

# Collective Pedagogical Work Schedule: a study with physical education teachers<sup>1</sup>

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## ABSTRACT

This study aimed to analyze the Collective Pedagogical Work Schedule as a moment of continuing education in the view of Physical Education teachers. Developed in the qualitative approach, HTPC took place in the municipal school network as a locus of data collection in a city in the interior of the State of São Paulo, Brazil. As data collection instruments, participant observation was used with records in field journals and the semi-structured interview. The analysis of the material was done in light of the content analysis. The results express that the HTPC was recognized as space and time for the continuing education of teachers, according to the situations in which there were exchanges of experiences on how to proceed with the pedagogical planning and practice in the pedagogical treatment with the children. The study collaborates with discussions about themes that are tangential to the formative processes of Physical Education teachers who act as educators of childhood.

**KEYWORDS:** Physical Education. Collective Pedagogical Work Schedule. Continuing education.

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*Horário de Trabalho Pedagógico Coletivo: um estudo com professores de educação física*

**RESUMO**

Este estudo objetivou analisar o Horário de Trabalho Pedagógico Coletivo (HTPC) como momento de formação continuada na ótica de professores de Educação Física. Desenvolvido na abordagem qualitativa, teve como locus de produção de dados o HTPC ocorrido na rede municipal de ensino de uma cidade do interior do Estado de São Paulo, Brasil. Como instrumentos de coleta de dados foram utilizados a observação participante com registros em diários de campo e a entrevista semiestruturada. A análise do material foi feita à luz da análise de conteúdo. Os resultados expressam que o HTPC foi reconhecido como espaço e tempo para a formação continuada dos professores, segundo as situações em que ocorreram trocas de experiências sobre como proceder com o planejamento e à prática pedagógica no trato pedagógico com as crianças. O estudo colabora com discussões acerca de temas tangenciais aos processos formativos circunscritos a atuação de professores de Educação Física na infância.

**PALAVRAS-CHAVE:** Educação Física. Horário de Trabalho Pedagógico Coletivo. Formação continuada.

*Horario de trabajo pedagógico colectivo: un estudio con profesores de educación física*

**RESUMEN**

Objetivo analizar el Horario de Trabajo Pedagógico Colectivo como momento de formación continuada en la óptica de profesores de Educación Física. Desarrollado en el abordaje cualitativo, tuvo como locus de recogida de datos el HTPC ocurrido en la red municipal de enseñanza una ciudad del interior del Estado de São Paulo, Brasil. Como instrumentos de recolección de datos se utilizaron la observación participante con registros en diarios de campo y la entrevista semiestruturada. El análisis del material se hizo a la luz del análisis de contenido. Los resultados expresan que el HTPC fue reconocido como espacio y tiempo para la formación continuada de profesores, según las situaciones en que ocurrieron intercambios de experiencias sobre cómo

preceder con la planificación y la práctica pedagógica en el trato pedagógico con los niños. El estudio colabora con discusiones acerca de temas tangenciales a los procesos formativos de profesores de Educación Física que actúan como educadores de la infancia.

**PALABRAS CLAVE:** Educación Física. Horario de trabajo pedagógico colectivo. Formación continuada.

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## **Introduction: The Starting Point**

Numerous scholars discuss the role of initial and ongoing teacher training in the quality of teaching performance and the process of professional development (Mizukami, 2004; Roldão, 2007; Imbernón, 2010; Anacleto et al., 2017). Furthermore, there is an observation of the formative needs of teachers responsible for teaching practices coherent with the educational universe, where dedication, study, and primarily, reflection on practice are among the fundamentals of academic discussions in the field of teacher training (Borges, 2004; Tardif, 2010).

According to Sadi (2006), initial training is defined as the process of development and formation during undergraduate courses. Similarly, Metzner (2016) emphasizes that initial training is characterized by a space/time of acquisition of knowledge and skills that are essential for the exercise of the profession. From the perspective of these authors, it is understood that the period of initial teacher training is characterized by the structure of undergraduate courses in teaching, which typically last four to five years and are validated through a diploma.

Continuing education, on the other hand, relates to ongoing training in teaching activities, including proposals for training, updating, and improvement. From the perspective of Fusari and Franco (2007, p. 133), continuing education occurs after initial training (higher education courses: undergraduate degrees, bachelor's degrees, etc.), from the entry into the

teaching career. It is "[...] everything that occurred before entering the workforce falls into the category of initial training, and what occurs afterwards falls into the category of continuing education." The authors refer to two periods of training: one before and one after.

Some authors support theories regarding continuous training, which extends throughout the teacher's professional life (Rangel-Betti, 2001b; Marcelo García, 1995). Marcelo-Garcia (1995, p. 55) draws on Schon's theoretical conceptions to state that "although composed of phases clearly differentiated from a curricular standpoint, teacher training is a process that must maintain certain ethical, didactic, and pedagogical principles regardless of the level of training involved."

According to Romanowski (2007), the continuous training of teachers is indispensable; therefore, this training must occur in a continuum, beginning in basic education schools, continuing through higher education, and persisting throughout the teaching career through reflection on practice, in courses, among other means. Typically, continuous training corresponds to a process of permanent education that takes place at the workplace itself, providing opportunities and imparting competencies that enrich the teacher's pedagogical practice. Thus, the training process represents a professional development process with the school as the locus of continuous teacher learning.

Among its characteristics, this training allows for reflective actions on teaching practice (Pérez-Gómez, 1992; Zeichner, 1993; Alarcão, 1996; Schon, 1997). According to Alarcão, "reflective practice leads to the (re)construction of knowledge, attenuates the separation between theory and practice, and is based on the construction of a circularity in which theory illuminates practice and practice questions theory" (Alarcão, 2005, p. 99). Similarly, daily contact with practice is an important factor for reflection to occur, based on questions about daily work situations. According to Januário, Anaclato, and Henrique (2009), "the professional and personal experience of teachers seems to emerge, regarding the teacher's decisional profile, based

on habitus and the representations of their theoretical and practical conceptions regarding the different stages of professional development." Similarly, Freire (1996) emphasizes that critical reflection on practice is essential for continuous training to occur because by reflecting on current pedagogical practice, one improves and transforms the practice that will be used in the future.

Teacher training in critical-reflexive moulds implies understanding the teacher not as a reproducer of ideas and practices but rather as a researcher of their practices. In this sense, Zeichner (1993, p. 16) asserts:

Reflection also means recognizing that the production of knowledge about what constitutes quality teaching is not the exclusive domain of Universities and Research and Development Centers and that teachers also have theories that can contribute to a codified base of teaching knowledge.

According to Mendes (2008), teachers encounter daily challenges arising from their practice, and in response, they use their knowledge to seek possible solutions to continue their work, producing knowledge and transforming their teaching practice. Thus, theory and practice are related in a dialogic manner, in which the teacher becomes a researcher. Gauthier et al. (2006) and Tardif (2010) support this discussion based on studies of teaching knowledge, namely, the knowledge that teachers possess and utilize to carry out the practice of teaching or, as Roldão (2007, p. 94) explains, "to have others appropriate knowledge" – or better yet, "to make someone learn something." According to Tardif (2010, p. 36), these knowledges constitute "a plural knowledge, formed by the amalgam, more or less coherent, of knowledge derived from professional training and disciplinary, curricular, and experiential knowledges." The aforementioned author emphasizes that the knowledges acquired during initial training are referred to as professional knowledges. In his words: "One can call professional knowledge the set of knowledge transmitted by teacher training

institutions (normal schools or faculties of education)" (Tardif, 2010, p. 36-37).

However, the set of teaching knowledges necessary for the uncertain, unique, variable, and therefore complex task of teaching is not solely limited to the mastery of professional knowledges. For this reason, among the other knowledges (disciplinary (content), curricular, and experiential) elucidated by Tardif (2010), certain processes of continuing education can contribute to the promotion and understanding of the existence of experiential knowledge, that is, when the teacher remains in training throughout their professional trajectory, in and for the activities of their professional daily life.

Regarding the knowledges of experience, for the aforementioned author:

Teachers themselves, in the exercise of their functions and in the practice of their profession, develop specific knowledges, based on their daily work and knowledge of their environment. These knowledges arise from experience and are validated by it. They are incorporated into individual and collective experience in the form of habitus and skills, know-how and know-how-to-be (Tardif, 2010, p. 38-39).

Notably, it is in the experiences of daily life that teachers incorporate and transform knowledge and knowledges about practice. Thus, we reiterate the need for investments in professional development programs that allow for reflections on the knowledges and experiences lived in the daily pedagogical practice. On this subject, Freire (2001, p. 72) states:

Improving the quality of education implies the permanent formation of educators. And permanent formation is based on the practice of analysing practice. It is through thinking about one's practice, naturally with the presence of highly qualified personnel, that it is possible to perceive embedded in practice a theory not yet

perceived, little perceived, or already perceived, but little assumed.

Therefore, teachers are formed according to their experiences, albeit related to the school contexts in which they operate. In this sense, for Tardif and Raymond (2000) and Mizukami and Reali (2002), there is a need for teacher continuing education to be closely linked to school circumstances, so that teaching action and overcoming contribute to the teaching and learning process of students.

For better quality teaching, teachers should engage in actions that foster critical and reflective self-posture and not just reproduce ideas determined by others (school managers, pedagogical coordinators). Thus, it is expected that they act following the contexts and characteristics of their real workspace, in line with the problematizations and resolutions of situations present in educational dealings and the expressed formative needs.

In the field of knowledge of Physical Education teaching practice, as a mandatory curricular component of the school, Rangel-Betti (2001a, p. 30) highlights:

Present days demonstrate that there is no longer space for the complacent, the unmotivated, those who simply reproduce and do not transform. Only a reflective professional, in my opinion, will be able to overcome the boundaries and obstacles that arise at all times. Reflection, from the beginning of training, can provide support to make the teacher a positive critic of their work, leading them to never be satisfied and to continuously improve the quality of their teaching.

As Gimeno Sacristán (1995) and Tardif and Raymond (2000) explain, management and strategies used based on contextual knowledge are specific to each teacher since they are conditioned by their conceptions and previous

experiences. In addition to the efforts made by the teacher, investments are necessary for access to better working conditions, as well as actions to encourage the responsible bodies to invest in teacher training pathways. In this regard, workplace continuing education is proposed, considering that it is in the school where the demands and apparent difficulties of the teacher are found, with these having their contexts and particularities of the environment.

Given the school as a place of teacher training, the Collective Pedagogical Work Schedule (HTPC) can be considered a potential space-time for professional (re)constitution, as it is a scheduled time in the teacher's workload for organizing pedagogical work (Oliveira, 2006; Mendes, 2008; Cunha; Ometto, 2013; Santos; Oliveira; Ferreira Neto, 2016). To paraphrase Oliveira (2006, p. 2): "it can be a place for discussions on teaching-learning to occur."

According to Cunha and Ometto (2013), the HTPC is a training space in which the socialization of experiences and the discussion of pedagogical practices occur, producing knowledge in favour of the school's Pedagogical Political Project. These meetings can be considered formative as teachers and managers begin to develop projects, collaborate, and discuss practices in communion, that is when it becomes an environment for joint development. Additionally, it provides teachers with a moment for exchanging experiences, cooperation, and learning, which can enhance the teaching and learning process. From this perspective, we understand teacher continuing education as a continuous and permanent process, in which the teacher is in constant reflection, redefining, and transforming their practice.

In summary, the HTPC is conducive to acting as a time space for teacher training, where exchanges of experiences and discussions about various practices occur, favoring processes of joint training between teachers and pedagogical coordinators. With this panorama and attention turned to the teacher, we question: how does the practicing teacher understand the moment of collective work in the process of continuing education?



The present study is part of the analysis of the HTPC as a moment of Continuing Education for teachers, focusing on their formative processes of knowledge, practices, and professional competencies, as well as the ways of acquiring them throughout their professional practice. It emerges in the understanding of the pedagogical practices triggered in school Physical Education in Early Childhood Education and in the early years of Elementary Education, covering the pedagogical aspects developed with children between four and ten years old, as Quaranta, Franco, and Betti (2016) point out that in both segments, there are still difficulties to be questioned and overcome in teaching practice, whether in the scope of initial teacher training, the working conditions offered by schools, the epistemological ambiguities resulting from the specificities in dealing with childhood, and the vulnerabilities affected by teamwork.

In line with the presented scenario, the present study aims to analyse and understand the HTPC as a moment of continuing education from the perspective of Physical Education teachers working in the early years of Basic Education. We seek to identify the teachers' understanding based on the structural conditions provided in these moments, from their point of view regarding the formative viability of HTPC.

## **Methodology**

For the development of this study, after approval by the Ethics Committee on Research with Human Subjects of the Federal University of São Carlos (UFSCar) - Ethics Committee Office no.: 2,310,975 - a research was conducted based on the qualitative approach (Minayo, 1999) with a descriptive-exploratory design (Gomes, 1994; Creswell, 2007). In this study, the concern was not on quantifying the investigated reality but on understanding the meanings, values, and beliefs of the participants.

The group of subjects consisted of a total of fourteen Physical Education teachers working in Early Childhood Education and/or

Elementary Education I in the Basic Education of a municipality in the interior of the state of São Paulo, Brazil. All of them have a degree in Physical Education and range in age from 26 to 55 years old. There are beginning teachers, recently graduated, and teachers in the retirement phase, who graduated longer ago, with approximately twenty years of career. Also included in the participants' group is the pedagogical coordinator of Physical Education for the municipality, who holds degrees in Pedagogy and Physical Education.

Once the sample was defined, the participants were informed about the aspects related to the research and their authorization was requested for the development of the procedures inherent to data collection - at which point the Free and Informed Consent Form was delivered, read, and signed by them. Thus, we emphasize that all ethical precautions regarding the consent of teachers' participation, anonymity through fictitious names, and confidentiality of data were respected.

Data collection was carried out during the specific meeting time of the municipality's Physical Education faculty. This is a different moment from the conventional schedule (in which managers, pedagogues, and other teachers from different areas of knowledge participate), as in this HTPC, the focus of the present study, only Physical Education teachers and the pedagogical manager of the area participate.

The first round of data gathering was done through participant observation of the meetings, followed by recording in field diaries. According to Bogdan and Biklen (1994) and Ludke and André (2012), this technique provides greater contact with participants and also fosters the strengthening of bonds based on a relationship of trust between the researcher and participants, which allows for a closer approach to the investigated social reality. A total of six HTPC meetings/sessions lasting two hours each were collected biweekly.

In the second round of data collection, semi-structured interviews (Negrine, 1999) were conducted with five teachers, using a focus group

perspective (Gatti, 2005). The method of selecting interviewees was based on the most participative ones (in terms of frequency of sharing ideas, offering criticisms, and suggestions during meetings), length of service (varying between teachers with more years of experience and annually contracted teachers), and voluntariness. The questions sought to deepen understanding of how teachers perceive continuing education, how they believe such moments occur in the Physical Education HTPC, and how discussions impact improving performance and reflecting on pedagogical practice.

The discussion of the results was based on triangulation between the data from the applied questionnaires, the bibliography used, which aligned with the theme addressed, and also the positions taken by the research authors regarding the topic. Based on these assumptions, the analysis of the results was based on Bardin's (2009) references, which enabled the unravelling of two categories that encompass the contents present in the obtained data. The first category, titled "Dimensions of the municipality's Physical Education HTPC," and the second: "The HTPC as a formative time-space for teachers," are presented in the following section.

## **Results and Discussions**

### **Dimensions of the municipality's Physical Education HTPC investigated**

Through the collection and analysis of field diaries, it was possible to understand and characterize the HTPC in which teachers participate. Physical Education teachers fulfil three distinct planning moments outlined in their workload, namely: two weekly hours of Individual Pedagogical Work (HTPI), two hours (on alternate weeks) of conventional HTPC with teachers from other areas of knowledge (pedagogues and music teachers), at the school where they have a heavier workload, and two hours (on alternate

weeks) of specific HTPC for the Physical Education teaching team, which represents the focus of analysis in this article.

The meetings of the specific HTPC were biweekly, alternating with the conventional ones. In the specific HTPC, the meetings begin with general announcements, for example, for discussions about the implementation of the Common National Curricular Base (BNCC) (Brasil, 2018) and the dissemination of scientific events in the area.

Following this, the actions of the municipality and teachers for the next two weeks are discussed (planning and review of the report of weekly activities). In all meetings, the pedagogical coordinator distributes agendas and printed materials, such as teaching cases in the field, motivational texts, and additional materials for contextualizing the topics discussed in the meeting. Additionally, videos of examples of bodily activities and other demonstrations of didactic possibilities are frequent in the observed meetings. Some of these videos are from the teachers' collections and classes, demonstrating activities with the children.

Thus, the HTPC is organized through different situations, meaning that there is diligent work done by the coordinator to ensure that the schedule is structured. Regarding the intentions of this professional, we understand that the manager provides some inputs, mainly based on scientific literature, so that teachers can base their pedagogical practices on academic-scientific knowledge, in addition to contextualizing actions for collective planning in teaching objectives articulated across the levels of education.

These characteristics resonate with Franco (2008), expressing that the role of the coordinator goes beyond planning and organizing meetings because in doing so, they must recruit actions to encourage a reflective process of discussions among peers that guide directions for in-service training processes. The coordinator, in this case, responsible for the continuing education of teachers, must realize that their role is second-order, capable of acting and allowing reflection on educational situations

among teachers. Such a scenario offers clues that the analysed HTPC presents formative behaviours for professional action, according to the consulted literature (Mendes, 2008; Santos; Oliveira; Ferreira Neto, 2016).

Another focus of verification is based on discussions, led by the coordinator or emerging in dialogue among teachers, about the pressing need to teach the four most well-known sports modalities in the universe of school Physical Education (basketball, soccer, handball, and volleyball). Likewise, in discussions for planning practices related to commemorative dates (Indian Day, June party, civic parade, folklore, etc.).

The relationship between Physical Education and sports is very strong in the school environment. According to Rangel-Betti (1999), teaching sports in Physical Education classes is not the problem itself; however, there should be the possibility of knowledge of other bodily practices, which are often not conveyed in schools. Regarding the discussion of teaching sports in Physical Education in the early stages of Basic Education, Barros (2014) considers that investing in the teaching of traditional modalities reinforces a stereotype present in the field for over a decade, in which Physical Education deals only with the teaching of team sports. This view refers to reductionist notions stemming from psychomotor, developmental, and sports-oriented approaches in the field, therefore still distant from critical teaching concepts.

In this interim, understand that planning is not structured solely based on these sports modalities, even though they are relevant to students' knowledge. However, teaching proposals contextualized and integrated with a wider range of content and bodily practices related to teaching games and play would enrich the learning processes in the early stages of Basic Education. Paraphrasing Caparroz and Bracht (2007, p. 33), "however difficult it may be, physical education teachers must realize that their didactic-pedagogical know-how is not given a priori but in a continuous process of (re)construction."

Additionally, the aspect that pedagogical actions triggered in Early Childhood Education revolve around commemorative dates, which also impoverishes the developed curriculum perspectives. According to the National Curricular Guidelines for Early Childhood Education (Brasil, 2010), in Early Childhood Education, interactions and play, self-knowledge, and sensory and expressive experiences with children should be presented as guiding axes for teaching. It is from this perspective that the pedagogical work of Physical Education should be guided.

### **HTPC as a formative time and space from the teachers' perspective**

Regarding the analysis of teachers' conceptions of continuing education, given the way HTPC was developed, according to the teachers' perspectives, this schedule offers contributory processes for professional updating and practice improvement. When asked what they understand by 'continuing education,' the interviewees indicated concepts related to professional updating and improvement in teaching practice. For example, Ruan stated: "Continuing education is that support, that foundation that sometimes sustains you. That content that you haven't seen in a long time or a reinforcement, it's the support that a teacher needs."

Based on Ruan's statement and systematic observations of the meetings, we consider that teachers identify with the format in which HTPC is conducted, assuming that the professional updating provided during this time is a benefit for teaching performance and career, as it provides a space to better understand and discuss the educational reality. Roldão (2007, p. 99) systematizes professional knowledge for teaching as follows: "The set of information, skills, and values that teachers possess as a result of their participation in training processes (initial and in-service) and the analysis of their practical experience."

However, Marcelo-Garcia (1995) suggests that more than terms like improvement, recycling, in-service training, or continuing education,

attention should be paid to the concept of teachers' professional development. In this sense, we observed that the notion of career-long development was not present in the discourses and contexts analysed, indicating a lack of understanding of education as an evolutionary and continuous process by these teachers.

Conversely, teachers view favourably the way HTPC in Physical Education is proposed, perceiving professional development actions in meetings (with emphasis on the guiding role of the pedagogical coordinator in this process), for example, through debates about lesson planning, diluting the centralization of decision-making among the teaching staff. In this direction, the direction of HTPC for the area, according to the interviewees, is formative, as it provides exchanges of experiences based on personal and professional characteristics and the peculiarities of the school network in which they work.

In the conception of Physical Education teachers, the specific HTPC was understood as a space/time for discussions focused on the specificities of the field, while the conventional HTPC was described as a moment focused on discussing school-related matters and the role of pedagogues. In the words of Professor Marcos:

*In the specificity of Physical Education, the HTPC at the [conventional] school hardly goes beyond, one thing or another. For example, what the teachers perceive from my class, then they ask and talk about it, but in terms of being focused on a formation that encompasses other areas, it's usually just literacy, or some other support material [...].*

When compared to the conventional HTPC, the specific HTPC was understood as the most beneficial moment for the formation of these Physical Education teachers, given its specificity and opportunity for reflection on the nuances of the concrete reality of school Physical Education in organizing the approximate experiences. In the words of Professor Carlos,



in the comparative analysis of the schedules, we have: "For Physical Education, it's more directed, as all professionals in the field, the exchange of information and experiences is much more effective in terms of absorbing something new, a new practice."

The statement of Professor Maria is in agreement when she mentions:

*[...] so the differences then, I think that's exactly it, the issue of the content itself, that one is much more focused on our area and the other is not so much, it's not encompassed. And we even, in the Physical Education HTPC, link with the pedagogical aspect of learning, there's a whole discussion about education in general. It even leads to research on education in general, which doesn't happen in the conventional HTPC. We talk more about what happens in the routine here at school, each teacher and their classroom.*

The teachers highlighted the low participation in conventional HTPCs, which is reinforced by Professor Kauany, who states that the strategies used in meetings of these HTPCs are directed towards the formation and performance of pedagogues, as evidenced, for example, by the excessive discussion about teaching methodologies for the acquisition of reading and writing skills of students in Elementary School.

Among the main challenges found in the speeches to articulate Physical Education with the other areas of knowledge of the school, the absence of institutionalized times/spaces for dialogue between teachers stands out, as even though there are guiding conducts in the PPP for integrative actions, teachers report not having a specific time to address joint actions.

In this context, we reflect on the invisibility of Physical Education on the agenda of conventional pedagogical meetings in schools and, consequently, the low interaction between Physical Education teachers and classroom teachers, which reflects the hierarchy between contents and



education professionals. According to Ayoub (2001, p. 54-55): "among specialist teachers, there is also a strong hierarchy about the field of education: physical education and arts are considered less 'noble' areas and, therefore, are devalued in the list of school subjects."

Fundamentally, the author clarifies: "hierarchies generate disputes for political-pedagogical spaces and, on the other hand, the risks of a fragmented approach to knowledge that tends to compartmentalize the child" (Ayoub, 2001, p. 54). In this structural logic, it is evident that the lack of articulation between teaching knowledge has been favoured by the misunderstanding about the role of Physical Education, which, in most cases, has the function of occupying children's time while classroom teachers carry out individual planning.

Soares (1996) recalls Physical Education as a teaching area in schools and recognizes its lack of recognition and prestige as an area of knowledge, as well as reported by González and Fensterseifer (2010), who announce that the place of Physical Education in the school context is still a subject of debate, contradiction, and displacement. Thus, we consider that the restricted articulation of different knowledge and practices ends up strengthening representations that place Physical Education as an auxiliary function within the school.

According to Bonfietti et al. (2019), the lack of dialogue leads to negative repercussions on the presence of specialists, especially in Early Childhood Education, which may result in a possible fragmentation of the teaching process. Therefore, we believe that these teachers should not feel "isolated" in dialogue with their colleagues, but rather work interdisciplinary in constant dialogue with other areas, favouring integration with other school knowledge, contributing to prevent the area from being considered merely as an appendix in this context. To this end, it is essential to carry out municipal actions that foster inter-teacher practices.

It is worth mentioning that exchanges of experiences through dialogue were present in the respondents' accounts, as well as in the field diary

records. Teachers claim that formative moments occur when they discuss and exchange information about their practices and knowledge derived from their classes. This is evident in the diary excerpt below, in which, while showing a video about respect in the World Cup (soccer), the pedagogical coordinator discusses the importance of work based on respect for the different ethnicities present within the school walls. The context of the emergence of the speech expresses:

*The teachers also talked in small groups of two or three teachers. Then, they began to discuss the importance of working together, because, many times, it doesn't matter just to have a professional who stands out if he does not work together with the others" (FIELD DIARY 3, specific HTPC).*

According to the Physical Education teachers, what promotes and enriches continuing education are the exchanges of information about practices and experiences. As Pérez-Gomes (1992, p. 102) indicates, "the daily action of any practical professional depends on the tacit knowledge that it mobilizes and elaborates during its action." In this sense, once again, dialogue based on know-how among peers was seen as a conduct that enriches professional development, a statement supported by the fact that teachers attribute little effectiveness to their participation in conventional HTPC, where there is a constant exchange of knowledge only among pedagogues.

Thus, training is fundamentally understood as a process of socialization and reflection on professional practices significantly integrated into the daily practice of the school. Reflection is not an individualized form of teaching work; rather, it presupposes social relations. This concept refers to training in the daily life of the school, which should not only occur in training moments proposed by the department but above all in pedagogical

meetings and moments of monitoring between the management team and teachers.

There was also the teachers' perception of the coordinator's action in showing videos and proposing triggering readings for reflection, intentionally to trigger processes of improvement in teaching practice. However, according to them, such proposals materialize when in dialogue with colleagues, that is, through exchanges of experiences through reports about the challenges, dilemmas, and achievements verified in the day-to-day classes, actions that trigger the wisdom of practice arising from professional experiences (Shulman, 1987).

The exchanges between subjects are what gives the character of continuing education to HTPC, according to the teachers' perspectives. Tardif (2010) already announced that exchanges of experiences are considered fruitful means for continuing education to occur. However, according to the indication of the teachers, it should be said that these schedules are not capable of making them fit and confident to offer practices consistent with the specificities of the childhoods with which they work.

From this, there is an urgent need for an effective process of teacher professional development, with municipal investment in courses held outside of school (short-term courses such as colloquiums, congresses, symposiums, and workshops) in conjunction with daily practice. The process of dialogue with the real situation reveals hidden aspects of reality, creating new references, new forms, and perspectives to understand and trigger teaching. In this sense, the statement of Professor Maria expresses: "There needs to be an investment from the municipality, the state, the network, in training itself, in courses for the teacher throughout their professional life."

## **Final Remarks**

This study aimed to analyse and understand the HTPC as a moment of continuing education from the perspective of Physical Education teachers

working in the early years of Basic Education. Considering that the schedule is a component of the teacher's workload, this research identified that when composed of specialists from the same knowledge area, the HTPC is configured as a formative moment, allowing for contextualized exchanges related to the professional reality, as observed.

The dialogues among the participants characterized the formation processes and were understood as the most beneficial aspect compared to conventional HTPC. Teachers claim that formative occasions occur when they discuss and exchange information about their practices and knowledge. The exchange of experiences was strongly present in the teachers' speech, confirming the results obtained and converging with the theoretical framework adopted for the discussion of the theme.

We consider that through dialogue about practice, teachers could support and develop practical thinking, thanks to a joint (and reciprocal) reflection among themselves and with the pedagogical coordinator of the area. Therefore, we emphasize that the existence of meetings that bring together Physical Education teachers from the municipality constitutes an advancement for the area and school education, considering the moments for specific reflections on teaching and learning, their potentials, and weaknesses.

It is believed that both the pedagogical coordinator and the teachers should participate in the construction of what needs to be discussed in the investigated time and space, and in this case, we recall the formative needs expressed by the teachers, which must be addressed in the HTPC, to address the observed teaching weaknesses. Thinking about processes of formation centred on teachers acts as a possibility of greater effectiveness for the desired quality education. Similarly, dialogue as a seed and transformer of knowledge indicates a fruitful path for thinking about continuing education actions.

This study contributed to discussions about topics tangential to quality teacher training aimed at Physical Education teachers who work as

educators in childhood. Recommendations for future research involve relating formative processes to the multiple fields of knowledge of teachers, to make professional practice increasingly articulated with the demands of children.

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