

Four levels of intervention to structure physical education teachers' action as physical activity promoters

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Since the beginning of the 21st century, physical education (PE) teachers have been increasingly seen as the cornerstone of promoting a healthy and active lifestyle at school. Worldwide, researchers and practitioners have implemented and tested a wide range of projects aimed at responding to the recommendations of public authorities in this area (European Commission, 2015; UNESCO, 2017). Current school and PE programs more clearly integrate health requirements. The aim of the presentation will be to describe a four levels integrative model aiming to highlight how to increase PE teachers' chances of 'changing the life' of their students. PE teachers could consider their action in their courses but also within the school community. Based on the literature, the first level concerns the main dimensions to be considered in school life and emphasizes the potential role of the physical educators. The second level is based on an original concentric model linking several concepts used over the past decade: from physical literacy to inclusive quality physical education. In a third step, the PAMIA principles (Cloes, 2017) and their implications are described, while the last level starts from a personal reflection based on field observation: "3P questions and loops". The whole model should guide PE teachers in their daily work and could also serve as a frame of reference in PE teacher education as well as in the field of sport pedagogy.