

ERASMUS+ PROJECT NO. 101179609

PRO-PHY-EDU

Innovative Teacher Education for Physical Education in Latin America

A collaborative curriculum innovation initiative connecting universities, schools, and sociocultural contexts in **Brazil** and **Chile** — building the next generation of critically engaged Physical Education teachers.

General Objective

Present a proposal for innovative, collaborative, and culturally sensitive curriculum and teaching tools — using digital information and communication technologies — to qualify Physical Education teacher training at university and secondary school levels, through participatory processes based on qualitative research methodologies, interactive workshops, and collaboration with practicing teachers.

Culturally Sensitive Tools

Develop teaching tools adaptable to different school contexts in Brazil and Chile.

Cross-Country Exchange

Translate teaching experiences between Brazil and Chile to enable joint curricular innovations.

Implementation Guide

Serve as both a conceptual reference and a practical manual for partner universities.

The Teacher as Transformative Intellectual

The Innovative Curriculum is grounded in the principle — widely defended by **Henry Giroux** — that the Physical Education teacher must be understood as a **transformative intellectual**, not a mere technical executor of curricular prescriptions. This repositions the teacher as a political agent, meaning-maker, sociocultural mediator, and ethical subject committed to the democratization of schooling.

Beyond Technicism

Teaching is not a neutral task of content transmission. Teachers operate within a sociopolitical context that shapes educational meaning.

Critical Mission

Identify social and institutional processes that contradict justice, equity, and democracy — and develop pedagogical alternatives that strengthen student emancipation.

Giroux: Teaching as Political Practice

Giroux argues that teachers must critically analyze the social forces influencing schools, the discourses sustaining certain pedagogical practices, and the contradictions between declared democratic values and the inequalities reproduced in daily school life.

Official Curriculum

Declared objectives and formal content — what schools say they teach.

Hidden Curriculum

Norms and values transmitted implicitly through school practices, rules, time/space organization, and relationships — often reinforcing inequalities.

Transformative Task

Critically analyze the hidden curriculum, dismantle hierarchies and discriminations, and build democratic, cooperative, and inclusive environments.

- In Physical Education, unspoken norms about body, performance, strength, gender, and race frequently produce subtle or explicit exclusions. The transformative teacher must make these structures visible.

Democratic Values in Transformative Teaching

According to Giroux, the transformative teacher must foster values that sustain democratic forms of coexistence and participation — translating principles into concrete pedagogical practices.



Solidarity & Difference

Moral responsibility, collective commitment, and recognition of diversity as educational value.



Social Justice

Promote active participation, stimulate concrete actions for social change, and build a socially just school.



Critical Voice

Encourage critical thinking, value historically marginalized voices, and connect content to students' real lives.



Teacher Agency

Pedagogical autonomy to interpret contexts critically and create original responses — with social responsibility for what kind of society education builds.

THEORETICAL FOUNDATION

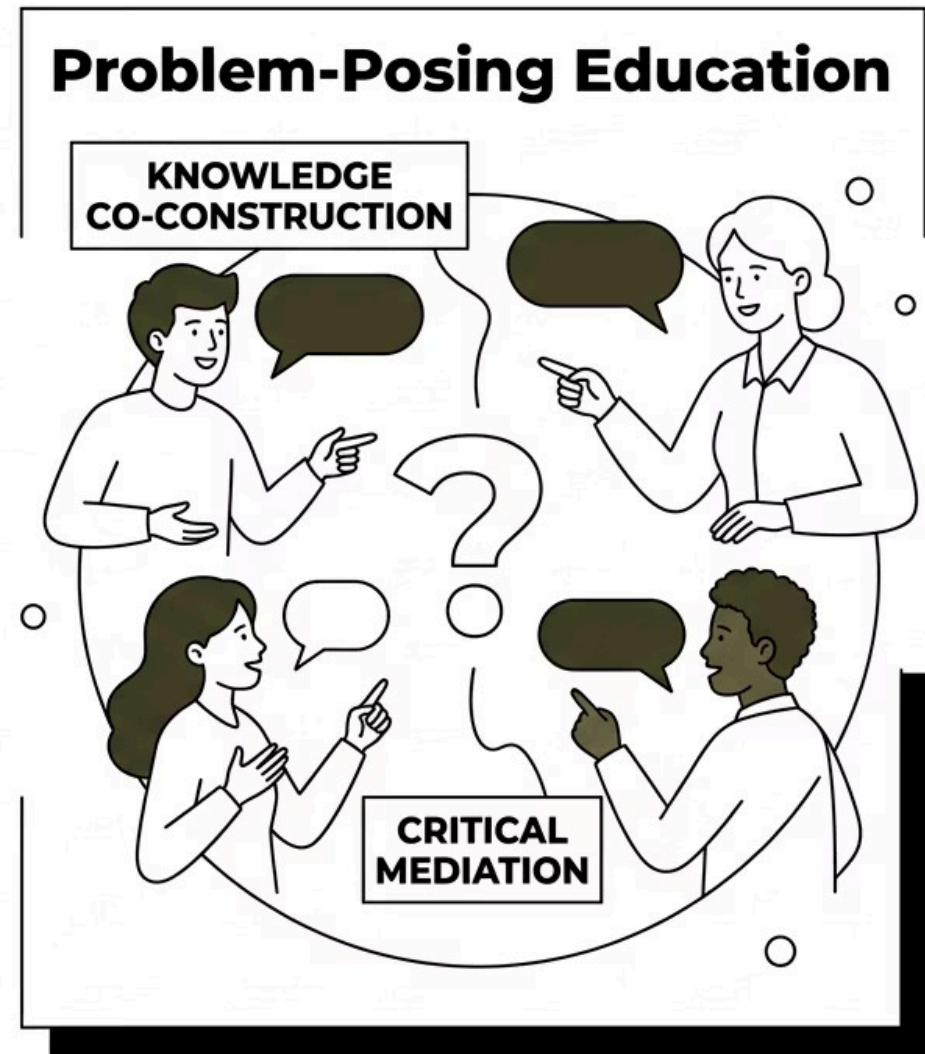
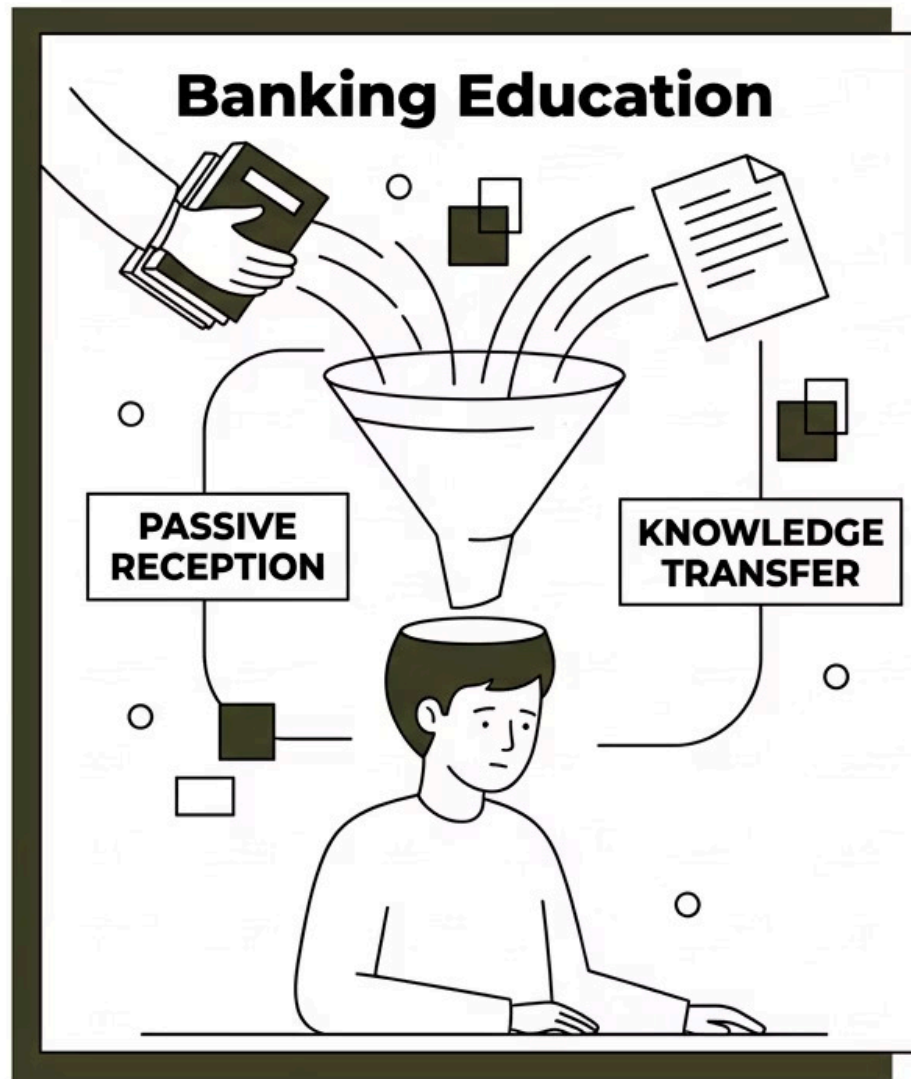
Paulo Freire and Emancipatory Teacher Education

"Teaching is not transferring knowledge, but creating conditions for knowledge to be produced."

— Paulo Freire

The Innovative Curriculum anchors itself in the Freirean perspective: there is no educational innovation without autonomy, critical consciousness, and ethical-political commitment. Forming teachers means calling them to be subjects of their own practice — capable of interpreting and transforming the world. This rejects technician training models and embraces **praxis** as the central axis of learning to teach.

Freire: Problem-Posing vs. Banking Education



The emancipatory teacher becomes a **permanent investigator of practice** — analyzing contradictions, identifying inequalities, problematizing students' lived world, and elaborating pedagogically coherent responses aligned with social justice.

Essential Freirean Principles for Teacher Formation

1

Consciousness of Incompleteness

Education is permanent because we are beings in construction — recognizing oneself as unfinished means remaining open to dialogue and change.

2

Teaching–Learning Indissociability

Whoever teaches learns; whoever learns teaches. Emancipatory formation breaks rigid hierarchies between teacher and student.

3

Methodical Rigor & Research

There is no teaching without research. Teachers must investigate their practice, build arguments, test hypotheses, and reorganize pedagogical work.

4

Critical Reflection on Practice

Reflective practice is the heart of permanent formation — theoretical-practical reflection enables continuous improvement of pedagogical work.

5

Hope, Humility & Dialogue

Educational practice must be animated by critical hope, joy, and ethical courage — foundations of teacher resistance and openness to the other.

Research on Practice in Teacher Education

The PRO-PHY-EDU curriculum understands that there is no emancipatory teacher education without critical investigation of practice. Research ceases to be a marginal activity reserved for postgraduate studies and becomes the very **mode of being a teacher** — articulating theory and practice in a single movement.

1

Diagnostic

Understand reality, identify inequalities, analyze contexts.

2

Reflective

Problematize practice, confront knowledge, produce critical consciousness.

3

Transformative

Elaborate pedagogical interventions, evaluate processes, reconstruct practice.

Qualitative Research Methods in PRO-PHY-EDU

Qualitative investigation is especially suited to teacher education because it privileges the voice of subjects, captures meanings and lived experiences, and grounds pedagogical decisions in interpretive, contextualized evidence.

In-Depth Interviews

Reveal trajectories, identities, expectations, and the hidden curriculum's tensions and transformation potential.

Focus Groups

Generate dialogue, confrontation of perspectives, and collective production of meaning to validate innovation proposals.

Collaborative Workshops

Promote learning through joint action and collective knowledge construction — organically articulating theory and practice.

Photovoice & Talking Maps

Visual strategies expressing bodily perceptions and cultural representations often invisible in conventional discourse.

Pedagogical Documentation

Systematic records of teaching-learning processes revealing choices, rationalities, and impacts of pedagogical practice.

Participant Observation

Understand classroom dynamics, power relations, and conditions that promote or hinder learning.

Identified Formative Gaps

The innovation strategy responds directly to gaps identified through questionnaires and focus group interviews with students, teachers, and administrators in Brazil and Chile.

Brazil & Chile (Common)

- Ethnic-racial relations education
- Physical Education and gender
- Inclusive education for persons with disabilities
- Digital technologies (TDICs) in PE classes
- Planning and evaluation of pedagogical practice

Chile (Additional)

- Labor market insertion
- Adapted sport

Strategic Response

The GEP model creates spaces that produce situated knowledge, reinforce teacher autonomy, expand theoretical-practical repertoire, and build collaborative university-school networks.

Study and Practice Groups (GEP)

The GEPs are the materialization of curricular innovation — collaborative, practical, and emancipatory formative experiences. Each partner university (USJT, USP, UBB, UCSC) will offer **thematic groups of 40 hours**, organized around locally identified formative needs.



Thematic

Centered on an identified formative gap, with content dialoguing with local school realities and bodily cultures.



Collaborative

Articulating university faculty, postgraduate students, undergraduates, and basic education teachers.



Investigative

Structured with qualitative methodologies — interviews, audiovisual records, photovoice, narratives, observations.



Transformative

Oriented to produce perceptive and practical changes in teaching, through reflective portfolios and pedagogical documentation.

G&P Structuring Principles

Action–Reflection–Action (Praxis)

Each meeting articulates experimentation, critical dialogue, theoretical study, and documentation of processes.

Collaborative Work in Small Groups

Pairs, trios, or quartets to intensify collaboration, strengthen bonds, and share investigative responsibilities.

Voluntary Participation & Ethical Transparency

Groups are optional, based on genuine interest. Responsible use of records, privacy care, and informed consent.

1

2

3

4

5

Situated & Culturally Sensitive Learning

Contents and practices must dialogue with school reality and local bodily cultures.

Production of Pedagogical Artifacts

Reflective portfolios, lesson plans, analytical videos, investigative reports, and teacher narratives.

Integration & Personal Transformation Strategies

Bridging Initial & Continuing Education

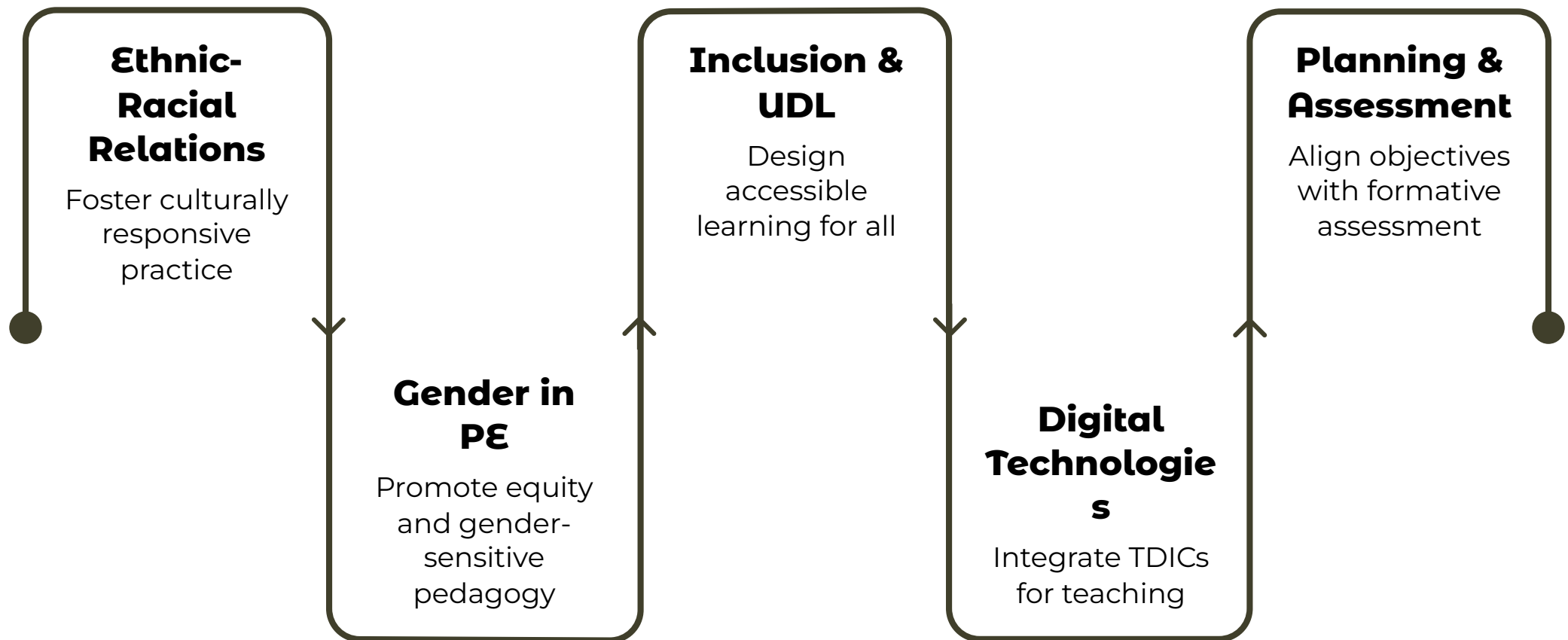
GEPs function as **hybrid environments** where undergraduates investigate and intervene; basic education teachers share practical knowledge; postgraduate students articulate research and teacher education; universities and schools establish continuous bonds — breaking the traditional separation between initial and continuing formation.

Subjectivation Strategies

- Critical self-analysis of personal trajectory
- Reflective diaries as self-formation instruments
- Sensitive and bodily experiences promoting empathy
- Narratives of self — life stories and bodily memory
- Dialogic feedback based on ethics of care

Competencies Developed in the Innovative Curriculum

Competencies were defined from three bases: Quality Parameters for PE Teacher Education produced by PRO-PHY-EDU; formative gaps identified in the diagnostic; and the expected graduate profile for initial and continuing education.



Each competency describes a structuring formative axis and defines the expected graduate profile — combining critical analysis, ethical action, and culturally sensitive pedagogical practice.

Ethnic-Racial Relations & Racial Justice

Core Competency

Critically understand PE's historical role in racialization processes, recognize structural racism in bodily practices and school relations, and act to build anti-racist environments — valuing Afro-diasporic and indigenous bodily cultures.

Expected Graduate Profile

- Identify explicit and subtle racism in school and PE
- Recognize Afro-Brazilian, indigenous, and Latin American epistemologies as legitimate knowledge
- Plan classes valuing Black and indigenous identities
- Produce pedagogical documentation making racialized students' narratives visible
- Promote relations of care, recognition, and belonging

Physical Education and Gender

Core Competency

Critically analyze gender inequalities in PE — including stereotypes, symbolic violence, sports hierarchies, and participation inequalities — and create pedagogical practices promoting equity, bodily autonomy, and rights. Grounded in feminist and queer perspectives, understanding the body as political territory.

Expected Graduate Profile

- Recognize gender inequalities in classes, bodily practices, and curriculum
- Intervene ethically to address exclusions of girls and LGBTQIA+ students
- Plan situations valuing multiple bodily expressions
- Promote safe, welcoming, non-discriminatory environments
- Dialogue about body, sexuality, respect, and human rights in PE

Inclusion & Universal Design for Learning (UDL)

Core Competency

Understand the social model of disability, recognize and eliminate architectural, pedagogical, and attitudinal barriers, and plan inclusive bodily experiences using UDL principles: multiple forms of engagement, representation, and action/expression.

Expected Graduate Profile

- Identify ableist practices and propose alternatives
- Plan bodily activities using creative, respectful, non-segregating adaptations
- Dialogue with students with disabilities about their experiences
- Propose strategies promoting autonomy and protagonism
- Evaluate learning processes through qualitative strategies
- Act toward building an inclusive, participatory school culture

Digital Technologies (TDICs) in Physical Education

Core Competency

Use digital information and communication technologies as pedagogical, investigative, and documentation tools — expanding possibilities for teaching, learning, recording, and reflection in Physical Education.

Expected Graduate Profile

- Employ digital resources to record, reflect on, and evaluate bodily practices
- Use apps, videos, platforms, and virtual reality ethically and critically
- Document learning processes (photos, videos, digital narratives, e-portfolios)
- Recognize access inequalities and propose inclusive solutions
- Promote student autonomy in producing digital materials
- Dialogue critically about risks, privacy, and digital ethics in school

Planning, Assessment & Investigation of Practice

Core Competency

Plan, execute, document, and evaluate teaching practices articulating theory and practice as continuous investigation — including mastery of qualitative methodologies, pedagogical documentation, critical reflection, and collaborative analysis.

Expected Graduate Profile

- Plan classes grounded in critical and cultural principles
- Produce pedagogical documentation (talking maps, audiovisual records, portfolios)
- Analyze own practice from qualitative data
- Implement pedagogical interventions in reflective spirals (action–reflection–action)
- Use formative, processual, and qualitative assessment to support learning

Labor Insertion & Adapted Sport

Labor Insertion

Competency: Understand the sociopolitical conditions of teaching work, analyze hiring processes, recognize structural inequalities, and develop an ethical, critical professional project committed to social justice.

Graduate Profile: Critically analyze working conditions in Brazil, Chile, and partner countries; recognize precariousness dynamics; elaborate a curriculum reflecting teacher identity and social commitment; understand labor insertion as part of a political-pedagogical project.

Adapted Sport & Anti-Ableism

Competency: Plan and teach adapted sports critically, culturally, and politically — recognizing adapted sport as a cultural practice of rights and identity affirmation, not merely rehabilitation.

Graduate Profile: Understand the political history of adapted sports; teach goalball and wheelchair basketball inclusively; promote joint experiences between students with and without disabilities; plan classes focused on belonging, identity, and social justice.

Forming Teachers Who Transform Schools

The PRO-PHY-EDU Innovative Curriculum translates critical pedagogy into concrete action — creating collaborative formation groups that retake the Freirean experience of permanent formation groups, articulating practice analysis, theoretical study, qualitative investigation, collective construction, pedagogical documentation, and knowledge production by teachers themselves.

Investigate

Research practice through qualitative methods



Reflect

Critically analyze contexts, inequalities, and hidden curricula



Transform

Act for democratic, just, and emancipatory schools in Brazil and Chile



Create

Develop culturally sensitive, inclusive pedagogical tools

