



# PHENex Journal/Revue phénEPS

*PHENex/phenEPS Editor's notes for 3(2), 2011:*

*“A Work in Progress”*

Since it's become common knowledge around my faculty that I am retiring at the end of this month, lots of people have asked me, “What are your plans?” or, “What are you going to do?” Most people seem to expect a detailed answer, and it's been very difficult for me to resist asking, “Am I supposed to do something?” “Should I have plans?” It has always seemed to me that one of the lovely things about retirement will be that when I find myself without a fully scheduled day it will NOT mean I'll have more time to grade papers. To be honest, I do not yet know just what I'm going to do – from day to day, month to month, or year to year. I've always felt that retirement should be a work in progress; something that you live with and explore – something that you shape and something which shapes you, as you become more comfortable with leaving one role and beginning another.

One role I will not be continuing in the future is that of English Language Editor for the PHENex journal/revue phénEPS. And while I may not have many concrete retirement plans right now, I certainly do not want to leave the other Editors or potential contributors waiting for me to return from a spur-of-the-moment trip somewhere. Fortunately, the PHENex/phenEPS Editorial Board has approved the appointment of a new English Language Editor – Dr. Sandra Gibbons, from the University of Victoria in British Columbia, Canada.

And when I say “fortunately”, I mean fortunately for the journal, and for everyone associated with the journal. Sandy is an experienced and highly regarded researcher, teacher, and writer. She is truly an all-round Canadian scholar having worked and lived on both east and west coasts, and collaborated on research on girls' participation in physical education in the prairies. In fact, if you'd like to get to know Sandy a little better, look for her articles in previous PHENex/phenEPS issues 2(1), 2(2), and two in 2(3). Sandy will be beginning as English Language Editor at the end of this month, and fortunately for Sandy, she will be working with Managing Editor Susan Markham Starr, French Language Editor Pierre Bourdeau, and techie/librarian Mary Lou Conrad. While I have never been one to mourn a reduction in e-mail, I will miss very much the friendly, knowledgeable, thoughtful, helpful, up-beat, and funny correspondence we have carried on for the last two years. Working with Susan, Pierre and Mary Lou has truly been enjoyable, and I wish Sandy all the best as she begins this venture. She's certainly got the best to work with.

We have a very full journal for this issue - eight *Feature Articles*, one *Research Note*, two *Book Reviews*, and **Catherine Casey** has provided a collection of the abstracts from the recent PHETE (Physical and Health

Education Teacher Education) meeting at the Canadian Council of Studies in Education held at the University of New Brunswick in Fredericton.

Of our eight feature articles two focus on health. **Chunlei Lu and Chris McLean** examined Canadian health curricula from provinces across the country and compare and contrast the health information mandated for instruction by provincial ministries of Education. **Kate E. Storey, Hilde Spitters, Ceara Cunningham, Marg Schwartz and Paul J. Veugelers** have provided an update of Alberta's on-going and exemplary *Apple Schools* project.

**Joannie Halas** has submitted an autoethnographic reflection on her very personal and moving experiences in working with Canada's Aboriginal youth. I cannot help but think that this article should be required reading for any physical educator - student or practicing professional - who expects to work with young people of Aboriginal descent.

**Rebecca Lloyd** presents a report on a phenomenological approach to training female varsity volleyball players that helped the participants focus more clearly on kinaesthetic consciousness and to move into the "flow" of the game.

Four articles feature research on teachers or on teaching approaches. **Denis Martel, Jocelyn Gagnon, Luc Nadeau, Valérie Michaud, and Paul Godbout** developed a "Team Pentathlon" approach to encourage physical activity among children and adolescents. **Daniel B. Robinson and Andrew Foran** write about the challenges and the rewards associated with instructing physical education teacher candidates how to plan, present and assess the results of a Teaching Games for Understanding approach to beginning tennis with upper elementary students. **Georges Kpazai, Marie-France Daniel, and Attilklémé Kossivi** used three case studies to explore the critical thinking of elementary level physical educators, and in *Fit to Teach Physical Education?* **Kimberly B Simpson, Patricia Tucker and Melissa M. van Zandvoort** explore the difference in confidence that academic preparation and personal physical activity levels can make to a beginning elementary generalist teacher.

And to complete a well-rounded look at schools, team players, students, and teachers, **Gregory Rickwood, Vivienne Temple and John Meldrum** have examined the perceptions of elementary school parents, teachers, and administrators concerning school-based physical activity opportunities.

We hope you find these articles, and the book reviews, interesting and informative. If you know of a book, or have a book you would like reviewed, in English or in French, please contact the appropriate editor.

Good bye for now. I think my retirement plans include the PHE Canada conference in May, 2012. See you there!

*Ellen*