

# First day as teacher

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**Abstract.** The first class is the first moment to execute the "praxis" as a teacher. This experience report has the objective to describe my experience on the mandatory curricular internship II of Science Biology graduation at UFG (Goiás Federal University) in the year 2022, with the purpose of reflecting on my actions and how they contributed to my teacher training. Both internship I and II are connected but I will give more emphasis on the second one, on the 3 months of course duration, on what occurred the improvement of the project that contains the teaching plan, class plan and the execution of the sexual education classes on a field school, more especially, a second year of high school class in a military school and using Paulo Freire methodology as theoretical reference and texts that discuss about dialect. During the planning and execution stage, I found a lot of difficulties that involves not just my limitations as a teacher, but impasses about the pandemic period we live in, besides the school organization what caused a lot of frustration on my first experience in class. The first experience as a teacher is something so fast and almost pass at the blink of the eye, that shouldn't be considered as final verdict and yes as improvement of the teacher training.

**Keywords.** Internship, teacher training, field school, sexual education, pandemic.

## 1. Introduction

During this report, I am going to discuss about the mandatory curricular internship II, present on the Science Biology graduation course at the UFG (Goiás Federal University). The internship was ministered during the pandemic period, moment of big instabilities on the way of teaching and schedules, as for the interns and the school that received the project.

The internship has extremely relevance to teacher training and it is one of the moments of big longing for the undergraduates. This moment of the training makes me reflect about various aspects, being theoretical (planning, searching, debating between the interns) or practical (moments inside the classroom), the contact and how to deal with the students. That critical point on the teacher training makes me observe not just the academic environment where I am inserted but my actions related to other people (intern colleagues, teacher and school members), the group work and my difficulties.

The internship II is fully linked to internship I, in which, in the first internship, we choose the theoretical reference to be used, get in touch with the

school (coordination, teacher and students) to decide the theme of the project and start writing. In my class, we chose Paulo Freire's texts as a theoretical reference, as we saw the opportunity to use a methodology that is being heavily criticized inside and outside the political environment and that we could demystify on our own and create our own point of view about it.

After that, there was a conversation with the school members at separate times for the coordination, the teacher responsible for the biology subject and the students of the high school classes in the evening period. And some topics called attention, such as "evolution" and "sex education" for not being discussed in the classroom often and so, we chose the subject "sex education".

The deepening in the literature, corrections, improvement, elaboration of evaluative activities and the classes themselves, took place during internship II. And as the text unfolds, I will report on my experience during the mandatory curricular internship II of the degree in Biological Sciences, with the purpose of reflecting on my actions, how they contributed to my teacher training.

## 2. Research Methods

### Theoretical reference

To decide which theoretical framework to use, there was a time to recall the types of methodology used in the classroom. The choice of my class was unanimous in a critical theory and we chose to study Paulo Freire's texts, which present dialectics as a key point, a non-hierarchization of the classroom and teaching as a form of love.

Another point that I took into consideration was learning a methodology and having the challenge of "undressing" in the way I learned and am used to seeing in the classroom, in which I have no active voice in the chosen topics and most of the classes are unidirectional (teacher-student). The process of "undressing" was without a doubt the most difficult, as I always went back a step and was afraid to think about and prepare the class for the project. points that needed changes for better fluidity and to fit the theoretical framework I used.

The idea proposed and developed by Freire in his texts is very malleable because it has dialogue as its main point, so that the teacher interacts without the hierarchy that we usually see in the classroom and that is why many who only hear about critical theory developed by him, see this methodology as something that does not generate results. On the contrary, this way of communicating with students, in a non-unidirectional way, which seeks the flow of ideas and modification of them, presents good results as it encourages students to question themselves and raise not only questions but ways to solve them.

And this way of interacting and teaching classes fits with the proposal of the intervention project of my internship class, which brought up a topic that for many is seen as taboo, especially to be discussed at school. Sex education is a subject that should be present in everyone's life, especially in adolescence, a time of great physical and hormonal changes and that generates conflicts in the way each individual sees himself and interacts socially, which can cause discomfort and even shame in his own body. Therefore, as Barros (2010) brings, it is necessary to discuss continuous and systematic education for sexuality at school, so that the school makes the counterpoint, reflects, discusses and destabilizes some hegemonic models referring to the themes of body, gender and sexuality, such as masculinity, heterosexuality, the innocent and asexual child, the nuclear family, among many others, other matters present in society.<sup>1</sup>

Dealing with the subject of sexuality in the classroom may seem delicate, but it is a subject that involves much more than imagined, goes beyond the sphere of biological sex and encompasses the social sphere.

### Project Improvements

From the document prepared in the mandatory curricular internship I and delivered to the school.

The class was divided into pairs, in which each class would be responsible for a pair and a sub-theme related to "sex education". That said, my partner and I were responsible for the second class, we made changes consistent with the theme "sexual education" and the sub-themes "gender identity and expression".

The initial lesson plans were presented to the school's coordination together with the project developed in the compulsory Curricular Internship I and all the changes made were related to the new readings and discussions made by me and my colleagues.

The first point to be reviewed was the teaching plan of the project with a focus on lesson plans, and for that I read chapter 8 of "Didática", by Libâneo<sup>2</sup>, a text that talks about the composition of a lesson, and how the flow of ideas of the student works for elaboration of a consistent lesson.

Within the depth of the readings, my class and I also discussed the different forms of evaluation with the text "Avaliação da aprendizagem escolar: estudos e proposições" by Luckesi<sup>3</sup>. This text brings relevant points to the way of evaluating the student, in which the point that most caught my attention was the fact that we are always evaluated in writing as students, and writing is not the only way for the teacher to receive feedback from the class they teach.

In addition, people have different ways of absorbing a given subject and exposing it, so performing only 1 type of assessment in the classroom is not satisfactory for a complete diagnosis, but this requires time and most schools do not offer such availability in the school calendar. The evaluation is not to be seen as a moment of punishment, a negative moment in the school to rank students, but to diagnose, not only the students but the teacher as well.

The diagnosis serves to show the teacher the points of doubt and moments in the class that need better detail. In both texts there is the presence of the teacher's flexibility, either to dialogue and/or to evaluate students in different ways, depending on the purpose of the class and the pace of the class, so that the student feels comfortable to express himself and develop his own ideas.

### School

For the practical part of the project, a field school was chosen, and to meet the schedules of the curriculum, it is a school that also attended students at night. The students who participated in the project were from the second year of high school at a military school that is near to Goiás Federal University. But at first the school did not give an answer about the dates when it would be possible to hold the classes and also did not notify my internship class about which class would be available for us to teach. Only 1 week before the start of the classes, there was certainty in the schedule, leaving 6 classes available, 2 classes per

designated day, that is, two pair per day.

### **Project in Practice**

The organization of the school was what most affected the practice of the project. There was a change in the class I taught, in the number of classes and in the dates of the project classes and in the form of evaluation.

Initially, the class in which the project would be applied was from the first year of high school, but the first change made was due to the theme, the other internship group chose the theme "evolution", which is present in their school schedule, thus leaving the second-year class to my internship class.

The change in the number of classes and dates was the most abrupt, as each pair would have 2 classes, each in different classes, which was changed to just 1 class. And from that, there was another change in the schedule, in which two pairs presented themselves on the same day, that is, the project execution time lasted less than expected.

According to the original plan, not all classes would have written evaluations following the proposal discussed by Luckesi's text, however, the school's coordination demanded, in the short term, that all classes had written evaluations, as a way of documenting the actions taken. by the internship class, which made me think about how far we are from freedom in the classroom, in the way we teach and learn. The first two pairs were the most affected, as they had to develop a new form of assessment in less than 1 week. During the planning, there was already a correlation between the subtopics of the classes, which served as an ally after the changes in the schedule made by the school.

On the day lesson I had more contact with the students and they did not know about the project, so they were surprised by my presence and that of my fellow interns. I couldn't help but notice disapproving looks and posture from some students when they knew about the proposed topic, a posture that I couldn't clearly identify, due to the short period I was in the classroom, if it was due to the conduct and rules of the military school, if it was by family customs or even personal ideals. One of the moments that will surely be marked in my memory was at the end of the class, when one of the students told me that the absence of one of the colleagues during part of the class was precisely because of one of the topics brought up during the class and that she did not agree, which left me quite surprised by the barrier raised by the student when discussing this subject.

My class was the second of the project and she was responsible for discussing the issues of gender identity and expression, a subject that would be better discussed if there was more time available and a more fluid unfolding of my part of explaining the terms. My nervousness and anxiety, things that are natural to arise in moments like this, affected me negatively during class, which made me follow a

different rhythm than planned and leaving my partner confused at times.

At the time of the class, I had two problems related to the school, the first was infrastructure, in which the notebook did not connect to the data show to display the presentation and the second was due to inattention by the school coordination by not notifying that the lunch/dinner time would take place. at class time. The problem related to the meal time is not due to the students eating during the class, but due to the movement in the classroom, they have to get up from the desk and leave the room to pick up the plate and in the same way to return the plate. This moment made everyone lose concentration, both my partner and I were confused due to the unexpected movement of the students.

Considering the low participation of students and the correction of the assessment, I have three hypotheses for what happened: the first is that they did not like the topic presented and did not engage, the second is that they did not understand the proposed content and the third hypothesis is that because it was not a class that belonged to their curriculum, they were not totally interested. But this does not mean that there was no participation, on the contrary, the ones that did were very gratifying and satisfying.

## **3. Conclusions**

The magic moment that most teachers in training expect from the first lesson is something tiny and that often ends up being frightening. In my case, this moment served as a reflective point about my teacher training, points of possible improvement that I had never considered because I had never experienced dialogue as a teacher with students, since I had always been from the student perspective until that moment in my graduation.

Even though several points are negative, such as the pandemic period that brought numerous uncertainties in the schedule and way of teaching, nervousness and the non-good reception on the subject of the class by the students, I view this report positively and as a good experience in the classroom. I remained stable and taught all the content I was responsible for, and seeing that some students understood what was being passed on to them was extremely gratifying. And so, I see myself in the near future, after graduation, exercising my teaching role with sufficient maturity and better resourcefulness when dealing with students.

## 4. References

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