

The physical education teacher as a physical activity promoter

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Content of the presentation

- AIESEP Statement on Sport Pedagogy
- From sport educator to PA promoter: The (r)evolution of PE teachers
- What about 'Quality Physical Education'?
- How to be a PA promoter?
- PETE for PA promoters
- Conclusions


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AIESEP Statement on Sport Pedagogy

AIESEP Specialist seminar Birmingham – March 2012

- AIESEP (www.aiesep.org)
- Definition(s) of Sport Pedagogy
- Towards statements



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AIESEP

- Since 1964
- international, non-governmental, non-profit, professional association
- www.aiesep.org

AIESEP

Association Internationale des Ecoles Superieures d'Education Physique
 International Association for Physical Education in Higher Education

This Website will provide you with a lot of information about what AIESEP is and about what our association does

Many documents are available on these pages: do not hesitate to visit

Next event(s)

2014 - [Auckland \(New Zealand\), 2014 AIESEP World Congress](#)

2015 - [Madrid \(Spain\), 2015 AIESEP International Conference](#)

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AIESEP

- Objectives
 - ✓ To promote and contribute to the development of future **specialists** and **researchers** in the field of physical education and sport
 - ✓ To engage in scientific **research**, **professional preparation** and **professional practice** in physical education and sport
 - ✓ To organize scientific meetings and information dissemination mechanisms which facilitate the **sharing of new knowledge** with the international community

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Definition(s) of Sport Pedagogy

- Haag (1989)
 - Sport pedagogy is 'the description of the field of theoretical research or sub discipline of sport science which deals with the **educational aspects** of physical activity: sport, play, games, dance etc' (p. 6)

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Definition(s) of Sport Pedagogy

- Piéron (1993)
 - Discipline aiming to provide **scientific data** about education and professionals' preparation in the **different contexts** in the field of sport and physical activity (school, sport, active recreation)
 - Using descriptive, correlational, or experimental approaches, it is focused as much on the actors (learners and educators) than on the content offered or the programs' organization in the perspective to improve the **effectiveness of the practitioners and of their educators**

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Definition(s) of Sport Pedagogy

- ARIS = Intervention
 - Any **professional act** implementing competences, experimental and theoretical knowledge to serve a purpose in different fields of **human movement** (school, sports club, active recreation, rehabilitation, infant motor learning ...) to the benefit of various people, across the lifespan (Carlier & Delens, 1999)

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Towards statements

- Sport Pedagogy ...
 - Is an **academic sub-discipline** of the broader fields of Sport & Exercise Sciences, Kinesiology and Human Movement Studies
 - Takes its place **alongside established sub-disciplines** such as exercise physiology, sport and exercise psychology and sports biomechanics

Report from the AIESEP-Bham 2012 Specialist Research Seminar

K. Armour

'Sport (& Exercise) Pedagogy': (Re)Defining the Field'

Thursday 29th March - Saturday 31st March 2012, University of Birmingham, UK.

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Towards statements

- Sport Pedagogy ...
 - Focuses on synthesizing knowledge to inform the '**pedagogical encounter**' defined as that precise moment where a teacher, coach or instructor seeks to support a learner in sport, physical activity or exercise settings

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Towards statements

- Sport Pedagogy ...
 - Is taking place **key professional sites** like PE teaching, sport coaching and exercise
 - Underpins teaching, coaching and instruction and transcends traditional barriers between different forms of practice in the field

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Towards statements

- Sport Pedagogy ...
 - Supports the **needs of learners** in sport, and other forms of physical activity, wherever and whenever they seek to learn through the life-course

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The (r)evolution of physical education

From sport educator to physical activity promoter


- Worldwide PE crisis
- (Physical) literacy
- Accountability



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Worldwide crisis


±1970 ±2000



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Worldwide crisis

- Hardman (1998)
- Hardman & Marshall (2000)

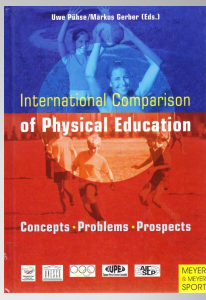


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Worldwide crisis

- Hardman (1998)
- Hardman & Marshall (2000)
- Pühse & Gerber (2005)

35 countries



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Worldwide crisis

- Hardman (1998)
- Hardman & Marshall (2000)
- Pühse & Gerber (2005)
- Klein & Hardman (2007; 2008)



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Worldwide crisis

- Serious concern (Hardman, 2005)
 - Decline and marginalization of PE
 - Curriculum time allocation, subject status, material, human and financial resources, inadequacies in facility and equipment supply, low remuneration of teachers)
- Questions about PE quality
 - Teaching process
 - Inadequate school-community co-ordination
 - Focus on competition performance sport
 - Lack of interest on 'basic human movement'

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Worldwide crisis


- McKenzie (2004)
 - « If exercise is medicine, physical education is the pill not taken »
- But ...
- Tappe & Burgeson (2004)
 - PE should be the corner stone of the promotion of physical activity
- And ...
- Pühse, Gerber, Mouton & Cloes (2010)
 - Need of PE centred on current society needs and requirements
 - Sports and cultural physical activities = tools for general aims and not final objectives

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PE and public health

- Sallis & McKenzie (1991)
 - PE teachers should adopt a new role
 - Need of QPE

Prepare youth for a lifetime of PA



Provide them with PA during PE classes



SPARK
CATCH
TAAG
LEAP

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PE and public health

- Sallis et al. (2012)
 - The gym is half full (↗ support of PE; ↗ systematic analysis)
 - The gym is half empty (↘ PE time; no consensus about QPE; lack of implementation)

Research Quarterly for Exercise and Sport
©2012 by the American Alliance for Health, Physical Education, Recreation and Dance
Vol. 83, No. 2, pp. 125-135

***Health Optimizing PE**

Physical Education's Role in Public Health: Steps Forward and Backward Over 20 Years and HOPE[®] for the Future

James F. Sallis, Thomas L. McKenzie, Michael W. Beets, Aaron Beighle, Heather Erwin, and Sarah Lee

Mainly focused on ↗ MVPA

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Development of (Physical) literacy

- PE for what?
- PE ≠ Sport preparation
- PE = Developing physically educated persons (NASPE, 2004)
 - Competency in motor skills
 - Understanding of movement concepts, principles
 - Regular participation
 - Health-enhancing level of physical fitness
 - Responsible personal and social behavior
 - Emphasis on health, enjoyment, challenge, self-expression, and/or social interaction

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Development of (Physical) literacy

- Whitehead (2007)
 - Physical literacy is the motivation, confidence, physical competence, understanding and knowledge to **maintain physical activity** at an individually appropriate level, **throughout life**
- Mandigo et al. (2009)
 - Individuals who are physically literate move with competence in a **wide variety of physical activities** that benefit the development of the whole person

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Development of (Physical) literacy

- Finally, one can say that:
 - Physical literacy is linked to the acquisition by the youth of knowledge, skills and attitude that will make them **physically educated persons** for their whole life
 - It means that PE has a concrete mission to follow learning objectives that are useful and usable **outside the school walls**
 - A determining aspect is the meaning of the content taught

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Development of accountability

- PE for what?
- PE ≠ Recreational activity
- PE = Developmental activity
 - Motor dimension
 - Physical dimension
 - Cognitive dimension
 - Affective dimension
 - Social dimension
- Concrete effects?

Acquisition of a healthy lifestyle

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Development of accountability

- Russell et al. (2011)
 - The scientific literature addressing the public health effects of physical education is surprisingly limited
 - Students can be provided with significant doses of PA during physical education classes
 - The actual dose of PA provided during typical PE classes is not well established
 - The effects of physical education on health and fitness outcomes are poorly understood

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Development of accountability

- Expectations towards school physical education are too seldom being met (Huts et al., 2005)
 - 57% of 182 adults and 49% of 1,730 students (Flanders)
 - 48.1% of the students with regard to the development of a physically fit and healthy lifestyle
 - 45.1% about the development of self-image and social functioning
 - 43.1% for development of motor competencies

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Development of accountability

- Few students consider that school and PE contributed to develop their active lifestyle (Cloes et al., 2009)

Schools (% of total agreement)	Desire to adopt an active lifestyle	Support to become physically active	Motivation to be physically active as an adult
Belgium (French)	1,6	3,9	2,3
England	6,7	22,2	8,9
Belgium (German)	2,0	0,0	2,0

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Development of accountability

- But PE can also be related to positive effects
 - Motor and affective aspects in daily PE (Piéron et al., 1996; Cloes et al. 2009)
 - Physical activity at adulthood of daily PE (Trudeau et al., 1999)

Need of QPE


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What about 'Quality Physical Education'?

Quality PE

- Definitions
- Towards a dreamland



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How to define QPE?

- Towards 'Quality PE' in school/sport = acting in order to bring the following **outcomes** in young people
 - Commitment to PE and sport (in and out of school)
 - Knowledge and understanding about the activity
 - Understanding of PE and sport importance within a healthy and active lifestyle
 - Confidence to get involved in PE and sport
 - Skills and control needed to take part in PE and sport

(DfES/DCMS, 2003)

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How to define QPE?


- Towards 'Quality PE' in school/sport = acting in order to bring the following **outcomes** in young people
 - Participation in a large range of physical activities
 - Reflection on ones activity
 - Desire to improve and achieve regarding to the own abilities
 - Requirements to maintain an active lifestyle
 - Enjoyment in participation

(DfES/DCMS, 2003)

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How to define QPE?

- Provision of QPE needs concerted efforts of all stakeholders



UNESCO (2013)

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How to define QPE?

- AIESEP Specialist Seminar in Jyväskylä (2013)
 - QPE reaches the objectives for all students
 - Objectives should reflect the specific cultural contexts
 - QPE classes should allow students to have positive individual and collective learning experiences where they develop knowledge, skills and dispositions that allow them to be autonomous and responsible decision makers relative to engagement in PA and sport in their lives

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Never again: Utopia?



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How to be a PA promoter?

Role of the school in PA promotion

- The main dimensions
- The specific role of PE
- Some concerns

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The main dimensions

- Scientific Statement from the American Heart Association Council (Pate et al., 2006)
 - Physical education
 - Active transportation
 - Life environment (recesses, spaces)
 - Sport at school
 - Physical activity in the classroom



Under the umbrella of a strong school policy

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The specific role of PE

- **Basic role** of PE in the promotion of an active lifestyle (Cloes, 2010)
 - Fight against inactivity (representations)
 - Water safety; basic life support; automated external defibrillation
 - Warming up; cooling down; stretching; fitness
 - Ergonomic principles, respiratory control; relaxation
 - Selection of ones working intensity; heart beats checking; muscles and body functioning
 - Improvement of motor skills (balance, manipulative skills, work in high situation, running ...)
 - ...
 - And – of course – learning of sport activities !

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The specific role of PE

- **Specific actions** of PE in the promotion of an active lifestyle (Cloes et al., 2009)
 - Diversified activities
 - Students' notebook/portfolio
 - Out of school's sport activities
 - Initiation into unusual sports



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The specific role of PE

- **Other examples**
 - Students' projects ...
 - Collaboration with other teachers/ partners (PE = cornerstone)
 - Using available resources
- Using technology (HRM, computers, video, iPad ...)



Fahey et al. (2007)



Castelli (2013)

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The specific role of PE

- **Newer role** of PE in the promotion of a healthy lifestyle (Cloes, 2010)
 - Nutrition
 - Sleep
 - Stress
 - Smoking, alcohol, drugs, medicine
 - Sex, risk behaviours (driving)
 - Hygiene

➔ **Health and Physical Education ??**

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Some concerns

- **Four pedagogical gaps** in health/PA in PE (Haerens, 2012)
 - Lack of pedagogical intervention studies with regard to HBPE (focus on motor competence or MVPA; emphasis on sport rather on leisure activities)
 - 'Pedagogy of obesity' (very limited studies)
 - Issue of the transfer (lack of interaction between PE and community/home)
 - Sedentary behavior (considered as an independent health risk behavior)

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Current developments

- **Development of a Pedagogical Model for Health-Based Physical Education** (Haerens et al., 2011)
 - Interdependence and irreducibility of learning, teaching, subject matter and context
 - The central theme for the model as '**pupils valuing a physically active life**, so that they learn to value and practice appropriate PA that enhance health and wellbeing for the rest of their lives'

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Current developments

- **Development of a Pedagogical Model for Health-Based Physical Education** (Haerens et al., 2011)
 - Requires that **teachers' beliefs** about teaching and learning in PE are oriented toward self-actualization and social reconstruction
 - Needs the prominence of the **affective domain** (valuing physical active) in planning for learning

Goal: getting youngsters to value and enjoy physical activity for life so that they are (autonomously) motivated to become/remain active outside PE

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Current developments

- Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)

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Current developments

- Promotion all around the world
"We Need More Physical Education" (4:35)

<http://bit.ly/WeNeedMorePE>

(Lounsbury & McKenzie, 2012)

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PETE for PA promoters

How to prepare teacher for QPE?

- AIESSEP Specialist Seminar in Jyväskylä (2013)
 - QPE PETE programs should graduate teachers who are knowledgeable subject specialists, with a set of reflective inquiry pedagogical and didactic skills and dispositions that allow them to design and deliver quality physical education programs for all students, and to have dispositions to be lifelong learners
 - These skills and dispositions include ethical, caring, innovative, collaborative and communicative professionals who are advocates for students and QPE

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How to prepare teacher for QPE?

- Start with the teachers' representations
 - Definition
 - Impact
 - Recommendations **Awareness**
 - Measure
 - Implementation
- Show the way to increase motivation
 - Presentation of basic principles (portfolio)
 - Illustration of original approaches (pentathlon)
 - Demonstration of the students' pleasure (vid)
 - Development and implementation of some projects in a collaborative way (COP)


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How to prepare teacher for QPE?

- One-day training (Aelterman et al., 2013)
 - Theoretical background principles SDT
 - Overview of motivating/need-supportive teaching strategies illustrated by case studies and video images
 - Application exercise

Development and evaluation of a training on need-supportive teaching in physical education: Qualitative and quantitative findings
 N. Aelterman^{1,2,*}, M. Vansteenkiste³, H. Van Keer³, J. De Meyer⁴, L. Van den Berghe⁵, L. Haerens^{6*}

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**Take home message*

Conclusions

The PE challenges today

- To show that what it is taught at school is useful for 'outside'
- To meet the youth's expectations and values → daring the change
- To use up-to-date tools and approaches

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Many thanks for your interest

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