127 - EDUCATION PHYSICAL UNDER THE POLICIES OF ENHANCEMENT OF SCHOOL TIME: REFLECTIONS FROM THE EDUCATIONAL BRAZILIAN LEGISLATION

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INTRODUCTION

The implementation of public policies to expand school time for students with low income and / or living in poverty are signs of growth in the current context of public education in Brazil . Since the last decade of the twentieth century , we observed significant improvements in legislation concerning the increase of the school day , but also have the development of numerous experiments that suggest the school full time and / or expanded in several Brazilian cities (CAVALIERE , 2007) .

The progressive increase in school time can be related to different educational objectives and models of curriculum organization , such as : 1) increasing the school day to obtain a better educational performance of students , which are measured frequently from reviews external marking educational indices , 2) expansion of school time as an adaptation to the social demands of school - new urban living conditions , families and the female role , and 3) increase in school time as an adjustment in the design of education , where the school would be concerned with the integral formation of students (ibid.) .

Although the expansion of the school day be a reality in the context of national education, physical education - school discipline and as a field - seems to be oblivious to the debate . Are few and / or non-existent studies dealing with physical education in the context of schools extended time and / or full . Despite the remarkable growth of academic research that addresses methodologies and pedagogical trends in physical education , the debate on the role and operation of physical education in schools in larger time is secondary , as if it were similar to a regular school .

In this context , some study questions arise : 1) the role and operation of school physical education is identical in regular schools and schools full-time , 2) the characteristics of an extended school time require another acting perspective of education ? school physical ? 3) as the school physical education could be significant in the context of a full-time school , where children's time is all organized and systematized ; ? 4) could be the leisure one curriculum content and a " possible space / leisure time " in school physical education ? "

From these questions , we propose the objective of this study show the evolution of educational legislation dealing with the expansion of the school day and then propose an analysis of school physical education in the context of these policies .

The study is justified not only because of the gap in academic papers dealing with this subject, but also because of the possibility of contributing to the initiation of a debate about the characteristics of the schools extended time and / or full and think methodological strategies which towards a socially relevant physical education in this " new" school model that presents itself .

The educational legislation and the expansion of school time

The Law of Guidelines and Bases of National Education (LDBEN 9.394/96) was the government legislation that introduced the prospect of expansion of school time in terms of Brazilian educational legislation, but address the issue only in the realm of elementary school . In Article 34 , the law provided that the school day compute a minimum of four hours daily , and suggested a progressive increase of this time in the school context . The possibility of expanding the school time was outlined in the document , but it was not legal to be accomplished by determining the educational systems since LDBEN could override the Federal Constitution regarding the existing autonomy among the entities that comprise the political organization Brazilian administrative . If the law determine the progressive expansion of school time across the country , it should provide for the allocation of financial resources to subnational levels that proving lack of conditions to fund such educational political project (Menezes , 2009).

Although not present the motivations and objectives for an extension of time for school in the country , and also makes no reference to the creation of specific legislation and its own budgetary allocation for this purpose , the LDBEN , to consider the possibility of expanding the school time became an introductory framework for the debate about the school day in the Brazilian legislation .

Later , and gradually other legislation that addressed the issue of expansion of school time were created . In 2001 the National Education Plan (PNE) , a document that showed progress over the LDB , in that it established the increased length of the school as one of its priorities , recommending the gradual extension of time for a school approved quantitative minimum of seven hours a day and including the Early Childhood Education in the proposed full journey.

The PNE was more a document to defend the proposed extension of the school day , in the context of building a quality education for the whole country , but it has not advanced significantly due to difficulties arising from the financing of education . The document itself pointed to the need for more efficient management in relation to spending on education , but also noted the need for increased investment and the creation of new sources to this social area. As such did not happen effectively , we have another document that could not effect his purpose at least , deploy full-time for children from poorer segments of the country .

The Fund for the Maintenance and Development of Basic Education and Enhancement of Education Professionals (FUNDEB) was another document that addressed the increase in school time in the country . In Article 10 , FUNDEB predicted the distribution of resources according to the different stages , modes and types of educational establishment basic education , favoring full-time schools with distribution coefficient greater resources . Although the document has favored expansion of the experiences of school time with a larger budget allocation , this difference in allocation of funds does not seem to be as significant to warrant favorable conditions for the establishment and maintenance of schools full journey along the country .

Still, FUNDEB can be understood as a " milestone in the legal move " (Menezes and RABBIT 2007 , p.12) for the full-time education because it was the pioneering document in determining an allocation of funds to these schools .

The Plan on Education for All Commitment : In 2007 , another document submitted contributions to the issue of expanding the school day was launched . This document presented twenty-eight guidelines , five guidelines dealt with the extension of school time . The guidelines advocated since the adoption of remedial classes in contraturno to combat school failure at expanding the time spent under the responsibility of the student from school, still going through the integration of programs in the areas of education with other areas such as health , sport , social and culture and increase opportunities and

educational school days (BRAZIL , 2007a) assistance.

The guidelines proposed by the Compromise Plan on Education for All , in some way dealt with some aspects that complement and favor the deployment of More Education Program . The relationship between these documents and proposals goes beyond the same date of publication . If , on the one hand, All for Education Commitment generally treated the question of enlarging the school time and possible conditions for its realization , the More Education Program addressed specifically to " foster integral education of children , adolescents and young through supporting social and educational activities after school " (BRAZIL , 2007b) .

The Interministerial Ordinance establishing the More Education Program has determined that its goal was to contribute to the " integral formation of children , adolescents and youth, through the articulation of actions , projects and programs of the Federal Government (...) changing the school environment and expanding the supply of skills, methods , processes and educational content " (ibid.) . This document is relevant for coupling an extension of time for school to a comprehensive training / education full of students , besides proposing the implementation of the Programme in sociocultural spaces through partnership with other spheres (arts , culture, leisure and sports) the Federal government .

In 2010 the Decree No. 7083 which redefined the identity , organization and execution of More Education Program by submitting purposes , objectives and principles of integral education that clearly reaproximaram the program area of education has been published. It was no accident that the document established that the Ministry of Education was responsible for implementing and managing the program at the federal level , including editing the general rules, and therefore decreasing the role and responsibility of other Ministries (BRAZIL 2010) .

Briefly , this is a framework of trajectory of government legislation dealing with issues related to increasing the time school and full education in the country . Despite not list the all the documents relating to this issue and not conduct a thorough analysis of them , we believe that the clarification of these allows the understanding of the growth of the debates on this subject , but also points out ways that favored the growth of experiences related to expansion of full-time and / or expanded in the current educational context of the public sphere in Brazil .

In relation to the growing number of experiences to extend the school days in Brazil , the research report " Integral Education / integrated education and (m) Full time : concepts and practices in Brazilian education " provide meaningful data the current landscape of this educational reality . According to the report , 39.2 % of Brazilian municipalities responded to the survey, which showed that 22.9 % of 800 municipalities develop types of experiences of expanding school day in elementary school questionnaire. In this universe , 46.1 % of the experiences of expansion of school time are developed in the Southeast Region , and Ontario (29.7 %) , São Paulo (12.1%) and Rio Grande do Sul (10.5 %) states who lead this type of experience , accounting for a total of 52.3 % of the total identified in the study experience .

While noting that the number of experiments extended school day is increasing at the national level , the research report pointed out that these experiments did not affect the total number of students municipalities (SECAD / MEC 2009 , p.20) , and that in all regions of the country most of the experiments " has been implemented recently, which reflects the existence of positive impacts of recent policies , especially at the federal level , inducing the expansion of the school day there " (ibid, ibid , p.23) .

Data from the research report pegged when the evolution of government legislation regarding the expansion of school time provide an overview of the evolution of the movement - recent and growing - related to the issue of school time in the country .

The physical education faces the challenge of expanding school time :

In our analysis of the Brazilian educational legislation dealing with the expansion of school time we noticed a progressive expansion of the deployment of the journey of full-time education throughout the country. This reason would be enough for the physical education it were this issue in a more systematic and consistent way in the area.

But think about how heavy physical education for schools full time ?

As yet been possible to undertake a more systematic survey of a collection of field data , hypotheses depart to find some solutions to the questions presented by us.

Depart from what we have concrete , times of children and adolescents being gradually increased under the tutelage of the school. An increase in school time also corresponds to an increase of control over these same time, in other words, students are, every day, with less leisure time on both the inner spaces of the school as the external. Dayrell , for example , signals the decline of school recess times that , in his understanding , relates to a school culture that hinders an encounter between students , hindering the achievement of a flow of human relationships .

If the time of the encounter between students, the time relations between students, are being weakened in the school , and physical education is a discipline that enables the relationship between bodies , why not think of it as a political strategy for making school an more humane place , in the sense of coexistence among students.

A speech in this direction could anger advocates of a disciplining of school physical education through an equalization of status with other school subjects, which denotes an organization of the curriculum throughout the school year content, organization assessment criteria for students, a more defined methodology for the other teachers to understand the significance of the area.

However, these initial statements do not purport to do so, since it does not have the pretension to present as a methodological proposal . Just want to include on the agenda of discussions of school physical education necessary concern with the lack of time students for conducting meetings between colleagues , performing the activities they want, finally , to practice the leadership about their lives and the organization of its times including spaces and leisure time .

It is necessary to make clear that we are not against the proposed expansion of school time , but we consider that it should be tied to a concept of integral education , being understood as an " education with expanded responsibilities , often with strong expertise in the areas of culture , sports , arts , surpassing restricted to typical schooling action " (CAVALIERE and GABRIEL 2012 , p.279 -280) .

But a significant budgetary allocation for a proposed expansion of education tied to school full time to be implemented is necessary, because it would mean : 1) a greater allocation of human resources to implement such a proposal , 2) a greater quantity of teaching materials ; 3) an organization of physical space of the school and / or cultural facilities in the community where the school is inserted for driving lessons. Finally , the expansion of school time from the perspective of integral education requires greater allocation of funds , which is not new , nor is it as simple to perform , see the statement of the National Education Plan of the need for greater investment and the creation new sources for such a proposal made in 2001 to the intense and controversial debate before enactment of the law that would allocate proceeds from oil and natural gas (pre-salt) for the areas of education and health (BRAZIL , 2013) .

While the experiences of expanding school time multiply in the country, and money earmarked for that are not

received in the same proportionality - making it impossible to conduct a proposal for a comprehensive education and a school with the consequence of extended time with a greater emphasis on schooling - school physical education could play a significant role in the school context .

In our understanding , a simple pedagogical strategy that could help with that physical education contributed towards this model unsuitable for expansion of school time , where diverse activities are little or no input in schools , would be the inclusion of pleasure while content curriculum .

The inclusion of leisure while teaching content does not mean that physical education classes serve as space and leisure time for students burdened with the disciplines of the classroom . School physical education classes would not be idle or recover students to a new journey of school work in the disciplines taught in the classroom .

In addressing the question of pleasure in physical education classes , the teacher could work : 1) the question of the division of social time in the daily routine of the students can carry out a comparative analysis with the workers , 2) the excess of the times of control students in the school context - and it is clear that we are defending the role of the students from the awareness of the rights and duties of the same , 3) the questioning of students and fight for " free time " or leisure time in the context of school time integral, since their playing days are reduced in favor of greater educability ; 4) finally , leisure as a social right of Brazilian citizens , defended by the Constitution and the law sidelined this process over the years , which in a way , is reflected in the school context .

Besides these possible pedagogical interventions , the use of physical education classes as possibility spaces and leisure time could help the teacher in a possible review of corporal practices worked in physical education classes that students liked most of " work," ie , during leisure time students tend to choose among the activities presented by the teacher as curriculum content during school physical education.

BY WAY OF CONCLUSION

In times of policies to expand the school day , which is not always assured budgetary allocation to ensure a proposal for comprehensive education , physical education can be presented as a protagonist in this educational setting .

The possibility of addressing the question of the uses of school time , its interrelation with educational , artistic and cultural issues , the characteristic dimension of favoring meetings of bodies / meetings students bring physical education a key role in driving strategies that rethink curriculum issue within the schools expanded time and / or full-time .

However , we understand that this look on school physical education brings , in itself , a controversy about identity issues in the area. In addition to possible controversy , we hope with this article to bring the matter of physical education in the schools setting time extended to all the researchers and teachers in the area.

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EDUCATION PHYSICAL UNDER THE POLICIES OF ENHANCEMENT OF SCHOOL TIME : REFLECTIONS FROM THE EDUCATIONAL BRAZILIAN LEGISLATION

ABSTRACT

This study falls within the intersection of two themes: school physical education and the expansion of school time . Understanding that physical education seems oblivious to this debate , which can be perceived by the few and / or non-existent studies on such issues, this paper aims to present the evolution of educational legislation dealing with the expansion of the school day and then propose an analysis of school physical education in the context of these policies . The study helps with the start of a debate about the characteristics of the schools extended time and / or full building and methodological strategies that contribute towards a socially relevant physical education in this " new" school that has style.

KEYWORDS: physical education , expansion of school time ; Brazilian educational legislation .

EDUCATION PHYSIQUE DANS LES POLITIQUES DE MISE EN VALEUR DU TEMPS SCOLAIRE : RÉFLEXIONS DE LA LÉGISLATION BRÉSILIENNE EDUCATION

RÉSUMÉ

Cette étude s'inscrit dans l'intersection de deux thèmes : l'éducation physique à l'école et l' extension du temps scolaire . Comprendre que l'éducation physique ne semble pas tenir ce débat , qui peut être perçue par les quelques et / ou inexistants études sur ces questions, cet article vise à présenter l'évolution de la législation sur l'éducation face à l'expansion de la journée scolaire et proposer une analyse de l'éducation physique à l'école dans le cadre de ces politiques . L'étude aide avec le début d'un débat sur les caractéristiques des écoles prolongée de temps et / ou plein bâtiment et des stratégies méthodologiques qui contribuent à une éducation physique socialement pertinent dans cette «nouvelle» école qui a du style .

MOTS-CLÉS: éducation physique , extension du temps scolaire ; législation éducatif brésilien .

EDUCACIÓN FÍSICA SEGÚN LAS POLÍTICAS DE MEJORA DEL TIEMPO DE LA ESCUELA : REFLEXIONES DESDE LA LEGISLACIÓN EDUCATIVA DE BRASIL

RESUMEN

Este estudio se enmarca dentro de la intersección de dos temas : la educación física escolar y la ampliación del horario escolar . Entendiendo que la educación física parece ajeno a este debate, que puede ser percibida por los pocos y / o inexistencia de estudios sobre estas cuestiones, este trabajo tiene como objetivo presentar la evolución de la legislación educativa se trata de la ampliación de la jornada escolar y después proponer un análisis de la educación física escolar en el contexto de estas políticas. El estudio ayuda con el inicio de un debate sobre las características de las escuelas de tiempo y / o total de construcción y estrategias metodológicas que contribuyan a una educación física socialmente relevante en esta " nueva " escuela que tiene estilo extendido .

PALABRAS CLAVE : educación física , de ampliación del horario escolar ; legislación educativa brasileña.

A EDUCAÇÃO FÍSICA ESCOLAR NO ÂMBITO DAS POLÍTICAS DE AMPLIAÇÃO DO TEMPO ESCOLAR: REFLEXÕES A PARTIR DA LEGISLAÇÃO EDUCACIONAL BRASILEIRA

RESUMO

Este estudo se insere na intersecção de duas temáticas: a educação física escolar e a ampliação do tempo de escola. Compreendendo que a educação física escolar parece alheia a tal debate, o que pode ser percebido pelos poucos e/ou inexistentes os estudos sobre tais temáticas, este estudo objetivou apresentar a evolução da legislação educacional que trata da ampliação da jornada escolar e, em seguida, propor uma análise da educação física escolar no contexto destas políticas. O estudo contribui para com o início de um debate acerca das características das escolas de tempo ampliado e/ou integral e a construção de estratégias metodológicas que contribuam para com uma educação física socialmente relevante neste “novo” modelo de escola que se apresenta.

PALAVRAS-CHAVES: educação física escolar; ampliação do tempo escolar; legislação educacional brasileira.