

THE SUPERVISED INTERNSHIP IN THE TRAINING OF THE CHILD  
EDUCATION TEACHER

*O ESTÁGIO SUPERVISIONADO NA FORMAÇÃO DO PROFESSOR DE EDUCAÇÃO  
INFANTIL*

*LA PASANTÍA SUPERVISADA EN LA FORMACIÓN DEL PROFESOR DE  
EDUCACIÓN INFANTIL*



Isadora de Souza NOGUEIRA  
e-mail: isa\_s\_n@hotmail.com



Edvonete Souza de ALENCAR  
e-mail: edvoneteAlencar@ufgd.edu.br



Rosemeire Messa de Souza NOGUEIRA  
e-mail: rosemeirenogueira@ufgd.edu.br

**How to reference this paper:**

NOGUEIRA, I. S.; ALENCAR, E. S.; NOGUEIRA, R. N. S. The supervised internship in the training of the child education teacher. **Rev. Educação e Fronteiras**, Dourados, v. 13, n. 00, e023016, 2023. e-ISSN: 2237-258X. DOI: <https://doi.org/10.30612/eduf.v13i00.15993>



| Submitted: 24/05/2022  
| Revisions required: 04/07/2023  
| Approved: 17/10/2023  
| Published: 21/12/2023

**ABSTRACT:** This article aims to reflect on the internship in early childhood education and its contributions to the formation of the future teacher of the first stage of primary education, from the internship carried out by a student in the Pedagogy course of the Faculty Education at Federal University of Grande Dourados (UFGD – *Universidade Federal de Grande Dourados*) in 2019. The methodology serves a critical perspective of education and counts on the following procedures: analysis of the reflective report produced for the curricular component, Supervised Internship in Early Childhood Teaching I that deals with an internship carried out in the nursery of a Municipal Early Childhood Education Center in Dourados -MS; the report brings participatory observation, the application of a semi-structured questionnaire to complete the observation data, counts on the elaboration and execution of a pedagogical action project for babies; bibliographic studies and Brazilian legislation that anchor reflective analysis. As a result, the construction of knowledge in the teaching profession contributed to the formation of future teachers during the internship.

**KEYWORDS:** Pedagogy course. Teacher knowledge. Nursery.

**RESUMO:** *Este artigo tem como objetivo refletir sobre o estágio na educação infantil e suas contribuições para a formação do futuro professor da primeira etapa da educação básica, com base no estágio realizado por um estudante do curso de Pedagogia da Faculdade de Educação da Universidade Federal de Grande Dourados (UFGD) em 2019. A metodologia adota uma perspectiva crítica da educação e inclui os seguintes procedimentos: análise do relatório reflexivo elaborado para o componente curricular “Estágio Supervisionado em Ensino Infantil I”, o qual descreve um estágio realizado na creche de um Centro Municipal de Educação Infantil em Dourados (MS); o relatório inclui observação participativa e aplicação de um questionário semiestruturado para complementar os dados observacionais, além da elaboração e execução de um projeto de ação pedagógica voltado para bebês. Além disso, são realizados estudos bibliográficos e análise da legislação brasileira que fundamentam a reflexão. Como resultado, observa-se a construção de conhecimento na profissão docente que contribui para a formação do futuro professor durante o estágio.*

**PALAVRAS-CHAVE:** *Curso de Pedagogia. Conhecimento do professor. Creche.*

**RESUMEN:** *Este artículo tiene como objetivo reflexionar sobre la pasantía en la educación infantil y sus contribuciones para la formación del futuro profesor de la primera etapa de la educación básica, basado en la pasantía realizada por un estudiante del curso de Pedagogía de la Facultad de Educación de la Universidad Federal de Grande Dourados (UFGD) en 2019. La metodología adopta una perspectiva crítica de la educación e incluye los siguientes procedimientos: análisis del informe reflexivo elaborado para el componente curricular “Pasantía Supervisada en Enseñanza Infantil I”, que describe una pasantía realizada en una guardería de un Centro Municipal de Educación Infantil en Dourados (MS); el informe incluye observación participativa y aplicación de un cuestionario semiestruturado para complementar los datos observacionales, además de la elaboración y ejecución de un proyecto de acción pedagógica dirigido a bebés. Además, se realizan estudios bibliográficos y análisis de la legislación brasileña que fundamentan la reflexión. Como resultado, se observa la construcción de conocimiento en la profesión docente que contribuye a la formación del futuro profesor durante la pasantía.*

**PALABRAS CLAVE:** *Curso de Pedagogía. Conocimiento del profesor. Guardería.*

## Introduction

When I leave home to work with students, I have no doubt that, unfinished and aware of our unfinished nature, open to exploration, curious, "programmed, but to learn," we will exercise both and better our capacity to learn and to teach the more we make ourselves subjects and not mere objects of the process (Paulo Freire, 1998, p. 65, our translation).

We begin this article by citing Paulo Freire, who prompts us to reflect on the learning that comes with the process of becoming a teacher, in the form of initial and ongoing education, throughout the Pedagogy course, during internships, and in the relationship between adults and children in educational institutions. Thus, within experiences and studies, a feeling arises or is reignited when experiencing and guiding a first stage in education as subjects of the continuous process of education.

The objective of this study is to reflect on the Supervised Internship in Infant Education I, carried out in the Pedagogy course at the Federal University in 2019. The internship guidance was conducted by university professors, while supervision was provided by professors Roberta Martins de Araújo and Miguela Celia Correa de Oliveira, who work in a daycare center of a Municipal Center for Infant Education (CEIM) in Dourados (MS). The faculty of the Education Center agreed to supervise the curricular internship and evaluate and sign the relevant documents. They cared for and educated eight babies aged between 4 and 18 months, with the support of two paid interns hired by the municipality, who are university students.

To fulfill the requirement of the curricular component of the internship in the Pedagogy course, guidelines, and supervision were provided, including participant observation, application of questionnaires, dialogues with supervisors, elaboration, and execution of a Pedagogical Action Project (PAP), and production of a reflective report. The PAP was entitled "Developing the senses through sensory activities," with the aim of expanding children's sensations and perceptions through playful activities (Nogueira, 2019).

Upon reviewing the reflective report of the internship, reflections on teacher education and issues related to the internship journey emerge. Inquiries such as: Why choose that theme? How were the project activities conducted? What were the lessons learned? Did the supervising teachers from the Municipal Center for Infant Education contribute to the intern's formation? In what way did the internship promote formation? And what is the perspective of the supervising teachers from the Education Center?

To understand the concerns defined as the objective of this article, it is proposed to reflect on the internship in early childhood education and its contributions to the formation of

future teachers of the first stage of primary education, based on the internship experience conducted.

The internship is considered an instigating agent of transformations in learning for teachers, interns, children, and all involved. Pimenta (1995) discusses the internship as an articulating component between the disciplines of undergraduate courses, as it allows for the realization of praxis, which consists of the unity of theory and practice, a reflected action on action. According to the author:

[...] the internship can serve other disciplines and, in this sense, be an articulating activity of the course. Furthermore, like all disciplines, it is a theoretical activity (of knowledge and establishment of purposes) in teacher education. An instrumentalizing activity of educational praxis (theoretical and practical activity) for the transformation of existing reality (Pimenta, 1995, p. 63, our translation)

Based on Pimenta (1995), the internship is understood as an instrumentalizing activity of educational praxis, a reflective action that can provoke transformations in the pedagogy of students, turning them into a teacher and, in turn, into an agent of change in education as a social practice. In this praxis, all subjects involved in the educational process can learn by transforming and humanizing.

The internship in early childhood education, as outlined in the Pedagogy Course Pedagogical Project (UFGD, 2019, p. 14-15), constitutes one of the essential stages of the Pedagogue's formation. It encompasses the teaching of early childhood education, the first years of elementary education, educational management, and other educational spaces, both school-based and non-school-based. According to the Course Pedagogical Project, non-school spaces include "civil associations, NGOs, unions, churches, among other educational environments, which gradually incorporate the role of the pedagogue." The course project is in line with the guidelines established in Resolution CNE-CP No. 01/2006, which establishes the National Curricular Guidelines for the Pedagogy Undergraduate Course, within the scope of undergraduate studies.

The conclusion of the internship, which serves as the basis for this article, involved the study of the legal precepts governing early childhood education and the legal issues related to early childhood education recorded in Nogueira's Internship Report (2019), constituting an analytical document. The methodological procedures guiding data collection during the internship, in the form of research, are in accordance with the guidelines established by Pimenta

and Lima (2017). Thus, acting as researchers, we seek to incorporate the sense of participant observation as presented by Lüdke and André (1986, p. 29, our translation), emphasizing that the participant observer plays "a role in which the researcher's identity and the study's objectives are revealed to the research group from the beginning"; the subjects are collaborators and, therefore, are aware of the content that will be published in advance.

Based on these concepts, we conducted participant observation in the daily work and documented our learnings, as well as the teachers' daily work, relying on their collaboration and analyzing the records. This approach is in line with the production of this article, as evidenced by the signing of the informed consent form, indicating agreement with the data collection and dissemination process.

To understand the perspective of the supervising teachers regarding the internship, we chose to conduct a semi-structured questionnaire that was distributed in advance. Subsequently, we engaged in discussions with them about the meaning of the internship, immediately recording their statements regarding their concepts. This questionnaire served to complement the data already obtained through participant observation, providing insights into the teachers' understanding of the internship and working with infants.

In the observation process, a diagnosis was prepared to understand the reality of the Education Center and select a theme for the project, aiming to contribute to the teachers' work, to the education of children, and to the elaboration of a reflective report on the internship.

As a theoretical foundation for reflections on teacher education, works by Tardif and Lessard (2005) were used, addressing the plurality of teaching knowledge and the exercise of teaching, as well as works by Pimenta (1995) and Pimenta and Lima (2017), which present analyses on the internship and teacher education. Additionally, Silva (2003) was consulted to address the formation of early childhood education teachers at the Federal University. Other authors, such as Brasil (2009a; 2012), Silva, Oliveira, and Nogueira (2012), Faria and Palhares (2005), Rossetti-Ferreira *et al.* (2002); Edwards; Gandini; Forman (2016) and Falk (2004), were equally relevant to reflect on the curricular knowledge necessary to work in the education of young children.

It is crucial to emphasize that early childhood education in Brazilian society is stipulated by the Federal Constitution of 1988 (Brasil, 1988) as a duty of the State and a right of all children from zero to five years old, to be offered in daycares and preschools, becoming mandatory from the age of four. This precept is enshrined in the Law of Guidelines and Bases of National Education, Law No. 9394/1996 (Brasil, 1996), which defines it as the first stage of

basic education, requiring professionals working in this field to be trained in higher education courses, with a full diploma or, at minimum, in high school, in a conventional format. Additionally, goal No. 15 of the National Education Plan Law No. 13.005/2014 (Brasil, 2014) establishes that "all teachers in basic education have specific higher education training, obtained in a degree course in the area of knowledge in which they work."

The curriculum intended for children in early childhood education is regulated by the Resolution of the National Council of Education/Basic Education Chamber No. 05/2009, which establishes the National Curricular Guidelines for Early Childhood Education. This curriculum comprises a set of practices aimed at articulating children's knowledge and experiences with cultural heritage. Care, education, and play activities are present in pedagogical practices, with the aim of respecting the child as a historical subject of rights and a producer of culture.

Based on these principles, this article is presented, which is structured in three sections: (1) Introduction, (2) Brief analysis of teachers' knowledge and their training, and (3) Internship in early childhood education for teacher training.

### **Knowledge and Teacher Training: Some Considerations**

Teachers possess specific knowledge inherent to the profession, which must be addressed in the training offered by university institutions. Scientific knowledge, produced and used as content for teacher training, should form a basis for reflecting on reality and generating new practices and insights.

Tardif (2002) delineates the various knowledge of the professional teacher, understanding this knowledge in relation to the school environment, especially the classroom, where the professional gains many insights to deal with daily challenges. In this context, they acquire essential skills, interacting directly with students and dedicating most of their time. The author conceives teachers' knowledge as plural and heterogeneous, derived from a multiplicity of abilities, including education, instruction, behavioral management, emotional control, coping with external pressures, and implementation of curricular plans, goals, and regulations. This knowledge is temporally situated and shaped by each individual's life history and professional trajectory, resulting from interpersonal interactions with students and professional training, which is based on the study of educational sciences and pedagogical ideology. All this accumulation of knowledge is integrated with the knowledge acquired in professional teacher training.

Regarding the knowledge of professional training, Tardif (2002) highlights that it is constituted by scientific knowledge acquired in teacher training institutions, being disciplinary and originating from various fields of knowledge structured by the university institution.

Therefore, there are three sources of teacher knowledge: professional training, which includes scientific knowledge acquired in higher education institutions; institutional curricula, which include objectives, contents, and methods; and experiential knowledge, which encompasses practical skills and professional attitudes (Tardif, 2002).

Thus, educational researchers are responsible for understanding this knowledge through the research process. When conducting studies and internships, researchers seek to critically and reflectively immerse themselves in the teacher's context (whether in the classroom, early childhood education, or other educational activities) and recognize innovative practices when they encounter them, as highlighted by Tardif and Lessard (2005, p. 26).

Tardif and Lessard (2005, p. 26) focus on teaching work, the activity in its context, the school, the classroom, and the activity room. The authors emphasize that various studies on teacher knowledge generate concern for professional training. They state that currently, "there are a series of propositions aimed at transforming and improving both teacher training and teaching practice," about which there are some consensuses, highlighted in the authors' words:

[...] promoting professional ethics based on respect for students and constant care in promoting their learning; building, through research, a knowledge base that is both rigorous and efficient and that can be truly useful in practice; [...] valuing professional competence and innovative practices more than actions carried out according to recipes or decrees [...] (Tardif; Lessard, 2005, p. 26, our translation).

However, the authors point out that although studies highlight the need to modify technical or prescriptive practices, many teachers do not. Thus, despite concerns and studies, these propositions have not been satisfactorily incorporated into school institutions and teachers' activities. This resistance is caused by various factors, such as lack of professional recognition, loss of prestige, low salaries, and reduced autonomy, resulting from deficient professional training, which is affected by low investment and educational guidance dictated by government policies (Tardif; Lessard, 2005).

Despite the challenges presented, this article reports an experience of fighting for professional training and carrying out work based on studies from research in the field, aiming to favor the development of the knowledge of those involved. We agree with the

aforementioned authors that the educational system, inserted in the current economic and social relations, does not favor the formation of critical teachers nor facilitates innovative work in the school institution. However, we understand that it is up to the university to make efforts to provide quality initial training and contribute to continuing education.

Based on Tardif and Lessard (2005, p. 33, our translation), we understand that the work of the teacher is an interaction that occurs in the relationship between people, resembling other professions that deal with human beings. This work involves activities such as "instructing, supervising, serving, helping, educating, entertaining, controlling," carried out through language and affection/disaffection, where concepts and prejudices are manifested.

Therefore, we recognize the need for a humanized, critical, and committed university education for the teacher and the future teacher. Such education should provide conditions, both in initial and continuing education, to see the child not as a manipulable object, but as a subject deserving of respect and recognition as capable of producing culture.

We agree with Almeida and Biajone when they state:

[...] The authors highlight the need for initial training courses, in partnership with professional teachers, to promote new practices and new training tools, such as case studies and practices, long-term internships, professional memory, reflective analysis, problematizations, etc (Almeida; Biajone, 2007, p. 293, our translation).

These authors demonstrate that the relationship between theory and practice can be reconsidered, as teachers in basic education can produce and transform knowledge; university professors conduct research, produce theories based on philosophical-scientific reflections on practice. Thus, the internship is one of the moments that can strengthen this reconsideration of the practice-theory relationship (Almeida; Biajone, 2007).

We add the thought of Silva (2003, p. 56), according to whom the early childhood education teacher experiences the environment of daycares and preschools, places of education for children, and training for the adults who work in them. Teachers observe, develop knowledge about the children, and interpret their forms of language, actions, and interactions, both among themselves and with adults. Thus, the formation of early childhood education teachers also develops in this environment, which in turn provides subsidies for the pedagogy course to carry out the university training of future teachers (Silva, 2003).

Pimenta and Lima (2017, p. 47, our translation) also support this idea, demonstrating that schools and other institutions represent spaces and moments where educational practices



occur, being places of action for both teachers in training and those already trained. In these spaces, knowledge and interpretations are built through practice with the collective of children and professionals, constituting knowledge about reality that "will serve as a starting point for training courses, aiming to empower future teachers with the knowledge and skills necessary for their professional performance."

For this reason, the authors argue that internships should occupy a central place in undergraduate curricula, as they represent the student's direct involvement in spaces of practical knowledge production. These internships need to be analyzed in light of educational theories, generating new essential syntheses for training. Thus, the internship is configured as a crucial moment for the occurrence of educational praxis.

### **Internship in Early Childhood Education for Teacher Training**

The participatory observation during the internship lasted forty hours, during which we collaborated with the teachers and interns at the daycare, documenting the educational events that mark the lives of the people involved in the process, children, teachers, and interns. Additionally, we had conversations with the daycare teachers and learned about the planning of activities carried out with the children.

As reported in the Internship Report (Nogueira, 2019), the observed daycare regularly serves eight babies for four hours in the morning. The service is provided by the teachers Roberta and Miguela, each with a 20-hour workload in early childhood education, working from 7 am to 1 pm, respectively. In addition to the teachers, there is a cook responsible for meal preparation, cleaners who maintain the sanitized environment, and two paid interns who assist in all childcare-related activities.

In the Education Center as a whole, there is a team composed of 22 teachers, 14 administrative staff, and 15 paid university interns, responsible for attending to 148 children in the morning and afternoon shifts. Located in a peripheral neighborhood in the city of Dourados (MS), the Education Center is briefly described as follows:

[...] the space is new, with a spacious and recently built structure, always kept clean and organized [...]. It has 5 classrooms with bathrooms (one for each group of children), 1 common room, 1 kitchen and 2 bathrooms, 1 laundry room, 2 storage rooms, 1 secretary's office, 1 teachers' room, 1 playground located in a backyard with grass and a small garden with flowers, 1 snack bar,

and a vegetable garden (Nogueira, 2019, p. 04, our translation).

The facilities of Nursery I, where our observation and conduct took place, consist of a room divided into seven spaces: one for play, another for the babies' rest, a milk kitchenette with a small snack bar, a bathroom, a private outdoor area (the solarium), and a space for the teacher to store materials and toys.

According to the "Quality Indicators in Early Childhood Education" (Brasil, 2009b), the physical structure of the childcare center should favor the entire educational process, including classrooms, windows, entrances, and exits designed to ensure the safety and comfort of the children. This Education Center, one of the new constructions, was inaugurated in 2016 and presents characteristics aligned with the proposal of building construction for early childhood education, under the management of the Municipal Department of Education, the body responsible for all educational practices for the care and education of young children. Now, we focus on observations about the work of the daycare teachers, which are the focus of reflection in this section.

As reported in the Internship Report, Professor Roberta is a participant in the teachers' union movement in the municipality, with a degree in Pedagogy from UNIOESTE, Campus of Foz do Iguaçu, in 2006; specialization in Political and Philosophical Foundations of Education from the same institution in 2009; in addition to another specialization in Teaching in Early Childhood Education completed at the Federal University in 2016. Her current professional situation is that of a public-school teacher, with seven years of experience. She plans the organization of space, the use, and the creation of furniture in dialogue with colleagues, and is concerned with the training of interns, recommending readings, and guiding them (Nogueira, 2019).

Professor Miguela graduated in Pedagogy from UEMS in 2011, holds a specialization in Early Childhood Education from UNIVALE-ESAP, in 2014, and also a specialization in Teaching in Early Childhood Education from the Federal University, in 2016. She has been working in the field since 2007. Through studies and practices, she has developed concepts about Early Childhood Education, conducting a work of dialogue and affection with children and interns, guiding them mainly by example of how to proceed. We observed that both professionals contribute to the initial training of teachers through internship supervision, dedicating time to explain their theoretical concepts and personal understandings of the work (Nogueira, 2019).

Professor Roberta exposes the precarious work situation of interns hired by the municipality for the payment of a scholarship and a five-hour workload, seeing them as professionals in training, who are with the teachers all the time, and states: "they are our vital partners. It is not possible to carry out quality work without their effective participation." This is also a struggle of the professional category, which aims at transforming Early Childhood Education as the first stage of Basic Education so that all professionals working with children in care education are teachers trained in Pedagogy belonging to the teaching career (Nogueira, 2019).

The teachers in question recognize that the curricular internship differs due to its shorter duration but with the commitment to reflect on actions through the report. Professor Roberta reiterates her commitment to both types of internships, while Miguela agrees and elaborates on her understanding of the curricular internship in her nursery classroom:

[...] as an extremely important moment for the teacher in training. [...] The intern assists me in working with the children. This helps reflect on my practice because it is in dialogue with others that we identify the weaknesses in our pedagogical practice. [...]. I understand that my contribution to the internship is very important because it is during the internship that the future teacher is learning the role of being an educator (Nogueira, 2019, p. 22, our translation).

The teacher's observations evoke reflection on practice, assistance, and contribution to the intern's training, which are fundamental aspects of the pedagogy course and constantly require this space. Silva (2003, p. 87, our translation) notes that supervised internship and teaching practices in daycares and preschools present in the curriculum of Pedagogy courses demonstrate that the training of pedagogues has incorporated issues of early childhood education, representing "the achievement of a space for the discussion of topics related to early childhood education," such as the history of caring for children under seven years old, care policies, and the different characteristics of care-education for such young children.

The teachers' knowledge in carrying out care-educational tasks and attitudes highlights the aspects outlined by Tardif, who considers teachers' knowledge plural, originating from know-how and know-how-to-be, university education, and the curriculum of the area in which they work. We observed that nursery teachers educate, care for, play with, engage in dialogues with children and adults, manage time, organize spaces according to the babies, observe, and maintain composure in the exercise of their work, in addition to having higher education and

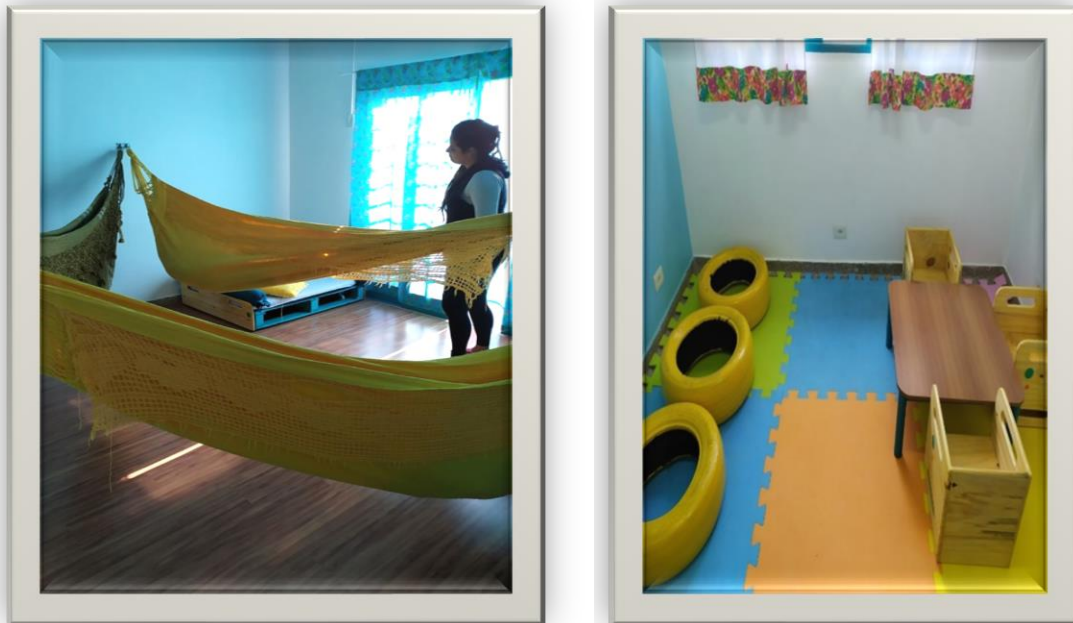
demonstrating familiarity with the Curriculum Guidelines (Brasil, 2009a) and research on early childhood education.

Knowledge about the curriculum of the area is evident from the organization of the nursery. The internal layout of the nursery space is aesthetically pleasing and innovative, allowing for the implementation of practices outlined in the National Curriculum Guidelines for Early Childhood Education (Brasil, 2009a) and other government documents, especially in the "Nursery Toys and Games" (Brasil, 2012), guided and reviewed by Tizuko Kishimoto and Adriana Freyberger. This document presents suggestions such as: play and rest in the hammock, exploration of various types of objects arranged in baskets/boxes/basins, provision of age-appropriate toys and books within reach of babies, pushing and pulling activities, group and individual conversations, music, water play, use of indoor and outdoor environments, among others (Nogueira, 2019).

One of the teacher's responsibilities is to organize the space to facilitate caregiving, education, and play activities. The feeding area includes a tatami mat and three colorful tires that serve as support for feeding the babies, as well as a small table with four chairs. The play area is spacious, with a large tatami mat, mirrors, cabinets, and toys, all carefully adapted to provide access and greater autonomy to the babies, offering a variety of free and guided games. According to Professor Roberta:

When the [internship] students arrive in the reference room, the first thing they notice is the aesthetics of the space. This is an important aspect, but it is not what defines teaching practice with babies. In principle, some people understand the process inversely, understanding space only as space, devoid of meaning. However, the organization of time and space also reflects a certain conception of children, childhood, Early Childhood Education, and being a baby teacher. The reorganization of space was one of the consequences of assimilating these concepts in the elaboration of a pedagogical proposal (Nogueira, 2019, p. 27, our translation).

**Image 01 - Rest area; Image 02 - Small snack bar**



Source: Nogueira (2019)

Images 01 and 02 illustrate the space designated for the rest area and the snack bar of the nursery. The rest area features three low beds at children's height and three hammocks. All mentioned spaces are decorated with pastel colors, ranging from yellow, blue, and green to pink; colorful embroideries containing words associated with tranquility stand out on the walls. The hammocks allow one teacher to swing up to four children simultaneously, a procedure that helps babies fall asleep quickly when showing signs of drowsiness and fatigue. Initially, adults observe and interpret signs of sleepiness, inviting children to rest, for example, "let's go to the hammock, you seem tired" (Nogueira, 2019, p. 5, our translation).

As highlighted by Silva (2003), the knowledge of the early childhood teacher in observing to act promotes the child's autonomy, as through different forms of communication, such as gestures and words, they request various actions, such as sleeping, getting up, eating, and playing. Therefore, it is essential to know how to listen and observe attentively. It is noted that both the teachers and the interns are extremely attentive, ensuring that the children are never alone, whether during sleep or while awake, with three adults always acting in synchrony.

Regarding the knowledge of these teachers' pedagogical practices, we also observed that the objects in the nursery were designed with a focus on the children's needs. Furthermore, it is evident that some utensils assumed new functions, depending on how they were positioned,

such as the use of curtain hooks to hold the support bars for the babies, who lean on them to stand up, aiding in the transition from crawling to walking.

Remaining in this environment is pleasant; we feel the tranquility of the space, and observing it teaches us about the meaning of being an early childhood teacher. The organization of space and the availability of toys within children's reach remind us of the concept of an educational environment presented by Silva, Oliveira, and Nogueira (2012). This organization provides autonomy to the children, who explore the environment and choose their desired toys and objects. The teachers also suggest activities in different areas, such as "Let's go to the solarium, do you want to go?" or the courtyard. The children respond with smiles and begin to move around or reach out to be carried (Nogueira, 2019, p.07, our translation).

The spatial organization proposed in the observed nursery suggests a solution to the problems identified in the research conducted by Silva, Oliveira, and Nogueira (2012), which found that the Education Center in Dourados (MS) needed to reorganize and utilize spaces to meet the care and educational needs of children. This would allow them to experience an environment that promotes autonomy and demonstrates that they are respected as historical subjects of rights and producers of culture.

According to Faria and Palhares (2005), an institution that recognizes the child as a producer of culture also acknowledges their ability to establish multiple relationships and their needs that can be met. In these establishments, space organization reflects flexibility and versatility, enabling educational care.

We understand that this educational care manifests in moments that encompass everything from feeding and hygiene to affection, social interactions, gross and fine motor development, free and planned play, as well as the expression of emotions and communication through gestures, smiles, crying, and vocalizations, all attended to as needed. All these activities, from feeding to walking, are considered pedagogical and should occur in an environment that respects the child as a subject of affection, hearing, and playful learning. Thus, we learn from babies that they establish communication among themselves and with adults, express their needs, agree, disagree, or express preferences.

With Professor Roberta, we perceive, among many lessons, the importance of a solid theoretical foundation to study, plan, execute, dialogue, and engage with the profession. With Professor Miguela, we primarily understand the relevance of affection, dialogue, and adaptability. The plan's implementation occurs flexibly, with babies showing interest and teachers and interns seeking ways to attend to them.

## Massages, textures, and colors with babies

This section describes the activities of the Pedagogical Action Project. During the activities, some children are represented in scenes described and photographed, and to preserve their identities, we use pseudonyms in the reports and ensure that faces are not visible in the photographs.

The project was developed in collaboration with the nursery teachers, underwent corrections, and was supervised by university faculty. Professor Roberta expressed interest in working on developing olfactory sensation, while Professor Miguela requested activities involving the tactile sensation of the children. The choice of theme arose during participant observation when, during the diagnostic period, the need to address this theme was identified, in accordance with the guidelines of the Pedagogy Course Pedagogical Project (UFGD, 2019).

To develop the project, we relied on studies conducted in the Pedagogy program's Early Childhood Education Curriculum I course, in the Pedagogical Practice laboratory. During these studies, we produced a giant book, measuring 60 x 40 cm and consisting of four pages, containing raised animal figures covered with materials that provide tactile sensations. Additionally, we developed a tunnel using four hula hoops wrapped in red TNT fabric. We also explored massage techniques suitable for babies and other activities inspired by sources such as Brazil (2012) and the National Curriculum Guidelines for Early Childhood Education (Brazil, 2009a), as well as the works of Rossetti-Ferreira *et al.* (2002), Edwards, Gandini, Forman (2016) and Falk (2004).

With this, the following activities were planned to integrate the list of practices already present in the nursery's daily routines: the giant animal book; sachets with cinnamon, cloves, rosemary, and chamomile; the tunnel of hula hoops covered in red fabric; water and cornstarch play in the sunroom; and scented oil massage.

Thus, the project was implemented within the context of the daily routines of the eight babies, each acting according to their manner and pace. They sleep, wake up, have lunch, breastfeed, have their diapers changed, take baths, play with toys, crawl, take their first steps, express their emotions through tears, smiles, and vocalizations, observe, and interact. The teachers recognize and encourage This diversity of expressions, as evidenced by Edwards, Gandini, and Forman (2016), who emphasize the importance of multiple languages in children's communication. In this way, teachers promote children's expression through the organization of the environment, interaction among them, between children and adults, and among adults

themselves, at all stages of the pedagogical process, from planning to evaluation. These practices reflect teachers' ongoing professional development, as Tardif (2002) pointed out.

Within the scope of a supervised curricular internship, one can observe the effort dedicated to organizing the space and promoting dialogue, as illustrated in the following described scene:

Caio, who was quite tearful and calling for his mother, often vocalized loudly "mama-mama-mama." That's when Professor Roberta suggested a massage for him. [...] I picked up the baby and took him to the changing table. There, I began to undress Caio, who was visibly curious and intrigued, emitting vocalizations [...]. I continued explaining: "Let's take off your clothes, Caio, to do a massage. Give me your arm to take off the shirt, now let's take off the pants" [...]. I started the massage by saying, "I'm going to give you a massage to relax; you can be calm, and it will be enjoyable." I used a baby oil with a mild scent, starting with the face and then massaging the neck and chest, always commenting, "This scent is nice, how pleasant the soft touch on the neck... on the chest... on the belly [...]." Caio began to calm down more and more, maintaining eye contact with me all the time [...]. The baby remained very still, watching me speak and smile at him. He looked, closed his eyes, and opened them, demonstrating significant relaxation. Thus, the massage continued throughout the body. After the massage, a warm bath was given to remove the oil. Professor Roberta gently picked up Caio in her arms and introduced him to the water, starting from his feet and slowly moving up to the waist, giving him the bath (Nogueira, 2019, p. 14-15, our translation).

Falk (2004), in Lókzy's experiences, also depicts a scene in which the gazes of the teacher and the baby reveal a communicative relationship considered valuable in working with young children. The act of speaking also proves necessary for the development of oral language and for establishing dialogue, especially in moments of individual assistance. Tardif (2002) demonstrates that teachers acquire knowledge through their practice, an aspect that we can also observe when working with babies.

Thus, the touch of the massage, the words spoken, the sensation of scented oil on the skin, and the conclusion with a warm bath convey to the baby a sense of security, promoting calmness and teaching that human contact is comforting. We selected another scene that exemplifies respect for the child's rhythm, which is considered a subject, an aspect we observed to be emphasized by the nursery teachers.

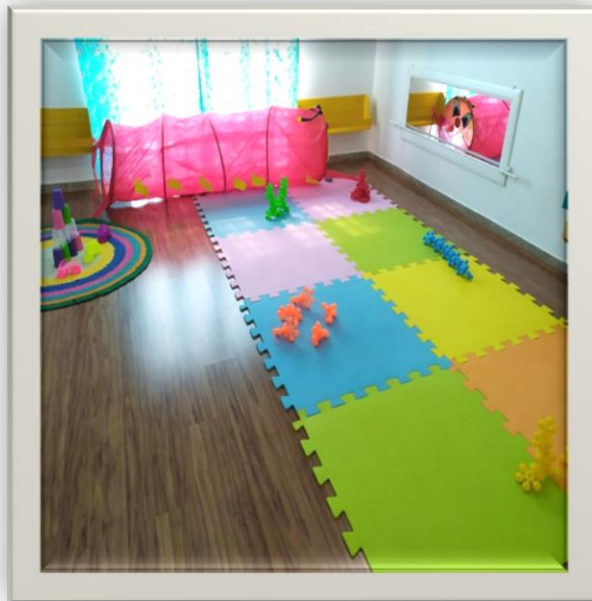
On the day of the project's first activity, the reviewer sought to keep pace with the classroom and the teacher's approach, who introduced new objects to be explored during the morning after naptime. As the children arrive around 06:30 / 07:00 in the morning, they come drowsy and sleep, waking up individually between 07:30 and 08:00 in the morning. While sleeping, the



teachers organize the space on the nursery mat, carefully arranging objects, stacking cups into a pyramid shape, placing balls in a basket, and conducting other activities as planned. However, if any baby does not want to sleep, they prepare an extra activity, such as a day when they took out the ball pit and the plastic mat, taking a baby who couldn't sleep to play in the solarium. We followed a similar approach. For the babies who woke up, the giant book was presented [...], and as the baby showed interest in the book, the teachers showed the animals and described them, for example, "[...] this is the bird; it is soft, it has feathers." There was a baby expressing surprise with voices and looks; Gustavo and Paulo spent about ten minutes playing with the book, especially with the frog page [...]. They liked the frog, which had a long tongue with Velcro on the end and stuck to the flies made of Velcro. They would say "oh-oh-oh" and make the correct movement to catch the flies with the adhesive fabric. Teacher Miguela expressed appreciation for the produced book, picked up the book, examined it, smiled, and invited the babies to join her, participating in the activity and offering assistance. Meanwhile, the paid interns took turns with other tasks, but quickly came to see our book and took photos [...] (Nogueira, 2019, p. 4, our translation).

Respecting the child's rhythm is highlighted as one of the fundamental elements of work in early childhood education. According to the National Curriculum Guidelines (Brasil, 2009a), at this stage, the child must be recognized as the subject of actions, and therefore, their individual rhythm must be taken into account. According to Bondioli (2004), the institution's routine needs to prioritize the child's needs, planning and executing all activities accordingly. Thus, cleaning, washing, and cooking activities are carried out at times that do not interfere with the care and education of the children by the teachers. Therefore, routines are not seen as an obstacle to pedagogical work but as a dynamic part of the process.

**Image 03** - Play Area; **Image 04** - Children Having Fun with the Giant Book



Source: Nogueira (2019)

In the observed nursery, each child has their own sleep time, so while one sleeps, another may be awake, some may need comfort while others are restless and want to play. Teachers and assistants need structured spaces and schedules to accommodate this diversity. Therefore, it is common to have four babies sleeping, three on the mat or in the solarium, and one being attended to during diaper changes or bathing. This distribution may vary according to the individual rhythm of the children, occupying different environments: rest areas, play mats, bathroom, solarium, outdoor patio, and feeding area. These practices of organizing time and activities with children are developed in teaching practice, as Tardif (2002) mentioned.

### **Final considerations**

This article aimed to reflect on the internship in early childhood education and its contributions to the formation of future teachers. During the participant observation period and project implementation, we were able to document the work of the teachers and our learning. We understand that the teachers demonstrate a deep understanding of their work with children in early childhood education, standing out in the following aspects:

- They possess a solid understanding of childhood, early childhood education, and the role of the teacher in the nursery, guiding them to act in a way that respects the child as a subject of rights, capable of learning, communicating, and taking action;
- They use a carefully planned approach to create and organize furniture and structure the spaces and schedules of the nursery, facilitating the process of caring for and educating babies to promote their autonomy;
- They closely observe the individual needs of babies and seek to understand what each of them needs to meet their needs;
- They seek to promote dialogue in all interpersonal relationships in the nursery, whether between adults and children, among the children themselves, or among adults;
- They maintain a calm demeanor, work as a team, and dedicate themselves to continuous education, participating in postgraduate courses, as well as maintaining constant dialogue with the university through internships and union actions;
- They recognize the internship as an opportunity to contribute to the student's education and reflect on their practice.

All the knowledge acquired contributes to teacher education in a critical and humanized manner, highlighting teachers as essential collaborators in the internship. From the choice of the project theme to observation and execution, all stages were carried out by consensus, promoting the development of a reflective report that includes various situations demonstrating respect and educational care for the children and the interns.

Bibliographic studies and legislative analyses have allowed us to understand that early childhood education should be conducted by teachers with a degree in Pedagogy to promote the acquisition of specific knowledge in the field. It became evident that knowledge about the curriculum is fundamental for the successful development of work with children. In this context, the internship represents a significant stage of education, providing a profound reflection on pedagogical practice.

## REFERENCES

- ALMEIDA, P. C. A.; BIAJONE, J. Saberes docentes e formação inicial de professores: implicações e desafios para as propostas de formação. **Educação e Pesquisa**, São Paulo, v.33, n.2, p. 281-295, 2007. Available at: <http://www.scielo.br/pdf/ep/v33n2/a07v33n2.pdf>. Accessed in: 20 July 2023.
- BONDIOLI, A. (org.). **O tempo no cotidiano infantil**: perspectivas de pesquisa e estudo de caso. São Paulo: Cortez, 2004.
- BRASIL. PRESIDÊNCIA DA REPÚBLICA. Constituição da República Federativa do Brasil de 1988, de 5 de outubro de 1988. **Diário Oficial da União**: seção 1, Brasília, DF, p. 1, 1988.
- BRASIL. Lei n.º 9394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. **Diário Oficial da União**: seção 1, Brasília, DF, p. 27833, 1996.
- BRASIL. MINISTÉRIO DE EDUCAÇÃO. CONSELHO NACIONAL DE EDUCAÇÃO. Resolução CNE/MEC, n.º 5, de 17 de dezembro 2009. Fixa as Diretrizes Curriculares Nacionais para a Educação Infantil. Brasília, SP: MEC, 2009a. Available at: [http://www.seduc.ro.gov.br/porta/legislacao/RESCNE005\\_2009.pdf](http://www.seduc.ro.gov.br/porta/legislacao/RESCNE005_2009.pdf). Accessed in: 20 July 2023.
- BRASIL. Ministério da Educação. Secretaria de Educação Básica. **Indicadores da Qualidade na Educação Infantil**. Brasília, DF: MEC/SEB, 2009b.
- BRASIL. **Brinquedos e brincadeiras nas creches**: manual de orientação pedagógica. Elaboração do texto final Tizuko Kishimoto e Adriana Freyberger. Ilustrações de Luis Augusto Gouveia. Brasília, DF: MEC, SEB, 2012.
- BRASIL. Lei n.º 13.005, de 25 de junho de 2014. Aprova o Plano Nacional de Educação. **Diário Oficial da União**: seção 1, Brasília, DF, p. 1, 2014.
- EDWARDS, C.; GANDINI, L.; FORMAN, G. **As cem linguagens da criança**: experiências de Reggio Emília em transformação. Porto alegre: Penso, 2016.
- FALK, J. **Educar nos três primeiros anos**: a experiência de Lóczy. 1. ed. Araraquara, SP: JM Editora, 2004.
- FARIA, A. L. G.; PALHARES, M. S. **Educação infantil pós-LDB**: rumos e desafios. 5. ed. Campinas: Autores Associados, 2005.
- FREIRE, P. **Pedagogia da autonomia**: saberes necessários á prática educativa. 7. ed. Rio de Janeiro, Editora Paz e Terra, 1998.
- NOGUEIRA, I. S. **Relatório de estágio**: desenvolvendo os sentidos a partir de atividades sensoriais. Dourados, MS: Faculdade de Educação/UFED, 2019.

PIMENTA, S. G.; LIMA, M. S. L. Estágio e docência. *In*: DAUANNY, E. B. e COSTA, E. A. S. (org.). **Revisão Técnica de FUSARI, J. C.** 8. ed. revisada e ampliada. São Paulo: Cortez, 2017.

PIMENTA, S. G. O estágio na formação de professores: unidade entre teoria e prática? **Cadernos de Pesquisa**, São Paulo, n. 94, p. 58-76, 1995. Available at: <http://publicacoes.fcc.org.br/ojs/index.php/cp/article/view/839/845>. Accessed in: 20 July 2023.

LUDKE, M.; ANDRÉ, M. E. D. A. **Pesquisa em educação: abordagens qualitativas**. São Paulo: Ed. Pedagógica e Universitária, 1986. 99 p.

ROSSETTI-FERREIRA, M. C.; MELLO, A. M.; VITÓRIA, T.; GOSUEN, A.; CHAGURU, A. C. **Os a fazeres na educação infantil**. 5. ed. São Paulo, Cortez, 2002.

SILVA, A. S. **A professora de educação infantil e sua formação universitária**. 2003. 220 f. Tese (Doutorado em Educação) – Faculdade de Educação, Universidade Estadual de Campinas, Campinas, SP, 2003.

SILVA, A. S.; OLIVEIRA, M. C. S.; NOGUEIRA, R. M. S. Professores e crianças como sujeitos na construção da pedagogia da educação infantil. *In*: KASSAR, M. C. M.; SILVA, F. C. T. (org.). **Educação e pesquisa no Centro-Oeste: processos de escolarização e práticas educativas**. Campo Grande, MS: Ed. UFMS, 2012.

TARDIF, M. **Saberes docentes e formação profissional**. Petrópolis, RJ: Vozes, 2002.

TARDIF, M.; LESSARD, C. **O trabalho docente: elementos para uma teoria da docência como profissão de interações humanas**. Petrópolis, RJ: Vozes, 2005.

UNIVERSIDADE FEDERAL DA GRANDE DOURADOS (UFGD). **Projeto Pedagógico do Curso de Pedagogia**. Dourados, MS: UFGD, 2019. Available at: <http://files.ufgd.edu.br/arquivos/arquivos/78/COGRAD/PPC%20PEDAGOGIA%202019.pdf>. Accessed in: 20 July 2023.

## About the Authors

### **Isadora de Souza NOGUEIRA**

Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. Pedagogy course in UFGD. Supervised Internship in Early Childhood Teaching I.

### **Edvonete Souza de ALENCAR**

Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. Professor of the permanent staff at UFGD at the Faculty of Education (FAED) in the Pedagogy course. PhD in Mathematics Education from PUC-SP, acting tutor for mandatory curricular internship and in the subjects of Mathematics Curriculum.

### **Rosemeire Messa de Souza NOGUEIRA**

Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. Professor of the permanent staff at UFGD / FAED in the Pedagogy course. Doctoral degree in Education from UFMS, acting advisor teacher of mandatory curricular internship in early childhood education and in the Early Education Curriculum subjects.

### *CRediT Author Statement*

---

- Acknowledgements:** We would like to thank the teachers who granted interviews and supervised the intern at the Municipal Early Childhood Education Center, teachers Roberta Martins de Araújo and Miguela Celia Correa de Oliveira.
  - Funding:** There is no funding.
  - Conflicts of interest:** There are no conflicts of interest.
  - Ethical approval:** The work adheres to ethical standards; the teachers have read the article and authorized its publication.
  - Data and material availability:** Yes, the materials used in the work are available.
  - Author's contributions:** Professors Rosemeire Messa de Souza Nogueira and Edvonete Souza de Alencar acted as internship supervisors, and Isadora de Souza Nogueira is the intern and author of the report. The article's text was collectively written.
- 

**Processing and editing: Editora Ibero-Americana de Educação.**  
Proofreading, formatting, normalization and translation.

