

**COLLABORATIVE WORK BETWEEN LICENTIATE STUDENTS  
AND PROFESSORS: ENCOURAGING “COPYRIGHT”  
PRACTICES CONSIDERING THE SÃO PAULO STATE  
CURRICULUM**

***Abstract***

*The educational literature proposes ways of collaborative teaching and research to support initial and continuing teacher training based on reflection, able to support teachers to develop their own practices. In contrast, training teachers requires reflection on educational policies increasingly supported by curriculum changes planned by experts, who relegate the teacher as executor of these proposals. With these concerns, this article aims to analyze the collaborative work between professors and licentiate students concerning the reflection on the São Paulo state curriculum, proposed for the state educational system network in 2008, and the elaboration of educational practices in this context. A study group with teachers was formed to analyze the didactic materials of the curriculum and to support undergraduates in their internships. The group became a link for sharing experiences encouraged by reflections theoretically based on the material. The collaboration also enabled interdisciplinary "copyrighted" studies, since they were developed by those involved, although guided by the curriculum. This collaboration was essential to the improvement of licentiate students and professors, regarding not only everyday practice, but also the reflection on the political component of teaching.*

***Keywords:*** *Teacher Training. Curriculum. Collaborative Work.*