

Supervised Curricular Internship: locus of professional socialization, habitus and production of knowledge

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Abstract

This research aimed to understand the elements that constitute the associate teacher professional socialization and the knowledge mobilized in the supervised internship. A qualitative, descriptive research was developed, using questionnaire, observation and interview to clarify and deepen the information. Six physical education teachers participated. The assessment of the data was made by content analysis and the information was organized in themes: professional socialization in supervised internship; the learning of the internship supervision in the professional socialization and the internship supervisor habitus of the assistant teacher. The results refer to the understanding of internship supervision and of the guidelines and interventions regarding the teacher's work. It was concluded that the learning of supervision is temporal and spatial in assistant teacher's work. It tends to be real and reflective, indicating that at the end of each process the identity of a trainer for activities and individual socialization in the habitus perspective is affirmed.

KEYWORDS: Physical Education; Teachers knowledge; Professional identity; Internship supervision.

Introduction

This research deals with the school teacher which collaborates in the process of initial formation of teachers linked to the supervised curricular internship carried out in the scope of the Physical Education in school. Although the figure of this "experienced teacher"¹⁻², referred in this study as teacher-collaborator³⁻⁴, is present in Brazilian legislation, his training and roles continue to be a challenge in the reality of teaching⁵ in terms of his teaching work as a trainer, constituting the focus of this investigation. However, the work of supervision and the collaborative work go beyond legislation, since they imply experiential knowledge⁶, practical knowledge, which can bring theoretical reflection behind it, as well as a "professional culture"⁷.

In this context, this research starts from the following study problem: what are the elements that base the knowledge and the identity of the teacher-collaborator in the supervised curricular internship and the professional socialization in pedagogical supervision?

Among other questions that we would like to see answered are these: Is being a teacher-collaborator the same thing as teaching Physical Education in school? How do this teacher constitute his identity to work with the training of these future teachers? Which knowledge is deemed essential by the teacher-collaborator in the learning of teaching? Does the supervisor professor of an internship play any role in the professional socialization of the teacher-collaborator to work with the trainees? How does the pedagogical team understand this process of professional socialization which takes place inside the classroom?

We start from the assumption of practice as a place of formation, production of knowledge and professional socialization in the constitution of a professional identity. Professional socialization is composed of the learning of the values, beliefs and forms of conception of the world of a particular occupational culture, as well as being identified

as the acquisition of a professional ethos, not necessarily expressed in words, but which gives to the agent in socialization the meaning of the game⁸.

However, the process of professional socialization⁹ has an underlying history built by primary socialization (family, school) and secondary socialization (university). In “primary socialization, adults set the rules and the child must incorporate them”, since it is the only possible world for them, and for this reason the “internalized world in primary socialization becomes much more firmly entrenched in consciousness than the internalized worlds in secondary socializations”. Therefore, it is in primary socialization that the “first world of the individual” is constructed, making this process of socialization never finished, that is, it does not end at that moment of life, but it transforms itself through time, through secondary socialization, which is understood as the internalization of institutional underworlds¹⁰ (p. 174).

Secondary socialization requires the acquisition of specific vocabularies of functions, which means first of all the internalization of semantic fields that structure interpretations and routine behaviors in an institutional area. At the same time, “tacit understandings,” evaluations, and affective colors of these semantic fields are also acquired. The “underworlds” internalized in secondary socialization are generally partial realities, in contrast to the basic world acquired in primary socialization. However, they are also more or less coherent realities, characterized by normative and affective as well as cognitive components¹⁰ (p. 179).

It can be said that primary and secondary socializations are not independent, since secondary socialization never totally erases the “general” identity constructed at the end of primary socialization, but it can “transform one ‘specialized’ identity into another”⁹. (p. 98). However DUBAR⁹ points to the perspective of social change, from the possibility of secondary socialization being a rupture with primary socialization, depending on the relationships established between the agents of the primary and secondary socializations.

This issue, in our view, can give room to the rise of a tertiary socialization by gaining the expertise (know-how/proficiency, recognition, which demands preparation, training and experience)¹¹ that the teacher gains from professional experience (professional culture), which is based on his professional emancipation, and means that the teacher in his career has passed through the stages

of competent teacher, effective teacher, reaching to be an expert teacher¹², as a kind of distinction, in the recognition of his work by merit, skills and abilities, and can also be understood as knowledge, which gives prominence to the professional identity. In this direction:

The identity of the teacher is built throughout his career. However, it is in the process of his formation that the options and intentions of the profession (which the course proposes to legitimize) are consolidated, being the internship, by excellence, a place of reflection on the construction and the strengthening of the identity, the analysis of this theme... it may contribute to the students and teachers who experience the internship to understand that, in this space, the foundations and the identity bases of the teaching profession can be woven¹³ (p. 62).

However, the issue of identity goes beyond the periods of schooling (or higher education) and occurs throughout life. It is not tied to manifestations of individual psychology, nor is it a product only influenced by political and economic factors that come from “top-down” impositions, as well as the individual identity of the collective does not differ⁹. DUBAR⁹ points out that a person’s identity is not built against his will (established from the outside in), warning that the point of view of the other is fundamental to this construction. Thus, it is pointed out that individuals have a certain “definition of situation” that corresponds to the way they define themselves and others; within this, is sought to understand how it emerges through social contexts and personal histories, according to the subjective definition of individuals.

For DUBAR⁹ this “definition of situation” in the conception of the person, considered as a social actor, gives room for the existence of two axes of identification: the **synchronic axis** (construction in space - relational dimension), which passes at the same time in a specific space, (school, university) and the **diachronic axis** (construction in time - biographical dimension), which is related to a subjective trajectory and the personal history. From the articulation of these two axes emerge the ways in which individuals define themselves, pointing to the articulation between two processes: a relational and a biographical.

The process of “relational identity” can be understood as the assigned identity or the identity for the other, in order to define what individual you are, having as a condition the external transactions

between individuals and institutions, defined by the author as socialization of activities; while the process of “biographical identity”, related to the occurrences of internal transactions to the individual and to acts of belonging, can be called the claimed or self identity, termed by the author as the socialization of individuals⁹.

However, GOMES et al.¹⁴ draw attention to a small number of researches about the Physical Education teacher from the point of view of professional identity. When it comes to the teacher-collaborator this number becomes even smaller³, leading us to try to better understand this identity process, since it also permeates the knowledge that underlies the discipline we teach, as well as the professional identity itself. Being this knowledge of a social nature, it has as its origin the schooling process and the higher education itself, the teaching work, and finally, the professional knowledge (teaching knowledge).

In the context of this knowledge is implicit a habitus, understood by DUBAR⁹ (p. 66), as the evolution of the “dispositions acquired by body and soul”. What for BOURDIEU¹⁵ means to say that the habitus, as a structuring structured structure, involves values, attitudes and behaviors constituting a formation and a practice (family, school, professional), because it is immersed in a structured structure that also becomes structuring in its constitution.

The school teachers that accompany the internships produce a teacher-making that underlies a “teaching culture in action”¹⁶ in the form of habitus¹⁷, “a notion that helps to think the characteristics of a social identity, a biographical experience, a system of orientation now conscious or now unconscious”¹⁷. In the same way it is observed that this habitus is constituted “throughout our life and its characteristics depend on what we have seen, heard, practiced and reproduced with the information coming from representations that we have built on things” (p. 16), constituting a particular and a collective culture.

Thus, one of the ways to understand the culture of the teacher-collaborator is the discovery of who he is as a person and as a professional¹⁸. In this perspective we are interested in understanding the interactions which take place in the scholar environment and which are part of the constitution of his personal and professional biography.

Scholar culture is understood as the set of experiences, values, and knowledge, in which times, spaces, subjects, and school practices can also provide subsidies for the professionalization of

undergraduates¹⁹. In this way, the school “is both a producer and a product of society as a whole”²⁰, as well as a *sui generis* site in which the discipline Physical Education has its own organization. If the school with its culture can provide subsidies for the professionalization, it is necessary to value the articulation between the formation and the teaching work in the school institution, as well as the reflection that is made on the professional practice.

However, there has been no appreciation of the link between education and school projects. This “forgetfulness makes it impossible for training to have as its axis of reference the professional development of teachers, in the dual perspective of the individual teacher and the teaching group”²¹ (p. 12-13). In the light of this understanding, it is stated that “formation is not built by accumulation (of courses, of knowledge or techniques), but rather by a work of critical reflexivity about practices and the permanent (re)construction of a personal identity”²¹ (p. 13).

For the author, the triple movement suggested by SCHON²² - knowledge-in-action, reflection-in-action, and reflection-on-action - gains a special place in the personal development of teachers, in the dimension of producing the life of the teacher; but also in the context of professional development, in the perspective of producing “their” profession in the collective and in the context of organizational development, in the sense of producing the school.

The concept of “reflexive practice” was pioneered and developed by SCHON²² to describe and develop the formation of competent judgments, reflected in professions such as teaching. Here, “reflection” means “a thought that is directly connected with practice”²³ (p. 215). Thus, in the process of initial formation, practice can lead to “the development of the skills and competences implied in knowledge-in-action”, characteristic of professional activity, as well as the “capacities, knowledge and attitudes on which both reflection-in-action, which analyzes knowledge-in-action, such as reflection-on-action”²⁴ (p. 111) in order to mobilize the knowledge produced in dialogue with the real situation.

Depending on the elements presented, the reflection on the most varied aspects related to the internships, as a privileged place for the confluence between theory and practice, can constitute an important instrument in the scope of training⁴, insofar as this is based on the re-signification of theories in the process of interaction with the practices, since “the interaction between theoretical knowledge and practical knowledge constructs the that professional knowledge”²⁵ (p. 158).

For INFANTE²⁵, teachers develop a practical intelligence that is directly linked to their classroom action and influences their way of thinking about their own practice. Therefore, the studies on teacher-collaborators and teachers in initial formation can contribute to the unveiling of interesting aspects related to the constitution of identities and the mobilization of knowledge.

In the supervised internship with teaching practice there is the encounter of the initial and the continuous formation, of the academic discursive reality with the pragmatic reality of the school, in which the teachers who act as trainers have a significant role in this process of mediation and professional socialization. Therefore, this exchange of experiences and the sharing of knowledge consolidate spaces of mutual formation, in which each teacher is called to simultaneously play the role of teacher and student^{21,26} (p. 14).

Historically, the supervised internship can be understood in the Brazilian reality due to the perspectives of teacher training that can prioritize it, sometimes as imitation of models, in which the curricular internship is reduced to the observation of teachers in the classroom, not being considered historical and social transformations and a critical view of this process; sometimes as a technical instrumentation in which the internship regards the development of the necessary instrumental skills for the implementation of the teaching action, the bureaucracy of the internships and a fixed workload, which, like the other proposal, does not take into account historical and social transformations and critical view of this process¹³.

Finally, the supervised internship, based on the critiques that have been announced, can also be seen as an area of study, in which it is understood “as a field of knowledge that occurs in the interaction between initial training courses and the social field in which are developed the educational practices”, being able to “constitute a research activity”, pointing out the possibilities of internship configurations¹³ (p. 29). In this way, it is seen in a “conception that overcomes the dichotomy between theory and practice, since it defines it as a theoretical activity that allows one to know and approach himself to reality”¹³ (p. 44).

This internship perspective takes place in academic discussions, as well as the others, being able to assume different configurations in the disciplines of supervised internship - teaching practice, in the undergraduate courses. However,

is fundamental to verify if, in this process of learning the profession, the supervision (guidance or accompaniment) will be real and reflexive, giving room to an identity which is grounded on teaching.

Thus, the reflections and actions of the professors-teachers bring with them a range of knowledge, conceptions, beliefs that we intend to identify, because “to overcome a professionalization practice, we need to investigate new ways of joining professional practices to theoretical studies and modes of investigation”, which could lead to new practices based on theory²³ (p. 219).

Towards the reflective practice, there is a need for the re-signification of beliefs and practices in the training of physical education teachers, from the point of view of teacher-collaborators and trainees, so they become a reference in the formative processes. Thus, studies involving the scenario of the supervised internship, focusing on the University, the School and its actors, can point out ways for improvements in training, professional insertion and teaching performance.

NÓVOA²⁶ draws attention to the importance of the inclusion of young teachers in schools as a fundamental aspect from the perspective of the professional development of teachers, within a collaborative culture, being accompanied by ANDRÉ²⁷ (p. 176) in the understanding that we “want to know more and better teachers and their teaching work because we intend to discover the most effective ways to achieve a quality education”, which in the author’s view requires, on the one hand, a “collaborative work between academic researchers and the teachers of school, and on the other hand a very analytical effort, either between research groups or between groups to gather elements that help to restructure training practices”. The author also points out that it is fundamental not only to give “voice” to the teacher, but also to “know the teaching profession”, to go further, understanding where and how the production of these testimonies and practices takes place.

In view of the above, the objective of this research was to understand the elements that constitute the identity of the teacher-collaborator, the knowledge mobilized in the supervised internship and the professional socialization in the process of pedagogical supervision. This text is part of a broader research, in which the data presented refer to the professional socialization of identity and knowledge in the supervised internship.

Method

This work is characterized as a qualitative research, a descriptive study, since it aims to describe characteristics of a given phenomenon²⁸. For the data collection, we used as techniques the questionnaire, the systematized observation and the semi-structured interview.

Because it is a descriptive study which seeks to understand the phenomenon studied in depth and under new points of view, was used the observation in which the researcher has a degree of knowledge and interaction with the observed environment; the interview with the purpose of clarifying and deepening information besides finding relevant new facts; and the questionnaire as an instrument of initial mapping and triangulation with the other data collected.

Techniques

In research on education, VIANNA²⁹ (p. 12) points out that observation is not enough to see, but it is the observer's job to "identify and describe various types of interactions and human processes". Observation as a research technique allows the identification of certain types of behavior and points to be explored, as well as the recording of events. In this study we opted for systematic observation, going to the field to observe the reception of the students in the school, the reception by the teacher-collaborator and the supervision of the internship. Although there was this predisposition, it was also sought not to be limited to these questions, but also looking at the school environment as a whole in the process of human interactions, since the behaviors present

senses, meanings that are not revealed immediately, and need to be unveiled³⁰.

The semi-structured interview was used as a technique that more efficiently meets the objectives of this study, considering that it was:

(...) the type of interview most suitable for the research work currently done in education is closer to the freer, less structured schemes. The information that one wants to obtain, and the informants to be contacted, in general teachers, principals, counselors, students and parents are more conveniently approached through a more flexible instrument³¹ (p. 34).

However, the interviews were carried out with five of the six professors-collaborators, since one of the teachers did not feel the willingness to grant the interview due to their embarrassment, but answered the questionnaire and allowed observations to be made in his classes, as well as approved its use.

Regarding the questionnaire, THIOLENT³² (p. 32) points out that it must be conceived in "a model of direct observation" or "questioning", containing a list of questions whose subject matter corresponds, in principle, to a "translation" of the research hypotheses or the study question. In the structure of the questionnaire, "the order of the questions can be thematic, or in groups corresponding to the hypotheses or totally arbitrary", in order to "overcome" the contamination effect "that consists in conditioning the answer to a question in function of the immediately preceding questions". The TABLE 1, presented, below contains subjects, places and research techniques.

TABLE 1 - Participants, research techniques and schools.

Category	Identification		
	Teacher-Collaborators	Research Techniques	School
Participant	S, E, I, J, L, M		
Questionnaire		Q	
Observation		O	
Interview		E	
School of Early Childhood Education			E1, E4
School of Early Childhood Education and Elementary Education I			E2
Elementary School I			E3

Sample

The participants of the research were six Physical Education teachers working in public education, denominated in this study as teacher-collaborators, among which four are statutory (effective) and two are hired for a fixed time (TABLE 2).

TABLE 2 - Characterization of the teachers-collaborators.

Functional condition	Time of training, teaching career, experience and professional status						Functional situation
	+ 25 years	+ 20 years	+ 10 years	- 10 years	- 5 years	3 years	
Training time	3	1			2		
Beginning of the teaching career		3	1			2	
Experience as teacher-collaborator		3		1			
Type of contract: Statutory (effective)		3	1				4
Type of contract: CLT (hired)							2

Among the six participants, three teachers have more than 10 years of experience in teaching - (S), (M) and (L), receiving trainees for more than 10 years; one teacher (I) has less than 10 years of teaching experience, received trainees for eight years; and two teachers - (J) and (E) - have less than five years of experience with internships, wherein (E) received trainees for the second time and (J) for the first time.

In this process, PIERON¹² points out that the teachers, in their professional mastery of basic education, may be framed within the scope of teaching, such as: beginner (student and teacher in the first year of exercise): it acts based on rules, sometimes without necessarily knowing its context, behaving in a rational way, but lacking malleability, because its first task is to gain experience; advanced beginner (teacher in the 2nd and 3rd year of exercise): he recognizes some similarities in the situations, moments and some episodes which are recorded in his memory, and tries to relate them with his current experience, beginning to develop certain strategic knowledge and realizing what he should or should not do; competent teacher (3rd or 4th year of exercise on education): he consciously chooses what needs to be done; effective teacher (around five or more years of exercise): he has built a wide repertoire of experiences, he teaches in a fluid way, he can carry out pedagogical acts without thinking about them, having a more global sense of what is produced in the classroom; and expert teacher (only a few reach this level in the professional exercise):

he intuitively teaches a global sense of the situation and acts with almost unconscious fluidity, until occurs a specific problem requiring him to use his analytical thinking.

Although this typology is for basic education, it can aid in a transposition for the teacher-collaborator who works with the internship, in the learning of supervision, in the exercise of that function. In this process, the teachers (S), (M), (L) and (I) can range from “competent teacher” to an “expert teacher”, while (E) and (J) are framed as “beginner teachers”. By “expert teacher”, in this study, we will understand that teacher-collaborator who not only welcomes the trainee, but also accompanies him in the classes and guides him in the pedagogical council.

Procedures

Initially, the research proposal was submitted and approved by the Ethics Committee of the University where the research was developed - Decision CEP n. 031/2013 - Protocol n. 7530 - Registration Date CEP 10/15/2012. It is important to inform that all the participants obtained the necessary information to participate in the research and authorized the use of the data by signing the term of Free and Informed Consent.

In the operational part, the fieldwork was carried out in four Municipal Schools of a city in the country of the State of São Paulo, two of which are for Early Childhood Education, one for Early Childhood Education and Elementary Education I,

and one for Elementary School I.

The questionnaires were constructed based on an observation script of the teaching practice in the classroom, used by teachers that supervised the internships (Teaching Practice) of a public university of the State of São Paulo. This instrument gave rise to a first data mapping. The observations were then carried out from September to December 2013. They occurred in 18 periods of three hours.

Three periods of three hours of observation were assigned to each of the six professors-collaborators. In the deepening of the questionnaire and the observations, were carried out interviews that followed an initial script that had 14 questions, dealing indirectly with knowledge, professional identity, teacher-collaborator, supervised internship, partnership between School and University. The total field work lasted 12 months.

Results

The results were organized in three axes: the professional socialization in the supervised internship; the learning of internship supervision in professional socialization; and the internship-supervisor habitus of the teacher-collaborator.

Professional socialization in the supervised internship

This thematic axis involved the process of socialization in the internship, emphasizing the reception of the trainee in the school as a future member of this community. Welcoming the trainee in school is different from just receiving him or treating him as an assistant to the class teacher. It involves a commitment to the supervised internship, by giving to the school a certain responsibility and pointing to a first step on the ladder of professional education. This welcome involves the entrance into the school, into the universe of teaching work, the contact with the pedagogical team, the orientation of the teacher-collaborator and the supervision from both the teacher-collaborator and the professor-supervisor of the University. Thus, the focus of the descriptions will be to show how this socialization process occurs.

The entrance into the school, as a trainee, causes immersion in a known place, but which from this new moment assumes a new configuration and proposal: no longer as students, but as teachers; and no more as teachers of Physical Education, but as teacher-collaborators in a difficult transition of “habitus”³³. So, this new socialization has its own requirements, because:

Secondary socialization requires the acquisition of specific vocabularies of functions, which means first of all the internalization of semantic fields that structure interpretations and routine behaviors in an institutional area. At the same time, “tacit understandings,” evaluations, and affective

colors of these semantic fields are also acquired. The “underworlds” internalized in secondary socialization are generally partial realities, in contrast to the basic world acquired in primary socialization¹⁰ (p. 179).

In this experience of professional practice, the challenges emerge in the socialization of the teacher identity by the school and the university; in the assumption of the identity of teacher-collaborator and the identity of a university professor-supervisor, since it is assumed that these people went through the acquisition of knowledge of specific functions¹⁰ linked to teaching work and pedagogical supervision. So, the teacher-collaborator and the professor-supervisor must assume the identity of teacher educators (institutional identity) with each one speaking from a different place, but complementary or interdependent.

In the four schools where the observations were made, it can be noted that the trainees were always very well received. There were no negative situations faced by the students as they entered school because of the long working time of partnership between university and school, as well as regular and constant visits by the professor-supervisor in the schools.

In the schools observed (in particular, the school E1), it was possible to register that, whenever the professor-supervisor visited the school, he gave directions both to the trainees and, in many cases, to the teachers-collaborators themselves and to the school, in the discussion of certain matters and situations; a time in which they took advantage of his knowledge and experience. This situation is not common in the supervised internship field, but because it is a city of 200,000 inhabitants, where the municipal network is linked to the University, this dialogue went smoothly due to an unofficial training policy established over the years by some professors-supervisors, with the adherence and

active participation of some schools and teacher-collaborators. Although it is a process built on camaraderie and affectivity³, it has been based on the absence of professional protocols that go beyond the internship contract².

Thus, the reception by other teachers, staff and managers had a positive development. We can also say that in E1, the relationships between those involved in the internship were significant, because it was one of the partnerships that most closely approached a professional relationship in which dialogue was frequent for solving eventual problems. This internship involved at certain times the pedagogical council in the orientation with the teacher-collaborator SoE1, time in which the teacher talked about the internship developed, among other subjects as it can be verified later.

In this school, the manifestations of appreciation were common among all those involved in the internship, and this was observed when one of the professors-supervisors talked with the teacher-collaborator, as well as with the direction or the pedagogical coordination, helping to compose a positive framework for the development of the work. We observed at different moments, with the presence of trainees in the school environment, that there was urbanity and reciprocity in relationships. The trainees were punctual and assumed their responsibilities with their classes, preparing them and diversifying them.

The Teacher-Collaborator SoE1 approved the work developed by the trainees who expressed their gratitude for the lessons, since he always talked with the trainees trying to pass on his experience on Early Childhood Education. At some moments, when there were no formal situations, his orientations focused on questions within a process of reflection on a particular subject of the teaching career, or a moment of analysis of the practices, highlighting the achievements and positive aspects arising from the experience.

However, SoE1 does not fail to point out the need for an ever closer approach of the school with the university, and consequently of its professionals for the benefit of all.

In relation to the work developed in the classes of Teacher-Collaborator EoE1, in the school E1, the internships were also positive. There is demonstration of respect from the teachers-collaborators regarding the trainees, becoming appreciated the internships in this school unit.

In the School of Early Childhood Education and Elementary Education I, the Teacher-Collaborator JoE3 adopts the role of counselor, by supporting

and guiding an education that provides a bag of experiences to the trainees. In this double-hand reflexive process (practical-theoretical and theoretical-practical), the personality traits of the teacher-collaborator are also reflected in function of the beliefs that each one carries within itself. There is a great respect from the school regarding the internships developed seriously in this unit, as well as in relation to the local university that follow these procedures.

At the School for Early Childhood Education (E4), with the teacher-collaborator MoE4, the internships also went smoothly. MoE4 is very receptive to host trainees, as well as the school. In the observations made at the school, the teacher-collaborator's attitude was always welcoming to the trainee students, demonstrating collaboration, presence, support and attention during the classes.

In the observations it was possible to notice that the teacher-collaborator also values and supports the internship in the school, all the time, pointing it out as a suitable place to learn from the practice. In the relationship with the trainee there are situations that indicate appreciation for his presence; and in relation to the University, the teacher-collaborator demonstrates an interest in its continuing education and in what the University offers. The relationship with trainees, according to MoE4, have always been very good, having a long period of collaboration in the area, since he works for 25 years in this kindergarten unit and has always received trainees. He recognizes the importance of internship situations, and mentions that the students are practically "ready" for the teaching work, evaluating the classes developed by the young people as very good.

At Elementary School I (E3), the teachers-collaborators JoE3 and LoE3 welcome everyone, providing all necessary support from this school unit. The professional body values and understands the importance of internship in school. However, about one of the classes of JoE3, she reveals difficulties that she faces in relation to discipline issues that involve sociocultural aspects. Despite this obstacle, there is freedom and support for the decisions taken by the trainees at all times of the class. For this teacher-collaborator, it was the first opportunity to receive trainees. She highly values the internship and the trainees, having the understanding of the activity as a discovery of possibilities of practice and reflection. LoE2 already develops her work in this school unit, having autonomy and recognition within the institution. In her opinion, trainees establish good relationships and understand the moment they live,

trying to profit at most the exchange of experiences. However, this teacher-collaborator was reluctant about the University because, in the past, a group of students came to her to make an interview in a research they were doing. This situation led the teacher to criticize the University and take the position of not granting the interview for this research. Although it was a different situation, this teacher demonstrated her dissatisfaction with a situation *sui generis*, but she agreed with the use of the observation and the answers given to the questionnaire.

It is worth noting that this fact is not new, since there are occasions when the trainees pay for mistakes that are not linked to them, generating malaise for the professors-supervisors who always need to give explanations, showing the objectives and the posture of the group of internships to which they belong. Likewise, it should be made clear to the professors-collaborators that the individual researches (Undergraduate Thesis) developed by the trainees do not relate to the internship itself, and that supervisors do not accept this type of utilization of the internship, either in the research they conduct individually or in the research conducted by their University colleagues. In this sense, it is understood why the professors-supervisors spend much time giving attention to the directors, to the pedagogical coordination and to the teacher-collaborator during the internships, aiming to solve any type of misunderstanding.

In the school of Early Childhood Education and Elementary School (E2), with the teacher-collaborator IoE2, it was clear that the relations between teacher-collaborator and trainees were very positive, with consideration and mutual respect. The teachers in training have many qualities, skills and competencies that were observed and highlighted by the collaborator. Although they are autonomous and confident, the trainees always report to the teacher-collaborator and ask for opinions, as well as guidelines. However, there was a class in which the students disorganized the activities of the trainees, creating an impasse in which the teacher-collaborator suggested the trainees to give in to what the children were requesting. However, the trainees decided to talk to the students. This position was supported and respected by the collaborator. The attitude demonstrates the maturity of the collaborator, who respects and does not intervene in such a way as to disown or confront the trainees; as well as the trainees' autonomy and security of not giving in to the children's requests in the form of blackmail. Therefore, the internship space ends up as a field of interlocution

and a process of intergenerational partnership.

No manifestation of discouragement regarding the initiation of the teaching career was identified, but rather the adherence to working with the children and also the appreciation of the relationship with the university internship supervisor, as a two-way street. The relationship between the university professor and the teacher-collaborators is something that has been constructed over the years, so it is based on the approach and developed attitudes that indicate an appreciation of teaching.

Although the professor-supervisor is not the character to be studied in this research, he has appeared in several comments. The positive manifestation about university's professors-supervisors was recurring, both for their positions as teachers and for the wish that they could spend more time in the schools. It is noticed that both the trainees and the teacher-collaborator wait for their visit to know if everything is ok, to ask questions, to comment cases, to exchange ideas, to ask for suggestions.

The professors-supervisors seek to maintain close relations with schools with great care and attention. There is great caution to not commit interferences in the work of the teacher-collaborator, because the relationships of this process occur more by camaraderie than by professionalism, and this framework needs to evolve in terms of professionalization of teaching.

Thus, the situations experienced in the practice of teaching the curricular internships have given rise to knowledge linked to the exercise of the profession, since "all the constituent elements of the initial formation process, together with extracurricular teaching experiences and life experiences"³⁴ (p. 11) contribute do the formation, because the process of professional socialization occurs with the learning of the values, beliefs and conceptions of the world of a particular occupational culture, which gives to the agent in socialization the rules of the game⁸.

In this way, observational work in the supervised internships enabled a focus on some points of interest, taking into account the flexibility and the scope of events. Teachers-collaborators have particular profiles of training and performance, and within this diversity we highlight common characteristics, such as the reception of trainees. There is no indifference regarding the presence of trainees, as well as politeness, affection or satisfaction can be found in the treatment of future teachers. However, the interventions and aids from the collaborating professors did not present regularity, due to the life cycle of each teacher, since those who had incorporated more experience in

the treatment with the trainees and had greater orientations of the professor-supervisor presented a significant vicarious experience, while others were still learning this role, demonstrating greater insecurity and doubts. However, despite this lack of balance, in most cases, according to the situations experienced and based on the perspective of a culture of practice, a good relationship of partnership was evident.

The conversations, beliefs and orientations are indications that the collaborator has a profile that approaches the idea of a “trainer”³⁵, something close to a mentor or tutor, that is, an experienced professional who collaborates in the formation of new professionals within his area of activity, developing the supervision of teaching in its workplace.

The learning of internship supervision in professional socialization

Based on the idea that the teacher training is not only built with the accumulation of knowledge of initial formation, but that a significant part of the formation happens in the context of professional practice³⁶ (p. 69), we try to visualize teaching practices in order to understand the teacher-collaborator supervision routine, during the Physical Education classes.

In this sense, it was taken into consideration the scheme adopted by the teacher-collaborator in his her learning of the supervision reflected in the following elements considered important: in safety measures and teaching management (going to the classroom, moving from the classroom to the place of motion or Physical Education class; the beginning of the class, the development of the class, the final part and the delivery of the students in the classroom); the class scheme; teaching strategies; the posture (not carry children, not hugging them, going to the bathroom) and the dress. Therefore, this learning of supervision incorporates aspects of scholar culture (pedagogical, management and teaching procedures) and of teaching work in the exercise of professionalism^{16,37}.

In this dimension, the next paragraphs will be dealing with the beginning, the development and the end of the class, in order to capture how this teacher-collaborator reorganized his schemes in the development of supervision, which, necessarily, underlies a process of learning.

The classes observed in schools E1 and E4 follow an organization scheme that includes the initial part of the class with activities of low motor intensity that gradually increase. At the Early Childhood School (E1), at the beginning of one of the classes of the teacher-

collaborator SoE1, the regent trainee put the students in a circle and explained that the play was a nursery rhyme, which involved movements under the attentive eyes of the teacher. In another class, but now in the pool, under the supervision of teacher-collaborator EoE1, the students came from the classroom in bathing suits and with arm buoys. The trainee initiated the activities in the swimming pool with the adaptation to the liquid environment in a recreational bias. In this class, the preparation followed the standards agreed with the management group in HTPC(s), with the objective of standardizing and safeguarding children's risk. The aspect of adaptation to the liquid environment and the care of the swimming pool activities were accomplished. The playful aspect was evidenced, with the participation of all. In this class, the teacher-collaborator assisted in the care of one or another child.

In the Elementary School I (E3), with teacher-collaborator JoE3, we observed the trainees begin the class for the third year of elementary school involving the practice of football. This class was organized and discussed in previous times, considering if for this moment the best arrangement would be the separation of boys and girls. The decisions about the class were taken by the teacher-collaborator, since there was a “combined” with the students, in which one class per month they could choose the theme of the class. Thus, the discussion about the division of the groups counted on the support and reflection of the students, from the questioning of the trainees regarding the participation and balance of “abilities” so that the game was attractive and motivational. The adhesion was practically total, and only one student preferred to play basketball, not interfering in the activities of others under the attention of the teacher-collaborator. The trainees developed their work without problems.

With teacher-collaborator JoE3, the decisions about the development of the class were taken by the trainees, from the possibilities of occupancy of the previously agreed spaces. The scheme adopted was the strategy of the demonstration, with the students organized in the space in order of queues so that all could do the activities linked to the athletics, having as theme the motor development, but as activity the long jump. This exercise was proposed with delimitation of the space to be transposed, always taking care of the regrouping of the students, so that the safety and observation of the development were accompanied at full.

Also in this school, there was the development of the proposal of gymnastics present in the teaching and classroom plan, put into practice through

figures printed on paper sheets as models that could be chosen by groupings of students. This work was developed with the Teacher-Collaborator JoE3. The challenge was to do the same group exercise that involved static balance. The content approached was initiation to the acrobatic gymnastics with figures of pyramid-type supports, among others; acrobatic gymnastics and their possibilities in initiation into a work with Elementary School students. In another class observed with Teacher-Collaborator LoE3, was presented the proposal of assembly of a circuit of gymnastics for the motor development and the exploration of the corporal consciousness. The decisions were made by the trainees and the class was developed with three of them at one point in the circuit, helping the students in the exercises. The teacher-collaborator participated in the activities, by positioning herself in one of the stations to help the trainees in the activities. The contents covered were within an adapted acrobatic gymnastics circuit, involving motor development and body awareness.

In the Early Childhood School (E4), with Teacher-Collaborator MoE4, the trainees, in the main part of the class, adopted as a scheme the formation of groups to work with the offer of hula-hoops for the motor evaluation of jumping in rhythm: "initiation of the jump rope". The main part of the lesson was the evaluation of motor development. The students were asked to perform some movements with materials (hula hoop) and the performance of this proposal was observed. The main objective of this class was to observe the motor development of the students to elaborate strategies from these observations, in the next classes. At this stage, the initial knowledge required by the trainees came from "library research and databases" to formulate an evaluation tool that would help in a better understanding of the situations experienced.

In the Early Childhood and Elementary School (E2), with teacher-collaborator IoE2, the decisions were made by the trainees from the possibilities of occupancy of the previously agreed spaces. The teaching scheme (strategy) adopted was the demonstration. The students were organized in the space in order of queues so that all participated of the activities. The guidelines came from observations by the teacher-collaborator on the delimitation of spaces and constant regrouping of students, so that the safety and observation of the development were accompanied in full.

In the Early Childhood School (E1), with teacher-collaborator EoE1, the final part of a class was composed of balance activity on the top of a rope, with

the decisions taken by the trainee student. In some moments the regent resumed certain content, aiming at the fixation of movements and abilities discovered or developed in previous moments. However, in this class there was a disciplinary problem of aggression between a boy and a girl. This event was observed by the teacher-collaborator, who requested that the boy leave the activity, a situation that presented a lot of resistance by him. As the situation did not resolve, she informed the trainee about the fact and requested the presence of the pedagogical coordinator who, with much patience and argument, requested that the boy leave the activity and reflect on his attitude. The convincing was given at great cost, since the student was very resistant to advice or postures of disciplinary correction. In another class, this student had already hit the trainee's face with the zipper of his coat, having been suspended from class. After the incident the class continued exploring as contents: body awareness, balance, and motor development.

In Elementary School I (E3), with Teacher-Collaborator JoE3, was worked the development of soccer, extending it until the final minutes of the class with the participation of all. The finish happened because of the organization of the time, which was alerted by the teacher-collaborator, occurring without problems. In turn, in the Early Childhood School (E1), with Teacher-Collaborator SoE1, on the day that the classes were in the pool, activities were closed at least 10 minutes before the time alarm, due to the children's school leaving time, having the teacher-collaborator alerted to this time. The children have to replace the uniforms, and because of this the return to the classroom and the change of clothes of the whole group demands time.

In the school of Early Childhood Education and Elementary School (E2), with Teacher-Collaborator IoE2, activities went well until the beginning of the final part, when in the last 15 minutes the children began to disperse. There was a request for an activity change by the children for the recreational activity "duck or goose". The trainees did not allow the exchange and decided to make a round of talks and discuss the reason for non-adherence to the proposed content. Children in early childhood education, who are around four to five years old, have not been able to express themselves clearly. However they resisted to continue the activity proposed by the trainees. The decision was to end the class with conversations that could resolve the issue.

In the observation made at Elementary School I (E3), with Teacher-Collaborator LoE3, the final part of the

lesson was the responsibility of the regent trainee, and stretching exercises were developed. In this school, it was also observed the accomplishment of a test of multiple choice tests under the responsibility of the trainee, in agreement with the other members of the group. In correcting the questions they worked through questions and answers to fix the correct concept of the subject addressed.

Thus, considering teaching as the basis of the teacher's identity⁷, the teacher-collaborator assumes the perspective of coach in the teaching learning of the trainees; developing their identity in an institutional perspective³⁸, but also relational (socialization of activities) and biographical (socialization of individuals)⁹.

GAUTHIER et al.³⁹ states that the teachers in classroom will mobilize a kind of repertory, in which are found their tools and instruments identified by them as knowledge. Therefore, it will mobilize the knowledge of the pedagogical tradition linked to the school routines; it will trigger the specific disciplinary knowledge of the area, that works linked to the body culture of movement; it will use the curricular knowledge in the choice of objectives, contents, strategies and in the evaluation of the developed program; it will take into account the knowledge of the educational sciences regarding the fundamentals of the lesson; and it will use the experiential knowledge to effect the teaching procedures. So we find "the pedagogical practice as a place of formation and production of knowledge" with which "teachers mobilize in their professional practices"⁴⁰ (p. 164).

The habitus of internship supervisor on the teacher-collaborator

TARDIF e RAYMOND⁴¹ point out that the insertion in the career and its evolution require that the teachers also assimilate practical knowledge specific to the work places, with their routines, values, rules, etc. In this sense, the guidelines found for the regency of the classes can mean an important instrument of preparation for the professional practice. Once the class is under the responsibility of the regent trainee, in relation to the activities to be developed, the teacher-collaborator places himself either in the position of someone who only observes, but also assumes the willingness to assist or intervene both in the development of the class and the performance of trainees¹⁷.

Trainees usually ask for directions regarding the school routine, the school calendar, the possibilities of activities in spaces that are shared with other teachers

and classrooms. In this process, is taken into account the arriving time of the trainees to the class; whether or not preparation of lesson materials is provided; if it was necessary to bring extra material; if they notify in advance that they will be missing etc. In general, the interventions of the teachers-collaborators during the trainees take place as follows:

"In the internship, I use to leave the trainee free to teach what he planned, but I also help. If it's well planned... it's okay... I'm calm... I think I'll let it go". (EeE1)

"I do not intervene because often there's no time to exchange ideas, isn't it? So you have to wait a bit to make these comments". (IeE2).

Teachers-Collaborators JeE3 and MeE4 observe that situations should be closer to the real, when the teacher needs to position himself in the face of occurrences. The presence and observation are highlighted as important at this moment and the intervention occurs only in very relevant situations.

"I do not intervene too much because if they are giving classes to try to be a teacher, I believe the class is theirs, so I look more to see if everything is going right. I think I have to be there with them, to watch the class, I look more than I intervene, I almost do not enter the class, I do not interfere because I believe that my role as an observer is relevant." (JeE3).

"I think it's good that they are free, so you're looking, if there's anything that needs an intervention, then you do, but they've already given me the lesson plan, it's all right, you have the plan in hand and you're seeing that the class is running according to what they gave to you, then I think that you do not need to make an intervention when there's no need, you do not have to intervene, you leave them free, and if they need something you guide." (MeE4).

SeE1 also notes that the knowledge of the students and the trainees who are teaching the classes are important factors for the need of intervention. Like other teacher-collaborators, they generally adopt a posture of minimizing interventions.

"I'd rather observe, if I start to interact a lot, I mess up. That's it, I enter few times, I want to see how they will handle that problem situation. If there is a problem situation, I let the thing go, as far as I can see it is possible. I know the group, I leave them as far as they can go and sometimes I have to do something, or else I watch and observe, but it depends on the group." (SeE1).

Teachers-Collaborators assist in the disciplinary aspect or in the effective level of behavior and control, that are recurrent, as indicated in the statements below.

“I think sometimes she loses control a little bit, when the students scatter, then you see that she’s busy, you go there and call, and say ‘look, the teacher is calling, she always calls you, didn’t you hear the teacher calling your attention to the class?’” (EeE1).

“It’s when I realize that it’s getting out of control, that they cannot control it, isn’t it? Because there are some students that really give a lot of work, and they could not intervene at that moment, isn’t it? So I leave my position and I go there, and I do what must be done, in these moments.” (IeE2).

“I’m not a person who gets in the middle for anything. For example, when the teacher (trainee) lost control of the class, or when she was in delay to give the content, telling the objectives of the class and some people (students) were talking in the corner, she stopped talking, she kept waiting for silence. At this point I was trying to guide her: ‘you better continue... time is passing...’ So, I was trying to interact in a way to guide her, not to interfere, but to try to guide.” (JeE3).

“Generally when the child does not pay much attention to the teacher, that is, to the trainee, or there is some fight, because a fight happens between the children, then I see that I really need, that they cannot cope, let’s talk like that, then we do the intervention. I think it’s time, it’s the experience.” (MeE4).

SeE1 noted that disciplinary interventions are usually urgent and that she adopts this position of help at appropriate times. However, issues related to content are only addressed when it’s appropriate, preferably, after the development of the classes.

“Look, you’ve come to make some observations about a very good group, but there have already been situations

in which I needed to enter. It’s almost always like this, because of behavior, of discipline. I cannot get into the activity she’s developing, I do not do this, I can do later. I even got to guide... ‘Look, let’s change a little here, this... this will work better’; and also suggestions, ‘Look, I suggest... you saw that... do you know why did it not work?’ This way, suggestions. I do not have a recipe, just like a method, do you understand? I observe and, as I said at the beginning, everything depends... There are situations in the class itself. There are situations that you cannot talk about during class, it’s like that or otherwise. You have to be present and watching.” (SeE1).

From the above, what is observed is that the interventions in the classes during the teaching practices are, in all probability, related to the difficulties of the trainees in the development of the classes. Because they are opportune, the interventions end up being less prominent in the testimonies. However, it can be observed that the profiles of the teacher-collaborators are varied, presenting some similarities with the occasional interventions. These interventions do not have a single standard, because they occur according to the needs presented, but present a very close routine of supervision.

Thus, the habitus of the teacher-collaborator, objectified in teaching practices, was shared with the future teachers, since the “objectified actions are fruit of the externalization of mental dispositions that are socially constituted throughout our lives”, in which occurs the internalization and externalization, in order to reveal the “ways of being in the world”⁴² (p. 02). Thus, these processes of socialization promoted the incorporation of a habitus¹⁵ that tends to guide actions, since it is the product of social relations. But as “active and synthetic presence of all the past that produced it, the habitus is the generating structure of practices”⁹ (p. 66) in the processes of socialization occurring throughout life, marking individuals, since the concept of habitus is based on past history, at the same time that it guides to a present action¹⁷.

Discussion

This research portrayed the teacher of basic education who collaborates in the formation of new teachers and has its role described superficially in the

legislation (as an experienced teacher), considering that the collaborative work goes beyond the regulatory standards, because it involves the mobilization of

professional knowledge in a pedagogical approach that contemplates a teaching culture in action¹⁶ in the form of a habitus originated and sustained by the processes of professional socialization⁹.

Based on the proposed objective, in which the perspective was to understand the elements that constituted the professional socialization of the teacher-collaborator and the knowledge mobilized by him in the supervised internship, in the formation of a habitus (professional identity), the study gave evidence that there is a cultural capital that corroborates for this, in the intended state and the institutionalized state.

Cultural capital is associated with the assimilation and inculcation of knowledge and information along a life trajectory, and can become a constituent part of the person in the form of the incorporated state (durable dispositions of the incorporating organism), intended state (acquisitions of cultural assets) and institutionalized state (diploma, certification, versatility between cultural capital and economic capital).

It was pointed out as an idea of the intended state, on the one hand, in the dimension that being a teacher-collaborator can give a degree of distinction to the teacher in the sense of experience and professional culture, in the acquisition of expertise and symbolic exchanges with the University. On the other hand, the institutionalized state can be favored in relation to the teacher-collaborator insofar as this function brings him closer to the University, which can give him greater opportunities in courses of professional development and ascension in the teaching career, or even the entrance in the academic career.

With regard to the professional knowledge (teacher knowledge) mobilized by the teachers-collaborators, it can be observed that they come from different sources and places, such as family, school, university¹⁶, and other spaces such as dance or gym academies; but when they arrive at school they are organized in the form of an amalgam more or less coherent, for the purpose which it is intended. So, this knowledge in the teaching culture in action does not present a theoretical unity, but has a practical coherence, because the teacher in the school is imbued with different educational objectives¹⁶. In internship supervising it is not different, because it demands to act in the emergency, to decide in the uncertainty⁴³, at the same time that it presents a socio-professional logic stemming from its expertise.

In this context, professional knowledge mobilized by teachers-collaborators has the mark of time and space in which they live, being temporal and spatial; but also plural and heterogeneous, since they come from different sources, and may involve the “knowledge

of professional training (educational sciences and pedagogical ideology)”, “disciplinary knowledge” (coming from cultural tradition in university disciplines and various fields of knowledge), and “curricular knowledge” (which is presented in school programs as contents, objectives, methods, knowledge that the teacher must master and that is directed straight to the school environment) that in practice are merged with the school knowledge in its decoding as it was placed. It’s a personalized and localized knowledge, as it relates to places of formation and to the person; as well as the relational knowledge, for being knowledge from and for human beings, and involving an emotional and moral component in the development of teaching.

In this sense, the experiential knowledge that emerges from the teaching work and is endorsed by it constitutes a practical knowledge based on their daily experience with the students or with the trainees. Therefore, the learning that happens in the internships influences directly the trainees, but also facilitates the reflection and the learning of the teachers-collaborators, to the point that they recognize that they learned the collaborative work in the practice, that is to say, by working. This does not mean that there is no need for specific courses or even for the professionalization of this activity, and also for the recognition of the important role they play. But the work of supervision, as well as the work of teaching, is something one learns by working¹⁶.

The context of teaching work, immersed in school structures and in the relationships between the pedagogical team, characterizes the professional socialization, in which the socialization of individuals and activities gives rise to professional, biographical and relational identities, which develops the constitution of a habitus of a teacher who works in the perspective of being a trainer.

In the research, the biographical process - built in the time of social and professional identities - through the categories offered by the institutions in which individuals were socialized: family, school, labor market (diachronic axis - personal history, teacher-collaborator history), related to transactions internal to the individual and to acts of belonging in the claimed identity or for himself in the socialization of the individuals - that occurred in a situation of supervised internship, in which the teacher-collaborator develops this work in partnership with the professor-supervisor, a production of its own sense⁹. In turn, the relational process was developed in space, within a specific environment at a specific time, keeping links with the identities associated with the knowledge, skills and self-images expressed by individuals in the spaces of action (diachronic

axis - the school as a culturally marked space). It was understood as an attributed identity or the identity for the other, defining the individual in the socialization of the activities in occurrences of external transactions between individuals and institutions, as well as in the relation between University and School, represented here by the teacher-collaborator and the professor-supervisor, and registered in an internship contract in which each one assumed specific competences regarding student supervision in teaching learning⁹.

Thus, emerges from this context a habitus as a generative structure of practices in the successive processes of socialization occurring throughout life, because its concept is based on the history of the individual, at the same time as it guides him to a present action, being able to be seen as a cultural matrix that predisposes individuals to make their choices in the constitution of their social identities.

So the processes of socialization promote the incorporation of a habitus in the perspective of the dispositions acquired by the body and the soul, which tend to guide actions insofar as it is the product of social relations. This social change, if well conducted, can also lead to a tertiary socialization, defended by us in this study as a moment in which the teacher fully assumes his expertise and becomes expert in his area, in the training of other teachers. Regarding this question, PIERON¹² points out that the “expert” teacher is found only in some teachers who manage to reach this level in the professional exercise, because he teaches intuitively and responds fluently without thinking, until a specific problem happens, requiring him to use his analytical thinking, making the difference, because the competences that he develops relate to “teaching to teach” and not in relation to teaching. Therefore, rather than being a good teacher, he must know how to teach that person (an adult rather than a child) who will teach.

With regard to the professors-collaborators, the more experienced, there are indications that at the end of each process is affirmed the growing perspective of the identity of a trainer (habitus), since a whole pedagogical ritual is developed in relation to teaching management

and the different stages that involve the class and the reception of the trainee, such as what was found, for example, in the actions of the teacher SeE1. Therefore, the teacher’s habitus⁴⁴ or the pedagogical habitus⁴⁵ can be understood as a set of ways of acting, to understand reality in school teaching situations and, in this specific case, to guide/supervise the trainees.

So, by playing this role, all of them, in different intensities, developed works that meet the perspective indicated by SARTI⁴⁶ (p. 134), when he points out that “in-service teachers are called to play the role of initiators of a new generation of teachers, something that allows them to experience new learning, as well as feelings of appreciation for their knowledge and professional practices”.

In this sense, it can be also stated that the supervised internship can assume, in the presented context, the possibility of a two-way street, giving way to another model of training, considering that:

The supervised internship can also institute a two-way path between school and university, since it allows the identification and theoretical-methodological confrontation of common problem situations, which are challenging the respective educational institutions, in the formation and the teaching professional activity⁴⁷ (p. 207).

The supervision of the internship developed by the teachers-collaborators, despite the limits that can be found and the questions that they also presented in the development of the internship, considering the orientation of the university, seems to be approaching, in specific cases, as has been previously stated, to a model of “training in context”, in which the training practices are articulated with the work situations and the professional daily life of the school.

Thus, highlighting the processes of professional identity of the teacher-collaborator denotes the need to advance in the studies about the profile of trainer that can represent significant influence on future teachers, since he has a knowledge contextualized in a valuable professional practice, especially when in continuous dialogue with academic knowledge.

Resumo

Estágio Curricular Supervisionado: lócus de socialização profissional, habitus e produção de saberes

Esta pesquisa teve como objetivo compreender os elementos que constituem a socialização profissional do professor-colaborador e os saberes mobilizados no estágio supervisionado. A pesquisa foi qualitativa, descritiva e utilizou como técnicas o questionário, a observação e a entrevista com a dimensão de esclarecer e aprofundar as informações. Participaram seis professores de Educação Física. A apreciação dos dados foi feita pela análise de conteúdo e a sua organização em eixos temáticos: a socialização profissional no estágio supervisionado; a aprendizagem da supervisão de estágio na socialização profissional e o habitus de supervisor de estágio do professor-colaborador. Os resultados se referem a compreensão da supervisão de estágio e das orientações e intervenções referentes ao trabalho docente. Concluiu-se que no trabalho dos professores-colaboradores a aprendizagem da supervisão é temporal e espacial, ela tende a ser real e reflexiva, dando indicativos de que no final de cada processo se afirma a identidade de um formador pela socialização das atividades e dos indivíduos na perspectiva de um habitus.

PALAVRAS-CHAVE: Educação Física; Saberes Docentes; Identidade Profissional; Supervisão de Estágio.

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