

A model to guide PE teachers to become changing agents

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School is definitely important for a society. In each country, ambitious missions are entrusted to the education system to prepare youths for the future. Measuring learning outcomes is a common approach to determine the students' capabilities in a way to fine-tune the education policies. With PISA surveys, OECD measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges (Schleicher, 2019). Such approach underlines that schools and teachers should propose an authentic instruction (Newmann & Wehlage, 1993) promoting a connectedness between what is taught/assessed and the out-of-school world. Since the beginning of the 21st century, physical education (PE) teachers have been increasingly identified as the cornerstones of the promotion of a healthy and active lifestyle at school. As for other disciplines, it would be logical that experiences students accumulate during their schooling would contribute to concretely improve their habits once they leave the school environment. PE should be integrated into the international comparisons. On that perspective, PE teachers should implement teaching approaches aiming to increase societal transfer and accountability (Cloes, 2017). If the literature offers a wide variety of resources from which PE teachers can draw inspiration to reach these goals, it would be interesting to propose them a model designed to organize their action on the field. This presentation will describe such model based on four integrated levels illustrating the stages where PE teachers intervene at school.

References

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