

PE AREA INTERIM REPORT

A. 6-step Model Progress

The 6-step model has been progressed in full coherence with the Tuning methodology through the use of several procedural methods (research instruments) in data collection and collation. Data sets have variously included samples of PETE providers, employees and employers. The most accepted or favoured items have been listed for steps 1-5.

1. Step 1 Identification of professional area

- Physical education teacher

2. Step 2 Standard occupation with 3 major functions (in ranked order)

- Teaching physical education with emphasis on delivery of a broad and balanced curriculum fostering knowledge, skill and understanding
- Teaching physical education including health and lifestyle
- Teaching physical education including extra-curricular sport

3. Step 3 Activities with list of 4/5 occupational activities (in ranked order)

- Establishment of positive learning situations
- Understanding of physical activity as a process
- Fostering health and lifestyle perspectives*
- Planning, organising and teaching curricular/extra-curricular activities
- Conception, implementation and assessment of PE and sport education processes/Provision of advisory guidance and instruction

* Ranked less favourably by employees

For other activities, there is congruence between employers and employees concerning safety awareness and divergence between these two sample sets on the education process. Notably the least favoured activity is promotion of cultural dimension, especially so by employers.

4. Step 4 Competencies

a) Generic

- Capacity to adapt to new situations
- Capacity for applying knowledge to practice
- Teamwork
- Capacity for organisational and planning
- Capacity for generation of new ideas

For other generic competences divergence is evident between employers and employees in capacity of analysis/synthesis, ethical commitment and ability to work with experts from other fields.

b) Specific

- PE subject knowledge, skills and understanding
- Knowledge of students and their characteristics
- Pedagogical content knowledge
- Professional engagement
- Collaborative work and planning

Greatest congruence between the three sample sets is related to knowledge of students, subject matter and pedagogy. For other specific competences: there is congruence of the three sets on reflective practice; employers rank curriculum knowledge and ethical commitment more highly than employees; congruence is evident on inclusion and class heterogeneity and teaching a range of activities; curriculum implementation is more favoured by employers than by employees; generally there is congruence on least favoured competences though notably employees rank knowledge of education systems far less favourably than employers and PETE providers.

5. Step 5 Learning outcomes of programmes of study

a) Practical field of study

- Knowledge of (motor) skills in range of activities and analysis
- Understand nature of activity and performance factors
- Ability to teach activities' skills (didactic competence)

b) Pedagogy/Didactics

- Knowledge of curriculum implementation
- Knowledge of education and effective teaching theories
- Communication and learning processes

c) Natural/Biological Sciences

- Knowledge of structure, function and control of physical systems
- Understanding and application of biomechanical principles
- Knowledge of human anatomy

d) Social Sciences

- Psychological/sociological knowledge of human movement
- Knowledge of PE/Sport in society, historical and sociological developments
- Understand concept of culture and application to PE and sport

e) Research Studies

- Ability to generate quantitative/qualitative data
- Preparation and conduct of PE project
- Present written report

f) Teaching Practica

- Content, pedagogical and contextual knowledge
- Application of teaching skills
- Preparation of schemes and lesson plans

g) Other (not ranked)

- Development of personal philosophy
- Use of new activities
- Use of multi-media technology

6. Step 6 curriculum model

Pathways (Routes)

Because of the diverse practices of well-established and/or legally constituted national PETE frameworks across Europe, the PE Research Team recognises the need for flexibility in PETE provision. This flexibility embraces traditional and recent developments of routes to qualification as a certificated or licensed teacher and

acknowledges the different career motivations/decisions of students entering provider higher education institutions (HEI's).

- Cycle 1: PE + QTS Concurrent Programme 240 ECTS (4 Years);
Cycle 2: Master in PE 60 ECTS (1Year)
- Cycle 1 Sport Science (or other designation) + PE modules Programme 180 ECTS (3 Years) + QTS 60 ECTS (1 Year);
Cycle 2 Master in PE inc. QTS 120 ECTS (2 Years)
- Cycle 1 PE as Major 120 ECTS + coaching of Health & fitness or Sport Management or 'Other Subject' as Minor 60 ECTS = 180 ECTS (3 Years) + QTS 60 ECTS (1 Year)
Cycle 2 Master in PE inc. QTS 120 ECTS (2 Years).

B. The Elements of the Model Curriculum

1. Content principles

- A broad and balance fields of study (practical physical activities, academic and professional studies) curriculum in which aims, content, learning outcomes and job competences prepare teachers of PE to meet needs of individuals and trends in society, accord with cultural traditions, and contribute to life-long learning and healthy active lifestyles

2. Teaching methods

- Full range suitably and appropriately selected to achieve learning outcomes and develop academic and professional competence

3. Quality assurance

- Internal procedures
- External procedures

C. Next Working Steps

1. Refinement of Data Analysis

- Re-analysis of competences' data derived from different methods

2. Consideration of PETE programme content

- Further develop principles of curriculum content
- List of QPETE curriculum benchmarks: programmes should be driven by clear conceptions, shared sets of institutional provider beliefs about what is valued in a teacher and what should be expected of a prospective teacher, particularly as teaching is no longer the only function that PE teachers have in school contexts of societal change, cultural and ethnical diversity; the present day teacher is confronted with the need to demonstrate competence at three levels of professional activity: (i) tasks at the *micro* level concerning the teaching of Physical Education and School Sport; (ii) tasks at the *meso* level relating to school context; and (iii) tasks at the *macro* level in attaining relationships between School and community.

3. Framework of standards for teachers responsible for PE

- Various models for standards can be framed but they should be established with a base of at least minimal expectations. The example to be provided could be adapted for application in countries across Europe to suit different national

contexts. Essentially the framework will comprise areas of standards expected (variously at micro, meso and macro levels) under a series of headings.

4. Preparation of model curriculum for Prague Forum