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Practical training in Pedagogical Residency in times of pandemic: reflections on contributions and improvement

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Abstract

The Pedagogical Residency Program has been presented in recent years as an initiative to contribute to initial training, mainly promoting the practice and contact of undergraduates with their future workplace and active teachers. However, the serious pandemic scenario caused by Covid-19 influenced the educational scenario in global proportions, and with that the practical training was harmed. It aims to analyze the contributions of the first module of the Pedagogical Residency Program 2021 to the professional training of residents, in addition to describing the advances and setbacks in relation to the changes of the new public notice considering the effects of the Covid-19 pandemic within this process. It is concluded that despite the obstacles imposed, the Pedagogical Residency Program was crucial for the residents, as the direct contact (even if remote) with the preceptors was essential to expand their “repertoire of knowledge” and prepare for the future. Another point highlighted was the exchange of experiences between peers, collaborating to solve problems involving distance classes and socialization of knowledge.

Keywords

Pedagogical Residence; teacher training; Covid-19 pandemic; teaching practice.

Practical training in Pedagogical Residency in times of pandemic: reflections on contributions and improvement

Resumo

O Programa Residência Pedagógica se apresenta nos últimos anos como uma iniciativa para contribuir com a formação inicial, principalmente promovendo a prática e o contato dos licenciandos com seu futuro local de trabalho e professores atuantes. No entanto, o grave cenário pandêmico causado pela Covid-19 influenciou o cenário educacional em proporções globais e, com isso, a formação prática foi prejudicada. Possui como objetivo analisar as contribuições do primeiro módulo do Programa Residência Pedagógica 2021 para a formação profissional dos residentes, além de descrever sobre os avanços e retrocessos em relação às mudanças do novo edital, considerando os efeitos da Pandemia de Covid-19 dentro desse processo. Conclui-se que, apesar dos obstáculos impostos, o Programa foi crucial para os residentes, pois o contato direto (mesmo que remoto) com os preceptores foi essencial para expandirem seu “repertório de saberes” e se prepararem para o futuro. Outro ponto destacado foi a troca de experiências entre os pares, colaborando para a solução de problemas envolvendo aulas a distância e socialização de saberes.

Palavras-chave

Residência Pedagógica; formação de professores; pandemia Covid-19; prática docente.

Formación práctica en Residencia Pedagógica en tiempos de pandemia: reflexiones sobre aportes y superación

Resumen

El Programa de Residencia Pedagógica se ha presentado en los últimos años como una iniciativa para contribuir a la formación inicial, fomentando principalmente la práctica y el contacto de los estudiantes de grado con su futuro laboral y docente en activo. Sin embargo, el grave escenario de pandemia provocado por el Covid-19 influyó en el escenario educativo en proporciones globales y, con ello, se perjudicó la formación práctica. Tiene como objetivo analizar los aportes del primer módulo del Programa de Residencia Pedagógica 2021 a la formación profesional de los residentes, además de describir los avances y retrocesos en relación a los cambios del nuevo aviso público, considerando los efectos del Covid-19 dentro de esse proceso. Se concluye que, a pesar de los obstáculos impuestos, el Programa fue fundamental para los residentes, ya que el contacto directo (aunque remoto) con los preceptores fue fundamental para ampliar su “repertorio de conocimientos” y prepararse para el futuro. Otro punto destacado fue el intercambio de experiencias entre pares, colaborando para resolver problemas que involucran clases a distancia y socialización de conocimientos.

Palabras clave

Residencia Pedagógica; formación de profesores; pandemia de Covid-19; práctica docente.

1 Introduction

Despite being recent, the Pedagogical Residency Program has had its roots in public policies since 2007, in Senate Bill No. 227/2007 (BRAZIL, 2007). According to Faria and Diniz-Pereira (2019), the term “educational residency” was found for the first time in Brazilian policies, so this bill sought to implement mandatory practical training for all undergraduates. This idea was based on the principles of medical residency, the newly graduated professional spends a period of intense training in a work environment supervised by a tutor/preceptor doctor.

Despite being based on medical residency, the Program is abruptly different in the choice of its target audience, as its implementation is directed towards training and not as a Postgraduate program. On this context, the PRP would be intended for undergraduate students with 50% or more of the course completed, that is, the last two years in most graduation courses, joining with internships and encouraging practice and professional insertion. Therefore, the Capes grants scholarships to university undergraduates, preceptors teachers and university professors-advisors, promoting

financial incentives for all involved ones and valuing the professional in the school, placing him/her as a co-trainer.

According to Faria and Diniz-Pereira (2019), one of the biggest differences between the PRP and other means of integrating undergraduates into the workplace is the interaction promoted between them and the preceptor teacher. This process takes the licentiate deeper into the teaching role, discovering and performing implicit and bureaucratic functions linked to their profession. These assignments are not always addressed in graduation courses and even in internships.

The last optimized updates to the Program were carried out in CAPES Notice nº 1/2020, with some changes in relation to a structuring of the Program and maintaining some aspects and especially the quantity and intentionality of the objectives. Among the changes, the largest of them refers to the total and the division of the hours allocated to the Program by the undergraduates, being 414 hours, divided into three modules of 138 hours each. Each module is categorized into 86 hours of team preparation, 12 hours of lesson plan, and 40 hours of tutoring.

Another highlight in the PRP is a requirement to work together with the BNCC (BRASIL, 2018). It presents several contradictions, because scholars such as Neira (2018), Michetti (2020) among others, point out limitations in the normative document. Guedes (2018) argues that the PRP together with the BNCC presents setbacks in relation to previous public policies, mainly linked to the instrumentalization of content, the lack of specificity for the different Brazilian realities and overvaluation of competences together with skills.

In this sense, it can be concluded that despite efforts and advances there are still gaps and limitations in this Program, therefore, scientifically based evaluations and reformulations are necessary to promote the improvement of public policies related to education. However, one of the main objectives of the PRP is to encourage professional practice in initial training. According to Pimenta (2012), practice in training is of paramount importance and should be the central axis of programs along with theory, considering that the two are, or at least should be, inseparable to form a capable professional. This union aims to professional praxis, that is, having its practice based both on theory and on professional experience itself.

The experience inside the school is essential during initial training, as stated by Tardif (2014), the construction of teaching knowledge cannot be limited only to conceptual aspects. The future teacher must have direct contact with its work environment to develop experience and understand how to use them during their formative process. In this sense, the professional has specific knowledge in its area that provides legitimacy to its profession and justify its attitudes during the class (TARDIF, 2014).

Knowledge, for Gauthier *et al.* (2013), is stored in a kind of reservoirs. During their daily lives, they use this knowledge to make decisions. It also argues that teaching is a constant decision-making process where the correct decision is not always taken.

Including this appreciation of teaching and professional practice from the initial training process is an important investment to the future of the profession and the professional, as it is part of a long-term process of structuring teaching as a profession (PERRENOUD, 2002). Nóvoa (2019) points to a vicious cycle between formation and profession, where the lack of quality at some point directly affects the other.

In this sense, quality initial training where theory and practice go side by side and the undergraduate student is inserted in the reality of its future work, could help to avoid what Freire (2021) calls “banking education”. In the same work, the author argues that the content must be permeated with criticality so that true education can really occur, not only for the job market, but also for life in society. It is also noteworthy that the school is a privileged locus for initial training, as it allows the student to be in contact with the reality of its future work and allows the construction and use of practical knowledge and theoretical knowledge being carried out (SOUZA NETO; CYRINO; BORGES, 2019).

However, the PRP, as well as all face-to-face school actions, is facing difficulties in fulfilling its objectives, forcing everyone involved to reinvent themselves and do the same with their routines. Gatti (2020) despite the extremely negative character promoted by the pandemic, the innovations forced by it can represent advances in basic education and initial training, valuing technology and making the importance of teachers to society even more evident.

Santos and Oliveira (2021), state that basic education suffered from the lack of organization, regulation and direction at the beginning of the Covid-19 pandemic, and in

many cases teachers were forced to make autonomous decisions so as not to lose contact with students and further increase the complications arising from this period.

Despite this not very encouraging context for the educational area, Nóvoa and Alvim (2020) defend teachers as pillars for any future educational scenario, as long as teachers promote a common public space for the creation of new school environments.

In short, it is noteworthy that several renowned authors present professional practice as a means to improve initial training, but theory must be linked, as the unity between both is essential for this process (GAUTHIER *et al.*, 2013; IMBERNÓN, 2002; NÓVOA, 2019; PERRENOUD, 2002; PIMENTA, 2012; TARDIF, 2014; TARDIF; LESSARD, 2014). In this sense, increasing the practice within the initial training in qualitative and quantitative terms is essential for the evolution and valorization of teaching and the PRP becomes an extremely favorable environment for such a process. In addition to all the chronic challenges for practice within the graduation courses pointed out by Aroeira and Pimenta (2018), the year 2020 brought a complex challenge: the Covid-19 pandemic.

Thus, the present study was carried out in the PRP of the Degree in Physical Education at a public university in the state of São Paulo. The course has received the Program since its first public notice in 2018, with the same Advisor Professor since then. Who currently serves two schools. Each school has a Preceptor Teacher and the residents are divided into teams of eight scholarship fellows and one volunteer for each school. Residents form pairs or trios to carry out the activities and accompany the preceptor. There is a weekly general meeting, for reports, reflections, theoretical deepening, sharing of experiences, lesson planning and other training actions.

In this context, the objective of this study is to analyze the contributions of the first module of the PRP 2021 (M1) to the professional training of residents, in addition to describe the advances and setbacks in relation to the changes of the new public notice (2020-2022), considering the effects of the Covid-19 pandemic. According to Gatti (2020) the pandemic context directly influenced the training of teachers, especially in relation to the practices and the insertion of the licentiate in the school.

Despite the adverse conditions caused by the pandemic (GATTI, 2020), the work of the PRP continued in an adapted and remote way, aiming to reduce the damage due to the lack of approximation with the actual practice. Contact between

residents, preceptors and school was limited to what could be done through online services such as “Google Meet” and “Google Drive”. The partnership between teachers and undergraduates to overcome the barriers that the preceptors themselves faced with remote teaching stands out. Residents were able to contribute significantly by introducing new lesson plans and even software and application possibilities.

Therefore, understanding the work that the PRP carried out to continue to develop teaching practice, even during isolation and remote classes, becomes necessary to assess the quality of training for the first module of the year 2021.

2 Methodology

The present study has characteristics of a qualitative nature. For Creswell (2014) qualitative studies seek to describe and analyze facts, phenomena or human social problems with the focus of understanding the meaning that is conveyed implicitly or explicitly. This meaning must be interpreted and re-signified, preferably, using a base bibliography already scientifically proven for support and foundation.

In this sense, as a data collection technique, a questionnaire was used at first, sent to all residents. There were eight questions with discursive characteristics and aimed at understanding the participant's point of view in relation to the contributions of the PRP to its professional training. For Marconi and Lakatos (2021), this instrument is presented as a series of questions, allows anonymity and freedom of response and, in most cases, promotes more direct answers.

In the second moment, a documental research was used, having the Residents' portfolios as a primary source, previously removing names and identifications and replacing this information with random numbers, thus guaranteeing anonymity. This technique, according to Oliveira (2007) is characterized by directly analyzing a document, without resorting to secondary sources. Minayo and Deslandes (2008), understand that this process is intended to understand the reality that the document is representing, however it is open to the researcher's interpretation. According to Torres *et al.* (2008), this material has enormous pedagogical potential due to the notes and the possibility of reflection on it. Subsequently, the portfolios were made available in a shared folder for analysis.

As a method of investigating the data obtained, content analysis was used. For Franco (2018), the starting point is the message, whether verbal or not, and from there, generate data that are relevant when compared with other sources. Thus, based on these data generate inferences for interpretation. To facilitate understanding and explanation, data should be grouped into categories defined by the author.

From this, 2 categories were generated: PRP analysis; Influence of PRP on professional practice and training during the pandemic. This way, the highlights in the documents were removed, and analyzed from theoretical references linked to the educational area and Physical Education.

All the 16 portfolios were made available for the research, one for each resident. In the portfolio, a specific item was destined for the questionnaire used in this research. Of these, a total of 9 undergraduates answered the questionnaire until the time of data collection for this study. The data in the document refer to the M1 of the PRP, consisting of a workload of 132 hours, carried out in the period between 10/01/2020 and 03/31/2021.

3 Results and discussion

Nine portfolios that responded to the questionnaire were listed. That said, the questionnaire analysis refers only to portfolios with due return, however, the portfolio analysis was performed on all documents obtained.

The answers were grouped into 2 categories: Analysis of the PRP (questions 1, 3, 4, 8), with the aim of understanding the residents' thoughts about the PRP, whether positive points, limitations and suggestions for improvement; Influence of PRP in practice and training during the pandemic (questions 2, 5, 6, 7), aiming to understand how the PRP contributes to professional training, promoting practice, contact with experienced teachers and socialization of this knowledge. In this sense, this classification allows us to have a description of the resident's thoughts about its training, even with the limitations imposed by the Covid-19 pandemic. However, it is noted that the pandemic had a strong influence on both categories, as it is evident that this scenario has changed the lives of millions of people worldwide.

In the first category, the graduating student expresses its impressions about the Program and how in its experience and perspective this path can be improved, pointing out its positive and negative aspects. In the category “Influence of the PRP on professional practice and training”, the focus of the questions refers to the training process for professional practice, which presents itself as a central theme of the PRP and in the current scenario strongly influenced by the pandemic.

The excerpts taken from the answers obtained within the questionnaires were transcribed and underwent corrections to adapt to the norms of the Portuguese language when necessary. Names of residents and preceptors have been changed to ensure proper anonymity.

3.1 Analysis of the PRP

Despite the limitations imposed by the pandemic, such as social distancing, closing public spaces, among others, the PRP managed to adapt in the best possible way, using digital tools such as “Google Meet”, “Google Classroom”, “Google Drive”, Media Center from the State of São Paulo and other creative ways found, less explored before the pandemic and now practically indispensable for the continuation of the Program, at least as long as this scenario remains. Following is the speech of a resident on the subject discussed:

In my view, the first module of the Pedagogical Residency in this pandemic scenario was good according to what was possible to accomplish. I believe that's because everything was very new for everyone, both teachers, preceptors and even residents, we took advantage of this module to adapt to this new reality and seek alternatives to make the most of everything we could. (RESIDENT 1).

In this sense, Nóvoa (2014) shows the importance of teaching creativity and flexibility to face the challenges of the profession. In this way, develop their knowledge in the most differentiated contexts, thus establishing what Gauthier *et al.* (2013) calls a reservoir of knowledge. This quantitative and qualitative expansion makes it possible to mobilize professional knowledge in future actions, preparing the future professional for the adversities that they will face.

The issue of adapting the Program and the residents themselves to the new reality of distancing is present in most of the works, despite experiencing difficulties at the beginning of the process and this context opposing their expectations, Resident 6 reports:

When starting in module 1, I had high expectations for the Pedagogical Residency Program, as my training is extremely important to me. With the pandemic happening across Brazil and around the world, the practical act of our activities had some changes, which at first I really felt the fact of not having contact with people in person, especially with students. Over the time, I believe I adapted to the model that was being worked on and I managed to produce more, giving feedback to the mentor teacher and the preceptor. I also mention the discussions that we propose in groups, which in my opinion were very important.

As Tardif and Lessard (2014) state, one of the fundamental characteristics of teaching is the interaction between teacher and students, and to keep everyone safe, this interaction was drastically reduced in the pandemic period. This process generated damages both for training and for basic education students, however, as Nóvoa and Alvim (2020) show, the process of changes in the school and the incorporation of technologies had already been knocking on our door for some time and the pandemic accelerated this process. As a result, the lack of direct interaction was reduced by technological means (online meetings, messaging app, videos, articles, etc.).

In this sense, Resident 8 describes how the pandemic scenario allowed the recording of online meetings and this favored follow-up even when he was absent, and again highlights the ability to adapt and creativity shown:

I believe that in the last meetings I was a little absent, but as the meetings were recorded, I dedicated myself even more to attend and develop creative activities even with this disagreement. I believe, even with the distance and all the difficulty of adaptation, we learned a lot, mainly in technological issues and problem solving.

The implementation of technologies in the training process represented, during the pandemic, a means of relativizing the losses in education. And so, through technological resources, undergraduates were able to extract positive points and adapt to this limiting reality, still in progress (FERNANDES; GATTOLIN, 2021).

Despite all these positive points previously reported, some situations were found that need more attention from all spheres of the PRP. For example, Resident 9 points out what he thinks can be improved for the next modules: “*The communication*

and interaction of preceptors with residents". Resident 8 complements this answer by describing in his questionnaire the need for greater contact with preceptor teachers, as they represent a central pillar in the Program proposal: "One point that I would like to improve is the relationship with the preceptor, it would be interesting to have moments with her/him, outside the PRP meetings, so we could think of more strategies and skills to be presented in the PRP".

The importance of the relationship with experienced and active teachers is important, not only for the reference that the licentiate can receive from the actions of the preceptor teacher, but also for the sharing of experiences, for observation and cooperation, in addition to the individual reflections on the actions within the school context (PIMENTA, 2012). In this sense, Cyrino and Souza Neto (2017) show the importance of understanding the collaborating teacher as a co-trainer and not just someone for whom he or she registers presence or absence. The restriction of this communication between residents and preceptors can lead to mishaps in the training process, and despite efforts to overcome the lack of face-to-face contact, the thought about the need for greater contact with preceptor teachers is reported in most of the questionnaires. This reduction in interaction seems to be connected to the fact of social distancing and increased work demand from teachers and undergraduates themselves, as virtual activities and adaptation to them required additional time and reorganization.

In this sense, Resident 4 makes the following statement:

Together, I also believe that we can improve in terms of bringing new project ideas, objects of study to meetings, and especially looking for innovations for the PRP and education as a whole (creation of new internal study materials, materials that can be used by students, materials to be shared with other professors) as well as ways to return to society and our university.

This statement recognizes several advances, however, many limitations still affect the PRP. This generated a search for innovations by the participants, in an attempt to solve the difficulties the best possible way, and in this scenario, it points to the return of face-to-face activities as an opportunity to add to the quality of the Program. As stated by Tardif (2014), teaching knowledge comes from various sources, whether practical or theoretical, this way, promoting a training environment rich in different knowledge can

result in the approximation of training aimed at teaching professionalism, filling the gaps left by an applicationist or pragmatic training.

3.2 Influence of PRP on professional practice and training during the pandemic

Despite the limited and remote contact with the preceptor teachers, this scenario showed some positive points reported by Resident 9:

I found it interesting to be able to have contact with the preceptors of each school, telling us about the new teaching methods. At this time of the pandemic, we had the opportunity to find out how classes were being held within schools directly through teachers who are facing this personally.

In this sense, the pandemic scenario has brought numerous changes to basic education and preparing future teachers for this situation is vital for the future of the educational area, as many of these changes will be perpetuated in education (NÓVOA; ALVIM, 2020). Also, according to Resident 11, the internships were compromised due to the pandemic, and therefore, the PRP became extremely significant for practical training, even with the previously established limitations: “Yes, it helped a lot, because with the pandemic I couldn't do any of the internships in degree, so the PRP was what gave me a better participation to be updated with the school activities”.

Practice is extremely important in initial teacher training, both in creating knowledge and in mobilizing them during classes (PIMENTA; LIMA, 2004). Despite the limited conditions, the practice was contemplated in the PRP using remote teaching methods, this process allowed residents to understand and participate in the school context together with the preceptor teacher, these adaptations according to Gatti (2020) show the resilience, persistence and creativity that teachers have and use in their daily lives.

In this sense, Resident 5 reports his experiences:

Yes, much more prepared, I can have ideas and attitudes different from the ones I entered the Residence, the exchange between everyone makes everything easier and funnier, making me more confident in relation to education, teaching, the teacher and the student itself.

These answers show the importance of, even with the social distance and stoppage of face-to-face classes, taking new methods for initial teaching training,

adapting to new realities. As Silva and Moreira (2021) show, the experiences gathered during the participation in programs for the insertion of the student in the school reality are taken to professional performance, either in the organization or in the practice itself. In addition, it also shows the importance of socializing experiences and practices with peers, this process allows the integration of new knowledge to each future teacher, where it listens and internalizes the experiences of others and incorporates it into its classes (ORTIZ, 2003; WITTORSKI, 2014).

Resident 1 makes even more evident the role that the PRP played for its formation in the pandemic period:

I was able to learn and appropriate more of the technological tools. In addition, I had the opportunity to think together with preceptors on strategies and means of planning remote Physical Education classes, feeling myself what public school teachers are feeling. The difficulty in providing valid education to students, even facing lack of resources and support. This certainly had a huge impact on my education, as these experiences will be imprinted in my memory, where I can feel more prepared in case something like this happens again when I'm teaching.

This statement shows that, even in a negative scenario and with numerous limitations, positive aspects with creativity and collectivity could favor learning, transforming this experience into moments of productive and collaborative training. This fact values the specific knowledge of each school context, preparing professionals who are open to new teaching methods, who know how to overcome difficulties and can perform their role as teachers the best possible way (GARIGLIO, 2013).

Resident 2 shows how the interaction with preceptors and how the discussion of texts promoted in the PRP facilitated their understanding of the teacher's role inside and outside the school as well as in the pandemic context:

Yes, the PRP helped me to understand the teaching profession when the preceptor teachers Maria and José talked about the situation of printing the activities, the difficulties of reaching all students during the pandemic, as well as sending activities that are possible to be carried out. At the moment when the preceptor Maria spoke about inclusion within the school and the difficulties and possibilities. And, in the discussion of the first text - about the experience -, when it was said that there is no time to consider the students' significant learning process, following the proposals of the handouts.

As in the previous example, Resident 7 highlights the parts that brought benefits to his training, highlighting the experiences and autonomy that were promoted during his participation in the PRP:

Yes, most of the times the Pedagogical Residency Program helped my understanding of the teaching profession, mainly in times of meetings where we address the difficulties of remote teaching, in conversations with the preceptors, I also mention the times when we elaborate activities, understanding that we need think on the students, the conditions they live in, that each one is unique. And the autonomy that the teacher gives us, necessary autonomy for the teacher in the classroom, to lead all students to the best experiences.

Practice and theory go hand in hand to form a professional teacher (TARDIF, 2014). The PRP allows not only the integration of the graduating student in the school environment, but also promotes theoretical discussions and how literature impacts the classroom, even in the current remote format. This process helps in what Pimenta (2012) calls breaking the existing dichotomy between theory and practice, thus leading future teachers to achieve praxis, autonomy and teaching professionalism.

However, as Resident 3 reports, *"It has softened a little, but I do believe that we will still be a little harmed by not experiencing the schools in person"*. This feeling that something was still missing is totally understandable because the experiences were adapted and therefore it was not possible to have direct contact with students or the school environment itself.

Rethinking and reflecting on their own practice is essential for working teachers, however, for teachers in training, this process becomes even more fundamental, since their actions and conceptions are not always clear (TARDIN; SOUZA NETO, 2021).

In this sense, it is pointed out that in addition to the benefits for the construction of teaching knowledge from these training processes, the residents also strengthened basic education, as they actively participated in the construction process and in the development of the class together with the active teacher. This exchange of experiences with peers and preceptor teacher proves to be largely fertile, and in this remote education scenario, creativity and cooperation are extremely necessary.

The pandemic exposed numerous deficiencies in the area of education in Brazil, both in its training of new teachers and in its own performance in basic education. It is in this sense that we understand the importance of programs aimed at

the insertion of the licentiate in the school, because even with the numerous difficulties presented, it was possible to establish a plan and follow it so that the losses are mitigated compared to other works. Therefore, the PRP is shown to be a possible force in the training process, promoting practice, theory, socialization and teaching knowledge, even in the course of initial training.

4 Final thoughts

From what was found in the discussion topic, it can be said that the work of the PRP during the first module was significant for the participating undergraduates both in terms of practical training with established limits, as well as theoretical. The use of technologies favors facing the new reality and the challenges that are linked to it. Through electronic devices, it was possible to hold meetings, exchange experiences, plan classes and next steps of the PRP and participate in classes remotely.

The focus of the PRP is the cooperation between the school and the university, between the active teacher and the future teacher, and this process was strongly affected by Covid-19. In this context, it is noted the absence of face-to-face contact and the losses that residents suffered during this period. This scenario of new routines and social isolation promoted, despite all efforts, a distance between residents and preceptors that was felt by most of the graduates who participated in the study. This gap will have to be repaired in the next modules of the Program, as it becomes necessary to better adapt to the new daily life and technologies available for this purpose.

However, even with social isolation and communication difficulties between preceptors and residents, the results were remarkable when this collaboration took place in a more intensified way. The experience of the teachers in the current pandemic, such as the difficulties of promoting online classes, working with students without internet access and adapting to the new bureaucracies imposed by remote work, were shared with the licentiates. Residents were often involved in solving these challenges. This made it possible to understand the completely heterogeneous scenario found in basic education and in different realities found in school. It is

understood, then, the professional exercise of teaching in establishing plans and actions to promote quality education.

This process of working together with the preceptor was essential for the training of the residents, so that they could get direct contact with reality and understand the new routines that will be inserted at the end of the course of Physical Education.

All the challenges and solutions worked by the residents during this period were of paramount importance for their training, mainly in aspects related to their autonomy and construction of professional knowledge. In this sense, it is reiterated that the PRP reduced the distance between theory and practice even in the pandemic period, despite not having reached its full potential with the face-to-face activities. This return to schools is seen as fundamental for the evolution of the Program and of the residents themselves.

New research involving the PRP and the pandemic are necessary to understand this educational period and improve actions in basic education, considering the different realities found in the national territory, specificities and contributions to initial teacher training.

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