

The profile of Physical Education teachers who work in early childhood education and early years on the south coast of Bahia

ARTICLE

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Abstract

The present research aims to outline and understand the profile of teachers who work in School Physical Education in the municipalities of the South Coast of Bahia. The relevance of this research lies in mapping how School Physical Education is being organized and offered in Early Childhood Education and Elementary Schools in the municipalities. A qualitative-qualitative study, carried out with 7 Municipal Education Managers, using field research and semi-structured interviews. The locus of the study was the 26 municipalities of the Southern Coastal Territory of Bahia, of which only 23 included teachers licensed in Physical Education and the number of municipal Early Childhood Education and Early Years schools. Therefore, the studies demonstrated little supply of the subject and difficulty in hiring and/or hiring licensed professionals with specific training to work at the Early Childhood Education and Early Years education levels.

Keywords: School Physical Education. Child education. Early Years. South coast of Bahia.

O perfil dos (as) docentes de Educação Física que atuam na Educação Infantil e Anos Iniciais no Litoral Sul da Bahia

Resumo

A presente pesquisa tem como objetivo delinear e conhecer o perfil dos docentes que atuam na Educação Física Escolar dos municípios do Litoral Sul da Bahia. A relevância desta pesquisa está em realizar um mapeamento de como a Educação Física Escolar está sendo organizada e ofertada nas escolas de Educação Infantil e dos Anos Iniciais do Ensino Fundamental dos municípios. Um estudo de abordagem quali-qualitativa, realizado com 7 Gestores municipais de Educação, utilizando a pesquisa de campo, entrevista semiestruturada. O lócus do estudo foram os 26 municípios do Território Litoral Sul da Bahia, dos quais apenas 23 apresentaram o quadro de docentes licenciados em Educação Física e o número de escolas municipais de Educação Infantil e Anos Iniciais. Logo, estudos mostraram pouca oferta da disciplina e dificuldade de efetivação e/ou contratação

de profissionais licenciados com formação específica para atuar nos níveis de ensino Educação Infantil e nos Anos Iniciais.

Palavras-chave: Educação Física Escolar. Educação Infantil. Anos Iniciais. Litoral Sul da Bahia.

1 Introduction

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Following the promulgation of the Federal Constitution of 1988, education was established as a right for all, as part of the structure of the fundamental rights and guarantees of the State (Brazil, 1988). This constitutional movement led to the emergence of the National Education Guidelines and Bases Law (LDBN), Law No. 9.394/1996, with the aim of ensuring that the education system applied the educational principles described in the 1988 Federal Constitution, putting into practice the principles and guarantee of education for all (Cavalaro; Muller, 2009).

In general terms, it is important to note that discussions regarding the legal aspects of School Physical Education (PE) have been sharpened since the publication of the LDBN/1996, when, in its art. 26, § 3, Physical Education (PE) becomes part of the school's pedagogical proposal as a curricular component of Basic Education (Ayoub, 2001; Brasil, 1996). Basic education is understood to include Early Childhood Education (ECE), Primary Education and Secondary Education. Therefore, when inserted into the universe of Early Childhood Education, there is an ascension to the teaching of PE (Sousa; Vago, 1997).

Therefore, in this context, PE is being considered as a curricular component of basic education along with the other curricular subjects, becoming one of the pillars for human formation (Brasil, 1996). However, its legitimacy in school spaces is being compromised by changes in public education policies that have pushed PE to the lower ranks of the intellectual activities offered by schools (Bertini Júnior; Tassoni, 2013).

In this political scenario, PE was included in art. 26, §3 of the LDBN, Law 9.394/1996, as a curricular component of basic education. However, despite the existence of a legal standard regulating this inclusion in school spaces, PE found it difficult to be

legitimized as a curricular component, since the education systems interpreted the law in various ways, since the term "compulsory" was not described (Furtado; Borges, 2020).

On the other hand, despite the disagreements in the discussions regarding recognition, PE was seeking its space, ceasing to be a mere sporting activity and becoming recognized as a subject in basic education (Silva, T.; Bracht, 2016). Then, in 2003, the law was amended by Law No. 10.793/2003, establishing that PE was described in art. 26, §3 of Law No. 9.394/1996 as a compulsory curricular component of basic education, making its presence in basic education school spaces compulsory (Brasil, 2003).

However, even in the face of legislation that recognizes it as a compulsory curricular component, through the change in legislation in 2003, it is possible to see that PE is undermined even in the face of its recognition as a subject in basic education (Furtado; Borges, 2020).

Souza Júnior and Darido (2009) point out that although PE has been established as a compulsory curricular component of basic education, it is not comparable to other components when current legislation allows it to be practiced in some cases described by law. It is important to note that, in 2003, the legal provision of the LDBN, Law No. 9.394/1996, when amended, made the curricular component compulsory throughout basic education (Gava *et. al.*, 2010). However, even in the face of its legal backing in the legislation, it may not build the foundations for its legitimization in school spaces (Furtado; Borges, 2020).

Even so, the studies carried out on PE point to discussions that address its legitimacy, favoring a scenario of hope, so that it can contribute to the schooling of subjects in the school space. Although it has the status of a discipline recognized as legitimate, its legitimacy¹ does not occur at school, requiring the consecration of a constitutional order (Canotilho, 2001; Furtado; Borges, 2020).

In this way, this study brings to light the scenario presented by the municipalities of the South Coast of Bahia regarding the profile of teachers who work in PE in schools of

¹ Legitimization, compliance with the law (Lima, 2011).

Early Childhood Education and Early Years of Elementary Education (1st to 5th grade) and its legitimacy in these spaces. Therefore, the starting point of this research was to delineate the legitimacy of this curricular component in municipal schools.

In this sense, the relevance of the study arises from the need to outline a political-educational panorama of the PE curriculum component in Early Childhood Education and the Early Years in the municipalities that make up the southern coast of Bahia. In effect, the research seeks to answer how PE is being offered at these levels, which professionals teach these classes and whether the current law that regulates it is being complied with. With this, it is intended to allow a reflection, based on the data found, about this scenario in relation to the educational policies of the municipalities surveyed, in the period from January to June 2022.

Therefore, in order to understand the reality found with regard to the legitimization of PE in school spaces, a survey was carried out of the laws, guidelines and resolutions in force that deal with PE as a compulsory curricular component of basic education. This study is part of an ongoing Master's Degree in Education at the State University of Santa Cruz, in Ilhéus, Bahia. In this context, this study aims to outline and understand the profile of teachers who work in PE in the municipalities of the South Coast of Bahia.

2 Methodology

This is a qualitative-quantitative study, descriptive and exploratory in nature. This type of research establishes proximity to the object studied and allows quantitative data to be refined by qualitative results (Richardson *et al.*, 2012; Pereira *et al.*, 2018). The choice of a qualitative, descriptive and bibliographical approach allowed for a broader reading of the universe studied, analyzing the information found during the research. Such studies can be investigated by allowing the researcher to have a closer relationship with the object (Gil, 2010; Minayo; Sanches, 2011; Richardson *et al.*, 2012; Lüdke; André, 2018).

To this end, in the exploratory phase of the research, a mapping was carried out in the municipalities of the South Coast of Bahia, from January to July 2022, with a survey of

data provided by the Secretariats of Education, with the aim of outlining the scenario in which the PE curriculum component is found in the schools of the municipalities. Exploratory research allows the researcher to organize their ideas and intentions for the research study (Gil, 2010; Minayo; Sanches, 2011).

The research took place in the context of the Southern Coast Territory of Bahia, made up of 26 municipalities. Bahia is made up of 417 municipalities, with an estimated population of 14,985,285 inhabitants in 2021 and a territorial area of 567,295 Km². The state is subdivided into 27 Identity Territories, formed to meet the specific demands of each region and subsidize state public policy planning (Bahia, 2021).

In order to outline the profile of PE teachers in the 26 municipalities of the South Coast of Bahia, e-mails (letters) were sent to the respective Secretariats, of which 23 responded to the request, sending information on the schools that offer PE, as well as the number of permanent and hired PE teachers in the municipalities surveyed.

The data found refers to the type of employment contract held by graduate teachers, whether they are permanent or contracted, in the 23 municipalities taking part in the study, and has been organized into descriptive charts. To this end, the categories of analysis established were based on the research objectives. Therefore, the recording units were listed by combining frequent themes and terms from the data collected, which defined the following categories: permanent and temporary PE teachers, both with a degree, and the reference teacher of the class. It is important to note that the coding of this information refers to the treatment of the data collected in its original form into parts, in this case, the research corpus, seeking to represent the characteristics of the content in an explanatory way (Bardin, 2011), making it possible to choose the aforementioned categories.

3 Results and Discussion

In addition to the issues presented here, another point to be considered in this discussion is related to Law No. 8,069 of 1990, the Statute of the Child and Adolescent

(ECA), and art. 227 of the 1988 Federal Constitution, which includes the duty of the family and society to ensure, with absolute priority, that children, adolescents and young people have the right to education, freedom, respect and dignity. These include the right to play, practise sports and have fun (Brasil, 1988, 1990; Cavalaro; Muller, 2009). Thus, PE needs to be ensured as an integral part of the school's pedagogical proposal for children, adolescents and young people.

Still based on the LDBN (Brazil, 1996, p. 11), its art. 29 states that "Early Childhood Education, the first stage of Basic Education, has as its purpose the integral development of the child up to the age of six, in its physical, psychological, intellectual and social aspects, complementing the action of the family and the community". The National Curriculum Guidelines for Early Childhood Education (Brasil, 2010a) state that early childhood education is the first stage of basic education and must be offered by public or private educational institutions with a commitment to educating and caring for children aged 0 to 5, on a full or part-time basis, during daytime hours, and that these institutions must be supervised by the competent bodies. Thus, it is the state's duty to guarantee the provision of free, high-quality places for public ECE without distinction (Brasil, 2010a).

Despite the existence of these regulations, with regard to the PE curriculum component as compulsory in basic education, it is not always guaranteed in ECE school spaces, making it possible to accept its non-recognition as part of this stage of education.

With the amendment of art. 26, § 3, of the LDBN through Law no. 10.793/2003, PE became a compulsory curricular component of basic education, with the intention of ensuring its presence throughout basic education. It is interpreted, recognized and thought of in the school context as a subject whose object of study is necessary, as it contributes to the integral formation of the subject, just like the other pedagogical subjects (Magalhães; Kobal; Godoy, 2007; Brasil, 1996).

Magalhães, Kobal and Godoy (2007) cite that studies carried out by Kobal, Barbosa and Santos (2007) and by Godoy et. al. (2007) point to the perception that the school community recognizes the meaning and importance of PE for Early Childhood Education, but there is a distortion between the discourse and its effectiveness. Therefore,

this lack of effectiveness corroborates the loopholes presented by the current legislation, which leaves room for various interpretations that contribute to weakening PE as a pedagogical discipline, as well as a disregard for licensed professionals.

Even so, confronting the legitimacy of PE in basic education, National Council Resolution CNE/CEB No. 7/2010 presents a gap when it refers to the initial years of elementary school, indicating that the PE curricular component can be taught by the reference teacher of the class (Brasil, 2010b). In this sense, school physical education, as an integral part of the educational context, suffers the consequences of current neoliberal educational policies, which have led to the scrapping and devaluation of the profession. They prioritize the private sphere when it comes to public spending, generating interference in Public Educational Policies (Silva, H., 2004).

3.1. Profile of teachers working in School Physical Education in the municipalities of the South Coast of Bahia

In this section, an overview will be given of the employment relationship of the licensed PE teachers working in the 23 municipalities taking part in the research, based on identifying the profile of those who teach PE classes in municipal schools. To this end, the municipalities were asked to send data on the number of permanent and hired licensed PE teachers in their respective Education Departments. Table 1 below shows the data found:

Table 1 - Licensed PE teachers in the 23 municipalities participating in the study

EDUCATION	CATEGORY	QUANTITY
LICENSED SCHOOL PHYSICAL EDUCATION TEACHERS	Permanent	18
	Contracted	14
	Permanent and Contracted	12
	Only Contracted	2
	Not permanent	3

Source: research data, 2022.

Table 1 shows some aspects related to the employment relationship of PE teachers. Notably, most of the municipalities have licensed teachers, either on permanent or temporary contracts. On the other hand, there are three municipalities that do not have this professional on their teaching staff. In view of the above, the absence of a licensed PE professional shows that the component is not being offered in their municipal schools, contributing to the scarcity of PE in these spaces.

Although there are permanent and contracted licensed professionals in these municipalities, they may not be able to meet all the demands, which can be seen from the comparison between the number of municipal schools offering kindergarten and early elementary education in each municipality and the number of licensed teachers. These figures can be seen in Table 2 below.

Another point to note is the current scenario found in the municipalities surveyed, which reveals a certain disproportion between the supply of permanent teachers and the population of the municipality. First, however, it is important to point out that, even though it is not possible to measure the ideal number of licensed teachers to meet the population demand of the municipality, it is possible to see the disparity between supply and population.

In light of the data obtained, it can be seen that some of the municipalities with up to 24 schools do not hold entrance exams, nor do they hire teachers with a degree in PE to work in early childhood education and primary education schools. This means that, even in the face of legislation that makes it compulsory to offer PE throughout basic education, some municipalities on the southern coast of Bahia are not complying with this provision.

Therefore, it is necessary and urgent to implement public policies that ensure effective conditions with regard to the supply and guarantee of a licensed PE teacher to teach these classes, which are essential for their implementation. In addition, it is important to pay attention to the general reorganization of curricula, considering issues such as the analysis of physical space and its architecture (FARIA, 1999; AYOUB, 2001).

The data collected in this research shows that the PE curriculum component, even in the face of current legislation, has not changed in terms of its legitimacy in ECE and

primary school spaces. The contradictions existing in LDBN No. 9.394/1996, in its art. 26, §3, which establishes and obliges PE as a curricular component of basic education, through the amendment made by Law No. 10.793/2003 and National Council Resolution CNE/CEB No. 7/2010, by allowing the reference teacher of the class to teach PE classes, opens loopholes for various interpretations to be made in the school space (Brasil, 1996, 2003, 2010b). It may be up to the class reference teacher to plan the PE lessons they will teach each week.

An analysis of the data extracted from the technical summary for the state of Bahia, the basic education school census for 2021, shows that Bahia's municipalities are responsible for 85% of ECE enrollment, totaling 437,172 children enrolled. Meanwhile, the early years education (EYE) centers had the largest share, accounting for 81.9% of enrollments, totaling 848,260 children enrolled (Bahia, 2021).

However, analysis of this data indicates that municipalities have many responsibilities, as they need to meet the demands of the population in order to guarantee quality public education for children. However, in order to do this, they need to adopt public policies and develop actions to ensure that the PE curriculum is offered in their schools, so that children can access the different manifestations of body culture, for example (Ayoub, 2001).

This understanding of the PE curriculum component shows that there is a need to expand and offer vacancies for teachers throughout basic education in the country. However, the scenario presented in Table 1 shows the fragility of the availability of PE teachers in the municipalities participating in the survey. It can be seen that there is a lack of appreciation for this professional, given that teachers are hired on a temporary basis, without a permanent link to public institutions. See Table 1 below:

Table 2 - Permanent and Contracted Physical Education Teachers in the Municipal Education System

MUNICIPALITIES	PERMANENT PE GRADUATES	CONTRACTED LICENSED PE	ECE AND EYE SCHOOLS	POPULATION
M1	0	0	5	6.357
M2	0	5	24	13.595
M3	5	0	14	6.453
M4	0	0	20	18.605
M5	7	0	38	31.475
M6	5	1	23	20.964
M7	2	2	18	10.44
M8	19	0	23	24.272
M9	11	17	66	184.236
M10	39	5	72	204.667
M11	0	1	12	7.309
M12	2	1	52	21.081
M13	4	2	14	10.995
M14	8	0	11	10.207
M15	6	3	20	6.474
M16	4	1	102	19.101
M17	7	1	6	14.64
M18	2	1	29	13.344
M19	1	0	2	5.715
M20	3	7	23	20.691
M21	0	0	41	24.11
M22	5	5	37	19.837
M23	2	0	6	10.852
TOTAL	132	53	658	705.653

Source: Research data, 2022.

However, being a teacher hired for a fixed term means you are doing temporary work, which can cause discomfort and insecurity as to whether you will remain in the job market. As provided for in Article 2 of Law No. 13,429 of 2017,

Temporary work is that provided by an individual hired by a temporary employment agency that places them at the disposal of a company that takes on the services, to meet the need for temporary replacement of permanent staff or complementary demand for services (Brasil, 2017, p. 1).

As Bracht *et al.* (2003) point out, the interpretation of the current legal norm provides different understandings, which has favored states and municipalities not hiring teachers for the early school grades. In this sense, the presence of a permanent PE teacher

in the school meets the demand for this segment, otherwise the subject will be taught by the class's reference teacher, who does not have a PE degree.

Similarly, the fact that there is a legal norm that defines the PE curriculum component as a compulsory subject in basic education does not always ensure that it is offered by the school or, when it is, it may be taught by the class's reference teacher, corroborating the denial of its school legitimacy. Therefore, this behavior can be characterized as a lack of commitment to education and to PE teachers who have been affected by exclusionary public policies that care little about the legitimacy of this component in the school environment (Silva, 2004).

Gava *et al.* (2010) point out that, as of the 1988 Constitution, ECE legally became part of our educational system and, together with the LDBN (Brazil, 1996), included PE in the pedagogical proposal of ECE schools. However, this was not enough to solve some of the problems that existed in EI and, consequently, in PE. In this sense, Simão (2005) points out that the lack of understanding about the specificity and contributions of this curricular component to ECE contributes to the emptying of the offer to this segment of basic education.

3.3. The school PE teacher and the class reference teacher

First of all, we should introduce who the reference teacher for the class is. According to Article 31 of National Council Resolution 7/2010, the reference teacher is "[...] the teacher with whom the students spend most of the school year [...]". This is usually a teacher with a degree in pedagogy or other specific training. This legislation itself reaffirms the compulsory nature of PE, which must be included in the school's pedagogical proposal and be part of the curriculum (Brasil, 2010b).

Still on the subject of the legitimacy of PE classes in ECE and EYE, it was pointed out here that National Council Resolution CNE/CEB No. 7/2010 contributes to weakening the legitimacy of this component in school spaces, when it opens loopholes by allowing PE classes to be taught by the reference teacher of the 1st to 5th grade class, even when

LDBN No. 9.394/1996 defines it as a compulsory curricular component of basic education, as amended by Law No. 10.793/2003 (Brasil, 1996, 2003, 2010b).

However, in order to build a public, free, democratic and quality education in which PE is included, we do not depend exclusively on legislation, but on concrete actions by the government that can guarantee its effectiveness in EI spaces, also in terms of the spaces destined for these classes (Ayoub, 2001).

To this end, studies show the need to offer PE in ECE, as this will allow the expansion of a rich motor repertoire full of possibilities, taking into account that there is currently a lack of spaces for playing and, in some cases, children are deprived by the adversities that life presents them (Gava *et al.*, 2010).

Thus, the data found on the provision of PE in Early Childhood Education portrays a scenario similar to that currently found in the country. The data shows that, of the 23 municipalities surveyed, 82% (19) offer ECE, but only 34% (8) have ECE PE teachers and 39% (9) use the class reference teacher as the person also responsible for the PE curriculum component. Therefore, when you find a scenario in which most of the class reference teachers are responsible for teaching PE classes, this contributes to making it even more precarious for the PE teacher to remain in these school spaces. Is this precariousness due to the absence or omission of public policies that guarantee the provision of this curricular component, or due to a lack of teachers licensed to teach PE? A reflection is therefore necessary.

However, in the technical summary for the state of Bahia, the 2021 school census for basic education presented data on the education level of teachers working in municipal schools in ECE and EYE. Of the 23,952 teachers who work in ECE, 74.4% have completed higher education, 17.8% have a normal/teaching degree, 1.8% only have a bachelor's degree and 5.9% have a high school degree or less. Meanwhile, of the 51,174 EYE teachers, 74% have completed higher education, 16.2% have a secondary normal/teaching degree, and 9.8% have a secondary or lower level degree (Bahia, 2021).

In addition, a study carried out in Brazil to present the adequacy of teacher training in ECE showed that municipalities in the Northeast region registered 61.3% adequacy.

However, it is important to note that in the other regions of Brazil, the teacher training adequacy rate exceeds 70% (Brasil, 2022).

According to Fonseca, Colares and Costa (2019), another issue that needs to be reflected on in terms of teacher training is that it goes beyond a degree and refers to the degree of adequacy of the teacher's training to work with children, an attitude that allows them to reflect on the diversities and realities presented by their area.

Studies also show that the Northeast region, along with the North, despite growing at a faster rate in terms of adequacy of training, reducing inter-regional disparities, still have low adequacy rates. This reveals a marked deficit in the training of ECE and EYE teachers in the municipal network (Brasil, 2022).

In addition, in the southern region, Cavalaro and Muller (2009), in studies carried out at the State University of Maringá, pointed out that the Curriculum and Pedagogical Plan of the Pedagogy and Physical Education courses, despite offering training for professionals to work in basic education, propose different objectives, and found, through documents, that pedagogy training does not include subjects that deal with specific themes such as Body Language, Culture of Movement or Playfulness, which are specificities linked to the content of the National Curriculum Framework for Early Childhood Education (RCNEI) (Brazil, 1998), which, in turn, does not include the PE curriculum component, but refers to the object of study "Body" and "Movement", and this content is not offered in the pedagogy course. As a result, how can the teacher responsible for training children's development generalize their work? Therefore, we cannot forget the specificities of teacher training, in this case, the PE teacher.

Mello (2007) observes that in Early Childhood Education there are few examples of specific classes taught by teachers with a degree in PE and that sometimes, in schools that cater for children aged 0 to 6, two types of situation can be found: unsystematized PE classes that resemble sports; or free play in sandy playgrounds without any direction. According to Kishimoto (2001, p. 7):

The fragmentation and compartmentalization of aspects of child development (physical, intellectual, psychological, social) are reflected in the conceptions of professionals, in the organization of physical space, materials and teaching practices. Intellectual and psychological development takes place in the classroom, and physical and social development in the playground.

As such, the chart below shows a vulnerable scenario in terms of the legitimacy of licensed teachers to teach PE classes in the ECE in the municipalities of the South Coast of Bahia. Let's take a look at Chart 1.

Chart 1 - PE Teacher and Class Reference Teacher in ECE Schools

MUNICIPALITIES	NUMBER OF ECE SCHOOLS	PE TEACHER	REFERENCE TEACHER
M1	2	0	1
M2	8	2	5
M3	5	0	0
M4	12	0	17
M5	20	0	19
M6	12	0	0
M7	9	0	9
M8	11	19	0
M9	29	0	0
M10	36	0	0
M11	0	0	0
M12	25	0	16
M13	5	3	0
M14	5	3	0
M15	6	2	0
M16	0	0	0
M17	0	1	0
M18	4	0	0
M19	1	1	1
M20	10	0	23
M21	5	2	25
M22	2	0	0
M23	4	0	0
TOTAL	206	33	116

Source: research data, 2022.

Academic studies focusing on the literature of PE for ECE present discussions which show that the motor capacity of children between the ages of zero and six is not innate. This means that in order for the child to have a broad, high-quality motor repertoire,

they need to have a wide range of motor experiences, allowing for more elaborate learning (Ferraz; Macedo, 2001). In this way, it is possible, through the pedagogical practices of PE in ECE, to promote motor development capable of allowing children to get to know themselves and the world around them (Kunz, 2001).

According to Neira (2003), when children experience activities such as playing, imitating, creating rhythms and movements, there is an appropriation, expansion and immersion of the body culture repertoire in which they are inserted. As such, it is the duty of educational institutions to provide a physical and social environment capable of promoting stimuli so that children feel safe when experiencing new challenges, and the greater the diversity of challenging motor stimuli, the more it will promote a broader perception of their universe (Neira, 2003).

For Kunz (2001), the interaction of movement in early childhood and throughout the human development process becomes the most important dialog with the world. Thus, through movement, bodily expression and the senses, children will be able to establish a relationship of knowledge with others and about things (Gava *et al.*, 2010).

However, the scenario presented with regard to PE teachers who are the reference for the class in the EYE shows a similarity to the data found in ECE. The studies show that the provision of PE in the EYE in 82% (19) of the participating municipalities does not differ from the data previously indicated in relation to ECE. In this way, the vulnerability of this curricular component is also visible in the EYE, which reinforces the perception that the normative provision that makes PE compulsory in basic education is not being applied. Let's take a look at Chart 2.

Chart 2 - PE teacher and class reference teacher at EYE schools

MUNICIPALITIES	NUMBER OF EYE SCHOOLS	PE TEACHER IN THE EYE	REFERENCE TEACHER
M1	3	0	1
M2	16	3	5
M3	9	2	0
M4	8	0	17
M5	18	1	19

M6	11	3	0
M7	9	2	9
M8	12	12	0
M9	37	0	0
M10	36	22	0
M11	0	0	0
M12	6	3	0
M13	27	0	16
M14	9	6	0
M15	6	3	0
M16	14	5	0
M17	0	0	0
M18	6	3	0
M19	25	0	0
M20	1	0	1
M21	13	7	23
M22	32	4	25
M23	4	0	0
TOTAL	296	76	116

Source: research data, 2022.

It is important to note that Interministerial Ordinance 73, of June 23, 2001, established Physical Education as a compulsory curricular component, reinforcing its inclusion in the school's pedagogical proposal. Therefore, it does not specify the direct link to the curricular component as a subject in the teaching curriculum, even though it is compulsory. Therefore, PE must be included in the school's Pedagogical Proposal, even though it is not a specific school subject (Brasil, 2001).

Furthermore, in line with the legitimacy of PE in school spaces, the Resolution of the National CEB Council No. 7/2010 contains in its text the criteria for organizing the curriculum of the education system and school units. In addition, the Curriculum Guidelines legitimize that the curriculum of the Common National Base for Primary Education must include PE, in line with art. 26 of LDBN no. 9.394/1996, along with the other components (Brasil, 1996, 2010b).

However, while this legislation elevates PE to the status of a compulsory curricular component, it becomes incipient when it points out that the reference teacher of the 1st to 5th grade class can teach PE classes, contradicting its legitimacy in school spaces when it does not grant the specificity of the subject to the teacher with a degree in PE. In this

way, it contributes to PE as a pedagogical subject becoming the target of professional devaluation and the non-recognition of its legitimacy in the school environment.

4 Conclusions

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The aim of this study was to outline the structuring and legal aspects of PE in the municipalities of the South Coast of Bahia. To this end, data was collected through a request sent to the institutional email address of the education secretariats of each participating municipality, asking for institutional data on the organization and provision of PE in early childhood education schools and primary schools. It is therefore important to note that the results of the study were achieved using the methodology adopted.

In view of the above scenario, the educational system focused on PE as a curricular component of basic education has been marked by a lack of commitment and the scrapping of education, by policies that exclude teachers and have done little to legitimize this component.

Likewise, Public Educational Policies present vulnerabilities and inconsistencies in their legislation, guiding us towards a disordered place of competition that needs to be legitimized by the school, not allowing the existence of gaps for its depreciation and insignificance of PE in school spaces. We emphasize that, even though it is described by legislation, this device is incipient in terms of legitimacy in school spaces, contributing to the legal uncertainty of PE professionals working in basic education.

Therefore, during the study, it was observed that the scenario presented by the municipalities does not diverge from what has been observed on the national scene: lack of hiring licensed teachers to teach PE and lack of guarantee of the component being offered in ECE and EYE schools in the municipalities of the South Coast of Bahia. The data presented shows a partial supply of the subject, not fully complying with the compulsory curricular component.

Therefore, it will be important for children's education and for the category of licensed teachers to strengthen pedagogical actions and discussions to propose municipal

legislation that contributes to strengthening and guaranteeing PE in ECE and EYE schools, confronting the neoliberal policies put forward by the state that contribute to delegitimizing PE as a compulsory pedagogical activity throughout basic education.

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