

# International Journal of Human Sciences Research

## PEDAGOGICAL DOCUMENTATION IN BRAZILIAN EARLY CHILDHOOD EDUCATION: LITERATURE REVIEW

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**Abstract: Introduction:** Early childhood education has been recognized as a fundamental aspect for the overall development of the child, with the school being the space where conditions are provided for intentionally planned pedagogical offers, offering conditions for children to exercise the role of social actor and subject of rights. On this premise, pedagogical documentation, a strategy contemplated in current participatory pedagogies, has emerged as a relevant tool in the Early Childhood Education scenario, requiring practical appropriation to obtain successful results. **Objective:** To understand this centrality of pedagogical documentation as a contemplated strategy for implementing participatory pedagogies in Early Childhood Education, according to the literature on the subject. **Method:** Literature review, carried out in the Scientific Electronic Library Online (SciELO), Educational Resources Information Center (ERIC), Scopus and Google Scholar databases, in the period between October 2022 and November 2022. **Results:** Three analytical bases were constituted, namely: An investigative practice, pedagogical documentation and observation and records in pedagogical documentation. **Final considerations:** It was evidenced that, in practice, the pedagogical documentation impacts on conditions for children's reflection on their experiences, impelling them to be inserted in investigative activities based on their problematizations, during the pedagogical process in Early Childhood Education and, as a two-way street, it offers conditions for the self-training of male and female teachers, with an emphasis on reflection on teaching practices. **Keywords:** Child education. Pedagogical Documentation. Participatory Pedagogies. Literature review.

## INTRODUCTION

In the scenario of Brazilian Early Childhood Education, the advances of society and its contemporary needs expose the imminent need to increasingly qualify the teaching practice for the realization of pedagogical offers that imply conditions for the child to become a social actor, in the face of the inevitable transformations in living conditions in society, in order to overcome the invisibility of this child, because historically constituted as a member of the social whole (SARMENTO, 2008).

Currently, childhood education is recognized as a fundamental aspect for the overall development of the child (BRASIL, 2006). Historically, early childhood education is based on three axes, which consist of contributing to children's learning and development, supporting families and contributing to the development of social justice and equity, aiming at reducing poverty, providing quality education to children, specifically those most vulnerable (OLIVEIRA-FORMOSINHO, PASCAL, 2019).

According to the Historical-Cultural Theory, the school has a central role in its social function of promoting this quality education, as it is responsible for providing conditions for children to be able to appropriate the historical-cultural capital not yet available in their daily life, therefore, expanding the forms of content of these appropriations that generate learning and, consequently, human development (ARCE, 2007).

In this premise, the search for studies related to school spaces intended for early childhood education has increased in a growing and qualitative way in reflections in recent years (SANTOS, SILVA, 2016). At the same time, taking into account the recent advances in current legislation, where the child is recognized as a subject of rights and a

social actor, and the creation of public policies aimed at teacher training in these pedagogical spaces (HORN, FABRIS, 2017), the results of studies and researches focused on this theme are significant, aiming at the expansion of proposals and paths for teachers inserted and inserted in the context of early childhood education.

It is worth noting that the conceptions of children, curriculum and early childhood education, linked to ethical and political principles based on the National Curriculum Guidelines for Early Childhood Education, show a democratic worldview that is sensitive to plurality, which comprises the universe of children in the appropriation process of their learning journeys. For Morin (1999) and Oliveira-Formosinho and Pascal (2019), it is necessary to consider the child in its entirety, taking into account its unity and diversity, permeated with similarities and differences, exploration and communication.

It is understood that it is necessary for the child to experience processes of humanization and, in this sense, it is up to the adult to offer conditions for the child to think, act, proposing adequate spaces for this to occur, in a way that contemplates the development of psychic functions, such as memory, attention, perception, language, logical reasoning, feelings and emotions (COSTA, MELLO, 2017, p. 119).

Malaguzzi, based on studies carried out by Reggio Children (2020), states that the school must provide spaces that favor and stimulate the process of building children's knowledge:

Making a kind, hardworking, inventive, habitable, documentable and communicable school, a place of research, learning, recognition and reflection, where children, teachers and families feel good – is our point of arrival.

In this premise, the legal ideas and guidelines that we currently have refer

us to the different curricular proposals of participatory pedagogies (PINAZZA, FOCHI, 2018). Participatory pedagogies produce a kind of break with traditional and transmissive pedagogical models, promoting a different perspective of the teaching and learning process and the student-teacher relationship (MEDEIROS, HIGA, CASTRO, 2022), attributing to families the important participatory role in the process knowledge construction (OLIVEIRA-FORMOSINHO, 2017, p.15).

In Kindergarten schools, as the construction of a new pedagogical paradigm is sought, there is a need to construct a new work didactics, based on the assumption that the teaching and learning models already understood historically do not respond to the different complexities, both in the performance of the children and the teacher who works with them (PINAZZA, FOCHI, 2018).

In order to provide teachers inserted in Early Childhood Education, pedagogical documentation emerges as an important tool in teaching practice. Used in a relevant way in Italy, both in academic research and in educational practices, pedagogical documentation is an indispensable practice to guarantee the construction of an educational memory, providing means of understanding the way children construct knowledge. This way, it contributes to the strengthening of a peculiar identity of children's education, contributing to the qualification of school spaces and educational contexts (FOCHI, 2016).

This way, the objective of this article is to present research results centered on understanding the way that pedagogical documentation is used in the Early Childhood Education scenario.

## METHOD

It deals with the results of a Literature Review, carried out in the following databases: Scientific Electronic Library Online (SciELO), Educational Resources Information Center (ERIC), Scopus and Google Scholar, in the period between October 2022 and November 2022, from the following descriptors and search strategies: (Childhood Education and Pedagogical Documentation), (Childhood Education and Teaching Practice) and (Childhood and Pedagogical Documentation).

The guiding question adopted for this research was: How is pedagogical documentation used in the context of early childhood education? The following inclusion criteria were defined: Primary studies, available in full, in English, Spanish and Portuguese, which addressed pedagogical documentation in early childhood education. Adding the search results in the databases, 130 articles were found. After reading the titles and abstracts, 17 articles were selected to compose the corpus of this research. It is noteworthy that other studies with relevant content were identified in other sources, based on the list of references for these studies. In addition, the scarcity of studies focused on this theme made it impossible to select articles published exclusively in recent years, it is necessary to extend the time frame of the publications.

## DISCUSSION

The theme of pedagogical documentation has been shown to be relevant in the Brazilian educational field.

With a strong tendency in Italy, its historical roots began in Reggio Emilia, a city located in the north of Italy, which underwent several historical processes of reconstruction, as a result of the attacks suffered in the Second World War. The first

children's schools in Reggio Emilia emerged from popular initiatives, built by women, from the bricks of houses demolished by bombings (REGGIO CHILDREN, 2020). This important reconstruction process was driven by Loris Malaguzzi, who actively participated with innovative ideas that correlated theory and practice, based on the theoretical and philosophical roots of scholars such as the Swiss Jean Piaget, the Russian Lev Vygotsky, the American John Dewey, the Italian Maria Montessori and the Brazilian Paulo Freire.

It is currently recognized on the world stage for its set of pedagogical practices such as the Reggio Emilia Experience, which has a pedagogical proposal aimed at democratic teaching, enabling the reconstruction of the child's profile as an active citizen (RINALDI, 2020). It works with the proposal of breaking paradigms, breaking the perspective of the child as "absence", or as a being of "lacks" and "gaps". These factors attribute to Reggio the idea of a social movement for childhood, and its local school spaces conducive to democratic teaching (NOGARO, 2013).

In addition, the Reggio Emilia approach works with the proposal of Ateliers, spaces present in Italian schools since the 1960s, and appears as an environment capable of promoting knowledge and creativity, questioning and solving problems raised from the experiences in practice. pedagogical. It is seen as a place of aesthetic beauty, which stimulates curiosity and imagination, through interactions, exchanges of dialogues and listening (MALAGUZZI, 2001), based on the dialogue between pedagogy, visual arts and architecture, thus characterizing an interdisciplinary work that addresses the educational needs of children.

Space is the third educator, because when children experience it on a daily basis, such as the school space, for example, they

gradually become familiar with it, and gradually appropriate the environment in order to find themselves and feel part of it. all. In Reggio, reflection on the meaning of space happens in a singular way and is shared between children and educators (RINALDI, 2012).

With a strong emphasis on pedagogical documentation and listening to the child, this pedagogical proposal gains prominence and revitalizes the feeling of hope in future generations, in the perspective of values and ways of thinking about an egalitarian society in terms of rights for adults and children. Finally, the pedagogical practice in Reggio Emilia establishes deep ties with families, bringing parents into the school. It is worth mentioning the importance attributed in Reggio to work planning, where, in principle, initial hypotheses are elaborated, which can be modified according to the progress of the work process. Therefore, Reggio Emilia, in addition to an educational experience, is considered a symbolic place to think about childhood, believe in the possibility of change and cultivate hope (NOGARO, 2013; RINALDI, 2012).

In view of this, taking into account the literary scarcity that characterize the fields of research on this subject, the pedagogical documentation emerges at a time when debates are intensified that permeate participatory pedagogical perspectives, based on the structuring of new curricular proposals for all educational levels. (PINAZZA, FOCHI, 2018).

In general, pedagogical documentation is classified as:

“A cooperative process that helps the teacher to listen to the children they work with, thus enabling, based on documentation, the construction of meaningful experiences with them” (EDWARDS, GANDINI, FORMAN, 2002, P.84).

Other authors (HORN, FABRIS, 2017) understand pedagogical documentation as a practice of teaching records about the children’s learning process, suggesting a gradual refinement in the ways of recording students’ actions in Kindergarten schools.

Thus, understanding the main conceptual aspects that constitute the pedagogical documentation and its historical roots, based on the research question, the proposed objective and the careful analysis of the articles selected to compose the investigative corpus of this research, three analytical categories were constructed: An investigative practice, Pedagogical documentation and observation and Records in pedagogical documentation.

### AN INVESTIGATIVE PRACTICE

The practice of pedagogical documentation, among other aspects, can be proposed as a cycle of investigation, consisting of different stages that range from the formulation of questions, followed by observation, recording and production of data, in addition to the organization of observed and recorded data, so that it is possible to carry out the analysis and interpretation of the records produced. This movement corroborates the possibility of reformulating questions, in addition to restructuring projects and future plans (GANDINI, EDWARDS, 2002).

This investigative process occurs as a cycle, which is repeated in an upward spiral, a result from the learning process of the actors involved in the teaching and learning process (PINAZZA, FOCHI, 2018). In addition, the pedagogical documentation, in its investigative process, it provides the teacher with self-training, as it enables the gathering of information that favors reflection on practice (LIBÂNEO, 2004).

The investigative practice of pedagogical documentation, in addition to providing benefits aimed at pedagogical practice,



enables the establishment of a culture of investigation in the institution of Early Childhood Education, as it enables research to be carried out based on the analysis and reflexive movements of experiences, thus producing form, knowledge and knowledge about the pedagogical practice. Because it is an investigative process, the construction of a coherent question, which mobilizes thinking and reflection on the pedagogical practice, is essential (ADORNO, 2022, p. 10), as it enables adults and children to think openly, asking themselves questions, looking for solutions to solve them, in addition to encouraging them to listen to the speech of the other (MARTINI, 2020, p. 101).

It is noteworthy that research in pedagogical documentation, in addition to the above, brings the benefit of meaningful learning (ADORNO, 2022, p. 47), which, according to Ausubel, Novak and Hanesian (1978), has as its essence the fact that the ideas expressed by symbolic form is related in a non-literal and non-arbitrary way to what the student already knows, providing meaning, taking into account the students' prior knowledge and social reality (MEDEIROS, HIGA, CASTRO, 2022).

## **PEDAGOGICAL DOCUMENTATION AND OBSERVATION**

Another important aspect in the practice of pedagogical documentation is observation. Pedagogical documentation depends on the quality of observation records and competence in the act of collecting, organizing and producing data (PINAZZA, FOCHI, 2018). Adorno (2022) states that observation is a way for the teacher to understand the teaching and learning process through the collection of information, in an intentional and outlined way, taking into account the conception of children, childhood and early childhood education. However, authors (GANDINI,

EDWARDS AND COLLABORATORS, 2002) state that the collection of information in the observatory field cannot be carried out in a distant and uncompromising way. For greater successes, it must be carried out in a sharp, systematized way and with attentive listening, being recorded by teachers from a variety of ways.

For Riera (2019, p.83), observation must occur selectively, requiring a decision-making process with greater or lesser formality and intentionality, which ranges from everyday observation to systematized observation, being considered an instrument of investigation for analysis of the educational reality.

In order to choose the focus of observation, it is necessary to formulate a question, or to establish a problem by the observer, a fact that will give meaning to the practice of observation in the pedagogical documentation, as it will determine what will be observed, who is observed, how is observed, when and where it is observed and how the information is recorded and analyzed (GOMES et al., 1999). The same authors claim that there is a distinction in observation practices, where it becomes perceptible from the level of formalization, from the least forms, characterized by silent observations of everyday life, to those considered more formal, where observations are systematic and guided by a guiding question.

In this premise, the teacher inserted in the teaching and learning process is considered a research actor, which in practice is considered a positive aspect, because he is inserted in the daily reality of the classrooms, which favors the moment of data interpretation. However, it is possible that the teacher has a "contaminated" perspective, precisely because he is a participant inof tthroughout the teaching and learning process (LANKSHEAR, KNOBEL, 2008, p.192). In view of this, Fochi (2015) highlights that observation in the field

of pedagogical documentation must be a technique to surprise what seems familiar.

Corroborating with the above, Gandini and Edwards (2002, p. 151) state that teachers must be participants and carefully record the various parts of information, with the aim of building an understanding that portrays the way children interact with the environment. environment, build knowledge, relate to other children and adults.

Finally, in practice, a pedagogical documentation must be systematized from a high quality in the observation records, collection, production and organization of data, requiring reflective movements, moments of sharing and collaborative work (PINAZZA, FOCHI, 2018).

## THE RECORDS IN THE PEDAGOGICAL DOCUMENTATION

The records, in the pedagogical documentation, consist of a step that occurs after the observation. In contemporary times, there are divergences in the understanding of educational institutions on how to register in pedagogical documentation, with an increasingly common finding of a profusion of records, such as agendas, logbooks, notebooks and information panels. In addition, this poor quality of records is often used as a way of “accounting to families” or to the institution itself, characterizing a catastrophic disconnection with educational planning (PINAZZA, FOCHI, 2018).

The records can be understood as physical or digital materials, obtained from the formulation of appropriate questions, linked to the intentions raised by the teachers for observation, having a direct relationship with everyday life and educational practice. In other words, it is the process of materializing what was observed, considering the teachers’ notes, photographs, audiovisual materials and children’s productions, such as

spontaneous written drawings (ADORNO, 2022). It is a valuable resource that can play a role in helping memory, which aims to avoid the loss of significant experiences of children, considering the wide variety of interactions experienced in the classroom (MENDONÇA, 2009).

In pedagogical documentation, the records that compose it must tell something, build a narrative that makes sense to someone who receives it. In this premise, the need for choices is understood, as not every record has validity for analysis, such as angles that suppress children’s actions or children posing (ADORNO, 2022).

Therefore, observable records are those that come from the children’s daily actions, which allow reflection on elements of these records, enabling observation after the moment in which it occurred. After the records are made, the analysis and interpretation of the possible data and information is carried out, which will allow the reformulation of questions and the composition of future projects and plans (FOCHI, 2018, p. 157).

In practice, not every record generates pedagogical documentation, however, all pedagogical documentation depends on a good quality record, elucidating the idea that the systematization of records is one of the axes for projection and interpretation (MALAGUZZI, 2001). This is an important aspect of pedagogical documentation. It integrates it, but does not constitute it. On this premise, Mello (2005) states that:

[...] the educator [it] does it with the intention of learning from her [with her practice] ... it is not a record for the school bureaucracy, it is not observation of children with the objective of evaluating their development, but it has The objective is to establish an increasingly conscious relationship between educators and their own practice and with the theory that guides their practice.

Finally, after analyzing and interpreting the records, an evaluation is carried out which, according to Oliveira-Formosinho and Pascal (2019), must consider the following aspects: Serving children and families, based on the philosophical principle of the greater good for all, must be democratic and with children's participation, respect children's holistic learning, must be ecological, taking into account contexts, processes and outcomes, support each child's individual learning journey, must have cultural relevance, must be grounded in the records of children's learning and contribute to the formation of civic spirit and responsibility of children.

In addition to the above, it is worth mentioning the important institutional role in guaranteeing conditions for teachers to reflect on their own doing. From a broad perspective, it is necessary, in addition to understanding the importance of everyday records in guiding one's own doing, the construction of intentions that favor reflection from the records (PAIGE-SMITH, CRAFT, 2010).

## **FINAL CONSIDERATIONS**

The democratic and rigorous education is the way for the humanization of people and possible socio-cultural changes. To this end, specifically in the Early Childhood Education scenario, it is necessary to expand and appropriate educational tools that enhance these spaces, considering the child audience and its nuances.

Considering that the objective of the research, whose results are now presented in this article, was to understand the centrality of pedagogical documentation as a contemplated strategy for the implementation of participatory pedagogies in Early Childhood Education, according to the literature on the subject, it was evidenced that in practice, it occurs as a cycle, which starts from an investigative practice, with emphasis

on the construction of a guiding question, going through the observation stage, where the teacher collects information taking into account the way the child acts and interacts in the pedagogical environment in which it is inserted, so that it is possible to carry out the recording stage of what was observed, this material being analyzed and interpreted later, so that the composition of future projects and plans is feasible.

In summary, the understanding that exists is that the practice of pedagogical documentation, occurring in a cyclical way, contributes to the children's reflection on their experiences, encouraging them to enter the field of research based on the doubts arising from the process pedagogical in early childhood education and, as a two-way street, encourages teacher self-training, with an emphasis on reflection on practice. It is worth noting that, in the pedagogical proposals of participatory methods, doubt emerges as a kind of driving force for the development of human knowledge.

In view of this, it is concluded that, in addition to the valuable potential evidenced in the present work of the practice of pedagogical documentation in Early Childhood Education, further studies on this theme are necessary, as it is a powerful tool in these spaces and the various doubts that permeate about its practice, assigning to the teacher the responsibility of seeking knowledge and appropriation of the different ways of teaching and learning in the context of Early Childhood Education and, to the institutions, to provide spaces and conditions for this movement of permanent education to occur, thus enabling the construction of a critical, reflective and research profile of children in today's society, in democratic spaces where knowledge is appropriated from the different voices of the subjects involved.



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