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Theme ISSUE 1/2011

Physical Education Teachers and Coach Education

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Editorial

Issue 1/2011 on Physical Education Teachers and Coach Education on the one hand addresses physical education teacher education (PETE) which is directly related to school sports including physical education at school and on the other hand coach education which does not, or only loosely relates to school sports.

This issue starts with a review article by Prof. Dr U. Hanke from Germany, dealing with the German *Memorandum on Physical Education and School Sports* and its consequences for physical education teachers and coach education.

This issue also contains a research article by the Greek research group surrounding Dr B. N. Siskos, dealing with causal effects between emotional intelligence and a perceived caring classroom climate in physical education.

It is rounded off with three Sport International articles: the first article from the North American/Portugal research group of Prof. Dr C. R. Edginton explores the impacts of a contextually based, total immersion graduate program with a focus on teaching physical education with an emphasis on technology; the second article from the Israel/North American research group of Prof. Dr E. Eldar deals with difficulties and successes during the induction of physical education teachers, the third article from the Polish research group of Prof. Dr W. C. Cynarski is related to the usage of the index of physical efficiency in physical education and sports as such.

IJPE issue 1/2011 also includes the sections Book Information / Book Review, IT News Relating to Sport Pedagogy, Information, ICSSPE News, ISCPES News, EUPEA News, ENSSEE News and Upcoming Events.

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The German *Memorandum on Physical Education and School Sports* and its consequences for physical education teachers and coach education

U. Hanke (Koblenz-Landau, Germany)

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| 1 | The situation of physical education and school sports |
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| 4 | The demands – A call for action |

In Germany, the past two years have been marked by an unprecedented cooperation of the three organizations that deal with P.E. teacher and coach education: The German Association of P.E. Teachers (DSLTV), the German Association of Sports Science (dvs) and the German Olympic Sports Confederation (DOSB). For the first time in history these three organizations agreed to compile a joint Memorandum on Physical Education and School Sports. In past years, the three organizations had published separate statements regarding the situation of physical education and school sports, naturally focussing on their own needs and on the education of their clientele (i.e. the dvs concentrated on the university education of prospective P.E. teachers, the DSLV on in-service training of P.E. teachers, and the DOSB on coach education).

With the aim of achieving consensus by the groups addressed and by political decision-makers, the five members of the working group designated by the three organizations (Balz, Doll-Tepper, Hanke, Miethling, and Ungerer-Röhrich, 2009) had presented various drafts of the Memorandum on their websites asking for feedback. After a three-year process including public discussion, reviews and revision the Memorandum was officially approved by the boards and members of the three organizations and published in September 2009. First reactions were presented in the journal *Sportunterricht* by Thiele (2010), Gemkow (2010), Kastrup (2010), Frommel (2010) and Kohl (2010), who commented on various aspects of the Memorandum and made suggestions on how to implement the ‘call for action’ intoned at the end of the Memorandum.

Because of the impact of this publication on the public discussion on strategies for optimizing physical education and school sports at all school levels this review presents a synopsis of the Memorandum and comments on the structure, positions and strategies laid out by the authors and obtained during subsequent discussions. The English version of the memorandum is available in print from info@dslv.de or from the websites of the participating organizations (cp. references). To underline the teamwork approach, the five authors refrained from publishing chapter authorship, in spite of delegated author responsibilities for the four main chapters of the Memorandum.

1 The situation of physical education and school sports

Chapter 1 starts with a short historical analysis of the tradition of P.E and school sports in Germany, followed by problem-oriented statements in which reasons for the increasing importance of P.E. in schools are listed: Changed living conditions, lack of exercise that is creating health risks and various social problems increasingly jeopardize a well-balanced physical, emotional and social personal development of children and adolescents.

For a long time P.E. and school sports have unmistakably and undeniably been legitimized by educational policy and school curricula because only P.E. lessons in school reach all children. Due to the specific situation in Germany where a high percentage of pupils are also members of sports clubs (unfortunately decreasing with growing age) this aspect is often neglected with regard to those pupils who are not attracted by sports club programmes, or are not engaged in self-initiated physical leisure activities. Sport pedagogy authors agree that P.E. and the promotion of physical activities during and after school support the learning process and help to acquire a wide range of skills and competences for maintaining an active and healthy lifestyle.

This is why most of the 16 German states share a common pedagogical mission laid out in their school curricula, called the “Double mission of P.E. and school sports”: The two missions of *Education for Sports* and *Education by Sports* are expected to complement each other and to contribute to a holistic development of the pupils’ personalities in which cooperating, competing, understanding and integrating weaker pupils are the key competencies expected to create team spirit and fair play. In addition to this, readiness for effort and achievement, reliability, perseverance, will-power and the ability to be both a good winner and good loser need to be developed. In order to achieve this double mission many federal states have shifted away from their traditional content focussing on traditional sports and have broadened the curricular contents (especially for elementary/primary schools) by defining ‘movement areas’ such as “running, jumping, throwing”, “moving with and on apparatus” or “exploring the world of water”.

The national survey on the situation of P.E. and school sports in Germany, published by the German Sports Federation in 2006 (Deutscher Sportbund, 2006) identified several deficit areas requiring improvement: Despite differences between the states, sports facilities and equipment (except for the number of swimming pools) generally are considered to be adequate. In spite of the curricular obligation to provide three P.E. lessons per week, a high number of P.E. lessons are cancelled and the situation of P.E. at vocational schools and in schools for pupils with special needs (adapted P.E.) has to be improved.

Another major problem is seen in the fact that, nationwide, about 50% of P.E. classes in elementary/primary schools are taught by teachers with insufficient specialized university training and – in some states – even without mandatory additional in-service training or extended vocational education.

2 Visions for the development of physical education and school sports

At the beginning of this chapter the authors emphasize that movement and sports education has to start long before the official entrance into elementary/primary school and has to be an integral part of day-nurseries and nursery schools. To promote this approach health and physical activity have to be viewed from an interdisciplinary

perspective, placing special emphasis on the transition points between the institutions involved.

When looking at the role of P.E. at different school levels, its unique characteristic is embodied by the fact that it is the only subject that moves all children and adolescents.

Physical education teacher education (PETE) for teachers just starting out or during extended vocational training has to take into account the changes influencing family-related socialisation, e.g. the trend to fewer children per family, the shift from outdoor to indoor activities and the growing time spent on media and computer usage; it has to identify all of the change agents and institutions which should play a role enhancing physical activity and exercise for future generations. One of the most important target groups that need to be convinced are the parents. Two (or three hours of P.E. at best) are insufficient and need to be supplemented by after-school activities either in sports clubs or by family-initiated activities. One possibility of reaching parents are parents' evenings dealing with sport and health education, or meetings of parent-teacher-student organizations during which especially those families should be addressed and won over who hitherto have taken a detached view of practising sports, and who are unfamiliar with the positive physical and emotional effects of sports and exercise.

In addition to this, schools themselves have to become more 'activity-oriented' and need to develop an identity as a "school in motion". This concept includes activities during school breaks, sports-oriented class outings and project days or weeks focussing on movement. Such additional activities should, however, not be used as an excuse to further reduce the minimum of three compulsory P.E. lessons per week.

The cooperation of schools and sports clubs has a long tradition in Germany and is supported by school administration and regional sports federations alike. This cooperation implies that external 'instructors' usually in possession of a coaching licence give afternoon courses in different sports, or offer physical activities or games commonly for voluntary groups of pupils. Recreational activities of at least two hours are mandatory for pupils in all-day schools.

The need to cooperate is not only expressed by schools but also by sports clubs: The increasing number of all-day schools that run until 4 pm with children returning home at 4.30 pm and still having to do homework and prepare for tests reduces the time available for any afternoon activity outside school and thus creates problems of time, facility infrastructure and human resources for sports clubs. Until now, the German Olympic Sports Confederation has only identified the problem but has not found a solution how to integrate training especially for competitive sports into early afternoon school hours. Since most of the club coaches coach on a voluntary, part-time basis and do not return from their main occupation before 4 pm they are not available to offer school sports activities or coaching programmes beforehand. As a result, many sports groups will have to be shifted to later times in the evening. Clubs in big cities with universities may be able to activate a pool of qualified, more flexible students but this model can hardly be applied to small towns or rural areas.

Unfortunately, most all-day schools have not received a sufficient amount of additional teaching posts to entrust them with recreational afternoon programmes. Instead, all-day schools receive a budget that can be used to finance qualified instructors from outside school. This situation creates the need for school administrators as well as P.E. teachers in schools to search for criteria how to evaluate the competencies of instructors and/or coaches sourced from outside the school. Sports club coaches who often specialize in one sport only are seldom prepared to deal with unmotivated children or work with groups of pupils with heterogeneous competences

and a wide range of interest in sports. As a consequence, the three organizations who published the Memorandum on P.E. and School Sports installed a task force who organized an expert hearing in November 2010, dealing with the question of how to train coaches and prepare them for the special situation of instructing large, heterogenous, unmotivated pupils displaying behavioural problems (Rump, 2011). Until now, only few regional sports associations offer special courses (some up to 60 hours) for certified coaches who intend to offer recreational sports-oriented programmes in schools. The DOSB and DSLV will have to communicate this programme to the decision makers in schools.

3 Visions for P.E. teacher education and school sports research

Meeting the wide range of subject matter and pedagogical professional demands for P.E. teachers, all 64 German university institutes for sports science that offer a PETE programme to more than 30.000 students offer a five-year university education as laid down in the Bologna Protocol. This university education is supplemented by a twelve to 18-month second phase of preparatory teacher training at special colleges, including a growing amount of non-supervised teaching hours in schools. Unfortunately, in the past these two phases of PETE have not cooperated sufficiently, which is why the authors of the Memorandum express their concern for a more dialogue-oriented linking of the two phases. The changing demands of modern schools can only be met if P.E. teachers participate in continuing education programmes and become more engaged in intramural exchange between colleagues and staff development activities. This 'third phase' should not only focus on questions of school development and models of good practice but also deal with the occupation-related biographic development of teachers and include aspects of well-being, stress management and burnout.

In the past, empirical research on teaching in physical education (RT-PE) has reached a quite sophisticated differentiation as was presented by Silverman (1991) and Silverman and Skonie (1997). More recently, Kulinna, Scrabis-Fletcher, Kodish, Phillips and Silverman (2009) analyzed research literature on physical education pedagogy (R-PEP) from 1995 to 2004 in 94 journals that almost exclusively were published in English. Their quantitative analysis based on a total of 469 articles revealed that the majority of articles were published in the area of teaching (65.31 %), curriculum (19.24%) and teacher education (15.45%). In Germany sport pedagogy publications still have to be characterized as being largely hermeneutic in nature, which is why the authors of the Memorandum state that more empiric quantitative and qualitative research on everyday P.E. in all types of schools is needed. Longitudinal studies on the impact of P.E. on the biographies of pupils and quasi-experimental intervention studies should document the effects of innovative concepts of P.E., and could provide feasible guidelines for changing school sport. All types of research findings should be integrated into a regular national survey on P.E., movement and sports at schools, which should document achievements as well as the need for further research and improvement.

4 The demands – A call for action

In the final chapter of the Memorandum the authors summarize their analyses and visions by stating 21 concise demands that need to be put into action by those change agents bearing the responsibility for advancing and implementing improvements in the different fields of P.E. and school sports. In addition the three organizations (DOSB,

DSLVL and dvs) commit themselves to report on the process of implementation every two years.

An expert hearing that took place in November 2010 showed first results in terms of the qualifications of club coaches offering sports and activity programmes at schools. The minutes of this meeting compiled by Rump (2011) are available on the websites of the three participating organizations.

When looking at the discussion about the development of school sports on a European level as laid down in the mission and objectives of the European Physical Education Association (EUPEA) many of the Memorandum's demands are not unique to the situation in Germany but appear also to prevail in other European countries. This is why the authors hope to share their analyses and recommendations with international colleagues.

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Causal effects between emotional intelligence and a perceived caring classroom climate in physical education

B.N. Siskos¹, A.G. Papaioannou¹ & M.K. Proios² (¹Trikala & ²Thessaloniki, Greece)

1	Physical education classroom environment
2	Caring classroom/school climate
3	Methods
	3.1 <i>Participants and procedures</i>
	3.2 <i>Instruments</i>
	3.3 <i>Statistical procedure</i>
4	Results
5	Discussion

Abstract

The purpose of the present study was to investigate the relationships and the causal effects between students' emotional intelligence (EQ-i:YV, Bar-On & Parker, 2000) and their perceptions of the classroom climate in physical education as a caring community (SCCP-II, Lickona, & Davidson, 2000). Eight hundred students from junior and senior high schools of Thessaloniki (Greece) participated in the study, which was carried out in two stages. Long path analyses were used for examining the causal relationships among EQ-i:YV and SCCP-II factors. The results showed significant interactions between students' emotional intelligence and the perceived caring classroom climate in P.E. On the one hand, the factor 'Stress Management' significantly affected all the factors of the SCCP-II, while the factor 'Social Responsibility' affected students' perceptions of 'Friendship' and 'Care' through the P.E. teachers. On the other hand, students' perceptions of 'Friendship' significantly affected their adaptation skill and their general mood.

Key words: emotional intelligence, perceived classroom climate, path analysis, SEM models

The curricula today are usually focused on the development of 'traditional' competences such as language, mathematics and physical sciences which are based on cognition and cognitive abilities. But non-traditional competences, such as social and emotional skills, not only seem to be important, but are indispensable for an individual's integrative growth (Haggerty, 1995). Elias and colleagues (1997) defined 'Social and Emotional Learning' as the process during which people learn to perceive and manage emotions, care about others, take the right decisions, behave responsively, create good relationships and avoid negative behaviour patterns.

Research has shown that social-emotional learning is positively related to increased school performance, better grades, adhesion to goals, increased motivation, interest in school and development of positive attitudes and behaviour patterns (Bloodworth et al., 2001; Ragozzino et al., 2003). Social and emotional skills, which are learned in babyhood and early childhood and are developed throughout life, can predict an individual's future success and well-being (Goleman, 1995; Gottman, 1997).

These learnable skills grow in a warm and caring learning environment (Lickona, 1997). They are the skills that provide young people with broad guidance and direction for their actions in all aspects of their lives, in and out of school (McCombs, 2001). Conversely, students with integrated social-emotional skills can demonstrate and apply them in their community, and thus help to create a positive and constructive climate (Elias, 2006; Goleman, 1995). In this sense, social-emotional skills and a caring learning environment seem to be closely related.

Recently, these social and emotional skills are regarded as a special kind of intelligence, referred to as 'emotional intelligence' (Bar-On, 1997; Goleman, 1995; Mayer & Salovey, 1997). Mayer and Salovey (1997) defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use that information to guide one's thought and actions. Bar-On (2006) suggests that emotions are integrated into the social frame in which we belong and within which we function, and for this reason he named this special ability 'emotional-social intelligence'.

The Bar-On model of emotional intelligence

One of the best-known models of emotional intelligence is the Bar-On model (Spielberger, 2004). Many of the factorial components of this model are similar to those referred to by Gardner as the intrapersonal and interpersonal components of "personal intelligences" (Gardner, 1983). According to the Bar-On model, emotional intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate to them, and cope with daily demands (Bar-On, 2006).

The Bar-On model of EI is operationalized by the Emotional Quotient Inventory (EQ-i; Bar-On, 1997), which has been translated into more than 30 languages and applied worldwide in schools, workplaces and health care. The Bar-On Emotional Quotient Inventory: Youth Version (EQ-i:YV; Bar-On & Parker, 2000) is a self-report instrument designed to measure emotional intelligence in young people aged seven to 18. EQ-i:YV is based on the Bar-On model of emotional-social intelligence, which also formed the theoretical basis of the EQ-i.

It consists of five composite scales: individuals with high Intrapersonal Capacity are able to understand their emotions. They are also able to express and communicate their feelings and needs. Individuals with Interpersonal Skills are good listeners and are able to understand and appreciate the feelings of others. They are likely to have satisfying interpersonal relationships. The term Stress Management applies to individuals who are generally calm and work well under pressure. They are rarely impulsive and are able to respond to stressful events without emotional outbursts. Individuals with a high Adaptability are flexible, realistic and effective in managing change. They are good at finding positive ways of dealing with everyday problems. Individuals with a good 'General Mood' scale are typically optimistic and have a positive and pleasant outlook on life. The four scales of 'Emotional Intelligence' (Intrapersonal Capacity, Interpersonal Skills, Stress Management and Adaptability), comprise the Total Emotion Quotient (EQ) scale that indicates people are generally effective in dealing with daily demands and challenges (EQ-i:YV; Bar-On & Parker, 2000, pp 19).

1 Physical education classroom environment

Many educators regard physical education classes as the proper place for the development of students' social and emotional skills (Tjeerdsma, 1999). Moving around a gym or a sports hall presents many opportunities for interaction. Children

learn to be with others given the nature of the environment. In this context they acquire a range of personal and social skills which enable them to cope with different situations in the classroom environment (Laker, 2000). Therefore, one of the principal goals of the Greek physical education curriculum is the cultivation of social-emotional skills such as “cooperation, team spirit, self-discipline, patience, respect of the opponents, and dealing with both winning and losing” (Greek Ministry of Education, 2003).

However, social-emotional development is not a result of physical education and sport per se. Research has shown that traditional teacher-centred physical education programs do not contribute to the development of students’ social and emotional skills (Gibbons & Ebbek, 1997). On the contrary, they may cause negative emotions in students, including low self-perception, high stress and embarrassment (Theeboom, DeKnop, & Weiss, 1995). Social and emotional skills can be developed in physical education via specially designed programs and teaching methods (Patrick, Ward, & Crouch, 1998).

Hellison (1983) suggests that physical education can be used as part of a holistic approach to aid personal and social development. He developed a physical education model for teaching responsibility to delinquency-prone youths (Hellison, 1983; 1987). This model recognized as an example of teaching social skills through physical education (Laker, 2000). Physical activity programs based on Hellison’s model improved the resilience of *at-risk* students against high-risk conditions and undesirable behaviour (Martinek & Hellison, 1997).

2 Caring classroom/school climate

Effective, lasting academic learning and social-emotional learning are built in caring relationships and warm but challenging classroom and school environments (Lickona, 1997). In schools and places with these characteristics students feel cared about, welcomed, valued and seen as more than just learners - they are seen as resources (Elias, 2006). A sense of ‘community’ and a culture of care among students are fundamentals for social and emotional support to students (McCombs, 2001). Teachers can set up a learning community in the classroom that emphasizes respect, security, and support among students (Hawkins, Cleve, & Catalano, 1991). In a caring classroom climate students are able to acquire high flexibility, creativity, motivational attitudes, and thus increase their overall social-emotional intelligence (McCombs, 2001).

The augmented social pressures on families, the easier access to media that encourage health-damaging behaviour and the weakening of social institutions (e.g. family, church, community), challenge schools of the 21st century with new roles (Greenberg et al., 2003). Today, the demands on schools to prevent problematic behaviour and promote positive development have grown (Weissberg & O’Brien, 2004). For this reason many schools started to put caring and social-emotional learning programs on their curricula. Teachers reported that students participating in the Caring School Community (CSC), a program for elementary schools focused on school climate and attachment, engaged in more prosocial and problem-solving behaviours (Solomon et al., 1996). Observers of regular education classrooms using Promoting Alternative Thinking Strategies (PATHS) noted that compared with the control groups, children followed rules better, expressed their emotions appropriately, and more often than not stayed on task (Greenberg & Kusche, 1998).

Attachment theory assumes that children use their relationships with significant adults to organize their experiences. If children feel emotionally secure with their teachers, they can use them as a secure base and a resource for exploring the learning

opportunities of the classroom. Concurrent and longitudinal studies of child-teacher relationships suggest that children with close child-teacher relationships also are socially competent when interacting with peers. These findings support the premise that individual relationships are constructed within particular contexts (Howes, 2000). Caring classrooms have been described as a matrix of social relationships within which children first establish their own patterns of relationship quality; these relationships appear to persist throughout time and during the transition into life (Howes, Matheson, & Hamilton, 1994).

Conversely, individuals with augmented social and emotional skills contribute substantially to the formation of a friendly and encouraging environment. Emotionally intelligent students help classrooms be inspired and run better and more effectively (Elias, 2006). As elementary school students, preschool children who enrolled in child care centres contributed to both the social-emotional climate of the classroom and the quality of their relationships with their teachers and peers (Howes, 2000). This is evidence that an individual's social-emotional competences and their community climate relate in a reciprocal manner.

The purpose of this study was to examine the relationships and causal effects between students' social-emotional intelligence and their perceptions of the physical education classroom climate as a caring community. The adaptations of the Emotional Quotient inventory: Youth Version (EQ-i:YV, Bar-On, & Parker, 2000), a measurement of children and adolescents' emotional intelligence, and the School as a Caring Community Profile-II (SCCP-II, Lickona, & Davidson, 2000), were carried out in Greece for the purposes of this study.

Unfortunately, in Greece there is a lack of proper instruments for assessing students' social-emotional skills and the relative school/classroom climate. Moreover, in international literature there is a gap between the theoretical frame of emotional intelligence and psychological factors in school settings. It is believed that useful conclusions will emerge and this study will contribute to investigating the relationships and interactions between students' social-emotional skills and their learning environment.

3 Methods

3.1 *Participants and procedures*

Eight hundred students (363 boys, 429 girls, eight did not specify their sex) were involved in the study. They attended the seventh and eighth grade of junior high school (N=491; mean age =13.05, SD =.98) and the tenth and eleventh grade of senior high school (N=309; Age Mean =15.7, SD =.74). The study that was of longitudinal type was carried out in two stages, with a period of five months between them (November and April). Carried out in the city of Thessaloniki (Greece) it covered six junior and five senior high schools. The study was conducted with the permission of the Greek Ministry of Education in agreement with the school authorities. All students provided written consent. The anonymous questionnaires were answered silently in the students' classroom in the presence of a researcher who provided low-voiced instructions to individuals when necessary.

3.2 *Instruments*

The Emotional Quotient Inventory: Youth Version (EQ-i:YV, Bar-On, & Parker, 2000), was used for measuring students' social-emotional intelligence. Two precedent pilot studies in junior and senior high schools were used for the instrument's adaptation to the Greek language (Siskos, 2009). Exploratory factor analysis with varimax rotation of principle components and reliability analysis Cronbach α were

used for examining the instrument's structural validity and consistency in Greek language. Eigenvalues above 1 were used to define the number of factors, and item-factor correlations above .30 were considered acceptable factor loadings. A literal translation of the EQ-i:YV was used in the first pilot study involving 510 students (232 girls, 262 boys, 16 did not specify their gender; mean age=13.8, SD=1.50). The more problematic items were re-examined, and some of them were slightly altered. Some, negatively-phrased items were changed to positively-phrased items, whereas other items including phrasal verbs and idiomatic expressions were slightly rephrased to better express the original meaning of the items.

The moderately revised Greek version of the EQ-i:YV was used in the second pilot study involving 504 students (268 girls, 230 boys, six did not specify gender; mean=13.7, a SD=1.51). The results of the factor analysis revealed a six-factor structure comprising 33 items. It explained 54.77% of the total variance, and the factor loadings ranged from .45 to .88. These findings were similar to those obtained for the original EQ-i:YV (Bar-On & Parker, 2000). The coefficient alphas for the instrument's six scales ranged from .62 to .88. This Greek version of the EQ-i:YV included 33 items and assessed six factors: Intrapersonal (e.g. "It is easy for me to tell people what I feel"), General Mood (e.g. "I do not have bad days") Stress Management (e.g. "I can stay calm when I am upset"), Adaptation (e.g. "I can come up with many ways of answering a hard question when I want to"), Empathy (e.g. "I usually know how other people are feeling"), and Social Responsibility (e.g. "I feel bad when other people have their feelings hurt"). These factors are nearly identical to the factors of the original EQ-i:YV with only one exception: 'Empathy' and 'Social Responsibility' emerged as separate subscales from the original Interpersonal scale, which is what occurs with adults (Bar-On, 2006). According to the authors' suggestions (Bar-On & Parker, 2000), an overall composite scale "Total EQ" was created by summing the mean scores of the emotional intelligence scales (Intrapersonal, Self Management, Adaptation, Empathy and Social Responsibility). The Greek version of the EQ-i:YV as derived from the second pilot study was answered by the students in the main study. After the general statement "In my life generally ..." students responded to the items of the EQ-i:YV in a four-point Likert-type scale (4= very often true of me, 3= often true of me, 2= seldom true of me, 1= very seldom true of me).

The results of the factor analysis in the first measurement study revealed that the six-factor 33-item structure had good internal validity and consistency. It explained 54.77% of the total variance, the loadings to the factors ranged from .45 to .88, and the coefficients alpha from .66 to .87 (Table 1).

In a second measurement the goodness-of-fit indices for the model were TLI=.919, CFI=.931, and RMSEA=.035.

The School as a Caring Community Profile-II (SCCP-II, Lickona, & Davidson, 2000) was used for assessing students' perceptions of the classroom climate in physical education as a caring community. One pilot study (N=374, AM=13.2, SD=1.55), was used for the instrument's adaptation to Greek language and to physical education class (Siskos, 2009). In the Greek version, the factors of the original SCCP-II emerged: Friendship and Belonging (e.g. students help each other, even if they are not friends), Respect (e.g. students refrain from put-downs, negative, hurtful comments), Shaping their Environment (e.g. students try to get other students to follow school rules), and Support and Care by Teacher (e.g. the teacher goes out of their way to help students who need extra help). After the general statement "In physical education class ..." students responded to the items of the SCCP-II in a five-point Likert-type scale (5 = almost always, 4 = frequently, 3 = as often as not, 2 = sometimes, 1 = almost never).

The results of the principal components analysis with varimax rotation in the first measurement revealed a four-factor structure that explained 49.70% of the total variance, with loadings to the factors from .45 to .76, and the coefficients alpha from .66 to .80 (Table 1). In a second measurement the goodness-of-fit indices for the model were TLI=.925, CFI=.939 και RMSEA=.033.

3.3 Statistical procedure

First measurement: Exploratory Factor Analyses of principal components with varimax rotation, and Reliability Analyses (Cronbach α), were used for examining the questionnaires' construct validity and internal consistency. Bivariate Correlation Analyses were used for examining both the inter-factor correlations, as well as the correlations among the factors of the questionnaires.

Second measurement: Confirmatory Factor Analyses were used for examining the questionnaires' factorial validity. Long Path Analyses (AMOS 7.0) were used for examining the causal effects among the factors of the questionnaires, between the two measurements.

4 Results

The statistical analyses of the first measurement's data revealed that both EQ-i:YV and SCCP-II had good internal validity and consistency. The confirmatory factor analyses of the second measurement's data, revealed that both EQ-i:YV and SCCP-II had good factorial validity, because the TLI and CFI indices were more than .90 and the RMSEA was less than .05 (Hu & Bentler, 1999).

Inter-factor correlations for both EQ-i:YV and SCCP-II, were positive and statistically significant of low-medium level, demonstrating that the questionnaires can assess different aspects of the social-emotional intelligence and the perceived caring classroom climate. The correlations among the EQ-i:YV and SCCP-II factors, although lower than expected, were positive and statistically significant, evidence of external validity for both instruments.

Structural equation modelling (SEM) was used (Figure 1) in long path analyses (AMOS 7.0) which examined the causal relations among EQ-i:YV and SCCP-II factors in the two-tier study. SEM analysis is based on the assumption that if the same measurements are used on multiple occasions, the corresponding residual error variables will tend to be correlated, thus achieving accurate estimates of relations among the constructs (Joreskog, 1979; Marsh & Yeung, 1997).

Table 1 presents the statistically significant causal path relations among EQ-i:YV and SCCP-II factors. For all the related factors, the stability coefficients between the two measurements were particularly high. For all the presented models the goodness-of-fit indices' values ranged from acceptable to excellent.

Table 1

Path coefficients and goodness-of-fit indices of critical causal paths for EQ-i:YV and SCCP-II factors, second measurement

	Standardized beta weights	Goodness-of-fit indices
Total EQ and perceived care by P.E. teacher (r =.25***)		
Total EQ-1→Care by T.-2	.09*	$\chi^2 = 412.3$, df= 193
Care by T.-1→ Total EQ-2	.05	TLI = .925
Total EQ-1 → Total EQ-2	.60***	CFI = .943
Care by T.-1→ Care by T.-2	.57***	RMSEA = .036
Adaptation and perceived friendship climate in P.E. (r =.22***)		
Adapt.-1 → Friendship-2	.03	$\chi^2 = 539.4$, df= 385
Friendship -1 → Adapt.-2	.09*	TLI = .966
Adaptation-1→ Adaptation-2	.53***	CFI = .971
Friendship-1→Friendship-2	.63***	RMSEA = .022
Stress management and perceived friendship climate in P.E. (r =.25***)		
Stress M.-1 → Friendship -2	.09*	$\chi^2 = 539.1$, df= 385
Friendship -1 → Ελ.Άγγχους -2	.01	TLI = .965
Stress M.-1→ Stress M.-2	.66***	CFI = .971
Friendship-1→ Friendship -2	.61***	RMSEA = .022
Stress management and perceived shaping environment in P.E. (r =.29***)		
Stress M.-1→ Shape Env.-2	.10*	$\chi^2 = 269.7$, df= 155
Shape Env.-1→ Stress M.-2	.01	TLI = .955
Stress M.-1→ Stress M.-2	.66***	CFI = .967
Shape Env.-1→Shape Env.-2	.56***	RMSEA = .029
Stress management and perceived respect climate in P.E. (r =.33***)		
Stress M.-1→ Respect -2	.16**	$\chi^2 = 306.5$, df= 155
Respect -1 → Stress M.-2	.12*	TLI = .939
Stress M.-1→ Stress M.-2	.66***	CFI = .955
Respect -1 → Respect -2	.62***	RMSEA = .034
Stress management and perceived care by P.E. teacher (r =.21***)		
Stress M.-1→ Care by T.-2	.15***	$X^2 = 423.3$, df= 235
Care by T.-1 → Stress M.-2	.01	TLI = .949
Stress M.-1→ Stress M.-2	.66***	CFI = .960
Care by T.-1 → Care by T.-2	.56***	RMSEA = .031
Social responsibility and perceived friendship climate in P.E. (r =.41***)		
Social Resp.-1→Friends.-2	.11**	$X^2 = 458.2$, df= 281
Friends.-1→Social Resp.-2	.06	TLI = .943
Social Resp.-1→Social R.-2	.62***	CFI = .955
Friendship-1→ Friendship -2	.59***	RMSEA = .027
Social responsibility and perceived care by P.E. teacher (r =.25***)		
Social Res.-1→Care by T.- 2	.13**	$X^2 = 286.8$, df= 155
Care by T.-1→Social Resp.-2	.05	TLI = .942
Social Resp.-1→Social R.-2	.62***	CFI = .958
Care by T.-1 → Care by T.-2	.56***	RMSEA = .032
General mood and perceived friendship climate in P.E. (r =.25***)		
Gen. Mood-1 → Friends.-2	.03	$X^2 = 615.8$, df= 443
Friends. -1→ Gen. Mood -2	.10*	TLI = .966
Gen. Mood -1→G. Mood-2	.57***	CFI = .971
Friendship-1→ Friendship -2	.63***	RMSEA = .021

Figure 1 presents a model of casual path relations between the factors Stress Management (EQ-i:YV) and Respect (SCCP-II). The stability coefficients (the paths of the same variables in repeated measurements) were particularly high ($\beta=.66$ and $\beta=.62$). This is evidence that the examined factors presented high stability despite time passing. At the same time, Stress Management and Respect showed positive and statistically significant correlation ($r=.33$, $p<.001$). The factor Stress Management during the first period had a positive and significant effect on the factor Respect during the second period ($\beta=.16$, $p<.001$), while the factor Respect of the first period had a positive and significant effect on the factor Stress Management during the second period ($\beta=.12$, $p<.01$).

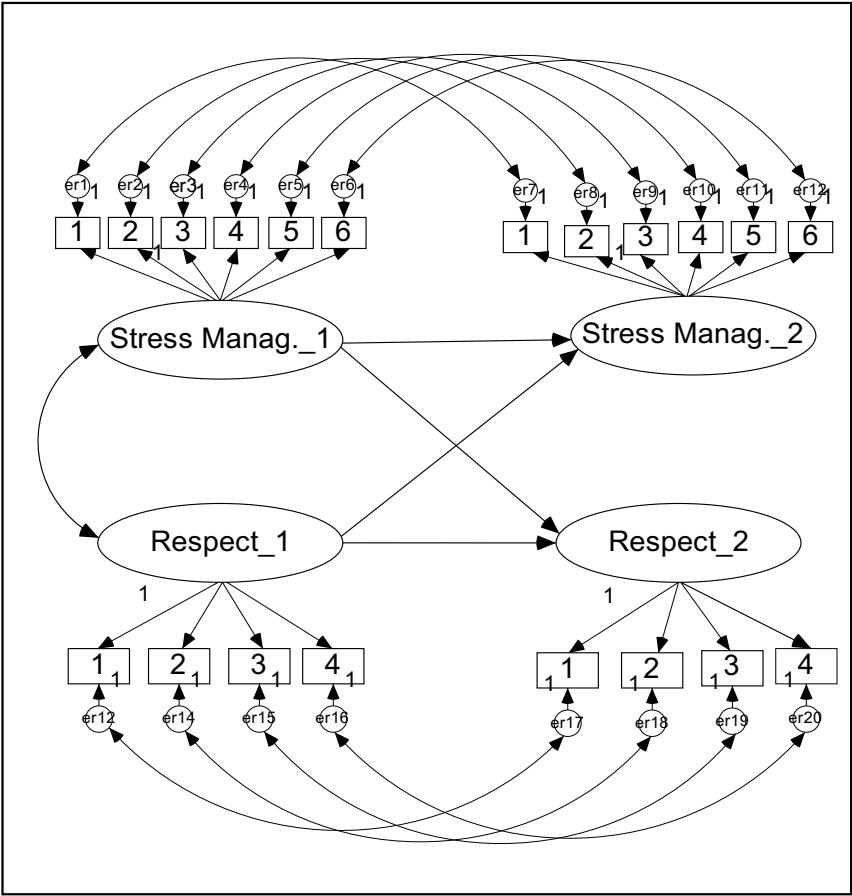


Figure 1. Model of casual paths between Stress Management (EQ-i:YV) and Respect (SCCP-II). Term (_1) and term (_2) represent the two data stages. Stress Management inferred from six indicators, and Respect from two. The linear arrows represent the standardized beta weights, while the curved arrows represent the correlations between two latent variables.

5 Discussion

The present findings provide first evidence of construct validity for the Greek version of the EQ-i:YV. It seems that it can measure Greek students’ skills for understanding and expressing their feelings, managing their stress levels and emotions, finding

creative solutions for everyday problems in general, understanding and respecting others' needs, creating good relations with others, and generally being effective with daily demands and basically being happy. The SCCP-II (Siskos, 2009), as adapted to the Greek language and the physical education class, seemed to be a valid and reliable instrument for assessing students' perceptions as to whether the climate in the classroom during physical education lessons encourages friendship, respect, and a sense of belonging, giving them opportunities for participation in shaping their learning environment, and making them feel safe and supported by the teachers.

The majority of linear correlations among EQ-I:YV and SCCP-II factors were positive and significant. Students' total emotional intelligence presented the highest correlations with the factors of the perceived caring classroom climate in physical education; whereas the perceived friendship and belonging among students appeared to have higher correlations with the most factors of students' emotional intelligence. These correlations, although of a lower level of significance, were in accordance with existing literature, as it was expected that a caring, participating, and supportive school/classroom climate makes a substantial contribution to the development of students' social and emotional skills (Hawkins, Cleve, & Catalano, 1991; Lickona, & Davidson, 2000). Quality social-emotional programs are able to create a caring school atmosphere, and at the same time social and emotional skills are built in a caring and warm school environment (Elias, 2006; McCombs, 2001). However, so far there has been no relevant research that examines the direct relation between these two instruments (EQ-I:YV and SCCP-II).

Upon examining the relationships diachronically it emerged that students' ability to manage stress and emotions in a positive way also affected positively all the factors of the perceived caring classroom climate during physical education. The students' ability to respond calmly in stressful situations appeared to affect strongly their perceptions of a respectful atmosphere in physical education classes and their view of the teacher as a caring and close person. Students' social responsibility, that is the ability to identify with their social group and cooperate with others (Bar-On, 2006), seemed to affect significantly their perceptions about a friendly classroom climate and a caring physical education teacher.

The role of the teacher in creating a positive and warm learning environment is of critical importance (Hawkins, Cleve, & Catalano, 1991; Lickona, 1997). Teachers must be the role model for a certain line of thought. They must feel that they are also part of the classroom community and play the role of facilitator within the learning process. With well-organized classroom management plans they can establish the parameters for the physical, social, emotional and intellectual environment of the classroom. In a positive and supportive classroom environment students feel safe to take risks, acquire new knowledge, and know that they are valuable members of a community (Norris, 2003).

Respectively, students' perceptions about friendship and the respective classroom atmosphere in physical education significantly affected their general mood and their adaptation skill. Perceiving high levels of cohesion among students was reflected in adolescents' high levels of satisfaction with classes, fewer conduct problems and fewer depressive symptoms (Loukas, 2004). Friendship and cohesion among students boost their self-esteem which in turn seems to mediate for their positive mood (Schutte et al., 2002). In a classroom where positive emotions prevail and negative judgments are excluded, students are likely to perform well at solving problems (Elias et al., 1997).

The new demand made of schools in the 21st century is to integrate students socially and emotionally (Weissberg & O'Brien, 2004). Physical education is the proper

vehicle for cultivating social-emotional skills (Laker, 2000; Tjeerdsma, 1999). Therefore, this is one of the principle goals of the Greek physical education curriculum (Greek Ministry of Education, 2003). Social and emotional learning programs suppose a caring school/classroom environment and strong relationships among students, teachers, other school personnel and families (Hawkins, Cleve, & Catalano, 1991). In a social-emotional learning environment students are able to express their feelings and their rights, feel secure and supported and can build meaningful relationships. They feel that in classroom, and in school as well, there are equality, justice and caring teachers (Elias et al., 1997; Elias, 2006). The teacher's role and responsibility in constructing a caring school/classroom environment construction and the social and emotional integration of students is of critical value (Hawkins, Cleve, & Catalano, 1991; Norris, 2003).

Interpreting the above findings we have to take into account some limitations of the study. First, the study was limited to the secondary education schools of just one geographical region. Second, neither the social-economical status of students, nor the educational levels of their parents were taken into account. Another limitation of the study is the fact that the data was collected through self-report questionnaires, a fact that may call into question the validity of the answers given. However, self-report questionnaires are regarded useful instruments for assessing human traits and personality (Nolen, 1998), and their validity can be tested statistically, as was the case in the study on hand.

Future studies with a larger and geographically more representative sample might provide a more comprehensive view of the effects of social-emotional abilities in school settings. In addition, future research should examine the experimental validity of the present questionnaire in physical education contexts and its relation to social and life skills. Experimental research is of high importance and interest, as there is a gap in current literature between theory and the contribution of emotional-social intelligence to learning and especially to students' success and well-being in life.

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Exploring the impacts of a contextually-based, total immersion graduate program with a focus on teaching physical education with an emphasis on technology

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| 2 | Methodology |
| 3 | Program findings and discussion |
| 3.1 | <i>Total immersion in the school system and community and the Gaining of practical knowledge with immediate application</i> |
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| 4 | Concluding comments |

Abstract

This study is a qualitative investigation of a total immersion, contextually-based graduate degree program in Physical Education-Teaching with an emphasis on technology. A unique community/university partnership is aimed at reforming physical education teacher preparation. Organized in partnership between the Grundy Center (Iowa USA) Community Schools, Polar Electro, Inc. and the University of Northern Iowa, the program is designed for students to gain direct teaching experience while at the same time emphasizing a new pedagogy for preparing physical education teachers. The underlying intent of the program is one of linking practice to theory, not the reverse. Eight major themes are emphasized in the design of the teacher preparation program. However, the qualitative analysis conferred uniqueness to only four of these themes including: 1) total immersion in the school system and community and the gaining of practical knowledge with immediate application; 2) an enhanced sense of responsibility for assigned tasks; 3) relationship with a master teacher; and 4) the use of technology.

Key words: physical education teacher preparation, contextually-based education, technology, graduate studies, POLAR scholar program

Current practices in the preparation of physical education teachers warrant re-thinking of the organization of current programs. Maeda and Murata (2004) have confirmed that increased pressure to improve school test scores in basic subjects such as math, reading and science has resulted in a reduction and, in some cases, elimination of physical education programs. Like other teacher education preparation programs, there is a need for a model that more effectively links the preparation of physical education teachers with actual practice. As Jarvis (1999) has noted, practitioners must draw from practice to develop theory as a way of engaging in meaningful professional practice. As Korthagen et al. (2001) write:

During the 20th Century, a strong inequity between theory and practice has dominated scholarly thinking. Abstract knowledge was considered to be of a higher standing and or more value than concrete skills or the tacit knowledge of good performance (p. 20).

As these authors note, teacher education starts from the involvement in concrete practical problems taught in real context with the opportunity for systematic reflection often with a master teacher. The total immersion of students in the teaching environment using reflection as an active way of processing experience and linking it to theoretical constructs is, in fact, the key factor in this curricular strategy to be discussed. Most physical educator teacher preparation programs have been grounded over the past several decades in the pillars of the scientific foundations of exercise science. However, knowledge of these scientifically-based theoretical underpinnings does not necessarily translate into the preparation of effectively prepared physical education teachers.

More specifically, what, then, is wrong with teacher education, especially in the area of physical education? If one surveyed the impact of physical education programs throughout the United States, one is immediately drawn to the results of such programs. For example, obesity amongst children and youth has more than doubled for adolescents ages 12 – 19 (National Taskforce on the Treatment of Obesity, 2000) and more than tripled for children ages 6-11 (Odgen, Flegal, Carroll & Johnson, 2002). Increasingly, physical education is minimized in the school where Nader (2003) reports that daily participation is in only 5.6 percent of schools. Estimates in the United States now suggest that among children ages 9-13, more than 60% do not participate in organized physical activity during non-school hours (Eaton et al., 2006). “Has physical education failed?” (Edginton, 2007, p. 1). Have those teaching physical education failed? Have we failed in the preparation of physical education teachers?

It is evident there is a need to re-focus teacher preparation programs in the area of physical education. Programs that produce physical education teachers that, in fact, can communicate effectively with students in such a way as to promote life long strategies that lead to healthy, active behaviors (NASPE, 2004, Trudeau & Shephard, 2005). New approaches to physical education teacher preparation need to be conceptualized, applied and tested. This study is a qualitative investigation of a total immersion, contextually-based graduate degree program in physical education-teaching with an emphasis on technology.

1 Organization of the POLAR scholars program

Increasingly, the development of community/university partnerships is at the heart of the processes aimed at reform, especially in education. A program of preparing physical education teachers has been operating for five years organized in a unique fashion featuring a partnership between the Grundy Center Community Schools, Iowa, USA; POLAR Electro, Inc.; and the University of Northern Iowa. The program is designed in such a way as to provide opportunities for students to gain direct teaching experience, while at the same time, featuring a new pedagogy in preparing physical education teachers. Students participating in the program are referred to as POLAR Scholars.

Operated in context in Grundy Center, a small rural community in the state of Iowa, the program provides students with opportunities to engage in a variety of experiences including curriculum development, program supervision, faculty and board meetings as well as direct assignments with allied community agencies. The program was

designed to feature a number of other benefits including gaining advanced graduate instruction supported by dedicated school administrators and participation in a dynamic, progressive and future teaching strategy. Opportunities to network with outstanding physical educators throughout the world, as well as exposure to numerous in-service and developmental activities, provide instruction to physical education professionals in the area of technology is also featured.

The program is intended to link practice to theory (Korthagen, 2001), not the reverse, and features the direct involvement of students with a master teacher. In addition, the program organizes students into cohort group and emphasizes reflective thinking. The program was designed in such a way as to be deeply embedded in community activities outside of the school.

Actual course work taken by students is organized to compliment their teaching experience. Course work includes classes with opportunities for students to explore their experiences teaching. The curriculum includes topics such as: Curriculum and Design in Physical Education; Effective Teaching in Physical Education; Contemporary Issues in Physical Education; Research Methods; Statistics; Seminar in Physical Education – Teaching with Technology; Seminar in Physical Education – Field Applications in the use of Technology; Seminar in Physical Education – Philosophical Perspectives; Internship/Practicum and Research Project. The literature supports the notion that schools and universities are advantaged when operating in a collaborative fashion, especially in providing practicum experiences for student teachers as a way of linking theory and practice (Kwan & Lopez-Real, 2000).

2 Methodology

This qualitative investigation asks graduate students participating in the POLAR Scholar program a series of questions aimed at revealing information regarding the program. The qualitative research method is directed to help “researchers and practitioners understand and explain the meaning of social phenomena” (Dieser 2003, p. 200; Merriam 1997). A goal of qualitative researchers is to extract the meaning individuals have constructed within their natural setting.

Initially, the study was designed to assist in the identification of program themes that would be used in the creation of a diffusion model that other colleges and universities might employ to implement this approach to teacher preparation in physical education. To accomplish this research objective, the researchers conducted a series of structured questions as a way of interviewing participants. This has been referred to as “standard open ended approach” where questions are determined in advance, yet open so the respondent is free to offer as much or little in responding to the question as they desire (Dieser, 2003; Henderson & Bialeschki, 2002). An interview guide was sent electronically to each of the former and current participants in the program asking them to respond to a series of questions.

Following the collection of data, the information was recorded, coded and analyzed using the constant comparison method (Glaser and Strauss, 1967). Henderson & Bialeschki noted that the constant comparison involves a number of stages including displaying the basic themes that emerge, refining and comparing them to one another, further delimiting and refining themes and then providing examples to show how the themes were derived (Henderson & Bialeschki, 2002). The establishment of themes was done through the process of content analysis (Dieser, 2003). Through this process

of content analysis, themes and patterns emerged that enabled the researchers to construct a model for diffusion of the curriculum and its various components.

3 Program findings and discussion

Several consistent themes emerged as a result of the analysis of responses with the POLAR Scholars provided to the investigators. The main themes identifying the uniqueness of the program were reported to be 1) total immersion in the school system and community and the gaining of practical knowledge with immediate application; 2) an enhanced sense of responsibility for assigned tasks; 3) relationship with a master teacher; and 4) the use of technology.

3.1 Total immersion in the school system and community and the gaining of practical knowledge with immediate application

POLAR Scholars viewed the total immersion of the school system and community as a main feature of the program. One of the emerging educational initiatives in the preparation of teachers is the need to promote engagement within the community (Gallego, 2001). In this sense, the program can be described as “learning as participation” (Fuller & Unwin, 2005, p. 24). As POLAR Scholars report, [...] the most unique part of the experience is the immersion in the Grundy Center community. Each student is totally and completely immersed in a school system that is in full support of the program; the total immersion in a little town is what, in a way, makes the program work. The complete immersion of their efforts provides countless opportunities for them to “plug in” to the school and community to be a prominent advocate for quality physical education and lifelong physical activity. The most unique part of the program is being able to apply information that you are currently learning [...] [and] [...] the ability to apply knowledge learned in class immediately in the Grundy schools.

You are a part of the community when you are a Polar scholar. You are more part of the “school” community rather than the “university’s” community [...]. It is also evident that for the whole group of graduate students] [...] the relationship and engagement the Polar scholars have with the community is an integral part of the program.

These statements reflect the satisfaction of POLAR Scholars with their experience of immersion and the gaining of practical knowledge and its application. Deep personal satisfaction for the full immersion in the community is perceived as the most valuable part of the program.

As Korthagen (2001, p. 273) has written, “[...] teacher education starts from concrete practical problems and the concerns experienced by (student) teachers in real contexts.” The POLAR Scholars program amplifies opportunities for students to learn in context. It provides compressed and intense opportunities for learning both theoretical and practical knowledge and skills.

A current belief is that knowledge and skills can be transferred in practice from one setting to another as long as students gain appropriate theoretical underpinning (Nygaard, Hojlt & Hermansen, 2008). The POLAR Scholars program challenges this basic assumption suggesting that practice must be done in concert with theory and that theory must not precede practice. The POLAR Scholar program has been developed using the paradigm of contextual learning theories (Hermansen, 2005). As the POLAR

Scholars report, they have been able to transfer their knowledge and skills across context.

The POLAR Scholars have been encouraged to think, learn, act and react in different ways as a basic learning strategy of the program and these interactions constitute a unique ongoing system of social relations which is an important part of contextual learning (Nygaard & Andersen, 2005). Students have been provided with learning space and an emphasis through the use of cohort groups on the building of social relationships that have been embedded in a total immersion, contextually-based learning environment.

By involving POLAR Scholars in the community and promoting a deeper engagement with community members, the program has provided opportunities for individuals to gain a deeper and more extensive knowledge of the context, especially the broader community environment that impact on student learning (Dunkin, 1996). The program has created what Lave and Wenger (1991) have called communities of practice and these authors noted that learning is not a case of the individual acting on the world but of the individual acting in the world.

3.2 Enhanced sense of responsibility for assigned tasks

The respondents manifest a unanimous feeling of responsibility towards the tasks assigned and recognize their responsibilities as inherent to the program itself. They are deeply committed and develop a strong sense of responsibility for carrying out the assignments and expectations required as a teacher and a learner in the program. Comments from POLAR Scholars supporting this theme include:

[...] The expectations are that you take on several different responsibilities instead of just being in the classroom since the roles include student, teacher, P.E. technology expert, intern and active community member. POLAR Scholars agree with the fact that [...] the obvious differences in expectations are the daily teaching responsibilities in Grundy Center. As a consequence [...] the expectations for graduate students in this program go above and beyond those of the graduate students based on a university campus [...] and are very different and unusual from graduate students in traditional programs. Actually, as one respondent pointed out [...] the set up of this graduate program creates expectations [...] [for me] [...] to be a teacher, a student, a leader, a revolutionary thinker, a conformer, a community member, and a learner.

Today, the mission statement of many colleges and universities are focused on promoting student learning. Yale University's School of Medicine mission statement (2006) offers a call to "educate and inspire scholars and future leader." Cambridge University (2004) offers the "encouragement of a questioning spirit [...] [and] [...] education which enhances the ability of students to learn throughout life." As one can see, contemporary higher education is focused on promoting leadership, more conceptual thinking, life-long learning and engagement with the community – all hallmarks of the POLAR Scholar program.

The intensity of the experience has had a great impact on the students. A great deal is expected of POLAR Scholars. With higher expectations, do students perform better? It has been suggested that a students' preference regarding instruction and assessment will impact on their perception of the learning conceptions and their approaches to learning. These factors will ultimately affect a students' achievement (Struyven, Dochy & Jansen, 2005). Further, students engaged in a deep approach to learning

prefer to be in environments that provide them with understanding and opportunities for synthesis and comprehension (Entwistle & Tait, 1990). A key factor in this approach to preparing physical educators has been the transformation of the learning environment. It is difficult at times to change student learning outcomes because the perception of the learning environment by students has not changed (Lawless & Richardson, 2002). The POLAR Scholar program provides these deep opportunities for learning that promotes the prospect for greater understanding, connection between concepts and for reflection because the learning environment has been changed.

3.3 *Relationship with a master teacher*

The relationship between a master teacher and the POLAR Scholars seems to diverge slightly according to the school level. It appears to be much more intense at the elementary school, as a consequence of the experience, prestige and professional authority of the person in charge of mentoring the teacher students – who often refer to him in a very devotional manner. But, in general, the POLAR Scholars agree that

[...] the Master Teacher is a guide and mentor of the “whole” process [...] and the relationship is critical to the infrastructure of the program. A very intense personal interaction and complicity regarding the success of the program are manifest: The Master Teacher relationship is unique because as well as being a mentor, [...] [he] [...] must be a friend, a confidant, a trusting person to share thoughts and ideas [...], making the interaction personable on a friend level basis [...] as it involves aspects from mentor-mentee, co-worker and friend relationships.

In such a context, the influence of the Master Teacher is perceived to reach the innermost level of students’ personal attitude and development as a teacher:

[...] The personal growth I have had with my mentor goes far beyond co-teaching and roles within the program. Developing as a teacher is a process of change within the teacher as it is for the student.

To achieve such a degree of multi-personal identity, the relationship between the master teacher and his/her mentees:

[...] requires both sides to have an open mind and set aside egos. [...] With three diverse backgrounds, we are able to discuss and debate topics such as curriculum, philosophy, and management in a very productive way.

The master teacher is an element in the preparation of teachers that offers tremendous impact on their development. The master teacher plays a very important role in the development of a POLAR Scholar as Coleman and Mitchell (2000) report, pre-service teachers behaviors reflect those of the master teacher more closely than any other methods.

Braund (2001, p.198) notes that a mentor plays the role of “reflective practitioner, assisting student teachers to design and evaluate learning environments.” A mentor often shifts his/her role from serving as a “provider of feedback” to one of ‘counsellor’, ‘equal partner’ and ‘critical friend’ (Kwan & Lopez-Real, 2005). The POLAR Scholars report that the relationship with their mentor is an important element in their education; one of a friend, a confidant and someone with which to share ideas in a very intense and sustained form of interaction.

3.4 Use of technology

The use of cutting edge technology and how it is to be incorporated into the teaching of physical education is posited as a key element of the overall program of teacher preparation (Ladda et al., 2004; Schell, 2004) and it is highlighted in the model curriculum implanted in the school system. As POLAR Scholars have noted, “[...] the use of technology was the main reason for coming to Grundy Center.” Their support for this was amplified in the following comments:

[...] we are at an age in society where we as educators need to start allowing technology help define what we do. [The technology] utilized in the program helps provide visual and objective evidence for student progress [...] enhancing the teaching of physical education for many reasons, as for example increasing the motivation of the students and providing teachers with good feedback about the fitness levels and activity levels of the students in their classes.

Although POLAR Electro heart rate monitors are in great evidence in the program, students reference other technological resources including P.E. Manager Software, TriFit Assessment System and handheld palm pilots. As POLAR Scholars have noted: “[...] the use of heart rate monitors gives our students immediate feedback during class; they are able to be self-sufficient and 100% accountable for their own effort and grade. The pocket PCs are vital to provide lesson plans and information on each student right on one’s hip.

Technology is a tool that can aid in measurement, accountability, and serve as an element that motivates children and youth to engage in physical activity. Today’s children and youth are very technology-driven, physical education programs must consider additional ways of using technology. Technological applications are offered to students to enhance their abilities to employ various forms in the teaching of physical education. Technology is viewed by the POLAR Scholars as an important and valuable tool providing objective evidence and aiding in accountability. For example, they see the use of handhelds as a way to store information in a convenient fashion and access their lesson plans. The use of technology is also a motivator for students. Today, students are very technology savvy and they seek ways to bring its use into all components of their life, including physical activity.

4 Concluding comments

The qualitative study reported in this article provided voices to graduate students participating in a unique total immersion, contextually-based graduate program in physical education with an emphasis on the use of technology. Comments made by POLAR Scholars have been echoed in numerous studies reported in this article found in the literature. The analysis assisted in the identification of key themes driving the learning experience of students. The intent of the study was not to have students critique the program, although students did offer their opinions regarding the implementation of the program as a shared activity between a university, school district, community and commercial enterprise.

As the data has been reviewed and analyzed, it is clear that POLAR Scholars expressed a great deal of satisfaction and confidence in the organization of their learning experience. Some noteworthy key comments pointed to the satisfaction of working and living in a community environment where immersion occurred. They recognized and reported on the intensity of the learning experience. In fact, the program demands a great deal from each of the participants in terms of time on the

job, and also requires an intensity of focus. However, the integrative elements of combining several learning strategies including the intense relationship developed with the master teacher and course work aligned with their ongoing teaching experience were viewed as important. Like most learning environments, the social nature of the experience was expressed by students as being important as reflected in the aforementioned relationship and also their contacts with others in the school system, community members and each other.

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Usage of the index of physical efficiency in physical education and sport

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1	Introduction – Tests of physical efficiency
2	Area of study – Index of physical efficiency of K. Zuchora
3	Results – IPE in research and own experience
4	Discussion and conclusion
	Appendix

Abstract

In 1982 Dr K. Zuchora from the Academy of Physical Education in Warsaw created the “Index of Physical Efficiency” (IPE) as ordered by the School Sport Association.

Method: The problem is using the IPE in physical education and sport. A five-year observation was carried out in a secondary school in Strzyzow town and a 17-year study was carried out through the Idokan Poland Association (IPA) in Rzeszow and Strzyzow. Over this period of time the number of pupils tested was $N = 500$. The test was repeated each semester. The IPE test gives us information on cyclical performance.

Results: Although the IPE is not suitable for a comparative study in all tests, the IPA uses it to check the levels of training. A detailed monitoring of efficiency has been used since January 2007. The best athletes receive excellent results (six points) in all tests. In the last test in March 2010, 62.5% of systematically exercised people received results between 31 to 36 points, which is excellent for the particular age groups, which include all the athletes of jujitsu, representatives of IPA. This index allows the assessment of physical efficiency in a gymnasium during a 45-minute lesson.

Key words: physical efficiency, index, test, application

1 Introduction – Tests of physical efficiency

The International Test of Physical Efficiency (Larson, 1969) and EUROFIT (1991) are currently the most popular tests used to assess physical efficiency. Quite often the efficiency of children and youths (Trzesniowski, 1990; Litwiniuk & Cynarski, 2005; Saczuk et al., 2007) and the efficiency of athletes (Talaga, 2004; Ozimek, 2007) is checked using these tests.

The Polish scientists played a major role in creating the research tools to assess levels of efficiency. The first Polish publication of S. Pilicz (1969) titled “O probie standaryzacji testow sprawnosci fizycznej” and some other publications (Pilicz, 1971; Trzesniowski & Pilicz, 1989; Pilicz, Przeweda & Trzesniowski, 1993) served the Polish adaptation and application of the International Test of Physical Efficiency. However, the first instrument to measure physical efficiency was developed by Polish anthropologist Jan Mydlarski in 1933. His measurements comprised a run of 60 meters, one high jump unit and one unit of throwing a baseball. Mydlarski thought that he could measure coordination in this way. His physical results were noted in tables, recording the age, height and weight of a student (Zuchora, 2009). In 1960 Roman Trzesniowski slightly modified Mydlarski’s method.

Krzysztof Zuchora referred to the creation of a simple research tool for physical efficiency creating his own index.

2 Area of study - Index of physical efficiency of K. Zuchora

In 1982, Dr Krzysztof Zuchora from the Academy of Physical Education in Warsaw created the “Index of Physical Efficiency (IPE) of K. Zuchora” as ordered by the School Sport Association. The minimum physical efficiency was set at the level which could easily be achieved by 90% of the Polish people between the ages of six to 71. The next level was aimed at 80% of people who should be able to cope with the more demanding physical demands. This is the so-called satisfactory level. For example, second-level efficiency requires the person to carry out a standing jump of 7 feet - something which can be achieved by 60 % of the population. A jumped distance of 8 feet is more difficult and can be achieved by about 40% of the population. This level allows active free time and good shape and health (Zuchora, 2009). The higher levels cover between 10-20% of the population, or the efficiency of the sports elite. The points 1 to 6 correspond to the scale of assessments.

Thanks to the norms used we can compare the results of an adult with their grandparent or grandson. Krzysztof Zuchora, the creator of the Index of Physical Efficiency says:

“The test I created allows us to assess the level of physical efficiency of all members of a family as the suggested exercises can be performed by anyone from six years until old age. I also encourage disabled people. Remember, we all are equally fit, we only have different abilities (this is why not everybody has to do all the tests). Of course, before you do any exercise, you must consult your doctor. This applies also to older people or people with cardiovascular diseases. All the exercises are created in such a way as to encourage all muscle groups. Everyone should have an equal chance regardless of height and weight. This is why we measure the results using our own feet. The main benefit of this test is that it allows us to measure the ability of adults and children. The minimum was created in such a way that it can be achieved by 90% of the population at the age of between six and 70. In Poland, 80% achieved the satisfactory rating, 60% returned a good rating, 40% were rated very good, 20% achieved a high rating and 10% returned an excellent rating (Olympians and sports champions). I estimated that the level of six-year-olds is the same level as for a person aged 70 years. People in the age group of 19 to 25-year-olds are the fittest. My test serves as a self-assessment. This is why you need to check to which group you belong. If you are not satisfied with your result, you repeat it every day and you will see an improvement after a week (remember that at the beginning the progress will be more noticeable than after a month of regular exercises)”, (Zuchora, 2007).

This index allows the assessment of physical efficiency in a gymnasium during a 45-minute lesson.

3 Results – IPE in research and own experience

In the 1980s, the first authors implemented the IPE method in martial arts to check their own achievements of efficiency (self-control). In the years between 1993 and 1998, IPE was used as a tool for working with children of Zespol Szkol and Liceum Ogólnokształcące (secondary school) in Strzyżów. The youths used this method during physical education, which was encouraging the students to improve their

physical efficiency. The students knew that on the day of the test they did not necessarily have to achieve better results, but knew it was enough to improve on a previous term.

The Association of Idokan Poland in Rzeszow and Strzyzow also has been performing cyclical tests of IPE for the last 17 years, where youths practice jujitsu and karate. Martial arts with Asian origin are trained here in a holistic way, as a teaching programme is not limited to the ability of combat. Its aims are an adaptation of the competence of health, physical education, ethical principles, etc. (cf. Kiyota & Kinoshita, 1990; Cynarski & Sieber, 2006; Obodynski & Cieszkowski, 2007).

4 Discussion and conclusion

Many researchers are interested in the importance of physical efficiency in martial arts and combat sports. They examine the profiles of efficiency of people practising jujitsu (Sterkowicz & Ambrozy, 1992; Ambrozy & Miklaszewski, 2001), judo and aikido (Litwiniuk, Daniluk & Cynarski, 2005; Litwiniuk & Cynarski, 2006) and martial arts and combat sports (Douris et al., 2004; Litwiniuk, Daniluk & Cynarski, 2006). Unfortunately, the IPE is not used often enough due to the application of the measurements (e.g. the length of one's own foot).

Although the IPE is not suitable for a comparative study in all tests, the Idokan Poland Association (IPA) uses it to check levels of training. A detailed monitoring of efficiency has been used since January 2007. The best athletes receive excellent results (six points) in all tests. In the last test in March 2010, 62.5% of systematically exercised people received results of between 31 and 36 points, which is excellent for the particular age groups. Amongst them are all the athletes of jujitsu, representatives of IPA.

The authors hope that this English translation of IPE will enable a greater use of the international scale, both in the research of martial arts and in school didactics of physical education.

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Appendix

Index of Physical Efficiency of K. Zuchora

1. Speed - running on the spot for ten seconds with high knee lift and clap under raised leg. Number of claps to be counted.
2. Jumping - standing long jump. Jumpers measure the distance using their own feet (round up to the nearest full foot length).
3. Arm strength – pull-ups on the bar, (you can also use a branch). Performing the exercise with an increased level of difficulty (see table below).
4. Flexibility - standing to attention. Upper body bending forward with straight legs (in continuous slow motion).
5. Abdominal muscle strength - lying on the ground, lifting legs just above the ground. Performing the exercise as long as possible, ‘transverse scissors’.

6. Stamina - continuous running, two variants of trial:
1. Running on the spot at a pace of about 120 steps per minute whilst timing the duration
 2. Long-distance run, measuring the distance achieved.

Scoring of the individual attempts

Speed

Girls [claps]	Boys [claps]	Evaluation [points]
12	15	Minimum = one point
16	20	Satisfactory = two points
20	25	Good = three points
25	30	Very good = four points
30	35	Remarkable = five points
35	40	Outstanding = six points

Jumping

Girls [feet]	Boys [feet]	Evaluation [points]
5	5	Minimum = one point
6	6	Satisfactory = two points
7	7	Good = three points
8	8	Very good = four points
9	9	Remarkable = five points
10	10	Outstanding = six points

Arm strength

Girls	Boys	Evaluation [points]
Hang on overhead bar Holding for 3 seconds	Hang on overhead bar Holding for 5 seconds	Minimum = one point
Hang on overhead bar Holding for 10 seconds	Hang on overhead bar Holding for 10 seconds	Satisfactory = two points
Hang on overhead bar with one hand Holding for 3 seconds	Hang on overhead bar Performing pull-ups (head over bar height) Holding for 3 seconds	Good = three points
Hang on overhead bar with one hand Holding for 10 seconds	Hang on overhead bar Performing pull-ups (head over bar height) Holding for 10 seconds	Very good = four points
Hang on overhead bar Performing pull-ups (head over bar height) Holding for 3 seconds	Hang, performing pull-ups, slowly lowering one hand Holding for 10 seconds	Remarkable = five points
Hang Pull-up	Hang Pull-up	Outstanding = six points

Stamina

Girls	Boys	Evaluation [points]
1 min / 200m	2 min / 400m	Minimum = one point
3 min / 500m	5 min / 1000m	Satisfactory = two points
6 min / 1000m	10 min / 2000m	Good = three points
10 min / 1500m	15 min / 2500m	Very good = four points
15 min / 2000m	20 min / 3000m	Remarkable = five points
20 min / 2500m	30 min / 4000m	Outstanding = six points

Flexibility

Girls	Boys	Evaluation [points]
Grip both ankles	Grip both ankles	Minimum = one point
Bending over and touching the toes with finger tips	Bending over and touching the toes with finger tips	Satisfactory = two points
Bending over and touching the ground	Bending over and touching the ground	Good = three points
Touching the ground with finger tips	Touching the ground with finger tips	Very good = four points
Touching the ground with the palm of your hand	Touching the ground with the palm of your hand	Remarkable = five points
Bending over and touching your knees with your head	Bending over and touching your knees with your head	Outstanding = six points

Abdominal muscle strength

Girls	Boys	Evaluation [points]
10 seconds	30 seconds	Minimum = one point
30 seconds	1 minute	Satisfactory = two points
1 minute	1.5 minute	Good = three points
1.5 minute	2 minutes	Very good = four points
2 minutes	3 minutes	Remarkable = five points
3 minutes	4 minutes	Outstanding = six points

Assessment of points obtained in relation to the age of participating students

Age [years]	Minimum [points]	Satisfactory [points]	Good [points]	Very good [points]	Remarkable [points]	Outstanding [points]
6	5	8	11	14	17	20
7	6	9	12	15	18	22
8	6	10	13	17	21	25
9-10	6	11	15	19	23	27
11-12	6	11	16	20	25	29
13-15	6	12	17	22	27	31
16-18	6	12	18	23	28	33
19-25	6	12	18	24	30	35

(English elaboration – W. J. Cynarski & K. Obodyński, 2010)

Difficulties and successes during induction of physical education teachers

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1	Difficulties and successes during induction of physical education teachers
2	Factors assisting induction into teaching
3	Induction program at the college of physical education and sport sciences in Israel
4	Method
5	Findings
	5.1 <i>The professional dimension</i>
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6	Summary and discussions
7	Recommendations

Abstract

The purpose of this research was to reveal the main topics raised by interns' reports regarding their first year of work. During four years of the research 230 pre-service teachers in elementary, junior and high schools, were followed in the three terms of the year (beginning, middle and end). The study focused on meaningful events as reported by the novice physical education teachers. A content inductive analysis of interns' reports' (total of 1084 events) was conducted. The findings revealed three dimensions: the professional, the ecological and the personal dimension, with the first one being the most dominant in the reports. The dimensions are identical to those suggested by Vonk (1995).

Keywords: physical education, teacher education, induction, meaningful events

1 Difficulties and successes during induction of physical education teachers

The transition from pre-service teacher status to a novice teacher in school is sudden and dramatic (Gordon & Maxey, 2000). The difficulties encountered by novice teachers in their first year of teaching were found to be connected to: (a) the teaching process itself, and (b) the general teacher socialization (Khamis, 2000).

In reports teachers discuss various difficulties: teaching heterogeneous classes and meeting the learning needs of diverse pupils; class management and discipline; students' lack of motivation; lack of pedagogical knowledge; assessment of learning; lack of materials and equipment; and forming relations with parents (Amir & Tamir, 1992; Barney & Pleban, 2006; Bezzina, Stanyer, & Bezzina, 2005; Lundeen, 2004; McCann & Johannessen, 2004). Difficulties related to general socialization into the profession include a lack of familiarity with the Education Ministry and school policies; difficulties in adapting to the school social environment and in relations with the teaching staff; and problems in relations with pupils, parents and instructors or supervisors (Ingersoll, 2001; McCann & Johannessen, 2004).

Based on the primary difficulties, Vonk (1995) developed a concept to aid novices' induction and to spur their professional growth. Three dimensions are included in Vonk's (1995) conceptual framework. The personal dimension entails issues of the teacher as a person, development of the 'self' and professional self-image. Second is the knowledge and skill dimension, which includes pedagogical knowledge, class management skills, and teaching skills. Third is the ecological dimension which deals with adjusting to the school environment, and understanding and adopting the school's value system and culture. A teacher's professional development evolves in all three dimensions simultaneously, and involves intellectual pursuits as well as emotional 'work' (Vonk, 1995).

2 Factors assisting induction into teaching

Pre-service programs make an enormous contribution in preparing teachers to enter the teaching world. However, it is during the period immediately following graduation that newly trained teachers need structured steps as they enter teaching. Schools do not offer any orderly system for integrating new teachers, mainly because they do not see this as an integral part of their responsibility (Strahovsky, Marbech, & Herz-Lazerovich, 2002). The success of novice teachers depends greatly on their attitude when entering their new post, how they are received by principals and the school staff they interact with, and the support and guidance they receive (Chubbuck, Clift, Allard, & Quinlan, 2001; Eldar, Nabel, Schechter, Talmor, & Mazin, 2003; Feinman-Nemser, 2001).

Teachers who receive training in fine induction programs cope with difficulties more successfully than those who do not (Britton, Paine, Pimm, & Raizen, 2003; Darling-Hammond, 2006). Novice teachers who receive systematic support are able to overcome problems of class management and planning and focus on their pupils' learning earlier than teachers who do not receive such support (Breux & Wong, 2002; Darling-Hammond, 1998). Successful experiences are also related to how well teacher expectations and personality match the work place, and how well the teacher engages within the school's social, political, and cultural circles (Hebert & Worthy, 2001).

3 Induction program at the college of physical education and sport sciences in Israel

In 1995-6, as a follow-up to an academization process, teacher education colleges in Israel transitioned to a four-year training program that includes a one-year apprenticeship. In 2000, this internship process was made compulsory for teachers in Israel. At present little research is available about various aspects of the process of induction into teaching in the schools. The induction program at the College of Physical Education and Sport Sciences in Israel comprises all students (interns) who were hired to school and who must participate in the program as part of their teaching license requirements. The interns teach in school and participate in the mandatory college's internship seminars. Interns participating in the seminars are required to report on six meaningful events from their teaching via the college's website and to read and respond to events of other interns. The present study focuses on a qualitative analysis of the significant events reported by these interns. The research question was: What are the meaningful events reported by the inductees on work-related matters during their first year of teaching?

4 Method

Participating in the study were all students in the physical education teachers' college who were hired to work in schools from 2000 to 2004 and were enrolled in the

induction program as part of their teaching license requirements. Of 230 inductees, 102 (53 females, 49 males) were employed in elementary schools, and 128 (73 females, 55 males) were employed in junior and high schools. Age of inductees ranged from 24 to 30. Distribution of the population by years, gender and school type appears in Table 1.

Table 1

Data on participants in the study

	Elementary		Junior and High school		Total Participants
	Women	Men	Women	Men	
2000-1	14	15	22	13	64
2001-2	13	12	20	15	60
2002-3	13	10	11	13	47
2003-4	13	12	20	14	59
Total	53	49	73	55	230

Information for the study was obtained from reports of meaningful events submitted as part of the academic assignments of the internship induction seminars by all the students enrolled in the teacher induction program. In these reports, which did not have a length limit, inductees were asked to describe one meaningful event from their experiences in the preceding six weeks. Through these reports inductees revealed their perceptions of difficulties or successes during their induction year. The reports were forwarded to the induction workshop moderators for clarification and discussion in small groups. The reports were collected over four consecutive years (2000-2004) and were divided into three periods in the school year (Stroot, Fowlkes, Langholz, Paxston, Stedman, Steffers, et al., 1999). The first period ran from the beginning of the school year in September until late December; the second period ran between January and late April; and the third period ran from May to June. Each inductee was asked to report on two events each period, totalling in six events. For various reasons, some of the inductees submitted fewer reports.

All of the reports from the teacher inductees (1082 events in total) underwent content analysis. Data processing was inductive (Strauss & Corbin, 1994), that is, categories for information analysis emerged from the inductees' reports instead of being determined before the research process commenced. This inductive process identified categories from the information that was received, from repeated issues and from perspectives and descriptions that represented the social context under study (Rossman & Rallis, 1998). The information obtained from the inductees was initially coded as temporary conceptualization categories. Additional information received throughout the school year and in the following three years was regularly compared with the existing categories, thus making it possible to examine, formulate and add new categories

5 Findings

Analysis of the novice teachers' reports revealed three main dimensions that were clustered around the issues that engaged them during their first year of teaching. These dimensions overlap with the dimensions proposed by Vonk (1995), and include the professional dimension, the environmental-ecological dimension, and the personal dimension.

5.1 The professional dimension

This dimension, which was prominent in the novice teachers' reports, deals with three main issues: (a) classroom management skills, and especially discipline; (b) teaching knowledge and skills; and (c) professional uniqueness.

Classroom management skills and discipline problems

Classroom management was discussed mainly with regards to discipline. Discipline issues appear repeatedly in studies about teachers in general, and especially novice ones (e.g., Bezzina et al., 2005; Busch, Pederson, Espin, & Weissenburger, 2001; Kulinna, Cothran, & Regualos, 2006; Lundeen, 2004; Watzke, 2003). The discipline problems described in the novices' reports were highly varied. One aspect of behaviour problems was passive behaviour of the students, as reflected in lack of motivation or willingness to perform activities, especially strenuous ones. Problems of lack of motivation were more prevalent in secondary schools and especially among girls. Other behaviour problems included noise and shouting during the lesson and lack of attention in class as described by one of the inductees:

“The second grade class entered the gym. The class is sitting in pre-arranged rows, except for eight kids who are running around the gym, pushing, cursing, and not listening to me. I have difficulty beginning the lesson because of these loud disturbances.”

Refusing to complete tasks and disrespectfully refusing to accept the novice teacher's authority also appeared in the reports. Pupils ignored punishments and overruled the novices' instructions with impudent comments such as: “Why, what are you going to do to me?” making one novice feel “like I'm just so much air”. Pupils also ignored rules and guidelines. They came to class without uniforms and sneakers, ran wild in the gym, and used equipment recklessly and without permission. Some of the novices reported gaining cooperation by making concessions on accepted school rules and procedures, and surrendering to pupils' dictates in order to maintain a temporary peace.

Violent physical behaviour such as fighting, spitting, rock throwing, and children throwing chairs at one another was also displayed:

“During the lesson when I was conducting the national fitness and sport test, two kids suddenly began to fight, using verbal and physical violence, to the point where one picked up a chair and threw it at another pupil”.

Violent behaviour was aimed at the teacher as well. For instance, a rock thrown at one as she supervised the soccer field area; a first grader who raised a chair to throw it at the teacher, and tried to throw stones on his car; and a pupil who placed a mud-bathed shirt on a novice's head, sullyng her with mud. In some cases students showed their dissatisfaction by cursing, threatening to involve parents, or leaving class and even the school grounds without permission and without informing the teacher. Such behaviour presents severe safety and liability concerns.

The novice teachers sought for resolution of these incidents. In some cases they initiated conversations with the disruptive pupils and/or with the homeroom teacher, administrators and parents. In other cases they removed the pupil from the physical education lesson, wrote a comment in the personal file, or inflicted collective punishment on the whole class.

Teaching knowledge and skills

Novices are required to choose the appropriate content, divide it into instructional units and prepare orderly plans for each lesson. Additionally, the mainstreaming law (Ministry of Justice, 1988) instructed the inclusion of children with special needs into regular education. Such integration requires appropriate preparation of curricula, planning, delivery and use of equipment and is challenging for the novice teachers.

In most cases, the novice teachers did not receive prior essential information from the homeroom teacher or the school counsellor about pupils with special needs. Such concealment of information may constitute a risk to the child, especially in physical education. Novice teachers, as liable, must be informed about what is permitted or forbidden for these children to perform. Moreover, lack of knowledge of pupils impinges upon the novices' ability to prepare in advance for teaching and adapt the instruction to address the special needs of these pupils. The novices felt that this information is imperative for them as physical educators, and were puzzled why such information was not forthcoming.

The novices also reported pedagogical successes, such as successful teaching methods that were praised by the principal and teaching staff, and improvement in pupils' learning habits and attitudes toward physical education. One of the issues the novices deliberated about was assessment and grades. The novices encountered difficulties and dilemmas such as selecting the criteria for assigning a grade. This difficulty exacerbated when no uniform criteria were agreed upon by the physical education staff.

Profession uniqueness

Novices' reports included three main areas related to profession uniqueness: physical education status, safety problems, and coping with unexpected events.

The novices reported that physical education as a subject was perceived as less important and was often disregarded by pupils. Physical educators were often perceived as "clowns who come to entertain the pupils". A novice commented:

"In my first day in the school I encountered scorn for physical education lessons from most of the pupils. This was clear from the uniforms they didn't wear during the lessons and their minimal participation".

Some of the novices reported differential treatment to physical education by other teachers and even by the principal. For example, teacher meetings made almost no reference to physical education and its teachers. Physical education is not considered a hard-core academic discipline, and this is probably one of the reasons for its low status. Pupils, parents, teachers, and principals tend to attribute less importance to physical education lessons; they are cancelled more easily and their grades receive less attention (Fejgin, 1999). The sense of derision physical education radiates, is also projected towards the teacher. The fact that physical educators are not burdened like others with grading homework, tests, and academic exercises, leads to a perception that physical educators are only part-time teachers (Fejgin, 1999; Fejgin, Ephraty, & Ben-Sira, 1992; Macdonald, 1995). This often is a result of a lack of knowledge on the part of others regarding physical education teachers' training, which is identical to training of teachers of other subject matters.

Physical education teachers are appreciated by other teachers more for their administrative-organizational abilities than for their educational-pedagogical expertise (Erich, Talmor, & Eldar, 1999). In many schools, they are not expected to attend teachers' meetings and parents' days. All of these factors lead novice physical

education teachers to feel marginalized in the school culture (Schempp, Tan, Sparkes, & Templin, 1996). Only a few novices noted the advantage of the subject, such as the familiarity and openness it facilitates between teacher and pupils. For example, pupils shared the personal problems they encountered in other lessons or discussed future plans with the teacher.

Safety problems, which are unique to physical education, also concerned the novices. Reports discussed occurrences of injuries during activities, mainly due to the difficulty of overseeing many pupils simultaneously. Physical education, by its very nature, entails risks of physical injury. This fact requires constant alertness by the teacher, and constitutes a source of tension and stress (Ephraty, Artzi, & Ben-Sira, 1995). Injury incidents are frequent in physical education and require the teacher's attention:

“In a handball lesson with a fifth grade class one of the boys slipped and got a bang on his face. His face swelled where he got hit. I immediately calmed him down and told him it wasn't serious. I washed off his face and put ice on the injured spot. I asked the principal to stay with my class outside so that I could take care of the boy properly. That day, during each recess, I went to the boy's class to check his condition and even in the evening I called his home to find out if he was OK.”

Additional factors that challenge novices were related to the constantly changing teaching environment. Physical educators depend greatly on the availability of particular facilities and equipment (e.g. gym). When these are not available, teachers' options for activating pupils are limited and improvisation of some sort is required. Such field conditions are different than the ones the pre-service teachers experienced in the teacher education program, which made all facilities and equipment readily available. Weather conditions that change also impact teachers' planning (e.g., heat wave, rain). All of the above factors make physical education a challenging mission (Fejgin et al., 1992).

5.2 *The ecological-environmental dimension*

The ecological-environmental dimension was concerned mainly with novices' relations with the physical education staff, the school teaching staff, and the school administration. Difficulties in this dimension typically occurred at the beginning of the year and lessened as the year progressed. The novices reported, for example, on interjection of the school principal in the curriculum, a unilateral decision to augment other subjects at the expense of physical education with no prior notice, the meddling of homeroom teachers in professional matters, and mainly, faulty communication and relations with other teachers and administrators. According to one novice:

“Today was the end of a teaching unit, in which I had planned to test the class. A week ago I had prepared them for the test. When they were late and didn't arrive I went to administration and asked. They told me the class had gone out on a trip. I was very angry and said, ‘What do you mean by not informing me? That's not right’ and I left the office.”

Lack of coordination and cooperation among members of the physical education teaching staff mainly occurred in high school settings. Reports described lack of coordination among teachers in curricular matters, setting rules, routines, and compulsory procedures for all pupils in the school, and also in sharing activity areas.

From mid-year and onward the reports became more positive. Novices reported better relations with staff and administration, including participation in leadership roles regarding school events, participation in teacher meetings and cooperation with teachers of other subjects. Involvement in school ceremonies and events attracted positive acknowledgment from the principal, teachers, and pupils. One of the novices shared this:

“On Wednesday evening the telephone rang in my house. It was the mother of one of my pupils. I immediately thought, what did I do wrong, but the mother told me how much her son loves the physical education classes and that she wished all the other classes were like it.”

5.3 *The personal dimension*

The personal dimension received little attention, but reports in this dimension were consistent throughout the year. These included feelings of frustration with the hard work, lack of motivation, qualms about suitability to the profession and lack of correspondence between the vast preparation and teaching efforts, and the low financial remuneration. As this novice described:

“There are also days when I feel I haven’t reached all the pupils or that I missed something, I didn’t succeed in teaching what I wanted or in general I felt terrible in certain lessons”.

Positive feelings of competency and significance in work, learning, and development also emerged. A novice discussed teachers’ meetings:

“I feel I’m learning, acquiring knowledge and information about the school, how it treats the kids, material that adds a lot of knowledge and additional tools for improving my teaching process in the school”.

6 Summary and discussion

The aim of this study was to identify and describe meaningful events in teaching as perceived by novice physical education teachers. Three dimensions emerged from analysis of the events – the professional, the ecological-environmental, and the personal dimension. Overall, these dimensions correspond to the dimensions of Vonk (1995), but each one was found to be connected as well to the unique characteristics of the physical education profession.

The professional dimension

The most prominent dimension that appeared in the novice physical education teachers’ reports, this dimension included classroom management skills and especially coping with discipline problems, teaching knowledge and skills, and the uniqueness of the physical education profession.

Analysis of the events allowed for examination of various aspects and characteristics of discipline problems in physical education. On one hand, discipline problems are similar to those experienced by other teachers, especially novices (Bezzina et al., 2005; Busch et al., 2001; Kulinna et al., 2006; Lundeen, 2004; Watzke, 2003). On the other hand, the unique characteristics of physical education also had an impact on discipline. The perception of physical education as marginal by parents, teachers and school administration heightens the contempt that pupils have for the subject, which results in frequent disciplinary infractions.

The issue of teaching knowledge and skills dealt with three main factors: preparing lesson plans, coping with the need to integrate children with special needs, and assessment. Lesson planning requires teachers to integrate content and didactic knowledge, knowledge of the learning environment and knowledge about pupils. Therefore, it is not surprising that novice teachers treated lesson planning as one of the most challenging requirements. Coping with the inclusion of pupils with special needs requires ample time and thought. Minor expert assistance in program planning in physical education forces the novices to address inclusion preparation on their own. As for assessment, the novices were challenged by the need (a) to coordinate assessment criteria with the other physical education teachers, and (b) to assess pupils based on individual progress in a subject that is mostly competitive in nature.

The ecological-environmental dimension

This dimension included relations with the physical education teaching staff, the general teaching staff, the school administration, and parents. The novices reported troublesome relations with staff and administration. The reason for this was partly due to the lack of respect sometimes felt for the subject, yet it was not the case in all schools. In many other schools the physical educator was or became a central pillar, involved in many school events and functions.

Studies have shown that a successful induction to teaching depends considerably on the reception, support and guidance novices receive from the staff and administration of their school (Chubbuck et al., 2001; Eldar et al., 2003; Feiman-Nemser, 2001). When principals do not respond to the needs of novice teachers the difficulties are exacerbated (Earley, 2001). In light of this data, it seems desirable to devote special attention to the relations between novice physical educators and the other teachers. It may be that there is a certain distance between these groups, stemming from different work conditions and perhaps from how the physical education profession is perceived.

The personal dimension

In this dimension, feelings of frustration and internal conflict about the professional choice emerged together with development and feelings of competence. Therefore it is important to relate to the emotional aspects of teaching, which are usually neglected (Liston, Whitcomb, & Boroko, 2006).

7 Recommendations

Teacher education programs in Israel are based on a 'guiding model' which defines the learning materials and their scope. In light of (a) the current findings and previous research on the effectiveness of teacher training programs in endowing teachers with essential didactic skills, and (b) the growing violence in the education system in Israel (Ben Benishty, Astor, & Zeira, 2003) it is proposed that this guiding model be re-examined. Teacher training programs should adjust to include practical and classroom management experiences. It is advisable to better prepare pre-service teachers for professional aspects such as inclusion of pupils with special needs, and effective assessment methods. It is also essential to train pre-service teachers to immerse themselves in the schools' social environment and manifest involvement in meetings, pedagogical councils and school projects.

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Book Information / Book Reviews

Compiled by H. Haag (Kiel, Germany)

Hollenbuch, N., & Tillmann K.-J. (Eds.). (2011). *Teacher research and social development. German approaches and international perspectives*. Bad Heilbrunn: Klinkhardt.

Action Research is a specific approach to empirical school research. In fourteen articles different authors explain, how, why and under which circumstances Action Research – carried out by teachers and focussed on practice-related problems in schools – can initiate curriculum development and help teachers to increase their professionalism.

Nohe, A.-M. (2010). *Konzepte interkultureller Pädagogik. Eine systematische Einführung [Concepts of intercultural education. A systematic introduction]*, Bad Heilbrunn: Klinkhardt.

Professional teachers should be able to consider and view professional practice from different perspectives and through different concepts.

This publication introduces various concepts of intercultural education, using practice and empirical examples to discuss the similarities and differences of these concepts and the relevant models.

Petry, K., Frosberg, K., Madella, A. Z., & Tokarski, W. (2010). *Higher education in sport in Europe. From labour market demand to training supply.* Aachen: Meyer & Meyer.

Academic and professional aspects of sports programmes in higher education and the labour market are addressed by the project for “Aligning a European Higher Education & Structure in Sport Science: the European Education Policy”. The Bologna Process and the adjustment programme are explored in detail.

Remmé, J., Jones, S., Heijden van der, B., & Bono de, S. (2008). *Leadership, change and responsibility.* Oxford: Meyer & Meyer.

Leadership is an increasingly important subject due to the challenges which require management of some types of sport. These challenges are more often characterised by the need to change. Strategies and operations are increasingly expected to be formed based on a sense of responsibility.

IT News relating to Sport Pedagogy

Compiled by M. Holzweg (Berlin, Germany)

Wilkinson, S., Marchant, E., & Hunt, M. (2009). *A Practical Guide to Achieving Excellence and High Quality Leadership in Primary Physical Education.* Worcester: AfPE.



Following the findings of the HM Inspector of Schools (HMI) across the United Kingdom, data from the Physical Education and Sport Strategy for Young People (PESSYP) and grass-root professionals identifies leadership and management as key areas for development, particularly in physical education. This practical guide provides advice, guidance and solutions relating to high-quality physical education subject leadership. It cross-references leadership criteria from different quality standards and translates them into practical guidance for effective management of the subject, in order to enhance, extend and enrich physical education provision for all children and young people in schools.

This School Physical Education Sport Coaching Guide helps to improve sport coach leadership skills and achieve Sport Coaching Excellence. It also includes a CD-ROM containing useful downloadable forms and templates linked to different chapters.

Second DVD package of the German Physical Education Teacher Association (DSLV) Series “Gelingender Sportunterricht” [Successful Physical Education Lessons]

The German Physical Education Teacher Association (Deutscher Sportlehrerverband or DSLV) in cooperation with the research group *Unterrichtsmedien im Sport* [classroom media in sport] (FUS), the *Audiovisuelles Medienzentrum* [audio-visual media



centre] (AVZ) of the *Pädagogische Hochschule Heidelberg* [Pedagogical University of Heidelberg], the *Kultusministerium* [Ministry of Education and Cultural Affairs] in Baden-Württemberg, represented by the *Landesinstitut für Schulsport Ludwigsburg* [State Institute for School Sport] (LIS), produced a second package containing two DVDs:

DVD 1: Unterrichtsdokument: Erarbeitung einer Seilkür – schülerorientiert und ergebnisoffen [Lesson documents: Developing a skipping rope free programme – student-oriented and open-ended]

DVD 2: Fachkonferenz: Kollegialer Austausch über eine Sportstunde [Symposium: discussion of a physical education lesson amongst colleagues].

Information

Compiled by H. Haag (Kiel, Germany)

16th Annual Congress of the European College of Sport (ECSS) in Liverpool

The Research Institute for Sport and Exercise Sciences at Liverpool John Moores University will be hosting the 16th Annual Congress of the European College of Sport (ECSS) in Liverpool. The Congress will be held between 6 and 9 July 2011, the theme will be "New Horizons in Sports Sciences". Plenary and invited symposium sessions will provide a mix of styles and will focus on emerging new challenges within the broad range of disciplines that constitutes Sports Sciences. The programme will examine the exercise response from both empirical and applied viewpoints and from molecular to community contexts. In addition to the four plenary sessions the following invited symposia will be offered:

Physiology & Sports Medicine

Social Sciences & Humanities

Biomechanics & Neuromuscular (inc. Sports Medicine)

For further information please contact the European College of Sport Science (ECSS) or visit the official conference website:

<http://www.ecss.de> or <http://www.ecss-congress.eu/2011>

ICSSPE News

www.icsspe.org / icsspe@icsspe.org



Compiled by K. Koenen (Berlin, Germany)

Sport as a mediator between cultures

The Federal Ministry of the Interior (BMI), Germany; the Ministry of Culture and Sport (MCS), Israel; ICSSPE and the Wingate Institute for Physical Education and Sport, Israel, are planning a conference in Israel next year on cultural interaction through sport. The conference "Sport as a Mediator Between Cultures" aims to show and discuss sport's role in the development of society, how it may help to establish

tolerance, unite different cultures and nations and assist with integration and reconciliation. To be held from 15-17 September 2011, the programme will include a mixture of workshops and scientific sessions, with field visits to projects in Israel also planned.

ICSSPE meetings

Prior to the conference “Sport as a Mediator Between Cultures” in Israel, annual meetings of the ICSSPE President’s Committee, the Executive, Editorial and Associations’ Boards will be held from 12-14 September 2011 at the Wingate Institute for Physical Education and Sport. All members are cordially invited to take part in both events.

ICSEMIS 2012

ICSSPE and the organising partners of the International Convention on Science, Education and Medicine in Sport (ICSEMIS), to be held from 19-24 July 2012 in Glasgow, Scotland, have agreed to a timetable of announcements to be made in the lead-up to the event. The main theme of ICSEMIS 2012 is “Inspiring a Learning Legacy”. A call for abstracts will be made in July 2011, with a closing deadline of 1 November 2011. In March 2012, the organizers will offer an early bird registration. Please keep watching the ICSSPE website for respective calls and announcements. Specific requests may be addressed to the chair of the Organising Committee, Celia Brackenridge (celia.brackenridge@brunel.ac.uk) or the chair of the Scientific Committee, Greg Whyte (gregwhyte27@yahoo.co.uk).

Upcoming publication – A new book in the ICSSPE Perspectives Series

In July this year, ICSSPE in cooperation with Routledge will publish a new book in the Perspectives Series, this time on “Lifelong Engagement in Sport and Physical Activity: Participation and Performance across the Lifespan”. The publication offers an overview of some of the core concerns underlying lifelong engagement in sport. Lifelong engagement is understood to refer to participation in activities across the lifespan, and therefore encompasses the different ages and phases of engagement. The book explores some of the models of engagement from around the world, as well as specific areas of research that will help the reader understand this important topic.

This book focuses on psycho-social issues relating to participation in sport and physical activity. Chapters have been written by experts from a range of countries and backgrounds. It is a response to the call from many national and international agencies to view sport as a lifelong activity, beginning in childhood, and being accessible to players of all levels of ability and competition. Accordingly, a particular strength of this edited book is that authors will be drawn from nine different countries.

In adopting a lifespan approach, particular attention is paid to sport and physical activity during childhood and adolescence (section 1) and transitions into adulthood (section 2). In section 3, chapters address issues relating to sport and physical activity during adulthood, and the final section (4) examines sport and physical activity among older adults, an often overlooked segment of society in this respect.

The publication will be available through Routledge and the ICSSPE website.

For further information please contact:

International Council of Sport Science and Physical Education (ICSSPE/CIEPSS)

Tel.: +49 (0)30 3641 8850

www.icsspe.org / icsspe@icsspe.org



For the latest information and news on ISCPES please contact:
International Society for Comparative Physical Education and Sport (ISCPES)
www.iscpes.com / walterkyho@yahoo.com

EUPEA News**www.eupea.com / info@eupea.com**



Compiled by F. Grube (Meppen, Germany)

EUPEA held its 21st Forum in Paris

The delegates of EUPEA met for a board meeting and their annual Forum in Paris. They participated at a meeting of French P.E. teachers, organized by the French P.E. union EPSILlades and SNEP, the French P.E. teachers' association. More than 2000 P.E. teachers from all over France took part. Michel Fouquet, organizer and president of SNEP, explained the P.E. situation in France: motivated teachers, a government which is interested in P.E., but has cut the number of P.E. teachers from 40.000 to 35.000 during the last five years and reduced their salaries.

Prof. Rose-Marie Repond, President of EUPEA, chaired the Forum. Three guests delivered much acclaimed lectures: Marc Boulogne, representative of SNEP at the academy of Lille, on "The EUROSPORT project Forest Maubeuge", Dick Fisher, United Kingdom, on "The profile of a young person physically well-educated" (to be published April 2011 in Ken Hardman's and Ken Green's book on contemporary international issues in P.E.), and Anna Bianco, Italy, on "Integrated P.E. in Italy – the inclusion of pupils with special needs".

The meetings of the regional EUPEA groups brought the following results: the group Central Europe outlined the imminent tasks for EUPEA in the next years.

- I. To develop an outline of the future of P.E. in Europe and the demands, society and young persons will make of P.E.
- II. To actively lobby in favour of P.E. in Brussels.
- III. To publish a list of all the politicians in Brussels, who are responsible for / involved in P.E. on a European level.
- IV. To collect at the EUPEA secretariat readily available data on
 1. P.E. lessons per school for all European countries, emphasizing good examples,
 2. EUPEA aims (e.g. Declaration of Madrid) and EUPEA achievements,
 3. all national P.E. curricula,
 4. the demands on P.E. students in all European countries (e.g. member of sports to be studied, member of lessons, one or two subjects, etc.).
- V. To further improve the publications of EUPEA (newsletter, print media).
- VI. To constantly update events of national importance, relevant to P.E..

The group South Europe stressed the necessity for closer cooperation. Spain und Portugal, for instance, participate at each others congresses.

The group North Europe informed about the situation in Sweden (number of 17 universities possibly to be reduced) and Finland (one more P.E. lesson for four years).

The group South-East Europe presented the P.E. organization from kindergarten to university in Croatia and outlined the difficulties in some states (e.g. Romania).

There was a change at the board. Vice-president Gert van Driel had been president of the Dutch P.E. association/union for ten years. He retired from that function and therefore also from his function as Vice-President of EUPEA. The interim elections (valid until the new elections in Brussels in November) brought the following results:

New Vice-President is Marcos Onofre, Portugal.

New board member is Claude Scheuer, Luxembourg.

New representative for South Europe is Michel Fouquet.

Jan Rijpstra, Netherlands, will be invited to the next board meeting.

The elections in November this year will bring more changes. The EUPEA President, Prof. Rose-Marie Repond, will not stand for re-election. Therefore a new president will have to be elected. All the other board members will have to be (re-)elected.

Repond thanked all present for their work and Michel Fouquet for the splendid organization.

For further information please contact:

EUPEA - European Physical Education Association

Tel.: +32 (0)92 189122

www.eupea.com / info@eupea.com



Compiled by K. Petry (Cologne, Germany)

The European Network of Sport Science, Education & Employment (ENSSEE) is an international non-profit organisation for universities and non-universities. ENSSEE provides an ideal meeting place for debating and proposing ideas as well as common initiatives to promote education, training, and employment in sport.

ENSSEE and ICCE sign Memorandum of Understanding

The European Network of Sport Science, Education and Employment (ENSSEE) and the International Council for Coach Education (ICCE) are proud to announce the official signing of a Memorandum of Understanding (MoU). ICCE President John Bales and ENSSEE General Secretary Dr Karen Petry signed the Memorandum on 1 December 2010 in Papendal/Netherlands.

With this MoU both bodies recognise the importance of development of coach education and of enhancing the professional status of coaching. ENSSEE and ICCE also agree to strengthen the existing friendly relations and to boost a closer cooperation.

First joint conference in August

In accordance with this agreement, the biennial ENSSEE Forum and the biennial ICCE Global Coach Conference will from now on be held as a joint conference, the first to take place in Paris/France from 25 to 27 August 2011 at the venues of French elite sport centre INSEP.

In addition to the formal opening boasting different prominent guests from sports and politics, the conference entitled "Innovation and Practice" will provide two keynote sessions themed "Future direction of Sport and Activity" and "Research Development in Sport Science".

Furthermore, the event is going to offer different workshops featuring such themes as technology, physical education, healthy ageing, and funding - the latter to be in close connection with the European Olympic committee and the office of the European Union.

Call for papers

There shall also be a call for papers with abstracts to be handed in until 1 May 2011. Everyone interested in attending the conference can make use of the early bird rates granted until 1 June 2011.

For further information on the conference please visit the official website at www.enssee.eu.

For further information on ENSSEE please contact:

European Network of Sport Science, Education & Employment (ENSSEE)

Tel.: +49 (0)221 49825800

www.enssee.eu / info@enssee.eu

Upcoming Events

Prepared in cooperation with
ICSSPE (Berlin)
Tel. +49 (0)30 36418850
www.icsspe.org / icsspe@icsspe.org

2nd Conference on Education through Sport
Living together through Sport in Europe
07-08 April 2011
Dunkerque/France
<http://www.isca-web.org/english/events/2ndeuropeanconferenceoneducationthroughsport>

27th ACHPER International Conference
Moving, Learning, Achieving
18-20 April 2011
Adelaide/Australia
www.achper2011.com

ISCPES Congress
Physical Education and Sport: Challenges and Future Directions
08-11 June 2011
Shanghai/China
www.iscpes.ecnu.edu.cn

6th FIEP European Congress
Physical Education in the 21st Century - Competencies of Pupils
18-21 June 2011
Poreč/Croatia
www.hrks.hr/fiep2011

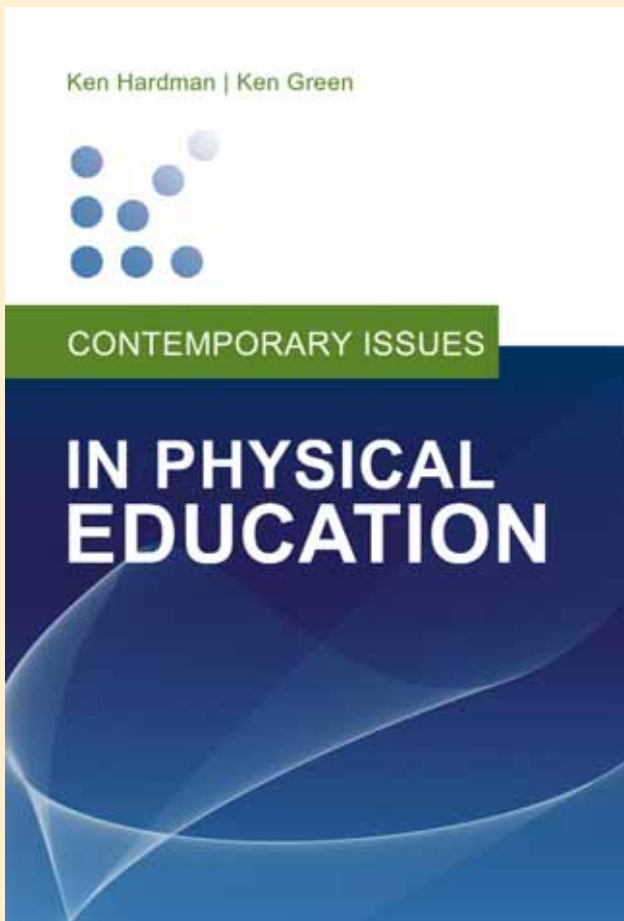
AIESEP International Conference
Goals of Physical Education, Sport & Physical Activity
22-25 June 2011
Limerick /Ireland
www.aiesep2011.com

Physical Literacy Conference 2011
29-30 June 2011
Bedford and Luton/United Kingdom
<http://www.beds.ac.uk/physicalliteracy>

Sport as a Mediator between Cultures
15-17 September 2011
Wingate/Israel
<http://www.icsspe.org>

Ken Hardman/Ken Green

Contemporary Issues in Physical Education



The book provides an insight into the current situation of PE in schools across Europe as a forerunner to addressing PE-related existing and emerging issues in various contexts. It is aimed, primarily, at students pursuing entire programmes or discrete courses and modules in the broad area of PE and related areas such as health and exercise science.

Ken Hardman/Ken Green
Contemporary Issues in Physical Education
288 pages
Paperback, 6 1/2" x 9 1/4"
ISBN: 9781841263120
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