

CONTRIBUTIONS OF THE RESEARCH GROUP F3P-EFICE TO PEDAGOGICAL PRACTICE AND TEACHER TRAINING AT ESEF/UFRGS AND IN PORTO ALEGRE'S MUNICIPAL SCHOOL SYSTEM

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ABSTRACT: The purpose of this article was to analyze how the qualitative research group F3P-EFICE, since its constitution, has been contributing to the education of physical education students at the ESEF/UFRGS and to the pedagogical practice of teachers of Porto Alegre's Municipal School System. The analytical process was accomplished under the review of the studies conducted by the group and through historical documents. It was possible to perceive from the analysis that the research group has began its work concerned with deepening studies which was able to support the pedagogical practice and training of physical education teachers.

Key-words: Research Group; Teacher Training; Physical Education

1 INTRODUCTION

This article is part of a broader project entitled "SCHOOL OF PHYSICAL EDUCATION OF THE UNIVERSITY OF RIO GRANDE DO SUL (1940-2010): mapping scenarios for professional training and production of knowledge in public policies for sport and leisure." This project is part of the Core Network of Development of Recreational Sports and Leisure (REDE CEDES) of the Ministry of Sports. This project, being developed in commemoration of the 70th anniversary of the EsEF/UFRGS, consists of three axes. The first axis relates the historiographical study that proposes the reconstruction of memory in this institution. The other two axes will contemplate the following research themes: a) Production of knowledge of Public Policies for sport and leisure by the ESEF/UFRGS b) Teacher training offered by the EsEF UFRGS and its impact on the Municipal School System of Porto Alegre (RMEPA) and on the higher education system.

To study all axes in depth and quality, we chose to conduct a search which, in turn, involves four research groups of the said educational institution: the **Study Group on Culture and the Body** (GRECCO), coordinated by Professor Silvana Vilodre Goellner and

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Professor Alex Branco Fraga; **Social and Cultural Study Group on Physical Education** (GESEF), coordinated by Professor Marco Paulo Stigger, **Center for Studies in History and Memory of Sports and Physical Education** (NEHME) of the Olympic Studies Center, coordinated by Professor Janice Zarpellon Mazo, the **Group of Qualitative Studies on Teacher Training and Pedagogical Practice in Physical Education and Sports Science** (F3P-EFICE), coordinated by Professor Vicente Molina Neto.

The F3P-EFICE Group was responsible for developing the third axis, where we will analyze, identify and understand how this collective has, since its inception, contributed to pedagogical practice of Physical Education (PE) teachers and future teachers of the RMEPA, which has, since 2000, been part of the teacher training and knowledge production scenario of the EsEF/UFRGS.

Thus, based the objectives of this study, we summarized the issue in the following question: **How has the research group F3P-EFICE, since its formation, contributed to the pedagogical practice of teachers and future teachers of PE from the RMEPA?** We will initiate this study with the historical recovery of the F3P-EFICE Group in order to understand its emergence in the context of knowledge production. We will then discuss Teacher Training and Pedagogical Practice and, finally, we will present our final considerations to conclude this paper.

2 A BRIEF HISTORY OF THE F3P-EFICE GROUP

We believe that understanding the historical perspective and the academic context that allowed for the emergence of the F3P-EFICE Group is important, since it gives us references to achieve our goals: to analyze, identify and understand how this Group has been, since its formation, attempting to contribute to the pedagogical practice of PE teachers and future teachers of the RMEPA.

In the late 90s the Municipal Secretariat of Education (SMED) was consistently running several Continuing Training programs in partnership with the UFRGS, from the perspective that “changing is difficult, but it is possible and urgent” (FREIRE, 1991, p . 08). In 1999, with the initiation of the exchange process between the ESEF/UFRGS and the SMED, a Continuing Training course began to be planned and implemented specifically at the PE level by a group of teachers in this School. The interest of teachers ministering

Continuing Training in deepening knowledge on “Schooling Cycles” – implemented by the Popular Administration¹ – converged with the interest of the SMED in expanding and implementing the discussion about the specificity of PE in the Project *Escola Cidadã* (“Citizen School”)² the manifestation of interest of PE teachers of Municipal Schools in encouraging discussion of this subject in the school curriculum (MOLINA; MOLINA NETO, 2001).

The course was titled “the practice of investigating practice itself”, inspired by Paulo Freire (1997). That is because the focus of the activity was to conduct a review of Continuing Training of teachers of the School System in the *Escola Cidadã*, emphasizing the critical reflection on pedagogical practice of PE in Primary Education Schools. The group of directors – composed of four professors, three from the ESEF/UFRGS and one from UNISINOS – chosen thanks to their the great capacity for listening, have committed themselves to hearing the arguments of the School System teachers and, thereafter, encouraging them to expose their ideas and reflect on their work, their inclusion in schools, and the role of PE in the school curriculum. For this purpose, they employed dynamics of production and collective discussion in a large workgroup. “Words” recorded in these workgroups were systematized by the trainers and discussed in the same group of participants for analysis and interpretative co-validation (MOLINA; MOLINA NETO, 2001). Following these steps, teachers produced important reflections on the representation that builds on the teachers and, based on that, they systematized their interpretations according to Molina and Molina Neto, one of them being that:

Physical education teachers from the Municipal School System of Education of Porto Alegre have a very clear understanding of the purpose of physical activity in the *Escola Cidadã*. The vast majority discursively converge to understand that physical education works with elements of physical culture of human movement, which should work with pedagogical intent, being able to socialize students and make them critical, creative, participatory and autonomous citizens that, above all, can act by appropriating the social agendas of their historical time. (MOLINA; MOLINA NETO, 2001, p 81).

¹ Management headed by the Worker’s Party, which led the Municipality of Porto Alegre between 1989 and 2004.

² By saying *Escola Cidadã*, we are referring to schools organized by Schooling Cycles, that is, a new type of curriculum proposed by the SMED from the Municipality of Porto Alegre in the early 90s, representing an alternative to the excluding character of the neoliberal context that treats Education as a commodity.

In addition, the teachers of the RMEPA noted doubts and uncertainties in this training space. One of the uncertainties was related to the specific content of PE classes and a few doubts are related to “what” and “how” to teach, how to relate the contents of PE with values and attitudes, and how to work with interdisciplinarity, among others. Still, the theories proved to be unsatisfactory, as they do/did not give satisfactory answers to the problems faced at school, showing that the school is not isolated from the world and that teachers are required to mediate the knowledge to be addressed with the reality in which students, school and community are inserted.

As a result of these considerations and concerns arising in the Continuing Training course, the study group – which since the early 90s had been interested in studying the pedagogical practice of PE teachers of public schools – comprising teachers of the EsEF/UFRGS and RMEPA teachers, began to systematically meet every 20 days with the purpose of deepening studies that might provide support for the practice of PE teachers in school, since, as highlights Sanchotene (2007), PE classes are experiencing major transformations, especially since there is a concern of teachers to look for new foundations to allow for the development of critical reflection of teaching practice, which may support a critical, socially committed pedagogical intervention.

In early 2001³, this study group came to be called “Group of Qualitative Studies on Teacher Training and Pedagogical Practice in Physical Education and Sports Science” (F3P-EFICE)⁴, registered in the Directory of Research Groups and CNPq and had the dependencies of the EsEF/UFRGS as a reference, where its regular meetings held every 15 days.

The choice for the qualitative research method was based on the understanding that this would be more appropriate to analyze and understand the educational work in school PE, giving voice and opportunity for collaborators with multidimensional rationality. In addition, qualitative research seeks to understand a given particular context, on the assumption that generalizations are not possible (NEGRINE, 2010), making a deep search

³ It should be noted that, in late 2000, the Graduate Studies Program in Movement Science received approval from CAPES to operate in Doctoral courses and evaluation documents of the area of physical education at the time emphasized the formation of research group associated with the Graduate Studies Programs in Brazil as a development strategy for knowledge production.

⁴ Currently, only the F3P-EFICE Group produces knowledge on pedagogical practice and teacher training in the area of school PE out of 16 research groups within the EsEF/UFRGS.

for the meanings that subjects build in their daily teaching.

Since then, studies on Teacher Training and Pedagogical Practice in Physical Education and Sport Sciences have been gaining materiality in Scientific Initiation (SI), Master's Dissertations, PhD Theses, scientific articles published in journals, and papers in annals of national and international conferences in the area of Physical Education, Education, among others.

It is then with the group of investigators, consisting of Master's Degree, Doctoral Course, and Postdoctoral course students, SI scholarship holders (undergraduate students at the EsEF/UFRGS), and with the aid of their studies that experiences, tensions, and difficulties concerning teaching are shared. Thus, through the exercise of critical, continual reflection, we attempt not only to understand, but to overcome the various problems faced in daily teaching, from Basic to Continuing Training, and, according to Wittizorecki (2001), in his Master's Dissertation, to support them in their process of reflection and reconstruction of educational practice conducted in schools.

The Group has, to date, produced 4 PhD Theses, 16 Master's Dissertations, 8 Undergraduate Theses, 2 books and numerous publications in journals and papers in annals of national and international conferences. Currently, the Group is preparing 1 Postdoctoral project, 3 Doctoral Thesis Projects, 3 Master's Dissertation Projects, and 2 SI projects.

Importantly, although the main field of research of the work of the F3P-EFICE still comprises schools in the RMEPA⁵, the group has conducted several studies in other areas, maintaining investigation in teaching practice and/or teacher training. In total, 20 productions – among Theses, Dissertations, Undergraduate Theses and current projects – with studies “on” and “in” the School System and 15 other studies conducted in areas covering pedagogical practice and teacher training in the field of PEF. See table below:

TITLE	AUTHOR, YEAR OF COMPLETION, EDUCATIONAL BACKGROUND	DESCRIPTION
Formação permanente de professores de Educação Física na RMEPA no período de 1989 a 1999:	GÜNTHER, M. C. C., 2000.	Ethnographic study that attempts to understand the effects of continuing training activities in pedagogical practice of Physical Education in the

⁵ The F3P-EFICE has conducted studies in 21 out of the 96 schools in the RMEPA.

um estudo a partir de quatro escolas.	Master's Dissertation	RMEPA.
O trabalho docente dos professores de Educação Física da RMEPA: um estudo de quatro escolas do Morro da Cruz.	WITTIZORECK, E. S., 2001. Master's Dissertation	Ethnographic study that attempts to understand the daily work of Physical Education teachers in the RMEPA, operating in a region of the city of Porto Alegre.
Planejamento de Ensino dos professores de Educação Física do 2º e 3º ciclos da RMEPA: um estudo do tipo etnográfico em quatro escolas desta rede de ensino.	BOSSLE, F., 2003. Master's Dissertation	Ethnographic study that attempts to understand the teaching planning process the Physical Education teachers in the RMEPA and its most important constituent parts.
A Síndrome do Esgotamento Profissional: o abandono da carreira docente pelos professores de Educação Física da RMEPA.	SANTINI, J., 2004. Master's Dissertation	A descriptive exploratory study that attempts to understand the process of abandoning of the teaching career of physical education teachers who work in the RMEPA.
A interdisciplinaridade na ação pedagógica do professor de Educação Física na RMEPA: um estudo de caso.	PEREIRA, R. R., 2004. Master's Dissertation	Ethnographic case study that attempts to understand interdisciplinarity in teaching activities of Physical Education teachers in the RMEPA and the elements that facilitate and hinder these activities.
A avaliação nas aulas de Educação Física na RMEPA: um estudo de caso	OLIVEIRA, L. R., 2005. Scientific Initiation	A case study that attempts to understand what is evaluated and how is evaluation performed in Physical Education classes in the RMEPA.
A prática pedagógica dos professores de Educação Física e o currículo organizado por ciclos – um estudo etnográfico na RMEPA.	GÜNTHER, M. C. C., 2006. PhD Thesis	Understanding pedagogical practice of Physical Education teachers in primary education schools of the RMEPA based on implementation of curriculum organized by training cycles and building of knowledge elaborated in this experience.
Avaliação do processo de ensino – aprendizagem nas aulas de Educação Física nas séries finais do ensino fundamental.	KULMANN, M. F. H., 2007. Scientific Initiation	Understanding the process of evaluation of Physical Education in final grades of Primary Educational in the RMEPA.
A atuação profissional e política de uma professora negra no contexto sócio-educativo de uma escola da RMEPA: um estudo de caso.	ARAÚJO, M. L., 2006. Scientific Initiation	Understanding the political and pedagogical practice of a black PE teacher in the process of social transformation in the social and educational context where she operates.
Um estudo de caso com mulheres professoras sobre o processo de identificação docente em Educação Física na RMEPA.	SILVA, L. O., 2007. Master's Dissertation	Understanding identification of PE teachers in the RMEPA, identifying constriction elements and characteristics that constitute them, in the view of the teachers.
A relação entre as experiências vividas pelos professores de Educação Física e a sua prática pedagógica : um estudo de caso.	SANCHOTENE, M. U., 2007. Master's Dissertation	Identifying and understanding the teaching “habitus” of PE teachers of the RMEPA.
O estudante negro na cultura estudantil e na Educação Física escolar.	SANTOS, M. V., 2007. Master's Dissertation	Understanding the meaning that students attribute to black identity in schools of the RMEPA.
O impacto das mudanças sociais na ação pedagógica dos docentes de Educação Física da RMEPA: implantação e implementação do projeto Escola Cidadã .	DIEHL, V. R. O., 2007. Master's Dissertation	Identifying and understanding , from the perspective of PE teachers, the effects of recent historical and social transformations in their pedagogical action in the school context organized by training cycles.

As expectativas e os saberes construídos pelos professores de Educação Física na RMEPA.	ROCHA, C. H., 2006. Scientific Initiation	Understanding expectations and knowledge built by PE teachers in labor relationships in schools of the RMEPA.
“O eu do nós”: o professor de Educação Física e a construção do trabalho coletivo na RMEPA.	BOSSLE, F., 2008. PhD Thesis	Understanding the contribution of PE teachers to the process of construction of collective labor in primary education schools of the RMEPA.
Alternativas pedagógicas e pessoais frente ao desgaste no trabalho docente num contexto de mudanças sócio-culturais.	LOURENÇO, B. L., 2009. Master’s Dissertation	Identifying and understanding pedagogical and personal alternatives of physical education teachers of the RMEPA to avoid, overcome and minimize the wear caused by the teaching work.
Mudanças sociais e o trabalho docente do professorado de Educação Física na escola de Ensino Fundamental: um estudo da RMEPA.	WITTIZORECKI, E. S., 2009. PhD Thesis	Understanding the effects of social transformations in organizing the work of PE teachers of the schools of the RMEPA, identifying knowledge and strategies created to face social, cultural, and educational demands of the school community.

Table1 – Surveys made in the Municipal School System of Porto Alegre with Physical Education schools (RMEPA).

PROJECT TITLE	AUTHOR, EDUCATIONAL BACKGROUND	DESCRIPTION
A violência escolar e sua representação para os professores de educação física das escolas públicas de Porto Alegre.	BOSSLE, F. Postdoctoral Thesis	This qualitative, descriptive and explanatory study, which attempts to understand the representation of violence for physical education teachers in public schools in Porto Alegre in the face of social changes and their consequences in the classroom.
As trajetórias de vida dos/as estudantes-trabalhadores/as da educação de jovens e adultos: o significado da educação física	REIS, J. A. P. Master's Degree Project	Qualitative case study that aims to investigate the significance of Physical Education in the lives of students and workers of the EJA of the RMEPA.

Table 2 – Projects under Development – Research Group F3P-EFICE

O Curso de Licenciatura em Educação Física na UFRGS: a voz discente	DANIEL. J. V., 2009. Scientific Initiation and Undergraduate Thesis	Study that aims to understand the concepts of curriculum of students of the Licentiate Degree Course in Physical Education at the UFRGS; understanding what were the initial expectations of these students when enrolling at the University; and understanding their future teaching prospects.
A organização do trabalho pedagógico na Formação Inicial de professores de Educação Física.	FILIPPINI, I., 2010. Scientific Initiation and Undergraduate Thesis	Study that aims to understand the organization of pedagogical work in internships in the Licentiate Degree Course in Physical Education at the ESEF/UFRGS and teacher training in this course.

Table 3 – Crosscutting subjects – Research Group F3P-EFICE

Concepções de escola elaboradas por estudantes de Educação Física.	SILVEIRA, P. S., 2011. Scientific Initiation Project and Undergraduate Thesis	Ethnographic study that seeks to understand the conceptions of school that physical education students EsEF/UFRGS bring from their school life and what changes after university.
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A Organização do Trabalho Pedagógico da EF na escola Capitalista: um estudo da Rede Municipal de Ensino de Nova Santa Rita-RS.	FRIZZO, G. F. E., 2011. PhD Thesis Project	This study aims to analyze the organization of the pedagogical work of PE and treatment with knowledge of this subject, attempting to explain the contradictions in capitalist schools related to this form of organization of society based on the capital-labor antagonism.
Descoberta ou sobrevivência? Caminhos percorridos pelos professores de educação física durante os primeiros anos de atuação.	CONCEIÇÃO, D. V. J. S., 2011. PhD Thesis Project	Study that, through narratives, proposes a discussion on the process of identity construction of novice teachers from the cycle of teacher development, pedagogical work and life story.
A formação dos educadores sociais de esporte e lazer no programa esporte e lazer da cidade de Porto Alegre/RS.	TONDIN, G. 2011. Master's Degree Thesis Project	Deals with a survey that examines professional training of social educators in the Program <i>Esporte e Lazer na Cidade</i> (Sport and Leisure in the City), implemented by the Ministry of Sport, in Porto Alegre. It aims to understand how the concepts socialized in training impact educators' pedagogical practice.

Table 4 – Crosscutting Subject Projects – Research Group F3P-EFICE

The collective, similarly, believes that research is not the sole tool for knowledge production, but an important element to this constitution. Therefore, its commitment to producing knowledge is not only in the field of theories. It seeks ways to socialize knowledge production and allow for a significant accumulation in the area of PE, especially regarding qualitative research, pedagogical practice, and teacher training. We thus do this research because we believe in education and in the fact that it might contribute to possible changes in social policies.

Given this conception, the group has held three Seminars on Qualitative Research, seeking to overcome the shortage of events that address these topics. The latest seminar was held in 2010, and the topic addressed was specifically Research and Teacher Training. Unlike the other two Seminars, the Group also sought to give special attention to

researchers in the field of Dance and Physical Therapy⁶ due to the need for scientific advancement in these areas in relation to qualitative research.

As we see, emergence and consolidation of the F3P-EFICE occurs by articulating two basic actions: on the one hand, a graduate studies policy that encouraged teachers, researchers and students to organize collectively to produce scientific knowledge in the area of knowledge and, on the other hand, the interest of physical education professionals in qualifying physical education teacher training and the teaching work of this collective, which is held daily in public primary schools.

3 THE GROUP F3P-RFICE AND TEACHER TRAINING

In this section, we will deepen the discussion of issues that have attracted the main research lines of the F3P-EFICE in these 11 years of existence: teacher training (Basic and Continuing) and pedagogical practice in the area of PE.

We will review teacher training offered by the EsEF/UFRGS and its impact on the RMEPA and on higher education in this disciplinary specificity. We will also identify and understand how this collective has, since its inception, contributed to the pedagogical practice of PE teachers in the RMEPA, both in Basic and Continuing Training.

The EsEF/UFRGS, in 2010, completed 70 years of existence. It was the first Higher Education Institution to train PE teachers to be deployed in the State of Rio Grande do Sul. It also is considered one of the first PE schools founded in Brazil to serve civil teacher training (DACOSTA, 1971).

Although this would allow the School to have an important role in the scenario of PE Teacher Training among Higher Education Institutions (HEI), there are studies within the Group itself – such as the ones by Bernardi (2008) and Oliveira et al. (2010) – which show gaps that remain in Teacher Training at the EsEF/UFRGS. It is interesting to note that these authors were SI scholarship holders in the F3P-EFICE, which brings us to think that their choices for investigations that address Basic Teacher Training and its limitations emerge from their critical views of when they experienced the difficulties of teaching

⁶ In 2009, two new courses were implemented in the dependencies of the EsEF/UFRGS: Dance and Physical Therapy.

practice during their studies. These gaps are also identified in the investigations of the group carried out in the School System, which can be seen below.

3.1 O CURRICULUM IN TEACHER TRAINING

During the review of the Group's studies on Basic Training, we noted that the curriculum of physical education teachers has weaknesses. One factor that reflects the weakness in teacher training in school, which appeared in one study, is the distance between the PE teacher training courses and the school environment. This, in turn, arises from the very constitution of the curriculum of this Institution and most of the HEI (OLIVEIRA et al., 2010).

Another observation in the curriculum which has also appeared in the investigations of the F3P-EFICE is the fact that the “theory studied in the undergraduate course ignores educational practices of PE teachers and is primarily focused on the study of the body schema, human movement, and health.” (OLIVEIRA et al., 2010, p. 125)

These factors lead us to believe that, besides the gap between PF teacher training courses, there is also a lack of interest on the part of future teachers or graduate teachers to work in public schools. The indifference of students in Basic Training occurs as a result of the lack of importance of pedagogical training at the expense of a more technical training, along with the increasing devaluation of teaching” (GÜNTHER; MOLINA NETO, 2000, p. 73).

3.2 THEORY AND PRACTICE IN THE CURRICULUM

Still on the curriculum, a significant issue that involves teacher training and, therefore, limits Basic Training in Physical Education with the treatment of the school environment is the fact that theory often is disconnected with the daily activities in the classroom. This disconnection appeared in the work of Bernardi (2008) as a scholarship holder in Scientific Initiation. In this essay entitled “*A Contribuição da Formação Inicial de Licenciatura em Educação Física da EsEF/UFRGS para a Prática Docente Escolar*” (“The Contribution of Basic Training in the Licentiate Degree Course in Physical

Education at the EsEF/UFRGS for School Teaching Practice”), the author points out that, during the undergraduate studies period, students are immersed in theories and, in the last semesters of the Bachelor’s Degree course, are faced with the reality that lies outside the walls of the Academy, attempting to cope with real students and the striking social and structural complexity of the schools. On this matter, one of the collaborators Bernardi, says that:

[...] The school is really nice in the book and everything is easy. You can propose things that they will do. Here at the EsEF, when we do a recreational exercise, everyone knows how to do it and everyone stays until the end. No one runs around or hits their classmate. Not, it is not like that – everything works here at the EsEF. It is like wonderland. And then you go to school and it is not all like this! You propose some eight activities and will be able to perform one because the class has not heard you. They do not remain silent as we do here at the EsEF. So, how are you supposed to prepare a person that is going to work with people, with another public? It is easy when you work with a group of academicians. (BERNARDI, 2008, p. 50)

As previously mentioned, the school teaching practice is experienced only in the last semesters of the Course. This fact appeared as another problems regarding teaching and learning in pedagogical processes of PE classes, “”distorting and damaging the building of knowledge of undergraduates” (BERNARDI, 2008, p. 54) and also points to the fact that:

[...] Regardless of having technical expertise for practice, there is a gap with regard to the development of a reflective capacity of undergraduates on their own practice. The technical expertise is very well worked in the training process, but reflective processes are denied, since the curriculum is terminal framework, with internships at the end of the course, preventing further reflections on other areas of the training process. (BERNARDI, 2008, p. 54).

Despite these statements and findings from students – whether collaborators or SI scholarship holders – these statements on the Basic Training of PE teachers appear in studies where practicing teachers reinforce the view that contact with the reality of public schools should occur since the beginning of the undergraduate course, because:

When working with the masses, what you learned at university does not apply here. The only thing that you use is in terms of sport, of course, is, say, football. It is played with the foot and it has rules, of course, but sometimes you have to slightly modify these rules in order to suit them to your students. So, you have to adapt what you have learned to your reality, because your reality is not having a court, not having good ball, not having a good place, or having to give a Physical

Education class in a classroom, with chairs and tables, because you have to stay there. So, you have to adapt what you have learned at university to deal with these people, and it is very, very difficult. (Physical Education teacher of Cycles II and III, 25 years of teaching experience) (WITTIZORECKI; MOLINA NETO, 2005, p. 60)

Based on a few studies, we can then consider that the need for a training that is closer to the reality of schools is a wish of both undergraduate students and teachers who are already in the school context.

3.3 TEACHING, RESEARCH, AND EXTENSION IN BASIC TRAINING

The Group F3P-EFICE shares the assumption that one of the commitments of Public Universities is to ensure, in addition to access to education, contact with research and extension. However, the authors state that what we see is a deficit in the curriculum of the EsEF/UFRGS in relation to this triad:

Basic Training of PE teachers at the UFRGS, however, has been unable to account for scientific research throughout the training of undergraduate students, since this process, in relation to the curriculum of the course in question, is restricted to a subject of Research & Methodology in PE and Undergraduate Theses I and II, which reflect the production of a scientific study by the undergraduate during the last two semesters of the course. (OLIVEIRA *et al.*, 2010, p. 126)

As we see, contact with knowledge production takes place through research groups, however, not all students are able to join these cores and, sometimes, complete the course without sufficient contact with the production of knowledge necessary for learning the pedagogical process. Accordingly, the abovementioned authors emphasize the extreme importance of their participation in the Group F3P-EFICE and how it contributes to the training of undergraduates:

Scientific experience allows – through meetings and discussions, the approach to productions already undertaken by the collective's members, and the student's contact with the locus being investigated – undergraduates to know the school

reality, not in an idealized form, but as it really is, i.e. with the possibilities and limitations of the pedagogical work (OLIVEIRA *et al.*, 2010, p. 125).

3.4 FRAGMENTATION OF THE PE COURSE INTO BACHELOR'S DEGREE AND LICENTIATE'S DEGREE

In this text, we have mentioned the distance between the PE courses and the school environment. Furthermore, we saw that the main focus of studies in the undergraduate curriculum comprises: body schema, human movement, and health. This structure separates training of PE teachers from the school area and was even more pronounced with the fragmentation of the PE Course into Bachelor's Degree and Licentiate Degree as a result of a dispute over the identity of the health area, generally viewed from a more biomedical perspective, and the education, viewed from a more social and cultural perspective. On this matter, the authors also state that:

On one side are those who seek to add the knowledge produced by physical education to medicine, in search of greater scientific legitimacy, often attempting to remove educational character of the area. On the other are those who understand that there is no Physical Education without a pedagogical basis. For the latter, teacher training is one of the most striking elements of the professional identity of the area. (NUNES; FRAGA, 2006, p. 300-301).

However, the EsEF/UFRGS has been undergoing a broad restructuring of its curriculum, in which the EsEF community strongly discusses the possible unification of courses (Bachelor's Degree and Licentiate Degree), seeking a unified, high-quality training for PE teachers. These discussions have arisen from the understanding that the current curriculum does not support human and academic training of future physical education teachers and further undermines its performance due to fragmentation of knowledge and how the curriculum is set for Undergraduate PE students, i.e. in a stage-centered, terminal form.

3.5 CONTINUING TRAINING

We see Continuing Training as “personal and professional training projects of which teachers participate before, during and after Basic Training, at their own discretion or to meet guidance given by the different levels of the administration to which they are linked”

(MOLINA; MOLINA NETO, 2001 , p. 74).

At the point where we drew a brief history of the Group, it was possible to understand how and when the F3P-EFICE gained materiality. It was through a course of Continuing Training that a group of teachers began to realize, with sensitivity and listening skills, the anxieties and uncertainties that make up the daily struggle of being a teacher in this profession.

Thus, this collective began to focus their studies to be able to contribute to Continuing Training of teachers of the RMEPA. On this matter, Günther (2000), in his Master's Dissertation, suggests that her findings led her to understand that different professional backgrounds, daily pedagogical activities, possibilities and limits of teaching autonomy, and the growing impoverishment of teaching are aspects that go far beyond basic training and refresher courses and that these issues then permeate the training process, thereby influencing teaching. Furthermore, Günther and Molina Neto (2000, p. 73, emphasis added) feel that “teacher training is a continuum that begins even before entrance at university and extends throughout the professional lives of teachers.”

The many productions of this Group have several topics that bring in elements on the reflection of teaching practice. Performing that profession was, and still is, a challenge in the current parameters of Education: workload, low pay, carelessness on the part of governments regarding public education, and social problems (drug addiction, truancy, and violence, among others) are some of the difficulties that teachers find in their daily work. Thus, Molina Neto, Bossle, and Wittizorecki state that not only the form of Basic Training is worn-out,

[...] but so are Continuing Training policies and guiding principles, as they rely much more on legal frameworks and corporate interests than on life in schools. Continuing Training courses may even be an option for illustration or leisure and recreation for teachers, but, in terms of qualification of pedagogical practice in schools and teaching ability to solve problems similar to those reported above, we are skeptical, as it seems to be something close to foolishness, waste of taxpayers' money, and political demagoguery (MOLINA NETO; BOSSLE; WITTIZORECKI, 2010, p. 142-143).

On the face of these problems, it is arguable that, as occurs with Basic Training, Continuing Training should consist of significant elements for teachers. Therefore, the focus of studies of the F3P-EFICE lies around pedagogical practice and teacher training, so

that they may serve as an aid before, during, and after their Basic Training and thereby assist in the Continuing Training of the researcher/collaborator.

4 THE GROUP F3P-EFICE AND PEDAGOGICAL PRACTICE

In work carried out by researchers from the Group, there are several problems and uncertainties experienced by them and by colleagues in their daily teaching work. These arise from the inherent problems of the current parameters of education that Brazil experiences, described in the previous paragraph.

With these consequences, the “suffering” and “disappointment” on the part of teachers lead to a “personal disengagement” with the teaching work (SANTINI, 2009). In this sense, the author states that:

[...] we might think that these emotional and body reactions are related to the lack of stimulation of the institutions regarding teachers for developing a quality education, inadequate curricula for the training of young people, the disappointment of teachers with public education, and poor working conditions of teachers, among other things. These factors result in a professional burnout that leads many teachers, over time, to experience Professional Burnout Syndrome (PBS) and, as a consequence, to abandon their work, opting for a new profession (SANTINI, 2009, p. 122).

In the School System, with the deployment of the cycles proposed by the Escola Cidadã, teaching has become even more challenging. It has challenges that range from the issue of interdisciplinarity in the collective teaching work to the understanding of the meaning of PE in the context of the Escola Cidadã. Accordingly, Bossle (2008) discusses the collective teaching work in his PhD Thesis, as he identified, in his Master’s Dissertation, completed in 2003, that PE teachers built their educational practices in isolation and did not see the collective work proposed in the pedagogical project as something achievable.

The difficulties in conducting interdisciplinary teaching, which the Political and Pedagogical Policy of the RMEPA provides as a guideline, arises from professional training and the physical structure and curriculum of schools, which show that they have not changed significantly to allow for interdisciplinary activities. Still, it is important to stress the fact that the majority of teachers did not undergo teaching cycles during their training –

both in Primary Education and Higher Education – and, yes, due to the training in grades and stages.

In this sense, Wittizorecki and Molina Neto (2005, p. 47) have emphasized in their studies the investigation of “how teachers in this school system have built their teaching work and how they articulated their actions on the face of the uniqueness of its administrative and teaching project”. When addressing the teaching work, Molina Neto and Wittizorecki (2005) say that their studies were made:

[...] based on the perspective of teachers – concerned and committed to the conflicts and difficulties in the daily life of schools – understanding that these conflicts and difficulties arise as the educational goals proposed by the municipal administration or pedagogical interventions performed are not sufficiently understood by the teaching community (WITTIZORECKI; MOLINA NETO, 2005, p. 48).

The option to conduct the research based on the perspective of teachers was made through the understanding that both researchers and collaborators contribute to the construction of learning in the process of research and that this relationship occurs “among subjects”, and not “above subjects” (SILVA, 2009 b, p. 143).

On this way of doing research, Günther and Sanchotene (2010) write about what they call the “Process of Return”, in which, even prior to publication of the research, findings are discussed and shared with the teachers/collaborators. It should be noted that the authors – Günther (2006) and Sanchotene (2007) – upon completion of their research, held a meeting with the teachers/collaborators in order to discuss their findings, the former being allowed to suggest changes to the work, such as the title, for example.

During the “process of return”, one of the collaborators on the research pointed out the importance of the presence of the researcher for reflection “on what they were doing in class, why they were doing in such a way, and whence this action came” (GÜNTHER; SANCHOTENE, 2010, p. 45). Moreover, the authors presented the testimony of a teacher/collaborator that portrayed the above:

[Your presence] has helped spark the discussion on this practice: how, based on what, from where, and why we do it. We start to think in a different way. We think of how we do it, where we get it from, why we keep doing it... (GÜNTHER; SANCHOTENE, 2010, p. 45)

We conclude that this type of research attempts to overcome, or at least reduce both

the power relationship that exists between researchers and researched individuals and the “gap and inequality of power between the University and the school” (p. 38).

5 FINAL CONSIDERATIONS

As noted, we used in our quotations a comprehensive material produced by teachers/researchers who recently composed the Group or who are current members. The work by the Group F3P-EFICE encompasses very rich studies that collaborated to the main object of this paper: to analyze, identify, and understand how this collective has, since its inception, contributed to the pedagogical practice of PE teachers and future teachers in the RMEPA, which has been part of the scenario of professional training and knowledge production of the EsEF/UFRGS since 2000.

For that, if, on one hand the choice of this reference collaborated to produce this text, on the other hand, choosing a few quotes that are part of investigations of the Group was not an easy task, since there are many that contributed, and will continue to contribute to the practice and training of PE professionals. Nevertheless, we hope that the references used may instigate the academic community to pursue studies of this Group and that the latter may assist them in their daily work as reflective and critical teachers and/or the researchers.

As for the analysis and identification of the contributions that the Group has been developing within the production of knowledge, we could understand, based on the readings made during the literature review, that this collective has been, since its inception, working with the primary goal of understanding and overcoming problems encountered in the daily lives of teachers in their workplace: the school. With these studies, we attempt to deepen discussions that may serve as support for the practice of PE teachers at school. This perspective comes through reflection “of” and “on” the practice, i.e. in the continuous process of reflection: “the practice of investigating practice itself”.

However, we noted that there are other factors that lead the collective to systematically research and meet, which are not only the aspects that permeate the schools of the RMEPA, but also aspects that permeate teacher training and pedagogical practice in other areas. This research, which we call “cross-cutting subjects” seek to deepen issues

such as: PE practice in private Secondary schools (BONONE, 2000); the school contents of the Primary PE (FREITAS, 2001); the hegemony of sports in school (PERGHER, 2008); the physical space in school in the perspective of PE teachers (OLIVEIRA, 2008); the initial contribution of the Licentiate Degree in PE at the EsEF/UFRGS for school teaching practice (BERNARDI, 2008); Political Training in PE (SILVA, 2009 a); organization of the pedagogical work in the Basic Training of PE teachers (FILIPPINI, 2010); and itinerant schools in the context of educating Landless Rural Workers (SILVEIRA; FRIZZO; SILVA, 2010), among others.

Moreover, in the process of literature review, the understanding of the collective on the research was evident. The collective understands that research is not the only tool for knowledge production and for solving all problems regarding neglect of education, but an important element to this constitution. For that purpose, it finds alternatives in order to socialize and to overcome problems encountered in research in relation to the issues of Teacher Training and Pedagogical Practice. In addition, in the teacher-student relationship or in the researcher-collaborator relationship, both contribute to learning, or, according to Gramsci, “the relationship between teachers and students is an active relationship of reciprocal links and, therefore, each teacher is a student and each student is a teacher” (GRAMSCI 1987, p. 37).

Although the contribution of the F3P-EFICE is small when considered in the challenge of qualifying Physical Education Teacher Training and Pedagogical Practice, its effects are significant and impact the Municipal School System of Porto Alegre, as it allows for a constant dialogue between the University and the collectives of teaching professionals.

CONTRIBUIÇÕES DO GRUPO DE PESQUISA F3P-EFICE PARA A FORMAÇÃO DE PROFESSORES E PRÁTICA PEDAGÓGICA NA ESEF/UFRGS E NA REDE MUNICIPAL DE ENSINO DE PORTO ALEGRE

Resumo: Neste artigo procuramos analisar de que forma o Grupo de Pesquisas Qualitativas F3P-EFICE, desde sua constituição, vem contribuindo para a formação de estudantes desta instituição e para a prática pedagógica dos professores da RMEPA. O processo analítico foi realizado sob a revisão bibliográfica dos estudos realizados pelo Grupo; e, através de documentos, foi resgatada a história deste. A partir das leituras realizadas, foi possível perceber que o Grupo inicia pautado na necessidade de aprofundar estudos que venham servir de subsídio à prática pedagógica e à formação de professores de Educação Física.

Palavras-chaves: Grupo de Pesquisa; Formação de Professores; Educação Física.

CONTRIBUCIONES DEL GRUPO DE INVESTIGACIÓN F3P-EFICE PARA LA FORMACIÓN DE PROFESORES Y PARA LA PRÁCTICA PEDAGÓGICA EN LA ESEF/UFRGS Y EN LA RED MUNICIPAL DE ENSEÑANZA DE PORTO ALEGRE

Resumen: En este artículo buscamos hacer un análisis cómo el Grupo de Investigación F3P-EFICE, desde su constitución, viene contribuyendo para la formación de estudiantes de formación inicial en la ESEF/UFRGS y para la práctica pedagógica de los profesores de la RMEPOA. El proceso analítico se realizó desde una revisión bibliográfica de las investigaciones hechas por el Grupo y por un análisis de documentos para conocer su breve historia. Desde las lecturas hechas, fue posible entender que el Grupo inicia sus actividades interesado en profundizar investigaciones que puedan servir de subsidio para la práctica pedagógica y para la formación de los profesores de Educación Física.

Palabras-clave: Grupo de Investigación. Formación de Profesores. Educación Física.

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