



PhysEd-Academy

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Erasmus+ Programme
of the European Union



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Universidad de Oviedo
Universidá d'Uviéu
University of Oviedo



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MAIN OBJECTIVE AND ACTIVITIES

Main objective: To facilitate radical change in physical education (PE) by developing sustainable and international collaboration between school PE and PE teacher education that results in equitable outcomes for teacher educators, pre-service teachers, in-service teachers, and school children and youth.

Main activities:

- Developing, implementing, and testing ‘signature pedagogies’ of teacher education in PE
- Developing innovative PE pedagogy/content, shared with teachers through an online professional development program

WHAT ARE 'SIGNATURE PEDAGOGIES' OF TEACHER EDUCATION?

- Forms of teaching and learning that leap to mind when thinking about the training of members of a profession (Shulman, 2005)
 - E.g. Peer teaching
- These are pervasive and routine
 - Commonly used across topics and courses, programs and institutions
- Three structures:

Structure	Definition	Example
Surface	What the pedagogy <i>is</i>	Peer teaching
Deep	What the pedagogy <i>does</i>	Peer teaching aims to develop pedagogical skills and confidence to teach in a modified setting
Implicit	A moral dimension - a set of beliefs about professional attitudes, values, and dispositions	Peer teaching is designed to challenge beliefs and values about teaching-learning in physical education

PROJECT WORK PACKAGES

WP6: Project
Management
&
Coordination

WP1: Develop the PhysEd-Academy network

WP2: Develop the PhysEd-Academy signature pedagogies

WP3: Test signature
pedagogies in ITE

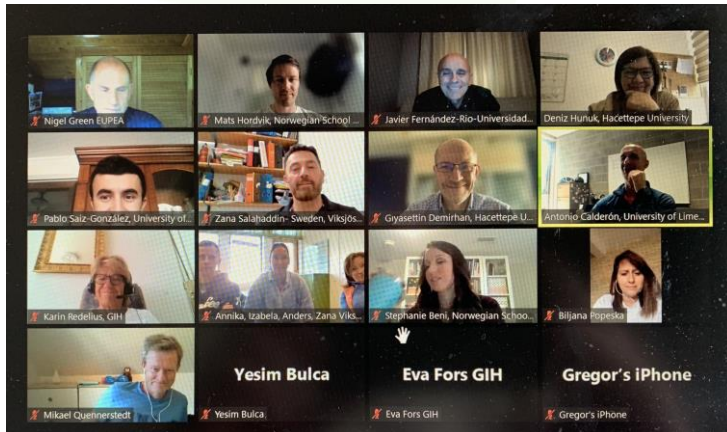
WP4: Test signature
pedagogies in CPD

WP5: Implement learning from WP3 & WP4 in schools

WP7:
Communication
&
Dissemination

PROJECT WORK PACKAGES

WP1: Develop the PhysEd-Academy network



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Test signature
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Communication
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PhysEd-Academy Signature Pedagogies



SIGNATURE PEDAGOGY	SURFACE STRUCTURE	DEEP STRUCTURE	IMPLICIT STRUCTURE
(AUTO)BIOGRAPHICAL PEDAGOGIES	Teachers learn through engaging with and reflecting on stories and experiences (own or others; real or fictional; past, present or future). May involve one or more reflective techniques in a variety of formats.	Teachers develop the ability to think critically and reflectively and be sensitive to own and others' experiences through challenging and developing beliefs about teaching-learning.	Disrupt teachers taken-for-granted ways of thinking; empower teachers to advocate for change and an ideal vision for PE.
EXPERIENTIAL PEDAGOGIES	Teachers learn through bodily and lived teaching-learning experiences, in authentic settings, as both teachers and learners. Teachers reflect on and discuss own and others' experiences.	Teachers develop pedagogical skills and confidence for teaching in diverse settings and with various populations, helping to bridge the theory-practice gap.	Challenge teachers' values and beliefs about teaching-learning; nurture teachers sensitively to the complex nature of teaching-learning and the diversity of learners.
PEDAGOGIES OF PROFESSIONAL LEARNING	Teachers learn through collaborating in a pair or group with a shared vision and goal to improve and better understand their practice(s).	Teachers develop the self for professional growth in a safe, collective, and supporting environment.	Encourage teachers to think critically about their own practices and take risks in learning to implement new approaches.

WP2: Develop the PhysEd-Academy signature pedagogies

(Auto)biographical Pedagogies

Description: Teachers learn through engaging with and reflecting on stories and experiences (own or others; real or fictional; past, present or future)

Examples:

- Narrative
- Vision
- Vignette
- Biography
- Fictional Tale

Experiential Pedagogies

Description: Teachers learn through bodily and lived teaching-learning experiences, in authentic settings, as both teachers and learners.

Examples:

- School placement
- Living the curriculum
- Peer teaching
- Service learning
- Modeling

Pedagogies of Professional Learning

Description: Teachers learn through collaborating in a pair or group with a shared vision and goal to improve and better understand their practice(s).

Examples:

- Learning communities
- Community of practice
- Practitioner Inquiry
- Action Research
- Self-study

PROJECT WORK PACKAGES

WP1: Develop the PhysEd-Academy network

WP2: Develop the PhysEd-Academy signature pedagogies

WP3: Test signature pedagogies in ITE

WP4: Test signature pedagogies in CPD

WP5: Implement learning from WP3 & WP4 in schools

Two teacher educators from the seven partner universities implement signature pedagogies in a module/course at their university

Online professional development program consisting of:

- (i) innovative school PE pedagogy
- (ii) signature pedagogies that in-service teachers can use to explore the innovative pedagogy

WHAT HAVE WE LEARNED?

1. Success hinges on crafting an application within a short timeframe (ie., two weeks), OR?
2. Coordinating necessitates a substantial amount of funding
3. Carefully select your partners
4. Challenging to coordinate people with different expertise, ownership, and accountability

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