

EDUCATIONAL AND SOCIAL COMMITMENT: TRAJECTORIES OF TEACHERS THAT DEVELOP SPORTS SOCIAL PROJECTS

COMPROMISSO EDUCACIONAL E SOCIAL: TRAJETÓRIAS DE PROFESSORES QUE DESENVOLVEM PROJETOS SOCIAIS ESPORTIVOS

COMPROMISO EDUCACIONAL Y SOCIAL: TRAYECTORIAS DE PROFESORES QUE DESARROLLAN PROYECTOS SOCIALES DEPORTIVOS

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ABSTRACT: This research analyzes the formative and professional trajectories of three teachers who develop social sports projects of capoeira, volleyball, and badminton. This is a descriptive and multi-case study, anchored in the narrative research tradition. Sports marked the pre-professional socialization, as well as family and school education. They acquired experience doing the extracurricular internships in sport projects or had to seek new knowledge to act. Two teachers are in the career diversification phase and the most experienced teacher is in the stage of renewing interest in the profession. Sports social projects have no funding; teachers work voluntarily and have found creative solutions to finance expenses. In addition to technical training and results in competitions or sporting events, teachers are very concerned with the human education of the public served, demonstrating a strong educational and social commitment to their students and communities.

KEYWORDS: Teacher education. Professional acting. Sport. Social projects.

RESUMO: *Esta pesquisa analisa as trajetórias formativa e profissional de três professores que desenvolvem projetos sociais esportivos de capoeira, voleibol e badminton. Este é um estudo descritivo e multicase, ancorado na tradição de investigação narrativa. O esporte marcou a socialização pré-profissional dos professores, bem como a educação familiar e escolar. Eles adquiriram experiência fazendo estágios extracurriculares em projetos esportivos ou tiveram que buscar novos conhecimentos para atuar. Dois professores encontram-se na fase de diversificação da carreira e o professor mais experiente no estágio de renovação do interesse pela profissão. Os projetos sociais esportivos não têm financiamento, os professores*

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trabalham voluntariamente e encontraram soluções criativas para financiar as despesas. Além da formação técnica e dos resultados em competições ou eventos esportivos, os professores preocupam-se muito com a formação humana do público atendido, demonstrando um forte compromisso educacional e social com seus alunos e comunidades.

PALAVRAS-CHAVE: *Formação docente. Atuação profissional. Esporte. Projetos sociais.*

RESUMEN: *Este investigación analiza las trayectorias formativa y profesional de tres maestros que desarrollan proyectos sociales deportivos de capoeira, voleibol y bádminton. Este es un estudio descriptivo y de casos múltiples, anclado en la tradición de la investigación narrativa. El deporte marcó la socialización pre profesional de los docentes, así como la educación familiar y escolar. Adquirieron experiencia haciendo pasantías extra curriculares en proyectos deportivos o tuvieron que buscar nuevos conocimientos para actuar. Dos maestros están en la fase de diversificación profesional y el maestro más experimentado se encuentra en la etapa de renovar el interés en la profesión. Los proyectos sociales deportivos no tienen fondos, los maestros trabajan voluntariamente y han encontrado soluciones creativas para financiar los gastos. Además de la capacitación técnica y los resultados en competiciones o eventos deportivos, los maestros están muy preocupados con la educación humana del público atendido, lo que demuestra un fuerte compromiso educativo y social con sus estudiantes y comunidades.*

PALABRAS CLAVE: *Formación docente. Actuación profesional. Deporte. Proyectos sociales.*

Introduction

Social sporting programs and projects have been offered to children, teenagers and adults, by government initiative or by non-governmental organizations (NGOs). Far beyond training athletes, such programs and projects often aspire to broader goals, such as promoting citizenship, health, and socialization of their participants, generally in a situation of social vulnerability.

Researchers have been interested in studying this subject from different perspectives, whether analyzing the facilitators and barriers in project implementation (SOUZA *et al.*, 2010; SOUZA; SOUZA; CASTRO, 2013); sport as a tool for well-being and socialization (TAVARES; COSTA; TUBINO, 2010); the main meanings attributed to the project by parents, students and teachers (CASTRO; SOUZA, 2011); or even understand the changes in the daily lives of adolescents and contribute to the structuring of the guiding axis (HIRAMA; MONTAGNER, 2012).

According to Kravchychyn and Oliveira (2015), the management of sports projects presents complex structuring, implementation and evaluation processes; prioritize beneficiaries

in situations of social vulnerability, with a salvationist vision and generous objectives, but there are management difficulties.

According to this study, sporting social programs and projects are concerned with teaching, developing and promoting health, autonomy, cooperation, socialization, citizenship and inhibition of drug use, with individual and collective well-being and with ethical issues. On the other hand, there are also projects that are concerned with preparing students for the practice of sports and participation in sports competitions, seeking to demystify the harmfulness of sport for the education of students, also considering the expectations and justifications of students for adherence and permanence in projects.

Regarding the skills of professionals who work with sport, in the dimension of incentive skills, professionals must: value individualities; diversify the work methodology; use techniques that increase the group's level of motivation; provide a pleasant environment for practice; integrate into the group, improving the relationship. In the attitudes dimension, the professional must have: humility, patience, ethical posture in human relations; persistence; posture and commitment; sincerity in relationships; punctuality and attendance and attitudes of leadership, trust and enthusiasm (FEITOSA; NASCIMENTO, 2012).

Given the above, it instigates us to know: what were the trajectories that these teachers followed and that led them to offer social sports projects? As a result, the aim of this study was to investigate and analyze the formative and professional paths of teachers who develop social sports projects.

Theoretical-methodological framework

The theoretical framework of this study is based on studies on teachers' life histories and professional development (TARDIF, 2007; GONÇALVES, 1995; HUBERMAN, 1995, NÓVOA, 1995).

It is worth noting that teacher education is a continuum that begins even before professional formation at university and extends throughout professional life. Pre-professional socialization comprises the teacher's personal background, linked to their life history, their socialization in the family and social groups, their education, their personality and learning about certain aspects of the profession, even before professional formation (TARDIF, 2007).

In addition, throughout their careers, teachers go through different stages or phases: entry into a career marked by the survival and discovery of the profession; stabilization characterized by the feeling of growing pedagogical competence; the diversification and

experimentation of new work methods and, towards the end of the career, there may be a renewal of interest in the career or a disinvestment in relation to the profession, the latter which can be serene or bitter (HUBERMAN, 1995; GONÇALVES, 1995).

Studies on the life histories of teachers also highlight that “the teacher is the person; and an important part of the person is the teacher” (NIAS, 1991 *apud* NÓVOA, 1995, p. 15, our translation). In other words, the personal characteristics or personality of teachers play an important role in the exercise of the teaching profession.

This research is characterized by being qualitative, descriptive and multi-case study, carried out with three Physical Education teachers who work in public schools in Mato Grosso. Multi-case studies allow discovering convergences and similarities between several cases, but also contribute to the analysis of the particularities of each case (YIN, 2015).

The table below summarizes the profile of the survey participants.

Table 1 – Teachers Profile

Teacher	Age	Time of experience	Schools	Sports social projects
Augusto	33 years	11 years	Private confessional school	Capoeira project in an underprivileged community
Demétrius	42 years	9 years	Municipal school in Cuiabá and state school in Várzea Grande-MT	Volleyball project at school
Joami	48 years	18 years	Municipal public schools in Campo Verde-MT	Badminton project at school

Source: Devised by the authors

The selection of collaborating professors, research subjects, was intentional. The three professors stand out in the sports and cultural milieu of the cities where they live for their work with social sporting projects. People who know the professors and the projects developed were also interviewed, with the purpose of validating and giving greater credibility to the information presented by the professors.

First, the research proposal was presented to the professors, who signed the free and informed consent term, also consenting to their names being disclosed. Then, a timeline was built to highlight the significant periods of formation and professional performance. We use a semi-structured interview guide about the trajectory of formation and professional performance.

The interviews took place between the months of October and December 2019 and were carried out in person or through video calls and recorded in audio. These had an average duration of 1h27. Afterwards, the interviews were transcribed.

Regarding the analytical work, the continued thematic analysis was used (PAILLÉ; MUCHIELLE, 2012), that is, at first, we analyzed the corpus (interview transcripts) to constitute a thematic list based on the conceptual categories arising from the theoretical framework; then, this list of categories was applied to the entire corpus, but with the possibility that new themes (emerging categories) were added during the analysis. The analysis categories were then grouped into units by thematic approach.

Trajectories of teacher formation and performance

The results of this study will be presented below, grouped into five thematic units: 1) socialization, schooling, career choice; 2) professional formation and internships; 3) other professional experiences; 4) social sports projects developed; and 5) another colleague's view of the teacher and the project.

Socialization, schooling, career choice and teachers' personality

Regarding pre-professional socialization, Augusto narrated that he had contact with sport in his childhood and adolescence, practicing futsal and capoeira in sporting social projects. In addition, he is from a family of teachers and as a teenager he participated as a volunteer in social projects in which his mother was involved.

My mother carried out projects, social actions in her neighborhood. When she died, she asked me and my siblings to continue: "Whatever happens my son, believe in your dreams, don't stop helping people!" That's what I remember, she in the hospital saying it to me, hugging me (TEACHER AUGUSTO, 2019, our translation).

As for his education, Augusto studied the early years of elementary school in a private school, as his family wanted him to have a good initial base. Afterwards he studied at a public school until finishing high school. He also reported that his professional choice was because he enjoys sports and has been involved in it since he was a child.

Likewise, Demetrius became involved with the sport from an early age, encouraged by his family. He trained volleyball in a social sports project offered by SESC and, in this regard, narrated:

[...]. So, I started to get involved in sports from an early age, [...]. And I owe a lot of my professional training to this sporting issue, because I learned to have discipline, respect, to listen to the other, to be a partner, to work with the

collective, with the social, [...]. And the social project is very much aimed at the formation of a person, not just athletic training (TEACHER DEMÉTRIUS, 2019, our translation).

He studied all of Elementary School and High School in a private confessional school, noting that the formation he received at this school influenced him a lot, changing his way of being.

So, I learned to listen, to know the moment in order to express myself. The question of spirituality influences all the time. To this day it is very latent in my professional side. [...]. It helps me to have peace of mind when making a decision in front of students or colleagues. I try to take this formation to both my athletes and my physical education students (TEACHER DEMÉTRIUS, 2019, our translation).

Due to his involvement with the sport and the fact that he had good teachers who encouraged him, he chose the teaching degree course in Physical Education. Before that, he studied law and worked in the Municipal Guard, but he had some disappointments and decided to attend physical education.

In Joami's case, he is the son of farmers, he lived his childhood and adolescence in the countryside, having to study and work at the same time. Furthermore, this period provided an opportunity to diversify its repertoire of movements:

The practice of sports has always been closely linked to me due to this diversity of movement on the field: climbing trees, running in the sand, chasing rheas, reaching into an armadillo burrow, running away from the collared peccary [...] (TEACHER JOAMI, 2019, our translation).

His father was a sportsman, but Joami only had the opportunity to have contact with school sports after he moved to the city, participating in volleyball and athletics teams. Due to this involvement with the sport and for having teachers who influenced him, he chose the Physical Education course.

Professional formation and internships

As for professional formation, Augusto studied Physical Education at a private university between 2004 and 2008. From this period, he described:

[The formation] was enough, but I also looked for a qualification, within the college I tried to do every type of course I had. Every kind of lecture I was involved in, I watched [...] (TEACHER AUGUSTO, 2019, our translation).

During this period, in addition to the supervised internship in schools, he also worked as an intern at SESI and declared that:

SESI was a great school because I had a lot of opportunities. There I worked with gymnastics, water aerobics and capoeira. I learned several aspects, event organization, even how to approach and sell projects [...]. So, it was a great experience. That period was very valid for my construction as a professional (TEACHER AUGUSTO, 2019, our translation).

Demetrius studied Physical Education between 2006 and 2010; he started the course at a private institution, but later transferred to a public university.

I believe that college does not prepare enough, [...], physical education is very practical. Do you have to have the theory? Yes, but the internship should have a higher workload, because at the end of college you would have baggage to work at school and not get beaten up in the first years [...] (TEACHER DEMÉTRIUS, 2019, our translation).

During college, he completed supervised internships at schools, but also did a paid internship in the social sports project Vôlei Kids, which serves after-school students, aged between 7 and 16, and is sponsored by partner companies. He continued working on this project until the year 2013. From this professional experience, he narrated that:

I arrived at Vôlei Kids at the heyday of my competitiveness and Vôlei Kids is a social project that has other goals. Then I started to understand that the objective was to form people, that there was also athletic training, but it wasn't the emphasis. So, I worked a lot on this other side that I needed to work [...] (TEACHER DEMÉTRIUS, 2019, our translation).

Joami studied a full degree in Physical Education at a public university between 1997 and 2001. He said that he took advantage of his college period, studying hard and trying to extract as much knowledge as possible from his professors. He cited several professors and disciplines that marked his academic trajectory. However, he considers that:

[...] we don't come out prepared for work. It's totally different out here, but we can enjoy a lot. I work with students who have down, who have ADHA, who are autistic, and I didn't learn to deal with that in college. I had to learn here, outside, take courses, read and learn a lot from the students (TEACHER JOAMI, 2019, our translation).

In addition to the mandatory supervised internships, he also carried out paid internships in private schools and gyms.

Other professional experiences

In addition to teaching physical education at the schools where they work, all teachers have already worked or are still working in other areas. Augusto is also a cultural animator:

In mid-2008 I said: "I'm going to open a party entertainment company". Since then, we've only been investing and growing [...]. This role as a cultural producer is magnificent, but it was not built overnight. When I entered college I didn't think I would be a cultural producer, but I was always curious to see how it worked. [...] (TEACHER AUGUSTO, 2019, our translation).

In the case of Demetrius, before starting to work in schools, he was a volleyball referee between 2000 and 2016. He also worked in the Municipal Guard. From this period he narrated that:

The Municipal Guard taught me to see everything differently, [...]. He taught me that everyone has their value [...] I became more disciplined, because it was a period when I was very undisciplined, but I also learned to shut up. As it was a military institution, I didn't really agree, but you have to reflect and keep working because you needed that. During this period, some situations made me think: "Wow, this is not the path I want to follow. [...] so I'll have to study!" (TEACHER DEMÉTRIUS, 2019, our translation).

From his experience as a volleyball referee, Demetrius highlighted that he learned about organization and professionalism. He also said that these characteristics contributed to his classes and to his volleyball project, as he considers the issue of impartiality, of being able to establish something that is important for the whole group and in harmony. In addition, he seeks to share these skills with his students.

After graduation, Joami moved from Cuiabá to Campo Verde, MT. He taught Physical Education at a private school and coached the school beach volleyball team between 2002 and 2003, then started coaching the school court volleyball team between 2003 and 2007. He was also sports coordinator in Campo Verde, MT, between 2006 and 2008, and municipal sports secretary for Campo Verde, MT, between 2008 and 2012.

I believe that during this period I learned mainly about people management, managing conflict, creating harmony between these people who are extremely different in a collective team [...] (TEACHER JOAMI, 2019, our translation).

Once the experiences of teachers in other areas are presented, the projects developed by them will be described below.

The sports social projects

The case of professor Augusto: a capoeira project in the community

Augusto started the project “*Ritmo solidário: quintal da Mara*” in 2017, developing samba and percussion activities for underprivileged children in the João Bosco Praeirinho neighborhood. This was a dream of his mother, who was the first woman to play the tambourine in Cuiabá. The project worked for a while and then the percussion activities were paralyzed, continuing only with capoeira classes. In 2018, the project started to be developed in the neighborhood church.

So, for a project like this first one, you have to show the community that what's important there. In addition to being a sporting, social aspect, it is a tool for social transformation, I had to show this to the families. Today we serve around 25 families. [...]. Because in a community that is forgotten by public bodies, crime will embrace, bad opportunities will be more common (TEACHER AUGUSTO, 2019, our translation).

In addition to capoeira activities, he also organizes the Children's Day Party and the Christmas Party, with delivery of toys and food baskets in the neighborhood. For this, he forms partnerships and seeks donations.

If we have a large proportion of toys, we deliver them to several neighborhoods, we have already delivered them to more than 12 neighborhoods in Cuiabá. We partnered with the Civil Police in 2017, so each year we look for partners, volunteers [...] (TEACHER AUGUSTO, 2019, our translation).

Another action developed in the project is the holding of a cultural show at Teatro do Cerrado Zulmira Canavarros, with performances of capoeira, maculelê and “siriri” folk dance of Cuiabá:

The idea came from me thinking: “Capoeira deserves good things!” This community needs to see something good, it was also a way of giving the community a gift and putting capoeira on the pedestal it deserves. Doing with excellence, with love, thinking about the final result of the event. I involved several partnerships, with the Siminina project, with the Sandero de capoeira group, with the Gazeta Group, I was involved in partnerships with several entrepreneurs (TEACHER AUGUSTO, 2019, our translation).

Augusto also highlighted that he thought of all the details, providing two buses to take the community to the event. The entry was two kilos of food, which were delivered to the Legislative Assembly's Women's Room, responsible for the Theater. The goal was to collect

700 kilos of food to be distributed to needy communities or pay around 5,000 reais to rent the theater. However, they managed to collect nearly a ton of food.

The professor reported that to help in this process, he created the sustainability project, to collect recyclable materials, turning the money from the sale of materials into food. He explained the concept of sustainability and recycling to the project students, then asked them to start collecting recyclable materials for sale. However, for that, he addressed the topic of capoeira and sustainability to raise awareness and motivate his students towards recycling:

I explained what was artisanal and what was industrial for them to be aware of it, the value of materials in this process. Where does the shirt come from? From cotton. And where does cotton come from? From the earth. So, one thing connects to another. I had to explain to the children so they could embrace the idea. Instead of arriving with everything ready [...] (TEACHER AUGUSTO, 2019, our translation).

The cultural spectacle was the culmination of the project at the end of the year. He had the collaboration of his wife, partners and volunteers for his organization.

The case of teacher Demetrius: school volleyball project

Professor Demétrius develops the volleyball social sports project at the school, conceived based on his experience with Vôlei Kids. The project is developed with volleyball initiation and training classes. At the municipal school, the project works twice a week, with classes from 4th to 6th grade; at the state school it takes place three times a week, with classes from 6th to 9th grade, always after shift. He highlighted some of the sporting and social results of his project:

Some students, at a given time, do selective to play and study in private schools with scholarships. Several had this opportunity and today we have three athletes who are playing in São Paulo. There is an athlete who played at Praia Clube, she is a professional athlete. So, we had some results in relation to this type of work (TEACHER DEMÉTRIUS, 2019, our translation).

However, the results of your volleyball team in sports competitions is not the most important thing, but rather contribute to the human development of students:

For me, more than results in championships and titles, the most rewarding thing is seeing the smile, satisfaction and sparkle in the eyes of my students and athletes. It is the gratitude of the student who hugs you and says looking into his eyes: "Thank you teacher!" So... [gets emotional]. For me this is the most important thing, because we know we are going to follow a good path! [...]. This is what is most valid, they are following their lives, they are not on

the wrong path. And we are transforming people, winning titles we like, but there will come a time when this no longer works, because it has happened several times. But the issue for me today is the issue of the human being, that's why I say, the issue of spirituality, of being good as a person, of looking at the other, of working collectively, so for me this is the biggest victory. [...] (TEACHER DEMÉTRIUS, 2019, our translation).

The project does not have funding, so to travel and participate in competitions, Demetrius and the students do “funding projects”, raffles, sell pizza and any other action that can raise financial resources. In 2019, it began to charge students twenty reais to cover some expenses (participation in competitions and equipment maintenance). Furthermore, they often use their own money, as the students are not in a favorable economic situation. For 2020, the professor highlighted the intention of creating an association to participate in public notices to get sponsorship.

The balls used in the project are from the schools where he works. Regarding the materials available, Demetrius explained that it is necessary to show work to receive support from the school. In addition, Demetrius highlighted the importance of support to develop his work, both from the students and also from the management of the school and the school community. At the school in the state where he works, the principal is a former volleyball athlete and, therefore, knows the importance of the sport.

The principal [of the school] in Cuiabá sees the work and supports me too, so everything is a matter of involvement. The community gets involved, everyone gets involved from the moment there is this delivery of the teacher. So, that's what justifies all my time at both schools. We have a root, a very strong connection with the school because there is this involvement (TEACHER DEMÉTRIUS, 2019, our translation).

In this way, Demetrius reinforces the importance of having a strong involvement of the teacher with the community in which he works.

The case of teacher Joami: badminton project at school

In Joami's case, his social sports project is with badminton. He started by introducing him to Physical Education classes and then formed training teams. Joami got to know this sport when she participated in a sports competition in Sinop, MT. When presenting the idea of introducing this sport at school, the director, who was also a physical education teacher, supported him.

According to Joami, badminton started to win over the school's students, then began to research and participate in courses to acquire more knowledge. Social networks helped him a

lot in his search, meeting the president of the Sergipe Federation of Badminton, who sent him the rules, educational texts and referred him to the website of the Badminton World Federation (BWF) and the Brazilian Confederation of Badminton (CBB).

Joami discovered a badminton course in the city of Natal, RN, in May 2014, getting resources to participate. Upon returning from the course, he decided to abandon volleyball training and start his badminton classes.

So, I was with 40 students training badminton, from these 40 students I took 10 students to the Youth School Games in Tangará da Serra, MT. There I was chosen to be the Mato Grosso national team coach to participate in the Youth School Games in Londrina, PR (TEACHER JOAMI, 2019, our translation).

During the Games in Londrina, PR, Joami received an invitation from the Brazilian Olympic Committee to participate free of charge in a course for level 1 badminton coach, during the Brazilian Congress of School Sports, in 2015. In this course, he took classes with a Spanish coach, coming back from there with another mindset. In addition, he participates in a group on an instant messaging app to exchange ideas and experiences with other teachers, and also uses a badminton app on his cell phone. Unlike the other teachers in this research, Joami had no previous experience with the sport that she developed in the project, so he launched himself in search of new knowledge.

According to Joami, since 2014 his school has had badminton athletes in the Youth Games nationwide. This gave credibility to his work as a trainer and coach with his training classes. He understands that when he works with training, it is important to “align the human being with the athlete as much as possible”. He narrates, for example, that a student who was extremely nervous and fought over anything, one day told him:

Teacher, this I owe to badminton! I changed my behavior and my idea of what ethics is!” Teacher Joami said: So, this is one of the things that motivates me the most, because we make a difference not only in the physical part of children, but mainly in their social development! (TEACHER JOAMI, 2019, our translation).

He also added his concern about the humanistic formation of his students/athletes:

[...] but I think this is the most important aspect, of us marking the territory with these guys, of them looking and saying: “This guy was my teacher and I remember him very well as a teacher, in what he helped me!” I think he's going to be a little better human being and that's important! (TEACHER JOAMI, 2019, our translation).

Thus, professor Joami understands that sports training is not intended only for the technical training of athletes and results in sports competitions, but goes much further, including human formation.

Its students/athletes have already won competitions at the regional and state level and have participated in national competitions. Furthermore, between 2014 and 2019, Teacher Joami was not the only coach of the badminton team in Mato Grosso at the 2016 Youth Games, because that year he classified only one of his athletes.

The view of other colleagues about teachers and their projects

Regarding Augusto and the project he is developing, his capoeira master said that he has known him since 1999, when he started training capoeira at SESI.

Since that period, he has always been a person committed to capoeira, [...]. He always encouraged the practice of capoeira. Always forming new citizens, forming students for capoeira. And he embarked on also being a promoter of culture using capoeira. Today Augusto is a Physical Education professional, committed and dedicated to what he does [...]. He is the guy who keeps thinking about how to do better and today he is one of the best professionals who work with capoeira [...] (CAPOEIRA MASTER, 2020, our translation).

In addition, the capoeira master highlighted other qualities of his disciple, who is now also a teacher:

[...]. Augusto has a very nice insertion in society, he seeks partnerships and sometimes businessmen help the events. If the students' families are in need of something, he involves people of the neighborhood to assist the family [...]. So, in addition to teaching capoeira, he tries to help in this way (CAPOEIRA MASTER, 2020, our translation).

About Demetrius and the project he is developing, we interviewed the principal of one of the schools where he works. She has two daughters who participate in the school's volleyball project and also accompany the teacher on trips and competitions. She has known the teacher for six years and said:

He is a person committed to the sport, is ethical, serious and does what he really enjoys. [...], I started to admire the project and even more the teacher for his dedication to the sport. [...] the students, parents and I, as a principal, can only be grateful (PRINCIPAL, 2020, our translation).

Regarding the benefits of the project, the principal states that:

[...] the volleyball project is of paramount importance, because in addition to taking children away from playing in the street, it makes students focus on the project. And Demetrius, for being a very demanding person, he has rules, the students are very disciplined and with that we can only gain. [...] (PRINCIPAL, 2020, our translation).

Regarding Joami, the coordinator of the school where he works has known him for fifteen years and said that:

He is a very dedicated professional. He is a teacher who is friend of the students, loving. Students respect him a lot, like him a lot. He is a very loved teacher here at the school. (COORDINATOR, 2020, our translation).

She also expressed her views on the badminton project:

Students love the badminton project and also includes students from other schools. The teacher trains these students without asking for anything in return. It's a project he does from the heart, with dedication and love. Parents love it, come and watch the kids. [...], the students are more motivated, their grades improved due to the project (COORDINATOR, 2020, our translation).

In this way, the vision of colleagues who know the teachers and the projects developed reinforce the personal qualities and characteristics of the teachers. They also recognize the results of these projects, both from the point of view of contributing to the human development of students and of social work with parents and communities.

Discussion of results

In the three cases studied, teachers have already gone through career entry and stabilization. They have, respectively, eleven (Augusto), nine (Demetrius) and eighteen (Joami) years of professional experience, and thus are in the diversification phase. In this professional stage, teachers seek to experiment and diversify content, teaching strategies, material, or even the search for new challenges (and new projects) to maintain their enthusiasm for the profession (HUBERMAN, 1995). Teacher Joami has more professional experience, we assume that he is moving towards a renewal of interest in the profession (GONÇALVES, 1995).

Regarding socialization, schooling and career choice, the results indicate that teachers had contact with sport in childhood or adolescence, and this experience marked the formation of these teachers and led them to choose a physical education course. In addition, Augusto has teachers in his family and his mother was involved in social projects. In turn, religious education marked the formation of teacher Demetrius. And the experience in the field contributed to the expansion of Professor Joami's body culture.

It is worth noting that the learning time of work is not limited to professional life, but also comprises the personal existence of teachers, who, in a way, also learned their craft before starting it, in the learning period of school socialization (TARDIF, 2007). Studies in the field of Physical Education have also identified the influence of sports practices or identification with preferred teachers in choosing the profession (FOLLE *et al.*, 2009).

About the university formation in Physical Education, Augusto considers it sufficient, however, Demetrius and Joami reported that this formation does not prepare the teacher sufficiently for his professional performance. However, the three strived to acquire knowledge and develop skills in this period of initial formation. In addition, for Demetrius, it is important that the workload of supervised internship in schools is expanded, as he considers theoretical knowledge to be important, but teaching is very practical, experience, and colleges need to better equip future teachers.

In this regard, Hammerness, Darling-Hammond and Bransford (2019) highlight that many teacher education programs have been criticized for being excessively theoretical, with little connection to practice. In turn, Darling-Hammond *et al.* (2019) argue that prospective teachers benefit from participating in internship practice, observing teaching, working closely with experienced teachers, and striving to put into practice what they are learning.

Two professors in this study (Augusto and Demetrius) interned in social sports projects during their college period. In addition, Augusto is also a cultural animator, Demetrius has already worked in the Municipal Guard and was a volleyball referee and Joami worked in the Municipal Sports Department. Therefore, they claim that there is knowledge and skills acquired in these areas that are transferable to acting in social projects.

According to Bransford *et al.* (2019), the knowledge and skills mobilized in the pedagogical action of teachers encompass knowledge and actions learned in other professional spheres, in addition to the school. These skills are useful in your pedagogical practices and reveal the transfer of learning in ways that allow you to solve problems that teachers will encounter later in their lessons.

Regarding the sports offered by the social projects studied, they were: capoeira in the case of professor Augusto, volleyball in the case of professor Demetrius and badminton in the case of professor Joami. It is worth noting that Augusto and Demetrius had previous experiences with the sports they worked on in their respective projects. In turn, Joami had no previous experience with badminton and also did not have this knowledge in his professional formation course. Thus, he needed to acquire knowledge about badminton, engaging in informal learning communities, through social networks about the subject.

Studies on teacher development within learning communities emphasize the importance of knowledge that occurs both in teaching and professional contexts (HAMMERNES; DARLING-HAMMOND; BRANSFORD, 2019). Thus, it can be said that Joami started to participate in a learning or practice community, even if informally. In these communities, teachers learn together and support learning and problem solving. (DARLING-HAMMOND *et al.*, 2019).

The three cases studied showed that teachers sought support from the school board or from the community served by the projects, considering this support and social engagement essential to be able to do a good job. In this regard, research reveals that for the professional who works in social sports projects, it is not enough to know the community, behave correctly, fulfill their obligations and have technical knowledge of the area to be worked on, but it is also necessary to get involved and commit to the community that is working, in a perspective of social transformation (HIRAMA; MONTAGNER, 2012).

In addition, research on social sports projects reviewed by Kravchychyn and Oliveira (2015) demonstrates that project-school partnerships are effective, but some studies reveal restrictions in serving students not enrolled in the project's host school, disputes over the use of sports spaces with Physical Education classes and the replacement of participation in these classes for students participating in the project, due to institutional and pedagogical mistakes.

The three social sporting projects studied do not have financing or sponsorship, either by the government or by companies, but the teachers and their students carry out campaigns to raise funds for the maintenance of the project, such as: raffles, pizza sales, fundraising, sale of recyclable materials, among others. Here, we can see the use of a creative solution to the lack of funding for the project: teacher and students promote fundraising, showing their capacity for initiative and problem solving.

Regarding financial support for carrying out sports projects, the literature review by Kravchychyn and Oliveira (2015) shows that most of the social sports projects analyzed have government financial support, whether federal, in particular the Segundo Tempo Program, or from initiatives of state or municipal governments. Of the 28 studies analyzed, only four had financial support from the private sector.

Two of the teachers highlighted some results of their teams in sports competitions and all the teachers highlighted that more important than sports results are the educational results of the projects and the human formation of their students. Research reveals that participation in social sports projects can contribute to the development of human values, such as: health promotion, individual and collective well-being, autonomy, socialization and citizenship,

ethical issues, as well as the inhibition of drug use (SOUZA; CASTRO; MEZZADRI, 2012; SOUZA *et al.*, 2010).

In the case of Teacher Augusto, we saw that he carried out a culmination of his project in a theater, with presentations of capoeira, maculelê and siriri. In the case of social and/or school dance projects, it is common to have a show or festival at the end of the year or on a special date (MARQUES, SURDI; KUNZ, 2013), which contributes to the dissemination of the project, to the aesthetic education of parents and children, for the students' self-esteem, and values the work performed (STRAZZACCAPPA, 2003).

Final considerations

This research investigated the trajectories of formation and professional performance of Physical Education teachers who work in social sports projects. It was shown that these teachers had contact with sport in social projects or at school. Sport played an important role in the pre-professional socialization of these teachers. But other aspects of their life stories also marked the pre-professional formation of teachers, such as family education, schooling and the social environment in which they grew up. The choice of profession was due to the involvement of teachers with sport.

Regarding teacher formation, the need to rethink formation is evident, enhancing the internship and activities that establish a direct connection with the “school floor”, as well as with the communities in which the students are inserted. In this way, extracurricular internships in social sports projects or the search for new knowledge and professional skills to work in the projects that present formative potential and were highlighted aspects for the role of teachers in social sports projects.

The teachers also worked in other segments of the area (cultural animator, referee, Municipal Sports Department) and managed to extract learning and adapt it to work with sports projects. In addition to the technical formation and sporting results of their teams in competitions, these teachers are very concerned with the humanistic formation of their students.

The projects analyzed are unfunded, but the teachers found creative solutions to fund them and work voluntarily. Finally, these teachers demonstrated a strong educational and social commitment to their students and communities, acting as social actors engaged in the formation of new generations, having as an essential concern to transform their students into better people through sport and their teachings.

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