

Teacher education and mandatory internship: discourses that (re)construct teaching identities

ABSTRACT

Contemporary social demands increasingly require constant training updates and professional innovations, especially from education professionals. In this context, it is essential to understand the different forms of teacher identity construction amid numerous discourses and identity profiles circulating throughout formative and professional practices. This article analyzes discourses associated with the processes of (re)constructing teaching identities based on the relationships between a teacher education course and the schools where mandatory internships take place, aiming for a better understanding of how internships can contribute to this identity-building process, both for interns and educators working in elementary education. The study is based on testimonies obtained through semi-structured interviews with internship supervisors from the Natural Sciences Teaching Degree course (EACH - USP), including four pedagogical coordinators and one director, working in municipal schools in São Paulo. The analysis of testimonies was grounded in Michel Foucault's theorizations on discourses, considering that discursive practices are shaped by power and knowledge relationships in a specific historical context, producing subjectivities. These discourses, disseminated as truths, can (re)construct professional teaching identities, providing a foundation and guidance for the practices of teachers and interns in the school environment. Through the analysis of interviews, the regularity of some discourses present in the supervisors' statements was observed, including one about the coordinating role of the pedagogical coordinator among all subjects and elements of the school environment. There was also evidence of a discourse on teacher education in which internship-school relationships are understood as facilitating the sharing of knowledge, experiences, and demands among teachers, coordinators, and interns. Discourses related to the need for active social participation of interns were also identified, where interns can serve as role models for students in adopting an active and critical social posture and emphasizing the importance of continued studies. These discourses are also present in academic productions related to critical pedagogies, highlighting the importance of these formulations as they circulate in both the university formative environment and the school settings where internships are conducted. Based on Foucault's theories about discourses, it is concluded that these discourses are shaped by the power relationships established in a specific socio-historical context and, when disseminated in educational environments, have the ability to produce subjects and shape their practices, potentially influencing the (re)construction of teaching identities.

KEYWORDS: Identity discourses; Critical pedagogies; Initial teacher education.

Carolinne Porto da Silva

carol.lilac9@gmail.com

0000-0001-9407-9343

Universidade de São Paulo, São Paulo,
São Paulo, Brasil.

Luciana Maria Viviani

lviviani@usp.br

0000-0001-7185-9769

Universidade de São Paulo, São Paulo, São
Paulo, Brasil.

1 INTRODUCTION

The current globalized scenario simultaneously brings together and distances individuals from various cultures, creating a tendency to generate crises or identity homogenization. Each culture is shaped by diverse and complex social, political, and historical relationships permeated by power relations, constituting subjectivities. These issues are particularly important in the field of education, as they allow us to understand how professional culture can produce teaching identities through the dissemination of discourses and interactions among individuals in formative spaces.

This study is part of a broader project aiming to analyze the processes of (re)constructing teaching identities, especially concerning the relationships between a teacher education course and the schools where mandatory internships take place. There is also an objective to analyze the regularity of some identity discourses that are (re)constructed both in higher education institutions and in basic education schools. The research is based on the Natural Sciences Teaching Degree (LCN) course at the School of Arts, Sciences, and Humanities (EACH) of the University of São Paulo (USP) and the internship carried out in partner public schools, through an internship project developed by the unit's teachers and educators.

In a previous study (SILVA; VIVIANI, 2021), the goal was to observe the contributions that the internship could bring to interns and teachers in some field schools and determine if this interaction could promote changes in the identities of these teachers. Through semi-structured interviews with three teachers who supervised LCN interns and an analysis inspired by Foucauldian theorizations, discourses were identified that considered the internship proposal fundamental in a teacher education course, as it can unify theory and practice and contribute to the construction of professional identity processes. The study also highlighted the existence of diverse teaching identities and various possibilities for (re)construction. There was no consensus among teachers regarding changes in their professional practices based on the interaction with interns, although two teachers reported benefiting from interns' materials and ideas in their classes. Given these results, the need arose for further inquiries and deepening on the subject.

In the current research¹, pedagogical coordinators and school directors, referred to as internship supervisors due to their role in overseeing interns' activities in schools, were interviewed. The aim was to explore these educators' views on the meaning of supervised internship in teacher education and their own roles throughout this supervision. Mentions of identity-related issues in the discourse of these educators were also investigated, seeking a better understanding of how the internship can contribute to the process of (re)constructing teaching identities in the school and academic environment, both concerning interns and educators working in basic education.

As part of the pedagogical plan for LCN, the mandatory internship is a requirement for completing the course. However, its importance for interns goes beyond this, providing an opportunity to experience their future roles as teachers in advance and to reflect on the functioning of the school institution and teaching practices under analysis. The proposal allows interns to engage with the locally produced school culture in field schools and aims to mediate the (re)construction

of interns' professional identities. The project involves 400 hours of internship in a partner public school for the LCN course and attendance in three internship guidance courses, one per semester, where interns' experiences are shared, and joint reflective activities are developed between students and university faculty. The internship process is supervised in the field school by coordinators and directors, in addition to class teachers, and at the university through faculty and educators responsible for the LCN internship (VIVIANI, 2020).

Michel Foucault's theorizations on discourses are of great value for investigations in the field of professional identities, considering that discursive practices are shaped by power and knowledge relationships in a specific historical context (FOUCAULT, 1999). Thus, teacher identities are subject to being (re)constructed based on discourses disseminated as truths. This makes identity reconstruction processes more complex and reveals their importance, as these subjectivities will underpin and guide teaching practices in the school environment.

According to Veiga-Neto (2004), in the Foucauldian perspective, "we become subjects through modes of investigation, divisive practices, and modes of transformation that others apply and that we apply to ourselves" (p. 136). Discourses, historical constructions permeated by power relations, can produce subjects as well as their practices, and these practices can also disseminate discourses.

In this conception of identity construction, power, according to Veiga-Neto (2004), is "an action on actions," where an action can be applied to a subject who performs actions, thus influencing them in their future actions. For this, discourses become tools of power because, through their dissemination, coupled with their universalization, they attain the status of truths, capable of producing individual subjectivities and directing their actions. These tools, though meticulous and subtle, are not centralized in one person or government but are diffused throughout society since everyone constructs and disseminates discourses.

In the school environment, this articulation between power and discourses becomes even more evident, as it is an institution that creates and disseminates specialized knowledge, thus producing subjects who disseminate this knowledge, also in power relations, through learned discourses. This understanding better explains the process of discourse production and how subjects are constructed from them, considering that "each one of us is born into a world that is already of language, in a world where discourses have been circulating for a long time, and we become subjects derived from these discourses" (VEIGA-NETO, 2004, p. 110).

1.1 Teaching identities

According to Hall (2011), the concepts of subject and identity have undergone a historical and sociocultural construction process. In the 18th century, it was believed that the subject possessed an identity solidified since birth and remained unchanged throughout life. Later, the sociological subject conception emerged, establishing the individual with a predetermined identity core to be modified by their social interactions. Subsequently, the concept of the postmodern subject was created, where identity is entirely constructed by social relations and remains in constant transformation.

In the face of globalization, which brought different regions of the world closer, causing greater dissemination and exchange of cultures, identities were also impacted. While there is the sharing of cultures that can question subjectivities, there can also be an overlay due to a dominant culture (HALL, 2011).

According to the considerations of Veiga-Neto (2004), based on Foucault, subjects are constituted through the interrelation of acquired knowledge (being-knowing), the actions that others employ on the subjects and that they replicate onto others (being-power), and the internal ethics we establish with ourselves (being-with-oneself). Access to different cultures or the imposition of a dominant culture can shape how individuals see themselves, creating an identity conflict in the face of expanding possibilities:

What matters is to ask how we came to be what we are, so that, from there, we can challenge what we are. It is from such questioning that new spaces of freedom can be opened, so that we can escape the double political coercion that Modernity invented and that imprisons us: on the one hand, increasing individualization; on the other hand, and simultaneously, the totalization and saturation of the coercions imposed by power (VEIGA-NETO, 2004, p. 47).

The coercions mentioned in the above quote can be associated with the social demands that increasingly require constant training updates and professional innovations from all individuals, especially education professionals. Very frequent discourses assert that educators mediate knowledge and educate citizens who should meet these demands (MARCELO, 2009). Thus, educators are urged to keep up with such changes, based on the discourse of disciplinary competence and didactic ability integrated into the social context, nurturing self-reflection on their practices "to, from it, constitute and transform their teaching know-how in a continuous process of constructing their identities as teachers" (PIMENTA, 1999, p. 18).

In this panorama, it is important to understand the different forms of teacher identity construction amid the various discourses and identity profiles circulating throughout formative and professional practices.

The analyses in this study are based on the assumption that social and professional identities develop continuously, and even contradictorily, based on an individual's positioning in their personal and professional experiences and interpersonal interactions (GARCIA; HYPOLITO; VIEIRA, 2005), within sociocultural relations established at different historical moments. Hence, there are multiple possible and non-exclusive teacher identities:

It is necessary to understand the concept of teaching identity as a reality that evolves and develops both personally and collectively. Identity is not something one possesses but rather something that develops throughout life. Identity is not a fixed attribute for a person but a relational phenomenon. Identity development occurs in the intersubjective realm and is characterized as an evolutionary process, a process of interpreting oneself as a person within a specific context (MARCELO, 2009, p. 112).

Teacher identities have always been constructed through discourses, many of them imposed by the state:

Identity is 'produced' through a discourse that simultaneously explains and constructs the system. The teacher's identity symbolizes the system and the nation that created it. It reflects the 'imagined community' of the nation at

moments crucial for establishing or reformulating its economic or social objectives, as defined by the State (LAWN, 2000, p. 118).

A widely disseminated teacher identity profile in modernity and contemporaneity is that of critical pedagogies, where "education, through school knowledge and science, or through self-examination and (self-)reflection, or both, produces the critical subject: an enlightened and active citizen or social class" (GARCIA, 2001, p. 46). However, for education to fulfill this role, its representatives, the teachers, must act in line with this goal, requiring them to be active, reflective, self-reflective, and autonomous in their professional practices.

Critical pedagogies are, therefore, human and intellectual technologies that compete in the processes of individuation and subjectivation of individuals targeted by their discourses and practices. These are discourses that define how we should be and act to become individuals of superior rationality and morality, defenders of justice, and heralds of a new social order – a task for critical and progressive education and for critical and engaged educational professionals and intellectuals (GARCIA, 2001, p. 46).

This profile, presented here in a concise manner, highlights a discourse capable of intervening in the formation of professional identities, potentially leading to the denial of other profiles or the consideration of elements from different profiles for teacher identity construction. These discourses, when disseminated and validated socially or institutionally, attain the status of truth: "well, this will to truth, like other systems of exclusion, relies on an institutional support: it is both reinforced and redirected by a whole compact set of practices like pedagogy" (FOUCAULT, 1999, p. 17).

However, as explicitly stated by Foucault (1999), various political forces are at play, often in opposition, in conflict, seeking to control and dominate, imposing a directed movement towards something, and "such forces are diffusely distributed throughout the social fabric" (p. 73). Thus, individuals are always immersed in power relations through discourses that can shape subjectivities and, consequently, teacher identities.

1.2 Contributions of mandatory internship

Individuals' exposure to teaching begins early, even before they attend school as students, allowing for the observation and analysis of how teachers instruct. According to Allain and Coutinho (2017), discourses disseminated during both elementary education, the period of childhood, and higher education can contribute to the construction of professional identity, either favorably or unfavorably impacting a specific teaching identity.

While acknowledging that the process of identity formation occurs in numerous and complex social and individual instances, there is an assumption that the initial training period is crucial in this process. This was evident in a previous study (VIVIANI; GURIDI; FAHT, 2016) involving students in the early and final stages of the Natural Sciences Education program. The research indicated changes in the perception of the teaching role throughout the course, suggesting that experiences and knowledge gained were integrated into students' perspectives. Another observation (VIVIANI, 2019) revealed that students' teaching identities

(re)constructed over the course, shaped by interpersonal relationships and experiences in both classrooms and internship field schools.

Luehmann (2007) highlights two principles that can contribute to the construction of teaching identities: the opportunity for novice teachers to gain experience and the possibility of interacting with other teachers for an exchange of experiences that stimulate reflection on individual and group identity roles and legitimization. The same experience can be interpreted from different angles based on individual subjectivities and experiences. Therefore, teacher interpersonal relationships serve as stimuli for reflections that aid in the (re)construction of teaching identities (MARCELO, 2009).

Although internships primarily focus on interns, the contributions they can provide are not limited to this group. Interactions presuppose mutual sharing and can lead to reflections impacting teaching identities. The way teachers and pedagogical coordinators welcome interns and their willingness to collaborate with their formative processes can lead to self-reflective attitudes among educators, generating critical analyses of their own practices (SARTI; DE ARAUJO, 2016). The authors identified two forms of reception: modeling and formative, the latter capable of promoting reflections through interaction and sharing between educators and interns:

The (self) formative potential of this type of reception aligns it with the more contemporary pedagogical model, in which individuals are urged to seek references within themselves, through reflection, turning to their own practices [...] the references for the subject's action are not external but emerge from reflection and problematization of their own practices (SARTI; DE ARAUJO, 2016, p. 182).

This reflective process becomes increasingly intrinsic to teaching, given the professional demands that arise and require constant renewal of practices, as suggested by Nóvoa *et al.* (2014): "Teachers find themselves at a crossroads: times call for remaking identities" (p. 29). Mandatory internships have been observed to propel (re)construction of student and educator identities in field schools, through reflections that may arise from experiences shared with other teachers and interns.

2 METHODOLOGICAL APPROACHES

This study was guided by a qualitative methodology where "the aim of qualitative researchers is to better understand human behavior and experience" (BOGDAN; BIKLEN, 1994, p. 70), considering the goal is to discuss the relationships that constitute the (re)construction of educators' identities. These relationships are highly complex as they are influenced by individuals' subjectivities.

To better comprehend the process of (re)constructing teaching identities through interactions provided by the Natural Sciences Education (LCN) internship, it was crucial to begin with the analysis of discourses from some of these supervisors through semi-structured interviews. Discourse analysis was conducted with inspiration from Foucault's perspective.

The incorporation of Foucauldian theorizations into this study is attributed to its archaeological approach, which seeks "the articulations between discursive

practices and all other orders of things that can be called non-discursive practices, such as economic, social, political, cultural conditions, etc." (VEIGA-NETO, 2004, p. 57). This allows for the analysis of discourses, their possible origins and transformations, as well as their implications on individuals' subjectivities. According to Foucault (2012), discursive description aims not at searching for meanings of what was said or written, but at understanding what is established in one way and not in another.

A crucial aspect of this study is the description of subject positions, which does not point to the author of the formulation but to a position that can be occupied by various individuals. This can be analyzed for a better understanding of the conditions under which subjects assume certain discursive formulations produced previously and circulating in society (FOUCAULT, 2012).

To select participants for the study, internship supervisors from partner public schools of the LCN program were contacted, and five agreed to participate—four coordinators and one director who supervised LCN interns in field schools for a minimum of one year. Remote semi-structured interviews were conducted through a video call application with the support of a question script. Each interview lasted from 30 to 60 minutes, all were recorded and later transcribed, generating texts of 4 to 6 pages each.

The interviews took place in 2021 as interactive conversations, aiming for greater fidelity to what the interviewees considered important to make them feel more comfortable. According to Bogdan and Biklen (1994), "if people are treated as 'subjects of investigation,' they will behave as such, which is different from how they normally behave" (p. 68). Therefore, the semi-structured interview in a conversational format seeks to provide a dynamic environment that allows for contributions beyond what was initially planned.

The research project was submitted and approved by the Research Ethics Committee of EACH². The names used here are fictitious³ to preserve the identity of the study participants.

Through the analysis of the interviews, several discourses were identified regularly present in the participants' statements. Below are highlighted some of the perspectives mentioned regarding the mandatory LCN internship and the processes of (re)constructing teaching identities.

3 RESULTS AND DISCUSSIONS

3.1 The coordinator's articulation as a means of teacher education

Within the statements of the supervisors, there is an emphasis on the relationship between the pedagogical coordinator and teachers, pointing to a discourse on teacher education carried out by the coordination, as stated below:

He [the coordinator] is the main trainer of a teacher. The coordinator has the role of making pedagogical and educational theoretical knowledge accessible to this teacher (MIRIAM, 2021).

This statement highlights a discourse that portrays how interactions among educators can facilitate updates in professional practices, considering the

coordinator's role in bringing strategies to make the teacher's teaching practices more effective.

When asked about the role of the pedagogical coordinator, the internship supervisors argued that the duties of this professional are based on mediation, integration among all individuals and elements of the school environment, emphasizing the discourse of the coordinator's articulating function:

The coordinator would be a transit between management-teaching and teaching-management. A word that defines it would be 'flow'; the coordinator is responsible for the school flow, for the movement of the pedagogical (LIZA, 2021).

The pedagogical coordinator is the bridge between management (administration) and teachers, between the curriculum and that teacher who needs to mediate this. Because sometimes you know what it is and what you need to teach, but you have difficulty transforming it into knowledge to be taught (MIRIAM, 2021).

[The coordinator] can bring the family into the school. We can make the family much more aware of what the student is experiencing here... I can place the family in their role (HELENA, 2021).

In these statements from the supervisors, there is a discourse emphasizing the professional practice of articulating and creating links between management and teaching, with the aim of assisting in the continuous training of the teacher by providing knowledge and methods that can contribute to better student learning. This discourse is consistent with the previous one, as coordinators use the articulating function to intervene in the training of these teachers.

In Municipal Legislation, a similar discourse of the articulating function is present:

The Pedagogical Coordinator is responsible for coordinating, articulating, and monitoring the programs, projects, and pedagogical practices developed in the educational unit, in line with the guidelines of the educational policy of the Municipal Education Secretariat, respecting current legislation (SÃO PAULO, 2013).

Municipal Decree No. 54,453/2013, outlining the duties of professionals in the municipal education network, establishes this mediating relationship by the coordinator among all areas belonging to the school environment, including between the community and families. As described in the same decree, the coordinator must "participate in the elaboration, articulation, and implementation of actions, integrating the educational unit with the community and local social support equipment" (SÃO PAULO, 2013). This duty is also mentioned by the supervisors as essential to improve student learning because, with the support of families, the school can better understand the needs of students and propose more effective solutions, benefiting the entire community.

The discourse of the articulating function pointed out by the supervisors resembles some discourses of critical pedagogies, as in Cury (1985) and Saviani (2006), regarding the concept of "education as mediation within social practice" (SAVIANI, 2006, p. 74). For the latter, the more democratic pedagogies, called revolutionary by him, are those in which the mediation carried out by teachers can "qualitatively alter the practice of their students as social agents" (SAVIANI, 2006, p. 80).

The supervisors' statements highlight the perspective that, through the articulation they perform, the school becomes an environment that can offer meaningful and critical learning to teachers and students. This school-based education can reverberate on the construction of students' subjectivities and directly interfere with their social practices, ultimately involving the entire community.

As for the teachers, it can be observed that, through this discourse, processes of (re)constructing teaching identities may occur since the need for updates, especially regarding pedagogical knowledge, is emphasized. This update would be guaranteed by another professional in the school space, the coordinator, seen as an expert in educational topics, thereby shifting the initiative of teachers in this direction.

3.2 Internship as a contributor to teacher education

When asked about the importance of having an internship partnership at school and how this internship-school relationship affects teachers and coordinators, the supervisors emphasized the new content, new practices, and perceptions brought by interns, revealing a discourse on teacher education:

The intern shows and brings different things that are applicable to students and brings innovations to the teacher and the student (ANA ROSA, 2021).

The teacher, when he can establish this partnership with the intern, from what we have seen, certainly enriches his content, his research, the class, begins to see the breadth of the knowledge in his class (LIZA, 2021).

I realize that the intern can indeed captivate and be a driving force for new practices for the teacher (MIRIAM, 2021).

It's a continuous evaluation. Every time we talk to these boys and girls [interns], we have something to learn and something to add to practice. So we have perceptions and put them into practice (LIZA, 2021).

The participants' statements point to the development of a professional culture between interns and educators (teachers and coordinators), marked by the sharing of knowledge, whether theoretical or practical, and experiences. The internship acts as a two-way street for teacher education because interns have the opportunity to experience the school routine in practice by accompanying active teachers, and these have the opportunity to enrich their practices and content by interacting with interns, in a mutual exchange. This relationship also extends to coordinators, allowing them, through contact with interns, to engage in self-reflection and incorporate new perspectives into their formation.

There is a linkage between knowledge sharing and teacher education, allowing this formation to be continuous due to the inherently fluctuating nature of knowledge, as observed in the following statements:

The school, at the same time that provides experience to the intern, also receives the intern's experience (ERICA, 2021).

I see the intern as a very important person in the school because he is the person who can later be inside the school, or even if he is not, he can be someone who was on the school floor and take to the University the needs we have (ANA ROSA, 2021).

From these statements, it is noted that the intern is seen as an intermediary between the knowledge practiced in schools and the academic knowledge developed in higher education institutions. The intern can not only mediate the construction of relationships between both but also contribute to teacher education by updating the content taught in academia.

The discourse referring to the importance of teacher education carried out in basic education schools is widespread in academic productions, aiming to better understand the possibilities of professional socialization for teacher candidates or even novice teachers, as in Tardif (2006), Marcelo *et al.* (2016), Sarti (2020), Sarti, and De Araújo (2016), and other authors. However, the possible influences that interns may bring to schools and basic education teachers, as well as changes in identity formulations in these environments, are less frequent in academic discourses.

In the context of initial formation, the internship is already established as an experience that allows the construction of a professional identity when it has spaces for socialization and reflections (VIVIANI, 2020). However, in the perspective of the supervisors, the internship proves capable of influencing the formation of educators who interact with interns, potentially altering the practices of these professionals. Consequently, it is inferred that this contact can lead to a (re)construction of their identities as teachers because "it is necessary to understand the concept of teacher identity as a reality that evolves and develops, both personally and collectively" (MARCELO, 2009, p. 112).

In this study, however, it is observed that the discourse about teacher education, presented by the research subjects, indicates that the internship is much more than a contribution to the experience and construction of the professional identity of the intern. It also allows for the (re)construction of the teaching identities of already active educators, as well as potentially bringing about transformations in the university formative context.

3.3 Internship and the implementation of active social participation

Based on the supervisors' accounts regarding the interaction between interns and the context of each school, discourses are observed that explore the interns' role as successful examples in continuing their studies. In the view of the research subjects, this could encourage students from the periphery, attending public schools, to pursue higher education, especially at USP.

It seems impossible for them [students], and the boys [interns] come here and are from the periphery like them; many are from public schools like them. It's a very positive impact... this thing about representation (LIZA, 2021). Many [students] think that public university is only for a minority or for those who are really highly intellectualized; many cannot dream... And when you live with those people [interns], you think 'I am equal,' so it brings equity; he [the intern] brings the university closer to the school (ERICA, 2021).

For the focal supervisors, entering the university would be an opportunity to enter another world, an opportunity often denied to public school students. The interns' role in field schools could, in this view, indicate the possibility of continuing studies for greater learning and social development.

This discourse is common in academic productions associated with critical pedagogies. According to Libâneo (1986), a public school of excellent quality can raise the cultural and scientific levels of the popular classes and thus ensure the democratization of society:

Valuing public school is not only claiming it for everyone but also carrying out differentiated teaching work in pedagogical-didactic terms. Democratizing education is helping students express themselves well, communicate in various ways, develop a taste for study, master school knowledge; it is helping them in the formation of their social personality, in their organization as a collective. It is ultimately providing them with critical knowledge and know-how as a precondition for their participation in other instances of social life, including improving their living conditions (LIBÂNEO, 1986, p. 12).

For this learning, according to critical pedagogies, it is fundamental to perceive broad cultural aspects that allow the understanding of the universal without restrictions, optimizing their future social participation. In this process, teaching should start with local issues, communities, and more familiar ways of life. According to Rodrigues (1987):

Citizen formation does not mean solely the formation of a person capable of circulating and living in their restricted environment, but includes the possibility for the child to understand their local reality, the way and conditions of life in the society they live in, until reaching the vision of universal conditions and world culture (RODRIGUES, 1987, p. 26).

This is what the subjects of this study mention, recognizing that internship projects are based on the student's life context without restricting the knowledge worked on during the internship.

They are indeed projects contextualized in the context of my student's life. I look at the community and realize that you come with projects according to the community in which the school is inserted (HELENA, 2021).
The intern shows and brings different things that are applicable to students (ANA ROSA, 2021).

These statements also point to the discourse of the importance of considering the knowledge of the community, as indicated below:

The professionalization [of teaching] must include the political sense of dealing with the idea that curriculum definitions, contents, and methods should result less from the enlightened wisdom of the professional and more from the interrelations with the cultural realities in which the educational act is circumscribed (HYPOLITO, 1999, p. 98, cited in GARCIA; HYPOLITO; VIEIRA, 2005, p. 54).

Another discursive form, in association with the above discussion, is that related to an active and critical stance, emphasizing the importance of students being stimulated to develop critical thinking, both in school and in wider society. It is also expected that this same attitude should be practiced by interns, who should be proactive in bringing solutions to the school's demands:

So you bring ideas that will change my student's profile outside the school walls, which is the idea of public school, that he takes to his life and that coincides with the ideas of the teacher who is here (HELENA, 2021).
Today, more than reading and writing, the student needs to be a conscious citizen in society (ANA ROSA, 2021).

They are interns who are here looking at our students to have the experience, looking at our teachers, looking at our work, but they are proposing actions, discussing alternatives (ERICA, 2021).

The discourses related to an active and critical stance, as well as the construction of a conscious citizenship, are central in critical pedagogies. According to Freire (1971):

Critical thinking implies the man's growing appropriation of his position in the context. It implies his insertion, his integration, the objective representation of reality. Hence, awareness is the development of awareness taking (FREIRE, 1971, p. 61).

The author associates this process of critical awareness with democratic regimes and with restless, questioning, and dialogical forms of life. However, this development is not automatic and does not depend exclusively on economic aspects but occurs "solely as a result of an educational work with this purpose" (FREIRE, 1971, p. 62).

Both in the school and academic environments, the discourse of an idealized teacher profile circulates as a model of excellence, capable of promoting a reflective stimulus in students so that they can act critically and actively on the reality around them, creating a discourse of teaching responsibility, as expressed in this supervisor's statement:

If you choose to be a teacher, know that that individual is as if you were saving his life. It's not a priesthood, but it's a lot of responsibility. You are planting dreams there (MIRIAM, 2021).

These educational discourses of critical pedagogy are closely related to processes of subjectivation because they arise from historical-cultural productions disseminated through language. Language is the way individuals find meaning in everything around them and, including, to the individual themselves (GARCIA, 2001). The presence of the intern in school allows their contribution to the formation of students' subjectivities through identifications with their life experiences. In these subjectivation processes, new reflections are produced, and positions are taken, potentially expanding students' perceptions of themselves and the world, as encouraged by critical pedagogies.

The discourse of teaching responsibility can act on the identity formation of teachers in basic education. Thus, through critical pedagogies, "the 'illuminating,' 'clarifying,' and 'humanizing' task is assigned to the school and to education and teaching professionals" (GARCIA, 2001, p. 41), establishing how individuals should be or act to become active and critical in their realities.

4 FINAL CONSIDERATIONS

Drawing on Foucauldian theoretical frameworks regarding discourses, it is evident that these shape themselves through power relations established in a specific socio-historical context. By observing the circulation of these discourses in educational settings, their capacity to produce subjects and shape their practices becomes apparent (VEIGA-NETO, 2004).

Throughout the supervisors' testimonies, the presence of discourses indicating the potential for the (re)construction of subjectivities of various actors within the school environment—whether students, interns, teachers, or supervisors—is observed. These discourses are also disseminated by critical pedagogies (GARCIA, 2001).

The coordinators' articulated function, highlighted by the supervisors and aimed at improving student learning, reinforces a discourse disseminated through regulations that seek to guide the pedagogical practices of these professionals within the school environment. It also reflects a discourse in which education through mediation is responsible for generating transformations in social practices.

The discourse on teacher education reveals the central role of the intern as an intermediary between academia and the school. This role can lead to reflections that enable the updating of teachers' and coordinators' professional practices. Simultaneously, interns acquire new knowledge and can bring the school's demands to academia.

There is also a discourse associated with a desirable goal of social transformation through school practices, facilitated by active attitudes. From the supervisors' statements emerged formative ideals, such as the importance of continuing studies to achieve both local and global knowledge, as well as to allow for greater social development. Discourses praising active and critical attitudes by interns are also recorded, which can signify formative parameters associated with broader social transformations.

The highlighted discourses are widely disseminated in academia, related to critical pedagogies. Due to their extensive circulation in both specialized theoretical texts and the statements of field school supervisors, who position themselves as subjects of critical utterances, these discourses can become instruments of power, acquiring a status of truth and shaping subjectivities.

By incorporating these discourses, interns can disseminate them through their practices, providing them the opportunity to develop, among other factors, their proactivity and autonomy. Such practices are deemed essential by the supervisors for interns to engage in, indicating that these discourses have formative potential, for both interns and the teachers and students of basic education.

In light of the observed discourses, it is concluded that they promote processes of subjectivation in the school environment, many of them aiming to ensure that premises based on critical pedagogy are fulfilled. As these discourses are disseminated in both schools and academia, they have the capacity to influence teacher education, whether at the initial level of the profession, as in the case of interns, or in the case of already practicing teachers, leading to a (re)construction of teacher identities.

FORMAÇÃO DE PROFESSORES E ESTÁGIO OBRIGATÓRIO: DISCURSOS QUE (RE)CONSTROEM IDENTIDADES DOCENTES

RESUMO

Demandas sociais da atualidade cada vez mais vêm exigindo constantes atualizações formativas e inovações profissionais, em especial dos profissionais da educação. Mediante esse panorama, é importante entender as diferentes formas de construção identitária docente, entre tantos discursos e perfis identitários que circulam ao longo das práticas formativas e profissionais. O presente artigo analisa discursos associados aos processos de (re)construção de identidades docentes a partir das relações entre um curso de formação de professores e escolas campo em que são realizados estágios obrigatórios, buscando uma melhor compreensão de como o estágio pode contribuir para esse processo identitário, tanto em relação aos estagiários como aos educadores que atuam no ensino básico. O estudo foi embasado em depoimentos obtidos através de entrevistas semiestruturadas com supervisoras do estágio obrigatório do curso de Licenciatura em Ciências da Natureza (EACH – USP), sendo quatro coordenadoras pedagógicas e uma diretora, atuantes em escolas municipais de São Paulo. A análise dos depoimentos foi fundamentada nas teorizações de Michel Foucault sobre os discursos, tendo em vista que as práticas discursivas são moldadas por relações de poder e saber em determinado contexto histórico, produzindo subjetividades. Tais discursos, disseminados como verdades, podem (re)construir identidades profissionais docentes, embasando e norteando as práticas dos professores e estagiários no ambiente escolar. Por meio das análises das entrevistas verificou-se a regularidade de alguns discursos presentes nas falas das supervisoras, sendo um deles a respeito da função articuladora do coordenador pedagógico entre todos os sujeitos e elementos do meio escolar. Também foi evidenciado um discurso de formação docente em que se entende serem as relações estágio-escola facilitadoras do compartilhamento de conhecimentos, experiências e demandas entre professores, coordenadores e estagiários. Ocorrem ainda discursos relacionados à necessidade de participação social ativa dos estagiários, em que estes possam servir de modelo para os estudantes quanto a uma postura social ativa e crítica e quanto a importância da continuidade de estudos. Esses discursos também estão presentes em produções acadêmicas relacionadas às pedagogias críticas, o que aponta para a importância destas formulações, já que circulam tanto no ambiente formativo universitário como nas escolas campo onde são realizados os estágios. Tendo como princípio as teorizações foucaultianas acerca dos discursos, conclui-se que estes se moldam pelas relações de poder instituídas em determinado contexto sócio-histórico e que, ao serem disseminados nos meios educacionais, possuem a capacidade de produzir sujeitos e moldar suas práticas, podendo interferir na (re)construção de identidades docentes.

PALAVRAS-CHAVE: Discursos identitários; Pedagogias críticas; Formação inicial de professores.

NOTES

1. An initial version of the study, with still incipient analyses, was presented at the VII Congresso de Profesorado Principiante e Inducción a la Docencia in 2021.
2. Expert opinion no. 3,971,661.
3. Fictitious names were used to preserve the identity of the internship supervisors: Ana Rosa, Helena, Liza, Miriam (pedagogical coordinators), and Erica (director).

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Mailing address: Carolinne Porto da Silva - carol.lilac9@gmail.com
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