

# **AIESEP Position Statement on PE-CPD**

*This document explains the rationale for creating an AIESEP Position Statement on PE-CPD, including background, process and future developments; and then presents the first draft of the Statement for consideration and discussion within the profession.*

## **Rationale for an AIESEP Position Statement on PE-CPD**

### **1. Background**

The AIESEP-Loughborough international seminar on physical education teachers' professional development was held at Loughborough University, England from 1-3<sup>rd</sup> September 2007. The seminar was designed to provide a forum for AIESEP Board members and invited expert colleagues from around the world to consider the issue of physical education teachers' *career-long* professional learning (including pre-service training), and its impact on the nature and quality of pupils' learning in physical education. 18 countries were represented at the seminar (a list of participants is attached). The seminar had three aims:

- To learn about teachers' continuing professional development (CPD) from colleagues around the world
- To analyse the features of effective and ineffective CPD
- To consider the role of AIESEP in promoting effective practice in PE-CPD.

The outcomes of the seminar were identified as:

- To prepare an AIESEP position statement on physical education teachers' career-long professional learning
- To suggest a collaborative research agenda for advancing knowledge on professional development
- To disseminate the seminar outcomes at the AIESEP 2008 Sapporo congress.

## **2. Why a specialist seminar on PE-CPD?**

Throughout a 30-year career, each individual physical education teacher could teach 20-30,000 lessons. Thus, each teacher has the potential to make an impact – positive or negative – upon hundreds of thousands of pupils. In other words, every physical education teacher matters and how teachers learn and grow through their careers should be a major concern. Yet, in comparison with the relatively brief period of initial teacher training, teachers' career-long learning has received little attention in the physical education profession. We do know, however, that the nature and structure of much traditional professional development flouts almost everything we know about effective learning. We also know that when it is done well, professional development has the potential to enhance teachers' career satisfaction, improve teacher retention and improve the quality of learning for pupils. This is, then, a key issue for AIESEP to consider. Moreover, as an international organisation with strong links around the world, AIESEP is in a good position to both inform and influence CPD policy and research.

## **3. Process**

The Loughborough seminar took the form of invited presentations, a teachers' panel, and five working groups that had the task of preparing group position statements on PE-CPD. After the seminar, these statements were refined by the working groups, submitted to the seminar organiser, and combined into a draft AIESEP Position Statement. In order to engage a wider community in critical discussion, the draft statement was then presented at the following conferences in 2008: the AIESEP Sapporo Congress (January); AERA, New York (March); BERA, London (September) and AARE, Brisbane (December). Finally, the AIESEP Position Statement on PE-CPD is to be made available on the AIESEP website.

## **4. Why a Position Statement?**

The purpose of preparing an AIESEP Position Statement on PE-CPD is fourfold:

- To raise the profile of PE teachers' career-long professional development as an issue of concern for the PE profession worldwide;
- To draw together best current knowledge about CPD generally and PE-CPD in particular;

- To identify pressing research questions in the area of PE-CPD;
- To provide a supporting rationale for colleagues around the world who wish to apply for research funds to address questions about PE-CPD or who have opportunities to work with or influence policy makers.

### **5. What next?**

Once the Position Statement is available on the AIESEP website, the ways in which it is used will be monitored (as far as possible) by the Loughborough seminar organiser (Kathleen Armour). Effectiveness could be measured in some or all of the following ways:

- Number of 'hits' and downloads from the AIESEP website
- Responses to the online monitoring form (to be developed)
- Number and value of research grant applications where the statement has been used as a supporting rationale (where information is provided for AIESEP)
- Number and range of PE-CPD research questions addressed in different international contexts (where information is available)
- Ways in which the Statement has been used to inform/influence PE-CPD policy (where information is available).

A progress report on the value of the Position Statement to the international PE profession, and any further developments, will be presented at the 2009 AIESEP congress in Pensacola.

# **AIESSEP Position Statement on PE-CPD**

**May 2009**

**AIESSEP believes that** physical education (PE) teachers have both the right and the responsibility to be engaged in effective continuing professional development (CPD) throughout their careers; CPD must be an integral part of teachers' professional lives.

Being informed about new knowledge and practices in physical education (and related fields) and/or engaged in new knowledge development are regarded as defining characteristics of an education professional working in the best interests of pupils.

A key rationale for CPD is enhancing teacher and pupil learning and this will necessitate recognition of a broad range of learning opportunities that may - or may not - lead to formal qualifications, and that may be voluntary or mandatory, individual or collaborative, formal or informal, policy or research driven, practice or theory based, and local or national (or international) in focus.

CPD is, fundamentally, about inspiring and sustaining teachers' professional curiosity.

CPD is multi-layered involving receivers, providers, facilitators and funders. Meaningful and effective CPD relies on shared commitment and collaboration between education stakeholders in order to enhance professional practice in the teaching profession, the broader school community, professional associations, education system administrators, and universities.

Appropriate personal and professional development can reduce teacher burn-out and attrition.

**AIESSEP is committed to** finding better ways of contributing to, supporting and disseminating an emerging evidentiary base that can inform the design and delivery of effective CPD.

**AIESEP proposes that** career-long engagement in high quality PE-CPD should have the following purposes:

- to support teachers to be engaged as learning professionals throughout their careers;
- to ensure that competent and confident PE teachers are in a position to inform and influence major national debates on priorities that link to PE, e.g. youth development and health;
- to recognise that PE knowledge is complex, teaching PE to diverse learners is challenging, and engagement in career long professional learning is, therefore, a professional responsibility;
- to build and strengthen the professional identity of PE teachers enabling them to become increasingly effective advocates for their pupils;
- to expand teachers' PE knowledge in the interests of meeting pupils' diverse learning needs.

**AIESEP endorses** international CPD literature which suggests that effective CPD for teachers has some or all of the following characteristics:

- Is focussed on improving learning outcomes for pupils in PE and is evaluated against that key criterion;
- Draws on theories of adult learning;
- Begins with initial teacher training;
- Draws on theory as a tool in solving practice problems;
- Engages teachers by stimulating curiosity, sustaining interest and retaining enthusiasm for learning;
- Enhances teachers' knowledge and skills in clearly identifiable ways;
- Is delivered in a variety of formats and modes to meet the wide range of teachers' learning needs;
- Recognises that teachers need time to learn, to assimilate and develop new knowledge, and to make different learning opportunities coherent in their practice;

- Recognises that teachers as learners have different needs and interests at different stages in their careers;
- Meets both the personal learning needs/interest of teachers, and the imperatives of government policies in education and related fields;
- Ensures that teachers have the knowledge, skills and confidence to access, utilise and contribute to the research knowledge base in physical education;
- Supports PE teachers to develop strong communities of professional learners where expertise is shared and grown.

**AIESEP notes that** all professions share specific characteristics and these characteristics serve as a template from which the principles of CPD for physical education teachers can be developed. Such characteristics include: a *shared knowledge base, service to society, commitment to practice, professional judgements, commitment to professional collaboration, being reflective professionals.*

**AIESEP proposes the following CPD action plan** that individual countries may wish to consider and that can be coordinated internationally to ensure that PE-CPD can better meet the needs of the physical education profession, its pupils and the wider societies it serves. This plan will be discussed at the AIESEP board meeting in 2009 (prior to the Pensacola congress):

1. Develop an agreed international research agenda centred on gaining a better understanding of how teachers learn and how their learning can impact on pupil learning in PE;
2. Establish an AIESEP PE-CPD Steering Group with local representatives in individual member countries;
3. Consider ways in which AIESEP could act as a clearing house for scientific advice on the range of CPD, characteristics of effective CPD, and methods of evaluation;
4. Encourage member countries to undertake reviews of the ways in which their initial teacher training programmes support or inhibit the development of teachers as career-long learning professionals;

5. Explore ways of using the AIESEP website as an exchange forum for ideas and information; pilot on-line teacher learning communities.

**AIESEP considers the following to be examples of research questions** that should be addressed as a matter of urgency and urges researchers to seek large scale research funding to address them collaboratively across international boundaries:

- How can initial teacher training prepare teachers to be career-long learners?
- Why do some teachers become reluctant learners?
- How can collaborative learning communities be established and supported effectively?
- How can teachers be supported to learn in appropriate ways throughout their careers; i.e. recognising the very different needs of novice, mid-career and veteran teachers?
- How can teachers in PE grow areas of specialist expertise and can the profession support different career pathways more effectively in areas such as health and positive youth development?
- How can CPD contribute to teacher retention, reduce attrition, and prevent burnout?
- What is the role of professional ‘standards’ in PE-CPD?
- What is the AIESEP vision for the PE profession in the next 10 years?

**Professor Kathleen Armour**  
**Loughborough University, England.**  
**May 2009.**

**The AIESEP-Loughborough International Seminar on Physical  
Education Teachers' Professional Development**

**List of Seminar Participants**

<b>NAME</b>	<b>Country</b>	<b>email</b>
Peter Hay	Australia	<a href="mailto:phay@hms.uq.edu.au">phay@hms.uq.edu.au</a>
Doune Macdonald	Australia	<a href="mailto:doune@hms.uq.edu.au">doune@hms.uq.edu.au</a>
John Cheffers	Australia	<a href="mailto:johncheffers@msn.com">johncheffers@msn.com</a>
David Hamilton	Australia	<a href="mailto:d.hamilton@mel.cqu.edu.au">d.hamilton@mel.cqu.edu.au</a>
Marc Cloes	Belgium	<a href="mailto:Marc.Cloes@ulg.ac.be">Marc.Cloes@ulg.ac.be</a>
Robin Moore	Canada	<a href="mailto:rmoor007@uottawa.ca">rmoor007@uottawa.ca</a>
Kathleen Armour	England	<a href="mailto:k.m.armour@lboro.ac.uk">k.m.armour@lboro.ac.uk</a>
Richard Bailey	England	<a href="mailto:R.Bailey@roehampton.ac.uk">R.Bailey@roehampton.ac.uk</a>
Nicky Hepworth	England	<a href="mailto:N.J.Hepworth@ljmu.ac.uk">N.J.Hepworth@ljmu.ac.uk</a>
Jo Harris	England	<a href="mailto:j.p.harris@lboro.ac.uk">j.p.harris@lboro.ac.uk</a>
Lorraine Cale	England	<a href="mailto:l.a.cale@lboro.ac.uk">l.a.cale@lboro.ac.uk</a>
Rebecca Duncombe	England	<a href="mailto:r.duncombe@lboro.ac.uk">r.duncombe@lboro.ac.uk</a>
Laura Ward	England	<a href="mailto:L.G.Ward@lboro.ac.uk">L.G.Ward@lboro.ac.uk</a>
Andy Frapwell	England	
Kyriaki Makopoulou	England Greece	<a href="mailto:k.makopoulou@lboro.ac.uk">k.makopoulou@lboro.ac.uk</a>
Foteini Papadopoulou	England Greece	<a href="mailto:f.papadopoulou@lboro.ac.uk">f.papadopoulou@lboro.ac.uk</a>
Hsin-Heng Chen	England Taiwan	<a href="mailto:h.chen@lboro.ac.uk">h.chen@lboro.ac.uk</a>
Sarah Meredith	England Teacher Panel	
Clem Coady	England Teacher Panel	
Eimear Holland	England Teacher Panel	
Eileen McEvoy	Finland	<a href="mailto:Eileen.mcevoy@sport.jyu.fi">Eileen.mcevoy@sport.jyu.fi</a>
Ulla Klemola	Finland	<a href="mailto:Ulla.klemola@edu.jyu.fi">Ulla.klemola@edu.jyu.fi</a>
Pilvikki Heikinaro-johansson	Finland	<a href="mailto:pilvikki.heikinaro-johansson@sport.jyu.fi">pilvikki.heikinaro-johansson@sport.jyu.fi</a>
Jean-Francis Grehaigne	France	<a href="mailto:jfgrehai@univ-fcomte.fr">jfgrehai@univ-fcomte.fr</a>
Hans Peter Brandl-Bredenbeck	Germany	<a href="mailto:Brandl-Bredenbeck@dshs-koeln.de">Brandl-Bredenbeck@dshs-koeln.de</a>
Amy Sau-ching HA	Hong Kong	<a href="mailto:sauchingha@cuhk.edu.hk">sauchingha@cuhk.edu.hk</a>
Deborah Tannehill	Ireland	<a href="mailto:deborah.tannehill@ul.ie">deborah.tannehill@ul.ie</a>
Mary O'Sullivan	Ireland	<a href="mailto:mary.osullivan@ul.ie">mary.osullivan@ul.ie</a>
Ann Macphail	Ireland	<a href="mailto:ann.macphail@ul.ie">ann.macphail@ul.ie</a>
Maura Coulter	Ireland	<a href="mailto:Maura.Coulter@spd.dcu.ie">Maura.Coulter@spd.dcu.ie</a>
Frances Murphy	Ireland	<a href="mailto:Frances.murphy@spd.dcu.ie">Frances.murphy@spd.dcu.ie</a>
Fiona Chambers	Ireland	<a href="mailto:fichambers@eircom.net">fichambers@eircom.net</a>
Anders Halling	Norway	<a href="mailto:AHalling@health.sdu.dk">AHalling@health.sdu.dk</a>
Fiona Dowling	Norway	<a href="mailto:fiona.dowling@nih.no">fiona.dowling@nih.no</a>
Michael Lenartowicz	Poland	<a href="mailto:michal.lenartowicz@awf.edu.pl">michal.lenartowicz@awf.edu.pl</a>
Marcos Onofre	Portugal	<a href="mailto:monofre@fmh.utl.pt">monofre@fmh.utl.pt</a>
Maria joao Martins	Portugal	<a href="mailto:mjmartins@fmh.utl.pt">mjmartins@fmh.utl.pt</a>
Filomena Araujo	Portugal	<a href="mailto:faraujo@fmh.utl.pt">faraujo@fmh.utl.pt</a>
Kay Dewar	Scotland	<a href="mailto:Kay.Dewar@education.ed.ac.uk">Kay.Dewar@education.ed.ac.uk</a>
Luis-Miguel Garcia Lopez	Spain	<a href="mailto:LuisMiguel.Garcia@uclm.es">LuisMiguel.Garcia@uclm.es</a>
Uwe Puehse	Switzerland	<a href="mailto:uwe.puehse@unibas.ch">uwe.puehse@unibas.ch</a>
Keh Nyit Chin	Taiwan	<a href="mailto:e08010@ntnu.edu.tw">e08010@ntnu.edu.tw</a>
Dena Deglau	USA	<a href="mailto:ddeglau@UDel.Edu">ddeglau@UDel.Edu</a>
Tom Templin	USA	<a href="mailto:ttemplin@purdue.edu">ttemplin@purdue.edu</a>