

**SUPERVISED CURRICULAR INTERNSHIP II - SCHOOL MANAGEMENT:  
DESCRIPTION OF EXPERIENCES LIVED IN A FORMAL EDUCATIONAL SPACE**

***ESTÁGIO CURRICULAR SUPERVISIONADO II – GESTÃO ESCOLAR: DESCRIÇÃO  
DAS EXPERIÊNCIAS VIVENCIADAS EM UM ESPAÇO DE EDUCAÇÃO FORMAL***

***PRÁCTICA CURRICULAR SUPERVISADA II – GESTIÓN ESCOLAR: DESCRIPCIÓN  
DE LAS EXPERIENCIAS VIVIDAS EN UN ESPACIO DE EDUCACIÓN FORMAL***

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**ABSTRACT:** The present article presents the practice referring to the Internship period in school management at the Escola Estadual José Calazans Freire, Upanema/RN, during the sixth semester of the Course Licenciatura Interdisciplinar de Educação do Campo (LEDOC). The aim is to describe the experiences lived during the realization of Supervised Internship II – School Management. Bibliographical and documentary research were used about the conceptions of Internship and Formal Education and reports of experiences in the developed activities. Nevertheless, the internship provided an indispensable opportunity for the intern to understand the reality of this formal education space, in addition to contributing to this place through interventionist practices.

**KEYWORDS:** Mandatory internship. Formal education. Rural education.

**RESUMO:** O presente artigo apresenta a prática referente ao período do Estágio na gestão escolar da Escola Estadual José Calazans Freire, Upanema/RN, durante o VI semestre do Curso de Licenciatura Interdisciplinar em Educação do Campo (LEDOC). O objetivo é descrever as experiências vivenciadas na realização do Estágio Curricular Supervisionado II – Gestão Escolar. Utilizou-se da pesquisa bibliográfica e documental acerca das concepções de Estágio e Educação Formal e dos relatos das experiências vivenciadas nas atividades desenvolvidas. Em decorrência disso, o estágio proporcionou uma oportunidade imprescindível para que o estagiário pudesse compreender a realidade desse espaço de educação formal, assim como contribuir nesse local por meio de práticas intervencionistas.

**PALAVRAS-CHAVE:** Estágio obrigatório. Educação formal. Educação do campo.

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**RESUMEN:** Este artículo presenta las prácticas pertenecientes al período de la pasantía en la gestión escolar de la Escuela Estadual José Calazans Freire, Upanema/RN, en el transcurso del VI semestre de la carrera de Licenciatura Interdisciplinar en Educación del Campo (LEDOC). El objetivo es describir las experiencias vividas en la realización de las Prácticas Curriculares Supervisadas II – Gestión Escolar. Se realizó una búsqueda bibliográfica y documental sobre las concepciones de Pasantía y Educación Formal y de los relatos de experiencia vividas en las actividades realizadas. Sin embargo, la pasantía proporcionó una oportunidad imprescindible para que el aprendiz pudiera comprender la realidad de este espacio de educación formal, así como contribuir en ese local por medio de las prácticas intervencionistas.

**PALABRAS CLAVE:** Pasantía requerida. Educación formal. Educación en el campo.

## Introduction

The reference article discusses the description of the experiences experienced in supervised curricular internship II - School Management, at the José Calazans Freire State School, Upanema/RN, during the sixth semester of the Interdisciplinary Degree Course in Field Education (LEDOC), of the Federal Rural University of the Semi-Arid (UFERSA). The present work occurred within an approach that took into account participation, observation and intervention, seeking to reflect on practices that could contribute to the Formal Education space.

Such activities were of great importance in order to enable a prior understanding by the student about Supervised Curricular Internship II – School Management, where, likewise, it was possible to know how the execution of an internship of this nature was organized, because it is in the Formal Education space that the trainee will begin to understand the reality of this internship field and its relationship with the community where it is inserted, being able to analyze some of his profession as a future teacher and among other elements that contribute to the training process in the current context.

For the construction of the methodology, we used bibliographic and documentary research on the conceptions of internship and Formal Education and the reports of experience experienced in the activities developed in the school and in the meetings held within the university. The bibliographic and documentary investigations allowed us to understand the different conceptions of internship, as well as to better understand the type of internship we were currently doing in a Formal Education environment.

The experience experienced in the school internship field, provided, from the observations, to understand the dynamics of organization that occurred in the space of School Management, as well as to understand the physical structure of the place, the human resources

and activities developed there. Therefore, we thought of a proposal for intervention, which culminated in a lecture on the Reform of High School, with specialist in the area, seeking to inform and sensitize the pedagogical body and teachers who work in School Management about this discussion.

In the Supervised Curricular Internship II - School Management it was possible to process within the institution, seeking to understand and understand the entire conjuncture of formation of that place, as well as to know the subjects who attend this environment field of internship. Thus, the whole process of movement and articulation of school management was analyzed based on observation. Regarding the meetings at the university, it was perceived the importance of planning and organizing activities related to the life of an intern, which marks the teaching profession, enabling weighing and acting more successfully during the actions developed in school spaces.

Therefore, the objective of this work is to describe the experiences lived within the José Calazans Freire State School, through supervised curricular internship II – School Management, organized through the Pedagogy of Alternation, which constituted a set of theoretical-practical activities, divided between University Time (activities carried out at the university) and Community Time (activities developed in the field of internship).

Thus, it should be noted that the Supervised Curricular Internship II – School Management provided an opportunity for the trainee to understand the reality of this space of formal education, as well as contribute in this place through some interventionist practice, at the same time instigating the self-reflection and rethinking of the teaching practice introduced through the internship. During this time, some conceptions of the internship are continued, expanding the discussions and enabling a better reflection on the part of the reader about this approach.

### **Internship and educational practice**

Supervised Curricular Internship II - School Management contributes with a relevant importance in the training process of trainees, because it allows an understanding about the supervised internship. Thus, the experience gained, as well as other developments achieved during the internship, contributes to the process of teacher education, providing, in a significant way, the understanding and unfolding of teaching practice in the subjects' lives.

The practice of supervised internship was established with the purpose of providing a better qualification in the performance of professionals who are preparing to practice their

profession in the labor market. In this sense, it is perceived that this internship is configured as mandatory for higher education courses, mainly including those of teacher training, which follows an educational proposal based on the Law of No. 11,788, of September 25, 2008 (BRASIL, 2008).

Supervised Curricular Internship I – Community was officially enacted with an educational character by Federal Decree No. 11,788 of September 25, 2008:

Art. 1st Internship is a supervised school educational act, developed in the work environment, which aims to prepare for the productive work of students who are attending regular education in institutions of higher education, professional education, high school, special education and the final years of elementary school, in the professional modality of youth and adult education (BRASIL, 2008, our translation).

For trainees, this moment is part of the training environment itself; thus, it is important to understand observation as a starting point within the educational context, which brings much significance and importance in the formative process. Thus, enabling the understanding and improvement of the trainee in the internship field.

The internship has always been identified as the practical part of professional training courses in general, as opposed to the theory. It is not uncommon to hear from students who complete their courses to refer to them as 'theorists', that the profession is learned 'in practice', that certain teachers and disciplines are too 'theoretical'. That 'in practice the theory is different'. At the heart of this popular statement is the finding, in the case of teacher training, that the course does not theoretically base the performance of the future professional or take practice as a reference for theoretical foundation. That is, it lacks theory and practice (PIMENTA; LIMA. 2005, p. 6, our translation).

Within the scope of the internship, it is permissible, in turn, to analyze and understand how that environment is constituted, as well as the way the trainee operates in this space. This moment provides a fundamental opportunity, focused on the student, because he is taking note of the details of his profession in practice.

According to Pimenta and Lima (2005, p. 9, our translation),

Practice by practice is the use of techniques without due reflection can reinforce the illusion that there is a practice without theory or a theory detached from practice. So much so that often students claim that in my practice the theory is different. Or even, one can see in propaganda panels, such faculty, where practice is not only theory or even the adage that has become popular that who knows does; who does not know teaches.

Thus, the internship is characterized as an educational practice, which allows to be developed in a space of action, according to the university institution and the pedagogical

project of the course itself, which determines the place where this student can intern, thus providing the experience both in formal spaces and in non-formal spaces.

To the detriment of all the relationships established within the internship, this allows a better understanding of the purpose of the internship itself during the trainee's training career, where, in turn, he is characterized as a future teacher. In this context, it is important to highlight that all these higher education students, as well as other courses, need to know about reality and verify, with this, that it is within a constant process of learning and throughout its formation, as a higher-level student, have a lot to know about it.

According to Raymundo (2013, p. 363, our translation):

Supervised Internship is an integral component of the curriculum of undergraduate courses, being conceived as time and space of learning and not only as an extracurricular activity performed to fulfill an isolated and decontextualized workload of the course. At the same time that it integrates practice and theory, the internship collaborates so that the future teacher understands and reflects on the complex relationships that occur in the school environment, his future professional locus.

This is a very present reality within teacher training courses and the pedagogical practices of the educational institutions themselves. Analyzing this context, it is allowed to highlight that this whole process can contribute to the future of teachers, which enables both practice and theory in the training process, having, in turn, the contribution to better training in higher education in terms of professional career and, consequently, will reflect on a better teaching practice in reality in the field of action.

As a reflection on the pedagogical practices of school institutions, the internship is not done by itself. It involves all the disciplines of the training course, constituting a true and articulated political pedagogical project of teacher training whose brand is to leverage the internship as research. It may occur, therefore, from the beginning of the course, enabling the relationship between theoretical knowledge and knowledge of practices to occur throughout the course of training, even ensuring that students improve their choice of being teachers from the contact with the realities of their profession (PIMENTA; LIMA. 2005, p. 21, our translation).

In terms of approaches to the internship, it can be affirmed that it carries with it a context of many subjects, related to the discussions belonging to some disciplines that are directly linked in the contexts of educational dialogues. This contributes in a singular way with the trainee, by maintaining a direct relationship about the approach that at some moments are contextualized, in which they seek to understand, clearly, the purpose of the discussions is present in the context of approach.

Therefore, it is permissible to affirm that the relationship established between the theory and practice of the internship allows to identify a better relationship between the contents presented at the university and allows a clearer visualization in order to provide an approach that is present in formal spaces, belonging to school education and teaching that, in turn, prepares the current students and future teachers for an educational practice that is established in the educational space.

Based on this assumption, we list the importance of establishing the relationship between the contents present in the approach of the theoretical and practical subjects of the internship. This, in turn, allows analyzing and understanding the relationships between these notes, through the discussions visualized in the classroom in the context of formal higher education focused on the educational education of the subjects, present in schools.

It can be highlighted that the public school allows an annual admission of students within the educational environment, thus allowing access to education. Highlighting the collective participation within this context, it is worth emphasizing the contribution that this collectivity can offer the school, and within it we highlight the direct action of the parents of the students.

Stürmer (2011, p. 126, our translation), will state that:

The profile idealized for the subjects of the public school will also have as reference this type of school. In particular, specific behaviors and responsibilities are expected to develop the process of building the democratic school. Democratic schooling is defined here as that educational establishment that testifies to the existence of democratic management supported by solid mechanisms of participation, like the collegiate management bodies, or simply collegiate. The importance of democratic management lies in ensuring the distribution of decision-making power among the different segments of the school community, which corresponds to the socialization of power among its subjects for the construction of the democratic school.

Thus, an opportunity arises from the school principals themselves, as well as the entire faculty to reflect on participatory, collective and democratic management. So, it is of the utmost importance to bring to the context the benefits that this action provides for the learning of these subjects, which are directly linked to these notes.

It is important to reiterate that, when seeking a new organization of pedagogical work, it is considered that the work relations within the school should be based on attitudes of solidarity, reciprocity and collective participation, as opposed to the organization governed by the principles of the division of labor from fragmentation and hierarchical control. It is in this movement that there is a confrontation of interests within the school.

Therefore, every effort to start a new organization must take into account the concrete conditions present in the school. There is a correlation of forces and it is in this clash that conflicts, tensions, ruptures originate, leading to the construction of new forms of work relations, with spaces open to collective reflection that favor dialogue, horizontal communication between the different segments involved with the educational process, the decentralization of power (VIEGA, 2002, p. 8, our translation).

Stürmer (2011, p. 132, our translation) states that:

While participation plays a primary role in the consolidation of democratic management, the mechanisms by which it is implemented are no less relevant. The collegiates, which are spaces for decision, in addition to forming the citizen, empower the school community to live democracy. What has so far been called collegiate, can also be called Democratic School Management Instances (IGEDs), since the reference to a governing body, school management, in a public establishment, deserves to be remembered, briefly, for its condition of space (instance) of collective (democratic) deliberation.

In connection with the notes previously made, it is allowed to highlight that this whole process of construction on the collective, democratic and participatory participation of the subjects is not limited to the conception of thinking that teaching would be less significant. However, this would be the starting point for us to explore the construction of knowledge and contextualized teaching, provided by the support of teachers, students, parents of students and residents of the community.

With this reality, at the same time, it is appropriate to highlight that this whole context of discussion is situated in a reality very present in daily life and, in view of this, new reflections arise to the detriment of this reality. However, it is feasible to enable new understandings and understanding about this debate, because we observe the need to contribute to the direct participation of subjects within schools, working for teaching and learning with more reflections and within a collective construction.

### **Description of the experiences experienced in a formal education space**

During the course of the referent internship, a set of activities was developed both in the space of the Federal Rural University of the Semi-Arid (UFERSA), and in the field of internship at the José Calazans Freire State School, in which it was identified the presence of an organization linked to the issues related to School Management and the teaching developed within the school. The institution seeks to provide an environment that contemplates the presence of participatory management, following an organizational conjuncture, in relation to the work developed in this space.

In view of this, emphasizing what was performed as an activity in the university grounds, a set of actions was performed, such as: Orientation on the internship; Reading and discussion of texts; Construction of the activity plan; Creation of the intervention project and preparation of the final report. This moment was gradually constituted in the sense of having, throughout the week, a moment destined only for the performance of each of these activities.

Aiming to provide a better preparation in the training of trainees, these moments proved to be of great importance, especially in order to provide a contribution composed of a solid theoretical basis, focused on the practice of the internship, as well as provided a significant understanding of the entire constituent period of this formative process in teacher education.

Regarding what was developed in the internship field, we had a sequence of activities performed throughout this stage. In view of these activities, we can mention for each of them their respective intentions, objectives and methodologies. Based on this precept, each of the actions had with them an objectivity and, in view of this, corroborated with the entire organization performed throughout the internship, constituting participation, observation and intervention. Next, we will see how these activities were organized and carried out.

Knowing the pedagogical team of the school, the functions and tasks performed was the first activity performed in the internship. It was understood that the pedagogical team of the school was composed of: Principal; Deputy director; Pedagogical coordinator and pedagogical supervisor. The way of acting, performed by this team, shows a direct participation in order to contribute significantly in the lives of students who study in that institution. Regarding the way of acting, in relation to the director, it was understood that this takes care of an organizational part, in order to actively act on management, seeking to contribute to the decision-making of that educational environment.

The deputy director, in turn, has been cooperating with the development of activities together with the director, as well as the pedagogical and supervisory organization, who play a fundamental role in the monitoring of activities that are being developed in the school environment, especially focused on monitoring the quality of teaching and learning of students. The internship field has the participation of 20 teachers graduated in different areas. Among them, there are specialists and teachers, who seek to work together, in partnership with each other in the elaboration of the most diverse school activities.

Following the description and analysis of the activities carried out throughout the period of observation of the internship, we highlight one that occurred specifically directed to the historical process of the José Calazans Freire school and how its creation took place. In carrying out this activity it was possible to understand that the school initially had the name of the



institution linked to the National Community Schools Campaign (CNEC). Therefore, there was the implementation of some scholarships, materials and equipment acquired by the manager of the time, Mayor Luiz Candido Bezerra.

Thus, there was an articulation of the students together with the Upanema/RN City Hall, providing the emergence of the Agrícola School and later, the 1st minor degree. They then suggested the modification of the name of the school to Cenecista School of 1st and 2nd grade. Soon after, there was a change of the nomenclature again, now to the current version. The receipt of this name was in honor of an athlete from the city of Upanema/RN.

Initially, the school had a local board of directors composed of: President; Director and Secretary. According to the statute, these should be chosen by the school community, which was not the case, since political indications to run the school were made. After a decade of operation, the opportunity arose to choose the local president of the institution, being chosen the teacher, Luiz Gonzaga Gondim, whose central proposal of work was the fight for state conversion, since the school was going through financial difficulties, and terrible physical conditions.

Therefore, the 1st Student Union of the school was created, which was of great contribution to the representation and participation of students in the struggle for stateization. A document was then constructed, exposing the entire situation of the school, being delivered to the candidates for the government of the State of Rio Grande do Norte at the time, Lavoisier Maia and José Agripino.

The political representatives committed themselves to contributing to the stateization process if they were elected. Winning the elections, José Agripino went with a team from Upanema /RN several times to Natal /RN. With persistence, they achieved stateization, which was published in the Official Gazette of the State on August 11, 1992. At that time, the city had as mayor Mr. Valério Augusto Tavares, who contributed prominently in this process.

Understanding how the daily organization of the institution takes place made it possible to understand daily the form of organization that the school is developing throughout its operation. The observations made within the internship field made it possible to understand the existence of an articulation between all members of school management, so that the school is functioning in perfect conditions.

Therefore, it can be highlighted that the work developed by the principal together with the other members who compose school management seeks to provide a good performance, especially in relation to the teaching and learning of the subjects who attend this educational space. Daily, the work of organization requires a follow-up on the functioning of the school, in

relation to the demands of activities and planning that are emerging. This is understood that the entire process of organization of the institution has the collective participation of all members of school management.

One of the topics to be performed was the identification of the number of students that the school receives during the enrollment period and how this number behaves during the year. In view of this, it was understood, based on the information obtained during the performance of this activity, that the school has the capacity to receive about 600 students. In view of the observations made within the school, it was understood that the action of the pedagogical body together with the teachers seeks to work together to enable the students to stay in the school space. The body is articulated with the use of new methodologies (such as: Models; Educational games and experiments) to provide better students' learning and ensure their stay in school.

Understanding how the daily relationships occur between the manager and the other members who attend the school space made it possible to understand that the existing relationship occurs and in a healthy way, because the manager tries to work with transparency and seriousness in the sense of sharing the ideas; proposals and changes that occurred within the school. It is understood that this positioning in relation to the sharing of information is of fundamental importance, especially in relation to the quality of the work developed by management.

According to Colares e Lima (2013, p. 76, our translation),

With regard to educational management, it is established in the school context as a means to achieve certain purposes, such as: planning, organizing, directing and evaluating. For this, there are several forms of management, and it is up to the school institution to choose the most appropriate to dye the desired ends.

Dialogue with school employees to collect information that will support the preparation of the intervention project was one of the essential activities in the elaboration of the project, which was applied at the José Calazans Freire State School. In view of the gathering of information, in dialogue with the school staff, it was possible to understand that most of the teachers could not mention proposals about some activities that could be developed. In dialogue with school management, we identified the need to propose an intervention project with a view to working on high school reform.

Therefore, it was followed for another moment, whose purpose was the elaboration of the project proposal. The organization of the ideas took place together with the supervisor of the internship, to think about the ways of applying the project. Soon, we thought of inviting an

expert who could contribute a lecture on high school reform. Thus, we were looking for a professional in the field of education who could bring significant contributions about this intervention proposal. Then, the ideas regarding the application of the project were organized, whose objective was to propose a reflection with the pedagogical body of the school and with the teachers themselves about the reform of high school.

The presentation of the proposal of the intervention project was an activity in which school management, together with the pedagogical body, demonstrated full support for the intervention. Thus, we understand the need to propose dynamics in this perspective, in order to elaborate actions together with school management. In this sense, it is possible to understand the importance of broadening dialogues and strengthening ideas in the conception of providing new reflections together with the school, especially with regard to educational issues.

The implementation of the intervention project was one of the other activities developed throughout the internship. The way this lecture was made in one of the school's classrooms. As a conclusion of the implementation of the intervention project, it was ensured to reflect on educational issues, especially in relation to the changes in high school. The implementation of this project has given us a new look at the measures being taken regarding basic education. Regarding the experiences achieved at that time, it was possible to know the opinions of school management and the teaching staff regarding these measures.

In a process of self-assessment about all these activities developed at the school, we concluded that it was possible to identify a significant learning contribution to the life of the trainee. During the internship period, it was possible to understand a little of the context of the work of school management. The interaction with the members of the institution, as well as the other ones who attended that space, contributed directly with regard to the understanding of the issues related to the educational system in which we are inserted.

## **Final remarks**

Given the approaches about the experiences experienced in the formal education space, it is concluded that the internship provided a reflection of great contribution in the process of teacher training of the trainee. It was possible to understand the functioning and organization of the activities that are developed in School Management. Based on this, we identified that the internship allows new understandings regarding the professional career, creating new perspectives on the field of action.

Democratic and Participatory Management was identified based on the mode of organization that occurred in decision-making situations by the school (Teachers; Students; Parents and pedagogical team, among the other employees), taking into account the aspects related to the commitment to education and collective practices, carried out through dialogue, aiming to develop the collective thinking and doing.

In view of the results obtained through the internship, it was possible to identify that all the preparation that occurred previously before starting the practice in the internship field occurred in a well-articulated way, especially in relation to the planning by the teachers of the discipline of supervised curricular internship II - School Management, which provided many acquired knowledge and significant contributions to the teaching professional life.

However, it is necessary to highlight that all experiential knowledge will not be limited only in obtaining specific knowledge, but as a whole. This knowledge acquired throughout the period of Supervised Curricular Internship II - School Management contributed significantly, together with the readings performed throughout the internship, to a better performance, enabling the trainee to develop observation, participation and intervention in the field of internship.

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### How to refer to this article

CASTRO, K. K. V.; AQUINO, J. M. Supervised Curricular Internship II - School Management: Description of experiences lived in a formal educational space. **Revista on-line de Política e Gestão Educacional**, Araraquara, v. 26, n. 00, e022161, 2022. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v26i00.17710>

**Submitted:** 09/08/2022

**Revisions required:** 13/09/2022

**Approved:** 22/10/2022

**Published:** 30/12/2022

**Processing and publishing: Editora Ibero-Americana de Educação.**  
Review, formatting, standardization and translation.

