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**DOI:** <https://doi.org/10.1590/S1678-4634202147224749>

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## Campinas' curricular guidelines for physical education: what is at stake?\*

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### Abstract

This study presents the assumption that the curriculum is not only an organization of subjects, nor a list of contents to be taught. It considers that the curriculum involves different actions of the educational process, from forms about the structure of school functioning, passing through the architecture and distribution of school times and spaces, the selection of knowledge, the organization and offer of teaching activities, the correction of body postures, to the speeches that end up saying what is expected or not from the subjects of education. Besides this, since it is a State policy, the process of selecting what will constitute the curriculum includes the project of subjects who will be educated for society. Thus, this article is part of a broader research on curriculum policies promoted by the Municipal Secretariat of Campinas. It takes as its object of investigation the municipality's Curricular Guidelines for physical education. It analyzes the conceptions regarding the object of knowledge of physical education and the goals announced for the component. It considers document analysis as a method and uses curriculum theories and studies on curriculum policies to understand its effects. The results indicate that the Guidelines for the component present epistemological and didactic inconsistencies. This probably means that this situation will cause difficulties for the teaching practice and, thus, the dispute for the control of the teacher education policy agenda will intensify, favoring neoliberal political rationality.

### Keywords

Physical education – Curriculum – Curriculum policy – Neoliberalism.

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\* English version by Espaço de Escrita da Unicamp.

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<https://doi.org/10.1590/S1678-4634202147224749>

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## Introduction

In times of globalization, the ways of regulating individuals and the attempts at cultural homogenization are increasing. In this framework, neoliberal modes of government have become hegemonic. For Foucault (2008a), neoliberalism is an art of government, with the economy as the grid of intelligibility for social regulation. In this sense, for the supporters of this system, the State must act in the service of the interests of capital and affirm the prevailing logic of consumption and volatility (HARVEY, 1989) and institute corporate culture in society (DARDOT; LAVAL, 2016).

In this game, both basic and higher education assume a strategic role, either as a target market for the consumption of products intended for education or as an element of the<sup>2</sup> dispositive of efficiency, characteristic of the neoliberal political rationality<sup>3</sup>. The corporate goals for education aim to prepare their subjects for the competitiveness of the local and global market, to educate subjects in tune with neoliberal rationality and make them their agent (VEIGA-NETO, 2000).

The dominant perception is that this condition, put into circulation by epistemic communities<sup>4</sup>, influences new forms of educational organization. The result is the imposition of large-scale external evaluation policies, modes of financing other than those carried out by the State, teacher training policies (usually conducted by the private sector), and the promotion of curriculum guidelines, which aim to transmit official knowledge and ground the construction and execution of curricula in schools (BALL, 2004). Here, we focus our efforts.

Although curriculum policies are influenced to become similar in different countries, they are recontextualized<sup>5</sup> at the local level. This is due to different interpretations by subjects positioned in dominant situations within the economic and cultural control fields. Educational policies are formed in the midst of a set of texts and discourses, inserted in a discursive network, and dependent on the powers and interests in which they are inserted, which become cultural hybrids when recontextualized (BALL, 2004).

This leads to tense negotiations between subjects who fight for certain political and disciplinary views. The policy includes the definitions of its legitimations and the production of official texts, their influences, and the way they are articulated with the ways curricula are produced in schools (BALL, 1994).

Silva (1997) explains that, in the middle of the process of selecting the knowledge that will make up the curriculum, one finds the project of the subject that is intended for

**2-** For Foucault (1992), the dispositive refers to practices that act as an apparatus, a tool, constituting subjects and organizing them.

**3-** Foucault (2012) named as *dispositive of efficiency* the set of practices of training and surveillance of bodies and minds, which aimed to produce the subject who would be inserted into the circuit of economic and political production of liberal capitalism. These are subjects subjected to various discourses: religious, political, economic, moral. In neoliberalism, the dispositive of efficiency gains other contours. Disciplinary aspects are minimized and other forms of control are promoted, assigning to subjects the responsibility of self-government under the pressure of competition and the logics of performance and risk (FOUCAULT, 2008a).

**4-** This is a network of recognized experts in a particular field of knowledge and with legitimized intellectual or political authority (BALL, 1998).

**5-** In a simplified way, one can say that, in recontextualization (concept formulated by British education sociologist Basil Bernstein), there is initially a decontextualization of the original text production by selective appropriation. This changes the position of the text compared to other texts and practices. Simultaneously, the text is modified by a process of selection and simplification of the points that strengthen the desired meanings, leading to another elaboration. In this process, the meaning of the text is transformed to meet political or specialized interests, generating the official pedagogical discourse (LOPES, 2005).

society. Each curriculum, by choosing certain knowledge, presents a certain configuration and determines what, when, and how it should be learned, determines a type of subject. The curriculum is a social and cultural artifact related to the representation and affirmation of social groups. Curriculum policies aim to ensure these intentions. Not surprisingly, since the educational reforms promoted after the enactment of the Constituent Assembly (1988) and the implementation of the Law of Directives and Bases of Education (LDB 9,394/1996), the debate about the curriculum and the production of curriculum documents has intensified (MOREIRA, 1990; MOREIRA; SILVA, 1994; GENTILI, 1994, 1995; SILVA, 1995; LOPES; MACEDO, 2002, 2011).

The Curriculum Guidelines of Campinas (DCC) do not escape these conditions. They were written by a collective of teachers of the municipal network, which brings to the negotiating table divergent conceptions of school, subject, physical education (PE), etc. Not by chance, as it will be possible to notice, the result is recontextualizations. In times of the implementation of the National Common Curricular Base (BNCC), it becomes necessary to carry out investigations that scrutinize how curriculum policies are formulated in local terms, to understand what this process produces, since the discourses present in BNCC will possibly directly affect both the production of curriculum guidance documents and the pedagogical practice of teachers at school. Before this socio-political situation, we aim to produce tools that make it possible both to criticize the forms of cultural imposition that any curricular unification project enables and to resist the possible standardization of identities related to neoliberalism.

In this scenario, we analyzed the DCC for PE, published in 2012 and 2013, and inferred what would be their possible effects on pedagogical practice and on the teacher education policy agenda. We understand that these documents also make up the neoliberal dispositive of efficiency, aiming to guide and define what will be taught and to contribute to the formation of the education subject desired by the forces that articulate the city government with global issues. We intend to investigate the following aspects: what are the conceptions of school, physical education, and society announced in these documents? To what extent do the documents support teachers' practice? Which objectives were selected to favor the students' education? Which subjects do they aim to educate? The results of this research intend to contribute to the evaluation of leaders and teachers regarding the educational limitations and potentialities that the curriculum documents can produce in the education networks and, thus, in the pedagogical practices developed in schools.

For such an endeavor, we used the qualitative approach by document research, and, for the analysis of the data produced, we used the contributions of curriculum theories and studies on curriculum policies.

## Methods

In this study, we considered the use of triangulation procedures in scientific research to expand the possibilities of knowledge production (FLICK, 2009). Triangulation occurred by the use of several data sources, produced at different times, namely: the DCC for Primary Education for Elementary School – Early Years: a continuous process of

reflection and action (DCC1), of 2012; and the DCC for Youth and Adult Education and Final Years: a continuous process of reflection and action (DCC2), of 2013. We also used different theoretical contributions for analyzing the data produced, namely: curriculum theories, physical education curriculum theories, and curriculum policy studies.

We chose to analyze the curriculum documents of Campinas, published on the website of the local education secretariat, because the city has great population densification and socioeconomic importance for the state and the country. In addition, the literature review carried out indicates that the studies produced on this topic in the State of São Paulo focus only on the productions of the State Secretariat of Education and on the city of São Paulo (SILVA LOPES *et al.*, 2017; AGUIAR; NEIRA, 2016; ETO; NEIRA, 2014; BETTI *et al.*, 2014; FIORINI *et al.*, 2013)<sup>6</sup>, disregarding the productions of the other municipalities in the state of São Paulo, indicatives that reinforce hegemony. What is intended here is to broaden the field of analysis.

It is worth highlighting the distinction between the various curriculum documents produced in Brazil. The study by Sampaio (2010) and his collaborators indicates the presence of four models: curriculum, curriculum matrix, curriculum proposal, and curriculum guideline. All have predominant characteristics, which focus on more or less control over what and how the teaching content should be selected and transmitted and the way the learning processes and effects are assessed. In the case of the curriculum guidelines model, as is the case of the DCC, the study indicates that they are more explicit in their foundations and principles, more open to the initiative of the school boards and schools to develop their curricula. They do not make clear or present specific content, goals, or performance standards, nor do they interfere in the didactic processes of teaching and learning, unlike the curriculum model, whose framework and control by the secretariats are stronger, as, for example, the curriculum of the State of São Paulo.

Determined by this characteristic of greater openness for teachers to act, the documents analyzed present, in their first part, the principles and foundations of primary education for elementary school. In this part, physical education is mentioned in the chapter that addresses the forms of organization of pedagogical work, highlighting the role of the specialist teacher. In this case, the DCC provide support for the teaching knowledge to enhance the action of teachers, who are considered “the mediators of the conceptual elaboration of their students, not losing sight of the social dimension of knowledge to be worked in their classes” (p. 70). In the others (11 in total), there is no mention of it. In the second part, which deals with curricular components, in the chapter referring to physical education, the DCC1 presents an introductory part with some mention of the conception of physical education, made in an indirect way, and a list of general and specific objectives for each grade. The DCC2s have, in their introduction, a few paragraphs (3) that address the importance of the presence of the component in the students’ education and a short list of objectives.

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**6-** This review was conducted in August 2018 in the journals: *Movimento*, *Motriz*, *Pensar a Prática*, *Revista Brasileira da Ciência do Esporte*, and *Motrivivência*.

For the data analysis, we tried to recognize, in the two documents, the conception referring to the object of knowledge and whether the general objectives proposed were coherent with the announced object. Regarding the objects of PE, although not explicit in the DCC1, we aimed to identify, in the statements presented in the introduction of the chapter, the fields of knowledge of PE to which they relate. The same happened with the general objectives, also paying attention to the pedagogical discourses arising from curriculum theories and education in general. For a better visualization, in this text, we prepared 3 charts about the general objectives, exposed later in this article, in the section of their analysis. We problematized what was actually published aiming to map the discourses about PE, produced in a certain context, under specific conditions of existence that make DCC1 and DCC2 a means of producing meanings about PE in a singular and limited way.

## **Results and discussion**

### **The object of knowledge of physical education**

The DCC present an introductory text about the subject of PE, followed by the general objectives. In DCC1, the text starts with a citation that, although without reference to the source, is a fragment extracted from the work of PE authors who mention the National Curriculum Guidelines for physical education courses (DCNEF):

As already pointed out in the Curricular Guidelines for the Final Years, PE is an area of knowledge and professional intervention that has as its object of study and application the human body and movement, focusing on the different forms and modalities of physical exercise, gymnastics, games, sports, dance, and wrestling, from the perspectives of prevention of health problems, cultural formation, and motor education and re-education. (CAMPINAS, 2012, p. 140).

By reproducing the DCNEF, the DCC disregards, on the one hand, the criticisms made to this publication, reinforcing neoliberal political aspects, since these DCNEF focus on the primacy of know-how, valuing training based on competencies and skills. On the other hand, they hinder teaching practice and weaken the academic debate about the object of knowledge and the specificity of PE. Not surprisingly, many criticisms of its link to neoliberalism resonate in the literature (FRIZZO, 2010; TAFFAREL; SANTOS JÚNIOR, 2010; ALVIANO JÚNIOR, 2011; LEMOS et al., 2012). In this area, it is evident in the DCC the absence of any mention of the history of physical education in Brazil and, with it, of the disputes that have marked throughout its trajectory the definitions of its social role, the criteria for the selection of its contents, and the production of teaching knowledge (SOUZA JÚNIOR; GALVÃO, 2005), naturalizing the historical, social, and political character that any school discipline carries with it.

The definition of the object of PE is related to how its forms of intervention will be carried out (BRACHT, 1999a). Such as the DCNEF, the DCC1 considered the body and the

human movement as the object of study of PE, focusing on different ways to treat them. This position takes us back to the moment when Brazilian PE started to absorb discourses on motor learning, motor development, psychomotricity, and philosophical anthropology, favoring biopsychosocial conceptions, which fostered changes in the object of study of PE. At that time, the field of Physical Education was marked by a broad process of questioning about the specificities of its performance (MEDINA, 1983; DAOLIO, 1995; SOARES, 1996; BRACHT, 1999a), and the term human movement or human motricity was considered. This perspective exalts the importance of movement for the integral development of the human being (BRACHT, 1999a).

These analyses gain strength because one can notice, in the DCC, the lack of references to the concepts of body and movement, naturalizing what this might be. Bracht (1999a) states that these are two distinct objects of study in PE, guided by different epistemological visions. There is more! Santin (2003) explains that human movement presents different conceptions. It can be understood as motor action, as productive force or energy, as locomotion, and as language. The complexity increases, because language can also be understood from semiotic, phenomenological, structuralist, and post-structuralist assumptions. This produces curricula, objectives, content, pedagogical practices, forms of evaluation, and teaching roles that are coherent with the epistemological basis that underlies them. Not by chance, in PE, authors such as Betti *et al.* (2014), Kunz (1994), Soares *et al.* (1992), and Neira and Nunes (2009) approach their studies with expressive body language gestures that have different purposes and didactics.

We understand that this generates great risk to pedagogical practice, because of the epistemological confusion regarding the conception of PE adopted by the DCC. According to the above, PE teachers will approach human movement according to what they understand it to be, or, even, mixing the conceptions, as it is usually noted. After all, if they follow the DCC, they will aim at physical fitness, the mastery of motor skills to perform body practices, health promotion, motor re-education for those with psychomotor disorders, and also cultural formation, which is also not explained. All this only in the early grades of elementary school. Without a doubt, this is an unlikely mission.

Although not the subject of this analysis, confusion is also present in the Guidelines for the final years, announced in the DCC in a footnote, and which determined the directions of the 2012 guidelines. In them it is stated that the proposals were:

Prepared between 2009 and 2010. Physical education teachers, gathered in a specific training group, developed a qualitative research mapping the existing pedagogical practices in this component in the Municipal Network of Campinas (RMC). The research resulted in the definition of the following manifestations of Body Culture of Movement for the RMC: play, sport, dance, gymnastics, and healthy living. (CAMPINAS, 2012, p. 140).

In this excerpt, in which one can see how the various pedagogical practices will influence the recontextualization process, we highlight two aspects that reinforce the previous analysis. The first is the use of the term body culture of movement, presented by



Bracht (1999a) as another object of physical education, which, as we know, is linked to critical theories.

Critical theories affirm the curriculum as part of the social and political web that characterizes society, denying any notion of neutrality in education, and encompassing the broader social structure, connecting education, politics, and society with an action aimed at social transformation (SILVA, 1997). In this perspective, the term body culture is related to the affirmation of class interests of the popular classes (SOARES *et al.*, 1992) or to the emancipation from the dominant forms of sport (KUNZ, 1994).

The second is the use of the term healthy living as a manifestation of body culture of movement. In the DCC, the term healthy living is presented according to the World Health Organization's definition. By treating the notion of healthy living as a manifestation of body culture, it ends up bringing together objects from different epistemological fields – in this case, one from the order of medical normalization and another from the field of symbolic representations. With this, it favors the consolidation of the use of body practices as a dispositive for the medicalization of society (CRISÓRIO, 2003).

We understand that, beyond the issues of maintaining the normality curves of the population's health, such an attempt is also aimed at issues concerning behavioral change. After all, the DCC present the manifestations as contents of the PE area, and these should be elaborated within the typology of contents: conceptual, procedural, and attitudinal. These classifications constituted the curricular principles proposed by Ralph Tyler at the end of the 1940s, which, based on technical rationality, have hegemonically guided the organization of curricula in the West until today (SILVA, 1997). They have become the most powerful instrument for defining and organizing the curriculum by establishing criteria for the elaboration of objectives, selection and organization of teaching activities, purposes, and forms of evaluation. Emphasizing on behavioral change, it has contributed to the achievement of efficient educational goals, i.e., a curriculum focused on efficiency for increased productivity and the adequacy of students to the impositions of the labor market.

In Brazil, Tyler's model was updated in the 1990s with the discussion of the curriculum by competencies (LOPES; MACEDO, 2011). This discussion resulted in the National Curricular Parameters (PCN), in which the DCC and many official curriculum programs are based on. In the case of DCC, what we see is the same curricular program, resized. It is worth pointing out that the PCN, both the general and the PE ones, have been criticized. In the case of PE, which at the time was still experiencing a moment of understanding the articulation between its knowledge of physical activity and sports and the contributions of biopsychosocial theories and those of the Human Sciences, the result was disastrous. Despite affirming body culture as the object of PE, the PCN pasteurized curricula with different epistemological bases (psychomotor, developmental, health, and critical), placing them as progressive and weakening the critical aspect of the term body culture. Undoubtedly, the DCC materialize the damage produced by the PE PCN, reproducing and consolidating them.

Bracht (1999b) states that, in the model of technicist schooling, the body undergoes several interventions to adapt it to the demands of the social forms of organizing production and reproduction of life. It is antagonistic for a text that aims at a critical



understanding of the elements that make up body culture to present aspects that are anchored in curricular principles that are criticized by critical pedagogies. In the field of these analyses, the emphasis on the acquisition of competencies, as proposed by the PCN, cannot be disregarded. Competency, as Foucault (2008b) explained, is seen in the theory of human capital – basis of American neoliberal thought –, as part of the worker, as “a resource, a capital that the subject makes available and that transforms it into a machine, which will produce income flows” (p. 309). Since the subject is a machine that cannot become obsolete, the principles of healthy living contemplated in the document are justified.

The definition of the object of PE in the Guidelines reinforces that they result from a major dispute, which takes place in the context of production and dissemination of curriculum policy texts (BALL, 1994). The State is the center that produces and disseminates policies and reflects the conflicts produced by epistemic communities; this is a field of enunciation, negotiation, and articulation of meanings that support political interests. The texts produced are addressed to accommodate more general demands of public interest. They are educational discourses formulated in other spheres and appropriated by the various local governments in a recontextualized way. Ball (2002) reinforces that these texts need to be legitimized in the process of negotiation between the different groups and subjects that take part in it. Not by chance, local administrations resort to renowned researchers, established companies in the sector, or, as is the case in Campinas, a group of permanent professors. The result is often ambivalent texts. These texts are dated and characterized by the space of their production.

We understand that this confusion favors the new biopolitical processes<sup>7</sup> in progress. Even though the school remains as a disciplinary institution and PE holds the exclusivity of education for the government of the bodies, one can see that the announced object is also the same as that of other spaces where body practices occur in a commercial way, such as schools for sports, swimming, fighting, dancing, gyms, and psychomotor re-education clinics. For Dardot and Laval (2016), the new subject of neoliberalism is marked by competition and performance, it is an entrepreneur produced to win and be successful, which gives the competitive sport other contours.

If, during the 20th century, sport served as a model to identify the superiority of nations, serving the interests of capitalism, Nazism, fascism, and socialism, now, neoliberalism gives it another purpose: to spread a way of being. The sports schools, as an investment, become laboratories to forge not only the champion subject, but to potentiate the lifestyle of the one who invests in oneself, overcomes oneself, takes care of their body, a way of being whose goal is to improve oneself all the time. Thus, putting the body in motion can be considered an essential element, both from the point of view of government actions derived from the State, and from those arising from forms of self-

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**7-** Foucault (2008b) developed a genealogical reflection about the exercises of power relations in modern institutions. He added to the discussions on the disciplinarization of bodies in the anatomo-political context the analyses of the modes of state management of the body and life of the human species, assigning to it the notion of biopolitics. Biopolitics targets the individuals that make up a population so as to regulate society as a whole in a more efficient and economic way.

government mediated by the market, aiming at the government of populations based on consumption and pleasure (CÉSAR; DUARTE, 2009).

Encompassing a little bit of everything, the object of study of PE present in the DCC propagates medical, anthropological, and social discourses, which circulate in the field of physical education in an uncritical way. The DCC announces that the teacher training policy will mobilize multiple human, material, and symbolic resources for its execution. Their contradictory ideas call for PE professionals who work in fields that are distinct and distant from the school, favoring the discursive event of teacher inefficiency (NUNES; NEIRA, 2018). Therefore, it will favor the presence of subjects and groups that act and specialize in the segment of professional education, turning it into another commodity to be disputed. In view of this, it is impossible not to mention issues of meritocracy, as it is propagated by neoliberalism. What is announced is the consolidation of a society hierarchically determined by those who have specialized and by the quality of human capital they have managed to access and obtain through education. Inserted in this process of social normalization and standardization, municipal network teachers are responsible for making this wheel turn.

## The general objectives of physical education

To assist in the understanding of the analysis and discussion of this study, we created three charts to visualize the goals of physical education present in the DCC:

**Chart 1** – General Objectives of Cycle I of the Campinas Early Years<sup>8</sup>

GENERAL OBJECTIVES OF THE EARLY YEARS	
OBJECTIVES	CYCLE I
1	Recognizing one's own body and its relationship with space, time, and others
2	Practicing body hygiene with the goal of a healthy life
3	Expressing feelings, affections, and customs as a form of self-knowledge and socialization
4	Cooperating with peers and the teacher, showing mutual respect and participation in the collective construction of rules
5	Taking simple measurements
6	Performing and exploring basic and combined movements, rhythmic and gestural perceptions and expressions
7	Seeking the expansion of one's own limits and learning to deal with frustrations, exploring and performing some of the manifestations of the body culture of movement
8	Naming the physical activities of different types and segments, according to the different places and ways of organizing their practices
9	Naming, reporting, and registering first notions involving the body in the most diverse situations (physiological, hygienic, motor, physical, emotional, social)

Source: Prepared by the authors.

**8-** The general objectives are found in the Physical Education chapter of both DCC (in DCC1 on page 139, chapter 15, part III; and in DCC2 on page 57, part III).

**Chart 2 – General Objectives for Cycle II of the Campinas Early Years**

GENERAL OBJECTIVES OF THE EARLY YEARS	
OBJECTIVES	CYCLE II
1	Cooperating with peers and the teacher, showing mutual respect and participation in the collective construction of rules
2	Taking simple measurements
3	Performing and exploring basic and combined movements, rhythmic and gestural perceptions and expressions
4	Identifying and distinguishing physical and movement qualities
5	Performing and exploring combined and more complex movements
6	Performing and deepening knowledge about the manifestations of body culture of movement
7	Making an overview of the different types of physical activity practices, describing them and taking part in some of them
8	Recognizing the origin, history, some characteristics and distinctions of these activities

Source: Prepared by the authors.

**Chart 3 – General Objectives for the Campinas Final Years and Adult Education**

GENERAL OBJECTIVES OF THE FINAL YEARS AND ADULT EDUCATION	
1	Integrating and inserting all students in body practices
2	Valuing, appreciating, and enjoying the benefits derived from body culture of movement
3	Perceiving and understanding the role of sport in contemporary society
4	Enjoying free leisure time, rescuing pleasure as a fundamental aspect for health and for improving quality of life
5	Valuing, through knowledge about the body, the formation of personal care habits
6	Understanding and being able to critically analyze social values such as standards of beauty, gender relations, and prejudices

Source: Prepared by the authors.

As stated in the previous topic, the teaching objectives should have as their starting and ending point the understanding of the object of knowledge on which they are anchored. Since DCC expresses the body, human movement, and body culture as objects of PE, we also take them for analysis. We point out that several objectives announced in the DCC are found in other official curriculum documents, such as the PCN, reinforcing the influence they exert on the pedagogical discourse. Others, such as, for example, objectives 3 and 6 in Chart 3 are present on a large scale in school PE, regardless of the

conception of PE. One more highlight: we identified few objectives aligned to the critical curriculum and objectives that treat human movement as language. The others are aligned to the traditional curricula in PE recognized as psychomotor, developmental, and renewed health (NEIRA; NUNES, 2009).

Another interesting aspect is the larger number of objectives proposed for the first cycle of the initial grades compared to the others, and the absence of objectives related to human development in the final grades and adult education. We can infer that these data express a conception of childhood, since the early grades present objectives that are anchored in the first stages of human development and the final grades present more critical objectives. It is implied that only adults are able to address critical aspects, and that children are limited to concrete aspects of development. In the same vein, we realize that, despite all the academic production, debates, and public policies for adult education, the production of the same objectives for students in the final years of elementary school and for adults shows that the DCC do not recognize the specificity of this group. The result can only be the same: the adaptation from one to the other, with inevitable losses for those who return to education (ARROYO, 2006). We also highlight the presence of objectives that are not specific to PE, but are part of all schooling, when it address the body with the role of training for efficient models, as is the case of objective 4 of Cycle 1, 1 of Cycle 2, and 1 of the final years and adult education. There is also an unknown aspect, because objective 5 of Cycle 1 does not say what it refers to.

Objectives 1, 3, and 7 of Cycle I and objective 3 of Cycle II are aligned to the psychomotor curriculum. Psychomotricity is based on scientific rationality and is in line with the conception of human movement as motor action. It is concerned with the act of learning, arising from the process of unbalancing the structures of action. The so-called education through movement promotes the development of cognitive, affective, and psychomotor behaviors. Due to its biologicist contribution with a neurobehavioral focus, this curriculum understands PE as a discipline that goes beyond the biological limits of body performance and includes abilities of psychological origin, to produce a balanced subject with the possibility of school success (LE BOULCH, 1983).

During the 1980s, anchored in Jean Le Boulch's psychokinetic method, several works, such as those by Negrine (1983), Melo (1989), and Freire (1989), among many others, pointed out to the area that the goal of PE would be to develop psychomotor functions. Freire (1989), who also contributed to the spread of Jean Piaget's psychogenetic theory in the area of Physical Education, when discussing the social function of Physical Education, considers the education of movement, through movement, and for movement as a way to promote a whole body education. This way of thinking and developing the PE curriculum gained strength by proposing to overcome the paradigm of physical-sports aptitude, considered to be in line with the previous authoritarian governments, and suggesting games and the construction of alternative pedagogical materials, favoring the game as a pedagogical resource, to benefit the motor, cognitive, and affective development of the students. In spite of the criticism made to this proposal because of the lack of specificity for PE since the late 1980s, the DCC makes us believe that it did not have an impact on the municipality's PE.

The developmental curriculum is present in objective 6 of Cycle I and in objective 5 of Cycle II. In it, movements are of great biological, psychological, social, cultural, and evolutionary importance, and that is why they are taken as the main means and end of physical education, because it is from them that humans interact with the environment, reach their goals, and satisfy their needs. Moreover, it is from the movement that individuals relate with others, learn about themselves, who they are, what they are capable of doing, and also learn about the social environment in which they live (TANI, 1988).

This biopsychosocial perspective emphasizes the organization of the teaching content throughout the curriculum based on the phases of human development and on the characteristics of motor behavior, anchored in the learning of the cognitive and affective-social areas. Because of this, as a foundation that supports the elaboration of the teaching activities, a taxonomy for motor development was widely adopted, that is, the school curriculum takes as its main reference the hierarchical classification of the movements of human beings during their life cycle, from the prenatal phase to the specialized motor phase.

The developmental curriculum also understands human movement as motor action; however, its specificity is movement education, which occurs through the development of motor skills, aiming at the acquisition of the highest level of these skills, that is, specialized movement, for the subject's personal use in leisure and specific work activities. It gained relevance in the field because it was believed that motor development would bring benefits to the other domains of behavior.

The psychomotor and developmental curriculum proposals made use of pedagogical discourses in vogue at the time, which aimed at transforming the exclusionary character of education and physical education (marked by sports competitiveness) to universal purposes in terms of respect for each subject's behavioral modes and learning times, denoting a pedagogical practice concerned with the inclusion of everyone in the learning process. It is worth pointing out that the model of the sports curriculum tried to adapt to these theoretical references, incorporating their assumptions for the teaching of sports, producing a pedagogical sports discourse. Not by chance, we observe in several official documents and publications in the area the presence of objectives aiming at the improvement of psychomotor functions or progress in the development phases through sport, confounding educational purposes. The meritocratic objectives that characterized the sports curriculum, in fact, were camouflaged by the reference to perceptual and motor purposes (NEIRA; NUNES, 2009).

This alignment is notorious, for, by presenting the same scientific basis, both the psychomotor and the developmental curriculum are inserted in the domain of cognitive and motor skills, strengthening the training aligned to neoliberalism. As Foucault (2008a) explained, competencies constitute human capital, that is, they can be transformed into income for the worker. This is how the interface between neoliberalism and education is established. Education, in this view, works as an investment, which both allows the worker's productivity to increase – affecting the possibility of maximizing income throughout life – and enhances the market and the State for which the subject works.

If human movement can also be understood as energy production, the DCC present objectives 2, 8, and 9 of Cycle I; objectives 2, 4, and 6 of Cycle II; and objectives 2, 4,

and 5 of the final years and adult education aligned to the PE curriculum with a focus on health (GUEDES, 1999). This approach gained strength with the rise of the neoliberal art of government, expanding the notion of “active life” produced by economically and socially privileged sectors. In it, the need for self-care is emphasized. Not being healthy is more than being irresponsible, it is synonymous with being unproductive and costly to the State. The notion of active life associated with the notion of quality of life imposes new disciplinary technologies that mobilize new regulatory practices. In other words, by aiming at health promotion, this curriculum proposal inserts its subjects in the neoliberal rationality, teaching knowledge/techniques that promote responsibility, self-worth, and performance. In these terms, such objectives attribute and place the source of efficiency in the subject itself.

César and Duarte (2009) explain that the thin body began to take up a large space in school concerns. In fact, health has never ceased to be on schools' agenda, since the actions of measuring and weighing the bodies constituted the hygienic pedagogies of the beginning of the last century and are observed until today. The practices of government of healthy bodies become the central theme of the new body pedagogy, which takes the lead in contemporary school as a neoliberal biopolitical technique, aiming at the production of self-enterprising subjects (CÉSAR; DUARTE, 2009). Not surprisingly, most of the objectives of DCC are of this order and are in all cycles.

The objectives that direct towards a critical formation are objectives 3 and 6 of the final years and adult education, although objectives 7 and 8 of Cycle II are often seen as such. These are in line with the objectives announced in the work *Metodologia do ensino de educação física* [Methodology for physical education teaching] (SOARES *et al.*, 1992), which marks the critical-superior curriculum of the area. This work is based on the organization of the curriculum by schooling cycles. In the first cycle (first grades of elementary school), the organization of the identification of the data from reality is proposed; in the second cycle (fourth to sixth grade), the initiation to the systematization of knowledge; in the third cycle (seventh to eighth grade), the expansion of the systematization of knowledge; and, in the fourth cycle (high school), the deepening of the systematization of knowledge. Despite being divided into cycles, the DCC do not follow the proposal by the *Coletivo de Autores* regarding curricular principles in dealing with knowledge, minimizing any attempt at a critical formation, which indicates recontextualization.

Highlighted for the first time in a curricular program of the Pernambuco State Secretariat of Education, it was in this work that the expression body culture gained evidence, contributing for the conceptual notion to be identified as an object of study of physical education. The term has gained space and, at the same time as it has spread across the field, it has weakened its political character because of the several processes of recontextualization it has undergone. As a result, it was appropriated in different ways by teachers. Gramorelli and Neira (2017) indicate that several official proposals from Brazilian states helped consolidate this process. The DCC are just another one that uses it, hybridizing it with technical aspects and minimizing the political character of the term.

These goals announce the understanding of distinct objects of knowledge, which produce divergent objectives. Such as the treatment of the object, the objectives reinforce the need for continued education in the same terms announced, reinforcing knowledge as



merchandise and teacher incapacity. This implies the need to increase earnings to acquire knowledge, expanding the human capital of the teacher, that is, an effort has to be made for self-investment.

The announced effect, self-investment, reinforces the thesis of Ball (2002), for whom neoliberalism has produced profound changes in the relationship between workers and between them and their work. It posits that, in these times, the commitment of the professional service performed is now evaluated by the demands of performativity, subordinating it to them. Foucault (2008a) states that neoliberalism is an art of government, which both produces a technology of the self, by which subjects conduct themselves, self-govern themselves, and produces subtle forms of government of others, of the population. For the French philosopher, neoliberalism is based on a social market economy that has expanded economic analyses to the entire social fabric, propagating everything in economic terms to traditionally non-economic social behaviors (p. 337). For Foucault, in this process, one must consider that what once could be understood as expenditure, neoliberalism has converted into investment. The goal is to turn individuals into subject-micro-enterprises and to commercialize all human relationships, in any time and place. By affirming that neoliberal political rationality bets on the institution of a competitive dynamic, Foucault distances himself from current interpretations that take as their main focus the consumer (commodity) society and, as a result, a society of the spectacle, of simulacra. The commodification of knowledge is preceded by competitiveness and performativity, and these are the political technologies that the State invests in to extend its strategies of social intervention and regulation.

In view of the conditions placed for the teacher to work, it is not hard to assume that the difficulty in reaching these goals causes teachers to self-assess their practice as insufficient and conduct themselves in search of ongoing training activities. As a result, the subject-teacher is formed according to current market requirements: it must constantly invest in its human capital, to guarantee performance and productivity that bring economic returns and contribute to society. This reinforces the position of the entrepreneurial subject and minimizes the possibilities of an ethical and collective being (BALL, 2002).

## **Final considerations**

### **What is at stake in the face of the epistemological and didactic inconsistencies of the DCC?**

We learn from Ball (2002) that, in the established political order, States are forced to adjust domestic economies from the dynamics of the global economy. Curriculum policies are also targets of this condition. They are constantly negotiated, produced, and recontextualized. The DCC do not escape this, for, as we have noted, they present divergent views of subject, society, and physical education.

The DCC of PE carry within them the current curricular thought of PE, which contains ideas from other official texts, such as the National Curricular Guidelines (DCN) for undergraduate teaching courses, the DCNEF, the DCN for undergraduate courses in

the health area, and the PCN. Besides these, one cannot disregard the ideas contained in the academic productions of physical education of greater circulation and in the various reinterpretations they undergo, which are carried out in the initial or continued training and on the school (NUNES; NEIRA, 2018). By not defining the object of knowledge they deal with, the DCC present objectives from different epistemological perspectives, constituting an ambivalent document. Besides the epistemological aspects, this is reinforced by inoperativeness, because some of the objectives presented are not amenable to evaluation and others are unclear.

Based on the assumption of the curriculum as a dispositive for social regulation (POPKEWITZ, 1995), what can be found in the DCC is the predominance of (neo)technicist aspects, which reinforce their hegemony and aim to produce a self-centered, efficient, competitive, and standardized subject, that is, a subject subjected to the imperatives of these times, which facilitates cultural homogenization.

On the other hand, as Guidelines, the confusion and incoherence of information produced can prompt games of self-analysis for teachers to question their practice, their training, and, perhaps, to feel the need to consume more training courses and personal overcoming goals, after all, performance is determined as the managerial power defines it. Without proper parameters, the DCC foster teacher insecurity and the importance of continuing education to account for the improbable. This indicative may favor another striking aspect of these times: the spread of clinical symptoms, such as the Burnout Syndrome, depression, and stress, which produce the corrosion of personality, demoralization, and desymbolization (DARDOT; LAVAL, 2016), among other effects to be produced and diagnosed. The ambivalence of the DCC favors the consolidation of hegemonic values related to neoliberalism.

As a result of recontextualization, this production benefits the curtailment of transgressive actions and resistance to the processes of domination of class, gender, ethnicity, sexuality, etc. that gain space in social discussions. After all, it is easy to see that the DCC value individuation processes centered on the acquisition of skills and competencies, validates forms of movement based on standardized developmental stages, sustains and affirms a condition of health, and pays scant attention to social issues, not even mentioning goals for overcoming the identity problems that mark all of society.

In times of BNCC, we reiterate that it is from the production of knowledge in the area of curriculum policies that we are allowed to build tools that make it possible to criticize the forms of cultural imposition and the standardization of identities associated with neoliberalism. It is now time to investigate curriculum policies at the time of their formulation, as well as their implementation policies, up to their concretization on the school.

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*Received on June 1st, 2019*

*Reviewed on October 1st, 2019*

*Approved on November 12th, 2019*

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