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)
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)

• 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
Introduction

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

In this presentation ...

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

Four Levels Model for PE Teachers – 4LMfPET
A four level model for PE teachers: a maelstrom of concepts

Cloes (2020)
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)

Six dimensions of an active school

Snyers et al. (2014)
2nd level – Inclusive Quality Physical Education

• The first pillar of an active school
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
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

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
Societal transfer

• 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)

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)

Today, thanks to this balloon, I am going to give you some notions of history.

This is interdisciplinarity.
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 ...)

Accountability

Physical Literacy

Societal transfer
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
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

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

Cloes (2017)
Active school

Deci & Ryan (2000)
Reeve et al. (2004)
Sarrazin et al. (2006)
Cox et al., (2008)
Gillet et al. (2010)
Haerens et al. (2011)
Harens (2013)
Preparing physically educated citizens in physical education. Expectations and practices
Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas
Marc Cloes
University of Liege (Belgium)

Pleasure - Foster enjoyment by giving meaningfulness and positive climate
Achievement - Foster self-esteem and learning by guaranteeing «delicious uncertainty»

Movement - Foster activity by proposing situations that lead students to expand energy
Interaction - Foster contacts with others and with the environment

Autonomy – Foster learners’ opportunities to make decisions
4th level – The 3Ps’ questions and the loops

- The very micro concept
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?

When a pupil/student follows a lesson ...

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

- **Lesson**

- **Before**

- **After**
The 3Ps’ questions and the loops

- Why?

- Meaningfulness
- Self-esteem
- Relevance
- Involvement

*Take home message*
Four Levels Model for PE Teachers

4LMfPET

Cloes (2020)
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
References


