

PE Area: Interim Report

1. Coherence with 'Tuning' method
2. Data set samples:
 - PETE providers
 - Employers
 - Employees

6-Step Model

1. Professional Area
 - Physical Education teacher
2. Standard Occupation
 - PE teaching emphasising broad and balanced curriculum
 - PE teaching + health & lifestyle
 - PE teaching + extra-curricular sport

6-Step Model (cont.)

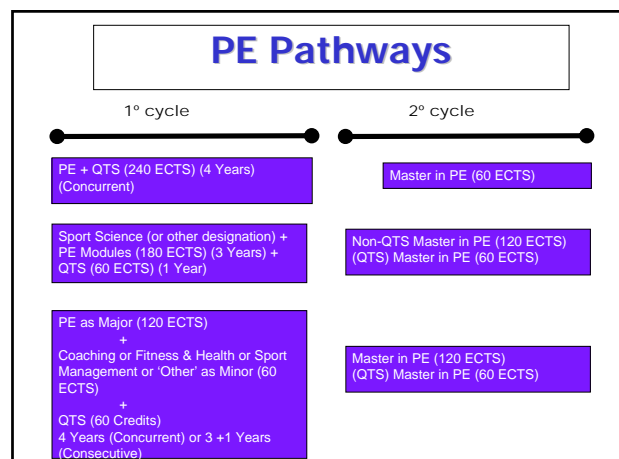
3. Main (5) Activities
 - Generally congruent rankings
 - Other activities: employer/employee congruence and divergence
 - Cultural dimension least favoured!

6-Step Model (cont.)

4. Generic Competences
 - Convergence in 5 most favoured
 - Employer/employee divergence in lesser favoured competences
- Specific Competences
 - Greatest congruence in knowledge of students, subject matter and pedagogy
 - Other competences variously show congruence and divergence

6-Step Model (cont.)

5. Programmes of Study & Learning Outcomes
 - Practical fields of study
 - Pedagogy/didactics
 - Natural/biological sciences
 - Social sciences
 - Research studies
 - Teaching practica
 - Others (not ranked)



PE Pathways (cont.)

1. Model Pathway 1
 - Advantages and Disadvantages
2. Model Pathway 2
 - Advantages and Disadvantages
3. Model Pathway 3
 - Advantages and Disadvantages

6-Step Model (cont.)

6. Curriculum Model

Content principles

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

- Teaching Methods
- Quality Assurance

Next Working Steps

1. Refinement of Data Analysis
2. PETE Programme Content Principles and Benchmark Standards
3. Framework of Standards for PE Teachers
4. Preparation of Model Curriculum for Prague Forum

QPE CHARACTERISTICS

- A balanced and coherent curriculum with sufficiency of width and depth to ensure professional and academic proficiency appropriate in teaching a progressive range of physical activities in school PE programmes.
- A curriculum that is formatively and developmentally based and progressively sequenced with clearly defined aims and learning outcomes and key concepts that provide a framework to assist in developing student perspective on learning to teach and commitment

QPE CHARACTERISTICS (Cont.)

- A curriculum that provides opportunities and experiences for enhancement of knowledge, understanding and movement skills in a variety of physical activities and related scientific areas of study
- A curriculum that leads to acquisition and application of a range of pedagogical, didactical and management techniques/skills that guarantee differentiation of learning tasks and teaching styles which are appropriate to the tasks and the students: these skills will include evaluation of student achievement and progress, reflective thinking, appropriate decision-making and initiative taking, and adaptive behaviours
- A curriculum that leads to understanding of the essential role of PE in contributing to personal well-being and to a balanced healthy, active lifestyle

QPE CHARACTERISTICS (Cont.)

- A curriculum that develops ethically and professionally sound values and behaviours
- A curriculum that fosters safe behaviours (teaching and learning, physically and socially) and management of risk-taking
- There is a balance in the time and respect for learning content knowledge, learning about pedagogy, pedagogical knowledge and experience in learning to teach
- Supervision of teaching practice by appropriately professionally qualified/experienced provider staff and co-operating school teachers/mentors; induction of trainees into the professional cultures of schools is an imperative in teacher education

QPE CHARACTERISTICS (Cont.)

- Positive internal (providers) and external (schools institutional and individual/group networks; this is an essential key to the creation and dissemination of better pedagogical practice
- A systematic plan in place for programme evaluation and quality assurance
- Provision for research and development in teacher education

FRAMEWORK OF STANDARDS FOR PE TEACHERS

- Subject Knowledge & Understanding
- Planning & Setting Expectations
- Teaching & Managing Student Learning
- Assessment & Evaluation
- Student Achievement

FRAMEWORK OF STANDARDS FOR PE TEACHERS (Cont.)

- Relations with Parents & Wider Community
- Managing Own Performance & Development
- Managing & Developing Staff and Others
- Managing Resources

PETE Programmes of Study

Generic Area of Study	ECTS	%
Practical Activities (Theory & Practice)	75	40.3
Teacher Preparation	50.3	26.9
General/Applied Sciences	37.2	19.9
Dissertation/Project	11.6	6.2
Other	12.6	6.7