


# Chapter 18


## Building Capacity: New Directions in Physical Education Teacher Education

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### ABSTRACT

*This chapter explores the pressing need for innovative pre-service physical education teacher education (PETE) that challenges preservice teachers (PSTs) to take ownership of their learning in broad, collaborative ways that immediately connect their learning processes to other PSTs and local community-based PE resources nationwide. The authors describe a pedagogical model for PETE that is currently in ten Canadian universities, a rapidly growing national body of locally developed student leadership communities that is supported by national professional organizations (Physical and Health Education (PHE) Canada and PHE Canada Research Council. PHE Canada Student Chapters are a new phenomenon in Canadian uni-*

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*versities (2023-2024), and represent groups of 5-8 PSTs in each university faculty, taking executive leadership roles within their respective university student unions. The chapter includes emphasis on real world practice, with voices of student leaders expressing lessons learned in the process of running chapters at their respective universities.*

## **INTRODUCTION**

This chapter explores the pressing need for innovative pre-service physical education teacher education (PETE) that challenges preservice teachers (PSTs) to take ownership of their learning in broad, collaborative ways that immediately connect their learning processes to other PSTs and local community-based physical education (PE) resources nationwide. We describe a pedagogical model for PETE that is currently in seven Canadian universities, a rapidly growing national body of locally developed student leadership chapters or communities that is supported by our national professional organizations (Physical and Health Education (PHE) Canada and PHE Canada Research Council, Ontario Physical Health Recreation Association, Canadian Intramural Recreation Association).

The PHE Canada Student Chapters (PHECSCs) are a recent addition to Canadian universities (2022-2024). They are executive groups of five to eight PSTs in each university faculty, assuming leadership roles within their respective faculties of education. These chapters inspire and engage hundreds of general members in each university across a wide range of teaching subjects. The connections and partnerships between university faculties of education and professional organizations across the country are crucial, as they foster a sense of community and create essential links between theory and real-world practice. They also provide a wealth of opportunities for PSTs to build confidence, competence, and connection.

In this chapter, the authors deconstruct traditional models of PETE (interrogating the idea that there is a normative way to teach PE) and reconstruct PETE pedagogy that challenges students to become immediate PE leaders and champions for a post-pandemic world instead of waiting to develop a PE teacher identity, this program facilitates PSTs taking on this leader role synchronously and simultaneously during their pre-service years. They begin to view themselves as lifelong PE leaders and learners by seeking advice, mentorship, ideas, and shared experiences from colleagues nationwide. Further, we observe that in this framework, PSTs are developing their own collaborative professional development communities during their preservice training as a protective factor for early career burnout. Results indicate that over the first two years in practice, these student chapters provide meaningful teacher education for PSTs in several key theme areas, including the development of PE

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