65 - CURRICULAR CONTEXT IN EDUCATION CYCLES: THE IMPACT OF EDUCATIONAL CHANGES ON THE PEDAGOGICAL ACTIONS OF PHYSICAL EDUCATION TEACHERS

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INTRODUCTION

The present study was integrated into a research project developed by the Group of Qualitative Research, Teacher Formation and Pedagogical Practice in Physical Education and Sport Sciences/F3P EFICE. The study had as its main focus the pedagogical action of the Physical Education teacher in the "Citizen School", in the City of Porto Alegre Education Network (RME/POA) RS. One of the main objectives was to know the reality of the school context, identifying the way that the pedagogical know-how of this educator is built from the Project Citizen School curricular organization in formation cycles. Thus, we seek to understand the effects created by the innovations in the teaching practice brought by the project to the Physical Education teachers.

PROBLEM APPROACH

It is necessary to note some aspects that should be considered to have priority in the process of changes in the educational system.

Understanding the educational "praxis" as an expression of the Politic-Pedagogical Project (PPP), the reflections made here on the theme are necessary because they lead to the understanding that the pedagogical action of the Physical Education teacher should be reconsidered from the plenitude that surrounds the school space.

Therefore, we believe it is necessary to discuss the creation of the PPP and of the Curriculum, that allows for the singularity of the educational institution and the particular relations between knowledge, culture, power and education.

To Sacristán (2000), pedagogical action is linked to the curriculum in a cyclic way. In his opinion "the curriculum has a direct projection over the pedagogical practice." (p.36) He also states that the curriculum completes itself in a pedagogical practice becoming a shaper of different practices, what can also be called "pedagogical practice in school" (p.26). Therefore, we can say that the pedagogical action in the school's everyday life is the expression of a curriculum, giving a real meaning to this practice.

In the same way Veiga (2003) states that the politic-pedagogical project propitiates the pedagogical construction in a consistent way. Still, according to the author, the PPP organizes the work of the school as a whole. In this way, the PPP must be conceived in a broad sense, so that it can establish theoretically an educational practice capable of organizing and incorporating the plurality of the social world. This means, according to Veiga, that the PPP "seeks an organization of the pedagogical work of the school in its totality" (p.14).

In relation to this, Collective Authors (1992) highlights that the PPP "represents an intention, a strategic deliberate action. It is political because it expresses an intervention in a determined direction, and it is pedagogical because it creates a reflection of the actions of people in the real world, and explains what determines these actions." (p.25).

In regard to the curriculum, Sacristán (2000) states that it is a "social construction" and as such it must be conceived as a result of the actions that involve many subjects administrators, teachers, parents, students in a dialogue process (p.20). This idea is reinforced by Veiga (2003) when she adds that the curriculum is a "social construction of knowledge". In this case the school should overcome the idea of transmitting information and become a place where learning is socially built (p.26). Thus, knowledge, perceived as a social construction, is compromised of new constructions that should be closer to the needs and possibilities of the social reality.

Discussing the school curriculum, Collective Authors (1992) state that "the curriculum capable an enlarged pedagogical reflection**,** and committed to the lower social stratum is lead by the verification, interpretation, comprehension and explanation of the complex and contradictory social reality," (p.28).

In this way, we can understand pedagogical action as a set of practices, intentionally educational procedures that take place inside and outside the school space, intending to contribute to the formation and construction of knowledge, concepts and values.

Those actions, reflections and procedures that characterize the pedagogical practices are not free of choice intentionality. In this sense, pedagogical action does not exist disconnected from ideologies, even if many try to ignore them. To Collective Authors (1992) a pedagogical practice comes from concrete social needs. Those authors defend

1- Group of researchers of ESEF/UFRGS, registered in CNPq's directory.
2- Term that, from 1993, expresses the conception of the educational project articulated with the Popular Administration project. AZEVEDO, José C. Escola Cidadã: desafios, diálogos e travessias. Petrópolis, RJ: Vozes, 2000.
3- To Freire (1974), "práxis" is action with reflection. "[…] it's action and reflection of men over the world to change it" (p.40). FREIRE, Paulo. Pedagogia do Oprimido. Rio de Janeiro: Paz e Terra, 1974.
4- Since it'll be necessary to frequently repeat the expression "Politic-Pedagogical Project", we are going to use the abbreviation PPP throughout this work.
5- SACRISTÁN. J Gimeno. *O Currículo*: uma reflexão sobre a prática. 3ª ed. Porto Alegre: Artmed. 2000.
6- VEIGA, Ilma. P. A. Projeto Político Pedagógico da Escola: uma construção coletiva. In: VEIGA, Ilma, P. A (Org). *Projeto Político Pedagógico da Escola:* uma construção possível. 16ª. ed. Campinas, SP: Papirus, 2003. p. 11-36.
7- COLETIVO DE AUTORES. Metodologia do ensino da Educação Física. São Paulo: Cortez, 1992.
8- Para aprofundar a questão, ler: CHEPTULIN, Alexandre. *A dialética materialista:* categorias e leis da dialética. São Paulo: Alfa-Omega, 1982. p. 286-312.
9- This school concluded in 2002 the Basic Education in the new curricular proposal, in formation cycles, the first class of students in the City of Porto Alegre Education Network.
10- The first steps on that direction were taken in the city of Porto Alegre, in the first administration of the Popular Front, led by the Workers Party, 1988/1992, through the initiative of building a popular and democratic public school. The curricular innovation became possible after discussions with all the teachers and public servants of the network. The Citizen School is presented by FREITAS, in: SILVA (1999, p.32), as a concrete expression of the collective journey of the City of Porto Alegre Education Network on the way of the construction of a "reinvented" school on the perspective of the popular education. AZEVEDO, in: SILVA (1999, p.23) reveals that the cycles created a new definition for Citizen School.
11- To Triviños (2001), "the case study is a kind of research of which object is a unity that is deeply analyzed" (p. 74).
12- The interviews, with the agreement of the collaborators, were recorded and transcribed and, after being reproduced in writing, were returned to those interviewed, so that they could check the concordance between what they said and what was transcribed, and that they could make the changes that they considered necessary. This idea is based on Triviños (1987), who states: "the same informant can help to complete, improve or highlight the ideas exposed by one…" (p.148). Privileging the voice of the teachers of Physical Education resident at the school allowed us to capture the ways of thinking of those actors in relation to issues that orient pedagogical action.
13- Participant observation was used as one of the methodological techniques. The observations, arranged previously, took place at different times during the school**'s** everyday life. Those observations are registered in the field diary, were we registered the happenings, impressions, perceptions and questions lived on the everyday.
14- BARDIN, Laurence. *Análise de conteúdo*. Translation by Luís Antero Reto and Augusto Pinheiro. Lisboa: Edition 70, 1977.
15- Pedagogical publications published by the City of Porto Alegre Education Office SMED/POA.
16- Formation Cycles: Politic-Pedagogical Proposition of the Citizen School. *PedagogicalPublication* .MED/POA. Porto Alegre: n.9 3rd ed., Dec., 2003.

Physical Education as a "pedagogical practice that, inside school, thematizes forms of expressive body activities […], that configure a knowledge area that we can call body culture" (p.50).

STUDY METHODOLOGICAL DECISIONS

In this study we sought to be supported by authors that discuss the education from a theoretic-critical perspective.

It is also necessary to note that through interpreting a social reality from the perspective of the involved subjects, the dialectical approach allows a better understanding of the investigated phenomenon. This theoretical basis contributed to the revealing of data related to the reality of this context and of contradictions where the pedagogical know-how of those teachers takes place.

The choice of the school for the study was based on its history of implanting and implementing a new pedagogical proposal. The school was a pioneer in building and implanting, along with the community, cyclic curricular organization, presenting a new "concept to the Citizen School: Citizen School Learning for all". Another aspect that justifies our choice is the fact that this experience was used as a reference in the process that stimulated the implementation of the project in the entire network.

Considering the singularity of the process lived in that school, we decided on a case study, oriented by a qualitative ethnographic perspective, since, according to Triviños, it is characterized by "a kind of research in which object is a unity that is deeply analyzed" (p.74).

Four physical education teachers that work with Basic Education students and that participated in the implementation of the cyclic curriculum took part on this study.

The methodological procedures used to obtain the information were: semi-structured interviews with teachers, observation of the everyday life of the school and analysis of documents (especially the publications of the SMED/POA).

The themes for analysis of the information that led the reflections on the study were elaborated from the analysis of content proposed by Bardin (1977).

ANALYSIS AND INTERPRETATION OF THE INFORMATION

The analysis of the information took place simultaneous to the gathering of information, which allowed the gathering of elements to identify some categories related to the pedagogical action of those teachers in the educational process. According to authors such as Bogdan and Biklen (1994), Gómez, Flores and Jiménez (1996) and Ludke and André (1986), analysis can occur at the same time as information gathering, the analysis can be occurring.

From the information obtained, we constructed the following categories of analysis: implementation of the Politic-Pedagogical Cyclic Project, organization of the pedagogical work and organization, and systematization of the knowledge and work conditions.

Implementation of the Politic-Pedagogical Project in Cycles

In this category we sought to analyze the way that the politic-pedagogical project the school organized in Formation Cycles considered innovatory, was constituted, and its progress since its implementation.

The, we present the definition of PPP and, specifically, the intentions of the educational project for the RME/POA, displayed on the SMED/POA publications. According to the Publication number 09, the RME/POA has been registering its conception of the PPP. "It's fundamental that the school, building and developing its politic-pedagogical project, takes the community and society as its investigation object. (…) that the community representatives are present in the school, discussing, elaborating and making decisions about the work…" (p. 34). Therefore, we sought to show the way that the democratic process of building the PPP occurred in a public school of the network.

The information obtained in the interviews with the teachers shows the way that the PPP of the studied school was constructed.

The statement of a teacher confirms the participation of the community, once convinced of the desirability of changing the educational process:

The community participated a lot, it was really integrated, since the school was an achievement of the community in the Participatory Budget, so it has mobilized them and brought them to the discussions, so they also wanted that the school they achieved to be a different school, that fulfilled their expectations, all that they desired that their children experienced life inside the school (Janaína, in 03/11/2003).

Even though the desire to change existed, some aspects of the changes, were not easy, causing conflicts and tension. Such changes were deep, and demanded necessarily a change in the attitude and habits that had been created.

In this way it should be observed that there was a divergence of opinions among the teachers regarding the evaluating process of the learning. The new project proposed the change of the approval/failure process. We believe that, to those teachers, the non-retention would propitiate a lack of interest by the student or, worse still, the loss of disciplinary power by the teachers. It's understood that this posture would be depriving of the construction of a new conception of education and learning of its characteristics, but the position of those teachers is also understood, since a change on the power relations takes a deep change on the value references of the teachers, built from decades.

The divergence of positions about the approval/failure was solved with the participation of the parents. We think that the words of the teacher clearly express those ideas:

In March, […] we took a month to study the propositions and building our school proposition. […] there were some teachers and the SMED that defended the non-retention, and that was really discussed, there was non consense, and that was achieved in the time of the regiment by the rest of the community […] (Cristiane, in 05/06/2003).

This leads us to think that the parents, facing the difficulties regarding the educational process of their children, take decisions to solve them or, at least, to extenuate them. The educational process without retention may represent to those parents the only possibility that their children have to improve their lives and aim to social ascension. In this way, the possibility that their children have to conclude their basic education.

17- Pistrak (1981) formulated the idea of the School of Work that predicated two fundamental principles: "the relations with the present reality and self-organization of the students". Still, to this author, if the school really wants to create a social collective that is actually autonomous, it should reinforce the children's collective, working to the development of the student's self-organization.

18- Those Work Commissions were called Social Commissions; of Environment, Health and Well-being; Culture; Communication; and Sport. Among the planned activities by the commissions we can mention the collective planting of native trees, book fairs, edition of the school's newspaper, warm clothing campaign, cultural activities.

19- The focus of the Thematic Complex is built from the meaningful speeches raised in the community through the participative research. The research is made with the intention to know the reality of the community, its problems, cravings, afflictions and perspectives, and is made by the teachers of the different areas of knowledge, becoming an essential pedagogic instrument to the construction of any programming or activity by the school, what builds a new conception of planning and collective work.

20- COLLECTIVE AUTHORS (1993) reveals on the work "Metodologia do Ensino de Educação Física", the Physical Education as a discipline, treated in school as a learning area, called body culture and configured with themes or forms of activities, particularly body activities, such as: games, sports, gymnastics, dance and others, that will compose its content (p. 61-62).

Organization of the Pedagogical Work

In this category we seek to present the ways took by the school to organize the pedagogical work.

First we checked that the weekly meetings were characterized as one of the spaces created by the teachers to make, besides the collective reflections of their practices, the organization of the pedagogical work. In this way, it favors the idea that the teacher is a reflexive and critical intellectual (GIROUX, 1997; CONTRERAS, 2002).

This space of meeting of the teachers is fundamental, not only to the teachers of physical education, but to the ones from the other areas to question themselves about the practice of their work and the work in the school, revealing what they desire, expect, believe and their possibilities. And so, among with other areas, the Physical Education seeks change towards the autonomy of the teacher and a new pedagogical action.

The construction of a new collective space is presented as a form of organization and concrete construction, in the teacher's work as much as in the self-organization of the students. Therefore, this collective work demands collective responsibility.

Another space built as a strategy to recover the student's participation is the Work Commission that, besides counting with the participation of all segments of the school community, must organize and give dynamism to the school's everyday.

The Thematic Complex organizes and orientates the pedagogic work of the school, besides determining the pedagogic action and the aspects to be developed inside the classroom.

It's important to highlight that, in Physical Education, the planning of the work involves the collective participation of the teachers in this area, seeking to integrate all the topics related to the body culture focusing the Thematic Complex.

In the same way, the pedagogical action of the Physical Education teacher in this school is structured from the identification with the Politic-Pedagogical Project in which it is inserted. Therefore, it is fundamental that the Physical Education is conceived from the PPP, what makes us consider it a innovative practice.

From previous considerations it is possible to perceive that the proposition of re-structuration of the educational system in Porto Alegre is trying to serve to the interests of the citizens. But an critical analysis is necessary to check if those changes are being directed in the way of building a new society or are only a project to follow the new demands of the labour market.

Organization and Systematization of the Knowledge

We present, in this category, the process of teaching-learning and its relation with the knowledge.

The cycle proposition seeks access to knowledge in an interdisciplinary view, as a new possibility to the learning of the subjects involved, seeking in this way to overcome one of the contradictions of the traditional school, that is, the fragmentation of the school work. The school organized in cycles, working on an interdisciplinary perspective different from the fragmented conception, transfers its main objective of preparing the individual to dispute the labour market in parity of conditions. So it does not simply reproduce the knowledge that only attend the dominant interests. We believe that the fragmented conception of knowledge implies in preparing the students to the capitalist mode of production.

Although we perceive the advances of this experience, trying to give significance to the participation of the students on the elaboration of the planning and the choice of knowledge to be learned, through assemblies of cycle students, there is still the absence of power to decide about their work process the procedures, the methodology. In this way, we understand that the contradiction between the teacher and the learner is not overcome, since the teaching and learning process is still controlled only by the teacher.

Working Conditions

In this category the collaborators manifested the dissatisfaction with the availability of physical space, since it demands from the different teachers working with the groups simultaneously the need to change their planning. This space is also more limited when operating under constant climatic variations.

This study also pointed to the concern of the teachers in this area with the integration/inclusion of children with special educational needs in the regular education, being the attendance and educational treatment that contemplates the interactions in the class environment a pedagogical challenge. The lack of knowledge and technical competence of the teacher to work with the differences and the lack of a didactic-pedagogical advisement that offers a contribution to attend the specifications of each group reduces the action of the teacher to organize ones work and seek new ways if intervention.

FINAL CONSIDERATIONS

From the four categories previously analyzed we verify that, despite the advances obtained, the problems occur on account of the social contradictions reproduced by the school. Therefore, we understand that , despite the need of overcoming the contradictions, the proposition developed on the investigated school allowed us to identify advances in relation to the proposition of the grading school.

This study allows us to say that the teachers of Physical Education played a protagonist role on the construction of the PPP since, besides the fact that the coordinator of the process of democratic construction was a teacher in that area; there was also the participation of this group on the discussions. In this way, it is important to mention that the participation on the debates indicates a commitment of this group, before the other areas, allowing more space on the discussions inside the school.

If by one side the PPP, that has the signature of the teachers, public servants and parents printed, observing their desires, dreams and ambitions can be considered an advance, on the other we can not forget that this project is inserted in a capitalist social context that raises difficulties to the overcoming of some social contradictions.

Deviating from the isolation, that is common, and approximating to the other areas of knowledge, it can significantly contribute to concrete changes on the pedagogical actions of teachers of Physical Education. In this way we understand that the insertions of the discipline on the PPP as much as its connection to this project make great influence on the settlement of the changes.

The rupture on the unequal distribution of pedagogical time of each curricular component is another aspect that allows the disappearance of hierarchy between disciplines. This leads us to think that the Physical Education in this school moves on the direction of taking a place of influence and respect on the scale of importance among the other disciplines, in this case, it stops from having lack of prestige and reputation.

The enlargement of the physical spaces is a need, since the emerging of this new demand of the school comes from the enlargement of the number of students on the last years, however, the immobilism in face of this reality indicates that the secondary position of the area was not completely overcome.

Finally, it's important to say that, in order to allow the Physical Education to proportionate meaningful changes to the everyday life of the student, a commitment of critical intervention that faces the contradictions of a society divided in classes will be necessary.

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CURRICULAR CONTEXT IN EDUCATION CYCLES: THE IMPACT OF EDUCATIONAL CHANGES ON THE PEDAGOGICAL ACTIONS OF PHYSICAL EDUCATION TEACHERS - ABSTRACT
This study focuses on the pedagogical action of the physical education teacher on the everyday life of the school in “Education Cycles”. The objectives were to identify and understand the way that pedagogical know-how is built in the City of Porto Alegre Education Network. It is a case study, oriented by a qualitative perspective. The analysis and interpretation of the information show an innovative pedagogical proposition and express a real and practicable option to improve the quality of education. However, this proposition presents some diverging aspects in its application, allowing the uprising contradictions.
Key-words : Pedagogical Accion, Physical Education Teachers, Formation Cycles,

CONTEXTE DE LA FORMATION DANS LES CYCLES D'APPRENTISSAGE: IMPACT DES CHANGEMENTS ÉDUCATIONNELS DANS L'ACTION PÉDAGOGIQUE DU PROFESSEUR D'ÉDUCATION PHYSIQUE - RÉSUMÉ
Ce travail porte sur l'étude de l'action pédagogique du professeur d'éducation physique dans le quotidien de l'école fonctionnant en « Cycles d'Apprentissage ». Il a eu pour objectifs d'identifier et de comprendre comment le savoir-faire pédagogique se constitue, et ce dans le contexte du Réseau Municipal d'Enseignement de Porto Alegre. Il s'agit d'une étude de cas, réalisée selon une perspective qualitative. L'analyse et l'interprétation des informations montrent une proposition pédagogique innovatrice et expriment une option réelle et viable pour l'amélioration de la qualité de l'enseignement. Toutefois, cette proposition présente certains aspects divergents dans sa mise en pratique, favorisant l'apparition et le maintien de contradictions.
Mots-Clés: Action Pédagogique, Professeur d'Éducation Physique, Enseignement par Cycles d'Apprentissage

CONTEXTO CURRICULAR EN CICLOS DE FORMACIÓN: IMPACTO DE LOS CAMBIOS **EDUCATIVOS EN LA ACCIÓN PEDAGÓGICA DEL PROFESOR DE EDUCACIÓN FÍSICA - RESÚMEN**
Este trabajo tiene como foco de estudio la acción pedagógica del profesor de educación física en el cotidiano de la escuela basada en “Ciclos de Formación”. Los objetivos fueron identificar y entender como el saber-hacer pedagógico se constituye en el contexto de la Red Municipal de Enseñanza de Porto Alegre. Es un estudio de caso, dirigido desde una perspectiva cualitativa. El análisis y la interpretación de las informaciones muestran una propuesta pedagógica innovadora y expresa una opción real y viable para la mejora de la calidad de la enseñanza. Sin embargo, esa propuesta presenta algunos aspectos divergentes en su realización práctica, lo que propicia el surgimiento y manutención de contradicciones.
Palabras claves**:** acción pedagógica, profesor de educación física, enseñanza por ciclos de formación.

CONTEXTO CURRICULAR EM CICLOS DE FORMAÇÃO: IMPACTO DAS MUDANÇAS EDUCACIONAIS NA AÇÃO PEDAGÓGICA DO PROFESSOR DE EDUCAÇÃO FÍSICA - RESUMO
Este trabalho tem como foco de estudo a ação pedagógica do professor de educação física no cotidiano da escola em “Ciclos de Formação”. Os objetivos foram identificar e compreender como o saber-fazer pedagógico se constitui, no contexto da Rede Municipal de Ensino de Porto Alegre. É um estudo de caso, orientado por uma perspectiva qualitativa. A análise e a interpretação das informações revelam uma proposta pedagógica inovadora e expressa uma opção real e viável para a melhoria da qualidade do ensino. No entanto, essa proposta apresenta, alguns aspectos, divergentes na sua efetivação prática, que propicia o surgimento e manutenção de contradições.
Palavras chaves**:** Ação Pedagógica, Professor de Educação Física, Ensino por ciclos de formação.