

Current Trends in the Research on Physical Education Teacher Education (PETE)
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In several countries, teacher education programmes have integrated a competency centered approach based on official recommendations aiming to prepare more professional teachers. The latter are defined as (Braun-Anthony & Grosstephan, 2006, p.93):

- 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.

The first part of the paper will compare the guidelines proposed by educational authorities in some countries or regions in order to identify the main similarities.

Moreover, it is well accepted that teacher preparation is a long term process during which this large array of competencies should be progressively developed (Calderhead, 2000; O'Sullivan, 1998). In their process of development from the beginner level to the expertise, educators draw experience from a diversity of learning contexts allowing them to acquire personal and professional competencies that will help them to succeed in their classes.

The second part of the paper will be focused on that process. After a description of the long life model of development, opinions of teachers about the importance of the competencies and where they are developed will be analysed.

Despite of the emphasis to develop inductive approach aiming to help student teachers to acquire analysis skills and to build their own intervention models, it appears that teacher education remains dominated by deductive approach using a "traditional" model. Following this, specific teaching behaviours are selected and presented in teacher training courses before being experimented during teaching practice.

The third part of the paper will present some selected studies illustrating strategies tested all around the world in order to innovate and getting closer to the learning society characteristics (Jarvis, 2007).

References

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