

Expanded Roles of Physical Education Teacher Education in United States and Korea

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Given that the field of Physical Education in educational settings is increasingly marginalized, it is evitable that personnel in the field will need to make an effort to expand our roles. As there may be additional responsibilities for physical educators, it is important to understand how Physical Education Teacher Education (PETE) programs may train students in their degree programs for these more extensive responsibilities. In order to prevent childhood disease (such as obesity or type 2 diabetes), the United States introduced a school-wide physical activity approach, which is an opportunity for the field of Physical Education to emphasize its sustainability and take on a broader role in promoting health. In Korea, in order to assist elementary teachers and to run a sport club in secondary schools, a sport instructor was introduced. In both the United States and Korea, there has been lack of preparation for the expanded role of physical educators. Thus, it is suggested: (a) that the expanded roles of physical educators might be added into the existing courses (e.g., discussion, assignment, or guest speaker); (b) that practical experiences for the expanded roles of physical educators (e.g., internship or volunteering) be sought and added to programs; and (c) that additional efforts may be needed by PETE professors to assist their majors in preparing for these expanded roles.

Key words: Sport Instructor, Comprehensive School Physical Activity Programs, Teacher Training, Teacher Preparation

There has been a global trend of marginalizing Physical Education in schools. The time spent in Physical Education in schools has been decreased (Kil, 2016; NASPE & AHA, 2012) and Physical Education teachers are at the front line of educational budget cut (SHAPE America, 2016). There have been several whole-of-school models created that expand the role of Physical Education teachers in schools. Depending on the educational system, teachers in some countries have embraced the extra responsibilities in the role of the Physical Education teacher (e.g., being a Physical Activity Leader [PAL] McKenzie, 2007) while other countries have created sport instructor positions for Physical Education and after school programs (e.g., Song & Seo, 2011). In this paper, cases from United States and South Korea will be discussed in terms of how they have expanded the role of

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physical educators as well as how Physical Education Teacher Education (PETE) programs have been preparing future teachers to adopt these changes in schools. At the end of this paper, recommendations for PETE programs are suggested.

United States

In order to promote physical activity in schools throughout the school day, the National Association for Sport and Physical Education [NASPE] (2008) and the Centers for Disease Control and Prevention [CDC] (2013) created a model for promoting physical activity in schools, that is, the Comprehensive School Physical Activity Program (CSPAP) for all K-12 schools. CSPAP includes five components: (a) Physical Education, (b) physical activity during school, (c) physical activity before and after school, (d) family and community engagement, and (e) staff involvement. Along with accumulating evidence for the physical and cognitive benefits of CSPAP, scholars have increasingly emphasized the role of physical educators as PALs to promote the CSPAP model in schools (e.g., Beighle, Erwin, Castelli, & Ernst, 2009; Castelli & Beighle, 2007). In addition, the importance of adequate preparation during PETE programs for the Physical Educators' broader role in promoting physical activity in schools has been emphasized (Beighle et al., 2009; Brusseau, Bulger, Elliott, Hannon, & Jones, 2015; McKenzie, 2007; Webster et al., 2015). Although there are practical recommendations for PETE programs (e.g., modifying existing courses or providing practical learning experience to teach requisite skills and conceptual knowledge) on how to prepare pre-service teachers for CSPAP (Beighle et al., 2009; McKenzie, 2007; Webster et al., 2015), to date, very little is known about the way PETE programs have been training pre-service Physical Education teachers for CSPAP implementation.

A recent study investigated how current PETE programs support students in implementing components of CSPAP, such as course requirement for CSPAP and detailed descriptions of field experience related to CSPAP (Kwon, 2016). In this study, the author examined the prevalence and type of CSPAP preparation within PETE programs. Not surprisingly, over 75% of PETE program personnel who participated in the study did not provide any CSPAP related learning experience in their program. If it did exist, the most common type of learning experiences for CSPAP was incorporating CSPAP components into existing courses rather than teaching CSPAP in a separate course. That is, PETE students have mostly acquired basic knowledge, ideas for implementation, and had mock experiences implementing CSPAP components through their coursework (e.g., discussions or in-class assignment).

In terms of field experiences, even though PETE personnel expressed the utility of field experiences as an ideal CSPAP learning experience, field experiences were not frequently used for CSPAP preparation. In particular, PETE students revealed that they felt that they were not

sufficiently prepared to implement CSPAP in schools (particularly as it involves family/community connections and staff wellness) due to limited exposure to CSPAP components, despite many resources provided by PETE faculty. In addition, the researcher found that PETE students' highly valued an expanded role for Physical Educators; however, few felt adequately prepared to take on this expanded role. PETE students' craved more practical experiences with CSPAP in schools (Kwon, 2016).

Kwon (2016) pointed out essential aspects for PETE programs to prepare their students in terms of CSPAP implementation. Foremost, it is key to have practical learning experiences (e.g., field experience, students teaching, observations, etc.) with comprehensive models and in various settings/contexts. Many experts have suggested that modifying existing courses, creating a diversity of field experiences, and providing authentic opportunities to integrate physical activity in schools would contribute to best practices in teaching CSPAP. If PETE programs are not able to provide programmatic learning experiences related to CSPAP implementation, faculty may want to coordinate with local schools or communities where CSPAP components are in place. This could provide settings for to PETE students to gain practical learning experiences as well as realistic ideas for CSPAP implementation. If PETE program faculty are interested in incorporating the CSPAP model in their programs and training Physical Educators to also become physical activity leaders, they should consider adding balanced learning experiences (e.g., courses and field experiences) as well as covering all five components of the CSPAP model.

South Korea

In 2008, the Ministry of Education, Science and Technology in Korea introduced 'Sport Instructor' for promoting Physical Education subject in elementary schools. In the educational environment in Korea, elementary school teachers have to teach all 10 subjects including music, art and Physical Education, and it has been pointed out that elementary school teachers may not be able to provide a quality Physical Education experience because of lack of specialized skills and knowledge, lack of facilities and equipment, etc. (Song & Seo, 2011). Therefore, in order to help the elementary teachers and to provide quality Physical Education programs, a sports instructor (Physical Education assistant instructor) has been assigned to the elementary schools. The sports instructor system has been expected to contribute to health and fitness improvement of elementary school students as well as to reduce the burden of Physical Education classes for elementary school teachers. Recent studies have shown that the co-teaching of sports instructors (sports instructor and elementary classroom teacher) had a positive effect. Students who participated in the Physical Education classes jointly taught by the sports instructor and the homeroom teacher were positively perceived by students in terms of the professionalism of the teaching method, the diversity of the learning content, and the efficiency of

the teaching (Song & Seo, 2011). However, there is no evidence that the current PETE programs support this role of sport instructors.

In secondary schools, sports instructors have been introduced to run school sports clubs after school. Sports clubs within the school's curriculum have been suggested as part of the solution to school problems such as childhood obesity, sedentary behaviors, stress due to excessive schooling, and school violence (Jeon, 2014). In 2012, as part of ways to prevent school violence, the school sports club activities were also extended to junior high school settings. All junior high school students must complete 34-68 hours of the sports club activities a year and 136 hours of sports club activities across three years (Kim, & Jeong, 2016). In order to achieve this goal, it has been necessary to recruit an external professional instructor, that is, a sports instructor, who can operate the school sports club with proficiency.

Both in elementary and secondary schools, the needs for sport instructors have been increasing while the number of qualifying sport instructors is insufficient. The initial qualification requirements for sports instructors were limited to those who hold teacher certification. However, as the recruitment of sports instructors at some schools was not successful, the qualification requirements were expanded.

The sport instructors in elementary schools should hold a) teacher certification in elementary school, b) Physical Education teacher certification in secondary school, or c) certified instructor for a specific sport by an association (e.g., Ultimate Frisbee instructor certified by Korea Flying Disk Federation). In order to ensure quality Physical Education programs, each institute of the national university of education school provides professional development programs for elementary sport instructor. However, Han (2014) pointed out that the current professional development curriculum for sport instructors is insufficient and not practical to understand the updated physical education curriculum in elementary schools so that it is difficult to apply to the field. In addition, the professional development programs do not meet the demands of the field.

At the secondary level, the school sports clubs in schools are run not only by sports instructors with Physical Education teacher certification at the secondary level but also by sports instructors having a degree in sport related studies (e.g., Kinesiology, Sport Management, Leisure Sport, etc.). Findings from recent studies suggested that students avoid school sports clubs due to non-professional teaching behaviors of sports instructors (Choi & Kim, 2015; Park, 2013). In addition, several studies pointed out that sport instructors do not possess relevant teaching experience in educational settings with the students (Choi & Kim, 2015; Kim & Sohn, 2010; Lim & Lee, 2014). Thus, adequate training and professional development for sports instructors should be sustained (Kim, & Jeong, 2016). Current PETE programs may benefit from this role of physical educators in schools in addition to the main focus of training Physical Education teachers.

Although there is an increase in the number of courses in relation to Physical Education pedagogy, the curriculum of PETE is not different from the curriculum of Kinesiology (e.g., Son, 2006). In

addition, general education, which occupies a large part in PETE curriculum, lacks content related to Physical Education teacher training (Lee, 2014). In the case of the Physical Education teacher system in Korea, PETE majors take a national qualifying exam after completion of 4-year degree in order to become a Physical Education teacher in secondary schools (Lee, 2014). Even though those who pass the exam can be a Physical Education teacher in secondary schools, the passing rate was very low (e.g., 8.7% in 2008). Given that fact that less than 10% of PETE students become a Physical Education teacher each year (Lee, 2014), the main focus of PETE programs should not be limited to preparing Physical Education teachers and should be expanded to physical educators in general such as a sport instructor.

The authors suggest that PETE programs focus on training general physical educators (e.g., Physical Education teachers, sport instructors, etc.) by utilizing their existing curriculum and adding more practical discussion into their courses. As an introductory level of employing sport instructors and observing in schools, it would be beneficial to introduce the position of a sport instructor as a potential future career by inviting guest speakers or showing actual examples of sport instructors in schools. Within the existing Physical Education pedagogy courses or seminars for their career development, students could be advised by discussing expectations of a sport instructor in elementary and secondary schools, qualifications for the position, required skills or knowledge, etc. In addition, PETE professors would need to seek opportunities for undergraduate students as interns or volunteers to obtain practical field experiences as a sport instructor.

Discussion

In both Korea and the United States, the field of Physical Education itself is diminishing, but the roles for Physical Education teachers beyond Physical Education are expanding. Accepting the expanded role of physical educators will provide momentum for further development of the field of Physical Education and this can start now.

In the United States, CSPAP has been introduced as a plan to promote physical activity within the school to enhance Physical Education to counteract environments with fewer physical activity opportunities, as well as to address issues related overweight and obesity. In the context of the increasing expectations of Physical Education teachers beyond Physical Education programs, the training of teachers in PETE programs is vital in this effort. While it has already 10 been years since the introduction of CSPAP, training for CSPAP in the PETE program is limited.

In Korea, sports instructors were introduced to reduce elementary school teachers' workload and to enhance the quality of Physical Education classes, as well as to run sports club activities for the physical and mental health of secondary school students. Despite the positive results, non-professionalism and insufficient training of sports instructors has been raised as a problem. Therefore,

it is necessary to broaden the role of PETE programs in Korea in training sport instructors.

In Korea and the United States, it is often a reality that new courses and additional field experience may not be possible in the preparation for teaching Physical Education. What we can do; however, is expand what we are doing in existing PETE classes and school based experiences. These knowledges and experiences may cover, working in communities and with families, starting staff physical activity programming in schools, start new in-school physical activity and sport programs, and classroom physical activity breaks.

This paper broadened our insight of physical educators' roles in different educational contexts in Korea and the United States. Given that this study was one of the first discussions of the expanded roles of physical educators and relevant preparation in PETE programs in Korea and the United States, more systemic investigation is needed to follow up as the roles are widely defined.

In both Korea and the United States, preparing future physical educators adequately is the obligation of the PETE program. In addition to Physical Education teacher training, now is the time to take a broader perspective, to accept the expanded role of teacher education programs, to educate future physical educators sufficiently, and to seek actively out where opportunities we can contribute to society.

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