

## PHYSICAL EDUCATION IN CHILE: ANALYSIS OF BELIEFS HELD BY PRIMARY AND SECONDARY EDUCATION TEACHERS

*EDUCAÇÃO FÍSICA NO CHILE: UMA ANÁLISE DAS CRENÇAS DOS PROFESSORES DO PRIMÁRIO E ENSINO MÉDIO*

*LA EDUCACIÓN FÍSICA EN CHILE: UN ANÁLISIS DE LAS CREENCIAS DEL PROFESORADO DE LA ENSEÑANZA PRIMARIA Y SECUNDARIA*

**Alberto Moreno-Doña\***, **Enrique Rivera-García\*\***, **Carmen Trigueros-Cervantes\*\*\***

### Keywords

Primary and Secondary Education.  
Professional role.  
Social responsibility.

**Abstract:** This paper uses qualitative methods to analyze Physical Education teachers' beliefs on the social role to be played by the discipline. It identifies personal, professional and institutional barriers to achieving that social role and considers teachers' proposals to overcome those barriers. Three focus groups were created and 12 in-depth interviews were conducted. The methods of analysis employed were anchored in the perspectives of fragmentation and articulation as expressed in "grounded theory". The paper concludes that some teachers see a dichotomic relationship between a Physical Education that reproduces a traditional approach (linked to sports and physical condition) and some specific social stereotypes, while other teachers see that relationship as complementary. Yet another perspective suggests that Physical Education can help develop students' ability to understand and change social inequalities.

### Palavras-chave

Ensino fundamental e médio.  
Papel profissional.  
Responsabilidade social.

**Resumo:** Analisamos, qualitativamente, as crenças dos professores de Educação Física sobre a função social que deve cumprir a disciplina, identificando barreiras pessoais, profissionais e institucionais enfrentadas nesta tarefa e as soluções que propõem sobre isso. Foram realizados três grupos focais e doze entrevistas em profundidade. Os métodos de análise utilizados, em geral, foram baseados na proposta de fragmentação e articulação de "Grounded Theory". Conclui-se que há uma relação dicotômica para alguns, e complementar para outros, incluindo uma EF que reproduz uma perspectiva tradicional ligada ao desporto, o desenvolvimento da aptidão física e certos estereótipos sociais; e outro ponto de vista que entende que a Educação Física é desenvolver habilidades de compreensão e transformação das desigualdades sociais nos alunos.

### Palabras clave

Educación primaria y secundaria.  
Rol profesional.  
Responsabilidad social.

**Resumen:** Se analizan, cualitativamente, las creencias de los docentes de educación física respecto a la función social que debiera cumplir la asignatura. En dicho análisis se identifican barreras personales, profesionales e institucionales encontradas en dicha tarea y las soluciones que ellos proponen al respecto. Se realizaron tres grupos focales y doce entrevistas en profundidad. Los procedimientos de análisis empleados, en general se ciñeron a las propuestas de fragmentación y articulación de la "Grounded Theory". Se concluye que existe una relación dicotómica para algunos, complementaria para otros, entre una EF que reproduce una perspectiva tradicional ligada al deporte, el desarrollo de la condición física y ciertos estereotipos sociales; y otra visión que entiende que la educación física sirve para desarrollar competencias de comprensión y transformación de las desigualdades sociales del alumnado.

\*School of Physical Education. College of Philosophy and Education. Pontifical Catholic University of Valparaíso. Valparaíso, Chile.  
E-mail: alberto.moreno@ucv.cl

\*\* College of Education Sciences. University of Granada. Spain.  
E-mail: erivera@ugr.es

\*\*\* College of Education Sciences. University of Granada. Spain.  
E-mail: ctriguero@ugr.es

Recebido em: 24-06-2014  
Aprovado em: 12-09-2014



## 1 INTRODUCTION<sup>1</sup>

We have gone from controversy (discussing and confronting views) to crisis (assuming rather than accepting impositions that come from those exercising power given by democratic majority); from constant questioning of our pedagogical action to accepting all that comes from the national curriculum as the only thing that can be taught in schools. We assume that social culture must be transferred to school culture and, therefore, we see the prevailing neoliberal thinking, market economy and mass media at the service of governments slowly doing their job and getting citizens to assume their discourse and ideology as an unavoidable reality. From this point to single thinking as anticipated by Orwell's (1949) or to Huxley's (1932) happy world, it is only one step. We are witnessing the gradual abandonment of social and value-related aspects of education and surrendering to its commodification based on reproduction of its governing principles (BALL; 2004; EVANS, 2013). In this context, Physical Education (PE) has not been excluded from the direct or indirect control exercised by power in all its forms. We see that, although with often contradictory discourses, what eventually prevails is a social culture that is uncritical, biased and selfishly impoverished by media power to numb citizens.

Focusing on the case of Chile and approaching the new curriculum proposed for the area,<sup>2</sup> what we mentioned in the previous paragraph seem to be turning into reality. The first measure is a name change to "Physical Education and Health" (*Educación Física y Salud*, EFYS). The new name begs two questions: Was the PE that had been developed in schools not healthy? What is the health concept behind the new name? Secondly, PE is recognized as "central discipline in school education, which is part of the process of the whole formation of human beings". Given this statement, we wonder if this "new" discipline will respect multiple intelligences (GARDNER, 1994; 2005) or at least consider emotional intelligence (GOLEMAN, 1996), looking for globality by focusing on those intelligences that most directly relate to the matter (body and kinesthetic, intrapersonal, interpersonal and naturalistic intelligences). But the question is answered after the next point, where there is once again a return to the "model" and a suggestion that this will only be possible if "regular practice of physical activity" is produced, through which "students can develop motor skills, attitudes favorable to fair play, leadership and self-care". Note the new concept introduced: in an initial quick read, "leadership" may seem innocuous, but we do not believe that to be the intention. Behind that concept, PE's embracing of Darwinian paradigm (BARBER, 2012) is clearly identified, where performance comes into its own in each of the "thematic emphases" that come with it (the importance of movement; development of fitness; expressive qualities; sports initiation; combination of factors for an active life; following rules; and cooperation and teamwork). They form the basic structure of the school PE model that should govern Chilean basic education. If everything runs through established channels we may eventually find pre-teens with "active and healthy lifestyles" that will guarantee them "multiple individual and social benefits."

There is a formal commitment to a whole formation of the person, but reality is far from intentions. The obsession with visibility of achievement (PÉREZ, SOTO, 2011) based on "accountability" through the Measurement System of Educational Quality (SIMCE) that has now reached the PE area show discrimination on the basis of motor competence and Body Mass

<sup>1</sup> This article was sponsored by Proyecto Investigación Fondecyt 11110016, funded by Chile's National Fund for Scientific and Technological Research.

<sup>2</sup> The proposal can be read at: <http://www.curriculumenlineamineduc.cl/605/w3-article-21314.html>

Index (BMI) (MORENO *et al.*, 2013). Through the media, power conveys a body image that is far from our students' realities, especially socially disadvantaged ones. We are offered sporting success and perfect bodies as references to be achieved, knowing that only a few will take their places in the pantheon of gods. As postulated by Evans (2013), only extremes are accepted. A person must show motor competence, otherwise he or she will be called clumsy, fat or thin; there is no middle ground in terms of performance. The pressure directly endured by students is produced by the system based on pedagogy of biopower, turning their own perception of a healthy body associated with thinness into norm (HARWOOD, 2009). But let us not forget that teachers are the ones accountable for its implementation; they are in charge of ensuring that their students achieve excellence because, if the final product does not meet the standards and their classes result in fat and inactive children with low athletic performance, they will be identified as the main cause of failure and perhaps a reason for their dismissal.

Finally, what remains is the same PE model we have been working on in schools for over 20 years, still based on two axes: fitness and sport. The former seeks the slim body by eradicating the plague of the 21<sup>st</sup> century: obesity. The problem lies in how and who. The solution proposed to the first question is once again the biomotor model, ignoring that the concept of health is much wider and must go beyond the boundaries of the organic body to transit between inter and intrapersonal domains, in a proper environmental context (DEVÍS, 2000). Regarding the second question, PE teachers will be at the forefront in the battle. Thanks to the four-hour increase in classes, they must perform the miracle of turning fat into muscle and obesity into thinness. The second axis will be once again sport. By acting as a healing panacea for all ills, it will achieve a double objective: to create the seedbed that will make us visible in the world from the point of view of achieving sporting excellence and to provide the rest of people with the proper means to enjoy it by consuming active leisure.

Against this EFYS model, there is another way of understanding PE that is closer to critical approaches. We may review the excellent work of Devís (2006; 2012), which conducts a comprehensive worldwide review of socio-critical perspectives on PE. But when we look at the author's analysis, we can see that most of them are positioned in what Vicente (2013) correctly identifies as critical views on PE rather than approaches focused on the principles of Critical Pedagogy. We share his discourse while we do not forget that it built from an evaluative viewpoint that is external to the model.

In line with Tinnig (2002), cited by Sicilia-Camacho and Fernández-Balboa (2009), we believe it is time for a serious review of the directions of critical PE. If necessary, we should give up a leading role in liberalizing the other in order to focus on providing students with an encounter with themselves, so that, from the critical analysis and reflection standpoint, they can build their own decisions and actions toward dominant social models (SICILIA; FERNÁNDEZ, 2009).

What we understand as essential is the need to pass from contemplative research to action models. Obviously, we will have to overcome resistance as posed by Lemos *et al.* (2012). Criticism to the dominant model has been made; what we need now is to offer other ways to act in PE classes that convince and excite professionals – real and possible alternatives. We will very likely have to give up equal opportunities which may be the illusion that prevents us from seeing the reality of the social gap and invest on equality of positions (DUBET, 2012) with redistribution of wealth to provide all citizens with access to a decent standard of living, quality education, security and basic services. PE starts to move in this direction, and the alternatives

to the model initially described seek transformative practices to enrich students (LORENTE; JOVEN, 2009; PRAT; SOLER, 2009; SOLER, 2009; TIRADO; VENTURA, 2009). More connected with critical pedagogy, the proposals focus particularly on PE teacher training, but without a clear connection to the basic class (LORENTE; KIRK, 2014; MORENO; TRIGUEROS; RIVERA, 2013; MATTA; RICHARDS, in press;<sup>3</sup> SPAAIJ; JEANES, 2013). Finally, we note the line of work toward Service-Learning in PE, which can be a powerful tool to bring social change from university classrooms to school and social contexts with scarce resources or under social risk. In this line, we can look at Cervantes and Meaney (2013) who perform a comprehensive review of the subject as well as Rubio, Campo and Sebastiani (2014), and Boneta (2014), in our context. From a more practical perspective, Chiva, Gil and Hernando (2014) offer us a proposal based on Body Expression and Motor Games.

A review of the two sides of PE, taking as a reference the Chilean curriculum proposal – which is perfectly transferable to other contexts – makes it clear that we are witnessing a critical moment. The force of the neoliberal model increases the pressure to impose a foundation for the area under parameters of objectivity, efficiency and visibility, invalidating anything that does not comply with it. Given this reality, it is necessary to develop a partisan attitude that defends a PE that is critical while based on action, which offers real alternatives that turn our students into better citizens. This research wants to gauge teachers' views and assess the state of forces we are in. To do this, we focused on describing and interpreting the perceptions and beliefs constructed by teachers of primary and secondary education in relation to social roles assigned to PE. Specifically, three initial research questions guided us:

What are PE teachers' beliefs regarding the social function required from the area?

What personal, professional and institutional barriers do they perceive to direct PE toward a pedagogical approach that seeks social changes and tries to minimize inequality?

What are the viable solutions or alternatives seen by PE teachers to be incorporated into the area in order to create changing work?

## 2 METHODOLOGY

Given the nature of our object of study, we adopted the methodology of interpretive phenomenology (STRAUSS, CORBIN, 2002). Data collection was performed using three focus groups and 12 individual in-depth interviews. Selection of participants for focus groups (11 participants in the first group, eight in the second group and five in the third one) and interviews were based on criteria that allowed representation in terms of: (a) different areas of the country [north, center and south], (b) teaching experiences in primary and secondary education, (c) sex, (d) institution where participants were trained as PE teachers,<sup>4</sup> and (e) type of school where

<sup>3</sup> MATTA, Gylton; RICHARDS, Andrew. Toward an understanding of the democratic reconceptualization of physical education teacher education in post-military Brazil. **Physical Education and Sport Pedagogy**. (in press).

<sup>4</sup> Chilean universities include a group belonging to the so-called Council of Rectors of Chilean Universities (CRUCH), with 25 universities, all created before the system was deregulated for creation of educational institutions that appeared during the military dictatorship. The Council is one of the agencies that regulate these institutions. However, in addition to these universities, we can find a number of private universities throughout the whole country. This does not mean that all universities belonging to the Council of Rectors are public; they are state-supported institutions and the State gives part of their funding, unlike the second group.

they teach.<sup>5</sup> Both interviews and focus group sessions lasted up to 60 minutes.

Data analysis was mainly qualitative but also had a quantitative orientation in order to show the percentage distribution in participants' discourses and provide an additional perspective to qualitative analysis.

Selection criteria also allowed us to perform the analysis by crossing information using the computer software NVivo 9.0. The first task of the analysis was to reduce the data by simplifying, summarizing and selecting information. Furthermore, the analysis was adjusted to fragmentation and articulation procedures of "Grounded Theory" (GLASSER; STRAUSS, 1967; STRAUSS; CORBIN, 2002; VALLES, 2007), including deepening spirals where we receded and advanced continuously throughout the process until we built as coherent a theory as possible.

As pointed out by Strauss and Corbin (2002, p. 110), the first data coding consisted of "the analytic process by which concepts are identified and properties and dimensions are discovered in data". Therefore, in the first phase, analytical reading of data was performed to select units of meaning based on "thematic criteria" (RODRÍGUEZ; GIL; GARCÍA, 1999, p. 207), and an essentially inductive process was followed (MILES; HUBERMAN, 1994), although, as a guide, we started from categories already established in the scripts prepared for the focus groups and individual interviews.

The second phase included synthesis and grouping of units of meaning into categories and subcategories (RODRÍGUEZ; GIL; GARCÍA, 1999). This synthesis work was aimed at a re-creating language (RUIZ 2003; STRAUSS; CORBIN, 2002; RODRÍGUEZ; GIL; GARCÍA 1999; MARTÍNEZ, 1999).

More specifically, the emergence of categories, from a first encoding (creation of free nodes) until the creation of a category tree (branched nodes) was conducted through inductive indexing of the reading of focus group and interview transcripts. The first "free nodes" served as a draft for the branched nodes tree. Table 1 presents the first coding.

Table 1: First coding: Free Nodes<sup>6</sup>.

Devaluing PE	22	PE and values	30	Working with diversity	2	Training as reward or punishment	8
PE weaknesses	21	PE and whole development	29	Critical reflection on PE myths	1	Traditional evaluation	6
PE teacher as weakness	20	PE and change	23	Respect for differences	1	Threats	5
PE barrier: sociocultural changes	16	PE and inclusion	17	Pedagogical treatment competition	1	Differential evaluation	5
Institutional barriers	14	Importance of building healthy habits	15	Teaching context	19	Evaluation as control	4
Social barriers PE	14	PE and gender	11	Collaborative work	19	Evaluation as support	4
Barriers to PE because of curricular status	13	Teacher professionalization	11	Importance of reflection on the pedagogical work	13	Formative evaluation	4
Professional barriers	13	Working with the community	9	Dialogue as teaching methodology	12	Relativization of training	4
Social barriers	10	Professional autonomy	5	Emphasis on participation	10	Evaluation in PE	3

5 Chile has schools with different administrative units. (i) Municipal Schools. (ii) Private subsidized Schools. (iii) Private paid Schools.

6 Numbers in the table represent the number of times each code was referenced in the data.

7 Measurement System of Educational Quality.

Social and professional pressure on teachers	10	PE and development of values	5	Contextualizing learning from reflection	7	Evaluation as product	2
Family weakness	8	Affective relationship	5	Dialogue and reflection as pedagogical elements	6	Self-evaluation	1
Professional health	6	Understanding for autonomy	4	Professional autonomy	5	Evaluation as complication	1
Burnout	3	Different is not worse	4	Importance of self-reflection	3	Physical and attitudinal evaluation	1
Disrespect as barrier	2	PE and human welfare	4	PE teacher as mediator	3	Evaluation is not synonymous with sanction	1
Barrera: PE by gender	2	Private and municipal are similar	4	Teaching through play	2	Evaluation of values	1
Lack of materials as barrier	2	Criticism of sport as PE axis	3	Importance of effort	2	Evaluation and dialogue	1
Professional comfort	2	Importance of teaching values as lived experience	3	Interdisciplinary and collaborative work	2	Evaluation and rigor	1
Barrier: PE as a sport	2	Importance of making learning conscious	3	Personalized work	2	Evaluate to integrate	1
Barrier: Lack of spaces for dialogue with colleagues	2	Importance of self-reflection	3	Sport as social inclusion	1	Professional Evaluation	2
Barrier: PE taught according to traditional contents	1	The importance of affection	3	Educator rather than teacher	1	Working the meaning of PE	1
Logical educational weakness - municipal	1	Work families	3	PE and nondiscrimination	1	Interdisciplinary work	1
Weakness that PE is not the basis of national sport	1	Evaluation students work	3	Emphasis on reflection	1	Institutional evaluation	1
Weakness of theory-practice separation	1	Development of social skills	2	Teaching for conflict resolution	1	Criticism of ministerial policies	15
Students' habits as barrier	1	PE teacher as educator	2	Planning as a beacon guiding educational work	1	Criticism of SIMCE <sup>7</sup>	12

Source: research data

Based on this first table, categories shown in Table 2 emerged.

Table 2: Categories emerging after the first coding: branched nodes

Categories (branched nodes)	Definition of categories	References
1. Repeating a traditional PE	Reference is made to characteristics typical of a PE anchored in motor performance, with the competitive sports model as the backbone of pedagogical practice and health conception focused solely on human beings' biological dimension.	228
2. Barriers to a critical PE	Participants refer to barriers, obstacles and difficulties faced by PE to develop pedagogical work from which to advance toward social change and improvement.	187
3. Dreaming of a critical PE	Subjects refer to the possibility of building a PE not based on performance criteria and whose main interest would be the potential to contribute to social equity.	206
4. How to make a critical PE	Operational aspects of PE raised by subjects..	111

5. Evaluating (in) coherently	Relationship between the importance given to evaluation processes under certain theoretical/epistemological premises and how they act in the teaching work	53
6. Proposals for overcoming barriers	Procedures raised by participants to overcome barriers already mentioned in Category 2.	5
7. Criticism of teachers	Subjects consider a series of major criticisms that justify certain teacher devaluation.	27

Source: research data

The third phase consisted primarily in contextualizing and verifying the findings of other studies to develop a narrative report of results and conclusions.

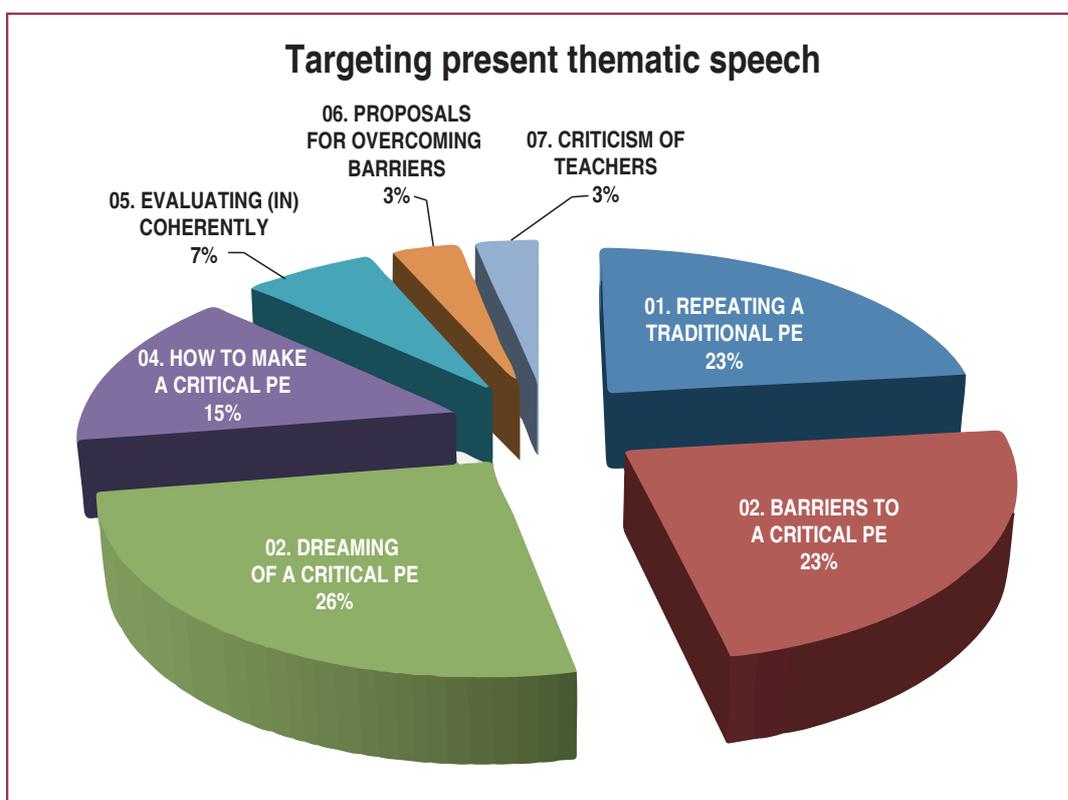
### 3 RESULTS AND DISCUSSION

To help in understanding results, this section has been divided in two parts: quantitative and qualitative results.

#### 3.1 Quantitative results

Chart 1 shows how teachers' discourse is focused on the seven major categories listed above, with different percentage intensities.

Chart 1: Percentage presence of categories of analysis in participants' discourse.

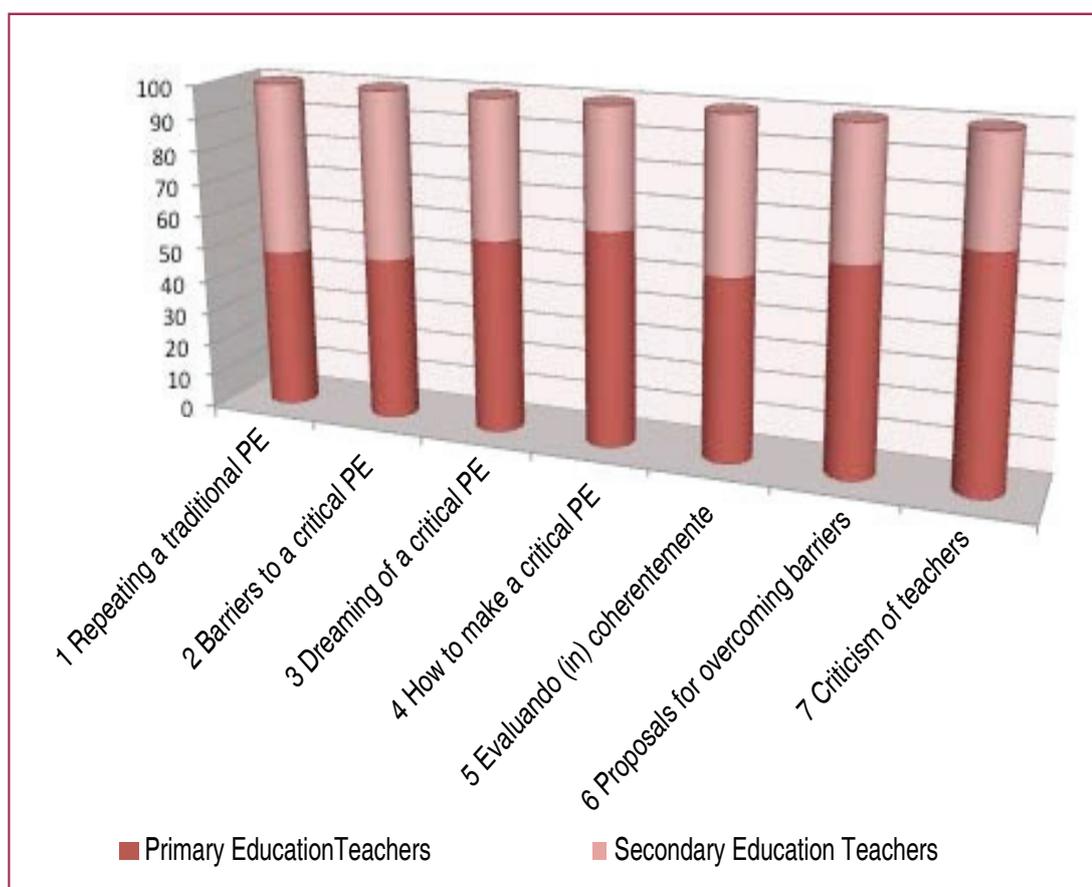


Source: Research data

However, the content of teachers' discourses is different if we consider some of its features, such as: (a) primary or secondary education teachers; (b) type of school where they work; and (c) universities where they graduated (See Chart 2).

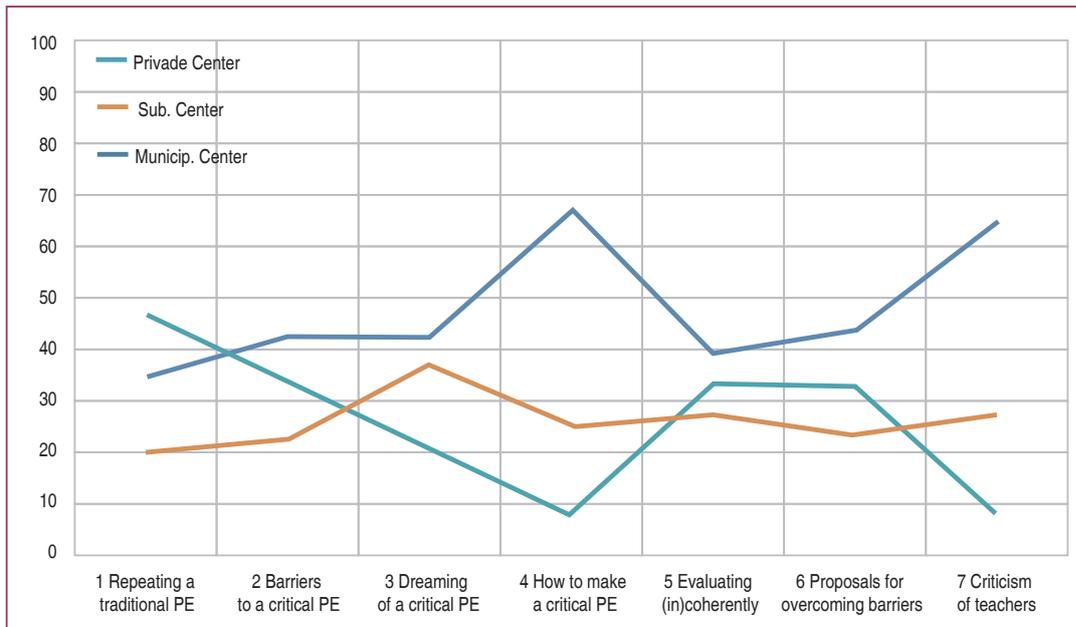
Categories 1, 2, 3 and 5 have relatively similar discursive intensity; however, by mentioning how to make a critical PE (category 4) and building criticism of ministerial policies (category 7), primary school teachers have higher discourse intensity (see Figure 2). Less schooled and schooling (more holistic and complex) logics of primary education seemed to influence this important difference. This idea is consistent with other research conducted in Chile (CALVO, 2012).

**Chart 2:** Percentage comparison of teachers' discourse intensity according to the educational level where they teach.



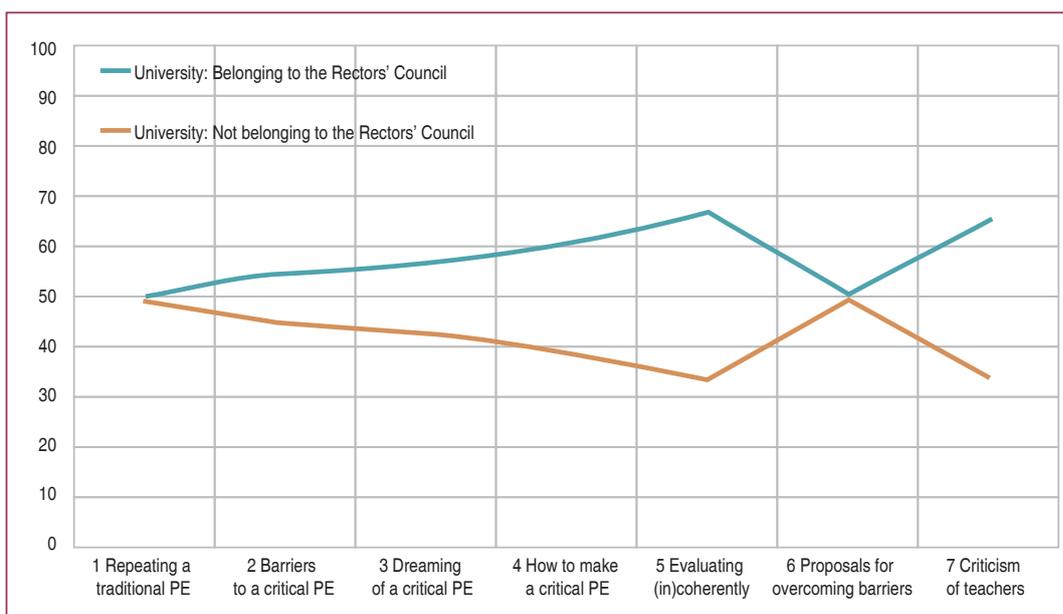
Source: research data

Discourse intensity is also different for teachers who work in private, subsidized or municipal schools (see Chart 3). In the latter, they perceive that the most important functions of the PE are focused on building a critique of traditional PE orientation, since it is more focused in reproducing body stereotypes and a health concept understood as the absence of disease rather than human wellbeing in all its dimensions. The opposite occurs with teachers of private and subsidized school. We can also see that category 7 – “Critique of teachers” – follows the same pattern. The situation of economic, social and psychological diversity with which PE teachers work in municipal education could explain those differences (MORENO, 2011).

**Chart 3:** Percentage Intensity of teachers' discourse by types of schools in which they teach.

Source: Research data

Something similar happens with the discourse of teachers about the type of institution in which they graduated (see Chart 4). In general, it is possible to perceive that those who studied in Universities of the Rectors' Council, unlike those who did not, want to build a PE that goes beyond the traditional perspective and focuses on research and critical thinking. This might be explained by the fact that universities that are part of that group receive most state funds, while their main goals, in addition to teaching, are focused on research areas – innovation and extension – while those outside the group have a purely pedagogical approach. Furthermore, the former have a large number of full-time scholars, while the latter have plenty of professors hired by the hour (OCDE, 2009).

**Chart 4:** Percentage intensity of discourse by type of university where participants graduated.

Source: Research data

## 3.2 QUALITATIVE RESULTS

We now develop the qualitative approach in our work, trying to respond to each of the specific goals of our research.

### 3.2.1 Teachers' beliefs regarding PE

In this respect, it is interesting to observe how teachers' beliefs regarding the roles of school PE show a dichotomous relationship for some and a complementary one for others, between 1) a PE that reproduces a traditional perspective linked to sport, development of fitness and certain social stereotypes, and 2) a vision that understands that PE may be useful for the development of certain skills that help understand and transform students' social inequalities. Next, we show the characterization of those two beliefs about PE as a discipline in the school curriculum.

#### 3.2.1.1 Repeating traditional PE

With regard to perceptions about the main function of traditional PE, three aspects stand out: (a) sports education and development of fitness and health, (b) uncritical repetition of stereotypes associated with PE, and (c) PE as a way of distracting students from their circumstances and personal problems.

##### a) Sports education and development of fitness and health

Teachers constantly mention sports, fitness and better health as core elements of the discipline. This perception stems from the belief that sport is synonymous with improved fitness and that the latter equals wellbeing. However, that belief contradicts scientific evidence that has been stressing for decades that it is a wrong logic, especially for children, because, at those ages, fitness levels are determined by genetic factors and maturation, rather than physical activity habits (FOX, 1991).

The constant presence of sport as an almost exclusive content of school PE can be seen in teachers' words. In one of the focus groups (FG1) there was explicit mention to "[...] the personal goal that all of us PE teachers have is training in sports".

This idea is also reflected at individual level among participants. See these two examples:

From fifth grade to the second year of secondary education, it's one day for physical conditioning and one day for sports, and in third and fourth years, since they have class once a week this year, it's only sport, with no conditioning (...), and from first to fourth year, they do sport two days a week. (Adolphe)

Elvira says that "[...] the only way you make kids move at school is sport".

In turn, the concern with the development of health and, more specifically, the fight against obesity, is evident in other discussion groups:

Today there is also a general and major problem that is obesity, so we are going to show them all sports, then in their everyday lives they can take up one among the full range of sports, like, athletics, basketball, football, I don't know, we have all sports and that's our job. This relationship between sport and health is even

clearer if we think of Barack's words, which tell us that "[...] physical activity gives you more possibilities if you focus PE on motor performance through the use of your body. (FG2)

#### b) Uncritical repetition of stereotypes associated with traditional PE

The first stereotype developed by several participants is related to understanding that PE can help sports training and could enable some students to become professional athletes. For example, Evans says: "[...] I always offer them examples of athletes who are famous today and it motivates [students] a lot to be like that some time. I teach them that may well become that [...]"

The second stereotype focuses on the uncritical relationship between performing physical activity and acquiring certain values that can ultimately lead to overcoming poverty. "Yes, the development of physical activity and sport skills is extremely important for the social aspect. The spirit of improvement [which can lead to] getting out of poverty is very important" (Elvira).

Finally, we found the presence of gender stereotypes, which hampers coeducational pedagogical work in PE classes. Alison believes "[...] that girls must work separately from men" because they must "develop other kinds of things".

#### c) PE as a way of distracting students from their circumstances and personal problems

A recurring theme among participants is conceptualization of PE as a means to distract from all social, family and personal issues that students may experience (MORENO *et al.* 2013). "Physical sessions are for the kids to have fun and share the moment and forget their social situation. I don't know, but I think they develop quite positive social skills" (FG2). Therefore, one could say that PE's purpose is purely recreational rather than educational. Alison, for example, tells us that he sees PE "[...] as recreation more than anything else, as release, especially for those with low [economic] resources".

### 3.2.1.2 *Aspiring to a critical PE*

From a critical perspective, the purpose would be to "train people" (FG3) – not by repeating certain motor gestures but by building healthy habits in all human dimensions.

More specifically, Jimmy points out the importance of PE to develop values such as acceptance of diversity.

Working in teams, respecting the person next to you, respecting people who are different in terms of levels, for example. Students sometimes discriminate when forming groups, they somehow always choose the chubby kid last. [The teacher should make] these people feel accepted in a group.

Arnaud, in turn, emphasizes "[...] social education through PE" and more specifically, through "teamwork" in order to cause "leaders to appear, and that they also recognize situations in the context where they are not always going to be heard, not always. [...] Their opinion will be that which acquires greater validity; but [what matters is] the construction they generate from this teamwork". Cornelio emphasizes PE's potential "human value in the development of values". "They don't have to punch each other for a ball, they don't have to attack each other; they can share, they can develop values, they can make friends. No need to get rude or to do verbal, gestural or postural violence".

For this, some propose a PE away from sport and fitness, i. e. a more coherent discipline with a comprehensive development of the person that “[...] contributes to human development in all its complexity” (Luke). They also envision a PE that generates “a space where all students can be integrated and where not only movement develops, but where it is possible to build all kinds of social skills to become a critical citizen” (Axel).

Evans says that PE “[...] can and should be directed to guide vulnerable students, to transform the unequal situation in which they find themselves”. That could be achieved if they are able to “[...] transcend the learning generated in PE” (Arnaud). Still according to Arnaud, this would be achieved if “[...] the discipline helped them to achieve many things, to transcend socially”.

Cathy notes that “[...] schools and their disciplines are the basis to change the world. If I want to change the world, changing adults does nothing; I have to change children, and from that I can shape the future of Chile.

### 3.2.1.3 Barriers to change

Participants report four barriers to the actual implementation of a critical PE that can build greater equity and social justice:

i. Barriers resulting from sociocultural changes: That is a reference to the complexity typical of the discipline in a world that has changed too much and caused that “[...] diseases of the elderly appear in childhood” (Luke), which makes us “work with children and young people in a situation for which we have not been trained” (FG2).

ii. Barriers resulting from PE curriculum status: These are inconsistencies of a curricular logic that allegedly possesses educational purposes while adjusts to and perpetuates a quality measuring system (SIMCE) focused on other intentions, eventually being a barrier to the educational development of PE as a discipline in the school curriculum. “The SIMCE does not measure anything, it doesn’t measure students’ health; on the contrary, it disables or damages them. They implemented SIMCE and several students came out with lumbar and abdominal injuries” (Jimmy).

iii. Professional training barriers: This includes references to the weak training of today’s PE teachers, which ends up leaving them unable to build a discipline that is more closely linked to the educational scope rather than related solely to sports. The same goes for teacher’s continuing education. “It’s very important that we keep our education. I work in a municipal school and training is quite rare, training times are rare and, in general, working hours are many. Will teachers with 44 weekly hours work 60 hours and keep working when they come?” (Evans).

iv. Social devaluation of school PE. It is “sad to get to the end of the year feeling frustrated. The year passed and I find myself submitted by a school system that does not represent me whatsoever [...]. Parents oppose my criterion, the boss does not support me and asks me to change my planning [...]. That’s because PE is not a strong discipline, it is not socially valued” (Cornelio).

### 3.2.1.4 Few solutions and alternatives identified by professionals in the area for a transformational work in school PE

Participants’ proposals to make PE into a discipline which pursues an educational work oriented to changing social inequalities are related to three specific aspects:

i. Hiring specialist PE teachers in all schools, at all levels of the education system. “[...] We should have teachers who are specialists from preschool through the fourth year of secondary school” (Adolphe).

ii. Requiring more hours for the discipline: “It should be mandatory for all schools [...]. The four hours twice a week should also be mandatory” (Adolphe).

iii. Encouraging students to raise parents’ awareness to adopt healthy lifestyles at family level: “Encouraging students to motivate and encourage their own parents to do physical activity” (Jimmy).

#### 4. CONCLUSIONS

We conclude this article by emphasizing that the relationship between (1) a PE that reproduces a traditional perspective linked to sport, development of fitness and certain social stereotypes and (2) a vision that understands that PE should support the development of skills to understand and change social inequalities experienced by students is dichotomous for some teachers while it is complementary for others. With regard to beliefs that see the main function of the PE from a traditional perspective, there are three main points: (a) sports training and development of fitness and health; (b) uncritical repetition of stereotypes associated with PE; and (c) PE as a way of distracting students from their personal circumstances and problems. As for views of a PE directed to work with social inequalities, we have shown some aspiration to a critical PE, although quite superficial and not very substantiated. Significant barriers are articulated regarding this work, namely: socio-cultural changes; curricular status of PE; professional training, and social devaluation of school PE.

#### REFERENCIAS

- BALL, Stephen. **Education for sale!** The commodification of everything. London: University of London. 2004.
- BARBERO, José. El darwinismo social como clave constitutiva del campo de la actividad física educativa, recreativa y deportiva. **Revista de Educación**, Madrid, n. 359, p. 580-603, 2012.
- BONETA, Martí. Un mundo que se mueve con el aprendizaje servicio. **Tándem. Didáctica de la Educación Física**, Barcelona, n. 44, p. 57-61, 2014.
- CALVO, Carlos. **Del mapa escolar al territorio educativo:** diseñando la escuela desde la educación. La Serena: Universidad de La Serena, 2012.
- CERVANTES, Carlos; MEANEY, Karen. Examining Service-Learning Literature in Physical Education Teacher Education: Recommendations for Practice and Research. **Quest**, Atlanta, v. 65, n. 3, p. 332-353, 2013.
- CHIVA, Oscar; GIL, Jesús; HERNANDO, Carlos. Innovación metodológica en la universidad Aprendizaje servicio en la didáctica de la expresión corporal y los juegos motrices. **Tándem. Didáctica de la Educación Física**, n. 44, p. 41-48, 2014.
- DEVÍS, José. La investigación sociocrítica en la educación física. **Estudios Pedagógicos**, v. 38, n. 1, p. 125-153, 2012.
- DEVÍS, José. **Actividad física, deporte y salud.** Barcelona: Inde, 2000.

DEVÍS, José. Socially Critical Research Perspectives in Physical Education. En: KIRK, David; O'SULLIVAN, Mary; MACDONALD, Doune. (Edit). **Handbook of physical education**. London: Sage, 2006. p. 37-59.

DUBET, Francios. **Repensar la justicia social**: Contra el mito de la igualdad de oportunidades. Buenos Aires: Siglo XXI, 2012.

LORENTE, Eloisa; JOVEN, Alfredo. Autogestión en Educación Física: una investigación etnográfica. **Cultura y Educación**, v. 21, n. 1, p. 67-79, 2009.

EVANS, John. Physical Education as porn! En: **Physical Education and Sport Pedagogy**, Worcester, v. 18, n. 1, p. 75-89, 2013.

FOX, Ken. Motivating children for physical activity: towards a healthier future. **Journal of Physical Education, Recreation and Dance**, Reston, , n. 62, p. 34-38.

GARDNER, Howard. **Estructuras de la mente**: la teoría de las inteligencias múltiples. Madrid: Fondo de Cultura Económica, 1994.

GARDNER, Howard. **Inteligencias múltiples**: la teoría en la práctica. Barcelona: Paidós, 2005.

GLASER, Barney; STRAUSS, Anselm. **The discovery of grounded theory**: Strategies for qualitative research. Chicago: Aldine, 1967.

GOLEMAN, Daniel. **Inteligencia emocional**. Barcelona: Kairós, 1996.

HARWOOD, Valerie. Tehorizing Biopedagogies. En: WRIGHT, Jean; HARWOOD, Valerie. **Biopolitics and the "Obesity Epidemic"**. **Governing Bodies**. New York: Routledge, 2009. p. 15-30.

HUXLEY, Aldous. **Un mundo feliz**. Barcelona: Debolsillo, 2001.

LEMOS, Lovane; VERONEZ, Luiz; MORSCHBACHER, Marcia; BOTH, Vilmar. As contradições do processo de elaboração das diretrizes curriculares nacionais dos cursos de formação em educação física e os movimentos de resistência à submissão ao mercado. **Movimento**, Porto Alegre v. 18, n. 3, p. 27-49, 2012.

LORENTE, Eloisa; JOVEN, Alfredo. Autogestión en Educación Física: una investigación etnográfica. **Cultura y Educación**, Barcelona, v. 21, n. 1, p. 67-79, 2009.

LORENTE, Eloisa; KIRK, David. The case for democratic assessment practices within a critical pedagogy of physical education teacher education. **European Physical Education Review**, Chester, v. 20, n. 1, p. 104-119, 2014.

PRAT, María; SOLER, Susanna. El espectáculo deportivo, ¿un contexto educativo?: análisis de las actitudes de los adolescentes como espectadores. **Cultura y Educación**, Barcelona, v. 21, n. 1, p. 43-54.

MARTÍNEZ, Miguel. **La investigación cualitativa etnográfica en educación**: Manual teórico - práctico. México: Trillas, 1999.

TIRADO, Miguel; VENTURA, Carles. Propuestas para el desarrollo de la competencia crítica en el alumnado de Educación Física. **Cultura y Educación**, Barcelona, v. 21, n. 1, p. 55-66, 2009.

MILES, Michael; HUBERMAN, Matthew. **Qualitative data analysis**: an expanded sourcebook. Newbury Park: Sage. 1994.

MORENO, Alberto; TRIGUEROS, Carmen; RIVERA, Enrique. Percepciones sobre la autoevaluación en la formación de Profesores de Educación Física. **Revista Internacional de Medicina y Ciencias de la Actividad Física y del Deporte**, Madrid, v. 13, n. 52, p. 719-735, 2013.

MORENO, Alberto et. al. La educación física chilena. Un modelo tecnocrático de la enseñanza y desvalorización del colectivo docente. **Tandem. Didáctica de la Educación Física**, Barcelona, n. 42, p. 7-17, 2013.

MORENO, Alberto. **Percepciones del profesorado universitario en relación a la función de trans-**

**formación de la educación física como asignatura de currículum escolar: el caso de Chile.** 2011. Tesis (Doctoral) - Granada: Universidad de Granada, 2011.

OCDE. **Informe Revisión de Políticas Nacionales de Educación.** La Educación Superior en Chile, 2009. Disponible en: <http://feuc.cl/wp-content/uploads/2011/07/Informe-OCDE-ES-en-Chile.pdf>. Acceso en: 11 ago. 2010.

ORWELL, George. **1984.** Barcelona: Destino Libro, 2003.

PÉREZ, Ángel; SOTO, Encarnación. Luces y sombras de PISA. Sentido educativo de las evaluaciones externas. **Cultura y Educación**, Barcelona, v. 23, n. 2, p. 171-182, 2011.

RODRÍGUEZ, Gregorio; GIL, Javier; GARCÍA, Eduardo. **Metodología de la investigación cualitativa.** Málaga: Aljibe, 1999.

RUBIO, Laura; CAMPO, Laura; SEBASTIANI, Enric. Educación Física y Aprendizaje Servicio. **Tándem. Didáctica de la Educación Física**, Barcelona, n. 44, p. 7-14, 2014.

RUIZ, José Ignacio. **Metodología de la investigación cualitativa.** Bilbao: Universidad de Deusto, 2003.

SICILIA, Álvaro; FERNÁNDEZ, Juan. Reflecting on the moral bases of critical pedagogy in PETE: toward a Foucaultian perspective on ethics and the care of the self. **Sport, Education and Society**, London, v. 14, n. 4, p. 443-463, 2009.

SPAAIJ, Ramón; JEANES, Ruth. Education for social change? A Freirean critique of sport for development and peace. **Physical Education and Sport Pedagogy**, Worcester, v. 18, n. 4, p. 442-457, 2013.

STRAUSS, Anselm; CORBIN, Juliet. **Bases de la investigación cualitativa: Técnicas y procedimientos para desarrollar la teoría fundamentada.** Colombia: Universidad de Antioquia, 2002.

SOLER, Susanna. Los procesos de reproducción, resistencia y cambio de las relaciones tradicionales de género en la Educación Física: el caso del fútbol. **Cultura y Educación**, Barcelona, v. 21, n. 1, p. 31-42, 2009.

VALLES, Miguel. **Técnicas cualitativas de investigación social: Reflexión metodológica y práctica profesional.** Madrid: Síntesis, 2007.

VICENTE, Miguel. Crítica de la educación física y Educación Física Crítica en España. Estado (crítico) de la cuestión. **Movimento**, Porto Alegre, v. 19, n. 1, p. 309-329, 2013.

**Correspondence address:**

Pontificia Universidad Católica de Valparaíso  
Facultad de Filosofía y Educación  
Escuela de Educación Física  
Grupo de Estudio "Motricidad y Educación"  
Avenida El Bosque, 1290 - Santa Inés - Viña del Mar - V Región Chile

**Sponsored by:** Proyecto Investigación Fondecyt 11110016, financiado por Fondo Nacional de Investigación Científica y Tecnológica de Chile.