

# PE teachers' profession

## PE teachers' perspectives on issues of professionalization and professionalism

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## Disposition

- Introduction
  - PE teachers' profession
- Research on PE Teachers' professionalization
- Research on PE Teachers' professionalism
- Discussion

## Introduction

- Physical Education can lay the foundations of pupils' physical health and lifelong physical activity participation providing opportunities for:
  - Physical development and movement
  - Integrated development of mind and body
  - Enhancement of self-esteem and self-confidence (personal development)
  - Development of respect for others (social development).
- The definition and the formation of physical education lessons:
  - Historical, philosophical, political, sociological and economical developments in each country.
- Physical Education teachers constitute a cornerstone to ensure quality provision and expected outcomes.
  - Realizing curricular intentions
  - Transforming academic knowledge to authentic pedagogy
  - Taking into account the developments in the sport movement
  - Negotiating with local agents as f.ex. pupils' parents
- To describe the multifaceted role of PE teachers:
  - Utilization of the concept of profession.

## Profession

- Profession
  - from the Late Latin *professio*:
    - preposition pro-=in front of, on behalf of
    - verb "ficio" = make (typical derivative: effective).
  - Typical general characteristics:
    - a calling requiring specialized knowledge with rather long and intensive academic preparation,
- A profession can be connected with two interrelated dimensions:
  - The external dimension - Professionalization - working conditions
    - A sociological project related to authority and status.
    - A manifestation of the historical and social ambitions of an occupational group to achieve status and a position in society.
    - A measure of societal strength.
  - The internal dimension - Professionalism - instruction conditions
    - A pedagogical project concerned with internal quality.
    - Focuses on the question of what qualifications and acquired capacities, what competencies, are required to successfully execute the occupation.
    - The essence of teaching.

# Research on PE teachers

PE  
teachers



Professionalization

Professionalism



Working conditions

Instruction conditions



*Professional development*

*Competencies*

*Teacher attrition and burnout*

*Classroom management*

*Educational reform & teacher autonomy*

Resources

## Professional development

- Professional development:
  - Self-initiated in-service training (lesson studies)
  - School-based teacher collaboration
- Self-initiated lesson studies (a group of 3-5 teachers within a district)
  - Formulating goals for students; Collaboratively plan “research” lessons; Presenting lessons to others; Discussing lessons; Revise lessons
  - Increased ability to observe students; stronger collegial networks; stronger motivation & sense of efficacy
- School-based teacher collaboration
  - Giving up
    - habitual ways of thinking about schooling and
    - conventional interaction patterns between teachers.
  - Enhanced school-based teacher collaboration
    - Modifies authoritarian instructional styles towards more student-centered approaches
    - Facilitates professional development based on teachers actual needs within naturally engaged setting
    - Increases teachers’ authority regarding school matters & governance issues.

## Educational reform and teacher autonomy

- Reform impacts on PE teachers' work
  - A program, a context, a presêge and a process dimension.
  - Acceptors, conceptualizers, resisters
- Curriculum requirement and local school implementation
  - Europe: 87% of curricular requirements implemented in schools
- Defining physical education
  - Primary field of production (educational & sport sciences)
  - Recontextualizing field (educational authorities; sport movement, health agents & structures)
  - Secondary field of reproduction (schools, advisors)
- PE teachers' potential to influence the recontextualizing field:
  - Knowledge of students, resources & practicalities of their work
  - Lack of voice due to a pseudo-participation and a quasi democracy.
- Sport movement:
  - an agent & structure dominating the field of recontextualization
  - Influencing strongly physical education provision

## Teacher attrition and burnout

- Teacher attrition
  - Generally, a bachelor degree is a prerequisite for teaching PE .
  - However, only 81% of the PE teachers in the US, 69% in central and eastern Europe 14% in Asia and 9% in Africa are specialist or qualified.
  - In many countries, the generalist teacher in primary schools is not prepared to teach physical education.
  - In Europe, declined in service training opportunities and continuous professional development.
- Burnout
  - Emotional, physical and mental exhaustion
  - Negatively correlated to job satisfaction in terms of
    - Intrinsic factors: relation to pupils, interesting content
    - Extrinsic factors: salaries, resources.
  - Intrinsic job satisfaction results in low burnout among PE teachers

## Resources

- Physical education seem not to be high on the political and educational agenda.
- Available teaching time
  - Discrepancies between prescribed time and actually delivered time.
  - Reduced time allocated for PE.
  - Significant variation between schools even in the same district.
  - EU (in average)
    - 2000: approximately 120 minutes per week
    - 2007: approximately 110 minutes per week
- Facilities and equipment
  - Quality of facilities: 37% of the schools in Europe have excellent or good quality. 25% of the schools are below average or inadequate
  - Quality of equipment: 42% of the schools in Europe have excellent or good quality. 41% of the schools are below average or inadequate quality

## Competencies

- To resist growing older.
  - PE teachers should know the content not only intellectually but also as performer.
- Three general areas of competencies
  - Intrinsic qualities; Content knowledge mastery; Pedagogical content competency
- Intrinsic qualities:
  - Anger: trait anger (personality); state anger (ecology of the gym)
  - Low state anger despite the intensive gym environment
  - Effective PE teachers handle situations, with authority and order
- Content knowledge mastery:
  - Health-related fitness content knowledge is crucial.
  - PE teachers seem to lack expected health-related fitness knowledge when compared to curriculum intentions
- Pedagogical content competency:
  - Monitoring motor skills: Compared to coaches, PETE students and sometimes ordinary people inadequacies have been observed.
  - Feedback
    - Sports club: detailed and objective feed back
    - School PE: general positive feedback to establish good relationship with pupils.

## Classroom management

- Teaching styles and feedback
  - Reproductive styles (most decision are made by PE teacher)
  - Productive styles (pupils interfere in the decision process)
  - No single style is superior - each style has its own set of liabilities
  - Reproductive styles: effective on promoting motor skill acquisition, low ability pupils perform better, opportunities for more feedback
  - Productive styles: pupils more capable to generate divergent movement patterns & show greater adaptability.
- Learning styles and pupils autonomy
  - Pupils with left brain dominance (the logic hemisphere, the organized one, good in “files”) Pupils with right brain dominance (the gestalt hemisphere, the visionary one, good in “piles”, not “files”). PE teachers make use of the unique opportunity to developed both dominances.
- Conflicts and misbehaviors
  - Both PE teachers and pupils should be engaged in problem solving strategies towards common “working agreements”
  - The phase conducive to conflict: sequences indicating conflict.
  - The phase of open conflict: crescendo of threatened punishments and cries of injustice
  - The phase of exploitation of the conflict: following up the conflict.

Thank you for listening!

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