

Teaching practice in teachers' initial training in Cape Verde: supervisors' perspectives

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Abstract

This article aims to characterize the supervisors' discourse about their TP in the context of initial teacher education of future Secondary School teachers in Cape Verde, trying to understand some of their limitations and/or failures while performing their academical duties and, consequently, their training needs. The methodology involves construction, validation, and application of questionnaires with 10 institutional supervisors, 19 cooperative supervisors and 66 future teachers, and in order to better understand the results interviews with 3 Higher Education supervisors and 3 school supervisors were carried out. The results show that it is urgent to develop supervisors' competences, in order to promote reflexive and critical teachers, based on thinking and acting, as well as to increase collaboration with their peers, in a reflective scenario of teacher education. This will certainly enhance the quality of their supervisor role, and make them more active in their professional development, profile of trainees and, consequently, education in the archipelago, at large.

Keywords

Initial teacher education. Teaching practice. Supervisors. Cape Verde.

A prática pedagógica na formação inicial de professores em Cabo Verde: perspectivas dos supervisores

Resumo

Caracteriza-se o discurso acerca das práticas supervisivas de supervisores de estágio de futuros professores do ensino secundário em Cabo Verde, procurando compreender algumas das suas limitações e/ou insuficiências no exercício da função e as necessidades da sua formação. Foram concebidos, validados e aplicados questionários a 10 supervisores institucionais, 19 supervisores cooperantes e 66 estagiários, sendo também realizadas entrevistas de aprofundamento a três supervisores do ensino superior e três supervisores de escolas, com os resultados a mostrarem que urge formar os supervisores, incentivando-os a terem posturas mais reflexivas e críticas, valorizando uma atitude investigativa e de colaboração entre si, de modo a potenciar a qualidade da sua função supervisiva, num cenário reflexivo de formação docente. Mudanças organizacionais e de funcionamento emergem igualmente como fundamentais, a fim de melhorar a ação supervisiva dos supervisores e consequentemente o perfil de saída dos formandos e da educação em Cabo Verde.

Palavras-chave

Formação inicial de professores. Estágio pedagógico. Supervisores. Cabo Verde.

La práctica pedagógica en la formación inicial de docentes en Cabo Verde: perspectivas de los supervisores

Resumen

Se caracteriza el discurso sobre las prácticas de supervisión de los supervisores de pasantías de futuros maestros de secundaria en Cabo Verde, tratando de comprender algunas de sus limitaciones y/o insuficiencias en el ejercicio de la función y, en consecuencia, las necesidades de su formación. Se diseñaron, validaron y aplicaron cuestionarios a 10 supervisores institucionales, 19 supervisores cooperantes y 66 aprendices. También se realizaron entrevistas en profundidad con tres supervisores de educación superior y tres supervisores escolares, con los resultados que muestran que es urgente capacitar a los supervisores, alentándolos a tener actitudes más reflexivas y críticas, valorando una actitud de investigación y colaboración entre ellos, con el fin de mejorar la calidad de su función de supervisión, en un escenario reflexivo de la formación del profesorado. Los cambios organizativos y operativos también emergen como fundamentales, con miras a mejorar la acción de supervisión de los supervisores y, en consecuencia, el perfil de salida de los graduados y la educación en Cabo Verde.

Palabras clave

Formación inicial docente. Prácticas pedagógicas. Supervisores. Cabo Verde.

1 INTRODUCTION

The challenges of current society, in which we live with constant change and great cultural diversity, the creation of new technologies and scientific progress influence the entire educational system and, subsequently, the initial teacher education. Teacher education can no longer be a space exclusively for transmitting knowledge; it must consist equally of a space for developing the attitudes and capabilities of someone who learns throughout life, who seeks to “[...] know the very way of knowing”, who “[...] evaluates the ability to interact” (ALARCÃO, 1996, p. 175; 179, our translation). In this context, the space of teacher education must consign to a dynamic process in which the future teachers will have a determining role, with the competence to carry out different activities, through a reflexive attitude regarding their own knowledge, in close interaction with their peers.

In this sense, it is important to focus on the supervision of teacher education, understanding how supervisors can contribute to the development of professional capabilities, knowledge and attitudes, which should happen in the context of initial training. Thus, it is important to know the thoughts of teaching practice supervisors, aiming to understand if they are qualified to assist each person in the teacher education process in order to foster “[...] an attitude of permanent learning and development of skills demanded by their situations” (ALARCÃO, 2002, p. 236, our translation). Of these professionals (in this case, institutional supervisors and cooperative supervisors, teachers from the schools) are demanded the skills to help the future teacher to grow as a professional, providing formative environments that stimulate didactic knowledge, fostering the process of socialization, prioritizing the expansion of the view on education, and, therefore, stimulating self-knowledge and reflection on one’s own practices (ALARCÃO, 1996; MESQUITA; ROLDÃO, 2017; VIEIRA, 2006b). The institutional supervisor is the educator from the future teacher’s undergraduate institution who accompanies and guides the students’ professional practice, whereas the cooperative supervisor is the local professional who welcomes the graduating teachers to their classroom, also accompanying and guiding them in their initial activities in teacher practice.

Concerning the Cape Verde archipelago, located approximately 500 km² off the coast of Senegal and discovered in the cycle of Portuguese navigations, between 1460 and 1462, when it started being populated, it should be noted that the process of adaptation was hard for Europeans, who brought a multitude of enslaved people from the African continent and, along with them, originated their own nation and culture. Despite the already long history of Cape Verde, including in the education domain, when it comes to initial teacher education for Secondary Education (SE), it only began four years after the archipelago’s independence, in 1979. Then, the first national school of Higher Education – Secondary Education Teacher Education Course in the country was created (CABO VERDE, 1979), later named Secondary Education Teacher Training School (EFPES, in Portuguese), evolving, in 1995, to Higher Education Institute (ISE, in Portuguese) (CABO VERDE, 1995), terminated in 2008, when its assets were transferred to the University of Cape Verde (Uni-CV), created in 2006 (CABO VERDE, 2006).

The period of pedagogical internship in SE teacher education in Cape Verde (the object of reflection in this study) corresponds, generally, to the first contact of future teachers, graduating students, with school reality, except for few situations of some graduating students who, before the internship, had teaching experience due to the initiative of a teacher from the undergraduate institution or due to working as a teacher, without any training for SE, out of a need by the system. This internship period happens in the last year of the undergraduate course and interns are placed in schools/internship centers, in internship units. Each unit consists of the supervisors and interns, whose number can vary between 5 and 8 (UNI-CV, 2019). Supervisors are recruited based on education level, professional experience and/or experience on the specific job, and they are responsible for promoting the human and professional development of the future teachers, by means of active assistance, expressed through support in planning, action and reflection about practice, which is still a paradox, since, without specific supervision training and/or preparation, supervisors don't always have the requirements to meet the demands of the supervising activity, predicted in the regulatory standards (UNI-CV, 2019). In the face of this reality, this study aims to concretely identify possibilities for the improvement of supervisors' actions at Uni-CV and in general education.

Thus, it is necessary to know how supervisors enter the field of supervision, the roster of initial teacher education, what training they underwent and how they act, as instructors of practice in the initial processes of teacher education. Therefore, this research's objectives are: i) to characterize the personal and professional profile of actors involved in the process of pedagogical internship in SE in Cape Verde; ii) to characterize the perceptions about supervision of the actors involved in the process of pedagogical internship; iii) to identify potentialities and constraints in the organization and functioning of pedagogical internships of interns at Uni-CV.

It is important to emphasize that, notwithstanding the existence of other Higher Education Institutions (IES, in Portuguese) in Cape Verde, the study concerns only the reality of Uni-CV, since it represents nowadays a national public institution responsible for the initial training of most SE teachers who work in the archipelago, constituting, in this quality, the heir of all the history and responsibilities of SE teacher training previously entrusted to EFPEs and ISE.

Beyond this introduction, this article is organized in four sections. In the first section, we approach the issue of supervision in the initial process of teacher education, highlighting the importance of the pedagogical internship and the role of supervisors as instructors of professional practice; in the second section, we explain the study's methodology; in the third, we present the study results, concerning the specificity of the personal and professional profile of supervisors at Uni-CV and their supervising action in the internship process on the representation of respondents; lastly, we leave some general considerations for future studies.

2 INITIAL TEACHER EDUCATION PROCESS IN THE CONTEXT OF PEDAGOGICAL INTERNSHIP

The new challenges, requests and demands that resulted from the constant social change in the last decades have had deep repercussions in all educational systems, particularly in teacher education, whose main responsibility is, among others, to train educators who inform their educational practices with values such as solidarity, equity, respect toward others, and justice (DELORS *et al.*, 2005), in order to contribute for the education of citizens capable of intervening actively in decision making on different levels of human activity. It is considered necessary and indispensable that these new requirements find an echo on initial teacher education, since certainly this stage will play “[...] an important role in the configuration of teacher professionalism, stimulating the emergence of a professional culture among teachers” (NÓVOA, 1992, p. 24, our translation) and, at the same time, an organizational culture within the school (ALARCÃO, 2009; NÓVOA, 1992).

In this context, we understand initial teacher education as the “[...] beginning, institutionally framed and formal, of a process of preparation and development of the person aiming toward the professional performance and realization at a school in the service of a historically situated society” (ESTRELA, 2002, p. 18, our translation). Initial teacher education constitutes a qualification stage which aims to begin the construction and development of the professional identity of the future teacher, not forgetting the importance of continuous learning, throughout their professional life, devising initial training not only as a first stage, but also as a structural base for autonomous paths,

within the idea of the potential increase to their development and quality (CAMPOS, 2001).

Effectively, recent research (IMBERNÓN, 2009; NÓVOA, 2009; MESQUITA; ROLDÃO, 2017; PERRENOUD, 2008; PIMENTA, 2016; SÁ-CHAVES, 2011; MOREIRA, 2014) has concerned itself with initial teacher education, emphasizing pedagogical practice and/or internship as a place of excellence in this training stage, allowing to the future teacher “[...] global teaching performance, in a real context, that enables the development of necessary skills and attitudes for a conscious, responsible and effective performance” (FORMOSINHO, 2009b, p. 105, our translation). This fact refers to the idea that internship becomes, for the future teacher, a unifying stage for most of the training contexts, providing the possibility to explore and integrate what was learned, before becoming an education professional, establishing, therefore, a bridge between theory and practice or between declarative knowledge and process knowledge.

However, Formosinho (2009a, p. 107, our translation) evidences that the “[...] process of universitarization or academization of teacher education tends to turn initial teacher preparation into theoretical training, far from the concerns of practitioners of the field”. Also, Oliveira (1992, p. 13, our translation), analyzing studies on initial teacher education, asserts that these “[...] consider that there is no reason to believe that pedagogical practice [and/or pedagogical internship], as it has been conducted, is an effective method for teacher qualification”.

From this point of view, Alarcão and Roldão (2008) highlight that the new supervision concepts respond to the demands of the contemporary school’s social function, within the idea that supervision has, as an essence, the duty to support and regulate the formative process. It is also certain that, according to the same authors (2008, p. 72), the future teacher should be prepared, specifically, to:

- act in complex situations that demand adaptability e;
- observe individuals and educational contexts with a critical perspective;
- problematize and research knowledge and educational situations;
- dialogue with other education actors;
- interact with others in a plural and multifaceted perspective;
- have self-understanding concerning their knowledge and practices.

Here underlies a new type of supervising action that establishes a rupture with the past, open to the future, articulating personal, professional and organizational dimensions in the contexts of education and training. That is, supervision stops being understood as an act of inspection and control, in order to serve as support translated in the “[...] dynamic interpersonal relation, encouraging and facilitating a process of professional development and conscious and committed learning”, described by Alarcão and Tavares (2016, p. 70, our translation). We can notice that the new supervision perspectives in the teacher education process leave behind the common sense that sees the internship as simply the practical part or the application of the knowledge transmitted in the teacher education courses (LEITE, 2010; PIMENTA, 2016).

In this context, we partake of the opinion held by Alarcão and Roldão (2008, p. 19, our translation) when they perceive supervised internship as a:

[...] source of knowledge through experimentation and reflection, as a privileged moment of skill integration, as an opportunity to mentally represent the quality of the final product and appreciate their own ability to act, as a time for clarifying the meaning of messages between teacher and student, of dialogues with their own action and acceptance of the challenges caused.

In this respect, we verify the concept of internship as praxis and that, developed as a field for educational investigation, it can contribute to the construction of the future teacher’s identity processes. Thus, supervision constitutes, at this stage, an instrumental process in teacher education, as an important form of accompaniment, guidance and reflection, with the objective of enabling the student to develop the necessary skills for a conscious, responsible, effective and sustainable educational performance (ALARCÃO, 2010; FERNANDES; VIEIRA, 2009a; FORMOSINHO, 2009b).

From this viewpoint, the notion of supervision that contemporary society demands recalls the creation of formative environments that foster continuous personal and professional development in sustained paths, in a progressive acquisition of professional autonomy, in order to question and intervene toward the promotion of quality in educational action (MESQUITA; ROLDÃO, 2017; SÁ-CHAVES, 2011; TRINDADE, 2008). We understand, therefore, that, in the context of initial teacher education, supervision is “[...] a process in which a teacher, initially more experienced and informed, guides another teacher or aspirant teacher in their human and

professional development” (ALARCÃO; TAVARES, 2016, p. 16, our translation). We infer from that assertion that supervising action happens in continued time, which justifies its definition as a process, and has as an objective the human and professional development of the future teacher, on one hand, and, on the other, orientation for a specific activity, which equally justifies its designation as orientation of pedagogical practice and/or internship.

In this sense, supervisors (institutional and cooperative) must have the ability to go beyond the observation of reality, to a deeper understanding of that same reality, which presumes that they must be professionals able to value the future teacher’s learning attempts and to use these for their development, encouraging reflection on and about their action. Only then will the future teacher be able to correct and improve their practices and foster their student’s and their own educational success as a professional. They will become, then, “[...] agent of change for themselves, others and society” (AMARAL; MOREIRA; RIBEIRO, 1996, p. 94, our translation).

Institutional and cooperative supervisors are, thus, considered key elements in the training of future teachers when accompanying the process of interaction between theory and practice of pedagogical action. Pedagogical internship supervision, in this sense, is processed in an environment of mutual collaboration and help among the several actors involved, so that it proceeds based on an attitude of permanent dialogue “[...] passing through a good relationship grounded on trust, respect, commitment and enthusiasm, on courteous, empathic and solidary friendship of colleagues who, despite having different jobs, seek the same objectives” (ALARCÃO; TAVARES, 2016, p. 59, our translation). Supervision in initial teacher education presupposes, therefore, qualified professionals, in order to guarantee sustained and quality training.

In the Cape Verdean context, attending to the reduced investigation about supervision and pedagogical practices in SE for future teachers, as well as personal and professional motivations of the main researcher, and considering the sequence of acquired knowledge, as well as the researcher’s concerns and participation as an educator in the training process of future SE teachers, there was the desire, interest and motivation to develop a study in the field of supervision of the teaching component of the internship at Uni-CV. Considering the researcher’s specific teacher education,

we selected for the study actors who intervene in subjects of the Geography, History and Philosophy courses.

3 METHODOLOGICAL SPACE OF THE STUDY

The basis of this article is a Doctorate research about supervision of initial teacher education for SE, carried out between 2007 and 2011, which sought to trace, globally, an investigative path that allowed the construction of knowledge about the reality of supervising practices of institutional and cooperative supervisors of SE pedagogical internship at former ISE and at Uni-CV.

Considering the different and possible paths to study the field of teacher education, we chose to do that based on the supervisors' own discourse, starting with their voices and aiming at understanding the reality of the process of future SE teachers' pedagogical internship supervision in Cape Verde, as instructing individuals.

Therefore, as a study object, we constituted perceptions, conceptions and/or representations (seen in this study as synonymous) surrounding supervising practices that supervisors carry out, which presupposes working with the interpretation that each one has own their own trajectory, as instructors of future Cape Verdean SE teachers and as teachers in training. We created a questionnaire answered by 10 institutional supervisors and 19 cooperative supervisors from former ISE and from Uni-CV in the following school years: 2007/2008, 2008/2009, and 2009/2010.

We also created a questionnaire for 66 interns, who participated in the study, in order to cross and confront these data with the data obtained through the answers to the supervisors' questionnaire. When it seemed appropriate, we turned to semi-structured interviews with 3 institutional supervisors and 3 cooperative supervisors, which we recorded in audio and transcribed in order to clarify, complement and/or deepen the data obtained in the questionnaires.

The use of the questionnaire as one of the tools privileged by the study is primarily due to the objectives of the investigation and the advantages that this method presents. The questionnaire is a data collection tool consisting of questions applied to a group of respondents that, according to Quivy and Campenhoudt (2008, p. 188, our translation), may concern “[...] their social, professional or family situation, their

opinions, their attitude regarding human and social options or issues, their expectations, their knowledge or awareness level about an event or a problem". The questionnaire is also considered as a tool where researcher and respondent don't interact in person, guaranteeing anonymity, with the possibility of being sent and received through the postal service or other means of communication. It is also, according to Pardal and Lopes (2011), a tool that can be used with a large sample of the universe, all reasons why we chose this option.

The interest in knowing the supervisors' representations is linked to the fact that they influence or even determine teacher education practices. This happens because, according to Vala (1993, p. 366, our translation), in a "[...] controlled or automatic way, conscious or unconscious, a great number of our behaviors correspond to our representations". Therefore, it seems to us that studying the representations of the elements that participated in this study compares (although not in a linear, unambiguous way) to knowing their guidance and action lines as instructor-subjects. Thus, it is important to study the understanding that this study's participants construct in contact with reality and in different human and social interactions, seeking to find a basis to analyze and interpret the meanings that the same individuals attribute to facts, phenomena and their experiences (ALARCÃO, 2001; BOGDAN; BIKLEN, 1994; CHIZZOTTI, 2006; DENZIN; LINCOLN, 2006; MILES; HABERMAN, 1994, among others). More specifically, we are interested in knowing the personal and professional profile of supervisors (both institutional and cooperative), in order to analyze and understand how social reality (in this particular case, supervision in teacher education of future Cape Verdean SE teachers) is understood, experienced and produced by them, considering that, according to Gernaldi (2004), knowledge results from a shifting ground of meanings.

By seeking to construct knowledge based on the representations of intervening subjects, the present investigation took on the purpose of theorizing based on research data, which, following the thoughts of Newman and Benz (1998), confirms its classification in the field of qualitative, descriptive and interpretative investigation and, at the same time, its distance from predominantly quantitative methodological approaches, leaning on confirmation or rebuttal of previously formulated theories.

Seeking a better understanding of the researched phenomena, as described by authors such as Sampieri, Callado and Lucio (2006), the methodology used in this study conforms to a process where we resort to qualitative and quantitative methodological procedures and techniques, in a complementary logic (CRESWELL, 2007; PARDAL; LOPES, 2011; SAMPIERI; CALLADO; LUCIO, 2006), in order to obtain a more complete view of events, since the methods used sufficed to carefully study the participants' world, and the desired end product determined these same methods (CHIZZOTTI, 2006).

Considering that we intended to value the study of personal perceptions, description and deduction (inference), we essentially resorted to qualitative analysis, which entailed the use of the content analysis technique (BARDIN, 2008; BOGDAN; BIKLEN, 1994; COUTINHO, 2013).

For data treatment and analysis, and due to their nature, we used the content analysis software WebQDA for the analysis of qualitative data and the software SPSS 19 for the quantitative analysis. We also carried out the crossover of the data analyzed through those two tools, in order to have a more complete view of the target audience's supervision perceptions – for a better understanding of tools and analysis categories, see Lima (2017).

Special caution was necessary in data treatment in order to safeguard the principle of anonymity guaranteed to respondents, when answering the questionnaires. For this reason, we carried out the personal and professional characterization of the study participants, aiming not to identify the supervised courses. For this, we used, randomly, the codes S, O and E and numbers (1, 2 and 3), according to the initials of each group and the number of questionnaires answered. For the interviews, we used only the letter B, randomly chosen, and a number, according to the number of interviews.

4 SPECIFICITY OF THE PROFILE AND ACTION OF SUPERVISORS IN THE PEDAGOGICAL INTERNSHIP

Concerning the personal profile of the supervisors researched and gender questions, we observed the predominance of the female gender, pointing out that, in the Cape Verdean context, there is also a tendency of feminization in the teaching

profession, as has been proved by other studies in different contexts (MONTERO, 2005; PACHECO; FLORES, 1999), whose focus highlights strong feminine representation. Supervisors constitute a predominantly adult group, with an average age between 37.5 and 40 years.

Regarding the professional profile, results show that they are professionals who know the educational reality of the context where they work, due to having teaching experience in different educational levels in the Cape Verdean context, above all in a SE level, and many of them had held different management positions in schools. All supervisors have a teaching degree, except for one who doesn't have a degree in the education field and whose education field differed from the one in which this person guided internships. We highlight also that all institutional supervisors have graduate degrees, mostly on the Master's level, which doesn't contemplate the education and/or teaching path. These situations (both in the undergraduate and graduate courses) are due to the fact that, according to selection criteria, teachers with the higher education level are preferred, to the detriment of professionals with great experience in the teaching field and, often, with supervising experience, impairing, thus, the constitution of a permanent group of instructor educators.

Therefore, it seems easy to notice that, in selecting these instructors, administrative criteria are imposed over any others – a reality that, in comparative terms, is confirmed by the results of a study published by Estrela, Esteves and Rodrigues (2002), seeking to summarize the investigation carried out in Portugal about initial teacher education between 1990 and 2000. In addition, we notice that, besides supervisors having little experience with supervision, they never had any type of preparation and/or specific qualification for that job, which seems to condition, at least in part, the ideal exit profile proposed for the future teacher. We should remember, as emphasized by Alarcão (1999, p. 264, our translation), that the “[...] performance of the supervision role, in its nature, presupposes requirements and specialized training”.

From this point of view, supervisors unanimously recognized a shortcoming in their training, for never having participated in qualification programs for the role of supervision, with a direct impact in the performance of their duties, as can be seen in the content of the discourse by interviewee B1: *“[...] ooh, yeah, it's important [...] since I, particularly, not having had specific training in the supervision field feel [...] in some moments of my*

practice [...] blank spaces, which could have been overcome with specific training” (our translation). This idea is confirmed by interviewee B2, who states that “this training should happen because, I myself, realized I needed [...] something that could help me perform those roles. So, we’d have to see these new methods that [...] arise not to [...] become so obsolete because it’s just what’s happening [...] we have no [...] teacher education” (our translation). Interviewee B4 emphasizes that: “[...] we need, before more [...] being qualified to better perform our duties so that we can also transmit to our interns [...] not only our ideas, but also that which we will learn with that training” (our translation).

In order to overcome shortcomings and/or difficulties faced in the exercise of their jobs, these professionals state that they try to have an elevated degree of professionalism through the proactive attitude of consulting different means and alternative ways, such as the internet, other colleagues, and specialized bibliography.

Of the bibliography consulted, we determined that it consisted of “[...] methodologies of History education [...] which concerns issues of evaluation, planning the teaching activity [...] and [...] also concerning the contents programmed for the subject” (interviewee B1, our translation). Interviewee B2 relates consulting “[...] mainly bibliography concerning Philosophy didactics” (our translation), while interviewee B3 reports consulting “[...] some books about the didactics of History of the education of History” (our translation). Thus, we can say that supervisors seem to not know bibliography concerning the field of supervision in initial teacher education. This idea is reinforced by the explanation of the interviewees, when they couldn’t identify the underlying model for their practices in the role. For example, we have B2 stating that:

[...] look, I don’t know the model name, but it is a model that isn’t focused on the student’s development [...] the supervisor(s) worry about making sure interns fulfill what they established. I think it’s a [...] more top-down model than a [...] horizontal model of discussion cooperation it is, it’s a more hierarchical model, if I can say that. (our translation).

In this context, we can state that the supervision taking place seems to distance itself from programs based on perspectives of reflective and ecologic teacher education actions (SÁ-CHAVES, 2011). Thus, we can say that supervising actions by the supervisors in the training of future SE teachers in Cape Verde find their roots in the experiences of the supervisors, possibly inserted in the traditional model, in which

the teacher's exit profile presents an essentially technical professional, as described by Morgado (2005).

Concerning the dynamics that embody the cycle of supervision, we saw that it is processed in three phases, where the last one takes place, usually, right after the intern's class. We also notice that, during the process, supervising dialogue is based on data collected by colleagues and instructors through observing classes and seems to be translated, frequently, "in a conversion", as referred to by Oliveira (1992). This fact brings us to reinforce the idea of lack of perspectives of a critical and reflective training, of questioning and investigation, that offers means for a new way of thinking in the future teacher. The latter, in turn, adopts, by the end of the supervision process, a defensive attitude, as we can verify in the explanation by B3, who says that it begins:

[...] usually [...] after the intern's class when we meet [...] and give the floor to that intern who just taught the class to [...] do their self-analysis and/or self-evaluation about their class, highlighting positive aspects and those less successful, then [...] the floor goes to the colleagues, the other interns who also highlight positive aspects and those less successful during the class [...] and, finally [...] I speak last [...] but when [...] the supervisor is present, I'm [...] the second to last person [...] to discuss the class's aspects and finally, [...] after all the comments, the intern has the floor to defend themselves [...] of the so-called criticism [...] directed to them at the meeting. (our translation).

In this context, we see the reinforcement of the idea that supervision practices of supervisors in the teacher education of future Cape Verdean SE teachers, generally, are still linked to traditional concepts of supervision. That is, they're translated into routine, improvising and value judgement, into reproductive guidance processes, into processes that don't think intentionally about the articulation between theory and practice, into the lack of collaboration between educators, as well as the prevalence of a teacher education culture grounded on evaluative perspectives.

In this context, Simões (1996, p. 130, our translation), based on Sprinthall and Thies-Sprinthall (1983), remembers that initial teacher education contexts must refer to “[...] the importance of providing different formative contexts, namely applying diverse supervision strategies during contact with practice, adequate to the needs and particularities of the future teachers”, so that graduating students can develop their own teaching styles. We notice that graduating students can’t be designated a development rhythm, but should be provided with situations that enable them to develop within their possibilities and according to their own characteristics, in order to guarantee their greater effectiveness as a future educator.

According to the needs mentioned by respondents, formative proposals must qualify the supervisors to truly understand the objectives of supervision in the process of pedagogical internship of future teachers so that they can be inserted in daily practice. Beyond that, it is urgent to foster in these professionals a spirit of reflection and critical thinking about themselves and their action, motivating them to develop those same skills, in order to contribute to the reconstruction of their thought and their praxis, turning those who supervise into actors of their own training and professional development.

Remember that we adopted a formative perspective in which teacher education should become spaces of uncovering (HANDAL; LAUVÄS 1987 *apud* GONÇALVES, 2011; VIEIRA, 2006b), providing moments for questioning and sharing where collaborative work should have special relevance. That is, results evidence that the qualification of instructors at Uni-CV should offer contextualized training that helps supervisors to reflect about their life histories, which ineradicably mark their supervising manner and, at the same time, contribute to the development of their professional self-confidence.

As a potentiality, we saw, through the results obtained, that all actors involved in the process of SE pedagogical internship supervision in Cape Verde, including interns, attribute particular relevance to this stage of teacher education, since it enables the future teacher’s reflective practice on their own professional knowledge and the first contact with the real educational context of the school and the classroom before beginning the profession. These aspects allow us to (re)construct theoretical and methodological knowledge acquired in previous stages, where they begin to construct a professional teaching identity (ALARCÃO; TAVARES, 2016; DAY, 2001; FORMOSINHO; NIZA, 2009; VIEIRA, 2006a). In the sense of transposing theoretical knowledge to a real context of

teaching/learning processes, all respondents emphasize the importance of the component of pedagogical subjects in the course curriculum, highlighting its positive influence in the performance of interns and instructors.

In this context, we saw that, for the supervisors asked, exercising the supervision activity enables the acknowledgement of their limitations and/or shortcomings, as teachers, because they are faced with typical situations of the teaching-learning process that they hadn't experienced during their professional path, leading them to reconsider themselves and feel as part of that process in the (re)construction of their professional identity, agreeing with Alarcão (1996) when stating that, like the future teacher, the supervisor also ends up learning, by helping to teach.

Considering constraints related to the organization and functioning of the pedagogical internship, the study evidences the existence of situations of lag between the action of internship supervisors from different courses researched. Results show that the beginning of the interns' teacher education process didn't provide all respondents with a space to discuss not only the training objectives for the interns, but also articulated training between the institution responsible for the teacher education and the schools/internship centers, with special attention to the need for discussion about the attributions of different actors of the process. In addition, through the analysis of interviews, we noticed that, practically, the problems identified in the regular system of former ISE remained with the implementation of internship regulations at Uni-CV. This observation, according to one interviewee, is due to the fact that both tools are practically the same and, moreover, for the lack of any type of preparation for its implementation. Another aspect to highlight concerns the time factor, since the internship period of one school year, in the context of the former ISE, changed, in 2010, to one semester at Uni-CV, added to the fact that this internship begins only in the second semester, worsening the restraints, resulting from the lack of time for the satisfactory achievement of its inherent objectives. Effectively, although the regulation predicts the duration of one semester for the internship, the incompatibility between the academic calendar at Uni-CV and at the schools/internship centers leads the effective internship period to match the statement by interviewee B4:

[...] we had more or less three months [of internship] which from my point of view is not enough for internship orientation for the qualification of A FUTURE teacher, someone who we want to be a good teacher [...], I mean [...] any pedagogical internship [...] should have a longer duration. (our translation).

In this respect, the respondents shout for the need of unification of organization criteria and internship functioning, as well as the lengthening of the internship period as a sine qua non condition to minimize the constraints on the quality of supervising actions by supervisors and, subsequently, of the interns' exit profile.

5 (UN)LEARNING AND SELF-DISCOVERY: THE POSSIBILITIES DELINEATED

In the functioning processes of supervising activities of future SE teachers' internship in Cape Verde, it becomes necessary to conceive and promote teacher education methods that articulate the personal, professional and organizational dimensions, leaving behind the common sense of seeing the internship as the practical part of teacher education courses. In this scenario, the internship would start to constitute a training stage in which supervisors become dynamic agents who facilitate and encourage the graduating student's learning and development, in a conscious and committed attitude.

To this end, we highlight the need to invest in longer pedagogical internship programs that help supervisors to help future teachers to reflect about their practices and, based on that, reshape their action, aiming toward their professional development, but thinking mainly about repercussions of that action in their students' learning. It is equally important to unify the internship procedures, in order to minimize constraints in the whole process's functioning, namely, creating conditions and/or measures that aim to guarantee a collaborative and articulated training among all instructors of teaching practice in order to improve the interns' profile quality.

We must break with the tradition of supervision at Uni-CV grounded predominantly on the supervisors' experiences, in the traditional teacher education model, in which the figure of the teacher rests on the profile of a technical professional, which is recognized due to their mastery of techniques shown in the application of predefined knowledge and problem resolution. If, on the contrary, we understand

supervision as a social practice that has personal development as an objective, it presupposes a dialogical relationship and should happen in the place where it's carried out, in the school routine, in teaching practice, grounded on the theory that regulates and illuminates that practice.

In order to break with automation and repetition of outdated practices, it is important that formative proposals for supervisors, ultimately, inform them about the fields in which they show a need for training, and should, likewise, be based on their professional experiences, their training, their theories of "intervention" and "action" (ARGYRIS; SCHÖN, 1989) or their "practical theories" (HANDAL; LÁUVAS, 1987 *apud* VIEIRA, 2006b), at the same time that it creates a motivating power for change and innovation and the capability to accept *desaires* and/or "non knowledge". According to Parlakian (2001), this feeling resulting from reflection on the past – on what isn't immediate, on the "hands-on" experience and what it means – not only raises awareness of positive and less positive aspects, but also enables subjects in training to correct their performance in the medium term.

Confrontation and reflection on all these aspects enable to supervisors, in the quality of actors in a teacher education context, a contextualized reconstruction of reasonable practices, through an experiential learning, that entails processes of (un)learning and self-discovery, in a constant search for knowledge, through the acknowledgement of ignorance. We assume, thus, that not knowing is presented as a constitutive phenomenon of knowing, not existing a unique and universal formulation of valid knowledge (VIEIRA, 2006b).

In these circumstances, formative proposals must be developed in the perspective of the promotion of non-standard, professional knowledge implemented through an equally non-standard type of supervision (SÁ-CHAVES, 2002), but grounded on theoretical knowledge about the mastery of training supervision. The search for another form of supervision should be understood in an integrative perspective of the many dimensions of professional knowledge, which needs to be included in training programs for teaching practice supervisors in order to assist the different graduating students they need to supervise in always unpredictable and complex situations.

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