

*Voicing Our Understanding of
Ourselves as HPE Teachers: An
Inquiry into the Process of
Becoming a Teacher*

EARCOS 2013
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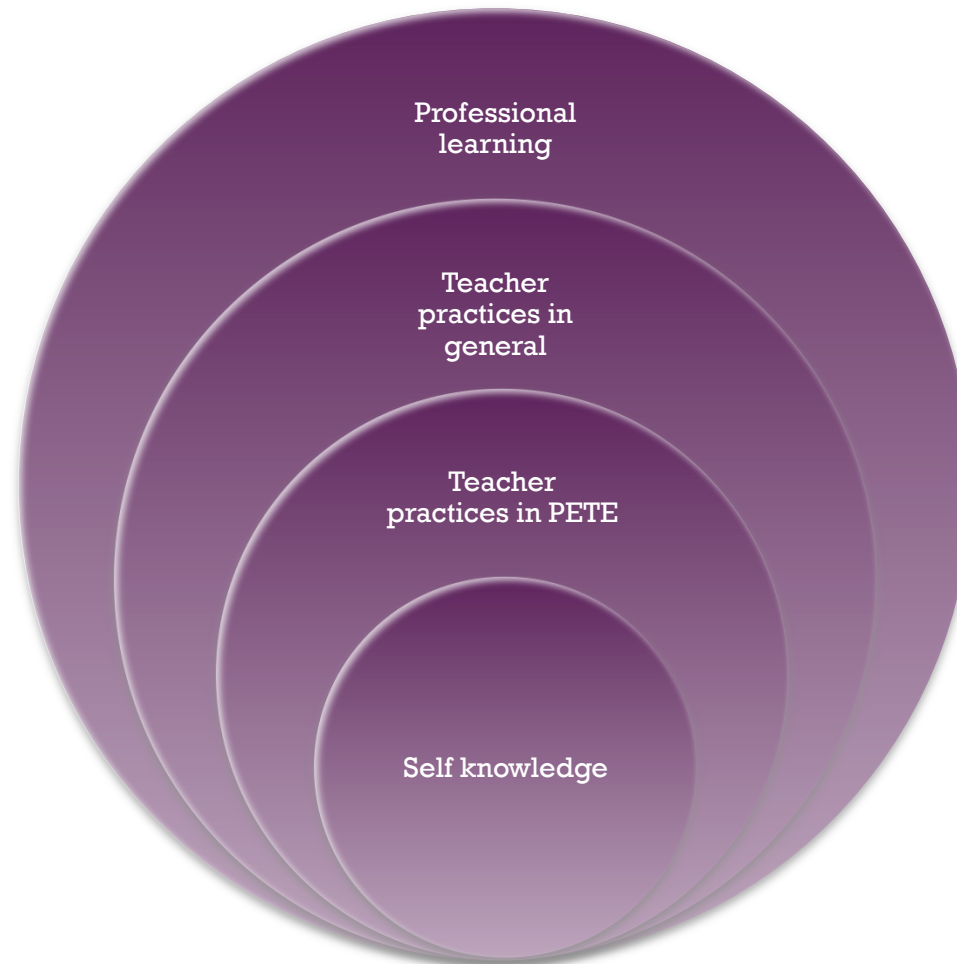
+ Background – Setting the Context

“In the waning years of the twentieth century, young people are facing a rapidly changing world. The health and well being of Canada’s children and youth are being influenced by a variety of factors with which we, as adults, have had limited experience...the role of educators and schools as promoters of health and well being comes into question. Although this question identifies opportunities for educators, it also presents profound challenges...” (Anderson et al., 1999, p. 2)



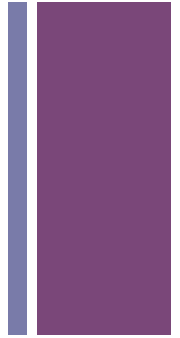
Implications for Practice –

A Reflective Tool - Professional Knowledge Landscape (Clandinin & Connelly, 1990)



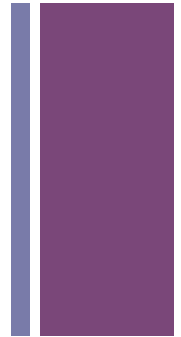


Background – Literature Review



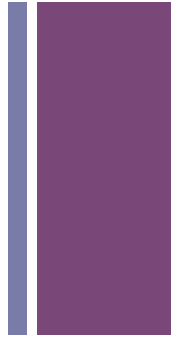
- “Learning to teach requires new teachers to understand teaching in ways quite different from their own experience as students.” (Darling-Hammond, 2006)
- “The health of young people depends on physical education teachers making a difference.” (Humbert, 2006)
- “It is time to move away from the activity based-instruction that plaques us and develop more sophisticated understandings and practices in our field. It is time to think differently and time to challenge our university programs to develop undergraduates that can be true agents in the field... it is time for our field to engage in reconstruction of the culture of physical education ...” (Dyson, Griffin, Hastie, 2004).

+ Background – Literature Review



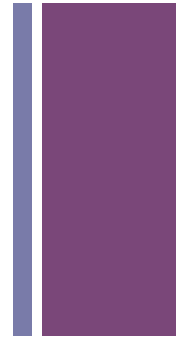
- “A focus on narrative would broaden our understanding of how students and teachers construct the multiple meanings of their PE experience.” (Sparkes, 1999)
- “When teachers told their stories and responded to other’s stories in sustained conversation groups, they came to understand their own practices in new ways. Their participation in these groups led them; many said, to new insights, new restoried knowledge. Many described their experiences in these groups as their most powerful professional development.” (Clandidin in Armour, 2006)

+ Background – Literature Review



- “No amount of course work, can by itself, counteract the powerful experiential lessons that shape what teachers actually do.” (Darling - Hammond, 2006)
- The purpose of this study is to build understandings of the ways in which pre-service health and physical education teachers construct, through the use of narrative inquiry, the personal, practical knowledge that they bring to their teaching and how they come to understand their role as HPE teachers.

+ Questions



1. What are the learning experiences (social, emotional, physical, intellectual, and spiritual) of pre-service teachers who are engaged in Health and Physical Education programs?
2. In what ways do the pre-service Health and Physical Education teachers' initial attitudes and perceptions towards teaching Health and Physical Education change?
3. What is the impact of the Physical Education Teacher Education (PETE) program in influencing the creation of the identities of pre-service Health and Physical Education teachers?

+ Methods

- Participants – 4 female/4 male Intermediate/Senior HPE pre-service teachers
- Pilot project with former pre-service HPE teachers prior to study informed research/interview questions
- Data collection through focus group questions, journal writing and interviews (over course of one year program)
 - Focus group - previous learning experiences prior to PETE - early childhood memories of physical activity and sport, elementary/high school HPE
 - Two interviews
 - 1) following November 4 week practicum focused on attitudes and perceptions towards teaching HPE, practicum experience
 - 2) at completion of program focused on construction of vision, significant learning experiences in PETE program

+ Voices of Pre-Service Teachers:

Previous learning experiences



Recreational and Competitive Team Sports

Jay, Nicole, Mikey, Clara,
Leslie, Rick, Alan



Personal Fitness and Individual Activities

Jane, Clara, Leslie,
Rick, Alan, Jay

Outdoor Pursuits

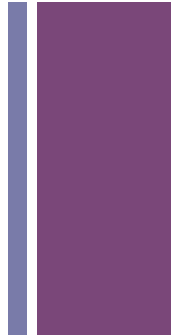
Alan





Voices of Pre-Service Teachers:

Previous learning experiences



“Physical activity and sport helped me become a better student and person.” (Alan)

“ In university, I found it hard to find a place amongst the PE crowd because I wasn’t really good at any one sport. I stopped participating, gained 40 lbs. and partied too much.” (Laurie)

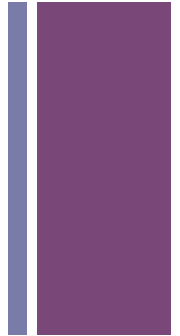
“My passion for health and physical activity did not stem from my Physical Education experiences. Growing up I always dreaded gym class because I felt I was not a strong athlete in traditional team sports. After studying Health and Physical Education at university, I realized that I do love PE, but disliked how it was taught to me as a student.” (Jane)

“Physical activity played a variety of roles during my childhood that included instilling a sense of self confidence and cultivating lasting friendships with other kids.” (Rick)



Voices of Pre-Service Teachers:

Attitudes and perceptions towards teaching HPE



“I would like my students to develop an understanding that their body does not just care of itself, you have to give it good fuel and you have to exercise it.” (Laurie)

“I want it to be engaging, students need to know that there is no pressure to be a stellar athlete.” (Nicole)

“Being fairly competitive in my own nature, I found that maybe I should focus a bit more on getting everybody involved as opposed to having people win or lose, so the component of inclusivity...” (Alan)



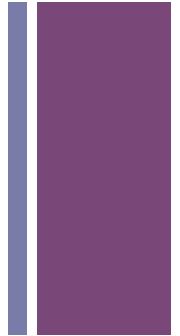
Voices of Pre-Service Teachers:

Change in Attitudes and perceptions towards teaching HPE

- Change may include; a refocused vision to include healthy active living and getting more students involved, and/or recognizing the many dimensions of HPE to realizing the importance of HPE in students' lives and in our society.
- *“They haven’t really changed, they kind of refocused more to healthy active living and getting more students involved.” (Alan)*
- *“I realize through our class how much you have to promote the message of healthy active living, just how much of that is part of our job not just teaching and coaching but getting that message out there” (Jay)*
- *“I kind of knew kids today are living very sedentary lives but I hadn’t any research to back it up...I have a much clearer understanding of why and how [HPE] is so important” (Mikey)*



Voices of Pre-Service Teachers: Construction of Vision

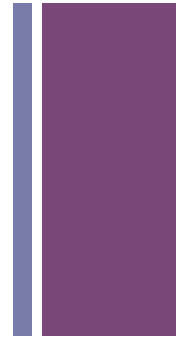


“I always knew I wanted to teach PE so I did a degree in kinesiology but after coming here, HPE is more than a subject it is kind of a lifestyle. We learned the many aspects of it involving TGFU, for kids of all athletic ability and we learned the many dimensions of HPE.” (Nicole)

“My AT from my first practicum mentioned that you are going to develop your own teaching style and it doesn’t have to be mine or anyone else’s, it will mold gradually and it might take a while to happen but more and more you get comfortable with what you are in, so I think introducing this kind of concept (TGFU) early now sets a really good framework as to what can be done and I won’t think about PE in the same way I had leading to this year.” (Rick)



Voices of Pre-Service Teachers: Construction of Vision



When asked what gift do they bring to teaching HPE...

“My belief that anyone can push beyond their own self-imposed limits...I think I can really believe in every student and say ‘you can do more than you think you can do’...” (Laurie)

“I am hoping that my enthusiasm for [PE] and my joy for it kind of comes out to my students in that they know if I like it, it is alright for them to like it and if they don’t like it to tell me.” (Clara)

“This year has made me want to teach PE and proud to teach it ... I hope just an understanding that everyone learns in a different way.” (Jane)

“Coming at it from this angle at this point in someone’s life [early on] you know you can make a profound impact on [students’ lives] and that speaks volumes.” (Rick)

+ Implications for Practice – Use of Reflective Inquiry

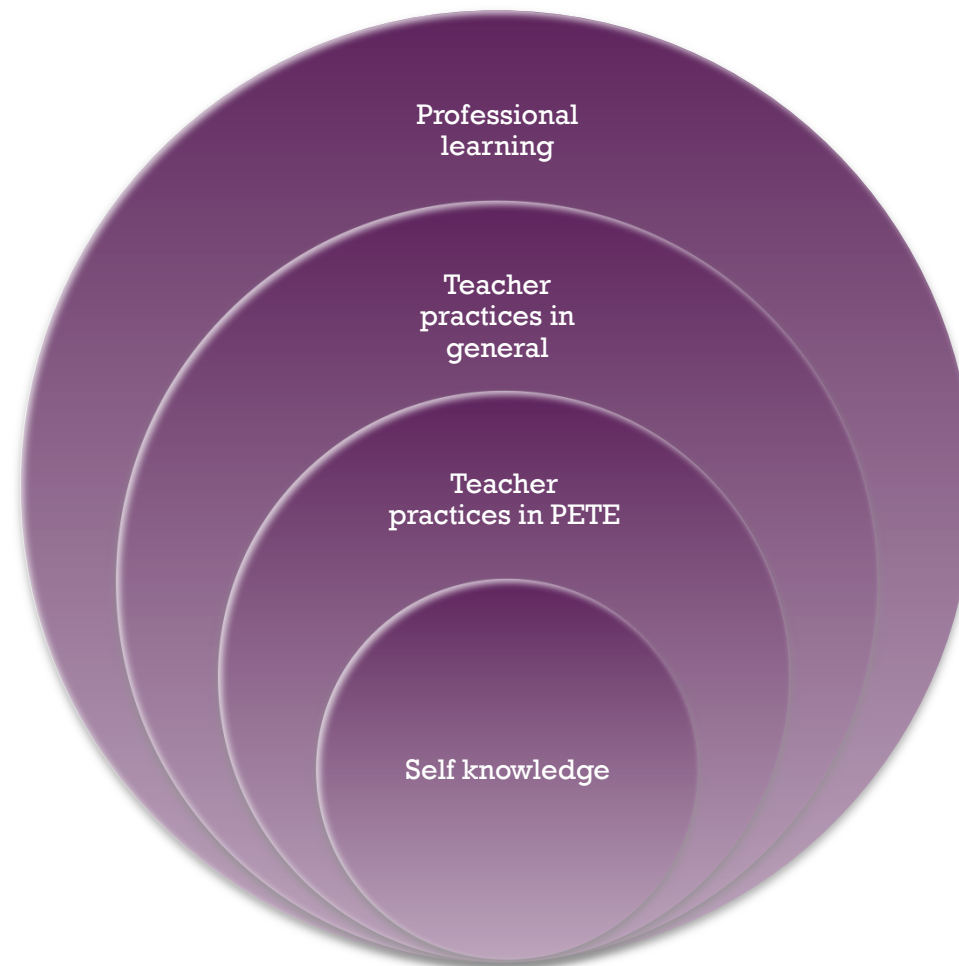
“It has taught me what I am decent at, at the present time, what I still need to work on, what I am comfortable with and what I am not so comfortable with. It has also given me a sense of direction, where I need to go and what path to take and what paths are open given what I am about and what I am capable of.” (Rick)

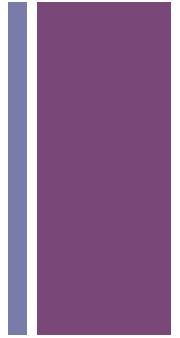
“It has been helpful to be involved in this and to think about the bigger idea, specifically for HPE...I think that it is good that someone is trying to think about this, the perception of how do teachers see themselves, how the program influences how they see themselves as teachers.” (Laurie)



Implications for Practice –

A Reflective Tool - Professional Knowledge Landscape (Clandinin & Connelly, 1990)





Thank you

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