

“IT WAS AT THIS MOMENT THAT I FELT MYSELF TO BE MORE TEACHER”: NARRATIVES ABOUT INTERNSHIPS IN TEACHER EDUCATION IN BRAZIL AND PORTUGAL

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The progressing research is developed in Portugal and in Brazil from an interinstitutional investigation aimed to reveal, reflect, discuss and analyze how the period of internship for future teachers is developed, in the reality of these two countries. It becomes important then to study how it has been offered and what are the perceptions that the subjects in training and future graduates have by attending it. Considering this a few questions arise: how internship is inserted in Teacher training courses in Portugal and Brazil? What do subjects manifest about their experiences with the future profession, offered in the internship and what do they say on the contribution of these activities to the course and constitution of their teacher identity? How does the internship contribute to the graduates in their initial activities of teaching? Relying on the qualitative approach, the research adopted the training narratives, seeking in the (auto) biographical method, theoretical subsidies for the analysis. Tools will be associated such as documentary analysis, narratives- and the narrative interview as a methodology. The subjects of research, brought into this cut are six: three from Brazil and three from Portugal, four of them are in training for teaching and two are graduates of training and they are at the beginning of the teaching. The first results of the research showed that the internships offered in training courses in Brazil and Portugal, allowed the subjects to better understand aspects of the experiences of the teaching profession, even in a short time. The subjects in this phase of training were glimpsed, that the teaching as a profession is developed in the social, political and educational-investigative dimension, since there were involvement of future professionals with the issues of the school and the teaching category, experiencing social and political crises that involve the job routine. Those experiences and constructions of knowledge about the profession in the internship, allowed the future teachers to realize the movement of the constitution of teaching identity when they narrated that was in this period of the course which made them feel more teachers.

Keywords: Internship. Internship Portugal and Brazil. Training narratives.

Introfution - situating the theme

The internship in teacher education course has been the Gordian knot of the degrees in Brazil- In Portugal it has been more established which will be explained below because in the proposals of courses, there is not a specific place for their development and when this happens is incipiently. It is constituted in an important period of the undergraduates training because it offers experiences in / of future teaching profession in the environment in which the teaching is developed - the school and the classroom. In this process, the trainee becomes involved with the school environment, community, interpersonal relationships, socializing with students, educational planning with peers; it is a transition, even though in a short period of time, through the everyday teacher profession.

And in the proposal of this transition through the school, there are still programs in which it happens in a more concentrated way and in others throughout the course, which is the most recommended. In this regard the research of Gatti and Nunes from Carlos Chagas Foundation (2009) in 71 teachers' training courses - Pedagogy -in Brazil shows that their proposals there is no clarity on how internship has been executed, nor on its realization and validation. The authors point out that studies of curricular proposals regarding the internship, "the absence in projects and amendments may signal that are either considered entirely apart of the curriculum, [...] or that their realization is considered merely as an formal aspect, which is worrying, "also indicates that" further study on teaching internship deserves to be done "(GATTI; NUNES, 2009, p.21). Another realization evidenced in the FCC research finding is that, at what was presented in the proposed courses of pedagogy, one can infer that most internships are based on observation activities, becoming almost absent practice activities thus school as a social and educational institution, little explored on the course program, avoiding closeness of the future teachers with their workspace.

In Portugal, teacher training is currently oriented according to the Bologna agreement, it is organized in two study cycles: the first cycle of three academic years, corresponding to a degree in a specific area of knowledge, such as, degree in Mathematics , degree in History, degree in Elementary Education or other. Each of these degrees is performed at the School or they will be Institute / College respective to this area of knowledge, so that their graduates can choose one of several professional alternatives. Therefore, the degree in Elementary Education - integrating natural and human sciences, the social sciences, the Portuguese language, expressions, pedagogy - is developed entirely at the Institute of Education, and all professional alternatives, at the end of this training cycle , are directed to the field of education, either as technical assistants, educational animators or other, or they will be proceed to a second cycle of studies, with a master degree, that will train them as teachers of nursery school, or they will be educators of nursery school and teachers of 1st cycle, or they will be only 1st cycle teachers, or teachers of 1st and 2nd cycle. In the case of teacher training of these first levels, for the reasons outlined (all training is performed in the same place, it is directed from the beginning exclusively for education), there is an approach to practice, although incipient, in the first cycle of studies. The same is done with the support of theoretical practices disciplines, with observation

of contexts and gradually with some pedagogical interventions in nurseries, kindergartens or schools throughout the semesters. However, the main investment in pedagogical practice happens in the second cycle of studies, in cases specifically targeted to teacher training, as it will be explained below.

As professionals working with supervised internship in the course of teacher training for over a decade, we became interested in investigating how the internship appears as the possibility of construction of teacher professional identity from undergraduates in pedagogy in Brazil and Portugal.

The research aims to reveal, reflect, discuss and analyze how the period of the internship is performed for future teachers, in the reality of these two countries. It becomes important to study how it has been offered and what are the perceptions that the subjects in training and future graduates have by attending the course. Based on that questions arise: how internship in training courses for teachers is inserted in Portugal and Brazil? What do the subjects manifest about their experiences with the future profession, offered on the internship? And what do they say on the contribution of these activities to the course and the constitution of their teacher identity? How does the internship contribute to the graduates in their early activities of teaching? Adopting a qualitative approach, the research makes use of narrative, understanding them as instruments that have great mobilizing potential of reflections. For Souza (2006, p.590) "the narrative of school life and teachers' work in the field of supervised practice, it becomes possible to unravel models and principles that underpin pedagogical discourses that compose the acting and thinking of the teacher in training." The narrative, as Ramos and Gonçalves (1996, p.127) involves the teacher / narrator / character as a possibility for the teachers think and see their own actions and the others around them. The authors advise that the autobiographical aspect refers to the text produced by teachers, which chronicles their lives by a narration of events selected to it, those which were selected as the most interesting and important as professional of education. "Perhaps they will highlight only parts of them in which want to be known and remembered." At this point, comes into question what they want to communicate and who wants to make facts public, episodes of their professional life, since there will always be a reader who will be targeted. According to Nóvoa and Finger (2010), the autobiographical narratives are ways likely to produce knowledge that promote the theoretical study on the human formation while formation practice leads to a more profitably dialogue with themselves, others and life.

There is, therefore, relevance in the study of building processes of professionalism to get access to marks, impressions, sensations of each learning stage responsible for coining, in a unique way each career.

This research presents as the locus of research, class of pedagogy, from UFMT / Campus Rondonópolis in Mato Grosso - Brazil, which consisted of 46 students, all female. Over the entire class being female, Gatti observes (2010) that:

There is a feminization of teaching: 75.4% of undergraduates are women and this phenomenon is not new. Since the creation of the first normal schools in the late nineteenth century, women

began to be recruited for teaching the first letters [...] the expansion of training courses for teaching, permeated by the representation of the teaching profession as an extension of maternal activities [...]. Women also constitute an absolute majority of the students of Pedagogy: 92.5% nowadays (GATTI, 2010, p 498.).

As it has been said in previous work (Sarmiento, T. 2004), it seems to be clear that men and women are positioned against the career of teachers in a very different way, which is also more evident in the group of teachers of early primary education: the first (educators -men) seek to occupy (in education field) positions of administrative and pedagogical management and, in the specific case of primary education when working directly with children, looking for groups of elders, and the second (the educators - women) extend their fields of action and take us to the possibilities for ensuring their professional projection and reconcile the different roles they have to take in the public and private space.

Now, since primary school is a space occupied mostly by women - data for the academic year of 1999 - 2000 (last data available), allow us to state that the percentage of men as primary school educators was 1.5 % (144 of a total of 9469 professionals) - what are the strategies driven by the social common sense 'offenders', in order to participate in the exercise of a 'naturally' female profession? In Portugal says Sarmiento, T. (2012), although the reference documents on this occupation, we did not find any specific indication that gird its performance to the female gender. However, the number of men in this profession is extremely low.

Thus, before the reality of the teaching professional practice being developed mainly by females, our subjects in research are therefore women students.

The research developed in Brazil, is the result of interinstitutional project approved at the Observatory of Education / CAPES / INEP / SECADI 2008.

From the total students attending the training in Portugal and in Brazil, we present a clipping of six students; three from each country, one of them is from the teacher training and is in the early years of teaching. This is because we seek within the graduates, beginner teachers and the initial impasses of the teaching career after their training.

Supervised Internship in Teacher Training course: interfaces in Portugal and Brazil

The training courses allow teachers the acquisition of knowledge, skills and competences on the act of teaching that could not be acquired otherwise than in this specific context of professional learning that build fundamental theoretical frameworks that can have a meaning and change it throughout the training process of the teacher and, later as a professional. It allows that the initial time of the teacher education occupies significant role on their formative process, hence the importance of researches that invest in training since their initial process, in degrees. According to what we have seen it is a pressing concern for the training of teachers in the proposal of advancing the investigation and research on teacher professionalism and identity. Result of such

investigations, the productions of Pimenta (2001,), Pimenta and Lima (2008), Ghedin (2006); Ghedin and Almeida (2008); Silvestre (2011); Rocha (2008, 2011); Lima and Aroeira (2011), among others.

In Portugal the studies and productions have their reference in Sarmiento, T. (2002, 2004, 2009, 2012), Formosinho, J. (1987, 1998, 2002, 2009), Oliveira-Formosinho (1994, 1998), Alonso, L. (1998), Vasconcelos, T. (1997, 2014), Nóvoa (1992, 1995, 2010) Alarcão (1996, 2005), among others.

Thus, increasing investments in research on teacher training, focused on supervised internship in the expectation to understand how this process is developed, in this study we sought to cast looks for the student and their perceptions about teaching, in the process of "becoming a teacher".

Teacher training in Brazilian undergraduate education is in a process of immersion, albeit initial, of the future teachers in the educational process, bringing to them the screen of the reflections, their life experiences, history, education, outstanding teachers, knowledge and conceptions. For both, the teacher training for elementary school and early years of primary school occurs in Brazil, primarily in a proposed 3200 hours, being reserved to internship 300 hours, according to the National Curriculum Guidelines (2006).

Thus, in Brazil, it is in the degree that is given the acquisition of knowledge, skills, theories and practices on how to teach, this is the specific context of professional learning. This acquisition, according to Roldão (2007) and Imbernon (2011), takes place in a relationship that is dynamic and non-static and evolves throughout the professional career, including their experience as students in the degree. Then there is this period which Nóvoa (1995) states, the existence of an ongoing process of advances and retreats that will construct and reconstruct the personal and professional identity in a constant dynamic of coming and going. In a study conducted by us as a research aimed to achieving PhD (Identity Pathways of Childhood Educators, published under the title Life Stories of Childhood Educators, INE, 2002), we concluded that the construction of professional teaching identities take place in different contexts, from mutual interactions.

In a proposal to overcome technical rationality in which the internship proposals are developed, the National Curricular Parameters of 2006 indicates that the internship should be designed from the outset of training. Obeys the three phases, generally, the observation of the spaces where teaching develops, observation of conducting classroom with a teacher and the regency of the room accompanied by the associate teacher and the supervisor of the internship.

This proposal investigated in Mato Grosso, was recently restructured, in which the internship has being developed as follows: the initial phase of knowledge of school space, part of the research, may be constituted in formal and non-formal education in order to enable the trainee the dimension of the teaching activity in the communities where it operates. The research activity occurs in the spaces where they develop the activities of the internship, making it possible to analyze the documentation and projects that are adopted at school, listening and interviewing

managers, teachers and the community-parents and students to better understand the dynamics of the school.

Thus, we have the second phase, the observation of the regency, when students act as observers and assistants teachers in activities inherent to the profession. The research also occurs in this phase investigating cases of students with learning difficulties, which enhances the reflections on the role of the teacher within the diversity of the classroom.

Then it follows the final stage, the regency when the trainee takes the classroom under the supervision of the teacher's room and the supervisor. The internship in this space is searching for the trainees reflections about their practice, offering new significance paths to it. At that moment the search is based in previous references studied during the course, the actions of planning, the holdings of space and group relationships in school, with student's parents, among other segments. The total period of the internship consists of 300 hours diluted during initial training course.

To Ghedin and Almeida (2008, p.145) "is in the internship that the teachers in training awaken their attitude as researchers, either from the reports when record their activities, or even when they start giving classes." It is important that the initial training courses meet the subjectivities of their students. For this it is necessary to recognize and value their cultural peculiarities from their own life stories [...]. "The authors assert that" it is when the teacher starts training in building their teaching identity and acquires the elements that compose their teaching practices"

In light of the foregoing, based on Rocha (2008), it is clear that in addition to mobilizing the content learned throughout the course, the internship also promotes reflection on the theories in a dialectical relationship between the knowledge and the teaching. Thus, the internship should also allow reflections on the future profession in order to constitute itself as a space of pedagogical construction on and about teaching involving the social, political, educational and critical / reflective at all stages of its development.

In Portugal, nowadays, teacher training takes place necessarily in higher education, and it is certified by a master's degree. Can access this training graduates in Elementary Education, three years course, which seeks to provide its student knowledge and skills to enable them to observe and evaluate different educational contexts within the territory of primary and elementary education that may developing the professional activity; build a global view of children and their contexts of life and learning, developing skills for action in fields related to primary and elementary education; develop learning skills, critical and inventive spirit, intellectual curiosity and openness to diversity from the perspective of lifelong education, which enables to generic functions in education, not teachers, and they have a fairly sustained theoretical training in the areas of humanities and social sciences, mathematics and natural sciences, and artistic expressions.

These initial three years, although there is some contact with educational reality level of kindergartens and schools in the 1st cycle, it is manifestly low against the expectations of

students and preparation to the educational intervention in those contexts. Complete this degree (or the equivalent of having credits in each area), these undergraduates can apply for masters enabling them to teaching in nursery school and / or schools in 1st cycle of basic education, having, for this three opportunities : 1) Masters in nursery school education (2 semesters - 60 credits); 2) master's degree in education from 1st cycle (2 semesters - 60 credits); 3) Master degree in nursery school education and teaching 1st cycle (3 semesters - 90 credits). All these masters include an internship, in which students are inserted into a kindergartens classroom or 1st cycle, with continues support of the cooperating teacher (head teacher of the classroom) and the weekly support of the University supervisor, develop their pedagogical practice, sustained on an early stage of observation, which will articulate, throughout the semester, the intervention. In addition to this practice (we call Supervised Teaching Practice - PES), and the period in which it is developed, the students, depending on the master that they are doing, they have one or more disciplines.

The internship as a space to mobilize reflections on the future teaching profession and the formation of professional identity

To Alarcão (2005, p 41) "the notion of reflective teacher is based on the awareness of the capacity for thought and reflection that characterizes the human being as creative and not as a mere player of ideas that are external." Reinforcing the importance of graduating teacher to reflect on the teaching profession, Alarcão (1996, p. 175) states that work in training as an approach of reflective teacher, means "to give voice to the subjects in their training, in an attempt to restore the teacher the lost identity, the students the responsibility to learn and where they like to be because they learn from the inherent enthusiasm and enjoyment of the learner to the discovery of the unknown."

Still regarding the reflection, Zeichner (2008), considers that the reflection by itself means little, because in some sense, all teachers are reflective. Therefore, the training programs should be prioritized reflections that turn to the content knowledge and pedagogical-theoretical reasoning, knowledge about the reality and potential of the students, their culture and conditions to appropriate content and then can position themselves, analyze, make decisions and develop the regency in order to respect the differences and contribute to social justice.

About the meaning of reflection and on reflective practice, the author shows that it is not any kind of reflection that contributes to the formation of the teacher who has in his proposal of practical engagement with social issues of the profession, school and community. Also states that there should be coordination between teacher reflection and the struggle for social justice, so that

[...] in addition to ensuring that teachers have the content knowledge and pedagogical knowledge which they need to teach in a way that develops students' understanding, we need to ensure that teachers know how to make decisions in day to day, so they cannot limit the life chances of their students; they take common decisions to greater awareness of the possible political consequences that different choices can have. (Zeichner, 2008, p.12).

Thus, the use of narratives in the internship as a possibility of reflection on the movement of identity constitution has been adopted in Portugal and Brazil. In this sense Abrahão (2008: 154-155) states that the use of narratives, we seek not "the facts actually occurred, but the facts of how the subject of this narrative signified or (re)signified them at the time of narration." In this process, the author states, "the narrator gives a new color to what they want to tell prioritizing facts and events that they do not want to bring up." For the author, the identity (re) construction that occurs in the preparation and analysis of the memorial allows the narrator to learn more about themselves in the story context of the other, the introjection of what the other represents in themselves. And this more accurate self-knowledge, as their understanding occurs because the narrator is simultaneously subject and object of research, in a dialectical movement of construction / reconstruction of their identity, both personal and professional.

Nóvoa (2010, p.39) makes this argument by citing that "it is important to stimulate, among future teachers, practices of self-formation, moments that allow the construction of narratives about their own stories of personal and professional life." The author explains that it is necessary to enable the teacher elements that allow them to "develop a personal knowledge (self-knowledge) within the professional knowledge and capture (capturing) the sense of a profession. [...]. It is played here in something indefinable, but at the heart of teacher professional identity."

In this sense, Passeggi (2008, p. 36) says that the narratives in the form of memorials, allow "[...] set in writing what is sought in the air, the memories, the experiences, which seems to run away and escape, is a work, while seductive and training, laborious and challenging." Contributing to the theme, Rocha and André (2010) also reported that work with narratives, as well as memorials of training are introduced in order to obtain data from reflections on life experiences, education, knowledge and conceptions built in the path of the subject's formation.

On studies that investigate teacher identity in construction, Sarmiento, T. says that professional identity corresponds to inter and intra personal construction, not being therefore a solitary process: develops in contexts, interactions, by exchanges, learning and the person various relationships with and in the environment of the professional, community and family life. Reflecting on the professional identities of teachers requires analyzing a process of social construction, in which each one plays their lives stories with the life history of the professional group to which they belong, with the children, the communities and contexts where develop their educational activities, turning this net of interactions in a way of being and acting. (SARMENTO, T. 1999, 2012).

The internship in the training course can be an enabler environment of knowledge construction related to teaching and formation of professional identity, since his proposal contemplates the development of a scientific and pedagogical training, combined with skills of constant critical reflection, investigation and interpretation about the reality in which teacher is integrated. The internship is, par excellence, a place of reflection, reciprocal learning and strengthening of the professional identity.

To Dubar (1991), at birth each individual starts their identity construction, a process that (re) build lifelong, due to various circumstances such as the environment that they live, the interactions that they establish, their time frequency in different situations, which social roles they play, among many others. Each one is the active and dynamic agent in their identity construction, but this does not take place in isolation: it is the technical and ethical frameworks and the multiple interactions that each one will be integrating in a professional group and builds a sense of belonging to it.

When dealing on teacher professional identity, Marcelo (2009, p. 112) writes that "[...] is through our identity that we perceive ourselves, see ourselves and want others to see us." In this sense clarifies that "it is need to understand the teachers' identity as a reality that evolves and develops both personally and collectively. Identity is not something you have, but something that is developed during the life. "

In perspective to investigate how future teachers will realize their teaching identity construction throughout the course, we will continue with the analysis of narratives- memorials training (explored in research conducted in Brazil).

There is a teacher growing inside me

In Pimenta point of view (2011) internship is the space / time in the training curriculum for the activities that must be performed by students in future fields of professional activity where students must take a reading of reality, allowing alternatives of intervention, overcoming and constitution of identities. Therefore, we will proceed to analysis of how future teachers perceive themselves in training.

Brazilian graduates, for whom we adopted fictitious names, when they experience the phases of the stage, thus expressed themselves:

The internship provided an approach with the school so we could know its dynamics of operation, many standards, documents and practices of the classroom. We did interviews with each segment and they were rich and the information obtained in this exercise give us elements that enabled experiences with the teachers and other positions that the teacher could act such as coordinator, director, etc. [...]. How nice it would be if the discipline of internship could be seen as a subject of observation that started since the beginning of the school year so we would know and follow the students more "closely" mending the practice [...]. The observation period was essential to give us a preview of how and what to plan. And plan on trio was a very good experience (Jane Memorial, Pedagogy, 2012).

Earlier in the first semester if you asked me if I had a teacher growing inside me, I would say no. Now after a year and a half I would answer that yes, this growth process is being wonderful every day, this teacher growing inside of me gets a little knowledge

and understanding and becomes stronger. I'm modeling this inner teacher I want to be, step by step. It is through the various theories that have had through the course content that I am building my image as a teacher. (Memorial Juma-Pedagogy, 2010, emphasis added)

For the understanding of those pointing the graduates on and about the internship, we turn to Ghedin (2006) arguing that a proposal to internship should be articulated to teaching and research, promoting the approach of the school and their teachers with the university and its trainees. It was possible to realize such articulation, through the narratives of the students, what is to Rocha and André (2010) important features for the subject show how the process experienced in their training is perceived by them, this is because on this genre of writing, feelings, emotions, experiences, trajectories that are constitutive of the subjects, students and / or professionals in training are socialized, allowing to see how the person appears in different dimensions to the other - personal, social, formative and professional.

The internship is also the period of training that enables students experience on the future profession in a real workplace. So Dadá expressed on her internship of regency in the classroom:

This semester was that I felt myself more teacher, you know, the feeling and interest in pedagogy increased, and it touched in me the teaching spirit. It was only writing this memorial [narrative] that I could understand it because I stopped to reflect on my actions and my concerns that accompany me and inspire. [...] The work of teachers start even before coming into the classroom, through the construction of their lesson plan that meets the reality of their students seeking always to awaken in the educating their criticality and autonomy. This work involves the whole school community so the teaching assumes political, cultural and social character. (Memorial-Dada, Pedagogy, 2010, emphasis added).

Dadá along the internship starts to realize herself in teacher education. It is the identity constitution in motion. Accordingly, relying ourselves in Sarmento, T. (2012) for better understanding of this process, stating that the professional identity is developed in contexts, interactions, by exchanges, learning and various personal relationships with and on their various spaces from professional, community and family life. Stresses the author, that reflecting on the teachers' professional identities requires analyzing a process of social construction, in which each one plays their life story with the life histories of the professional group to which they belong, the children, the communities and with the contexts in which develop their educational action, transforming this net of interactions in a way of being and acting.

The voices of teachers in their first experiences of teaching

The study addressed the formation of graduates under construction, bringing their trajectories until the completion of the course and their degree for teaching in Portugal and Brazil. Aimed to further understand how these graduates are in the early stages of teaching and which impasses

they experience as new teachers are. What do they narrate as challenges, needs, struggles and difficulties? Bringing to the narrative two beginner teachers, graduates of the degree in Pedagogy, who we shall call Beginner School Teacher A (BT-A) and Beginner School Teacher B (BT-B) thus describe the initial activity and their relationship with the school:

Here a bit about me ...

Regarding the graduation I feel lacks, because I only saw theories and practice itself is very different, it should have more internships so students would have a support or even a larger base and not getting to the classroom and be lost [...] the first day was terrible, children crying, parents leaving them and going away I was in a panic [...] in the beginning I was so worried about the class I asked to give up because I had no support on how to apply the content and other things in the classroom and I had no experience, I was sick to see that room with twenty six children and some of them could not read nor write, but I thought several times ... There are many difficulties since the photocopy that the Municipality gives which are few, the building structure, the absence of parents who do not help in tasks and want to demand [...] The teachers do not look at us nor know how to see us we don't know what is the impression that they have about us in school if only we had someone to count on. .. (Beginner School Teacher B narrative, 2014)

I started school and few looked at me. The Coordinator gave me the room and the discipline-area where I would work, assuming that I would know it all. I spent a sleepless night thinking about how I would plan the lesson. Then I decided for a subject, which was not my field because I did not realize the extent of my work. If only I had someone to guide me in the entrance to the school. A look, a word such as: come here I'll help you ... I really needed it. (Beginner School Teacher A narrative, 2014).

The testimonies of Portuguese trainees have common points with Brazilian colleagues, differing in others, particularly regarding to the support given by the Cooperating teachers or supervisors. In the Portuguese case presented here, we integrated only reports of students in the internship position, that are in the final year of their initial formation, a process that takes place daily in a classroom of an associate teacher, designated by cooperating teacher, and that they are supervised by a faculty of the university, with weekly sessions of reflection / supervision. At first, all cooperating teachers have professional experience of at least five years, with previous experience and (some) with specific supervisory training. These conditions facilitate the integration of trainees, although not always to the same degree as they wished, as we can see, for example, in the following statement:

Adapting to the group of children and adults was not difficult, the reception was very welcoming and the group was very receptive, showing great openness to dialogue and share their learning even when the teacher was not in the room. [...] At the beginning it

was more complicated, because everything was new to me and because in fact there were many adjustments to make. Several times I felt the need of a close monitoring by the teacher, but there were always activities that she had to be more involved. There were weeks when we could meet for some time, but in many others it was not possible. (Trainee S, 2014).

In the second week of practice of the supervised internship I developed a cooperative participant observation as far as I collaborated with the educator in the implementation of activities such as the daily placement of the children's tables in the room. I think I could meet the expectations of the teacher in implementing the activities, but I felt some difficulties in having a steady hand with all children, reorganizing tasks, asking if they were placing the tables as well.

Analyzing the narrative of beginner teacher graduate of the School of Education UFMT, who is not different from many others already evidenced in researches on the topic, it is noticed their discouragement for not having support, direction and guidance in the early years of the profession in Brazil. Although in some specific programs in Brazil the beginner is supported, as a rule, there is not an institutionalized educational policy to assist them in their continuing education. Carlos Marcelo (2012, p.219) the most important to the success of any insertion program of beginners in the teaching profession "is the commitment of the whole school, including therefore its management team, to support and integrate new teachers. Here is where we see the greatest difficulties. "Hence it is deduced that the need for further research on this initial space of teaching requires from us, teachers of teachers, greater involvement in the training of graduates, in addition to the university, extending also, the space of the first experiences of teaching in school.

The relevance of teacher training for professional integration is understood by Nóvoa as "the key moment of socialization and professional setting" (1992: 18), in that it bridges the gap between the simple student role and the role of those who study with a very targeted purpose, which in this case will be to become a teacher of a specific age level.

The transition from student to a professional corresponds to a crucial moment to the kindergarten teachers, that both can refer to a very committed professional development as well as can lead to an early disinvestment in the profession.

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