34 - DEVELOPING REFLECTIVE OR COMPETENT TEACHERS? THE HINDRANCES OF DEVELOPING TEACHERS AND ITS RESULTS (OR NOT) ON PHYSICAL EDUCATION PROFESSIONALS' DISCOURSE

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1 Introduction

The topic we have proposed to discuss later, teachers development in Brazil and the profile of professional teachers to be developed by universities, seems to have already brought a lot of spotlight to this issue with Pimenta's analysis (2002a), Alarcão, Nóvoa, etc., regarding D. Schön and P. Perrenoud's contributions, mainly in such context. The concept of developing reflective professionals, supported by Schön in large scale in the extent to which it valued the experience and the reflection on experience, a knowledge built on action through reflective practice and the one argued by Perrenoud, on the notion of competence as "an ability of a person to mobilize the whole or part of his cognitive and affective resources in order to face an array of complex situations" (2001a, p. 21, our own translation) brings important backlash to and on teachers development in Brazilian scenario, as the environment of this education reconfigures and restructures differently when it prioritize the development of a reflective or competent teacher. The most important thing at the moment would be to ponder about "in favor of what kind of reflection or competence does it discourse? Does it discourse on ones that praise only technical character, instrumental, efficient and practical point of view? Reflecting on action and about the action would be enough to develop reflective teachers? What does it differ, significantly, when forming reflective or competent teachers?".

We believe our major contribution now would be verifying the characteristics of being a good teacher through the teachers that are in undergraduate program (in Physical Education) or graduate program process (in a study group from LaPEF and in the Master's Program in Education), from Londrina State University. Through this apparent innocent questioning, it would be viable to prove the tendencies of reflective and competent teachers by their discourses and thoughts, as they emphasize certain characteristics that bind to both teachers' profiles proclaimed theoretically and legally. If teachers development in Brazil has taken a course from reflective teacher to competent one, will we be able to observe the incorporation of competent teachers through the discourse presented by teachers in undergraduate program? On the other hand, teachers that are attending graduate program, pertaining to study groups and/or *stricto sensu* post graduate program, for being graduated for a while, would incorporate in their recent discourse elements that would lead to a reflective teacher or to a competent one? One more issue that will be saved for our next meeting: would it be possible to develop reflective and competent teachers simultaneously, even though undergraduate program curriculum is organized according to the competence concept, i.e., even if it's intended to form competent teachers?

2 The development of reflective *x* competent teachers: an introduction to the "eternal" dilemma

Approaching the called legal and the theoretical approach regarding teachers development, in another of our scientific path (FRANÇA, 2007), according to Campos (2003), the teachers' education in Brazil have covered path that go from reflective teacher to competent one. Starting in the mid 90s, the initial teachers' education for basic school has undergone many educational reforms, where, according to the author, education has been reviewed by the State in order to conform to imperative economists that guided the public policies at the time, which led to the consolidation of technical training concept of teachers' education, moving away from the proposal presented by the teaching staffs' movement in the last two decades. Such consideration can be confirmed by the change in the level of Brazilian official documents, from reflective teacher to competent teacher's concept, enhancing the educational model that takes competence as nuclear reference to this education. The type of professional to be trained is not the one who has knowledge and transfers it to learners, but the one who builds competence to deal with more complex and uncertain situations, the development of competent professor as the main object of education replaces the development of "practical-reflective" professional, in 1997 and 1998's documents (Secretary of Primary Education from the Ministry of Education MEC/SEF).

Supporting Campos' consideration, concerning the development of a competent professional now, the first guiding principle of *Parecer* CNE/CP 9/2001 to the reform of teachers' education was denominated as follow: "1.1 The concept of competence is the center in teachers' education Program" (p. 29, our own translation). The competences to be developed in primary and secondary school teachers' education are: (a) competences compromised to values inspired in democratic society, (b) competences based on the comprehension of social role of school, (c) competences of understanding the contents to be socialized, comprehending their meanings in different contexts and their cross-curriculum articulation, (d) competences related to pedagogical knowledge domain, (e) competences based on the comprehension of processes of investigation which will lead to improvement of their pedagogical practice, and (f) competence concerning their ability to plan their own professional development. It has been mentioned the need to make a deep review of teachers' education, in order to strengthen or to start changes inside institutions that offer teaching degree programs.

According to Pimenta (2002a), in the context of Brazilian government proposals to teachers' professional development, its noticeable the inclusion of discourse based on certain concepts, which most of the time remain as rhetorical, such as the concept of *reflective teacher*: which expected some changes on their working conditions, to allow the practice of reflection and research. Moreover, the reform performed in the initial teachers' development courses, with the shortening of teaching degree programs, has been followed by explicit and sometimes with slight disqualification of universities in educating these professionals, due to lack of incentive to researches about teachers' professional development. The continuing education policies, if completely implemented, shows fragmentation, leading teachers to constantly pursue further development and improvement courses, most of time at their own expense. According to the author, all these changes that took place from the reforms in teachers' education and professional development, have led these professionals to acquire centrality in these policies: the sense of competences, "concept which is replacing the *knowledge* (in the case of education) and the *qualification* (in the case of work)" (p. 41, our own translation), it becomes one of the controlling mechanisms defined by "position in the work place" (expression used by the author), because it changes the professional identity from the employee to the place of work.

According to Dias & Lopes (2003), the concept of competence that is strongly present in Brazilian documents about

teachers' education, mainly in the 90s, is a re-contextualized concept, because it is discursively appropriated of previous moments and spaces. Therefore, the concept of competence in teachers' education has already been used in the 60s and 70s in American and Brazilian programs, such as in models known as Competency-Based Teacher Education (CBTE) and Performance-Based Teacher Education (PBTE). The curriculum for competency-based one already emphasized a technical dimension where teachers' job was to find the ways and the means to perform what they were asked to, not being their responsibility to reflect on what to do. The competences would become, therefore, responsible for selecting the teaching activities or the contend to be taught, or even, in the beginning stage of their education, it would "shape the content of teachers professional knowledge […] with the introduction of a common list of teaching license to be required by teachers that are starting their teaching career" (our own translation), and later introducing a curriculum nation wide (WITTHY apud OLIVEIRA, 2005).

Developing "practical" teachers, competent to solve daily practical problems, with the emphasis on techno-instrumental character, has been the main focus reinforced by new teachers education policies, represented by the dissemination higher level of educational institutes and teachers training degree course, since 1999 (FREITAS, 2002). Under this perspective, maybe we are facing the revival of technicism under new basis: a type of neo-technicism (FREITAS apud ARCE, 2001), understood as an improvement of positivism (control/evaluation) (PIMENTA, 2002a). Competence, in this case, could mean immediate action, refining of the individual and the lack of political, different from appreciation of knowledge in a situation, based on which the teacher builds knowledge. Therefore, it seems there is no need for the teacher to be an intellectual with theoretical basis and experience based on philosophical, historical, methodology principles: his personal skills are valued to the detriment of his professional development (ARCE, 2001). Maybe it was with this meaning that Duarte (2003) has written "Why didn't Schön understand Luria (?)", when he demonstrated that Schön's studies on professional education in general and on teachers education in particular were based on an epistemology that devaluated academic/theoretic/scientific knowledge and on a pedagogy that devaluated knowledge acquired at school.

3 Do we develop reflective teachers or competent ones? An analysis based on the discourse of teachers with undergraduate and graduate degree

The question(s) "In your opinion, what makes a good teacher? What are the characteristics of a good teacher?" were asked and answered in three different contexts, even though there are some common elements, such as, in two of the three situations the interviewees were Physical Education teachers, from undergraduate and graduate programs, and in all cases, they were applied at Londrina State University, where we attend the Master's Program in Education. Therefore, during the year of 2007, we interviewed: (a) students and professors that participate in the Physical Education study and research group/GEPEF that belongs to Physical Education Research Laboratory/LaPEF, 12 interviewees in all; (b) *stricto sensu* graduate program students (Master's Program in Education), attending "Advanced studies in Teachers Education Process", 11 students in all; and (c) students and teachers who attended the mini-course "In search of what teaching means: transcending 'old' teaching and educational paradigms", during the III Congress of North of Paraná in Physical Education in School/CONPEF, where we participated as speakers in those courses or workshops. In the latter context, the questions were asked and answered by 33 people, age ranging from 18 to 52 years old, 16 being men and17 women.

Among these mini-course participants, 14 have an undergraduate degree in Physical Education (10 have Teaching Degree in Physical Education, 1 has a Bachelor's Degree in Physical Education, 2 have Teaching and Bachelor's Degrees in Physical Education, 1 didn't provide this information, neither the year of graduation and which University the degree is from): 8 graduated in the 80s (1981-1990), 2 in the 90s (1995 and 1996), and 3 people between 2001 and 2005. 10 of them have a *lato sensu* post graduation certificate. One is attending a *stricto sensu* graduate program, in progress, a Master's Program. The Physical Education graduate program attended by the interviewees are from the following schools: 4 students graduated from UEL; 3 from UNOPAR; 2 from FEFI (Physical Education College of North of Paraná); 1 from FAFICLA and three didn't mention which University they have got the Physical Education Degree from. Regarding their professional experience as Physical Education teacher, 5 of the interviewees have been working for more than 10 years, 4 have been working between 3 to 5 years, 2 between 5 to 10 years, only one has had less than 2 years of teaching experience. Regarding the grade of school, the elementary school level from 1st to 4th grade levels are where the majority teaches (17), followed by 5th to 8th grade levels (7), and High School (5); and Pre-school level (3).

Among 33 interviewees and participants on the mini-course, 19 are Physical Education undergraduate students (18 people are attending Physical Education teaching program and 1 is getting the Bachelor's Degree in Physical Education). The majority of them are freshman (7), followed by junior (6), senior (5), and sophomore (1). The universities these students attend are: UEL with 12 students; UNITOLEDO with 4; UNOPAR with 2; and UNESP with 1 student.

With the interviewees from CONPEF, from the first group, if we can define them this way (those who have a degree in Physical Education), the most important quality or characteristics expected on a great teacher is the concern with continuing education (it has come up on the answers about 9 times, by the updated terms, career development, in search for new knowledge, be a scholar and well informed). Appreciation and love for the profession and knowledge on the subject taught were mentioned by the interviewees three times each, right behind teacher's compromise to his profession (4). Being a mediator, capable of listening to others, being assiduous, and planning were characteristics mentioned by two people in this context of investigation. Concern with students learning and education, applying teaching methodology, being conscious of his role as an educator and being able to show the meaning of the subject and contents on students' life were mentioned only once. Personal and professional values, such as, reflection, humbleness, creativity, dedication, being critical, research, questioning, and daring were also mentioned once each in the interview. However, in the second group from CONPEF (Physical Education undergraduate students), the great qualities in a good teacher would be related to continuing education, such as, on going development (2), updating (2), specializing his studies (1), search for new knowledge (3), etc., have come up approximately 10 times on the "newly graduated" professionals. Concern with students' learning and development (11), decision making (1), knowledge (1), knowledge of the teaching subject (1), and developing the critical thinking skills on our students (1) seem to be more present among students who are in the teaching education process than among who have already graduated. Being based on theoretic-practical knowledge in his field of work was only mentioned once, though. Therefore, it certainly reveals fragility on which knowledge and/or competence would be necessary to promote students' learning and development, so emphasized by this group. Pleasure on his work, being restless and never satisfied, critical, a scientist, respectful, ethical, and act as a mediator were characteristics mentioned as essential to a good teacher by two of the interviewed professionals. Being compromised to his work, aware of his role as an educator, show clear characteristics of a professional involved with education and being a disciplined professional came up once in the answers.

For students and teachers from GEPEF, concerns with continuing education (11) reveals the characteristics of a good teacher, followed by the teacher's knowledge about education (3), specific knowledge in his field of work (3), knowledge of

teaching subject (2), and other arguments that reveals the teacher's need to theoretical bases to work, i. e., an array of knowledge to perform the task (or of competence too?). Passion and pleasure for the job appear in the discourse of three different teachers, as well as being responsible. Being compromised, creative, ethical, open to suggestions and to dialogues, and being capable to self-assess were mentioned twice. Concerns with students' learning are implicated in qualities to promote the comprehension of what is being taught (1) and the reflection (1). Autonomy, motivation, observation, questioning, energy, being critical, good sense of humor, organization skills are the characteristics that were mentioned only once in this specific group.

In the group that attended a class with us in the Education Master's Program, the need for continuing education or development appears 5 times, followed by theoretical knowledge and knowledge of the subject taught (4 times each). When we contrast the continuing education issue, we can observe a striking difference between the frequency expressed by the two groups that are related to the continuing education process (GEPEF and the Master's Program), even though the population among them would stay about the same. However, it seems to be in that group where the terms or expressions such as reflection revealed the importance of a reflective teacher, as Schön so much desired for. So, reflecting upon his practice or pedagogical actions came up three times (which would reveal the influence of *reflection-on-action* and maybe the *reflection about the reflection-on-action* mentioned by Schön) and the ability to reflect, were mentioned twice. Concerns on how knowledge will be transmitted and expressed came up three times, as well as the love for the job, the ability of having good rapport with others and the value of compromise. Affection was mentioned by two teachers as good characteristics. Being an enquirer of the State guidelines, participate in the community, being conscious of his responsibility and being aware of the kind of adult they will help to develop were mentioned only once in *stricto sensu* teachers' in development general discourse.

If we consider the type of knowledge teachers should have, according to Shulman (1987), Wilson, Shulman & Richert (1987) and Sockett (1989) apud Pacheco & Flores (1999): (a) knowledge of the teaching subject; (b) general pedagogical knowledge, with special reference to broad principles and strategies of class organization and conduct; (c) curricular knowledge, with particular emphasis to educational materials and the programs that are “tools” to teachers; (d) knowledge of pedagogical content concrete amalgam of content and pedagogy which is exclusively a part of teachers' knowledge, i.e., a special form of professional comprehension; (e) students' knowledge and their characteristics, including the generation of their learning, individually or in group; (f) knowledge of educational contexts related to group work or the class where he belongs to, school management and finance, community characteristics and cultures; and (g) knowledge of educational purpose means, objectives, values and their historical and philosophical meanings, in general, the studied groups discourses were mainly in favor of items *a, b,* and *e.* If we call attention to Pimenta's characterization (2002b), where teacher's identity is based on the knowledge triad of specific areas, pedagogical knowledge and practical one, the groups with an undergraduate degree in any area of knowledge (not only in Physical Education, because in the Master's Program we will find students graduated in many areas of human and scientific field of knowledge) and, consequently they would be connected to a *lato sensu* or a *stricto sensu* post graduation program or to a study and research group, they would discourse more positively about this issue, revealing the need of knowledge for the teacher to practice, maybe as a reflective teacher.

If, on the other hand, to be a competent teacher depends on him to possess “ten new competences for a new profession” (PERRENOUD, 2001b): (a) organize and stimulate providing learning situation; (b) generate progressive learning; (c) conceive and make the devices of differentiation evolve; (d) make students get involved with their learning and work; (e) work in group; (f) participate on school management; (g) inform and get the parents involved; (h) use new technologies; (i) face professional duties and ethical obligations; (j) generate his own continuing education; the interviewed teachers would be competent mainly for possessing the characteristics present on items *a, d, e,* and mostly, item *j*. In general, the expression or word *competence* didn't come up significantly on teachers' discourses, when compared to the word *reflection*, still not so frequent yet. It seems that the undergraduate program, dictated officially by regulations and laws, hasn't impacted when it comes to students incorporating the attributes of a reflective or competent teacher, even though this education is structured to form a competent professional, represented for example, by the increase in the number of hourly load of teaching courses, summarized in the resolution CNE/CP 2, of 2002.

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DEVELOPING REFLECTIVE OR COMPETENT TEACHERS?
THE HINDRANCES OF DEVELOPING TEACHERS AND ITS RESULTS (OR NOT) ON PHYSICAL EDUCATION PROFESSIONALS' DISCOURSE

In this study, besides a theoretical and a legal approach of the issues that are being considered in teachers development and their constant reform at national level, highlighting the kind of professional profile to be developed by the universities in general (reflective and competent teachers), we tried to analyze the possibility of incorporating these concepts significantly by the professional-teachers of Physical Education, who are attending undergraduate or graduate programs. Therefore, from an open ended question, broken into two questions: *"In your opinion, what makes a good teacher? What are the characteristics of a good teacher?"*, we were able to observe the presence or not of characteristics that could lead to the development and consolidation of a reflective and/or competent teacher, considering which knowledge and/or competences would be seen as necessary to perform such social function. It was applied in three different contexts (in a study group, during the III CONPEF and in *stricto sensu* graduate programs), these questionings would allow us to contrast the discourses of different groups as we emphasize the backlashes of reflection and competent concepts as being fundamental to a good teacher.

Key-words: Teacher development; reflective teacher; competent teacher.

FAIRE DES PROFESSEURS RéFLEXIVES OU PROFESSEURS COMPETENTS?
L'ENTRASVES DE LA FORMATION D'ENSEIGNANTS ET DE RÉPERCUSSIONS SUS (OU PAS) DANS LES DISCOURS DES PROFESSIONNELS DE L'ÉDUCATION PHYSIQUE

Dans cette investigation, en plus d'adordagem théorique et d'une approche juridique des questions que l'on traite dans le contexte de la formation des enseignants et leurs constants réformulations au niveau national, en détachant les profils professionnels à être formés pour les cours de degré dans l'ensemble (l'enseignant réfléchi et l'enseignant compétent), nous essayons d'analyser la possibilité d'une fertilité et l'incorporation de tels concepts de voie significative pour les enseignants professionnels d'éducation physique, dans les processus de formation initiale et continuée. Pour cela, a partir d'une question de caractère ouvert, déplié, en fait, en (ou dans) deux: *"À votre avis, comment dois être un bon enseignant? Quels sont les attributs ou caractèristques d'un bon professeurs?"* on a pu verifier la presence des caractèristiques qui conduissent à la formation et consolidation d'un professeur reflexive et/ou competent en pensant quels serait les connaissances et/ou competences necessaires pour telle fonction sociale. Appliqué dans trois différents contextes (dans l'intérieur d'un groupe d'étude, pendant III CONPEF et dans un programme de post-remise des diplômes dans l'éducation *stricto sensu*), une telle question nous permettrait encore de mettre en contraste les discours des groupes diferentes en tant que nous accentuons les répercussions des concepts de réflexion et de compétence comme vous justifiez à un bon enseignant.

Mots clés: Formation d'enseignants; professeur réflexive ; professeur competent.

¿FORMAR PROFESORES REFLEXIVOS O PROFESORES COMPETENTES?
LAS TRABAS DE LA FORMACIÓN DE PROFESORES Y SUS REPERCUSIONES (O NO) EN LOS DISCURSOS DE LOS PROFESIONALES DE LA EDUCACIÓN FíSICA

En esta pesquisa, para además de un abordaje teórico y un abordaje legal de las cuestiones que están siendo tratadas en el ámbito de la formación de profesores y sus constantes reformulaciones a nivel nacional, destacando los perfiles profesionales a ser formados por las licenciaturas de un modo general (profesor reflexivo y profesor competente), procuramos analizar la posibilidad de una fecundidad e incorporación de tales conceptos de modo significativo por los profesionales-profesores de educación física, en procesos de formación inicial e continua. Para tal, a partir de una cuestión de carácter abierto, desdoblada, en la realidad, en dos: *"En su opinión, como debe ser un buen profesor(a)? Cuales son los atributos o características de un buen profesor(a)?"*, pudimos verificar la presencia (o no) de características que conducían a la formación y consolidación de un profesor reflexivo y/o competente, tomando en consideración cuales serían los conocimientos y/o atribuciones consideradas necesarias para tal función social. Aplicada en tres contextos diferentes (en el interior de un grupo de estudio, durante el III CONPEF y en programa de postgrado en educación *stricto sensu*), tal cuestión nos permitiría aún contrastar los discursos de los diferentes grupos en la medida en que resaltábamos las repercusiones de los conceptos de reflexión y competencia como fundamentales al buen profesor(a).

Palabras claves: Formación de profesores; profesor reflexivo; profesor competente.

FORMAR PROFESSORES REFLEXIVOS OU PROFESSORES COMPETENTES?
OS ENTRAVES DA FORMAçãO DE PROFESSORES E SUAS REPERCUSSõES (OU NãO) NOS DISCURSOS DOS PROFISSIONAIS DA EDUCAçãO FíSICA

Nesta pesquisa, para além de uma abordagem teórica e uma abordagem legal das questões que estão sendo tratadas no âmbito da formação de professores e suas constantes reformulações a nível nacional, destacando os perfis profissionais a serem formados pelas licenciaturas de um modo geral (professor reflexivo e professor competente), procuramos analisar a possibilidade de uma fecundidade e incorporação de tais conceitos de modo significativo pelos profissionais-professores de educação física, em processos de formação inicial e continuada. Para tanto, a partir de uma questão de caráter aberto, desdobrada, na verdade, em duas: *"Na sua opinião, como deve ser um bom professor(a)? Quais são os atributos ou características de um bom professor(a)?"*, pudemos verificar a presença (ou não) de características que conduziriam à formação e consolidação de um professor reflexivo e/ou competente, levando em consideração quais seriam os conhecimentos e/ou competências considerados necessários para tal função social. Aplicada em três contextos diferentes (no interior de um grupo de estudo, durante o III CONPEF e em programa de pós-graduação em educação *stricto sensu*), tal questão nos permitiria ainda contrastar os discursos dos diferentes grupos na medida em que ressaltávamos as repercussões dos conceitos de reflexão e competência como fundamentais ao bom professor(a).

Palavras-chave: Formação de professores; professor reflexivo; professor competente.