The physical education teacher as a physical activity promoter: Current developments

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Three questions

• Why to promote physical activity at school?

• Why the PE teacher should play a central role?

• How the PE teacher could play such role?
Role of the school in PA promotion

The school is a pillar of the society

- Compulsory education ➔ All children and adolescents can access to PA opportunities
- Specialized educators
- Access to facilities

Bar-Or (2005)
Trost & Loprinzi (2008)

- Development of the ‘Active School’ concept ➔ Several models

Cale (1997)
Ontario Physical and Health Education Association (2006)
L’école bouge (2006)
PA at school has positive impact

Demetriou & Höner (2012)

- 129 papers
- Variables:
  - BMI - 28%
  - Motor performance – 69.7%
  - Physical activity – 56.8%
  - Knowledge – 87.5%
  - Self-esteem - 30%
  - Attitudes – 43.8%

A real positive message

Heath et al. (2012)

Physical Activity 3

Evidence-based intervention in physical activity: lessons from around the world


Comprehensive school-based strategies encompassing PE, classroom activities, after-school sports, and active transport can increase physical activity in young people
PE teacher = A cornerstone

The mission of the PE teacher changed

±1970  ±2000
The PE teacher has a central role
6 dimensions of PA at school (Snyers et al., 2014)

- PA school policy
- Physical education
- Active transportation
- ‘Sport’ at school
- Physical activity in the classroom
- Life environment (recesses, spaces)

The PE teacher has the current required competences

Haag (2004)
**PE teachers should have now two priorities**

- **Physical literacy = Developing physically educated persons** (NASPE, 2004)
  - Competency in motor skills
  - Understanding of movement concepts, principles
  - Regular participation

- **Accountability = Concrete changes**
  - Motor, physical, cognitive, affective, and social dimensions of the students
  - Acquisition of a healthy lifestyle

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**Never again**

[DANGER INFECTION WASTE]
PE teacher’s actions

Five axes

- **Be a model**
  - Show that it is possible to adopt an active lifestyle
- **Update one’s knowledge**
  - Be curious about PA and its promotion
- **Create a network**
  - Develop collaboration, get support
- **Become a project manager**
  - Analyze, plan, implement, coordinate, assess
- **Behave like a professional**
  - Assume the central role

Ciotto & Fede (2014)
Erwin et al. (2014)
New approaches in Physical Education Teacher Education (PETE)

- Pedagogical cases (Armour, 2014)
  - Scenarios
  - Sport science experts
  - Sport pedagogy expert
- Communities of practice
- Action research

Pre and in-service teaching

And for those who want to read more

- Corbin (2002): What every PE educator should know about promoting lifelong PA
- Cale & Harris (2006): Guidelines to implement PA promotion at school
- Hodges Kulinna et al. (2012): Changing school physical activity
- Erwin et al. (2013): Comprehensive school-based PA promotion. A review
Four key messages

- PE teachers should become the cornerstones of the PA promotion at school
- They have to be involved in PE as well as in the other dimension of PA at school
- They have to collaborate (they are not alone)
- Pre service and inservice PETE has to be adapted to show the way and change the mentalities
Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has

Margaret Mead

Just be these persons!

Many thanks for your interest

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References


• Ontario Physical and Health Education Association (2006). *Ophea’s programs.* Consulté le 29/05/06 sur Internet: http://www.ophea.net/Ophea/Ophea.net/asfrench.cfm

