


CONTINUING PROFESSIONAL DEVELOPMENT IN THE SEGUNDO TEMPO UNIVERSITY PROGRAM AT THE FEDERAL UNIVERSITY OF MATO GROSSO DO SUL

*DESENVOLVIMENTO PROFISSIONAL DOCENTE NO PROGRAMA
SEGUNDO TEMPO UNIVERSITÁRIO NA UNIVERSIDADE FEDERAL DE
MATO GROSSO DO SUL* 

*DESARROLLO PROFESIONAL DOCENTE EN EL PROGRAMA
SEGUNDO TIEMPO UNIVERSITARIO EN LA UNIVERSIDAD FEDERAL
DE MATO GROSSO DO SUL* 

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Abstract: This study looked into Continuing Professional Development (CPD) of monitors and the professor who participated in the Segundo Tempo University Program (STUP) at the Federal University of Mato Grosso do Sul (UFMS). It is a descriptive study with a qualitative approach. Iramuteq software was used for data analysis of semi-structured interviews. The results indicated that, while initial CPD activities described in the guidelines of the Program did not occur, weekly activities were essential to CPD. They enabled reflection on the program's methodology according to undergraduate subjects, self-evaluation of teaching and learning, and building practitioners' identity. The program significantly contributed to collective CPD at UFMS aligned with future teaching practice.

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1 INTRODUCTION

In the last two decades, research on professional development in social programs for educational sports has gained prominence in Brazil, especially after the creation of the Ministry of Sports, in 2003. Said ministry allowed structuring the *Segundo Tempo* Program (STP) in 2003, contributing to the growth of studies related to professional and pedagogical development within the STUP (RIBEIRO; ISAYAMA, 2015; UNGHERI; ISAYAMA, 2017; SOUZA *et al.*, 2018; PIZANI *et al.*, 2020).

The STP seeks to meet the constitutional right of access to educational sports and is divided into three fronts: the Standard STP, offered to children, adolescents and youths from 6 to 17 years old after school; the Parasports STP, for people with disabilities aged as of 6 years old; the University STP, or STUP, created in 2009, offered to students from Higher Education Institutions (HEIs) (BRASIL, 2020).

The STUP seeks to democratize the access to educational sports, with a view to promoting comprehensive development as a factor to form citizenship and improve the quality of life of the university community, primarily of the student body. The program prescribes the hiring, via public notice, of a Physical Education or sports teacher, and three sports monitors, who are Physical Education students. The goal of each STUP center involves serving 300 beneficiaries in team and individual sports. The workload of the program comprises 20 hours for the teacher, and 20 for the monitors, with 15 hours for the provision of activities to students, and 5 hours per week for planning/training. Thus, the program is aimed at the professional development of both the sports monitors and the teacher before and throughout the covenant (BRASIL, 2018).

Continuing professional development (CPD) is understood as the multiple learning opportunities in which teachers or future teachers become involved during their training journey in order to learn and enhance their professional performance (DAY; SACHS, 2004). In the sports field, teachers who are dedicated to teaching bodily practices in different contexts must be taken as learners who develop throughout their lives (ARMOUR, 2011). This broad conception of CPD intends to go beyond the initial/ongoing training dichotomy and overcome the view of training as something external, that can be acquired in short courses or in isolated activities. Teachers “learn and develop professionally by participating in different practices, processes and contexts, intentional or not, that promote the training or improvement of the teaching practice” (FIORENTINI; CRECCI, 2013, p. 13).

Research has pointed out effective ways to promote CPD, with the following activities standing out among them: a) collaborative activities, when people are encouraged to share their learning and experiences; and b) by means of mutual support to face challenges along learning journeys (HIGGINS *et al.*, 2015; HARGREAVES; O’CONNOR, 2017). In addition, CPD actions must be organized around professional practice in the context of ongoing learning, supporting an autonomous, reflective and innovative learning for those professionals (ARMOR, 2011).

Although these factors are already present in the theoretical construction of CPD, what one can see is a training consisting of short courses, detached from daily practice problems, and without substantial contribution to effective learning

(FERREIRA; SANTOS; COSTA, 2015; JONES; ARMOR; POLTRAC, 2003). In the context of initial training, the problem becomes even greater. Students oftentimes receive a heavy theoretical workload in their initial undergraduate courses and do not establish a link with their future pedagogical practice (GARIGLIO, 2010; MARCON; NASCIMENTO; GRAÇA, 2007; UNGHERI; ISAYAMA, 2017). As a result, they begin to face the challenges brought about by this distancing between their training and their field of intervention in isolation, after graduation, in the professional context (ARMOR; YELLING, 2007; MACHADO *et al.*, 2010).

In this sense, the STUP, by defining CPD actions in national guidelines, becomes a favorable space for the professional development of monitors and teachers who work/have worked at the center. The guidelines of the program highlight that training for one to work with educational sports can provide monitors and teachers with learning about their field of activity and the reality of the beneficiaries, in addition to fostering scientific research aimed at improving the performance of professionals working with educational/university sports (BRASIL, 2018).

According to the guidelines of the 2018 STUP, CPD actions for teachers and sports monitors are structured through a partnership between the National Secretariat of Sports, Education, Leisure and Social Inclusion (SENELIS), of the Ministry of Citizenship, and HEIs. The guidelines prescribe: a) on-site initial qualification¹ (20 to 40 days after the start of the activities) and distance + on-site learning (6 weeks); b) ongoing training, with courses and use of teaching material; c) planning, meetings with collaborators and study groups from sports projects that take place weekly; d) monitoring and evaluation of visits to the centers (OLIVEIRA *et al.*, 2016; BRASIL, 2018).

The CPD activities of the STUP are based on the proposal of the standard STP, which presents the pedagogical foundations of the work by Oliveira and Perim (2009). The initiatives are carried out through the Pedagogical Team (PT), responsible for structuring and developing the training process, and through Collaborating Teams (CTs), composed of professors with master's and doctoral degrees from different HEIs in the country. The PT and CTs are responsible for training, advising on the planning, follow-up visits, and evaluating the center (OLIVEIRA *et al.*, 2016).

Studies on the standard STP have collected national data on professional training and pedagogical monitoring (OLIVEIRA *et al.*, 2016; PIZANI *et al.*, 2020), and, despite reports on CPD actions in social sports programs, sparse investigations addressing CPD experiences in the STUP have been found (GONÇALVES; SILVA; MARINS, 2019).

Thus, the objective of this article was to analyze the CPD of both the sports monitors and the teacher who worked in the STUP at the UFMS. Specifically, two questions guided this research: how were the CPD actions developed in the STUP covenant at the Federal University of Mato Grosso do Sul (UFMS)? What is the perception of both the teacher and the sports monitors about the CPD process in the STUP?

¹ Different nomenclatures have been used to refer to a teacher's learning and development process that occurs throughout their life (DAY; SACHS, 2004; ARMOUR, 2011). Terms such as qualification and recycling can represent short courses or specific and sporadic, hierarchized and decontextualized training courses that have been proven to be little effective (NUNES; OLIVEIRA, 2017). Thus, all the terms described here are nomenclatures used in the national guidelines of the STUP and do not represent the authors' theoretical orientation.

2 METHODOLOGY

The present research involved the descriptive method, which used the qualitative approach, since it privileges the procedural dimension of the knowledge about the CPD of the STUP at the UFMS (BOGDAN; BIKLEN, 1994).

2.1 THE CONTEXT OF THE RESEARCH IN THE STUP AT THE UFMS

The STUP project at the UFMS was submitted to Public Notice No. 01/2017. The approval process was conducted via SENELIS, at the time linked to the Ministry of Sports, through Ordinance No. 11, of September 4, 2017 (BRASIL, 2017a). The covenant between the Federal Government and the UFMS was signed via Term of Decentralized Execution No. 20/2017, over 24 months, between December 26, 2017, and December 26, 2019 (BRASIL, 2017b). Of the total, six months are intended for structuring, and 18 months for offering activities to the beneficiaries. However, the structuring of the program was delayed eight months, so the activities only started on March 18, 2019 (BRASIL, 2018). The program had assisted 504 students up to the moment of this research. The CPD activities prescribed in the guidelines, such as on-site initial training or distance learning, did not take place before the covenant was in force. Thus, the analysis took into account training experiences developed during the execution of the covenant, especially the 15 weekly hours dedicated to sports, and the five hours of planning/ongoing training (BRASIL, 2017b; BRASIL, 2018).

2.2 RESEARCH PROCEDURES

Five interviewees participated as volunteers: four Physical Education Teaching undergraduate students and a professor from the Physical Education course at the UFMS, who represented all professionals who have worked in the researched covenant, as shown in Table 1.

Table 1 – Characterization of the research subjects

N	Sex/Age	Length in the program	Role in the STUP
M1	Male/20 years old	1 year and 3 months	Football (seven-a-side), indoor football, handball and running group monitor.
M2	Male/21 years old	5 months	Volleyball, beach volleyball, basketball and tennis monitor.
M3	Male/22 years old	9 months	Volleyball, beach volleyball, basketball and footvolley monitor.
M4	Female/23 years old	1 year and 3 months	Bodybuilding and functional training monitor.
P1	Male/34 years old	1 year and 3 months	Teacher at the center.

Source: Research data.

The data collection procedure was carried out through semi-structured interviews (MAY, 2004). Before so, the interview script was analyzed by three specialist PhD professors, who pointed out the need to readjust the questions to the instrument.

After this phase, there was a pilot study with one of the sports monitors, as a way to improve the research instrument. The final questionnaire involved questions about: a) how the professionals' CPD process was conducted; b) which personal experiences contributed to their work in the program; c) which experiences from their initial training in the university were more significant for their work; d) what the impact of the program was on their professional life; e) how the program can influence the construction of the identity of being a teacher; f) what the positive and negative points were.

The interviews were held via Google Meet, in a period scheduled with the research participants, between the months of April and July 2020. The interviews were recorded and later transcribed (totaling 15 pages). The interview complied with all ethical requirements and was approved by the UFMS's Research Ethics Committee, Opinion No. 3.831.263.

The files with the transcripts were organized in the OpenOffice Writer program and encoded by the Iramuteq software (*Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires*) (RATINAUD, 2009), hosted in the R software. Textual-data analysis was used to create the classes.

The analysis generated by the Iramuteq program allows tabulating data with the creation of a textual *corpus* to run the analysis using the Reinert method or descending hierarchical classification (DHC). This method makes it possible to classify text segments in accordance with the frequency of the words, in addition to showing the elements that stand out in the formation of classes (CAMARGO; JUSTO, 2013). It is noteworthy that only the elements that met a pre-established criterion [$\chi^2(1) \geq 3.84$, $p < 0.01$] were selected, as they indicated greater relevance within the formulated class, with complementary presentation of the main speeches.

From the generated classes, the main words were analyzed, with the presentation of the most representative excerpts in each category. The classes represent the textual *corpus*, and the excerpts from the interviews were not identified due to ethical reasons. Finally, a word cloud generated by Iramuteq was used for a graphic display of the main words. The analysis allowed organizing the interview results in two stages: 1. The DHC generated the dendrogram of the classes, which shows the association of the classes with each other; 2. Clustering and graphic representation of the word cloud with the frequency of the main words.

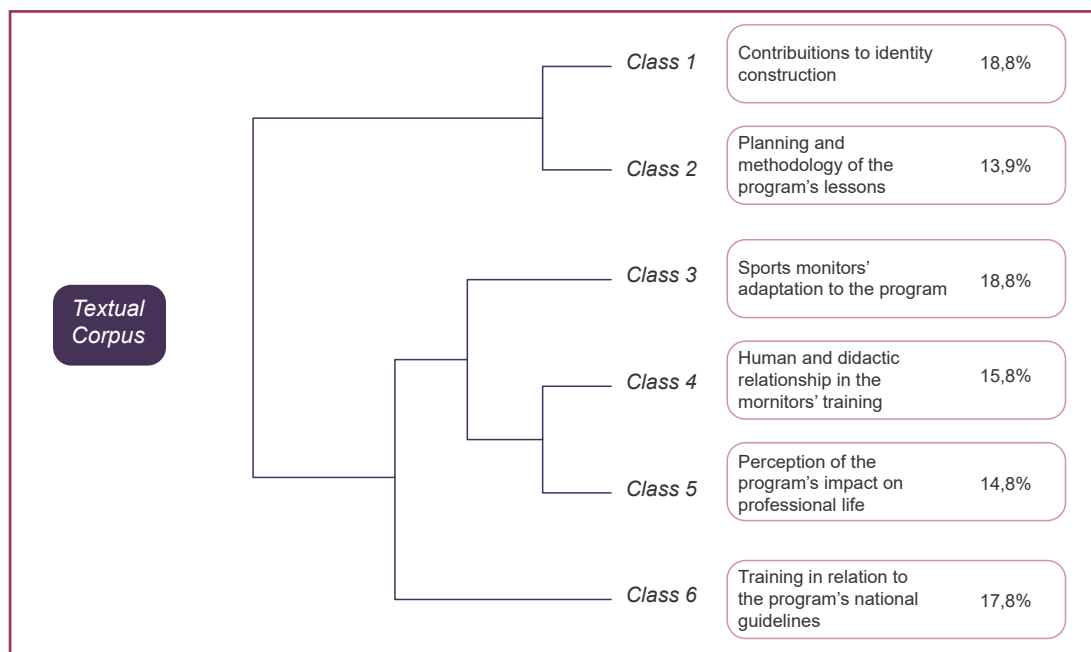
The textual *corpus* generated from the five interviews presented 137 text segments (TSs), with an average of 35.64 words with distinct stems, and a total of 4,884 occurrences (total of words). The total division was performed in 101 TSs, 79.72% of the textual-*corpus* analysis, a percentage considered significant for analysis via Iramuteq ($\geq 70\%$).

3 RESULTS

In the first analysis stage, the DHC allowed identifying six classes in the dendrogram, named in accordance with the theme. The correlation between the classes was identified, always bearing in mind the theme of the textual *corpus*, which is CPD. All classes express aspects of the study's guiding axis, but highlight relevant

points for understanding the practice. The relationship between the classes is shown in Figure 1.

Figure 1 – Dendrogram and descending hierarchical classification



Source: Research data.

Based on the dendrogram in Figure 1, the textual *corpus* generated from the interviews was subdivided by the program into two *subcorpora*. The first *subcorpus* was subdivided and composed of classes 1 and 2, which represented elements that were closer to the analysis of the contribution of the STUP to the monitors' and the teacher's CPD, with regard to both identity construction and learning about planning and teaching methodologies. The second *subcorpus* contains classes 3 to 6 and portrays the respondents' perceptions of the different factors involved in CPD.

Class 1 ($TS_{Class1} = 19$, which accounts for 18.80% of the total) was called "Contributions to identity construction". The participants' speeches that make up this class pointed out that the professional work in the STUP contributed to action and reflection on their practice, as well as to the acquisition of knowledge and skills for intervention in social sports programs. In the interviewees' perception, the program allowed the construction of a sense of belonging, identity and university integration, as shown in the following interview excerpts:

[...] there are theoretical and practical workshops that make the sports monitor reflect on theory and practice, and an assessment of the general ideas that can significantly contribute to the enhancement and improvement of the STUP.

[...] of problem solving and filling the free time of these students with the use of educational sports as a form of leisure in their life, which can contribute, for example, to creating a group or an identity in the university.

[...] it can prevent students from dropping out of college or quitting any course, in addition to contributing to the creation of an identity with the university, so I think the program is a means for this integration of the university student.

Class 2 ($TS_{\text{Class2}} = 14$, which accounts for 13.90% of the total) was called “Planning and methodology of the program’s lessons”. The interviews suggested that the learning of the methodology used in the program is associated with the undergraduate curriculum, especially the sports pedagogy and didactics subjects. The interviews highlighted that the weekly planning carried out collectively enabled a reflection on pedagogical practice, as described in the following interview excerpts:

[...] the impact of the program on the professional life of sports monitors is even more significant, as each one had to dedicate 15 weekly hours to different sports in a planned manner and based on scientific research.

[...] didactics, curriculum and other subjects are of great relevance in training and contribute to the work of monitors in the program’s practical workshops. I believe that planning contributes to the alignment of all workshops and helps the monitors share positive and negative experiences every week.

[...] since the program highlights this methodology in the teaching material of the STP and in the guidelines of the STUP, that is, lesson planning highlights the pedagogy of sports, teaching through the game.

It is possible to notice that the correlation established between the first classes leads to a reflection on relevant points of the STUP for the interviewees: identity construction; the learning of methodologies related to initial training; the integration of the sports monitors with the university; the sense of belonging of the academic community through participation in sports workshops, and the interaction between the teacher and the sports monitors during the planning, a moment when they can reflect on the context, training, and the positive or negative feedback on the proposals.

In the second *subcorpus* of the dendrogram, the program subdivided the text into four other classes, which correlate with each other and relate to the different factors involved in the STUP. Class 3 ($TS_{\text{Class3}} = 19$, which accounts for 18.80% of the total) was called “Adaptation of the sports monitors to the Program”, and represents both how the monitors adapted their routine to participate in the program, and the university’s requirements. Routine adaptation is related to the insertion of the monitors’ time management, it is about them reconciling the subjects and other academic activities. Adaptation to the requirements of the program, in its turn, concerns the need to plan and teach sports. For instance, tennis is not part of the undergraduate curriculum, but the monitors had to overcome daily challenges. The interviewees’ adaptations were described in the following excerpts:

[...] now we have tennis too, but we don’t have this subject in the Physical Education course, so sometimes it’s really hard to perform an activity, when you don’t have initial training.

[...] so I ended up choosing the STUP over the subjects in some moments, but this doesn’t always happen because my schedules are theoretically breaks, so they don’t match with any subject.

[...] it’s heavy because there are many hours a week, so sometimes I don’t have enough time to do a job ‘calmly’, so sometimes I do a little less dedicated job, compared to what I’d do if I wasn’t in the STUP.

Class 4 ($TS_{\text{Class4}} = 16$, which accounts for 15.80% of the total) was called “Human and didactic relationship in the monitors’ training”, since it includes elements referring to didactics and its knowledge. This class describes the affective

side of human relationship, which involves the prior valuation of the beneficiary's experiences, respect and acceptance of those who are taught. The Pedagogical Plan of the Covenant (PPA) ensures the search for inclusion and active participation of beneficiaries in order to prevent discouragement (PLANEJAMENTO..., 2018). This plan establishes a direct relationship with the following interview speeches:

[...] in my case, it's complex, if you just let the person make the movement the way they want, it can hurt, so I have to seek to correct them, but respecting individuality and valuing the person's experiences.

[...] I think that for my professional life it will impact a lot in the positive sense, the STUP has a more critical role than the more traditional approaches of Physical Education.

[...] because that's how I learned, that's how I'm going to be, this isn't learning from your experience, I think that, if you can learn, you'll become a better teacher, bringing more people closer.

Class 5 ($TS_{Class5} = 15$, which accounts for 14.80% of the total) was called "Perception of the impact of the program on professional life" and explains the results of the program for the monitors' and teacher's learning. The STUP allowed those involved to learn how to be a teacher, assimilate new teaching methods, and play sports not experienced in the undergraduate course, in addition to reflecting on the teaching and learning process, according to the interview excerpts below:

[...] it ends up having a very positive impact, even though the STUP has not ended [the project was suspended] due to the Covid-19 pandemic, I think that it improved a lot this thing about how to be a professional in my field.

[...] I learned things I didn't know, like beach volleyball, I had to learn it from scratch in order to teach, I had to improve my didactics a lot because explaining to other people seems to be easy, but some people don't understand.

[...] We have this training, so there are situations that we look at after the workshop and think about how we could have acted differently, because I just learned this, but I hadn't been able to see it in practice.

Class 6 ($TS_{Class6} = 18$, which accounts for 17.80% of the total) was called "Training in relation to the program's national guidelines". The analyzed data indicated that initial training and the pedagogical monitoring prescribed in the national guidelines of the STUP (BRASIL, 2018) were not offered to the monitors and the teacher who worked at the UFMS's center. Thus, there was a dissociation between what was described in the national guidelines and what was actually done during the covenant. Other difficulties were also faced, such as: dealing with an uncertain political context concerning the extinction of the Ministry of Sports in 2019. The following interview excerpts exemplify such results:

[...] there was no initial training, it was even a topic much discussed during the meetings, and the Ministry of Citizenship was supposed to have given this initial training, but this didn't happen until the present moment when I was in the STUP.

[...] Because all the contact we had and also the political moment was not conducive to that, that was when the Ministry of Sports was dissolved, and the Special Secretariat of Sports was created within the Ministry of Citizenship.

As a tool to process the information from the data of the interviews held, the word cloud showed the challenges of both training and CPD in the participants' perception. It was also reported that the experience as a sports monitor in the STUP was a facilitating aspect in the construction of the teacher's identity and promoted an enhancement in didactics and learning for the work in social programs aimed at educational sports.

4 DISCUSSION

Analyzing the CPD of the individuals who worked in the STUP at the UFMS, it is possible to see that the weekly meetings with the group were key for training, for the reflection on the methodologies prescribed by the national guidelines, in line with the undergraduate subjects; for the self-assessment of the teaching and learning process; for the construction of the identity of being a teacher. In order to detail these results, we divided the discussion into three sections: a) challenges for CPD in the STUP; b) importance of ongoing training for the development of the program; c) the relationship between participation in the STUP and the CPD of both the monitors and the teacher.

4.1 CHALLENGES FOR CPD IN THE STUP

In the course of the program, some factors that stood as challenges for CPD in the STUP at the UFMS were perceived. First, the program was operated without the CTs, on-site and distance pedagogical consulting. It is known that ongoing training and pedagogical consulting play an important role in the conduction of the STP (ARAÚJO *et al.*, 2012; OLIVEIRA *et al.*, 2016; RIBEIRO; ISAYAMA, 2015); however, the Ministry of Citizenship's Special Secretariat of Sports transferred funds for the covenant at the UFMS, but did not carry out the CPD prescribed in the national guidelines, a fact highlighted in Class 6. The absence of ongoing training and pedagogical consulting was not common in other covenants. In studies developed by Araújo *et al.* (2012), Oliveira *et al.* (2016) and Ribeiro and Isayama (2015), it was possible to analyze the training offered by the CTs.

According to Oliveira *et al.* (2016), initial training should be offered in the "on-site" or "distance learning (DL) + on-site" modality, based on nine central themes: 1. STP fundamentals; 2. Fundamentals of leisure and cultural entertainment; 3. Body, gender and sexuality; 4. Motor development and learning; 5. Disability issues and STP actions; 6. Organization and pedagogical development; 7. Methodological procedures; 8. STP Planning; 9. Practical Activities. In the case of covenants such as the STUP, with one center (or covenants with up to 20 centers), monitors are included in a broader training in the same city or state, which did not occur with the researched covenant.

According to Silva, Borges and Roeldes (2014), training is a fundamental element for the quality of the content of the political action, and a central element to guarantee sports as a right. Analyzing the formation of a social sports program, it was possible to detect a discontinuity between one covenant and another, as well as a gap between what was prescribed in the national guidelines for training and what was actually materialized.

As a challenge for the CPD of the individuals involved in the STUP nationwide, ongoing training on the principles of the program is suggested. Thus, the decentralization of financial resources, just as in the researched covenant, without any type of CPD, does not allow the exchange of experiences between different covenants in Brazil. The absence of the training mentioned in Class 6 leaves room for discussions on the effectiveness and responsibilities of public-policy payers in professional development, and although this is not the objective of the present study, they should be investigated for a better understanding of the effects of said absence, since it was perceived by the individuals who worked in the covenant.

4.2 IMPORTANCE OF ONGOING TRAINING FOR THE DEVELOPMENT OF THE PROGRAM

Given the absence of initial-training activities in the STUP, the interviewees had to adapt and, in an ongoing learning process, understand the teaching methodologies of the program, the new sports that should be taught, and the very process as to how to teach, as described in class 5. In this situation, weekly planning meetings became collective learning spaces and contributed to CPD.

According to studies on the CPD process, learning for individuals does not occur in a fragmented manner, it depends on a continuous process of reflection and action throughout the individual's work journey (FIORENTINI; CRECCI, 2013; NUNES; OLIVEIRA, 2017). The participants showed that during the weekly meetings, in a cyclical process, they were able to apply and later reflect on their pedagogical practices, discuss their difficulties with their peers, and experiment with new teaching strategies and methodologies that meet the needs of their context.

It is known that initial-training activities can act in the sense of including these sports monitors and the teacher in the guidelines required for the program, as well as in the context of the guidelines and methodologies (ARAÚJO *et al.*, 2012). However, as reported by Ungheri and Isayama (2017), in other sports programs, experience with initial-training activities is not enough to develop the learning necessary for work in the program.

According to Oliveira *et al.* (2016), 20% of the teachers and sports monitors claimed that the STP training rarely meets their pedagogical needs, whereas the program's CTs considered that meetings are more effective CPD strategies.

Although the impact of the program on the development of the Physical Education course was not assessed, the data from this research show that, from the monitors' and teacher's perspective, it is in the context of ongoing and collective training that learning for working in the program develops. This result boosts new perspectives for training in the STUP.

4.3 THE RELATIONSHIP BETWEEN PARTICIPATION IN THE STUP AND BOTH THE MONITORS' AND TEACHER'S CPD

In undergraduate Physical Education courses, pedagogical practice is emphasized – whether in internships or other activities – as an important element

in a student's training process (BRASIL, 2018b). This experimentation stands as an opportunity for learning how to teach. Students, immersed in real teaching situations, deal with the demands of their practice and learn the specific roles of being a teacher (MARCON; GRAÇA; NASCIMENTO, 2012). In addition to contributing to the learning of pedagogical content knowledge (MARCON; NASCIMENTO; GRAÇA, 2007), immersion into pedagogical-practice activities during undergraduate courses helps constitute experiential knowledge (SILVA; BRACHT, 2005), becoming the key trend in training courses in the Physical Education field (NÍ CHRÓNIN; O'SULLIVAN, 2014).

The individuals in the present study seemed to value the opportunity to learn from experience, as shown in class 4. Training aimed at working in social programs for educational sports should not be based exclusively on academic subjects, since knowledge and content can emerge in different ways. Ungheri and Isayama (2017) stressed that knowledge from professional intervention can fit into four axes: 1. Field-specific knowledge (sport); 2. Policy-related knowledge; 3. Management-related knowledge; 4. Knowledge involving professional practice. A matter present in the interview data was the knowledge about the STUP at the national level, the knowledge about the guidelines of the program, the paying source, the responsibilities of the institutions, and the teaching methodology.

According to Ungheri and Isayama (2017), it is necessary to understand the peculiar knowledge about the national guidelines of the programs and insert sports in the context of practice. This knowledge, when materialized in actions, translates into skills necessary for professional intervention in daily life.

Thus, the process of constituting the identity of being a teacher was strengthened throughout the participation in the program. In class 1, we highlight that the individuals referred to the covenant as an opportunity for them to undertake their pedagogical practice through the action-reflection-action relationship. It is understood that it is by experiencing pedagogical practices that one's teaching identity is established (PIRES *et al.*, 2017). In the relationship between the knowledge acquired through subjects and teaching practices, a student incorporates:

[...] feelings and actions that influence their understanding of being a teacher, namely the values internalized by the educators, the understanding of how each one builds their own history, the teaching stances shaped by worldviews, teaching representations, different sorts of knowledge, expectations and frustrations (PIRES *et al.*, 2017, p. 42-43).

We realized that the STUP provided a space for collective reflection, which contributed to the construction of the teaching identity. Similarly, Fletcher (2012) states that practical teaching experiences are permeated by moments of collective reflection that can produce new understandings about practice and, in different ways, solve everyday problems.

Ongoing training stood as a space for reflection towards challenging traditional conceptions about how to teach (NÍ CHRÓNIN; O'SULLIVAN, 2014). Data from a research on the STP highlighted the relevance of reflection on practice for a teacher's action, especially the pedagogical and methodological sequence (SOUZA *et al.*, 2018). In the present study, the individuals recognized that they not only learned new content, but also reflected on the teaching and learning process.

5 FURTHER CONSIDERATIONS

At the end of this research, we can infer that, in the interviewees' perception, although it did not follow the national guidelines, the STUP significantly contributed to a CPD contextualized with future teaching practice. The research showed that ongoing training, carried out by means of workshops and weekly planning meetings, was an important element for the operation of the program and for the learning of the individuals involved. This learning does not only refer to the knowledge required for working in the program, but also to the construction of knowledge for working as a teacher.

Researching CPD in public policies for educational sports, in the ways in which one teaches and learns how to be a teacher, is of paramount importance for the advancement of scientific production and for a real impact on society. The professional development process stands as a central element for the proper functioning of the sports modalities in the covenants signed between the Federal Government, municipalities, states and universities. Thus, the presentation of scientific data to teachers/professors, managers, students, sports monitors and promotion bodies can enhance CPD in public policies, as well as maximize the results of public investment.

Future studies can invest in this theme, seeking to understand the impact of CPD activities, before and after the program, on improving the service provided to beneficiaries. Additionally, it is necessary to listen to other individuals involved in the execution of the STUP, especially in covenants that received the PT and CTs' training, in order to suggest different strategies for an ongoing and reflective training within the program, and for an effective and quality work for the beneficiaries.

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Resumo: O objetivo foi analisar o desenvolvimento profissional docente (DPD) dos monitores esportivos e do professor que atuaram no Programa Segundo Tempo (PST) Universitário na Universidade Federal de Mato Grosso do Sul (UFMS). Tratou-se de uma pesquisa descritiva, com abordagem qualitativa. O software Iramuteq foi utilizado para a análise dos dados das entrevistas semiestruturadas. Os resultados indicaram que, apesar das atividades iniciais de formação previstas nas diretrizes do PST Universitário não terem sido oferecidas aos monitores e professor do núcleo, as atividades semanais foram fundamentais para o DPD. A atuação no programa permitiu uma reflexão sobre as metodologias indicadas pelo programa em consonância com as disciplinas da graduação, a autoavaliação do ensino-aprendizagem e a construção da identidade do ser professor. Concluiu-se que o PST Universitário na UFMS possibilitou o DPD contínuo e contextualizado com a futura prática docente.

Palavras chave: Política Pública. Programas Sociais. Capacitação Profissional. Esportes.

Resumen: El objetivo fue analizar el desarrollo profesional docente (DPD) de los monitores deportivos y del profesor que actuaron en el Programa Segundo Tiempo (PST) Universitario implementado en la Universidad Federal de Mato Grosso do Sul (UFMS). Fue una investigación descriptiva, con abordaje cualitativo. Se utilizó el software Iramuteq para el análisis de de los datos de las entrevistas semiestruturadas. Los resultados indicaron que, pese a que las actividades iniciais del PST Universitario no fueron ofrecidas a los monitores y al profesor del núcleo, las actividades semanales fueron fundamentales para el DPD. El trabajo realizado en el programa permitió una reflexión sobre las metodologías indicadas por el programa en consonancia con las asignaturas del programa de grado, la autoevaluación del proceso de enseñanza y aprendizaje y la construcción de la identidad del ser profesor. Como conclusión, el PST Universitario en la UFMS posibilitó el DPD continuo y contextualizado con la futura práctica docente.

Palabras clave: Política Pública. Programas Sociales. Capacitación Profesional. Deportes.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest in this study.

AUTHOR CONTRIBUTIONS

Dirceu Santos Silva: Researcher responsible for the research, participated in all of its phases: conception, design, analysis, data interpretation, and final revision.

Paulo Vinicius Baroni Silveira Donadon: Researcher responsible for collecting data, transcribing the interviews, processing data, and categorizing and interpreting data.

Marina Brasiliano Salerno: Researcher responsible for processing data, applying the questionnaires to the data analysis program, designing the methodology, choosing the categories, and revising the article.

Breno Brey D'auria: Researcher responsible for analyzing and interpreting data, transcribing the interviews, writing the manuscript, and for the final revision.

Luiza Lana Gonçalves: Researcher responsible for writing the article, providing important intellectual criticism of its content, discussing the international theoretical framework, and for the final approval of the version submitted to the journal.

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RESEARCH ETHICS

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