



## Work plans of Physical Education teachers egresses from Pibid/FEF/UFMT

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### Abstract

Considering the experiences provided by the Institutional Program for Teaching Initiation Scholarships in relation to planning in Physical Education classes, the objective was to identify the possible contributions of the subproject of the Institutional Program for Teaching Initiation Scholarship of the Faculty of Physical Education of Federal University of Mato Grosso for the teaching work planning process. A qualitative research was developed (BOGDAN; BIKLEN, 1994) with four Physical Education teachers from the municipal teaching network in Cuiabá. The method used was the case study (FONSECA, 2002). The instrument was the semi-structured interview. The analysis and discussion of the data were supported by studies carried out by Formosinho (2009), Imbernón (2011), Nóvoa (2009) and Tardif (2006). The data revealed that the experiences provided by the subproject helped in the sense of knowing how and which references can serve as a basis for the elaboration of the teaching Work Plan, the possible contents to be selected, the importance of the action and reflection on the pedagogical practice, as well as the teaching organization and intentionality.

**Keywords:** Planning. Physical Education. Pibid.

### O plano de trabalho de professores de Educação Física ex-participantes do Pibid/FEF/UFMT

### Resumo

Considerando as vivências proporcionadas pelo Programa Institucional de Bolsas de Iniciação à Docência em relação ao planejamento nas aulas de Educação Física, teve-se como objetivo identificar as possíveis contribuições do subprojeto do Programa Institucional de Bolsa de Iniciação à Docência da Faculdade de Educação Física da Universidade Federal de Mato Grosso para o processo de planejamento do trabalho docente. Foi desenvolvida uma pesquisa qualitativa (BOGDAN; BIKLEN, 1994) com quatro professores de Educação Física da rede municipal de ensino de Cuiabá. O método utilizado foi o estudo de caso (FONSECA, 2002). O instrumento foi a entrevista semiestruturada. A análise e discussão dos dados respaldaram-se nos estudos realizados por Formosinho (2009), Imbernón (2011), Nóvoa (2009) e Tardif (2006). Os dados revelaram que as experiências proporcionadas pelo subprojeto ajudaram no sentido de saber como e quais referenciais podem servir de base para a elaboração do Plano de Trabalho docente, os possíveis conteúdos a serem



selecionados, a importância da ação e reflexão sobre a prática pedagógica, bem como a organização e intencionalidade docente.

**Palavras-chave:** Planejamento. Educação Física. Pibid.

### **Plan de trabajo de los profesores de Educación Física exparticipantes del Pibid/FEF/UFMT**

#### **Resumen**

Considerando las experiencias brindadas por el Programa Institucional de Becas de Iniciación Docente en relación a la planificación en las clases de Educación Física, el objetivo fue identificar los posibles aportes del subproyecto del Programa Institucional de Becas de Iniciación Docente de la Facultad de Educación Física de la Universidad Federal de Mato Grosso por el proceso de planificación del trabajo docente. Se desarrolló una investigación cualitativa (BOGDAN; BIKLEN, 1994) con cuatro profesores de Educación Física de la red docente municipal de Cuiabá. El método utilizado fue el estudio de caso (FONSECA, 2002). El instrumento fue la entrevista semiestructurada. El análisis y discusión de los datos fue apoyado por estudios realizados por Formosinho (2009), Imbernón (2011), Nóvoa (2009) y Tardif (2006). Los datos revelaron que las experiencias aportadas por el subproyecto ayudaron en el sentido de saber cómo y qué referencias pueden servir de base para la elaboración del Plan de Trabajo docente, los posibles contenidos a seleccionar, la importancia de la acción y la reflexión sobre la práctica pedagógica, así como como la organización e intencionalidad docente.

#### **Palabras clave**

Planificación. Educación Física. Pibid.

## **1 Introduction**

This article presents partial data from a master's dissertation, which theme emerged from the identification of difficulties and potentialities related to teacher planning, experienced by former teachers of the Institutional Scholarship Program for Initiation to Teaching at the Faculty of Physical Education of the Federal University of Mato Grosso (Pibid / FEF / UFMT, in Portuguese).

Pibid is a public program financed by the Coordination for the Improvement of Higher Education Personnel (Capes, in Portuguese), in association with the Ministry of Education, and since 2007 has been developing actions to bring future teachers closer to the school routines, coordination of teachers of Higher Education Institutions and supervision of public school teachers (BRASIL, 2010), providing methodological experiences, both technological and practical (including planning).

Among the activities developed in the subproject, a participative and interdisciplinary planning was put together which resulted in the creation of a Work Programme in connection with the community's reality and student's interests.

It is understood that planning is a reflection that takes on the functions of articulation, organization, and coordination the teaching actions according to the general principles and purposes of education, as well as student's expectations and difficulties and the social setting (LIBÂNEO, 1994).

In the specific case of Physical Education planning, documents at national, state, and municipal levels, added to the production of knowledge in the area, reveal how much the subject has to offer to the school curriculum when teachers are able express themselves in an organized, logical and methodical way, contributing to its legitimacy in the Basic Education (SOARES *et al.*, 2012), which doesn't justify a disorganized or purposeless teaching action.

Taking into consideration PIBID's goals and experiences provided by the Pibid / FEF / UFMT subproject in relation to school planning, we defined this article's objective as to identify the possible contributions of the Pibid / FEF / UFMT subproject to the teacher's planning process.

This is a qualitative research of the interpretative kind. For Bodgan and Biklen (1994) qualitative researches have five main perspectives: 1) the consideration of the natural environment of research as a direct source of data; 2) the focus is on the idea that every qualitative research is descriptive, considering that all the data comes from the recording of written words, images, documents, among others; 3) the process is more important than the product; 4) it begins with a broader issue before tackling specific issues; 5) it attaches vital importance to the meaning, and it is up to the researcher to understand how people attribute meaning to their own lives.

The object analyzed involves a specific group of four teachers, all former participants of the Pibid / FEF / UFMT subproject between the years of 2012-2016, thus, the case study takes on the research method characteristics, as classified by Fonseca (2002).

The following inclusion criteria were established: (a) licensed in Physical Education; (B) effective teacher in the Cuiabá municipality; (C) former fellow in the Pibid / FEF / UFMT subproject between the years 2012-2016.

A semi-structured interview was adopted as a data collection method, which followed a script of three questions related to experiences as a fellow in the Pibid / EF-FEF-UFMT subproject. The same done on previously agreed days and times between April 30 and May 18 (2018).

The following table shows schools, genders, the year the participants completed their undergraduate course in Physical Education, insertion on the career, and period of time that the participants of the research were fellows in the Pibid / FEF / UFMT subproject.

**Table 1** – research subjects

School	Participant	Gender	Period of time on Pibid subproject	Year of undergrad conclusion	Year of insertion on the carrer
E1	P1	F	2012 – 2016	2016	2016
E2	P2	F	2015 – 2016	2016	2016
E3	P3	M	2014 – 2016	2016	2016
E4	P4	M	2012 – 2014	2016	2016

**Source:** Author's own (2020).

Study participants started their professional career in 2016, one year before the start of the research. For Huberman (2000), the beginning of a career corresponds to the first three years of teaching. For this reason, we can classify them as beginning teachers.

The research followed the necessary ethical guidelines. The project was approved on March 11, 2018, by the CEP / Humanidades / UFMT Research Ethics Committee and registered under the number: 2,536,887.

The analysis and discussion of the data were supported by studies carried out by Formosinho (2009), Tardif (2006), Imbernón (2011), and Nóvoa (2009), as well as the legal bases that regulate and provide for Pibid. The opinions that the Physical Education teachers from public schools in Cuiabá-MT express about the limitation contribution, challenges and influences of the Pibid / FEF / UFMT subproject was also interpreted and used on the research, in this specific case, concerning teachers planning.

## 2 The planning

Planning is part of people's daily lives, in daily tasks in different areas of life, such as work, education, finance, among others. According to Gandin and Gandin (1999, p.

37), planning: “[...] is the process of seeing the future and acting in the present to build it. In this way, planning is organizing a set of ideas that represent the desired future and transform the reality so that the desired future is achieved in whole or in part”.

Menegolla and Sant'Anna (1995), supported by Martinez and Oliveira Lahone (1977), understand planning as a process of foreseeing needs, as well as rationalizing the conditions (resources, materials, deadlines) available to achieve such objectives.

In the educational context, planning has become a powerful tool of intentional action guidance, both for reproduction and for the transformation of social reality and its construction. For Luckesi (1994) and Vasconcellos (2000), each of these understandings about education is related to a perspective of building a society, which results in a particular way of planning and acting politically.

Planning is a mandatory practice, regulated by the National Education Guidelines and Bases Law No. 9,393 / 1996 in Article 13. From such law emerge ramifications of plans, like National Education Plan; Educational Plans, School Pedagogical Proposal, and Teaching Work Plan.

The National Education Plan is the most comprehensive. Its elaboration was under the responsibility of the Union in collaboration with the States, the Federal District, and the Municipalities. After the elaboration of the National Educational Plans, the Educational Plans was written and executed by the State according to the guidelines and National Education Plan and actions of the Municipalities. Finally, the school's Pedagogical Proposal (Political-Pedagogical Project<sup>1</sup>) and Work Plans were developed by the teachers (BRASIL, 1996).

According to Barbosa (2010), schools have adopted three main types of Work Plan: the Course Plan, the Unit Plan, and the Lesson Plan. The Course Plan is the broadest of each subject, so it must contain the general elements for the year or semester (BARBOSA, 2010; LIBÂNEO, 1994).

According to Menegolla and Sant'Anna (1995 p. 64), the Course Plan is:

[...]an instrument of systematization of the teacher's concrete action, so that the schools' subject's objectives are achieved. It is the prognosis of what knowledge and content will be developed in the classroom, the selection of the best teaching procedures and techniques, as well as the human and material resources that will be used for better teaching and learning. In addition, the discipline plan offers the most effective technical assessment tools to verify the achievement of objectives in relation to learning.

When the Course Plan is well prepared, there's no more need for the Unit Plan, which follows the same logic as the Course Plan but adapted for a shorter period of time. The Lesson Plan is the more objective and detailed document within this process, it is the systematized guidance for a didactic relationship between teacher, student, and content (BARBOSA, 2010; LIBÂNEO, 1994; VASCONCELLOS, 2000).

Regardless of the range and complexity, all documents cited must be in agreement the general principles and purposes of education, serving both as an instrument for guiding actions and for providing resources and means to meet their real needs (MENEGOLLA; SANT'ANNA, 1995).

The student is the ultimate goal of the educational process, and the teacher is the main responsible for their education within the school system. So it becomes necessary that the teacher reflects and has critical awareness of the educational process and the repercussions that their actions will have on society (MENEGOLA; SANT'ANNA, 1995).

### **3 The planning on Physical Education**

Physical Education as a school subject of Basic Education has the right and the duty to embed itself into the school's Political Pedagogical Project (BRASIL, 1996). Through this integration, teachers justify how and the extent that the subject can contribute to the full development of students.

Soares *et al.* (2012) proposed a teaching methodology for school Physical Education using a critical, autonomous, and transforming perspective, and also argued for a broad curriculum committed to the school's Pedagogical Political Project, in which every subject is considered part of a whole. For them, it is the articulation and systematization of the knowledge of the different areas that allow the student to understand, interpret, verify, and explain the social reality.

Moreira and Pereira (2009), for example, argue that the school community has a greater understanding of the role of Physical Education when the teacher is present in the elaboration and fulfillment of the objectives and strategies established by the School's Pedagogical Political Project.

Thus, it is up to the teacher to intentionally make use his pedagogical practices so that the knowledge accumulated and produced throughout the history of humanity

from play, fight, dance, sport, gymnastics, movements, among others (BRASIL, 1997), can be used critically and experienced consciously.

The greater the participation and involvement of Physical Education teachers in the conception of the project, the greater is the probability that the established community's predictions will materialize themselves in teacher's pedagogical practices.

#### **4 The Pibid/FEF/UFMT subproject**

Pibid has structured its operation based on institutional projects, composed of one or more subprojects from different areas of knowledge. These projects are prepared by Higher Education Institutions and must meet a series of descriptive, strategic, evaluative, and organizational criteria, as per the public notices issued by Capes.

The Pibid / FEF / UFMT subproject started its actions in 2012, from that period until 2016, it effectively worked in two public schools of Cuiabá. It was designed to contribute to the qualification, valorization, and continued training of Physical Education High School teachers (UFMT, 2012, 2013).

Between 2012 and 2016, the Pibid / FEF / UFMT subproject had as main objective the promotion of innovative pedagogical experiences and the strengthening of teaching in High Schools. To achieve that goal, it carried out diagnostic/intervention strategies, aimed at critical-reflexive understanding of reality, in a combined and interrelated practice between university-school, teacher-students, and theory-application (UFMT, 2012, 2013).

The subproject activities included the development of didactic-pedagogical actions at school, participation, and publication in scientific events, in addition to weekly study meetings, exchange of experiences, planning, and dialogues about the difficulties of / in schools, presentation of thematic seminars, study scientific articles and referential documents of Education and Physical Education.

Concerning planning, the proposals at the time foresaw the production of a participative and interdisciplinary Work Plan, based on the School's Political Pedagogical Project, the proposal of the Pibid / FEF / UFMT subproject, as well as the opinion of High School students enrolled on Physical Education.

Based on the above considerations, to identify the possible contributions of the Pibid / FEF / UFMT subproject to the Physical Education teacher's planning process of

former participants of the program, we asked the following questions: 1) How was the planning of classes of Physical Education in Pibid? 2) How was your experience as a Pibid fellow? 3) Do you perceive that Pibid contributed to your initial training? How did it happen? Can you give an example?

Regarding the preparation for the planning of Physical Education classes in the Pibid / FEF / UFMT subproject, the teachers reported that between the years 2012- 2016, the two partner schools of the subproject did not provide the Pedagogical Political Project, only the Course Plan of the discipline.

Often, having access to the Schools' Political Pedagogical Project is a hard task, although, in theory, it is a document of public access, which should be available to the community. The lack of this plan is a possible weakness in the various sectors that make up school life, such as the articulation and interrelationship of each discipline with the general development of the institution.

Regarding the Course Plan, the teachers have reported that in both cases, the document foresaw that four collective sports modalities (handball, volleyball, futsal, and basketball) should be offered, organized bimonthly, a dynamic criticized by authors such as Darido and Rangel (2005), Moreira and Pereira (2009) and Kawashima (2018).

The account of teacher P2 exemplifies the planning actions in the two schools:

*[...] the teacher sat down and explained everything we should do, [...] She said we should know about the plan the school had, so we went there and we observed, we looked at the planning, we disagreed, [...] but we respected what was already there and we developed our own schedule.*

From these experiences, former scholarship holders provided thoughts, actions, and appropriations of values beyond sports practices, aimed at a critical and reflective understanding of reality, such as problematizing the space of women and men in certain sports; the media influence on the visibility of athletes, brands and different sports; the economic, structural and social impacts of the 2014 FIFA World Cup in Cuiabá; doping; the use of technology in sports, among others, encompassing what Moreira and Pereira (2009) highlight as a positive influence in the emancipation of students, making them able to make their own choices and tasks.

*[...] I understand that Pibid sought to make sense of this practice so that the student could see the meaning of what they were doing, that it could have future*



*value for their lives or that they could respect Physical Education as it deserves to be valued, [...] its legitimacy within the school. (P1)*

For Kawashima (2018), from the moment that the students are able to identify and interpret the meanings of reality, they can understand something in Physical Education classes and, consequently, use this knowledge in their lives. Thus, the former fellowship holders committed themselves to plan and develop meaningful work in the school that truly deconstructed the mistaken image of an uncompromised, recreational, and repetitive school subject.

After the first study meetings, observations, and establishing of the contents, the teacher/supervisor of the subproject together with the Pibid fellows organized how the Lesson Plans would be prepared and executed.

The dynamics of intervention in the schools happened according to the number of Pibidians and the structure of the partner schools. From 2012 to 2014, when ten fellows were involved in the subproject, they were organized in pairs or trios; the classes took place outside school hours, during the afternoon; the students were divided by gender (female and male) and organized by year (1st A, B, C ... 2nd A, B, C ...).

From 2015 to 2016, when the subproject started in another school, with two teachers/supervisors and fifteen fellows, it was possible to organize them alone or in pairs. Classes were offered in the regular school hours, in the afternoons, and each class had a specific schedule, regardless of gender.

About the dynamics of preparing and developing the Lesson Plans, the teachers said that: “[...] there was a time when you would work alone and in pairs. [...] If the theme was volleyball, we distributed everything that we would teach about volleyball for two months, how the sequence would be like” (P2).

As for the subproject weekly meetings, the teachers unanimously agree that their purpose was to expose difficulties and successes, exchange ideas and experiences with colleagues, as well as to reflect on their own teaching practices and the students' learning process. *“We would give feedback. [...] It was a reflection on what we had executed in the school. [...] There were multiple contributions from different experiences, so everyone could bring their own and afterward try, [...] and also learn listening to the others. [...] (P3)”*.

According to teacher P2, the reflection on the practice carried out at Pibid / FEF / UFMT was very pointed in discussing why something didn't work or thinking about how they could make possible for High School students to understand the content in a well-constructed way in the time they had.

For Nóvoa (2009) and Tardif (2006), it is precisely the exposure to contextualized unique situations of uncertainty, solved thorough investigation, which makes future teachers practical and reflective professionals, capable of producing specific knowledge on their own field.

In this way, the professional practice is seen as an “[...] original and relatively autonomous space for learning and training for future practitioners, as well as a space for the production of knowledge and innovative practices by experienced teachers” (TARDIF, 2006, p. 286).

Regarding the experiences provided by the Pibid / FEF / UFMT project, teacher P1 considers that it represented the best part of the undergraduate course because she was able to read and (re) read, in a deep and oriented way, texts, official documents, books, among others, that she had encountered in during her course. The activity performed before going to the school helped in the organization, execution, and reflection of the actions.

*[...] before we went to the school we did all this preparing [...] concerning reading, curriculum, planning. [...] It was like a pedagogical training in the weekly Pibid meetings, it was the moment that we sat down and debated what we would teach, how it would be taught to the students in that period of time and the possibilities. (P1).*

Possibility that also came from the students' interest.

*So about taking into consideration what the students wanted to do, I saw and learned that on Pibid when we took a pool to understand what the students wanted or liked to practice. That was the starting point that opened a realm of possibilities that we could work with, that was very cool. (P1).*

The experiences mentioned by teacher P1 point to the theoretical basis, the study of planning and the students' diagnostic questionnaire, as preliminary strategies. For Moreira (2009), joint planning can express the true intentions of the group and the teacher, which, therefore, will generate in the students a co-responsibility for the practice and its valorization.

For teacher P3, the experiences in the Pibid / FEF / UFMT subproject were also important in evaluating the work performed: “[...] because not only we had a background knowledge, we knew why we are teaching [...] you can actually see if you achieved the goal or not, through that”. This perception corroborates the idea that the evaluation is useful as an element of continuous reflection on the practice, which allows us to adapt work resources, review, adjust, recognize, and adapt some aspects to the individual or collective learning process (BRASIL, 1997).

It's noticeable that the meetings guided by the supervisors of the Pibid / FEF / UFMT subproject were a space for discussion and reflection of the ex-scholarship students about their actions. For the teacher P4, it was an exercise that established the connection between the university and the school reality: “Pibid was theory and practice, it made this bridge, it took the university to the school, but also gave feedback. We tried to go with a piece of knowledge there and returned with the school knowledge”.

From this close relationship between the academia and the school, the ex-scholarship students tried out alternative actions and then discussed, exchanged and reflected about ideas, to enhance them: “Pibid enabled you to try things [...] that could work, it allowed you to see your colleagues trying other things and also learn from what they were doing, so I think it was a very rich experience” (P4).

According to Formosinho (2009), it is from the reflection of the specific knowledge of their work that the teachers will acquire autonomy to decide about their practices and objectives, to share and improve experiences, as well as to introduce innovations that can increase their effectiveness. As such, for Tardif (2006), professional practice is not a simple field of application of theories that come from outside, but as a broader field of mobilization, production, and transmission of knowledge and competences that emerge from the practice itself. “Schools thus become places of information, innovation, experimentation, and professional development, but also, ideally, places of research and critical reflection” (TARDIF, 2006, p. 280).

According to the data from the research carried out by Gatti *et al.* (2014) on studies that addressed the Pibid subproject in different areas, the partnership between the university and the school has, in fact, shown successful results when carrying out actions of reflection, collaboration, and development of learning strategies.

In the Pibid / FEF / UFMT context, trying out diverse methods and strategies in dealing with the contents of School Physical Education made the ex-scholarship holders expand their understanding of the area and its possibilities of action:

*After joining Pibid, I started to see Physical Education in a different way, I can work with the four basic sports (volleyball, basketball, handball, and futsal) in a way I didn't know before, for instance, I can evolve [...] or even explore (P1).*

*[...] the best part of the experience was we could show what Physical Education can offer, it's not only practice, we have to think about the meaning of what we teach, [...] see it in different ways. [...] We not only used a court, but we also occupied what we could in the school. (P2).*

*Pibid was already cool, [...] we taught about nutrition, we gave futsal classes, we had classes about the World Cup, so we had a range of subjects. (P3).*

Formosinho (2009) considers teaching practices as valuable spaces for experimenting with different methods and techniques that are distinct from those already in the curriculum, as they allow for the expansion of the repertoire of experiences and, possibly, to transfer them to the teacher's performance.

When asked about other important experiences provided by the subproject, teachers P1 and P2 mentioned the interdisciplinary work that Pibid / FEF / UFMT developed in conjunction with the Philosophy Pibid: "Ah, the lecture with the teacher from the other subject was very nice, we took a university professor and talked about football in a different perspective".

At the time, the two subprojects discussed with the high schoolers the movie "Offside" (2006), directed by the Iranian Jafar Panahi, which deals with the prohibition of Iranian women to attend football matches in the country, questioning the role of women in sport and society.

For Imbernón (2011), interdisciplinary experiences allow future teachers to assimilate the knowledge and procedures of other subjects from the discussion and critical analysis of themes that reflect on the educational reality.

The teachers also highlighted that researching, participating in events, and the publication of works, as reflective experiences and exchange of important knowledge that improve pedagogical practices. According to Nóvoa (2009), the written record of personal and professional experiences is essential in acquiring awareness of one's own work and for building the teaching identity. In addition, for Imbernón (2011), with the practical-

theoretical reflection, the teachers develop the ability to produce pedagogical knowledge about their own practices.

When asked about the contribution of Pibid / FEF / UFMT to her initial training, teacher P2 highlighted that the subproject was essential for her to plan her work at school:

*[...] because in the Didactic course I didn't learn that, I didn't know what I was doing, I had no notion of the importance of some stuff, like the planning I did last year [...] I didn't know how to transfer to paper and make it my own, I changed the structure, but [...] I learned from Pibid how we tried to organize. [...]*

For teacher P3, the experiences at Pibid / FEF / UFMT really enabled contact with pedagogical practice at school, which contributed to their training in general and also to planning: *"[...] where I am, in the municipal public school system, it contributed in the sense of explaining a little about the planning [...] what I can turn to, who I work with, how, how to approach contents"*.

However, as much as the experience was with high school students, readings they did in the study group also helped in the search for references for classes: *"[...] the professors knew all those authors who could help in our practice, we got to know them personally and read them"* (P1).

According to teacher P1, the experiences contributed to the knowledge exchange and expansion of the possibilities for action at school: *"[...] Pibid helped me to see the range of contents that I can work with in the school"*.

Finally, teacher P4 points out that Pibid / FEF / UFMT was fundamental in his initial training and professional practice:

*[...] it was decisive, I'm sure of it, it helped me determine my role. It wasn't for Pibid, I would have another conception of education and how to use it. The undergrad course wasn't enough to prepare me to be in a school, I still make a series of mistakes, but I feel more prepared after Pibid and not because of the undergrad course.*

Given the above, we understand that the teachers' participation on the Pibid / FEF / UFMT subproject with High School students, allowed them to have access to experiences focused on the critical-reflexive understanding of reality, based on questions originating from the pedagogical practice itself. So, it established for teachers and

students a close relationship between university and school in theory and in practice. It also made possible the development of professional autonomy and identity.

For Ramos *et al.* (2015), Pibid enables learning not only for the scholarship holders but also for professionals involved in school and university. It provides spaces for debates on issues relevant to the school environment, Physical Education, and teacher training.

Gatti *et al.* (2014, p. 60) understand that: “The undergrads value this closeness as something social and relevant for educational purposes as if Pibid was a gateway that allowed/demanded the higher educational institutions, their courses and their professors to interact with the public school system”.

Perassolli and Alves (2015, p. 23, emphasis added) indicate in their studies with undergraduate students participating in Pibid that the experiences with the program were very significant the participants, “[...] for example, the understanding of the school routine (school functioning), coexistence rules, the action of planning and its limits and possibilities, the relationship between theory and practice”.

According to the surveyed teachers, the subproject also helped to expand the content and the organization of the discipline at school. It also enabled contact with another area of knowledge, from an interdisciplinary perspective.

Obviously, we cannot see Pibid as the solution to all teachers' training deficiencies, but we must recognize that it represents a valuable space for acquiring pieces of knowledge and skills inherent to the teacher's performances.

## 5 Final considerations

Programs like Pibid have sought out to raise the quality of initial and continuing teacher education, providing innovative and practical experiences, in a context closer to reality. Among the fundamental knowledge for the teacher's work is planning, so teachers must articulate, organize, and coordinate their actions.

It was proposed in this article to identify the possible contributions of Pibid / FEF / UFMT to the process of planning in Physical Education teachers, considering the experiences provided by the Pibid / FEF / UFMT subproject concerning planning in the initial training of the four Physical Education teachers.

It was identified that the experiences provided by the Pibid / FEF / UFMT subproject helped in understanding how and which references can and should serve as a basis for the elaboration of plans, what content, the importance of action, and reflection on the practice, as well as the interdisciplinarity, the organization of actions and teaching intentionality.

We hope that this research will help the teachers to identify the positive factors and those that can be improved about their planning for Physical Education classes. To the other teachers in this area who recognize and implement a coherent, articulate, critical, intentional, flexible Work Plan that provides students with meaningful learning.

Finally, we believe that Pibid is undoubtedly a valuable program, and it has contributed to the training of these professionals.

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