

**THE IMPORTANCE OF THE SUPERVISORY TEACHER OF THE SUPERVISED
INTERNSHIP IN THE INITIAL TRAINING OF BIOLOGY TEACHING STUDENTS:
APPROXIMATIONS AND DISTANCING WITH PIBID AND PRP**

***A IMPORTÂNCIA DO PROFESSOR SUPERVISOR DO ESTÁGIO SUPERVISIONADO
NA FORMAÇÃO INICIAL DE LICENCIANDOS EM BIOLOGIA: APROXIMAÇÕES E
DISTANCIAMENTOS COM O PIBID E O PRP***

***LA IMPORTANCIA DEL PROFESOR SUPERVISOR DE LA PASANTÍA
SUPERVISADA EN LA FORMACIÓN INICIAL DE LICENCIADOS EN BIOLOGÍA:
APROXIMACIONES Y DISTANCIAMIENTOS CON EL PIBID Y EL PRP***



Cristhian Isaac Amaral SANTOS¹
e-mail: ciasantos.ppgcem@uesc.br



Viviane Borges DIAS²
e-mail: vbdias@uesc.br

How to reference this paper:

SANTOS, C. I. A.; DIAS, V. B. The importance of the supervisory teacher of the supervised internship in the initial training of Biology teaching students: Approximations and distancing with Pibid and PRP. **Nuances: Estudos sobre Educação**, Presidente Prudente, v. 34, n. 00, e023026, 2023. e-ISSN: 2236-0441. DOI: <https://doi.org/10.32930/nuances.v34i00.10126>



| **Submitted:** 19/10/2023
| **Revisions required:** 04/11/2023
| **Approved:** 17/11/2023
| **Published:** 30/12/2023

Editors: Prof. Dr. Rosiane de Fátima Ponce
Prof. Dr. Paulo César de Almeida Raboni
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹ State University of Santa Cruz (UESC), Ilhéus – BA – Brazil. Master's student in Science and Mathematics Education in the Graduate Program in Science and Mathematics Education (PPGECM/UESC).

² State University of Santa Cruz (UESC), Ilhéus – BA – Brazil. Master's and Doctorate in Education and Contemporaneity (UNEB). Adjunct Professor in the Biological Sciences Teaching Degree program (UESC). Permanent faculty member of the Graduate Program in Science and Mathematics Education (PPGECM/UESC).

ABSTRACT: The Supervised Curricular Internship (ECS in Portuguese) and Teaching Initiation Programs, like Pibid and PRP, play a central role in discussions on initial teacher training at universities. The research focused on the contributions of the Supervisor Professor (PS in Portuguese) in ECS to the initial training of Biology teaching undergraduates and its correlation with the mentioned programs. Conducted qualitatively, the research employed a Google Forms questionnaire, which was distributed to 14 participating teachers via WhatsApp. Responses were categorized into two analyses: a) PS contributions to ECS and b) Pibid and PRP - discrepancies and connections with ECS. Category 'a' addresses PS contributions to the intern, while 'b' explores the relationships between ECS, Pibid, and PRP. Consequently, we observed that Supervisory Teachers in Basic Education are co-trainers for future Science and Biology educators.

KEYWORDS: Supervised Curricular Internship. Initial Training. Supervisory Teacher. Teaching Programs.

RESUMO: *O Estágio Curricular Supervisionado (ECS) e os Programas de Iniciação à Docência Pibid e PRP, têm centralidade nas discussões sobre a formação inicial de professores. O objetivo da pesquisa foi investigar as contribuições do Professor Supervisor (PS) do ECS na formação inicial de licenciandos em Biologia e a correlação com os Programas citados. A pesquisa tem abordagem qualitativa e, para a coleta de dados, foi utilizado um questionário elaborado no Google Forms, enviado aos 14 professores participantes através do WhatsApp. Foi organizado as respostas em duas categorias de análise: a) contribuições do PS no ECS e b) Pibid e PRP: dissonâncias e aproximações com o ECS. A categoria 'a' refere-se às contribuições do PS para o estagiário. A categoria 'b' tratou das aproximações e distanciamentos entre ECS, Pibid e PRP. Diante disso, constatou-se que os Professores Supervisores da educação básica contribuem como coformadores de futuros professores de Ciências e Biologia.*

PALAVRAS-CHAVE: *Estágio Curricular Supervisionado. Formação Inicial. Professor Supervisor. Programas de ensino.*

RESUMEN: *La Pasantía Curricular Supervisada (PCS) y los Programas de Iniciación a la Docencia, como Pibid y PRP, son centrales en las discusiones sobre la formación inicial de profesores. La investigación examinó las contribuciones del Profesor Supervisor (PS) de la ECS en la formación de licenciados en Biología y su relación con dichos Programas. La encuesta, con enfoque cualitativo, utilizó un cuestionario en Google Forms, enviado a 14 profesores vía WhatsApp. Las respuestas se organizaron en dos categorías: a) contribuciones del PS en la ECS y b) Pibid y PRP: concordancias y divergencias con la ECS. La categoría 'a' aborda las contribuciones del PS al aprendizaje. La 'b' trata las relaciones entre ECS, Pibid y PRP. Concluimos que los Profesores Supervisores de la educación básica contribuyen como coformadores de futuros profesores de Ciencias y Biología.*

PALABRAS CLAVE: *Pasantía Curricular Supervisado. Formación inicial. Profesor Supervisor. Programas de Enseñanza.*

Introduction

Teacher education in Brazil is a research field permeated by challenges, both old and new, as well as possibilities and tensions that intensify the need for investigations. In this context, initial teacher education plays a central role, highlighting the role of higher education institutions (HEIs) in guiding future teachers in the opportunities and challenges inherent in the profession. The goal is to empower teacher candidates to critically analyze, propose solutions, and expand emerging opportunities in the educational field.

Amid the formative processes that occur in undergraduate courses, we will highlight those that take place during the development of Supervised Curricular Internship (SCI), which according to Gimenes (2016, p. 75, our translation), in addition to being a curricular component, is also understood as a central axis of teacher education programs, and is therefore "[...] an integral part of the course as a whole, participating in the formative process from its inception."

In this context, the present study aimed to analyze the contributions of supervisors of SCI who work in the initial education of students in Sciences and Biology in eight public schools (state and municipal) in the cities of Ilhéus and Itabuna, in Bahia, as well as the perception of these professionals about the similarities and differences of this formative stage with the Institutional Program of Scholarship Initiation to Teaching (Pibid) and Pedagogical Residency Program (PRP).

Formative Practices: Supervised Curricular Internship, Pibid, and PRP

Among the mandatory curricular components of initial teacher education in undergraduate courses, we highlight SCI, which, together with the Curricular Component Practice (CCP), provided for in the CNE/CP of 2019 (BRASIL, 2019), constitute the specific core of the formation for the insertion of students in basic education, articulating the particular contents of teaching areas with pedagogical knowledge, respectively.

However, it is essential to note that in HEIs, there are some Programs that have objectives similar to those proposed by SCI, among them, the nationally highlighted Institutional Program of Scholarship Initiation to Teaching (Pibid) and the Pedagogical Residency Program (PRP). According to Ludke, Bersan, and Bortolotti (2020), these initiatives aim to strengthen the practical aspects of teacher education programs in order to bring the university closer to primary education schools.

The Pibid was regulated by Decree No. 7,219 (BRASIL, 2010, p. 4, our translation) and aims to "[...] foster the initiation into teaching, contributing to the improvement of teacher education at the higher education level and to the quality enhancement of Brazilian public basic education." According to Gatti *et al.* (2014, p. 10, our translation), the "objective of this program is associated with the increasing importance of policies inducing value and changes in formative postures of teachers for basic education [...]."

The PRP is a more recent program and had its public call for proposals through Public Notice No. 6 of CAPES (BRASIL, 2018). The document listed the objectives of the PRP aimed at the improvement of teacher candidates, highlighting the reformulation of the SCI in undergraduate teacher education programs with the purpose of strengthening, expanding, and consolidating the relationship between HEIs and schools and promoting the adaptation of curricula following the guidelines of the BNCC (BRASIL, 2018). According to Faria and Diniz-Pereira (2019, p. 341, our translation), the PRP "[...] is part of the initial education of students (at the undergraduate level), it is essentially situated learning that accompanies graduation." The authors reinforce that the program allows for an approximation to the full exercise of the profession. However, there are debates surrounding the political and educational contexts that question the overvalorization of these programs to the detriment of SCI, mainly due to their inherent historical market-driven and meritocratic character (GIMENES, 2016; FARIA; DINIZ-PEREIRA, 2019).

In this research, the emphasis is on SCI, which for Pimenta and Lima (2006) is configured as a theoretical instrumental activity of teaching praxis. According to the authors, SCI plays a central role in the formation of future teachers, empowering them to reflect on their practice and propose activities that can transform not only their reality but also that of the students and, consequently, the school community (PIMENTA; LIMA, 2006). Additionally, possible relationships between the Institutional Program of Scholarship Initiation to Teaching (Pibid), the Pedagogical Residency Program (PRP), and SCI will be discussed based on the data obtained during the research.

SCI, as a mandatory component in undergraduate teacher education programs, is divided into three basic stages: i) observation, ii) co-participation, and iii) teaching practice. These articulated stages aim to insert interns into the daily life of their future workplace, the school. It is important to emphasize that these stages may change organizationally, depending on the academic curricular projects of the courses in higher education institutions.

In the timeline of policies involving regulatory guidelines for ECS, some historical milestones deserve attention. One of them refers to the distribution of workload, which since 2002, allocated 400 hours for the development of internship stages (BRASIL, 2002) and which remain until today, serving as a starting point for the consolidation of the internship as a central aspect, and not just an appendix in teacher education, which has enabled the broadening of debates around this formative stage.

In this journey, we will highlight the National Curricular Guidelines (DCN), 2015 and 2019, which, based on distinct political contexts, differ from each other because their texts sometimes preserve the function of teachers (active and teachers in training), such as in the valorization and direction towards collaborative work (BRASIL, 2015; 2019), sometimes they devalue and/or articulate mobilizations that tend towards a dismantling of the educational system, reflected, for example, in the overvaluation of competencies and skills, in addition to the articulation with the BNC-formation (BRASIL, 2019), which we consider limiting for the autonomy of universities, as well as rigidifying the formative processes.

Resolution CNE/CP No. 2/2015 (BRASIL, 2015, p. 2, our translation) defined the set of national guidelines for initial and continuing education of teachers at the higher education level, recognizing the "importance of the teaching professional and their professional valorization, ensured by the guarantee of initial and continuing education, career plan, salary, and dignified working conditions." Furthermore, it considered the ECS as a "mandatory component of the curricular organization of teacher education programs, being a specific activity intrinsically articulated with practice and with other academic work activities" (BRASIL, 2015, p. 2, our translation).

For us, this recognition of the relevance of ECS in normative documents and academic works over time has paved the way for discussion about the role of participating agents in this process, valuing collaborative work in the school environment, such as the Internship Supervisor at the university, the initial training teacher candidate, and the Supervisor Teacher in primary education. For this work, we will pay special attention to the role of the Supervisor Teacher, as Sanches, Fernandes, and Silva (2021) affirm, the functions and attributions given to this professional are still limited.

In light of this, Resolution CNE/CP No. 2 of 2015 did not provide guidance on the role of the Supervisor Teacher, which may serve as a way of erasing their functions, albeit involuntarily. On the other hand, according to Gonçalves, Mota, and Anadon (2020, p. 364, our translation), the aforementioned Resolution was "[...] received in the academic community as a

remarkable achievement in the field of education, as it sought to contemplate in its text conceptions historically advocated by entities in the field [...]. Thus, even though it did not address the internship actors in question, the body of the text fostered a valorization of university autonomy, which intrinsically enabled the conduct of formative activities in the way we consider appropriate: with critical and reflective foundations, based mainly on the institution's context.

Currently, Resolution CNE/CP No. 2 of 2019 (BRASIL, 2019) establishes the National Guidelines for Initial Teacher Training, as well as the National Common Base for Initial Teacher Training in Basic Education (BNC-Formation), which, when compared to the 2015 Resolution (BRASIL, 2015), brings evident gaps and harms related to teacher training and practice, since its structure is filled with utilitarian and technicist terms, such as "practice," "competencies," and "skills," which allows us to infer a return to a technicist view, as well as neoliberal premises that begin to intertwine teacher training. For Gonçalves, Mota, and Anadon (2020), this constitutes a problem, as teacher training becomes standardized and rigid, in addition to limiting university autonomy, making it difficult to construct a curriculum that meets the heterogeneity of Brazil's territorial extent.

On the other hand, Resolution CNE/CP No. 2/2019 (BRASIL, 2019) advances, albeit in a somewhat insignificant manner, regarding the recognition of the role of the Supervisor Teacher, the focus of our research. If we perform a floating search in the text, we will find the term "experienced teacher," stating that "pedagogical practice must necessarily be accompanied by a faculty member from the forming institution and by 1 (one) experienced teacher from the school where the student carries it out [...]" (BRASIL, 2019, p. 9, emphasis added, our translation). This provision appears in the document when referring to the obligations of undergraduate courses regarding pedagogical practices. However, for us, this falls short of addressing the formative responsibilities of the ECS Supervisor Teacher, as such a citation appears only once in the entire document.

Regarding the relevance of ECS, we agree with Pimenta and Lima (2006, p. 21, our translation) when they affirm that it should involve "[...] all disciplines of the teacher training course, constituting a true and articulated pedagogical political project of teacher training whose hallmark is to leverage the internship as research." This is because the internship should contribute significantly to the construction of the teaching identity, as well as to the articulation between specific contents and the practice of teachers, which makes it crucial, both for those who teach and those who learn.

In this context, Araújo (2020, p. 7, our translation) discusses that the internship as praxis becomes "[...] a subsidy for professionalization and professional development of teaching through discussions and reflections on Being a teacher; school daily life and teacher autonomy [...]", so that the professional can thus address the social and political contexts of contemporaneity.

However, it is necessary for all agents (University Internship Supervisor, Supervisor Teacher, and Intern) to play their roles in ECS, in order to favor the development of the teacher candidates, while improving and developing strategies for their practice.

In this scenario, the Basic Education Supervisor Teacher, understood as the one who has the role of receiving interns in their classroom, has the mission "[...] to find ways to present to them work essential for the development of citizens in formation [...]" (LUDKE; BERSAN; BORTOLLOTTI, 2020, p. 584, our translation). In addition, Zanon and Couto (2017, p. 293, our translation) consider that "it is important for the future teacher to exchange knowledge with experienced teachers, since they have already been through many situations in their professional career, which has enabled them to create a repertoire of knowledge that guides their action." Thus, it is necessary to understand the participants' conception of the topic.

Methodological Approach

The research is qualitative, which, according to Bogdan and Biklen (1991), involves a descriptive approach to the contexts and materials obtained. The authors consider that the places studied must be understood in the context of the history to which they belong.

The participants in the research were 14 teachers who acted as supervisors of the ECS or who had already acted in Pibid and/or PRP as supervisor teachers and preceptors, respectively. We chose this criterion to allow a better understanding of these agents' perceptions regarding ECS, Pibid, and PRP. This number corresponds to 87.5% of the total participants, since in the mapping carried out, we obtained a contingent of 16 teachers who fit the inclusion criteria.

The identity of the participants was preserved, and reference in the body of the work was made by the acronym PS (Supervisor Teacher) followed by a number (e.g., PS1; PS2... PS14). The research project was submitted to the Research Ethics Committee (CEP) of the university where the study was conducted.

The school mapping stages and contact with teachers were conducted online, through the WhatsApp messaging application. In this way, we were able to verify the teachers' availability to participate and present the Informed Consent Form (ICF). Furthermore, after these stages, we administered the questionnaire through the same messaging application.

According to Chizzotti (2003, p. 201, our translation), the questionnaire is a data collection instrument "that is a set of questions about the problem, previously prepared, to be answered by an interlocutor, in writing, or orally." Moreover, the data obtained were subjected to content analysis, guided by Bardin (2011).

Results and Discussion

From the exploration of the material and the reading of the research corpus, we delimited the units of record that, according to Bardin (2011), constitute themes that are repeated in the responses obtained with the questionnaire. Having done that, it was possible to organize the thematic axes that gave rise to the following analysis categories: a) Contributions of the Supervisor Teacher in the ECS; b) Pibid and PRP: Dissonances and Approaches with the ECS.

Contributions of the Supervisor Teacher in the ECS

This category gathered the teachers' responses regarding how and at which moments the internship supervisors can contribute to the training of Biology undergraduates during the ECS.

Regarding this aspect, Pimenta and Lima (2006) highlight the importance of considering a paradigm in initial training related to the way of learning teaching practice, which, in many cases, is limited to imitation, observation, reproduction, and sometimes adaptation of existing models in practice, considered suitable. Therefore, a solid relationship between the Supervisor, Teacher, and intern is crucial for the development of a qualified professional profile, aiming at the acquisition of professional experience.

However, it should be noted that merely the repetition/imitation pattern will not necessarily favor the effectiveness of teaching and learning processes; imitation can serve as inspiration, but there is a risk of reducing the formative process to the development of "modeling practice" (PIMENTA; LIMA, 2006, p. 8, our translation). Regarding the role of practice, Reis and Dias (2022, p. 140, our translation) highlighted in their research that there is

a "[...] valorization of the experiential knowledge of the Supervisor Teacher by the interns, recognizing the importance of the information transmitted by this professional as fundamental for the better development of the ECS."

We agree with the aforementioned authors because we believe that this recognition can favor the appreciation of the formative role of the supervisor teacher. However, it is worth considering that such practice can also generate a conformist and conservative mindset of habits, ideas, values, as well as personal and social behaviors that end up legitimizing the dominant institutional culture.

In this context, nine teachers emphasized the importance of the observation and co-participation stages of the ECS, which are considered essential for the intern to clarify doubts and offer suggestions, as it is in these phases that the main interaction between these actors occurs. Additionally, below, we highlight the account of one of the surveyed teachers about the contributions of the Supervisor Teacher and their relationship with the intern:

The supervisor teacher is a mediator of learning processes. He stimulates, guides, instructs, and shares knowledge with future teachers for a more confident performance in the classroom (PS2, our translation).

The above account illustrates the reflection on the relevance of sharing experiences between the supervising teacher and the intern and demonstrates how the observation stage also influences the construction of the teaching identity.

Regarding the contributions of the supervisor teacher to the ECS, the existing paradigm between theory and practice became evident in the participants' speeches, which correlated the internship as the moment to put into practice what was taught throughout the course (PS10, PS14).

We highlight the statement of PS8, which also brings this relationship. For him, in addition to practice, his contribution as a professional who acts in the co-formation of the undergraduates is linked to the development of a reflective attitude in teaching. He states:

I believe that I contribute to the relationship between theory and practice, in adapting methodologies to the reality of the classroom, in the relationship between teacher/student, and also with the understanding that the school space is not just a place for pedagogical activities (PS8, emphasis added, our translation).

The perception of the ECS as a moment of practice is discussed by Pimenta and Lima (2006). According to the authors, this dissociative view of theory with practice is a mistake because, as they state, "practice for the sake of practice and the use of techniques without proper reflection can reinforce the illusion that there is practice without theory or a theory disconnected from practice. So much so that students often say that in my practice, the theory is different" (PIMENTA; LIMA, 2006, p. 9, our translation). Therefore, there is a need for a deconstruction of the principles exposed by the authors so that pedagogical praxis prevails in teaching practice. In this way, it is possible for the ECS to occur as idealized by Araújo (2020), who conceives it as a formative, interactive, and collaborative process, as they may receive contributions from colleagues and teachers from Basic Education.

However, the aforementioned accounts still suggest that there is a recognition of the need for dialogue and coordination with the interns, thus assuming the role of guiding them. According to Zanon and Couto (2017, p. 294, our translation), the guidance process occurs when teachers make "interventions, mediating moments of reflection on experiences lived in the classroom, thus enabling the construction of teaching knowledge."

Nevertheless, it is relevant that all actors involved are aware of the role of the ECS and its formative functions so that this does not hinder professional development or disrupt the progress of the internship. Regarding this, PS3 provided the following account:

I had an experience with **an intern who wanted to make classroom management a reinforcement class**. I said I didn't work like that; he gave up, and the following semester, he did the regular internship and saw how important it was for his formation (PS3, emphasis added, our translation).

The account above demonstrates that the teacher recognizes the importance of her formative role in the ECS, which led her not to yield to the immediacy requested by the intern who, according to the account, wished to do the internship without due rigor.

The demand made by the intern at the outset may reflect a formative fragility given to the student at the university, or even a simplistic view imposed by common sense that ends up undermining, to some extent, the seriousness of formative processes, especially regarding the ECS and, consequently, bringing damages to their construction as professionals. In this regard, Eugênio (2015) discusses the need for teacher education to confront this possible view of teaching, in case the intern conceives this stage of training as something individual, ready, and observable, and not dynamic and collective, as it should be.

Ludke, Bersan, and Bortolotti (2020, p. 584, our translation) consider it fundamental that the intern knows that they are, above all, "[...] subject to the norms and rules that govern their training by the higher education institution" and that their are guidelines regulating their initial training, while understanding the need for reflection on teaching practice from the beginning of their undergraduate studies.

Thus, the need for interaction between teaching actions is strengthened, both from the University Supervising Professor and the Basic Education Supervisor, so that, with the development of effective communication, some failures that may occur in the initial training process are mitigated.

Therefore, the supervisor's relationship with the intern should not be seen as unilateral. It should also be considered that the insertion of an intern in the classroom modifies the dynamics established in that environment. According to Pimenta and Lima (2017), the supervision tasks that the intern receives during the ECS are interconnected with the daily challenges of the school environment that need to be overcome. Thus, it is essential that the ECS be a multilateral formative pathway.

Considering this, participants were asked about the intern's contribution to their continued education. Thirteen claimed that the intern's presence in their classroom has positive aspects, and only one disagreed with this statement, preferring to abstain from justifying their response.

Of the teachers who agree with the existence of a multilateral formative pathway in this process, twelve stated that interns contribute during the internship, mainly by presenting new teaching strategies to be used in the classroom.

It was noticed, therefore, that these data indicated a positive point regarding the concept of Supervising Teachers about the ECS and the bonds imposed on them during the development of this stage. It is evident that for them, there is reciprocity in the process of initial and continued education since, as advocated by Eugênio (2015, p. 59, our translation), "when passing through the school, in the role of an intern, the subject cannot be the same, nor the school, as a training field, can be the same [...]" highlighting the need for collaborative training.

Pibid and PRP: Dissonances and Approaches with ECS

This category gathers responses from teachers who are also ECS supervisors, Pibid supervisors, and/or PRP preceptors. This panorama enables the supervisors' perspective to understand the formative scenario in higher education institutions and complementary training programs and their correlation with the ECS. Four of the 14 participants were involved in Pibid and three in PRP.

It is essential to consider that the ECS and the Pibid and PRP Programs, although similar in their development, are disparate in terms of their political and pedagogical relations. The differences identified in each of these formative fields directly influence the behavior of the interns, as well as the supervision conduct of the teachers, albeit involuntarily. According to Pimenta and Lima (2017, p. 10, our translation), this is also due to the financial nature of these programs, as the subsidy is attributed "only to participants in the Program, excluding the majority of undergraduate students, since the number of scholarships is limited."

Five participants stated that they perform different supervisory roles in programs such as Pibid and PRP, while two believe they perform the same function in both programs, to the detriment of the ECS. When asked to justify their responses, the teachers reported significant advantages when comparing Pibid to the ECS, as exemplified by the statement of PS4:

Pibid allows for more exchange with the intern, the time is longer, so we can guide them in didactics, content, and classroom management. On the other hand, the curricular internship is more focused, usually applied to the content to be taught, so that students are not harmed by the intern's new methodology (PS4, emphasis added).

With this response and others that appear in the questionnaires, it is possible to perceive a problem signaled by Pimenta and Lima (2017) when discussing some obstacles and gaps between Pibid and the ECS. According to the authors, "[...] PIBID in relation to Internship, although apparently similar, belong to different fields of power, structure, operation, and objective conditions" (PIMENTA; LIMA, 2017, p. 10, our translation).

Furthermore, if we allow for extrapolation of this discussion to the boundaries of university classrooms, programs like Pibid and PRP, if not problematized, can contribute to the formation of micro-groups within an already limited and heterogeneous university environment, leading to a form of segregation that is not aligned with an ideal of democratic and reflective teacher education.

Thus, the reports of Supervising Teachers possibly reflect a failure to understand the political aspects of the programs and their implementation in primary education schools. Although considered innovative and with potential, these programs face the transitory nature as one of their challenges, unlike the ECS, which has already been consolidated throughout the history of Brazilian education as a mandatory and regulated public policy for teacher education.

The Pibid has among its objectives to train teachers who are in higher education to work in basic education schools, as well as to propose, with financial incentives, "[...] contribute to the valorization of teaching; raise the quality of initial teacher training in undergraduate courses, promoting integration between higher education and basic education [...]" (BRASIL, 2010, our translation). However, it is essential to consider, as highlighted by Pimenta and Lima (2017, p. 10, our translation), that "[...] the PIBID is driven by the incentive of scholarships, directed at coordinators, students, and teachers of the receiving school, while the Internship is mobilized by the obligation of legislation situated in the curriculum structure". According to the authors, this precept may confer implicit market characteristics to Pibid, and even though they are not determinant in a pedagogical scope, they make the program dependent on public funding for its operation, funds that may not be constant (PIMENTA; LIMA, 2017).

According to Gimenes (2016, p. 125, our translation), the Pibid "[...] is not guaranteed by educational policies [...], and there is mainly no assured funding for its execution", which gives it a transitory nature.

Thus, it is necessary to reflect on the surveyed teachers' conceptions to highlight their optimistic perception of Pibid and PRP and consolidate the positive effect of these programs on primary education. Moreover, it should not be overlooked that they are complementary, secondary, and less democratic for teacher education than the ECS.

Therefore, we can assume that in the contexts of creation and execution, Programs like Pibid and PRP respond, to a greater or lesser extent, to market interests, while the ECS seeks to fulfill its role of critical-reflexive education. It should be considered, however, that both the programs and the ECS require remodeling.

It is considered that Pibid and PRP need to be more articulated towards a critical-reflexive vision of pedagogical practice, in order to distance themselves from the mistaken perception that they are programs that correspond to an end in themselves. As for the ECS, strategies can be devised to compensate primary education teachers so that they can participate in the ECS with the same enthusiasm mentioned by teachers participating in Pibid and PRP.

Regarding this, Ludke, Bersan, and Bortolotti (2020, p. 588, our translation) proposed, as compensation to supervising teachers (along with the Department of Education of the State of Paraná), the attribution of "[...] points to teachers in state schools who receive student interns. These points [...] will count towards the total points for competitions and career progression for these teachers." This dynamic could be an alternative to enhance the appreciation of the participation of basic education supervisors and, consequently, the ECS.

Among the teachers who agreed that the role of the school teacher is the same, both in Pibid and in PRP, it was argued that:

Regardless of the program, the supervisor's role is the same; the exchange of experience in the educational triangle between teacher/intern/student will reveal or confirm the true professional identity (PS2, our translation).

The statement of PS2 corroborates with the position of Gimenes (2016, p. 75, our translation), when he states that "[...] the internship is the privileged locus of mediation between the university, the school, and the community."

We questioned the teachers about their perception regarding the participation of teacher trainees in ECS and in Pibid and PRP: three of them stated that they do not perceive any distinction on the part of the interns regarding the programs, while four noted that students consider Pibid and PRP to be more relevant for initial training than ECS.

Among the teachers who reported perceiving equity between the programs on the part of the interns, PS10 states:

From my experience, I didn't find that they took it more seriously than the supervised internship, on the contrary. In the supervised internship, I found them to be more committed (PS10, our translation).

The account from PS10 reinforces what we argue in this paper: the ECS is part of one of the formative moments central to the construction of the teaching identity of future teachers.

On the other hand, PS4 reports:

They [the interns] perceive that Pibid gives them freedom. It's where they can experiment with what they learn at university without the pressure and obligations of the curricular internship. Students in Pibid are more creative and help the supervising teacher more (PS4, our translation).

This account shows that Pibid has been overvalued at the expense of the ECS. For us, this demonstrates a need for political and pedagogical reframing of this formative moment, so that teacher trainees, supervising teachers, and ECS coordinating teachers take ownership of recognition and their responsibilities.

Furthermore, it is worth noting that we do not intend to deny the contributions and benefits achieved by programs like Pibid and PRP, especially regarding research output in education. However, the ECS adopts a more democratic approach by ensuring that students from HEIs have experiences that are essential when seeking teacher professionalization, as it is a mandatory formative stage for all and, therefore, accessible. Unlike Pibid and PRP, which have criteria at their core that do not reach all students in teacher training courses.

Final considerations

Initial teacher education is a topic of great relevance and challenge in the context of the educational debate, involving potentials, responsibilities, and gaps to be overcome, both in basic education and higher education. Within the framework of training stages at Higher Education Institutions (HEIs), this research highlights the implications, benefits, and contradictions related to Supervised Curricular Internship (ECS), focusing on the contributions of the Basic Education Supervisor Teacher. This professional receives interns at the school and is responsible for introducing them to the educational environment and the challenges of teaching and learning processes, aiming to assist them in building their professional identity.

In this regard, the data found in this study indicated a significant recognition of the formative role of the Supervisor Teacher, especially regarding the sharing of experiences and didactic pedagogical guidance. According to the research participants, teacher training during the Supervised Curricular Internship (ECS) is not unilateral, which is considered essential to endorse the collaborative ideal necessary for the effectiveness of formative processes. Thus, teachers believe that by contributing to initial training, interns are also able to contribute to their in-service training. This occurs through the exchange of experiences, presentation of new didactic strategies, sharing curiosities and innovations related to content, and their reinsertion into education research.

It is also noteworthy that the ECS is regulated by law, which makes it a mandatory component of teacher training courses. However, it does not constitute the only training moment within undergraduate courses. Nevertheless, in our research, some counterpoints,

approximations, and distances between ECS, the Institutional Program of Scholarship for Initiation in Teaching (Pibid), and the Pedagogical Residency Program (PRP) were explored, seeking to investigate how teachers who participate in both formative moments conceive and describe their role in these modalities. Thus, we found an overvaluation of these programs at the expense of ECS, which demands further investigation to understand the limits and possibilities of these relationships.

It became evident that teachers feel more comfortable developing their supervisory activities in Pibid and PRP than participating in ECS. According to them, ECS is rigid, whereas Pibid and PRP are more flexible, allowing closer interaction with participating interns. This, to us, poses a question to be reflected upon, as even though the benefits of these programs are clear and unquestionable, they are less democratic than ECS and, therefore, not equivalent.

In this context, it is essential for teachers who also perform roles in training programs, such as the Institutional Program of Scholarship for Initiation in Teaching (Pibid) and the Pedagogical Residency Program (PRP), to recognize the relevance of their formative role and incorporate this perception to ensure that training occurs according to the demands of the classroom, as well as the challenges of the school environment and the political issues inherent to the profession, which are intrinsically interconnected. Thus, they may recognize the importance of a Supervised Curricular Internship (ECS) as the primary moment for interaction with future teachers.

Therefore, through this investigation, it was possible to ascertain that the supervisors who were researched played a significant role as co-formers of future science and biology teachers. Consequently, there is a need for further research on this formative role to analyze the nuances of the relationship between Supervisor, Teacher, and Intern. It is important to note that this research has a local scope and is therefore limited to the context in which it was conducted.

REFERENCES

ARAÚJO, O. H. A. O estágio como práxis, a pedagogia e a didática: que relação é essa?. **Revista Eletrônica de Educação**, [S. l.], v. 14, p. e3096048, 2020. DOI: 10.14244/198271993096. Available at: <https://www.reveduc.ufscar.br/index.php/reveduc/article/view/3096>. Accessed in: 15 July 2023.

BARDIN, L. **Análise de conteúdo**. São Paulo: Edições 70, 2011.

BOGDAN, R. C.; BIKLEN, S. K. **Investigação qualitativa em educação**. Portugal: Porto, 1991.

BRASIL. Decreto n.º 7.219, de 24 de junho de 2010. Dispõe sobre o Programa Institucional de Bolsa de Iniciação à Docência - PIBID e dá outras providências. **Diário Oficial da União**: Brasília, DF, seção 1, p. 4, 2010.

BRASIL. Resolução CNE/CP n.º 1, de 18 de fevereiro de 2002. Institui a duração e a carga horária dos cursos de licenciatura, de graduação plena, de formação de professores da Educação Básica em nível superior. **Diário Oficial da União**: Brasília, DF, 2002.

BRASIL. Resolução CNE/CP n.º 2, de 1 de julho de 2015. Define as Diretrizes Curriculares Nacionais para a formação inicial em nível superior (cursos de licenciatura, cursos de formação pedagógica para graduados e cursos de segunda licenciatura) e para a formação continuada. **Diário Oficial da União**: Brasília, DF, 2015.

BRASIL. Resolução CNE/CP n.º 2, de 20 de dezembro de 2019. Define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). **Diário Oficial da União**: Brasília, DF, 2019.

BRASIL. Capes (2018). Edital CAPES 6/2018 Chamada Pública para apresentação de propostas no âmbito do Programa de Residência Pedagógica. **Brasília**, 2018.

CHIZZOTTI, A. **Pesquisa qualitativa em ciências humanas e sociais**. Rio de Janeiro: Editora Vozes, 2003.

EUGÊNIO, K. S. L. **Estágio supervisionado na formação inicial**: os laços formativos entre estagiário e escola. 2015. Dissertação (Mestrado em Educação) - Universidade Estadual do Ceará, Fortaleza, 2015.

FARIA, J. B.; DINIZ-PEREIRA, J. E. Residência pedagógica: afinal, o que é isso?. **Revista de Educação Pública**, [S. l.], v. 28, n. 68, p. 333–356, 2019. DOI: 10.29286/rep.v28i68.8393. Available at: <https://periodicoscientificos.ufmt.br/ojs/index.php/educacaopublica/article/view/8393>. Accessed in: 15 July 2023.

GATTI, B. A.; ANDRÉ, M. E. D. A.; GIMENES, N. A. S.; FERRAGUT, L. **Um estudo avaliativo do Programa Institucional de Bolsa de Iniciação à Docência (Pibid)**. São Paulo: Fundação Carlos Chagas, 2014.

GIMENES, C. I. **O Programa Institucional de Bolsa de Iniciação à Docência (Pibid) e a formação de professores de Ciências Naturais: possibilidade para a práxis na formação inicial?**. 2016. Tese (Doutorado em Educação) - Universidade de São Paulo, São Paulo, 2016.

GONÇALVES, S. R. V.; MOTA, M. R. A.; ANADON, S. B. A resolução CNE/CP n. 2/2019 e os retrocessos na formação de professores. **Revista Formação em Movimento**, [S. l.], v. 9, n. 3, p. 50–69, 2023. DOI: 10.12957/riae.2023.74209. Available at: <https://www.e-publicacoes.uerj.br/riae/article/view/74209>. Accessed in: 15 July 2023.

LÜDKE, M.; BERSAN, N. M.; BORTOLOTTI, S. C. M. A pesquisa ao lado dos protagonistas do estágio supervisionado em busca de caminhos para seu esperado desempenho. **Revista Inter Ação**, Goiânia, v. 44, n. 3, p. 577–592, 2020. DOI: 10.5216/ia.v44i3.56446. Available at: <https://revistas.ufg.br/interacao/article/view/56446>. Accessed in: 15 July 2023.

PIMENTA, S. G.; LIMA, M. S. L. Estágio e docência: diferentes concepções. **Póiesis Pedagógica**, [S. l.], v. 3, n. 3, p. 5–24, 2006. DOI: 10.5216/rpp.v3i3e4.10542. Available at: <https://periodicos.ufcat.edu.br/poiesis/article/view/10542>. Accessed in: 15 July 2023.

PIMENTA, S. G.; LIMA, M. S. L. Os (des)caminhos das políticas de formação de professores – o caso dos estágios supervisionados e o Programa de Iniciação à Docência: duas faces da mesma moeda? *In*: 38ª Reunião Nacional da ANPED – MA (p. 1). **Anais eletrônicos**. São Luís, MA, Brasil, 2017.

REIS, M. S.; DIAS, V. B. As contribuições do professor supervisor para a construção da identidade docente de licenciandos em ciências biológicas. **Formação Docente – Revista Brasileira de Pesquisa sobre Formação de Professores**, [S. l.], v. 14, n. 29, p. 133–148, 2022. DOI: 10.31639/rbpf.v14i29.532. Available at: <https://www.revformacaodocente.com.br/index.php/rbpf/article/view/532>. Accessed in: 15 July 2023.

SANCHES, K. C. A., FERNANDES, J. P.; SILVA, G. S. F. (2021). A apresentação do supervisor de estágio na literatura de formação de professores de ciências. *In* XIII Encontro Nacional de Pesquisa em Educação em Ciências – GO (p. 1). **Anais eletrônicos**. Caldas Novas, GO, Brasil, 2021.

ZANON, J. M.; COUTO, M. E. S. A importância do professor supervisor de estágio na formação de futuras professoras de matemática. **Práxis Educacional**, Vitória da Conquista, v. 14, n. 28, p. p.289-310, 2017. DOI: 10.22481/praxis.v14i28.3472. Available at: <https://periodicos2.uesb.br/index.php/praxis/article/view/3472>. Accessed in: 15 July 2023.

CRediT Author Statement

Acknowledgements: We would like to thank the State University of Santa Cruz for providing the infrastructure for conducting the research and the Bahia State Research Support Foundation (Fapesb) for funding the research.

Funding: This research was funded by the Bahia State Research Support Foundation (Fapesb).

Conflicts of interest: The authors declare no conflicts of interest.

Ethical approval: The research was approved by the Ethics Committee.

Data and material availability: Not applicable.

Author's contributions: The first author participated in data collection, analysis, and article writing, while the second author provided guidance throughout the research process and reviewed the text.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

