55 - THE PHYSICAL EDUCATION IN THE RIO GRANDE DO SUL HIGHSCHOOL EVALUATION REFORM

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doi: 10.16887/85.a1.55

This study examines the redesign of the evaluation system contained in the "Pedagogical Proposal for High School Polytechnic and Vocational Education Integrated to High School" (SEDUC/RS, 2011), was presented by the Tarso Genro government (Administration PT 2011-2014, PSB, PR and PCdoB colligation), was conceived in Another knowledge and understanding of curriculum, with new forms of selection and procedurally alive curricular organization, nicknamed the six part-whole relations principles and theory-practice; Appreciation of popular knowledge; interdisciplinary; Research and as a pedagogical principle; Critical evaluation as democratic practice based on the reality, signaling progress, and means of overcoming the practical possibilities of reflecting, opposing the instrument of authoritarian power, controller, classification and selection, concepts tied to the quality of industrial production.

His delineation with greater rigor is exposed in the Standard Rules School (SECUC/RS, 2012), as "continuous process, participatory, diagnostic and investigative" (16 p.), Based on three basic functions: to be diagnostic, and continued and continued, finally, formative, being represented by a group of three references, replacing notes, uttered by each discipline and encompassed on school and annual periods only mention a fine area for advice descriptive listing the specific system goals not met by students , replacing the school newsletter. They are: Fair Condition Learning (FCL) approving the student; Partial Condition of Learning (PCL) indicating approval, but must perform recuperative actions and Condition Restricted Learning (CRL) that obtained in the school run indicates recuperative need, if the end of the year an area 1ºe2º's approval with partial progression in the end of the 3rd year in a center are prolonged or repeated studies of the series and, at the end of the year in more than one area failure occurs. Recoveries are provided by a Political Pedagogical Support Plan (PPSP) at the end each quarter by area of expertise, and the recoveries of the end of the school year take effect early next and if approved the student progresses.

REFLECTING THE PHYSICAL EDUCATION PEDAGOGICAL PRACTICE

Freitas (1994) analyzed the school organization and pedagogy focused his gaze to the categorical unit goals/assessment, assuming that the assessment incorporates the goals as it is to the real designing targeted learning, logo, structuring goals without thinking ways to catch them now specifically causes them to remain without practical correlate and therefore meaningless. Understanding that the school embodies the capitalist core objectives (social functions) to control and assurance hegemony through pedagogical ways in which the objectives and evaluative practices become "part of the very organization of educational work" (p. 92) and become the center of interest of the congregation who wish, in fact, a review "not the objectives of this while its social function, but as a distributor of certain content or basic skills" (p.141).

As Oliveira (1985), and the Physical Education (PE) school the only possible access to many, however, in favor of a State always more interested in selling than educating the citizen is practiced instead of awareness, a repressive culture hence the need for body awareness at the level of emotions, thoughts, sexuality, etc., is strictly articulated human alienation. Marx (2003) consolidated the only method capable of providing training, process machinery opposed to unilateral alienating industrialization, developer of fully human omnilateral in the trio: intellectual education, physical education and technology / polytechnics. An EF interested contributors to this claim is revealed through body culture (AUTHORS GROUP, 1992) as a theoretical and practical component that favors all the more diversified and articulated repertoire possible from all areas of the human person, treated critically and reflectively . Special attention waived the evaluation spectrum, once appropriate opportunities to develop an understandable himself to be at the level of actions, gestures and acts, the focus on income and the competition should be second plane, reducing, in short, the most exclusionary processes seeking a pedagogical practice of PE which in essence, be possible and accessible to everybody (FARACO, 2009)

THE PHYSICAL EDUCATION IN A SCHOOL IMPLEMENTING THE EVALUATIVE REFORM

Through a qualitative case study (STAKE, 1984), the reform of secondary education gaucho was investigated in the "floor" of a school network in late 2013, interviewing yourself, using structured screenplays (TRIVIÑOS, 1995) direction and pedagogical supervision, seven teachers, three them of PE. Essentially were analyzed: The four reforms (curriculum reorganization, Integrated Seminar, Grouping and knowledge areas; evaluative system Emancipation); The deployment process (Fast, undemocratic and dialogic) and; The (un) investment monetary and infrastructure at the school and, salary, working condition, without training in the teachers.

The reconfiguration of the evaluation was perceived as one of the most disturbing, not only because the notes have given way to the particulars, but mainly by what is contained in this design, since it is no longer going to prioritize one form of accumulation of notes in different content until the end of the school year when it received the result of approval or disapproval, to focus on specific learning objectives, limits and signaling progress of each student. Freitas (1994) researched the meanings of teachers on evaluation and both with regard to the definition and as to their purpose, there grounded in the "Content Verification", whereas the "learning objectives" took place unotorious. Still, only 5% of teachers said they had not heard doubts and difficulties on the development of the assessment and the vast majority expressed a desire to know more about ways and methods to accomplish it. This outbreak approaches the point of view espoused by Violet to be brought: What is the biggest difficulty faced before all reformulations deployed in school?, answering that, "[...] It's set objectives there know? Do what you want him to know. From there you have to define whether he knows or does not know. I find it difficult, "indicating difficulty in formulating the objectifications of teaching and assuming the role they assume in teaching since then.

In this sense, we must consider that the practical effect by teachers, result of the formation processes of a society in which "it is quite common for people to understand that you can't evaluate without that students receive a score for its production" (FREITAS, 2007 , p.19). Thus, an evaluative thinking beyond the school reform plan, not least the teachers denounced difficulty in adopting new ordinances immediately, clearing up process such as long-term, regardless reflection and empowerment, it is impossible to "forget history" professional lived and academically, quantitative, besides the clarification of the interviews of no teacher training for any of the new projections, because of this was said, "the whole life worked with numbers, I think it's not the day to night that you have to adapt yourself to a mention. It may be that in a few years so we say 'Gee, this story was cool most of words', but since then, the guy, I find it hard. I miss the numbers" (VIOLET).

As a repercussion of these teachers difficulties in rectifying their assessment practices, was quoted that many students are confused, because each teacher has different ways to make up the assessment and build references, some still use

the notes and the principle of achieving an average "there a teacher does in a way, makes another teacher from another and they get pretty confusing "(AZALEIA, PE Teacher). A misunderstanding between the students about evaluative change was required as latent among three interviewed, since "Students understand the cost, many who have so far at the end of the year are not yet understand the particulars [...] ENEM not is marked by the University is no mention ... it's nothing to mention, so it's complicated ... "(ORCHID). Thus, students have many doubts and difficulties, "They use the word direct note, type “So, When are leave the notes?”[...]" (VIOLET). It is noted how important such reticence as how to establish a conception of emancipator evaluation without the student body itself understand the evaluation processes in which it participates?

Furthermore, the teachers exposed disagreement with the information specified as see in leveling a means to motivate the student, put it, one of them said: "[...] I don't think these ratings are running fairly ok. [...] Because that student that aces the test is FCL, the one that has some errors can also be FCL. So I don't quite agree with that method [...] (DAHLIA), so understand that, "It's pretty complicated so this assessment because it limits a lot because [...] with this method of assessment 'or is or isn't [...]" (JASMIN, PE Teacher). Freitas (2007) is concerned with the naturalization of classificatory evaluation because sees it as a typical capitalist meritocratic cultural form, in which the use of notes is used to rank the best and worst, winners and losers, since the first is enabled move on to the last and it is required to conduct the whole process again, thus being a factor of exclusion since the losers are those generally more severe difficulties and often fail and end up quitting school.

Then questioning: What is the role of evaluation within the school? If it will help the student to advance, it is not possible indifference to the possible consequences of classificatory evaluation and its influence on truancy. Therefore, Freitas (2007), intones that, beyond an equalized, and must look to pay attention to the individual problems of each student, which can be found,

> [...] At the community school and in the members' solidarity it's the right evaluation mechanism. In direct contact with life, with the means, the knowledge gaps appear naturally - as well as the successes. The motivation for the study comes from struggle and the need to build new and not the teacher note is the motivating force of a life project. In this context, who needs evaluation? (p. 98).

Given an opportunity to build a supportive school practice as the central mechanism for a more fair evaluation, was examined in the pedagogical core investigated a scenario in return, because, from the adoption of a more integrated working with clustering areas of knowledge, it was possible to observe sedimentation processes of dispute and greater unevenness of certain disciplines, such as PE, that was exposed to greater unworthiness. It can be illustrate for the teachers talks the PE, who is teach in practice, but how the evaluation is for area of knowledge has difficult to participate in the tests because they're basically theoretical. So: How to evaluate theoretically if the teaching was done almost all in the practice? Can be illustrate also consideration the statements of others teachers that say that PE is formed by "easy" knowledge, or, yet, in the moment of the construction of the terms of evaluating descriptions of the students.

The question is assessed, then a base point of school practices, and while she was summarized in competitive pedagogies, individualized and compartmentalized, coming teachers themselves school constitutions and consonants to these vertices, which are nothing more than a product of teachers' prevalence capital. For Marx (2003), a teaching project that has as a goal the overcoming of unilateral, alienated and mutilated facet of man with a view to potentially omnilaterais, whole and total men, has as its horizon the intellect fruitful articulation between dimensions, physical-corporeal and technology, education occupying the body center stage in the same degree as all other curriculum subjects are equally valued.

Anyway, given the apprehensions raised in the speech of teachers in the evaluation model applicability was not seen as a formative element, because teachers must perform various advancement opportunities to students via PPSP, but such actions must be performed within the curricular space itself student tuition, which does not allow the teacher to a specific job. According to the teachers this evaluative form just promoting endless opportunities for learning without approval, once the teacher has each student to recover what was deficient, but as you can do so within the space of class when he teaches his classes? How to enhance the student without the necessary conditions to remedy their difficulties? Thus, how can the evaluation be emancipator and pay attention to the limits of each student aiming the development of human potential? Surmised that, such a proposal is not really concerned with leveraging teaching and improve the education of young gauchos, by the way evaluative PPSP has been unveiled as a government "strategy" in which schools have to offer this test for all failed in the previous academic year, and when approved the student advance from the following series, which, "the impression I get, not ... not if you want quality, you want quantity, so the more students pass better "(JASMIN, PE Teacher). This intention is even marked in book when launched by Secretary of State applauds the goal of improving the Index Base Education (IBE), which the reform has achieved in its first year with disapproval decreasing from 22.3% to 17, and 9% approval increasing from 66.3% to 70.4%, valuing them as "[...] data unprecedented in the history of the state's education" (AZEVEDO and REIS, 2013, p.45). Mainardes (2013) is concerned with the incidence of "performative" in implementing educational policies, when "schools can give some attention to politics and" manufacturing "a response that is incorporated in the documents from school for purposes of" accountability "and audit, rather than affect pedagogical or organizational changes "(p.7).

So, do not just state a "new way" of evaluation, processed as not qualifying, but as formative, emancipator and other singular adjectives. The school evaluation is closely linked to the school, the objectives and purposes are reflected in school teaching plan from teaching work made possible by teachers, and in a capitalist society where school goals seek domination, assessment, school function passes the aim, in addition to checking learning, citizen control with certain values and attitudes in all institutional spaces. So, "if we want a new form of assessment will be necessary to rethink the school we want from new social duties, which necessarily will conflict with the goals of the current social system" (FREITAS, 2007, p. 95th). Only, building a new school formed for others objectives, will emerge another perspective of evaluation and will be put in applicability with the entire emancipator rigor.

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THE PHYSICAL EDUCATION IN THE RIO GRANDE DO SUL HIGHSCHOOL EVALUATION REFORM.

ABSTRACT

This study analyzed the evaluative Physical Education Reform of Secondary Education of Rio Grande do Sul, in action in the state management of 2011-2014, which replaced the qualitative evaluation system (for notes and newsletters) by qualitative (with references and opinions) , intending a more democratic and emancipator evaluation. To do so, we delimited a qualitative case study of entering into the "floor" of a school network and establishing seven subjects of the faculty of an institution's network, three of Physical Education, besides the direction and pedagogical supervision.

KEYWORDS: Emancipation Evaluation, Physical Education, Secondary Education of Rio Grande do Sul.

LA EDUCACIÓN FÍSICA EN LA REFORMA EVALUATIVA DEL ENSEÑO MEDIO DEL RIO GRANDE DO SUL.

RESUMEN

Este estudio analizó la Reforma de la Educación Física de evaluación de Educación Secundaria de Río Grande do Sul, en la acción en la gestión estatal de 2011-2014, que sustituyó al sistema de evaluación cualitativa (para las notas y boletines) por cualitativa (con referencias y opiniones) , con la intención de una evaluación más democrática y emancipadora. Para ello, delimitamos un estudio de caso cualitativo de entrar en el "piso" de una red de escuelas y el establecimiento de siete asignaturas de la facultad de la red de una institución, tres de Educación Física, además de la dirección y supervisión pedagógica.

PALABRAS CLAVE: Emancipación de Evaluación, Educación Física, Educación Secundaria de Río Grande do Sul.

PHYSIQUE RÉFORME DE L'ÉDUCATION DANS LE MILIEU DE ÉVALUATION RIO GRANDE DO SUL ÉDUCATION.

RÉSUMÉ

Cette étude a analysé l'évaluation réforme de l'éducation physique de l'enseignement secondaire du Rio Grande do Sul, en action dans la gestion de l'État de 2011-2014, qui a remplacé le système d'évaluation qualitative (pour les notes et bulletins) par qualitative (avec des références et des avis) , avec l'intention d'une évaluation plus démocratique et émancipateur. Pour ce faire, nous avons délimité une étude de cas qualitative d'entrer dans le «plancher» d'un réseau d'écoles et d'établir sept sujets de la faculté de réseau d'une institution, trois de l'éducation physique, en plus de la direction et de la supervision pédagogique.

MOTS-CLÉS: émancipation évaluation, éducation physique, éducation secondaire de Rio Grande do Sul.

A EDUCAÇÃO FÍSICA NA REFORMA AVALIATIVA DO ENSINO MÉDIO DO RIO GRANDE DO SUL.

RESUMO

Este estudo analisou a Educação Física na reforma avaliativa do Ensino Médio do Rio Grande do Sul, em ação na gestão estadual de 2011-2014, a qual substituiu o sistema avaliativo qualitativo (por notas e com boletins) pelo qualitativo (com menções e pareceres), pretendendo uma avaliação mais democrática e emancipatória. Para tanto, delineou-se um estudo de caso qualitativo, entrando-se no “chão” de uma escola da rede e instaurando sete sujeitos do quadro docente de uma instituição da rede, três delas de Educação Física, além da direção e supervisão pedagógica.

PALAVRAS-CHAVE: Avaliação Emancipatória, Educação Física, Ensino Médio do Rio Grande do Sul.