

Keywords: youth, physical activity, school

ID 329 The core competencies of a health education teacher

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Teachers play a crucial role in students' learning and in the development of health literacy. The aim of this study was to identify the core competencies needed for teachers of Health Education in supporting student learning.

A 3-round Delphi study was carried out over an 8-week period in 2022, through consultation with 25 Finnish experts in Health Education. An open-ended question was used to identify the core competencies for school health educators. The data were analysed using inductive content analysis. In subsequent rounds, experts were asked to assess the importance of the identified competencies on a 7-point Likert scale, and finally to rank the most important competencies.

In total, 52 competencies were identified and categorized into eight core competence domains. Thereafter, 40 competencies were assessed and selected for the third round, in which the experts ranked the 15 most important competencies, encompassing four core domains, i.e. pedagogic and subject-specific didactic, social and emotional, content knowledge, and continuous professional development. The study defines Health Education teacher core competencies and domains. The information can be used in teacher education programmes, for developing teaching, and for teachers' self-evaluation.

Keywords: Competence, Health Education, teacher, teacher education, school

ID 574 Supporting health education pre-service teachers' reflective thinking through systematic observation

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Background: Effective teaching requires that teachers possess various pedagogical and didactical skills as well as a high level of responsiveness to diverse teaching situations. Teacher development and resolving challenging situations require teachers to have good communication and interaction skills, and the skill to reflect on their teaching behaviour. The ability to reflect on teaching behaviour serves as a benchmark for professional development, and also speaks to a teacher's level of self-efficacy (Van Manen, 1977).

Aim: The aim of this study was to examine how health education pre-service teachers reflect on their own teaching behaviour and interaction, and how systematic observation can support the development of reflective thinking.

Methods: The modified Classroom Assessment Scoring System (CLASS, Pianta *ym.* 2008; Itäranta, 2020) was used to systematically observe pre-service teachers' interaction and communication in health education micro teaching lessons. Participants were 18 second-year students in a physical and health education teacher education master's programme. A mixed methods methodological approach was employed. The preservice teachers' level of reflection was examined by analysing the reflective journals students wrote at the end of the course.

Results: Preliminary results indicate that when provided with concrete observation materials pre-service teachers are better positioned to observe and reflect upon their teaching behaviour and teacher-student interaction. Pre-service teachers demonstrate an ability to reflect on their teaching at both technical and practical levels (Van Manen, 1977). Reflecting upon teaching situations afterwards also increased their awareness of the teacher-student interaction but also of the interaction between teacher behaviour and student learning.

Conclusion: In summary, the preliminary findings of this study suggest systematic observational tools offer various possibilities for the enhancement of teaching and learning in higher education and for fostering the professional development of health education teachers.

References:

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Van Manen, M. 1977. Linking ways of knowing with ways of being practical. *Curriculum Inquiry* 6 (3), 205–228.

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ID 331 Students' perceptions of physical education teacher: Do perceptions differ by students' gender, age, and physical activity level?

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Background: The school environment and physical education (PE) classes in particular influence the attitude an individual develops toward physical activity. The student's perceptions of physical education, physical activity, and physical competence are shaped by the PE lesson contents and by the teacher's approach to interacting with students, listening, and providing encouragement. This study aimed to analyze what teacher characteristics students perceive as important and whether there are differences in terms of students' gender, age, and overall physical activity level.

Methods: This study is part of the Finnish School-aged Physical Activity study (F-SPA) that collects data with a nationally representative sample on children and