

Ten years of national curriculum parameters: the practice of Physical Education in its authors' perspective

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Abstract: This study investigated possible appropriation of theoretical and methodological premises contained in the National Curriculum Parameters of Physical Education by the active teachers in the final years of elementary school. Analysis of the official publication identified didactic procedures different from the traditional ones. Having these elements as a starting point and using the projective method, we developed an interview with a focus group. The data obtained indicates that the faculty perceptions reconfigured educational practice. The interpretation of the results allowed us to positively establish that the teachers conceptions are close to those contained in the official document, even though no allusion to the document had been made.

Keywords: Physical Education. Elementary school. Curriculum. Learning.

1 THE PROBLEM

And you, why do you want a boat, if I may ask, was in fact what the king asked when he finally settled down, with tolerable comfort, in the chair of the cleaning woman. To go in search of the unknown island, the man replied. What unknown island, asked the king disguising the laughter, as if he had a raving madman in front of him, one of those who has the habit of sailing, whom it would not be good idea to thwart straightway. The

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unknown island, the man repeated. Nonsense, there are no unknown islands. Who told you, king, that there are no unknown islands. They are all on the maps. (SARAMAGO, 1998, p. 16-17).

This article, based on scientific research, aims to verify to what extent the theoretical and methodological propositions contained in the National Curriculum Parameters (NCPs) of Physical Education have been incorporated by the active teachers in the last years of elementary school. We considered the basic period of ten years after the publication of the official document.

We assumed that the movement of curricular reorientation, which observed the National Education Guidelines and Basis Law ¹ (9.394/96) and was consolidated with the Elementary School National Curriculum Guidelines², culminated with the publication of the NCPs. This action was important in that the reflections about educational practices signaled the need for a new look at the educational process, specifically, the assumption that school education should focus on learning.

Several widely divulged historical studies show correspondence between school Physical Education and improvement of physical and sportive capability, through interventions based on motor aspects, but lacking in reflection, both by those who taught and those who learned. Until the early 1990s, according to Lima and Gramorelli (2007), the consensus among educators working in the area was that changes in the concepts that guided the didactic action of the component were necessary, because it seemed that an education focused only on the development of non-physical aspects no longer met the conditions for a pluralistic and democratic society. Simultaneously, the expansion of the theoretical discussion focused on student learning, promoted by the academics sectors, provided a more accurate reading on

1 Lei de Diretrizes e Bases da Educação Nacional

2 Diretrizes Curriculares Nacionais do Ensino Fundamental

the pedagogical practice in force, triggering a new look that allowed a view of the previously hidden aspects of that component.

Among the many texts that fostered the process of changing Physical Education teaching, the NCPs deserve mentioning, as they contributed to support a different educational practice, having as a starting point the legal obligation to insert the component in the school pedagogical proposals (BRASIL, 1996).

In the analysis of Rodrigues (2002), the NCPs have some guiding principles, indicating ways of organizing the education contexts which depart from the previous perspective. They are: inclusion, integration, diversity, learn to learn and learn to live together. From there, the author reveals an update of the discourse on the social role of Physical Education, justifying it in the context of new demands of the globalization process for the Brazilian society. In addition to denounce the emphasis on prescriptive aspects and the light treatment of the concepts, the author draws attention to the eclecticism present in NCPs in defining the object of study of Physical Education, presented in a confusing and superficial manner, and to the description of the different approaches.

There is not a critical analysis of the different approaches for Physical Education existing at present and highlighted in the document, as it does not present the conceptions of society, education and school that guide these approaches. What exists is a juxtaposition of ideas, as if these approaches have been formed from consensus and views³ (pp. 138-139).

3 Não há uma análise crítica das diferentes abordagens de educação física existentes na atualidade e destacadas no documento, uma vez que não se apresentam as concepções de sociedade, educação e escola que as norteiam. O que existe é uma justaposição de ideias, como se estas abordagens tivessem se constituído a partir de consensos e visões (p. 138-139).

The same aspect was criticized by Caparroz (2003, p. 315):

[...] in the Physical Education NCPs from the third and fourth cycles, the "psychomotor", "constructivist", "developmental" and "critical" approaches are mentioned. However, the discussion about these approaches does not go beyond the words. There is no thorough discussion of what each approach is politically and pedagogically.⁴

However, Neira and Nunes (2006, p. 119) have another opinion. They claim that the NCPs are in the "trail of critical theories of the curriculum":

[...] it is the concern with the full exercise of citizenship, highlighted by the criteria for the decision of contents and appreciation of the wealth of knowledge of each location expressed in the proposal for Physical Education, which allows us to classify this curriculum design as a critical perspective outlined in their objectives for the component.⁵

Analysts also looked for ways of developing, seizing and implementing the proposal for school practices. Caparroz (2003) points out that the Ministry of Education did not call or invite the field of Physical Education to participate in the building of the NCPs, but only a portion of it, the academics, which showed sympathy to the epistemological assumptions that supported the proposal.

As to the disclosure of the documents, Darido et al. (2001, p 28.) report:

4 [...] nos PCNs de educação física do terceiro e quarto ciclos é feita menção às abordagens "psicomotora", "construtivista", "desenvolvimentista" e "críticas". Entretanto, a discussão sobre essas abordagens não ultrapassa os limites da menção. Não há discussão aprofundada do que representa política e pedagogicamente cada abordagem.

5 [...] é a preocupação com o pleno exercício da cidadania, destacado pelos critérios para decisão de conteúdos e valorização do patrimônio de conhecimentos de cada localidade expressos na proposta para a Educação Física, que nos permite classificar este desenho curricular como uma perspectiva crítica delineada nos seus objetivos para o componente.

The intention of MEC's Department of Elementary Education (Secretaria de Ensino Fundamental do MEC) was that all teachers in the country's public network receive the set of documents, which did not happen. Because the documents were sent to the schools, and not to the residences of the teachers, many did not get copies. The exact number of teachers who received the documents was not disclosed, but many received them.

In this context, Caparroz (2003, p. 327) questions:

[...] what conditions does the school faculty have to critically appropriate and master what is produced academically? How does it relate to this production and to normative-curricular guidelines for building its teaching authority and authorship? What degree of autonomy does the faculty have (or is it submissive) in relation to these?

As noted, the teachers did not participate in the elaboration of the document. This fact increases the chances that, even after a decade, not all know the NCPs, understand their intentions or, if they knew, maybe they remember little of its content. The issue at hand is not asking Physical Education teachers if they read or not the NCPs and what they understood, but find out to what extent their perceptions of the pedagogical practice are influenced by the assumptions that underlie the document, as it is through these that the educational activity may undergo changes.

The research process, distributed in two stages, comprised initially the content analysis of NCPs - Physical Education - 3rd and 4th cycles, and then discussions with a Focus Group, consisting of teachers working in the last years of Middle School. The discussions were triggered by four evocation devices drawn from educational situations inspired by the assumptions in the document.

2 INTERPRETING THE OFFICIAL VOICE

Content analysis helped clarify some aspects of the document that signal changes in Physical Education teaching, when compared to the references and proposals for the component, in effect until the early 1990s. The following assumptions stand out due to innovative features at the time: the principle of inclusion, the distribution of knowledge of the area into categories and blocks of content and form of evaluation.

The systematization of objectives, content, teaching, learning and evaluation processes targets the inclusion of students in the culture of body movement, through concrete and effective participation and reflection. It also seeks to reverse the historical area of selection, which distinguishes between apt and inapt individuals for bodily practices, a practice that resulted from an exacerbated valorization of performance and efficiency (BRASIL, 1998, p. 19).⁶

We understand the principle of inclusion as a pedagogical concept, which is open to the participation of all students, regardless of technical and/or sportive abilities they might have. It is noted that the proposal focuses on enabling conditions for the student to enter a larger portion of the culture, the body culture. By participating in the teaching-learning process through experiences related to the cultural heritage of the body, it is expected that students build knowledge and link thinking to doing.

[...] it is necessary to lessen the emphasis on physical fitness and focus on standard efficiency, resulting from this conceptual framework, and characterize Physical

6 A sistematização de objetivos, conteúdos, processos de ensino e aprendizagem e avaliação têm como meta a inclusão do aluno na cultura corporal de movimento, por meio da participação e reflexão concretas e efetivas. Busca-se reverter o quadro histórico da área de seleção entre indivíduos aptos e inaptos para as práticas corporais, resultante da valorização exacerbada do desempenho e da eficiência.

Education more broadly, including all human dimensions involved in each bodily practice. Currently, critical analysis and the attempt to overcome this view point to the need to also take into consideration the cultural, social, political and affective dimensions, present in the living body, that is, the body of people who interact and move as social subjects and as citizens^{7 8} (BRASIL, 1998, p. 29) .

We realize that the Principle of Inclusion that inspires the didactic action contributes to formatting the teachers' pedagogical action and raises questions about the earlier valorization of physical fitness with the support from the biological sciences, which for decades influenced the area, especially the official texts.

If we consider the official position, one may say that only in the last decade of the twentieth century were the paths traced for the construction of new pedagogical practices in Physical Education. Practices that emphasize the physical, social, emotional and cultural dimensions of the students, through the articulation of the objectives of teaching the component to the Pedagogical Proposal of the school. In this way, the participation of all students in the classroom becomes feasible, regardless of their physical abilities and their sportive performance.

Another aspect of the NCPs that shows a change in the previous paradigms is the reflection on what to teach. The document proposes that Physical Education contents be developed in their conceptual, procedural and attitudinal dimensions and indicates:

7 [...] é necessário superar a ênfase na aptidão física para o rendimento padronizado, decorrente deste referencial conceitual, e caracterizar a Educação Física de forma mais abrangente, incluindo todas as dimensões do ser humano envolvidas em cada prática corporal. Atualmente, a análise crítica e a busca de superação dessa concepção apontam a necessidade de que se considerem também as dimensões cultural, social, política e afetiva, presentes no corpo vivo, isto é, no corpo de pessoas, que interagem e se movimentam como sujeitos sociais e como cidadãos (BRASIL, 1998, p. 29).

8 The text treats the term body as a socioculturally constructed element, so it sets aside the idea of body in a physiological sense (p. 29).

[...] a valorization of the procedures without restricting them to the universe of motor skills and the fundamentals of sports, including procedures of organization, information systematization and improvement, among other things. In addition to reflecting on the conceptual content of rules, tactics and some factual historical data of some modalities, there were reflections on the concepts of ethics, aesthetics, performance, satisfaction, efficiency, etc. Finally, the contents of attitudinal nature are explained as objects of teaching and learning and proposed as concrete experiences by the student, which enables the construction of a posture of responsibility towards himself and others. (BRASIL, 1998, p. 82).⁹

As previously pointed out by the Decree 69.450/71, school Physical Education aimed at the physical training for the formation of a productive, strong and healthy body. This approach influenced the prioritization of physical activities and sports, given that the school was responsible for discovering talented students for competition. It seems that the contents historically linked to the area were limited to the know-how, that is, focused only on the procedural dimensions.

As a result of the proposition of conceptual, attitudinal and procedural knowledge, new elements support the transformation not only of the process of learning and teaching but also of the contents, and therefore, of the objectives of the component. The analysis of the NCPs reveals the knowledge to be taught and the objectives to be achieved, which, until that time, were not included in the existing proposals. It could be

9 [...] uma valorização dos procedimentos sem restringi- los ao universo das habilidades motoras e dos fundamentos dos esportes, incluindo procedimentos de organização, sistematização de informações e aperfeiçoamento entre outros. Aos conteúdos conceituais de regras, táticas e alguns dados históricos factuais de modalidades, somam-se reflexões sobre os conceitos de ética, estética, desempenho, satisfação, eficiência, entre outros. E, finalmente, os conteúdos de natureza atitudinal são explicitados como objeto de ensino e aprendizagem e propostos como vivências concretas pelo aluno, o que viabiliza a construção de uma postura de responsabilidade perante si e o outro.

said that this perspective gives rise to a tendency to overcome the didactic actions that characterized Physical Education.

This observation confirms Darido et al.'s (2001, p. 21) analysis:

In actual classroom practice, it means that the student should learn to play dodgeball, "couples soccer"¹⁰, basketball, but should also know the benefits of such practices, why such manifestations of bodily culture are practiced today, what are the relationships of these activities with television and print media, among other things. In this way, more than teaching how to do, the goal is that the students obtain contextualized information and also learn how to relate to the colleagues, recognizing their values.¹¹

Still regarding the contents, the National Curriculum Parameters of Physical Education of the 3rd and 4th cycles suggest an organization in "blocks", indicating a curricular reconfiguration of the knowledge of the component.

The contents are organized into three blocks, which should be developed along the entire elementary school. The distribution and development of the contents are related to the pedagogical project of each school and to the specificity of each group. The work should include the various levels of the developed competence, so that all students are included and the individual differences result in opportunities for exchange and enrichment of their work. In this perspective, the degree of depth of the contents depends on the

10 Soccer played in pairs. Every member of the team must hold hands with another player at all times.

11 Na prática concreta de aula significa que o aluno deve aprender a jogar queimada, futebol de casais ou basquetebol, mas, juntamente com estes conhecimentos, deve saber quais os benefícios de tais práticas, porque se praticam tais manifestações da cultura corporal hoje, quais as relações dessas atividades com a produção da mídia televisiva, impressa, dentre outras. Dessa forma, mais do que ensinar a fazer, o objetivo é que os alunos e alunas obtenham uma contextualização das informações como também aprendam a se relacionar com os colegas, reconhecendo quais valores estão por trás de tais.

dynamics of the very groups, evolving from the simplest and more general ones to the more complex and more specific throughout the cycles (BRASIL, 1998, p. 67-68).¹²

Observing what is required by Article 26 of the Guidelines and Basis Law (GBL) (9.394/1996), the blocks of contents should be articulated to the school's pedagogical project and the student's characteristics. The blocks of contents are distributed in "Sports, games, wrestling and gymnastics," "Rhythmic and expressive activities" and "Knowledge about the body" and comprise the conceptual, procedural and attitudinal dimensions, which support the organization of teaching activities.

With the NCPs, the hope is that Physical Education lessons transcend bodily activity and propitiate different knowledges to the students. It is noteworthy that among the listed contents, there are some that were not present in earlier proposals. Besides several principles, facts, concepts, rules, regulations and values related to sports, games etc..., we should emphasize the composition of the block called "human body Knowledge".

Finally, the analysis of the document allowed the identification of one more aspect that escapes the tradition of the area: the concept of evaluation of learning. If we consider that teaching Physical Education, at the least officially, advocates procedural content commonly related to physical and sports abilities (Decree No. 69.450/71), it is expected that the format of the evaluation proved aligned with the biological and behavioral assumptions, embodied in batteries of tests to

12 Os conteúdos estão organizados em três blocos, que deverão ser desenvolvidos ao longo de todo o ensino fundamental. A distribuição e o desenvolvimento dos conteúdos estão relacionados com o projeto pedagógico de cada escola e a especificidade de cada grupo. A característica do trabalho deve contemplar os vários níveis de competência desenvolvidos, para que todos os alunos sejam incluídos e as diferenças individuais resultem em oportunidades para troca e enriquecimento do próprio trabalho. Dentro dessa perspectiva, o grau de aprofundamento dos conteúdos estará submetido às dinâmicas dos próprios grupos, evoluindo do mais simples e geral para o mais complexo e específico ao longo dos ciclos (BRASIL, 1998, p. 67-68).

measure the performance or, at worst, to verify the execution of movements.

The resulting concept of evaluation was marked by a quantitative focus, which stratified the apt and the inapt students. Therefore, the presence of physical tests sought to measure and assign values to physical capabilities like strength, agility, balance and endurance. Often, the difficulty to measure progress in this field led teachers to assess elements extraneous to Physical Education knowledge: class attendance, the use of uniform and discipline were subjected to an arbitrary judgment, without any link to the educational content, as reported by Mattos and Neira (2000, p 23.):

Evaluation in Physical Education classes has often sought to comply with the institution's bureaucratic guidelines and is generally done by taking into account the presence of the student in the classes, the use of appropriate costumes for practice, and at best, the result of the execution of movements. This evaluative attitude shows disregard for the reflection on the role that evaluation has as a constituent element of an educational project. The teacher ends up dissociating the pedagogical action from its evaluation process, and worries more about the used symbol than about the representation of that index in terms of the student's learning. The idea of measurement, transmitted by this conception of evaluation, needs to be at all cost decharacterized.¹³

It is interesting to note that the emphasis on quantitative aspects was not exclusive to Physical Education. The function

13 A avaliação nas aulas de Educação Física tem buscado, freqüentemente, o atendimento às normas burocráticas da instituição e é atribuída, geralmente, levando-se em consideração a "presença" do aluno nas aulas, o uso de trajés adequados à prática e, quando muito, o resultado da execução de movimentos. Essa postura avaliativa indica a desconsideração da reflexão a respeito do papel que a avaliação assume elemento constitutivo de um projeto pedagógico. O professor termina por desvincular a ação pedagógica do seu processo de avaliação, preocupando-se mais com símbolo utilizado do que com a representação daquele índice em termos de aprendizagem do aluno. A idéia de medida, transmitida por essa concepção de avaliação, precisa ser, a todo custo, descaracterizada.

of evaluation was to measure how much students had appropriated knowledge, and thus the focus was the acquisition of contents and not the process of construction and development of students. As indicated by Gimeno Sacristan and Pérez Gómez (1998, p. 300), the evaluation during the years 1960 and 1970 relied predominantly on objective techniques: "The concern for objectivity in measuring educational outcomes, with the consequent proliferation of tests, gave education parameters to judge the evaluation and do it as if it were a precise technology."¹⁴

The concept of evaluation in the NCPs departs from the old notions of selection and classification based on criteria like physical and sportive skills, which marked Physical Education. In line with the meanings conveyed by GBL 9.394/96, evaluation emphasizes qualitative over quantitative aspect, pays attention to the importance of a continuous and cumulative perspective and ratifies the proposal of a process that will provide valuable tools for intervention in student learning.

The predominance of evaluative intentions will occur in a processual perspective, that is, it will facilitate the observation of the student in the knowledge construction process. This continuous evaluation comprises the phases, which are conventionally called diagnostic or initial, formative or concomitantly summative or final (BRASIL, 1998, p. 58).¹⁵

The analysis of the document reveals a vision of evaluation integrated to other spheres of educational action. Reportedly, the initial phase called diagnostic or initial will provide the data for the preparation of a development project

14 "A preocupação pela objetividade na medição de resultados educativos com a consequente proliferação dos testes, prestaram à educação parâmetros para julgar a avaliação e realizá-la com a intenção de que fosse uma tecnologia precisa".

15 A predominância das intenções avaliativas ocorrerá dentro de uma perspectiva processual, ou seja, facilitará a observação do aluno no processo de construção de conhecimento. Essa avaliação contínua compreende as fases que se convencionou denominar diagnóstica ou inicial, formativa ou concomitante e somativa ou final (BRASIL, 1998, p. 58).

of the contents, taking into consideration the student's prior knowledge. In the words of Zabala (1998, p. 19), evaluation is a process whose initial step has a function of supplying "[...] references to define a hypothetical proposal of intervention, that is, the organization of a series of learning activities [...]"¹⁶ in order to facilitate the students' progress. For Hadji (2001, p. 19), the initial diagnostic or initial evaluation is called prognostic.

[...] In that it identifies certain characteristics of the apprentice and makes a balance, certainly more or less in depth, of their strengths and weaknesses. The function of the prognostic evaluation is to allow a reciprocal apprentice/study program adjustment.¹⁷

With respect to the formative phase, the NCPs suggest a concurrent occurrence of evaluation and teaching process in order to provide important data for the adjustment of educational activities, enabling decision-making regarding the continuation of the schedule or the need for change (BRASIL, 1998). Confirming this idea, Hadji (2001, p. 19) suggests that the formative evaluation should occur "[...] in the midst of educational action, that is, it can contribute to the regulation of teaching actions and encourage a rethinking of the activities".¹⁸ In the same vein, Zabala (1998, p. 200) shows that the formative evaluation, which he calls regulator, must provide a new adaptation of plans and activities depending on "the responses of boys and girls to our proposals."¹⁹

The final or summative phase, as noted in the official proposal, is a way to evaluate the learning achieved. This perspective is echoed by Hadji (2001, p. 19), when he calls the

16 "[...] referências para definir uma proposta hipotética de intervenção, ou seja, a organização de uma série de atividades de aprendizagem [...]"

17 "[...] na medida em que identifica certas características do aprendiz e faz um balanço, certamente mais ou menos aprofundado, de seus pontos fortes e fracos. A avaliação prognóstica tem a função de permitir um ajuste recíproco aprendiz/programa de estudos.

18 no meio da ação educativa, ou seja, que ela possa contribuir para a regulação das atividades de ensino e favoreça um replanejamento das atividades".

19 "as respostas dos meninos e meninas às nossas propostas".

final evaluation cumulative, giving it "[...] the function to check whether there was learning"²⁰ and by Zabala (1998, p. 200), to whom the final evaluation refers to the results obtained and to the acquired knowledge, since this is:

[...] a report of the overall process, which, starting with the initial knowledge (initial evaluation), shows the trajectory followed by the student, the specific measures taken, the final result of the whole process, and then, especially, making use this knowledge, make predictions about what is necessary to continue doing or what needs to be done again.²¹

From the author's considerations, it is clear that the official proposal is concerned about the learning trajectory of the students, founded in a vision of evaluation that enables the recognition of this journey, by identifying the knowledge initially available and how much the group appropriated the contents taught. The evaluation, according to the NCPs must

[...] be useful for both the student and the teacher, so that both can scale the progress and difficulties in the process of teaching and learning and make it ever more productive. (BRASIL, 1998, p. 58).

The hope is that the evaluative act subsidizes the pedagogical work, reorient the teaching situations in order to promote the achievement of the desired goals and provide students with information about the progress of their learning.

For the above mentioned reasons, we believe that the document refers to a new look at evaluating Physical Education, which overcomes the selection and stratification character of the fittest and starts emphasizing the need to use

20 "[...] a função de verificar se as aquisições pela formação foram feitas"

21 "[...] um informe global do processo que, a partir do conhecimento inicial (avaliação inicial) manifesta a trajetória seguida pelo aluno, as medidas específicas que foram tomadas, o resultado final de todo o processo e, especialmente, a partir deste conhecimento, as previsões sobre o que é necessário continuar fazendo ou o que é necessário fazer de novo.

other resources in order to inform the various subjects of the didactic action about the process of teaching and learning.

3 HEARING THE TEACHERS

Following the recommendations of Franco (2003), we observed, by means of a documentary analysis, that the NCPs contribute significantly to the reconfiguration of Physical Education teaching, defending the principle of inclusion in the classroom, the organization of a curriculum based on the content dimensions and the adoption of process evaluation. Based on Lankshear and Knobel's (2008) projective method, these indicators, transformed into a priori categories, inspired the development of evocation devices with a focus group.

The participants of the study responded voluntarily to an open invitation from the researchers, launched in discussion groups on Physical Education on the Internet. The only criterion was that they acted in the last years of elementary school. After a short exchange of messages, the meeting was held on a Saturday, in one of the classrooms of the University. The participants were four teachers of Physical Education from São Paulo state schools, three taught at municipal schools and two worked in private schools. Their years of teaching ranged between two and thirteen.

Without any reference to the National Curriculum Parameters, teachers were encouraged to comment on lesson footage, written reports of teaching situations and evaluation records. All evocation devices allude to the categories constructed on the basis of documentary analysis. The testimonies of the participants were videotaped, then after transcription were critically interpreted. These research procedures allowed the researchers to collect and analyze the respondents' perceptions of teaching practices sympathetic to the official proposal.

The interpretation of the teachers' comments showed the predominance of positions favorable to the inclusive perspective, inferred from the allusion to attention to the selection of content. In their own words, "depending on what is taught, there will be inclusion or exclusion of the students"²². Another fact worthy of note concerns the notion of manifest inclusion. For the teachers interviewed, the inclusion implies different forms of student participation in class, which can occur by means other than physical movement. The teachers presented as alternatives the conducting of research, debates, analysis of videos, images, texts, educational tours, lectures, in short, numerous activities that reveal, to a certain extent, a different perspective on Physical Education teaching.

Based on statements made about the evocation devices relating to the inclusion context, the researchers showed that the teachers believe that all students are entitled to participate in the activities, and that the measures adopted to this end may also be object of reflection. Still regarding inclusion, the teachers' manifestations suggest, on one hand, the abandonment of the idea of performance tied to physical and motor efficiency, and, on the other, respect for the individuality of the students during classes.

Although they recognize that their own training emphasized the concern with motor issues, the teachers, after viewing the problematizing materials, manifested the opinion that Physical Education classes should also provide conceptual content, since, according to one participant, "[...] they extend the critical perspective of the students"²³.

When the NCPs lists the conceptual content, they recommend the problematization of concepts related to the manifestations of physical culture, namely, its historical

22 Transcript of speech by Professor B: "em função do que se ensina, haverá inclusão ou exclusão dos alunos".

23 Transcript of speech by Professor C: "[...] estes ampliam os conhecimento dos alunos numa perspectiva crítica"

information, origins and characteristics. After having watched the footage on the teaching of these contents, the participants, in broad agreement, showed concerns about "going beyond the bodily practices", which allows us to infer that, at least in schools where these teachers work, the Physical Education curricula are undergoing transformations with respect to the content, aligning with the official intentions.

Another matter that emerged from the discussions was the teachers' perception of teaching attitudinal contents. According to the participants of the focus group, the attitudes should permeate the debate in the classroom, be it analyzing the actions triggered by the subject being studied, or the students' own actions during the educational activities. We noted here a slight departure from the NCPs' proposal. Although they stressed the importance of teaching attitudinal contents, the participants see the attitudes simply as elements that guide the students behavior, and not as manifestations of knowledge related to physical culture.

The analysis of the collected material revealed that some respondents understand the teaching of attitudes as a product of thinking about an unpleasant event which occurred in class, even if unrelated to the object of study. In accordance with the perceptions conveyed, the "adequate" attitude should be explained in order to be learned. It must be said that such a notion has no support in the theories underlying the conception of learning present in the official text. According to Pozo (2000), while the conceptual content (facts, principles and concepts) requires expository and reflective experience, attitudinal content (rules, norms and values), according to Sarabia (2000), it also requires the repetition of experiences and models. Obviously, the reflection on the events is important, but so that attitudinal learning occur satisfactorily, it is not enough to just think about it, it is necessary to act upon it.

With regard to the perceptions about teaching human body knowledge, the analysis of the statements found

differences among the participants. While some participants did not say anything about the footage of a class on a content belonging to that block, others spoke favorably of treating themes such as food and concepts related to physical activity on the grounds that such content assists students in making decisions about a better quality of life. There was a teacher who manifested his total disagreement with this position, because, in his view, the block "human body knowledge" emphasizes a vision of physical activity aligned with the hegemonic culture, which is not consistent with the transformative role of education.

The debate about the images that showed human body knowledge teaching, as we can see, generated disagreement among the participants in the focus group. If, on one hand, the positions in defense of these contents indicate perceptions favorable to NCPs, silence, on the other hand, may signal disagreement about the characteristics of the classes and the evaluation records.

After all, in the images used as evocation device, the teacher presented orally some concepts concerning the functioning of the cardiovascular system and its relationship with physical activity. Without disregarding the characteristic of the material used to provoke discussion, it should be said that most of the statements were not sympathetic to didactic situations that focused on biological and physiological knowledge.

Regarding evaluation, the third category chosen from the analysis of NCPs, its problematization by the focus group showed some very interesting insights. The participating teachers consider evaluation a fundamental step in the process of teaching and learning. Such understanding distances itself from the technician approach that prevailed in earlier proposals, which favored tests for measurement and classification of students.

The positions of the participants of the study indicate that evaluation takes place at different moments of everyday

life, without requiring a date previously stipulated, and that various evaluative tools are used. The informers also mentioned that evaluation subsidizes the redesigning of educational activities: "evaluate does not mean to look only at what the student already knows, but also to look to one's own teaching practice".²⁴

These positions give us evidence that the teachers of the focus group agree with the concept of evaluation present in the Physical Education NCPs. They see the need to evaluate the process, to recognize the different ways in which students participate in classes and the validity of using different instruments. Even if they did not refer to the diagnostic, regulatory and final phases, widely discussed in the document, their perceptions regarding evaluation break with the tradition of the area.

4 SOME CONSIDERATIONS

Ten years after the publication of the National Curriculum Parameters of Physical Education - 3rd and 4th cycles, it is possible to point out some changes, at least in the conception that teachers have about teaching school Physical Education. To some extent, it is fair to say that the teachers' perceptions are close to the assumptions present in the official curriculum.

References to the objectives of Physical Education showed concerns with a student formation that go beyond the previous positions exclusively centered on the development of physical and motor aspects. The allusions to the importance of including all students in the classroom, the teaching of conceptual content and the pedagogical role of evaluative actions were highlighted.

24 Transcript of speech by Professor D: "avaliar não significa olhar apenas para o que o aluno já sabe, mas, também, olhar para a própria prática pedagógica"

When compared to conceptions of Physical Education previous to NCPs, the perceptions demonstrated by teachers who participated in the investigation indicate the emergence of a new position in relation to the curriculum of the component. Although the proposals are in line with the official proposals, it is worth emphasizing the impossibility of interpreting the perceived notions as exclusively based on the document. We understand that the proliferation of the pedagogic discourse contained in the NCPs through several editorial publications, initial and continuing training, as well as emergence of public policies coming from the education systems, have been contributing to the sedimentation of the concepts unveiled here. Thus, if on one hand the research's findings do not allow us to state that the teachers' perceptions changed due to the publication of the NCPs, on the other, the idea that fragmentation and extensive socialization of the same pedagogical discourse, somehow, reached some Physical Education teachers who work in elementary education is quite feasible.

Finally, let us resume José Saramago's epigraph. Let us say to the king that during this navigation we could find unknown islands that were on the map. After all, when instigated to debate, the teachers conveyed perceptions that give clues of an educational practice of Physical Education influenced by new ideals and meanings, which allows them to overcome the paradigms that marked old proposals. It is therefore necessary to launch an alert to all navigators. To discover and explore the islands that, even if on the map, still have to be discovered, actions must be conducted by skippers whose experiences find support in well-designed maps.

Dez anos de parâmetros curriculares nacionais: a prática da Educação Física na visão dos seus autores

Resumo: O estudo averiguou possíveis apropriações dos pressupostos teórico-metodológicos contidos nos Parâmetros Curriculares Nacionais de Educação Física pelos professores atuantes nos anos finais do Ensino Fundamental. A análise da publicação oficial permitiu identificar encaminhamentos didáticos diferenciados com relação àqueles que compunham

a tradição da área. A partir desses elementos e recorrendo ao método projetivo, desenvolveu-se uma entrevista com grupo focal. Os dados obtidos apontam percepções docentes que reconfiguram a prática educativa. A interpretação dos resultados permitiu constatar que as concepções dos professores se aproximam das proposições contidas no documento oficial, mesmo que nenhuma alusão lhe tenha sido feita.

Palavras-chave: Educação Física. Ensino fundamental. Currículo. Aprendizagem.

Diez años de parámetros curriculares nacionales: la práctica de la Educación Física en la visión de sus actores

Resumen: El estudio ha averiguado apropiaciones posibles de las propuestas teórico-metodológicas pertenecientes a los PCNs de la Educación Física por los profesores que actúan en los años finales de La Enseñanza Elemental. La análisis de la publicación nos ha permitido identificar direcciones didácticas diferenciadas con respecto a aquellas que componían tradicionalmente el área. Con estos elementos y al recurrir al método proyectivo, se ha desarrollado una entrevista en un grupo seleccionado. Los datos apuntados nos dirigen hacia la percepción de los docentes que rehacen La práctica y su interpretación nos ha permitido identificar que las concepciones de los profesores se acercan a las proposiciones oficiales, aunque a él no se haya sido hecha ninguna alusión.

Palabras clave: Educación Física. Educación primaria. Curriculum. Aprendizaje.

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