

# Physical Education Preservice Teachers' Perspectives on Practice-Based Teacher Education Pedagogies: Teaching Rehearsals and Repeated Teaching

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**Purpose:** The purpose of this study was to explore preservice teachers' perspectives on two practice-based teacher education pedagogies, teaching rehearsals and repeated teaching, in eight physical education teacher education programs. **Method:** We employed a multiple case study design. Thirty-eight preservice teachers (four to six per program) participated in the study (female,  $n = 20$ ; male,  $n = 18$ ; sophomore,  $n = 7$ ; junior,  $n = 12$ ; senior, and  $n = 19$ ). A semistructured interview was conducted to collect data. The data were analyzed using inductive thematic analysis, followed by magnitude coding. **Results:** Five themes were identified from the data: (a) improved practices in classroom management, (b) improved effectiveness in providing instructions, (c) enhanced content knowledge, (d) learning from peers, and (e) perspectives toward teaching rehearsals and repeated teaching. **Discussion/Conclusion:** The findings provide evidence of the acceptability of two practice-based teacher education pedagogies as teacher education practices by preservice teachers.

**Keywords:** pedagogy, teaching and learning, theory–practice gap, physical education teacher education

Teacher education faces two longstanding problems. The first is known as “practice shock,” also referred to as “reality shock” and “transition shock,” all of which describe a well-known phenomenon where preservice teachers (PSTs) encounter the challenges of teaching and feel unprepared for the realities of the teaching profession (Farrell, 2016; Ferry & Westerlund, 2023; Korthagen, 2010). The practice shock phenomenon is exacerbated by increasing diversity among pupils (Ferry & Westerlund, 2023). This phenomenon has been tied to the early departure of teachers from teaching (Farrell, 2016; Ferry & Westerlund, 2023; Korthagen, 2010). This teacher turnover significantly strains the teacher pipeline (Taie & Lewis, 2023). A second longstanding problem known as the theory–practice gap refers to two subissues: “(a) the theory being learned is not relevant to what teachers do in their job and (b) the theory being learned is not being used to inform teaching practices” (Ward, Dervent, Devrilmez, et al., 2023, p. 490). The theory–practice gap leads to oversimplified views of teaching that create teacher strain as PSTs and novice teachers struggle to understand their students and their teaching content. Consequently, novice teachers often fail to adopt the curriculum and instructional models learned in their teacher education programs (Ball & Forzani,

2009; Dillon et al., 2017) to meet the growing diverse needs of students. In this sense, a theory–practice gap is causing PSTs to be unprepared for the reality of teaching in schools, which is one of the contributing factors causing the reality shock phenomenon.

Criticisms of teacher education are not solely from researchers and teacher educators but also come from both PSTs and novice teachers, who often perceive their teacher education programs as fragmented, unrelated, and disconnected from the act of teaching (Theelen et al., 2022; Ward, Dervent, Devrilmez, et al., 2023). Within physical education, a few studies have reported on PSTs' experiences about the quality of their teacher education programs over the past decades. McBride (1984) was one of the first to report on PSTs' criticism of their physical education teacher education (PETE) training, specifically citing a lack of supervision in field experiences and relevant coursework. McBride (1984) reported on one PST's comments that support the criticism of practice shock: “it was like your teaching is over here, real theoretical and we got all this stuff from Dr. But the real world is way over here it seems like it could be closer together” (p. 40). The disconnect between theory and practice has been best highlighted by Mordal-Moen and Green (2014) study on the views of 41 PSTs in Norway about their PETE training:

When it came to the impact PETE was thought to have had on them as future P.E. (physical education) teachers, the responses from many of the students conveyed the impression that any PETE “effect” was seen as negligible for the most part. (p. 818)

In a recent review of PETE programs in the United States, Ward et al. (2024) reported that the design of a majority of PETE

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# Teachers And Teaching International Perspectives On School Reform And Teacher Education

**Zijian Li, Michael Williams**



## **Teachers And Teaching International Perspectives On School Reform And Teacher Education:**

**Teachers and Teaching** International Council on Education for Teaching, 1997-01-01      School Improvement Zijian Li, Michael Williams, 2006 School improvement is at the centre of educational reform and is perceived by many as a key to social and economic advance. It contributes to determining the personal fulfilment and career paths of individual students and consequently engages the interest of parents and community members. It is an ever present commitment of teachers and managers in schools. Policy makers and politicians at international, national and local levels devote much time and effort to their search for better schools. School improvement has also attracted the attention of researchers and scholars in many countries. They have been drawn from various disciplines and fields within the educational studies community including psychology, sociology, history, evaluation and studies in curriculum and assessment. There is now an established body of findings from studies conducted in many contexts. This book brings together leading experts drawn from many countries and several continents reflecting diverse approaches to educational policy and practice, evaluation and research. Variations between countries and between local communities within countries are highlighted. The possibilities and difficulties inherent in transferring evidence from one educational system at a number of levels to another are clearly discussed. What emerges from the cross national and cross cultural evidence are several significant threads currently under active investigation including school structure and management, classroom organisation, school leadership, teacher training and staff development, curriculum and assessment, community involvement, lifelong learning and special provision for students with special educational needs. *School Improvement: International Perspectives* is written for national educational policy makers, teachers and student teachers, governing bodies and parents from various levels of schooling and university researchers and scholars.

International Perspectives on School-University Partnerships Daniela Acquaro, Ondine Jayne Bradbury, 2023-06-18 This book draws together international scholarship on school university partnerships, challenging thinking about purpose and sustainability as well as the power of collaboration in transcending organisational and contextual boundaries. Moving beyond transactional arrangements, the book showcases various models of school university partnerships and explores the role of policy, research and practice across the life cycle of partnerships. This edited collection presents a strong body of evidence with global significance, providing valuable insights into catalysts for partnerships, the drivers for transformational change and generative growth resulting from authentic collaboration. An important reference for all teacher education providers, schools and educational stakeholders, this book showcases global examples of the power of partnerships in an era necessitating cross sectoral collaboration to address contemporary societal challenges.      **International Perspectives on Teacher Education** Tony Townsend, 2016-03-16 This book explores major factors impacting on teacher education in recent times. It uses examples from a broad range of international contributors who compare larger countries such as the USA, England and Australia with their smaller partners, Canada, Scotland and New Zealand, demonstrating the substantial

differences existent in all three cases They also contrast the approaches of the countries that are members of the European Union with those that are not and discuss the special circumstances of developing countries using Malawi as a case study The international dimension of the book allows it to address the impact of globalisation on teacher education with attention given to subjects such as the implications of rapid technological change the movement of teachers and students on a global level and the drive to improve standards in various parts of the world The book asks key questions such as whether teaching is a craft or a profession and whether teacher educators view themselves as practitioners or researchers The question of how the profession is viewed from outside is also addressed highlighting the lack of trust displayed by politicians and communities towards both teachers and teacher educators The final chapter looks to the future and considers strategies for dealing with it This book was originally published as a special issue of the Journal of Education for Teaching The Routledge International Handbook of the Sociology of Education Michael W. Apple, Stephen J. Ball, Luis Armando Gandin, 2009-12-16 This collection brings together the work of a group of the world's leading sociologists of education to explore and address key issues and concerns within the discipline The chapters draw upon theory and research to provide state of the art accounts of contemporary educational processes global trends and changing and enduring forms of social conflict and social inequality The topics which are addressed are of international relevance and significance *The Common European Framework of Reference* Michael Byram, Lynne Parmenter, 2012 A comparative study of the impact of the Common European Framework of Reference for Languages produced by the Council of Europe in 2001 this book asks writers in European countries and countries in the Americas and Asia to explain the influence of the CEFR For each country there is a policy maker and an academic perspective **International Handbook of Lifelong Learning** David N. Aspin, Judith Chapman, Michael Hatton, Yukiko Sawano, 2012-12-06 Recent changes in the world effected by the transformations of information technology globalisation and the move towards a knowledge economy over the last thirty years have been as radical and fundamental as the changes resulting from the invention of the wheel and the printing press We are now living in a new age in which the demands are so complex so multifarious and so rapidly changing that the only way in which we shall be able to survive them is by committing to a process of individual communal and global learning throughout the lifespan of all of us A number of international bodies and agencies have taken cognisance of these transformations and the demands they impose upon societies and communities of the twenty first century and have developed and articulated policies intended to enable all citizens of the world in the twenty first century to face these challenges It is now a declared policy of many governments and international agencies that the only vehicle for such preparation is education education education and that preparing for the knowledge economy and the learning society of the future has to be a lifelong undertaking an investment in the future that is not restricted merely to the domain of economic advancement but also to those of social inclusion and personal growth Realising this policy makers across the international arena are grappling with the need to move from systems that emphasise

education and training to the radically more unworked construct of lifelong learning In this volume the editors and authors analyse criticise and rework the ideas principles and theories underpinning policies and programs of lifelong learning re interpreting them in the light of examples of best practice found in a range of educating institutions around the world We believe that students of educational change and community development will find it useful and helpful to have available in this volumesome of the most up to date thinking on the chief concepts theories and values of increasing policy interest in lifelong learning together with a review of some significant examples of the different forms focuses and nexuses of thought and practice on this topic All this enables us to offer some policy recommendations and practical suggestions as to ways forward in the endeavour to make lifelong learning a reality for all

*Reform of Teacher Education in the Asia-Pacific in the New Millennium* Y.C. Cheng, King Wai Chow, Magdalena Mo Ching Mok, 2007-09-29 In facing the challenges of rapid globalization IT intensification international competition and local demands for developments educators scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation With a total of 14 chapters prepared by 18 scholars from nine educational systems Australia Canada China Hong Kong India Japan Korea Malaysia and United States in the Asia Pacific region the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective This volume is of interest to teachers teacher educators researchers policymakers and other stakeholders in all developed and developing countries

The Wiley Handbook of Teaching and Learning Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2018-09-12 Provides a comprehensive reference for scholars educators stakeholders and the general public on matters influencing and directly affecting education in today s schools across the globe This enlightening handbook offers current international perspectives on the conditions in communities contemporary practices in schooling relevant research on teaching and learning and implications for the future of education It contains diverse conceptual frameworks for analyzing existing issues in education including but not limited to characteristics of today s students assessment of student learning evaluation of teachers trends in teacher education programs technological advances in content delivery the important role for school leaders and innovative instructional practices to increase student learning The Wiley Handbook of Teaching and Learning promotes new global approaches to studying the process of education demonstrates the diversity among the constituents of schooling recognizes the need for and presents a variety of approaches to teaching and learning and details exemplary practices in education Divided into four sections focused on general topics context and schooling learners and learning teachers and teaching and educators as

learners and leaders and with all new essays that look at what has been what is and what could be this book is destined to inspire thoughtful contemplation from readers about what it means to teach and learn Examines teaching learners and learning from a contemporary international perspective presenting alternative views and approaches Provides a single reference source for teachers education leaders and agency administrators Summarizes recent research and theory Offers evidence based recommendations for practice Includes essays from established and emerging U S and international scholars Each chapter includes a section encouraging readers to think ahead and imagine what education might be in the future Scholars from around the world provide a range of evidence based ideas for improving and modifying current educational practices making The Wiley Handbook of Teaching and Learning an important book for the global education community and those planning on entering into it

**The Struggle for Teacher Education** Tom Are Trippstad, Anja Swennen, Tobias Werler, 2017-04-20 Reform of teacher education is en vogue worldwide today due to the widespread belief that teacher education has the power to change traditional modes of schooling educating new teachers who will be capable of improving the knowledge standard of children and boost the economic power of nations The Struggle for Teacher Education brings together conceptual comparative and empirical studies from Australia England Finland The Netherlands Norway South Africa and South America to explore the ways in which professional education has been positioned in a reactive mode The contributors discuss how teacher education is a contested division in higher education and look at how current reform efforts may limit the potential and work of teacher education highlighting why this point needs more attention Moreover the collection reveals how teacher education's authorship on teacher professionalism may be weakened or strengthened by current reform drives and offers alternative models on how to rethink reforming teacher education

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web last year i found a great idea for introducing myself to my students it worked so well that i decided to do it again this year the original idea came from wanda p a school counselor on the ascascene web forum if you aren t a member of asca i recommend it just for the discussion forum alone

**open house welcome back letter from the school counselor** - Oct 10 2023

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web feb 24 2021 welcome to school name we are looking forward to working with you and your student during their high school career as your school counselors we have a lot of great things planned for families and students we are here to help your student gain success in high school and beyond

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family life interpreting guidance programs to pupils my mouth is a volcano the potato

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web may 19 2023 thank you and welcome back to the school sincerely todd chavez principal loyola high school welcome back letter for teacher dorian electra 15 billy avenue atlanta 18651 mac demarco 19 joel hills atlanta 197641 dear mr demarco i want to extend to you and your family a very warm welcome to elysian high school

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web dear parents and guardians i would like to take this opportunity to introduce myself my name is nikki kresky and i joined the barnum family as the elementary school counselor at the beginning of october i am so happy to be here and be a part of such a wonderful school and community

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**welcome back to school letter to students letters in english** - Feb 02 2023

web mar 21 2022 i am thankful that i am a part of such an amazing community and have you as my students i welcome each and every student back to the school with great joy happiness and excitement for the new session

*a welcome back to school letter from a school counselor* - Sep 09 2023

web sep 5 2018 some of you have been in school for a month now so it s a little late to say happy first day of school still now that nearly all of you are back in the classroom i wanted to offer three pieces of advice for the coming year

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