

The professional identity of the physical education teacher-educator in Brazil and Portugal

A identidade profissional do formador de professores de educação física no Brasil e em Portugal

La identidad profesional del formador de profesores de educación física en Brasil y Portugal

Deise de Jesus Soares Nunes¹
E. M. Sérvulo de Lima

Amélia Lopes²
University of Porto

Amélia Veiga³
University of Porto

Rosangela Fritsch⁴
University of Vale do Rio dos Sinos

Abstract: This article explores the specificities of the professional identities of physical education teacher educators in Brazil and Portugal. Its objective is to characterize the professional identities—both individual and collective—that inspires equitable and inclusive education by recognizing the individual and their body as an intercultural construct. Methodologically, the study is qualitative, using semi-structured interviews with teacher educators from two initial physical education teacher training programs in both countries. The interaction between the teacher educator and the students influences the way students behave and engage. The results indicate that both advances and setbacks are shared across the two programs studied. Individual professional identity prevails over collective identity, with the educator's intent being a fundamental point for shaping the initial training environments from the perspective of intercultural physical education. Dominant and dominated cultures need to engage in dialogue in gyms and schoolyards.

Keywords: Professional identity of the teacher educator; Physical Education; Intercultural Physical Education; Inclusion.

Resumo: Este artigo problematiza especificidades das identidades profissionais de formadores de professores de educação física no Brasil e em Portugal. Para tanto, objetiva-se caracterizar as identidades profissionais – individuais e coletivas – que inspiram uma educação equitativa e inclusiva reconhecendo o sujeito e seu corpo como uma construção intercultural.

¹ PhD in Education Sciences. Deputy Director of E. M. Sérvulo de Lima of the Municipal Education Department of Rio de Janeiro. Rio de Janeiro (RJ), Brazil. E-mail: djnunes29@yahoo.com.br; Lattes: <http://lattes.cnpq.br/5322920002874772>; ORCID: <https://orcid.org/0000-0003-2057-8961>.

² PhD in Education Sciences. University of Porto (FPCEUP). Porto, Portugal. E-mail amelia@fpce.up.pt; ORCID: <https://orcid.org/0000-0002-5589-5265>.

³ PhD in Education Sciences. University of Porto (FPCEUP). Porto, Portugal. E-mail: aveiga@fpce.up.pt; ORCID: <https://orcid.org/0000-0002-5220-4019>.

⁴ PhD in Education. University of Vale do Rio dos Sinos (UNISINOS). São Leopoldo (RS), Brazil. E-mail: rosangelaf@unisinis.br; Lattes: <http://lattes.cnpq.br/5203131170203547>; ORCID: <https://orcid.org/0000-0002-0630-3649>.

Metodologicamente, se configura como qualitativa recorrendo a entrevistas semiestruturadas com formadores de professores de dois cursos de formação inicial de educação física de ambos os países. A interação do professor formador com os alunos inspira a maneira de ser e estar dos discentes. Os resultados indicam que avanços e retrocessos são compartilhados nos dois cursos pesquisados. A identidade profissional individual se sobrepõe à coletiva, sendo a intencionalidade do docente ponto basilar para que os climas de formação inicial se construam a partir da perspectiva da educação física intercultural. Culturas dominantes e dominadas precisam dialogar em ginásios e pátios escolares.

Palavras-chave: Identidade profissional do formador de professor; Educação Física; Educação Física intercultural; Inclusão.

Resumen: Este artículo trata de las idiosincrasias de las identidades de los profesionales formadores de profesores de educación física en Brasil y en Portugal. Para este fin se hace necesario caracterizar las identidades profesionales - individuales y colectivas - que inspiran una educación equitativa e inclusiva reconociendo al sujeto y su cuerpo como una construcción intercultural. Metodológicamente se configura como cualitativa recorriendo a entrevistas semi-estructuradas con formadores de profesores de dos cursos de formación inicial de educación física de ambos países. La interacción del profesor formador con los alumnos inspira la manera de ser y estar de los estudiantes. Los resultados indican que los avances y retrocesos son comunes en ambos cursos. La identidad profesional individual se sobrepone a la colectiva, teniendo la intencionalidad del docente como punto básico para que se construyan ambientes de formación inicial de educación física bajo la perspectiva intercultural. Culturas dominantes y dominadas necesitan establecer una relación dialógica en gimnasios y patios escolares.

Palabras clave: Identidad profesional del profesor formador; Educación Física; Educación Física intercultural; Inclusión.

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Introduction

The theme of this article is the specificities of the professional identities – individual and collective – of university-level teacher-educators who act as mediators in the learning process of the different curricular units in the initial training course. The article presents the results of a survey[1] carried out with teacher-educators on two initial physical education teacher training courses at two different universities: a bachelor's degree in physical education in Brazil and a master's degree in physical education teaching in Portugal. The focus is on the training of physical education teachers due to the characteristics of the area of school physical education as it relates to inclusive, quality education for all those who take part in it. A perspective of physical education is adopted in which classes should reach all students without discrimination of culture, physical ability, gender or ethnicity (Daólio, 1996), making it possible to promote healthier

societies that are open to diversity and respectful of plural identities (Oliveira e Silva and Janoário, 2009). The choice of these professionals and their training is also related to the fact that, in the school environment, these teachers tend to present an 'extended' configuration of professional identity (PI) as conceived by Hoyle (1975, 2001) – an identity that goes beyond the classroom and involves other pupils, other teachers, parents and the community in general. Studying the influence of teacher-educators' identities on the identities of future teachers is also academically relevant because of the importance of these professionals in initial training climates (Lopes and Pereira, 2012).

School physical education, as part of human culture, studies and acts on a set of practices linked to the body and movement and is understood as an area that allows plurality, since its minimum and primary condition is that classes reach all students, without discrimination. The construction of the body and the bodily movements it expresses are cultural manifestations that have different meanings in each era and in each social context (Daólio, 1996; Neira, 2018). Since PI is a continuous process under constant construction, mediated by the individual's interactions with others and with socially structured contexts in interaction (Dubar, 1997), an ecological conception of identity and its construction is adopted (Lopes, 2007; 2009). In this way, it is assumed that identity is marked by different contexts (cultural, organisational, social and political), between and within which various interactions take place (Pereira, Mouraz, Lopes and Sousa, 2013; Veiga and Neave, 2015).

This study focuses on an intercultural physical education perspective, as it takes a stance in favour of the weakest, who over time have not seen their bodily cultural productions included in school curricula. The intercultural curriculum promotes confrontation and opens up space for pupils to express their feelings and personal impressions. It seeks to promote dialogue between dominant and dominated cultures, contributing to the construction of democratic and fair relationships from the classroom to gymnasiums and schoolyards (Neira, 2018; Santos, 2018).

That said, the aim of this study is to characterise the professional identities of teacher-educators – individual and collective – that inspire equitable and inclusive education by recognising the subject and their body as an intercultural construction. In addition to the introduction, the next sections of this study are made up of the theoretical framework, methodology, results and their analysis, and conclusions.

Theoretical framework

The theoretical framework is based on the PI of physical education teacher-educators and initial teacher training. According to Dubar's (1997) theory of identity, social identity comprises an articulation between two transactions: one biographical and internal, which concerns the individual; and the other relational and external, which involves the subject, the institutions and the people with whom they interact throughout their lives. These two transactions, the biographical and the relational, are inseparable and marked by a duality. The two transactions are linked in a problematic way, with identity for the self being correlative to the other and their recognition, which can cause cracks or crises in identity. This is because the subject can only know who they are through the gaze of the other, and this experience of the other is never directly lived by them. Thus, the subject uses their communication to inform themselves about the identity that the other attributes to them in order to forge an identity for themselves.

Regarding the formation of identity, Lopes (2001) states that identity is situated, in that it is formed in concrete conditions, under which such formation takes place. Identity is in a continuous process of establishing, affirming, modifying and, in some cases, destroying itself.

In the contemporary world, there is a disconnect between individual and collective identities, given the erosion of traditional collective identities and/or the proliferation of others, which ends up generating problems of both individual and collective recognition. Given this, there is a crisis in traditional forms of relationship, authority and knowledge. While in the past, individual identities were subordinated to the collective, now it is creative, reflective, active and co-operative individual identities that build collective identities (Lopes, 2019).

Since identity is established between the subject's view of themselves and the view of others as a form of recognition, through group interactions, individuals can create a symbolic interaction that allows them to feel they belong to a group. In this sense, analysing the interactions that are constructed and reconstructed in the PI of physical education teacher trainers is pertinent. Indeed, PI (Lopes, 2013; Tardif, 2020) is one of several identities of the subject, which are based on professional representations, practices and knowledge that depend on the context of the subject's professional practice. The teacher-educator's PI refers to working with the other, which carries within it a set of ideas of humanity, not always clarified or elaborated, which impacts on the expectations of future teachers; in other words, it influences the construction of students' professional identities.

For a better understanding of the PI constructed and reconstructed in initial training courses, the next section looks at the PI of teacher-educators, i.e. teachers at universities, to better interpret the multidimensional essence of this identity reconstruction. Lopes (2019) points out that two epistemic cultures are present in teacher training, often without articulation. The first refers to a sustained pedagogical project, which is segmented and dispersed according to the different scientific areas of training and positions in training. There is no prior defined hierarchy, which gives rise to political spaces of affirmation that are constantly being structured and restructured. The second refers to the relevance in teacher training of hybrid training identities as opposed to purely academic or purely practical training identities (Lopes, 2019).

Hybrid identities are characterised by their dual commitment to academia and teaching, i.e. research and the teaching profession. These dual identities emerge by biography – when trainers have been teachers; by function – when they are supervisors; and by commitment – when the educational project of the institution is strong. Hybrid identities combine pedagogical and scientific components in the same teacher training framework, resulting in sustained and enlightened communication (Lopes, 2019).

Lopes (2019) adds that forms of assessment must be changed, as assessment affects learning and can create good students from an academic point of view, but not good teachers. The relational and human nature of the profession requires the training model to bring benefits such as: motivation, sensitivity, responsibility and the ability to combine theory and practice, with the ability to solve problems, establishing a close relationship between trainers and trainees.

Studies on the PI of teacher-educators and the professional relevance of teacher training (Margarida, Lopes, Pereira and Leite 2014) identify characteristics that unite and distinguish the professional and training fields. In their research, the authors present three axes of analysis in the light of Marisa Zavalloni's theory of social identity (1984). The first concerns objective identity, when teacher-educators in higher education institutions (HEIs), when defining their 'occupation', identify and characterise themselves as 'teachers', 'professors' and 'animators'. In the semantic field 'being a teacher of...', teachers identify themselves as 'teacher trainers' or as 'higher education teachers'. The fact that they present themselves with more than one identification may indicate different identity positions that are more or less close.

The second axis is subjective social identity – how the trainers conceive of training and their concerns and positions in relation to the field of training practice. The study does not highlight teacher-educators' concern with learning to be educators. With

regard to their conceptions of the training of future professionals, the trainers: (i) feel a great responsibility, (ii) take into account the needs of the trainees and the contexts, (iii) train in disciplinary content and know-how, (iv) train for lifelong learning, given social and knowledge changes, and (v) train in proximity. Teachers in teacher training report that it is important to base training on the needs of the trainees, which are the needs of the school. Their training priorities are in the field of scientific knowledge and in the field of knowing how to be, which are seen as essential to professional action. The construction of a lifelong learning attitude feeds the entire training dynamic in a profession that is open to the world and its evolution.

The third and final axis focuses on the ‘elementary space of identity’, as it provides access to trainers’ relationships with themselves, i.e. what they consider good and bad and their relationships with others. The analysis allowed us to identify qualities and difficulties, or factors inhibiting trainers’ professionalism. Their qualities are divided into blocks, namely (Margarida, Lopes, Pereira & Leite 2014, p. 83): (i) motivated, sensitive, interactive workers – these characteristics are associated with themselves and have implications for individual behaviour; (ii) important for the development of society, responsible for stimulating critical thinking, challenging, interdisciplinary, problem-solvers, who combine theory and practice. These characteristics are related to the relational nature of the training activity and the commitment it requires; the trainers emphasise the critical spirit and the concern for interdisciplinarity; and (iii) these characteristics are the result of changes in training and the challenges posed to higher education that make them define themselves as researchers.

According to Vieira and Neira (2016), university physical education teachers may be going through an identity crisis. The identity crisis may be linked to a curriculum that makes uncritical proposals, which defends a physical education that is constructed from a biological perspective, ignoring the transformations and tensions in the field that seek to replace the epistemological status of psychobiology with the human sciences. Teachers who defend an uncritical education, developing discourses that exalt bodily performance without questioning inequalities, are insensitive to the need for social transformation in favour of minorities.

For Vieira and Neira (2016), contemporary educational discourses put pressure on teachers by circulating representations of how they should be and act, putting pressure on their identities. In times of intensified identity politics, i.e. disputes over the representations that support the ideal subject, being a teacher means being involved in struggles over conceptions, without there being neutrality in theoretical choices and, consequently, in

policies. If the knowledge transmitted during training influences future professional and cultural identities, the definition of what will be taught is a political decision, with direct effects on the wider context. The notions of society, education, curriculum and physical education teaching in initial training courses have an impact on their teaching.

As for the training of physical education teachers in Portugal, a new configuration is in place following the Bologna Process. There is a general first cycle of studies in which students are awarded a three-year degree in physical education. Teacher training is carried out in the second cycle of studies, at master's level, lasting one year for early childhood teachers; one and a half years for kindergarten teachers and primary school teachers; and two years for primary and secondary school teachers and for teachers from all other recruitment groups (Leite and Fernandes, 2013).

In Brazil, unlike Portugal, teacher training takes place through a single entry process, aimed at both the bachelor's degree and the licentiate degree, divided into two stages: (i) common to both degrees; and (ii) specific, in which the student chooses between the bachelor's degree or the licentiate degree – teacher training. It should be noted that in Brazil, according to the Political Pedagogical Project, HEIs can offer a bachelor's degree and/or licentiate degree (Santos Júnior and Bastos, 2019).

Methodology

Epistemologically, the study is based on the paradigm of complexity, since it recognises the incompleteness of knowledge. Man is at once a biological, physical, social, cultural, psychological and spiritual being (Morin, 2000; 2003). Methodologically, the study is qualitative in orientation and a total of thirteen semi-structured interviews were carried out. The data was analysed using the thematic content analysis procedure (Moraes, 2003).

The research followed all the ethical requirements in both countries – in Brazil, by the consubstantiated opinion of cep number 4.567.522. It was empirically grounded in two initial training courses for physical education teachers from two different universities, equally recognised for the quality of their training: a bachelor's degree in physical education in Brazil and a master's degree in physical education teaching in Portugal. Both universities carry out significant work that generates knowledge for teaching, research and extension.

Semi-structured interviews (Minayo and Costa, 2018) were carried out with five university professors in Brazil and eight in Portugal, and were subjected to content

analysis (Moraes, 2003). The criterion for choosing the interviewees was that they taught in the so-called 'biological' subjects and also in the so-called 'humanities'. The list of teachers was drawn up on the basis of the training curriculum of the universities. With regard to recruiting the interviewees, email was the first means of presentation and invitation in both universities.

In Portugal, the invitation email was sent by one of the researchers with information about the research and asking for participation. If the answer was positive, an email was sent to fill in the informed consent form (ICF) and schedule the interview via the Zoom platform. In Brazil, one of the researchers was joined by two teachers from the research institution. From then on, the interviewees invited their professional colleagues who were part of the scope of the research to take part. If they did, they were sent an email to fill in the ICF and the day and time of the interview via the Zoom platform. The interviews were carried out online, due to the global pandemic period (Covid-19). In order to guarantee the anonymity of the teacher-educators, their statements are presented using abbreviations: teacher-educator (FP), interview order numeral, P (Portugal) or B (Brazil) indicating the country of the interviewee.

The interview allowed the interviewees to express their point of view in an open situation, following a block sequence in the formulation of the questions, but left flexibility to ask other questions at opportune moments, depending on the interviewees' response. The interview was in the format of a relaxed conversation, putting the interviewer and interviewee at ease and allowing for sensitive listening. The interview script for the teacher-educators (university) was made up of five thematic blocks: (i) characterisation of the participants: (ii) initial training – choice of course and feelings and defining moments; (iii) academic work: beginning and previous professional experience; and stages of the profession; (iv) conceptions of social justice – types of teachers; and (v) future prospects.

Results and analysis

The results are presented following the thematic blocks described in the methodology section. In Portugal, eight trainers took part. Of these, six are aged between 51 and 60 and two between 61 and 70; three are male and five female. As for the start of their initial training course, two teacher-educators started between 1981 and 1990, while six teacher-educators started between 1991 and 2000. In terms of academic qualifications, all eight participants have a doctorate. Of the eight interviewees, five entered higher education teaching as trainee assistants, responsible for teaching practical

or theoretical-practical classes and providing services in laboratory or field work in degree subjects. All the teacher-educators interviewed had worked as physical education teachers in primary and secondary schools.

In Brazil, five teacher-educators were interviewed: one aged between 31 and 40, two aged between 41 and 50 and two aged between 51 and 60; three were men and two were women. With regard to entry into the initial training course, one teacher trainer started between 1981 and 1990, three between 1991 and 2000 and one between 2001 and 2010. In terms of academic qualifications, four of the interview participants had a doctorate and another a master's degree.

Of the five teacher-educators, three work in primary, secondary and higher education, one has worked in primary and secondary education, and one has never worked in primary or secondary education. This shows that the majority of teacher-educators in Portugal and Brazil have a dual identity (Lopes, 2019) – university and school, i.e. they know the ‘school ground’. It should be noted that teachers who teach so-called ‘biological’ subjects also teach so-called ‘humanities’ subjects.

In Portugal, the course was chosen for two reasons: (i) biographical and relational events in primary and secondary education that marked their academic career through positive and negative moments in physical education classes; and (ii) the relationship with high-performance sport (athletes). It is clear that the primary socialisation in school life and in high-performance sport was a determining factor in their choice of course.

[...] In my 9th year, when I was 14 or so, the physical education teacher I had made a difference [...] she had a structured approach to teaching, she taught the subjects, there was a progression, things I had never seen before [...]. I asked her where she had trained, I realised that I could be a PE teacher and I found there what I wanted to be. (FP 4P)

I remember the teachers perfectly. I remember doing nothing in PE, or rather, doing nothing in terms of content and organisation [...]. It was total freedom, [...] there was no intentional training programme in physical education classes. (FP 7P)

In Brazil, the need arose to study topics related to health and the body. Because I wanted to know how the body worked, my aunt was a university professor, but I didn't want to be a doctor because to be a doctor you have to give up a bit of humanity, sensitivity to the suffering of others; so I preferred to stay in physical education, not least because I was very interested in the question of exercise, these more functional issues. (PF 2B)

As for their feelings during the course, the teacher-educators expressed that they felt very happy during their initial training. Firstly, because it was what they really wanted

to do. Secondly, because of the interpersonal relationships they had with classmates and teachers. They also had ‘not so good moments’, negative ones, which happened in their interpersonal relationships with some of the teachers on the course. In other words, interpersonal relationships have had a positive and negative impact on teacher-educators in both Portugal and Brazil.

There is one event that has marked me. A teacher died who helped us a lot beyond the classroom. To give you an idea, we had to take some very difficult exams to pass and he was always helping us; we would go to a track and he would help us train. He was a person who really taught. (FP 4P)

In Brazil, the interviews pointed to a questioning of the initial training curriculum. The curriculum was very technique orientated.

The HEI course was for training athletes, not physical education teachers, in my day. The focus was very much on technique. The behavioural, cognitive aspect wasn't the focus. But those teachers were great at it, great at it. Because that was the physical education model. (FP 4B)

The data shows that in Portugal, high performance sport is latent among teacher trainers. It is clear that the initial training curriculum, most of which focuses on technique and performance, is a common factor in both countries. However, in Brazil this training is more questioned – teacher-educators were trained at different times, with different conceptions of physical education, which differs from Portugal. In the ‘academic work’ category of analysis, two subcategories emerged: beginnings and stages of the profession.

With regard to starting out, the interviews showed that there were two perspectives on entering the profession.

As for teaching itself, for most of the teachers interviewed, entry was smooth, both in Portugal and in Brazil. In Portugal, some of them joined as student trainees, as monitors. In Brazil, some had already been lecturers at other private universities or were substitute lecturers at Brazilian HEIs. The interpersonal relationship is reflected in positive and negative moments in both countries. The Brazilian HEI has an Institute of Education in which three teachers teach at the institute as primary and secondary school teachers and as teachers of teaching practice and supervised internship in the initial training course (degree) in physical education. There is an institutional separation between the so-called ‘university’ teachers and those who teach at the university itself, but who are part of the institute's teaching staff.

On how they learnt to be teacher trainers, they say:

It was an adaptation that wasn't complicated, I started as a trainee assistant. I worked and collaborated with teachers [...] (FP 3P)

I've never taken part in discussions in terms of resolutions and proposals at degree level. We're always seen as outsiders – we're always the teachers from the institute. What the teachers from the institute express is this lack of integrality – we're all HEIs; those from the institute go through this. (FP 3B)

In the interviews with the teachers from Portugal and Brazil, they reported the importance of knowing how to listen, decoding gestures, positioning themselves in front of students and teachers (social and political aspects), self-recognition, and a change in perspective and previous learning (as a physical education teacher). This shows that the construction of PI is a constant and continuous movement, associated with processes of socialisation and re-socialisation, as well as changes in opinions, behaviour, expectations and social demands. The changes in higher education were also part of the lessons learnt from academic work, especially the wear and tear caused by research metrics. The lecturers pointed out that:

This machine of production, of producing articles, that it doesn't matter what you're going to say, all that matters is publishing, is something that wears me out a lot. (FP 5P)

I think one of the greatest legacies I've learnt is to listen to others. Listening with my eyes and listening with my ears. It's understanding a little of what the other person was trying to say and that sometimes didn't come out in words, due to lack of vocabulary, nervousness, but through gesture, through movement; and this ended up leading me to psychoanalysis. (FP 4B)

Other aspects and people also stand out: teachers, their own experience (as teacher trainers and PE teachers), literature and peers. Once again, the importance of dual identities (university and school) by biography is emphasised – when the trainers were/are school teachers. The extended professionalism of the PE teacher, which goes beyond the content of PE, is also emphasised.

When we start teaching, I think the natural and simplest and most practical tendency is to try to copy those who we thought were our best tutors or teachers and then we create our own way of being. (PF 8P)

What strengthened and helped me the most were my peers. I met people who believed in me. And because they believed in me, I became stronger. [...] so teachers need to be welcomed. So I do this with my teaching practice and internship students. It's a very new world. And it's not just physical education. It's understanding the office, dealing with parents and pupils. The school is the teacher's great training ground. (FP 1B)

The encounter between more experienced and less experienced teachers, together with the exchanges, are of fundamental importance for the construction and reconstruction of professional identities, as is the encounter between teachers and students in the educational process. The stages of the profession are different for teachers in Portugal and Brazil. In Portugal, teachers are older and have been in the teacher training profession for longer. In Portugal there are three important stages in the profession: (i) initial investment in the career – learning to teach; (ii) career renewal; and (iii) career maturity. They do not refer to the existence of reality shock. Although they were experienced primary and secondary school teachers, they felt the need to adapt to higher education. The start of their careers was a phase of investment, since they had a doctorate in service (university professors). Career renewal is related to the end of the doctorate and the opportunity for new positions in university teaching. The maturity phase comes with the approach of retirement and years of professional experience. Teacher-educators say they are fulfilled in the profession of teaching, which really brings professional fulfilment, and then they value research. Extension and research support teaching.

I really, really enjoy teaching. I really enjoy teaching. If they took that away from me, I'd be an amputee. If they took teaching away from me, I'd be amputated... [without] two legs, both arms. That's a really strong area. I like the contact with the students. Not imposing knowledge, but generating knowledge, generating possibilities, generating learning in them, being active in generating their own learning. (FP 7P)

The specific nature of some teacher-educators in Brazil, who work concurrently in university, secondary and basic education, has made it more difficult for educators to distinguish between stages in the journey. The characteristics are diverse: the teachers learnt to teach; they changed their perspective on their work, and they invested in their careers, knowing where they wanted to go, each in their own time, and according to their academic and professional trajectories.

I can't see a break in continuity. I gradually evolved through relationships with other people, through reading, through reflection. What I can say is that since 2012 I've had to think about physical education in two ways. One in a practical way and the other to substantiate my practice [...] from now on I've changed my conception of physical education. It was a continuous process. (FP 5B)

The dual PI (university and school), in the Brazilian case, is interesting since they can be questioned at any time by their own pedagogical practice. The fourth category of analysis deals with the relationship between training and social justice. In initial

training, with regard to perceptions of the physical education teacher and their role in the school, the trainers reported that school physical education plays a fundamental role in social justice, since it refers to the body.

In Portugal, the trainers believe that this subject is very much focussed on biological issues. The space of the physical education teacher and their subject needs to be legitimised in the school environment. The school continues to exclude, because it transmits to its students a power of equality rather than equity, making the school space a space for social reproduction. Sensitivity to social justice depends on the intentionality of the teacher. The training curricula do not explicitly indicate the need for this pedagogical practice. Many teacher trainers have a technicist perspective because, in their training, teachers and curricula were geared towards performance and high performance.

In Brazil, the statements of teacher-educators converge with the perspective of intercultural school physical education, given that it is perceived that: regardless of having initial and ongoing training from a perspective closer to the biological sciences or the social sciences, these teachers work from the intercultural perspective of physical education (Daólio, 1996; Neira, 2018; Santos, 2018). They put biological, physical, social, cultural, psychological and spiritual beings in balance, in other words, they take the complex subject into account, and complexity aims to combine all these elements (Morin, 2000: 2003).

The teaching of physical education should be geared towards the holistic perspective of the human being, an intercultural perspective of physical education. The body transmits values, stories and beliefs which, depending on how they are worked with and directed in school physical education, can be both a cause and effect of inclusion and exclusion.

[...] it's a space that still needs to be legitimised by some peers and other colleagues who don't work in physical education. (FP 1P)

The greatest importance of school physical education is for students to recognise themselves as active subjects. But in order to do this, they need to experience a variety of bodily experiences. This is the great challenge of physical education. The active subject would be the critical consumer of the body culture of movement. (FP 1B)

Still on the subject of the curriculum, teacher trainers in Portugal understand that there are curricular units that follow more of a biological perspective (technical, centred on performance) and others that are more human (with a psychosocial emphasis). Another point that also draws attention concerns what the university itself considers important in training and research.

[...] there are curricula that don't include anything. Others, I often see that in our curriculum we may not have, for example, a course in ethics, let's say. (FP2P)

[...] And so we touch on some points, some content, always in some curricular units, which can't be in the form of the curricular unit itself. (FP 7P)

As for the physical education curriculum in Brazil, the teachers are unanimous in reporting that the separation between bachelor's degrees and graduate degrees has brought more setbacks than advances. In fact, the separation was much more for market and power reasons than pedagogical ones. This accentuates the devaluation of the theoretical training of the future physical education teacher.

I think the area ends up losing its identity. Because everyone says what they want and not what the discipline demands, and then there's the question of the curriculum. I think the curriculum has to come from the top down and say 'look, this is the subject, this is the content, with the possibility of adaptation, but you can't get away from the content'. (FP 2B)

It is believed that there is no curricular identity between the courses offered at Brazilian HEIs: between a bachelor's degree (non-formal space) and a degree (school space). It is the teacher-educator's intentionality that guides their pedagogical practices. In the dimension of academic work, the types of teacher that the interviewees believe can be found in initial training courses and in schools were discussed. Are they teachers whose classes emphasise performance, a biological bias? Are their lessons inclusive? The teachers said that initial training is an important factor in their conceptions of physical education, but the intentionality of the teacher is what really determines their actions.

In Portugal, the teacher-educators' statements show that some teachers who are trained in the so-called 'biological' areas have a much more 'humanistic' vision in their classes, but there is a tendency towards technique-orientated physical education. In Brazil, teacher trainers say that you cannot deny that physical education is about health, but that it is also social. The role of physical education is to sensitise teacher trainers and future teachers to fair education. And one of the ways of working is from a cultural/intercultural perspective, giving voice to and listening to dominated cultures, without having to choose between 'biologising' or 'humanist' perspectives. Cultures need to enter into dialogue. Here are a few lines:

Here there is an intersection of what each person is and then the nature of their training. Now, there is a tendency for graduates in biological areas to

have more curriculum-orientated attitudes, as I often say, cold and hard [...] There is another factor that interferes here – we have colleagues in biological areas who are more sensitive, because they have created other learning cultures throughout their lives, due to other experiences, other groups, other times, other places they have been [...] which leads them not to be so performance-centred [...] But then there is this other factor. Who is the teacher? His character as a person is at his service as a teacher. (FP 4P)

I think that everyone defends their own interests, defends their own little houses, their own beliefs, in the name of beliefs and little houses, they will publicise what they think is important. [...] that are glued to the knowledge that they have learnt to love, to create their identities there, but from the point of view of thinking about the educational process, of thinking about training, no, [it's] all pulverised. (FP 4B)

Although there is a greater concern in Brazil about the intercultural perspective of physical education, the statements show that there is still resistance from some teacher trainers, a fact that may be linked to their initial and continuing training.

As for their future prospects, the teachers emphasised that they dream of more equity in educational practices, of schools that belong to everyone and are for everyone, without so much discrimination.

I think the dream was truly a school for everyone. A whole education process that is accessible to everyone and that belongs to everyone. That everyone really does have effective participation through the process of negotiation, involvement and decision-making. (FP 5P)

I think it would be great to think of a physical education programme in which people are happier after a certain period of practice – that's the dream. I think that some leave happy; others leave different; others don't come in at all. When they experience physical education, when they comment on physical education and then you take physical education in the final grades and try to compare the speech, the sparkle in their eyes, the importance that physical education had before and now has. In reality, the school manages to take away the flavour. They turn people into increasingly rigid, harsh, insensitive and unfair young people. And often because they begin to understand that physical education knowledge no longer has any flavour. (FP4B)

The interviews made it possible to understand that the school environment, and in particular physical education classes, continue to exclude the so-called 'different'. It is necessary for the initial training curriculum to effectively present a structure that takes cultural diversity into account. It is therefore necessary to restructure the curriculum so that the perspective of intercultural physical education is not fragmented into a few subjects and depends on the intentions of the teacher trainer.

Conclusions

The globalised world is bringing significant changes to teacher training and the school environment, given that traditional educational practices no longer match the social and cultural scenario presented today to students in the school context. From this perspective, this research has shown that the paths of initial training are undergoing important changes. On the other hand, it is clear that traditional practices continue to be undertaken in schools. Physical education classes persist in leading to a restricted and 'biologising' view of bodily practices to the detriment of a broader 'humanist' view. In other words, students are assessed and separated based on their performance, without taking life histories and cultural differences into account. Apparently, the sports bias is still quite strong in training courses in Portugal, pointing to an interlocution with some factors: the identity of the athlete, the technical-inspired initial training that took place during the period in which the current trainers did their degrees and the interpretations that are made about inclusive physical education (people with disabilities). There is little explicit discourse on physical education from an intercultural perspective. The teacher-educators at the Portuguese HEI have a dual identity, i.e. before becoming teacher-educators, they were physical education teachers. In other words, they know the 'school ground'. Presumably, this experience allows for a greater understanding of the issues that guide the school environment, providing students with a broader vision of professionalism. In general, individual identities are more prominent than collective ones.

In Brazil, the intercultural perspective of physical education is more present, probably due to the biographical and relational trajectories of the trainers and the different eras of initial training in which the participants lived. In Brazil, the teachers are younger, trained from a more 'humanist' perspective and have attended extension courses from this perspective. Also in Brazil, the majority of teacher-educators express a dual identity, with some still performing a dual function, as they are both teacher-educators and physical education teachers (supervisors at the application college).

Both groups of participants display broad professionalism. Although it has a broader intercultural perspective on physical education, the Brazilian HEI surveyed also has a fragmented course, with isolated subjects that may or may not create dialogue with the intercultural perspective. It is the teacher's intention for more inclusive body practices that dictates a more 'humanist' physical education. This is the key to dialogue with dominant and dominated cultures and to put activities from dominated cultures into practice in order to achieve a more inclusive and equitable school physical education.

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