

READINGS TO (RE)THINK THE COLLECTIVE WORK OF PHYSICAL EDUCATION TEACHERS IN THE EDUCATION NETWORK IN THE MUNICIPALITY OF PORTO ALEGRE.¹

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Resumo: Este artigo é uma revisão bibliográfica sobre o trabalho coletivo na educação física escolar brasileira. O objetivo é revisar nas produções da Área de Conhecimento da Educação Física e Ciências do Esporte as abordagens sobre o trabalho coletivo. Foram analisados os anais de três congressos da área de conhecimento da educação física e ciências do esporte nos anos de 2006 e 2007, livros e teses e dissertações. Foi possível identificar o contexto em que emerge as discussões sobre trabalho coletivo na educação física escolar brasileira e o espaço que esta temática tem ocupado na produção desta Área de Conhecimento nos dias de hoje, bem como, uma “simbiose” entre trabalho coletivo na educação física e propostas político-pedagógicas fundamentadas na horizontalização das relações na escola.

Palavras-chave: Literatura de Revisão como Assunto. Docentes. Educação Física Escolar.

Abstract: This article is a literature review of the collective work in the school physical education in Brazil. It aims to review, in the productions of the Area of Knowledge of Physical Education and Sports Sciences, the approaches on the collective work. We analyzed the annals of three congresses of the area of knowledge of the physical education and sport sciences in 2006 and 2007, in addition to books, theses and dissertations. It was possible to identify the context in which discussions on collective work in school physical education in Brazil emerges and the space this topic has currently occupied in the production of this Area of Knowledge, as well as a “symbiosis” between collective work in physical education and political and pedagogical proposals based on the horizontalization of relationships in schools.

Key-words: Review Literature as Topic. Faculty. Physical Education School.

1 INTRODUCTION

To delimit the focus of this research, we performed a literature review of collective work in the area of knowledge of physical education that could allow for the recollection of some aspects highlighted in the literature and the construction of theoretical paths for research. Our objective with this paper was thus to review, in the Physical Education and Sports Science productions, the approaches to collective work.

¹ Article from the thesis by the author: Planejamento de Ensino dos Professores de Educação Física do 2º e 3º Ciclos da Rede Municipal de Ensino de Porto Alegre: um estudo do tipo etnográfico em quatro escolas desta Rede de Ensino. Porto Alegre: UFRGS, 2003.

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To situate our analysis perspective, we highlighted the concern to investigate the collective work of physical education teachers. This concern emerged in the conduct of an earlier investigation² in which we observe the existence of educational practices built in isolation by this teaching group. We stress that this issue assumes considerable importance because our research focus, above all, on the meanings these teachers have given to their educational practices in schools that organize teaching in training cycles, as is the case of Municipal Educational Network of Porto Alegre.

Education organized by the training cycles focuses on certain assumptions, including emphasis on collective work as fundamental to learning (PORTO ALEGRE..., 1999). Collective work acquires the condition of centrality in the Political and Pedagogical Proposal of this Educational Network to the extent that education organized by training cycles requires the horizontalization of relationships established by the school communities (administration team, teachers, parents, students, and staff). Therefore, the teaching-learning process would be guided by the interaction between different social stakeholders and the object of knowledge that emerges in particular contexts of schooling and is reinterpreted in a collective manner.

It was against this background that collective work has intrigued us. More specifically, to investigate the collective work designed and built by physical education teachers of the Municipal Educational Network of Porto Alegre considering education organized by training cycles. From this definition, we initiated a literature review with descriptors such as: school physical education and collective work.

2 COLLECTIVE WORK AND SCHOOL PHYSICAL EDUCATION

We initiated the literature review with analysis of the collective work of physical education teachers in three recent editions of congress that mobilized a significant number of researchers in the field of knowledge in 2006 and 2007. Thus, we analyzed the papers presented in Annals of the following events: 21st International Congress on Physical Education (FIEP)

² BOSSLE, F. Planejamento de Ensino dos Professores de Educação Física do 2º e 3º Ciclos da Rede Municipal de Ensino de Porto Alegre: um estudo do tipo etnográfico em quatro escolas desta Rede de Ensino. 2003. Thesis (Master's degree in Human Movement Sciences). School of Physical Education of the Federal University of Rio Grande do Sul, Porto Alegre, 2003.

2006, 11th Congress on Sport Sciences and Physical Education in Portuguese Language Countries (CCDEF) 2006, and 15th Brazilian Congress on Sports Science (CONBRACE), of 2007.

Table 1: Works submitted at the last three events of the area of physical education:

Congresses	Papers submitted	Papers on School PE	Papers in which the collective teaching work was the main topic	Papers in which the collective teaching work appeared secondarily
FIEP	166	21	0	0
CCDEF	1051	112	0	04
CONBRACE	362	40	0	04
TOTAL	1579	173	0	08

The data on Table 1 shows that, although there are a significant number of papers sent to the three congresses on physical education, there is little scientific literature on the collective work of teachers in this area of knowledge. This analysis also revealed that the collective work in physical education was not the main topic in any of the papers submitted, but appeared secondarily in other reviews and discussions. Therefore, we interpret that, although it appears secondarily in some reviews and interpretations on school physical education, this topic has not yet intrigued researchers in this area of knowledge so as to give rise to a significant production that places it as a central issue.

What appeared in the eight studies found it was not the term “collective work” but the interpretation of educational practices and possibilities for collective and collaborative approach in specific contexts. In this sense, Pedroza and Rodrigues (2007) interpreted, among other aspects, that there is a contradiction between the proposed cycles of human development that is built in a school of the Municipal Network of Goiânia/Goiás, and a “collective debate”, which was expected and did not occur. This “discussion group” to which those authors refer would be governed from the perspective of a school community participation in the evaluation of the teaching-learning process in physical education classes.

Based on the reading the text of Diehl, Günther and Lourenço (2007), it was possible to observe an opposite interpretation to that previously presented by Pedroza and Rodrigues (2007). They identified, in the study conducted in schools of the Municipal Educational Network of Porto Alegre, the existence of initiatives for the renewal and democratization of the pedagogical work,

the resizing of pedagogical actions being perceived as a way for the construction of autonomy and a collective process that promotes social and institutional changes in education.

Reinforcing this thought presented by Diehl, Günther and Lourenço (2007), Merida (2006) emphasizes the possibility of approximation among teachers in the construction of changes based on the completion of the annual planning. He also pointed out the collective construction of the annual planning as a chance to reflect and discuss matters beyond their disciplines, thus observing the “totality” of the learning process that is developed in a school in Sao Paulo. These findings also converge with those presented by Oliveira and Oliveira (2006) on the approximation between educational practices built by teachers and disciplines taught in an “integrated” way and the criticism by Schmidt et al. (2006) regarding the absence a “unity of action.”

The pedagogical action developed by physical education teachers and the construction of collective individuals and collective identity appear in the papers of Silva and Molina Neto (2006), Silva and Sanchotene (2007) and Figueiredo and collaborators (2007). We emphasize the convergence, in the two papers submitted, a procedural character of collective identity construction in that there is recognition of educational practices, i.e. the subjectivity and recognition of each physical education teacher on the understanding of what being a teacher is.

That literature review allowed us to build a dialogue between the authors. Although the collective work of teachers is a theoretical assumption of many Political-Pedagogical Proposals of different educational networks in Brazil, its approach has not appeared in a central manner in the research area of knowledge of physical education and sports sciences. However, the collective work has been thematized within interpretations of a set of practices constructed by physical education teachers in schools.

When reflecting on the collective construction of the pedagogical action, Neira (2004) argues for the existence of a project with the participation of different segments of the school. According to this author, the collective project may be a way to alter the current situation of fragmentation and disarticulation, partly caused by the working conditions of teachers, by involving everyone in its construction. This recognition of the social schooling conditions (LISTON; ZEICHNER, 1997) may be interpreted as an interesting configuration element for the understanding of collective work in physical education, as pointed out by studies of the qualitative research *Formação de Professores e Prática Pedagógica na Educação Física e Ciências*

do Esporte (F3P-EFICE) by Günther (2000, 2006); Wittizorecki (2001); Bossle (2003), Santini (2004), Pereira (2004), Silva (2007), Santos (2007); Sanchotene (2007), Diehl (2007).

In this sense, collective work is envisioned in a proposal for collective planning by the authors Palafox (2002, 2004) and Terra (2003; 2004). In addition to providing a joint proposal within a process of continuing training for physical education teachers in the Municipal Public Educational Network of Uberlândia/MG, which has been developed since 1993, the proposal of these authors was to restore and enhance this discipline as part of the curriculum through the critical approach to the planning of education.

We stress that it is precisely in a critical physical education that we find movements that lead to the collective thinking in physical education teaching (KUNZ, 1991; BRACHT, 1992; SOARES, 1992; TAFFAREL, 1993). As already noted by the community that investigates the history of physical education in the 1980s, there was a movement in physical education in Brazil marking a critical position of some authors in relation to current educational practice. In this sense, the contributions of Hildebrandt-Stramann and Laging (1986) and Hildebrandt-Stramann (2001), on conceptions of physical education teaching, are significant. In addition to the influence and outstanding contribution of these authors in the formation of many researchers from national and international relevance in the 1980s and early 1990s, we remark that the defense of the thesis of decentralization of decisions in physical education classes already anticipates the organization of collective work in this space/time.

We understand that the idea of decentralization marks a break with practice solely focused on physical education teachers and opens the possibility of construction of collective practices. Thus, the concept of open classes marks a contrast in relation to the model classes that may be considered closed, where decisions are focused on the teacher and his/her interests. This fact confirms the findings of studies conducted in this period such as, for example, Kunz (1991; 1994) and Molina Neto (1993). Therefore, Hildebrandt-Stramann (2001, p. 141) stresses that the conception of closed classes is based on the concepts of the teacher and are focused on product, in “[...] well-defined targets and rationalist intention” of planning, content and evaluation of teaching-learning process, while the conception of open classes is guided in the process, questioning and communication between individuals and the surroundings. The conception of open classes is based on the premise that students’ experience is significant for the construction

of a physical education class, demanding a greater participation of all, not being focused on the interests and decisions of teachers.

Under the critical point of view of education aimed at developing the capacity for action, Physical Education classes should configure themselves as an open action system. In this type of class, teachers and students should agree on the sense of actions and, at the same time, the objectives, contents and methods of the class and sports (HILDEBRANDT-STRAMANN, 2001, p. 142).

In this sense, considering that physical education classes may be constructed in different ways – including the open conception, the Pedagogical Working Group of UFPE/UFSM (1991) emphasizes that there may be also different social consequences for participants. Thus, socialization and interaction play a significant role in students' education in that there is an understanding that we are social beings and of the size of the very process of individuation, development of each individual as unique and distinctive – singular. With this understanding, the Pedagogical Working Group emphatically incorporates the central idea of Hildebrandt-Stramann (2001), which states that educational practice should be conducted considering the experience of students and not only the teacher, approaching thus understanding of Soares (1992) on the understanding of a teaching methodology as a way of apprehending the specific knowledge of physical education – body culture as a socially and historically constructed language.

We believe that this movement involving the conception of open classes has brought a significant contribution to collective thinking in physical education. We may think that the genesis of traditional physical education (BRACHT, 1992; CASTELLANI FILHO, 1994) had centrality not only to decisions about what to do, but also to conduct a didactic-methodological process where learning was supported by beliefs and values of the teacher. Thus, it might not necessarily represent the alive and dynamic (physical) culture among students and the community around them, but instead identifying itself reproductive than critical (BRACHT, 1992), as it does not promote a dialogue among the participants of the action.

This dialogue between students and physical education teachers is also required by Moreira (2004), Corrêa and Moro (2004), Neira and Nunes (2006) and Neira (2007). It is possible to identify that there is convergence among these authors to criticize a teaching methodology model in which students do not participate in the planning and construction of classes, rather characterizing a banking education model (FREIRE, 1987). To overcome this

education model, Moreira (2004) emphasizes that co-responsibility for the practice of activities is a possibility of action in physical education classes.

Pires and Neves (2001) converge with the idea of Moreira (2004) who emphasize the defense of the principle of co-management in physical education. Although the concept of management has recently emerged in education and, more specifically, physical education, the idea presented by the authors should not be associated with perverse principles of scientific management where co-management seeks to improve productivity and, as a result, obtain increased profit and speculation, but as a need to provide students with authority on the actual teaching-learning process, seeing themselves “with a clear voice” (PIRES NEVES, 2001, p. 89).

These considerations on the recognition of the participation of students based on their own cultural universe require, above all, the promotion of an educational practice shared between physical education teachers and students. Borges (2005) points out that physical education teachers recognize a gap between their initial training and the reality of their work in classrooms and schools, as they face the expectations and needs of their student groups, sharing their difficulties with their coworkers, and are faced with programs, content and standards they are required to follow. These limitations between everyday educational practice and training have already been presented in Molina Neto (1996), Günther (2000) and Bossle (2003), but it could be added that there are initial training models that have privileged some educational practices over the prospect of building collective work by physical education teachers in schools.

We stress that the abovementioned authors have so far emphasized a process of dialogue and collective interactions between students and physical education teachers. This thinking is guided by co-decision in the levels of planning, objectives, content, evaluation of the teaching-learning process, and teaching methodologies (CARDOSO, 1998), not dealing with the possibility of collective work between or among teachers of physical education.

Rangel-Betti (2001) stresses that the construction of a teaching methodology supported by the reflexive perspective should include the understanding that the exchange among peers is essential. We believe that the author refers to a condition for the adoption of a reflexive practice seeing the possibility of a teaching methodology that necessarily involves reflection on our individual and collective actions, as highlighted by Rangel et al. (2005, p. 106), who stresses the need to “[...] maintain information concerning these reflections with other teachers, both from physical education and other disciplines”.

We find another significant reference on this aspect of the relationship between physical education teachers in Krug and Silva (2004). According to these authors, who conducted a research on the “well-being” or “discomfort” of physical education teachers working in schools, conflicts were identified among members of the same teaching staff, which may be interpreted in the condition of poor interpersonal relationships established among them. These authors therefore advocate a collaborative approach that allows for the reflection and joint investigation of the problems and the conception of joint methodological alternatives. Confirming this idea of Krug and Silva (2004), state:

[...] One of the important features related to the idea of a teacher who researches reflects is the pursuit of collective work or understanding of the school as a organically articulated group, allowing for the valuation of the autonomy of teachers as collective educational agents, an aspect connected to the democratization of relations within the school (BRACHT et al., 2003, p. 121).

In an action research conducted with physical education teachers working in Public and Private Schools of Espírito Santo, Bracht et al. (2003) identified difficulties in collective work. Highlighting the unanimous importance of collective work in the literature dealing with the innovations or changes in education, Bracht et al. (2003) expounded, in the group studied, the issue of dismantling not only teachers of the same discipline, but also other disciplines and the pedagogical project, indicating that projects that are collectively designed may have consequences on work and individual collective (of physical education teachers and other teachers of disciplines in particular).

In a study on the construction of knowledge of two physical education teachers, Borges (1998) also highlights significant aspects of this relationship with teachers of other disciplines underlined by Bracht et al. (2003). Borges (1998) interpreted that the teachers participating in their study developed an ability to interact with other teachers as they established stronger links based on the identification with the educational project and groups of teachers with already established relationships. We can thus interpret that the development of a greater or lesser degree of collective participation may also occur, according to the possible identification of each teacher with the group and the political-pedagogical project.

Boccardo (1993) emphasizes the avoidance of individuals of an analytical perspective of self-reference (a discourse by the speaker about him/herself) in the discourse of physical

education teachers. In this study, the author examines how teachers withdraw from discourse through the use of pronouns such as 'we' and 'you' or making reference to teachers, people, physical education, always choosing either the speaker or the group, putting him/herself in a condition of anonymity rather than assuming the discourse him/herself. She also stresses that it is possible to measure the level of pedagogical commitment of teachers through self-reference analysis, whether in percentage terms or in terms of assumption, through language, as 'we' or 'I'.

According to Freire (2000), discourse ethics is based on collective responsibility. If we assume that physical education is a discipline that has communication (verbal and body language) as one of its basic features through collective experiences (CARIGLIO, 2001), we may approximate the thinking of authors referenced in this section, such as Hildebrandt-Stramann, Soares, Bracht and others, with the "theory of dialogical action" of Freire (1987). This theory is based on dialogue and interaction among people, requiring collaboration, unity and organization while aiming to promote collective awareness. Thus, understanding the theory of Freire (1987) as an act of emancipation of individuals from the perspective of seeing themselves in the world alongside others emerges as a possibility to understand the readings on collective work in physical education.

We believe that empowering in the view of Freire is a meaningful concept for the understanding of the collective work of physical education teachers. We make this statement acknowledging that Paulo Freire did not write specifically about physical education, but based on a reading of the world and words as assumptions of being in the world.

3 FINAL REMARKS

Following the submission of this literature review on collective work in productions of the area of knowledge of physical education, we believe that the critical background of researchers in the 1980s and 1990s at the Federal University of Santa Maria/RS was essential to the beginning of a thought regarding others in physical education in Brazil. We situate the conception of open classes advocated by Hildebrandt-Stramann and Laging (1986) as an initial move which allows school physical education teachers to reconsider their own educational practices and, as a result, the initiation of a reflection and recognition of the "[...] development of individual and social potential and in schools" (SCHWAMBORN, 2004, p. 10). We resume the idea presented earlier

about the influence and contribution of these movements to form a critical, transformative physical education as we interpret that it follows a demarcation in space and time of the perception of individuals collectively in schools by existing production in the area of knowledge of physical education in Brazil.

Furthermore, we highlight that the interpretation of a “symbiosis” between collective work in physical education and political-pedagogical proposals based on the horizontalization of relationships in school seem significant. We agree with Neira (2004), who emphasizes the need for collective work in schools to be result of the meeting of several projects, such as socio-political, educational and teaching plan projects of different disciplines of the curriculum.

Tardif and Lessard (2005) pointed out aspects that may or not facilitate the existence of collective work in schools, including the existence of Pedagogical Proposals collectively constructed. The implementation of training cycles and the restructuring that make up the project of the Educational Network of Porto Alegre have promoted significant concerns in different areas of knowledge. Several investigations (GÜNTHER, 2006; WITTIZORECKI, 2001; BOSSLE, 2003; PEREIRA, 2004; SILVA, 2007; DIEHL, 2007) have stressed the Political-Pedagogical Proposal as a possibility for collective construction in schools while pointing to the need to recognize a proposal where each physical education teacher feels as an individual (MOLINA; MOLINA NETO, 2004).

We also remark that, while we identify the convergence of collective work and the development of a Political-Pedagogical Proposal, we interpret that it should not be regarded as a “lifeline” to the problematic issues regarding teachers and school communities. Interpretation of information collected over one year of fieldwork in two schools of the Municipal Educational Network of Porto Alegre, by conducting self-ethnography³ and ethnography, covers and complements this prospect of rapprochement between the theoretical framework presented in this paper and our interpretations on the collective work of physical education teachers set in a unique teaching culture.

Complementarily, it was possible to approach the analysis of the readings presented in this paper with the information collected in the fieldwork, where it was possible to understand the limits and possibilities of realization of the collective work of teachers based on individual

³ According to Berger and Ellis (2007), self-ethnography may be understood as an autobiographical narrative connecting a personal dimension of the researcher with his/her own cultural experiences.

representations of physical education teachers from two schools of the Educational Network of Porto Alegre. Above all, we may think that the non-recognition of factors that limit the construction of collective work by this teaching staff may be interlinked with the identity of physical education in schools and its effects on other areas of knowledge in schools.

Lecturas para (re) pensar el trabajo colectivo de los profesores de educación física en la Red de Enseñanza del Municipio de Porto Alegre.

Resumen: Este artículo es una revisión de la literatura sobre el trabajo colectivo en la escuela brasileña de educación física. El objetivo es revisar la producción del Área de Conocimiento de la Educación Física y Deporte Ciencias de los enfoques sobre el trabajo colectivo. Se analizaron las actuaciones de tres conferencias en el área de conocimiento de la educación física y el deporte ciencia en los años 2006 y 2007, los libros y tesis y disertaciones. Es posible identificar en el que surgen los debates sobre el trabajo colectivo en la educación física escolar y el espacio brasileño que este tema ha ocupado en este ámbito de producción de conocimiento hoy en día, así como una "simbiosis" entre el trabajo colectivo en la educación física y el políticas y propuestas pedagógicas basadas en las relaciones "horizontalización" en la escuela.

Palavras-clave: Literatura de Revisión como Asunto. Docentes. Educación Física Escolar.

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