

## PE Teacher Education (PETE) Executive Summary Overview

The PE Area Research Group adopted a 'bottom up' approach to inform and facilitate the formulation of a model curriculum for PETE. The Group adopted the *Tuning Project* aligned '6-Step' methodological approach, which was framed in a multi-method approach to data collection embracing questionnaires (PETE providers, employers and PE practitioners), analysis of existing PETE Programmes of Study, data derived from school PE survey reports, EUPEA documents and research articles in the field, as well as expert opinion.

The Group recognised that one issue for PETE Curriculum formulation is what constitutes a *PE teacher* and that current diverse European-wide practices need to be taken into account. Thus, any model adopted should distinguish between different levels of PE teacher. For each level, it will be necessary to define relevant functional activities and competencies required to deliver or contribute to quality PE curricula in the appropriate school phase/stage settings. Three category levels were identified:

- a) **Physical Education Teacher (One Subject Specialist)** with an accumulation of 240 ECTS<sup>1</sup>;
- b) **Physical Education Teacher (2-3 Subjects)** with an accumulation of 240ECTS, in which a minimum of 35-50% (that is 84-120 ECTS) of content excluding professional training is PE-related;
- c) **Generalist Teacher** with an accumulation of 240 ECTS, in which a minimum of 10% (that is 24 ECTS) of content is PE-related.

Historical antecedents, culture-bound practices and varying levels of state and/or regional legislation have shaped PETE across Europe. Any curriculum formulation should recognise pan-European diversity (of cultures, languages, national education systems and university autonomy, as is made clear in the Bologna Declaration). Thus, for PETE Model Curriculum formulation, the Group's recommendations are based on **Core Principles**, grounded in the evidence (research data) and experts' considerations (academic/professional practices/ideals) and **NOT** a set of **specific Prescriptions**. Thus the principles encompass the identity and quality characteristics of PE in schools, a model of a PE teacher (competent; analytically reflective; and professionally effective), structural, progression and content features of PETE Programmes of Study, and their associated aims, learning outcomes, assessment, quality benchmarks, quality assurance procedures and framework of standards for PE teachers. These principles provide reference points for planning, designing and implementing PETE curricula across Europe in a context of societal needs in evolving ideological and political settings within a dynamically and developmentally changing world, which may impact on, and hence, alter the functional roles of the designated professional area.

---

<sup>1</sup> ECTS (European Credit Transfer System). The figures assume a study work load range of 25-30 hours for each Credit.

Within the formulated PE Curriculum principles, *Programmes of Study* were disaggregated into *Fields of Study*, recast (for simplification) to embrace *Practical Activities* (theory and practice in six main areas), *Educational & Teaching Sciences* (Pedagogy and Didactics), *Natural and Biological Sciences* (General and Applied), *Social Sciences/Humanities* (General and Applied), *Scientific Work* (research related study such as dissertation or project), *School-based Teaching Practice* and *Specified Others* with principal Learning Outcomes attached to each *Field*.

A key component of PETE Curriculum provision is Quality Assurance and **evaluation**, in which self-evaluation and associated report, peer review and report and adherence to agreed academic/professional benchmark standards are central to the process on a regular basis. The Group suggests that the process is assisted by a non-ministerial (i.e. independent to provide impartial reports on management and quality assurance of provision, quality of training provided and standards achieved by trainees) agency accountable to state authorities comprising academics, national professional association, practitioners and representatives of employers; and inspection is conducted in 4-6 year cycles.

*A framework of standards for PE teachers* needs to be established with a base of at least minimal expectations of all teachers with responsibility for delivery of physical education programmes. Various models for standards can be framed. The framework would comprise a matrix of hierarchical order of qualifications, experience and positions held (newly qualified teachers to head-teachers) and areas of standards expected (variously at micro, meso and macro levels) under a series of headings. Essentially the suggested *Framework* includes: subject knowledge; planning and setting expectations; managing teaching and learning; assessment and evaluation; student achievement (acquisition of knowledge, skills and understanding; and secure progress towards targets); relations with outside school interest vested individuals and groups; self performance and development management; effective collaboration with colleagues and others; and managing human and material resources; and strategic leadership

Because of the diverse accreditation practices of well-established and 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).