

Continuing Education Practices in Physical Education¹

*Dionésio Anito T. Heringer**

*Zenólia Christina Campos Figueiredo***

Abstract: The study analyses educational practices at the moment when a Physical Education teacher of a municipal school tries to implement the educational proposals predicted in the policy suggested by the Secretary of Education. It discusses the hidden aspects of this field generated by consensus that create illusory projects. The study also analyses the school and the way its organization favors and/or imposes difficulties on the constructed educational practices. It approaches the collaborative teacher to reveal how this school space is organized, which is crucial to determine the limitation or the constitution of these educational practices.

Key words: Continuing Education. Physical Education. Professional Practice.

1 INTRODUCTION

From the common point of view that the solution to the problems² of Brazilian educational system remains, overall, the teacher's responsibility, a significant amount of the proposals for change in education have been focused on the qualification of these professional's interventions. Associated with this idea, the theme of quality in education, under the

¹ This article is part of a Master's dissertation called "Continuing Education Practices of a Physical Education Teacher: hidden aspects, contradictions and possibilities" – Post-Graduation Program in Physical Education, Federal University of Espírito Santo, 2008.

* Master in Physical Education by the Federal University of Espírito Santo, Associate Professor of Vitoria City Hall, ES, Brazil. E-mail: dionesioh@terra.com.br

** PhD in Education by the Federal University of Minas Gerais, Associate Professor of CEFD/UFES, Praxis Coordinator – Research, Initial and Continuing Education in Physical Education. Belo Horizonte, MG, Brazil. E-mail: zenolia@npd.ufes.br

² Unsatisfactory results pointed out in official assessments, school failure, student evasion, fragility of some teachers' work, professional devaluation of teaching, disbelief in public schools etc.

efficiency viewpoint³, that can be seen in the assessing instruments officially introduced, has been one of the main elements that motivates public policies in the sector. In this scenario, the continuing education of teachers occupies a central position in government policies.

Following this tendency of assigning the responsibility to teachers and looking at justifying particular absences of the State, the blame for the origin of part of the problems is ultimately on teachers. It is not uncommon to attribute to teachers the position of questioning their own professional competence. As a paradox, the possibilities of solving the same issues are also attributed to teachers, to mention a first approximation to the contradictions this topic presents us with.

Thus, we see ourselves on shaky ground, where the responsibility load goes from accusation and blame to the recognition of the ability to solve problems. In any case, whether it be to correct distortions or to promote innovations, the biggest portion of actions towards changing contemporaneous education is concentrated on the teacher role. To reinforce the importance of this professional in all educational process spheres, some scholars emphasize the risks of this way of conceiving solutions for these and other unresolved matters.

In this context, we are dedicated to analyzing the tensions and contradictions that surround continuing education in the daily school practice, seeking to focus our observations on the possibilities that may be created and those arising from the moment the school and the teachers dedicate to materializing the educational proposal forwarded by administrators.

We prioritized accompanying a Physical Education teacher in the Municipal Educational System on her daily working routine, dedicating special attention to the actions

³ Marketing statement which involves the achievement of the best results and the best product at the lowest possible cost (MORGADO, 2005).

mobilized by her for teaching. Focusing on the study situations and planning, we were dedicated to recording the teacher's manifestation within the professional context in which she is found, with regard to the educational project forwarded by the Municipal Secretary of Education (SEME). Highlighting the tensions that the teacher-administrator relationship has evidenced, we sought to focus our analysis on the manifestations that the continuing education political proposal of this Secretary has unleashed on the school space, as well as in the contradictions perceived throughout this teacher's daily work. In short, we focused on the continuing education practices built by a Physical Education teacher at the school at which she works.

2 METHODOLOGICAL CHOICES AND THE PATHS TAKEN

We prioritized the accompaniment of a teacher during one of the working shifts at school, observing, recording and analyzing the daily routine of its professionals, focusing on the Physical Education teacher routine and her experiences that lead to her education.

In order to find the subject and his/her working environment, we decided to make a first contact by introducing a questionnaire with questions that would provide a first impression around the continuing education practices and notions, besides recording the attitude of these teachers towards their experiences. The questionnaire was organized so that it guaranteed the gathering of the previously defined criteria contemplating some other organizational criteria. Thus, the teacher should: a) be an associate teacher at the Municipal Network for at least five years, having been at the same school for at least three years; b) not leave this school in 2007; c) work full time during a school shift⁴; d) believe in continuing education, assigning it a relevant role for

⁴ Some teachers have to divide their workload among other schools or at the same school, working different shifts.

professional growth, besides attending regularly the meetings on the field fostered by SEME, at the same time not limiting their educational initiatives to these meetings organized/offered by the system, taking advantage of and creating other study possibilities; e) live educational experiences in their school as a constant and necessary practice and see themselves as subjects of this process; f) be willing to contribute to the research.

Based on these reference criteria, we analyzed 42 questionnaires answered and found two teachers. By keeping a personal contact with them, we felt one of them was more receptive.

After this stage, we began the incursion seeking to know the school in which the collaborative teacher works. In terms of the physical space, Vitoria school is in great working condition, lacking, according to the teachers, an auditorium and another court.

In possession of these first impressions of the school, we consolidated our field work in the first semester of 2007. For such, we tried to be present in its routine, gathering the information concerning our object under study. In dialogue with Macedo (200) and André (1995) about the paths to be taken, we have chosen to use, at this stage, the following instruments: the field diary and the interviews recorded, the written records of teacher Carmem, documents guiding SEME's policies and the school's Political-Pedagogical Project. These documents were analyzed and were part of our path towards understanding what is officially undertaken by the school in terms of SEME's intentions.

We approached the school by keeping in touch with its technical and administrative staff, interviewing the pedagogues about the working structure and observing the school teacher's planning routine, as well as the organization of collective educational facilities. Although we focused on the Physical Education teacher, our intention was to perceive the way in which these collective facilities were organized. A

copy of the school's Political and Pedagogical Project was obtained from the pedagogue accompanying Carmem, our collaborative teacher.

In parallel with this observation and immersion front, we accompanied some meetings with pedagogues and director in order to understand the educational political proposal suggested by the central organization. We asked the Education Conformation and Development Management for the document guiding the educational policies for 2007, which then integrated the documents for analysis. Inside the school, we accompanied Carmem through her daily working routine. We watched some classes, assessment instruments, student's notebooks, the teacher's planning notebook and, above all, we accompanied her planning and studies carried out during the period we were at the school.

The first step, in this sense, was the preparation of an observation chronogram. The chronogram was developed from the teacher's working schedule, considering in particular the moments she reserved for planning. The accompaniment aimed at understanding the movement around these planning's constitution, from the participation of other Physical Education teachers of the school, through the pedagogues, teachers from other fields, until its consolidations. As a strategy to guarantee a coherent sequence for this accompaniment, we focused our observation on one of the classes.

Besides the specific accompaniment of planning, we were dedicated to the observation and attempted to understand the movements unleashed by that collective in terms of participation, or the lack of it, in the continuing education experiences at school, seeking to understand the operation of the facilities predicted in the chronogram prepared by the central organization, the Education Conformation and Development Management (GFDE/SEME), and the movements planned and organized by the school itself. In the

last two cases, our intention was to understand the movements that stand out in terms of organization.

Our field work routine was based on the experience of approximation to Carmem's daily routine. At some moments, we stood in the corner of the classroom in an attempt to perceive experience exchanges between Carmem and the other Physical Education teacher, as well as between her and another teacher working on the planning. Additionally, our presence allowed the understanding of the pedagogue's activities that follow-up the teacher's planning.

Observing meetings promoted for the education chronogram suggested by SEME was also important for the research. In this environment, we were able to observe the reactions of that group of teachers, the suggested educational policy and how Carmem was involved and participated.

Finally, of unique importance to build our impression over the educational initiatives experienced by the teachers, particularly the Physical Education ones, we accompanied the meetings organized by the group.

3 THE "COMMONPLACE FACTORS" OF CONTINUING EDUCATION

In order to understand a little of what has become the phenomenon of teacher's education, we kept a dialogue with some established ideas about continuing education, analyzing some of the ways in which it is manifested, its variables, in terms of the theoretical principles in which it is based, as well as the different forms of materialization in educational contexts. Since our object under study surrounds mainly Physical Education, our attention was particularly turned towards an analysis of the specific experiences within this field.

The need to dive deeper into this continuing education notion and to know the forms through which it is manifested

and the theories on which they are based is driven by a desire to understand the teachers' reactions to each educational situation. We intended to identify the consensus created in this field, its hidden aspects and contradictions, and the way the school facilities, with its diverse and contradictory subjects, are organized to fulfill this growing educational demand.

In this context, whether due to the school's internal movements or to external ones, the demand for change has guided a large portion of educational research. More recently, the idea of teaching quality and professionalism of teachers emerged, adding to the debate about the needs to change and about different proposals concerning the promotion of an "educational efficacy" (CORREIA, 1999).

With a strong influence of the technical rationality theory principles, the proposals for continuing education that follows or have followed this "efficacy" closely traced a long path of experiences recorded in the last few decades. Questions generated on these principles have led to a collection of studies that casted another conceptual glance over the field.

These continuing formation notions reflect the evolutionary phases of education in general. If, at first, experiences that prevailed over positivist principles of technical rationality were experienced, usually marked by quick courses with predefined objectives and strategies planned to complement the initial education, in which the teacher was perceived with the passivity of a good listener, we have now advanced under the influence of an epistemology of phenomenological and/or interactionist inspiration (ESTRELA, 2006), in which the same teacher becomes the subject of the educational process, with proposals of thinking about and beyond his/her practice.

An article published in the Brazilian Magazine of Sports Science in May 2001 (SHEIBE; BAZZO, 2001) points out that, since the late 1970's, the need to reformulate educators' formation courses has been discussed. In the next decade, the

debate is expanded at the installation of the National Committee for the Educator Formation during the 1st Brazilian Conference of Educators in São Paulo, and later, culminating with the creation of the National Association for Education Professionals' Formation (Anfope)⁵ in the early 1990's. This discussion is materialized in the shape of a movement in favor of teaching as a professional identity factor.

Aiming at understanding the principles that determine the way in which continuing education experiences are manifested, especially in the Physical Education field, we find ourselves before the following possibilities (MOLINA; MOLINA NETO, 2001):

- a) experiences materialized by the initiative of educational instances: universities in general;
- b) experiences materialized by the initiative of the central educational instances: Secretaries of Education
- c) experiences materialized by the initiative of the local administrative instance: group of professionals from each school;
- d) experiences materialized by personal initiative: the teacher.

In an attempt to map the studies recorded in publications of the Physical Education field, we have noticed that these possibilities or ways of “practicing” and constructing continuing education are manifested in several ways, almost always implicated in its organization moments. We often perceive experiences brought about by central administration bodies, in which schools, teachers and universities were directly implicated in the organization and definition of the way in which the process took place. An important emphasis in these records, following the tendency pointed out in the principles listed by Anfope, indicates the

⁵ A body that since then has been leading the collective construction of a common national basis for the education of these professionals.

central administration instances as those assuming most of the responsibility for the organization of educational space/time.

Seeking to guarantee the adherence and involvement of teachers in these educational proposals, policies are managed amidst discourses about professionalism and improvements in the teachers' working conditions that change little or not at all the so called "rhetorical artificialism" (HARGREAVES *apud* CORREIA, 1999). Questioning this change tendency as a way to guarantee this "educational efficacy" propaganda, the teachers have expressed a feeling of resistance⁶ against the manner in which all this comes to the school and the notion of "improvement" present in these policies.

This school drive, which seeks and engenders changes in a resistance scenario, conducted the discussions about public policies for a series of investments in the professional revaluation. This tendency was not translated into the valuation of the salary, but in educational actions that aimed to guarantee the competences necessary for an intervention that would promote the desired quality. There are many contractions perceived in these proposals for education that may be analyzed from the point in which each of them is managed.

Thus, on one hand, we have the schools, its professionals and those dedicated to its study. The latter, challenged by this movement for "educational efficacy", denounce the educational failure of an increasingly larger number of students, particularly in public schools. For some, this weak performance is generated by the impoverishment of families' cultural capital, that, in the case of Brazil, transfers the entire responsibility for the educational trajectory of their

⁶ The idea of resistance dealt with here presents some differences in relation to the Portuguese reality. In Brazil, what we have noticed, besides the little acceptance of the change proposals officially put forward, is resentment toward low salaries and the excessive amount of classes taught and, in some cases, precarious working conditions. While administrators produce policies inconsiderate of their expectations, educators foment a devaluation of these policies before they even know them.

children to the school and its teachers, motivated by welfare policies.

On the other hand, we have the public administrators, signaling a need to improve the quality of Education ruled by the need to universalize the offer of school vacancies and to standardize results to be achieved by the schools. These administration policies are governed by an efficiency model that has market demands as parameters. From the viewpoint of those who understand the school as a space supposed to “prepare” students for life in society, it is commonplace to idealize a quality model for the education that perceives this student as a “client” within a market logic which is inconsiderate of the need to deepen the social efficiency of Education in promoting social democracy (CORREIRA, 1999).

The first impact evidenced in the relationship between professionals and administrators is the variation of expectations in talking about changes and transformations. The very notion of how the school is supposed to work and be organized and its function as an institution is influenced by these perspectives. From the position occupied by teachers, they tend to suggest the full development of the student subject when talking about school improvements. Administrators, although they may sketch some kind of preoccupation at some point, focus their demands in the development of the society in which this subject is found. What could be a common preoccupation at a first moment assumes different characteristics at the moment when the subject, from the administrator’s point of view, gains the traits of “a part in the social gear”. A large portion of policies created to “prepare” the student for his role is preoccupied with fitting the student into a social model. Otherwise, a vision more preoccupied with the students as historical-social subjects and the center of the educational process allows them to play a role in society and to question it in matters they find fit.

This tension perceived between what is pointed out by public policies and the intentions of teaching professionals inevitably tends to create conflict. In a universe surrounded by hidden aspects, the practices unfolded in the daily activities of schools reflect the beliefs, contradictions and resistance of teachers when dealing with proposals that are usually constructed for and not with these professionals.

A common tendency in the field of these educational actions is to use notions previously agreed as true without carrying out a more accurate analysis of the conditions on which they should be applied. These notions, often constituted without a necessary empirical verification, determine political actions that coexist with constant questioning. Usually motivated by vacant results easily identified in the scarce involvement of the teachers, these policies coexist with movements not always perceived by those responsible for their elaboration.

These educational movements are developed under the influence of driven logics, even if unconsciously, in the definition of the problems, structuring of practices or the assessment of solutions. These logics, defined by Correia (1999) as “commonplace”⁷, contribute for the production and reproduction of an illusory community of hidden aspects and shared illusions.

According to this author, four large “commonplace factors” surrounded by cognitive consensus stand out in the field of teacher education. They are: a) the qualification of Education professionals presupposes the guarantee for a better teaching quality; b) continuing education, independent of its greater or lesser efficiency, always contributes to the professional appreciation and the improvement of an individuals’ performance; c) the educational actions will be more efficient as they respond better to teachers’ needs; d) the

⁷ To the author, commonplace factors are not only banal, but are associated with the idea of the communion of a place, notably with the idea of interiorized sharing of a space and a logic that, as predominantly cognitive, is also a social place.

improvement of the teaching quality is so important that it is evident that society will benefit from it.

If these “commonplace factors” produce cognitive consensus that point out the improvement of each educator’s qualifications, necessarily resulting in an improvement of the educational quality, it hides, at a first moment, the role of the mediator that the teaching work organization plays in structuring teachers’ practices and the absence of a greater reflection around the relations between “school management models” and the continuing professional education of teachers.

A second hidden aspect level is the acceptance of the idea that there is a linear causality relationship between the educational action efficacy and the efficacy of the action undertaken by the teacher. According to the author, this acceptance is supported by the naturalization of the teaching work, inspired by the taylorist model for industrial work organization, exclusively structured around an instrumental rationality that seeks efficiency in using the resources available. He emphasizes that, in opposition to this logic, the performance of a system is increasingly less active and depends much more on the quality of the organization and communicative interactions between actors than on each one’s efficiency, besides stressing the need for the education to be thought of as a working collective’s (de)construction instance. It is not enough to relate education to the work, it is necessary to integrate it in the work itself so that it can be questioned and problematized – in short, so that it can be transformed (CORREIA, 1999).

Another cognitive consensus sustains the idea that the continuing education, independently of a greater or lesser efficiency, always contributes to the value and improvement of professional performance, creating a third hidden aspect that contributes to maintaining the illusion that educational systems are exclusively production and qualification distribution systems, which hides its knowledge legitimation role and generates the social invisibility of this knowledge and the

relationships with it that are not found in education. This movement disregards the legitimacy of professional knowledge constructed in the relationships between pairs, conferring a lack of epistemological dignity so that they can be made into legitimate knowledge.

The cognitive consensus that assigns a prior determination of the needs of the individual, the commonplace feature of the educational needs of the "recipient", produces a double hidden aspect: the concealment of socio-pedagogical determinants that affect the process of production and identification of educational needs of individuals and the socio-epistemological determinants that structure the process of production and distribution of scientific knowledge that do not necessarily have to be the result of an approximation to the positivist conception of science in which the legitimacy of knowledge is guided by technical rationality experiences capable of producing models for action. The failure in observing these variables when defining actions can produce an educational action that oscillates between fulfilling an institutional demand and a spontaneous request from graduates, the result of their social conditioning.

Finally, still in terms of hidden aspects, the naturalization of the idea that all of society will benefit from a supposed qualification of Education is accompanied by a sense of quality with no room for ethical discussions and few political options. Here, what is at stake is the notion of quality itself that this movement initiated.

3.1 FROM HIDDEN ASPECTS TO ANALYSIS POSSIBILITIES

On the paths of the references used in the field of Physical Education (MOLINA; MOLINA NETO, 2001), in dealing with the responsibilities for undertaking educational actions, we decided to organize the analysis by means of some educational measures practiced by individuals who experience the school under investigation. These movements refer to a

logic similar to the scheme presented by Sacristán (2000) to expose the objectification of the curriculum in its development, with the idea that they are neither sequential nor predictable, as is believe din both the curriculum prescription and the documents of continuing education. Instead, they are "strained" discontinuous movements that, even so, favor educational possibilities. Thus, we have built a scheme (table 1) to demonstrate how these movements or educational practices were conceived.

This scheme was adapted and designed by us from the academic and political debate built around continuing education. The academic discussion points to continuing education as the responsibility of administrators and educational centers and a right of the teachers (SHEIBE; BAZZO, 2001), highlighting the importance of the personal dimension of the option to participate or not in this movement (MOLINA; MOLINA NETO, 2001), suggesting the figure of the teacher as a critical intellectual capable of understanding and, if necessary, transforming their practice (GIROUX, 1997), as one of the possibilities to be achieved.

In this article we chose to present part of the scheme focusing on the discussion/analysis of educational practices materialized by the collaborative teacher.

3.1.1 EDUCATIONAL PRACTICES MATERIALIZED BY THE COLLABORATIVETEACHER

If the initial actions indicated by the administration levels and by academic studies are intended to motivate collective action, training practices embodied by Professor Carmem highlight the individual dimension of this field. The hegemonic model that determines the form of organization and functioning of school units, bringing teachers and students together in a shared action proposal, is the same model imposing the paradox of not facilitating the articulation

moments of this group, being every professional left with a fragile autonomy to define and conduct their own educational process.

As seen in Correia(1999), this predefined viewpoint imposed by cognitive consensus that determines what can and should make up the educational processes beforehand, tends to hide difficulties and possibilities that could make up a more realistic picture for educational practices.

In terms of individual actions, this situation is no different. Establishing educational processes without consistently analyzing these difficulties and possibilities, can contribute to the inefficiency of these practices, with the "hassle" of not being able to blame anyone but oneself. This individual moment, if used in accordance with the reflective proposal that suggests an immersion in the practice itself, can reveal illusory consensus, usually submerged in certainties constructed by knowledge historically constituted by the subject.

In an attempt to understand these illusory consensus and the hidden aspects that individual practices involve, we sought a closer relationship with teacher Carmem. We perceived in her an engaging presence in the school's routine, taking on a reference position in its general context. Her practice can be identified as an extreme professional commitment. Facts such as her participation in the School Council, her consistent positioning in defending the interests of students, parents and teachers, the respect and affection perceived in her relationships with the individuals who attend the space, and especially the professional seriousness with which she participates in school life, in general, corroborate this finding.

Perhaps because she completed her initial education in a predominantly technical curricular reality, her practice reflects a profile of great mastery over the traditional contents of Physical Education, which brings us closer to a first and important hidden aspect: while acknowledging the hegemony of the sports content in her pedagogical practice, Carmem does

not seem to take on, to a necessary extent⁸, the possibility of personal education in the sense of seeking alternatives for change.

In this context, our presence, observing and recording her daily practice, questioning her level of awareness about the hegemony of this traditional content in her teaching practice, constituted an interesting space for education. At one point, Carmem recognizes her close relationship with sports, claiming to have difficulties in developing other contents. Still, she has been trying some experiments with racquetball and capoeira. She presents an organization practice developed in her classes:

My register is pretty simple, as you have seen. I plan what I'm going to do every week. I have a notebook which is a little out of date. That is because sometimes I don't have time to sit and write. I write on a sheet of paper and then I transfer what I've written to the notebook. For example, I've already planned this week's classes, but I haven't had the time to sit down and register. I've actually mentioned the 8th grade situation to you. Schedules are done weekly and sometimes biweekly, I have Monday and Thursday, the last period. Sometimes, the children do not show up for training, which lasts 50 minutes only, so I use the time to plan. I have Monday to do research, to find something (CARMEM - Interview, 2007).

As can be seen, despite some difficulties, this teacher keeps a practice of planning her lessons. Even though, at first, it may seem a superficial record, and perhaps even incomplete, we realized they were enough for her to be secure about what she developed in each class. More than once, when the topic of the lesson called for some kind of research, the teacher turned to the space for planning in order to build material for her

⁸ We notice some shy intention in this aspect.

classes from books or the internet⁹. In a preliminary analysis, the time dedicated to planning, used seriously by the teacher, does not seem to be enough to study in the sense of providing answers to the personal questions raised earlier.

Overall, she feels she has to do all the planning by herself, she complains about the absence of the pedagogue, attributing this fact to the daily routine of the school, where strange demands are created for this professional's main responsibilities.

I believe that if it isn't possible to plan, we get lost. That's a fact. I face a lot of difficulty here at school to sit down with pedagogues to work on this planning. Not because they are not available to me. They are not available because they have to take on the classrooms. Today, I do not know why on earth [laughs] Roberta is present in my PL, she sat down with us at the beginning, before you arrived. But this is not common, because when she is not in a 1st or 4th grade classroom, she is probably in a classroom from the 5th to 8th grade, covering for someone. For example, the mathematics teacher, Leandro, is available to the Court and he never comes to school on Tuesdays. Then, who takes his classes? The pedagogue. Then the geography and history teachers sit down here to do the planning without her. (CARMEM - Interview, 2007).

Carmem emphatically expressed her desire to plan in collaboration with the pedagogue. On more than one occasion, she said that the demands of school impede that possibility, but at one point, she turns to memories of when she succeeded with other professionals in this area, with whom she has worked at the same school, making it clear that part of the responsibility for this picture is the pedagogue's. In any case, the deficiencies in the organization of the school, in the sense

⁹ It is worth mentioning that there is a computer with internet connexion in the coordination room.

of resolving these demands without derailing the work of the pedagogue, are pointed out by her as a decisive factor in this matter.

Beyond representing losses in pedagogical planning and articulations, this reported fragility of the school organization has important limitations in the qualification of intervention actions. On more than one occasion, we observed the extent to which the lack of articulation helps to limit both individual and collective performances.

An important limitation worth recording occurred when one of the dates scheduled for graduation defined and organized by the school unit was changed. On that occasion, the date was changed without prior consultation with teachers, reserving, as the new date, a day when there would be training organized by SEME for the Physical Education field. Carmem, feeling extremely impaired, chose to attend the training previously scheduled by SEME.

At another moment, we noticed that some teachers were articulating proposals to be forwarded to SEME, referring to the large number of illiterate students, identified in the diagnostic assessment. Without the participation of the Physical Education area, Carmem felt extremely indignant about the way the movement happened without the involvement of all teachers.

By observing these limitations, we found how difficult it would be to implement the proposed educational policy within this fragile structure of pedagogical articulation, without a plan that took into consideration all of these difficulties.

At this point in the analysis, the hidden aspect of the educational proposal main theoretical element, predicted in the educational policy sent by SEME, became clear. The moment Carmem recognizes an unfamiliarity with opportunities of working with research-action (proposal contained in SEME's official document), without a qualified follow-up by the

pedagogue, who, in theory, should be the school professional capable of articulating the educational policy with the needs of teachers and, without an initial plan that contemplated a theoretical approach to this issue, we did not perceive any attempts to implement this educational movement in which the research-action was presented as the central axis.

Demonstrating a relative autonomy with regard to the SEME's proposal, the collective experience of planning, involving the Physical Education teachers from both working shifts, presented itself as the most promising and the one with the biggest potential for qualification of collective and individual actions of Vitoria school. This initiative consisted of meetings of the teachers to determine common goals related to the main activities to be developed in the area during the 2007 school year.

[...] we're doing something we never did before, sitting down together, the group of teachers from both working shifts, in order to define the contents to be worked on. This year, for the first time. The same content for every term in this subject. At the school, during both shifts. (CARMEM, INTERVIEW, 2007).

This practice, according to Professor Carmem, did not present greater results due to the difficulty of keeping up the work more regularly. According to the teacher, the double working shifts of other teachers and her responsibilities as a mother did not allow the meetings to take place as often as they envisioned.

Demonstrating a strong belief in this kind of planning, Carmem points out the fact that it didn't happen, among teachers in general, as one of the barriers to bring forward those projects in which the actions should be developed collectively. She recognizes the legal limitations for its implementation, noting that the large number of classes taught prevents such an organization, and indicates this fact as an urgent need for the qualification of collective practices.

A remarkable experience in this period of observations was the participation of the group of school teachers in the Physical Education Congress of Espírito Santo, organized by the Sports and Physical Education Center of the Federal University of Espírito Santo. It is worth noting that this event had the support of SEME, which sponsored the enrollment of all of the municipal network Physical Education teachers interested in participating. In the case of the school, the organization created so that these teachers were released of part of their classes, so they could participate in most part of the event, was fundamental. We realized that, even with the problems created by the absence of these professionals in the classroom during working hours, CTA worked to enable and facilitate, whenever possible, the participation of school teachers.

It is worth noting that the SEME delegates to school the prerogative to decide whether or not these professionals are able to participate in such events. This situation, according to Professor Carmem, always favors the teachers of this school.

An important point to be added to this experience was the willingness shown by Carmem to attend the event. Even considering her professional availability, being free for not working other shifts, Carmem has personal difficulties for attending this type of activity, especially in the daily routine with her daughter.

Regarding the educational proposal from 2004, an experience already cited as very relevant in the history of this municipality education, the participation of Professor Carmem implicated her involvement in the entire process, from that expected during normal working hours, to the part of the project which included meetings outside working hours. On that occasion, her position revealed a personal commitment to that movement, even defending and demanding the guarantee of educational space/time during working hours.

Finally, a hidden aspect deserving of an analysis is one that shows a difference between the knowledge acquired in her

day-to-day professional practice and that required for her reading of her curriculum options. On this, Carmem reports:

[...] we're always looking for that self-education, education in itself, as much as possible. I even got Kunz's book as a present, I didn't have it. I'm going to start reading, so I get to know him better. It is his second book. And I didn't have it. But the way I see it... I understand that it is extremely important, but it is like... You know, when you... It's like the computer... You won't touch the computer because you're afraid of it. If you don't touch it, you don't learn. So you have a hard time with that, but why? Because you also keep yourself from not working on that and living that experience. So you know the basics. That is, you know nothing. The necessity sometimes leads you to go after something, and when you do it, you realize that it's very easy. I think that is not the way. I think one must always... Look for things, of course, seek them. (CARMEM, INTERVIEW, 2007).

This account of the teacher, offered for analysis after her participation in the Physical Education Congress, where Carmem was able to maintain a direct contact with Professor Kunz, shows a latent desire to reassess the curriculum, which refers her to the direction of an almost automatic devaluation of knowledge accumulated over so many years. Finding the balance needed for a coherent analysis of her practice inspired by the indications of the teacher as a critical intellectual, articulating and transforming their practice, is certainly not an easy task to accomplish in the professional isolation imposed by this hegemonic model of the school organization.

4 FINAL CONSIDERATIONS

Considering the choice of a case study, we do not intend to make the mistake of producing generalizations with the considerations presented here, nor to prevent that those who

venture through this reading, drawing on their experience, make their personal associations and relations with other contexts (ANDRE, 1995). The results of our analysis intend to portray some practices built on our particular research site, by the subjects that make up this universe, affected by the influences produced by the subjectivities of each of them.

We clearly realize from the practices of the Physical Education teacher collaborating with this research, how much the way in which the school space is organized presents itself as determinant in limiting or setting up educational practices and the level of involvement and complicity of the individuals involved. At this point in the debate, we are challenged to understand the "cognitive consensus" that draw a picture in which the need to ensure opportunities for continuing education precedes a discussion about the quality of these spaces. The Brazilian reality, in general, has not provided a consistent motion in the field of continuing education yet. Perhaps this is why the debates on the theme are characterized by arguments that can ensure, albeit incipiently, policies that facilitate this movement. A clear logic that creates the "shared illusion" of first securing the space, and then discussing their qualification.

This movement creates an important hidden aspect of the responsibility for driving this process. In the context of the current academic debate, it does not seem very logical to imagine an educational action in which the subject being educated acts as a mere receiver of what was prepared for him. At the same time, the idea of advising, in which the contractor, in light of unstable political movements, defines the drive of the educational process, tends to limit the possibilities of a consistent academic involvement.

Inevitably, the focus of the debate shifts from the question of who should manage these drives to the very meaning assigned to them. At this moment, the level of involvement of teachers becomes crucial. Then, the main contradiction of this field under construction is registered. On

the one hand, if continuing education presents itself as just another "systemic experiment", the rejection of the teachers is obvious. On the other hand, if that same system does not prepare educational policies for teachers to participate in, it will be strongly charged.

Práticas de formação continuada em Educação Física

Resumo: Trata de um estudo em que as práticas de formação são analisadas no momento em que uma professora de Educação Física de uma escola de ensino municipal tenta efetivar as propostas de formação previstas na política sugerida pela Secretaria de Educação. Discorre sobre ocultações que cercam esse campo, geradas por consensos que criam projetos ilusórios. Analisa a escola e a forma como sua organização favorece e/ou dificulta as práticas de formação construídas. Aproxima-se da professora colaboradora para revelar como se organiza esse espaço escolar que se apresenta como determinante na limitação ou constituição dessas práticas de formação.

Palavras-chave: Educação continuada. Educação Física. Prática profissional.

Prácticas de la formación continua en EducacionFísica

RESÚMEN: Esto a partir de un estudio en que lãs prácticas de la formación se analizan en el momento em que una profesora de Educacion Física de una escuela municipal de la educacion trata de llevar a cabo El proyecto de formación previsto en la formulación de políticas sugeridas por el Departamento de Educacion. Discute occultations que rodean a este campo, generados por proyectos de construcción que crean poco realista. Examina la escuela y la forma en que su organización promueve y/o dificulta la formación práctica de la construcción. Estrecho de la maestra colaborador para revelar cómo se organiza la escuela que se presenta como crucial en la limitación o La constitución de estas prácticas de formación.

Palabras clave: Educacion continua. Educacion Fisica. Práctica profesional.

REFERENCES

ANDRE, Marli Eliza Dalmazo Afonso de. **Etnografia da prática escolar**. Campinas, SP: Papirus, 1995.

CORREIA, José Alberto. **Os “lugares comuns” na formação de professores:** consenso e controvérsias. Porto: ASA, 1999.

ESTRELA, Maria Teresa. A formação continuada entre a teoria e a prática. In: FERREIRA, Naura Syria Carapeto. **Formação continuada e gestão da educação.** São Paulo: Cortez, 2006. p.43-64.

GIROUX, Henry A. **Os professores como intelectuais:** rumo a uma pedagogia crítica da aprendizagem. Porto Alegre: Artes Médicas, 1997.

MACEDO, Roberto Sidnei. **A etnopesquisa crítica e multirreferencial nas ciências humanas e na educação.** Salvador: EDUFBA, 2000.

MOLINA, Rosane Kreuzburg; MOLINA NETO, Vicente. O pensamento dos professores de educação física sobre a formação permanente no contexto da escola cidadã: um estudo preliminar. **Revista Brasileira de Ciência do Esporte**, Campinas, v. 22, n. 3, p.73-85, maio, 2001.

MORGADO, José Carlos. **Currículo e profissionalização docente.** Porto: Porto Editora, 2005.

SACRISTÁN, José Gimeno. **O currículo:** uma reflexão sobre a prática. Porto Alegre: Artmed, 2000.

SCHEIBE, Leda; BAZZO, Vera Lúcia. Políticas governamentais para a formação de professores na atualidade. **Revista Brasileira de Ciência do Esporte**, Campinas, v. 22, n. 3, p.9-21, maio, 2001.

Received on: 10.10.2008

Approved on: 04.06.2009