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## PHILOSOPHY INTERNSHIP AT CODEFAS, JUAZEIRO - BA

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### Summary

This report describes the activities carried out during the Supervised Internship, developed from October 1, 2025 to December 10, 2025 at the Florentina Alves dos Santos Full-Time State College - CODEFAS, located in Juazeiro-BA. The document presents the characterization of the institution, its physical and organizational structure, analysis

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of the Political-Pedagogical Project (PPP) and observation of the Philosophy classes of Professor Mirraíl Varjão Meñezes. In addition, it records pedagogical practices, methodologies, projects developed and the articulation between internal school documents and the BNCC guidelines. The internship provided essential experiences for understanding the school reality and teaching practice.

**Keywords:** Supervised Internship. Philosophy. Education. PPP. BNCC.

## 1. INTRODUCTION

This report presents the record of the experiences lived during the Supervised Internship, held from October 1, 2025 to November 26, 2025 at the Florentina Alves dos Santos Full-Time State College - CODEFAS, located at Rua Lafaiete Coutinho, n.º 454, Piranga neighborhood, Juazeiro-BA.

The internship aimed to observe the functioning of the school institution, analyze official documents, follow Philosophy classes and understand teaching practices in the context of basic education.

## 2. OBJECTIVES

### 2.1 General objective

Observe, analyze and understand the pedagogical practices developed in the teaching of Philosophy in High School, articulating theory and practice in the light of teacher training.

## 2.2 Specific objectives

- Analyze the PPP and school guiding documents.
- Record methodologies and resources used in Philosophy classes.
- Observe teacher-student interactions.
- Relate pedagogical practices to the guidelines of the BNCC.
- Know the physical and organizational structure of the school.

## 3. METHODOLOGY

The research was carried out through:

- direct observation of classes;
- informal conversations with teachers, coordination and students;
- document analysis (PPP and internal documents);
- participation in pedagogical activities;
- written and photographic records.

#### 4. CHARACTERIZATION OF THE SCHOOL



The Florentina Alves dos Santos Full-Time State School – CODEFAS was founded in 1989 and currently offers high school in the morning, afternoon and night shifts. The school serves about 1000 students at its headquarters,

located in the Piranga neighborhood, in Juazeiro, Bahia. It also has an extension in the district of Carnaíba do Sertão, rural area of Juazeiro.

The institution maintains an active presence on social media, through the official profile @codefas\_ (Codefas Oficial). In addition, it has a News Agency run by students, @velhochico\_agenciacodefas, and a profile to broadcast the actions of the Encresa project, @encrespa\_codefas

The process of admission of students takes place through enrollment according to the calendar of the state network of Bahia.

The school year has three quarters and the school average is 5.0. The morning classes last 50 minutes and the afternoon classes, 40 minutes.



## 5. ANALYSIS OF THE POLITICAL-PEDAGOGICAL PROJECT (PPP)



### **PROJETO POLÍTICO PEDAGÓGICO 2016/2019**

#### **COLÉGIO DEMOCRÁTICO ESTADUAL PROF<sup>a</sup> FLORENTINA ALVES DOS SANTOS**

Esse documento apresenta o Projeto Político Pedagógico do Colégio Democrático Estadual Prof<sup>a</sup> Florentina Alves dos Santos e delineia seu roteiro de funcionamento.

**Juazeiro - BA**

A detailed reading of the Political-Pedagogical Project demonstrates that the document is clear about the purpose of reporting the process of study and reflection that

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underlies the update, maintaining thematic coherence when addressing educational policies, pedagogical practices and legal references. The formal language used is appropriate to the school context and to the requirements of a document of this nature, in addition to showing a concern in dialoguing with normative frameworks, such as the LDB and the Curricular Guidelines for High School, and with authors in the area, such as Libâneo.

Integral education is one of the central principles of the school's pedagogical proposal, guiding the development of the student in its multiple dimensions – cognitive, emotional, ethical, social and cultural. This approach seeks to overcome a merely content-based perspective, promoting educational experiences that allow students to build knowledge, values, and skills necessary to act critically and autonomously in society. Thus, the school is committed to an education that reaches the subject in its entirety, recognizing him as an active protagonist of his own formative process.

Valuing diversity guides the school's actions in the sense of recognizing, respecting and promoting the cultural, ethnic-racial, religious, gender and socioeconomic differences present in the school community. This principle understands that the educational environment must be inclusive and welcoming, ensuring representativeness and equity in pedagogical practices. By promoting diversity, the school contributes to a humanizing education, which fights prejudice and strengthens relationships of respect and empathy among subjects.

Youth protagonism is stimulated by the school as a way to promote the autonomy and active

participation of students in the construction of the educational process. The institution encourages young people to express their ideas, participate in decisions, lead projects and act as transforming agents in their social context. In this way, the student is recognized as a subject capable of producing knowledge, assuming responsibilities and contributing significantly to school and community life.

The curricular articulation aligned with the National Common Curricular Base (BNCC) aims at coherence between pedagogical planning and the general competencies established nationally. The school organizes its contents, methodologies and assessments in order to ensure the development of cognitive, social and communicative skills provided for by the BNCC. This articulation enables a more integrated, contextualized education oriented towards the development of essential skills for citizenship formation and for the continuity of studies.

It was possible to notice coherence between the PPP and many of the teaching practices observed, especially in Philosophy classes and thematic projects. It is important to note, however, that the document needs to be updated because much information about the structure is outdated, since the school has already undergone renovation and has an excellent structure.

## 6. OBSERVATION OF PHILOSOPHY CLASSES

The first contact regarding the internship took place on July 16, 2025, with coordinator Newma Masceno. The class observations were carried out in the 1st year classes A, B, C, D and E, under the regency of the effective profes-

sor Mirrail Varjão Menezes, who has a degree and a postgraduate degree in Philosophy, in addition to having a degree in Theology and Social Communication. Codefas is the first institution in which the professor teaches, and this is also his first experience supervising a Philosophy intern. In addition to the Philosophy discipline, the professor teaches Media Education classes.



On the first day of the internship (10/01/2025), I accompanied Professor Mirrail coordinating the auditions in the school's theater for the Escrespa Festival, a project aimed at anti-racist education and the appreciation of Afro-Brazilian culture.





## Featured Parts

### 1. *Whiteness Pact*

### 2. *Revolt of the Malês*

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3. *Court of Memory*
4. *Voices of Resistance*
5. *Weavers of the Earth*
6. *The Voice of Power*

The students were responsible for creating the scripts, staging, lighting, sound design and coverage of the event. It is interesting to point out the interaction of students with media equipment.



On the second day of the internship, October 22, 2025, Professor Mirrail allocated the time for the recording of the videos for the Oscar of Philosophy project. In this second visit, it is already possible to point out how education goes beyond the classroom. The students used different environments of the school as a setting for the videos.



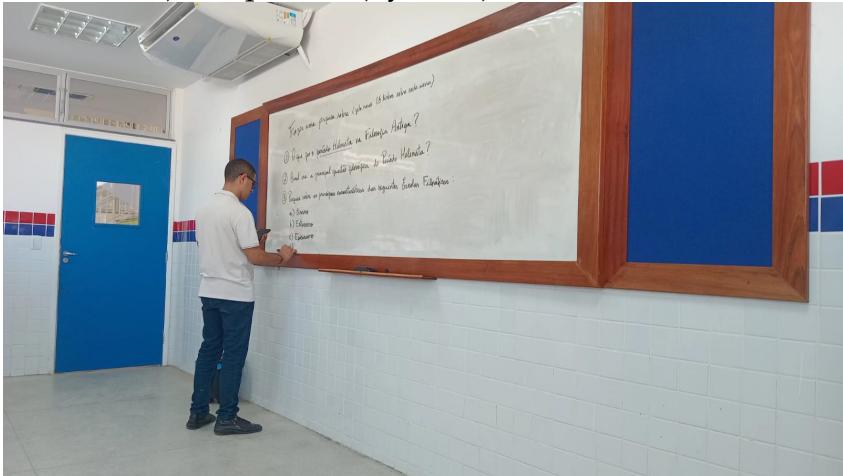


The third day of the internship, October 29, 2025, was held in the classroom. The first class observed was in the 1st C and the second in the 1st D, both in Media Education. On this day, the teacher presented to the students how to produce a LEAD, the opening paragraph of a journalistic text, essential to summarize the main fact and attract the reader, answering the fundamental questions: Who? What? When? Where? How? Why?element. Then, Mirrail divided the classes into groups so that they could make the first paragraph of production of a news article, worth a visa and point of participation.

The third and fourth classes were Philosophy for 1ºC and 1ºB, respectively. The classes were held in the computer lab. The teacher used the flipped classroom methodology. On the board, he wrote questions for the students to research on the computer:

- 1) What was the Hellenistic period in Ancient Philosophy?
- 2) What was the main philosophical question of the Hellenistic period?
- 3) Research the main characteristics of the following Philosophical Schools:

- a) Cynicism
- b) Stoicism
- c) Epicureanism
- d) Skepticism (Pyrrhus)





On the fourth day of the internship, on November 4, 2025, I followed the presentations of the "Oscar of Philosophy", held in the school's theater. The creativity and resourcefulness of the students in the production of the videos made the choice of the winners a challenge for the judges.



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The fifth day of observation, November 12, was dedicated to the screening of the episode Free Fall of the series Black Mirror. While the students watched, the teacher copied the activity on the board. At this time, it was possible to verify the dispersion of students. Some talked, others played with their cell phones, colored drawings and there was one who even slept. After talking to Mirrail, he explained that the learning performance is higher in the morning and that in the afternoon they are already more tired.



On the sixth day of observation, on November 13, 2025, I acted as a juror for the presentations of the 1st year classes, alongside the journalist and former student of Co-defas, Ricardo Sousa, and the social media and Advertising student, Thyerre Santos. In their productions, the students presented several philosophers from Antiquity and demonstrated how their thoughts remain influential today.

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PS 2025

OBSERVAÇÃO: CADA TURMA DEVE SER AVALIADA DE 0 A 10 EM CADA CRITÉRIO PROPOSTO.

AVALIADORES:

PRÉ-SOCRATICOS	Conteúdo (Fundamentação da proposta)	Atualização do tema	Creatividade e qualidade da produção	Total

SOFISTAS	Conteúdo (Fundamentação da proposta)	Atualização do tema	Creatividade e qualidade da produção	Total

SÓCRATES	Conteúdo (Fundamentação da proposta)	Atualização do tema	Creatividade e qualidade da produção	Total

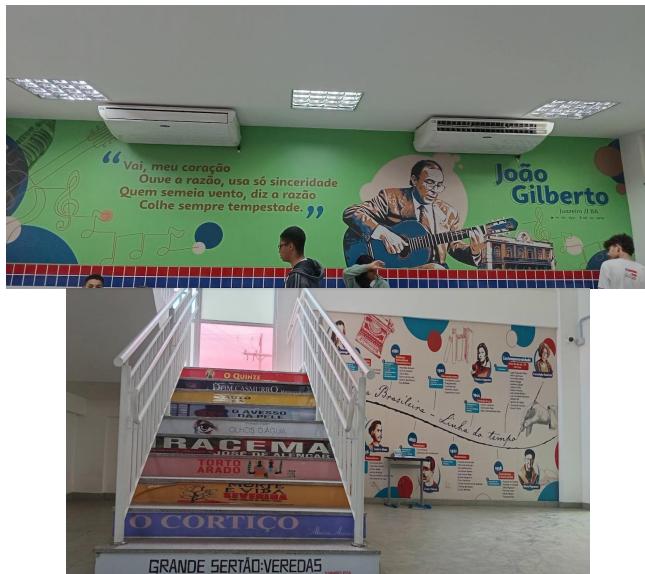
PLATÃO	Conteúdo (Fundamentação da proposta)	Atualização do tema	Creatividade e qualidade da produção	Total

On the seventh day of observation, November 19, 2025, the culmination of the Encrespa project was held, with music, dance, theater and video presentations in the external area of the school. The event was attended by the community and students' families.





On the eighth day of observation, November 26, 2025, the teacher checked the students' notebooks to verify class participation and passed the continuation of the Black Mirror episode to end the content.



It is important to highlight how art is present and vibrant in the school. It appears on the walls, where each room is represented by personalities of Bahian culture, such as Sister Dulce, João Gilberto, Itamar Vieira Junior, on the steps of the stairs, which also receive artistic interventions, and in the pedagogical practices themselves, expressed in projects such as Encrespa and the Oscar of Philosophy. In all classes, the liveliness of the environment and the involvement of the students make time seem to pass very quickly.

During the observation period, it was possible to identify several relevant aspects in the pedagogical practice. The use of active methodologies was highlighted, which favored the participation of students, as well as the conduction of debates and philosophical problematizati-

ons that stimulated deep reflections. The use of audiovisual resources and different media was also observed, contributing to dynamize the classes and bring the contents closer to the students' reality.

There was a harmonious relationship established between the teacher and the students, marked by respect and openness to dialogue. Another relevant point was the consistent articulation between the theoretical content and the social reality, allowing the students to perceive the applicability of philosophical concepts in their daily lives.

The classes also demonstrated significant alignment with the general competencies of the BNCC, especially with regard to the development of critical thinking, argumentation, responsibility and citizenship, and communication.

I believe that an area that can be stimulated in future actions in the internship is the holding of debates to develop rhetoric and critical thinking, as well as games to give even more dynamics to the classes.

## 7. FINAL CONSIDERATIONS

The internship provided a significant experience in the school reality, allowing us to understand the daily life of teachers, the institutional dynamics and the importance of Philosophy in the critical formation of young people. The analysis of the PPP, aligned with the class observations, evidenced the coherence between theory and practice, especially in encouraging reflection, intellectual emancipation and the fight against social

inequalities, principles that underlie the pedagogical work of CODEFAS.

Projects such as the Escrespa Festival show the transformative power of the school when it articulates education, art and social awareness.

The internship period contributed to my teacher training by expanding my understanding of school management, pedagogical practices and the importance of humanized education.

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