

GESTÃO E AUTONOMIA NO CURRÍCULO DE EDUCAÇÃO FÍSICA: CAMINHOS PARA A DESCONSTRUÇÃO DA IMAGEM DE “JOGADORES DE BOLA”

GESTIÓN Y AUTONOMÍA EN EL CURRÍCULO DE EDUCACIÓN FÍSICA: CAMINOS PARA LA DESCONSTRUCCIÓN DE LA IMAGEN DE LOS “JUGADORES DE FÚTBOL”

MANAGEMENT AND AUTONOMY IN THE CURRICULUM OF PHYSICAL EDUCATION: PATHWAYS FOR THE DECONSTRUCTION OF “FOOTBALL PLAYERS” IMAGE

Allana GLAUCO DA SILVA¹
Mônica PEREIRA DOS SANTOS²
Manoella SENNA³

RESUMO: Neste artigo, de caráter ensaístico, realizamos um estudo bibliográfico sobre nossas três palavras-chave nas plataformas acadêmicas Scielo e ERIC, bem como um estudo exploratório sobre o currículo de Educação Física da Universidade Federal do Rio de Janeiro, com o objetivo de levantar se as temáticas *gestão, autonomia e currículo* estão contempladas em sua grade. Partimos da premissa de que a presença destas preocupações na formação inicial de licenciados em Educação Física pode contribuir para minimizar a imagem (negativa) do senso comum sobre educadores físicos como meros “jogadores de bola”. Isto porque, conforme a concepção curricular de formação inicial, tais prerrogativas, quando presentes na grade, poderiam ajudar a formar profissionais que não se preocupem apenas com a parte técnica e competitiva da educação física, mas com esta matéria como um campo de saber em si mesmo que pode, por sua vez, contribuir para a formação de profissionais éticos e politizados, mobilizados pela defesa de direitos humanos e do bem comum. Os resultados apontaram a ausência das temáticas na grade curricular do curso, assim como uma baixa quantidade na pesquisa bibliográfica o que, para nós, pode ser um dos indicativos da imagem negativa destes profissionais no senso comum.

PALAVRAS-CHAVE: Educação física. Gestão. Autonomia. Currículo.

RESUMEN: *En este artículo ensayístico, llevamos a cabo un estudio bibliográfico sobre las publicaciones que contienen nuestras palabras clave en las plataformas Scielo y Eric, así como un estudio exploratorio sobre el currículo de educación física de la Universidad Federal de Rio de Janeiro. El objetivo fue saber si los temas de la gestión y de la autonomía están incluidos en su programa. Partimos de la premisa de que la presencia de estas preocupaciones en la*

¹ Federal University of Rio de Janeiro (UFRJ), Rio de Janeiro – RJ – Brazil. Undergraduate student in Physical Education. ORCID: <https://orcid.org/0000-0001-8863-0688>. E-mail: glaucoallana@gmail.com

² Federal University of Rio de Janeiro (UFRJ), Rio de Janeiro – RJ – Brazil. Associate Professor. Department of Education Fundamentals. ORCID: <https://orcid.org/0000-0002-7057-7804>. E-mail: monicapes@gmail.com

³ Federal University of Rio de Janeiro (UFRJ), Rio de Janeiro – RJ – Brazil. PhD student in Education. Educational Advisor of Garriga de Menezes High School. ORCID: <https://orcid.org/0000-0002-4656-0359>. E-mail: manoellasenna@hotmail.com

formación inicial de licenciados en educación física puede contribuir a minimizar la imagen (negativo) del sentido común acerca de profesores de educación física como simple "jugadores de fútbol". Esto es porque, como el diseño curricular de la formación inicial, tales prerrogativas, cuando están presentes en el currículo, podrían ayudar a formar a profesionales que no se preocupen solo con la parte técnica y competitiva de la educación física, pero también con este asunto como un campo de saber en sí mismo y que él, por su vez, contribuya a la formación de profesionales éticos y políticos, movilizados para la defensa de los derechos humanos y el bien común. Los resultados mostraron la ausencia de los temas en el currículo del curso, e poca producción académica que junte los asuntos, y esto, para nosotros, puede ser una de las indicaciones del porqué de la imagen negativa de estos profesionales en el sentido común.

PALABRAS CLAVE: *Educación física. Gestión. Autonomía. Currículo.*

ABSTRACT: *In this essay, we performed a bibliographical study on literature that presented our key words together in the academic platforms of Scielo and Eric, as well as an exploratory study on the curriculum of physical education licentiate course of the Federal University of Rio de Janeiro. The aim was to see if the themes of management and autonomy are included in its grid. We set off from the premise that the presence of these concerns in the initial training of graduates in physical education licentiate course can contribute to minimize the (negative) image of common sense about physical education teachers as mere "football players". This is so because, depending on the curricular design of initial formation, such prerogatives, when present in the grid, could help train professionals not to worry just with the technical and competitive part of the physical education. It could also train them to see teaching physical education as a field of knowledge in itself that can contribute to the formation of ethical and political professionals, mobilized by the defense of human rights and the common good. The results showed the absence of such themes in the curriculum of the course and a low incidence of articles that bring the key words together, which for us can be an indicator of the reasons why the negative image of these professionals exist in the common sense.*

KEYWORDS: *Physical Education. Management. Autonomy. Curriculum.*

Introduction

The curriculum, and more specifically the curricular grid, is a guiding principle in the education of all students, although in some cases it is extremely outdated and does not correspond to the reality experienced by the students. Sometimes we encounter the lack of preparedness of students who are trained in some very important questions that pass without due attention in all educational fields when they are tested in practice. Although the idea of "quality" is not only linked to the curriculum, but also to several factors that, together or not, make a difference in the formation of students, we understand that the curricular issue affects the teaching and development of knowledge in the period that the student is being introduced to topics never seen before.

From the dawn of history, we have learned that civilization has always found ways to survive. To solve the problem with winter and low temperature, the human being managed to make fire; later, the need to travel long distances made him domesticate animals in order to evolve, survive and build a better civilization every day (HARARI, 2017). When we stop to think about the time of prehistory, we can see how free a human being was to discover, try, make mistakes, and finally get it right. The mistakes and successes of that time made the advance of humanity possible.

One of the problems with the physical education undergraduate curriculum within universities, schools and the like is that most of the time it does not provide for the development of student autonomy and management as a major focus of training. Students are increasingly standardized and static within the classroom. To make matters worse, student satisfaction in class is not the teacher's primary focus, making school/university a demotivating and unsatisfying place most of the time.

According Ryan and Deci (2000, p. 68):

Specifically, factors have been examined that enhance versus undermine intrinsic motivation, self-regulation, and well-being. The findings have led to the postulate of three innate psychological needs--competence, autonomy, and relatedness--which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being.

In this sense, the present article presents an exploratory study of the Physical Education curriculum of the Federal University of Rio de Janeiro, with the purpose of investigating whether such themes are included in its curriculum and discussing the extent to which its presence can positively interfere with the deconstruction of the negative image, or to what extent its absence can negatively interfere to feed the common sense image of physical educators as mere “football players”.

We will begin our writing with a brief description of what we consider by management, autonomy and curriculum. Then, we describe the type of methodology used in the bibliographic study and how we conducted the survey of the menus in the curriculum of the undergraduate course in Physical Education at UFRJ. Finally, we will discuss their absence or presence, as well as defend our argument that any absence would be detrimental to the image of the professional graduating in this course, and why.

Core Concepts: Management, Autonomy, and Curriculum

The authors who work on these three themes are varied. For our purposes, we will stick to those who best “dialogue” to our perspective of education and training of education professionals, that is, a perspective more aligned with emancipatory thinking. By emancipatory thinking in the formation of educators, we mean those lines of formation that think the roles of educators as mediators of important processes of a human citizen formation, linked to human rights and libertarian: psychological (cognitive, affective, linguistic, physical), political, social and cultural. Thus, we will bring to our discussion authors such as Paro, Freire, Silva and others.

Management

In this section it is important to highlight what we mean by management, and then relate it to the field of education and its importance for thinking about teacher education. Management, for Dias (2002) is a term that presents several conceptions and, therefore, it is essential to delimit the field by which one reads and understands management. It is noteworthy that, according to the author, management and administration are concepts that come from the processes of production and work organization, which permeate the educational scenario, mainly due to the demands and transformations of society. These concepts of management and administration have often been used as if they meant the same thing and/or process, not paying attention to their specificities.

Thus, we understand as Dias (2002) that administration is incorporated by management, being one of the necessary functions for its performance. Regarding the educational field, we understand, from Paro (1998, 2012), management as a mediation of educational processes, which needs to incorporate concepts of administration, but not leaving aside the specifics of pedagogical work. It is noteworthy, as Paro (2015) warns, that it is not about reinforcing the pedagogical versus administrative dichotomy, but understanding that both advocate mediation for a purpose, which is student education.

Since management is the mediation of educational processes, when we think about the school and the performance of the subjects involved in it, we argue that the place of management does not correspond only to the direction of the school, but relates to other subjects who participate in this process, such as the pedagogical coordinator, the educational advisor, the school secretary - who make up the so-called school management team - and also the teacher who organizes and mediates processes within the classroom. We believe, according to Senna (2017), that management is potentially a mediator of both inclusion and exclusion policies, practices and cultures. Thus, management from the perspective of inclusion in education, for

example, when based on the well-being of all and the goal of quality education, can build cultures, develop policies and orchestrate practices that fight for learning and participation of the actors in this process: students, staff, teachers and managers.

That said, when discussing teacher education, it is necessary to understand the importance of training and curriculum, which therefore address management issues. This is because, we believe, it is fundamental for teachers to understand and enhance their role as manager and mediator of more autonomous, emancipatory, inclusive cultures, policies and practices.

Autonomy

"Auto" comes from *auto* in Greek, which means "from yourself," and from *nomos*, which means law. Together we would have "the one who sets his own laws". Thus, autonomy would be the ability of a rational individual to make an unforced decision based on available information. Paulo Freire (1996), one of the references of the theme autonomy within education, criticizes the traditional forms of teaching. The author defends a pedagogy based on ethics, respect, dignity and autonomy of the student, and shows how important is a school that instigates thought and knows above all that there is a need for a mutual learning process.

Based on this assumption, education, at all levels and modalities, should be inclusive and prioritize all in order to instigate autonomous thinking. For Freire, in his educational proposal aimed at student autonomy, the search for transformation of the student into subject is what implies the promotion of autonomy. It proposes, among other things, literacy and education that will lead to awareness of one's own social condition. Awareness enables social transformation, so that the student does not blindly submit to the norms that society imposes, but by a decision based on their critical and ethical thinking.

It is important to think, in this sense, that inclusion, a term that is not only linked to people with disabilities, but to any person in situation or at risk of exclusion, represents a struggle for equal conditions of existence for everyone living in society (SANTOS, 2013). It is important for everyone to understand that difference cannot be used as a justification for disqualifying, minimizing value or excluding someone, quite the contrary. Society is multiple and adds valences precisely because nobody is equal to anyone. That is why we should learn over the years to consider the best in each to develop and evolve better as part of the whole. However, we ask: to what extent can this be done when we have, in Brazil, curricula that go against this idea and which are more related to quantity than quality of content?

Curriculum

According Saviani (2016, p. 55):

Curriculum is commonly understood as the relation of the subjects that make up a course or the relation of the subjects that constitute a course, in which it coincides with the term syllabus. However, within the scope of specialists in this field, there has been a tendency to consider the curriculum as the set of activities (including the physical and human material intended for them) that are fulfilled for a certain purpose. This can be considered the broad concept of curriculum because, as far as the school is concerned, it covers all the elements related to it.⁴

Thus, for us, the curriculum should not massacre the student to quantitative goals and pre-established grades and assessment results. With this in mind, the importance of managing the teaching and learning process within the classroom, fostering student autonomy and instigating it beyond defined content, is the key to establishing a bond of trust and interest in the student-teacher relationship, since in this way the student understands that the teacher is there not only to “pass the story” with copying, dictation and “rolling the ball” but as a person who cares about him.

In this curriculum design, at the moment the individual is included in the classroom, for example, he/she gains the freedom of choice. The educator thus enables that student to decide on what concerns him, in the best way for him, according to what he thinks. From the moment the teacher creates a bond that establishes freedom of choice with this student, both student and teacher can choose the content that would be more interesting and, consequently, more pleasurable and better enjoyed. In short, the educator must enable the student to understand and comprehend what is best for him by offering the right to choose. On the other hand, when we observe recent graduates in Physical Education at our university (UFRJ), this is not always what we find. We have seen many graduates reproducing a technician view of education in their pedagogical practices, which worries us a lot. Thus, we wonder if this hypothesis is confirmed when we analyze scientific productions that combine curriculum, physical education, autonomy and management and when we seek these conjugations in the curriculum of the Physical

⁴ Currículo é entendido comumente como a relação das disciplinas que compõem um curso ou a relação dos assuntos que constituem uma disciplina, no que ele coincide com o termo programa. Entretanto, no âmbito dos especialistas nessa matéria tem prevalecido a tendência a se considerar o currículo como sendo o conjunto das atividades (incluído o material físico e humano a elas destinado) que se cumprem com vistas a determinado fim. Este pode ser considerado o conceito ampliado de currículo, pois, no que toca à escola, abrange todos os elementos a ela relacionados.

Education degree at UFRJ: do the productions usually discuss these themes together? Does the UFRJ curriculum work them together? If not, what can this mean in relation to the development of autonomous professionals, managers of excellence of their own practices, defenders of shared knowledge and doings and of an emancipatory human formation that reflects on the fight against inequalities and on the importance in bring teachers with human rights closer to initial training?

Methodology

As stated earlier, this article is an essay and is characterized by an exploratory study, given the few productions found that would bring all our themes together. For this reason, and also because we defend the (still hypothetical) argument, namely, that the insertion of management and autonomy contents in the curriculum of the physical education graduate can help her/him to reverse a negative view of common sense. Regarding his professional profile, this chapter is characterized as an essay.

For Révillion (2003, p. 24), the exploratory study can be used for the following purposes:

- familiarize and raise understanding of a prospective research problem;
- assist in the development or creation of explanatory hypotheses of facts to be verified in a causal research;
- assist in determining variables to consider in a research problem;
- verify whether similar research has already been carried out, what methods were used and what results have been obtained, determine trends, identify potential relationships between variables and establish directions for further rigorous investigations;
- investigate problems of human behavior, identify concepts or variables and suggest verifiable hypotheses.⁵

In this chapter, we resort to this methodological design particularly because we want to familiarize ourselves with the subject that we have found to be little known, and thus feed (or not) our hypothesis about the presence or absence of aspects related to management and autonomy issues in the curriculum of the training of physical educators and its impacts on the

⁵ • familiarizar e elevar a compreensão de um problema de pesquisa em perspectiva;
• ajudar no desenvolvimento ou criação de hipóteses explicativas de fatos a serem verificados numa pesquisa causal.
• auxiliar na determinação de variáveis a serem consideradas num problema de pesquisa;
• verificar se pesquisas semelhantes já foram realizadas, quais os métodos utilizados e quais os resultados obtidos, determinar tendências, identificar relações potenciais entre variáveis e estabelecer rumos para investigações posteriores mais rigorosas;
• investigar problemas do comportamento humano, identificar conceitos ou variáveis e sugerir hipóteses verificáveis.

image and practices of the physical education professional. Thus, we made a bibliographic survey in two large bases of articles and scientific productions (as will be seen in the next section), in order to know, at first, if the subjects focused here, together, have appeared in such productions. Based on these findings, we performed our analysis.

Complementarily, an essayistic writing is one in which, according to Meneghetti (2011, p. 321): “[...] the orientation is given not by the search for the true answers and affirmations, but by the questions that guide the subjects towards deeper reflections”. Thus, here we are guided by the question that moves us about the theme: management and autonomy, if inserted in the initial training curriculum, could contribute to undoing a negative view of common sense about physical educators? The essayistic character of our writing on this question means, contrary to a more "traditional" (Cartesian) view of science, to admit that we are unlikely to close the chapter with an effective conclusion on the subject, but at least we may raise questions that inspire us into new studies on the subject.

Results and discussion

To better understand if (and if so, how) the curriculum of the Physical Education Bachelor of UFRJ course contains aspects related to management and autonomy, we surveyed and analyzed the menus of the 38 disciplines of the current curriculum of that course, and we searched extensively for the Scientific Education Library Online (SCIELO) and the Education Resources Information Center (ERIC), two major databases, with our keywords and searching publications from the last 5 years (2015-2019). The research conducted on the Scielo Platform found the following data:

Search Keywords in SCIELO⁶	Results
Educação Física + Gestão + Autonomia + Currículo	0
Educação Física + Gestão + Autonomia	0
Educação Física + Gestão	4
After cut by dates	3

⁶ Since the Keywords used in the SCIELO plataforma were in portuguese, they were not translated on the chart, the traslation is as follows: Educação Física = Physical Education; Gestão = Management; Autonomia = Autonomy; Currículo = Curriculum.

After reading the abstracts	2
Educação Física + Autonomia	5
After cut by dates	3
After reading the abstracts	1
Educação Física + Currículo	117
After cut by dates	44
After reading the abstracts	4
TOTAL (0+0+2+1+4)	7

We considered only articles from 2015 to the present date and after reading the abstracts we obtained a total of 2 articles that permeate the subjects physical education + management and only 1 article about physical education + autonomy.

In the ERIC platform, we obtained the following results:

Search Keywords in ERIC (NO FILTERS)	Results
Physical Education + Education Management + Autonomy + Curriculum	12
Physical Education + Education Management + Autonomy	25
Physical Education + Education Management	51
Physical Education + Autonomy	210
Physical Education + Curriculum	3623

Search Keywords in ERIC (WITH DATE FILTER)	Results
Physical Education + Education Management + Autonomy + Curriculum	4
Physical Education + Education Management + Autonomy	12
Physical Education + Education Management	11
Physical Education + Autonomy	86
Physical Education + Curriculum	552
Search keywords in ERIC (AFTER READING)	Results

Physical Education + Education Management + Autonomy + Curriculum	0
Physical Education + Education Management + Autonomy	0
Physical Education + Education Management	3
Physical Education + Autonomy	22
Physical Education + Curriculum	59
TOTAL (0+0+3+22+59)	84

From the results presented it is possible to analyze that most articles criticize the educational system in different instances ranging from early childhood education to academic education. It is important to highlight the “globalization” of criticism, because it is possible to find the issue in several countries such as: Canada (KILBORN; LORUSSO; FRANCIS, 2015), Colombia and Chile (LARA; STAREPRAVO; MIRANDA; SOUZA, 2015), New Zealand (KIRSTEN, 2016), Turkey (BOZYIGIT, 2017), Denmark (SVENDSEN, 2016), Scotland (MITCHELL; GRAY; INCHLEY, 2015), Brazil (BETTIA; KNIJNKB; VENANCE; NETO, 2015), among others. Academic formation, in turn, is criticized in different areas, such as education and health, exposing old points of a Military Physical Education that aimed only at the preparation and development of the human body (NOGUEIRA; BOSI, 2016). In the field of education, in turn, we can observe the curriculum gap as the main bias in training. According to Neves (1999, p. 108), “the school lives a problematic situation in terms of its pedagogical and administrative management” and this is due to several factors, including the disorganization of the curriculum within educational institutions.

Another interesting data was based on the number of references to “self-determination”. According to Ryan and Deci (2000) The theory of self-determination is brought as a strong ally for a curriculum that proposes autonomy, as well as uniqueness and care with the feeling of the individual as fundamental arms for education. Bringing a little more of this theory we can see that it is linked to 4 points, they are: Social Factors, Mediators, Motivation and Consequence. These topics, in turn, are linked to other points, such as: relationships, competence, support for autonomy, satisfaction, relationships, intrinsic motivations, extrinsic demotivations, affect, behavior and cognition. With all this in mind, the theory of self-determination brings us to a more liberating idea of education that seeks to know the student, as well as what he feels inside and outside the school, motivating him and maintaining relationships of trust and affection that generate student interest.

Thus, we could also conclude by the importance of a critical pedagogy that is in accordance with human rights and that it is necessary to adopt pedagogical theories that support the educational action in Human Rights. We bet on the idea that the adoption of critical concepts such as awareness, autonomy, dialogue and emancipation, contributes to provide new forms of research and analysis for student development. So, we can consider that the critical pedagogical practice in Human Rights, that is, one that, among other subjects, incorporates concepts such as autonomy and management in the initial formation, also contributes to a differentiated look, which includes the excluded, deconstructing unfair historical and social relations and practices, including those related to the very image of the professional licensed in physical education.

We conclude that the articles found are similar regarding the criticism of the educational system, being distributed in sub-themes such as: gender and sexuality issues; scientific learning and socialization processes in the school environment; secular public education; valuing diversity; quality of life; curriculum innovation; interculturality; university reforms; social responsibility; inclusion strategies; gender equity policies; quality of school learning; teacher's role as a reference adult; specificities of public education; motivation of both teacher and student; health, among others.

From the data found we could conclude that when the search is associated with the four keywords autonomy - curriculum - management - physical education, there are few researches that really bring the four as fundamental. As we decrease the number of keywords, the results increase significantly. For us, to discover, through a bibliographic research in the area of undergraduate physical education, that it is not associated with autonomy, curriculum and management, at least not explicitly, reveals that the area does not link these words as fundamental to the area development as well as for its future professionals.

Given all of the above, it is important to have a curriculum that allows teacher and student freedom and management, as well as instigating autonomy.

Given the low incidence of production found in the two platforms analyzed, we met the curriculum of the School of Physical Education and Sports (EEFD, Portuguese initials) of the Federal University of Rio de Janeiro, undergraduate course, available on the university website⁷. The curriculum analyzed is the current curriculum of EEFD, which has not changed since 2007 and has 38 subjects. Unfortunately, it was not possible to find any of the three key words: “autonomy”, “management” and “curriculum” in the menus of the 38 disciplines, which gives us some concerning data.

⁷ Available: https://www.eefd.ufrj.br/files/Projeto_Pedag%C3%B3gico%20200pdf. Access: 11 de jun 2019.

The pedagogical project, made in 2006 and used until today, has as objectives established for the course:

General: To prepare graduated teachers in Physical Education for a reflexive, critical, transformative and democratic performance in function of the rights, needs and interests of the majority of the Brazilian population; - Stimulate the process of continuing education of future teachers, through the interest in the search and production of new knowledge from scientific research and extension practices, aiming at their permanent improvement.

Specifics: Develop the technical skills for planning, execution and evaluation of teaching activities in the area of Physical Education, directed to early childhood education, elementary school and high school (UFRJ, 2006).⁸

As it turns out, wasn't possible to find any mention of the keywords. In addition, we note that the specific objective of the course is to develop technical skills, apparently leaving aside the need to train a teacher who knows the importance of his role within schools to his students. In our perception, the technical character should not speak louder or be below other abilities, because it is precisely at this moment that the grade that the child scores on the test can be seen as having more value than learning as a whole. Thus, we argue that all skills should match up.

Final considerations

The importance of the PE teacher in understanding that his role goes far beyond “rolling the ball” is the core of our concern. The qualifications of this teacher, as well as his constant updating, make him well grounded and know how to use the whole arsenal built in his continuous formation. Throwing the ball and letting the game run without worrying about the particularities and individualities that involve a class is too simplistic of an attitude. Such an attitude is lacking with regard to a differentiated education, which values the broad technical, cognitive and motor development, no doubt; but that does not leave out the cultural, affective, political and autonomous side of each student.

Through the data we obtained fundamental answers, even though the answers came from the low incidence of the results. We found that few articles have the keywords of our

⁸ Gerais: Preparar professores licenciados em Educação Física para uma atuação reflexiva, crítica, transformadora e democrática em função dos direitos, necessidades e interesses da maioria da população brasileira; - Estimular o processo de formação contínua dos futuros professores, através do interesse pela busca e produção de novos conhecimentos advindos de pesquisas científicas e práticas de extensão, visando seu aperfeiçoamento permanente. Específicos: Desenvolver as competências técnicas para o planejamento, execução e avaliação das atividades docentes na área de Educação Física, dirigidas à Educação Infantil, ao Ensino Fundamental e ao Ensino Médio (UFRJ, 2006).

interest, namely: autonomy, management and curriculum. For us, this result reveals how little the theme in question is explored, since the amount of productions in this area are rare.

Thus, we conclude that it is essential that education be a plural place (and, together with it, the initial formation of Physical Education teachers), that knows the importance of stimulating the future teacher with an autonomous thinking, in which the teacher, as well as the student, have their part in the management of the course and in which the curriculum is always adapted and updated so that it provides the best for the educational system.

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