

AN EXPERIENCE OF PHYSICAL EDUCATION TEACHERS' FORMATION IN THE PERSPECTIVE OF GRADUATING AS TEACHERS

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Abstract

The work presents a reflection about the personal knowledge and the practical knowledge in the teacher's formation and analyses the theoretical assumptions and the organization of the curriculum of Physical Education teachers' formation course, indicators of the perspective of graduating as a teacher. It talks about the appropriation of a notion of curriculum as practice; it analyses how the objectivities of such formation in the ambit of the course curriculum; it emphasizes the understanding about a formation that sees the teachers as active subject of their practices, as well as the curricular possibilities thought to work such understanding and the feeling of graduating as teachers; it mentions and understands some curricular practices of formation experienced and observed by a teacher of the course.

Keywords: Curriculum of Teachers' Formation - Graduation - Physical Education

Introduction

On another occasion, we published an article in *Pensar a Prática*, presenting the theoretical basis and the matrix of a curriculum for training physical education teachers, implemented in 2006. Now, we have developed some analysis, aimed at deepening of ideas and concepts of curriculum and appropriate training.

Does it make sense to focus on the personal knowledge and practical knowledge in the training of a (physical education) teacher? This is the crux of this article, which attempts to reflect the assumptions and guide the organization of the same curriculum of teacher training.

Many investigations on teachers, their training and teaching activities have been produced recently in education and in the field of

Physical Education. In more recent investigations, we noticed a significant production that focuses on teachers as subjects of their own teaching practice, their stories, experiences and subject formation. If, on the one hand, this shift of studies for the person and the practice of teacher bring unquestionable contribution to the field of profession, on the other hand, it is visible in a certain distance between the findings of these studies and training courses, materialized by curriculum practiced in some Higher Education Institutions (HEIs). While these studies indicate ability to think and experience the training as a space for the reconstruction of personal and social identities of teachers, the curricula of teacher education and utilities are still normative.

It is worth remembering that most of these scholars are also professors and/or course coordinators. They denounce a type of training in their investigations but, for various reasons, they cannot change the courses in which they operate. By hypothesis, inspired by the ideas of Beyer and Apple (1998 apud PARASKEVA, 2008), on the meanings of the statements that meet the curricular text, we cite some dimensions that may be underlying reasons: the epistemological (what counts as knowledge for a group of teachers who work in progress), political (who hegemonically work with teacher training in substance); ideological in nature (which curriculum knowledge is most valuable for training teachers); technical nature (how to get knowledge to the student in training); historical in nature (which traditions in training affect a particular type of curriculum) and could include personal nature (the will to dare to break with the traditional notion of a curriculum and training).

This last dimension was very present in the construction of a new text for the course curriculum for training teachers of physical education: the less personal and collective will to dare, to try to do differently and make a difference in the educational process, even considering the risks of inevitable contradictions of the stages of curriculum development; politicization exacerbated by those who do not believe in new possibilities for designing physical education and its training, the multiple resistance of some former teachers, the conflicts among expectations, body representations and experiences that students bring with them into the course.

In summary, the intention was to start a reconceptualization of the models of teacher training in the area and shift the meaning attributed

to the teacher as a theory for the teacher as a person and the teacher's practice. Making the development of course curriculum to express other meanings of the actual process of training on how to be a teacher, what is to be a physical education teacher.

We reflected on the appropriation of a concept of curriculum as a practice and watched how this has been targeted in the course curriculum, evidenced the understanding of training that includes the teacher an active part in their practices as well as curricular possibilities, time and space, designed to work with this understanding and the sense of training a teacher, and talking about some practical training curriculum potentiated by themes in curriculum development.

On the notion of curriculum in a training course for teachers of Physical Education

In terms of conceptualization, it was common understanding that a curriculum substantially different from what has prevailed in the different training courses for (physical education) teachers would be mobilized, and against theories of curriculum that they convey and express a rational model of approaching and understanding knowledge organized by subject areas.

The notion of curriculum that guides the curricular text of the course is larger and more critical, the curriculum is a practice, an expression, a socialization and cultural functions of the institution (Sacristán, 2000). This notion indicates two important ideas: first, that the concept of curriculum is related to different paradigmatic approaches, and another, that these approaches have a close relationship with the production context of the curriculum. Seen this way, the curriculum should not be reduced to the apparent separation between the written and lived, but lived to the prescribed and evaluated considering all the complexities surrounding curriculum development.

The objectification of this curriculum notion in the training curriculum of teachers

How to work with this curriculum notion development in a curriculum of physical education teachers? It was necessary to view a

further possibility of organizing knowledge in curricular course, and it was not certain that the selection of subjects isolated, fragmented and in "little boxes", whose criticisms made by scholars in the field of curriculum are numerous; and it also necessary and difficult to think of axes that give guidance to account teams of knowledge.

We tried to create conditions inside the curriculum that supported students with academic knowledge articulate awareness, signified by a reflective consciousness necessary to train a teacher, hence the insistent assumption of searching for dialogical attitudes by individuals involved in this training process.

This curriculum was thought to develop from the relationship between several courses: a subject, study seminars, articulating seminars, workshops, interactive activities and training (Degree in Physical Education, 2005).

Briefly, the subjects are required and work with the knowledge of common training and knowledge of the area. The Seminars Study course is optional, permanent or sporadic, which formalizes the time officially dedicated to the study of a particular theme, drawn or derived from the discussions made compulsory as a subject, studies developed in laboratories or study groups or workshops. Knowledge Articulating Seminars include a compulsory course that intends to formalize a time of collective reflection with the students of each class in each period. They are intended to articulate the knowledge mobilized in their mandatory curriculum activities, and promote collective activities and interactive between undergraduates and trainers. The workshops are optional and try to ensure the long institutional experience and teaching of bodily practices that are objects of specific education in the area. The Interactive Training activities are also optional and the formalize institutional time development of complementary activities that enhance the knowledge and built on the experience of learning how to be a teacher.

Despite the problems faced by trainers and teachers under training, in the objectification of seminars each semester of the course, you can see, for example, that in addition to the explicit meaning of articulate knowledge, the Knowledge Articulator Seminars leverage: a) thinking about the difference and diversity of experience of training of trainers and training along the course, b) reflecting the activities and relationships built by these subjects in the training process, c) understanding the formation and the profession as

complex sites and open to multiple change interventions, d) reconstructing the experiences of school life, relationships with prior knowledge and perceptions of their own practices in the future teacher, e) building and recognizing the importance of the practice of registration of narrative writing (by means of portfolios) about teachers' lives f) socializing written and oral narratives with colleagues in a training situation (in weekly meetings), g) seeing themselves as active subjects of the training process and creating a new culture of teacher training in Physical Education.

Each of these mandatory or optional units can raise multiple skills, organized by themes, with the intention to "force" a joint work among them and give students an understanding of those less fragmented knowledge.

About training with a view to becoming a teacher

It is precisely in the idea that "Training is always becoming" that fits the design of training text that guides the curriculum of the course: the teacher as a subject of their own practices (Degree in Physical Education, 2005). With a developing curriculum, the belief in teachers as subjects and the belief that one should not expect the teacher to complete the training course to see how the subject seem to become a reality.

From this perspective, situated theoretically in the biographical approach of subject, becoming means integrating the know-how and knowledge, means articulating meaning, skills and values in a process that encourages each person to the opportunity of self-knowledge, it's an experiential process of becoming with reflective awareness of their training (Joss, 2002).

As you can see, the training of teachers designed from this reference point, is not related to targeted rationalist approaches facing the teaching of disconnected content and products for learning, or with best teaching ways, to prepare and to better tailor the teacher to teach. It correlates closely with the staff and with practice. Contrary to what one might think, both built in terms of political and social context rather than in terms of the autonomous individual's point of view. This happens not only for considering the social context in which the individual lives, but because for believing that at this juncture, it remains also an expectation that you can invest

in training qualified teachers committed to their intervention and with the human training hundreds of students who go through their life-long career.

The prospect of becoming teachers developing a training curriculum

In this topic, we highlight some curricular practices built and under construction during those last three years of a forming experience and we started from the empirical evidence seized as a trainer teacher, to reach other evidence perceived when we occupied the post of coordinator of the course.

The text-curriculum and the training practices leveraged by themes

It could not be different: we started the semester, Physical Education, Teacher Training and Curriculum. It falls within the common training, the axis of pedagogical knowledge, interface with the discipline of didactics. This theorizes the field of curriculum and the field of teacher education, understanding of the curriculum in action and the constituent elements of this action in physical education classes, and the specifics of the teacher profession and the teacher as the subject of their teaching.

In years when we teach the discipline, we use the strategy of selecting and articulating academic and literary texts, documentaries, newspaper articles, poems that stimulate reflection, analysis and critical issues related to training and professional practice. This simple practice of using a provocative starting point for teachers in training seems to meet the perspective formed by the idealized curriculum, course text, unlike what, in general, has been used in training courses: limited and somewhat provocative fragmented texts.

We remember at least two interesting situations experienced in time and space for classes, even in the 1st period of the course: a) the discussion after the presentation of documentary *Insomnia* (2006), b) a moot court, held from a question brought by the text *Saberes Pedagógicos e Atividade Docente* (2000). Both moved with the sensibilities of teachers in training. The documentary has stimulated debate on teacher profession, school and education in Brazil in

different places, situations and conditions. The text promoted the debate around the question: "For teachers in a society that has long surpassed its importance in the formation of children and young people? So why train teachers"? Taken together with the question: "Why becoming physical education teacher"?

These debates on, we built and articulating the course contents between itself and other disciplines of the period. If there was an intense involvement on the part of prospective teachers in discussions potentiated the content and form of discipline, there was also, by other, omissions and even some contempt. Some were not involved with the same intensity and desire in this work, even had the trouble to read the text requested and is not touched. Not at all, given up believing in the prospect of another formation is possible and that our responsibility was to further intensify the intervention with those that the learner in a way, resisted the process of training and expected to find a "banking education" more consistent with the process of schooling experienced before.

Another experience that deserves to be told was our involvement with the Articulator Knowledge Seminar also mandatory and Establishing the Knowledge Area. We work in two groups: two consecutive quarters with a class and a half with another. It also sought out for such seminars, develop a reflective work and use as a starting point for the discussions, newspaper articles, documents the selection processes the institution in recent years, dynamic interaction, etc..

Given the meanings of these spaces for teacher training, we discussed with future teachers on their entrance at the university, the personal significance of this new path for their lives and the representation they had of physical education in elementary school. Intuitively, we made each one think and tell their opinions in meetings and write/record ideas.

It was a useful work for some and meaningless to others. The feeling of a "disciplinary vacuum" and another way to teach them think in new working strategies, however, in some meetings, the attitudes of future teachers were silent, not wanting to pull the stories from memory or not to see meaning put in that space much doubt on the proposal of the seminar. These doubts or anxieties made us seek dialogue with other teachers and in some ways, the comfort in being able to share insecurities. Some "outs" were built, in the sense of

effecting practices consistent with the role of seminaries Articulators in the training process teachers.

Meetings convened by the course coordinator, not always with the participation of all teachers who worked in seminaries Articulators, we could think of several possibilities to develop better work with these groups. In summary, we suggest the prospect of working by themes: a) be subject to university as a theme of the 1st year of the course, b) vocational training as a theme in the 2nd year of the course and c) teaching practice as a theme of the 3rd and 4th years of the course. The policy has been of fundamental importance to ensure a degree of cohesion between the seminars, and seek greater consistency in curriculum development, text.

A third experiment we built this curriculum was the Workshop started with handball. It was one of the workshops offered during the first half of 2008, integral part of 400 hours of practice as a Curricular Component. At the first meeting of the workshop had the desire to make clear to prospective teachers enrolled it was a work of initiation, in which we could build upon the experience and reflection consistent with the theoretical and methodological option for a handball / collective sport, as a perspective the themes of body culture.

The workshop's purpose was: to learn the specifics of handball, the combined broader knowledge, including the educational/teaching and learning. Thus, the know-how that course should be combined with “knowing how to teach”. The strategy chosen was analyzed and approved by future teachers.

As in other courses, we had numerous problems. Sometimes we lost sight of the goal to combine know-how to knowing how to teach, at other times, the experience was virtually confined without reflection from the object of education, and work with students of the extension project, due to administrative issues, happened in a less intentional than we had anticipated.

As coordinator of the place we feel, heard, perceived and recorded many stories of teachers and trainers in training. In this article, we refer: the informal conversations we had with the teacher trainers, the formal records of meetings of teachers, convened by the course coordinator, the summary of strengths and weaknesses of the course, provided by future teachers in self-assessment meetings held in the first half of 2008, in each of the nine classes, considering the latest class version of the curriculum in 1991.

The information gathered from teachers and trainers in training indicated issues of operational size and more subjective and personal size, which somehow are related and influence the objectivity of the curriculum. In more general interpretations and practices that are far from the perspective of the training course, as well as exciting and closer interpretation and practice.

The gap seems to be linked to another concept of training and physical education, epidemiologically different, the concepts that guide the curriculum, supported by a set of traditions consolidated in the area and that influence greatly in practice and academic teachers, as well as disputes and conflicts contrary to a certain hegemony achieved around that curriculum. These practices are difficult to change, would constitute a limitation to any prospects of training and curriculum change and are reflected in the daily development of training curriculum in different modes of resistance and omissions.

The proximity seems to be related to the interpretations and practices of teachers who, despite the difficulties, try to combine two approaches: searching and breaking. Breaking with those traditions of the profession, training and physical education built throughout their life experiences in which, often, the technical rules underlying the action of the subject, and search for other more meaningful practical training, guided by an understanding and critical construction of learning, thinking, feeling and acting professionally modes. They are more flexible practices which are reflected in everyday life and also in different modes of thinking and live training.

In a more specific way, these differences proximities manifest themselves inside the curriculum in different ways. Consider, for example, the difficulties of teacher educators in dealing with different courses and at the same time, the difficulties of future teachers in these units mean the process of training. This is the case of Articulators Knowledge Seminars, Seminar Studies, Interactive Training Activities.

Seminars Articulators Knowledge, as above, were conceived as a central element, but it has been sometimes interpreted as a "pendant" of the curriculum, ie the course that best express this another way of seeing and thinking training became a matter of operational and subjective.

In this sense, the main problem identified by the course coordinator was the turnover of teachers. This, in turn, is related to

other problems reported by teachers who worked in the seminars: a) the difficulty in dealing with a course different from usual, linked to certain content, b) uses of space and time of the seminars for "washing of dirty laundry" or "wailing wall" of future teachers, c) the discomfort and disbelief in this kind of activity forming d) the burden of weekly reading of about 35 "portfolios" as an evaluation tool, e) lack of time for dialogue and exchange of experiences among teachers.

Future teachers through self-assessment, had diverse opinions. Highlighted as positive aspects: "The course is good for those who want to be a teacher." The interesting vision of the physical education course provides. "" The course is not what people think about what do the teachers of Physical Education. "Courses that provide an opportunity to be in contact with the research." "Search by reflection, aiding in circulation." "The concern that the course has on students, this opportunity to express the student articulate the seminars, students learn flaws they perceive in the course. "" The scope of the seminar articulator as a place of debate, a space for ideas to mature, thus qualifying training. "

In contrast to these views, and emphasized the negative: "I do not want to be a teacher. I went thinking it was something else". "The curriculum brings many problems and few solutions. "Excessive pedagogy". Lack of coordination between disciplines. "Contradiction between teachers (the talking and what they do). "The substitute teachers are not in line with the curriculum". teachers with ideas that end up very antagonistic reflecting the formation of a negative mode. "Failure to pass the seminars articulators - the student loses."

These summaries express at least three dimensions: the course, curriculum and contradictions. The general view that prospective teachers have of course is linked to the representation of physical education and teaching, as well as their socio-corporal experiences. The course is good for those who identify with teaching, while favoring a frustration for those who do not have the same feeling. So, be a clearly defined course of training and physical education teachers to work in basic education is positively evaluated by those who have or allow to build these identifications, but is evaluated negatively by those who do not have to build them.

In this case, by making the point of departure of the article, it makes little sense to focus on the personal knowledge and practical

knowledge in the training of physical education teacher, and it makes sense to articulate academic knowledge with awareness, signified by a reflexive awareness needed to become a teacher.

The statements of future teachers, also on the curriculum and about the contradictions perceived by them in curriculum development, appear to have been supported by the identification or not the prospect of training and physical education course. Some choose to talk about the positive relationship between disciplines, research and reflection, others the lack of coordination between them and the contradictions between the ideas and practices of teacher educators and the prospect of training curriculum.

Join, then, that previously identified as differences and approaches to the curriculum, text, understood in terms of a theory of curriculum, but unacceptable in terms of consistent training.

It is also curious not to see a gathering of opinion between what teachers think and what teachers in training think, with regard to knowledge of Workshops Articulators. Safeguarding the differences between teaching and "craft" of being in training, while the former expressed a certain dissatisfaction with the activities of its own workshops, student teachers expressed satisfaction. For example, until the resistance related to the requirement of written records, called portfolios, observed in the early periods of development of the curriculum, they were not even mentioned. Considering that each one could cite one positive and one negative aspect of the course, preferably without repeating what was said earlier, it was expected that this problem arose.

Finally, still on the main points, it reflects the view expressed that "the curriculum gives many problems and few solutions" is a negative aspect. Would the opposite of this statement, that the curriculum provides many solutions and fewer problems, be more complicated? After all, in this training process, problems are key requirements to becoming with reflective awareness of their training.

Final further considerations

Personal experiences told here work less as an example of how we aim at courses with a view to training taken and used as a reference to share and raise limits debate around each teacher of the course so they may be living in their work. Perhaps, serve as

motivation for these teachers to tell their own experiences in the construction of university teaching in a training curriculum, which inevitably brings challenges.

We try to expose our thinking in a reflective way, from our own personal knowledge and practical knowledge, linked to the sociology of curriculum and biographical approach of subject. If we were not as clear as we would like, it was because there are still uncertainties caused by the embryonic stage of this type of study in Physical Education. We bring these reflections to our field in order to contribute to the discussion of training and opening new dialogues with peers who care about the training.

We would, finally say that we can live in this training curriculum "[...] as a process, whether disputed or mutated in a permanent state of 'becoming' by 'being', by 'never being' and it was not exactly what you expected it to be "(PARASKEVA, 2008, p. 138). Implemented just three years, the curriculum, whether disputed or mutant, still needs to be further evaluated and lived intensely, whether to confirm the changing perspective of graduation or to rethink or choose other directions for teachers training offered by the institution.

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Recebido em: 15/05/2009

Revisado em: 18/06/2009

Aprovado em: 11/09/2009

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