

International Journal of Human Sciences Research

THE SUPERVISED INTERNSHIP IN THE FFCLRP PEDAGOGY COURSE: HISTORICAL CONSTRUCTS FROM ITS PEDAGOGICAL PROJECT

Mariana Melo

Universidade de São Paulo-
Faculdade de Filosofia, Ciências e
Letras de Ribeirão - Preto- SP
<http://lattes.cnpq.br/9890342496507204>

Márcia Mendes Ruiz Cantano

Universidade de São Paulo-
Faculdade de Filosofia, Ciências e
Letras de Ribeirão Preto- SP
<http://lattes.cnpq.br/0510595604262845>

Marilia Ferranti Marques Scorzoni

Universidade de São Paulo-
Faculdade de Filosofia, Ciências e
Letras de Ribeirão Preto- SP
<http://lattes.cnpq.br/1937558377096024>

Noeli Prestes Padilha Rivas

Universidade de São Paulo-
Faculdade de Filosofia, Ciências e
Letras de Ribeirão Preto- SP
<http://lattes.cnpq.br/0396444452280339>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: This text is part of the studies carried out within the scope of the Study and Research Group on Teacher Training and Curriculum (GEPEFOR), in the context of the Faculty of Philosophy, Sciences and Letters of Ribeirão Preto at the “Universidade de São Paulo” and is of unique importance as there is currently a movement to dismantle the pedagogy course by the CNE, when dealing with the revision of the National Curriculum Guidelines for Pedagogy, Resolution CNE/CP 1/2006. Its objective is to analyze the supervised internship in the Pedagogy Course since the implementation process of the Course, in 2002, until the present moment, identifying the versions of the Pedagogical Project, its proposal and conception as a formative and curricular axis, guiding the formation of the pedagogue. We understand the curricular internship as a field of knowledge and research that contributes to the professionalism of the pedagogue. This is a qualitative study, whose corpus of analysis consists of the Internship Programs of the Pedagogy Course at FFCLRP/USP, analyzed from the perspective of document and content analysis, referenced by the literature on teacher training. The data indicate that the aforementioned internships play a relevant role in the training process, being offered and organized throughout the course in different formats that aim to better adapt to the areas of intervention of the future professional, providing training opportunities in the areas of Education. Kindergarten and Early Years of Elementary Education, as well as an effective relationship between university and public school.

Keywords: Pedagogy course, supervised internship, curricular internship, teacher training.

INTRODUCTION

The current challenges of society are demanding professional qualifications, which

increases the importance of Undergraduate Courses, understanding that universities can not be restricted only to the preparation of the individual to exercise a profession, but must have as an assumption the citizen training. In this text, we problematize the aforementioned question, highlighting the research project called “The Supervised Internship in the FFCLRP Pedagogy Course: historical constructs from its pedagogical project”, developed by “Universidade de São Paulo”, Campus Ribeirão Preto, within the scope of the GEPEFOR. In Brazil, there is evidence of a traditional internship concept that is widely disseminated in training units, that is, “when you get into practice, you will see how it really is”. This concept reveals the distance between the university and the Basic Education schools, revealing the internship as just a practical moment of the course. Pimenta and Lima (2017) and Gomes (2011) point out that it is possible to perceive, in a historical retrospective, the reductionist understanding of the Supervised Internship, that is, as a practical pole of the Degree courses.

We understand, therefore, the internship as a research, scientific and learning activity, which enhances the training of pedagogues, insofar as it provides moments of reflection and analysis on the doing and thinking of a pedagogical nature. The reflection of undergraduates about the internship and its dimension as a field of knowledge and scientific activity contributes to quality initial training. In addition, it helps the student to understand that the teacher’s work is not something individualized, but constitutes a collective one. We consider, then, the internship as a moment of exchange, of collaboration of future teachers and the teaching responsible for the classroom, being this movement constitutive of the teaching identity.

Another founding factor in this text, which cannot fail to be highlighted even

for internship practices, concerns the COVID-19 pandemic, which reverberated in all dimensions of society. In early 2020, most of the population was forced to comply with social isolation, so that the new coronavirus was contained and that lives could be saved. This way, the internship had to be resized, as schools had to offer online activities, following the indications released by Ministry of Education and Culture in June 2020, in view of COVID-19.¹

Given this scenario, the research aims to: a) analyze the supervised internship in the Pedagogy Course of the FFCLRP since the implementation process of the Course, in 2002, identifying in the various versions of the Pedagogical Project its configuration as a formative and curricular axis, a beacon of pedagogy training; b) characterize the practices of the supervised internship of the FFCLRP Pedagogy Course in terms of principles, conception, norms and procedures, organization and actors involved, in the pandemic period.

Considering, therefore, the nature of our object of study, a qualitative research (BOGDAN; BICKLEN, 1994) of an exploratory descriptive nature was carried out and the documentary analysis (CELLARD, 2008) of the pedagogical political projects and the legal norms about the supervised internship.

THE PEDAGOGY COURSE AT THE FACULTY OF PHILOSOPHY, SCIENCES AND LETTERS OF RIBEIRÃO PRETO, "UNIVERSIDADE DE SÃO PAULO": HISTORICAL CONTEXT

The Pedagogy Course at the Faculty of Philosophy, Sciences and Letters of Ribeirão Preto, "University de São Paulo" was created in 2000 and implemented in 2001, with the

following teachers responsible for preparing the pedagogical project: Prof. Dr. Clarice Sumi Kawasaki, Prof. doctor José Marcelino de Rezende Pinto and Prof. Dr. Noeli Prestes Padilha Rivas. The first group began in 2002. From its creation until 2010, the course belonged to the Department of Psychology and Education/FFCLRP. In 2011, he joined the Department of Education, Information and Communication (DEDIC). The course has a Pedagogy Course Coordinating Committee (CoC Pedagogia), and since its creation to date, 9 professors have exercised Coordination.

The implementation of that course in the evening period followed the policy of expanding vacancies at "Universidade de São Paulo" to respond to the requirements of the State Constitution of 1989, which determined the offer, in the evening period, of at least 33% of vacancies in state public universities (Resolution approved by the University Council of USP in 1992). Since its implementation, it has been verified that the Pedagogy course at the University under study, according to its Academic Projects (2002, 2005, 2011, 2013, 2022), defines the specific profile of the pedagogue to be formed as qualified professionals to work in teaching (Children's Education, initial grades of Elementary School and in pedagogical disciplines for teacher training) and in educational management (administration, planning, coordination, follow-up and evaluation in education systems and in school and non-school educational processes).

Currently, the Pedagogy Course aims to "train critical professionals who will be able to act as teachers in early childhood education and in the early years of elementary school, as managers in the functions of management and pedagogical support in educational systems and in school educational processes, in the production and dissemination of scientific-

1 ORDINANCE OF THE MINISTRY OF EDUCATION AND CULTURE, number: 544, of June 16, 2020

technological knowledge in the educational field, and in educational contexts in which pedagogical knowledge is foreseen. (PPC Pedagogia/FFCLRP/USP, 2022, p.22-23). This professional training of pedagogues requires a theoretical conception of teacher training, as well as the performance in research, culture and university extension activities.

It appears that the Pedagogy course has a curricular complexity evidenced in the guidelines of Resolution CNE/CP number: 1 of 05/15/2006 p.6:

[...]the education of the graduate in Pedagogy must, therefore, provide, through investigation, critical reflection and experience in the planning, execution, evaluation of educational activities, the application of contributions from fields of knowledge, such as the philosophical, historical, anthropological, the environmental-ecological, the psychological, the linguistic, the sociological, the political, the economic, the cultural. The purpose of studies in these fields is to guide the observation, analysis, execution and evaluation of the teaching act and its repercussions or not on learning, as well as guiding management practices of school and non-school educational processes, in addition to the organization, functioning and evaluation of educational systems and establishments.

The pedagogue has a wide range of activities in several areas, not only education, but is faced with a repertoire of knowledge and skills, composed of a plurality of theoretical and practical knowledge that requires interdisciplinarity, essentially considering the theoretical-practical dimension of education. In this sense, the profile of the graduate in Pedagogy must include “[...] consistent theoretical training, diversity of knowledge and practices, which are articulated throughout the course”. (Resolution CNE/CP number: 1/2006. p.08).

In this perspective, the eminently

professional characteristic of the pedagogue's work is based, configured by an identity base, that is, a construct permeated by social, cultural, political, pedagogical, historical and economic determinations. Thus, with regard to the professional identity of the pedagogue, Rivas, Pedroso and Bezerra (2013) argue that:

(...) When entering the professional field, graduates from Degree Courses will find a multifaceted reality, full of ambiguities and uncertainties. Therefore, the current challenges of the teaching profession require training and curricular policies, based on society and culture on the one hand, and on the young generations on the other hand, mediated by different types of knowledge, which include potentially contradictory elements. Recovering losses recorded in recent decades and fighting for a new professional identity has not been an easy task at universities, as it requires changes in the institutional and curricular organization, in the structure of contents, in the teaching profile and in the resizing of the entire training project. In addition, it requires a new conception of the degree courses, notably the Pedagogy course, where the relationship between the university and the basic school constitutes a fundamental axis opening the way to a true professionalism, guided by levels of excellence and permeated by an ethical dimension. (RIVAS, PEDROSO, BEZERRA, 2013, p.150).

With regard to the workload, Resolution CNE/CP number: 1/2006, Article 7 explains:

I - 2,800 hours dedicated to training activities such as attending classes, conducting seminars, participating in research, consulting libraries and documentation centers, visiting educational and cultural institutions, practical activities of a different nature, participating in cooperative study groups;

II - 300 hours dedicated to the Supervised Internship, primarily in Early Childhood Education and in

the early years of Elementary School, also covering other specific areas, if applicable, according to the institution's pedagogical project;

III - 100 hours of theoretical-practical deepening activities in specific areas of interest to students, through scientific initiation, extension and monitoring.

In this text, the historical movement of the Supervised Internship in the Pedagogy Course at FFCLRP/USP stands out. In the First Pedagogical Project (2002) the internship was outlined as follows: The disciplines related to the internship were organized into Practical Activities: Internships and Projects I, II, III, IV and V, with a workload of 780 hours, distributed throughout the course. (See Table I).

Specificity: Practical Activities -Supervised Internship and Topics in Independent Studies	Total workload	Semester
Atividades Práticas: Estágios e Projetos I, II: 90 horas cada Atividades Práticas: Estágios e Projetos III, IV e IV: 120 horas cada.	540 hours	2° to 8°
Tópicos em Estudos Independentes I, II, III e IV: 60 horas cada.	240 hours	1° to 4°
Grand total	780 hours	

Table I - Distribution of workload for Internships and Projects - Pedagogical Pedagogy Project/FFCLRP/USP -Curriculum 59050- Year: 2002

Source: PPC Pedagogia/FFCLRP/USP, 2002. (Resume Number: 590500004021)

Currently, the course curriculum (59051) has a workload of 3240 hours, with 400 hours dedicated to the Supervised Internship. The disciplines referring to the actions of Research and Course Completion Work are

no longer called Topics in Independent Studies, and are now organized as Academic-Scientific-Cultural Activities I, II, III and IV. In this curriculum, the supervised internship gains greater importance and its organization becomes specific disciplines, which are articulated throughout the course, contributing to the education of the pedagogue, since both theory and practice must go hand in hand for their training to be effective. The reformulation of the Supervised Internship took place in 2008, remaining until the present moment, with changes in its Programs and is organized, as explained in Table II.

Specificity: Supervised Internship	Partial/ Total Credit Hours	Semester
Psychological foundations of education	25	3°
Policy and Organization of Basic Education in Brazil	25	3°
Didactics II	30	4°
Integrated Pedagogical Action: Elementary School I	60	5°
Educational Management and Coordination of Work at School	30	6°
Practical Activities: Management of the Educational Process	50	7°
Integrated Pedagogical Action: Early Childhood Education I	60	7°
Integrated Pedagogical Action: Early Childhood Education II	60	8°
TOTAL: 400		

Table II - Distribution of workload for Internships and Projects - Pedagogy Pedagogy Project/FFCLRP/USP -Curriculum 59051- Year: 2021

Source: PPC Pedagogia/FFCLRP/USP, 2021.

The proposal and configuration of the supervised internship is related to the National

Curriculum Guidelines (Curricular Policies) and the demands of the socio-historical context. Figure 1 portrays this configuration.

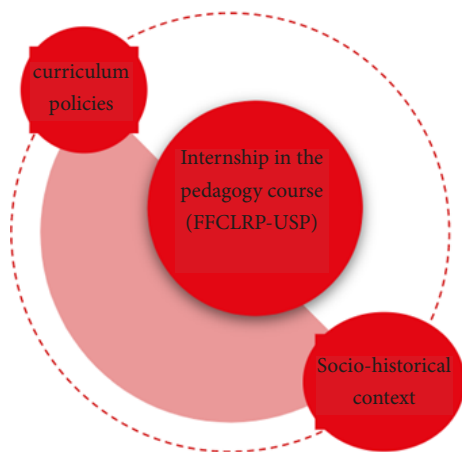


Figure 1 – The relationship between curricular policies, the socio-historical context and the stage of the pedagogy course at FFCLRP-USP.

Source: elaborated by the authors

Teacher training requires theoretical mastery of the teaching subject, combined with mastery of the processes involved in learning. This knowledge is essential in teacher training, constituting teacher mediators in their interaction with practice. Professional practice is also an instance of training, but the “quality of this training depends on the theoretical repertoire already acquired by the teacher, which can be adapted or even reworked in view of the unique conditions encountered in their professional practice”. (LIBÂNEO, 2011, p.485).

THE INTERNSHIP AT THE FACULTY OF PHILOSOPHY, SCIENCES AND LETTERS OF RIBEIRÃO PRETO, “UNIVERSIDADE DE SÃO PAULO”: CONTEXT AND CONCEPTION

As discussed above, the proposal for a supervised internship in the Pedagogy Course

at FFCLRP/USP, implemented in 2002, was reformulated in 2008. From that date onwards, the changes concern updating the content, in the sense of understanding that knowledge is provisional and historic. The reformulation proposals are contemplated in the Course’s Pedagogical Project, which materializes the training. Vasconcellos (2014), characterizes the Pedagogical Project as a global plan of the institution, a theoretical and methodological instrument for the intervention of reality, which is an element of organization and integration of the institution’s practical activity, in this transformation process. Veiga (1998) points out that the Political-Pedagogical Project (PPP) is one of the guiding documents of the work of an Education Institution and has the function:

[...] to look for a way, a direction. It is an intentional action, with an explicit meaning, with a collectively defined commitment. For this reason, every pedagogical project at the school is also a political project because it is closely linked to the socio-political commitment to real interests (VEIGA, 1998, p.12).

Thus, the Pedagogical Project of the Course on screen emphasizes the principles and objectives that guide the supervised internship.

1- Internships are carried out exclusively in public schools: This principle is one of the first and main components of the identity of the internships in our course. We seek to materialize, through the choice of public schools as the exclusive space for carrying out internships, the commitment of the public university to society, above all because, when we train professionals for basic education, we aim to meet the social demand for education, concentrated in school public. In addition, the public resources that form the future pedagogue must be at the service, primarily, of serving the majority of the population. Although we are clear about the positive experiences developed in private educational institutions, the course

chooses to remain linked to public units and networks, also with a view to consolidating relations between the public university and public basic education.

2- The internship field schools must be understood as allies in the training process of future pedagogues. This assumption guides our supervision of internships and, to a certain extent, intervention and extension proposals carried out by the course. The objective is, when we define schools as allies, the progressive strengthening of our relationships and the two-way contribution in the training process, both of future professionals and of those who already work in education. The definition of the schools that will be the internship field has to do with certain criteria, which are perceptible due to previous conversations between professors and educators of the course with the management team, as well as the follow-up throughout the year and at the end of each project. (...).

3 - Internships are carried out in units in the city of Ribeirão Preto. This option meets an operational need for the course so that quality supervision can be carried out in loco, since the monitoring of internships by professors and educators does not only occur within the University, but also at the school itself. As we have students who live in different municipalities, some of them very far from Ribeirão Preto, these follow-up visits would not be feasible.

4 - Internship supervision takes place on campus and in Basic Education units. The supervisory action takes place on campus, through regular meetings with the students, and in the internship field schools, where regular follow-up visits are carried out by Educators and professors responsible for the internships, as stated in the previous item. Thus, in addition to the visits made for initial contact and other moments of dialogue, teachers and educators go to schools when students carry out what we call "Internship Shows"; when the project developed at school, whether with the children whether with teachers or the management team, it is

publicly presented, including at that time the participation of families. (...).

5- Supervisions are carried out in small groups: It is understood that the guidelines on carrying out the internships are better developed in small groups, since in these situations greater opportunities for students to speak are produced, which includes reports, reflections and questions. Schedules and formats of small groups are variable depending on the disciplines to which the internships are linked. However, the principle of preservation of work with a preferred maximum number of 12 students is common to all subjects. (...). Still regarding the issue of writing, we emphasize that in addition to the projects, which are written, corrected and rewritten more than once, in all internships field notebooks are adopted, in which the interns, in this case individually, record the observations made in the schools. Whether during supervision or during classes, all disciplines with an internship have specific instruments to guide student activities. (...). (Projeto Pedagógico Curso/ Pedagogia/FFCLRP/USP-2021, p.30-35).

We observed that the principles that anchor the Supervised Internship highlight various strategies used in order to contribute, including, to the improvement of students' written production and reading ability, key aspects for professionals who will be responsible for the education of new generations. Another issue concerns the importance of the theoretical framework that stems from the training disciplines and that enable the reflection of pedagogues about the theory-practice, university-primary school relationship, among other elements. We also emphasize that the completion of internships, the maintenance of the principles and assumptions described derive from the fundamental role of the Educators responsible for the internships. Together with the professors, these professionals are responsible for regular contacts with the field schools, organization of the formal aspects

of the internships, supervision and guidance to groups of interns, as well as the individual monitoring of the pedagogues in the activities. Admission to schools is carried out according to the characteristics of the curricular components and the specific proposal of each internship nucleus. (Observe Table II - Description of the Supervised Internship modality).

The objectives of the internship are defined as follows:

- a) Ensure that trainees have diversified opportunities to experience the school reality;
- b) Understanding the pedagogical work process that takes place in school conditions, formal and non-formal education, the conditions of child development in Early Childhood Education and Early Years of Elementary Education and in teacher training courses at secondary level;
- c) Observe, participate, problematize and question the lived practice, using as parameters the learning of the various disciplines of the course and the technological, political, social and economic innovations to which they are subject;
- d) Promote the integration of the Pedagogy Course with school and non-school institutions in the local and regional community; and seek articulators who guarantee the unity of theory/practice in the pedagogical work. (Pedagogical Project Course/Pedagogy/FFCLRP/USP-2021, p.28-29).

We observed that the objectives that guide the activities and strategies to be developed in the Internship, presuppose an integrated and collective work of the professors that make up the curricular framework of the course. Teachers and educators are responsible for training pedagogues, bearing in mind

² Educator is a top-level technical-administrative position within the administrative structure of USP. Universities professionals from any area may occupy this position, according to the specificity of the unit. In the case of the FFCLRP pedagogy course, the educators are pedagogues.

their participation at different levels, from theoretical-practical training to students' experiences. This way, the teaching practice is not seen as an individual task of a teacher, but is configured as a collective work within the institution, the result of the pedagogical project.

Several authors (Sabala, 2014; Pimenta, 2012; Pimenta; Lima, 2004) have drawn attention to the importance of the Supervised Internship. Sabala (2014) points out that the internship allows completing disciplinary learning and enriching it through the possibility of applying it in real professional contexts. For Pimenta and Lima, 2004, p. 45) "(...) the purpose of the internship is to provide the student with an approximation to the reality in which he will act(...)". We understand then that the internship has as one of its objectives, to bring the student closer to the reality in which he will be inserted after the conclusion of the course.

Pimenta (2012) alerts us to the term "supervised internship". According to the author:

(...) The supervised internship is understood as a process that creates, investigates, interprets and intervenes in the school, educational and social reality, providing the intern with the necessary knowledge for training and teaching performance. And in this school space they may come to find reflective themes that provide a basis for the development of research involving their teaching work. (PIMENTA, apud Pereira; Nogueira; Cavalcante 2020, p. 20.)

Therefore, the organization of the curricular internship, on screen, is supervised by subjects (teacher and educator), that is, by the professor responsible for the discipline, together with the Educator ², in systematic meetings. These meetings are called "Supervision" of the internship and can be

held in groups or in pairs, depending on the discipline's organization. It is a moment of sharing experiences and building knowledge, where together (teacher, educator and students) seek to find solutions in the light of the contents learned in the discipline. In these training spaces, educators are provided with:

- Learning time;
- Moment of professional training;
- Enables the professionalization of the intern (a);
- As a field of constitution of the teaching identity;
- As an integrating axis of the theory-practice relationship;
- Approximation of the school reality.

The educator is responsible for making the first contact with the field schools, assisting students with documentation and other questions that may arise during the internship process, in addition to monitoring the internships and their respective disciplines during supervision. The educators in the Course, four in number, are licensed in Pedagogy or in another specific degree course and have postgraduate training (doctoral level). They work directly with students, whether in individual or collective supervision, helping them in their formative and experiential processes. At the end of the internship, the educator contacts the schools to find out the performance of each student at school. They also seek to present improvements and solutions to the problems presented by the students to the field school. Correa and Piotto (2014, p.78) highlight the educator's role in supervising internships in a pedagogy course. According to the authors, "the educator takes care of the relationship with field schools; support activities for carrying out internships; follow-up of disciplines; supervision of interns in small groups".

Supervised internships during the pandemic period were reorganized, in view of MEC regulations (Ordinance Number: 544 of June 16, 2020). The text published in the Official Diary of the Union (D.O.U.) stated that the HEIs were responsible for defining the adaptations of the curricula to offer practical disciplines, both in the laboratory and in the professional internship in universities courses, respecting the National Curriculum Guidelines (DCN). Curriculum changes must be communicated to the Ministry of Education and Culture within 15 days. This adaptation to the remote model allowed students to work on projects that were related to the content of the discipline, interviews with professionals who were in contact with public education networks, conversations with coordinators, monitoring of online classes, among others.

The legislation in both projects has not been modified. Being based on the LAW OF GUIDELINES AND BASES OF NATIONAL EDUCATION 9394/96, article 65.

CONSIDERATIONS ABOUT THE IMPORTANCE OF THE INTERNSHIP IN THE TRAINING OF THE PEDAGOGUE

Internships in the FFCLRP Pedagogy Course play a relevant role in the training process, being offered and organized throughout it in different formats that aim to adapt in the best way to the areas of intervention of the future professional. An attempt is also made to order, in the pedagogical project, the curricular components in such a way that the route favors articulations between the different disciplines. Internships in the FFCLRP Pedagogy Course play a relevant role in the training process, being offered and organized throughout it in different formats that aim to adapt in the best way to the areas of intervention of the future professional. An attempt is also made to order, in the pedagogical project, the curricular

components in such a way that the route favors articulations between the different disciplines.

All internships of the course take place in public schools and are organized according to the following principles: collective and democratic work, appreciation of public schools and research activity as a training axis. The choice of having only public schools as an internship field is anchored in the commitment that the course has assumed, since its conception, to contribute to the

improvement of the quality of teaching in public educational institutions (RIVAS et al., 2022).

We agree with Pimenta and Lima (2008, p. 127) that the internship becomes a living portrait of teaching practice, and the intern will have a lot to “learn, teach, express their reality and that of their colleagues who in this historical time experience the [...] challenges and crises at school and in society”.

REFERENCES

BARDIN, L. **Análise do conteúdo**. Lisboa: Edições Setenta, 2019;

BRASIL. Ministério da Educação. **Portaria n. 544, de 16 junho de 2020**. Diário Oficial da União. Publicado em: 17/06/2020. Edição: 114. Seção: 1. Página: 62. Órgão: Ministério da Educação/Gabinete do Ministro. Disponível em: <https://www.in.gov.br/en/web/dou/-/portaria-n-544-de-16-de-junho-de-2020>. Acesso em: 06 jan. 2023.;

BRASIL. Ministério da Educação. **Resolução CNE/CP Nº 1/2006** Diretrizes Curriculares para o Curso de Pedagogia. Brasília, DF, 2006;

CELLARD, A. **A análise documental**. In: POUPART, J. et.al. A pesquisa qualitativa: enfoque epistemológicos e metodológicos. Petrópolis: Vozes, 2008.p.295-316.

CONTRERAS, J. **A autonomia dos professores**. São Paulo: Cortez, 2017.;

CORREA, B. C.; PIOTTO, D. **O papel do educador na supervisão de estágios em um curso de Pedagogia: relato de uma experiência**. In: PACÍFICO, S. M. R.; ARAUJO, E. S. O estágio e a produção do conhecimento docente. São Carlos: Pedro & João Editores, 2013.;

FERRAZ, R. D.; FERREIRA, L. G. ESTÁGIO SUPERVISIONADO NO CONTEXTO DO ENSINO REMOTO EMERGENCIAL: ENTRE A EXPECTATIVA E A RESSIGNIFICAÇÃO. **Revista de Estudos em Educação e Diversidade - REED**, [S. l.], v. 2, n. 4, p. 1-28, 2021. DOI: 10.22481/reed.v2i4.8963. Disponível em: <https://periodicos2.uesb.br/index.php/reed/article/view/8963>. Acesso em: 6 jan. 2023.;

LIBÂNEO, J. C. **Organização e gestão da escola: teoria e prática**. 6. ed. Goiânia: Alternativa, 2011.;

MIRANDA, J. R. **O Estágio Supervisionado no curso de Pedagogia em espaços não escolares como locus de pesquisa: novas configurações, velhos desafios**. In: I Congresso Nacional sobre o Atendimento Pedagógico ao Esco. Curitiba - PR: PUC/PR, 2015. v. Único. p. 1-13. [Acessado 4 janeiro 2023. DOI:<https://doi.org/10.14393/REP-v19n12020-49970>, Disponível em: <https://seer.ufu.br/index.php/reeducpop/article/view/49970>;

PEREIRA, A. L. S. et al. **O estágio supervisionado e Paulo freire: contribuições para a formação do pedagogo**. VI CONEDU - Vol. 1... Campina Grande: Realize Editora, 2020. p. 2556-2570. Disponível em: <<https://www.editorarealize.com.br/index.php/artigo/visualizar/65496>>. Acesso em: 08/01/2023 13:42;

PIMENTA, S. G.; LIMA, M. S. L. **Estágio e Docência**. São Paulo: Cortez Editora, 2008;

RIVAS, N. P. P; PEDROSO, C. C. A; BEZERRA, D. R. S. **O estágio supervisionado no contexto da disciplina didática: possibilidades de formação no Curso de Pedagogia**. In: PACÍFICO, S. M. R; ARAÚJO, E.S. O estágio e a produção do conhecimento docente. São Carlos, SP: Pedro & João Editores, 2013.

RIVAS, N.P.P et al. **O estágio curricular como atividade mediadora da formação do professor no Curso de Pedagogia**. Form. Doc., Belo Horizonte, v. 14, n. 30, p. 63-76, maio/ago. 2022.

SILVA, H. I.; GASPAR, M. Estágio supervisionado: a relação teoria e prática reflexiva na formação de professores do curso de Licenciatura em Pedagogia. **Revista Brasileira de Estudos Pedagógicos [online]**. 2018, v. 99, n. 251 [Acessado 6 janeiro 2023], pp. 205-221. Disponível em: <<https://doi.org/10.24109/2176-6681.rbep.99i251.3093>>. ISSN 2176-6681. <https://doi.org/10.24109/2176-6681.rbep.99i251.3093>.

UNIVERSIDADE DE SÃO PAULO. Faculdade de Filosofia, Ciências e Letras de Ribeirão Preto. **Projeto Pedagógico do Curso de Pedagogia**. Ribeirão Preto, 2008, 2011, 2020, 2021.;

VEIGA, I. P. **Projeto político-pedagógico da escola: uma construção coletiva**. In: VEIGA, Ilma. Passos da (org.). Projeto político-pedagógico da escola: uma construção possível. Campinas: Papyrus, 1998

ZABALZA, M. A. **O estágio e as práticas em contextos profissionais na formação universitária**. São Paulo: Cortez Editora, 2014.