture that are linked to the various theoretical-practical concepts. The Supervised Curricular Internship (SCI) is one of the contents of the PE course grid that directly provides opportunities to student experiences necessary for academic and personal progress¹. It is worth mentioning that the SCI is the discipline in the curriculum that often provides the first contact with professional practice before employment. It is the moment when the student can make mistakes and learn from their own mistakes².

Within the SCI, especially in undergraduate courses, there is supervised teaching, in which the student exercises the role of teacher with the help of the teacher responsible for the discipline at school. Not least, the figure of the University's teacher also exists within this context as a supervisor of the student. These agents involved in the SCI process are part of a nucleus in which actions must take place in a collaborative manner³.

The Brazilian National Curricular Guidelines for Bachelor's Degree courses in PE reports that the SCI is the point of connection between scientific knowledge and practice, acting as a support base for the beginning of the student in his future professional career⁴. It is also understood that the SCI is an observation period, in which the student analyzes the performance of a teacher trained in his workplace. Nevertheless, the SCI is considered a "lapidation" phase of the future teacher, which covers the relevance of monitoring the student in his training⁵.

Within the SCI, reflection on own performance as a teacher is important for the formation of a critical professional, which is extremely important appreciation of the practical context for the trainee. Thus, among the main functions of the SCI, are the observed, acting and reflecting, that is, to measure and to understand how to build the pedagogical action. Therefore, the reflective act sits as a key issue for the formation of the future teacher⁶. The SCI can be considered an experiential-professional development tool, as it is in contact with teaching practice that the student acquires and builds new theories, schemes and concepts. It is at that moment that the student becomes malleable, more receptive to challenges and seeks to affirm with the present lived during the internship situations, and these can become moments of analysis and reflection, directly impacting on their future pedagogical action⁷.

The SCI is also a period full of fear, frustration and anxiety, because seeing himself as a teacher, the student must take positions and decisions that will significantly incur his professional future. The on-site monitoring of the trainee by an advisor or other professional within the school is of paramount importance for there to be mediation and management of situations arising from the practice. In addition, there is a need to have someone experienced close to the trainee to answer your questions and raise questions. In this perspective, the shared knowledge is extremely important for there to be grounded actions⁸.

It is concluded that the advisor teacher has an important role in the training of the student as a future teacher, so there must be a constructive and mutual relationship not only between the advisor teacher and the student, but also, between the school and the university⁹. In this context, a study on the importance of the relationship between the supervisor teacher and the student is timely and insurgent. Thus, the aim of this work was to raise the production of knowledge in the literature about the importance of the school's supervisor teacher in the PE supervised internship.

II. Material And Methods

This narrative review study was carried out by students from of the Department of Physical Education and Sports, from the Federal Rural University of Rio de Janeiro from July 2018 to December 2018, in the curricular discipline of the Teaching, Research and Extension Nucleus (TREN - Sport and Physical Education Pedagogy).

Study Design: Literature narrative review study

Study Location: This was a curricular discipline of the Teaching, Research and Extension Nucleus (TREN - Pedagogy) based study done in Department of Physical Education and Sports, from the Federal Rural University of Rio de Janeiro.

Study Duration: July 2018 to December 2018.

Subjects & selection method: In order to achieve the aim mentioned in this article, emerging studies were separated, with no temporal delimitation of publication, for analysis and synthesis of the information made available in studies on a common theme¹⁰. The manuscripts were collected in the Scholar Google and Scielo databases in order to reach types of materials from different areas (namely: multidisciplinary and humanities and social sciences). The following descriptors were used: "supervised physical education curricular internship", "training undergraduate", "school supervisor teacher".

Inclusion criteria:

1. Original and review articles;
2. Books and book chapters;
3. Studies available in full format;
4. Definition of the study on the importance of the school supervisor teacher in the supervised physical education curricular internship.

Exclusion criteria:

1. Congress proceedings studies;
2. Special population studies;
3. High school students studies;
4. Studies that did not present an investigation containing the relationship between the key-elements supervised curricular internship, undergraduate of PE and school supervisor teacher.

Procedure methodology

The entire process of selecting of the studies involved the following steps: 1) searching for the manuscripts in the databases cited using the descriptors; 2) exclusion of studies that did not fit the inclusion criteria; 3) reading of abstracts and analysis of correspondence to the proposed theme; 4) to search in the databases by the full text; and 5) reading and thorough analysis of the selected studies. In this way, they served

as a basis for the logical and systematic construction of this work, international and Brazilian national reference texts that supported the arguments of the proposed theme, these being decisive to elucidate the data raised. Finally, the search for studies in the databases was carried out independently between two researchers. The third researcher verified the possible discrepancies between the selected studies.

III. Results and Discussion

Constitutive elements of supervised physical education curricular internship

The PE as a mandatory curricular component in Brazilian basic education¹¹ refers not only to the inclusion of the discipline in basic education, but also to teaching and the construction of pedagogical practice as an integral part of the training of being a PE teacher.

In this context, SCI is a crucial stage for the development of the teaching career also in the field of PE; since sometimes the PE teacher in the school is labeled as the teacher who does not plan his activities and does not care about teaching methods and assessment, and is often known as the teacher who just "roll ball" or "play" with students¹².

Thus, the experience at the SCI would be a way for the student to deconstruct certain conceptions he has about the PE teacher, leading him to value his future profession, in order to understand that the PE teacher in his performance also performs readings, plans, systematized content, build lesson plans and assesses how any teacher from another discipline^{1,13}. Thusly, it should be said that the SCI can be considered as a form of challenge that promotes the development of certain skills and commitment as a professional future¹⁴.

Upon joining in the SCI, the moment when the trainee is received in the school field is called standardization¹⁵. This is a moment when the student must fill out documents, plan his workload, choose the school that will do the internship, etc. These concerns can interfere with the progress of the internship, which in itself strengthens the need for the participation of the university and school supervisor teacher, especially those who are at SCI for the first time¹⁶.

The SCI, when considered as the student's first contact with the professional field of activity, comes to be understood as a place where various setbacks and situations are outside the standard of the academic environment, because this is not a controlled environment. According to Pereira, Henrique¹⁷, the internship can anticipate the professional induction of students in training. The supervised training incurs a reflection on how the problems can influence your career and how they can interfere in their decision making.

During periods in the classroom at the University, the undergraduate's students reflect about a school reality often idealized. This is because when they arrive at the school environment while in the internship period, they find a completely different reality: students are undisciplined, do not participate in classes, there is no structure (sports court, courtyard, etc.) and enough materials for all students or in not infrequently, neither court nor materials exist, sometimes improvisation by the teacher is necessary¹³.

In this direction, the need for adaptation is a fundamental factor already in the SCI period, when in order to overcome, maintain motivation and search for quality in teaching, the student must reinvent his classes and the content to be worked on. During life, the teacher is composed of diverse knowledge, which according to Tardif¹⁸ are acquired at different times and all interact with each other, complementing each other. Among the teaching knowledge cited by the author, are: cultural, disciplinary, curricular, experiential and those of professional training.

The cultural knowledge is acquired during life, coming from the own experiences of the environment and which directly influence the teacher's decisions. It is possible to conclude that this knowledge comes even before academic training, coming from the social and individual environment of each one. The disciplinary knowledge is relative to what is taught in school subjects. It directly correlates with what the teacher uses in his course plans, class and schedules.

The experiential knowledge comes from the professional performance itself, from the exercise of its activity and from experiences related to the field of activity. Finally, the knowledge of professional training is that observed in the initial and/or continuing training process, being incorporated by teachers in their curriculum and in their practice¹⁸.

It is understood, then, that the internship is the complement of academic and personal knowledge and of the supervised practice. The SCI also refers to the professional induction phase of which there is no link relationship employment and/or teaching does not occur autonomously:

In this sense, the mandatory supervised internship present in the Bachelor's degree curricula, or even in institutionalized programs that aims of inducing teachers in the school context, fulfill the function of familiarizing them to the workplace and anticipating rich experiences that meet the demands with which the future teacher will relate to after his graduation and effective assumption of teaching. This previous experience contributes to minimize anxiety, the shock of reality with the school routine, in addition to initiating the individual's identity bonds with his profession¹⁷ (our translation).

It is noteworthy that the supervised internship is important so that the student's experience becomes broader, and that the development of other areas (socio-emotional, social relationship - interpersonal and intrapersonal, among others) related to their future performance is made possible, thereby contributing to their professional versatility¹⁹.

It can be said that the possibility in the developing other areas of knowledge would be facilitate the job market²⁰. It is also understood that the contact with professionals already working in the labor market helps and acts as a facilitator of the trainee, thus strengthening their knowledge²¹.

The student still in process of training has a remarkable characteristic with regard to the practical context of activity: the inexperience²². However, this cannot be considered a negative characteristic, since everyone who has spent a professional career for some years now, had one day the inexperience as a characteristic.

According to Tardif¹⁸ this inexperience it goes gradually being replaced by other experiences. It is notorious that there is a need that the inexperience to be gradually worked and thus there is the "lapidation" of the professional in his work field. This "lapidation" can be influenced, mainly, by the school's supervisor teacher. In this sense, the capacity for improvisation, problem solving and adversities must be incorporated into the repertoire of future teachers by analyzing the performance of the supervisor teacher²³.

According to Imbernón⁸, it can be said that the professional development of the teacher is directly related to access to relevant information from the practical context in which it will act, since dealing with unexpected situations which have factors that hinder the conduct of classes explore the ability action to deal with certain situations and to reinvent itself in the face of interventions and the redesign of classes.

Importance of the school supervisor teacher in the supervised physical education internship

In the scope of the Bachelor's Degree in PE, it can be said that the school supervisor teacher has a fundamental role in the training of the trainee. According to Scalabrin, Moliari²⁴, there must be awareness of the supervisor teacher as a trainer and as to the orientation of the trainee. This must have a point of view that aims at collectivity and teamwork, and that facilitates the performance of both the trainee as of the University supervisor teacher.

It is essential that there is an exchange of concrete experiences between the supervisor teacher and the student, thus implying the sharing and reflection of both with regard to teaching performance. The SCI should not have a closed and plastered characteristic, but dynamic, in which there must be reflective and investigative characteristics that assist in overcoming problems²⁵.

According to Almeida, Vieira, Cely²⁶, the professional is not only trained attending only classes at the university, but also by engaging in practices during the curricular internship and/or by practical experiences lived during graduation. In this sense, it is essential to have the exchange of knowledge between the supervisor teacher and the student, the figure and the role of the supervisor teacher in the school environment being of paramount importance to the trainee. The observations, comments and feedbacks made by the supervisor teacher add important experiential elements for the training of students.

The student must act in all functions related to being a teacher, such as preparing lesson plans, giving classes, making assessments, being responsible for a class, among others²². The trainee must also be given the opportunity to have contact with the profession in other areas of the school and teaching, such as: to participate in class councils and meetings with parents and family, to organize work groups, to co-participate in the elaboration of the school political-pedagogical project, etc. In this direction, it is the responsibility of the supervisor teacher to lead the trainee to these experiences.

As for the role of the supervisor teacher, it is also important to mention that it should provide an action that promotes the development of teaching with its trainees, being co-responsible for the initial training of the student²⁵. In this sense, the school supervisor teacher has a primary role as a trainer, from the orientation of the internship to the help in the construction of the pedagogical practice of their trainees.

For to Silva²¹, the contact with professionals in the labor market influences and strengthens the knowledge of the profession to be acquired by PE trainees, that is, the authors corroborate about collaboration in the SCI of teachers who are already in the labor market. Given that it is possible to conclude that PE professionals working during the internship period are fundamental for the formation of the new professional and his conception about profession.

In the school context of SCI, it is expected that the local guiding teacher is not just a mere observer of the student, but an active participant in the construction of knowledge arising from practice²⁷. It is also expected that the school supervisor teacher will maintain direct contact with the University's supervisor teacher, so that there is an active exchange of information between both about the student's progress at SCI.

It appears that it is up to the local supervisor and the supervising professor of the University to act together so that the intern reflects on his pedagogical practice and on his professional field. Consonant to Melo,

Almeida²⁸, as the trainee is still in the process of training, he has a long way to go in terms of his professional development, and he also needs the prior care of the two main people responsible for working at SCI.

The SCI is the right time to make mistakes, moment when support and guidance are needed as to what needs to be improved and enhanced in their skills, also considering the time to experience the reality of the classroom²⁹. Above all, it is especially up to the school supervisor teacher to value the trainee's prior knowledge, recognizing his past experiences at the university and other previous experiences³⁰. The SCI is a constituent element of every academic's career, and this is a vital moment for the improvement and development of certain skills, since when he perceives himself inexperienced, the student becomes aware of him and about what teaching requires from a professional¹³.

The real encounter between theory and practice occurs many times in the internship environment, despite the opportunity to experience situations in which no other place would be possible³⁰. Valuing good and unpleasant experiences adds to the training of the trainee, where the theoretical and practical knowledge arising from this experience becomes essential so that in the future when he is in the position of responsible teacher he can find effective solutions to problems.

For to Maziero, Carvalho²⁷, it is essential for the supervisor teacher to lead the student in this way to the development of a critical subject, who is able to adapt to the different situations and circumstances that will occur during his professional career. A teacher who is sensitive to his own work's reflection is able to make practice an object of analysis, thus bringing coherent and necessary learning that facilitates and favors professional and personal progress.

Cely et al.²⁵ focused on analyzing 18 final SCI reports of PE students from a Federal University of the State of Rio de Janeiro. Of these, only six final SCI reports of the undergraduate students were in the presence of supervising teachers from the school committed to collaborating with the training of the graduate student, welcoming him adequately in the school environment, presenting a professional profile committed to the teaching profession and with the training of future teachers.

One of the main points noted by the authors was the need to improve the performance of the supervisor teacher. Even though many supervising teachers who receive trainees every year were not trained to train teachers, it is necessary that these supervising teachers welcome the student in the school environment in the best possible way, as these actions by these professionals will be fundamental for that trainees continue SCI at the institution or change schools, and become even more interested in teaching or decline to continue in the future profession.

Thus, the supervised internship is a moment of construction of the teacher's professional identity³¹. It is possible to conclude that the supervisor teacher has a fundamental role in the construction of this identity, because for Maziero, Carvalho²⁷, the supervisor teacher has the main function in addition to observing; to co-guide and to lead the student in the teaching of the contents, mainly with regard to the explanation of tasks and activities.

The authors also emphasize the importance of the supervisor teacher for the trainee's participation in the school routine and in the development of specific curricular activities, being essential that the supervisor teacher shows the meaning of planning, methodizing and evaluating, being also necessary to evaluate himself as a teacher and not students only.

IV. Conclusion

The SCI has an important role in the formation of the student as a future PE teacher, since it provides the real pedagogical experience and allows the practice of work in the educational environment. An SCI who has a school supervisor teacher who is receptive, welcoming and who has a teaching profile as a trainer is essential for the student to have rich and profitable experiences at this moment of graduation.

The school supervisor teacher who participate in the training of the trainees have the mission of seeing them not as someone who wants to evaluate their practice, but as a being in training, endowed with individuality and with the capacity to evolve in the teaching career.

The role of the school supervisor teacher goes far beyond conducting the SCI in an ethical manner, he must be a facilitator for the student's evolution and development regarding his practice and insertion in the professional field. The considerations, conversations and interventions raised by the supervisor teacher during the internship are crucial for the development of the student to occur in an integral way, leading him to be a critical and reflective professional.

It is concluded that the school supervisor teacher has the function of providing favorable conditions for the student's professional training, working with the trainee in a welcoming and collaborative way, providing opportunities and creating a profitable dialogue between university and school.

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