

THE CHALLENGES OF SUPERVISED PHYSICAL EDUCATION CURRICULAR PRACTICUM IN THE PARTNERSHIP BETWEEN UNIVERSITY AND SCHOOL

OS DESAFIOS DO ESTÁGIO CURRICULAR SUPERVISIONADO EM EDUCAÇÃO FÍSICA NA PARCERIA ENTRE UNIVERSIDADE E ESCOLA

LOS DESAFÍOS DE LA PRÁCTICA PROFESIONAL PEDAGÓGICA SUPERVISADA EN EDUCACIÓN FÍSICA EN LA COLABORACIÓN ENTRE UNIVERSIDAD Y ESCUELA.

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Keywords

Faculty,
Curricular Practicum.
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Abstract: This study aimed at understanding the processes of partnership between schools and universities in Physical Education's supervised curricular practicum. The approach was qualitative research and case study, using narrative interview with seven subjects as well as content analysis. The results showed contradictions in the process, since the institutions are distant in the model of practicum adopted. The challenge lies in abandoning a model that sees the university as the center of the process and move towards a model that includes schools and universities as educational places.

Palavras-chave

Docentes.
Currículo.
Estágios.
Universidades.

Resumo: Esta pesquisa teve como objetivo compreender os processos de parceria entre escolas e universidade nos estágios curriculares supervisionados em Educação Física. Optou-se pela pesquisa qualitativa, estudo de caso, utilizando como técnicas a entrevista narrativa com sete participantes e a análise de conteúdo. Os dados evidenciam contradições desse processo no modelo de estágio adotado em que há distanciamento entre as instituições. O desafio está em sair de um modelo de formação centrado na universidade para um modelo que contemple a escola e a universidade como lugares de formação.

Palabras clave

Docentes.
Currículo.
Pasantías.
Universidades.

Resumen: Este estudio tuvo como objetivo central comprender los lazos que se constituyen entre las escuelas y la Universidad en las prácticas pedagógicas supervisadas en educación física. El enfoque investigativo utilizado fue el cualitativo y el tipo de investigación el estudio de caso. Las técnicas de recolección de información fueron el análisis de contenido, la narrativa y la entrevista en profundidad y la unidad de trabajo estuvo compuesta por siete personas. Los resultados reflejan que existen contradicciones, ya que el proceso desvela un alejamiento entre las instituciones. El desafío que promueve este estudio anuncia que se debe incursionar en un modelo que no vea a la Universidad como el centro de dicho proceso, sino un modelo que contemple la escuela y la Universidad como escenarios de formación.

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1 INTRODUCTION

This paper examines the partnership between public schools and universities with regard to Curricular Practicum in Physical Education, based on the premise that the curriculum model (BORGES, 2008) influences that process and can be decisive. It starts from the assumption that common sense understands the relationship between university and school as something simple, i. e. being a teacher does not require much in terms of training. Some aphorisms might underlie this understanding, such as: those who can't do will teach and those who can't teach will teach Physical Education. In practice, teachers become teachers by being teachers.

The literature on teacher training does not share that common view, but it understands that teachers' professional knowledges are different from university knowledges (TARDIF, 2000) and that the teaching work – what teachers do – should be the basis for teacher training (CONTRERAS, 2002; TARDIF, 2010). Gauthier *et al.* (1998) help in this exercise by asking: what is needed for teaching? It is enough to have knowledge, culture, talent, experience, practice, etc.? They will answer that teaching requires all of that.

When talking about education eras, Tardif (2013) points out that they are subordinated to each time's paradigms or beliefs. Between the seventeenth and nineteenth centuries, the era of teaching as vocation prevailed. Teaching corresponded to a mission, a cause, a calling, it was learned by observing and interacting with experienced teachers. With the emergence of republics, there came the era of documented workers between the nineteenth and twentieth centuries – the era of teaching as a profession. Teaching led to the exercise of a legally constituted occupation, but it did not necessarily require scientific knowledge to practice it. Thus, from the second half of the twentieth century on, a movement began in the US, in the 1980s, towards professionalization of teaching (HOLMES GROUP, 1986), considering it as a high-level activity where a body knowledge is seen to underlie the teaching practice. That was the era of teaching as a profession. Teaching starts to be understood as something important and grounded on a knowledge base. However, depending on the country, a certain era may prevail or distinct eras may coexist. Therefore, the relationship between university and school is influenced by this aspect.

In this context, one might ask: in Brazil, what is the current era of curricular practicum in terms of relationship between universities and schools? Is practicum at the heart of training? Is there predominance of a craft-based or applied training? What is the place of schools and universities in the process?

Considering the questions, a study problem was proposed: which elements in the partnership between university and school would allow us to identify the need for more objective actions between participants and institutions involved in curricular practicum?

This research aimed at understanding the partnership between public schools and universities in supervised curricular practicum of a Physical Education course.

2 THE KNOWLEDGE BASE IN SUPERVISED CURRICULAR PRACTICUM

Curricular practicum can be understood as a special space for coordinating theory and practice. It requires, on the one hand, a review of formats to ensure time and conditions for students' contact with teachers in schools, and on the other hand "[...] examining the degree of interaction between training institutions and practicum institutions, the capacity for dialogue between the knowledges of those two institutions and among the professionals who work at them" (GIGLIO, 2010, p. 380).

Therefore, the interconnection between knowledges produced in public schools and universities can be promoted through curricular practicum, as it provides future teachers with elements to understand the professional reality.

Pimenta (2006, p. 183) states that the "curricular practicum is a curricular component at teacher education colleges. That curriculum is professionalizing – that is, it prepares students to exercise a profession". Thus, in the curricular practicum period, the student can learn the elements that constitute a given profession and it is important that there is an engagement between the (school) teacher, the student and the (university) professor so that the practicum is indeed significant, since it is the

[...] structuring curricular component of teacher education under a collective interdisciplinary and investigative work perspective guided by principles aimed at teachers' ongoing education, approximation between professional education and practice spaces and the period for curricular practicum as an educational research process. (AZEVEDO, 2009, p. 32)

Borges (2008) states that Quebec, Canada, migrated from an academic model to a professional education model.

Table 1 - Education curriculum models

	Academic model	Professional model
Professional	Aimed at education of professionals considered as technologists, experts who dominate a set of research-based formalized knowledges in order to apply them in school practice.	Aimed at the education of reflective practitioners who produce knowledges and are able to decide on their own practice, to objectify it, to share it, to question it and perfect it, thus improving their teaching.
Knowledges	Based on scientific epistemology.	Based on the epistemology of practice.
	One-dimensional and disciplinary view of knowledge at the base of education.	Pluralist vision of knowledges at the base of education.
	Scientific and curricular knowledges are the reference for professional training.	Practical knowledges and skills are the basic reference for vocational training.
	University researchers and educators produce and control knowledges underlying education while teachers apply knowledges underlying education.	Professors and researchers produce and control the knowledges underlying education the profession, experiential knowledge, practical knowledges have the same status as scientific knowledges.

Educational mode	Academic education-centered.	Practice-centered.
	Practicum is not too long; at the end of the course.	Alternating practicum during education.
	The university is the center of education.	The school is the central locus of education.
	Despite fieldwork (the school environment), it is the university that controls the entire educational process.	It occurs in alternation between the school environment and the university educational environment. The educational process is shared to some extent; even evaluation is shared between actors.
	Actors involved in education are mainly academic professors; teachers who receive practicum students only give them advice, share workspace and do not even participate in their evaluation.	It involves other actors than those traditionally involved in education. In addition to related professors (or tutors, or practicum masters), it involves principals, experts and educational technicians, supervisors.
		It involves devices for developing reflection on the practice and knowledge awareness. It is anchored on competence-based, problem-based, project-based, clinical approaches, etc.

Source: Borges (2008, p. 161).

In the experience of the University of Montreal (Quebec, Canada), not only school is conceived as the core place for education, but education is also focused on practice as epistemology. Therefore, the curricular educational model counterintuitively ends up helping the relationship between university and school.

In Brazil, most educational models are marked by a fragmentation of the education process, stressing the idea that appropriating the theory to apply it in practice is a necessity. Sarti (2009) states that teacher training institutions' work is not coordinated with basic education schools that receive practicum students, despite legal provisions in this respect. Teacher education institutions and schools are disconnected. Therefore, educational projects need to include a connection between teaching, research and extension; education of teachers responsible for curricular practicum; integration between university and school; and relations between theory and practice. Practicum should serve as a driver of the activities that will be developed at school, linked to projects of schools and universities (AZEVEDO, 2009).

Another issue that deserves attention concerns a culture of collaboration, because, regardless of the curricular model of training, some practicum proposals have collaborative action as a principle of partnership between university and school, understanding them as educational institutions (MOURA, 1999).

Borges (2008) also reported changes in Québec's universities' educational model based on the movement of professionalization of education, regarding teacher education in Physical Education at the University of Montreal. Practicum became long (700 hours) and was distributed along the course. It included periods at school and periods of education at the university, based on the model alternating theory and practice in the education process. Thus, there is gradual integration of students into the school environment, ranging from familiarization to classroom time.

However, the author argues that, under that proposal, the Center for Initial Training of Masters was created at the University of Montreal. That center became responsible for negotiating with schools that have a structure to receive practicum students, calling them Associated Schools, as well as with Practicum Coordination departments. The Ministry of Education provided financial support and covered the costs of freeing school teachers from some of their activities so they could help in the education of future Physical Education teachers.

Based on these considerations, we went to the field to collect data from a local context in order to better understand the difficulties faced by participants in this study.

3 METHODOLOGY

We chose qualitative research – case study – focusing on supervised curricular practicum at the Physical Education school at a public university in the state of São Paulo. Thus, the unique aspect is case study, so that the “[...] object studied is treated as unique, a singular representation of reality that is multidimensional and historically situated” (LÜDKE; ANDRÉ 2001, p. 21).

We chose narrative interview as research technique for data collection in order to understand the elements constituting the object studied. The interview has an interactive character in which complex issues are covered in depth. Thus, researchers focus their interests on respondents’ life histories, seeking to relate them with these situations (ALVEZ-MAZZOTTI; GEWANDSZNAJDER, 2001), since the seven participants/agents occupy the two spheres of the partnership relationship.

Under this view, the narrative interview was understood as a form of interview that has its own characteristics, enabling us to screen events considered significant, as well as the view that we have on the process, with the following subjects: a) a university professor who teaches practicum; b) two Physical Education school teachers; c) two school principals; d) a Physical Education coordinator in the Educational Board; e) a supervisor responsible for practicum at the Education Board – all of which are directly involved with the Physical Education supervised curricular practicum.

In the contact with those participants, a summary of the study proposal and interview procedures was presented, and it was carried out immediately. Interviews were conducted individually at previously scheduled places and times, audio-recorded and transcribed. All participants were asked the same questions, and all of them signed a free and informed consent form approved by the research Ethics Committee¹.

Data analysis was done by content analysis of the information obtained. The data were reviewed and organized into categories, generating themes based on the examination of accounts and their placement in the study’s context. Thus, the study investigated the symbolic content of messages: in the unit of analysis (word, sentence, paragraph, or text); in the way of treating such units and in the variation of the focus of interpretation (LÜDKE; ANDRÉ, 2001).

4 CURRICULAR PRACTICUM AS KNOWLEDGE OF REALITY AND THE REALITY OF THE CURRICULAR PRACTICUM

Analysis of data allowed organizing and understanding them in four areas:

4.1 Agents of the practicum process on the issue of partnership

Sarti (2012) points out that partnerships between universities and public schools are like gateways that allow the entry of practicum students in schools. This study came to the same conclusions, since

¹ Approved by the Ethics Committee of the UNESP/RC Biosciences Institute – Protocol 7444.

The head of the college comes here to talk to the principal; she gives her permission..., then students begin to arrive; sometimes they speak directly to the principal, and then with me, or sometimes they speak to me directly, and we start it there... but it's up to me, right? If I really want them to experience things, I will propose this experience, I'll bring them to class, right? Sometimes, some of them ask me, but most only observe, really. (Teacher 1)

Sometimes professors call me, we talk beforehand; sometimes they don't, the student comes to me, then later they'll bring me an official letter, if there is a place, if we can help them, right? They bring me an official letter, and then we set date, time, how many hours of practicum, which room they will go to, what they should do, all that is set beforehand. (Principal 2)

Candidates also say that the first contacts with the school are made by practicum professor or directly by the practicum student with a focus on bureaucratic procedures that are part of the practicum routine (BENITES, 2012), thus raising the idea of collaboration.

4.2 Collaboration in professional education

School officials stressed the need for partnerships with universities in order to have a common project.

It would be interesting to set this partnership, but for real, you know? The thing we're doing... a partnership to train our professionals, okay? Practicum students will leave it here with our theory and actual practice, rather than... going there, get the practicum, manage it with the teacher, with the principal over there, does [...] the practicum and I'll go to their classes, right? (Teacher 2)

Because I think public schools used to serve as laboratories for universities for a while. [...] People would come, enjoy it, do their practicum, write whatever they wanted, and we had no access to it, we knew nothing about the conclusions reached. There was no feedback. So, if there's no feedback, you'd better not do it, because then you will also be using the school as a laboratory for experience and nothing else, so it no longer interests me, understand? This type of practicum is not worth it to the school; I like it when there is... some girls from Psychology who are doing their practicum, [...] every end of semester they present me a report on literacy, which children they worked with, which difficulties they faced, if it evolved, if it did not, what they suggest, you know? It's very nice. (Principal 2)

Thus, it is possible to see that the partnership is something desired as joint work (SARTI, 2012) in which university and school dialogue (MOURA, 1999), but from a professional perspective (BORGES, 2008).

4.3 Professionalization of teaching as a strategy

In this context, the professor responsible for practicum exposes the difficulties of that partnership, considering lack of confidence.

We see it as a partnership, but many of them still see it as the object of a test, you know? They see it as someone being monitored, right? The practicum supervisor, no matter how much we talk, we show that it is no longer like that, we talk and show all they could and should do as partners, because I consider them as much as educators as I am, I tell them that, I show them, right? (Professor)

However, in the view of one of the principals, the question that stands out is related to the attitude of practicum students and the lack of guidance from the professor since

Another point... unfortunately... of course the teacher does not worry... there are ethical students and others less so. So that thing, for example, of leaving the teacher's classroom saying something like 'Oh! Did you see that he did that?' And sometimes they speak... and the thing... you know, goes too far, right? It's embarrassing, and it happens, from time to time... it happens... I think... I'm telling you, there are different types of students, of teachers, in practice, got it? (Principal 2)

Thus, supervising practicum students requires an ethical attitude at school, considering that this is part of professional deontology (FORMOSINHO; NIZA, 2009) and it deserves to be emphasized by the university professor. Therefore, underlying the considerations there is the absence of a more objective dialogue. The lack of joint work between schools and the university produces ignorance about the reality to be experienced (TARDIF, 2010). Although accepting a practicum student is up to the school principal and the class teacher, it does not deserve any specific treatment, even under the Educational Board.

[...] at schools, practicum works like this: students go directly to the school; the principal can accept them or not, right? If the principal sees fit... he or she accepts them and evaluates the school and its limits... and it's two practicum students per class at most, so that there's not too much people, right? And he or she accepts them, [...] until recently, nobody cared much about it, you know? (Education Board Supervisor)

The speech of the supervisor only confirms that the school board is responsible for accepting or rejecting the trainees, showing again the relationship between university and school through its agents (BORGES, 2008). In this direction, the Education Board's Physical Education coordinator also notes that:

Until two years ago, when there was no such contact with the (university professor) ... we already knew each other from school, right? We started talking a bit about students' education... until then I didn't know what practicum at school was like, right? [...] Then some people would come to me here on the Board of Education... but I had no involvement with practicum, right? I knew it happened because I heard about it from teachers... ah, I have practicum students there helping me..., yes, students, but I didn't... use to participate in that practicum procedure, right? (Physical Education Coordinator)

Therefore, curricular practicum is not among the priorities of teacher education policy. It exists, it occupies a space, but its place is not known and it is not a priority (BENITES, 2012). The provisions of Law 11778/2008 on practicum about the rights and duties of school and university are not enough; they are superficial and generic.

4.4 Partnership between University and School

In the absence of broader guidelines, the school principal ends up establishing rules for the practicum:

I think... I make it very clear from the start... in our conversation, what has to be done..., how it has to work... what the practicum is supposed to be like... If people think it will not work... then they go to another school that is not so demanding, and they are free, you know? [...] There are some criteria..., if it doesn't work, I am very honest to say it: 'look, you're not doing this... this... this..., as we agreed..., you're not doing it..., it can be improved... or can't it? ... What can we do? ... If they don't fit, they don't fit, they don't adjust, then there's no reason to continue, you know? (Principal 1)

Thus, depending on the school, the principal, despite having no official guidance, takes the initiative to establish some rules for the practicum, indicating that there might not be close monitoring by university professors or that their presence will not be so frequent. As for the school teacher, the partnership happens as camaraderie:

[...] Then, through that friendship (...) created at the post-graduate course... we kept that contact, right? And we have been doing a few things together... especially with that idea of opening the school's door to people there, right? (...) So the partnership is in that direction, right, opening the school's door for the university to come here, right? From time to time I am invited to speak there at the School of Physical Education. So we have an exchange as a result of friendship, you know, that was created, it has no official tie, written agreement, and such, it is more due to friendship, and trust you have in people there, and people... and... apparently people trust me too... then they invite me to go there, some students come here, so it is in this sense, nothing official. (Professor 1)

Thus, through this statement, it becomes clear that the relationship between university professors and school teachers is based on camaraderie (BENITES, 2012), involving interpersonal relationships. The university professor also describes that:

[...] one way to approach a teacher is to invite him or her to lecture one day in class with your students, for example, right? They bring their knowledge, and we make that connection, and it is also a way for them to feel like they are seen, right? [...] So you end up giving them tools, encouraging them... 'look, it's interesting to publish', you offer places for publishing. One of them, for example, would come there and talk about his work in the classroom, then students get interested, others complement it, right? (Professor).

As can be seen, relations occur on both sides in order to open doors, but there is no practicum project being developed (BENITES, 2012), because the practicum can be seen only as an activity to be fulfilled each year.

The university professor also notes that:

Every beginning of semester, I have to go back to each school to talk again to each of those people, to convince them again of the importance of the practicum, of what we'll be doing, even though they know me... and everything, but management may have changed, see? If management changed, we have to start from scratch again, it's not something that everyone already knows, and everyone already offers it to you... that would be the ideal situation [...] we know that the university is our partner, [...] we are open to it, no need to come to talk to the principal, the teacher, anyone, right? (Professor)

Therefore, every year there is a Sisyphean labor to resume partnership with the school, because while there is camaraderie, collaboration is not always certain. The partnership between university and school implies interaction by two institutions that are interrelated and produce multiple knowledges (AZEVEDO, 2009). Thus, if the partnership work is a two-way street, the process will not advance (SARTI, 2009).

5 CURRICULAR PRACTICUM CHALLENGES POSED BY THE RELATIONSHIP BETWEEN UNIVERSITY AND SCHOOL

Data presented in the four axis revealed weaknesses in the university-school partnership, showing fragments of an academic education model in which researchers and university educators produce and control the knowledges of education while teachers in schools "apply"

them (BORGES, 2008) or help learning and may lent the classroom space. So the first challenge that emerges is the vertical relationship established with the school, evidenced in Teacher 1 statement: “[...] is... especially with the idea of opening the school to people there, right? [...]. So the partnership is in this sense, right, opening the school for the university to come here, right?”. A similar challenge is found in the traces of a craft-based training in which most practicum students “[...] remain only observing” (Teacher 1) the more experienced ones (TARDIF, 2013) and learning by trial and error (RUGIU, 1998).

This partnership also reveals a third challenge in which the school teacher, when confronted with the situation of welcoming and assisting practicum students, exposes an action guided by goodwill, “an exchange as a result of friendship” (Teacher 1), since they were not (in) formed of their role in the context of supervised practicum (BENITES, 2012), because “nothing is official” (Teacher 1).

Sarti (2009) points out the challenge of the lack of coordinated work between institutions responsible for teacher education of and schools receiving practicum students. This view is seen as a fourth challenge when Principal 2 says that “sometimes professors call me, we talk beforehand; sometimes they don’t, the student comes to me”, drawing attention to the need to promote integration between university and school (AZEVEDO, 2009) as well as when Professor 2 demanded “[...] a commitment from both the university and the school... it is not just about sending an official letter; you say: I’m sending some practicum students”, since these, for the most part, “[...] do not know the practicum’s dynamics, the school’s institutional operations, what they do in it, what their role is, what their limits and the extent of their work are” (BARREIRO; GEBRAN, 2010, p. 65).

These challenges, among others, show study participants’s view on supervised practicum and have been the object of further studies, so that it can become a two-way street between university and school, demanding a more horizontal relationship and a culture of collaboration.

Pimenta and Lima (2011) suggest practicum projects that cover the following dimensions: pedagogical – referring to curriculum, students, teaching practices; organizational – involving management and financial matters; professional – on continuing education as well as teaching conditions; and social – involving the community. The idea of project appears related to the educational issue; joint work as well as practicum, from this perspective, presuppose a commitment to make significant projects towards a higher quality school. As proposed in Ribeirão Preto, at USP, practicum activities of the Education course are followed at the school itself, and their content is discussed both during class time, with the practicum-disciplines, and outside those hours (CORREA, 2009). In that experiment, there is a different model, since it includes hiring selected educators to assist in the tasks relating to the practicum.

At Rio Claro’s UNESP, another teacher education work started in 2006. It proposes a partnership between the School of Education and the City Department of Education, involving 24 primary schools. Based on schools’ interests, a list of partner institutions was created, to which practicum students are directed to do their supervised practicum. During their stay at schools, they should seek information on aspects that draw their attention, such as the teacher-student relationship and that of subjects with school materials, etc. In the months students observe classes, school teachers are invited to attend a university group coordinated by the professor in charge, focused on experiences they have with practicum students. Thus, this educational work includes coordination with the university, whose intention is that teachers share their

impressions, knowledges, doubts and practices related to teaching with students (SARTI, 2009).

In Physical Education, there is one initiative to training teacher-collaborators through extension courses, in order to discuss and reflect on elements of education, as well as on responsibility for the education of future teachers, emphasizing the importance of the collaborative process during practicum. The proposal was possible due to a partnership with the City of Rio Claro, when the teacher's role as co-responsible for the education of future teachers became clear, stressing the commitment regarding the teaching of Physical Education at the moment of practicum (BENITES; CYRINO; SOUZANETO, 2013).

São Paulo's UNIFESP has an Educational Residency program, a distinctive educational model at the School of Education, established in 2006. It proposes a link between initial and continuing education through immersion of practicum students

[...] in systematic and temporary experiences in pedagogical practices of teachers and professional school managers, accompanied by the guidance of a tutor (university professor) and teachers and managers of field-schools considered as collaborators in the initial formation process. (GIGLIO, 2010, p. 376)

In that program, "schools, especially public ones, are the main fields for practical learning for educational institutions, since they are places where professionals' knowledges develop" (GIGLIO, 2010, p. 380).

Therefore, Benites (2012, p. 152) points out the need to establish a practicum pedagogy in order to "[...] ground, order, systematize certain content/activity and reflect on it, as well as to take a stance toward a set of skills that can guide actions within the educational process".

6 SOME REMARKS: PROFESSIONALIZATION OF TEACHING AS A PROPOSAL

The partnership between university and school is crucial for supervised practicum in teacher education, since it indicates whether or not there is a reciprocal relationship between two educational and knowledge-producing institutions.

Our research showed that we need to speak from within that relationship that involves university and school, since there is a very strong discourse in Brazil **on** teacher education (university and school), but there is no consistent discourse **of** teacher education (university and school) that emerges from within teaching practices and that can place teaching at the core of that process. We have not been examining our teaching practices as careful as they deserve, despite isolated experiences, so that many issues are becoming a common landscape in the teaching scenario and are not getting enough attention. The learning of teaching has been confined to observation and trial and error, and that teaching experience might be planned or not. Therefore, the era of teaching as a vocation or as a trade inhabits that space.

The participants of this study are neither good nor bad; they are people undergoing education and self-education, revealing that the great challenge is to move from a craft-based or applied education model to a professional model that takes into account the development of a professional culture and teachers' knowledges.

Progress demands a reciprocal movement where the teaching profession – what teachers are and do – is present at the university, and the university, in turn, is present at school in order to legitimize the knowledges of pedagogical action.

The data revealed predisposition for things to be done differently, as long as there is dialogue between agents in universities and schools, since they are protagonists in the educational process of future teachers.

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