
**PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION IN MARINGÁ-PR:
CONSTRUCTION AND IMPLEMENTATION OF AN EDUCATIONAL PUBLIC
POLICY****EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL EM MARINGÁ-PR: CONSTRUÇÃO E
IMPLEMENTAÇÃO DE UMA POLÍTICA PÚBLICA EDUCACIONAL**

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RESUMO

Esta pesquisa objetivou descrever e analisar o processo de estruturação e implementação da Lei nº 8392/2009, do Município de Maringá-PR, que inclui a Educação Física como componente obrigatório no currículo da Educação Infantil. Caracteriza-se como um estudo de caso descritivo e documental, por meio de realização de entrevistas semiestruturadas com o parlamentar responsável pelo projeto de lei e com a pesquisadora, cujo estudo subsidiou o referido projeto; aplicação de questionários a 27 professores de Educação Física atuantes nos Centros Municipais de Educação Infantil; e consulta à legislação e documentos internos da Secretaria Municipal de Educação. A partir das informações obtidas, concluiu-se que o processo analisado ocorreu de forma satisfatória, consolidando a política pública educacional em questão.

Palavras-chave: Educação Física. Educação Infantil. Política Pública.

ABSTRACT

This research aimed to describe and analyze the process of structuring and implementing Law No. 8392/2009, of the Municipality of Maringá-PR, which includes Physical Education as a mandatory component in the Early Childhood Education curriculum. It is characterized as both a descriptive case and a documentary study, conducted through semi-structured interviews with the researcher in charge and with the parliamentary author of the Law; questionnaires, applied to 27 Physical Education teachers working at Municipal Child Education Centers; and consultation to the legislation and internal documents of the Municipal Department of Education. From the information obtained, it was concluded that the analyzed process took place in a satisfactory way, consolidating the educational public policy in focus.

Keywords: Physical Education. Child education. Public policy.

Introduction

Educational proposals for Physical Education (PE) have been presented, applied and reformulated in Brazil since the end of the 19th century. In the meantime, Brazilian school PE developed under different conditions and guidelines, until reaching the condition of a curricular component of Basic Education (BE)¹.

In this course, early childhood PE emerged later and discreetly. The first reports of activities linked to the conception of PE for early childhood in Brazil appear in the 1930s, when Children's Parks were created in São Paulo, still from a recreation perspective².

Though without a pedagogical commitment, the "time to play" was gradually being incorporated into the then "pre-school" education. It was only from the 1970s onwards that this scenario begins to change, through the propagation of the theoretical basis of psychomotricity, at a historical moment in which the PE field began to be integrated into general school tasks, with a view to the integral formation of the child, becoming a set of "means to". From this perspective, in the name of a discourse of integration between the different curricular subjects,

the PE field becomes a means or support for other “nobler” areas of knowledge in the formation of children³.

Traditionally called “pre-school”, the idea of offering PE elements and other disciplines in Early Childhood Education (ECE) appears primarily in the private sector, with the proliferation of “children’s schools” in the 1970s and 1980s, which used elements of body culture mainly as a marketing strategy⁴.

Further on, the legality of PE as a BE curricular component is materialized with the National Education Guidelines and Framework Law [*Lei de Diretrizes e Bases da Educação Nacional*] No. 9.394/96 (LDBEN), under which it ceases to be a parallel activity in the school structure, adjusting to age groups and students’ conditions⁵. Since then, discussions about the provision of PE in ECE and in the early years of Elementary School gain momentum in the scientific-academic sphere.

Paradoxically, although it reaffirms the importance of the subject, the resolution of the National Council of Education [*Conselho Nacional de Educação*]/Council of Basic Education [*Câmara de Educação Básica*] (CNE/CEB) No. 07/2010 – setting the curriculum guidelines for the nine-year Elementary Education – establishes that the PE and Arts curriculum components may be the responsibility of the reference teacher of the class, the one with whom students spend most of the school period, or of teachers licensed in the respective components”⁶.

Also in ECE, the work of class-leading teachers teaching bodily practice activities, not always named PE⁷⁻⁹, seems to be recurrent. In contrast, it is possible to verify, in recent years, a growing presence of PE teachers in this first stage of BE⁹⁻¹¹.

However, Martins, Tostes and Mello¹⁰ warn that the inclusion of PE and Arts in this space may be related to the condition of meeting both the right of class-leading teachers – dedication of one third of their weekly workload to planning activities, studies, evaluations – and the demands of the LDBEN, which establishes PE as a mandatory curricular component in this stage of BE. In this sense, the authors defend a research agenda that addresses not only the presence of PE teachers in the first stage of BE, but the assumptions of their work, based on its legal and pedagogical organization: the National Curriculum Guidelines for ECE [*Diretrizes Curriculares Nacionais para a Educação Infantil*] (DCNEI)¹² and the National Curricular Common Base [*Base Nacional Comum Curricular*] (BNCC)¹³.

It is thus observed that the perspective of PE teachers working in ECE needs to be guided by public policies that guarantee not only the space for professional practice, but the valuation of PE and, therefore, the effectiveness of the educational process. Therefore, the construction of educational processes does not seem to depend exclusively on the current legislation, but fundamentally on governmental policies and actions that guarantee the objective conditions for their implementation. The case herein presented refers to a municipal educational public policy, built on a robust scientific foundation.

On July 22, 2009, the City Council of Maringá-PR approved Law No. 8392/2009, which formalizes the inclusion of the PE subject in the ECE curriculum for zero to five-year-old children, whose Art. 1st and 2nd determine, respectively: the inclusion of PE as a mandatory subject in the ECE curriculum for this age group; and the promotion of training and qualification for the school’s own teaching staff¹⁴.

The scientific study that referenced the Bill was the master’s dissertation entitled “Studying the Influence of Variability in Gymnastics Practice on the Motor Performance of Students in the New First Grade of Elementary School”¹⁵. The research analyzed a structured program for school PE in ECE, carried out during an academic semester. It concluded that the intervention structured through the variability of gymnastics practice significantly stimulated the development of motor skills of the children participating in the study. The results confirmed

the possibility of making the indicators found available in favor of the effective implementation of gymnastic practice in the set of other PE contents.

In light of the foregoing, this study aims to describe and analyze the process of structuring and implementing Law No. 8392/2009, of the Municipality of Maringá-PR, which includes PE as a mandatory component in the ECE curriculum.

Methods

This is a descriptive case study. Considering the indications of Thomas, Nelson and Silvermann¹⁶, the following instruments were used in data collection: semi-structured interviews with those responsible for presenting, preparing and implementing Law No. 8392/2009; and questionnaires intended for PE teachers working at Municipal Centers for Early Childhood Education [*Centros Municipais de Educação Infantil*] (CMEIs).

The following individuals were interviewed: Professor Vânia de Fátima Matias de Souza, author of the Master's dissertation that supported the Bill; and Councilor Flávio Vicente, author of said Bill. Meetings were scheduled and took place individually and in person. Data were collected in audio, in order to ensure the reliability of the records.

The script comprised the search for data related to the process of founding, preparing, presenting and approving the Bill. The councilor was asked about the procedures during the process of a Bill by the City Council, from presentation to approval, as well as about the reason that led him to prepare and present the Bill that is the object of this study. The researcher, in her turn, was asked questions about her motivations for proposing the Bill and about the reason for choosing the councilor to present the proposal. A common question was presented to the two interviewees, about the importance of consolidating the PE curricular component in the CMEIs of Maringá. All responses were transcribed in full.

The questionnaires were answered by 27 PE teachers working at CMEIs for at least one academic year after the implementation of Law No. 8392/2009 (inclusion criteria). The instrument composed of closed-ended questions, generating data for descriptive statistical treatment (frequency and percentage), was built in order to obtain the following information from the teachers: a) age, sex and time of professional activity in PE (presented in text); b) teacher training, teaching experiences in ECE, and working conditions and continuing education, with the latter being relevant to the exercise of their roles and in line with what is recommended by municipal legislation^{14,17} (presented in Figures 1, 2 and 3).

With authorization from Maringá's Municipal Department of Education [*Secretaria Municipal de Educação*] (SEDUC) to carry out the research and contact the principals of the CMEIs, the questionnaires were sent and collected by means of weekly mailing, a standard procedure for distributing documents and materials.

Given the need to find, select and analyze documents, this study is also characterized as documentary¹⁸. Educational legislation (federal, state and municipal) was consulted, and so were regulations and internal documents related to the object of study, with authorization from SEDUC.

All study participants signed the Free and Informed Consent Form. The project was approved by the Standing Research Ethics Committee [*Comitê Permanente de Ética em Pesquisa*] of the State University of Maringá [*Universidade Estadual de Maringá*] (COPEP/UEM) (CAAE:06293512.9.0000.0104).

Results and Discussion

The first step of the research was to hold interviews with the researcher who proposed the implementation of a public policy based on the results of her study and with the councilor who accepted the proposal.

Below, we will present the questions, the transcription of the answers and the pertinent analyses. For better textual fluidity, we chose to show the answers of the interviewees simultaneously, whenever consonances are presented between the parties.

Initially, the councilor was asked about how the process of a Bill by the City Council is conducted, from presentation to approval.

“A Bill starts from an idea, a suggestion or the detection of a problem. Then we began to develop the text in the format of the law, seeking to meet the intended objective without opposing major laws, such as the Federal Constitution, for example. After we finish the text of the law, the Bill is filed with the Council and is processed by the commissions, which verify its legal and constitutional validity. Then the bill goes through discussion by an assembly. It is presented and defended by its author councilor. But before this presentation, there is usually what we call lobbying, that is, a campaign regarding the law with the other councilors, for us to ensure that we have the strength and support for the approval. Following everyone’s considerations comes the voting. If it receives the favorable votes of the majority of the councilors, it is approved in the first discussion. For a Bill to be sent to the City Hall for sanction by the mayor, it needs to go through two voting rounds in the City Council. The councilors are entitled to propose changes in the Bill, which are the amendments. If an amendment is approved, three sessions are needed to approve the Bill” (Councilor).

About her motivations for proposing the Bill, the researcher expressed herself as follows:

“Initially, the research project developed as a Master’s Dissertation sought to stress the importance of Physical Education in a systematic way in the early grades. The project was carried out with the first grade of Elementary School, of 9 years. With the project, after the report by the class-leading teachers and the instruments used during the process with the children, we realized that the problem in cognitive development, specifically focused on literacy, beginning of the literacy process, content of this new first year of Elementary Education, was related to the needs for a practice of motor experiences in previous years. That is, in Early Childhood Education. Being instigated by teachers and principals after the results of the research work to make Physical Education mandatory in Early Childhood Education, we found ourselves with the duty to elucidate the link between the academic field and practical actions to benefit society, especially Early Childhood Education, in the sense that Physical Education can contribute to the integral development of children in such an essential phase of their development. The project was built from the Dissertation,

but I effectively participated in the entire construction of the Bill, followed the entire process of construction and approval in the Council. I followed it until the competitive examination was made mandatory, but the continuing-education process has been the subject of other investigations” (Researcher).

On the reason that led him to prepare and present the Bill herein brought as a theme, the councilor replied:

“The professor came to me and presented the Bill, explained to me the need and importance of implementing Physical Education as a curricular component of Early Childhood Education, taught by trained Physical Education teachers. As a professor, and knowing that Basic Education, especially public education, in Maringá, is still far from ideal, and, I dare to say, below expectations... when I looked at the Bill, I envisioned a possibility to help reverse the current situation of municipal education. And Physical Education is of great importance in this child formation process. I know that for this age group the objectives and contents are different, but because I have always played sports, basketball, and swam, which is good for me, and seeing that young people today do almost nothing in Physical Education classes, I say that because I have children and I know how it is. And, also knowing the reality of other countries like the United States, where students are forced to participate in some sports class, and even so they are heading towards a big problem, which is obesity. I felt that with all this, a Bill like that can make a difference in the quality of life and in the education of our children” (Councilor).

When the researcher was asked to explain why she chose the councilor to present the proposal, she stated:

“The choice was intentional, as I knew that he also works as a professor and is involved with matters and concerns in the Education field” (Researcher).

The reports so far show that Professor Souza’s participation was not restricted to presenting the proposal, but also comprehended counseling, with the provision of technical-scientific subsidies for the approval of the Bill, which evidences the partnership between the Academy (researcher) and the municipal Legislative Power (councilor).

It is clear that the councilor’s impressions reflect some paradigms of the field: the idea of similarity between PE and sports, when he refers to personal experiences; his children’s lack of interest in the practice during PE classes; and the concern with obesity, a notorious public health problem, which has physical inactivity among its main causes.

Indeed, the Brazilian social imagination is inhabited by the conception that school PE is limited to the teaching and practice of sports, a content that is given absolute hegemony in the discipline, even in the face of the movement identified as “Body Culture”, which has been basing curricular guidelines in recent decades^{1,19}.

As for demotivation, the activities of PE classes, which, at the beginning of school life are highly stimulating, start, over the years, to prioritize sports, a practice that is commonly repetitive and disconnected from the needs and interests of students, gradually causing

demotivation and disinterest, due to the lack of relationship between what they are learning or practicing and what can be applied in their lives⁸.

Not only the physical activities performed in school PE are relevant for children's growth and development. More than that, the acquired habit of regular practices of body culture favors the process of awareness about the importance of these practices for health in general and for the prevention of obesity²⁰.

Members of society elected by popular vote, legislators carry with them personal knowledge and experiences, beliefs and ideologies. Sensitivity to social problems in different spheres and willingness to listen to different social actors, as well as to adjust and even redefine their conceptions are essential virtues for their role. Rua (1998)²¹ conceptualizes that the public power is the sovereign authority in the preparation and implementation of public policies that, by essence, comprise intense political activity. For the author, public policies result from the processing of the political system, from inputs (originating from the environment and society) and from withinputs (demands originating within the political system itself).

In line with the scope of this study, Mendes and Azevêdo²² argue that, although the LDBEN has presented the mandatory status of PE in the school, originally guaranteed at all levels of education, the decentralization process that gave autonomy to states, municipalities and schools, through their pedagogical projects, led to different interpretations and treatments at each level of education.

In this way, actions such as the one presented are justified by the aim of meeting fundamental needs in the educational process. The interviewees' speeches reveal the conjunction that favored legal support to the provision of a curricular component essential to the motor and intellectual development of children from zero to five years of age, as they denote the process of persuasion and integration between the parties – Legislative Power and Academy – on the need for intervention, seeking to alter a certain educational reality.

When questioned about the importance of consolidating the PE curricular component in the CMEIs of Maringá, the interviewees had the following stance:

“Early Childhood Physical Education is for me, and should also be for the whole society, fundamental for the good development of children. There are several positive factors, such as physical and motor development and, mainly, the insertion of a healthy competitive conscience in children, not to mention that all these factors collaborate in the cognitive development of children and in a future with a better quality of life” (Councilor).

“Early Childhood Physical Education breaks with the fragmented linearity of thinking about children, emphasizing that its practice is extremely important for the field, for child development. This has already been established and has been the subject of numerous studies and researches. It is already a consolidated fact that our field contributes significantly to the development of children, but I felt that it was necessary to move forward; for this reason, even though it was a small step, we chose to seek to legally implement its practice and minimally guarantee its action in Maringá's Municipal Centers for Early Childhood Education. Being legal does not mean being legit, but it certainly is a good start” (Researcher).

The argumentative power of both is strengthened from the process experienced. The researcher's willingness to immerse in the political process and the councilor's willingness to study the topic to defend the proposition in assembly are clear in their speeches.

The enactment of Law No. 8392/2009 brought about the presentation and approval of a new Bill. It is Law No. 8992/2011¹⁷, which sets forth that PE classes shall be taught exclusively by professionals with a degree in PE. Art. 1st of said law adds the condition "[...] belonging to the Municipal Administration's own staff". This complementary law guaranteed the hiring of PE teachers through a specific competitive examination.

The process described evidences compliance with legal aspects originally provided for in the LDBEN. However, by emphasizing that "being legal does not mean being legit, but it certainly is a good start", the researcher takes on a new undertaking that goes beyond such achievement. The path of legitimation passes through the effective recognition of the condition of curricular component by the school community and, especially, the work of teachers, in general¹ and in ECE²³.

Of the 27 teachers who completed the questionnaire, 20 (74.1%) are female and seven (25.9%) are male.

The predominance of females teaching in ECE, which occurs among class-leading teachers, is also evident among those with specific training in PE, but with a much lower percentage when compared to other fields, characterizing PE as a male "gateway" in this context²⁴.

At the time of the research, 11 teachers (40.8%) were between 22 and 30 years old, and 13 (48.1%), between 30 and 39 years old, while three (11.1%) were over 40, up to 44 years old.

As for time of professional activity since graduation, 12 teachers (44.4%) claimed to having been working for a period of two and six years, while 13 (55.6%), of six and ten years, and two (7.4 %), for more than 10 years.

It is a young group, as 24 teachers (88%) claimed to be under 40 years of age, which is an expressive number, considering the 2018 School Census data²⁵, which indicate that approximately 55% of teachers working in ECE are younger than 40 years old. In this sense, Martins and Mello²⁴ argue that [...] "Early Childhood Education, due to its specificities and the still incipient trajectory of the presence of Physical Education in this context (in many cases), may be attracting younger teachers".

All teachers participating in the research passed a specific public competitive examination promoted by SEDUC and stated that, in all CMEIs, the PE curricular component fully covers all age groups and expected classes.

Such data report compliance with the provisions of Municipal Law No. 8392/2009, as to Art. 1st: the mandatory inclusion of PE in the ECE curriculum. Henceforth, aspects that permeate the issue of legitimacy of the curricular component will be addressed, which is essentially linked to teacher training and professional activity, referring to Art. 2nd: promotion of training and qualification of the school's own teaching staff, with a view to improving the educational process¹⁴.

In addition to the abovementioned data, three questions related to training and professional activity in the context studied were presented to the teachers, advancing the theme discussed here: a) teacher training; b) previous experiences in ECE; and c) continuing education (Figures 1 to 3).

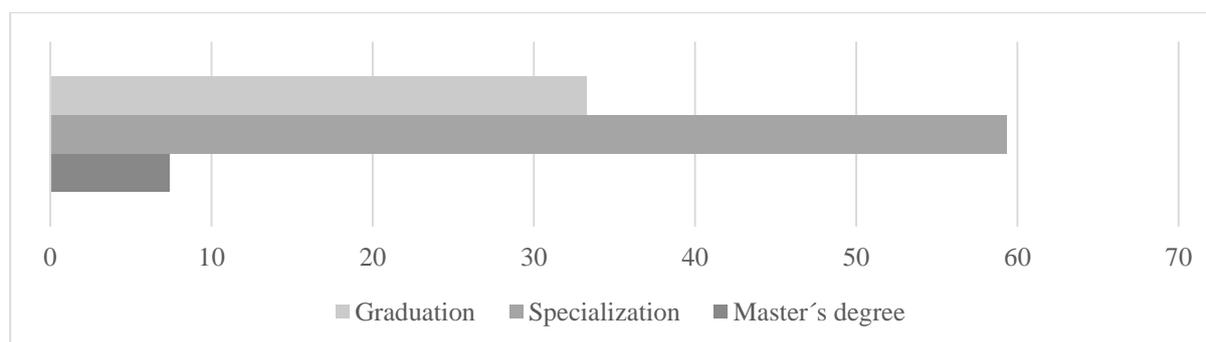


Figure 1: Academic training of PE teachers working at CMEIs

Source: authors

Nine teachers (33.3%) have a degree in PE; 16 (59.3%), specialization in PE and/or related areas; and two (7.4%) have a master's degree in PE.

Initial PE training, which comprises the period of acquisition of knowledge and experiences that are essential for professional practice²⁶, is required for one to enter the municipal teaching career. PE in ECE is currently a constant content in the curricula of initial PE training, as a specific subject and making up the array of experiences and knowledge of supervised curricular internship²⁴. Moreover, approaches to early childhood appear in several disciplines in initial PE training²⁷.

At first glance, it could be assumed, therefore, that initial training would offer the necessary conditions for entry into the teaching career discussed herein. However, it should be noted that this training needs to be based not only on legal matters, especially related to the lawfully occupation of a space by PE teachers.

Martins, Tostes and Mello¹⁰ warn about the need for a professional practice that considers the concept of childhood based on the child as the center of the pedagogical action, and that teacher mediation is fundamentally given by experiences arising as a result “[...] of the relationships established among children, and between them and adults, thus preventing the assumption of perspectives that disregard the singularities of childhood, the expectations and needs of children” (p. 716).

Caraçato et al.²⁷ reinforce this concern when emphasizing the predominance of a concept of childhood brought from the biological field, from a developmental perspective. The authors indicate the importance of incorporating knowledge produced by neuroscience, in the field of cultural studies and social policies, for a comprehensive understanding of childhood and the breaking with the linearity of a single approach.

However, it can be seen that most teachers (66.7%) advanced in professional training beyond the undergraduate course, at the *lato- and stricto-sensu* postgraduate level, a percentage twice higher than the national average of teachers working in ECE (30.2%)²⁵. This condition, as well as continuing institutional training – addressed below –, are important elements in expanding teaching perspectives for this stage of BE.

In this way, a young teaching staff is envisioned, with the training required for the exercise of the role and showing an interest in continuing with academic training beyond the undergraduate course. Martins and Mello²⁴ emphasize that, considering the notorious devaluation of teaching in Brazil, especially in the early stages of schooling, it is relevant to find specialist PE teachers, masters and PhDs working in ECE.

Beyond academic training, and assessing data on age and professional experience, Farias et al.²⁸ identify five cycles in the teaching career of PE teachers: a) entry; b) consolidation of professional skills; c) affirmation and diversification; d) renewal; and e) maturity. Under this classification, the data on professional profile and educational path of the teachers participating

in this research place them between cycles “a” and “c”, since cycles “d” and “e” denote an advanced stage in the career, not observed among the researched teachers.

Considering the specificity of ECE, we sought to verify the professional experience of the teachers in this stage of BE (Figure 2).

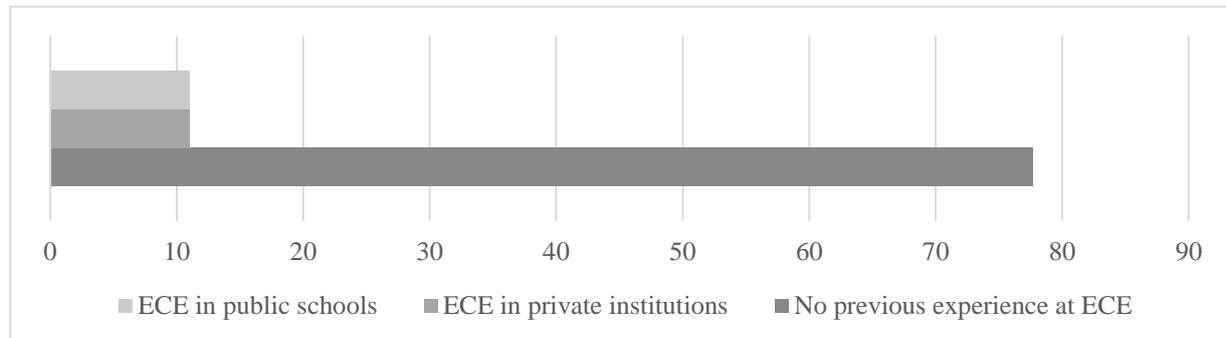


Figure 2: Experience of PE teachers in ECE

Source: authors

Three teachers (11.1%) reported having experience in ECE in public schools; three (11.1%), in private institutions; and 21 (77.8%) expressed having no previous experience at this level of education.

The experience of the PE teachers in ECE before starting public teaching is little, showing that the majority did not invest in their careers. Such a lack of perspective is justified by the history of class-leading teachers continuing to work at the schedules and in the spaces intended for PE.

At more advanced levels of BE, PE teachers’ personal experiences are concurrent and oftentimes predominate over their academic knowledge²⁹. For Oliveira and Prodócimo³⁰, the lack of “personal baggage” in ECE leads PE teachers – as already seen here – to resort to updating, by means of studies and readings, as well as training, specialization and postgraduate courses. However, while pondering, the authors emphasize the importance of teaching experience, stating that at this level of education, “[...] theory serves as a basis for practice, but it is flawed if it is not adapted to each educational context” (p. 46).

Thus, continuing education – provided for in Law No. 8992/2011 – gains special importance in the pedagogical development process. In the specific case of ECE, continuing education suggests a potential contribution to qualifying the teaching activity, enabling opportunities for confronting ideas, questioning and reconsidering teachers’ conceptions and practices, in order to adapt them to the real demands of everyday school life¹⁰.

Figure 2 presents data on the offer of continuing education in the researched environment.

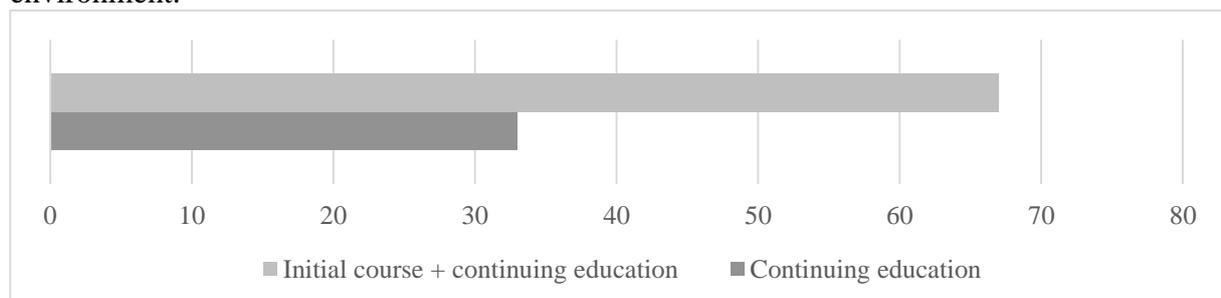


Figure 3: Training offered by SEDUC

Source: authors

The Initial Training Course is offered annually, at the beginning of the academic year, lasting four days and having theoretical foundation and annual planning as its main elements. Continuing education, in its turn, takes place weekly, through pedagogical meetings with the coordination of the PE field at SEDUC, focusing on weekly planning and carrying out studies on topics related to PE in ECE.

This process is recorded in minutes, to which we had access and which characterize a training that discusses the theoretical bases in the light of the teachers' daily experiences. These characteristics rule out the possibility that it is a mere "coaching session", an inappropriate format for the school environment, especially for ECE³¹.

Among the 27 teachers participating in the research, nine (33.3%) were hired after the initial course, although, afterwards, they completed the entire school year. The others (66.7%) participated in two training sessions.

According to Brzezinski³², initial training and professional experiences alone are not enough to cover the knowledge necessary for teaching; life history, continuing education and professional experiences largely influence the state of "being a teacher".

Regarding PE in ECE, Martins and Mello²⁴ envision the perspective of continuing education as an opportunity for reflecting on and reviewing pedagogical practices, which can help teachers [...] "build identity and a sense of belonging, to the point of transforming the apparent "condition", which led them to work in said stage of Basic Education, in a professional career "option".

This conception of continuing education finds meaning in Tardif³³, who stresses the importance of the subjectivity of teaching knowledge. For the author, teachers have specific knowledge, which is mobilized, used and produced in their pedagogical routine, mediating culture and school knowledge.

This study did not propose itself to analyze the continuing-education process offered by SEDUC, limiting itself to verifying the effectiveness of this process. Considering the data herein presented (hiring conditions, profile, academic training, teachers' professional experience, and the effective implementation of PE in ECE in the city of Maringá-PR), such training is fundamental for the consolidation of the public policy in question. So significant that it makes up the core of the law that supports it.

Conclusions

Based on the consulted literature and legislation on PE in ECE, some chronic problems regarding the PE curricular component in ECE in Brazil seem to persist most notably: a) reference/leading-class teachers teaching the PE curricular component; b) scarcity of public policies that guarantee the offer of the PE curricular component taught by teachers with a degree in PE; and c) consequent lack of motivation and low investment on the part of teachers in the continuity of training aimed at this level of education.

The process of building, submitting and approving the Bill that gave rise to Laws No. 8392/2009 and 8992/2011^{14,17} exemplifies the possibility of breaking the aforementioned "vicious circle". In this case, the joint action between the Academy and the Legislative Power proved to be decisive.

The implementation of the public policy arising from this process in the context studied is confirmed, given the observation of the offer of the PE curricular component in all CMEIs, taught by licensed PE teachers hired through a specific competitive examination.

The teachers participating in the research are young, and most have already advanced in academic training, but have few previous experiences in ECE. These data corroborate the

low prospects for professional activity that PE teachers encounter at this level of education in Brazil, reported through recent studies. On the other hand, continuing education presents itself as a promising perspective for the improvement of teaching practice, decisive for the legitimation of the curricular component.

Finally, we believe that the presentation of the course of construction and implementation of this municipal public policy can be a reference to similar initiatives, hopefully even at broader levels of public management. And that actions like this can contribute to consolidating PE as a curricular component in ECE in our country, whose benefits are vastly proven and need to be guaranteed to all children aged between zero and five years old.

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