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**Physical and Health Education Teacher Education Abstracts
Canadian Society for the Study of Education Conference
Société canadienne pour l'étude de l'éducation
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Using technology in PHETE

Helena Baert

University of Arkansas

In this interactive presentation, a variety of tools that can be used to aid faculty members in PHETE programs were demonstrated, explained and discussed. Some of these included: web 2.0 tools such as wikis and blogs, interactive fitness technologies such as exergames, activity devices such as heart rate monitors, instructional programs such as online PE programs and tools for observing and assessing student teachers such as Livescribe. This session was specifically geared towards providing an overview of the tools that are available and the benefits and challenges of how to implement these within your PHETE program.

Rec n' Read: the cultural relevance of the aboriginal youth mentor programs in teacher education

Amy Carpenter

University of Manitoba

Sopear Chhin

University of Manitoba

Desiree Streit

University of Manitoba

Joannie Halas

University of Manitoba

The University of Manitoba's *Aboriginal Youth Mentor Programs* provide an innovative, experiential approach to education. The mentor programs link university students with Aboriginal high school students to design and deliver an after school nutrition, physical activity and education program for early years students. The multi-age, inter-cultural mentor programs are informed by Aboriginal teachings, and are designed to enhance opportunities for university students and Aboriginal youth to develop their leadership skills in a supportive environment. Speaking from their various positions within the Aboriginal youth mentor programs, a group of present and past university mentors reflected on their experiences within the communal mentoring program. Their discussion was set within the context of "culturally relevant physical education".

Infusing indigenous perspectives in physical education: Preparing teacher candidates appropriately

Catherine Casey
University of Manitoba
Frank Deer
University of Manitoba
Dionne Deer
University of Manitoba

In this presentation, we highlighted ways in which one physical education/teacher education program is working collaboratively to utilize expertise in the areas of Indigenous studies and physical education pedagogy to provide opportunities for teacher candidates to experience how Aboriginal Perspectives in Education can be part of the provincial curriculum. The challenge lies with the balance of infusion of Indigenous perspectives in education and clear attention and respect to difference. We need to celebrate difference by not only raising conscientiousness about Indigenous heritage but by incorporating it into mainstream teaching and story-telling that is already such an integral part of the PETE and school curricula.

.....that other knowledge: Engaging phenomenology for pedagogy and scholarship in physical education

Maureen Connolly
Brock University

In a recent issue of *Quest*, Brown and Payne (2009) discussed the implications of the phenomenology of movement for pedagogical inquiry and development in physical education. Commenting on how phenomenology is marginalized in physical education, overshadowed by functional and instrumental foci and by post-modern and post-structural approaches, they proposed that research in physical education must take the “corporeal turn to the embodied basis of meaning making and human understanding” (p.436). I presented examples from my own research that have taken this corporeal turn and which conveyed the satisfactions and challenges of working with/in the carnal politics of embodied knowledge.

What makes a negative PHE experience negative? Exploring the personal school experiences of pre-service elementary teachers.

Tim Fletcher
OISE
Clare Kosnik
OISE

Teachers have extensive socializing experiences from their own time as school students. These experiences shape what they view as being important qualities for teachers and teaching. While many elementary classroom teachers are responsible for teaching physical and health education (PHE), they often have negative views of their own PHE experiences as school students and pre-service teachers. But what is the nature of these experiences? Case studies of the PHE experiences of three elementary pre-service teachers from one Canadian teacher education program were presented, and the findings discussed in light of the challenges of preparing elementary teachers to teach PHE.

How can we build coaching capacity within the school setting? An identification of the systemic and structural barriers that limit intersectoral collaboration relative to coach capacity development at the school level

Peggy Gallant

St. Francis Xavier University

This study investigated the systemic and structural barriers that limit intersectoral collaboration relative to coach capacity development, a comparison of the state of coach development between the sports engaged in this study at the school level and an assessment of the potential of Provincial Sport Organizations (PSOs) to effectively and purposely effect change in coach capacity levels within school settings.

The feminine touch: Manly bodies and the demise of femininity

Jeanne Kentel

Leeds University

In this paper I argued that masculine domination is not only prevalent in male domains but it also exists within the struggle females engage with in order to resist feminine stereotypes. I considered possible ways physical education might be reconceived in order to incite tolerance of gendered diversities and acceptance of masculine and feminine ways of moving and being. Nongenderist pedagogy was used as the theoretical basis for inquiry into the experiences of those encountering discomfort with the ways masculinities and femininities are developed in boys and girls through formal schooling thereby challenging the marginalization of any persons.

Somatic/ing within the physical landscapes of literacy: Autobiography, curriculum, and phenomenology

Rebecca Lloyd

University of Ottawa

Nicholas Ng-A-Fook

University of Ottawa

Physical literacy is a central concept within the current curricular revisions of physical education. Such political aligning with inter-national hyperactive literacy movements promotes inspired holistic pedagogies for reading and writing the aesthetic of physical experiences. Nonetheless, how do such metaphors of reading and writing potentially contribute to and/or reduce the aesthetics of our physical educative experiences? Therefore, we seek to understand the somatic aesthetics of literacy both physically and figuratively through phenomenological and autobiographical writing. Furthermore, we attend to the ways physical education might 'inscribe' its aesthetics onto the landscape of educational experiences. Our curricular inquiry thus adds a somatic dimension to literacy within and beyond the physical education terrain.

An analysis of secondary physical education teachers' motivation, beliefs and instruction

Ken Lodewyk
Brock University
Gord Geier
Brock University

This presentation reported the underlying theory, methods, results, and conclusions of a study investigating relations among ninth-and tenth grade physical education teachers' self-efficacy, burnout, age, epistemological worldviews (realist, contextualist, relativist), epistemological beliefs (knowledge is simple and/or stable), ability conceptions (incremental or entity), views on the need for cognition; and, reported instructional methods (e.g., direct, indirect, and autonomy-supportive practices) and content preferences (e.g., fitness, skills, play, character, community, and knowledge). Each has been associated with a variety of outcomes in physical education. Ensuing discussion highlighted relevant associations and asserted implications for practitioners, scholars, and future research.

Toward addressing educational issues via physical and health education teacher education

Joanne Pelletier
Laurentian University
Marlene Gorman
Sudbury YWCA

The purpose of this project was to engage community partners within a community-based action research project on educational issues relevant to our Northern community. The research study consisted of gathering information via a) existing sources from previous YWCA (Sudbury) *Power of Being a Girl Conferences* b) interviews/focus groups with community partners and c) capturing the everyday life of the planning committee as we action planned within our collaborative process in mind. From the data analysis emerged (Sagor, 1989; 2001) the following recommendations: 1) an educator training strategy to raise an awareness 2) growth in the YWCA girls programs making connections to the Ontario P.E. and Health Curriculum 2010 Policy Document and 3) development of community partners to implement a boys program.

To become a member of *Physical and Health Education Teacher Education (PHETE)*, which is organized within the Canadian Association for Teacher Education of the Canadian Society for the Study of Education, go to the CSSE website at: <http://www.csse.ca/>

The 2008-10 PHETE Representative was Joannie Halas, University of Manitoba. The 2010-12 PHETE Representative is Catherine Casey, University of Manitoba

The 2011 Congress of the Humanities and Social Sciences will be held at the University of New Brunswick. Hope to see you there!