


**REFLECTIONS ON LEARNING AND CHALLENGES: SUPERVISED INTERNSHIP IN  
TEACHER TRAINING AT A STATE SCHOOL IN PARANÁ**

**REFLEXÕES SOBRE APRENDIZAGENS E DESAFIOS: O ESTÁGIO SUPERVISIONADO  
NA FORMAÇÃO DE EDUCADORES EM UMA ESCOLA ESTADUAL DO PARANÁ**

**REFLEXIONES SOBRE APRENDIZAJES Y DESAFÍOS: PRÁCTICA SUPERVISADA DE  
FORMACIÓN DOCENTE EN UNA ESCUELA ESTATAL DE PARANÁ**

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**ABSTRACT**

This study aims to report and analyze the experiences acquired during the Supervised Internship IV of the Bachelor's Degree in Pedagogy, developed at a chosen educational institution. With a qualitative, descriptive and reflective approach, the investigation is based on participatory observation, analysis of the institution's Political-Pedagogical Project and the practice of teaching in the curricular component of History Teaching Methodology, highlighting the use of folklore as a pedagogical resource. Throughout the process, the school is evidenced as a space of resistance and collaborative construction, in addition to recognizing the internship as a crucial formative moment for the formation of the teacher's identity. Lesson planning, classroom mediation, assessment strategies and interaction with students highlighted the importance of the internship in the connection between theory and practice. The article also addresses the relevance of the critical reading of institutional documents, the dialogical action of the teacher and the appreciation of cultural knowledge in the teaching-learning process. Based on authors such as Freire, Saviani and Bakhtin, it is concluded that supervised internship represents an essential experience for the development of pedagogical autonomy, ethical-political commitment and transformative educational practice.

**Keywords:** Supervised internship. Teacher training. Political-pedagogical project. Lesson planning. Teaching History.

**RESUMO**

O presente estudo objetiva relatar e analisar as vivências adquiridas durante o Estágio Supervisionado IV do curso de Licenciatura em Pedagogia, desenvolvido em uma instituição de ensino escolhida. Com uma abordagem qualitativa, descritiva e reflexiva, a investigação fundamenta-se na observação participativa, na análise do Projeto Político-Pedagógico da instituição e na prática de regência no componente curricular de Metodologia do Ensino de História, destacando a utilização do folclore como recurso pedagógico. Ao longo do processo, evidencia-se a escola como um espaço de resistência e construção colaborativa, além de se reconhecer o estágio como um momento formativo

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crucial para a formação da identidade docente. O planejamento das aulas, a mediação em sala de aula, as estratégias de avaliação e a interação com os alunos ressaltaram a importância do estágio na conexão entre teoria e prática. O artigo ainda aborda a relevância da leitura crítica dos documentos institucionais, da atuação dialógica do professor e da valorização dos saberes culturais no processo de ensino-aprendizagem. Fundamentando-se em autores como Freire, Saviani e Bakhtin, conclui-se que o estágio supervisionado representa uma experiência essencial para o desenvolvimento da autonomia pedagógica, do compromisso ético-político e da prática educativa transformadora.

**Palavras-chave:** Estágio supervisionado. Formação docente. Projeto político-pedagógico. Planejamento de aula. Ensino de História.

## RESUMEN

Este estudio tiene como objetivo informar y analizar las experiencias adquiridas durante la Práctica Supervisada IV de la Licenciatura en Pedagogía, desarrollada en una institución educativa seleccionada. Con un enfoque cualitativo, descriptivo y reflexivo, la investigación se basa en la observación participante, el análisis del Proyecto Político-Pedagógico de la institución y la práctica docente en el componente curricular de la Metodología de la Enseñanza de la Historia, destacando el uso del folclore como recurso pedagógico. A lo largo del proceso, la escuela se evidencia como un espacio de resistencia y construcción colaborativa, además de reconocer la práctica como un momento formativo crucial para la formación de la identidad docente. La planificación de las clases, la mediación en el aula, las estrategias de evaluación y la interacción con los estudiantes destacaron la importancia de la práctica en la conexión entre la teoría y la práctica. El artículo también aborda la relevancia de la lectura crítica de documentos institucionales, la acción dialógica del docente y la valoración del conocimiento cultural en el proceso de enseñanza-aprendizaje. Con base en autores como Freire, Saviani y Bajtín, se concluye que las prácticas supervisadas representan una experiencia esencial para el desarrollo de la autonomía pedagógica, el compromiso ético-político y la práctica educativa transformadora.

**Palabras clave:** Prácticas supervisadas. Formación docente. Proyecto político-pedagógico. Planificación de clases. Enseñanza de la historia.



## INTRODUCTION

Teacher training in Brazil is a central theme in educational discussions, especially when considering the need to align theoretical and practical knowledge in the process of constituting teacher identity. In this sense, the supervised internship is an essential curricular component in teacher training courses, as it allows the licentiate student to experience the school routine, reflect on pedagogical practice and develop fundamental skills for professional performance. In the specific case of the training of teachers of Early Childhood Education and the Early Years of Elementary School, offered at the high school level in the Normal modality, this process takes on even more challenging contours, since it involves young people in the phase of intellectual and affective maturation, who are being prepared to play a social role of great responsibility.

This article is based on the systematization of an internship report carried out at a State College located in the city of Curitiba, state of Paraná. During the internship, participatory observation and class management activities were carried out in the fourth-year class of the Teacher Training course, focusing on the discipline of History Teaching Methodology. The actions developed were analyzed in the light of theoretical references of critical and dialogical education, with emphasis on the contributions of Paulo Freire, Dermeval Saviani, Mônica Ribeiro da Silva, among other authors who problematize educational policies, pedagogical practice and teacher training in their political-social dimension.

From this context, the following research problem is outlined: how does the articulation between the theoretical assumptions present in institutional documents, such as the Political-Pedagogical Project and the Curricular Pedagogical Proposal, and the pedagogical practice experienced in the internship contribute to the critical formation of the future teacher? This question guides the reflection developed throughout the article and points to the need for teacher training that overcomes the limits of the technical and instrumental reproduction of knowledge, advancing towards the construction of a transformative educational praxis.

As a working hypothesis, it is considered that the effective integration between theory and practice, mediated by a critical analysis of institutional documents and by the experiences of supervised internship in public schools, favors the development of pedagogical, didactic and ethical skills essential for a teaching performance committed to social transformation. This hypothesis is based on the perspective that teacher training should transcend the simple mastery of teaching contents and techniques, demanding from

the future educator an investigative, reflective and dialogical posture in the face of the challenges of contemporary education.

The justification of this study is based on the relevance of discussing the role of supervised internship as a structuring axis of teacher training, especially in the context of high school courses that still lack greater academic attention. By reflecting on the concrete experience of internship, the article intends to contribute to the debate on the articulation between educational policies, institutional pedagogical projects and teacher training, highlighting the possibilities and limits of this process in the context of a state public school.

This article is structured in six sections. After this introduction, a literature review will be presented that approaches teacher training from a critical perspective, highlighting the importance of the supervised internship in the construction of the teacher's professional identity. Next, the methodology adopted for the elaboration of the study will be detailed, based on the systematization of the internship report and documentary analysis. Then, the results obtained during the internship will be presented and discussed in the light of the selected theoretical frameworks, with emphasis on participatory observation and pedagogical intervention. Finally, the final considerations will be presented, in which the main findings of the study and their implications for the initial training of teachers are summarized.

## LITERATURE REVIEW

Teacher training, especially that focused on the early years of Basic Education, is historically crossed by disputes over pedagogical conceptions, educational policies and social interests that tension the role of the teacher as an agent of transformation or mere reproducer of content. The constitution of the teacher's professional identity takes place in a long, relational and situated process, in which the theoretical, practical and ethical dimensions are intertwined. Therefore, discussing the supervised internship in the Training Course for Teachers of Early Childhood Education and Early Years, at the secondary level, requires understanding the place of practice in initial training and its link with the project of society defended by the subjects in training.

In the tradition of critical pedagogy, Freire (2004) proposes that there is no neutrality in the act of teaching. Every educational practice is a political, intentional act, which must be crossed by the commitment to the autonomy of the student and to the transformation of reality. Education, in this sense, cannot be reduced to the mere transmission of content, but must constitute a space for dialogue, listening, problematization and collective construction of knowledge. For Freire (2004), "no one educates anyone, no one educates himself, men



educate themselves, mediated by the world". This conception presupposes a break with the banking logic of education and the construction of pedagogical practices that respect the social, cultural and historical context of the subjects involved.

In the specific field of teacher training, Saviani (2003) reinforces the importance of the articulation between theory and practice through historical-critical pedagogy. For the author, the process of teaching is always an intentional act, which must consider the contradictions of social reality as a starting point for the construction of knowledge. Pedagogical practice, in this sense, should not be understood as a simple technical application of theory, but as an active and transformative mediation of concrete reality, through the critical appropriation of systematized knowledge. From the historical-critical perspective, the internship is the privileged moment for the future teacher to experience this mediation, reflecting on his role in the school, the objectives of teaching and the objective conditions of the teaching work.

Complementing this perspective, Bakhtin (2006) conceives the subject as the result of a dialogical process, in which multiple voices and discourses intersect and reconfigure themselves continuously. The classroom is, therefore, a space of polyphony, where different ways of understanding the world coexist, with language being the main means of constructing consciousness. The interaction between teachers, students and other subjects of the school constitutes, therefore, a field of production of meanings, in which the trainee must learn to listen, dialogue and position himself critically in the face of the instituted school practices.

Arroyo (2013) contributes to this reflection by stating that the internship is the moment when the student ceases to be just a student at the university or technical school to assume, even if in an initial and guided way, the position of teacher. It is a rite of passage that requires the reconstruction of knowledge, values and identities. The school, as a concrete social space, imposes on the trainee the confrontation of the contradictions between what is prescribed and what is lived, between the idealization of pedagogical practice and the real limits imposed by the material and structural conditions of public education. In this context, the intern needs to mobilize didactic skills, the ability to critically read the school reality and sensitivity to the subjects who are part of it.

For Gatti (2009), initial teacher training still suffers from the fragmentation between theory and practice, with curricula that are plastered and disconnected from the reality of public schools. The internship, when well oriented, can break with this logic, functioning as a field of research, intervention and training. It is in this space that the future teacher can develop his intellectual autonomy, his capacity for analysis and his social responsibility in



the face of the educational function he will perform.

Therefore, analyzing institutional documents such as the Political-Pedagogical Project (PPP) and the Curricular Pedagogical Proposal (PPC) of the internship field school becomes a fundamental strategy to understand the formative intentions of the institution, its conception of education, its values and its practices. According to Veiga (1995), the PPP should not be understood as a bureaucratic document, but as the expression of the collective school project, which articulates theory and practice based on the concrete conditions of the school community. Knowing and critically reflecting on these documents allows the intern to situate his performance within a broader educational project, recognizing the limits and possibilities of his pedagogical action.

The National Common Curriculum Base (BNCC), the guiding documents of the Paraná Department of Education and the National Curriculum Guidelines compose, in turn, the legal and normative framework that organizes the pedagogical work. However, it is necessary to go beyond the normative reading and understand how such guidelines are appropriated, tensioned or ignored in the school routine. The internship, in this sense, offers the future teacher the opportunity to observe how public policies materialize in concrete practices and what contradictions emerge from this relationship.

Therefore, the reviewed literature supports the understanding of the internship as a complex formative space, in which academic knowledge, school experiences, educational policies and identities under construction are intertwined. For this space to be formative, it is necessary that the intern is willing to critically read reality, to dialogue with school subjects and to reflect on their practice in the light of consistent theoretical foundations. Only in this way will it be possible to train teachers committed to an emancipatory, democratic and transformative education.

## METHODOLOGY

This study has a qualitative nature, with a descriptive and interpretative character, based on the formative experience lived during the Supervised Internship IV of the Teaching Degree course, held at a State College located in Curitiba, Paraná, in the first and second semesters of 2024. The research is configured as a case study, since it focuses on a specific, localized and contextualized situation, allowing an in-depth analysis of the training practices, the school dynamics and the elements that make up the process of teacher training in the Normal modality, at the secondary level.

The option for the qualitative approach is justified by the fact that the educational reality cannot be reduced to numbers, but understood in its complexity, considering the





meanings attributed by the subjects to their experiences. According to Bogdan and Biklen (1994), qualitative research works with the lived world, with the meanings that emerge from interactions and processes, rather than with products. In the case of this work, the focus falls on the pedagogical interactions observed, the analysis of institutional documents, the teaching strategies developed and the meanings attributed to the internship both by the interns and by the other subjects of the school.

Data collection was carried out through participant observation, critical reading of institutional documents and the planning and execution of a pedagogical intervention. The participant observation was developed over several weeks in the classroom, accompanying a fourth-year class of the Teacher Training course, in activities related to the discipline of Methodology of Teaching History. This modality of observation presupposes not only the physical presence of the observer, but also their active insertion in the school routine, interacting with the subjects, recording perceptions, reflecting on practices and building understandings based on the lived experience.

Parallel to the observation, documents such as the Political-Pedagogical Project (PPP) of the school, the Curricular Pedagogical Proposal (PPC) of the Teacher Training course, the guidelines of the Paraná State Department of Education and the didactic materials used in the classroom were analyzed. The documentary analysis aimed to identify the teaching conceptions, training objectives and pedagogical strategies adopted by the institution, relating these elements to the concrete practice observed.

Regarding the pedagogical intervention, it consisted of the elaboration and execution of a lesson plan aimed at the teaching of History through the theme of Brazilian folklore, focusing on the construction of cultural identity and historical memory of students. The intervention lasted one hour and involved group activities, use of historical sources (oral reports, music, artifacts), debates and production of didactic proposals. The evaluation of this intervention considered criteria such as the level of student participation, coherence between objectives and strategies, pedagogical mediation and the ability to problematize the contents.

The systematization of the collected data was carried out through reflective writing, which articulated the experiences lived in the internship field with the theoretical foundations of critical education. The analysis followed the principle of triangulation between empirical data (observation and intervention), institutional documents and theoretical frameworks. This triangulation allowed for the construction of a more comprehensive and grounded understanding of the school reality, avoiding fragmented or unilateral interpretations.

The ethics of the research was ensured by respect for the identity and integrity of the subjects involved, as well as by the commitment to the truth, critical reflection and the improvement of educational practice (André, 1996).

Although this is a work linked to initial training, the investigative posture, the care in data collection and analysis, and theoretical rigor were central elements for the development of the study.

## RESULTS

The history of the State College reveals a path of collective construction marked by the active participation of the school community in the consolidation of a democratic, progressive educational project committed to the social function of the public school. The narrative, rescued from the 2012 Political-Pedagogical Project, expresses the institutional memory recorded by teachers, managers, parents and other subjects who contributed to the formation of the school's identity.

The institution's trajectory began in March 1993, when it was implemented in one of the blocks of the Yvone Pimentel Social Unit, under the direction of Professor Márcia Dremer Requião and Deputy Director Elizabete dos Santos. Initially, it was named Colégio Estadual Yvone Pimentel, with the objective of meeting the high demand for vacancies in the final grades of Elementary School and meeting the lack of High School supply in the region. From the beginning, the school was idealized as a space for teacher training, which gave a differentiated identity to its pedagogical proposal.

The implementation of the courses was carried out gradually. High School, at the time called 2nd grade, had classes in the day and night shifts, in addition to the progressive implementation of the Teaching course, also in the daytime. In the afternoon shift, Elementary School classes were opened, from the 6th to the 9th grade. Still in the first year of operation, the school faced challenges related to dropout and failure. As a response, it developed an alternative pedagogical proposal, centered on expanding the workload through extracurricular activities, as a way to overcome school failure and meet the interests of students.

During the evaluation process of the 1993 school year, important reflections arose from the final class councils, with the participation of the faculty and the pedagogical team. The proposals formulated were later approved by the Paraná State Department of Education (SEED), being implemented in 1994. Among them, the following stand out: support rooms in Portuguese Language and Mathematics in the after-hours, theater workshops, Modern Foreign Language – French course, chess school, soccer school, choir





singing, school library and structuring of a science laboratory. Also in that year, the creation of the Parent-Teacher Association (APM) was formalized, with the objective of expanding the participation of the community in the school's decisions and pedagogical actions.

From then on, new goals were established, not only for formal education, but also for the restructuring of pedagogical and administrative practices. The pedagogical team and the faculty prepared a proposal for the conception of evaluation and the project for the official recognition of General Education courses. After a favorable opinion from the Regional Education Center of Curitiba, the project was approved by the State Council of Education in March 1996. However, due to the neoliberal educational policies adopted in the national scenario, SEED did not continue the special projects that worked in the after-hours, partially limiting the scope of school activities.

With regard to infrastructure, the State College has a physical structure considered to be of quality. It has ample reception spaces, administrative rooms, classrooms with internet access, specialized environments for teaching art, dance and multimedia, computer and science labs, pedagogical support rooms, library with a diversified collection of approximately 10 thousand copies, auditorium with capacity for 250 people, cafeteria, warehouse and deposits. Additionally, it has wooded outdoor environments, a covered patio, a multi-sports gym with changing rooms, sports courts, woods and an athletics track. This structure offers adequate conditions for the development of pedagogical, cultural and sports activities.

During the period of the COVID-19 pandemic, between 2020 and 2021, the school faced significant challenges related to the continuity of the teaching-learning process. In 2020, classes were offered remotely, highlighting limitations in access to technologies and communication difficulties between teachers, students, and families. Even so, the management team maintained face-to-face service, providing technical support and distributing printed materials to students without internet access.

The following year, there were advances in the field of educational technologies by both teachers and students. The sponsor, in turn, organized the availability of digital resources and the school started to hold synchronous classes, via Google Meet, in the three shifts, respecting the weekly workload of the subjects. A system for monitoring attendance and teaching performance was implemented to optimize pedagogical monitoring. With the partial return of face-to-face classes, authorized by the State Department of Health (SESA), the school prepared a Biosafety Protocol, widely disseminated to the school community, ensuring compliance with health guidelines.



During this period, the management team adapted the physical and technological resources to offer hybrid classes, using old televisions (TV Laranja) and equipment borrowed by partner schools. From the new SESA resolutions, students were gradually reintegrated into face-to-face classes, with the exception of those with comorbidities, who remained in remote learning. Despite the difficulties imposed by the pandemic, the year 2021 was marked by important achievements in school management, with structural improvements, expansion of institutional partnerships, and improvement of pedagogical practices.

Among the actions carried out during this period, the following stand out: virtual class councils, online meetings with parents and guardians, revitalization of the school's greenhouse, adaptation of the gymnasium stage as a fight room, approval of technical courses in Administration and Systems Development, partnerships with the Rotary Club, reorganization of internal spaces and expansion of internet access with cabling in all classrooms and administrative sectors. In November 2021, with the almost complete return of students to the face-to-face regime, there was a significant advance in learning, strengthened by the new structural and pedagogical conditions implemented.

The construction of its institutional identity was marked by democratic participation, appreciation of local culture and resistance to exclusionary policies, which consolidates it as a space for critical, citizen education committed to social transformation.

Since 1998, the school community of the College has played an active role in the construction and constant re-elaboration of the institution's Political-Pedagogical Project, guided by a collective, democratic and progressive perspective. This participatory construction has as its principle to ensure that the school effectively fulfills its social function in the local, regional and global context, committed to the integral education of its students and to the ideals of social justice, equity and inclusion.

Over the years, the Political-Pedagogical Project has been continuously restructured and updated, following the social, cultural, economic and technological transformations that directly impact the educational field. This permanent updating aims to ensure that the school project reflects not only the normative principles that govern national education, but also the desires, challenges and particularities of the school community in which it is inserted.

In this restructuring process, the document sought to align itself with the most relevant legal and theoretical frameworks, observing the guidelines of the National Common Curricular Base (BNCC), the State Curriculum Guidelines, the official documents of the Paraná State Department of Education (SEED-PR) and the contributions of authors and



specialists who contribute to the critical and emancipatory educational debate. It is, therefore, a living document, constructed in a dialogical way between the different school subjects – teachers, students, managers, parents and other members of the community – committed to the transformation of pedagogical practice and the promotion of a meaningful and contextualized education.

The College's Political-Pedagogical Project presents, in its structure, a detailed analysis of the physical, organizational, social, cultural and pedagogical characteristics of the school. In doing so, it provides a grounded diagnosis of the institutional reality, allowing the identification of both the advances achieved and the persistent challenges for the effectiveness of quality public education. Among the main objectives outlined, the commitment to the scientific and humanistic training of elementary and high school students stands out, aiming to prepare them for the exercise of active citizenship, intellectual autonomy and critical insertion in the world of work.

Thus, the school's PPP is not limited to a bureaucratic document, but is configured as a political-pedagogical instrument for guidance and continuous reflection on educational practice. It is, at the same time, an expression of institutional identity and a horizon of transformation, built from collective reflections and anchored in the ethical commitment to contribute to an emancipatory education, committed to human rights, diversity and the integral development of school subjects.

## DISCUSSION

The evaluation processes and pedagogical proposals developed in the context of professional education and teacher training cause significant impacts on school environments, especially when analyzed from a dialectical perspective of knowledge construction. When considering the training of teachers for Early Childhood Education and the Early Years of Elementary Education, in the Normal modality, at the secondary level, there is a need to redefine pedagogical practices in the face of the profound social, cultural and technological transformations experienced in recent decades. Such changes impose new demands on educational practice, demanding forms of teaching that are more sensitive to the realities of students, as well as pedagogical procedures capable of promoting meaningful and emancipatory learning.

In this sense, teacher training cannot be restricted to the mere acquisition of didactic techniques or disciplinary content. It is necessary to understand that pedagogical action must be guided by the recognition of the individual and collective needs of students, by valuing their previous knowledge and by the construction of competencies that enable



conscious and critical action in the field of teaching. As Freitas (1996) points out, quality education must be able to promote a critical reading of reality, respecting the singularities of the subjects and enabling the development of their potentialities in line with the challenges of the world of work and life in society.

An essential aspect to be considered in the training process is the communication between teacher and student, understood as a cultural practice mediated by language, active listening and the collective construction of meanings. According to Freire (2004), the student is a historical subject, endowed with rights and inserted in a complex network of social and cultural relations. In this context, learning is not reduced to the assimilation of contents, but is configured as a continuous and permanent process of production of meanings, in which the student observes, questions, elaborates hypotheses and builds knowledge from his insertion in the world.

The analysis of the new Curricular Pedagogical Proposal of the Teacher Training course reveals important constraints that affect the teaching-learning process. This proposal points to new didactic and methodological challenges, requiring the teacher to have a reflective posture in the face of the complexity of the classroom and the multiple languages that permeate the school environment. In this sense, Freire (2004) reminds us that teaching is a rhythm that takes place in the relationship between educator and student, an exchange that requires listening, sensitivity and pedagogical intentionality. Educational practice, therefore, must be built from the reality of the subjects, incorporating their experiences, cultures and ways of thinking about the world.

It is in this horizon that the supervised internship in the Teacher Training course gains relevance, as it represents a moment of materialization of pedagogical knowledge in action. More than a curricular requirement, the internship is configured as an educational principle, a space of articulation between theoretical knowledge and practical practice, where the student learns to critically observe, plan, intervene and evaluate his own performance. As Saviani (2003) argues, educational work is an expression of human existence itself, as it aggregates scientific, cultural and technological dimensions that are intertwined in the pedagogical act. In this sense, the internship enables the future teacher to understand education as a social practice that reveals and transforms the world of men.

In the case of the State College, the internship field of the present experience, it was observed that the school has historically been constituted as a space of resistance, especially with regard to the valorization of the professional training of young workers. Its trajectory reveals the confrontation of several educational reforms, including the interruption and subsequent resumption of professional courses. Even so, the school maintained its



commitment to critical and humanistic education, centered on science, culture, and the search for social transformation (Silva, 2018).

Among the central objectives that guide the institution's educational project, the conception of education as a process that enables the student to establish interrelations with reality, critically appropriate the disciplinary contents and position himself in the face of the contradictions of the contemporary world stands out. It is a proposal that aims to prepare the student not only for professional practice, but also for citizen participation, political engagement and the defense of transformative ideas, which articulate work, science, technology and culture in an integrated and meaningful way.

By analyzing the institutional documents related to the Teacher Training course, it is possible to verify the valorization of the articulation between theory and practice, materialized through devices such as the School Regiment, the curricular organization, the principles of democratic management and the philosophical foundations that guide the education of students. These elements reveal a concern with the construction of a coherent pedagogical project, which offers concrete conditions for the development of a critical, ethical teacher profile committed to the social reality in which it is inserted.

The educational practice experienced in this school community is also aligned with the theoretical assumptions of Bakhtin (2006), for whom the subject is constituted in the dialogical relations with the other. The construction of consciousness does not occur in isolation, but is the result of the interaction between different social, historical, and cultural voices. At school, this polyphony is manifested in the multiple languages present in the educational routine, in the exchanges between teachers and students, in institutional documents, in pedagogical practices and in interpersonal relationships. Recognizing this multiplicity is essential for teacher training that values listening, otherness and the construction of shared meanings.

In the Political-Pedagogical Project of the College, it is observed the defense of a conception of education based on social transformation, the overcoming of inequalities and the construction of integrative pedagogical practices. This proposal contemplates the involvement of the faculty, students and the management team in the collective elaboration of the pedagogical work, guided by democratic and inclusive values (Krawczyk, 2009). Teacher training, in this context, takes on a political dimension that goes beyond the walls of the school and is part of the broader debate on the direction of Brazilian public education.

It is also necessary to highlight that the school's educational proposal refuses the logic of banking education, denounced by Freire (2004), and seeks to promote dialogical practices, in which teachers and students share responsibilities in the construction of



knowledge. Education, in this model, is not seen as an act of depositing content in empty minds, but as a process of action and reflection on the world, guided by listening, by the problematization of reality and by the transformation of the subjects' living conditions. Thus, the College reaffirms itself as a space for struggle, critical training and active resistance within the public education system.

The supervised internship developed at the College, within the scope of the Teaching Degree course at the Federal Institute of Paraná, provided an intense, critical and significant formative experience, revealing itself as a space of synthesis between academic knowledge and the concrete school reality. Through participatory observation, documentary analysis, dialogue with school professionals and execution of the regency, it was possible to reflect on the teaching and learning processes and on the social role of the public school in the formation of historical, autonomous and critical subjects.

The immersion in the school daily life showed that the teaching practice cannot be reduced to a simple application of pedagogical methods, but requires an attentive reading of the educational reality, permeated by tensions, contradictions and multiple challenges. The school, in this sense, presents itself as a microcosm of society, reflecting its inequalities, symbolic disputes and the coexistence between different pedagogical projects. This scenario requires from the future teacher an ethical, investigative and politically committed posture, as Freire (2004) and Saviani (2003) have already pointed out.

During the observation period, it was possible to follow the dynamics of a fourth-year class of the Early Childhood Education and Early Years of Elementary School Teacher Training course, composed of students between 17 and 19 years old. The classes observed, especially those related to the methodologies of teaching science and history, revealed both the creative potential of the students and their weaknesses in the theoretical articulation and conceptual understanding of the pedagogical contents. In several situations, the reproduction of traditional practices was found, centered on memorization and fragmentation of knowledge, which goes against the interdisciplinary and critical proposal present in the school's guiding documents.

This distance between what is prescribed in institutional documents – such as the Political-Pedagogical Project (PPP) and the Curricular Pedagogical Proposal (PPC) – and the effective practice developed in the classroom is an issue widely discussed by authors such as Gatti (2009) and Veiga (1995), who point out the historical difficulty of public schools in transforming their philosophical principles into concrete pedagogical actions. In the case of the school in question, the PPP presents guidelines aimed at valuing local culture, democratic management and humanistic training, but in practice there was a low





articulation between the various school actors, absence of collective planning and a certain political emptying of pedagogical meetings.

However, it is important to highlight that the physical structure of the school, its material resources and the willingness of part of the faculty to collaborate with the interns created an environment conducive to the realization of innovative and reflective pedagogical practices. The performance of the management team, especially during the pandemic period, was marked by efforts to ensure the continuity of school activities, even with the numerous technological limitations faced by students and teachers. This posture evidences an active resistance in the face of adversity, confirming the idea that the public school can indeed be a space for creation and struggle, as defended by Saviani (2003).

The pedagogical intervention carried out during the regency had as its central theme Brazilian folklore and its relationship with the construction of cultural identity and historical memory. The choice of the theme was not random, but was the result of a critical analysis of the context of the class and of the previous discussions held in class. Folklore, often reduced to a superficial and merely commemorative approach, was worked from a critical perspective, which sought to value it as an expression of popular culture and as a legitimate historical source for the teaching of History in the early years of schooling.

The lesson plan developed prioritized active methodologies, such as group work, conversation circles, analysis of visual and oral sources, and collective construction of didactic proposals. During the class, it was possible to perceive an expressive involvement on the part of the students, who recognized themselves in the cultural elements presented and showed interest in problematizing the origins and meanings of folkloric manifestations. Pedagogical mediation sought to break with the logic of the unilateral transmission of knowledge, stimulating student protagonism and the appreciation of listening and dialogue as formative principles, in line with the Freirean proposal of education as a practice of freedom.

The elaboration and execution of the lesson plan during the regency at the school was a decisive moment for the articulation between the theory studied in the Pedagogy course and the pedagogical practice carried out in the school context. The experience took place with a class of the 4th year of the Teacher Training course and was conducted in the curricular component Methodology of History Teaching, focusing on the theme "Brazilian folklore and the construction of cultural identity".

The main objective of the proposal was to problematize folklore not only as a set of popular manifestations, but as a constituent element of collective memory and national identity. Starting from a historical-critical approach, the class was planned to promote



students' reflection on the social function of folklore in the construction of oral history and in the appreciation of popular cultures, often marginalized in traditional school curricula.

The lesson plan included specific objectives, thematic contents, students' previous knowledge, problematization of reality, teaching methodology, didactic resources, evaluative strategies and, above all, a moment of synthesis and pedagogical catharsis. Based on Freire (2004), the dialogic methodology was prioritized, stimulating collective debate, active listening and valuing the experience of the subjects as a starting point for meaningful learning.

During the development of the class, the students were organized into groups to research different manifestations of national folklore, such as legends, myths, songs, dances and popular festivals. Using resources such as posters, videos and accessible texts, each group presented its findings, promoting a space for the exchange of knowledge and collective construction of knowledge. The use of local cultural elements and references from the students' own experiences contributed to bringing the school content closer to the social reality of the students, promoting the feeling of belonging and appreciation of Brazilian cultural diversity.

The evaluation was carried out in a continuous and qualitative way, based on the participation of the students, the quality of the research carried out and the ability to propose didactic activities based on the contents worked. At the end of the class, the class participated in a conversation circle to discuss the learning built and reflect on the importance of folklore as an intangible heritage and pedagogical resource.

The activity demonstrated that detailed and intentional planning allows the teacher to organize didactic mediation in a more conscious and effective way, promoting learning that goes beyond the mere reproduction of content. The experience also highlighted the importance of considering the diversity of rhythms and learning styles present in the class, adapting the conduct of the class according to the students' responses.

In summary, the lesson plan executed during the internship was more than a teaching script: it was an exercise in teacher construction, methodological experimentation and reflection on the meanings of education. Its realization strengthened the understanding that the teaching of History can and should dialogue with popular knowledge, contributing to the critical, identity and citizen formation of students. This experience reaffirms the function of the internship as a privileged space for the construction of pedagogical autonomy and the ethical-political commitment of the future educator.

Despite the advances observed, some challenges marked the execution of the class, such as the limitation of the time available, the heterogeneity of the levels of understanding



among the students and the difficulty of deepening certain conceptual issues. These difficulties, however, do not invalidate the intervention, but point to the complexity of teaching practice and the need for a continuous training process, which articulates theory, practice and critical reflection on the objective conditions of pedagogical work.

Another important result concerns the construction of the intern's teaching identity. Throughout the internship, it was possible to re-signify conceptions about the role of the teacher, the purposes of school education and the teaching and learning processes. The confrontation with the school reality, far from being a merely technical exercise, constituted a formative, challenging and politicizing experience. Listening to the regent teachers, the dialogue with the students and the participation in school activities allowed us to perceive teaching as a profession that requires intellectual preparation, human sensitivity and ethical commitment to the transformation of society.

In this sense, the practice of the internship proved to be a field of training and struggle, where the intern ceased to be just an observer to assume, albeit in a partial and guided way, the responsibility of planning, intervening and reflecting on the impacts of his pedagogical action. The lived experience confirms Bakhtin's (2006) analyses when he indicates that the subject's formative process takes place in dialogical relationships, in the dialogue with the other and in the clash with the multiple voices that make up the school reality. The school thus becomes a polyphonic space, in which the trainee is called to listen, understand, react and position himself critically.

Regency, in this context, cannot be reduced to a formal stage of the internship, but must be understood as an exercise of autonomy and pedagogical authorship, in which the intern assumes the condition of subject of the educational process. From this experience, it becomes possible to design a more conscious, creative and engaged teaching practice with the principles of an emancipatory education, as defended by Freire (2004) and Arroyo (2013).

Therefore, the results obtained during the supervised internship reveal the formative power of this experience, by allowing the intern to move between theory and practice, between the ideal and the possible, between the planned and the lived. At the same time, they highlight the structural, pedagogical and political limits faced by public schools in the implementation of their training proposals. It is up to educational institutions, such as undergraduate courses, to create spaces for reflection, articulation and collective action that strengthen the critical and humanistic training of future teachers, contributing to the construction of a quality, democratic and socially referenced public education.



## CONCLUSION

The supervised internship, as a mandatory curricular component of teacher training, proved to be a privileged space for articulation between the theoretical knowledge studied throughout the course and the multiple dimensions of the pedagogical practice experienced in the school reality. In the context of this study, the experience carried out at the College allowed us to reflect deeply on the meanings and challenges of teaching, based on critical observation, documentary analysis and direct intervention in the classroom. Throughout the training process, it was possible to understand that the teaching profession requires not only technical and methodological mastery, but, above all, ethical sensitivity, political commitment and openness to permanent dialogue with the subjects and contexts of the school.

The activities developed during the internship evidenced the importance of praxis in the constitution of the teacher's identity. The work in the classroom, even if brief and guided, made it possible to experience the confrontation of real challenges, such as the diversity of learning rhythms, the management of pedagogical time, the construction of inclusive strategies and the mediation between different knowledges. These challenges should not be seen as obstacles, but as formative elements that require reflection, resilience and willingness to constantly improve. As authors such as Freire and Saviani have already pointed out, teaching is not built on the mechanical repetition of techniques, but on the creative tension between what is known, what is lived and what is desired to be transformed.

Another relevant aspect concerns the critical analysis of the school's institutional documents, such as the Political-Pedagogical Project and the Curricular Pedagogical Proposal. These instruments, often seen as bureaucratic, are fundamental for understanding the formative intentions of the school, the principles that guide its practice and the contradictions that permeate its daily functioning. By relating these documents to the lived reality, it was possible to perceive the distance between what is prescribed and what is practiced, but also the gaps created by teachers, students and managers who resist the impositions of a technicist model and promote meaningful teaching and learning experiences.

The pedagogical intervention developed during the regency, centered on the critical approach to folklore as an element of Brazilian cultural identity, evidenced the transformative potential of educational proposals that dialogue with the students' repertoire, value popular culture and promote the collective construction of knowledge. The active participation of students, involvement in activities and appropriation of content



demonstrated that it is possible to break with rigid pedagogical practices and build learning spaces that promote autonomy, listening and critical thinking.

In addition, the experience in the internship field contributed to consolidate the perception that the public school, even in the face of numerous structural and institutional limits, can be a space for creation, resistance and emancipation. The attitude of many teachers and managers in seeking pedagogical alternatives, maintaining the bond with students and creating collective projects points to a school that, despite adversity, resists the emptying of its social role. This finding reinforces the importance of teacher training committed to social justice, equity and the right of all to quality education.

Based on everything that has been experienced, analyzed and discussed, it is concluded that the supervised internship should not be understood as a mere curricular requirement, but as a founding experience of the educator's professional identity. It is in this space of practices and reflections that the future teacher learns to build his pedagogical look, to problematize his certainties, to recognize the multiple dimensions of teaching and to position himself critically in the direction of education. In this sense, it is recommended that teacher training courses intensify the spaces for dialogue between the university and the school, value research as an educational principle and promote continuing education as a right and necessity of the teaching profession.

Therefore, at the end of this internship trajectory, I remain certain that being a teacher is an act of courage and commitment to the collective. It is a choice that requires not only technical preparation, but political engagement, human sensitivity and the will to transform. May this experience not be a point of arrival, but the beginning of a professional career guided by ethics, listening, knowledge and the genuine desire to contribute to a more just, critical and democratic society.



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