

Preparing Pre-service Physical Education Teachers on Marginalization and Perceived Mattering in PE

Tracey Naumann, Yiqiong Zhang and Xiaofen Keating

The University of Texas at Austin
tracey.ely@utexas.edu

School administrators are considered the leadership of their communities. They are the catalysts between students, parents, and teachers, and have the potential to greatly influence the culture and climate of their schools. Studies suggest that the majority of principals have a poor understanding of the goals, pedagogies, and curricula of physical education (PE). They also do not regard PE as being on the same level as other “academic” subjects and see little educational value in it, other than to keep students under control and entertained while teachers of other subjects take a break. These views have contributed to the marginalization and perceived mattering of PE. Many PE teachers do not discover these feelings until they are professionals. The purpose of this roundtable discussion is to brainstorm ways in which we can prepare pre-service PE teachers on administrator’s perceptions of PE and the impact it has on the community.