

Pedagogical Residency Program as an Internship Experience in the Pedagogy Course

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Abstract

The central scope of this work was to investigate the Pedagogical Residency Program (PRP) as a supervised internship experience in the initial training of students in the Pedagogy course at FECLESC. This is a qualitative case study, supported by the bibliographic, documentary survey and questionnaires applied to a sample of 12 residents, between the months of August and September 2019. The research revealed positive and negative aspects of the Project, highlighting the classroom experience, indicated as an important element. We concluded that this study indicates the importance of observing the Program as a valid supervised internship experience. Therefore, it is necessary to consider the limits of this research, which presents itself as an initial study on the theme.

Keywords: Pedagogical Residence. Initial Formation. Internship. Pedagogy.

Programa Residência Pedagógica como experiência de estágio no curso de pedagogia

Resumo

O escopo central deste trabalho foi investigar o Programa Residência Pedagógica (PRP) como uma experiência de estágio supervisionado na formação inicial dos estudantes do curso de Pedagogia da FECLESC. Trata-se de um estudo de caso de cunho qualitativo, que teve amparo no levantamento bibliográfico, documental e nos questionários aplicados com uma amostra de 12 residentes, entre os meses de agosto e setembro de 2019. A pesquisa revelou aspectos positivos e negativos do Projeto, com destaque para a experiência em sala de aula, indicada como um elemento importante. Concluímos que este estudo indica a suma relevância de se observar o Programa como uma válida experiência de estágio supervisionado. Há, portanto, que se considerar os limites desta pesquisa, que se apresenta como um estudo inicial sobre a temática.

Palavras-chave: Residência Pedagógica. Formação Inicial. Estágio. Pedagogia.



1 Introdução

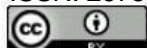
2 This study addresses the theme of the pedagogical residence as an internship experience in the undergraduate course in Pedagogy. This is a section of a research conducted as a Course Conclusion Work, in the Pedagogy course of the Faculdade de Educação, Ciências e Letras do Sertão Central (FECLESC) of the Universidade Estadual do Ceará (UECE).

The Pedagogical Residency Program (PRP), launched in 2018 through Announcement No. 06/2018, has as its main purpose the improvement of teacher training, encouraging, the articulation between theory and practice and the partnership between public schools and the university. The supervised internship is part of the learning field of teaching practice, since the student is inserted in the classroom context and is led to reflect on the content studied so far, in order to contribute to the development of his education.

It was from this perspective that the Ministry of Education and Culture (MEC) published the PRP as a differentiated internship proposal that would promote, among other aspects, a closer relationship between theory/practice and university/basic school. Based on the experience of regency in the initial formation, the research presents as central scope to investigate the subproject of the Pedagogy course of FECLESC, which integrates the Institutional Project of Pedagogical Residency (PIRP) of UECE, as an internship experience in the initial formation of students.

2 Methodology

The study focused on the residents' perceptions of the PRP as an internship experience. A sample of 12 residents was selected, who answered a questionnaire addressing the positive and negative aspects of the experience in the supervised curricular internship and teaching residency, and data collection was carried out between





the months of August and September 2019.

As criteria for subject selection, we indicated that the fellow had attended one of the curricular internships, since we intended to analyze the regency in both experiences. Another criterion was the semester the student was in, considering that in the total of 25 residents, most were students who were finishing their 5th or 7th semester. Thus, we closed a sample of 12 residents, in which 50% were from the 5th semester and 50% from the 7th semester.

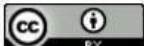
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3 Results and Discussion

The Pedagogical Residency Program (PRP) emerged in 2018, through Announcement No. 6/2018, as part of the national policy for teacher training that has been developed since 2011, based on Law No. 11,502/2007. Law No. 11.502, of July 11, 2007, changed the competencies of the Coordination for the Improvement of Higher Education Personnel (CAPES), which now has the attribution of subsidizing "the Ministry of Education in the formulation of policies and in the development of activities to support the training of teaching professionals for basic and higher education and for the scientific and technological development of the Country" (BRASIL, 2007, p. 01).

According to Carolina Leal (2016, p. 821-82), "the main teacher training programs supported by CAPES are grouped according to the different moments of teacher training: initial, continued and extension [...]". In the case of initial training programs there are some actions, in this field, such as the National Plan for Basic Education Teachers (PARFOR), a policy linked to the Directorate of Basic Education Teacher Training (DEB); the Institutional Program of Teaching Initiation Scholarship (PIBID); and the Pedagogical Residency Program, launched through CAPES's Edict No. 06/2018.

The main goal of Edital nº 6/2018 was to stimulate the articulation between theory and practice in undergraduate courses at HEIs, in partnerships with basic education institutions in the public network. Within what the project aims to provide, there are four points established for the contribution to the training of the resident student, among





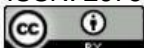
these, it is noteworthy the improvement of the articulation between theory and practice, through projects that contribute to such purposes in order to work the exercise actively the relationship between theory and practice (BRASIL, 2018).

Another central point of the proposal is to equate the Pedagogical Residency (PR) experience to the curricular internship, strengthening the relationship between schools and HEIs, boosting the protagonism of the education networks in teacher training. One of the main changes would be in the period of contact of the resident with the school, considering that the time of the scholarship is longer than the curricular internship, lasting for 18 months. This constitutes one of the pillars of the PRP, through a work performed between the university and the basic school, in partnership with the coordination of each core, in which, in this research, the Pedagogy course stands out.

Regarding the participation in the PRP, the student would need to be regularly enrolled in a degree course, and the activities would be developed in a school unit, named field-school. A total of 440 hours were planned, divided into 60 hours of introduction to the school, 360 hours of immersion, and 100 hours for planning and carrying out at least one pedagogical intervention. The remaining 60 hours of the program were for preparing final reports, evaluations, and socialization of activities.

The resident is accompanied in the school by a basic education teacher, designated as preceptor. The scholarship holder's orientation is done by a professor from the HEI, called advising teacher, and the general coordination is done by a teacher from the HEI, called Institutional Coordinator. The preceptor, a teacher at the field schools, must interact every day with the residents and contribute to the apprehension of knowledge through the school's daily routine and the projects that are developed with the purpose of providing a gradual and significant growth.

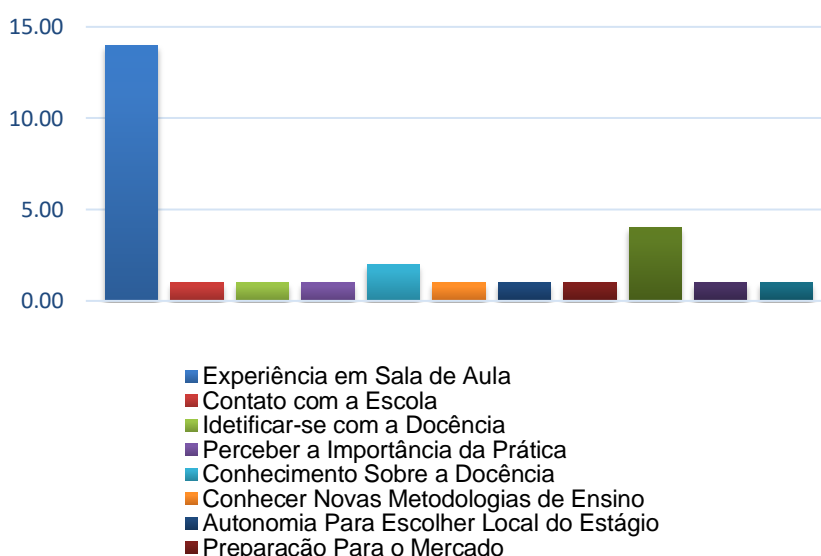
In order to investigate the PRP as an internship experience in initial teacher training, we carried out a study in the Pedagogy course at FECLESC/UECE, with the residents who worked in that program. The focus was on the perceptions of the fellows about the positive and negative points of the experience in the discipline of curricular internship and in the regency within the PRP, and the results bring indicators that allow



us to understand the contributions of the Project, as a proposal for supervised internship.

We asked the residents about three positive and negative aspects of the internship, remembering that all participants had taken at least one internship course. The graph shows a summary of all the aspects mentioned about the positive aspects, from the perspective of the fellows.

Graph 1 - Positive points of the supervised curricular internship



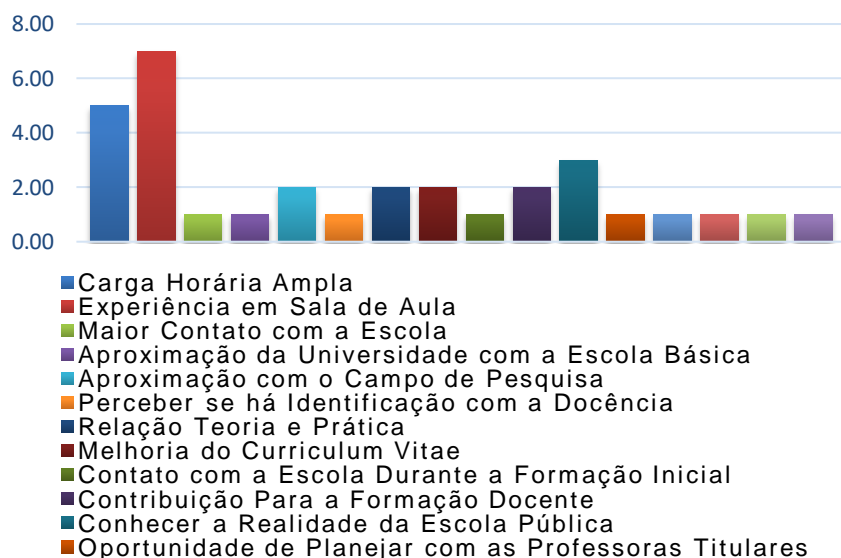
Source: Prepared by the authors.

When tabulating the data, we observed 11 factors pointed out by the 12 residents, regarding the positive points of the supervised internship. The **classroom experience** provided by the internship was the most indicated among the positive factors, followed by the relevance of the internship as a space that favors the student **relate theory to practice**. The third factor that stood out was “**knowledge about teaching**”, provided by the disciplines. The factors mentioned in the questionnaires, but to a lesser extent, were: 1) Contact with the reality and school planning; 2) Autonomy to choose the location of the internship; 3) Support for teacher training; 4) Preparation for the job market; and finally, 5) Knowing new teaching methodologies; 6) Realizing the importance

of practice; and finally, 7) Realizing if there is identification with teaching and contact with the school.

Chart 5 shows the positive factors of PRP regency, according to the residents.

Graph 2 - Positive points of PRP regency



Source: Prepared by the authors.

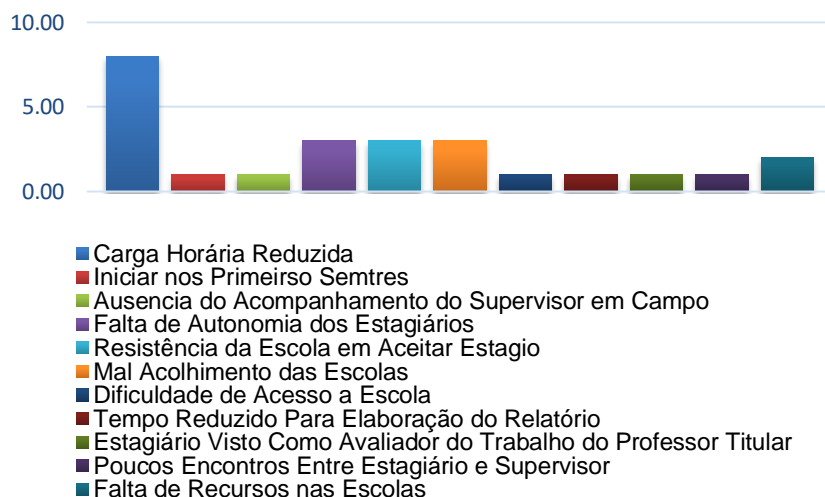
The graph reveals 16 aspects, with classroom experience being the most prominent, followed by the ample amount of time devoted to regency. In third place was the knowledge of the reality of the public school. With the same percentage, we had the following points: 1) Contribution to teacher training; 2) Improvement in the curriculum vitae; 3) Relationship between theory and practice; and 4) Approximation with the research field. The factors mentioned in a smaller scale were: 1) More contact with the school; 2) Bringing the university and the school closer together; 3) Noticing if there is identification with teaching; 4) Contact with the school during initial training; 5) Opportunity to plan with the head teachers; 6) Autonomy in preparing classes; 7) Contributing to education; 8) Experience and support from the preceptor; and finally, 9) Teamwork.

In view of the above, it is necessary to make some considerations. Classroom experience, in both graphs, was the factor with the highest incidence, which demonstrates its relevance to the student. The relationship between theory and practice also appears as one of the positive aspects of both the internship and the residency, as well as the contact with the reality of the public school and with school planning.

There are, however, quantitative and qualitative differences in the answers of the residents. It was possible to identify more positive points about the PRP, especially the extended workload of the regency. However, the role of the PRP in the field of research and in improving the student's curriculum, as well as bringing the university and the public elementary school closer together, factors that were not mentioned when addressing the curricular internship, draw attention.

In addition to the survey on positive aspects, the research also addressed negative points of the two experiences. The graph below shows factors mentioned in the question about the curricular internship.

Graph 3 - Negative points of the supervised curricular internship



Source: Prepared by the authors.

It can be seen from the graph that 11 factors were also cited. As for the negative points, regarding the curricular internship, **the reduced workload**, aspect present in the set of positive points of the residency, had the highest incidence among the answers,

indicated as the main problem of the curricular internships. **The school's resistance in accepting the trainee, the trainee's lack of autonomy, and the student's poor reception in the educational institutions**, were the three most cited factors in the instrument. Difficulty of access to the field school was also present in more than one report. Other factors mentioned to a lesser extent were: 1) Not starting in the first semesters; 2) Lack of supervision by the supervisor in the field; 3) Little time to write the report; 4) Trainee seen as an evaluator of the head teacher; 5) Few meetings between trainee and supervisor.

Chart 7 shows the tabulation of grantees' responses to the PRP.

Graph 4 - Negative points of regency in the PIRP



Source: Prepared by the authors.

In all, 14 points were mentioned by the residents and, among these, no predominant aspect was identified in the answers of the surveyed residents. The lack of resources in the field school was the most highlighted. Next came the lack of resident self-appointment and the resistance in welcoming residents to the field school. To a

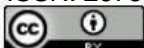


lesser extent the following were mentioned: 1) Length of the Program; 2) Little visibility of the projects developed in the PIRP; 3) Not giving priority to students with learning deficits; 3) Deviation of the focus on regency; 4) Limited access to didactic material; 5) Lack of recognition by the management; 6) Experience in only one class; 7) Absence of a PIRP coordinator in the field school on a daily basis; 8) Excessive focus on external evaluations; 9) Not counting as Scientific and Cultural Academic Activities (ACC).

We noticed through the analysis of the negative factors that there are aspects that are specific to each experience. In the case of the curricular internship, the reduced workload, the fact that the intern is seen as an evaluator of the head teacher, the criticism regarding the number of meetings between intern and supervisor, and the reduced time to write the report, are some of these elements.

As for the PIRP, we noticed the presence of elements that indicate a greater bond between the student/resident and the school. Themes such as the lack of resources in the school, the failure to prioritize students with learning deficits, the deviation from the focus on regency, excessive focus on external evaluations, limited access to teaching materials, lack of recognition from the management, and the experience in only one class; all together, these are factors inherent to the dynamics and daily life of public schools and that may have emerged in the answers of the researched subjects, due to the greater contact that the PRP provides. Not by chance, the list of negative points was longer, confusing the student about what, in fact, is the Project's responsibility and what is a problem of educational policies and, in particular, of the school system in the municipality of Quixadá. This scenario suggests that the PRP can promote in the student a notion of belonging to that reality, an experience that is not possible to be lived in the curricular internship, especially because of the reduced time of regency.

We open a parenthesis on the point of the little visibility of the projects developed in the Project, mentioned in the research. At the time of the elaboration of the study, the event "I Exposition of the Projects of the Schools-Field of the Pedagogical Residency of the FECLESC", held in November 2019, at the FECLESC, with the participation of residents, preceptors, and guiding teachers of the four Pedagogical Residency





subprojects of the FECLESC, namely: Biological Sciences, History, Languages and Pedagogy. This was a moment of socialization of the experiences made in the PRP.

About the welcome at school, this was a negative point indicated in both experiences. In both the questions about the curricular internship and the PRP, there was a complaint about the school's lack of welcoming attitude and resistance in accepting the presence of the student.

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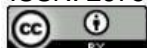
4 Final considerations

This research investigated the PRP as an internship experience in the initial formation of students from the Pedagogy course of the FECLESC. One of the main supports of this program is to improve the initial formation of teachers, through projects that promote spaces to solve the problem of articulation between theory and practice, valuing research in pedagogical practice, also emphasizing other actions that seek to bring school and university closer together.

The study on the PRP of the Pedagogy undergraduate course at FECLESC/UECE identified elements that can contribute to the evaluation of this policy. The analysis of the data collected allows us to make some considerations here.

When the students/residents talk about the positive and negative points of the curricular internship and the regency, they recognize the importance of this space as the moment in which the student, in fact, will have contact with the main field of action of the pedagogue, namely, the school. This aspect is perceptible in the reports which criticize the reduced workload of the curricular internship and emphasize the experience in the classroom, through the expansion of the ample workload provided by the PRP.

In the analysis of the negative points of the educational residency, more factors were listed in relation to the internship. Nonetheless, we may consider it a positive factor, as we analyzed the points mentioned as part of a process of intensification of the resident's bond with the school, which provided a sense of belonging to the internship field, which was not identified in the answers based on the experience of the curricular





subject. It was not by chance that the fellows confused problems present in reality, which could be the result of the PRP with problems that are the responsibility of the municipal government.

With regard to the contribution of this program in their initial training, the researched subjects recognized the differences between the curricular internship and the PRP, highlighting the experiences in the pedagogical residency as crucial for the improvement of their teaching practice, their professional improvement, and the approximation with the reality of the public school.

We conclude that this study indicates the utmost relevance of observing this experience as valid, as a supervised internship; however, it is necessary to develop broader studies that may contribute with new elements or deepen those mentioned here. Therefore, we must consider the limits of this research, which is presented as an initial study on the theme addressed here.

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