

Current Trends in the Research on Physical Education Teacher Education (PETE)

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1

Introduction

- ◆ Students fail to thrive and achieve in schools
- ◆ Teachers and teacher educators internationally have come under enormous scrutiny in recent years
- ◆ Teacher education seems to fail to prepare teachers for the realities and challenges of contemporary schools
- ◆ A high priority is given to sustain the quality of teacher education within a career-long perspective (EU, 2007)



2

Introduction

- ◆ PE is considered as a part of the rising tide of overweight and inactive youth around the world
- ◆ PETE needs to meet the current standards of teachers professional development
- ◆ Focusing on current research in PE teacher professional development could help to determine how higher education is reacting to the society requirements



3

Content of the presentation

- ◆ Presentation of the lifelong professional development model
- ◆ Comparison of the official missions of (PE) teacher education
- ◆ Teachers' perception about the acquisition of their professional competences
- ◆ Illustration of current questions research



4

Teachers' lifelong learning

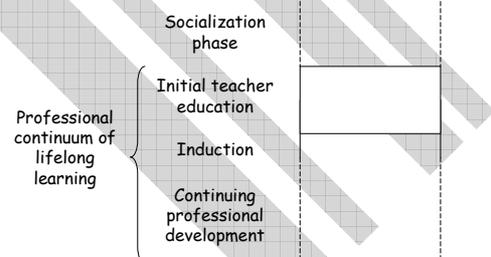
- ◆ The teaching profession should be seen as a continuum which includes
 - ❖ Initial teacher education
 - ❖ Induction
 - ❖ Continuing professional development

European Commission (2005)



5

A developmental model of teacher education



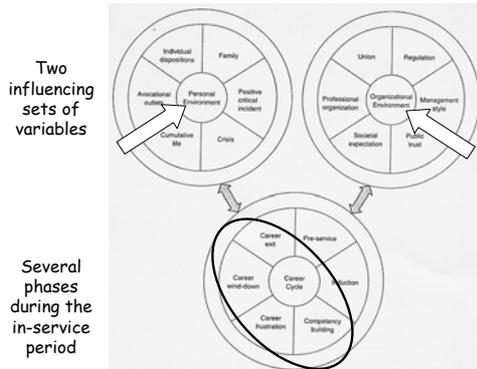
European Commission (2005)



6

The Teacher Career Cycle Model

Stroot & Ko (2006)



Socialization

- It refers to "the process by which people selectively acquire the values and attitudes, the interest, skills and knowledge - in short, the culture current in the groups of which they are, or seek to become members"

Merton et al. (1957, p. 287)

- Professional socialisation is therefore a process "in which an individual is taught and learns what behaviours and perspective are customary and desirable within a professional role"

Van Maanen & Schein (1979, p. 212)

- Student teachers reproduce behaviours of the teachers who taught them and have strong representations when they enter into PETE

Initial teacher education

- Educating teachers is more than providing them specific knowledge; it means to make them significant change agents in the lives of young people
- Teacher education should be multidisciplinary and focus on:
 - Extensive subject knowledge
 - Good knowledge of pedagogy
 - Skills and competences to guide and support learners
 - Understanding of the social and cultural dimension of education
- In physical education, it means preparing teachers "knowing more than how to teach basketball, hockey, tennis, and swimming, regardless of how complex that might be. It means understanding the curriculum, the learner, and teaching within both local and global contexts"

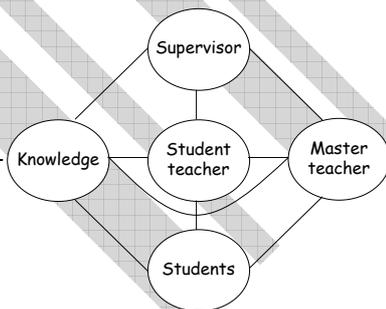
European Commission (2005)

O'Sullivan (2007)



Initial teacher education

- Subject knowledge
- Teaching and learning methods
- Pedagogy
- Psychology
- Organisational approaches
- Theories and practices



European Commission (2005)



Induction

- During their first years of employment newly qualified teachers are provided with additional support (mentoring, training, advice)
- More must be envisaged in that critical phase of professionalization

European Commission (2007)



Continuing professional development (CPD)

- As they cannot be expected to possess all the necessary competences on completing their initial teacher education, teachers need to be involved in continuing professional development

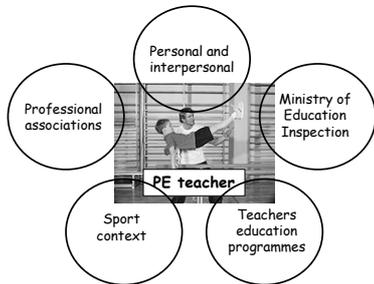
European Commission (2007)

- CPD corresponds to all learning experiences that occur after completion of initial teacher education by in-service teachers

Armour and Yelling (2004)



Continuing professional development (CPD)



In conclusion: Professional development

- ◆ Consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these, to the quality of education in the classroom.
- ◆ Is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives

Day (1999)

Purpose of teacher professional development

- ◆ Teaching and education add to the economic and cultural aspects of the knowledge society and should therefore be seen in their societal context. Teachers should be able to:
 - ◆ work with others
 - ◆ work with knowledge, technology and information
 - ◆ work with and in society
- ◆ The content of initial and continuous professional development programmes should reflect the importance of interdisciplinary and collaborative approaches to learning

European Commission (2005)



Required professional development programs

- ◆ Need to prepare more professional teachers defined as:
 - ◆ having a knowledge basis
 - ◆ assuming a mission of knowledge transmitter
 - ◆ being able to act in emergency and to decide in uncertainty
 - ◆ being able to think about ones' teaching and to analyse it
 - ◆ showing autonomy and responsibility
 - ◆ having a professional ethics compatible to the values of the public educational service



Brau-Anthony & Grosstephan (2006)



Comparison of the teaching competences or standards

- ◆ Public policies

•Interstate New Teacher Assessment and Support Consortium (INTASC)
•National Council for Accreditation of Teacher Education (NCATE)

	Wallonia	France	Quebec	Queensland	USA
Origin	Ministry of Education	Ministry of Education	Ministry of Education	Ministry of Education	Professional association (NBPTS)
Date	2001	2006	2001	2005	2001
Involvement of practitioners	No	No	No	Yes	Yes
Number of competences/standards	13	10	10	12	5
Specific PE	No	No	No	No	13
Information	No	Knowledge Skills Attitudes	Meaning Components Level at the end of pre-service	Descriptor Statements Indicators Knowledge, skills and understandings	Knowledge Dispositions Performance

Comparison of the teaching competences or standards

Wallonia	France	Quebec	Queensland	USA
Knowledge (human sci.)	Teacher citizen behavior	Knowledge (culture)	Learning sit. (dev.new)	Focus on stud. learning
Instit. co-operation	Language	Language	Dev. basic stud. comp.	Know. (sub. mat. + did.)
Knowledge (admin.)	Know. (sub. mat. + cult.)	Teach/learn. sit. (dev.)	Learning sit. (dev.met.)	Organ. stud. learning
Knowledge (sub. mat.)	Teaching sit. (dev.)	Teach/learn. sit. (max.)	Learning sit. (dev.real.)	Reflection
Knowledge (didactics)	Class management	Assessment (learning)	Learning sit. (dev.involv.)	Inst. and ped. Co-op.
Knowledge (culture)	Individualization	Class management	ICT (learning)	
Relational competences	Assessment	Individualization	Assessment (learning)	
Knowledge (ethics)	ICT (teaching/learning)	ICT (teaching/learning)	Focus on stud. soc. dev.	
Pedagogical co-operation	Inst. and ped. Co-op.	Instit. co-operation	Learning sit. (dev.safe)	
Teaching sit. (dev.)	CPD	Pedagogical co-operation	Instit. co-operation	
Knowledge (scientific)			Pedagogical co-operation	
Teaching sit. (max.)			Prof. commitment	
Reflection and CPD				

Teachers' knowledge

Comparison of the teaching competences or standards

Wallonia	France	Quebec	Queensland	USA
Knowledge (human sci.)	Teacher citizen behavior	Knowledge (culture)	Learning sit. (dev.new)	Focus on stud. learning
Instit. co-operation	Language	Language	Dev. basic stud. comp.	Know. (sub. mat. + did.)
Knowledge (admin.)	Know. (sub. mat. + cult.)	Teach/learn. sit. (dev.)	Learning sit. (dev.mat.)	Organ. stud. learning
Knowledge (sub. mat.)	Teaching sit. (dev.)	Teach/learn. sit. (man.)	Learning sit. (dev.real)	Reflection
Knowledge (didactics)	Class management	Assessment (learning)	Learning sit. (dev.involv)	Inst. and ped. Co-op.
Knowledge (culture)	Individualization	Class management	ICT (learning)	
Relational competences	Assessment	Individualization	Assessment (learning)	
Knowledge (ethics)	ICT (teaching/learning)	ICT (teaching/learning)	Focus on stud. soc. dev.	
Pedagogical co-operation	Inst. and ped. Co-op.	Instit. co-operation	Learning sit. (dev.safe)	
Teaching sit. (dev.)	CPD	Pedagogical co-operation	Instit. co-operation	
Knowledge (scientific)			Pedagogical co-operation	
Teaching sit. (man.)			Prof. commitment	
Reflection and CPD				

Reflective practice and CPD

Where the PE teachers acquire their competences?

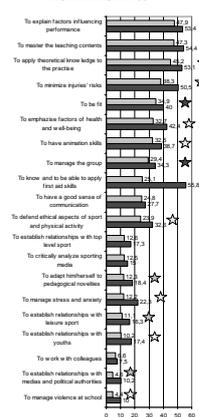
- ♦ Research project focusing on the PE graduates' preparation in Wallonia
- ♦ Questionnaire mailed to all the primary and secondary level schools
- ♦ 2,525 answers coming from 1,091 different schools (40.9 %)
- ♦ Comparison of two groups of teachers
 - ♦ 188 graduated since 18 to 20 years
 - ♦ 156 graduated since 6 to 8 years
- ♦ Teachers had to determine in which context (pre-service preparation, in-service training, professional activity and other) they acquired each of 21 competences. They had to assess the proportional role of each context (%)

Cloes, Laraki & Piéron, 2004



26

Role of pre-service teacher education in teaching competencies acquisition (%)



- ♦ Pre-service preparation was considered as fundamental for the acquisition of the contents to teach and to develop theoretical knowledge (Graber, 1995; Rovegno, 1995).
- ♦ They gave greater credence to that period than their oldest colleagues as pointed out by significant higher ratios

- ♦ Improvement of PETE programmes by organizing more applied contents (first aid)
- ♦ Younger teachers would be less influenced by their professional experience

Cloes, Laraki & Piéron, 2004

Role of professional experience in teaching competencies acquisition (%)

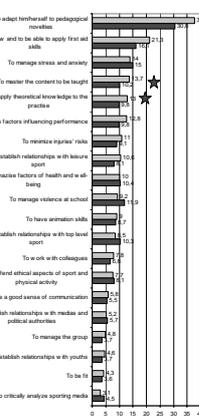


- ♦ Professional experience was seen as a determining factor for the acquisition of relational competencies.

- ♦ More similarity between both groups
- ♦ Most experienced teachers provided a largest place to their experience (they could have had less opportunity in their pre-service preparation than their youngest colleagues).

Cloes, Laraki & Piéron, 2004

Role of in-service training in teaching competencies acquisition (%)

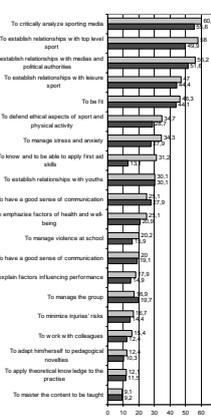


- ♦ Except for the adaptation to teaching innovations, in-service training took a limited place

- ♦ Very short in-service preparation sessions were (1 to 3 days/ year)
- ♦ Most official in-service sessions concern the implementation of new programme instructions
- ♦ Group A teachers paid more attention to in-service training (younger teachers could have received a more practical field preparation)

Cloes, Laraki & Piéron, 2004

Role of other contexts in teaching competencies acquisition (%)



- ♦ "Others contexts" (personal practice, for example) was mainly identified as contributing to the citizenship action of the teacher and its involvement in the society

- ♦ PE teachers find a concrete part of their competencies in their personal life

Cloes, Laraki & Piéron, 2004

Some current research focuses in PD-PE

- ◆ The Handbook of Physical Education
 - ◊ R. Tinning - Theoretical orientations in PETE
 - ◊ C. Collier - Models and curricula of PETE
 - ◊ D. Behets & L. Vergauwen - Learning to teach in the field
 - ◊ S. Stroot & B. Ko - Induction of beginning physical educators
 - ◊ P. Doods - PETE policy
- Kirk, Macdonald & O'Sullivan (2006)
- ◆ Exploring Mentoring in Physical Education (JTPE - 2005)
 - ◊ L. Griffin and colleagues
 - ◆ Professional Development in Urban Schools (JTPE - 2006)
 - ◊ P. Wards, M. O'Sullivan and colleagues
 - ◆ La formation aux études supérieures dans le secteur élargi de l'éducation... (Res Academica - 2006)
 - ◊ E. Kalinova, C. Borges and colleagues
 - ◆ Continuing PD for Experienced PE Teachers (SES - 2004)
 - ◊ K. Armour & M. Yelling

Some current research focuses in PD-PE

- ◆ Analysis of the literature
- ◆ 2004 to 2008
- ◆ Research papers
- ◆ English + French
- ◆ n = 93

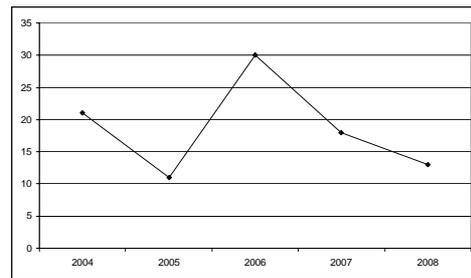
Journals
JTPE
SES
EPER
PESP
Proceedings (AIESEP)
Jyväskylä 2007
Lisbon 2007
A Coruna 2004

Journals
STAPS
eJRIEPS
Res Academica
Proceedings (ARIS)
Besançon 2008
Louvain-la-Neuve 2005
Rennes 2004

Some current research focuses in PD-PE

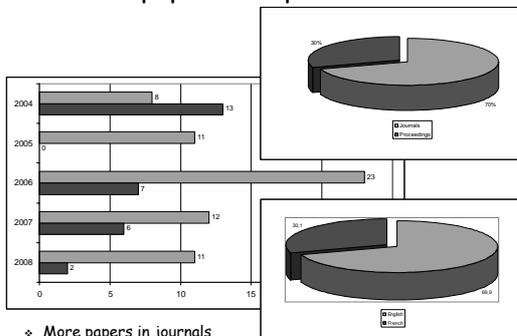
- ◆ Socialization
 - ◊ Biographies of student-teachers
 - ◊ Motives of PE students
- ◆ Analysis of pre-service education
 - ◊ Selection of applicants
 - ◊ Analysis of the content and/or learning strategies
 - ◊ Supervision, mentoring and pre service experiences
 - ◊ Impact on students teachers
- ◆ Induction
- ◆ Continuing professional development
 - ◊ Usual strategies
 - ◊ Implementation of new teaching programs
 - ◊ Analysis of the content and/or learning strategies
 - ◊ Supervision and mentoring
 - ◊ Impact on teachers
 - ◊ Impact on pupils
 - ◊ Analysis of teachers' career
 - ◊ Burnout

How many papers according to the year?



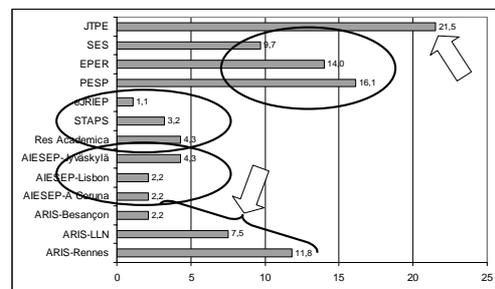
◆ Almost 20 papers per year

Where the papers are published?



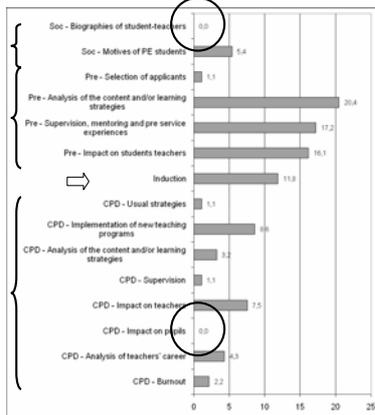
◆ More papers in journals

Where the papers are published?



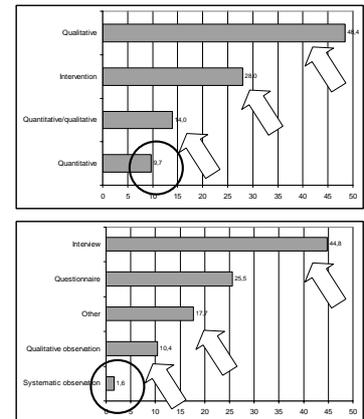
What is the purpose of the studies?

- ◆ Socialization: 5.4%
- ◆ Pre-service: 54.8%
- ◆ Induction: 11.8%
- ◆ CPD: 28.0%

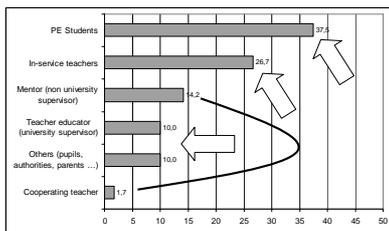


Which research design are used?

- ◆ 3+ instruments: 36.6%
- ◆ Qualitative approach
- ◆ Intervention
- ◆ Quantitative approach
- ◆ Systematic observation



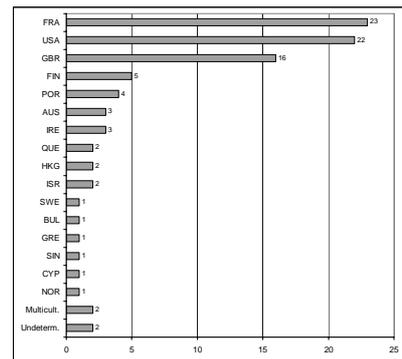
Who are the subjects?



- ◆ One type of subject: 72.2%
- ◆ Early graduated + experienced teachers
- ◆ Overlapping according to the country!!!

In which country PETE's studies are done?

- ◆ FRA, USA and GBR: 65.6%
- ◆ Multicultural studies: 2.2%



Questions: Describing PETE programmes

- ◆ Few updated description of PETE programmes are available. The more recent was proposed in the USA by Ayers & Housner (2008):
 - ◇ How does PETE faculty develop and update existing curricula in response to school needs?
 - ◇ How do curricular models translate into practice?
 - ◇ How do the integration of technology experiences affect candidates' and faculty members' knowledge and pedagogical skills?
 - ◇ How do PETE programmes address multicultural issues through minority faculty and student recruitment?
 - ◇ What effect do these experiences have on the social and cultural perceptions of faculty and prospective teachers?

Questions: Long term studies in the area of reflection

- ◆ Focus on teaching and learning to guide teacher educators and teachers themselves as proposed by Behets & Vergauwen (2006):
 - ◇ Are reflective PE teachers better teachers?
 - ◇ What is the relationship between the teaching and learning style of PE student teachers and their reflection skills?
 - ◇ How can they develop the required reflection skills?
 - ◇ How can we assess or stimulate this learning process, how can we intervene?
 - ◇ Which personal and contextual variables influence reflectivity and teaching efficiency?

Questions: Mentoring and induction

- ◆ Even if such programmes are not so disseminated the research emphasis would be less settled on theories, models, and suggestions as proposed by Cothran et al (2008):
 - ◊ What is the real effectiveness of these programmes?
 - ◊ How do these theories, models, and programmes work?

Questions: Continuing professional development in PD-PE

- ◆ Some specific research questions for CPD in PE were listed by O'Sullivan (2007):
 - ◊ What exactly do teachers learn from PD experiences?
 - ◊ What aspects of PD work facilitate teachers' learning: how teachers learn?
 - ◊ What are meaningful measures of teacher learning? of student learning?
 - ◊ What are appropriate time frames within which to expect teacher change? student learning?

Questions: The communities of practice

- ◆ Its necessary to instil among teachers the belief that they are life long learners
- ◆ Communities of practice resulted in PE teachers forming strong identities as teaching professionals
- ◆ Some questions remain as pointed out by O'Sullivan (2005):
 - ◊ How are professional learning communities developed?
 - ◊ How are professional learning communities established at a scale that can truly have an impact on teaching environments (leadership at the school level)?

Conclusions

- ◆ To present the literature in such field than PETE would need a whole congress
- ◆ This speech underlined the large diversity of topics that are developed
- ◆ The current trend is a focus to a socio-constructivist conception of teaching/learning
- ◆ Integration and competences' development are becoming the priorities of the teacher education programmes
- ◆ There is a need of scientific information supporting the process of change the traditional approach
- ◆ Teacher educators should first acquire the competences that their students have to develop

Thank you for your attention

D-Day-2



homo informaticus

Aster: www.dessindepresse.com

The speaker preparing this presentation

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51

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52

Wallonia



- To mobilize knowledge in human sciences toward a right interpretation of the situations lived within and around the class and for a better adaptation to the school publics
- To keep efficient partnership relationships with the institution, colleagues and students' parents
- To be informed about ones' role within the school institution et carry on the profession as defined in official texts
- To master specific scholarship that justify pedagogical action
- To master specific didactics that guide pedagogical action
- To demonstrate an important background to arouse students' interest to the cultural world
- To develop relational competencies linked to the requirements of the profession
- To measure the ethical stakes associated to ones' daily activity
- To work in team within the school
- To conceive teaching devices, to test, access and adapt them
- To keep a critical and autonomous relation to the past and coming scientific scholarship
- To plan, manage and access teaching situation
- To bring a reflexive view to bear on ones practice and to organise ones career-long professional preparation

Ministère de la Communauté française (2001a,b)

France



- To act as state employee in an ethical and responsible way
- To master French language to teach and communicate
- To master subjects matter and have a good general knowledge
- To conceive and operate his/her teaching
- To organize the work of the class
- To take into account the students' diversity
- To evaluate the students
- To master information and communication technologies
- To work in team and cooperate with the parents and school partners
- To train him/her self and innovate

Ministère de l'Éducation Nationale, de l'Enseignement supérieur et de la Recherche (2006)

Québec



- To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.
- To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
- To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.
- To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.
- To evaluate student progress in learning the subject content and mastering the related competencies.
- To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
- To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.
- To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.
- To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned

Martinet, Raymond & Gauthier (2001)

Queensland



- Structure flexible and innovative learning experiences for individuals and groups
- Contribute to language, literacy and numeracy development
- Construct intellectually challenging learning experiences
- Construct relevant learning experiences that connect with the world beyond school
- Construct inclusive and participatory learning experiences
- Integrate information and communication technologies to enhance student learning
- Assess and report on student learning
- Support the social development and participation of young people
- Create safe and supportive learning environments
- Build relationships with the wider community
- Contribute to professional teams
- Commit to professional practice

Education Queensland (2005)

USA - NBPTS



- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

NBPTS (2005)

USA - INTASC

- Content Pedagogy
- Student Development
- Diverse Learners
- Multiple Instructional Strategies
- Motivation and Management
- Communication and Technology
- Planning
- Assessment
- Reflective Practice: Professional Growth
- School and Community Involvement

INTASC (2008)