

Durante a formação inicial anterior ao estágio realizaram-se poucos trabalhos em articulação com a escola.

The main focus of the thesis is the relationship between the knowledge acquired along a scholar education and the actual practice of Physical Education (PE) teaching. The study analyses the representations of the PE pre-service teachers teaching capability. These refer to the teaching of the subject specifications, from the moment they start the pre-service, their reasons and implications, which is then compared to the advisor's opinion.

A question-type inquiry was the method used. The academic year of study is 2005/2006, from which 93 ULHT PE pre-service teachers and 35 advisors took part, voluntarily.

The results show the pre-service teachers consider their scholar education to be of very good use, as well as necessary to the teaching programs and that they feel confident at almost all nuclear subjects of the Physical Education National Program.

To support this, pre-service refer to their former teachers' competence, highlighting the strong scientific component of their education as well as their previous experience. A lack of practical experience during the course was the main justification for some preparation deficiencies in some subjects. A dissimilarity of opinion between the pre-service teachers and the respective advisors was usually the trend.

Also a relevant fact was the poor articulation between the university and the schools during the education.

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Processos de Liderança nos Departamentos Curriculares de Educação Física

Orientação: Prof^a Doutora Maria do Carmo Clímaco

O presente estudo tem como objecto de aná-

lise o Departamento Curricular de Educação Física e procura compreender que processos de decisão e que processos de liderança estimulam o desenvolvimento profissional nos docentes de Educação Física e melhorias nas práticas organizacionais/funcionais nos seus departamentos.

Os professores são os protagonistas deste trabalho, pelo que se propôs uma metodologia que permitisse encontrar respostas para as questões de investigação. Assim, optou-se por recolher testemunhos de episódios marcantes da história de vida profissional de um conjunto de 22 professores de Educação Física, no contexto dos respectivos departamentos curriculares. Como modo de recolha dos dados, recorreu-se a um modelo de entrevista estruturada, sob a forma de narrativas escritas. Esta opção permitiu, através das suas percepções, descrever, compreender, interpretar e analisar períodos da sua experiência ou vivência profissional, bem como o modo de funcionamento e organização dos departamentos onde estavam inseridos.

Do conjunto dos testemunhos emergiram diversos processos de liderança, modos e modelos dos líderes desempenharem o seu papel, tal como diferenças entre quem os iniciou. Apesar da diversidade, transparece como traço cultural comum, a preocupação de, nos processos de liderança, envolver os diferentes elementos nas tomadas de decisão e fomentar a sua participação no desenvolvimento dos processos considerados os episódios marcantes. Dos testemunhos parece ser ainda possível identificar, no julgamento profissional dos docentes de Educação Física, a avaliação das aprendizagens dos alunos e as orientações dos Programas Nacionais de Educação Física, como os enfoques estruturantes das melhorias organizacionais/funcionais dos departamentos e fontes ou pontos de partida do desenvolvimento profissional.

A partir do conjunto de testemunhos distinguiram-se diferentes culturas nos modos de funcionamento dos Departamentos Curriculares de Educação Física e nos processos de liderança que os conduzem.

This study is focused on the Physical Education Department and aims at describing and understanding the decision-making and leader-

ship processes. It also aims to study how these processes affect the organizational improvement of these structures and the professional development of teachers.

The teachers are the main performers in this research. Therefore, a model of structured interview was designed for a selection of 22 teachers to describe some "momentous events" kept in their memories along their professional careers. The product was a collection of narratives presented as having had real consequences in the way they perceive their profession, to be used for the description, analyses and interpretation of meaningful situations they lived in the context of their curriculum departments.

Several leadership processes and behaviours emerge from all testimonies and differences can be identified, in processes and in its initiators.

As a common cultural trait it should be mentioned the concern with the involvement of all teachers from the department in the discussion and decision taking processes, as well as in the sharing of responsibilities. In their professional judgement, students' learning evaluation, and the study and reflection of guidance provided in the National Programmes of Physical Education, were the main sources of professional development, which contributed for better structure the respective departments and improve the way they are run and function.

Differences in leadership cultures and styles are identifiable at the level of the departments.