Becoming a Responsive Teacher: Perspectives of Health and Physical Education Teachers

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Abstract

The purpose of this study was to comprehensively examine the ways in which the elementary health and physical education (HPE) teachers understand responsiveness in their teaching practices and how they engage in responsive pedagogy. For this study, the generic qualitative research methodology was used, and seven participants who have at least three years of teaching experiences in elementary HPE contexts in Manitoba were recruited through a maximum variation strategy. One-on-one semi-structured interviews, follow-up conversational interviews, field notes, and self-reflective journals were used as data. The data was analyzed thematically to identify the particular themes that construct the HPE teachers' understandings of responsiveness and their engagement in responsive teaching practices in their day-to-day HPE teaching contexts. The quality of the research findings was ensured through six quality criteria (i.e., reflexivity, credibility, resonance, significant contribution, ethics, and coherence).

As the result of the study, three main themes that describe a responsive teacher in HPE were identified: 1) Being a Passionate Learning Facilitator; 2) Being an Empowering Educator; and 3) Being a Lifelong Learner. Each theme was supported by several subthemes that describe the participants' perspectives and experiences on teacher's responsiveness in HPE contexts.

This research study has contributed to the provision of empirical knowledge for teachers regarding practical ways to engage in responsive teaching practices in multicultural classroom settings that encompass students' diverse backgrounds and levels of abilities. In addition, the research findings drawn from the participants' own perspectives and experiences provided the practical information that would help teachers appropriately teach and respond to students with diverse educational needs. This information has also contributed to filling a gap between book-knowledge and real-life practices of teaching with diverse student populations in multicultural

HPE contexts. In doing so, the results of this study provided HPE teachers not only with opportunities to reflect on their teaching practices, but also with resources containing in-depth knowledge helpful for improving their teaching in a responsive manner.

Further research should consider a more diverse context in various regions and at different school levels (i.e., middle or high schools). In addition, following studies on teachers' responsive teaching practices would need to be conducted from various perspectives, such as students, parents, pre-service teachers, or school administrators.

Keywords: Responsiveness, responsive teaching, health and physical education, diversity, disability, educational needs

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Dedication

I dedicate this thesis to all my family in South Korea. They have continued to provide eternal love and encouragement for me, which contributed heavily for the accomplishment of this graduate studies in Canada.

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Chapter 1: Introduction

Active participation in various physical activities play a key role for one's health promotion (Reiner, Niermann, Jekauc, & Woll, 2013; Warburton, Nicol, & Bredin, 2006). Active lifestyles from early childhood can promote the holistic growth and development of children and youth physically, psychologically, socially, and spiritually (Fraser-Thomas, Côté & Deakin, 2005; Janssen & LeBlanc, 2010; Public Health Agency of Canada, 2011). For example, active lifestyles enhance children's cardiovascular endurance, bone density, and muscular strength while preventing metabolic syndromes (e.g., type 2 diabetes), obesity, and some cancers (Banks, Lim, Seubsman, Bain, & Sleigh, 2011; Booth, Roberts, & Laye, 2012; Breslin et al., 2012; Durstine, Gordon, Wang, & Luo, 2013; Liese, Ma, Maahs, & Trilk, 2013; Neto et al., 2011). Furthermore, reduced levels of depression and anxiety, as well as increased intra-personal (e.g., self-esteem, self-control, and resiliency) and inter-personal (e.g., cooperation, responsibility, and empathy) skills, have been reported as positive outcomes of regular participation in physical activities (Bonhauser et al., 2005; Côté, 2002; Parfitt & Eston, 2005).

Studies have highlighted that scheduled health and physical education (HPE) classes can positively enhance children's daily physical activity (Erwin, Stellino, Beets, Beighle, & Johnson, 2013; Morgan, Beighle, & Pangrazy, 2007) and promote their lifelong participations in physical activities by teaching health and physical literacy (i.e., the motivation, foundational knowledge, confidence, physical competence, strategy, creativity, and comprehension in relation to lifelong healthy active lifestyles) (Hastie & Wallhead, 2015; PHE Canada, 2011; Whitehead, 2010, 2013). In particular, "schools are encouraged to provide students with daily [HPE] and should be equipped with appropriate facilities and equipment" (World Health Organization, 2004, p. 9) and

is understood as easily-accessible opportunities for all children's health promotion (Mohammadi, Rowling, & Nutbeam, 2010; Simpson & Mandich, 2012).

Various factors such as teacher's pedagogic practices, learning environments, and students' responses construct learning contexts of HPE (Chow, McKenzie, & Louie, 2008; Morton, Atkin, Corder, Suhrcke, & van Sluijs, 2016). As highlighted in the *classroom ecology paradigm* (Doyle, 1977a), a classroom is a site composed of three interrelated systems, *managerial, instructional, and student-social systems*, where some changes in one system are likely to influence other systems. HPE learning environments are thus complex in nature (Hastie & Siedentop 2006; Siedentop, 1988). The *managerial system* refers to teachers' management skills in day-to-day teaching settings (Doyle & Ponder, 1975). *Instructional system* is related to the fact that teachers' performance may be affected by environmental factors, such as place and contexts of teaching (Doyle & Ponder, 1975). *Student-social system* refers to the influence of student behaviour on teachers' teaching practices as they interact continually in the classroom (Kelin, 1971). Within such dynamic educational contexts in HPE, teachers need to attend to such complexity in order to interpret, predict, and respond to their students' educational needs through ongoing interactions in day-to-day educational practices, making direct impact on students' learning experiences and outcomes (Ebbeck, 2015; Hastie & Siedentop, 2006; Siedentop, 1988).

Dewey (1938) captured this complexity in teaching and learning by explaining the nature of experience. According to Dewey (1981), experience changes over time through continuous interactions among people within their personal, social, and material environments. Following Deweyan understanding of experience, Clandinin and Connelly (2000) have noted further that experience is *continuous, interactive*, and *situational*. *Continuity* refers to the temporality of experience, which means that "every experience both takes up something from which has gone

before and modifies in some way the quality of those which come after" (Dewey, 1938, p.35). *Interaction* was described as the relationships and interplays among people in the midst of experience. Lastly, *situation* refers to a place where "things and events in experiences are transformed through the human context they enter, while the live creature is changed and developed through its intercourse" within and/or against such contexts (Dewey, 1981, p. 251). Following this notion, therefore, experiences of teachers and students within educational contexts can be understood as continuously changing and intersecting in and/or through relationships and interactions among them. Considering this ongoing and intersectional nature of HPE pedagogic processes, the ways in which teachers in HPE attend to such complexities should be examined thoroughly. This research agenda should also involve how teachers establish positive and supportive learning environments, addressing such continuities, interactions, and transformations within HPE teaching and learning contexts.

Teachers' *responsiveness* has been described as a positive attribute of teachers who are engaged in the class cognitively and physically, communicating and interacting with students continually to identify students' different educational needs, as well as addressing potential problems that may emerge during the class simultaneously (Patey, 2017). This term also refers to becoming a "keen [observer]" on how students learn, and then using that information to help students achieve their individual learning goals. (Dozier, Garnett & Tabatabai, 2011, p. 637). As such, teachers' responsiveness plays a critical role in promoting more inclusive learning environments that can accommodate students' diverse educational needs and goals. In order to promote teachers' responsiveness in teaching, various related pedagogical approaches have been employed in the field of HPE, for example, *inclusive*, *culturally relevant, critical*, *reflexive,* and *relational* pedagogies.

Inclusive pedagogy refers to an educational approach that strives to rectify unintentionally-created limitations on students' learning when certain students are considered as "less able" (Florian, 2015, p. 13). The inclusive pedagogic idea acknowledges differences among students and tries to accommodate these differences in the general learning environment by widening access to education for every student (Florian, 2007; Florian, 2015a). Simpson and Mandich (2012) note, "All students [deserve] equal opportunity to develop health and physical literacy among their peers" (p. 21), explaining inclusive HPE contexts. They have also noted that inclusiveness can be enhanced by "providing necessary staffing to support teachers" in HPE, "having access to adapted and specialized sports equipment", and "ensuring that students can physically enter the gym by removing physical barriers" against HPE participation (p. 21). It has also been reported that the quality of learning experiences in HPE can be improved significantly by teachers' inclusive pedagogic practices (Cook, Tankersley, Cook, & Landrum 2000; Goodwin & Watkinson, 2000; Spencer-Cavaliere & Watkinson, 2010).

Culturally relevant pedagogy refers to an educational practice that aims to include diverse students by acknowledging and advocating their own cultural identities, as well as developing their critical views that challenge inequities in their school life (Ladson-billings, 1995a). Thus, it refers to the ways in which teachers focus on their teaching practices for students with diverse cultural backgrounds to generate enhanced learning outcomes (Halas, 2003). Flory and McCaughtry (2011) have reported that teachers who use culturally relevant pedagogy in HPE improve teaching-learning environments by helping students to feel safe, respect their teachers and others, and participate in learning activities more autonomously. Culp (2010) also has observed that teachers can positively affect their students' engagement in

learning activities in HPE by being culturally relevant to their students' diverse educational needs in developing their lifelong physical activity skills and knowledge.

Critical pedagogy refers to "an approach where social, cultural, and political justice issues are examined in relation to teaching practices" (Harvey, 2014, p. 198). According to Wright (2004), "proponents of this approach are primarily interested in assisting students to examine and challenge the status quo, the dominant constructions of reality, and the power relations that produce inequalities, in ways that can lead to advocacy and community action" (p. 7). Kincheloe (2008a) argued that teachers always involve *politics* in their teaching. As such, they need to discern their own social, political, and cultural perspectives and those of their students who are marginalized within educational contexts to achieve socially-just learning outcomes (Kincheloe, 2008a). Stanec, Bhalla, and Mandigo (2016) also highlighted the importance of critical pedagogy in HPE, noting that HPE teachers should know "how to recognize injustices and inequalities" experienced by their students (p. 261). In addition, HPE teachers should not only acknowledge the diversity of their students, but also be further aware of various barriers to students' learning (Stanec et al., 2016). Stanec et al. (2016) thus have recommended that teachers need to incorporate feedback and ideas from students into their teaching practices and understand critical perspectives that "include responsiveness to students' traditions in a way that fosters sharing and inclusion" (p. 266).

Reflexive pedagogy involves teachers' self-reflections on and critical analyses of past situations, events, and products in relation to their own teaching practices (Danielewicz, 2001, Grant & Zeichner, 1984). It thus involves self-criticism and revisions of their own pedagogic practices by identifying and changing factors that can lead to different outcomes or behaviors in their teaching (Danielewicz, 2001). Fletcher, Temertzoglou, and Forsberg (2014) thus

recommended to take "time to think deeply about situations" and place oneself "in the position of others to decide about appropriate courses of action" (p 23) as a way of engaging in reflexivity. According to Fletcher et al (2014), through reflexive pedagogy, teachers can anticipate their teaching situations (e.g., what does and does not work in their teaching) and respond immediately to problems occurring in day-to-day teaching situations. It has been echoed that teachers in HPE can gain insights into their own teaching practices and teaching contexts through reflexive pedagogy (Attard & Armour, 2006; Fernandez-Balboa, 1997; Randall, 2012).

Relational pedagogy refers to a pedagogic approach that understands teaching as a process of building relationships between teachers and students (Bingham & Sidorkin, 2004; Sidorkin, 2002). Bergum (2003) has argued that teachers' active listening, establishments of relations, and inspirations are associated with student's learning experiences and outcomes. Cox and Ullrich-French (2010) have reported that students' positive relationships with their teachers positively influence their experiences in HPE classes. Shen, McCaughtry, Martin, Fahlman, and Garn (2012) have also reported that students' enhanced sense of community is observed through well-established relationships with their teachers, which in turn enhance the motivation for "greater emotional and behavioral engagement in physical education" (p. 241).

Such related pedagogic ideas and concepts (i.e., *inclusive*, *culturally relevant, critical*, *reflexive,* and *relational pedagogies*) have contributed positively to HPE teachers in the pursuit of responsiveness in their teaching practices. However, becoming a responsive teacher in HPE remains as a complex challenge, given the diversity in student population within current contexts of education. Schools have been more diverse and changing rapidly, in terms of ethnicities, races, cultures, languages, socio-economic statuses, and dis/abilities (Culp, 2010; Florian, 2015b). Nevertheless, little is known about *how* to be a responsive HPE teacher, including what

challenges and opportunities HPE teachers experience and how HPE teachers' responsiveness can be developed, improved, and sustained. This limited understandings about the complex mechanisms in the pursuit of responsive pedagogy might contribute negatively to the experiences of HPE teachers. As reported by Patey (2017), HPE teachers might feel that being a responsive teacher is a "mission impossible," considering the lack of empirical knowledge concerning responsiveness in the context of HPE teaching. This may contribute further to the negative experiences of students due to teachers' lack of responsiveness towards their learning in HPE.

Therefore, this study examined comprehensively the ways in which HPE teachers understand and attend to responsiveness in their own HPE teaching practices. Particularly, this study investigated teachers' responsiveness from the perspectives and experiences of elementary HPE teachers; therefore, this research supplemented with the lack of previous empirical studies on pedagogical approaches for inclusion in elementary school contexts (Patey, 2017).

The specific research questions for this empirical study were:

- How do elementary HPE teachers understand and approach responsiveness in their own teaching contexts?
- What barriers and opportunities are identified by elementary HPE teachers in developing and pursuing responsiveness?
- What do elementary HPE teachers do to engage in responsive teaching in their day-to-day HPE teaching contexts?
- What do elementary HPE teachers envision in the pursuit of responsiveness in their future teaching?
- What could be educational supports for elementary HPE teachers to develop, improve, and sustain their responsiveness in teaching?

The findings of this study could provide other HPE teachers with comprehensive and practical knowledge about responsiveness in HPE teaching and learning contexts. This will further enhance the accommodations of diverse students with different backgrounds and educational needs/aspirations. By providing empirical knowledge about responsiveness in HPE teaching as a means to establish more inclusive learning environments, HPE teachers will be able to use these ideas when they plan, deliver, and evaluate their lessons, responding and addressing students' diverse educational needs in prompt and socially/culturally responsible manners. Moreover, this empirical knowledge may benefit HPE teacher education curriculum for pre-service teacher, and it may be used for teachers in other disciplines as a transferrable knowledge as well.

Chapter 2: Literature Review

This chapter will provide a review of literature on students' diverse educational needs in HPE contexts. Teachers' educational roles in addressing those diverse educational needs will also be discussed using a classroom ecology model as a framework (Doyle, 1977a). Furthermore, this chapter will also discuss various related pedagogical approaches that have been employed to respond to students' individualities in learning (i.e., inclusive, culturally relevant, critical, reflexive, and relational pedagogies). Finally, this chapter will address research gaps in promoting these pedagogic practices.

Diverse Educational Needs among Students

Schools in North America have been experiencing rapid demographic changes in their student populations, which have intensified students' ethnic, cultural, linguistic, and racial diversities, as well as educational differences in the classroom (Culp, 2010; Gérin-Lajoie, 2012; Howard & Navarro, 2016; Palla-Kane & Block, 2007). In addition, demographic forecasting has anticipated that children from racialized groups will account for half of the students in North American schools by 2030 (Sullivan, 2009). Gérin-Lajoie (2008) notes that the classroom has thus become "a place where numerous languages and cultures mix, making the school a social milieu where linguistic and cultural boarders are routinely crossed by students" (p. 14). Harper (1997) has echoed, "schools are expected to meet the needs of a population that is racially, culturally, and linguistically diverse, to confront gender, racial and economic disparity and discrimination" (p. 192). As such, schools should endeavor in a collaborative way to deal with such diversities among students, employing innovative pedagogical approaches (Gérin-Lajoie, 2008).

The National Council for Accreditation of Teacher Education (2008) has defined diversity as "differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area" (p. 86). Various levels of abilities and disabilities are also known as important aspects of students' diversity (Casey & Kentel, 2014; Sullivan, 2009; Thomson & Robertson, 2014). Although such diversities exist, according to Palla-Kane and Block (2007), it has long been a challenge for certain students to gain benefits and opportunities equally in learning contexts. For example, students with disabilities were enrolled in segregated classrooms, which were specialized classes embedded within a regular school system for decades, thereby taking away opportunities to interact with their peers (Reid, 2003). Integrated approaches (i.e., placing all students in regular classrooms) are now more prevalent (Qi & Ha, 2012), however, fair educational opportunities are not yet provided to all students due to a lack of inclusive policies and training programs for teachers, as well as less inclusive learning environments such as a low level of caring environments and accessibility of facilities (Pivik, Mccomas, & Laflamme, 2002). Additionally, a lack of teacher knowledge regarding inclusive teaching practices and the negative attitudes of both teachers and students towards inclusion have also been reported as barriers against social justice in learning (Block & Obrusnikova, 2007; Lieberman, Houston-Wilson, & Kozub, 2002; Pivik, Mccomas, & Laflamme, 2002).

It is reported that schools in Canada have been experiencing significant demographic changes as well (Gérin-Lajoie, 2012; Millington, Vertinsky, Boyle, & Wilson, 2008). Davis (2010) notes such diversity in HPE can be an issue which should be addressed urgently, given the expected increase of diversity in the student population (Bernstein & Edwards, 2008; Davis, 2010). Various research literatures have reported that all students have their own identified

special needs in learning to some extent (Jarvis, Pill, & Noble, 2017). It was also reported that a large number of elementary students in Canada need formal educational supports (e.g., personnel and resource) (Simpson & Mandich, 2012).

Such diverse educational needs of students should be addressed to enhance students' experiences and levels of participation in the learning processes of HPE (Naraian & Schlessinger, 2018). Addressing students' diversity in schools thus starts from moving away from pedagogical approaches that believe "one size fits all" (Metzler, 2011, p. xv) and requires a reassessment of the purposes of HPE (i.e., towards learning outcomes that address diverse students' educational needs and goals) (Jarvis et al., 2017). As Whipp, Taggart, and Jackson have stated (2014), students' individual educational needs and current academic skills should be addressed through suitable and diverse teaching practices to promote students' positive learning experiences. This is echoed by Rink (2001) who has emphasized that individualized pedagogic approaches involve responsive teaching that employs "particular content to particular learners" (p. 123-124).

Teachers' Roles in Addressing Diverse Educational Needs among Students

The importance of teachers' roles for students' learning is well established in the literature. They make a number of decisions and actions in responding to their students' learning needs in their day-to-day teaching practices (Florian & Black-Hawkins, 2011; Maasum, Maarof, & Ali, 2014). Teachers' perceptions and ways of teaching thus significantly affect the learning outcomes of students with diverse educational needs (Ambe, 2006). For example, teachers who have low expectations on learning achievements for some students from underserved groups tend to assign them easier tasks, as well as limit the opportunities to achieve learning outcomes

against their high-level of potentials, thereby producing social injustice in students' learning outcomes (Berman, 1992; Waggoner, 1991).

In the field of HPE, students' participation in physical activities is affected by teachers' decisions regarding course content and time allotments for physical activities, as well as their behaviours toward the promotion of students' health and wellness (Chow et al., 2008; Rink, 2006). This implies that the promotion of students' engagement in HPE classes is significantly related to teachers' selections of appropriate lesson content and effective deliveries, as well as their appropriate teaching behaviours and management strategies (e.g., equipment and instructional time) (Chow et al., 2008; Rink, 2006).

Additionally, teachers are required to address diverse educational needs among students (Tomlinson et al., 2003) as "multicultural agents," helping such diverse students "to negotiate between home, school, and community" in learning (Maasum, Maarof, & Ali, 2014, p. 102-103). Understandings of students' diverse backgrounds, as well as the reduction of teachers' stereotyping or prejudices, would thus help in promoting students' positive learning experiences in HPE. (Davis, 2010). Accordingly, teachers' knowledge, characteristics, and attributes are important factors that have an impact on educational achievements among students with diverse educational needs (Darling-Hammond, 2000; Hollins & Guzman, 2005; Cochran-Smith & Fries, 2005).

Considering diversity among students, teachers are encouraged to address students' various educational needs from the initial phase of planning a lesson (Jarvis et al., 2017). Jarvis et al. (2017) have called for differentiated teaching practices to deal with students' diversity in HPE (e.g., employing flexible teaching approaches to curricula and teaching practices, such as a universal design and responsive teaching, as ways of responding to diversities among students).

They argued that such flexibility in teaching would enable adequate adaptations and accommodations for students with specific educational needs (Jarvis et al., 2017).

Teachers' responsibility and its implications for students' learning have been well-documented in a *classroom ecology model* (Silverman, 1991). This model refers to an idea that "represents class life as a set of three interrelated systems, managerial, instructional, and student social, in which changes in one system are likely to influence changes in another" (Hastie & Siedentop, 2006, p. 215). This ecological paradigm focuses on teachers and students who interact with one another through "long-term observation" of their lives in the classroom (p. 215). For example, it explains how teachers' managerial skills affect and change students' behaviours; and how students' performances in learning influence teachers' next decisions in teaching (Hastie & Siedentop, 2006).

This model has been developed to address the concerns against process-product understandings of teaching and learning—that is, pedagogic beliefs that view teachers' managerial and instructional skills as a sole contributor in promoting students' learning outcomes (Doyle, 1977a). Those concerns were about not only a lack of explication of the relationships between teachers' pedagogy and students' learning outcomes, but also an exclusive focus on teachers' pedagogic actions within teaching and learning contexts (Doyle, 1977a). According to Doyle (1977a), this exclusive focus on teachers' responsibility was manifested through neglects of students' contributions in learning and the prioritizations of teacher's knowledge and pedagogy over students' active participation in learning.

Instead, this paradigm focuses on active dynamics of classroom environments that influence behaviours and learning outcomes (Hastie & Siedentop, 2006). According to Doyle (1977a; 1977b), a classroom has three features: *multidimensionality*, *simultaneity*, and

unpredictability. *Multidimensionality* describes a classroom as a place that serves various purposes including events and processes that are not necessarily related to or compatible directly with educational purposes (Doyle, 1977b). *Simultaneity* refers to a characteristic describing concurrent occurrences of multiple events in day-to-day classroom operations. For example, teachers deal with a variety of classroom activities, including various interruptions from internal (e.g., students' misbehaviours) and external causes (e.g., public announcements). Finally, those multiple processes that occur simultaneously and continually, causing *unpredictability* within teaching and learning contexts, which makes teachers' roles even more complex (Doyle, 1977b). As such, this model represents complex behavioral dynamics in learning environments in which teachers need to understand, anticipate, and respond (Siedentop, 1988).

Teachers' roles of accommodating students' diverse educational needs are critical as they provide students with fair opportunities for educational achievements. However, given such complexities within educational environments, as well as the individualities of students in learning, identifying and addressing the educational needs among diverse students in HPE are not an easy task. Recognizing such difficulties of HPE teachers, Patey (2017) even described a task of accommodating all students in a HPE classroom as a "mission impossible," quoting an interview with a HPE teacher:

> You might have a class where there is a language barrier, there is a child with autism, there is a child with a physical disability. It is not always possible to do an activity that includes all three of them. You might be doing something to try to accommodate the child with autism, but sometimes for every action, there is an opposite reaction. You might be sort of making it more difficult for a different child of diversity, a completely

different unique challenge within the same activity. So, the actual concept of diversity

often can be a negative influence on inclusion (p. 26).

For this reason, more studies examining complex mechanisms of accommodating

everyone in classroom, especially in the contexts of multi-layered and inter-related ecological

learning environments, are required to inform HPE teachers and relieve their frustrations. Gay

(2009) notes, "educational beliefs, programs, and practices for diverse students should be

governed by the normative standard of plurality (or diversity) informed by cultural knowledge

and responsiveness to different ethnic, racial, social, and language groups" (p. xvi). This calls for

the endeavors in pedagogic practices that promote teachers' *responsiveness* to the needs of all

students, partly by re-considering the purposes of HPE in the contexts of multicultural education

and valuing pluralist educational outcomes. Further investigations on *how to respond* to students'

diverse educational needs in pluralistic HPE learning environments are thus urgently required.

Related Pedagogic Approaches to Respond to Diverse Educational Needs among Students

Inclusive pedagogy. *Inclusive pedagogy* has been described as an educational approach

that includes or tries to include students into an interactive educational environment where the

majority of students are involved in learning (Byra, 2016). The goal of inclusive approaches is to

provide *all* students with fair educational opportunities in learning, regardless of their "gender,

socioeconomic status, race, ethnic background, or physical and/or cognitive ability" (Byra, 2016,

p. 451). This pedagogy thus focuses on the enhancement of learning opportunities for all students

in order to reduce the inequality among them (Florian, 2015a). According to Florian (2015a),

"Inclusive pedagogy focuses on improving the quality of mainstream education and the role that

schools can play in reducing inequality in attainment outcomes by reducing variability in practice" (p. 6)

The concept of inclusive pedagogy for *all* is to replace the traditional approaches of inclusion that focus heavily on students who require special or additional educational needs in learning rather than trying to include "everyone" in the classroom (Florian, 2015a, p. 6). Florian (2015a) has argued that these previous inclusive approaches were practiced on the basis of the ideas that those students who would require inclusive education should have "something different from or additional to" *normal* students in the contexts of mainstream education (p. 10). Those students' additional needs were thus viewed as their educational limitations in the previous approaches (Florian, 2015a). This idea was problematic, because this could lead teachers to expect less achievement for those students with additional needs (Florian 2015a). For this reason, Florian (2007) called for actions from teachers to seek ways of making their teaching practices more inclusive by respecting and responding to individuals' differences among all students; and by seeking those ways from an extension of "what is ordinarily available in the community of the classroom as a way of reducing the need to mark some learners as different" (Florian & Black-Hawkins, 2011, p. 826).

Extending the scope of inclusion (i.e., including all students) requires high standards (Florian & Black-Hawkins, 2011), such as a shift from the existing pedagogical approaches that work for most students toward "an approach to teaching and learning that involves the creation of a rich learning environment characterized by lessons and learning opportunities that are sufficiently made available to everyone so that all are able to participate in classroom life" (Florian & Linklater, 2010, p. 370). This extended concept of inclusive pedagogy also requires acknowledgements and responses to students' individual differences by preventing

stigmatization that views such diversities or individualities (e.g., abilities/disabilities) as limitations for learning (Florian & Black-Hawkins, 2011).

The importance and benefits of inclusive HPE are well documented (Simpson & Mandich, 2012). For example, becoming active with peers can provide opportunities for students to experience social inclusion through physical activity (Taub & Greer, 2000). As an endeavor to promote inclusiveness in HPE teaching and learning, the *universal design for learning* (UDL) has been widely used in the field of HPE (Grenier, Miller, & Black, 2017). UDL refers to an educational concept that plans and constructs learning environments in proactive ways to promote and ensure accessibility in learning (Story, Mueller, & Mace, 1998). This concept is helpful for teachers in investigating how their curricula optimize education for every student, focusing on inclusive ways of developing and administering their lesson contents, as well as instructional and evaluation method plans (Lieberman & Houston-Wilson, 2018). It should thus be considered from the planning phase of lesson plans (Lieberman & Houston-Wilson, 2018). UDL focuses on "flexibility and creativity" (p. 33), which provide teachers with various choices for teaching within general classroom settings (e.g., teaching methods and ways of delivery) (Lieberman, Lytle, & Clarcq, 2013). The adapted materials and equipment should thus be prepared in advance to promote students' interests and senses of acceptance (Lieberman, Lytle, & Clarcq, 2013).

Goodwin and Watkinson (2000) have also reported that inclusive HPE with adequate supports (e.g., equipment modifications and personnel supports) can provide students with fair and meaningful educational opportunities (Goodwin & Watkinson, 2000). Such support systems are the foundational aspects that determine the educational achievements of students with diverse needs in learning (Cook, Tankersley, Cook, & Landrum, 2000). "Supplementary aides and

support services" (Goodwin, Watkinson, & Fitzpatrick, 2003, p. 193) are thus the prerequisite to the successful inclusive pedagogic practices. Pivic et al. (2002) also have echoed that responding to students' diverse educational needs can be promoted by ensuring physical (e.g., accesses to educational facilities) and social (e.g., opportunities to have optimal learning and social experiences with peers) accessibilities, socio-cultural acceptances (e.g., teachers' and students' awareness/acceptance of diversity and inclusion), and supportive policies.

Culturally relevant pedagogy. Ladson-Billings (1992) has provided a definition of *culturally relevant pedagogy* as an educational approach in opposition to assimilationism, so it recognizes and respects diverse cultures. As well, she described culturally relevant pedagogy as a commitment to a collective empowerment of students with diverse cultures that leads them to "engage the world and others critically" (Ladson-Billings, 1995b). Ladson-Billings (1995a) has explained that the purpose of culturally relevant pedagogy is to question teaching practices and lead teachers to explore the nature of relationships among teachers and students, curricula, school education, and society in order to promote both students' academic achievements and cultural competences by using students' own culture as a means for learning (Ladson-Billings, 1995a). It thus helps students to become "academically successful, culturally competent, and socio-politically critical" (Ladson-Billings, 1995a, p. 477).

According to Ladson-Billings (1995a), developing a more comprehensive view of pedagogy can be realized partly by helping teachers to understand not only their own but also others' cultures, as well as the ways in which these realities operate within educational systems (Ladson-Billings, 1995a). As such, three criteria that culturally relevant pedagogy must meet have been suggested: 1) an ability to promote students' autonomous development and success in and through learning, 2) a willingness to foster and support students' cultural competence, and 3)

the development of a critical or socio-political awareness as learning outcomes (Ladson-Billings, 1995a, 1995b).

As such, teachers need to attend to students' self-determination by inviting them to learn ways of expressing their educational needs (Ladson-Billings, 1995b). Furthermore, to maintain students' cultural realities, teachers need to incorporate students' diverse cultures in their pedagogic actions, considering those varied cultures as curriculum resources (Ladson-Billings, 1995b). In addition, teachers need to enhance socio-political consciousness among students in learning (Ladson-Billings, 1995b) by encouraging students to "critique the cultural norms, values, mores, and institutions that produce and maintain social inequalities" (Ladson-Billings, 1995b, p. 162). As such, culturally relevant pedagogy involves empowering students to engage with the world and others in democratic ways (Ladson-Billings, 1995b).

Halas (2003) further notes, "In culturally relevant educational programmes, teachers try to disrupt the hierarchical nature of the school by using teacher practices that build humanly equitable and fluid relationships with students" (p. 292). Such socially-just and flexible relationships between teachers and students, according to Halas (2003), can enable the use of rules, procedures, and instructional strategies in HPE in accordance with the specific educational needs of students (Halas, 2003). Halas (2003) thus emphasized that identifying and responding to students' differences in learning during the process of planning and implementation should be at the core of day-to-day pedagogic actions for HPE teachers.

Cruz and Peterson (2011) have also observed that teachers who practice culturally relevant ways of teaching try to learn about students' own cultures, families, and the communities by continually asking questions. In addition, those teachers try to understand culturally appropriate ways of communicating with students as a way of responding to students

with respect. Culp (2010) also has reported that establishing culturally relevant learning

environments in HPE contexts involves making a commitment to multi-cultural educational

approaches (e.g., considering sight, sound, and symbolism to be culturally appropriate, relevant,

and safe for students from diverse cultural backgrounds). According to Culp (2010), these

endeavors can accommodate the diverse perspectives of students in learning and provide

opportunities for students to feel a sense of belonging.

     Critical pedagogy. Critical pedagogy refers to an educational approach that addresses the

issues of cultural, social, and political justices in relation to teaching practices (Harvey, 2014).

As a way to strive toward critical pedagogy, teachers who employ critical pedagogy focus

primarily on helping students examine and pose questions about "the status quo, the dominant

constructions of reality, and the power relations that produce inequalities, in ways that can lead

to advocacy and community action" (Wright, 2004, p. 7). As such, engaging in critical pedagogy

involves not only following the ideals of democracy, but also promoting empowerment among

students (Harvey, 2014). Acknowledging HPE curricula and teachers' pedagogic actions as

highly political aspects, teachers who have employed critical pedagogy thus focus on examining

(1) the composition in relation to social justice in teaching and learning, (2) the inadequate power

relationships between teachers and students, (3) the inclusions/exclusions of marginalized

students, and (4) other related implications of power imbalances in teaching and learning

(Harvey, 2014).

     Kincheloe (2008a) notes that since all education is inherently political in nature, teachers

are required to understand the cultural and social backgrounds of both teachers themselves and

the students, as a first step to thrive critical pedagogy. Furthermore, examination on and change

in producing ethical, ideological, and pedagogical knowledge should be obtained to enhance

responsiveness toward educational needs among students (Kincheloe, 2008a). According to

Kincheloe (2008b), critical pedagogy can help teachers to restructure their own teaching

practices by empowering students who have been marginalized and invisible from teaching and

learning contexts. For example, Stanec et al. (2016) have observed that traditional norm-based

curricula rarely consider diverse students' educational needs, as well as individualities and

complexities in life contexts, thereby making it difficult to accommodate and respond in a timely

manner to those needs and differences. They thus have argued that pre-service teacher education

should focus on critical pedagogy as a way of promoting teachers' readiness in responding to the

educational needs among students in HPE (Stanec et al., 2016).

  Reflexive pedagogy. Scholars in the field of teacher education have emphasized

becoming a self-reflective teacher (Schön, 1983). The *reflexivity* of teachers refers to a continual

questioning of one's own teaching practices with regard to their own worldviews, as well as the

potential consequences of those pedagogic actions, in order to improve their own teaching

practices (Halas, 2003). According to Halas (2003), such practice is "a process of self-reflection

that questions the assumptions underlying our observations of a situation, event, student, or

student conflict. It is a process that is on-going, one that continually seeks to construct improved

and varied ways of interacting with students" (p. 293).

  The National Research Council (2000) has stated that "all learning involve transfer from

previous experiences" (p. 68), which means individuals learn from what they know. As such,

teachers acquire ideas about their own teaching on the basis of their previous experiences within

specific professional and personal life contexts (Fletcher et al., 2014). For this reason, Korthagen,

Loughran, and Russell (2006) have emphasized the importance of one's critical self-reflections on

prior experiences in relation to teaching as a way toward growth as a *good* teacher. They have

argued that becoming a good teacher does not simply occur through undergoing experiences (Korthagen et al, 2006).

Tsangaridou and Siedentop (1995) have also emphasized the importance of reflexivity, given that teacher education programs cannot prepare teachers for all of the situations they may face in their future teaching practices. They thus have highlighted that critical self-reflections can help teachers become thoughtful decision-makers. Moreover, through reflexive practices, teachers can question their own assumptions in their own teaching, thereby enabling them to understand the ways in which they can stand against conventional teaching practices and adopt more responsive practices that accommodate the educational needs among students (Fletcher et al., 2014). According to Fletcher and colleagues (2014), teachers can realize what works and does not work in certain teaching situations by gaining more experience in, and reflecting critically on, teaching practices. Such realization can enable teachers to predict issues while planning their HPE lessons; and respond quickly to problems that may occur in their day-to-day teaching practices (Fletcher et al, 2014).

Relational pedagogy. *Relational pedagogy* is based on the belief that "education is a process of building relationships" (Sidorkin, 2002, p. 88); and that learning occurs through meetings and interactions of human beings (i.e., teachers and students) (Bingham & Sidorkin, 2004). Noddings (2012) notes, "Relation is ontologically basic, and the caring relation is ethically (morally) basic" (p. 771). From this caring ethical perspective, "Every human life starts in relation, and it is through relations that a human individual emerges" (Noddings, 2012, p. 771). In this regard, a teacher plays a significant role as a "carer" who has interest in the needs of students who are "cared-for," by responding to students' needs in a positive and helpful manner (Noddings, 2012, p. 772).

According to Clandinin and colleagues (2006), relationships are at the heart of education as students are in relationships with each other, and with their teachers, within the social contexts of teaching and learning. They further explained the nature of experience in teaching and learning using Deweyan pragmatic ideas of experience and education (Connelly & Clandinin, 1999). Experience in educational contexts occurs temporally and continuously as "it is constantly changing as it unfolds through time," and "it grows out of other experiences, and experiences lead to further experiences." (Clandinin & Connelly, 2000, p. 2). Given this transactional and ever-changing nature of experience in teaching and learning (Clandinin & Connelly, 2000), teachers need to be continually and concurrently responsive in the midst of their day-to-day teaching practices.

Pearce and Down (2011) have reported that the established relationships between teachers and students can positively enhance students' learning experiences and outcomes even in a situation where students experience cultural exclusion. They have observed that teachers who establish positive relationships through continual interactions with students (e.g., by enhancing easy accesses which are scheduled outside class time) improved students experiences in learning (Pearce & Down, 2011). It has also been documented that understandings of students' identities and life circumstances that teachers identified through established relationships (e.g., students' previous experiences in learning, motivations in learning, and their contexts of life outside school) allow teachers to become more prepared to respond to students' educational needs (Pearce & Down, 2011).

Rationale for the Study

In order to respond to the diverse educational needs among students, various pedagogical approaches have been employed. As a common theme, those educational

approaches have endeavored to accommodate and respond to students' educational needs in a timely and socially/culturally responsive manners. The significance of teachers' *responsiveness* in HPE teaching and learning environments has thus been emphasized in numerous literatures. However, considering the transactional and relational natures of learning environments, as well as the diverse educational needs among students, becoming a responsive HPE teacher is a complex project. As Gay (2009) notes, "The most effective pedagogical way to respond to this variance in culturally pluralistic classrooms is to use multiple ways of teaching and learning to accomplish the highest outcomes for all students" (p. xv). Promoting such complex and comprehensive endeavors in HPE pedagogic practices thus requires additional empirical studies (Banks, 1994; Boykin, 2002).

Previous studies on various related pedagogical approaches (i.e., inclusive, culturally relevant, critical, reflexive, and relational pedagogies) have been contributing to the inclusion of students with diverse educational needs. However, given the intensified diversification among students in HPE, more comprehensive and expanded investigations that study the ways in which teachers are engaged in responsive pedagogy in their day-to-day teaching practices are required urgently. Understanding responsive pedagogy from the perspectives of teachers would thus be a meaningful step in exploring ways to promote teachers' responsiveness in HPE. Therefore, the rationales for this study are:

- Little is known about what it means to be responsive in pluralistic HPE teaching and learning environments, from the perspectives of teachers.
- There is a lack of studies identifying comprehensively the barriers to and opportunities for responsive pedagogy.

- Little is known about the ways in which HPE teachers are engaged in responsive pedagogy in their day-to-day HPE operations.

- It is imperative to examine how HPE teachers can improve responsiveness in their pedagogic practices from their own perspectives.

- The priority should be given to identify the support systems for HPE teachers to be responsive in their teaching.

Chapter 3: Methods

Qualitative Research

This study employed a qualitative research approach. Denzin and Lincoln (2018) wrote:

Qualitative research is a situated activity that locates the observer in the world.

Qualitative research consists of a set of interpretive, material practices that make the

world visible. These practices transform the world. They turn the world into a series of

representations, including field notes, interviews, conversations, photographs, recordings,

and memos to the self. At this level, qualitative research involves an interpretive

naturalistic approach to the world. This means that qualitative researcher study things in

their natural settings, attempting to make sense of or interpret phenomena in terms of the

meanings people bring to them (p. 10).

By recognizing the situated nature of phenomena, researchers who engage in qualitative research

collect data in natural settings and analyze this data in inductive ways, to identify specific

patterns and themes (Creswell & Poth 2018). According to Creswell and Poth (2018), qualitative

research involves making sense of phenomenon comprehensively through direct conversations

with research participants. Such conversations include listening to their stories and visiting the

places they live or work (Creswell & Poth, 2018). It was also noted that qualitative researchers

present the opinions and feelings of participants, self-reflections of researchers, a set of

interpretations and explanations about research questions, significance and contributions of the

study, and implications of the study (Creswell & Poth, 2018).

Generic Qualitative Research

This study used a *generic qualitative inquiry* approach—which is a qualitative methodology that identifies answers to "straightforward" research questions (Patton, 2015, p. 154. According to Patton (2015), researchers can examine specific and practical research questions without traditional methodological frameworks (e.g., ethnographical research, case study, phenomenological research, narrative inquiry, or grounded theory study) by "skillfully asking open-ended questions of people and observing matters of interest in real-world settings to solve problems, improve programs, or develop policies" (p. 154). Patton (2015) has further noted that "in-depth interviewing, fieldwork observations, and document analysis" are appropriate data collection methods for a generic qualitative inquiry (Patton, 2015, p. 155). Given that this study aimed to understand the meanings, challenges/opportunities, and future directions of responsive pedagogy in health and physical education (HPE), a generic qualitative inquiry approach was considered suitable to examine these straightforward research questions.

Employing this approach, experiences of and perspectives of HPE educators regarding responsiveness in their HPE teaching practices were examined. The HPE teachers' voices on responsiveness based on their firsthand pedagogic experiences in relation to teachers' responsive pedagogy were thoroughly examined through the qualitative research methods. In doing so, it was expected to find not only useful answers to the questions (Patton, 2015), but also actionable results that can be applicable to other HPE or related educational settings (Davidson, 2012).

Participants

Participants were recruited by using a *maximum variation sampling* strategy, which is a *purposeful sampling* strategy that deliberately selects information-rich participants who can provide an in-depth information about particular issues (Creswell & Poth, 2018). The *maximum*

variation sampling strategy was to have the greatest variation in the range of participants, which

enabled maximization of the transferability of research findings, rather than generalizations (i.e.,

enabling research findings to reflect differences of each participant and provide common patterns

or themes from the diversity of each case, that may be applicable to other settings) (Creswell &

Poth, 2018; Patton, 2015). It was expected that this sampling strategy would provide a variety of

research participants from various teaching contexts who can contribute to the generation of

transferrable research findings that can turn into "the core experiences and central, shared

dimensions of a setting or phenomenon" (Patton, 2015, p. 283). Participants' age, gender,

ethnicity, years of teaching, and teaching status (e.g., permanent or substitute) were considered to

be varied. This strategy also involved defining criteria in advance to identify research

participants (Creswell & Poth, 2018). As such, teachers were recruited if they: 1) worked in the

past (i.e., a retired teacher or a school district's HPE supervisor/consultant) or are currently

working as a HPE teacher; 2) have had or are having permanent position at an elementary school

in Manitoba, Canada; and 3) have at least three years of teaching experience.

Given that qualitative research focuses on articulating detailed and in-depth information

drawn from a study (Pinnegar & Daynes, 2007), qualitative researchers mostly select a small

number of participants as their in-depth understanding results from spending an extended amount

of time with fewer participants and limited sites for observation (Creswell & Poth, 2018; Glesne,

2016; Patton, 2015). Seven participants in total have been recruited, and the researcher spent

sufficient time with them to conduct one-on-one interviews and follow-up conversational

interviews. The data was collected from the selected participants until *data saturation* (i.e., a

certain point of time when additional data cannot produce information different from identified

ones) was reached (Morse, 1995; Sandelowski, 1995). The ethics approval was obtained from the

University of Manitoba's Education/Nursing Research Ethics Board, three school divisions and several elementary school principals in Manitoba prior to the participants recruitment

Data Collection

First, one-on-one semi-structured interviews and follow-up conversational interviews with each participant were conducted. In addition, field notes and reflective journals were written by the researcher as the data. Prior to conducting data collection, the signed informed consent forms were acquired from each participant.

One-on-one semi-structured interviews. One-on-one semi-structured interviews with participants were conducted to examine various perspectives, experiences, opinions, and ideas regarding various aspects of pursuing responsive pedagogy in HPE. Interviews were conducted in a semi-structured form (i.e., an interview context where an interviewer uses a list of open-ended questions and asks additional questions that emerge during an interview) in a one-on-one and face-to-face setting (Braun & Clarke, 2013; Glesne, 2016; Merriam & Tisdell, 2015; Patton, 2015). To honour participants' time, the formal interviews were conducted only once for each participant and lasted for 90-minutes maximum (Patton, 2015). These interviews were conducted at each participant's school or workplace to make this process convenient for them. However, for one participant whose working place was not suitable, an interview with the participant was conducted at the interview room located in the Qualitative Research Lab of the Faculty of Kinesiology and Recreation Management at the University of Manitoba.

Prior to each interview, rapport with each participant was established so that they felt comfortable revealing their perspectives on responsive pedagogy in a detailed manner (Creswell & Poth, 2018). The researcher empathized with participants about the issue working with students in wide range of backgrounds and abilities based on the researcher's own experience of

teaching high school level HPE in a 4-week-long practicum for my Master of Education program. That was the time when the researcher realized the challenges in teaching diverse student populations in one class, which were much more practical than the book-knowledge learned about education. It was also emphasized that their opinions and insights are important to the knowledge generation of this study. The participants were informed about the protection of their privacy and anonymity (Creswell & Poth, 2018). To make the participants feel comfortable, simple questions about their teaching experiences as a series of opening questions were used at the beginning of each interview.

Open-ended interview questions were used that required participants to think deeply and describe their experiences and opinions in relation to responsive pedagogy in HPE. The interview guide is attached in Appendix 1. All interviews were audio-recorded upon approval from the participants and transcribed verbatim after each interview (Merriam & Tisdell, 2015). The transcribed data was shared with each participant to establish the accuracy of collected data (i.e., *respondent validation*) (Patton, 2015).

Follow-up interviews. After each interview, a follow-up interview with each participant was conducted. This follow-up interview addressed the new ideas or questions that emerged from the face-to-face interview. This was also used as an opportunity to clarify participants' answers gathered through one-one-on interviews. These follow-up interviews were conducted in a non-structured interview form and recorded on the researcher's field notes.

Field notes. Field notes were recorded during both formal face-to-face and conversational follow-up interviews. Field notes refer to a tool of recording the researcher's observations during the research processes and are filled with descriptions of research contexts such as people, environments, events, activities, and dialogues (Glesne, 2016; Patton, 2015).

Following Patton (2015), "everything that the observer believes to be worth noting" (p. 387) was recorded, including the topics to be explored further (Glesne, 2016). By taking the field notes, the researcher enabled to ask additional questions during the follow-up conversational interviews to identify additional information that had not been discussed through the one-on-one interviews (Glesne, 2016).

The descriptive type of field notes was used (Glesne, 2016). In the *descriptive* field notes, basic information about the learning environments, class activities, HPE teachers' teaching strategies, students' reactions and behaviours, as well as interactions and communications between HPE teachers and students were recorded (Patton, 2015). This was helpful for visualizing and recounting scenes during data analysis (Patton, 2015). Therefore, the field notes served as a tool that identified new ideas, and emerging themes or patterns during the research process (Glesne, 2016). Finally, these field notes also served as a *data triangulation* strategy that enhanced a trustworthiness of this study, when collected data are compared with other data sources (e.g., responses from one-on-one interviews) during the process of data analysis.

Self-reflective journals. In the form of a personal document (Merriam & Tisdell, 2015), self-reflective journals were written as supplementary data. Glesne (2016) explained that recording a researcher's own "reflective and reflexive thoughts and emotional journey" (p. 78) through the research studies is an important aspect of qualitative data collection, given the inter-subjective epistemology of qualitative research. These self-reflective journals were written once a week. For examples, the researcher's own understandings about research questions and reflections on participants' responses from interviews were recorded. In addition, experiences and learning of the researcher during the research process were written.

Data analysis

  Thematic analysis was employed. It refers to "a data reduction and analysis strategy by

which qualitative data are segmented, categorized, summarized, and reconstructed in a way that

captures the important concepts within the data set" (Ayres, 2008, p. 867). This approach was

useful in identifying, analyzing, and interpreting themes and patterns that are relevant to the

research questions (Braun & Clarke, 2006; Glesne, 2016; Willig, 2014). Braun and Clarke

(2012) noted that a thematic data analysis, by focusing on meanings across a set of data, enables

researchers to identify and understand common experiences and meaning. Based on the

descriptive nature of thematic analysis, it generated descriptions of patterns identified and

designs to encompass and integrate them (Ayres, 2008). Such identifications of particular

patterns, concepts, and themes within the firsthand experiences of the participants were essential

to examine how HPE teachers understand and practice responsiveness in their day-to-day

teaching practices.

  In order to conduct a thematic analysis, a *data analysis spiral* suggested by Creswell and

Poth (2018), was employed. A *data analysis spiral* can be described as an analytic circle that

consists of the five-steps process in which researchers engage in: (1) managing and organizing

the data, (2) reading and memoing emergent ideas, (3) describing and classifying codes into

themes, (4) developing and assessing interpretations, and (5) representing and visualizing the

data (Creswell & Poth, 2018). Following these steps (Creswell & Poth, 2018), the data was

organized into digital forms and named each unit. In addition, a long-term plan to securely store

data was made. The researcher then carefully read the data, such as the transcripts of the

interviews, field notes and self-reflective journals. While reading the data, memos were written

in the form of short phrases to record important ideas or concepts that emerged from the data

(Creswell & Poth, 2018). Memo is a term widely used in qualitative studies to refer to writing down reflective thoughts of researchers (Glesne, 2016). Such memos were used to integrate descriptive summaries that allowed for higher level of analytic meanings and also to open the researcher's mind for new ideas and perspectives (Glesne, 2016; Miles, Huberman, & Saldaña, 2014). Furthermore, memos that captured particular ideas from data enabled identification of initial codes (Ravitch & Carl, 2016).

As a next step, *thematic coding* was employed to code the data. A thematic coding reduced data by using a set of themes known or expected to be identified in the collected data (Ayres, 2008). By employing a line-by-line reading, a list of initial codes was made, and the interview transcripts were read thoroughly several times to mark and label the pieces of data that matched the generated codes. Reviewing these coded data, this classified data was used to generate and construct themes (Braun & Clarke, 2012). Then, the interpretations were developed based on the themes and patterns, which were represented as the research findings.

Considering the interrelatedness of data collection, data analysis, and writing a report (Creswell & Poth, 2018), those processes were undertaken simultaneously. For example, data was analyzed while collecting other data from other participants. Given that thematic analysis enables researchers to "explain where and why people differ from a general pattern" (p. 184), this analytic strategy was helpful in identifying particular themes and patterns that overlapped or were different in various HPE teaching contexts.

Trustworthiness

In order to ensure the quality of the research findings, six quality criteria that Zitomer and Goodwin (2014) suggested were carefully considered: *reflexivity, credibility, resonance, significant contribution, ethics, and coherence. Reflexivity* refers to a criterion associated with

the researchers' self-awareness, honesty, and authenticity in relation to research procedures (Morrow, 2005; Tracy, 2010; Walsh & Downe, 2006; Zitomer & Goodwin, 2014). As such, it requires researchers to have clear understandings about their research methodology and methods so that they can evaluate their research studies self-critically to make the research process transparent (Lincoln, 1995; Pilnick & Swift. 2011; Seale, 1999; Sparkes, 1998). As Zitomer and Goodwin (2014) note, "reflexivity can also be seen as a strategy in which the researcher keeps a reflective journal of her/his experiences, assumptions, reactions, or emerging awareness occurring throughout the entire research process" (p. 201). Following this suggestion, self-reflective journals were recorded throughout the entire research process to reflect critically on the researcher's own research experiences and learning.

Credibility refers to a trustworthiness and plausibility of research findings (Lincoln & Guba, 1985; Tracy, 2010). Finlay (2006) explains that credibility relates to the degree to which the results of the study are consistent with the data, and also convincing. In addition, it also relates to whether readers can "see what the researcher saw even if they disagree with the conclusions drawn by the researcher" (Finlay, 2006, p. 322). As recommended by Patton (2015), credibility can be established through *respondent validation* by providing participants with collected data and research findings to acquire confirmation about the accuracy. As such, participants were asked to validate and evaluate transcribed interview data and field notes, as well as research findings, to ensure credibility through participants' careful investigations on the accuracy of data, interpretations, and conclusions (Creswell & Poth, 2018). Lincoln and Guba (1985) also note, "No single method ever adequately solves the problem of rival explanations" (p. 661). As such, *data triangulation* (i.e., a concept that presumes that the conclusion of a research is deemed credible, if two or more data sources draw the same results (Tracy, 2010), is

an important means to enhance credibility of research findings. As such, multiple data sources were used (i.e., one-on-one interviews, follow-up conversational interviews, field notes, self-reflective journals) to compare and cross-check the consistency of the data collected from different methods at different times (Patton, 2015).

Resonance refers to a concept that explains an impact of research, that "meaningfully reverberate and affect an audience" (Tracy, 2010, p. 844). Vivid and vicarious research findings can influence audiences of research (Finlay, 2006), by engaging them in a reflective process of feeling empathy with research participants (Tracy, 2010). As a way of achieving resonance, Tracy (2010) recommended aesthetic and evocative description that presents research reports in an artistic manner to increase the interest of readers. Elliott, Fischer, and Rennie (1999) also note that detailed descriptions of participants and their own lived experiences can enhance readers' resonance with the research findings. As such, verbatim quotes from the interviews and detailed descriptions of research participants were presented as long as their privacy and anonymity are ensured.

Significant contribution is a criterion to evaluate the research findings by questioning the spectrum to which the research studies: increase discussion and knowledge about issues or facets of social life of people; enhance comprehension about the status of people; empower and promote growth; dispute taken-for-granted presumption to initiate changes; suggest directions for future effort or for development of better social world; and provide foundation of interest for future studies (Finlay, 2006). Tracy (1995) also suggested that the contribution of research can be enhanced through a clarification of a confusing idea, disclosure of something hidden or improperly neglected, and development of insight and in-depth understanding. As such, the

research questions were continuously reviewed in a critical manner by writing the researcher's own self-reflective journals throughout the research process.

Ethics is associated with "how values and moral principles are integrated in the actions and reflections of research" (p. 1511) by protecting participants from any harm caused by research processes and publication of research findings (Stige, Malterud, & Midtgarden, 2009). As such, all participants were clearly informed about the research process, potential harms, and expected outcomes of the study at the outset of each interview. In addition, the informed consent form was received from every participant prior to data collection. Research data was shared only with my academic supervisor, Dr. Kyoung June Yi, and the participants were also aware of this data access. In order to ensure participants' privacy and confidentiality, pseudonyms were used, and all identifiable information was removed from the final report of this thesis. Research procedure was reviewed by the Education/Nursing Research Ethics Board of the University of Manitoba, several school divisions and elementary school principals that the researcher applied for my research study in Winnipeg, Manitoba. The participant recruitment commenced after acquiring the ethics certificate from this review board.

According to Tracy's (2010) explanation of *coherence*, meaningfully coherent research "(a) achieve their stated purpose; (b) accomplish what they espouse to be about; (c) use methods and representation practices that partner well with espoused theories and paradigms; and (d) attentively interconnect literature reviewed with research foci, methods, and findings" (p. 848). To establish coherence, the researcher carefully designed the research, following the theoretical and methodological tradition of the *generic qualitative research* approach. Moreover, the research design of this study was reviewed by my Master's thesis committee members and the

reviewers from the Education/Nursing Research Ethics Board of the University of Manitoba to ensure the soundness of the research processes.

Chapter 4: Results

This chapter introduces the results of data analysis by presenting three main themes that are supported by several subthemes. The findings of this study describe participants' own perspectives and experiences which are related to responsive pedagogy as HPE teachers.

The three main themes are as follows: 1) Being a Passionate Learning Facilitator; 2) Being an Empowering Educator; and 3) Being a Lifelong Learner. To support each superordinate and subordinate theme, direct quotations from the interviews will also be presented.

Being a Passionate Learning Facilitator

The first theme revealed that being a responsive teacher represents being a passionate educator who facilitates learning of students. The participants articulated that facilitating learning of each student requires teacher's action to know their students first. By knowing their students, including their diverse backgrounds, teachers could identify their educational needs in a class. The participants remarked on their experiences of preparing various alternative physical activities for diverse students' needs. Those various activities provided choices that students can select learning activities on their own with regard to considering their own levels and needs in HPE class. It was also highlighted that active listening to students' opinions enabled teachers to facilitate students' learning by being aware of supports that their students require in HPE lessons. Lastly, evaluating students' knowledge and skills through learning by using individualized assessments helped teachers to maximize learning outcomes of diverse students as respecting different conditions of students.

The first steps? Know your students. All participants described their personal experiences of teaching diverse students in their own HPE teaching contexts. According to participants' descriptions, diversity of students in classrooms has been reinforced, and this is

affecting the various aspects of students' physical activities. With respect to such diversity of students, Sarah described her classroom as 'global place': "There is a lot of diversity in many different ways. We have students from multiple backgrounds…. we are those really global. It's a global place." Such students from various countries also speak different languages, which brought linguistic diversity to schools. Matthew also noted that student diversity closely related to the use of different languages along with a wide range of ethnic backgrounds: "Lots of students are from many different countries, which also brings different languages." The linguistic diversity of students caused a language barrier in class. Luke stated that: "We have many students who come to us with very limited, or they don't speak French at all…. they don't speak English either." With respect to students' ethnic and linguistic diversity, Esther described her school as 'a multicultural school' given that her school is housing a number of students who came from many different countries with the use of various languages. The student diversity in the areas near Winnipeg is continuously intensified due to a large number of Indigenous students, and this population contributes to the enhancement of cultural diversity in school contexts. Rachel stated that: "There are some areas of our division closer to Aboriginal reserves, so they have a larger Aboriginal population. Basically, the culturally different children are absorbed within the school population and it's recognized that they have a different culture." In addition to students' diverse ethnic, linguistic, and cultural backgrounds that most of the participants described, the socio-economic backgrounds were also mentioned which enhanced student diversity in physical activities.

Additionally, students' varied levels of physical and intellectual abilities constructed another aspect of the diversity. Anne described students' diversity in intellectual ability to follow the instructions in HPE contexts, which had an impact on student learning and participation: "I

guess maybe the other third area is a little bit more on the diversity of just their intellectual ability to participate in activities and in that activity to understand and to learn different skills and knowledge." Moreover, various types of disabilities that students are experiencing, such as physical disabilities or cognitive disabilities, are considered as parts of the students' diversity. As participants articulated, current school education contexts in Manitoba denoted cross-cultural characteristics resulting from very diverse backgrounds of students, which made schools become "multicultural" and "global place".

Participants noted that the varied ethnic and cultural backgrounds of students affected past experiences on physical activities. In this regard, Esther stated: "If they're in another country, they may not have had the same exposure to somebody that has grown up in Canada". Esther also provided an example: "I had a boy that came from Africa. He had never seen snow before. He came the first day. I was teaching cross-country skiing in grade-two. He has never seen snow before. He has never gone skiing before." Students' cultural diversity that permeated in their lives also affected students' participation in physical activities. Rachel provided an example in this regard: "I couldn't figure out why he just was not involving himself. And then, all of the sudden I realized, he doesn't know how to play. He came from the culture that was totally structured."

In relation to the impact of students' socio-economic backgrounds on their participation in different physical activities, students who were from "middle-class" households, for example, had more opportunities and access to organized sports, which require financial supports. Luke articulated this disparity in access to physical activities: "There are our middle-class students who are more likely to maybe join a hockey team, because it obviously costs more money, and their parents are more likely to register them for something like hockey."

As described by participants, current acknowledgements of student diversity are broad and multi-faceted. Also, these current concepts of students' diverse background emphasized the variety of individual educational needs in HPE contexts. As such, teachers need to carefully respond to those needs in order to promote both active participation of students in learning processes and inclusion of students as "a part of the group". The participants noted that identifying learners' different educational needs is a starting point for teachers to appropriately fulfill their needs. Esther pointed out the importance of teachers' effort recognizing their students' needs in HPE classes. She states the significance of understanding students' different backgrounds, their past experiences and interests in relation to physical activities: "Identifying their needs would be what is their backgrounds. Where are they coming from? What can they do? What have they experienced? Where are their interests and what they wanna do?" In this regard, James also articulated a need for teachers to learn about their students in order to prepare more suitable lesson plans that would work the best for their students having different educational needs in HPE. He shared his experience of working with a student who disliked learning environments which are strictly controlled by his teachers:

> I'm just starting to get to know him. Now that I'm learning these things, it's my job to make sure that I understand his pattern, I understand how he responds to certain ques.… I need to create a specific plan for him as to what works best for him and a consistent plan.

Anne also emphasized knowing the students and their interests in order to make them more actively participate and be included in HPE classes: "You have to know your students. You have to know what's gonna get them hooked and wanted to be a part of, and how you can make sure they feel like they are part of it." Anne also mentioned that getting to know students does include

their medical histories as the needs in learning, which would significantly affect designing HPE instructions:

> I might have students with diabetes or maybe asthma or heart conditions. I need to know those things for my planning, because that's an individual need for a student right there. That's the diverse learners who are not gonna be able to do some of the things that we are doing, so I need to change my planning and expectations for them.

As such, getting to know the students by learning their diverse backgrounds is a first step for helping students' learning, as Anne stated: "You need to know your students. you need to know how to provide best for them, so their learning can be moved along the scale." In doing so, teachers would be able to improve their lessons in a responsive manner.

Preparation, as much as you can. During the interviews, all participants agreed with a need of adaptation and modification of their HPE instructions for preparing various activities to facilitate students' learning. They discussed that adaptation of learning tasks, equipment and ways of delivering the lessons facilitated the preparation of appropriate options for learning with the consideration of students' diverse needs in their HPE teaching contexts. For example, Matthew prepared individualized learning tasks for a student who had autism in track and field activities:

> He did something different because he wasn't able to jump with the high jump bar set up. In the middle of this competition that we are doing, we pulled the bar down and let him run and jump on the mat. And he just loved it. It was great. He didn't wanna jump over the bar, but he went and jumped on the mat. Rest of the classmates are all cheering for him. That was a good thing for him to be able to do based on his needs.

Modified learning task just for the autistic student based on his needs enabled the student to participate in the activity that his peers are doing, which also promoted the interactions with peers, such as cheering.

In addition to the adaptation of learning tasks, the use of various modified equipment also facilitated responsive teaching practices in HPE. Matthew, in the badminton lessons, provided the different options of equipment for his students to choose based on their different levels of badminton: "In badminton, if a student has a hard time, we all use, instead of badminton birdie, something like a balloon or beach ball. It's easier for them to hit. We also have different length of rackets." Luke also adapted the use of equipment in volleyball compensating students' different educational needs related to their disabilities: "She is using a balloon instead of real volleyball, because she can only use one arm.….just modifying a game just for her just so that she can participate fully in the game." As such, preparing various learning options through proper adaptation enhanced students' participation in HPE classes. In this regard, Anne also highlighted that she was not "strict" in using equipment in her HPE lessons for the purpose to help her students to experience the success in HPE learning.

Participants also described the use of various types of resources and demonstration as per students' educational needs in order to support their learning. For students who particularly have difficulties in understanding instructions due to their language barriers, Esther utilized visual aids, such as online video clips to teach cultural dances: "I would often show a video of the actual dance from Youtube or whatever or different dances from the particular culture". In addition to showing video clips, Esther also demonstrated herself to her students what they are expected to do during class in order to facilitate students' understanding that have language

barriers: "They wouldn't, maybe, understand what I am saying, but they would be able to do it by watching." Similarly, Matthew also shared his personal experience working with his students with language barriers: "If they don't understand what I am explaining, hopefully they're understanding as I am showing. So, I am showing how to shoot a basketball, hopefully they're watching and, and getting that." It was also echoed by Rachel's opinion of the relation between language barrier and HPE: "We didn't speak the same language…. Play is a universal language because we all played the same."

In addition to the teachers' demonstrations and the use of video clips, some participants used a modeling strategy, that is to show an example of other classmates. Esther described that this strategy helped students with a language barrier understand and follow her instruction: "If a child does not understand a language, I cannot communicate with that child. I can do it through modeling of other students and doing it with other students. And, it has definite effect." Matthew also agreed with the helpfulness of the modeling strategy in which students can catch an idea by watching their peers and then be included in activities with their peers: "After they see the other kids doing it, they're able to come and pick it up and join in." In order to apply this modeling strategy, the participants "paired up" students who had special needs with other students who could help the student with needs. Luke also echoed this sentiment by articulating the effect of such teamwork in a pair on assisting acquiring essential instructions for students who need a help in learning: "[I] will be able to pair them up with students that are more understanding and willing to work with students who maybe have more challenges."

As Matthew articulated, such ways of teaching by physically showing what the students are learning has been used frequently to assist linguistically diverse students in learning. In this sense, Luke also articulated the importance of using various physical actions in order to properly

deliberate the instructions to the students who could not understand the instructions: "Because kids don't understand the language, you have to use a lot of actions with your physical actions to demonstrate the skill rather than just use your voice." As such, to support students with diverse educational needs in learning, it is essential to prepare a variety of activities by using suitable resources, equipment and teaching strategies, as well as appropriately individualized learning tasks.

Listen actively. The participants articulated that active communication with students could become opportunities for teachers to obtain information about their students. Such communications with students allowed participants to know students' capabilities and additionally useful resources. Rachel emphasized active verbal communications with students during HPE lessons, irrespective of forms of conversations:

> You talk to the kids and ask them. And one of the wonderful things about Phys.ed. class is that it's little less formal, little less structure. As somebody's playing, you're going and let's say, just kicking the ball back and forth with that student. You're chatting, or as soon as they are coming out of the changeroom you have a little bit of a chance to talk to them. You have that opportunity to get to know them as a person.

According to the question about useful and helpful strategy for responding to students' needs, Sarah highlighted the importance of taking the time to create personal connection with individual students in order to listen to students' voices and stories. Sarah stated that: "Taking the time to connect individually with students as much as possible I can. Taking interest what's going on in their lives and what their athletic life looks like. It's important taking the time to listen to them." Esther also emphasized teachers' deliberate actions to understand students' backgrounds and

stories outside of school to reflect it in their HPE teaching. She stated that: "If a child is having an issue at home, the child may bring that to the school, and it does transfer over to his learning experiences in the school. We have to consider that as teachers."

Speaking with James about his experiences of complimenting his student in conversation, he noticed that students have their own ways to become motivated to interact with and respond to their teachers. The student did not want "positive feedback attention". It taught him a lesson about "what works and what doesn't" for students. As such, every student is different. Students have their own diversified needs, interests and experiences, as well as distinctive ways of reacting to teachers and becoming encouraged to participate in learning activities. The participants pointed out the importance of teachers' active listening to students' voices to understanding their different needs and interests, thereby leaving teachers open to determination of lesson contents by using anything. Luke also echoed this sentiment by describing his experiences of communicating with students in order to listen to the students' needs and abilities: "We also just to talk to them, because they know their body better than most … they can tell us what they could and could not do … We can tailor their lessons around them and they are fully included." As such, active conversations with students help teachers to become award of the abilities of their students, so that they can provide the most appropriate HPE instructions, so-called "tailored HPE lessons" for students.

As a way to actively listen to students' opinions, Matthew stressed the importance of building relationships with students, which also enabled teachers to "get to know the students really well". Such relationships with students provided him with information about how he needs to work with students in HPE class: "It's nice to build relationships with kids …, as you get to know the kids better, it's easier to know what might work with that student or what might make

that student upset." As a way to get to know students and their individual educational needs, Anne actively observed students' learning progress in her HPE class. In doing so, she could realize what should be adapted to meet students' educational needs. Anne stated that: "I don't just rely on my gut feeling and walk in and go, "Oh, I should have brought up that." It's more like "Let's plan for those thing and have those things in mind while I'm teaching." As such, this effort to listen to students' opinions and stories through active interactions with students helped teachers to identify students' different educational needs, which contributed to developing more responsive instructions for the students.

Centering individualized achievement. Some of the participants claimed that it was essential to set individualized learning goals in order to promote the achievement of student's learning outcomes with different abilities. Luke described the importance of "looking at [students'] individual goals" that are adapted based on students' different levels of ability in order to help students experience academic success in HPE. He further articulated that:

> Whenever I'm teaching, we're thinking of what's the goal for that student. How am I gonna reach this goal for, or how is that student gonna reach their goal. So, when I'm delivering my lesson, how can this student be successful or how am I gonna modify this so that this student can be successful.

Setting individualized learning goals for each student provided teachers with ideas and directions on how their teaching practices can enhance students' learning outcomes.

Setting adapted learning goals also requires the use of individualized assessment criteria. This assessment strategy is not to compare students' abilities and skills to standardized

guidelines or others' skill-level, but to respect each student's individual progress. With respect to this individualized evaluation, James articulated that:

> When I'm, reporting report cards, and I'm assessing a student's skill-level, or skill-ability, I'm looking not necessarily based on the standards, I'm not looking based on the other students, I'm looking at have they shown an increase level of skill? Have they acquired a higher level of skills versus where they were before?

As such, individualized assessment criteria are based on students' previous levels of achievement. In addition, it also takes into account "expectation" of teachers by looking at them individually, such as what the students are able to do rather than the norm and standardized criteria. Rachel stated that: "You have to look at them as individual, not the criteria. They will never ever, ever be able to do that. So, your expectations are what they are capable of." Sarah who used the leveled instructions that considered students' different levels also used an "individual evaluation" strategy: "Students are only compared to themselves. So, if I am evaluating curricular outcomes related to progress, I am evaluating based on that kid's performance at the beginning of the unit compared to the end." Sarah additionally explained that such individualized assessment is based on where those students have started: "Each curricular outcomes are related to each student based on where they've started. It's individual evaluation." Therefore, centering students' individualized achievements by using individual assessment criteria that respect students' diversity in learning allowed the teachers to respond to students' diverse needs and abilities.

Being an Empowering Educator

"Someone just told me that it was my leadership style…. you are an enabler!" (Rachel)

The participants described that a responsive teacher plays a role as an empowering educator who enables to create an inclusive HPE environment. To do this, they levelled the ground by challenging the take-for-granted assumption about diverse students. Moreover, it was identified that responsive teachers work as a team in their school contexts with others, such as other educational practitioners, parents or other students who can help their peers with needs. In addition to such school-wide cooperation, the participants also noted that collaborative work with other professionals, for example, in therapy are very useful in HPE settings. As such, sufficient supports for those practitioners to be involved in school HPE contexts as much as possible are imperative to address students' needs in a responsive way.

Levelling the ground first. The participants spoke about teachers' aspirations to identify and to respond to students' different educational needs. This was based on teachers' respectful attitudes toward students' diversity. Rachel also described her attitude and philosophy of teaching that respect the differences of every student. Respecting students' differences were certainly crucial in her HPE teaching that she even mentioned: "We don't have to point out the differences, but we work with the differences to make it fun, enjoyable, educational for everybody." Anne echoed the point of showing respect to students with diverse backgrounds at an equitable level: "We have all these students coming from all these backgrounds. What are they interested in? What are they kind of used to? Are they used to actually having equal? You are equal to the other person!" Anne continued to explain her attitude that respects students' differences and considers it natural, which is focused on the equity of students:

I'm just understanding [differences] more, and it would bring me ideas that not everyone

is the same, and difference is actually normal. It's normal not to be the same as everyone

else, and not everyone does the same thing. So, in my class I would promote a sense of

[that] we should all be different; we all shouldn't be the same.

The respectful and welcoming attitudes of teachers without differentiating students'

diverse conditions allowed teachers to support their students with needs in pursuit of inclusion of

all students. The participants also described that teachers' attitudes of respecting different

situations in learning could facilitate the promotion of students' active participation in the

learning activities. Matthew spoke about his experience of becoming a supporter for one of his

students with psychological problems in his HPE class: "He's a little bit nervous to be able to do

that. I jogged with him.… [He] just needs a little bit of support, so just going there with him."

With respect to this type of teacher attitude, James also exhibited a similar supportive mindset,

pursuing inclusion of the students: "If somebody has physical needs or cognitive needs, or needs

for cultural relevant [supports], I think that's my job, and I want to be as inclusive and as

educative as I can possibly be". James further stated his passion to support his students'

development and growth in HPE contexts: "I wanna do best by them. I wanna help them develop

either physically, skill-wise, mentally, socially, all that". As such, teachers' respectful attitudes

toward the diversity among student populations levelled the grounds and enabled the teachers to

treat diverse students equitably, which helped the teachers to actively and carefully respond to

students' needs for learning.

A teacher as a team player. All participants pointed out benefits that came from working

collaboratively with others (i.e., students, educational assistants, resource teacher, etc.) within

their school contexts in order to help students who have difficulties in learning due to their different backgrounds. Matthew shared his experience of working with students who were able to translate different languages during his class: "Quite often, there is a student who maybe speaks English and whatever language they speak. Sometimes in each class, we have translators, little kids, and they're always excited to help their classmates out if they don't understand English." By working with those students who could speak multiple languages, Matthew mitigated a language barrier in his HPE lesson.

Most of the participants also pointed out the positive influence of co-operative work with other human resources, such as other HPE teachers, educational assistants, classroom teachers, and resource teachers within school. Esther remarked that educational assistants supported her HPE instructions as they taught students who needed more focused attention and supports from educators to learn basic skills. Matthew also explained his positive experiences of working with educational assistants in his HPE lessons: "Educational assistants are very good …. They will know that the student they're working with isn't able to do that particular skill, and they'll grab something else and make work on the side with them. They're the huge help." As such, since educational assistants spend a large amount of time with certain students who have educational needs during school hours, they know much more about what these students need in learning. As such, they can often provide appropriate supports for those students. Luke also stressed the importance of team-work with the educational assistants and other students without specific needs to induce inclusion of particular students with educational needs:

> I try to include [students] best [I] can with the help of the educational assistants and with
> the help of the other students in the classroom. They are, often times, very understanding

and they have been working with those particular students for a long time, and most of

them are very patient with them.

As Luke mentioned, educational assistants and classmates who have worked for a long-term with

certain students asking for additional supports know better how to help those students. In this

regard, James also emphasized a need for collaborative work with educational assistants in HPE

contexts in which the educational assistants gain abundant updated information about the

students by closely being with them at the school. As such, educational assistants are able to

provide important information about students' levels of learning and even their health condition

to teachers. James stated that:

> As part of HPE, the educational assistants are valuable to me as a HPE teacher. Because
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> they are working with those students daily, and minute by minute, hour by hour. And
>
> they are way more up to date on where that student is, health concerns, etc. The
>
> educational assistants would help us out in the gym.

Sarah articulated the usefulness of working with other HPE teachers via "team-teaching"

when she had to teach a large number of students. According to her, such team-teaching enabled

teachers to split into class size, which helped them to respond more to the students' educational

needs: [Team-teaching] lets us to address our students' needs a little bit better because there's

two of us in order to meet the needs of 60 students".

In addition to educational assistants and other HPE teachers, James also claimed that

teachers need to communicate and build relationships with parents and homeroom teachers who

know and can share about students' cultural backgrounds. As such, when HPE teachers

collaboratively work with others in a team, they were able to identify and also respond better to students' educational needs by providing appropriate supports for those students. Anne described a benefit of collaborative work with classroom teachers through sharing "a Classroom Profile" that is usually recorded by classroom teachers and that includes various information that can be useful to improve each student's learning: "Sometimes you can even look at a classroom teacher who has done [Classroom Profile].… You can get ideas from them too, [such as] what works for them in the classroom." Anne further explained how this profile helped her to be aware of various conditions that her students are in: "I look their EAL needs, what are their medical needs, which I think that's important in HPE, right? And, even just the needs of belonging." With respect to work through school-wide collaborations, Anne also highlighted a need of school-wide supports to work with other teachers in order to come up with more appropriate instructions that can promote students' achievement of learning goals at schools:

> I think the support to be able to work with a resource teacher in a school, because they come up with behavior intervention plans and specific learning plans. A support would be to meet with a resource teacher and the team, like a [classroom] teacher, resource teacher, to say "what is your plan in the classroom for the students?", "what are your goals?, and then "let's add some HPE goal in there as well".

Therefore, the collaborative team-work to devise suitable teaching practices was beneficial to respond to students' diversity.

Thinking outside the box: Beyond-school collaborations. In addition to the various types of school-wide collaboration aforementioned, the participants also discussed about the necessity of cooperative work with other organizations outside of school settings. With respect to

the collaboration with HPE faculty at universities, Esther pointed out a role of educational

faculty for promoting "student-teaching opportunities" and connecting students with related

leaders or experts in the field to provide meaningful learning opportunities for prospective

teachers. This type of collaborative work with education faculty at universities can provide

practical experiences and professional knowledge for pre-service teachers. In this regard, Esther

persistently explained: "Student-teaching experience is, in my opinion and from my experiences,

one of the most valuable experiences. It's important that university connects and reaches out to

teachers that are leaders in the field." That is, such co-operation with universities can also

provide "quality mentorship with motivated instructors" for prospective teachers.

Regarding such student-teaching experiences in real educational settings, Luke also

maintained a necessity of teaching opportunities for pre-service teachers to practically use their

knowledge that they learnt at university. He articulated the gap that he experienced which was

created between book-knowledge and street-knowledge: "I have taken course on inclusive

education and adaptive physical education. But reading about it in a textbook and seeing it in

practice sometimes is different." By emphasizing the importance of practical use of knowledge

in the real settings, Luke further claimed the lack of opportunities to gain the hands-on

experiences of teaching students with disabilities in practice:

> You can learn about certain disability or certain culture, but if you don't have a chance to
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> put it in practice, then it's in a textbook. If you don't have a chance to put it in a practice
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> it's hard to put it in a certain setting. Sometimes, it's hard to gain experience of what it's
>
> really like.

In this sense, Luke continued to highlight a need of "more time for prospective teachers to teach in an actual gym settings, working one-on-one with cooperative teacher". As he mentioned, collaborative work with university faculty and local school communities is critical for more meaningful opportunities to practically apply the knowledge of teaching the students with diversity in HPE settings. Rachel also echoed such importance of teaching-opportunities for pre-service teachers to work with students who have a wide range of cultures, because it is a way to prepare their future teaching practices in current multicultural teaching environments:

> Pre-service students are going out even in their first year and working with schools, working in the real classes with the real kids. In that situation, they are seeing what they will come up with. They will be working with different cultures. They will be working with these different adaptations that have to be made. And, they are not all of a sudden getting plumped out from this eutopia of everybody that can do everything and know everything…

The participants also articulated a need for supports to increase communication with other practitioners in the field of therapy, such as physiotherapists and occupational therapists. According to the participants, such professionals also have supported HPE teachers by providing them expertise regarding the adaptation of equipment and activities. James described supports from physiotherapist in HPE: "Physiotherapist would provide the way of ideas, equipment, how to use adapted equipment to allow for inclusion of those students." As such, the physiotherapists shared appropriate ways to adapt the physical activities and equipment for students with special needs to be able to be successfully included. Furthermore, James further stated that such professionals in therapeutic fields can also inform teachers about students' health problems that

should be taken care of in HPE lessons, such as allergies. He articulated such cases with a specific example: "Certain students might have allergies reactions that are not necessarily parts of their disabilities, but another aspect of who they are and maybe provide an equipment that is more suited." In doing so, the physiotherapist would direct teachers into proper ways to use safe equipment that would not cause allergy reactions, as James mentioned. With respect to such collaborative work with therapeutic professions, Luke articulated a need to increase communication with these specialists.

Participants also claimed learning opportunities for teachers from school division, as James stated that, "The division offering [Professional Development Days] in this area and that area and allowing us to explore different cultural backgrounds just helps us understand each student [and] where they are coming". In addition, for teacher professional development, Anne remarked on a need for more opportunities for teachers to meet and share experiences and knowledge with other HPE teachers. Anne stated that: "Opportunities for teachers to get together and to share and to learn together of different topics. We have professional development for them to come together in the division but also outside of the division." Therefore, teachers' collaborative works beyond the boundaries of help provided from their schools would be the opportunities to learn more professional and practical knowledge. Such knowledge, then, can be used in their own HPE teaching contexts to respond to a variety of students' needs.

Being a Lifelong Learner

Becoming a responsive teacher is accomplished by being a lifelong learner for improvement of teaching. To do this, the participants pointed out a need of opportunities for teachers to engage in further education as a way to gain more professional knowledge and information about teaching. In the same vein, a teacher should be a knowing person who pursues

further learning about teaching. The participants also highlighted that continuous teacher education programs are necessary to convey knowledge about overcoming certain challenges that teachers can face in inclusive HPE settings. In addition, the participants articulated that a teacher, as a lifelong learner, should enthusiastically seek various supports to actively engage in teachers' professional development. Lastly, the participants emphasized a need of self-motivation to improve and change their teaching practices.

Don't be afraid of being a knowing person. According to the participants, becoming a responsive teacher requires teachers to pursue extended education for their own development. In this regard, Sarah pointed out "taking the time out to pursue further education" in order to "learn about best practices [and] new practices". The engagement in teacher development in a way to develop responsive teaching practices was recommended by the participants. Especially, Sarah recommended "to attend conferences in other places in order to see how people in other countries are and the needs of their diverse populations." She also emphasized the importance of "Being able to talk to an expert or somebody from that culture and [talk about] how they'll address those needs." These opportunities for teachers to learn practical knowledge about dealing with diversity issues could expand the knowledge of appropriately responding to diverse educational needs. Esther also highlighted a need for attending various conferences and talking in presentations as a way to gain and share knowledge by learning from others' knowledge and experiences: "Attending these conferences and being involved in presenting, I'm always learning from other people". In this sense, Anne also provided her experience of going to conferences and learning about diversity and inclusion of diverse student population by sharing knowledge with other experts in the field of education: "If I was to say probably some of the professional development, if I'm thinking about some of the learning that I've learned, we just had a

conference. It's on diversity and inclusion on all about principle." As such, attending conferences provided opportunities for her to share knowledge and experiences on how to make sure to successfully enable the inclusion of all students.

As similar to the statements of other participants about learning from other professionals, Luke highlighted a need of "training from other HPE teachers on how to be more inclusive" and opportunities for "sharing of what you've done, as far as how to be more inclusive". He also highlighted a need to learn more practical knowledge to improve the HPE teaching practices to be more responsive to students' educational needs:

> Often time we're getting information from occupational therapist or physiotherapist or other people who haven't necessarily been in the gym setting. And I think it'll be very helpful with the specialist that are working in a gym setting, who understand the needs in a gym setting or outdoor, and type of challenges.

As Luke's statement proposed, collaborative work with specialists who have practical knowledge about the inclusion of diverse students in HPE settings would provide useful information about how to modify physical activities as a way to properly respond to diverse students' needs.

Problem-solving through ongoing education. In the one-on-one interviews, the participants provided information about the challenges they faced when working with students with diverse educational needs. Some of the participants pointed out knowing the students' diverse backgrounds to prepare the adapted learning activities as a challenge. According to Sarah the challenges are: "knowing anything about that culture, knowing about the different needs, having the information, having the resources, having the knowledge". Sarah tried to use various culturally relevant games in her HPE lessons for students who have multicultural backgrounds.

However, preparing and teaching such cultural games needed her to comprehend those cultures, which was very challenging. Sarah also articulated that it is difficult for teachers "to find the time to be able to learn more in order to meet their needs" due to their busy working schedules. Moreover, she further explained the difficulties with creating the appropriate activities for students' different developmental levels in physical abilities: "Making sure that we can give leveled instruction and come up with activities that are appropriate for each different level, and making them compound and complex is sometimes challenging".

It was also identified that although the participants are struggling with inclusion by adapting and modifying their lesson, inclusion into the whole student group by working together with peers is always a difficult problem. Luke shared his experiences with a challenge to inclusion:

> We have students who have used one arm, but has no ability in her legs, in her other arm. She wants to play like everybody else and gets frustrated, because she can't play the same way as everybody else. So, the challenge, for student like that, is how to include her in the sports the same way as everybody else. It's a challenge in every class to try to come up with the best way to include students like that.

As Luke described, meeting the students' needs to be included is not always easy because students with disabilities also aspire to participate in the activities without modification as other students without the disabilities. In addition, some of the adapted instructions would be helpful for some students who needed that supports with adaptation. However, others sometimes do not want to be involved in those activities because they want to play a normal game without the

modification. Therefore, as Matthew remarked, "it's hard to get through what you need to do with the whole class."

Due to the different interests and situations in terms of participation in physical activities, finding out the best way to include all students, without exclusion of any student is challenging. Luke also echoed this sentiment by explaining his desire as a teacher to include all students regardless of their disabilities: "We don't wanna exclude them and have them on the side, not participating as everybody else is doing. So, [I am] always trying to figure out how to best include them." In terms of the inclusion, Luke suggested another issue related to exclusion of students without the additional needs: "When we are including certain students,…how do we do that without excluding the larger group of population that we don't want to exclude them either?".

Some participants spoke about the impact of class sizes on responsive teaching practices. Especially, a large number of students in a class, sometimes, hindered teachers from individually interacting with their students as a way to respond well to their students with a wide range of needs. For example, Sarah pointed out "being one or two physical education teachers teaching 50 students" as a challenge. According to her, "it's challenging to be able to take up a time to meet with each student individually over the course of every class in order to meet their diverse needs and [in] a one-on-one type of scenario". As Sarah further explained, a large number of students bring about "so much diversity", and therefore, it is "difficult to meet everybody's needs all the time" within the given time for each class. With respect to such a difficulty with a wide range of differences in students' backgrounds, Luke also stated a similar opinion:

Even though you may have taught many students with disabilities there, one might be

different than the other. Even if you taught twenty of them, they all have different

challenges one from the other…[it] may not be the same challenge as one from the other.

That is, diverse student populations have a variety of educational needs that are not the same as

others' needs. As such, teachers always struggle with coming up with the different ways to

address the students' needs in a responsive manner.

   ***Enthusiastic support seeker*.** The participants unanimously articulated that preparing

responsive teaching practices required sufficient support systems. As Esther mentioned, financial

support, which was the most frequently described types of support from the participants, is

significant because the lack of financial supports could be challenges in the field of education.

Esther stated that: "Funding is often a factor in education.…If we don't have the funding

resources, challenges are there, right? We're only limited to what we can do." As such, Esther

claimed that an increase of financial support is integral for encouraging teachers to engage in

professional development. She also provided her own opinion on the lack of funding:

   The funding is limited at the school-level. I am allowed to go once a year locally in

   Winnipeg, depending on the cost of the activity. That to me is kind of hard because I

   really wanna go to another province to learn…. But, there is no funding for me to go

   because that requires substitute teacher coverage cost, cost of the flight, hotel, and the

   conference fee.

Esther continued to point out the need for "funding for equipment to provide learning, creative,

fun opportunities for children". Such equipment enables students to "practice, develop, learn and

perfect their skills". With respect to the importance of funding, Matthew also articulated that having educational assistants and various equipment for responsive teaching practices in the field of HPE could be enabled with ensured financial supports: "If funding went down for educational assistants and they couldn't come with students to be able to help specific students one-on-one, that would make it harder to be inclusive or responsive." As the participants stated, financial supports for ensuring the educational resources are imperative.

Aa an enthusiastic support seeker who actively looks for various sources for supports, Esther recommended to "find external resources to obtain money and get it from different grants or applications or organizations to provide support for students." It meant that teachers were no longer passive receiver of supports, but an educator who enthusiastically look for necessary supports to improve their teaching practices to be more responsive.

Self-motivated educator: "It's who teachers are". It was explored why the participants endeavoured to become a learner who constantly aspires for professional development to become a responsive teacher for ultimate and complete inclusion of students. In terms of this topic, James emphasized teachers' intrinsic motivation to help their students. He stated that: "All students are important. I don't think I need to be motivated to help more students. But, I think it's just intrinsic. It's who teachers are." Teacher's attitudes that treat every student equitably and respectfully made them to be self-motivated to rethink their identities and roles as a teacher. This self-reflection further led to look for the continuous development of their teaching practices for helping all students' learning. Esther also stressed teachers' self-motivation: "As a professional, I am saying to myself I am meeting the needs of my children. I am motivated, but I am self-motivated too. I don't depend on somebody external to motivate me." Esther further articulated that self-motivated teachers are always pursuing the learning opportunities to gain the knowledge

that could improve their instructions: "I am very motivated, but I say to myself "Hey, that's something new." I am always looking for new opportunity to try."

Anne also stated that teachers' feeling of "joy in teaching" is a starting point to become self-motivated. Anne also emphasized teachers' reflections on their previous teaching experiences also self-motivated themselves to look for the opportunities for teacher developments to become a responsive teacher. Through such self-motivation, teachers are encouraged to offer meaningful HPE for their students, which "meet students' needs, offer fun and diverse educational activities." That is, teachers' self-motivation was affected by a need for improvement of their HPE teaching to support their students' learning. Additionally, teachers' positive experiences and joy in teaching also contributed to become self-motivated to seek the knowledge and information about responsive teaching practices for their students with diverse needs.

Chapter 5: Discussion

The previous chapter provided the results of data analysis by presenting the three superordinate themes and subthemes that describe participants' perspectives and experiences on responsive teaching practices in health and physical education (HPE) settings. This chapter will discuss in depth about these research findings on the responsive HPE teaching along with the similar knowledge that was previously discovered in the field of study in order to support these findings. In addition, this chapter will also discuss and focus on the three main themes that are supported by the given evidence from previous research studies. The three themes are: 1) Rethinking Teachers' Roles as a Learning Facilitator; 2) Ensuring Inclusion for All as an Empowering Educator; and 3) Continual Teacher Education through Lifelong Learning.

Rethinking Teachers' Roles as a Learning Facilitator

The study found that responsive teachers are those who rethink the roles of educators in order to facilitate student's learning. The participants strived to tailor HPE instructions to students' different needs by getting to know their students, actively accepting and reflecting on students' opinions, preparing as many learning options as possible, and centering individualized learning outcomes. The study identified that the participants had welcoming and respectful attitudes toward every student. In addition, they were always ready to adapt and modify their HPE instructions if needed.

Designing the tailored HPE programs. The results of this study revealed that the engagement in responsive teaching relates to developing tailored instruction to diverse students. It was echoed by a Rachel's answer, "individualization", which was to describe teacher's responsiveness in one word. To design the type of HPE lesson, the teachers planned and adjusted their instructions by centering the students' needs and perspectives (Richards & Levesque-

Bristol, 2014). Richards and Levesque-Bristol (2014) noted that students must be highly engaged and empowered in their learning process. The participants also listened to and applied students' opinions and observed their students' learning progress in which they made their best efforts to take into account the students' needs and abilities.

This type of tailored HPE instruction to learners are in contrast with traditional HPE instructions that had a major problem in highlighting and teaching particular physical activities based on teachers' personal interests, where students' educational needs and interests are hardly considered (Treadwell, 2013). However, in tailored HPE lessons, the teachers prepared the options of various adapted and modified activities and equipment for students to choose according to their needs and abilities. In this sense, scholars also noted that choosing from various options makes people intrinsically motivated and also provides a sense of autonomy, empowerment, and self-regulation (Davis & Strand, 2007; Iyengar & Lepper, 2002).

According to Deci and Ryan (2000), a learning environment that focuses on students' needs and abilities insist three types of human's basic psychological needs (i.e., autonomy, competence and relatedness). These psychological needs can help students to become intrinsically motivated and interested by promoting active engagement. *Autonomy* refers to providing students with choices in relation to their engagement in learning activities (Deci & Ryan, 2000; Johnson, Bolter, & Stoll, 2014). In the field of HPE, such a student's autonomy can be enhanced by sharing opportunities with students to make decisions regarding to the selection of learning tasks, equipment, evaluation strategies, and responsibilities for leadership (Bryan & Solmon, 2007).

Competence is associated with "an individual's perception that they are effectively able to perform the behaviors required to accomplish a task" (Richards & Levesque-Bristol, 2014, p.

44). According to Richards and Levesque-Bristol (2014), designing appropriate learning tasks based on students' levels of development and abilities can foster students' competence. Moreover, providing students with a large number of opportunities to practice and positive feedback can enhance the students' sense of competence (Deci & Ryan, 2000; Richards & Levesque-Bristol, 2014).

Relatedness refers to sense of social connectedness with others in social environments (Johnson, Bolter, & Stoll, 2014), and a secured sense of relatedness is likely to affect the enhancement of intrinsic motivation (Ryan & La Guardia, 2000). As such, the literature highlighted the importance of promoting a "socially supportive environment where all students, regardless of gender, race/ethnicity, sexual orientation, disability category, and skill level are made to feel accepted and valued" (Johnson, Bolter, & Stoll, 2014, p. 23). Moreover, scholars further argued that teacher's behaviours of listening and responding in respectful manners to students' various thoughts and opinions can enhance a sense of relatedness (Bajek, Ressler, & Richards, 2016). In addition to the teachers' behaviours, students' social relationships with peers may affect an increase of relatedness in class (Cox, Duncheon, & McDavid, 2009).

It was identified that the participants prepared and provided alternatives in their HPE lessons within the boundary of general HPE curriculum for students, so that the students may select options based on their own abilities. In doing so, more active engagement of students in HPE was observed, and the students with educational needs experienced the competence by successfully accomplishing the given tasks. Moreover, sometimes such alternative physical activities enabled the students with educational needs to work together with their peers. This cooperation provides emotional and psychological supports for the students with special needs, who were now able to be included in learning environment. Experiences of working in a peer-

group enhanced feelings of relatedness of the students with special needs. Therefore, students' educational needs and interests should be considered and reflected when HPE curricular are developed in order to provide meaningful educational experiences for learners (Treadwell, 2013). To do this, a previous study highlighted that HPE teachers need to be aware of their students, including the types of physical activities that students enjoy outside of school and prefer to do during school HPE classes (Treadwell, 2013) through active interactions with students. Lund and Tannehill (2010) also argued that educators should take care of students' educational needs in order to ensure that the development of curriculum must be related to students' lives.

Welcoming and respecting teacher attitudes. As James articulated, it was revealed that responsive teachers welcome and respect every student: "It means you are being inclusive. It means you are being welcoming. It means you are allowing that those students are a part of the school culture, celebrating diversity." As such, teacher's welcoming and respecting attitudes are critical to engage in responsive teaching. The findings of study revealed that a responsive teacher's behaviours as being passionate learning facilitators are based on the attitudes that appreciate diversity. In doing so, an inclusive learning environment where considering the differences of each student as normal was created.

Previous literature noted that students tend to become more motivated when they perceive their educators as more caring (Cox, Duncheon, & McDavid, 2009). Due to students' tendency, being an advocate for students with special needs in learning processes is one of the teacher's important roles (James, Kellman & Lieberman, 2011). As such, teachers should endeavour to truly know of their students by eliminating their preconception about the students (Casey & Kentel, 2014). Moreover, it is also important for teachers to be willing and prepared to deconstruct and reconstruct their previous teaching experiences and knowledge for developing

appropriate views of teaching and learning in multicultural environments (Fletcher et al., 2014).

In this regard, a previous study also emphasized a need for developing positive attitudes toward

both in-service and pre-service teachers in order to create learning environments where all

students are encouraged to feel included (Columna, Foley, & Lytle, 2010).

 Adaptation/modification. The results of this study revealed that the participants are very

open-minded in adapting their HPE instructions for their students whenever it is needed. When

teachers work with diverse student population, teachers are apt to need adapting their teaching

practices in order to meet the needs of a large number of diverse students (Forlin, 2004, 2005). In

this regard, Rachel also said: "[I am] not gonna [become a] bulldozer through what you are

teaching them." Lieberman and Houston-Wilson (2018) stated that physical educators can

successfully include students who have impairments into the lessons by modifying equipment,

rules or learning environment in advance. The participants' supports for their students with

diverse educational needs also enabled the inclusion of the students into learning processes with

their peers. To do this, HPE teachers must acknowledge and take the responsibilities of

promoting proper accommodations and offering physically and psychologically safe learning

environments for every student. That is, teachers' efforts to come up with appropriate ways to

modify their lessons in advance to be accessible to every learner enabled the students with

special needs to feel included and valued (James et al., 2011).

 The participants highlighted that they strive for supporting their students by providing

relevant physical activities to students' distinctive cultures. Struggles of the participants to

provide diverse cultural activities comes from understanding different cultures and students'

individual stories outside of school settings. Casey and Kentel (2014) suggested that culturally

relevant approaches attend to the holistic aspect of a child's life; additionally, personal

experiences contribute to shape and build one's identity. Especially, adaptive instructions conveyed by the participants were very analogous with Villegas and Lucas (2002)'s six prominent characteristics of a culturally responsive teacher. According to them, such an educator: 1) has sociocultural consciousness; 2) affirms students' diverse views and sees it as resources for student learning; 3) acknowledges his or her responsibility and capability for advancing educational changes for responsive learning environments; 4) understands the ways of knowledge construction of students, thus enabling educators to construct knowledge; 5) is aware of students' lives; and 6) reflect students' lives in disciplines. It also pressed that involvement of teachers in communities and students' lives outside of schools is crucial (Casey & Kental, 2014) to understand students' cultural relevance. To follow by the importance, the participants of this study tried to get to know their students and understand their individual lives outside of schools through active conversations. They also took advantage of the knowledge and information obtained from the communication with the students in their HPE classes.

Ensuring Inclusion for All as an Empowering Educator

The research findings revealed that responsive teaching practices increased the active participation of students who need additional supports through empowerment in the HPE lessons, which facilitated the inclusion of every student. To do this, the research findings highlighted the importance of team-work with others in order to identify and respond to the needs of diverse students in HPE. In addition, the participants also stressed preventing the exclusion of any students when teachers focus only on responding to students with special needs.

Team-work to meet the students' needs. The results of this study revealed that responsive teaching requires school-wide collaborative work including other human resources and departments. Participants also articulated their experiences of working with home teachers,

other HPE teachers, educational assistants and professions in the field of therapy (i.e., occupational and physiotherapists). Through such cooperation with those practitioners, participants were able to come up with ideas about how to respond well to their educational needs. In essence, Harvey (2014) also pointed out "multidisciplinary teams" (p. 141) that are comprised of experts in various disciplines, such as general classroom teachers, resource teachers and psychologists, as well as parents. This type of team can support students with special needs to achieve their individual learning goals in general classroom settings in which those students are placed (Harvey, 2014). Scholars also foreground the importance of collaborative teams on which teachers and educational assistants work together for positive inclusion of learners with disabilities (Jones, Ratcliff, Sheehan, & Hunt, 2012). It was highlighted that since educational assistants spend many of hours by working with learners with disabilities, the knowledge and experience that the educational assistants have are valuably considered by teachers (Haegele & Kozub, 2010). Florian and Rouse (2001) also noted that, when schools have access to a variety of supports and teaching strategies, they can be effective both for inclusion of students and in sustaining high levels of student's achievement.

In addition to working with those practitioners in various fields, the participants also noted that active interactions with students with special needs also helped teachers to properly support learning of their students. García (2005) highlighted that when students and teachers become allies and work together through cooperation and sharing, both students' learning outcomes and teachers' satisfaction increase. As a way to actively cooperate with students, scholars highlighted that listening to the voices of students with disabilities is critical to provide experiences of quality physical education, which will also positively impact skill development and socialization with peers (James et al., 2011).

Inclusion without exclusion. Inclusion of all students with/without special educational needs is sometimes very difficult to be accomplished. A previous study articulated that in general HPE contexts, students without disabilities could spend more time to interact with and be instructed by their teachers, whereas the students with disabilities had to spend more time waiting to participate in learning tasks (James et al., 2011). In contrast, as some participants stated, teachers are also concerned about the exclusion of the students without educational needs while teachers spend most of their time working with students in need. As a result of this research study, educational inclusion does not only focus on students with certain educational supports, but also for those without specific needs in a classroom (Florian, 2015a). As such, inclusion without exclusion of any student should be significantly taken care of by teachers in HPE. In this regard, Alberta Education (2016) also stated that inclusion is not just for students who need special educational supports but for all students to receive equitable learning opportunities based on attitude and pedagogical approaches that accommodate students' diversity. Therefore, HPE teachers need to design appropriate lesson plans to equitably include all students in lessons. Previous literature also highlighted that effective inclusive instructional practices benefit everyone with/without special educational needs (Jordan, Schwartz & McGhie-Richmond 2009).

Continual Teacher Education through Lifelong Learning

The study found that professional development programs are necessary for teachers to become responsive educators. It was highlighted that a teacher needs to perceive him/herself/themselves as a knowing person to pursue continuous learning about teaching. In addition, there should be various learning opportunities for teacher development. Especially, the

participants emphasized a need for more student-teaching opportunities for pre-service teachers through the collaborative work with university faculty and local communities.

A teacher as a knower. The research findings highlighted a need of continuous teacher education for the teacher's professional development. Connelly and Clandinin (1999) suggested the notion of "teachers as knowers" (p. 1). This idea focuses a teacher's self-perception as a knower who needs to learn about themselves, their teaching contexts, teaching practices, students, subject matter, and learning within the educational contexts with temporality (Connelly & Clandinin, 1999). Similarly, Fletcher et al. (2014) pointed out uncertainty and complexity of teaching, so teachers should have positive attitudes pursuing continuous learning about teaching as a knower.

Given the current issues of the continuous intensification of student diversity in school HPE settings, HPE teachers should continue to learn about responding well to those students. In this regard, participants also highlighted the importance of gaining various learning opportunities for teacher development in their teaching for working well with diverse student populations. A previous study noted how significant it is for teachers to receive opportunities to understand themselves better. Understanding cultural and personal values, identities, and social beliefs are such opportunities that may provide for better exploring and comprehending of the teachers, themselves (García, Arias, Harris Murri, & Serna, 2010). James et al. (2011) also highlight the importance of teachers' self-education and pursuit of educational assistance to develop their teaching abilities to accommodate students with disabilities. They further expressed that such effort of a teacher will be important for enhancing students' academic success and self-efficacy in HPE.

Learning opportunities for teachers. The results of this study revealed that teachers experienced various challenges when engaging in responsive teaching practices in their teaching contexts. The identified challenges were, for example, learning students' different cultures which eventually helped teachers to come up with and properly apply culturally relevant physical activities; and modifying the physical activities to make it appropriate for certain students with educational needs. A previous research study agreed with modifying physical activities based on students' diverse levels of abilities was a challenge that educators face in the inclusive HPE contexts (Hersman & Hodge, 2010). As with other challenges, scholars also pointed out a serious gap between knowledge and experience of teachers due to the combination of the lack of teacher training programs, low levels of confidence in teaching, and policies on inclusion embedded in education (Morrison & Gleddie, 2019). Morgan and Hansen (2007) revealed a lack of adequate pre-service education for teaching HPE, thus demanding further learning opportunities for teachers' professional development in order to enhance the confidence about teaching HPE. Especially, in terms of the confidence of teachers about teaching in the inclusive learning environments, Jordan et al. (2009) argued that teachers' anxiety may cause their reluctance of inclusion because of their lack of professional knowledge and skills to teach students with special educational needs. Such concerns about teachers' knowledge, experiences and skills that are necessary to work with students with a variety of educational needs implies that there should be more opportunities for continuous education for teachers.

Fletcher et al. (2014) described the processes of teacher development as "becoming a lifelong learner" (p. 31) during a long journey as an educator. Thus, learning about teaching requires spending extensive time even after the completion of university program for an Education degree (Fletcher et al., 2014). As such, it was suggested that teachers need to

continuously engage in professional learning programs for educators in various ways, for example, through seminars and conferences that address pedagogical practices both in general and HPE specifically (Fletcher et al., 2014). As Fletcher et al. (2014) further noted, such conferences and seminars provide valuable learning opportunities for teachers to gain up-to-date information and knowledge about teaching. The participants also articulated that various conferences and seminars in the field provided useful knowledge of inclusive teaching for diverse students. Scholars noted that professional development of teachers is influential in enhancing understanding and knowledge of curriculum (Avalos, 2011), and it also contributes to improve teachers' instructions and student learning (Borko, 2004; Fisherman, Marx, Best, & Tal, 2003). Especially, in the current HPE contexts which embrace diverse student populations, teacher education for professional development is essential for working with students who have disabilities (Coates & Vickerman, 2008).

However, the lack of training programs for teachers to comprehend disabilities of children and to improve the ways of adaptation or modification in learning environments and/or curriculum for those students has been pointed out (Jacquet, 2008). All in all, scholars indicated that training opportunities for teacher's professional development are fundamental in order to provide guaranteed teaching practices which are appropriate for students with special needs in the inclusive learning environments (Loreman, 2010; Loreman, Sharma, & Forlin, 2013). In addition, McCrimmon (2015) suggested that providing the certificate programs that focus on professional training and experiences is essential for the enhancement of teachers' pedagogical knowledge and teaching abilities for educating students with special needs. In an inclusive pedagogical approach that has been widely used in Canada, teachers' willingness and preparedness to follow principles of inclusive education are one of the common challenges

(McCrimmon, 2015). Given that years-long teacher training has a positive impact on teacher's attitudes toward inclusion (Avramidis & Kalyva, 2007), involvement of teachers in further education processes will be helpful for inclusive teaching practices. A previous literature also echoed this sentiment that teachers' knowledge about inclusion of students with special educational needs affect teacher's attitudes and self-confidence in general classroom settings (Batsiou, Bebetsos, Panteli, & Antoniou, 2008). As such, gaining more knowledge about students' diverse educational needs enhances teachers' positive attitudes about inclusion of such students (Ghanizadeh, Bahredar, & Moeini, 2006). Moreover, Ross-Hill (2009) also highlighted that adequate teacher training to learn how to meet students' special needs enabled teachers to be more confident about educating their students who have educational needs.

The participants stated that current classrooms consist of a growing number of diverse students with different backgrounds and dis/abilities. As such, it spotlighted the need to develop multidisciplinary teaching practices that are suitable for diverse students. Scholars also noted that:

The incorporation of social, cultural, and linguistic diversity concerns creates a set of educational principles and dimensions that are more likely to address the challenges faced by schools that must attend to the needs of growing populations of diverse students. (García et al., 2010, p. 139).

To meet the wide range of educational needs of students as a way to promote their learning outcomes, teachers' acquisition of various pedagogical knowledge and proper use of that knowledge are very important. In this regard, Gay (2009) noted that using multiple pedagogical approaches as a way to respond to diversity in multicultural classrooms is most effective for all

students to achieve their highest learning outcomes. Lastly, the participants discussed ensuring the expansion of supports that teachers received to actively engage in professional development (i.e., financial support). Block and Obrunsnikova (2017) highlighted that sufficient supports are needed for educational practitioners to provide opportunities to achieve academic success for the students with disabilities.

  ***Teacher preparation for pre-service teachers*.** The research findings implied that developing responsive teaching practices needs various supports and collaboration with other organizations outside of schools. As a way to develop pre-service teachers' pedagogical knowledge and teaching practices of responsive teaching, the participants emphasized the need for sufficient opportunities through collaborative work with university faculty and communities. Such cooperation would be beneficial to gain firsthand experience in teaching in various settings. García et al. (2010) also echoed this opinion by stating that:

> Developing responsive teachers requires a setting for developing teacher knowledge that has its roots [in] both the school community and the university setting. A focus on developing responsive teachers encourages teacher educators to support prospective teachers to construct and reconstruct meaning and to seek reinterpretations and augmentations to past knowledge within compatible and nurturing schooling contexts (p. 139).

  Killoran, Woronko and Zaretsky (2014) emphasized a critical role of teacher preparation programs for building the foundation of unbiased, positive and inclusive mindsets toward teaching students with disabilities in inclusive teaching environments. However, it was argued that many university programs for teacher preparation in Canada often do not successfully

provide prospective teachers with teaching experiences that have a significant impact on inclusive learning environments (McCrimmon, 2015). This lack of provision of practical teaching experiences for pre-service teachers would affect teachers' insecurity about being under-prepared and under-skilled to instruct and manage an increase in the diversity of the student populations (Andersen, Klassen, & Georgiou, 2007). As such, scholars highlighted the importance of placing pre-service teachers in real teaching settings, where active participation of pre-service teachers in communities comprised of both teachers and students may be promoted in order for the enhancement of teacher preparation (García et al., 2010). Columna et al. (2010) also echoed this sentiment by emphasizing a need for prospective teachers to be exposed to diverse student groups as a way to help pre-service teachers to be prepared to teach diverse student populations.

It was noted that learning about teaching requires very different ways that teachers previously experienced as a student (Fletcher et al., 2014). Teaching practices in reality consist of various factors, such as components of lesson plans, interactions with parents, classroom management, individualized instructions, and consideration of various social and cultural aspects that affect student learning, even though students may not notice (Fletcher et al., 2014). As such, prospective teachers adhering to perspectives of teaching that were structured through experiences as students may not understand fully the complexities of teaching practices and superficially view the meaning of becoming a teacher (Darling-Hammond & Hammerness, 2005). Additionally, García et al. (2010) noted that such hands-on teaching experiences for teachers can provide opportunities to change the perspectives on teaching. Therefore, collaborative work to enhance teacher preparedness for prospective teachers through hands-on

teaching experiences is integral to understand and become well-equipped for responsive

teaching.

Chapter 6: Conclusion

The purpose of this study was to comprehensively examine the ways that HPE teachers understand and engage in responsive teaching practices in elementary HPE teaching contexts. To do this, this research aimed to investigate the perspectives and experiences of working with students having diverse ethnic, linguistic and cultural backgrounds, levels of physical and cognitive abilities and disabilities. By examining participants' firsthand experiences and their own perspectives through a series of one-on-one interviews, the three main themes were generated for discussion: 1) Rethinking Teachers' Roles as a Learning Facilitator; 2) Ensuring Inclusion for All as an Empowering Educator; and 3) Continued Teacher Education through Lifelong Learning. In this chapter, the conclusions drawn from the research findings and discussion are presented. In addition, this chapter will depict how this study contributes and implies to the field of HPE and how it recommends further studies in the field of HPE.

Participants' perspectives and experiences on responsive teaching suggested an image of a passionate educator who can facilitate students' learning by rethinking teachers' roles. The participants reported that a growing number of students from a wide range of backgrounds brought different educational needs to accomplish learning goals in HPE. For resolution of such difficulties, the participants discussed a need of tailoring HPE lessons by knowing more about their students' diverse conditions that could affect students' learning. In addition, this research highlighted the necessity of preparing various alternative activities through modifications and adaptions based on students' needs. To do this, the participants pointed out the importance of active communication with students to identify their needs. Moreover, the participants claimed that they should use individualized assessment for diverse students which consider the various starting points for each student. It was identified that responsive teaching practices came from

teachers' welcoming and respectful attitudes toward every student. This responsive teaching enabled teachers to have the willingness to adapt and modify their lessons whenever it is needed.

The findings of this study also indicated that becoming a responsive teacher is being an empowering educator who can ensure inclusion for every student. To do this, the participants emphasized a need for change in the taken-for-granted assumptions of diverse student population by not differentiating students' diversity. All participants claimed that enhancing the inclusion of all learners required team-work with other practitioners, such as classroom teachers, other HPE teachers, educational assistants, school administrations, parents, and professions in the fields of therapy (i.e., physiotherapists and occupational therapists) are essential. Moreover, the participants insisted that teachers should be cautious about unintentional exclusion of any students that could occur when teachers paid more attention to certain students who needed additional supports in HPE classes.

Lastly, shared experiences of the participants on teacher's responsiveness narrated responsive teachers as a lifelong learner who engaged in ongoing teacher professional development. The participants all highlighted the importance of teachers' continuous engagement in teacher education programs, such as, seminars or conferences in the field. It was also claimed that various learning opportunities and supports system for teachers that reinforce teachers' participation through teacher education programs should be ensured. In addition, the participants also discussed an increase in student-teaching opportunities for enabling prospective teachers to gain hands-on experiences by applying the pedagogical knowledge that they learned. It is because teaching in real-life educational settings was to enhance teachers' preparedness. For this reason, collaborative work between university faculty and local school communities must be emphasized for providing more sufficient teaching opportunities for prospective teachers. The

life-long teacher professional development encourages teachers to be self-motivated so that they can enthusiastically seek the supports that they need.

This research captured the insight of HPE teachers into responsive teaching, which contributed to producing empirical knowledge for teachers regarding the responsive HPE teaching for diverse students in current multicultural education contexts. As such, the research findings provided teachers with practical information and knowledge about the appropriate ways in which teachers organize, deliver and adapt their HPE instructions which took into account student diversity in current multicultural environments. By exploring the participants' firsthand teaching experiences, the results of this study contributed to filling a gap between book-knowledge and practical teachings in reality. In doing so, the results of this study also provided HPE teachers with opportunities to reflect on their teaching practices and supports needed in order to improve their HPE instructions in a responsive manner.

In addition, by identifying the information about the various challenges to responding to students' diverse educational needs, it was acknowledged that completely responding to a wide range of needs of students was very difficult for teachers because teaching practices were complex and unexpectable. As such, it was suggested that teachers should rethink a teacher's identity and image in the current multicultural HPE contexts. Moreover, this study identified the impact of education system in schools, school divisions, and government of education on teachers' responsiveness. In doing so, this study provided the practical information about what teachers would need to enhance responsiveness and how educational systems would be able to support the responsive teaching for diverse student populations. The empirical knowledge further plays a critical role to promote inclusive learning environments in the field of HPE, which

positively impacts social inclusion of all students regardless of their different backgrounds and abilities.

Further research studies should to consider and include more various educational contexts since this research was conducted with participants recruited within one province, Manitoba, Canada. That is, the research findings are only based on teachers' working experiences with students in Manitoba. As such, there would be a recommendation for further studies to contemplate different school levels (i.e., middle or high school) and different regions. In addition, future studies would be conducted in the educational contexts outside of school HPE, such as community sports centres or recreational physical activity contexts.

In addition, given that this research is conducted by exploring in-service teachers' perspectives, following research studies on teacher's responsiveness would be examined from other perspectives and various angles. For example, future studies on responsive HPE teaching can be conducted by exploring opinions and experiences of students, parents, pre-service teachers, and school administrators.

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Table 1. Description of Participants (n = 7)

Pseudonym	Gender	Age	Ethnicity/ Race	Years of Teaching Experience	Teaching Status
Anne	F	51	Ukraine	28	Permanent
Esther	F	34	East Indian	7	Permanent
James	M	45	Caucasian	19	Permanent
Luke	M	40	Caucasian	16	Permanent
Matthew	M	35	Refused to answer	9	Permanent
Rachel	F	65	Caucasian	42	Permanent
Sarah	F	38	Canadian	15	Permanent

Appendix 1. Interview Guide

Becoming a Responsive Teacher: Perspectives of Health and Physical Education teachers

Research Questions
1. How do HPE teachers understand and approach responsiveness in their own teaching contexts?
2. What are barriers and opportunities identified by HPE teachers in developing and pursuing responsiveness?
3. What do HPE teachers do to engage in responsive teaching in their day-to-day HPE teaching contexts?
4. What do HPE teachers envision in the pursuit of responsiveness in their future teaching?
5. What could be educational supports for HPE teachers to develop, improve, and sustain their responsiveness in teaching?

Demographic Information

Pseudonym: _____   Date: _____

Gender: _____   Age: _____   Ethnicity/Race: _____

Years of Teaching Experience: _____

Teaching Status (Circle one):   Substitute (Replacement)   /   Permanent

1. **How would you describe the meanings of inclusive teaching?**
   [Probes]
   a. How diverse are your classrooms? How do you respond to the diverse educational needs among your students?
   b. What would it mean to be responsive in your teaching, especially in the contexts of multicultural learning environments?

2. **Tell me your story of working with students with diverse educational needs and aspirations. What were the challenges to and opportunities for responding to those needs and aspirations?**
   [Probes]
   a. What circumstances do you think make it difficult for you to respond well to your students' needs and aspirations?
   b. What do you think was/is useful to be responsive in your teaching?
   c. What motivated and/or helped you to become responsive to the diverse educational needs and aspirations of your students?

3. **Tell me your story of working with students with diverse educational needs and aspirations. How do you respond to their needs in your day-to-day teaching?**
   [Probes]
   a. How do/did you prepare to be responsive to those needs and aspirations?
   b. How do/did you deliver your lesson to be responsive to those needs and aspirations?
   c. How do/did you evaluate while recognizing those needs and aspirations?

4. **How would you become a more inclusive teacher, responding well to your students' educational needs?**
   [Probes]
   a. You have mentioned about the barriers to your inclusive teaching, responding to their educational needs. How would you improve those challenges as a teacher?
   b. You have mentioned about the opportunities for your inclusive teaching, responding to their educational needs. How would you maintain or even enhance those opportunities as a teacher?

5. **What support systems do you need to become a more inclusive teacher?**
   [Probes]
   a. What policy supports would you need to be a more inclusive teacher, responding well to your students' educational needs?
   b. What supports would you need, specifically from your school?
   c. What supports would you need, specifically from educational governing agencies such as school division and educational governments?
   d. What kind of professional programs would you need to maintain or improve your responsiveness in teaching?
   e. What suggestions/recommendations do you have for post-secondary teacher education programs?

6. **What final comments would you like to make? What question should I have asked, but didn't?**

Generic Probes:
   - Tell me more
   - Do you have a story that illustrates that idea?
   - I'm not clear, can you tell me another way?
   - How would you explain your idea to someone else not familiar with?

Appendix 2. Informed Consent Form

Informed Consent Form

Research Project Title: Becoming a Responsive Teacher: Perspectives of Health and Physical Education teachers

Principal Researcher: Younghoon Lee, BPE, MEd, and MA candidate
125 Frank Kennedy Centre
Faculty of Kinesiology and Recreation Management
University of Manitoba
Winnipeg, MB, Canada, R3T 2N2
Email: leed5@myumanitoba.ca
Phone: ████████ (or ███████)

Thesis Advisor: Dr. Kyoung June (David) Yi (KyoungJune.Yi@umanitoba.ca)

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The purpose of the research:

 This research will comprehensively examine the ways in which elementary health and physical education teachers understand and attend to teachers' responsiveness in their own health and physical education teaching practices. Particularly, this study will investigate teachers' responsiveness from the perspectives and experiences of elementary health and physical education teachers. By exploring your experiences and perspective in depth, this research hopes to provide other in-service and pre-service health and physical education teachers with comprehensive and practical knowledge about responsiveness in health and physical education contexts. In doing so, health and physical education teachers will be able to use these ideas when they plan, deliver, and evaluate their lessons, responding and addressing students' diverse educational needs in prompt and socially/culturally responsible manners. Moreover, this research will further enhance the accommodations of diverse students with different backgrounds and educational needs/aspirations. It will also contribute to establishing more inclusive learning environments in health and physical education contexts.

Research procedures involving the participant:

This research project will invite you to participate in one formal individual interview. This interview will be conducted in the one-on-one and face-to-face setting and last for 90 minutes or less. I, a principal researcher, will use an interview guide during the interview in order to probe your own experiences and perspectives in terms of teachers' inclusive teaching practices in health and physical education contexts by responding to diverse students. This interview will be audio-recorded upon your approval and transcribed verbatim (typed in written format) to be used as data.

This research will involve one follow-up interview to ask further questions after the first interview. The follow-up interview will be conducted via phone and last 30 minutes or less. The key ideas and words found in the conversational follow-up interviews will be recorded on my own notebook or laptop.

After the interviews, I will provide you with transcripts (typed interview) in two weeks via your preferred communication method [i.e., email, mail (hard-copy), or in-person (hard-copy)]. You will then have opportunities to review your interview transcripts. I will also provide you with the themed results of this research on May 19, 2019 for your final review via your preferred communication method. These processes are to make the research findings more transparent and to ask you to provide feedback. You will be free to make any changes and clarifications, as well as correct any errors occurred during data collection and analysis process. I expect you to return it in two weeks from the time of providing you with the interview transcript and the themed results. If not returned in two weeks, it will be regarded as a consent.

Potential benefits:

This research will provide you with the opportunity to share your own experiences, concerns, and perspectives regarding engagement in responsive teaching in the health and physical education context. It will have a potential impact on establishing the knowledge about responsiveness of health physical education teachers and barriers to and opportunities for enhancing the teachers' responsiveness. Moreover, the research findings would be valuable for you to envision and improve your health and physical education contexts to be more inclusive through the knowledge and information about responsive teaching to diverse students.

Potential risks:

You will not be subjected nor exposed to any physical risk. However, you may experience minimal emotional discomfort while sharing your own experiences and perspectives regarding the issues being discussed. You might share negative information about your students and parents, schools, and school divisions, which might cause you to face unexpected conflicts. I will reduce this potential risk by providing you with opportunities to withdraw your participation, review your interview transcript, and remove all identifiable information. Moreover, you will be provided with information about Employee Assistance Program service that is an educator assistance program offered by the Manitoba Teachers' Society. As a means to protect your mental and emotional health, this program will help to cope with a possibility of distress or anxiety you may experience during the participation in this research. If there is any sustaining issue, my supervisor, Associate Dean (Research and Graduate Studies), and the Dean of my Faculty, as well as the Dean of the Faculty of Graduate Studies will provide you with supports.

Confidentiality:

Your confidentiality will be held paramount at all times by protecting your identities, personal information, and collected data from any unauthorized access, use, or disclosure. As a

way of maintaining confidentiality, pseudonyms (fake names) will be used throughout the processes of data management and analysis and the final report on the research findings. In addition, all of your identifiable information will be removed from data management and analysis phase.

Data Storage:

I and my Master's thesis supervisor, Dr. Kyoung June (David) Yi, will have direct access to the data and your personal information. All written format data (e.g., interview transcripts, interview guide document with your demographic information, researcher's field notes and journals) will be stored in the USB, and pass-code protected. This USB and paper copies of these data will be stored in a locked filing cabinet in the Qualitative Research Lab of the Faculty of Kinesiology and Recreation Management at the University of Manitoba. The audio format data (e.g., digital audio recording files of the interviews) will be protected using password and stored in a separate USB. This USB will be kept in another separate locked filing cabinet in the Lab. This signed informed consent form will be kept in the locked cabinet with other written data (this form does not contain any of your personal information). All data and informed consent forms will not be taken out of the Lab. All of those will be kept for 5 years. After 5 year, they will be permanently shredded and removed by my supervisor.

Remuneration:

By participating in this research, you will receive $10 gift card. It is to compensate for your time and contribution to this research.

Dissemination of the research results:

The data and research results will be disseminated to the public through my Master's thesis. These research findings would also be used for publication in a scholarly journal and the presentation at academic conferences. As a way of reporting the results, quotes from your interviews will be used to support and illustrate the research findings. However, all names, locations, or identifiable information will be removed from the quotes.

Withdrawal from the study:

The participation of this study is completely voluntary. You can withdraw your participation from this research project at any point by directly informing myself or my supervisor via your preferred communication method. Your request for the withdrawal will be accepted immediately. If you choose to withdraw during or after the data collection, you can request for the removal of your data from this research immediately. In this case, any data collected will be permanently removed. Your data can be removed from the study up to one month after the completion of your review of research findings (June 2019). Withdrawal from the study will not cause any penalty or negative consequence.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new

information throughout your participation. The University of Manitoba may look at your research records to see that the research is being done in a safe and proper way.

This research has been approved by the Education/Nursing Research Ethics Board at the University of Manitoba. If you have any concerns or complaints about this project you may contact any of the above-named persons or the Human Ethics Coordinator at ▇▇▇▇▇ ▇▇ **or humanethics@umanitoba.ca. A copy of this consent form has been given to you to keep for your records and reference.**

If you are willing to participate in this research after carefully reading the information provided in this form, it would be appreciated if you could contact me directly via email (leed5@myumanitoba.ca) or phone (▇▇▇▇▇▇) with the signed informed consent form.

_____   _____

Participant's Signature   Date

_____   _____

Researcher's Signature   Date