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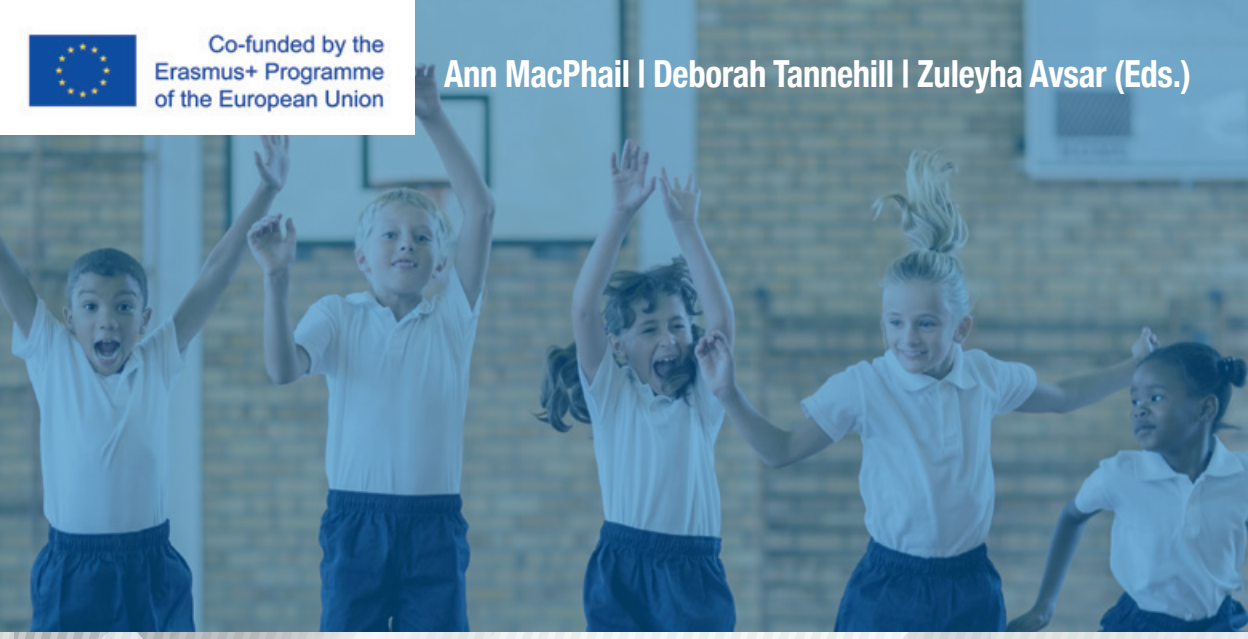

European Physical Education Teacher Education Practices

INITIAL, INDUCTION, AND PROFESSIONAL DEVELOPMENT

MEYER & MEYER SPORT

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European Physical Education Teacher Education Practices

This book is an intellectual output from the project titled 'Identifying best practice across physical education teacher education programmes: A European perspective' (2015-1-TR01-KA1023-021768). The project is funded by the Erasmus+ Programme of the European Union. The European Commission and the Turkish National Agency cannot be held responsible for the future use of the content included in the book.

INTRODUCTION

To maximize learning opportunities in physical education, a range of conditions need to be met. One of the most crucial conditions is qualified physical education teachers. This prompts us to suggest that it is crucial that physical education teacher candidates engage in meaningful, relevant, and worthwhile educational experiences and upskilling opportunities on entering the teacher education programme, on graduation, and on starting their careers. For this reason, there is a need to examine physical education teacher education (PETE) in European countries and effective PETE practices being employed across European countries. This book sets outs to directly address both issues.

It is also important to consider the issue of quality in teacher education in European countries. The (physical education) teacher educators who contributed to this book have had the opportunity to inform international colleagues about the PETE system and practices in their own countries and, in turn, learn from them about international PETE systems and practices. It is anticipated that the dissemination of such systems and practices through this book will be an important step for quality management in PETE.

This book arises from an Erasmus+ KA2 Strategic Partnership project (2015-1-TR01-KA203-021768) titled "Identifying Best Practice across Physical Education Teacher Education Programmes: A European Perspective." The project was coordinated by Uludag University (Turkey), and the project partners were University of Limerick (Ireland), Universita Degli Studi Di Padova (Italy), Technicka Univerzita V Liberci (The Czech Republic), Hacettepe University (Turkey), Sport Sciences Association (Turkey) and Bursa Physical Education Teachers' Association (Turkey). The Turkish National Agency funded the project. The aim of this project was to examine PETE curricula in Erasmus+ programme partner countries and to encourage an improvement in the quality of PETE, from the entry

process where teacher candidates are selected, to graduation and beyond. Priority was given to enhancing meaningful interaction amongst PETE colleagues across Europe by sharing innovative and effective practices in PETE. Specific objectives of the project were (i) comparatively examining PETE systems in European countries, (ii) creating reference resources, (iii) supporting physical education teacher educators for innovation and the exchange of effective practices, and (iv) enhancing cooperation amongst programme countries.

This book presents chapters from each of the twenty-four partner countries that participated in the three-year project. Each partner country identified a delegate to attend specific project meetings where (physical education) teacher educators were asked to share the following with international colleagues—country context, primary-school physical education, post–primary-school physical education, primary and post-primary initial teacher education (including both entry and selection, programme content, example of a particular PETE philosophy running throughout a programme, graduating opportunities), primary and post–primary-school placement components of initial teacher education programmes, primary and post-primary induction, primary and post-primary in-service provision (to include physical education professional bodies), and research on PETE in each specific country.

–Ann MacPhail, Deborah Tannehill, and Zuleyha Avsar

AUSTRIA

Physical Education and Teacher Education in Austria

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physical education and teaching with special focus on ball games and instruction models for ball games.

Background on Austria

Austria is a federal republic in Middle Europe. Austria consists of nine federal states, which all have their own elected local federal state governments. Vienna is the capital of Austria and, at the same time, a federal state, where the elected parliament of Austria and the state government are located. Since 1995, Austria is member of the European Union.

The following Table 1.1 represents important national demographic data for Austria (WKO, 2018; Bundesinstitut Bildungsforschung, 2018). In table 2 the most important stakeholders of the educational system in Austria are listed. In table 3 demographics on primary and post-primary schools in Austria are specified (Statistik Austria, 2017).

Area	83,879 km²
Population (2016)	8,739,806
GDP (nominal)	Total (€383,618 billion)/per capita (€38,992)
Official language	Austrian German
PISA 2015 average scores	Science (495), reading (485), mathematics (497)

Table 1.1. Austrian demographics (WKO, 2018; Bundesinstitut Bildungsforschung, 2018)

Austrian Federal Ministry of Education, Science and Research (Bundesministerium für Bildung, Wissenschaft und Forschung, BMBWF)	Austrian Federal Ministry of Education, Science and Research is responsible for the whole school system. This means primary, elementary, and secondary schools, vocational schools, university colleges of teacher education, and universities. The ministry is also responsible for all issues belonging to research at universities. The federal minister of education, science and research guides the ministry.
National Curricula for the School System	The Austrian Parliament is enacting the curricula for Austria's primary and post-primary schools.
Teaching unions	Different teaching unions represent Austrian teachers and lecturers engaged in primary or post-primary/higher and further education.

Table 1.2. Educational stakeholders in Austria

Number of primary schools	3,040
Number of post-primary schools	3,038
Number of primary students	335,854
Number of post-primary students	771,525
Number of primary teachers	31,517
Number of post-primary teachers	86,590
Types of primary schools	Mainstream
Types of post-primary schools	Academic secondary, vocational

Table 1.3. Demographics on primary and post-primary schools in Austria (Statistik Austria, 2017)

Physical Education Standard in Austria

In the past few years, the curricula for physical education (called "Bewegung und Sport" in Austria) at all types of schools has been radically renewed. This process and the implementation of the newly published curricula are not complete yet.

The starting point for this renewal was the development of a basic education standard for physical education by the former Austrian Ministry of Education and Culture. Experts from all levels of the school system and the physical teacher education (PETE) institutions were included in this process. The education standard was released in 2014 (bm:uk, 2014). The national education standard furthermore served as a basis for the development of new curricula for physical education for all types of schools.

The essential point of this education standard was the formulation of four areas of competency: (1) self-competence, (2) social competence, (3) methodological competence, and (4.) professional competence. These competencies include several subcompetencies. They also contain diverse degrees of competencies for school students of different age groups.

All the competencies are formulated as learning outcomes. They describe concrete outcomes, which the students should demonstrate as a personal ability, skill, or knowledge in the field of physical activity and sports.

The main objective of the education standard is to promote students' self-responsibility and independence by supporting an active and self-regulated learning process. This learning process should take place in different fields, like development of basic motor performance in sport, knowledge of and expertise in specific sports, broad action

competence in physical activity and sport, perspectives of meaning of physical activity and sport, performance, playing, health, creating and experiencing, and supporting the development of an active lifestyle.

Table 1.4 provides, at a glance, the basic structure of the education standard for physical education, with the four categories of competencies. Each of these competencies include three sub-categories of competencies.

On the left, are listed meaningful fields of activity, which are closely associated with several sports. Each of these fields of activity can be taught in physical education under different perspectives of meaning like performance, playing, health, creating, and experiencing. The goal of teaching physical education is to connect each of these fields of physical activity and sports with a certain competence and to develop this competence in connection with the physical activity.

A teacher can use the educational standard table to mark which fields of physical activity and sports he has taught already and which competencies he has already developed. The overall goal is that teachers should teach all fields of physical activities, more so under different perspectives like health or performance, and develop all the specified competencies.

If there are marks in all the rows and columns, it means that the teacher has instructed in all requested fields of physical activities and sports, covered all perspectives of meaning and developed all competencies. If a mark is missing in a row or a column, it is obvious to the teacher that he still has to teach this field of activity or specific competence.

Competencies / Fields of physical activity and sports		Self-competence			Social competence			Methodological competence			Professional competence		
		Body focused	Focused on cognition and social awareness	Emotion focused	Rules and fairness	Communication and cooperation	Tasks, roles, and guidance	Learning how to learn	Planning and organisation	Safety and health	Physical condition and coordination	Knowledge of and expertise in sports	Overlapping knowledge of and expertise in sports
Motor performance in sport	PERFORMANCE + PLAYING + HEALTH + CREATING AND EXPERIENCING	✓											✓
Artistic gymnastics				✓								✓	
Track and field										✓			
Swimming								✓					
Sports games					✓								
Rolling and gliding sports							✓			✓			
Self-defence martial arts									✓				
Other sports						✓					✓		

Table 1.4. Scheme of educational standard for physical education in Austria (bm:uk, 2014).

Based on the described national education standard, in the last few years different expert groups newly formulated all curricula for physical education for all types of schools and for all school class levels.

Primary-School Physical Education

Primary schools in Austria have four classes for pupils aged 6–10 years. The purpose of primary-school physical education in Austria is holistic education and physical, motoric, social, affective, motivational, and cognitive development. The pupils should develop competence in a broad range of physical activity and sports so that they will be able to lead an active life and engage lifelong in physical activities (Bundeskanzleramt, 2012).

The curriculum describes learning outcomes in six fields of experiencing and learning: basic motor skills, playing, performing, sensing and creating, living healthy, and adventuring.

At primary schools, teachers instruct boys and girls together in physical education. The time allocation for physical education is 50 minutes three times a week in the first 2 years and 50 minutes two times a week in the third and fourth year.

Generally, qualified primary-school teachers instruct in all subjects. However, these teachers are class teachers. They are qualified to teach all subjects, and they do so at primary-schools. However, this means that their qualification in teaching physical education is limited.

Post–Primary-School Physical Education

The main goal of post–primary-school physical education in Austria is to contribute to the overall purpose of schools: the development of an independent person and a broad range of competence in physical activity and sport. Continuing primary-school physical education in post–primary-school physical education, the students should achieve deepened self-competence, social competence, methodological competence, and professional competence.

In post-primary schools in Austria, the instruction of boys and girls in physical education is separate. Male physical education teachers instruct boys and female physical education teachers, girls. Only in exceptional cases do teachers instruct boys and girls together.

Time allocated for physical education in post-primary schools lower level and upper level is 50 minutes four times a week in the first 2 years, 50 minutes three times a week in the third, fourth and fifth year, and 50 minutes two times a week in the sixth, seventh, and eighth year.

Generally, professional teachers deliver education in all subjects at post-primary schools. They are qualified to teach a specific subject during an academic study programme at a university. All teachers in Austria are qualified to teach two different subjects at post-primary schools.

There are two curricula for all subjects at post-primary schools, called secondary schools in Austria: curricula for secondary schools lower level and secondary schools upper level. Secondary school lower level covers 4 years (stages 1 to 4, ages 10/11 to 13/14). Secondary school upper level covers 4 years (stages 5 to 8, ages 14/15 to 18/19) (Bundeskanzleramt Österreich, 2016; Leibesübungen, 2018).

Physical education at secondary schools involves a diverse education. It takes place in the following fields: moving experiences; basic physical condition and coordination; fundamental physical activity forms and types of sports; doing physical activity and sport in a safe and healthy way; developing positive basic attitude towards oneself, one's body, and one's physical activity; fair social interaction; comprehension for exercising independently, responsibly, and in a health-promoting way; and reflective analysis of the phenomenon of sport. The main goal of secondary schools' upper level is to deepen the main competencies of the lower level.

Framework for Teacher Education in Austria

In 2010, the former ministry of education constituted an expert committee. The committee formulated a framework for prospective teacher education in Austria. This framework was announced in 2011 (bm:uk & BM.W_F[a], 2011) and served as basis for the implementation of a new system for teacher education in the past few years. The committee also determined the structure of the bachelor and master of education programmes and the different components of teacher education.

Primary Initial Teacher Education

There are thirteen initial teacher education providers in Austria called university colleges of teacher education. They prepare primary teachers in a 4-year bachelor of education graduate school programme (240 ECTS) for all subjects taught at primary schools. With a bachelor's degree, primary-school teachers are qualified to teach at schools, or they can go on with a 1-year master of education graduate school programme (60 ECTS). All Austrian primary–school teachers have to acquire a master's of education in the forthcoming years.

Each of the university colleges of teacher education has developed its own curricula for teacher education, which show some differences in matters of topics and lectures. Therefore, it is nearly impossible to give a comprehensive overview of the main structure of primary initial teacher education in Austria.

Entry and Selection

Persons who want to study to be primary-school teachers must have completed secondary-school-leaving examination as a general qualification for starting a graduate study programme. Besides, they have to pass an online self-assessment followed by a written entrance exam in the form of a multiple-choice test. After that, there is a final face-to-face assessment. In addition, there is motoric ability testing in which the overall fitness and particular skills in the main sports are checked. Only applicants who pass all these tests successfully can start with a teacher study programme for primary teachers at a university college of teacher education.

Programme Content

Primary-teacher education for physical education is only one small subject besides others, which cover more lessons, like mathematics, at primary schools. Therefore, teacher education in physical education only includes a few lectures. Most of the study programmes at different university colleges of teacher education cover around 7–13 ECTS for physical education, which is equivalent to three to five lectures. In some of the teacher education programmes, students can choose an additional key area in physical education.

Graduating Opportunities

The high demand for primary teachers in Austria is likely to continue in the coming years. Therefore, career opportunities in primary schools are high.

Post-Primary Initial Teacher Education

Regions for Teacher Education

In the new system of teacher education in Austria (bm:uk & BM.W_F[a], 2011), there is a comprehensive change in the organisation of the educational institutions who offer teacher education for post-primary, that is, secondary schools.

Before that, only university colleges of teacher education as well as the universities offered teacher education for secondary schools lower level. Only four universities in Austria offered teacher education for secondary schools upper level.

Now there are four established regions for teacher education, in which one university works together with several university colleges of teacher education situated in the same region. In each region the academic institutions work together to offer academic programmes for teacher education for all school subjects. Four universities (University of Vienna, University of Graz, University of Salzburg and University of Innsbruck) cooperate with sixteen university colleges of teacher education using different organisational models. Teacher education programmes are qualifying teachers for instructing two subjects at secondary schools. The students can combine these two school subjects freely without restriction.

The new framework for teacher education (bm:uk & BM.W_F[a], 2011) provides two consecutive graduate degree programmes. The four-year bachelor of education graduate programme with eight terms (240 ECTS) qualifies graduates to teach at secondary schools lower level. It also authorises joining the master of education graduate programme in the appropriate school subject. The master's programme is for the duration of two years with four terms (120 ECTS).

Entry and Selection

All persons who want to enrol in a teacher education programme have to pass an online self-assessment followed by a written entrance exam in the form of a multiple-choice test. Persons who want to start with a teacher study programme in physical education have to pass an additional entrance requirement, motoric ability testing. In this test, the overall fitness and particular skills in the main sports are checked. Only applicants who pass this motoric ability test can take part in the physical education teacher study programme.

Before beginning a master of education programme in a special school subject, applicants have to complete the appropriate bachelor of education graduate programme.

Programme Content

Teacher education programmes consist of three areas: First, knowledge in two school subjects, that is, the associated scientific disciplines; second, knowledge in the subject didactics of both school subjects, third, knowledge in general educational sciences.

In the bachelor's programme, each of the teacher study subjects includes 100 ECTS, and every student has to study two teaching subjects, study of the scientific discipline (70–80 ECTS) and the subject didactics (15–25 ECTS). Students also have a free choice of elective courses (10 ECTS, 5 ECTS in each teacher study subject). In the physical education study programme, subject didactics includes lectures in physical activity and sports practice.

Besides the two subject areas, there is general educational sciences (40 ECTS). Educational sciences covers three different school placements, called school practices.

The first is a so-called orientation practice. This means an initial placement at school for the students, which includes their first teaching experience. Lecturers from the educational sciences monitor first placement at school.

After the first placement, there are two further placements, the so-called subject-specific school practices. In these two school practices, students get assistance in lectures in didactics in both subjects.

In the master's programme, each of the teaching subjects includes 26 ECTS, and every student has to study two teaching subjects. The 26 ECTS in teacher education include the study of the scientific discipline (12–16 ECTS) and subject didactics (10–14 ECTS).

There is an extensive school placement of 30 ECTS, in which students teach at schools. This school placement includes lectures in subject didactics in both subjects and in educational sciences (12 ECTS) in which the students reflect on their guided teaching experiences at the school.

Tables 1.5 and 1.6 give an overview of the basic structure of the bachelor's and the master's programmes for teacher education in Austria.

<table>
<tr><th>Subject 1
(100 ECTS)</th><th>Subject 2
(100 ECTS)</th><th>Educational sciences
(40 ECTS)</th></tr>
<tr><td>Scientific discipline
(70–80 ECTS)</td><td>Scientific discipline
(70–80 ECTS)</td><td rowspan="2">Common basics of educational sciences
(34 ECTS)</td></tr>
<tr><td colspan="2">Electives
5 ECTS subject 1 + 5 ECTS subject 2</td></tr>
<tr><td>Subject didactics
(15–25 ECTS)
(5 ECTS allocated to subject specified school practice)</td><td>Subject didactics
(15–25 ECTS)
(5 ECTS allocated to subject specified school practice)</td><td>Research on schools and teaching experience
(6 ECTS)</td></tr>
</table>

Table 1.5. Structure of bachelor's in education for all subjects

Subject 1 (26 ECTS)	**Subject 2** (26 ECTS)	**Educational sciences** (20 ECTS)
Scientific discipline (12–16 ECTS)	**Scientific discipline** (12–16 ECTS)	**Common basics of educational sciences** (thereof 4 ECTS reflecting on experience of guided practice in school)
Subject didactics (10–14 ECTS) (thereof 4 ECTS reflecting on experience of guided practice in school)	**Subject didactics** (10–14 ECTS) (thereof 4 ECTS reflecting on experience of guided practice in school)	
Teaching experience (guided practice in school) (18 ECTS + 12 ECTS reflecting on experience)		
Final phase: **Master thesis and master's exam** (30 ECTS)		

Table 1.6. Structure of the master of education programme for all subjects

EXAMPLE OF A PARTICULAR PETE PROGRAMME

The former Ministry of Education and Culture charged the four regions for teacher education in Austria to develop new teacher education curricula for bachelor and master of education programmes for their respective regions. In this process, they had to observe the framework given by the expert committee (bm:uk & BM.W_F[a], 2011). However, institutions involved in regional teacher education were free to fulfill these guidelines considering the specific circumstances of the participating institutions in the respective regions.

In the northeast region, which includes the University of Vienna, working groups developed teacher education curricula for twenty-six school subjects at the same time. This process of developing new curricula in a short time was a great challenge for all members of the university involved in teacher education.

At the University of Vienna's Institute of Sport Science, the persons in charge of PETE had noticed one main problem: the lectures and courses in the three fields of sport sciences, sport practices, and related subject didactics were quite isolated from each other. The students often had problems in connecting the knowledge gained in these three different fields.

The idea was to solve this problem by giving a specific structure to the newly formulated curricula. Through overlapping modules, lectures in the different sport sciences, the

sports-practice-related courses, and subject didactics courses were connected closely. Furthermore, students had to teach longer at schools and get feedback on their teaching by lecturers in three additional subject didactics courses, that is, courses on studies in teaching practice.

From the basic overlapping modules, a study programme with eight modules was developed. (See two overlapping module examples in table 1.7.)

Scientific fields	Physical activity and sports: fields of application	Subject didactics	Module name
Oral lecture: Basics of Sport Pedagogy: Learning and Teaching in PE and Sport	Lectures: Developing Comprehensive Ball Game Skills: Didactic Concepts 3 lectures from the 4 following fields of games Shooting Invasion Games: Didactic Concepts Throwing Invasion Games: Didactic Concepts Net/Wall Games: Didactic Concepts More games: open-end target games, fielding games, target games Self-Defence and Martial Arts: Didactic Concepts	Included in every lecture: Subject Didactics	Processes of Education in Physical Activity, Play and Sport, and their Application in Exercise and Teaching

Scientific fields	Physical activity and sports: fields of application	Subject didactics	Module name
Oral lectures: Fundamentals of Biomechanics Fundamentals of Computer Science in Sports—Technologies for Physical Education Basics of Sport Pedagogy: Learning and Teaching in PE and Sport	Lectures: Athletics—Running, Jumping, Throwing 1 Athletics—Running, Jumping, Throwing 2: Didactic Concepts and Biomechanical Aspects, and Computer Science in Sports Gymnastics and Movement Art 1 Gymnastics and Movement Art 2: Didactic Concepts and Biomechanical Aspects	Included in every lecture: Subject Didactics	Mechanical Principles of Human Movement and Technologies of Computer Science in Sports and their Application in Exercise and Teaching

Table 1.7. Two examples of overlapping modules

The essential objective of the different lectures in the overlapping modules is to give the students a connected knowledge of the fields of sport sciences, the practical fields of physical activity and sports, and the subject didactics of how to teach certain physical activities and about sports issues.

Graduating Opportunities

Opportunities for graduates in physical education are currently quite good in Austria and this is expected to continue in the coming years. However, this depends on the one hand on the second subject, which a teacher qualifies in. On the other hand, there are some regions in Austria, especially urban areas, where there is a great demand for physical education teachers, but there will not be much demand in other regions, in the coming years.

Primary and Post–Primary-School Placement Components in Initial Teacher Education Programmes

School placement is organised by different institutions within the described graduate teacher education programmes.

Primary-school teachers are educated at the university colleges of teacher education, which follow their own curricula and manage school placement. Secondary-school teachers are educated at the educational institutions of the four educational regions, which follow their own curricula and manage school placement.

At the University of Vienna, school placement is organised by the local School of Education, which has a collaborative network with secondary schools in the region, where students are placed.

According to the curricula, students in the bachelor teacher education programmes undertake three placements with 16 ECTS duration altogether. In the first placement, lecturers in educational sciences attend the teaching of the students. The second and third placement takes place in the two school subjects. In both placements, there are attendant lectures in subject didactics in both teaching subjects.

Students in the graduate master of education programmes undertake a placement of 30 ECTS duration that is organised in a comparable way.

All school placements include a school-based element, which means face-to-face teaching in classes and taking part in other school-based activities. In the accompanying lectures, the students get feedback about their teaching. There they learn to reflect on their school teaching. Teacher students should teach at different types of schools and gain experience of teaching at different class levels.

Primary and Post-Primary Induction

The induction phase in Austria is organised by the different school administrations of the federal states in Austria, named "Landesschulrat" or "Stadtschulrat." When teacher students successfully finish their master of education programme, they can apply for a position during the induction phase. The distribution of positions depends on the sequence of registration, available places in the different subjects, and availability

of especially qualified mentoring teachers at schools, who guide the newly qualified teachers.

When they begin teaching, the newly qualified teachers take part in a series of induction workshops, organised by the federal school administration and the university colleges of teacher education. The aim of these workshops is to support newly qualified teachers and prepare them for teaching at schools professionally.

In the first year, the newly qualified teachers do a supervised teaching practice at school. They are responsible for teaching two classes on their own. One class should be at the lower level and one at the upper level of a secondary school. They have to teach in both subjects in which they have acquired a teaching qualification. They should teach 4–7 hours a week, and local mentoring teachers at the respective schools supervise their teaching. Throughout the first year the new teachers visit workshops provided by the university colleges of teacher education.

If there is a lack of teachers at a certain school and lessons need to be taught, the new teachers can undertake additional substitute teaching up to 4 hours a week. They are paid extra for this supplementary teaching.

After receiving a positive evaluation for the first year of induction, the newly qualified teachers can apply to the school administrations of the different federal states for a permanent position. There will be a change in the organisation of the induction phase in Austria in the coming years, but up to now, no detailed information about the new system of induction is available.

Primary and Post-Primary In-Service Provision

Currently, the different university colleges of teacher education are offering in-service provision for teachers at primary and secondary schools. Therefore, the content of the workshops held is quiet diverse. There is no obligation for teachers to take part in further education workshops. Their participation is optional.

There will be a change in the in-service provision for teachers, as well, in the coming years in Austria. Teachers will have an obligation to further education up to 15 hours in one school year, and this has to take place during the school's time off. Currently no more detailed information is available about the upcoming regulations.

Physical Education Professional Bodies

The Austrian Association of physical education teachers (Verband der Lehrer/innen Österreichs für Bewegung und Sport, VDLÖ) is a voluntary professional body of physical education teachers who advocate physical education at all types of schools. The VDLÖ offers several further-education workshops to qualify physical education teachers for professional teaching. Besides, there is a group named "FrauenForum Bewegung und Sport", which tries to support female physical education teachers in their work by publishing journals and providing further education courses.

Research on Austrian PETE

There is quite a lot research dealing with several fields of physical education in Austria. Holzweg, Kleiner, and Repond (2014) provided an overview of research on teaching physical education. Dinold, Diketmüller, and Zillmann (2014) investigated questions about quality of physical education. Dinold did extensive research in the field of adapted physical activity and inclusion (Dinold, Diketmüller, Grix & Philpots, 2013; Dinold, 2016). Kleiner published findings in the field of health literacy in physical education (Kleiner, 2017). Kolb and Amstätter refer to research outcomes regarding physical activity guidelines (Kolb & Amstätter, 2017). Kolb is engaged in research on teaching games (Kolb, 2016). Niederkofler and Amesberger (2016) deal with questions of cognitive activation in physical education.

In 2016, the Twenty-First Annual Congress of the European College of Sport Science took place in Vienna, organised by the Institute of Sport Science of the University of Vienna (Baca, Wessner, Diketmüller, Tschan, Hofmann, & Kornfeind, 2016).

Austrian researchers are publishing in national and international journals such as the European Journal of Sport Science (EJSS), German Journal of Exercise and Sport Research or Current Issues in Sport Science (CISS), the official journal of the Sport Scientific Societies of Austria and Switzerland.

In Austria, two practice-oriented journals deal with questions of physical education at school. The one is Physical Activity and Sport (*Bewegung und Sport. Fachzeitschrift für Aus- und Fortbildung in Kindergärten, Schulen und Vereinen*). The other journal focuses on physical education for girls: Girls in Sports Halls (*Mädchen im Turnsaal*).

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BELGIUM

Physical Education Teacher Education in Flanders (Belgium)

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Background on Flanders

Belgium is a federal state consisting of three communities and three regions. The three communities are the Flemish, the French, and the German. The three regions are Flanders, Wallonia, and Brussels-Capital. Dutch is spoken in Flanders and Brussels-Capital, French is spoken in Wallonia and Brussels-capital, and German is spoken in the German community which is part of Wallonia. Flanders is Belgium's northernmost region and makes up 45 per

cent of the country's territory. The Flemish-, French- and German-speaking communities each have their own educational government. In Flanders, the Minister of Education and training is responsible for all stages of educational policy, from pre-primary education to university education. Education is compulsory between the ages of 6 and 18 or until one graduates from secondary school. Pre-primary education is available for children from 2.5 to 6 years of age, and although it is not mandatory almost all children are enrolled.

Area (2015 census)	13,522 sq. km. (5,221 sq. mi.)
Population (2015 census)	64,441,000
GDP[1] (nominal)	Total (EUR 227 billion)/per capita (€32,568)
Official language	Dutch
PISA 2015 average scores	Science (515), reading (511), mathematics (521)

Table 2.1. Demographics of Flanders[1] (Retrieved April 2018)

Department of Education	Department of the Government of Flanders responsible for education. Headed by the minister for education and training.
Council for Qualifications and Curriculum	The council leads the development of curricular goals and standards for primary, post-primary, and higher education and advises the minister of education and training.
Education networks	There are mainly three networks that organize education in Flanders: 1. GO! Education, official education provided by the Flemish government. 2. Government-aided public education, organized by provinces and municipalities. 3. Government-aided private education, mainly organized by Catholic Education Flanders. Covering 70% of all the children, this network is by far the largest. Schools belonging to a particular educational network can join an umbrella organization that represents this network in government consultations. Also, these umbrella organizations operationalize the curricular goals defined by the government according to the network's philosophy and pedagogical focus.

The Flemish community inspectorate	The inspectorate of the Flemish community works on behalf of the Flemish government and is responsible for overseeing the quality of education at all levels except higher education.
The Accreditation Organization of the Netherlands and Flanders (NVAO)	The NVAO was established by the Dutch and Flemish governments to provide an expert and objective assessment of the quality of higher education in the Netherlands and Flanders.
The Flemish Education Council (VLOR)	The VLOR is the official advisory body on the education and training policy of the Flemish community. Representatives of all different stakeholders meet at this council. Together, they look for ways to further improve education and training in Flanders.
Teaching unions	There are four teacher unions in Flanders. They represent all people involved in teaching and are a member of the Flemish Education Council.

Table 2.2. Educational stakeholders in Flanders

Number of primary schools	4,961
Number of post-primary (secondary) schools	943
Number of primary students	725,282
Number of post-primary students	439,337
Number of primary teachers	75,750
Number of post-primary teachers	76,059
Types of primary schools	Mainstream and special
Types of post-primary schools	Mainstream (general, technical, vocational, arts) and special

Table 2.3. 2016/17 demographics on primary and post-primary schools in Flanders retrieved from https://onderwijs.vlaanderen.be/nl/onderwijsstatistieken (Dutch)

Primary-School Physical Education

Primary education is targeted at children who are 6 to 12 years old and comprises 6 school years. The purpose of Flemish primary school physical education (PE) is twofold. First, it aims to develop basic skills related to movement that will enable children to function within society. Second, it aims to prepare children to become an active member of a movement culture (Council for Qualifications and Curriculum, 2009). The provision of PE is overseen by the Inspectorate of the Department of Education and Training through inspection visits. The time allocation for PE is not regulated although most primary schools offer two 50-minutre lessons. PE in primary schools can be delivered by specialists or classroom teachers.

Primary-school PE has 45 standards targeting motor competencies (33), a healthy and safe lifestyle, (5) and the development of social skills and a positive self-concept (7). The content domains defined in the curriculum are (but not limited to) games and sport-related games, rhythmic and expressive movement activities, and moving in different environments (i.e., nature and swimming). The curriculum assumes transfer, meaning that skills learned and developed in PE will be used in other (non-school) settings to participate in physical activity and develop a healthy lifestyle. The government does not prescribe the use of any instructional model nor are any handbooks suggested.

Post–Primary (Secondary) School Physical Education

In Flanders, secondary education is targeted at youngsters from 12 to 18 years old and consists of three 2-year stages. In all three stages, standards are defined to develop motor competencies, a healthy and safe lifestyle, and social skills as well as a positive self-concept. The first stage (12–14 years) has 35 standards, the second stage (14–16 years) 30, and the third stage (16–18 years) 25. The Flemish government only defines content domains for the first stage, namely gymnastics, track and field, dance, sport-related games, self-defence, swimming, and nature activities. The government does not prescribe the use of any instructional model nor are any handbooks suggested. In general, the purpose of PE is to develop basic movement skills, which enable children to successfully function within society and to prepare children for active participation in the movement culture. As in primary schools, the secondary-school PE curriculum aims

at facilitating the adoption of a physically active lifestyle (Council for Qualifications and Curriculum, 2009).

The provision of PE is overseen by the Department of Education and Training through inspection visits. The time allocation for PE is 100 minutes per week, and lessons are delivered by PE specialists.

Teacher Education at a University College

University colleges provide teacher education through a 3-year professional bachelor's (i.e., undergraduate) programme. Programmes are for the most part full-time and face-to-face although more flexible and distance learning programs are also available. Teachers holding a professional bachelor's degree in PE can teach this subject in primary school (i.e., for ages 2.5–12) and the first two stages of secondary school (i.e., ages 12–16). In Flanders, there are thirteen university colleges offering a Physical Education Teacher Education (PETE) programme. Their curriculum consists of 180 ECTS, and next to PE, students choose another school subject (e.g., history, biology, French) or a component called "recreational movement." This component prepares students for coaching and instruction of sports and physical activity in non-school settings. PETEducators at university colleges are not expected to hold a PhD.

Entry and Selection

Aspiring teachers should take an entrance exam prior to registering for the teacher-training programme. The entrance exam is non-binding and serves to provide students with feedback on their mastery of Dutch as well as their study skills and motivation to become a teacher.

Programme Content

All teacher-training programmes in Flanders need to develop ten core competencies that constitute the teacher career profile defined by the Flemish government (Agency for Quality Assurance in Education and Training, 2007) (see table 2.4). These competencies serve as targets for initial teacher education programmes and list the knowledge, skills, and attitude graduates have to master in order to become a qualified teacher.