

Construction of the Educational Career in Physical Education: choices, paths and perspectives

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Abstract: The objective of this investigation was to analyze the history of Physical Education teachers' life, trying to identify the choices, the perspectives and the lived paths. Four teachers participated in the study; they are in different phases of the educational career (entrance, consolidation, diversification and stabilization). In the collect of the information the semi-structured interview was used. The technique of the narrative was used in the analysis of the data. The evidences of the study confirm that teachers, even with formations accomplished in different moments and acting in different contexts, they present common points in their professional paths, respected the specificities of each teacher's personal history.

Keywords: Professional Role. Teachers. Physical Education. Career Mobility. Case studies.

1 INTRODUCTION

The teaching career is permeated by challenges, dilemmas and achievements that have repercussion in the process of how the teacher perceives himself or herself and feels in the work environment, in the search for personal and professional realization. Tardif (2000), Huberman (2000) and Valle (2006) see the teaching career as a process of socialization and incorporation in the professional activity, so as to represent variations according to the time and function to be performed.

While Tardif (2000) believes the career to be an institutionalized practice and routine in the field of work, identified as a process of professional socialization, Huberman (2000) highlights that the career is marked by various events that become marking in the teacher's trajectory, including thrusts, discontinuities and blind alleys that enable change in direction. On the other hand, Valle (2006) points out that the teaching career can be perceived from two contradictory angles: one as mediator for the performance of various teaching functions and another as insertion in the career per se.

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Shigunov, Farias and Nascimento (2002) argue that it is during the teaching career that one acquires the experiences needed to develop and improve pedagogical practice. However, the initial impact faced by the teacher on entering the career, that is, the transition from student to professional, of academic concepts for practical applicability, of routines in group for individual sustenance and positioning, cause certain inquiries. Some investigations that approach this theme (SILVA, 1997; BENITES; SOUZA NETO, 2005; MARTÍNEZ, 2000) have sought to establish relationship between initial formation and insertion in the job market. However, the investigators have noticed that, on entering the profession, the teacher takes on ever increasing professional responsibilities, for which he or she often feels a lack of preparation.

On considering that the teacher's formation begins through the process of the choice to be a teacher, Prado (2007), Benites and Souza Neto (2005) point out that the individual who chooses the Physical Education profession is young and is surrounded by uncertainties with regard to his or her future. This choice can generate confusions and insecurities in view of a decision that may or may not be correct and/or concretized.

In view of this picture, some inquiries surface about the various choices, trajectories and expectations of the teacher, which are: Does the teacher, once inserted in the teaching career, maintain a linear trajectory of his or her actions? Do teachers show common concerns during their professional path? Do their professional expectations change during the career? Is there uniformity in the teaching career? Such provocations refer to studies on professional development, from the student's entry in initial formation, through the various moments of the careers and getting to the stages of disconnection from the work environment.

In professional development, the teacher adds a range of expectations, perspectives and values that help define his or her professional identity. However, these factors are not presented dissociated from problems and challenges resulting from the professional socialization process. In this wise, one describes the career made up of phases, cycles or stages that present different characteristics (HUBERMAN, 2000; NASCIMENTO; GRAÇA, 1998; GONÇALVES, 2000; STROOT, 1996; BARONE, 1996). Gonçalves (2000) comments that the professional path is centered on two planes of analysis: professional development and construction of professional identity. Besides this, the professional path results in the joint action of three development processes, which are the process of personal growth, the process of acquiring skills and efficacies in learning and the process of professional socialization.

One of the most referenced models regarding the professional lifecycles of teachers is that elaborated by Huberman (2000), whose classification was constructed from the reading

and analysis of empirical studies. The systematization considers the years of teaching of teachers and presents some own characteristics of each phase experienced during the professional path: phase of entering the career (1 to 3 years of teaching), stabilization phase (4 to 6 years), diversification phase (7 to 25 years), serenity phase (25 to 35 years) and disinvestment phase (more than 35 years of teaching).

On investigating the teaching career of Portuguese teachers of Physical Education, Nascimento & Graça (1998) sought to establish a classification that was more coherent with the years of teaching in that country, presenting the phase of entrance or survival (0 to 3 years of teaching), the consolidation phase (4 to 6 years), the diversification or renewal phase (7 to 19 years) and the maturity or stabilization phase (20 to 35 years of teaching). Likewise and from a study with teachers from primary education, Gonçalves (2000) describes the professional trajectory of teachers as "career stages", sketching a profile of each one of them: Beginning (1 to 4 years of teaching), stability (5 to 7 years), divergence (8 to 24 years), serenity and renewal of interest (15-20/25 years) and disenchantment (25 to 40 years). The model of professional socialization was used by Stroot (1996) to distinguish four stages of professional development: survival, consolidation, renewal and maturity.

In the attempt to identify the characteristics of each phase and its determinants, different methodological approaches have been recommended, mainly the conduction of longitudinal or transversal studies. In the current discussions on the construction of career, we highlight the importance of studies on the life stories of the teachers, especially those that provide a more significant view of their lives, that is, that seek to "give the teacher room to act" (NÓVOA, 2000; GOODSON, 2000). Besides the investigations highlight the experiences of the teachers in their school day-to-day (JESUS; SANTOS, 2004), the studies on the life story of the teachers clarify experiences, events, trajectories and concrete relations experienced in a professional path, usually significant in the personal and professional construction of the subject (RÖESCH, 2003; COSTA; GONÇALVES, 2006).

Reflection of the professional life, at different times of the teaching career, becomes necessary because not all teachers have the same pace of work and not all undergo the same phases or cycles of development. In fact, there are factors of social, affective and economic order that interfere directly in the career's development, whose analysis of such factors can help understand the level of performance of each teacher (GONÇALVES; PASSOS, 2004)

In this perspective, the purpose of this investigation was to analyze the life stories of the Physical Education teachers who are in different phases of their professional careers, so as to identify the choices, perspectives and trajectories experienced.

2 METHODOLOGICAL PROCEDURES

This survey is characterized as case studies, with emphasis on the life stories of the Physical Education teachers who were in different moments of the teaching career. The choice for this approach was due to understanding that only by analyzing the biography, both personal and professional of each subject can one reflect and go in-depth in the different phases of the career.

The investigations on the life stories result from the willingness to produce a new type of knowledge, which seeks to approach the educational realities with the day-to-day of the teachers. Thus, the quality of the autobiographical approaches resides in the possibility of conjugating several views, of constructing a multifaceted understanding and of producing knowledge that is located a meshing of various knowledge (NÓVOA, 2000). The respect for the autobiographical is only one of the aspects of the relation that allows one to hear the teacher's voice, listen to what he or she has to say, respecting and strictly treating the information introduced in the narrations, which are inviolable and can only be dispensed after strict test with regard to their irrelevance and redundancy (GOODSON, 2000).

In this survey, four Physical Education teachers working in the school reality were investigated. The participants were chosen from the years of teaching, according to the proposal developed by Nascimento; Graça (1998), in four phases of professional development: entrance, consolidation, diversification and stabilization. The teachers were characterized as follows:

- The female teacher in the phase of entrance in the career concluded her initial formation in Physical Education in 2006, in a private university, works as teacher in two private schools and is concluding the specialization course;
- The teacher in the consolidation phase concluded the Physical Education course in 2002 in a community university, and works in basic education in the municipal education network and in sports schools;
- The teacher in the diversification phase concluded the initial formation in 1988 in a federal university, having specialization and working in basic education in a private school;

- The teacher in the stabilization phase works as an active teacher in the municipal education network, also having specialization and having concluded the Physical Education course in a state university.

In the data collection, a semi-structured interview script was used, whose generating themes were approached from the talks of the participants. The interviews were conducted individually with each one of the participants, as of the signing of the Informed Consent Form. All the interviews were recorded, with consent of the participant, being later transcribed and handed to each interviewee, who was free to change its content as he or she deemed necessary. This procedure had the “purpose of validating its content” and of raising the “level of reliability of the study” (NEGRINE, 1999, p.78).

The method of narration was used in the data analysis, which concentrated on the analysis of a story told chronologically, according to Garson (2002), seeking to focus on how the elements are sequenced and the reason for the different evaluation of some elements, namely how the past (*reason for choosing the professional*) mirrors the perceptions of the present; how the present mirrors the perceptions of the past (*marking events – teaching trajectory*) and how both mirror perceptions of the future. In this context, Bueno (2002), Costa; Gonçalves (2006), Huberman (2000) and Wittizorescki et al. (2006) argue that the narrations of teachers represent a possibility of production of knowledge closer to the educational and day-to-day realities of the teachers.

3 RESULTS AND DISCUSSIONS

From the reports given, the information was found that reported the professional life story of each subject and, at the same time, was related to the choices, trajectories and perspectives at different times of the teaching career in which they were found. For better operationalization, the information of each teacher is presented separately, followed by analysis of the common points represented in each phase of the career.

Case 1: Teacher in the phase of entrance in the career

The dynamics that guides the professional choices considers that the option for the teaching profession, in many cases, is related to representations that each teacher has of himself or herself, of his or her insertion in the world of labor and of the social function of his or her profession (VALLE, 2003).

There are social, family and personal factors that interfere in the choice of a profession. These become preponderant and decisive even if, in some cases, they do not correspond to the will of the future teacher. However, the female teacher in the phase of entrance in the career declared that the reason for choosing the teaching profession was directly related to identification with the intervention of her Physical Education teacher in the initial grades of elementary school.

On considering the factors that influence the teaching profession, Goodson (2000) argues that a characteristic often noticed in the narrations is the appearance of a favorite teacher, who significantly influenced the teacher while the latter was a student. Different from this finding, in the study conducted with students admitted in the Physical Education course, Botti; Mezzaroba (2007) find that the only influence in the choice of the course not considered by those investigated was the relationship with their Physical Education teachers. According to the authors, this is a concerning record and that generates countless reflections and doubts regarding the role of this professional in any context of his or her intervention.

Entrance in the job market was not regarded as a determinant factor and that has changed the professional choice of this professional. Thus, if he or she were to choose the profession again, his or her reason for choosing the university course would still be linked to the figure of his or her Physical Education teacher.

On narrating her professional life story, the teacher highlights as a marking event of her trajectory the conduction of the Course Conclusion Work (TCC), since this sought to reconcile her professional preferences and experiences. The study emerged from the discomforts that originated during while a student-trainee, which generated satisfaction and also substantially marked her career, mainly due to the possibility of finding answers to some questions in the beginning of her professional path.

Among the most marking facts during the path of this teacher beginning in the career, we identified her formation for the teaching profession in high school, however, she did not work as a teacher in the classroom. Only in the fourth semester of the Physical Education course, when she began to work as a trainee and had direct contact with the school reality, did she begin to feel like a teacher.

At the end of the teaching graduation course, Stroot (1996) recognizes that the students are considered teachers and must dominate the basic skills for professional work. Therefore, one hopes from the curricular reformulations that occurred in recent years in the Brazilian reality the creation of environments that favor the student's insertion in the real work

context during the course, providing both enchantment with the teaching profession and with development of pedagogic skills.

The first professional intervention of the beginning teacher was in a private school. She initially worked in child education groups, later working in the initial grades of elementary school, level of education of her preference. As a teacher, she still maintains contact with the University, through the specialization course, which is in the conclusion phase, she was the only participant of the study who wishes to enter the job market in university teaching. Despite the short space of professional intervention time in the area, she hopes to build a career in the school environment with emphasis on university education.

Case 2: Teacher in the consolidation phase

With regard to the personal reasons that led the teacher in the consolidation phase to enter the Physical Education course, we highlight the practical experiences in different sports modalities, especially contact with the indoor soccer modality. Although there is a wide range of factors that can influence the choice of the Physical Education course, it seems that the sport is one of the main agents of insertion and motivation for the area. Actually, the students who choose licentiate or baccalaureate courses in Physical Education, according to Botti; Mezzaroba (2007), have a diversified repertoire in physical-sport-recreational activities and the experiences of success, mainly in the sports context, has often justified this option.

After some years in the profession, the teacher points out that if he had to choose Physical Education again, besides the sports experience, he would have as a factor of influence the search for didactic and theoretical knowledge that could help in his pedagogical intervention.

The teacher in the consolidation phase pointed out two marking events in the beginning of his career. One related to contact with the sports training experienced before the initial formation, and another referring to the shock in the school reality, since the work in this environment differs significantly from the context of his previous experiences with the indoor soccer schools in which he worked. Studies on the initial phase of the teaching career indicate that insertion in the job market often results in a conflict between the ideals and concrete reality of the teacher (HUBERMAN, 2000; SHIGUNOV; FARIAS; NASCIMENTO, 2002; MONTEIRO; MIZUKAMI, 2002; GONÇALVES, 2000).

In the school scope, what marked was that bump that I had from the soccer school training to the classroom, this was a mark that remained and that I will always bear, the difference in structure, difference in people, culture and education... the reality here where we work is much heavier... In the soccer school, only those who want to go enroll, those who like it and dedicate themselves. In the school where we work, it is an obligation (Teacher in the consolidation phase).

In the current period, he highlights as a significant mark the gratification obtained by the recognition from society, related to his work as a trainer. The issue of professional gratification, recognition while a member of a context, favors what Huberman (2000) and other authors characterize as stabilization of teaching actions. In the school context, Betti; Mizukami (1997), on narrating the life story of a retired Physical Education teacher pointed out that, after her entrance in the profession, she considered the recognition received for the work performed on being admitted into a school, located in a slum, which at the time was implementing a new pedagogical project, as a marking point in her career.

[...] recognition in the society [...] such that the social work looked for me to perform a free work with children from Casa Lar and I am offering this in our school. They were looking for a school that had a Physical Education teacher and that really knew the difference between Physical Education and a soccer game, so I went and this is gratifying (Teacher in the consolidation phase).

We notice from the narrations of the life story of this teacher a great importance attributed to the work performed in the base categories in the sports scope (non-school), which influenced his professional development, from the time of choosing this profession to that which allowed him to participate in and win several competitions.

Case 3: Teacher in the diversification phase

The choice of Physical Education as a profession by the teacher in the diversification phase refers to the identification with the significant experiences with her gym teacher. Her practical experiences as a gym student, in the dance modality, triggered the interest to enter this university course. The teacher also points out that, even after several events during her professional path, if she were to currently choose this profession, she would not change the reason cited.

The professional models are agents of motivation in choosing the Physical Education teaching profession. Betti; Mizukami (1997) approach the biography of a teacher whose

motivation and interest in the career was due to the influence of a primary school teacher, due to her loving way of respecting and paying attention to the students, as well as due to the active lifestyle of her family members and love of gymnastics.

Regarding the construction of her career, the teacher said that she had formulated some work plans upon conclusion of the university course, however, she faced many difficulties on entering the career to carry out the plans as she had intended. The personal model of professional intervention caused aversions in the students, which consequently resulted in her reviewing and changing her pedagogical intervention.

[...] I left the university full of plans of theories and I wanted to give theory for all the grades... this did not exist, you know, so the students found it a bit strange. I therefore felt some aversion from them on imposing my style of work, and I also had to change, because I saw that all this theoretical issue was not the most suitable (Teacher in the diversification phase).

Another fact that marked her career was the recognition for her work from the school teaching staff, which with time began to value the work developed and the discipline itself of Physical Education. At this time, the teacher was in a consolidation phase, also called stabilization by Huberman (2000), characterized by the taking on of responsibilities and by the teachers viewing themselves as teachers, as well as by other school colleagues.

[...] I never forget, there was a teacher believes she began to learn to respect the discipline when in an opportunity she requested that a certain thing be done in my class and I said no, that my class had contents, its activities were being developed and I did not want her to do anything in my class, because up till then she had regarded Physical Education as a time to play, time to do anything except class (Teacher in the diversification phase).

In her narration, the teacher highlights as a marking event in her professional path the restructuring in the offer of the Physical Education discipline that occurred in the school where she still works today. The change in groups divided by gender to mixed groups required the adaptation of pedagogical work, mainly in the organization of activities and the challenges to remedy the problems of indiscipline.

[...] always in private school, I had conditions to work, boys and girls were separated and I thought this was best, it was easier, but now we are working with mixed groups and I am liking it, finding it interesting to work with boys, they are more competitive, have more disposition, more impetus (Teacher in the diversification phase).

The diversification phase in the career is the highest in terms of years of teaching. In addition, teachers enter new curricular proposals, are more involved in pedagogical teams, more motivated and, consequently, more dynamic. The idea is reported that the teachers seek post-graduation courses, take up management positions and develop solid actions for the teaching of the discipline in the school context (HUBERMAN, 2000).

Case 4: Teacher in the stabilization phase

For the teacher in the stabilization phase, the determining factor in choosing the profession is related to the successful experiences in the practice of different sports modalities. During his professional choice, Physical Education was regarded as a second option. However, due to lacking financial conditions for the desired course and, at the same time having skills in sports modalities, he ended up choosing this field of professional intervention. Shigunov, Farias & Nascimento (2002) also found similar reasons among the teachers investigated, who are in the consolidation phase, that is, the second option during the choice in the entrance examination and involvement with physical and sports activities.

This teacher highlights that his experience in the school day-to-day changed his initial motivation in relation to the Physical Education teacher profession. Therefore, if he were to choose a profession today, he would not choose Physical Education as initial formation. Even if he chose this area, he would not have the school space as context of intervention, he would invest in sports training, physical training or become a personal trainer. The experience as a school teacher caused this teacher to acquire new knowledge and to look at other intervention perspectives. Thus, one sees that the professional path can allow deviations from the trajectory and involvement in other spaces other than the school (HUBERMAN, 2000).

On investigating teachers at the end of the teaching career, Hopf (2002, p. 91) describes that “[...] the recent years in the teaching have been a challenge in which a stage is being concluded, this arising as a test to evaluate the capacity to disconnect from the responsibilities and from the environment where the activities are being developed”.

Several events marked the professional trajectory of the teacher who is in the final phase of the teaching career. This teacher narrated his path from the time in which he took the public examination and obtained his effectuation, up to his current phase. In the beginning of his teaching career, he highlighted the importance of having worked with some female teachers from the initial grades, whom he regarded as good teachers: “[...] so I was lucky in this regard, I also had some excellent teachers, so I developed by work, during this time, the

female teacher would also stay to watch the class, to make the change” (Teacher in the stabilization phase).

Events like these reinforce the idea of being a teacher. The initial enthusiasm is one of the characteristics from the moment of the career's discovery, which according to Huberman (2000, p. 39) is marked by “[...] by experimentation, exultation due to finally being in a situation of responsibility [...], due to feeling as a colleague in a certain professional body”.

Extension of the time load (not have more hours as substitute teacher) and his transfer to another school, where he began to work with groups up to the ninth grade, were marking facts in his professional path while he was in the consolidation phase. In this phase, the conduction of a good work with the groups and, mainly, participation in competitions, were also mentioned: “[...] we would go to the competition, but we would participate because that time there were other teams, the other teams were also good and we did not win any medal there, we only participated, we did well too, but we lost in a tight game” (Teacher in the stabilization phase).

Moving to the school where he works today marked his diversification phase. Division of the groups by gender generated some initial difficulties, which were gradually overcome to give a better view of the work performed in this new space. He also highlights as marking events in his professional trajectory the achievements in school and municipal games. Participation in the competitions, the material conditions offered to develop the work, motivation and interest shown by the students in taking part in the classes are some reasons that were attributed to justify his stay in the school after conclusion of the activities.

[...] I would stay after the class, I stayed because I liked it, it was a good group too, the kids were nice, they were willing [...] so this was the time when we won the most medals [...] this was why I would stay after class, even because the children also wanted to [...] I would conduct a physical and group training, find a group from the community to play with them, for them to become stronger (Teacher in the stabilization phase).

The teacher laments the lack of valuing of sports achievements by the other members of the school community. The trophies won during that period, and that are part of the school's history, are almost all broken today. As a way of preserving them, the teacher asked from the management permission to take them home.

School violence, lack of respect by the students toward the teachers, the fear to go to the schools to perform their functions have marked the current moment experienced by the teaching career.

[...] now the violence has worsened, the violence is knocking on the door of all schools and what we had been seeing happen in the big metropolitan cities is now knocking here [...] disrespect, if you are not tough, discipliner, they paint and embroider, they are cursing everybody, threatening even the teachers. Here, they have also threatened [...] the teacher did not stay even for a week, he left (Teacher in the stabilization phase).

The statements made by this teacher reveal some feelings of bitterness and resentments that were also observed in the study by Betti; Mizukami (1997). The main complaints of the phase before the end of the career have to do with the high number of students in the groups, the lack of suitable and enough material and the problems of lack of discipline of the children and youngsters, which has justified the experience of a conservativeness phase.

The richness of the information presented allowed us to identify the marking phases and events that resulted in the path of being a teacher, reflecting multiple dimensions, according to Hopf (2002), in the personal, professional and contextual aspects. In addition, narration of the life story of the teacher in the stabilization phase allowed us to identify a certain resentment with the educational policy of the municipal, state and federal governments, which have not shown the necessary valuing of the professional category and do not offer structural, material and financial conditions to allow the conduction of a more compatible work. The teacher denounces the lack of greater dedication from younger colleagues who are arriving in the schools, who are supposed to bring novelties, but have shown only the will to end the classes to be able to quickly leave the school.

In the literature of the area consulted, Lapo; Bueno (2003) comment on the insistent complaints by teachers regarding the impossibility to take part in decisions about the direction of education, the excess bureaucracy and lack of support and work recognition by the higher instances of the educational system, control of the teacher's work, shortage of material resources, lack of technical-pedagogical support and lack of incentive for professional improvement. Likewise, Huberman (2000) highlights among the facets that characterize the passage of teachers to the final phase of their careers, the constant complaints regarding evolution of the students (less disciplined, motivated, ...), of the attitude toward learning, of

the educational policy (confusing, without orientation, clear, ...) and of the younger colleagues (less serious, endeavored, ...).

An aspect to be highlighted is that, according to Hopf & Canfield (2001), the stabilization phase in the career seems to occur differently among university teachers, where the idea of crisis and abandonment of the career is not permeated. The authors point out that university teachers continue to show interest and enthusiasm in teaching, despite being in the final stage of their careers. Retirement, which could represent a “bitter disinvestment” appears as a challenge, the start of a new phase in their professional careers. This situation is pointed out due to involving university teachers that have a different valuing than the school teaching career. Besides higher salaries, the structural conditions and perception of students with regard to formation has enabled greater contentment with the university teaching career.

Common trajectories ...

In the attempt to identify the level of association in the professional trajectories of the teachers involved in the study, we selected the common points presented in the different phases of the teaching career (Table 1).

Period	Entrance	Consolidation	Diversification	Stabilization
Initial formation	Identification with the Physical Education teacher.	Sports practice.	Identification with the gymnastics teacher; Practice of physical activity (dancing).	Sports practice. Second option of formation.
Present	Permanence of the reason for the choice.	Adds the search for didactic and theoretical knowledge to help in his or her pedagogical work.	Permanence of the reason for the choice.	Change of reason for the choice (not option for Physical Education and school environment).

Table 1: Reasons for choosing the Physical Education profession

The reasons for choosing Physical Education change at different times of the formation, where identification with the first teachers and practice of the sports modalities were the factors implied. While the experience of the practice of sports modalities was highlighted by the teachers, identification with a teacher was outlined by the teachers. Among the teachers investigated, we highlight the fact that the teacher in the stabilization phase was the only one to inform that Physical Education did not influence his professional choice. In

addition, he was the only one to indicate that, if he were to make his choice in the initial formation again, he would not have Physical Education as first choice in the entrance examination.

The evidences found allow identifying that, during the teaching career, the teachers can show stances different from those of their initial referential, which can be extremely positive. However, teachers from the phases of entrance, consolidation and diversification would still maintain the same reasons of choice, being that the teacher from the consolidation phase pointed out other reasons that he would add to the previous.

In the investigations regarding choice of the teaching profession, Vale (2006) comments that he often resorts to the concepts of gift and vocation to explain entrance in the teaching profession, as well as to justify the professional projects described. In this context, the study conducted by Almeida & Fensterseifer (2007), with Physical Education teachers, showed indications of the choice of becoming a teacher different from those found in this investigation. The factors that motivate entrance in this profession were gift and the need to contribute toward a new referential for the discipline, justified by the lack of motivation that one of the teachers experienced when she took part in Physical Education classes in school.

From the time of work in the teaching career and from the experiences accumulated, the teachers investigated point out some facts or marking events in their professional trajectories, both in the current moment and in the previous phases (Table 2).

The shock with reality was a common element in the entrance in the teaching career among teachers who were in the consolidation and diversification phases. On the other hand, the

Teachers from the entrance and stabilization phases highlighted positive aspects when entering the teaching career, especially satisfaction in working with some experienced colleagues and effectuation itself in the teaching profession.

The common aspects experienced by teachers in the entrance phase are identified as the stages of survival and discovery highlighted by Huberman (2000) and Gonçalves (2000). The survival stage represents the initial confrontation of the teaching activity with the complexity of the professional situation, the distance between the ideals and reality in the classroom, such as the first contact with the students, the inadequate didactic materials and concern with oneself. On the other hand, the discovery stage renders the initial enthusiasm, the experimentation, exultation due situation of responsibility and insertion in a professional body, in short, discovery of a new world being presented.

Professional recognition, both through the teaching body and through the school community, was the marking fact of the consolidation phase of the teachers investigated. The valuing of professional intervention seems to have resulted in the activities conducted in the Physical Education discipline and in the sports training. In addition to allowing a greater visibility to Physical Education in the school, the professional performance enabled the occurrence of success in school sports competitions, promoting in some cases extension of the work time load.

The consolidation phase highlighted by Nascimento & Graça (1998), also called stabilization by Huberman (2000) and Gonçalves (2000), is characterized by some of the elements identified in the trajectory of the teachers investigated, like the feeling of greater safety and confidence, management of the teaching-learning process, satisfaction and love of teaching. For some teachers, this is a stage of affirmation before one's more experienced colleagues and the school authorities, preceding or accompanying a feeling of increasing pedagogic competence.

Among the common aspects pointed out in the diversification phase, the teachers investigated highlighted the extinction of groups separated by gender in favor of the offer of mixed groups in Physical Education. This finding refers us to the explanation by Costa et al. (2004) and Nascimento; Graça (1998), who commented that the teaching trajectory is not affected only by personal experiences, but also by organizational influences.

	Case 1	Case 2	Case 3	Case 4
Entrance	- Formation in the teaching profession; - TCC [Course Conclusion Work]; - Work in private schools; - Post-graduation	- Sports training before initial formation; - Shock with the reality.	- Shock with the reality;	- Effectuation in the teaching profession; - Satisfaction in working with teachers from the initial grades.
Consolidation		- Social recognition of one's work as a trainer.	- Valuing of the work in the school and of the discipline;	- Extension of the time load; - Work with groups from the 9 th grade; - Job satisfaction; - Participation in school competitions.
Diversification			- Restructuring occurred in the school (extinction of groups separated by gender).	- Extinction of groups separated by gender – negative fact; - Job satisfaction.
Stabilization				- Disrespect and violence by students toward teachers; - Resentment with the

educational policy;
- Lack of dedication by
younger teachers.

Table 2: Marking facts or events in the professional trajectory

On establishing the diversification phase as the most encompassing in the years of teaching, Gonçalves (2000), Huberman (2000) and Nascimento; Graça (1998) point out that it has two paths to be covered. Depending on how each teacher builds his or her career, it can oscillate between a great motivation, enthusiasm, diversification of the activities and administrative positions to be desired, as well as a strong tendency to question the classroom routine, experience of crises, frustrations with the daily experiences, tiredness and saturation. In this context, we noted that the teacher in the stabilization phase, while in the phase prior to the present phase, that is, in the diversification phase, reported to be satisfied and enthusiastic with the work developed at that time.

The only teacher who presented marking facts in all phase of professional development was the one who was in the stabilization phase. Although the teacher showed great satisfaction with the work developed in the school day-to-day in the three previous phases, in the current phase of the profession, the teacher showed resentment with the attitudes of students, colleagues and with the educational policy, factors that probably influenced the teacher not expressing feeling of satisfaction with the conduction of the work in this moment.

With regard to the last years of teaching, phase in which the teachers on the way to retirement, the teachers can show both a greater serenity, confidence, enthusiasm, as well as a greater rigidity and dogmatism, the levels of ambition and investment dropping, showing tiredness, impatience and saturation, with frequent complaints in relation to the students, younger colleagues and educational policies; in addition to establishing more time for themselves and interests outside the school (GONÇALVES, 2000; HUBERMAN, 2000; NASCIMENTO; GRAÇA, 1998).

4 FINAL CONSIDERATIONS

The concern with investigating the professional life story of the Physical Education teachers allowed us to find, at the same time, differences and similarities in the choices, trajectories, facts and events experienced by the teachers. Despite the initial formations having been attended at different times, the professional interventions made in contexts of

different works (public and private schools) and the specificities of the personal life story of each teacher, the approach used allowed us to detect many points in common in the teaching career trajectory.

At the end of this study, it was possible to describe four stories, each one with its own characteristics and meanings. In addition, the approach of the life stories helped understand the phases of professional development, allowing a detailed analysis of the most varied events of a professional career. Thus, we believe it was possible to overcome the character of generality that has marked the models of investigation often used in this area, which have made it difficult to distinguish each moment of the career and rendered impossible the search for inquiries and greater clarifications in situations that appear to be simple in the teaching career but that, however, trigger factors determinant to the marking facts.

The conduction of more in-depth studies on the life stories becomes relevant in the present moment, mainly to unveil the beliefs, values, skills, professional identity and relation established by the teacher with his or her profession, as well as to help in the systematization of the years of teaching in the phases of professional development of Physical Education teachers in Brazil.

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