20 - IMPACT OF A CONTINUING EDUCATION PROGRAM ON THE EXPRESSIONS MANIFESTED BY PHYSICAL EDUCATION TEACHERS ON INCLUSION

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INTRODUCTION

In order to include people with special needs in Physical Education programs, it is necessary to gather the competence of those who are responsible for the education process above mentioned. It is not an easy task to implement Physical Education programs that are appropriate as a general rule for children and youngsters who have different skill levels (LIEBERMAN; HOUSTON-WILSON; 2002), as expressions that are typical of human diversity. Anyway, whether it is an integrated or segregated environment, The Council for Exceptional Children (2000), as referring to the preparation for performing in Physical Education, points out the importance of the continuing professional improvement. It is possible to observe in our educational setting the presence of educational policies that seek the improvement of the teachers' didactic-pedagogical intervention. However, changes in the political scope may be innocuous if unprovided with concrete actions (JENKINSON, 1997).

According to the studies of Rizzo and Vispoel (1992), Kowalski and Rizzo (1996), an attitude favorable to the possibility of professional performance together with people who show any kind of deficiency is an important factor in order to succeed in the proposed intervention. In the condition of one of the knowledge dimensions that constitute the professional competence acquired in the undergraduate courses, the Physical Education teacher's attitude may and must be positively influenced concerning the care for people who show any kind of deficiency.

In this sense, Winnick (1986), as dealing with the professional preparation through a historical perspective, and Craft (1994), as discussing the implications of the inclusion for Physical Education, mention the importance that the subject special needs *deficiency*, be suggested in the professional education of the Physical Education teacher, in the undergraduate course. DePauw and Karp (1994) agree with Winnick and Craft as they discourse about the role of the Higher Education in the teachers' preparation to perform in an inclusive perspective, as well as Kowalski (1995), when he points out the necessary attention to the notion of infusion of contents related to people with special needs in the professional preparation of the Physical Education teacher.

The involvement, in these discussions, of those who take the responsibility for implementing effective educational programs the teachers, protagonist social actors of the so-called changes -, increases extraordinarily their professional education process. Thus, the purpose of the present study was to discuss the impact of a continuing education program on the expressions manifested by Physical Education Teachers on the subject inclusion.

METHODOLOGY

Ten Physical education teachers of the municipal public schools in Londrina Paraná, took part in the study. There were two teachers among them that did not deal with students with any kind of deficiency and the others dealt with students in inclusion situation or in special classes. The teachers signed a consent term with information about the research, in order to confirm the interest in participating in the research. The data gathered were related to a total of 16 fortnight meetings that occurred in 2003 on Fridays with a four-hour duration.

It was possible to find, by means of the interviews, reflections of the participants of the study concerning the motivating themes of each discussion carried out during the meetings. The collective interviews used as a technique for the data gathering is a variation of the person-to-person interview. Literature indicates this procedure as being focus group (THOMAS; NELSON, 2005; KRUEGER, 1998; MORGAN, 1997). To sustain the data gathering in a focus group makes it possible that each subject discussed obtains outlines unforeseen in the beginning, due to the elucidation of distinct opinions in each meeting.

The information content concerning the interviews was recorded on cassette tape, transcribed and analyzed line by line. At this moment, the most frequent expressions were highlighted, suggesting a certain redundance in the analysis. However, it is important to mention that some single but relevant expressions for the purpose of the study were also considered. The data, after being highlighted in the transcriptions, were confronted with the notes taken by the researcher during the interviews. This procedure intended to grasp elements of the context that improved the understanding of the meaning connected to each opinion expressed by the participants.

Each participant's expressions were arranged in categories established according to the motivating theme inclusion. Out of these new set of information (participant's expression) it was inferred the conotative meaning (underlying idea) concerning each category of analysis. Finally, based on the conjunction of the participant's expression with the underlying idea confronted with notes of the context of the data gathering or explanation the substantial aspect of the given opinion was reached (focalization theme).

RESULTS AND DISCUSSION

The data organization proposed below concerns the interviews that occurred during the meetings realized along 2003, on March 21 and November 21. The selection of the sayings was done according to the pertinence to the theme that motivated the reflections, based on the researcher's judgement. Based on each participant's opinion, its underlying ideas are uncovered, and at the end, the themes approached in this articulation (expressions/underlying ideas), are detailed. The way the data are organized was directly influenced by the theoretical reference that supported the researcher's reflections.

The tables that will be presented were adapted from Goodwin and Watkinson (2000) who, in turn, followed Feldman's recommendations (1995) for the elaboration of the chart of analysis based on the meanings of the participant's opinions about a determined study. It is important to notice that these charts translate a way of explaining relations between important aspects of the focalized context (FELDMAN, 1995). As an expression of the participants, there are elements (submitted to slight adjustments due to the organization of the analysis charts, but respecting the content of their expressions) taken from their sayings. The following tables (1 and 2) gather data whose motivating theme was inclusion.

	Participant's expression	Underlying idea	Focalization
P1	To include at school; To include in society; Thrown from top to bottom.	Welcome Act of Law	Moral Need Legal imposition
P2	To put an end to prejudice; Haste of those who control education; Thrown to the teachers.	Welcome Act of Law	Moral Need Legal imposition
P3	To put students in other rooms To include in society.	Welcome	Moral need
P4	To give opportunity to people with special needs to take part in everything.	Opportunity	Moral need
P5	To include students with learning difficulties	Welcome	Moral need
P6	To do what the others do; To participate together.	Social interaction	Moral Need
P7	The right to have the same participation in a place; To adapt so that the people with special needs have the same right to participate.	Act of Law	Legal Imposition
P8	To move people with special needs from special school to normal school; To offer the same opportunities; To make people with special needs equal in normal school	Welcome Opportunity	Moral Need
P9	To put people with special needs in a school with normal students	Social Interaction	Moral Need
P10	To include the student in the group in order to have the same kind of class	Welcome	Moral Need

TABLE 1 Motivating Theme: Inclusion (21/03)

The opinions of those who participated in the study, above mentioned, enable us to relate the idea of inclusion to moral and legal questions. As usually happens in debates on this subject, no one disagrees that the access to education is the right of every individual including people with special needs. Let's see in the following table (Table 2), how this opinion was presented a few months later:

	Participant's expression	Underlying idea	Focalization
P1	Commitment of all the school; To prepare students, school staff and teachers to accept them	Collective involvement Environment's preparation	School's responsibility
P2	To give the same rights to participate normally in the classes in all the schools.	Opportunity	Moral Need
P3	To prepare/support the teacher	Environment's preparation	School's responsibility
P4	To experience fully everything the school provides for all the students	Schooling	School's responsibility
P5	Integration with normal children; Not to be set aside.	Social Interaction	Moral Need
P6	Support from special schools: to prepare children to participate in a regular group	Students' preparation	School's responsibility
P7	To participate, to take part in the environment normally	Social Interaction	Moral Need
P8	Need; a problem to be thought; to give conditions for the child to grow up and develop inside the school; to participate actively in the pedagogical activities developed in school.	Social problem Educational problem Schooling	Moral Need School's responsibility
P9	Teacher involved with the child; To work for the child's development	Professional involvement Schooling	School's responsibility
P10	To include in all the activities, not only in Physical Education; Opportunity to experience fully what the school provides for normal students	Collective Involvement Opportunity	School's responsibility Moral Need

TABLE 2 Motivating Theme: Inclusion (21/11)

The table above (Table 2), that reflects the opinion of the same subjects observed in Chart 1, points to a shifting of opinions from the moral and legal scope to what is related to school responsibility concerning the schooling process of students with special needs in inclusive educational environment. The moral question is still present, but is not considered relevant in the participants' reflections, at this moment.

FINAL COMMENTS

In order to point out, based on the reflections carried out, how a continuing education program may interfere in the expression of Physical Education teachers on the theme 'inclusion', it is necessary to consider, on the one hand, the continuing education program. On the other hand, the procedures adopted in the research also provide some clues for the direction of the questions that arose by the theme.

To conceive continuing education, having as exclusive reference the formalized knowledge, collaborates to restrict our perspective on the subject. When it starts or from where it continues, does not seem to be the main question. The search for professional development, based on self-improvement perspective, having in mind the impact interventions in face of social demands that are established, is a central aspect for the understanding of the continuing education. Moreover, it is not possible to ignore that the history of life, as well as the schooling process in terms of basic education exert an influence on the professional education process to which the person will be submitted.

The more adverse working conditions might seem to be in our educational system, its overcoming will happen as

our investment on school increases. The theme inclusion on that it concerns the school education of students with special needs is, in this sense, a provocation that cannot be ignored. In order to be coherent with the notion of an inclusive educational perspective, it is necessary to strengthen the focus of analysis for the school as a whole and not, contradictorily, to restrict the analysis to one or other specific aspect of a certain deficiency.

To seat the research on the focus group made it possible that the relationship established among the participants of the research potentialized their reflection about the focused theme. The data gathered on the occasion of the focalization group enable that the shifting of the teacher's expressions be noticed, from more external aspects to those that are closer to the school daily routine specially to what the school's responsibility is concerned. These interactions resulting from the dynamics proposed for the direction of the group, suggest that special attention must be given to the research method to be adopted, so that one does not lose sight of the effective participation of teachers of basic education in the overcoming of conflicts triggered in the school routine. And to overcome these conflicts means quite often to overcome contradictions that are peculiar to each teacher.

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The purpose of this study was to discuss the impact of a continuing education program on the expressions manifested by Physical Education teachers on the inclusion theme. Ten Physical Education teachers who belonged to the municipal public schools in Londrina, State of Paraná, participated in this study. Among them there were two teachers who did not deal with students with any kind of deficiency and the others dealt with students in inclusion situation or in special classes. The focus group was adopted as the procedure for the data gathering. The data were gathered from 16 fortnight meetings that occurred during 2003 on Fridays with a four-hour duration. By means of collective interviews, recorded on tape and afterwards transcribed, the participants' expressions concerning the inclusion theme, were obtained. The results obtained on the occasion of the focus group enabled us to notice the shifting of the teachers' expressions from more external aspects to those that are closer to the school daily routine specially to what the school's responsibility is concerned. The interactions resulting from the dynamics proposed for the direction of the group suggest that, besides enriching the understanding of the continuing education, special attention must be given to the research method to be adopted. It is essential not to lose sight of the effective participation of the basic education teachers in the overcoming of conflicts triggered in the school routine.

Key words: Expression of Physical Education Teachers; continuing education; inclusion.

IMPACT D'UN PROGRAMME DE FORMATION CONTINUE DANS LES EXPRESSIONS MANIFESTÉES PAR DES ENSEIGNANTS D'ÉDUCATION PHYSIQUE SUR INCLUSION

Cette étude a eu comme objectif discuter l'impact d'un programme de formation continue dans les expressions manifestées par des enseignants d'Éducation Physique sur le thème inclusion. Dix instituteurs d'Éducation Physique ont participé de l'étude, ils appartenaient au secteur public municipal de l'enseignement de la ville de Londrina-Pr. Parmi les participants il y avait deux instituteurs qui ne s'occupaient pas d'élèves ayant quelque type d' handicape, les autres s'occupaient d'élèves en situation d'inclusion ou en classe spéciale. On a adopté comme procédé, pour la récolte de donnés, le groupe de focalisation. Les donnés récoltés ont été relevés de seize rencontres réalisées pendant l'année 2003. Les réunions ont eu lieu chaque quinzaine, les vendredis, avec la durée de quatre heures chacune. Par le moyen d'interviews collectives enregistrées en bandes cassettes et ensuite transcrites, on a obtenu les expressions des participants de l'étude en ce qui concerne le thème inclusion. Les résultats obtenus à l'occasion du groupe de focalisation ont permis de discerner le déplacement des expressions des enseignants, d'aspects les plus externes aux plus proches du jour-le-jour de l'école notamment en ce qui concerne la responsabilisation de la prope école dans ce qui est de sa compétence. Ces interactions résultantes de la dynamique proposée pour la conduite du groupe suggèrent qu'au-delà d'élargir l'entendement de formation continue une attention spéciale doit être donnée à la méthode de recherche à être adoptée. C'est fondamental de ne pas perdre de vue l'effective participation des enseignants de l'éducation basique dans le surpassement de conflits produits dans le quotidien scolaire.

Mots-clés: Expression d'enseignants d'Éducation Physique, formation continue, inclusion.

IMPACTO DE UN PROGRAMA DE FORMACIÓN CONTINUADA EN LAS EXPRESIONES MANIFESTADAS POR PROFESORES DE EDUCACIÓN FÍSICA SOBRE INCLUSIÓN

El presente estudio tuvo como objetivo discutir el impacto de un programa de formación continuada en las expresiones manifestadas por profesores de Educación Física sobre el tema inclusión. Participaron del estudio 10 profesores de Educación Física que pertenecían a la red pública municipal de enseñanza de la ciudad de Londrina-PR. Entre los participantes había 2 profesores que no atendían a alumnos con cualquier tipo de incapacidad y los demás atendían a alumnos en situación de inclusión o en clase especial. Se adoptó como procedimiento para colecta de datos el grupo de focalización. Los datos colectados son procedentes de 16 encuentros realizados durante el año 2003. Las reuniones se realizaron quincenalmente los viernes, con 4 horas de duración cada una de ellas. Por intermedio de entrevistas colectivas, gravadas en cintas casete y posteriormente transcritas, se obtuvo expresiones de los participantes del estudio en lo que dice al respecto del tema inclusión. Los resultados obtenidos por ocasión del grupo de focalización permitieron que se percibiese el dislocamiento de las expresiones de los profesores de aspectos más externos para aquellos más próximos del día a día de la escuela particularmente a lo que se refiere a la responsabilidad de la propia escuela en aquello que le compete. Esas interacciones procedentes de la dinámica propuesta para conducción del grupo sugieren que además de ampliarse el entendimiento de formación continuada, la atención especial debe ser dada al método de pesquisa que será adoptado. Es fundamental que no se pierda de vista la efectiva participación de profesores de educación básica en la superación de conflictos deflagrados en el cotidiano escolar.

Palabras clave: Expresión de profesores de Educación Física, formación continuada, inclusión.

IMPACTO DE UM PROGRAMA DE FORMAÇÃO CONTINUADA NAS EXPRESSÕES MANIFESTAS POR PROFESSORES DE EDUCAÇÃO FÍSICA SOBRE INCLUSÃO

O presente estudo objetivou discutir o impacto de um programa de formação continuada nas expressões manifestas por professores de Educação Física sobre o tema inclusão. Participaram do estudo 10 professores de Educação Física que pertenciam à rede pública municipal de ensino da cidade de Londrina-Pr. Entre os participantes havia 2 professores que não atendiam alunos com qualquer tipo de deficiência e os demais atendiam alunos em situação de inclusão ou em classe especial. Adotou-se como procedimento para coleta de dados o grupo de focalização. Os dados coletados decorreram de 16 encontros realizados durante o ano de 2003. As reuniões aconteceram quinzenalmente às sextas-feiras, com 4 horas de duração cada. Por intermédio de entrevistas coletivas, gravadas em fitas cassete e posteriormente transcritas, obteve-se expressões dos participantes do estudo no que diz respeito ao tema inclusão. Os resultados obtidos por ocasião do grupo de focalização permitiram que se percebesse o deslocamento das expressões dos professores de aspectos mais externos para aqueles mais próximos do dia-a-dia da escola particularmente no que se refere à responsabilização da própria escola naquilo que lhe compete. Essas interações decorrentes da dinâmica proposta para condução do grupo sugerem que além de se ampliar o entendimento de formação continuada, atenção especial deve ser dada ao método de pesquisa a ser adotado. É fundamental que não se perca de vista a efetiva participação de professores da educação básica na superação de conflitos deflagrados no cotidiano escolar.

Palavras-chave: Expressão de professores de Educação Física, formação continuada, inclusão11