

Pre-service teachers' experiences of learning about and through models-based practice

Summary of article

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Models-Based Practice (MBP) represents an innovative approach toward meaningful pedagogical and curricular change in physical education. However, little is known about the ways pre-service teachers (PSTs) learn about multiple models (theories and benchmarks), while also learning through the models (experiencing the models as learners) during Physical Education Teacher Education programs.

As such, this paper seeks to understand PSTs' experiences learning about and through MBP focusing specifically on the following pedagogical models: Teaching Personal and Social Responsibility, Cooperative Learning, Peer Teaching, and Teaching Games for Understanding. Participants were PSTs enrolled in three distinct PETE courses. An ethnographic approach was used to provide rich description and interpretation of data, uncovering shared meanings of nine PSTs' experiences of MBP.

Participants from this study demonstrated how learning both about and through MBP (as one innovative approach to PE practice) over several PETE courses supported the development of their identities as teachers of physical education who can both problematize past learning experiences and consider the possibility of teaching their future students in ways different from the ways in which they were taught. This supports suggestions that PSTs should be provided with extended opportunities to learn about and through several models during PETE programs in supporting the possibility of future MBP implementation. However, there remains work to be done to support new teachers in implementing innovative practices beyond their induction years, and further initiatives are warranted that track the extent to which newly graduated teachers adopt innovations such as MBP throughout their careers.

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