18 - THE PORTFOLIO AS AN INSTRUMENT OF SYSTEMATIZATION AND REFLECTION ON THE PHYSICAL EDUCATION PEDAGOGICAL PRAXIS IN PRESCHOOL EDUCATION

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1 INTRODUCTION

The Physical Education debut in the Preschool education context is a recent social phenomenon that goes parallel the changes occurred in this education level, which has been part of the Brazilian Basic Education since 1996. If those changes extended the Preschool objectives far beyond the 'child-care', to reach the 'education' as a social fuction of the early childhood school, on the other hand, the production of the pedagogical know-how appropriate to the little children is still a challenge for the Brazilian Education.

Concerning the Physical Education, the intervention proposals produced by the Brazilian pedagogical thought are mostly destinated to the Elementary and High School educational levels, excluding the Preschool education peculiarities and the little children specific demands. The approach to the movement concept in the Preschool education has been perceived through two perspectives: the 'maturational' and the 'psicomotricist'. The first perspective understands that the motor development process of the children is started by regulative endogen mechanisms, attaching little importance to the children's motor experiences. The second gives the movement a utilitarian function, using it mechanically and out of context in the advance of the child's logical-mathematical thinking processes.

The Physical Education consolidation in the Preschool education passes through the production of its own pedagogy, which would be able to connect the childhood movement culture to the children's necessities and to the peculiarities of this educational level. However, this pedagogy can only achieve its legitimacy if it comes from real teaching-learning situations, considering the know-how of the persons involved as the chosen way for the pedagogical praxis reflection and systematization. It is necessary to surpass the scientificist speech, modernitiy signatory, strong presence in the Brazilian pedagogical thought, which aims to solve the physical education problems with academic proposals disconnected from the everyday school routine. According to Tardiff (2002), the knowledge is not an instrument to the pedagogical work, but it is something produced in this very work, through the reflection and the dialogue among the persons that are part of the everyday school life.

In this way of thinking, the undergraduate courses for Physical Education teachers formation - through the Supervised Internship discipline - have been consolidating themselves as a privileged locus to knowledge production and ressignification of the teaching actions in the Preschool context. The reflection on the pedagogical praxis occurred during the internship is a procedure to be adopted as a formative resource. Studies about the production of pedagogical know-how (PIMENTA; LIMA, 2002; TARDIFF, 2002; SAYÃO, 2000) have showed the importance of approaching internship subjects and activities to the Preschool institutions reality. Besides that, those studies point out that no pedagogical project will move forward if the teachers are perceived as mere performers of external oriented proposals. Those studies show the necessity for the teacher to become a researcher on his own actions, starting from a reflexive and investigatory perspective.

However, it is necessary to systematize and register the pedagogical practices involved in the Preschool everyday. The pedagogical documentation is a rich source for new knowledge production, because it allows the reflection and the research about accumulated teaching-learning experiences. Among the different register and documentation instruments of the pedagogical praxis, the portfolio is a remarkable one because of the quantity and the quality of its available information, giving the teacher-reseacher valuable data for producing teaching know-how in Preschool.

In this study, we discuss the Physical Education insertion in the Preschool context, through the analysis of the portfolios produced in the intervention process of the Supervised Internship in an undergraduate Physical Education course. Our goal is to understand how the Physical Education pedagogical praxis in the Preschool has been formed in this context and discuss the boundaries and possibilities of using the portfolio as an instrument of research and reflection on the pedagogical praxis in Preschool Education. It is a documental research which analyzed 133 portfolios produced between 2002 and 2008.

2 THE PORTFOLIO AS A WAY OF KNOWLEDGE PRODUCTION IN PRESCHOOL EDUCATION

The portfolio is an instrument originated in the Arts field, which came out to create alternative forms for assess creative skills, as well as to show an examiner or a costumer the global view of the artwork. In the education field, the portfolio is used as a pedagogical praxis register and it is formed by “[...] different types of documents, which render evidences of the produced knowledge, of the used strategies and of the creator continuous learning disposition” (HERNANDEZ, 1998, p. 100). The portfolios gather different documents of a variety of children's and teachers' expressions, and they are supposed to be produced during all the teaching-learning process, not only at the end of it. The data richness is in the information details, in the clues of what is produced during the pedagogical intervention. The portfolio production may be compared “[...] to the act of following the threads of a spinning jenny. We get to a point in which they can be observed compounding the whole [...] To reach the pattern coherence, we lay our eyes upon the different lines” (GINZBURG, 1989, p. 119). The dense and detailed register is essential for new knowledge production, because it extends the interpretation possibilities of the pedagogical practices. In view of that, the technological material support is indispensable, such as photographic cameras and tape recorders, likewise the field diary, for keeping the events details.

Sarmento (2003) indicates that the portfolios gather the projectable texts of the pedagogical action, like the school Policy-Pedagogical Project, the course plan, the lesson plans etc, besides that, they systematize the material which is a product of this action, like the children's drawings, the classes iconographical registers, the tests, the reports etc. Shores and Grace (2001) point out that there is possible a free selection of the documents which will form the portfolio, and the lack of creativeness is the unique aspect that can inhibit the production of remarkable registers, opened to a large possibility of educational activities interpretations.

The portfolio is an instrument of the pedagogical praxis self-reflexiveness, a way through the persons involved in the everyday school routine produce knowledge, passing through what they consider important to be reported. In this point of view, it

is not a mere instrument of children observation, used for checking if their development follows universal and immutable rules. The portfolios are social constructions on which the meanings of the pedagogical practices are settled in the interpretation acts. The collected data from different sources are interpreted emphasizing the context of meaning production through verbal and action signifiers. The meanings attached to the words, images and actions should consider the socio-interactive environment in which they were produced (MELLO, 2007).

This perspective lines up with a science model that breaks the existence of an absolute truth idea a priori, settled on Nature, waiting to be captured by the senses. The portfolio allows the teacher to perceive his subjectivity and the educational practices as something socially produced. The more aware is the teacher of this process "[...] the more is the possibility of changing through a new space construction, in which an alternative speech may be settled for producing a new practice" (DAHLBERG; MOSS; PENCE, 2003, p. 200).

As a pedagogical documentation, the portfolios may be put away and reexaminated any time. However more than instruments of the school memory, they are documents opened to new interpretation and reconstructions, helping the knowledge increasing. Because of that, its production is supposed to be incorporated in the everyday school practices. The teachers need appropriate time and space for the production and sharing of this material. Since they are source for the production of new know-how in Preschool education, the portfolio gives confidence and legitimacy to the institutions and to the teachers, granting visibility and publicity to their job. According to Moss and Pence (2003, p. 206-207):

Thanks to the documentation, each child, each educator and each institution may achieve a public voice and a visible identity. What is documented may be seen as a narrative of the children, educators and parents' lives in the early childhood education institution. A narrative which can show the contributions of the intitutions to our society and to the democracy development.

The production of new knowledge through portfolios occurrs in the communicative relation among the persons who are part of the early childhood education institutions. Settled on this pedagogical documentation, the persons interpretate, problematize and ressignificate the registers through a dialogue relation. What particularize the porfolio is the permanent possibility of reflection, the opportunity to constrast the educational objectives with the activities actually set to achieve them (HERNANDEZ, 1998). The pedagogical documentation, as a knowledge production process, demands the dialogue and the participation of the multiple views which are present in the Preschool education (teachers, children, parents, administrators, school employees etc).

However, since the dialogue is a human production, it is not neutral. Power relations and symbolic domination passes through it. In the communicative interactions, there is the intersection of hierarchical fields, in which persons and groups fight for their opinion, not rarely defending it as the most objective view of a phenomenon. The speeches are elements, which order, organize and set the way we see the world and act in it. As socially settled productions, located in specific contexts, the speeches are filled with ideologies, opinions and values. Since they are socially distributed, they point out some differences of authority, legitimacy and persuasion power, depending on who produces it and establishing an unequal social order among the interlocutors. The communicative interactions incorporate the power relations that exist in the society. Nevertheless, this context, complex and restrictive, does not stop the fight for the consolidation of communities founded in those speeches that aim to reach their interests and necessities.

Because of that, there is the necessity of establishing the 'fair distance' for dealing with the portfolios, since they were produced to be read in a determined way, as teaches us Chartier (1990). From a critical perspective, it is necessary to read the 'evidences the wrong way round', against the original intentions of the creators. So that, it will be possible to considerate "the power relations, as well as what is irreducible to them" (GINZBURG, 2002, p. 43).

3 THE KNOW-HOW PRODUCTION IN PRESCHOOL PHYSICAL EDUCATION: AN ANALYSIS STARTING FROM THE PORTFOLIOS

In this topic, we discussed the limits and the possibilities of using the portfolios as a way of know-how production in the Preschool Physical Education. For this reason, we analyzed 133 portfolios produced since the beggining of the Supervised Internship discipline of the Physical Education undergraduate course at the Vila Velha University Center (UVV), which takes the intervention on Preschool education as its focus. The UVV's Curricular Internship is a knowledge production field, as well as a formative space, reorganized in a reflexive and investigatory perspective. This perspective aims to form teachers with intellectual autonomy, able to know about and how to do what they want to do, and why they want it. The teacher formation criticizes the praxis and the reality, at the same time that it produces their personal, ethical and political identities. There is a reflection on all the intervention process (planning, executing and assessing) in which the supervisor teachers, the school teachers and the interns, all of them discuss about the problems and possibilities lived in the everyday Preschool Physical education routine. This interaction is mediated by the portfolios produced during the teaching-learning process. The researched material in this study was produced between 2002 and 2008. The analyzed documents allowed us to infer about the theoretical-methodological reference for the Preschool Physical Education insertion and about the 'times' of the class activities performed in this discipline.

The analyzed portfolios pointed out the change of the theoretical-methodological reference used in the internship context. The first 35 portfolios, produced in 2002, 2003 and 2004, showed that the theoretical-methodological basis adopted for the Physical Education intervention in the municipal preschool institutions were not worried about establishing a dialogue with the different knowledge areas present in the Preschool education. Pedagogical concepts were used in which the Physical education know-how was isolated from the other activities of the school everyday. This fact generated conflicts between the interns and the teachers in charge at the classroom. The class reports, present in some portfolios, registered the conflicts between these persons, who knowing nothing about one another job, questioned and misjudged the others activities. In a specific report, the teacher accused the Physical Education of being an invader, because it spoiled the activities that she had prepared. In another report, the interns described that the teacher claimed about the children's excitement and dirty clothes after the Physical Education classes. In a third report, the interns registered that the teacher questioned the utility of the Physical Education, once the kids have been already playing for a long time in the school playgrounds.

In face of these problems, it was necessary to think again about the Physical Education insertion in those schools where the internship was held. The alternative found was the Project Pedagogy (HERNANDEZ, 1998), a theoretical-methodological reference that intends to break with the knowledge discipliner view. In this way of thinking, different areas of knowledge interact starting from a commom curricular axis. The pedagogical work goes around produced projects, shared with the persons that are part of the school everyday. Besides that, the adopted themes in the projects come from the specific problems and necessities of each educational reality.

The Project Pedagogy bridged the dialogue gap between the interns and the teachers, creating a pacific point which made possible the understanding e the recognition of the others' job, through more solidary relationships. However, the solidarity

is not a universal value, an imanent characteristic of the human being: it is constructed and it is not natural. It manifests in our environmental existence contexts. We express our solidarity to whom we reconigze like 'one of us', starting from the notion of belonging (RORTY, 1994). The "widening of the circle of the 'we'" occurred in the investigated context because of the identity vocabulary constitution, came from the communicative exchanges, in which the persons could negotiate the meanings and directions of the shared pedagogical action.

The portfolios produced in 2005, 2006, 2007 and 2008 (98, in total), registered that the pedagogical practices developed in the Physical Education area during this period were mediated by the Project Pedagogy. Both the projectable action texts (course plans, lesson plans) and the action final material (pictures, reports, children's output) express the efforts of the teachers and the interns to develop a common project. For instance, we could cite the projects "One, two... rice and beans" (MELLO *et al*., 2008); "The circus goes to school" (DIIR, 2007); "Natural and cultural beauty in Espírito Santo", developed in the Municipal Preschool Institution Jurandir de Mattos Griffo, and the projects "Children who play can more"; "Art as expression", developed in the Municipal Preschool Institution Luiz Augusto Aguirre e Silva.

The portfolios were also an important way of thinking the 'times' of the Preschool Physical Education activities. In this view, it is useful to point out the use of the 'executing chart', instrument created by the internship teachers with the intention of giving themselves clues about the materialization of the activities and objectives proposed in the planning process, intending to set new intervention strategies. The 'executing chart' is a product of pedagogical action that is present in the analyzed portfolios. Through its analysis it was possible to verify that the class duration was not enough for accomplishing the planned activities. The registers revealed many planned games which were not played due to the lack of time. This fact caused the interns anguish, because of the frequent frustation feeling. It generated discussions about the duration of the activities, when two questions were asked: is it better to descrease the duration of the games in order to play a lot of them at the same day? Or it would be better play the games without worry about the time? This dilemma got the interns back to research and they eventually came out with the following conclusion: the Physical Education activities must not follow the 'chronos' time, it means, the time of the clock that sets the activities should last five or ten minutes. The activities must be prepared in the idea of the 'kairos' time, the time of pleasure, which is focused on the children's involvement in the activities they care about. In this way of thinking, an activity may last the entire class or just one minute, since what determines its lenght is the children's pleasure while they are doing it.

Regarding to the limits of the portfolio, the lack of time to its production is the most evident aspect noticed in the interns' speech. They recognize the importance of this pedagogical documentation to their formative process and to the production of new know-how in the Preschool Physical Education, but they claim that the production of this material demands more time than they actually have. Many interns related that they would like to have more time to dedicate to the portfolios production, but they could never do it due to the lack of time. The elaboration of these documents should be incorporated to the pedagogical everyday practices, in which times and spaces should be avaiable to its production and sharing, since it will be useful for producing new knowledge just if it allows the communicative interaction among the persons that are inserted in each particular school universe. Although it is a limit, it is worthy to point out that the portfolio issue must spread out and include the children and their parents. Some initiatives in this direction have been occurring through semestral seminars, in which the pedagogical systematization is showed and discussed among the school community.

4 FINAL CONSIDERATIONS

The portfolio has been consolidating itself as in important instrument of pedagogical praxis reflection and also a important tool for producing intervention know-how in the Preschool Physical Education area. The systematic documentation of the teaching-learning process allows new interpretations about the knowledges and activities used by the Physical Education while acting in the early childhood education. This study demonstrated the possibility of using the portfolio as a research instrument, pointing out knowledges that were produced starting from discussions and reflections on this pedagogical documentation. Among them, it presented the remarkable Project Pedagogy as a theoretical-methodological reference for the insertion of the Physical Education in the Preschool education context and the criteria to determine the duration of the children's activities. Concerning the limits related to the portfolio use as a research instrument, the inappropriate conditions of its production is a prominent problem in the school everyday routine.

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THE PORTFOLIO AS AN INSTRUMENT OF SYSTEMATIZATION AND REFLECTION ON THE PHYSICAL EDUCATION PEDAGOGICAL PRAXIS IN PRESCHOOL EDUCATION

ABSTRACT

It discusses the boundaries and possibilities of using the portfolio as an instrument of research and reflection on the Physical Education pedagogical praxis in Preschool education. It is a documental research which analyzed 133 portfolios produced in the Supervised Internship discipline in a Physical Education undergraduate course, between 2002 and 2008. The

data analysis showed the contribution of this documentation for producing know-how in the previously cited area, clearing some issues related to the theoretical-methodological perspectives of intervention in the Preschool education context. The limits related to the portfolio use as a research instrument are a reflection of the inappropriate conditions of its production, like insufficient space and time to complete it.

KEYWORDS: Portfolio. Preschool education. Intervention.

LA SYSTÈMATISATION PORTEFEUILLE COMME UM OUTIL ET RÉFLEXION DE L´EDUCATIONS PHYSIQUE PRAXIS PÈDAGOGIE DE LA PETITE ENFANCE

RESUMEE

Discute les limites et les possibilités d'utiliser le portefeuille comme un outil de réflexion et de recherche de l'enseignement pratique de l'éducation physique dans l'éducation des enfants. Recherche documentaire qui a examiné 133 portefeuilles de produits dans la discipline de la supervision, un premier cours de formation en éducation physique au cours de la période de 2002 à 2008. Data analysis permis à la contribution que la documentation de la production de connaissances et de l'éducation physique dans l'éducation des enfants, en expliquant les questions liées à l'enseignement théorique et méthodologique de référence pour l'intervention et le “temps” les activités de cette discipline dans le cadre de l'enseignement des enfants. Les limites liées à l'usage du portefeuille comme un outil de recherche a porté sur l'inadéquation des conditions de sa production, tels que le manque d'espace et de temps.

MOTS-CLÉS: Portfolio. L'éducation des enfants. Intervention.

EL PORTAFOLIO COMO INSTRUMENTO DE SISTEMATIZACIóN Y REFLEXIóN DE LA PRáXIS PEDAGóGICA DE LA EDUCACIóN FíSICA EN LA EDUCACIóN INFANTIL

RESUMEN

Discute los limites y las posibilidades de utilizar el portafolio como instrumento de investigación y reflexión de la praxis pedagógica de la Educación Física en la Educación Infantil. Investigación documental que ha analizado 133 portafolios producidos en la disciplina de Práctica Asistida, de un curso de formación inicial en Educación Física, en el período de 2002 hasta 2008. La análisis de los datos ha permitido constatar la contribución de esa documentación pedagógica para la producción de los conocimientos y de los hechos de la Educación Física en la Educación Infantil, exponiendo cuestiones relacionadas a el referencial teórico-metodológico para la intervención y a los “tiempos” de las actividades de esa disciplina en el contexto de la enseñanza infantil. Los limites relacionados a la utilización del portafolio como instrumento de investigación se centran en las condiciones inadecuadas para su producción, como la falta de espacio y de tiempo.

PALABRAS-LLAVE: Portafolio. Educación Infantil. Intervención.

O PORTFÓLIO COMO INSTRUMENTO DE SISTEMATIZAÇÃO E REFLEXÃO DA PRÁXIS PEDAGÓGICA DA EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL

RESUMO

Discute os limites e as possibilidades de utilizar o portfólio como instrumento de pesquisa e reflexão da práxis pedagógica da Educação Física na Educação Infantil. Pesquisa documental que analisou 133 portfólios produzidos na disciplina de Estágio Supervisionado, de um curso de formação inicial em Educação Física, no período de 2002 a 2008. A análise dos dados permitiu constatar a contribuição dessa documentação pedagógica para produção de saberes e fazeres da Educação Física na Educação Infantil, explicitando questões relacionadas ao referencial teórico-metodológico para a intervenção e aos “tempos” das atividades dessa disciplina no contexto do ensino infantil. Os limites relacionados à utilização do portfólio como instrumento de pesquisa incidem sobre as condições inadequadas para a sua produção, como falta de espaço e tempo.

PALAVRAS-CHAVES: Portfólio. Educação Infantil. Intervenção.