

# Chapter 38

## Knowledge and teaching practices in the context of remote emergency teaching in municipal early childhood education centers in Palmas -Tocantins

  <https://doi.org/10.56238/devopinterscie-038>

### Idrlan Alves Batista

Master's student in Professional Education at the Federal University of Tocantins. Assistant in Administration at the Rectory of the Federal Institute of Education, Science and Technology of Tocantins. Member of the research group registered at CNPq Multidisciplinary in Collaborative Work – GPMTC/IFTO

### Beatriz Inês Corteze Hirsch

Specialist in School Management/IBPEX/Palmas/TO and Clinical and Institutional Psychopedagogy – Palmas/TO. Educational Advisor at the Cantinho do Saber Municipal Center for Early Childhood Education – Palmas/TO

### Maiara Sobral Silva

PhD student in Education at the Federal University of Uberlândia. Journalist at the Rectory of the Federal Institute of Education, Science and Technology of Tocantins. Member of the research group registered at CNPq Multidisciplinary in Collaborative Work – GPMTC/IFTO

### Vânia Maria de Araújo Passos

Ph.D in Education from the Federal University of Goiás. Professor at the Federal University of Tocantins. Member of the research group registered at CNPq: Training, Teaching Professionalization and Educational Work – UFG

### ABSTRACT

The covid-19 pandemic imposed the need for Emergency Remote Teaching (ERE) across the

### 1 INTRODUCTION

Educational institutions across the country have suspended face-to-face activities regulated by various documents, due to the pandemic resulting from Covid-19. Responsibility for guiding non-face-to-face activities, authorized by CNE Opinion 5/2020 of 04/28/2020, was the responsibility of the states and municipalities, on behalf of the “autonomy” of the federated entities.

In Palmas, capital of the state of Tocantins, classes were suspended after the City Hall considered Ordinance No. 188/GM/SM, of February 4, 2020, which declared a Public Health Emergency of National Importance (ESPIN) by the Ministry of Health, as a result of human infection with the new coronavirus

country. the constant teaching practices in the ludic pedagogical proposals that guided the families and guardians in carrying out the activities for the children, regarding their practicality, contextuality, accessibility and applicability, in order to verify whether the selection and articulation of the worked contents were structured with the practices teachers inserted in the mentioned documents and if they resulted in methodological referrals capable of instructing them to assume the role of protagonists of these practices. Thus, it appears that the Municipal Centers for Early Childhood Education in Palmas/TO are heading in the right direction, given that the pedagogical proposals are structured with practical, contextualized and easy-to-apply activities, as well as being available in a way that everyone can have access. For this, it is based on bibliographical and documental reviews, whose purpose is to contribute with reflections and discussions related to the theme, as well as with the construction of alternatives that make it possible to improve the teaching practice, whether practiced by the teacher or by parents and guardians during the need. remote and/or hybrid teaching.

**Keywords:** covid-19, emergency remote teaching, ludic pedagogical proposal, teaching knowledge and practices

(2019-nCoV, later known as SARS-CoV-2); consider that, on March 11, 2020, the World Health Organization (WHO) declared human infection with the new coronavirus (SARSCoV-2), which causes the human infection called Covid-19, to be a pandemic, due to the progressive and significant increase the number of cases, deaths and affected countries, as well as the need for a collective and global effort to mobilize material and human resources to respond to covid-19, in order to prevent or contain sustained community transmission; and also consider State Decree No. 6070, of March 18, 2020, which declared an Emergency Situation in Tocantins, due to the pandemic of the new coronavirus (covid-19).

In this context, the Municipal Management of Palmas/TO issued Decree No. 1,856, of March 14, 2020, amended by Decree No. 1,859, of March 22, 2020, which declared a public health emergency in the municipality of Palmas, and provided for measures to deal with the pandemic caused by the coronavirus (covid-19), with the suspension of face-to-face classes in municipal public schools and municipal child education centers (CMEI).

Since the regulations for approving remote teaching came into force, due to the global pandemic, the Municipal Secretary of Education of Palmas - TO, together with schools and Municipal Centers for Early Childhood Education (CMEIs), have implemented, as well as other educational institutions Brazilian companies, diversified solutions for access to the school community, seeking to minimize the damage or learning deficit of children who were unable to attend face-to-face classes, as well as to guide municipal education professionals in this new scenario. In this sense, the secretariat issued ORDINANCE/GAB/SEMED No. 0033, of February 22, 2021, as well as Normative Instruction No. 001, of February 22, 2021, which provide for the remote work/home office regime and other procedures relating to the action plan for the resumption of school activities, in the Municipal Education Network of Palmas, while the Coronavirus (Covid-19) pandemic lasts.

Other actions implemented were related to the creation of commissions to carry out urgent work during the emergency period. In this sense, Ordinance GAB/SEMED n° 0346, of June 3, 2020, established the special commission to coordinate educational actions in the Municipal Education Network of Palmas, during the period of suspension of face-to-face classes and while the coronavirus pandemic lasts ( covid-19), in addition to adopting other measures; all of this with the objective of complying with the guidelines of the regulations that govern the institution, in order to continue the work that had been carried out before the pandemic period.

Thus, municipal classes were suspended in March 2020, as soon as the first cases of coronavirus were confirmed in the state of Tocantins, and with that, Emergency Remote Teaching (ERE) was installed for students of the capital's municipal education network. , in which classes were held as follows:

In a note, the city hall said [...] the teleclasses will be broadcast on channel 5.1. Part of the activities will be broadcast on television and others on the Palmas Home School virtual platform. Those responsible for students who do not have access to the internet will have access to printed activities (G1 TOCANTINS, 2020).

For the continuity of this work, the measures adopted for the children to attend classes during the year 2021, the focus period of this study, maintained the public virtual platform Palmas Home School, whose electronic address is <https://www.educacao.palmas.to.gov.br/>, with the aim of “assisting in the teaching-learning process, with the provision of contents and proposals for activities online and in the printed option, with the purpose of the child developing extracurricular activities at home” (TOCANTINS, 2021), considering that one of the main measures to contain the spread of the new coronavirus is isolation and social distancing, as directed by health authorities.

In this context, families were called upon to assume the task of mediating the teaching and learning processes, for which not even the wealthiest ones are sufficiently prepared, given that the activities should be carried out by the children in their homes.

The ERE strategies to face the covid-19 pandemic were developed from different perspectives in the Municipal Education of Palmas/TO. It was by critically observing this diversity that reflections/questionings emerged that underpinned the justification of this research, in view of the relationship of two proponents in two different Municipal Centers for Early Childhood Education in Palmas - TO (CMEIs), one of which is a mother of two students from the same class (Preschool I) and another is a member of the management team where she has the role of Educational Advisor. We emphasize, however, that the reflections and concerns and analyzes of the other researchers who provided the elaboration of this article were added. The objective of this research is to analyze the knowledge and teaching practices contained in the pedagogical proposals of Preschool I of the CMEIs, in Palmas/TO, during the 2021 school year, which guided family members and guardians in carrying out the pedagogical ludic proposals for children during remote teaching, regarding its practicality, contextuality, accessibility and applicability.

In addition to this search for the multiple perspective of the researchers, an investigation is proposed whose results may prove to be significant for the work teams of the CMEIs and for society, since, through the analyzes, it will be possible to draw an overview, based on the authors who also work on the theme. The objective is to analyze whether the selection and articulation of the contents worked on in the ERE were structured with the teaching practices, inserted in the proposals/scripts, and resulted in methodological referrals capable of guiding families and guardians to assume the role of protagonists of these pedagogical practices, while monitoring the activities carried out at home by the children. Thus, we highlight the following specific objectives: 1) to understand how the teaching practice was organized in the construction of ludic pedagogical proposals during the ERE; 2) relate the theoretical positions of authors who work on the theme with what is included in the pedagogical proposals; 3) identify whether the teaching practices contained in the pedagogical proposals to be developed during the ERE are contextualized to the children's reality, in an applicable and accessible way and; 4) understand the role assigned to families during the ERE.

In this sense, we also seek to understand how the ERE was developed since the beginning of the new coronavirus pandemic in municipal early childhood education in Palmas/TO, as well as to verify the

care due when selecting activities with playfulness so as not to require a great commitment from family members and guardians. , given that many have a high workload, often having to work from home.

As the children carried out the activities at home, it was necessary to prepare the lesson plan/pedagogical proposal for that moment, which would become a guideline for families and guardians, since, in the absence of the teacher, they would assume the role as a knowledge mediator and would guide students in carrying out activities at home.

This research used the following methodological procedures: 1) analysis of documents available on the websites of the Municipal Education Department, in order to identify guidelines that guided teaching during the covid-19 pandemic; 2) review of the relevant literature and; 3) documental descriptive analysis of data collected in the pedagogical proposal. The research and its results will help not only other studies on the subject, but also in the execution of present or future public policies, with the aim of facing difficulties experienced in remote and/or hybrid teaching imposed by the pandemic.

In addition, the results of the research will be equally relevant to the area of research in teacher training, contributing to the formulation of training plans that can make better contributions to the pedagogical practice and to the resolution of problems related to the daily lives of teachers and other actions for teachers in times of a pandemic or related situation that lead to a need for remote and/or hybrid teaching.

Faced with the context experienced by the world, and in Palmas-TO, which translated into a chaotic reality, imposing never-before-seen challenges to Brazilian education, of closing or altering various sectors, including education, resulting in the impediment of thousands of children from going to school. school. As a result of this situation, we need a better understanding and studies that bring alternatives to minimize the damage/deficit or recomposition of learning of children who were unable to attend face-to-face classes.

Although the pandemic caused by the covid-19 is a recent phenomenon that has taken hold in the world and in Brazil, the study proposed here also intends to contribute so that teachers can rethink their pedagogical practices, reflect on the referrals made in relation to the results obtained, and thereby detecting which technique is most effective at a given moment. All this makes it possible for the teacher to seek and propose new teaching methods, since educational practice is not a finished process, with a specific beginning and an already determined end.

## **2 METHODOLOGY**

In view of the context presented, accompanied by the objectives and justification, the research presented here is characterized as a qualitative study, given that it is “concerned with aspects of reality that cannot be quantified, focusing on understanding and explaining the dynamics of social relations”, as stated by Fonseca (2002, p. 20), since it aims to analyze the knowledge and teaching practices contained in the pedagogical proposals of the Pre-School I classes of the CMEIs, in Palmas/TO, during the 2021 school year, which guided family members and guardians in carrying out activities for children during remote teaching.

The research is also characterized as a documental descriptive study, starting from documents to describe and analyze an observed situation. It is also a qualitative study with an exploratory bias, given both the unprecedented situation with the pandemic and the particularities with which the teaching practice was conducted in the pedagogical proposals for remote teaching in early childhood education in Palmas/TO, in particular for preschoolers I. Although for Fonseca (2002, p. 21) carrying out the document analysis focuses on the interpretation of the object, as well as the proximity of the researcher in relation to the studied phenomenon considered minor, Lüdke and André (1986, p. 38) consider that “document analysis can constitute a valuable technique for approaching qualitative data, either complementing the information obtained by other techniques, or revealing new aspects of a theme or problem”.

Thus, the first methodological stage of the research consisted of deepening the bibliographical review in specialized literature, whose objective was to raise theoretical references “already analyzed and published through written and electronic means, such as books, scientific articles, pages and web sites” (MATOS ; LERCHE, 2001 apud FONSECA, 2002 p. 31) on the topic studied. Subsequently, a descriptive documentary research was carried out, which worked with data collected in the pedagogical proposal, which allowed to observe, register, analyze and correlate documents/pedagogical proposals from the beginning and end of remote teaching during the 2021 school year.

In order to reach the research objectives, in addition to the bibliographic review and survey and analysis of pedagogical proposals, a survey and analysis of documents available on the portals of the Municipal Secretary of Education, among others, were used, in which guidelines were identified that guide teaching during the pandemic. from covid-19. According to Phillips, apud Lüdke and André (1986, p. 38) "documents are considered to be any written material that can be used as a source of information about human behavior".

Nesse contexto, de acordo com Lüdke e André (1986, p. 25, grifo do autor) “o que cada pessoa seleciona para "ver" depende muito de sua história pessoal e principalmente de sua bagagem cultural”. É baseado nessa história pessoal que a análise documental acontece sob as perspectivas das pesquisadoras/autoras.

Assim, serviram de amostra para análise as propostas pedagógicas dos 2 (dois) primeiros meses e dos 2 (dois) últimos meses do ano letivo de 2021, cujo objetivo é verificar se os saberes e as práticas docentes que orientaram os familiares e responsáveis na realização das atividades pelas crianças durante o ensino remoto, são práticas contextualizadas, acessíveis e aplicáveis. Na oportunidade, verificou-se ainda se nas propostas iniciais e finais há diferenças ou semelhanças nos métodos e técnicas no conteúdo proposto, observando se houve aprimoramento conforme as propostas iam sendo utilizadas e as tarefas realizadas pelas crianças. Para Fonseca (2002, p. 57) essa amostragem é caracterizada como intencional, visto que o pesquisador intencionalmente toma determinado objeto para amostra.



### 3 RESULTS AND DISCUSSIONS

#### 3.1 LEGAL BASES FOR PREPARING THE PEDAGOGICAL PROPOSAL AND ITS AVAILABILITY

With the suspension of classes, in March 2020, in the fight against the covid-19 pandemic, the municipal network of Palmas had to develop a work plan, for the continuity of studies through alternative modalities, while the period of social isolation lasted. , given the need to keep the children's teaching and learning process on the rise.

In this area, it was possible to perceive that the professionals were faced with the challenge of continuing the school year, mobilizing the available technologies, with which not everyone was familiar, especially in distance learning situations, given that the teaching for the Preschool I class, was organized with online classes once a week, during the first half of 2021. Thus, teachers had to adapt to a new teaching reality, without adequate equipment for the new reality imposed, teaching mediated with digital technologies, carried out at home, such as: computers, mastery of digital technology, adequate spaces (because classes were taught in the family environment), appropriate tables and chairs for these immediate studies.

For the continuity of the classes, 12 (twelve) playful pedagogical proposals were prepared during the 2021 school year with activities to be developed by the children in their homes. To make it possible for families and guardians to have access to the material, it was made available on the Palmas Home Schoole online platform and in printed form to families and guardians without access to computers and the internet, which could be withdrawn at the CMEIs. In addition, a group was created in the *Whatsapp*<sup>1</sup> of the class with the aim of ensuring communication with the school team, families and guardians, as well as serving as a channel for guidance to parents and guardians, as well as forwarding pedagogical proposals and warnings in general.

In this step, the pedagogical proposals were planned based on the Tocantins Curriculum Document (DCT) for Early Childhood Education and Elementary Education, prepared through a participatory process and collaboration between the Ministry of Education (MEC), the National Council of Secretaries of Education (Consed), National Union of Municipal Education Directors (Undime), State Councils of Education and National Union of Municipal Councils of Education (UNCME), whose objective is “to guide pedagogical practice, as well as the construction of curricula of the teaching networks and the development of the necessary learning, in the search for greater equity for children in kindergarten, as well as for all elementary school students in Tocantins” (TOCANTINS, 2019, p. 10).

The document had as its guiding principle the national curriculum policies aimed at Basic Education and, which today materialize through the National Common Curricular Base (BNCC), which according to the MEC “is a normative document that defines the organic and progressive process of essential learning

---

<sup>1</sup>Aplicativo multiplataforma de mensagens instantâneas e chamadas de voz para smartphones, que além de enviar mensagens de texto, os usuários podem enviar imagens, vídeos e documentos em PDF, além de fazer ligações grátis por meio de uma conexão com a internet (WIKIPÉDIA, 2021).

that all students must develop throughout the stages and modalities of Basic Education”. (BRASIL, 2021). Therefore, the DCT was approved and ratified by the State Council of Education of Tocantins, through Resolution No. 24, of March 14, 2019, and is divided into four notebooks for the first two stages of basic education, with education children's education, organized into five chapters: Early childhood education as policy; Diversity and cultural identity of Tocantins; Professionals and teacher training; Organization of pedagogical work; Learning rights and everyday experiences.

Sanitary restrictions impacted the work routine of the CMEIs, the workload of Early Childhood Education teachers was intensified, as it required not only the preparation of proposals, but also assistance and guidance to family members and guardians on how to monitor and implement of chores at home. As the activities would be carried out by the children in their homes, it was necessary to prepare the lesson plan for that moment, which would no longer guide the teacher during the activities carried out by the students and would start to guide the families and guardians, that is, the teacher it would have to be planned not for him to teach the content, but for parents and guardians, who in the latter case are uncles, cousins and in some cases grandparents, emphasizing that some are semi-illiterate, etc.

Still in this context, it is highlighted that the lesson plan is an instrument that systematizes all the knowledge, proposals and procedures that are intended to be carried out in a given class, in view of what is expected to be achieved as objectives with the children. To this end, Libâneo (1994, p. 221) shows that:

School planning is a teaching task that includes both the forecast of activities in terms of organization and coordination in view of the proposed objectives, as well as their review and adaptation during the teaching process. Planning is a way to program teaching actions, but it is also a moment of research and reflection closely linked to evaluation. There are three planning modalities, articulated among themselves the school plan, the teaching plan and the lesson plan.

In this same perspective, the authors Castro and Malavasi (2017, p. 107) add that “in educational practice, it becomes evident the importance of the teacher carefully planning each class, aiming to achieve not only knowledge, but also values without which it would not be possible. possible to achieve the desired goals”.

### 3.2 GENERAL ANALYSIS OF THE PEDAGOGICAL PROPOSALS

The lesson plan called the pedagogical proposal with the activities to be returned by the children was elaborated alternately by the CMEIs belonging to the Semed staff, under the coordination of the Board of Early Childhood Education and shared among themselves. Thus, during the first half of 2021 they were planned fortnightly, accounting for 9 (nine) proposals. In the second semester, the classes returned in a hybrid format, so that the classes were divided into two teams, taking turns going to school weekly. Soon after starting the second semester, they decided to return to face-to-face classes, however, for this semester the pedagogical proposals were planned monthly, which added up to 3 (three) proposals, which followed

the same availability format, given that some families and those responsible for the children chose to remain with remote classes in a document signed and filed in the child's dossier.

Regarding the first semester, the first 4 (four) pedagogical proposals were analyzed, corresponding to 2 (two) months of activities, being the months of March and April/2021. In the second semester, the 2 (two) last pedagogical proposals were analyzed, which correspond to the months of September and October, considering that for the months of November and December there were no proposals available through the Palmas Home Schoole virtual platform, nor through the Whatsapp group.

Thus, it is justified that the pedagogical proposals of the first two months and the last two months served as a sample for analysis, in order to verify whether in the initial and final proposals there are differences or similarities in the methods and techniques in the proposed content that guided the parents and responsible during the activities carried out by the children, observing if there was improvement as the proposals were being used and the tasks performed. As for the improvement of planning, Lebanon (1994, p. 223) says that:

Updating the contents of the plan whenever necessary, improving it in relation to the progress made in the field of knowledge, adapting them to the students' learning conditions, methods, techniques and teaching resources that are being incorporated into everyday experiences.

It was noted that all proposals followed the same methods and techniques in the proposed contents, which configures that the selection and articulation of the worked contents were structured with the teaching practices inserted in the referred documents and resulted in methodological referrals capable of satisfactorily instructing the majority of families and guardians to assume the role of protagonists of these practices, considering that there are no changes in the adopted model.

In this way, the pedagogical proposals began by presenting how learning is organized, as provided in the BNCC. First, children's learning and development rights are discussed, followed by the fields of experience and the list of learning objectives preceded by alphanumeric codes. The document finalizes the initial part of how the space in which the tasks need to be carried out should be, indicating the choice of a cozy stimulating place in the house so that everyone is comfortable and at ease, as well as the time that the involvement and the execution of each proposal, it being suggested that it lasts as long as the child shows interest in explorations, research and games, since “each moment has a duration of time according to the content, with the level of assimilation of the student” (LIBÂNEO, 1994 , p. 87).

Corroborating this understanding, Castro and Malavasim (2017, p. 106) add that “the teacher must exercise teaching practice so that students have autonomy to learn without pressure [...]”. In this reasoning, thus, “[...] in the conditions of true learning”, Freire (2010, p. 26) states that “the students are becoming real subjects of the construction and reconstruction of the knowledge taught, alongside the educator , also subject of the process”.



The planning still contains classroom concerns that must be passed on by parents and guardians, such as the successes or failures obtained during the follow-up in carrying out activities when adopting certain procedures to teach children, which configures the survey of the application of methods and techniques of the proposed content, with the aim of verifying whether they resulted in methodological referrals capable of instructing families and guardians to assume the role of protagonists of teaching practices inserted in pedagogical proposals in this pandemic period.

Next, they contextualized how the proposals were prepared for the moment of social distancing, caused by the covid-19 pandemic, in which children are inside their homes. They also mention the pedagogical intention that counts on the exploration of materials, spaces, as well as accessible times for the family to carry them out with the children - in the home environment - thus continuing the practices developed in the Educational Units of Early Childhood Education.

Before each activity, a contextualization was made about the pedagogical ludic proposal that would be carried out, which helped parents to better understand what would be worked on, how it would be worked on and what contributions the activities that were being developed would bring to the development of the process. of teaching and learning of the child, be it progressive cognitive, social and emotional. It should be noted that the teaching practice was placed step by step as if it were a recipe to be developed by families and guardians during the activities carried out by the children.

Lesson planning required not only the development of activities to be developed, but also assistance and guidance to family members on how to follow up on tasks at home. All of this is verified, therefore, when in the proposals the families and guardians are oriented to organize a propitious and cozy space for together with their child to carry out the reading of the story. It was suggested that they could sit on the floor, on a rug, they could use pillows and cushions, and they would choose a moment in their routine to carry out activities, among others.

This detailed guidance constant in the pedagogical proposal that guided the parents and guardians also brought in some activities what would happen and/or what the child would perceive during their performance and then guided them in what they should do or question, as follows:

PROPOSAL 07: MIRROR, MIRROR MINE: (...) Separate a mirror and place it inside a box with a lid. Start a relaxed dialogue with the child, create suspense, asking what she thinks is in the box. When she opens it, you'll see what her face looks like. Ask her what her nose looks like, her hair, if it's long or short, if it's straight, curly or kinky, what color her hair is, what color her eyes are, what her mouth looks like. What do you think is similar to someone in the house (...).

PROPOSAL 22: RECIPE: CORN COUSCUZ: (...) Now call the child to reflect on the ingredient used in the recipe, explain that corn is a cereal that can be used in the preparation of various culinary recipes, such as couscous, which is a typical dish from the northeast region, and many other preparations. Call the child to put his hand in the dough and prepare a delicious couscous together with you. Notice how your child was interested in the proposal, was he able to understand the recipe? Were you able to identify the ingredients and their textures, was she anxious, nervous or calm during the execution? (...)

This time, it appears that families and guardians were instructed to ask questions to children and listen to them, as well as to dialogue and have fun making discoveries. To this end, Castro and Malavasim (2017, p. 107) say that “the student feels welcomed in his or her experiences and listening is always close, so that when teaching at the same time as learning, he appropriates the knowledge and general cultural aspects”. Thus, “teaching requires the recognition and assumption of cultural identity” (FREIRE, 2010, p. 41).

Furthermore, it was found that the activities to be developed continued the previous activity or used previously worked characters in the following proposals. Here is an example of part of the activity which deals with the reported situation: "(...) Remind the child, from the drawing he made of himself the day before, that the teacher wants to know his name. Suggest the child to write his name next to his drawing (self-portrait) from the day before" (PROPOSAL 09: QUEM QUISER SABER MEO NOME?, 2021, p. 9).

For this connection between one activity and another, Freire elucidates that “it is by thinking critically about today's or yesterday's practice that one can improve the next practice” (FREIRE, 2010, p. 39). Libâneo (1994, p. 241) points out that:

[...] when preparing classes, the teacher should reread the general objectives of the subject and the sequence of contents of the teaching plan. You cannot forget that each new topic is a continuation of the previous one; it is therefore necessary to consider the level of initial preparation of the students for the new material.

### **3.2.1 The pedagogical proposal and its practicality**

With the need to reinvent itself and add different activities to the pedagogical proposals to work with children in this teaching segment, even more so when they are deprived of school life, it was up to the CMEIs team, especially the teachers, to guide family members and guardians through a practical and structured script, which contains easy-to-use activities, providing opportunities for the integration of those involved in the educational process.

Thus, for that moment, the pedagogical proposals had easy-to-use activities, whose guidelines were possible to be applied during the monitoring of the children in carrying out the activities. This is how they were built:

PROPOSAL 22: RECIPE: CORN COUSCUZ: This proposal brings an easy couscous recipe for you to make with your child, taking advantage of this moment to learn through a practical and pleasant experience. For this beginning, we ask you to invite the child to separate all the ingredients that will be in the couscous recipe: Corn flour, water and salt or sugar, measurement items, choose the best moment within your daily routine, to carry out this proposal, remembering to guide the child on the use of the stove. Repeat for the calming child so that he separates the amounts of each ingredient according to the recipe. Now with everything organized, start preparing the recipe as described below. COUSCUZ RECIPE Ingredients: ▪ 2 cups (tea) of corn flour ▪ 1 cup (tea) of water (approximately) ▪ 1 level spoon (tea) of salt Preparation Mode: 1. In a bowl, add the corn flour with the salt; 2. Mix well; 3. Then add the water little by little and mix it with your hands; 4. TIP: the exact amount of water depends on each flour and can change from brand to brand, so the ideal point is when you knead the dough with your hands and it doesn't fall apart; 5. OBS: don't let it soak. 6. Then cover that bowl with a cloth and let it rest for 20 minutes; 7. After that time, move again, so that it is very loose; 8. Put water in the couscous bowl (only half of the water compartment) 9. Then place the steamer drain of the couscous bowl and transfer the mixture to the couscous bowl; 10. TIP:

vaporizer drain is the name of the sieve in the couscous bowl. 11. TIP: do this process with your hands and don't press, so it will be very fluffy later. 12. Tamp and lead to medium fire for about 15 minutes or until the couscous is firm; 13. Turn off the heat, remove the couscous from the couscous bowl and serve with butter and a cup of coffee.

**PROPOSAL 21: PEQUI TO THE TARGET** Hello Family! In today's proposal we present the game Pequi ao Alvo, which will work on motor coordination, develop mathematical reasoning-logic and visual perception. For today's game, you'll need the pequi fruit with the skin (preferably a stone) a piece of charcoal or chalk or a piece of plaster or a piece of tile to scratch on the floor. For this proposal, the adult needs to organize, together with the child, a suitable place that is not at risk for the child. For the game there can be more than 1 participant. Each participant will have a turn to throw the pequi at the target and add up the number of points for each participant. The moment of play is an opportunity for development for the child. Through playing, she experiences the world, develops her autonomy and organizes her emotions. Play can be done in the backyard or area of the house. The adult can guide and help the child to draw a circle on the ground about one meter in diameter. Make 5 circles one inside the other. Write the numbers inside each circle from 1 to 5, with 5 in the smallest circle. Draw a line away from the circle. You can use chalk, charcoal, plaster or tile shards to scratch the circles. Behind the marked line, throw one pequi at the target at a time. After the throws, they must count how many points they scored. Note: This activity must be carried out under adult supervision for the child's safety. We suggest that when playing, the family observes how the child is getting involved.

The guidelines for carrying out the activities also relied on practicality in indicating the materials to be used during their implementation, as follows: 1) Materials for making the corn couscous recipe: couscous bowl, stove, bowl, spoon, corn flakes, water, salt or sugar, butter; 2) Materials for building the hopscotch: white chalk, stone or pieces of brick to scribble on the sidewalk or floor or masking tape, if the hopscotch is built indoors, we will also need a writing pencil, colored pencils and a notebook; 3) Materials for ordering and quantifying the hopscotch numbers: Matchsticks, caps, stones, leaves or any material the family has at home, notebook or A3 sheet, cardboard or cardboard, numbers from 1 to 10, various materials for drawing and coloring: colored pencils, markers – hydrocolor, crayons (If possible, use writing pencils, colored pencils and jumbo crayons).

It was found that from the moment the monitoring baton is passed to carry out the proposals to families and guardians during remote teaching, it is no longer the teacher who needs to “know how to listen, feel, look at what each student presents to them”. being able to articulate the knowledge necessary for the teaching-learning process”, as cited by Castro and Malavasim (2017, p. 108), but the families and guardians during the activities carried out by the children, given that they were encouraged to observe whether they were interested in the activities proposals, if it was possible to understand the activities, with the objective of passing on such information to the CMEIs, together with videos and photographic records taken at the time of carrying out the activities, as they are considered of paramount importance for the development of young learners, and for the monitoring of the institution in the planning of new proposals, as well as in the construction of portfolios, as stated in Proposal 20: Fábula: A Galinha Ruiva

Todas essas observações são de suma importância para o desenvolvimento da criança e para os registros fotográficos desse momento, pois é por meio dessa interação que estamos acompanhando, construindo o portfólio e planejando novas propostas significativas para a continuidade desse processo de desenvolvimento como um todo.

Nesse aspecto, Freire (2010, p. 87) cita que “aprender para nós é construir, reconstruir, constatar para mudar, o que se faz sem abertura ao risco e à aventura do espírito” e “a curiosidade como desafio para provocar algum conhecimento provisório de algo”.

### **3.2.2 The pedagogical proposal and its applicability**

To facilitate the carrying out of activities, families and guardians were instructed on how they should proceed during the process of guiding the children. During the orientations, it was possible to observe expressions such as: invite the child to sing; invite your child to prepare that special corner together, etc. However, it is noticeable that the activities planned fortnightly or monthly facilitated the organization of parents and guardians for the timing of activities. Suggestions of the materials needed to carry out the tasks, as well as the step-by-step explanation of why the activity should be done, what should be done and how it should be done, contributed to successfully putting them into practice.

Proposal 15: Talking about hopscotch: The child has been at home for a long time, surely you as an adult must have many games from your childhood that you can share with him. Games that are not only part of its history, but are also cultural heritage. Let's play hopscotch. It's going to be very cool! Teachers, why play hopscotch with children? What does this joke make possible? Good question family! Let's see: Playing in Early Childhood Education is very important and playing hopscotch will help the child develop spatial notions, measurements, geometry, organization of the body scheme, mathematical notions, respect for rules, among other skills. In the course of this proposal, we will have a better dialogue about the possibilities of development that can be achieved by the child. Having made these clarifications, let's move on to the proposal: Start the moment by probing the child's previous knowledge about the game, asking, for example: Do you know what a hopscotch is? Have you ever played this game before? Explain that this game was very common among children in the old days. Tell her that in other regions this same game may have another name. If the adult has already played hopscotch, describe the experience to the child.

In this sense, Libâneo (1994, p. 224) says that “by objectivity we understand the correspondence of the plan with the reality that will be applied. There is no point in making predictions outside the human and material possibilities of the school, outside the possibilities of the students”.

During remote teaching, the teacher needed to be much more sensitive to understand who his students were, their realities, their dreams and their expectations to build or continue building the lesson plan/pedagogical proposal that contemplated the child's reality, in order to to respect their knowledge, which is in line with one of the most important issues raised by Freire (2010): teaching requires respect for the students' knowledge.

Without physical contact, it became imperative to get to know the children, their dreams and expectations through feedback from parents and guardians; during online classes; during the construction of the first portfolios, etc. and, therefore, respecting and valuing the children's life experiences, aiming to involve them pleasantly in the online proposals presented, as a means of continuing education. This connection was essential to alleviate learning difficulties, as well as to facilitate the possibility of teaching the practice of teaching for families and guardians, according to the teaching guidelines explained in detail

in each ludic pedagogical proposal for accompanying children in carrying out activities, given that they are included in the same context.

### 3.2.3 The pedagogical proposal and contextuality

Contextualizing the contents is essential for a good development of the task of teaching and learning. The teacher cannot want something that is distant from the child, because then the child will also distance himself. Kruppa (1994, p. 31), corroborates the discussion when he says:

[...] school knowledge, although it can and should be related to the lives of those who attend school, often presents itself as distant from it. If school knowledge distances itself from the students' life needs, preventing them from assimilating it, the school result will necessarily be marked by the exclusion of those who should master this knowledge [...].

In this area, it was possible to see in the pedagogical proposals activities that contemplated the context in which the children were inserted, when they extracted couscous and tapioca from the student's reality for the task - which are typical dishes of the northeast region and are often used for breakfast. and snacks; the pequi – which is a fruit from the cerrado of Tocantins, the chicken, the dog and the cat – which are domestic animals, etc.

It is noteworthy that the teaching monitoring of the proposals developed by the children occurred through the transfer of information collected during the performance of the tasks; sending of photographic records, in response to some questions asked at the end of each activity, as follows:

PROPOSAL 19: FRUITS OF THE EARTH: (...) During the activity, do you hear the child's interest? Did you notice if she understood about the fruits of the cerrado? And in the game, was she able to participate and understand the dynamics? At the moment of drawing and trying to write, was it calm for the child? These observations help teachers to better understand the child's development. At the end of the proposal, do not forget to take photos and videos and post them to the teachers (...).

PROPOSAL 21: WHO ARE THE ANIMALS? (...) Notice how your child was interested in the proposal, was he able to identify which animals were in the story? Were you able to identify the names of the animals? Interested in drawing a particular animal? All these observations are of paramount importance for the child's development and for the photographic records of that moment, as it is through this interaction that we are following, making the portfolio and planning new significant proposals for the continuity of this development process as a whole (. ..).

With all the happenings during the pandemic, the moment was destined to reinvent itself. It is noteworthy that the solution was to pass on and strengthen the role of families and guardians in the teaching-learning process, during remote and hybrid teaching, and because there were no changes in the techniques and methods used to guide them, it was noticed that the majority played the leading role in the pedagogical practices while monitoring the activities carried out by the children, which made room for the realization of a common experience and of great value in the immeasurable exchange of knowledge during the preparation of the pedagogical ludic proposals.



#### 4 FINAL CONSIDERATIONS

Monitoring what happened in the municipal public education system became imperative in view of the challenges and difficulties faced by Brazilian schools during the ERE. Thus, this work contributes to this effort by presenting and discussing research carried out with the objective of demonstrating significant and functional strategies in remote teaching in Early Childhood Education in Palmas-TO. to the coronavirus crisis, so that it could offer autonomy to families and guardians during the follow-up of children in carrying out proposals at home, as well as enabling them to actively participate in the teaching and learning process of their dependents, which was only possible due to the way with which teaching knowledge and practices were previously studied to be included in the ludic pedagogical proposals during remote teaching.

In this challenging moment, the way in which the pedagogical proposals were constructed, despite all the adversities in different dimensions, especially the emotional one, marked by vulnerability, fear and dread in the face of the increasing numbers of lives lost by covid-19, proved to be It is necessary to anchor itself in dialogic, solidary, collaborative pedagogical practices, inherent to collective work, with the purpose of providing support to families and guardians during the carrying out of school activities by the children, as well as active listening and the search for psychological care for those involved .

This scenario fostered dialogue and collaborative work between teachers and managers, given the need to face so many challenges, as we can see in the numerous online meetings of the management team, teachers and Municipal Board of Early Childhood Education (DMEI) that preceded the elaboration and sharing of pedagogical proposals under the coordination of DMEI. The partnership between the CMEIs and the Municipal Department of Education for planning the pedagogical proposal exposes the commitment to provide the necessary conditions to make remote teaching viable, guaranteeing the right of everyone to access quality education. It is important to emphasize the role played by families and those responsible for monitoring children in their activities at home, which strengthened the partnership between family and school.

It was found that teaching knowledge became essential elements for teachers to elaborate and re-elaborate knowledge and promote new alternative educational practices to the current ones, when they brought activities with known and traditional stories and games with new and promising possibilities to be practiced.

It was also found that in the pedagogical proposals that served as a sample for analysis, there are no differences in methods and techniques in the proposed content that guided parents and guardians during the activities carried out by the children. It is noteworthy that the way they were placed made it possible for families and guardians to put into practice the teaching practice and thus contribute significantly to the teaching and learning process.

Although blended learning, which promotes a mix between face-to-face teaching and online teaching, is one of the trends in 21st century education, CMEIs, teachers and children from Early Childhood Education in Palmas/TO, as well as parents and guardians are still unprepared for this teaching modality,

however, with all the challenges, the CMEI's are heading in the right direction, given that the pedagogical ludic proposals are structured with practical, contextualized and easy-to-apply activities, as well as how they are made available so that everyone can have access. It is believed that all the challenges and difficulties served as a learning experience for all those involved, as there is no denying the relevance of practical experience for learning, be it professional and/or personal.

This research opens up a range of questions for further research, one of which is in which teachers and/or managers can express the main challenges and concerns during emergency remote teaching; other families and guardians can indicate whether the strategies adopted by the municipal network during remote teaching have been validated and which strategies adopted in the ERE can be used in blended and even face-to-face teaching, among others. Therefore, it is necessary to deepen research in this phase of basic education as well as in these growing teaching modalities.

The results of this research aim to contribute as an object of study, in order to collaborate with the reflections and discussions related to the theme, as well as to help in the construction of alternatives that make it possible to improve the teaching practice, whether practiced by the teacher or by parents and guardians during the need for remote and/or hybrid teaching in early childhood education or in the first grades of elementary school.

## REFERENCES

- BRASIL. **Base Nacional Comum Curricular**. Normatiza o conjunto orgânico e progressivo de aprendizagens essenciais que todos os alunos devem desenvolver ao longo das etapas e modalidades da Educação Básica. Brasília: Ministério da Educação, 2018. Disponível em: <http://basenacionalcomum.mec.gov.br/#/site/inicio>. Acesso em: 20 set. 2021.
- BRASIL. **Parecer CNE 5/2020**, de 28 de abril de 2020. Reorganização do Calendário Escolar e da possibilidade de cômputo de atividades não presenciais para fins de cumprimento da carga horária mínima anual, em razão da Pandemia da COVID-19. Brasília: Ministério da Educação, 2020. Disponível em: [https://normativasconselhos.mec.gov.br/normativa/view/CNE\\_PAR\\_CNECPN52020.pdf?query=supervi%u00e3o](https://normativasconselhos.mec.gov.br/normativa/view/CNE_PAR_CNECPN52020.pdf?query=supervi%u00e3o). Acesso em: 23 nov. 2021.
- CASTRO, S. P; MALAVASIM, A. A Relação da Pedagogia da Autonomia de Paulo Freire com a Prática Docente no Contexto Educacional. **e-Mosaicos Revista Multidisciplinar de Ensino, Pesquisa, Extensão e Cultura do Instituto de Aplicação Fernando Rodrigues da Silveira** (Cap-UERJ). Rio de Janeiro, v. 6, n. 13, p. 105-111, 2017. Disponível em: <https://www.e-publicacoes.uerj.br/index.php/e-mosaicos/article/view/30808>. Acesso em: 08 dez. 2021.
- FONSECA, J. J. S. **Metodologia da pesquisa científica**. Fortaleza: UEC, 2002. Apostila. Disponível em: <http://www.ia.ufrj.br/ppgea/conteudo/conteudo-2012-1/1SF/Sandra/apostilaMetodologia.pdf>. Acesso em: 23/10/2021.
- FREIRE, P. **Pedagogia da autonomia: Saberes Necessários à Prática Educativa**. 25 ed. Rio de Janeiro: Ed. Paz e Terra, 2010.
- GUARNIERI, Maria R. Permanências e Novos Desafios da Formação Inicial: Contribuições da Didática e Práticas de Ensino na Preparação de Professores. In: PIMENTA, Selma G.; MARIN, Alda. J. (org). **Didática: teoria e pesquisa**. 2. ed. Araraquara - SP: Junqueira&Marin, 2018. cap. 1, p. 99-112. Disponível em: <https://pt.scribd.com/document/426773350/eBook-DIDATICA-teoria-e-pesquisa-pdf>. Acesso em: 04 dez. 2021.
- KRUPPA, Sonia M. Portella. **Sociologia da Educação**. 8. ed. São Paulo: Ed. Cortez, 1994. 155 p. Coleção Magistério 2º Grau. Série Formação do Professor.
- LIBÂNEO, José Carlos. **Didática**. São Paulo: Ed. Cortez, 1994. Coleção magistério 2º grau. Série formação do professor.
- LÜDKE, Menga; ANDRÉ, Marli E.D.A. **Pesquisa em educação: Abordagens Qualitativas**. São Paulo: ed. EPU, 1986.
- MARIN, A. J. didática, as práticas de ensino e alguns princípios para a pesquisa e a docência. In: PIMENTA, Selma G.; MARIN, Alda. J. (org). **Didática: teoria e pesquisa**. 2. ed. Araraquara - SP: Junqueira&Marin, 2018. cap. 1, p. 99-112. Disponível em: <https://pt.scribd.com/document/426773350/eBook-DIDATICA-teoria-e-pesquisa-pdf>. Acesso em: 07 dez. 2021.
- MELO, G. F. Didática mediada pela alteridade: uma orientação emancipadora em tempos de ensino remoto emergencial. In: Reunião Nacional da Associação Nacional de Pós-Graduação e Pesquisa em Educação – ANPEd, 40., 2021, Rio de Janeiro, RJ. **Anais**. Disponível em: [http://anais.anped.org.br/sites/default/files/gt04-trabalho\\_encomendado\\_40rn.pdf](http://anais.anped.org.br/sites/default/files/gt04-trabalho_encomendado_40rn.pdf). Acesso em: 10 dez. 2021

PALMAS adia retorno das aulas remotas na rede municipal de educação. **G1 Tocantins**, Palmas, 31 jul. 2020. Disponível em: <https://g1.globo.com/to/tocantins/noticia/2020/07/31/palmas-adia-retorno-das-aulas-remotas-na-rede-municipal-de-educacao.ghtml>. Acesso em: 12 dez. 2021.

ROSA, S. S.; APARICIO, A. S. M.; SILVA, M. R. P. Estratégias de Ensino Remoto em Municípios do ABC Paulista: Cenário de 2020 e as incertezas quanto ao futuro. *In: Reunião Nacional da Associação Nacional de Pós-Graduação e Pesquisa em Educação – ANPEd*, 40., 2021, Rio de Janeiro, RJ. **Anais**. Disponível em: [http://anais.anped.org.br/sites/default/files/arquivos\\_26\\_25](http://anais.anped.org.br/sites/default/files/arquivos_26_25). Acesso em: 15 dez. 2021

TOCANTINS. **Documento Curricular do Tocantins**. Orientações Organizacional e Curricular da Educação Infantil para o Território do Tocantins, proposto pela Seduc, Undime, Uncme e CEE/TO às Instituições de Educação Infantil do Território do Tocantins. Disponível em: <https://www.educacao.palmas.to.gov.br/documento-curricular>. Acesso em: 27 nov. 2021.

TOCANTINS. Instrução Normativa N° 001, de 22 de fevereiro de 2021. Dispõe sobre Regime de Trabalho Remoto/ Home Office e outros procedimentos relativos ao Plano de Ação de Retomada das Atividades Escolares, na Rede Municipal de Ensino de Palmas, enquanto durar a pandemia do Coronavírus (COVID-19), e adota outras providências. **Diário Oficial do Município de Palmas: Palmas, TO**, ano XII, n° 2.683, p. 11-14, 23 fev. 2021.

TOCANTINS. Resolução CEE/TO n° 105, de 08 de abril de 2020. Estabelece formas de reorganização do Calendário Escolar/ 2020 e define o regime especial de atividades escolares não presenciais no Sistema Estadual de Ensino do Tocantins, para fins de cumprimento do ano letivo de 2020, como medida de prevenção e combate ao contágio do Novo Coronavírus (COVID-19). **Diário Oficial do Estado do Tocantins**, Palmas, TO, ano XXXII, n° 5.582, p. 7-9, 15 abr. 2020.

VERDUM, P. **Prática Pedagógica: o que é? O que envolve?** Revista Educação por Escrito (PUCRS). Rio Grande do Sul, v. 4, n.1, jul. 2013. p. 91-105. Disponível em: <https://revistaseletronicas.pucrs.br/index.php/poescrito/article/view/14376/9703>. Acesso em: 05 dez 2021.