Creative Physical Education, Sport and Health Teachers: Post Pandemic Opportunities and Challenges

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Physical Education, Sport, and Health in Post-Pandemic Hybrid Work
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Thornton Bank
Eindhoven
Dortmund
Rhénanie-du-Nord-Westpha
Bruges
Anvers
Flemish Region
Cologne
Bruxelles
Belgique
Lille
Liège
Liege, Wallonia
Nord-Pas-de-Calais
Charleroi
Région Wallonne
200,000 → .5M
Rhénanie-Palatinat
Luxembourg
Picardie
Luxembourg


Dpt of Sport & Rehabilitation Sciences
LIÈGE université
+/- 1300 students
(200 in PE)

Content of this presentation

What's the purposes of the presentation?

1) Description of a model designed to help P(H)E teachers to increase their chances to change the lives of their students

2) Reflection about what the Covid-19 pandemic taught us and how PETE could take it into account

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Introduction

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)

Organisation des Nations Unies pour l'éducation, la science et la culture

KAZAN ACTION PLAN

I.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.

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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)

L'école bouge
Uwer & Stettler (2015)

Finnish Schools on the Move
Aira & Kämppi (2017)

Healthy School! BC
DASH (2013)

Comp. school
SHAPE America

WS, WC, WC - CDC
Lewallen et al. (2015)

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

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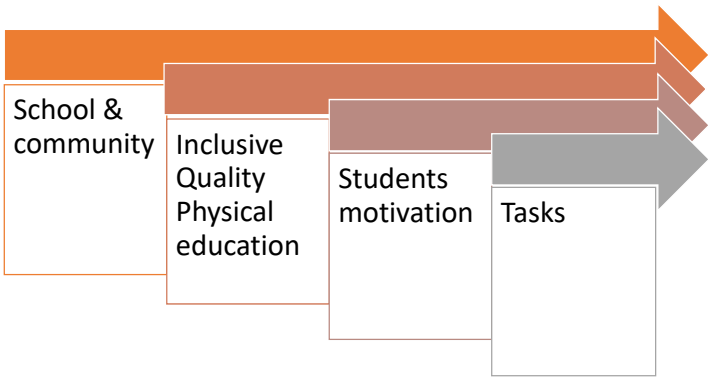
Introduction

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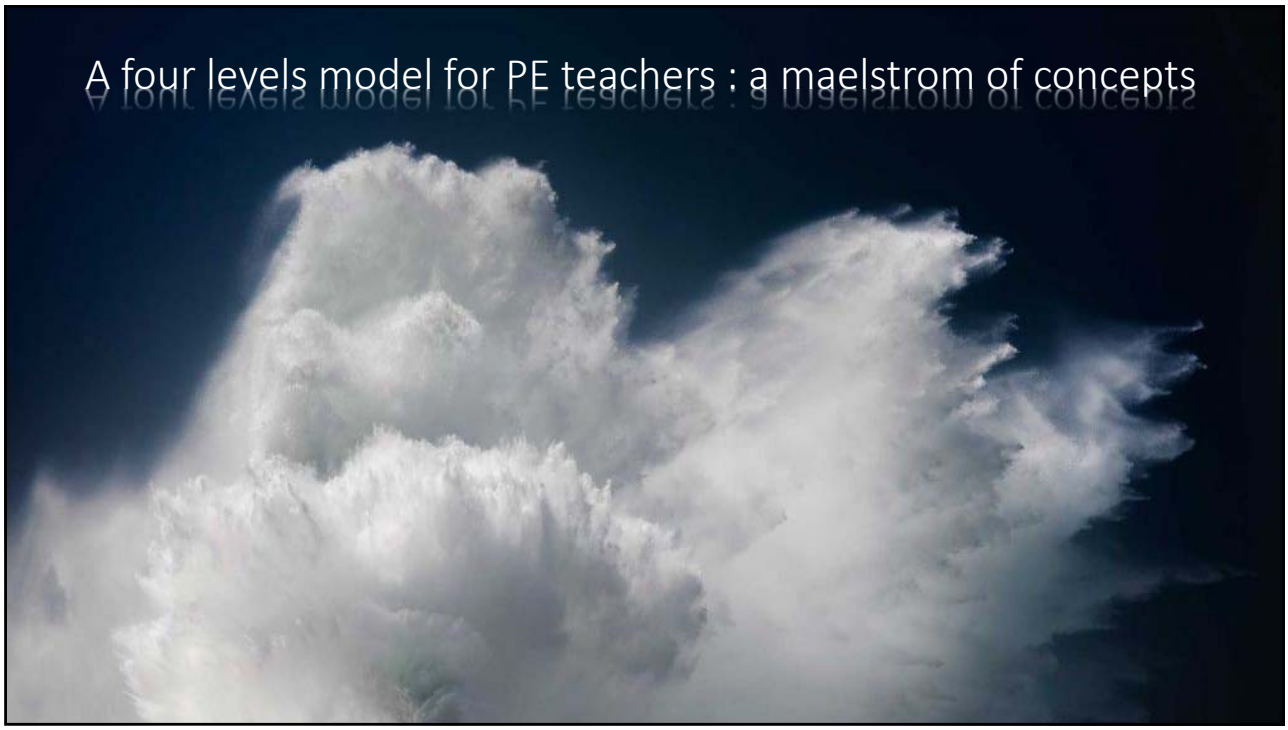
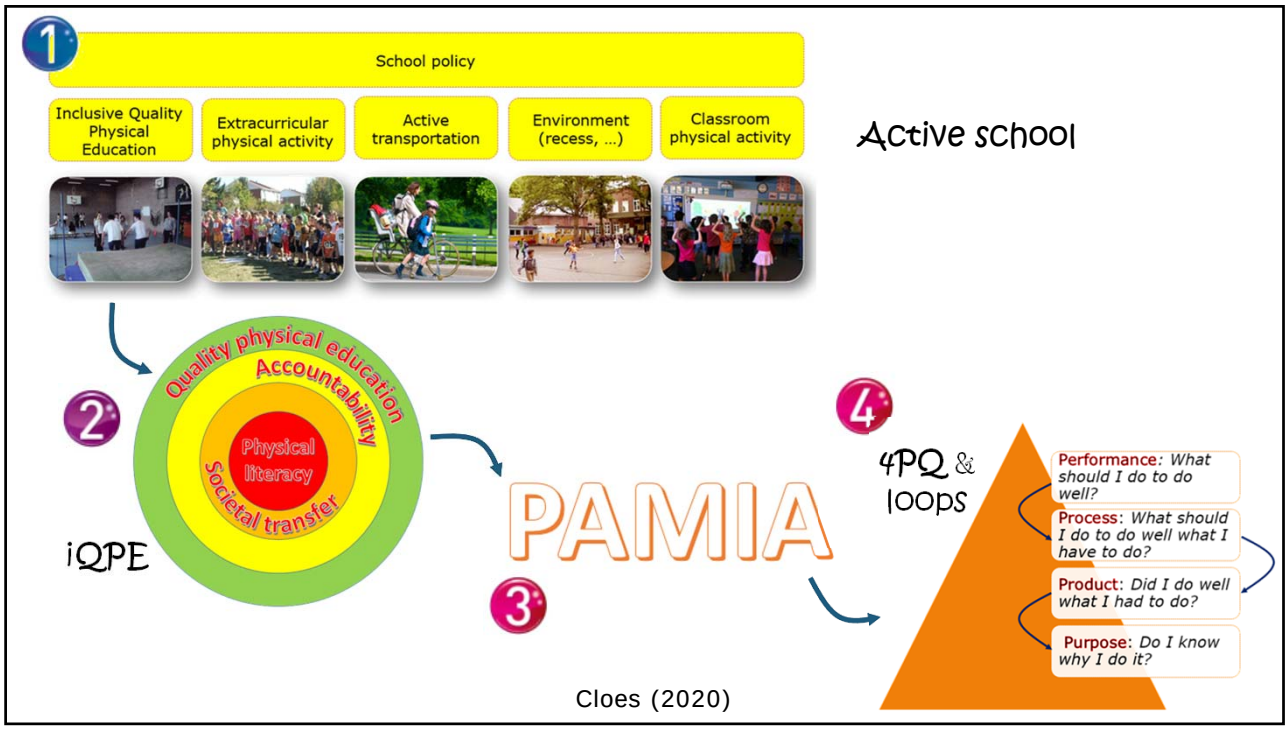

A four levels model for PE teachers : a maelstrom of concepts


1
School policy
Inclusive Quality Physical Education
Extracurricular physical activity
Active transportation
Environment (recess, …)
Classroom physical activity
Active school
2
Quality physical education
Accountability
Physical literacy
Societal transfer
iQPE
PAMIA
3
4
4PQ & loops
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?
Purpose: Do I know why I do it?
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)

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Six dimensions of an active school

Snyers et al. (2014)

PA school policy

Quality physical education	Extracurricular physical activity	Active transportation	Life environment (recesses, spaces)	Physical activity in the classroom





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2d level – Inclusive Quality Physical Education

- The first pillar of an active school

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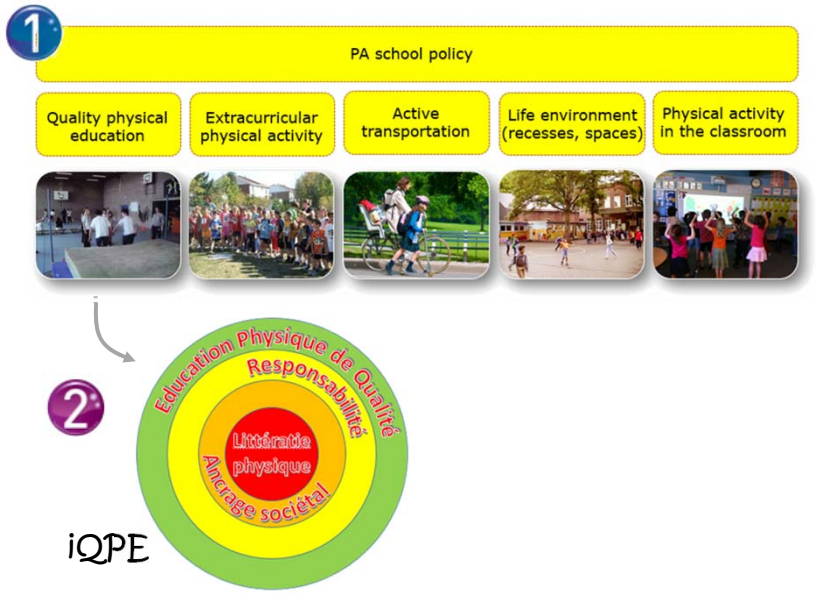
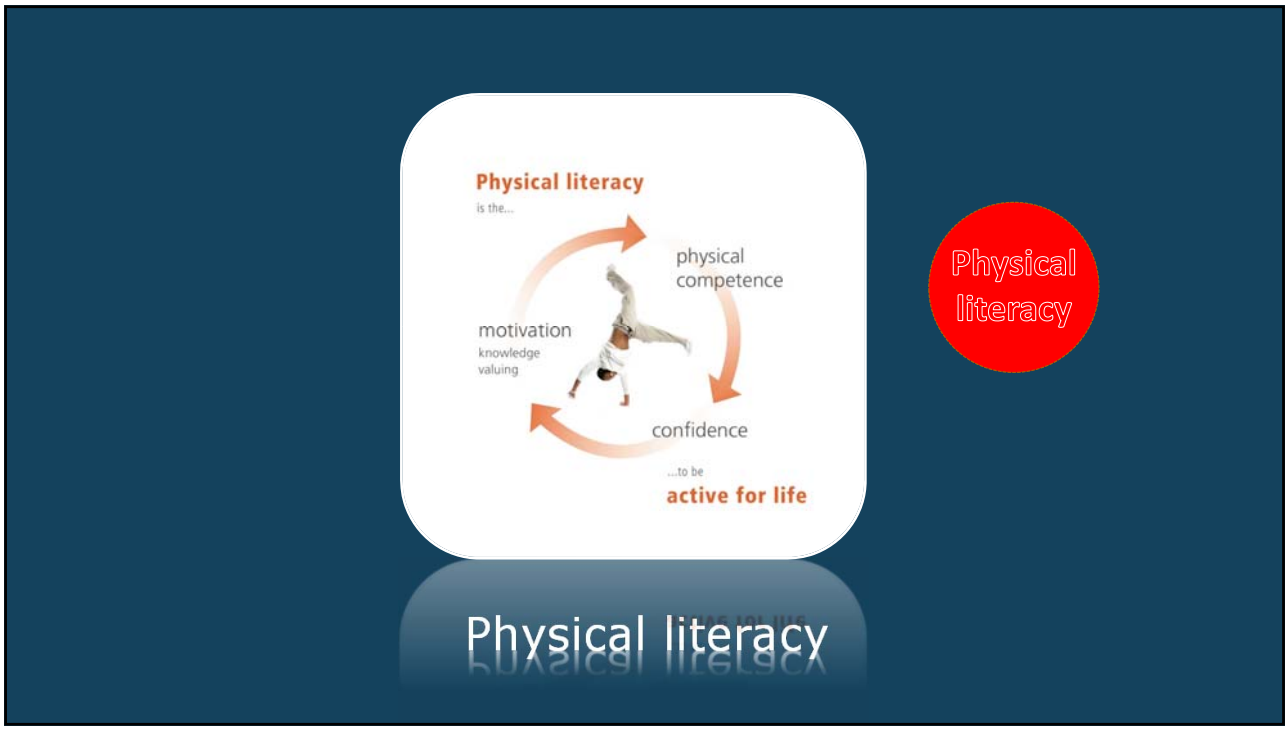


Active school



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)

IPLA
INTERNATIONAL PHYSICAL LITERACY ASSOCIATION

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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

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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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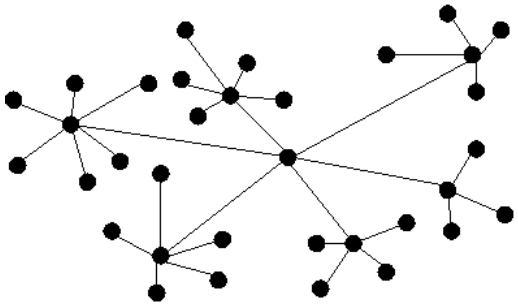
Societal transfer

Cloes (2017)

- 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



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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)
- Concept of « meaningful PE » (Fletcher et al., 2021)

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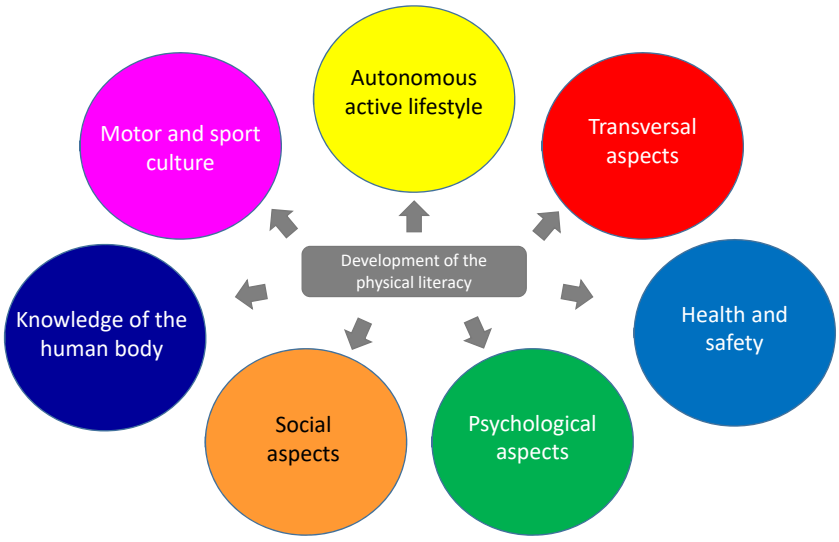


Societal transfer: 7 dimensions

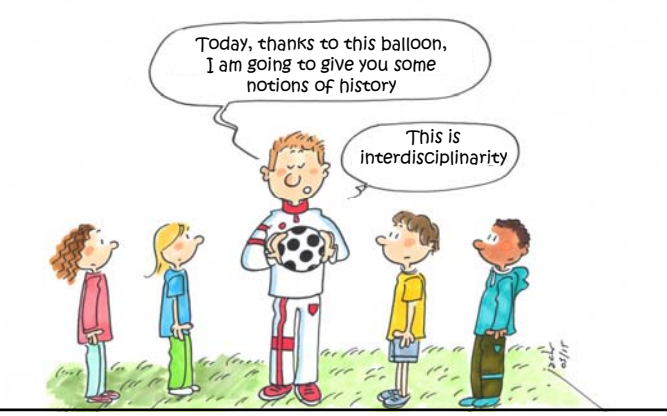
Cloes (2020)
Cloes & Pire (2021)

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 road traffic regulations)



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

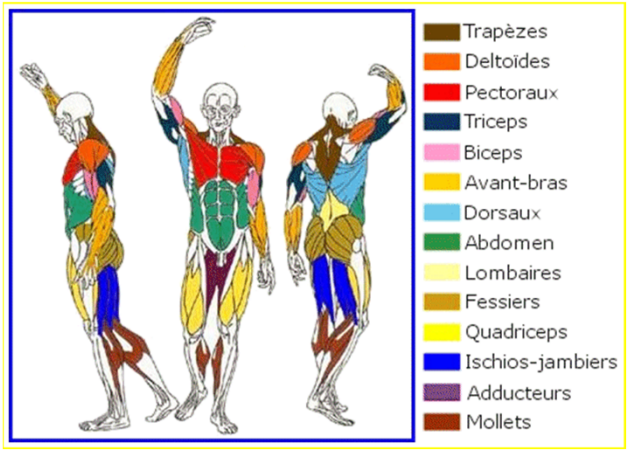
- Elements allowing personal development (e.g. learning refereeing to develop self-confidence …)

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

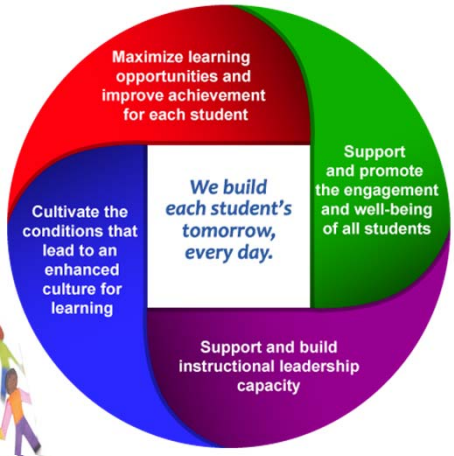
Inclusive quality physical education (UNESCO)

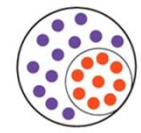
McLennan & Thompson (2015)

- 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

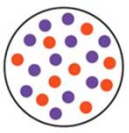
Inclusive Quality Physical Education

- For each pupil/student
  - ☞Individualizing: adapting
  - ☞Integration: feeling of being accepted
  - ☞Inclusion: rightful place





INTÉGRATION



INCLUSION

3rd level – The PAMIA Principles

Cloes (2017)

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

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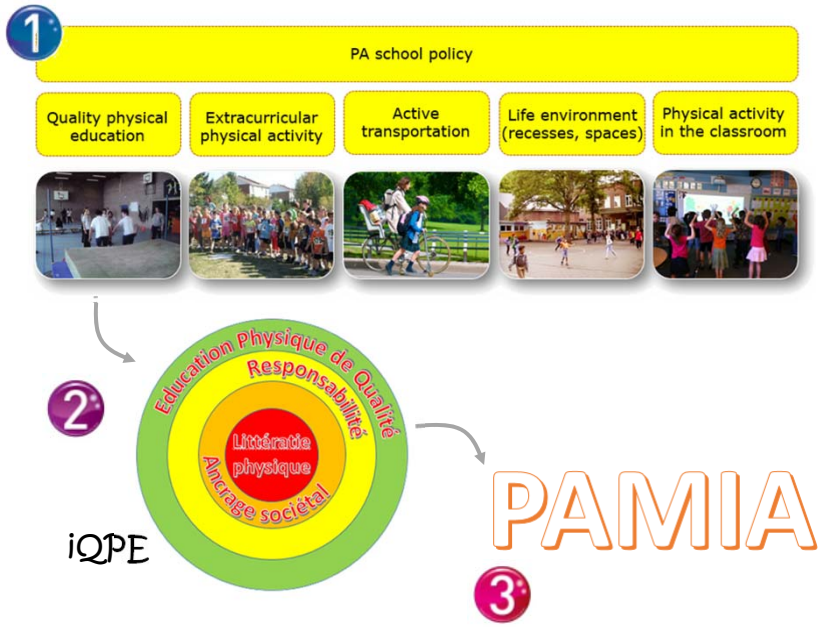

Active school

The Self-Determination Theory

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)

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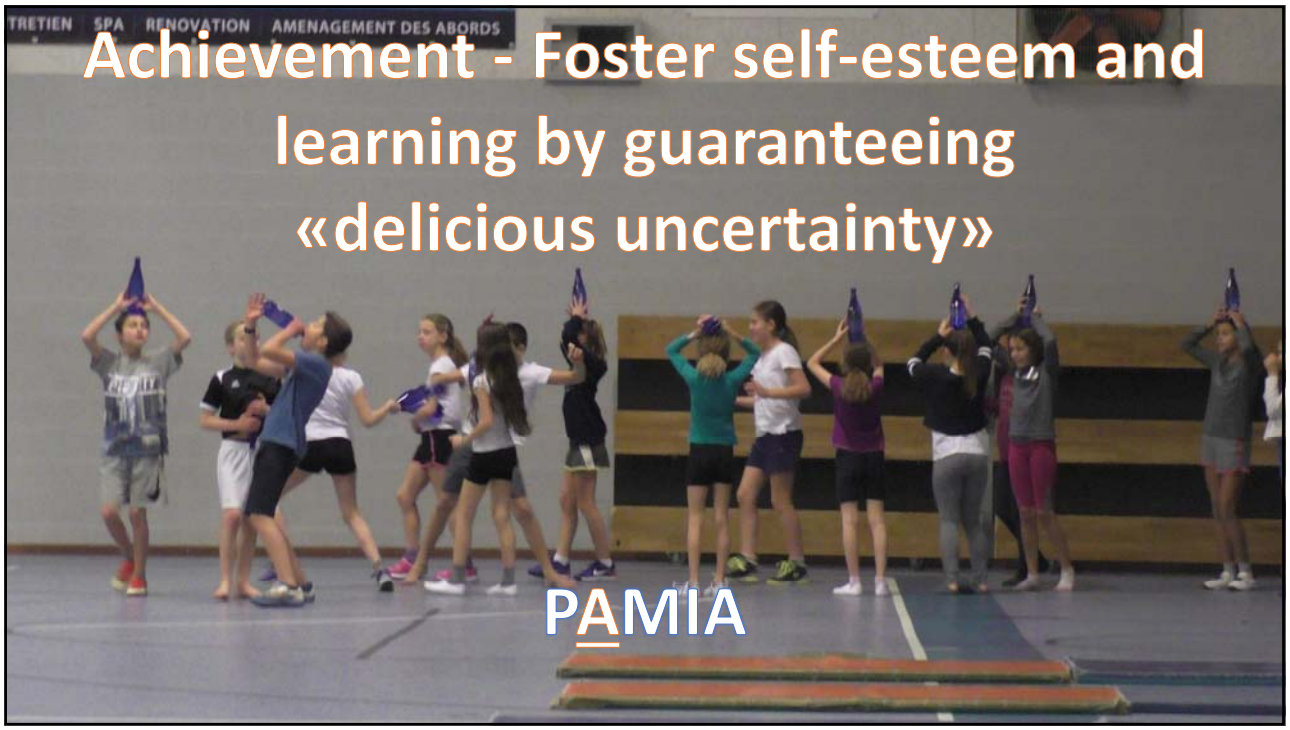
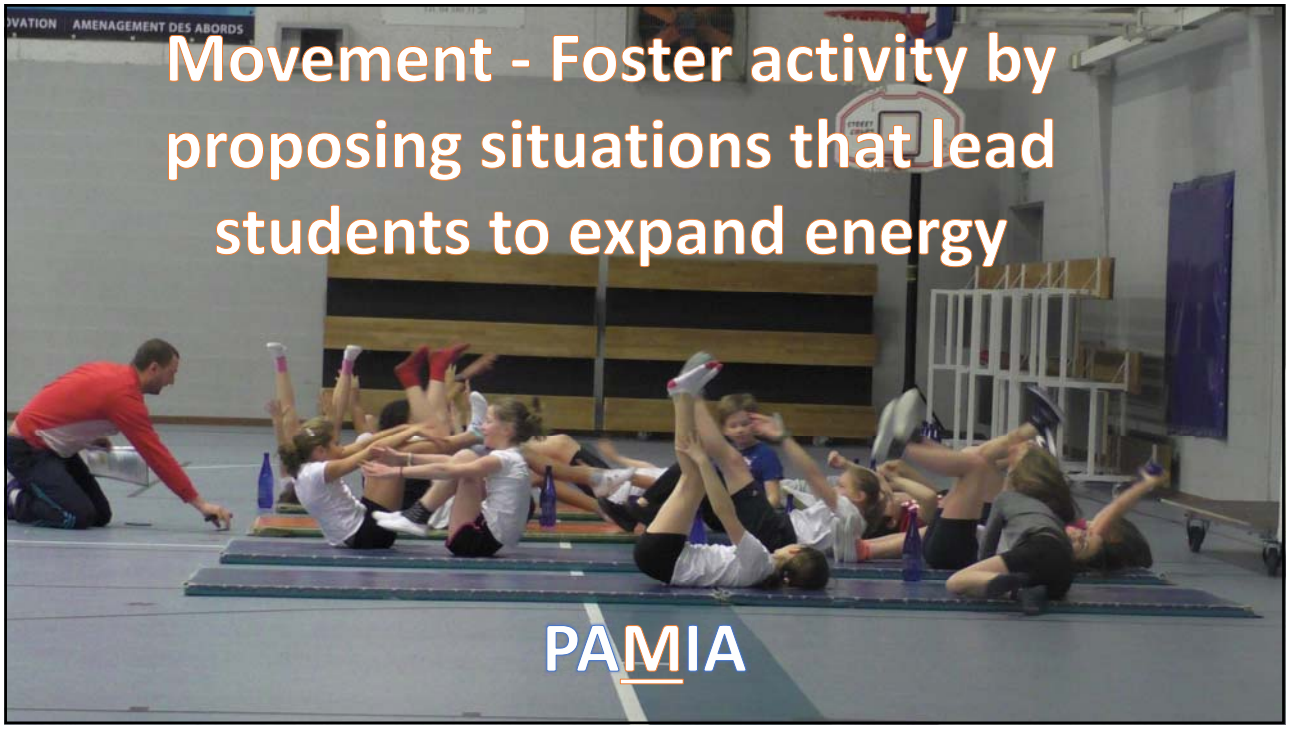
PAMIA

2017, *Retos*, *31*, 245-251
 ISSN: Edición impresa: 1579-1726. Edición Web: 1988-2041 (www.retos.org)

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

Marc Cloes
University of Liege (Belgium)


TRETIEN SPA RENOVATION AMENAGEMENT DES ABORDS
Achievement - Foster self-esteem and learning by guaranteeing «delicious uncertainty»
PAMIA


OVATION AMENAGEMENT DES ABORDS
Movement - Foster activity by proposing situations that lead students to expand energy
PAMIA


Interaction - Foster contacts with others and with the environment
PAMIA


Autonomy – Foster learners' opportunities to make decisions
PAMIA

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

- The very micro and latest concept

4PQ & loops

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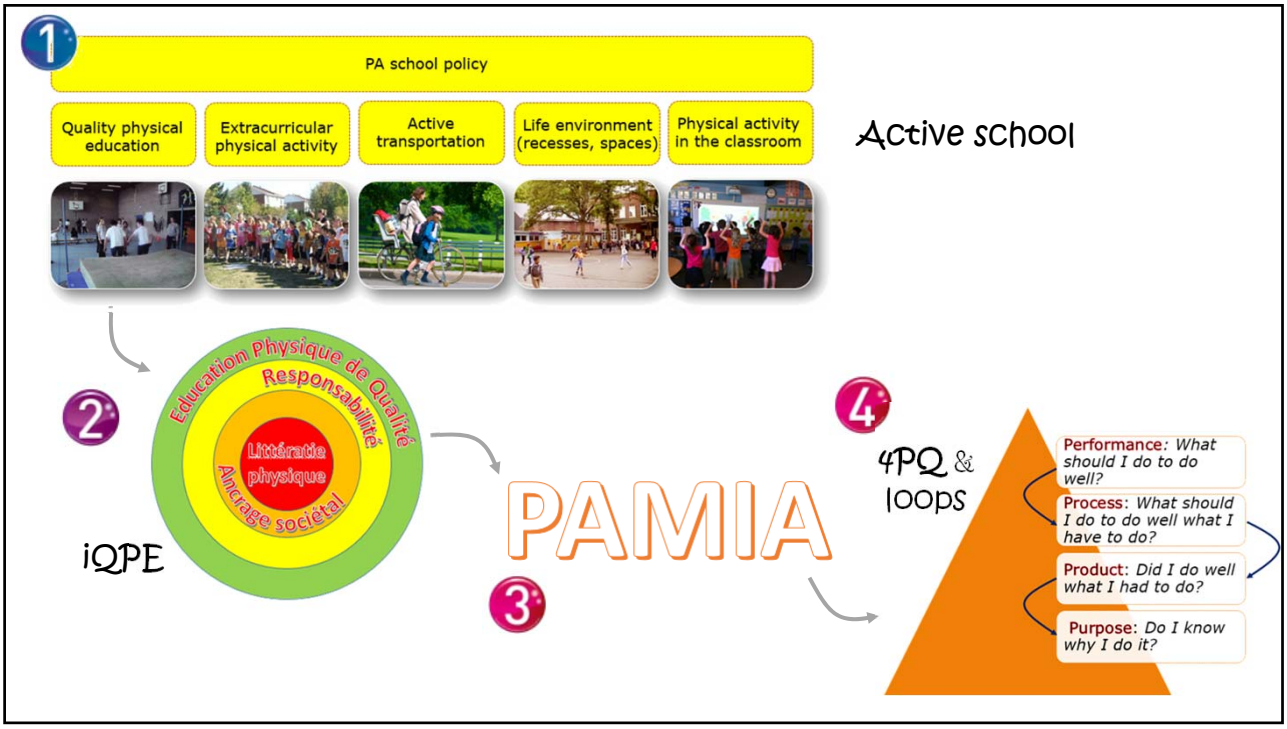
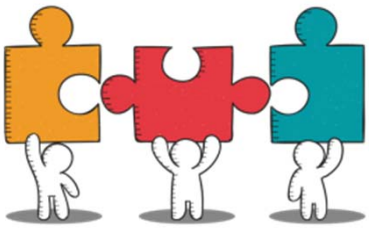


Learning tasks

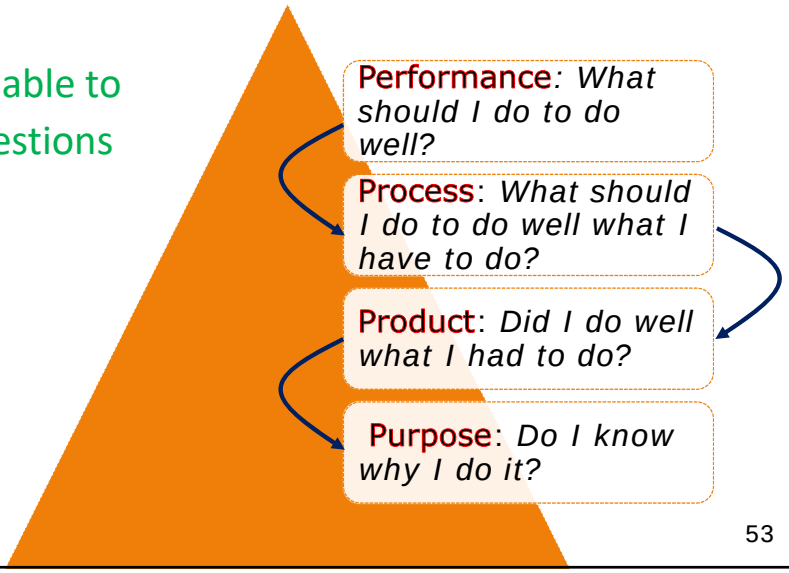
- A task corresponds to any activity that the teacher proposes to reach the objectives
- But does the learners know 'the name of the game' ?
- If not, how to expect their involvement?

Mediating process paradigm
Socio constructivism



When a pupil/student has to do a task …

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



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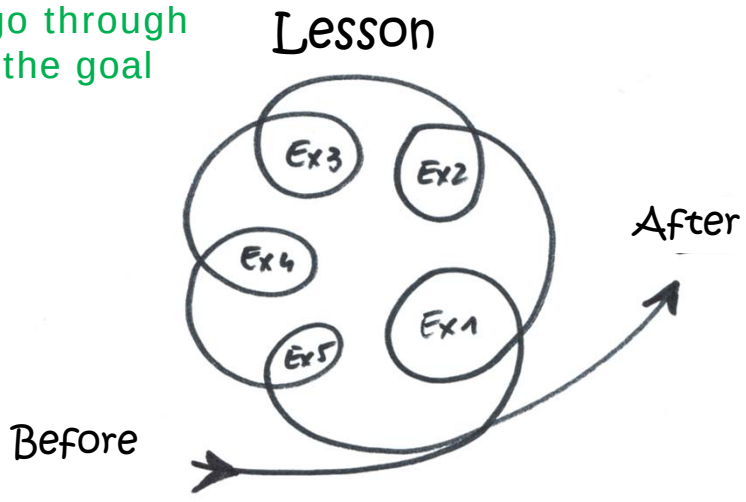
When a pupil/student follows a lesson …

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



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The 4Ps' questions and the loops

- Why ?

Meaningfulness
Self-esteem
Relevance
Involvement

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P(H)E and the pandemic

Impact of the pandemic

- Curricular and extracurricular Physical Education (PE) has been restricted or even cancelled
- Role of the school (PHE)
  - Great diversity around the world according to the official instructions and teachers' initiatives
  - Mainly use of digital tools during lockdown periods
  - Main focus on health and PA promotion, simple tasks, few interaction

Adamakis (2021)

PE and the 'pandemic'

- Support PHE

EUPEA
EUROPEAN PHYSICAL EDUCATION ASSOCIATION

Landstrasse 62 - 8750 Glarus - Switzerland
info@eupea.com - www.eupea.com

EUROPEAN PHYSICAL EDUCATION ASSOCIATION (EUPEA) POSITION STATEMENT ON PHYSICAL EDUCATION IN SCHOOLS, DURING THE COVID-19 PANDEMIC

NO EDUCATION WITHOUT PHYSICAL EDUCATION

https://www.wgi.de/wp-content/uploads/EUPEA-Position-Statement-FINAL.pdf

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Impact of the pandemic

- Main tools of distance teaching
  - Example of a survey in Indonesia

Platform	N	%
Zoom	102	23.6
Google Classroom	75	17.4
WhatsApp	41	9.5
Google Meet	26	6.0
Microsoft Teams	15	3.5
Facebook	8	1.9
Telegram	7	1.6

Nurulfa et al. (2022)

Impact of the pandemic

- Kind of activities proposed to the pupils/students (CHE, SCO, FRA, QUE)
  - Videos of the teachers doing required tasks
  - Sheets describing tasks and identifying criterion
  - Tutorials available on Internet
  - Theoretical resources on health and sports activities
  - School portal
  - Selected websites
  - Students invited to take videos of them doing tasks
  - Challenges between schools
  - Involvement of the parents for family activities
  - Follow-up of the students through a personal PA diary/online training log

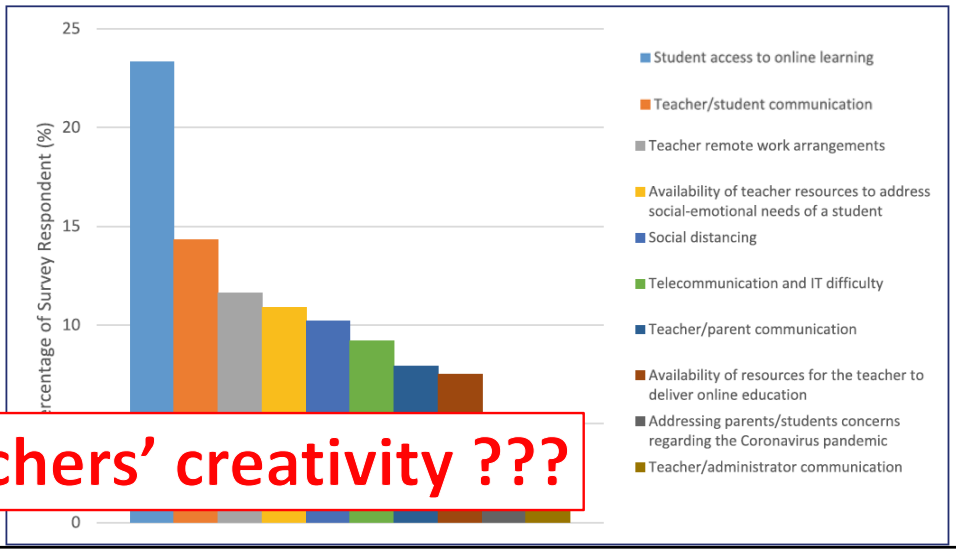
Lenzen et al. (2022)

Also: live lessons, webinars, phone calls, emails, meetings outdoor …

Impact of the pandemic

- Most significant challenges to teaching during the COVID-19 pandemic (school-based individuals - USA)

Pavlovic et al. (2021)



Teachers' creativity ???

Impact of the pandemic

- Feeling of the students
  - Highschool

Perceived social support	Prior to the spring lock-down		During the spring lock-down	
	Canada	Belgium	Canada	Belgium
Strong or very strong support	902 (32.6)	253 (28.9)	549 (19.9)*	171 (19.5)*
No strong support	1,869 (67.4)	623 (71.1)	2,203 (80.1)*	705 (80.5)*

*Significantly different ($p < 0.05$) from "prior to the spring lockdown".

Dubuc et al. (2021)

Impact of the pandemic

- Dramatic decrease of the youth quality of life in Europe
  - Decrease in motor development, particularly in coordination and aerobic endurance capacity
  - Significant psychological impact (stress, anxiety and loneliness)
  - Declines in mental health and wellbeing
  - Stronger negative impact for youth at risk and women/girls

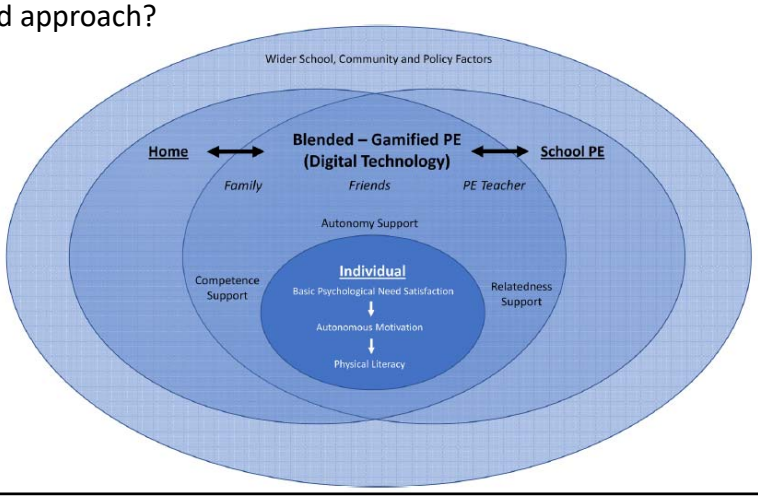
Kornbeck et al. (2022)

- Same situation worldwide

Neville et al. (2022)

Impact of the pandemic – The future

- New approach
  - Integrating the online resources in the 'traditional' PE model: towards a blended-gamified approach?



Blain et al. (2022)

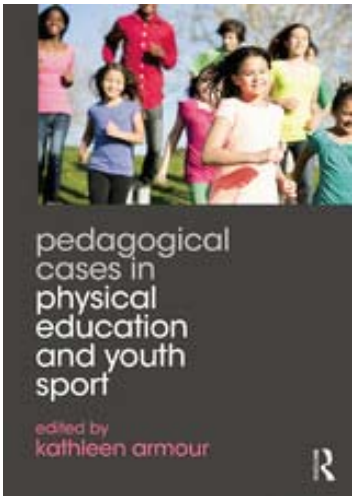
Impact of the pandemic – The future

- Three kinds of challenges and risks
  - A PHE that would not sufficiently contribute to the overall and long-term development of children and adolescents
  - An outsourced PE that would forget the "E" in PE
  - A standardized PE that would fall back through a “one-size-fits-all approach”

Lenzen et al. (2022)

Impact of the pandemic – The future

- New PE teachers’ training approaches
  - Pedagogical cases (Armour, 2014)
  - Scenarios + Experts in Sport Sciences + Experts in Sport Pedagogy
  - Example: see Cloes et al. (2014)
  - Communities of practice
  - Action research



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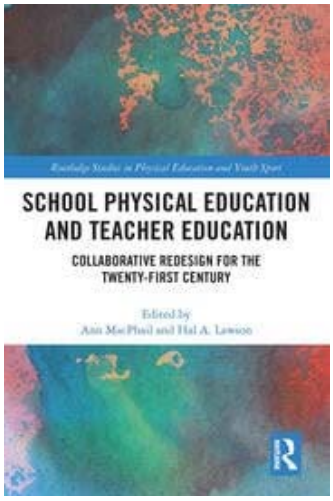
Impact of the pandemic – The future

- New PE teachers' training approaches
  - Collaborative Redesign PHE and PETE (McPhail & Lawson, 2020)
  - Capacity to learn with, and from, each other
  - Example: University-School Partnerships (Harris et al. (2020)



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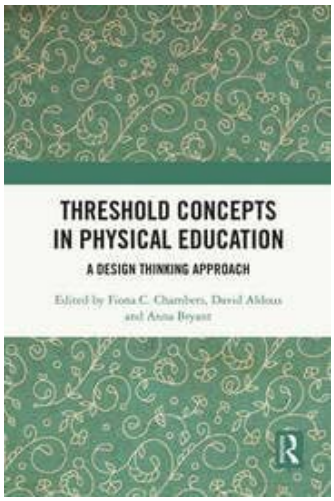
Impact of the pandemic – The future

- New PE teachers' training approaches
  - Design thinking (Chambers et al., 2021)
  - Non-linear, iterative process used to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test
  - Example: threshold concepts in parkour (Coolkens et al., 2021)

Pre- and in-service training



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Impact of the pandemic – The future

- A concrete example

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Impact of the pandemic – The future

- Seminar at the University of Basel (Prof. Pühse and his PE students)
- Imagining solutions according to 3 scenarios
  - Teachers and students are working from home after a complete lockdown has been declared, home schooling is demanded
  - Schools present a pathway to provide in-person instruction safely through consistent use of prevention strategies ➔ outdoor PE lessons with universal and correct use of masks and physical distancing
  - Indoor PE lessons are permitted with the use of masks and physical distancing

Brügger et al. (2021)

Impact of the pandemic – The future

- Seminar at the University of Basel (Prof. Pühse and his PE students)

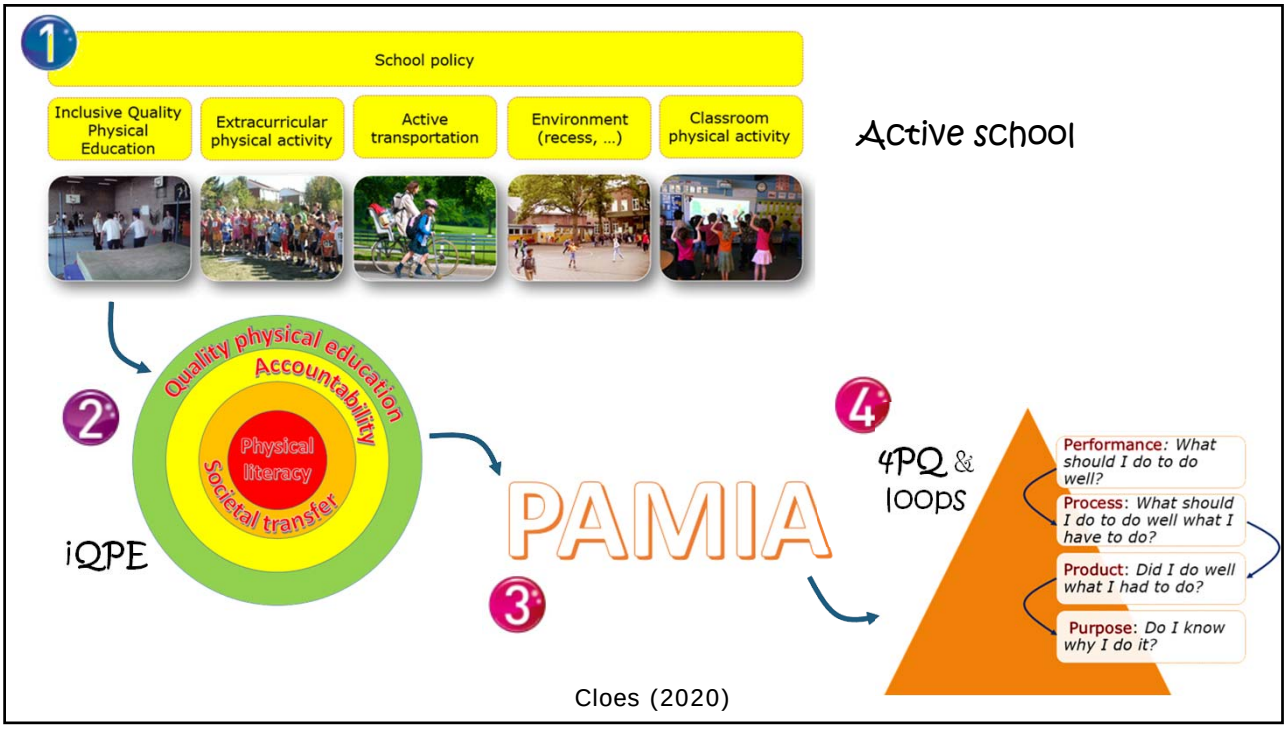
With just a little creativity, many uses can be created and with the right application, students can be motivated accordingly.

Available in the AIESEP members' corner

Brügger et al. (2021)

Four Levels Model for PE Teachers 4LMfPET

Lessons of the Covid-19 pandemic



Cloes (2020)

Five key messages for PETE

Presenting the model to PE students can help them to structure their approach of teaching

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Five key messages for PETE

In in-service training, teachers explained that the model allowed them to confirm their field observations

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Five key messages for PETE

Stakeholders and parents said that such vision of PHE would have changed their own experience

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Five key messages for PETE

That is finally not a revolution but the realization that PE teachers can easily become agents of change

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Five key messages for PETE

5. Covid-19 pandemic underlined that PHE is a key subject and needs more collaborative/reflective teachers

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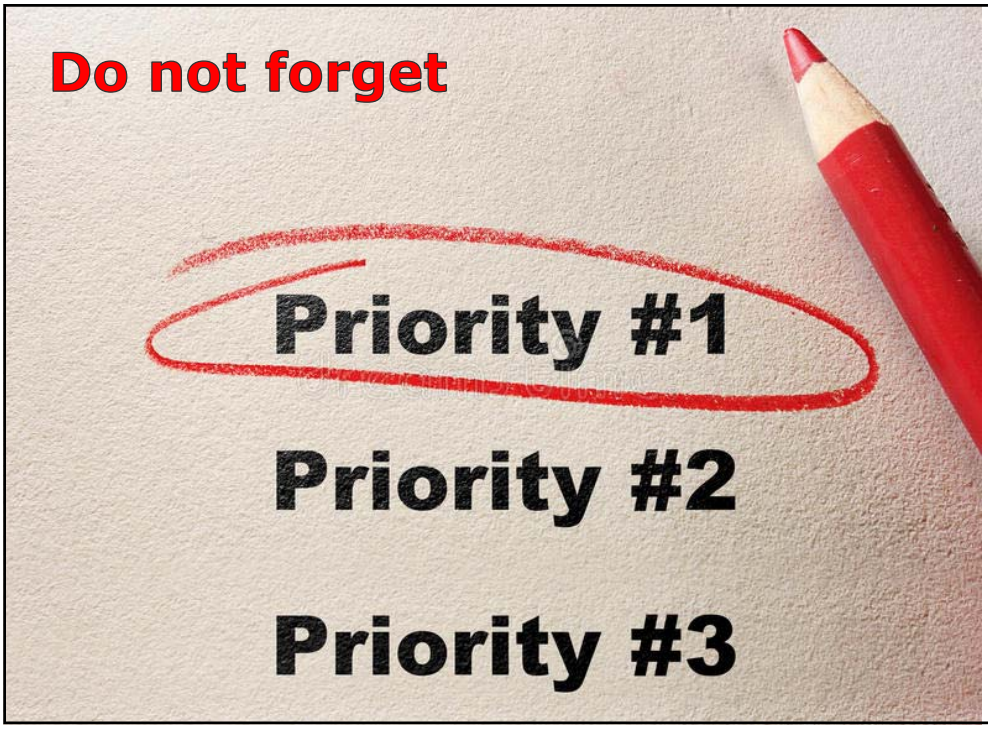

Educating the whole child

Ennis (2011)

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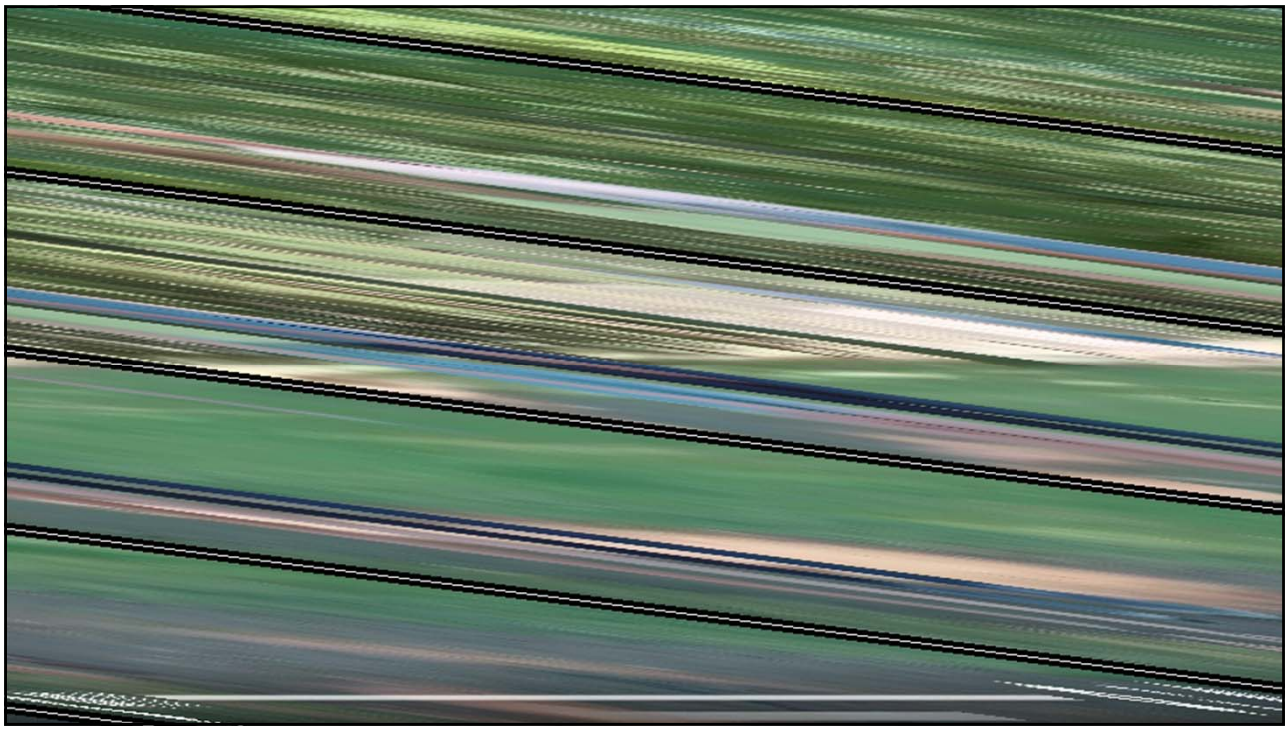


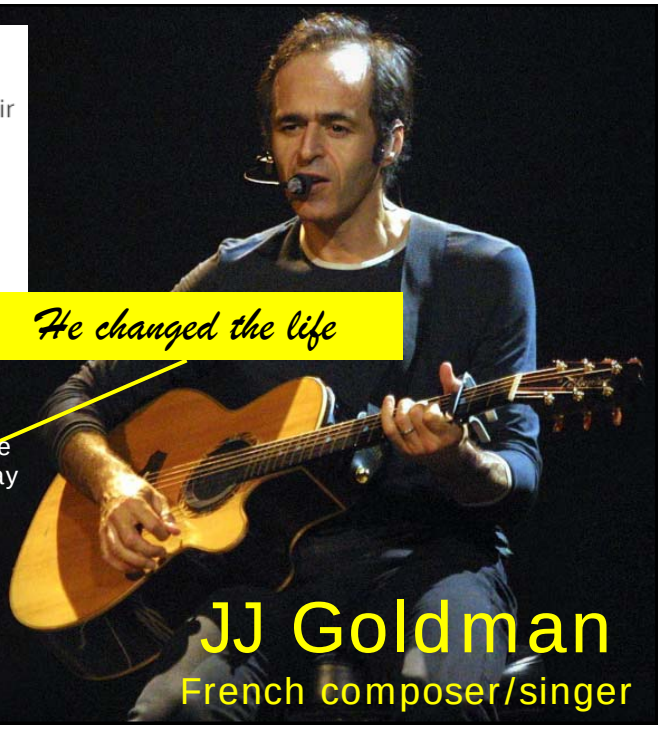
C'était un professeur, un simple professeur
Qui pensait que savoir était un grand trésor
Que tous les moins que rien n'avaient pour s'en sortir
Que l'école et le droit qu'a chacun de s'instruire

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 changed the life

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



JJ Goldman
French composer/singer

https://hdl.handle.net/2268/295650

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