

LETTER TO THE READER

EDITORIAL

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Dear readers,

It is with great honor that we present the dossier entitled *The Supervised Internship in Physical Education in the Relationship Between University and School*. This special edition arises from the pressing need for theoretical and empirical deepening regarding the construction of teacher identity and the intersections between academic training and professional practice.

The supervised internship constitutes a structuring axis in teacher education, allowing immersion in school environments and providing a space for critical reflection on the challenges and potentialities of teaching. In this context, this dossier brings together a collection of academic productions that thoroughly analyze the dynamics inherent to teaching practice, exploring the dialectical relationship between theory and practice, the processes of professional identity construction, interinstitutional collaboration, and the normative and pedagogical obstacles that permeate this formative stage.

The articles presented here result from rigorous research conducted by experts in the field, offering innovative and well-founded perspectives on supervised internships, as well as proposals aimed at improving this essential dimension of teacher education. Thus, this volume aims to contribute significantly to the academic debate and to the advancement of pedagogical and institutional practices related to teaching in Physical Education.

We therefore invite the academic community, researchers, teachers, and students to explore the reflections contained herein, hoping that this dossier can foster new studies and practices that strengthen teacher training and the quality of education.

We wish you a productive and thought-provoking reading!

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