


TEACHER TRAINING AND PEDAGOGICAL PRACTICE IN SCHOOL PHYSICAL EDUCATION

FORMAÇÃO DO PROFESSORADO E A PRÁTICA PEDAGÓGICA EM EDUCAÇÃO FÍSICA ESCOLAR 

FORMACIÓN DOCENTE Y PRÁCTICA PEDAGÓGICA EN EDUCACIÓN FÍSICA ESCOLAR 

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Abstract: The essay traces the trajectory and consolidation process of the Qualitative Study Group on Teacher Training and Pedagogical Practice in Physical Education and Sports Sciences (F3P-EFICE) of the Universidade Federal do Rio Grande do Sul (UFRGS) over the last 25 years. From the review of the studies and research carried out by the participants of this group, at different points in time and in alignment with the principles of Paulo Freire's Liberating Education, we reflect on the learning process carried out in collaboration with the teachers at the public schools of Porto Alegre and the state of Rio Grande do Sul. We conclude the text by projecting problems and future research on contemporary issues related to the training of Physical Education teachers and the pedagogical practices of this teaching collective.

Keywords: Teacher Education. Pedagogical Practice. Search Group.

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1 INTRODUCTION

Since 1991, we have been working (teaching and learning) to affirm Qualitative Research (QR) in the set of ways of producing knowledge in Physical Education/ Sports Science (Molina Neto, 1991), when we carried out a descriptive-explanatory investigation on the subject of School Physical Education (SPE) and sports practice in this institutional environment as the content of that curricular component. In the empirical field, we dialogued with 1880 teachers from 403 public and private schools using different instruments and strategies to construct information and transform it into public knowledge.

We were not the first, nor the only ones, nor the last, to research, talk and write about the subject or the research problem that emerged from it; however, in it, we highlight the teachers' view of the different character of the practice of sport in school as SPE content from other sporting manifestations such as leisure sport and high-performance sport.¹ Professor Elenor Kunz, in 1991 and 1994, discussed this subject at length in his books *Educação Física: ensino e mudança* ("Physical Education: Teaching and Change") and *Transformação Didático-Pedagógica do Esporte* ("Didactic-Pedagogical Transformation of Sports"), basing his arguments on Jürgen Habermas (The Theory of Communicative Action I, 1987) and Paulo Freire (liberating education, 1969; 1970). Other researchers from the renewal movement of progressive convergence in Brazilian Physical Education (PE) have also taken on this task.

In our research, mentioned above, we drew on the teachings of these authors and sought to analyze in depth the practice of sport in primary and secondary schools in Porto Alegre, its contradictions and viable theoretical-methodological alternatives in the perception of Physical Education teachers. The objectives pursued were: (a) to identify the fundamental aspects of the practice of SPE and sport at school; (b) to establish whether 1st and 2nd grade PE teachers critically relate SPE and the practice of sport at school to the social context that surrounds it; (c) to draw up a set of suggestions aimed at improving the practice of sport at school, bearing in mind the emphasis on the intellectual development of human beings for a fairer education and society. Within the scope of the analytical process, it is important to point out that, at that time, in our considerations and interpretations, we were already stating the rapprochement between the university and the school, the epistemological curiosity and attentive listening of the teachers and the need to affirm more humanity in Physical Education, aiming for equity and social justice, both in the school and extending it to the wider society.

Sometimes the objectives of scientific work are partially achieved. One of the reasons for this incompleteness (it is often said that scientific work is imperfect by definition) is that we often need a research program to try to exhaust the answers to the research questions we have formulated, as well as to refine the methodological

¹ Recently, the Federal Congress "rediscovered the wheel" by proposing a public hearing in the Federal Chamber on June 28, 2023, with invited experts to differentiate sports practice at school from high-performance sport.

designs used in the investigations. So, in trying to understand the PE teachers, we continue to listen to teachers about SPE and the work they do in schools and to affirm a way of investigating with the scientific community. From a specific methodological point of view, we have since carried out ethnographies, narrative investigations, investigations with discussion groups and autobiographical narratives. More than once, we have been to all the municipal schools in Porto Alegre and a significant number of state schools in the city.

This text has different aims, but they are related to the research described above, such as the focus of the research topic, the principles that underpinned our approach to research, the work of teachers and the school's relationship with society and the democratic principles that should govern them. We are therefore pursuing two objectives: (a) to reflect on our pedagogical practice over the last few years; (b) to provide the scientific community with a kind of account of what we have done and learned over the last 25 years in the F3P-EFICE Research Group (Qualitative Study Group on Teacher Training and Pedagogical Practice in Physical Education and Sports Sciences). We would like to say what we have done and what we have been able to achieve together with public school Physical Education teachers over the 25 years of existence of a group made up of teachers from the municipal, state and federal education systems. We took on the responsibility of contributing to the training of specialists, masters, and doctors in their experiences in the public school setting (Appendix 1). In other words, we are going to talk about how we constructed ourselves as teachers-researchers, how we formed ourselves, understanding formation as a political will that, through epistemological curiosity, seeks to refine our humanity; that is, to be more like people who think about the good, the beautiful and the just, and workers in search of autonomy who interfere in reality; as participants in a learning community — a community, in short, that investigates.

It is no coincidence that our first imagistic impression takes us back to the myth of Prometheus (the Greek titan who defied the Olympic gods and stole fire from Hestia, thus creating the notion of humanity and distinguishing us from other animals). For his action, he was condemned to a cruel punishment (a bird of prey comes to eat his liver every day, which regenerates consistently). The deed, the myth, and the punishment imposed on Prometheus symbolize autonomy, freedom of thought and action, the capacity for resistance, and a strong commitment to humanity and its most cherished values.

Part of what we have worked on (teaching, researching, writing and publishing) over these 25 years can be found in the texts of the book *Trabalho Docente em Educação Física: Questões Contemporâneas* ("Teaching Work in Physical Education: Contemporary Issues") (Fonseca *et al.*, 2021). Much of what is written here is based on Paulo Freire's quote at the opening of one of the chapters of *Pedagogia do Oprimido* ("Pedagogy of the Oppressed").

2 “NO ONE EDUCATES ANYONE, NO ONE EDUCATES THEMSELVES, MEN [AND WOMEN] EDUCATE EACH OTHER MEDIATED BY THE WORLD” (FREIRE, 1970)

To understand the thinking of Paulo Freire, the patron of Brazilian education, specifically his theoretical practice “the practice of researching one’s own practice,” it is necessary to understand two “generating themes” or *key concepts*: awareness and change. We also need to understand the strategic concept of dialogue. Through dialogue, and by overcoming two intersecting logics, teaching-learning and knowledge occur.

I would like to start by saying that, alongside awareness, change is a generating theme in Paulo Freire’s theoretical practice. Like the theme of awareness, the theme of change accompanies all his works. The change from a society of the oppressed to a society of equals and the role of education - of awareness - in this process of change is the basic concern of Paulo Freire’s pedagogy. (Gadotti, 1981, p. 10)

In other words, for Paulo Freire, education is, above all, a process of raising awareness about reality and the possibility for the subject to express their voice. This implies respect for others and attentive listening to their words (a fundamental component of ongoing teacher training). In the process of awareness, the educating-teaching subject moves in his or her unfinished state, “transcending” from naive to critical consciousness. This is what Freire called “Education as the Practice of Freedom.” With him and his work, we democratized public schools and included students as protagonists in the teaching-learning process. For this reason, he was attacked intensely by the right and other villains of the democratic process and education. In the words of his preface writers, Weffort (1969), Fiori (1970) and Gadotti (1981), Paulo Freire was a brilliant pedagogue and adult educator, philosopher, sociologist, and anthropologist of education. Fiori (1970, 1973) presents Paulo Freire as a thinker committed to life, who does not just think about ideas, but about existence itself. For this author, Paulo Freire and his literacy method insert a theory of knowledge into Brazilian pedagogical thinking that is capable of liberating and including all men and women in social democratization projects. In this sense, awareness and knowledge go hand in hand with dialectical reciprocity.

Paulo Freire’s liberating education and other critical pedagogical perspectives such as the Marxist-inspired critical-social pedagogy of content, explained by Demerval Saviani and his intellectual relatives,² were filtered into Physical Education from the 1980s onwards by the works of, among others, João Paulo S. Medina (*Educação Física cuida do corpo e... “mente”*, 1983) and Vitor Marinho de Oliveira (*O que é Educação Física*, 1983). With them and others, Physical Education went into crisis and gave rise to the renewal movement in its critical version. The conservative version of this movement is still intense in the *stricto sensu* postgraduate courses in Physical Education.

² “Intellectual relatives” is an expression used by Peter McLaren in his book *Critical Multiculturalism*, published in 1997 by Cortez, to describe a group of intellectuals who converge around a certain theoretical principle or perspective on understanding education.

The dialectic of the renewal movement in Physical Education (critics vs. conservatives), which is now 40 years old, has had numerous effects. One of them was the distancing of the so-called theoreticians (teachers who went on to postgraduate studies) from the so-called “school ground” teachers (teachers who went to work in schools with School Physical Education). In addition, after the crisis in Physical Education that began 40 years ago, the references to what a good Physical Education class should be were also gradually diluted.

Today, we are experiencing accelerated social change. Faced with the growing presence of technology and algorithms inducing our daily practices and social actions, we experience social networks as a simulacrum, socializing us and shaping behaviors and attitudes towards life. In contemporary discourse, the words that emerge are plurality and diversity. They establish a dialectical relationship with what we had before, the primacy of the desire for freedom and awareness, autonomy and security. There is a diversity of interests and reference groups. They compete for claims to truth and power with the knowledge accumulated and produced in educational and research institutions, as well as opposing the dominant, erudite and mass culture. With all this, as Bracht (2013) emphasizes, there is no longer a “single true physical education” (p. 115). According to the author, we have replaced certainty with autonomy and authority to build new “physical educations”. They differ in the context of formulation and execution. Despite this, according to the author, we are not exempt from debating and arguing “about the conceptions of education, man, and society present in the proposals and practices”, assuming their historicity and democratic principles. Teacher Gabriela Bins, for example, uses *Griô* Pedagogy as support for her Physical Education classes in public schools (Bins; Molina Neto, 2023).

Twenty-five years ago we organized the F3P — EFICE Research Group, with a long name and a strange acronym, to study the relationship between the training of Physical Education teachers and their pedagogical practice in the school environment, with the empirical field being the consequences, that is, what teachers of this subject did in public schools, what they thought, how they felt, how they acted and how they related to the school community, both with their colleagues on the board and with students, mothers and other members of the community that surrounds and interferes with the school environment.

Our methodological strategies were to study and talk to the teachers in the schools, minimizing as much as possible the asymmetrical relationship between subject and research object. For us, the teachers were subjects who collaborated and acted in the development of the research. Published over the years, our principle has been to study and learn from school teachers, not to learn and study school teachers.

The illusions, principles, and aspirations that underpinned our work and our criticism were:

1. Permanent rapprochement between the university and public schools and School Physical Education;
2. Fighting for and valuing education, School Physical Education and quality public schools and, consequently, teachers, questioning the obstacles to being a teacher in Brazil;

3. Valuing and articulating initial and continuing training, considering it as part of paid teaching work;
4. Understanding teachers as researchers of their own practice;
5. Incorporating teaching knowledge from school practice into initial training curricula, stimulating new curricular formulations with the contribution of teaching practices;
6. Encouraging teacher identity and autonomy.

With these principles in mind, we study a number of issues in the school environment, the physical and subjective aspects of public schools and the actions of teachers and students. We have consolidated a line of research with national recognition, “Teacher Training and Pedagogical Practice”, and with it, we act politically in the debate on Brazilian Physical Education, Primary and Secondary Education and other issues pertinent to national education, through various research projects with funding from CNPq and CAPES, both in the area of knowledge of Physical Education and education. These include:

1. Professional training of Physical Education teachers and their pedagogical practices in Primary Education organized by training cycles;
2. The professional training and pedagogical practice of Physical Education teachers in the Porto Alegre Municipal Education System (RMEPOA): emerging relationships and effects generated by social and professional transformations in the work and lives of teachers;
3. The effects of social changes on the training, identity, and teaching autonomy of Physical Education teachers in the RMEPOA;
4. The first years of work at school: effects on the identity, autonomy, and teacher training of Physical Education teachers in the RMEPOA;
5. Physical Education in secondary schools. Case Studies in the State Education System.

We estimate that these projects have enabled us to produce between 70 and 80 scientific papers at undergraduate, master’s and doctoral levels, the vast majority of them dialoguing with public school teachers and learning from them, school principals and other education workers and participants in the school community.

3 ABOUT PEDAGOGICAL PRACTICE AND THE TEACHING WORK OF PHYSICAL EDUCATION TEACHERS: WHAT HAVE WE LEARNED FROM THEM?

In the day-to-day course of their work in elementary school, PE teachers face various adverse situations in terms of their teaching autonomy, their personal/professional goals and, above all, being more and expressing their voice.

These include low salaries, inadequate materials and workplaces for their pedagogical practice and the little repercussion that their considerations and demands have on the ears of educational managers when they formulate public policies aimed

at improving education, particularly the daily life of schools. There are exceptions, but the dialectic of attention/silencing often takes hold, i.e. I don't listen to you because you don't pay attention to me.

In addition, given the poor structure of schools, they are induced to give satisfactory responses to educational problems related to the accelerated social transformations, urban violence, diversity and plurality of all the nuances present in schools, as well as implementing the rules that come from political pedagogical projects in which they have had little or no involvement. Teachers need to provide solutions based on their lived experience to educational and school problems of structural and systemic nature (Santos; Almeida; Bracht, 2009). However, during the period in which we dialogued with teachers, it is important to say that there have been important advances in teachers' political awareness and qualified pedagogical practices have increased their impact on the school environment and beyond.

To understand what Physical Education teachers do in schools, it is necessary to consider the volume of work they are subjected to in these institutions and the incongruity between the formal work standardized and idealized by political-pedagogical projects and the actual work demanded of them by the school community. Over time, everyday teaching practice has deformed even the innovative projects that followed in the education networks we studied, depending on their immersion and micro-politics in the school environment. Many of them today, after the governors have passed, are rubble and residues that remain latent and make noise in the school environment, hindering the teaching work.

There are still many cultural prejudices linked to the disciplinary specificity of Physical Education in schools. Because it is a school subject that gains visibility much more through the pursuit of predominantly procedural and attitudinal objectives than through the pursuit of its conceptual objectives, this teaching group is often stigmatized within a school culture that is mostly intellectualist and conceptual. However, in the projects on which we conducted our empirical research, we did see some appreciation of Physical Education at school.

Life in schools is a difficult experience for teachers at all levels of their teaching career, as it has significant impact on their identity and autonomy. This difficulty becomes significantly more complex for teachers at the start of their careers. When the State proposes changes to school curricula, exercising little capacity to listen to the substantial demands of teachers, the consequences are great, since time moves differently between the teaching work of teachers in schools and the time of managers in public administrations. The latter are pressured by the length of their mandate and the former by the length of their career and professional practice. In short, classroom culture is sensitive to the unpredictable, which is different from what those who formulate curricular proposals without the participation of teachers want.

In recent national scientific journals, there have been substantive reports of investigations that exemplify the increased interest of researchers in studying the training of Physical Education teachers and their pedagogical practice (Henringer; Figueiredo, 2009; Figueiredo, 2010; Figueiredo, 2004), the construction of their

teaching careers (Folle; Farias; Boscatto; Nascimento, 2009) and the subjectivity of this group, their identity and teaching autonomy. Recently, there has been an increase in interest, studies and reflections on the subject of “Constructing Professional Identity in Physical Education: From Training to Intervention”. However, there is a certain silence in the academic community regarding specific studies that focus on the teaching of Physical Education in high school, and early childhood education and how the teaching collective of this specific discipline deals with its didactic-pedagogical issues (Dias; Correia, 2013).³

Analyzing the studies we have conducted on the life histories of Physical Education teachers, we have seen how challenging it is, even for experienced teachers (with more than twenty years working in school environments), to face school experiences in a changing world. Among these challenges are the clash with school reality and the adaptation of the knowledge built up in their initial training to the pedagogical skills forged and required in direct experience with students and school teaching staff. This happens either by adopting the models of experienced colleagues and their didactic experiences during their time at school, or by innovating with good teaching practices. Many of these arguments appear in the testimonies of teachers entering the teaching career and in the arguments of more experienced teachers.

There is an attitude of opposition that is often consistent with the role given to the subject in the school context and culture. These attitudes reflect, above all, the impotence of teachers in constructing substantive arguments to affirm it as an important body of knowledge for the human formation of students. They claim that the difficulty of dealing with students and the objective material conditions are the main obstacles to their teaching work. According to literature reviews that we have carried out over time, there is little link between initial training and life in schools.

Teachers who have concentrated their training on a bachelor's degree find it more difficult to enter and work in the school environment. These are facts that lead Physical Education teachers to continue reproducing pedagogical practices in an unreflective manner, with the end in itself. In this case, it seems that both the community and the managers of education systems will continue to hold teachers responsible, expecting from them “heroic and magical actions for the redemption of School Physical Education”.

Observations made in research projects carried out by the F3P-EFICE research group often show that the school culture reserves an unfavorable position for Physical Education teachers, despite the students' fondness for this pedagogical practice. Due to a lack of knowledge on the subject, the educational administration and school management teams pay little attention to the problems faced by these teachers in carrying out their work in public schools. Coping with complex situations in schools, such as classes and grades where children and young people with learning difficulties are concentrated, groups with an incidence of hostile attitudes towards the

³ This stage of basic education has been under great controversy since 2016, when Michel Temer's government introduced the New High School project (Federal Law No. 13,415/2017). The third Lula government is currently promoting a major debate among the sectors involved in teaching and learning, research and public policies regarding secondary education, with the aim of correcting its distortions.

school and teachers, inadequate working hours (an increasingly reduced workload), the allocation of the worst materials and the worst locations for classes, is difficult for all teachers, but it is accentuated in secondary school where there is a much greater expectation of training for work and university entrance. Considering certain silences in the scientific community in relation to secondary education and the difficulties teachers face in providing quality teaching at this stage, investigating the issues we have highlighted above is a pressing task, especially with a pedagogical proposal that brings up concepts such as polytechnic education, which links teaching to the world of work and more intense relations between school and community.

4 WHAT WE ENVISION TODAY?

The Group continues to study the training and pedagogical practice of Physical Education teachers. In addition to what we did before, we are now paying close attention to elements that interfere with teachers “expressing their voice and being more” in the school environment and beyond, such as the issue of motherhood (Bins *et al.*, 2023). In other words, how does being a mother interfere with the training and work that teachers do at university and school? Likewise, what impact do gender issues, different childhoods, ethnic-racial relations and social class background have on teaching work? What are the conditions and perspectives of LGBTQI+ collectives regarding their training in Physical Education and the development of the teaching work of the people who are members of these and other collectives? These and other important questions, such as the relationship between language and Physical Education, need to be investigated in greater depth and thought through. Or is it that there are no teachers with such identities and teaching trajectories? Are they invisible? What practices do they carry out? What do they think, and how do they see the world? Is it important for liberating education and inclusive pedagogical practice to think about these issues? “That’s why in the ongoing training of teachers, the key moment is critical reflection on practice. It is by thinking critically about today’s or yesterday’s practice that the next practice can be improved.” (Freire, 1997, p. 43-4). This is how we continue on this path: teacher training and pedagogical practice.

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Resumo: O ensaio recupera a trajetória e o processo de consolidação do Grupo de Estudos Qualitativos Formação de Professores e Prática Pedagógica em Educação Física e Ciências do Esporte - F3P-EFICE da Universidade Federal do Rio Grande do Sul nos últimos 25 anos. A partir da revisão dos estudos e pesquisas realizados pelos participantes desse grupo, em diferentes momentos desse período, efetivamos, em articulação com os princípios da Educação Libertadora de Paulo Freire, uma reflexão sobre o aprendizado realizado em colaboração com os professores e professoras das escolas públicas de Porto Alegre e do estado do Rio Grande do Sul. Finalizamos o texto projetando problemas e pesquisas futuras sobre questões contemporâneas relacionadas à formação do professorado de Educação Física e à prática pedagógica desse coletivo docente.

Palavras-chave: Formação de Professores. Prática Pedagógica. Grupo de Pesquisa.

Resumen: El ensayo traza la trayectoria y el proceso de consolidación del Grupo de Estudios Cualitativos Formación de Profesores y Práctica Pedagógica en Educación Física y Ciencias del Deporte - F3P-EFICE de la Universidade Federal do Rio Grande do Sul, en los últimos 25 años. A partir de la revisión de los estudios e investigaciones realizadas por los participantes de este grupo, en diferentes momentos de ese periodo, y en articulación con los principios de la Educación Liberadora de Paulo Freire, realizamos una reflexión sobre los aprendizajes obtenidos en colaboración con los docentes de las escuelas públicas de Porto Alegre y del estado de Rio Grande do Sul. Concluimos el texto proyectando problemas e investigaciones futuras sobre cuestiones contemporáneas relacionadas con la formación de profesores de Educación Física y la práctica pedagógica de este colectivo docente.

Palabras clave: Formación Docente. Práctica Pedagógica. Grupo de Investigación.

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CONFLICT OF INTERESTS

The author declares that this work involves no conflict of interest.

AUTHOR CONTRIBUTIONS

Vicente Molina Neto: Conceptualization, organization of materials, writing, and revision.

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EDITORIAL RESPONSIBILITY

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Appendix 1 – The Configuration of a research community

Student	Project	Academic Certification
Maria Cecília da Silva Camargo*	Ongoing training of Physical Education teachers in the Porto Alegre municipal education system from 1989 to 1999: A study of four municipal schools	Master's Degree (2000)
	The pedagogical practice of Physical Education teachers and the curriculum organized by cycles: a study in the Porto Alegre Municipal Education System	Doctorate (2006)
Alexandre Scherer*	The pedagogical knowledge of Physical Education teachers in state schools and its relationship with pedagogical practice	Master's Degree (2000)
Elisandro Schultz Wittizorecki*	The teaching work of Physical Education teachers in Porto Alegre's municipal school system: a study in the Morro da Cruz schools	Master's Degree (2001)
	Social changes and the teaching work of Physical Education teachers in elementary schools: a study in the Porto Alegre Municipal Education System	Doctorate (2009)
Antônio Luis Carvalho de Freitas*	The contents of Physical Education in elementary school	Master's Degree (2001)
Carlos Alberto Faggion*	The teaching practice of high school Physical Education teachers in Caxias do Sul public schools.	Master's Degree (2000)
Carlos Gabriel Gallina Bonone*	The practice of Physical Education in private secondary schools	Master's Degree (2000)
Fabiano Bossle*	Teaching Planning of Physical Education Teachers of the 2nd and 3rd cycles of the Porto Alegre Municipal Education System: an ethnographic study in 4 schools of this education system	Master's Degree (2003)
	The I in the We: The Physical Education teacher and the construction of collective work in the Porto Alegre Municipal Education System	Doctorate (2008)
Giovanni Felipe Ernst Frizzo*	The Organization of Physical Education Pedagogical Work in Capitalist Schools	Doctorate (2012)
Joarez Santin*	The Burnout Syndrome: Physical Education teachers abandoning their teaching careers in the Porto Alegre municipal school system	Master's Degree (2004)
Ricardo Reuter Pereira*	Interdisciplinarity in the pedagogical action of Physical Education teachers in the Porto Alegre Municipal System	Master's Degree (2004)
Vera Regina Oliveira Diehl*	The impact of social changes on the pedagogical action of Physical Education teachers in the Porto Alegre Municipal Education System: Implementation and enforcement of the Citizen School project	Master's Degree (2007)
	Experiences and policies in education in the work of Physical Education teachers in the Porto Alegre Municipal Education System.	Doctorate (2016)

Marzo Vargas dos Santos*	The Black Student in Student Culture and School Physical Education	Master's Degree (2007)
Mônica Urroz Sanchotene*	The relationship between the experiences of Physical Education teachers and their teaching practice: A case study	Master's Degree (2007)
Lisandra Oliveira e Silva*	A case study with female teachers on the process of teacher identification in Physical Education in the Porto Alegre Municipal Education System	Master's Degree (2007)
	The meanings of school today: narratives from teachers and students in Porto Alegre's municipal school system	Doctorate (2012)
Bráulio Amaral Lourenço*	Pedagogical and personal alternatives to teacher burnout in a context of socio-cultural change	Master's Degree (2009)
Gilmar Tondin*	Sport and leisure program in the city: the effects of training provided by the Ministry of Sport on the daily activities carried out by social agents	Master's Degree (2011)
José Antônio Padilha dos Reis*	The pedagogical practice of Physical Education teachers in Youth and Adult Education	Master's Degree (2011)
Altemir de Oliveira*	Youth Protagonism: elementary school students' narratives about themselves and others through school Physical Education	Master's Degree (2011)
Guilherme Gil da Silva*	A study on political education in Physical Education	Master's Degree (2009)
Ismael Antônio Bacellar Schaff*	Ongoing training and its relationship with the practice of Physical Education teachers in the Porto Alegre Municipal Sports, Recreation and Leisure Department	Master's Degree (2009)
Gabriela Nobre Bins*	Mojuodara: Physical Education and Ethnic Race Relations in the Porto Alegre Municipal Education System	Master's Degree (2014)
	Physical Education and the Griô Pedagogy: an autoethnographic experience of a Physical Education teacher in the Porto Alegre Municipal Education System	Doctorate (2020)
Leandro Oliveira Rocha*	The public policy of teacher training in the pedagogical practice of beginning Physical Education teachers in the municipality of Lajeado	Master's Degree (2014)
Guilherme Bardemaker Bernardi*	Proletarianization of teaching work: implications for school Physical Education	Master's Degree (2014)
	"A Palo Seco" or Teacher Autonomy in a Neoliberal Society: The case of the Porto Alegre Municipal Education System	Doctorate (2021)
Jayne Luisa Engeroff*	The representations of school Physical Education in secondary school: a case study	Master's Degree (2017)
Maíra Lopes de Araújo*	The political-pedagogical effects produced by the practice of capoeira in the school context: the understanding of the teaching collectives of two schools in the Porto Alegre Municipal Education System	Master's Degree (2017)
Simone Santos Kuhn*	The reform of secondary education and the implications for Physical Education in the State Education System of Rio Grande do Sul: A case study	Master's Degree (2021)
Caroline Maciel da Silva*	Inclusive pedagogical practices in Physical Education in the Municipal System of Canoas/RS: a case study on different teaching styles	Master's Degree (2021)
Leticia Viana Magni*	The pedagogical practice of high school Physical Education teachers in a private school and a public school: case studies	Master's Degree (2020)

Victor Julierme Santos da Conceição*	Becoming a teacher: building the teaching identity of Physical Education teachers at the start of their careers in the Porto Alegre Municipal Education System	Doctorate (2014)
Marlon André da Silva*	The meanings attributed to the teaching experience in the school context: narratives of Physical Education students at ESEF/UFRGS	Doctorate (2016)
Silvane Fensterseifer Isse*	The supervised internship in the training of Physical Education Teachers: Knowledge and Practices of student interns	Doctorate (2016)
Rodrigo Alberto Lopes*	Teaching Physical Education from the traces and horizons opened up by contemporary educational policies: a Saramaguian journey through the State Education System of Rio Grande do Sul	Doctorate (2018)
Jônatas da Costa Brasil de Borba	School micropolitics and the teaching work of Physical Education teachers: an ethnographic case study in a state school in Camaquã/RS	Master's Degree (2015) **
	Interdisciplinary work in Physical Education: an ethnographic case study in schools in the city of Camaquã/RS	Doctorate (2021) *
Leonardo da Silva Lima***	Teacher dialogues on pedagogical-evaluative practice: the case of self-assessment (student)	Master's Degree (2021)
Denis Fernando Barcellos Angelo***	Physical Education in the education of workers: the experience of the "Share Program" of the Porto Alegre	Master's Degree (2021)
Francisco Jardel Paim de Freitas ***	Third period: compositions of Physical Education teaching in evening secondary schools	Master's Degree (2022)
Jeniffer da Silva Bielavski***	The place of the Pedagogical Subarea in Physical Education in the context of scientific productions in Area 21 of CAPES today	Master's Degree (2022)
Débora Raquel da Silva***	Construction and implementation of the Canoas/RS Curriculum Framework: the repercussions on the Physical Education curriculum from the point of view of its teachers	Master's Degree (2023)
Raquel Osolins Soares***	Continuing teacher training in Capão da Canoa/RS: an analysis of the process in the context of the pandemic with Physical Education teachers	Master's Degree (2023)
Fioravante Corrêa da Rocha**	Different childhoods and the pedagogical practice of Physical Education teachers: a study in the school system of Portão/RS	Master's Degree (2015)
Maicon Felipe Pereira Pontes**	The teaching work of Physical Education teachers during the implementation of polytechnic high school: a study in high schools in the State Education System of Rio Grande do Sul	Master's Degree (2015)
Jéssica Serafim Frasson**	The teaching socialization of Physical Education teachers at the beginning of their careers: an ethnographic study in two schools in the Municipal Education System of Porto Alegre - RS	Master's Degree (2016)
	Epistemologies of school Physical Education: from the top of the ivory tower to the ground of concrete reality	Doctorate (2020)
Andressa Ceni Lopes**	From the classroom to school management: Physical Education teachers in management teams of public schools in the Porto Alegre Municipal Education System (RMEPOA)	Master's Degree (2016)

Carlos Alberto Perdomo Fazenda Júnior**	Organization of knowledge in Physical Education classes in two schools in the Porto Alegre Municipal Education System	Master's Degree (2016)
Amanda Dória de Assis**	Making do with "the little ones": a study of Physical Education teaching in the first cycle	Master's Degree (2017)
	"Female students are more mature", "boys are childish": gender regulation in primary school and its interfaces in Physical Education classes	Doctorate (2021)
Natacha da Silva Tavares**	Curriculum construction in the "multiple" school: a look at Physical Education in the final years of elementary school	Master's Degree (2017)
	Curriculum construction, interculturality and Physical Education: possible resonances	Doctorate (2021)
Gilse Gonçalves Cassales**	The Mais Educação Program and its effects on the teaching work of Physical Education teachers in the Novo Hamburgo Education System	Master's Degree (2017)
Renata de Oliveira Carvalho**	Bodily practices in full-time comprehensive education: a study in two public schools	Master's Degree (2018)
André Osvaldo Furtado da Silva**	The pedagogical practice of Physical Education teachers and educational policies in secondary education: a study in the State Education System of Rio Grande do Sul	Master's Degree (2018)
	Teacher identities in times of attacks: a study of Physical Education teachers in state public schools	Doctorate (in progress)
Patrick da Silveira Gonçalves**	Between the massification of education and the search for a fair school: the perspective of Physical Education teachers in the integrated action program for teenagers in Esteio/RS	Master's Degree (2018)
	What Physical Education wants in youth and adult education: narratives of teachers from the Canoas/RS Education System	Doctorate (em 2023)
Angelica Madela**	Teaching work in higher education in Physical Education: narratives from teachers at community universities	Doctorate (2022)
Lediana Ribeiro de Quadros**	Narratives on the teaching process of Physical Education students in initial training during teaching internships at ESEFID/UFRGS	Master's Degree (2019)
Carlos Alberto Rosário Izidoro Júnior**	Physical Education teachers' understanding of the implications of the Institutional Teaching Initiation Scholarship Program (PIBID) for their teaching training	Master's Degree (2019)
Tatiana Camargo Wolff**	Narratives of Physical Education teachers about the implications of educational policies on teaching work in the Municipal Education System of Porto Alegre/RS	Master's Degree (2020)
Luciane Sironi Farias**	The political contexts of the BNCC and its developments, in the construction and materialization of the guiding curricular document for Physical Education in the territory of Portão/RS, in times of pandemic	Master's Degree (2022)
Marcela do Nascimento Colvara**	School Supervision and Physical Education teachers: relationships and effects on pedagogical practice	Master's Degree (2023)
Laura Giovana dos Santos Andrade**	Bodily practices in school culture: dimensions of access	Master's Degree (2023)

Rafael de Lima Magalhães**	Teaching discomfort among Physical Education teachers in the Rio Grande do Sul State Education System and its impact on teaching	Master's Degree (2023)
	Teaching career in School Physical Education: perspectives, hopes and challenges throughout the professional career in the school	Doctorate (in progress)
Karoline Hachler Ricardo**	Decoloniality, interculturality and School Physical Education: a participant-action research with the sixth grade of the Abya Yala State Elementary School	Master's Degree (in progress)
Ândrea Tragino Plotegher**	Teaching knowledge in Physical Education: from the formation of the subject to the subject of formation	Doctorate (in progress)
Tatiana Martins Terragno**	Motherhood and its intertwining in Physical Education teaching: narratives of mothers-teachers in municipal public schools in Rio Grande do Sul.	Doctorate (in progress)
Simone Santos Kuhn**	Maternity and its impact on teaching work	Doctorate (in progress)
Filipe Ribas de Aguiar**	Educational policies and teaching work in the Municipal Education System of Porto Alegre/RS	Doctorate (in progress)
Francisco Jardel Paim de Freitas**	Physical Education in Early Childhood Education: training challenges and possible crafts in the teacher's journey with young children	Doctorate (in progress)

Source: Collection of the Qualitative Study Group on Teacher Training and Pedagogical Practice in Physical Education and Sports Sciences – F3P-EFICE

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