

A multi-level model to support physical education teachers as physical activity promoters

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Introduction

- PE teachers are considered as the cornerstone of the promotion of a healthy and active lifestyle (Tappe et Burgeson, 2004)
- Such mission is identify in a worlwide policy (UNESCO, 2017)



KAZAN ACTION PLAN

1.3 Foster quality physical education and active schools

Active schools, in which physical activity is placed at the heart of the school, support the establishment of healthy lifestyles, behaviour and learning. In addition, quality physical education is a necessary component of primary and secondary education. It supports the building of physical skills and fitness, life skills, cognitive, social and emotional skills, and values and attitudes that frame socially responsible citizens. This is most attainable when it is fully resourced, respected and valued for its holistic merits. Fostering quality physical education and active schools needs provision that is varied, frequent,

challenging, meaningful and inclusive. Learning experiences in physical education are most effective when they are positive, challenging and developmentally appropriate, to help children and young people acquire the knowledge, skills, attitudes and values necessary to lead a physically active life, now and in the future.

Introduction

- To achieve such mission, literature proposes numerous resources providing
 - ▶ A scientific support (Cale & Harris, 2006; Corbin, 2002; Erwin et al., 2013; Harris & Cale, 2018)
 - ▶ Guidelines for practitioners (Harris & Cale, 2018)
 - ▶ Support to implementation on the field (Healthy School! BC, nd; Turcotte et al., 2021)
 - ▶ Proposals for PETE (Flemons et al., 2018; Kwon et al. 2019)



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Introduction

- Several models for physical and health promotion at school are proposed
 - ▶ Active school models
 - ▶ Comprehensive school models (for a review, see Webster et al., 2020)

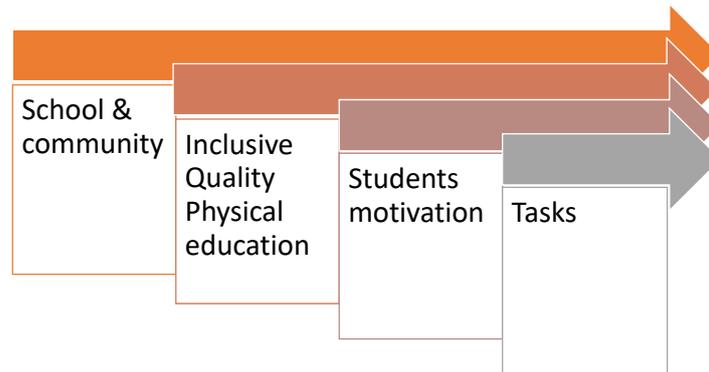


- They are mainly focused on the macro level (school and community) and identify context of actions

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Introduction

- To help PHE teachers to structure their actions, integrating micro level decisions seems needed



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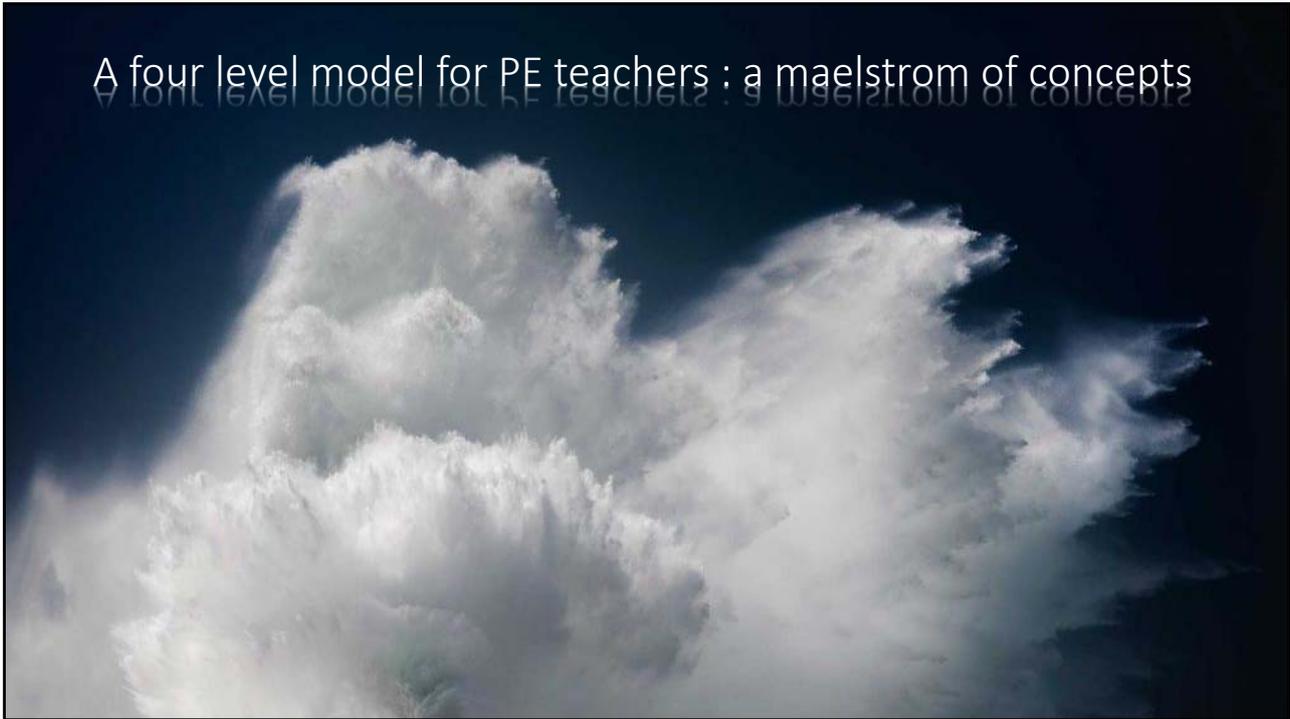
In this presentation ...



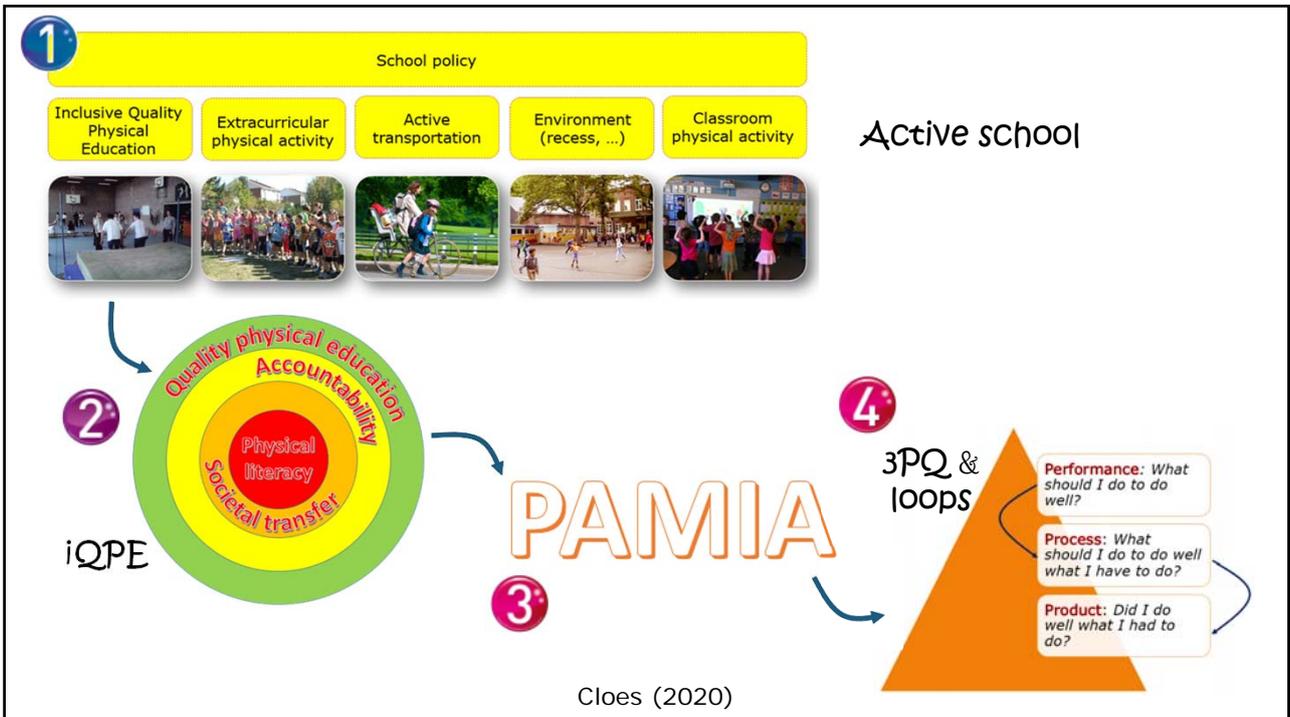
- Describe a model identifying four action levels structuring PHE teachers work at school

Four Levels Model for PE Teachers – 4LMfPET

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A four level model for PE teachers : a maelstrom of concepts



1st level – An active school is the starting point

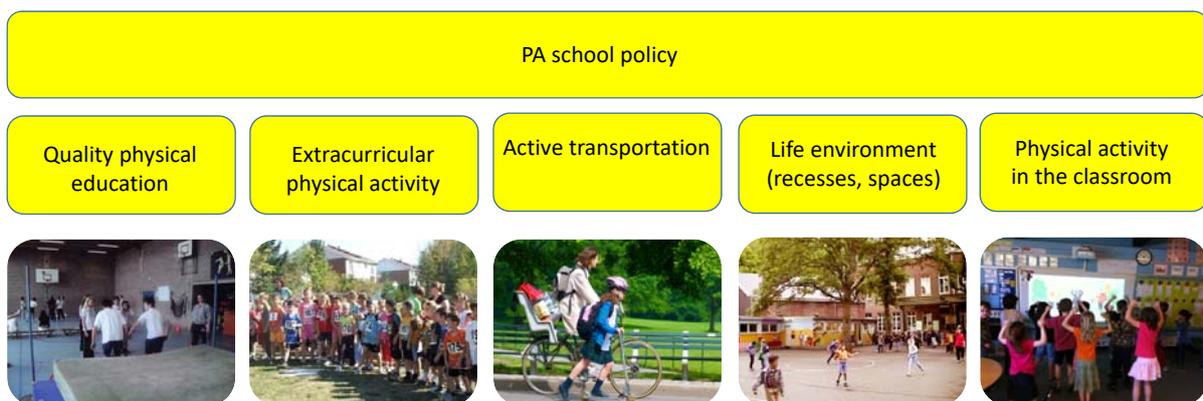
- PE teachers coordinate the PA promotion at school
- They have to be involved in PE as well as in the other dimensions of PA at school
- They have to collaborate (they are not alone)



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Six dimensions of an active school

Snyers et al. (2014)



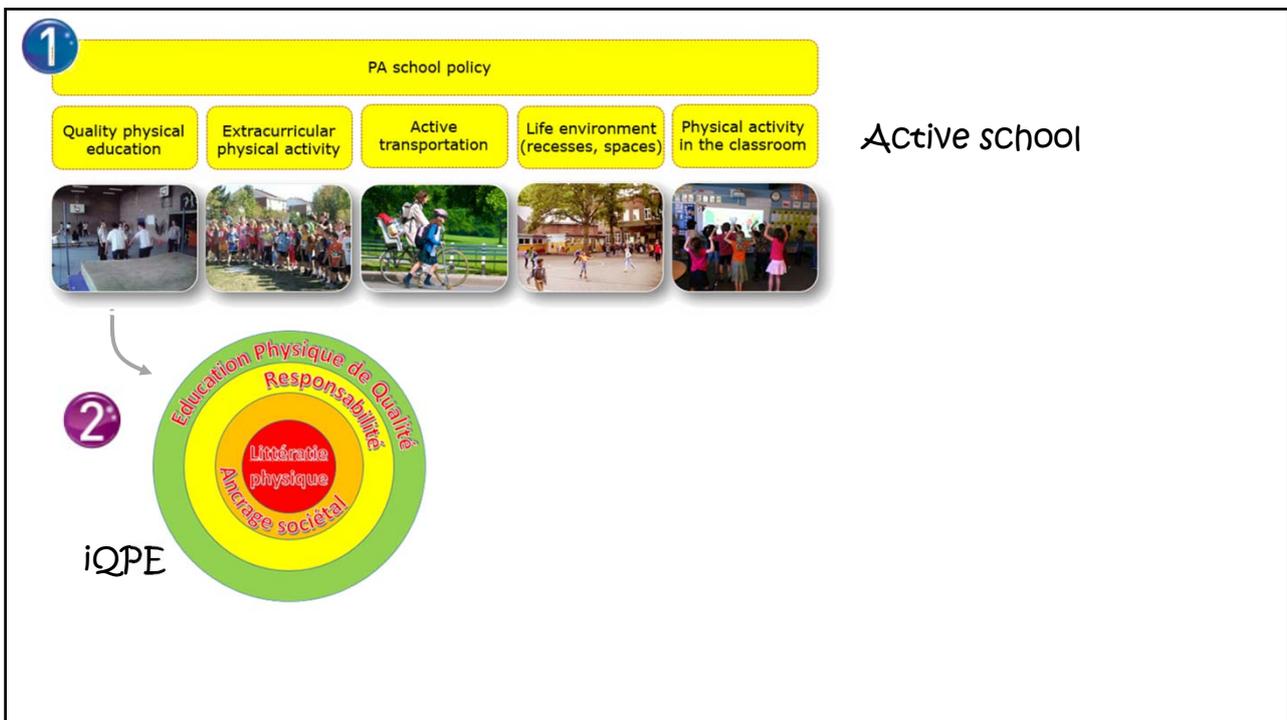
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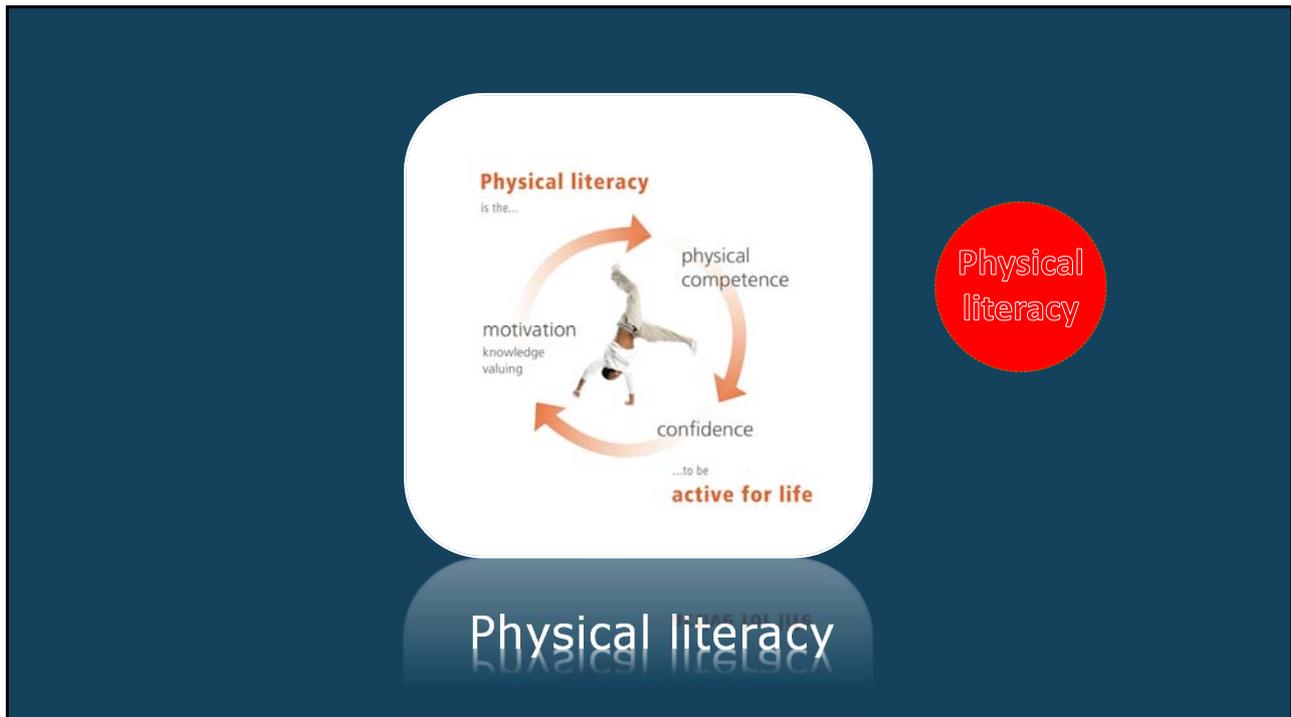
2^d level – Inclusive Quality Physical Education

- The first pillar of an active school



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Physical literacy

- Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life (IPLA, 2017)



Physical literacy

- Development of the motor skills (running, throwing, catching, jumping ...) and the fundamental physical qualities (endurance, strength, speed, flexibility) needed by all children
- Acquisition of the fundamental knowledge and development of positive attitude towards PA

Motor competence
Physical fitness
Knowledge

Self-esteem
Self-confidence

Motivation
Pleasure

Participation



Walk



Run



Skip



Jump



Throw



Balance



Catch



Kick

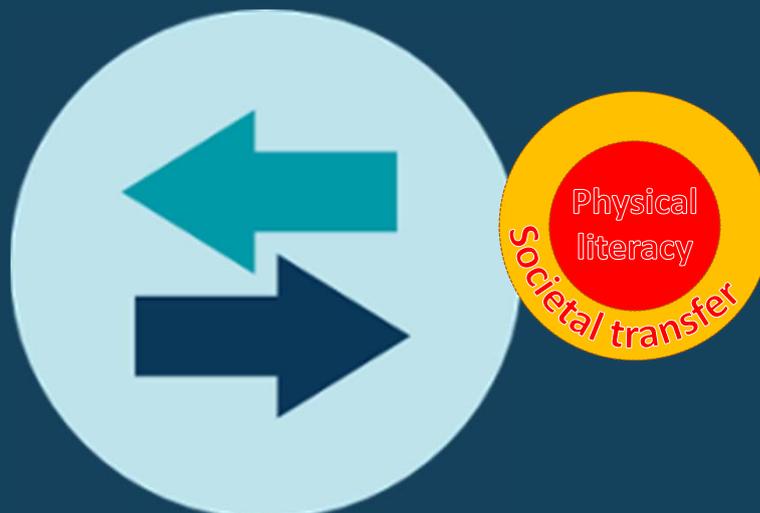


Strike



Stork
Stand

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Societal transfer

Societal transfer

- Approach of teaching PE(H) ensuring that what is learned in the gym lesson can be practically used by students in their everyday life



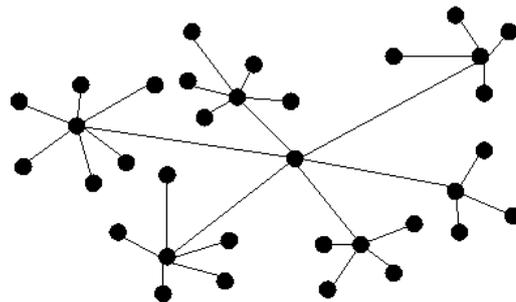
Cloes (2017)

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Societal transfer

- It involves:
 - ▶ Linking learning to students' life contexts
 - ▶ Planning interventions in the short, medium and long term rather than react to opportunities
 - ▶ Promoting students' awareness of the possible concrete applications of what is learnt in PE

Cloes (2017)



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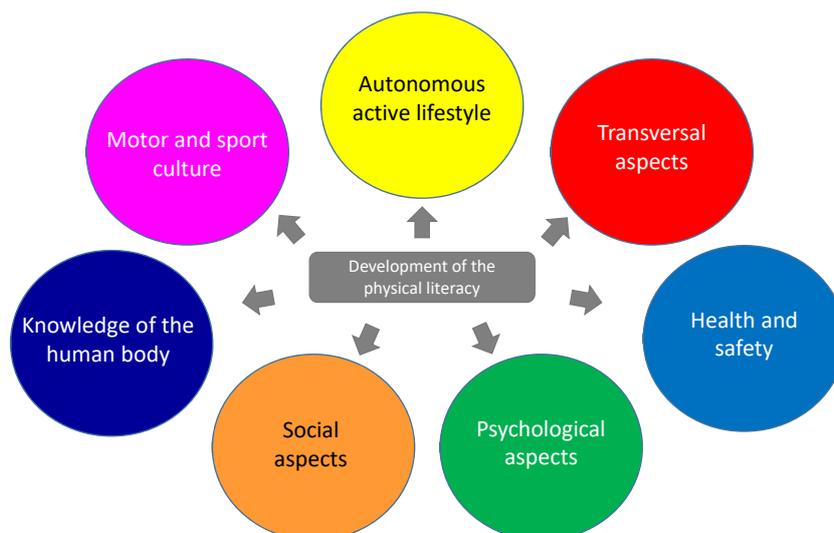
Societal transfer

Cloes (2017)

- 5th level of the 'Teaching Personal and Social Responsibility model' (Hellison, 1995)
"Transfers responsible behaviors to life settings outside the gym, personal responsibilities for actions"
- Link to the concept of authentic instruction/connectedness (Newmann & Wehlage, 1993)
- Link with the 'transposition didactique' (Amade-Escot, 2006)



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Societal transfer: 7 dimensions

Cloes (2020)

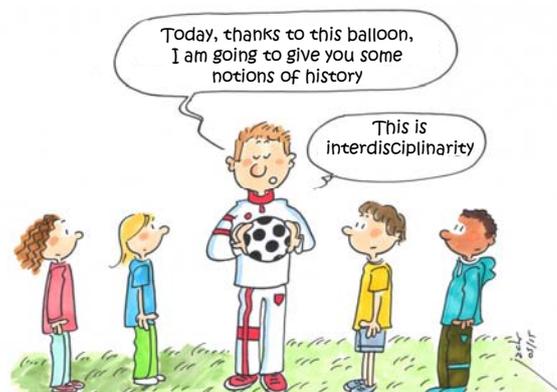
Autonomous active lifestyle

- Elements allowing the student to practice any physical activity and / or sport independently and responsibly (e.g. give a training plan for running)



Transversal aspects

- Elements that do not have a direct link with sports practice but can be used in everyday life (ICT, interdisciplinary activities, budget management, organization of an activity, information on geography or history, etc.).) (e.g. proposing notions of the highway code)



Health and safety

- Elements allowing to acquire a better hygiene of life and to adapt oneself to different levels of danger (e.g.: to learn first aid, questions related to hydration during effort ...)



Psychological aspects

- Elements allowing personal development (e.g. learning refereeing to develop self-confidence ...)



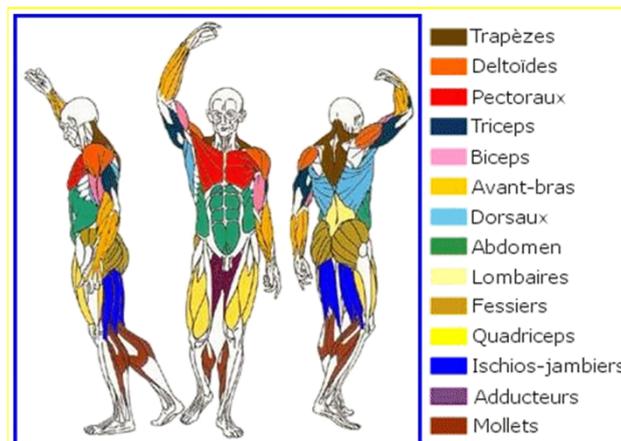
Social aspects

- Elements for improving social life and integration in society (e.g. working blind, collective challenges ...)



Knowledge of the human body

- Elements allowing to understand the functioning of the human body (e.g. to explain to the students the stretched muscles ...)



Motor and sports culture

- Elements enabling the student to understand the field of physical and sporting activities (e.g. talking about famous athletes, the history of sport, its organization ...)



POINTS VERTS



Accountability

- Production of concrete changes by the pupils/students = Impact of the teaching
- Direct link with the objectives
 - ▶ Motor, physical, cognitive, psychological, emotional, and social dimensions
 - ▶ Adoption of a healthy lifestyle

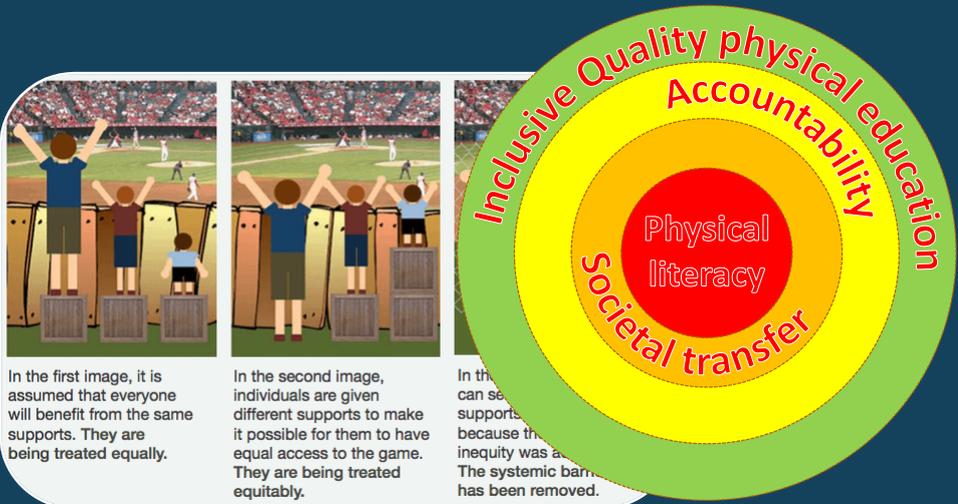
Pate et al. (2011)



Accountability

- Change of the philosophy of the teachers' work → *'Does my teaching bring real changes in pupils/students' life?'*
 - ▶ Implementation of the social transfer goals
 - ▶ Real planning with a strategy
 - ▶ Regular follow up
 - ▶ Use of a panoply of tools (questionnaires, personal diaries, tables of discussion ...)

The PE teacher as a PA&H counselor



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, the systemic barrier has been removed. The systemic barrier has been removed.

Inclusive Quality Physical Education

Inclusive quality physical education (UNESCO)

McLennan & Thompson (2015)

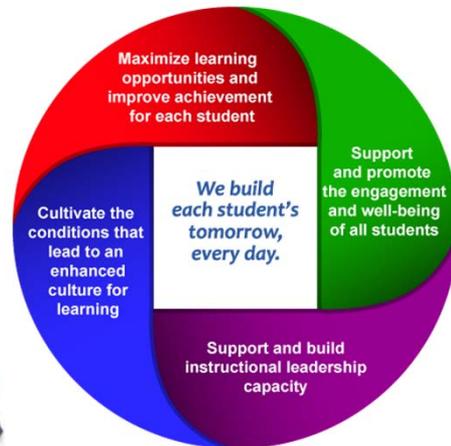
- This teaching philosophy of physical education brings a planned, progressive, and inclusive learning
- It acts as the foundation for a lifelong engagement in physical activity and sport
- It aims the acquisition by the students the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life



Inclusive Quality Physical Education

- For each pupil/student

- ☞ Individualizing
- ☞ Integration
- ☞ Inclusion



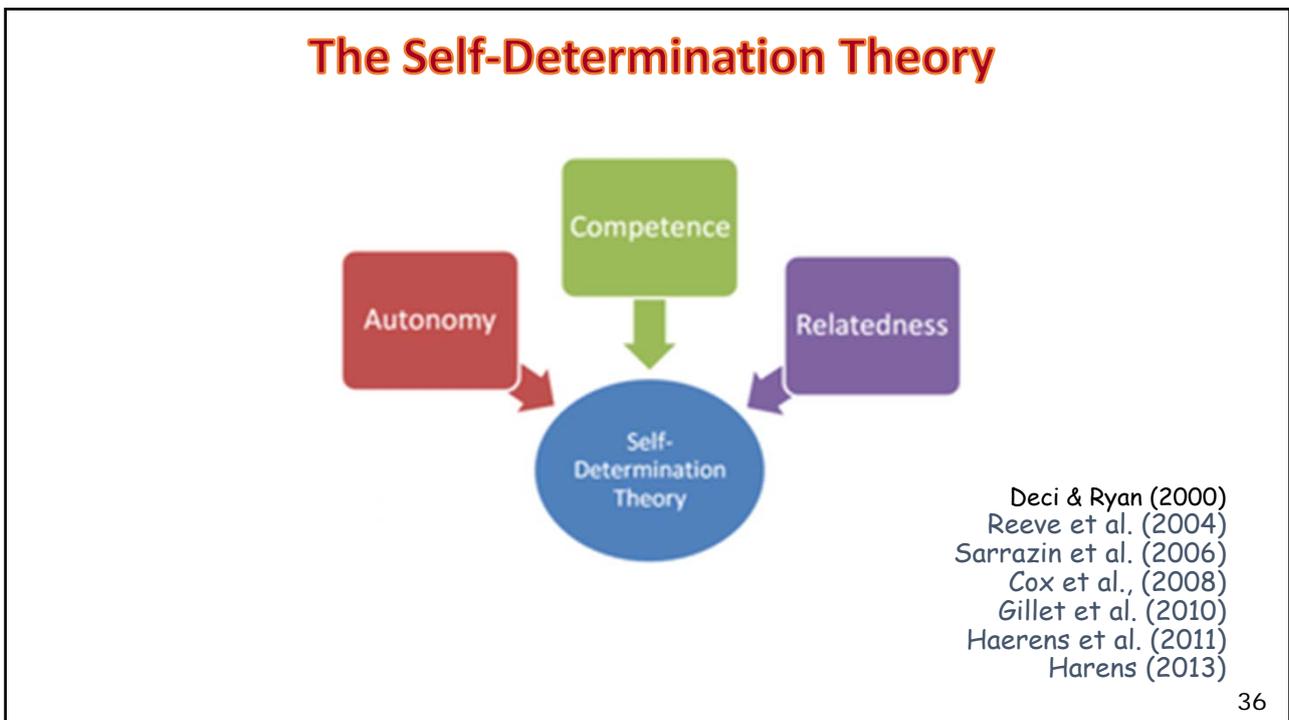
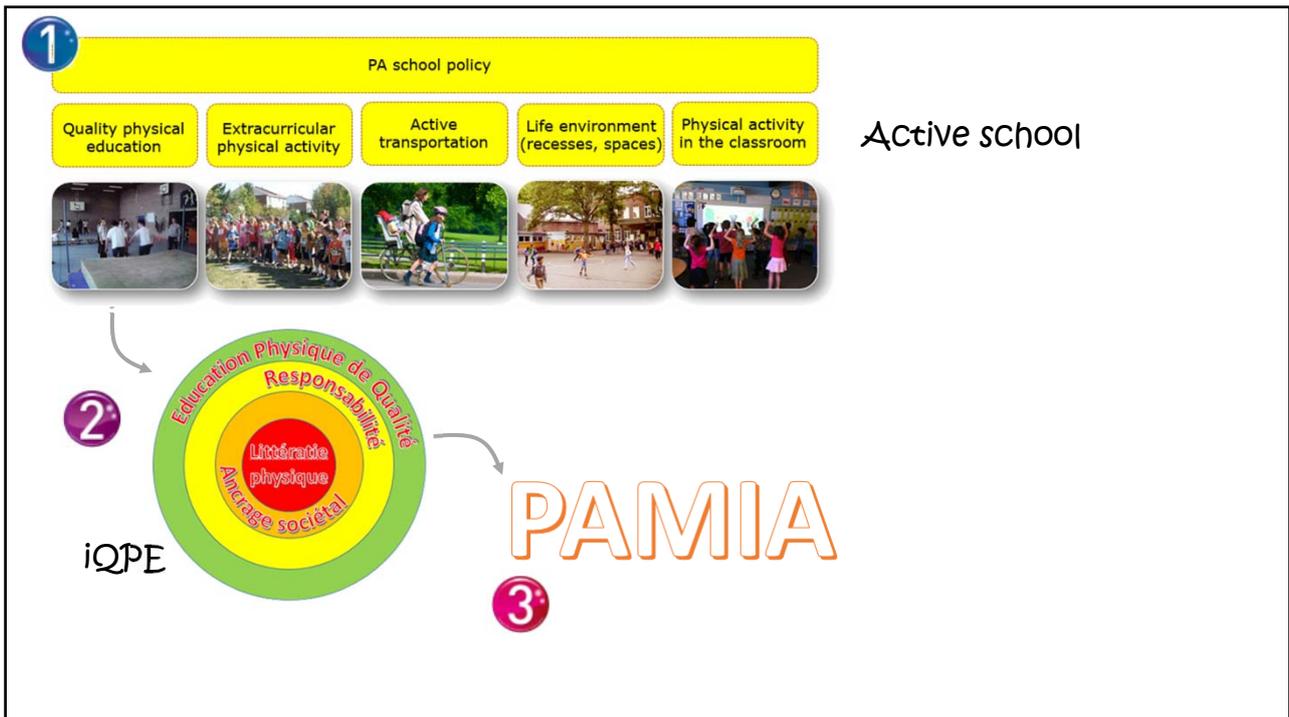
3rd level – The PAMIA Principles

Cloes (2017)

- A way to plan, teach and reflect PE(H)



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PAMIA

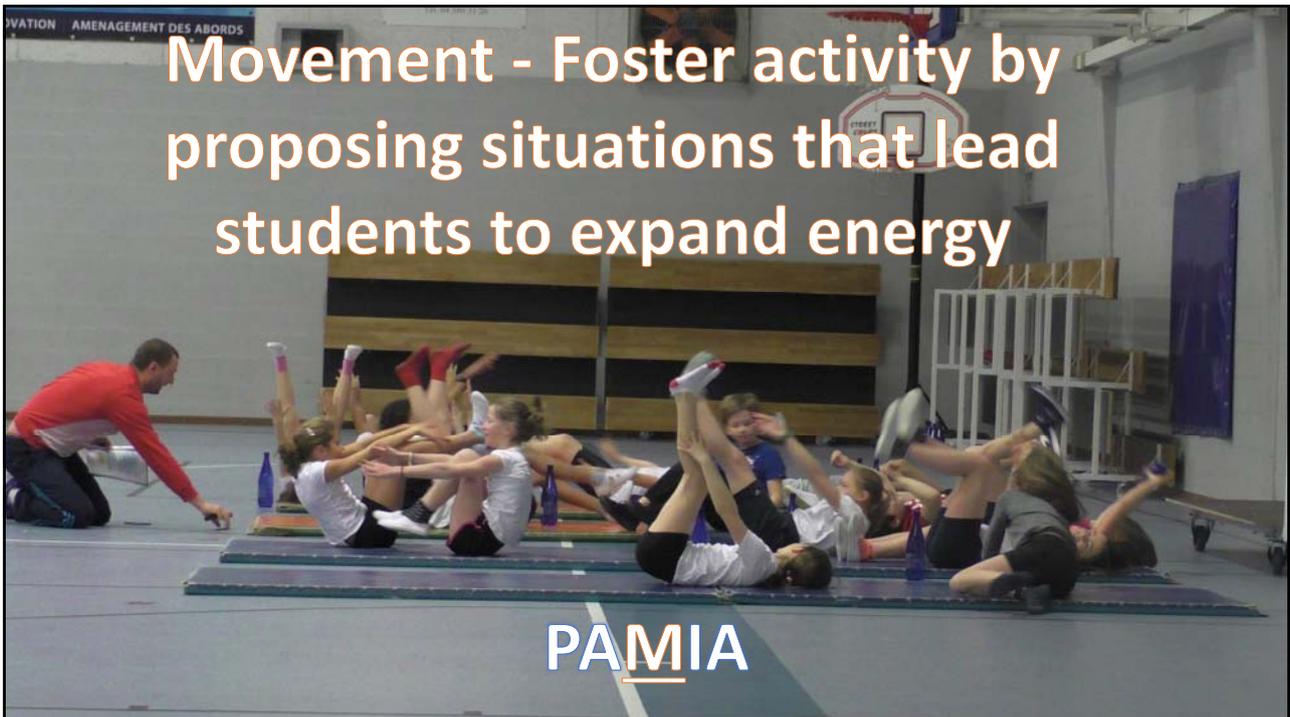
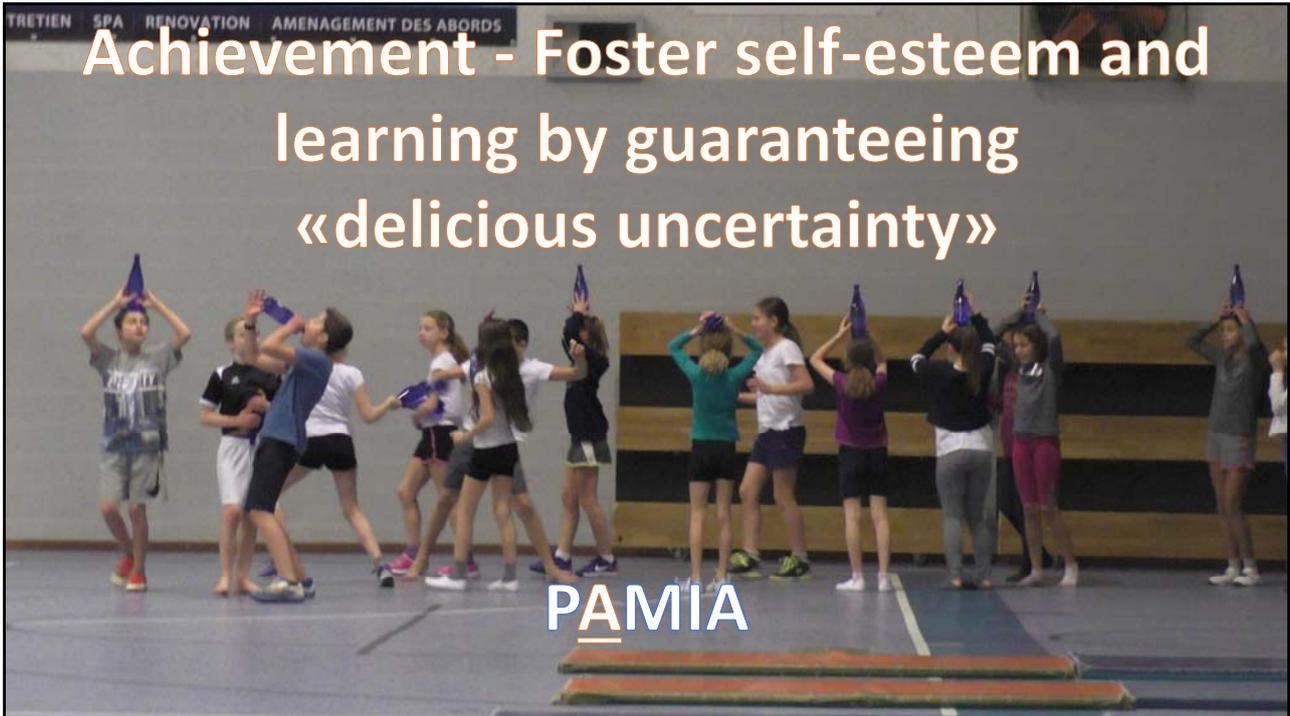
2017, *Retos*, 31, 245-251

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Preparing physically educated citizens in physical education. Expectations and practices **Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas**

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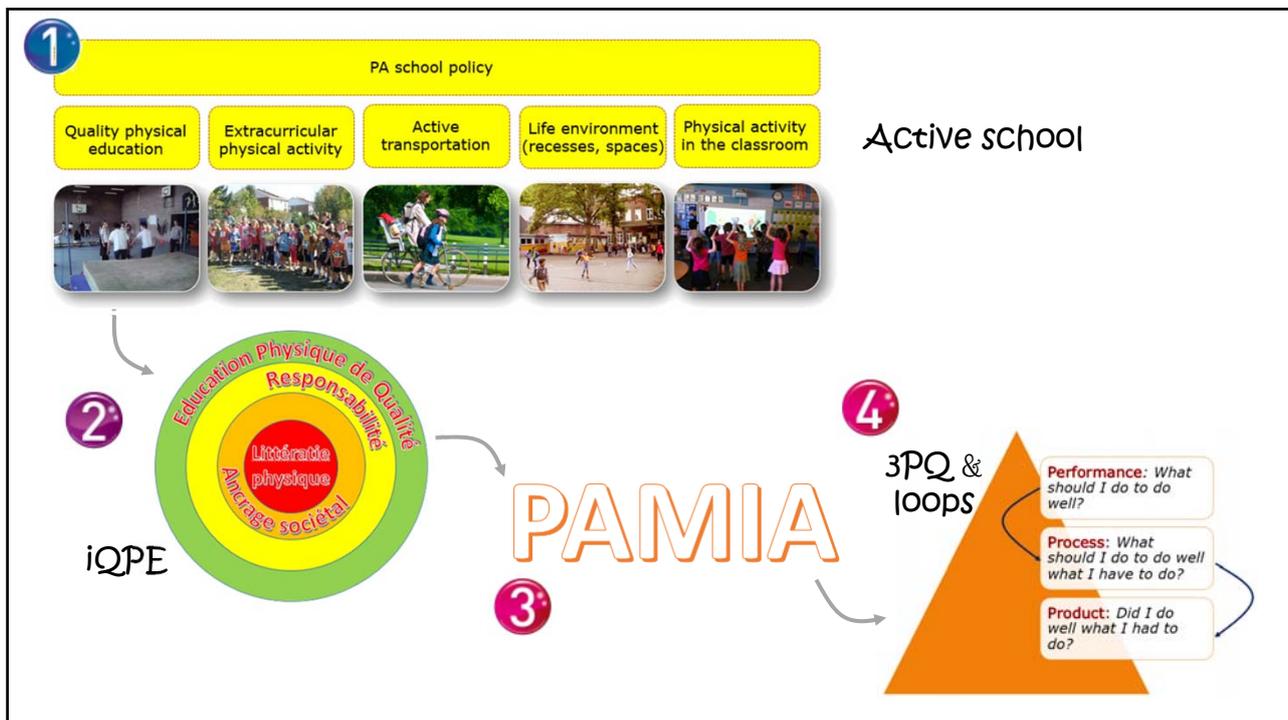


4th level – The 3Ps' questions and the loops

- The very micro concept



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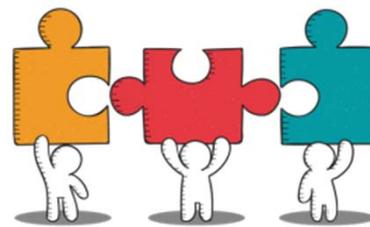


Learning tasks

- A task corresponds to any activity that the teacher proposes to reach the objectives
- But does the learner know 'the name of the game' ?
- If not, how to expect her/his involvement?



Mediating process paradigm
Socio constructivism



*As a PE teacher, do I give my students
a chance to take benefit of each task?*



When a pupil/student has to do a task ...

- He/She should be able to answer to three questions

Performance: *What should I do to do well?*

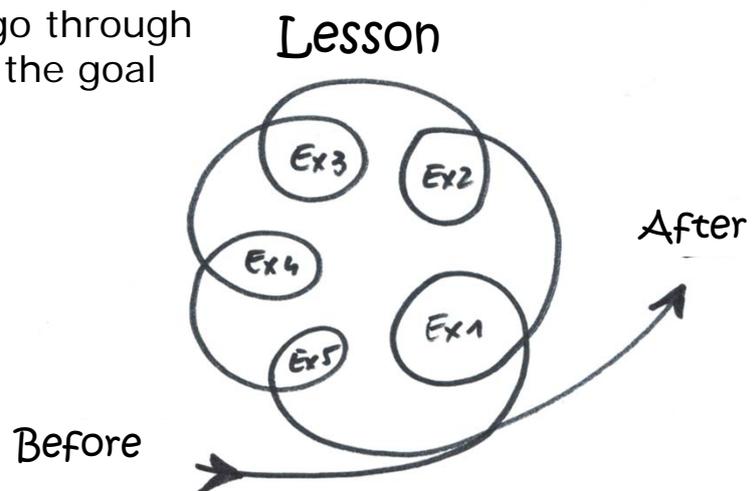
Process: *What should I do to do well what I have to do?*

Product: *Did I do well what I had to do?*

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When a pupil/student follows a lesson ...

- He/She should go through a logical way to the goal



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The 3Ps' questions and the loops

- Why ?

Meaningfulness
Self-esteem
Relevance
Involvement

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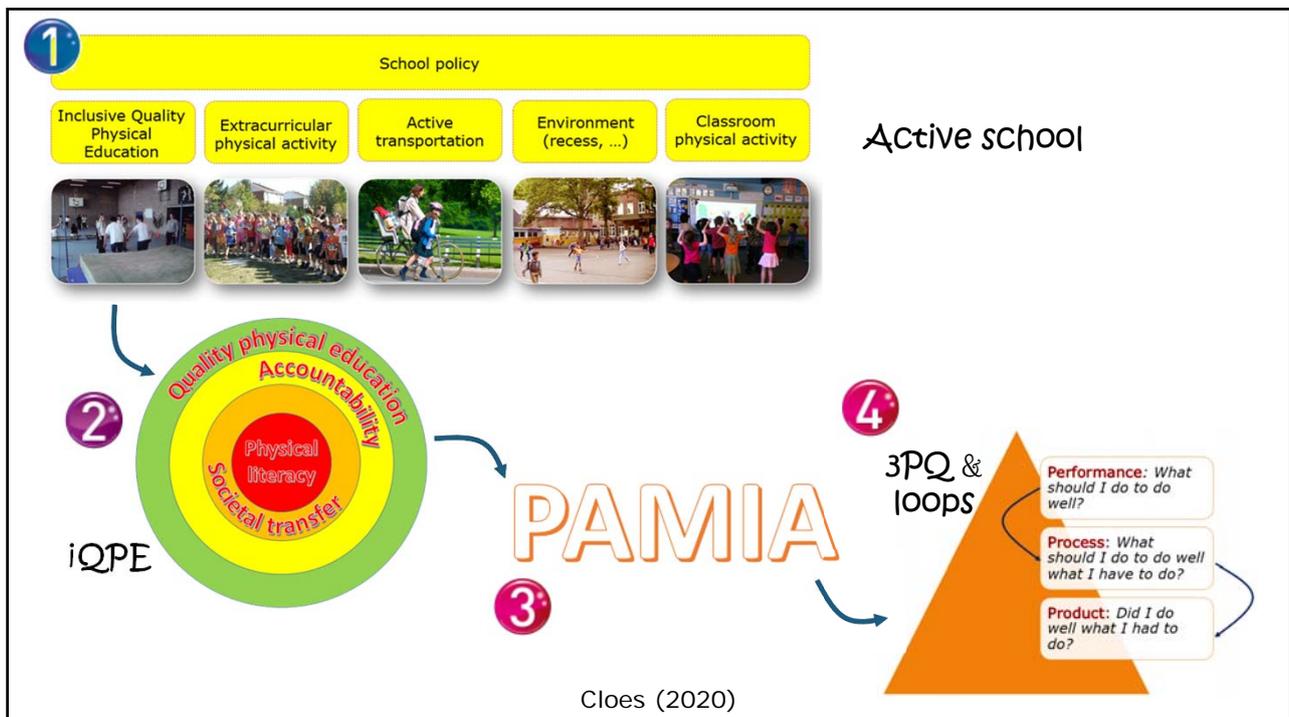


*Take
home message

HOME MESSAGE

Four Levels Model for PE Teachers

4LMfPET



Four key messages for PETE

- Presenting the model to PE students can help them to structure their approach of teaching
- In inservice training, teachers explained that the model allowed them to confirm their field observations
- Stakeholders and parents said that such vision of PE would have changed their own experience
- That is finally not a revolution but the realization that PE teachers can easily become agents of change

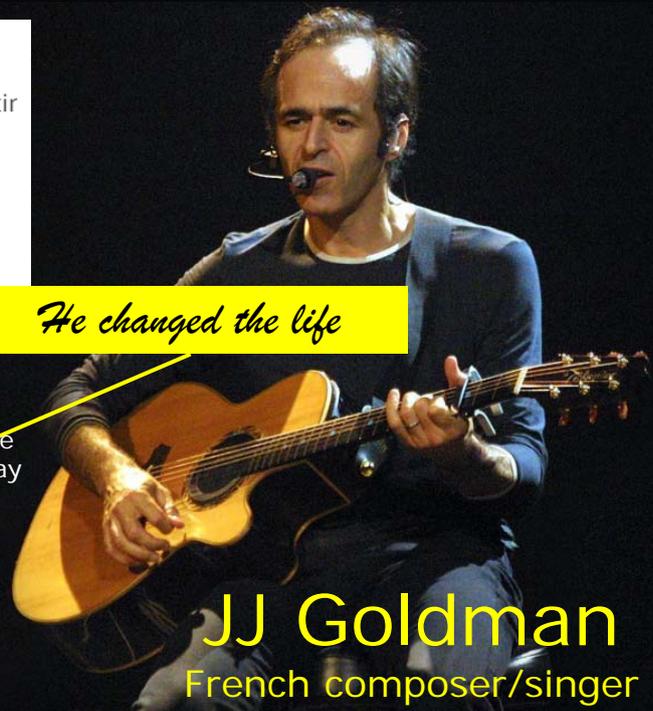
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C'était un professeur, un simple professeur
Qui pensait que savoir était un grand trésor
Que tous les moins que rien n'avaient pour s'en sortir
Que l'école et le droit qu'a chacun de s'instruire

Il y mettait du temps, du talent et du cœur
Ainsi passait sa vie au milieu de nos heures
Et loin des beaux discours, des grandes théories
A sa tâche chaque jour, on pouvait dire de lui
Il changeait la vie

He was a teacher, a simple teacher
Who thought that knowing was a great treasure
That all the second class people had to get away
That school and the right of everyone to learn

He put time, talent and heart into it
So spent his life in the middle of our hours
And far from the rhetoric, the great theories
To his task every day, one could say of him
He changed the life



He changed the life

JJ Goldman
French composer/singer



<http://hdl.handle.net/2268/260095>



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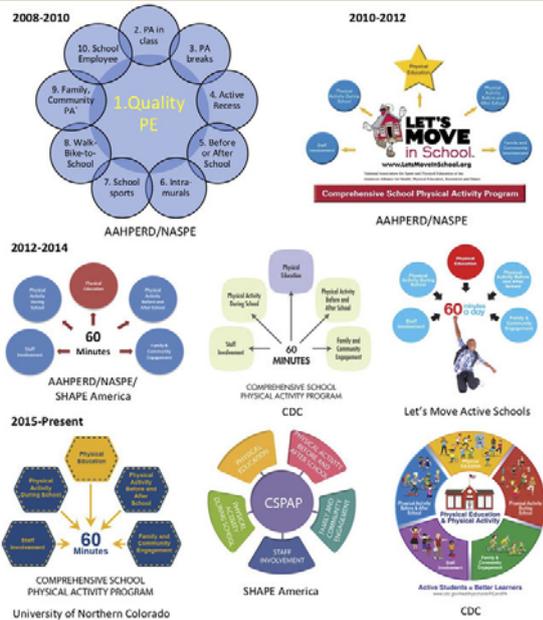
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