The October 2013 issue of the *Journal of Teaching in Physical Education (JTPE)* reflects a diverse research agenda from several different countries. Our growing understanding of Physical Education in a number of different settings is enhanced by these research endeavors. We are delighted to have seven papers in this October 2013 edition exploring elementary, secondary and higher education teaching and learning contexts.

The first three papers focus on physical education teachers and present school-based research. These papers examine: the connection between emotional intelligence and self-efficacy of Belgian teachers; teachers’ attitudes towards change with the implementation of an educational reform in Israel; and secondary physical educators “Love Affair” with sport from the United States. The fourth paper represents the voices of secondary school students and the potential of scrapbooking as a way for researchers to access students’ perspectives from Ireland. This paper should be applauded for its innovative approach to methodology and as editors we encourage these more creative techniques of inquiry. The fifth paper evaluates generalist, non-physical education specialist, and elementary classroom teachers’ adoption of a physical activity program in South Carolina. This paper foregrounds a growing problem of untrained generalist elementary classroom teachers teaching physical activity in elementary schools across the world. The sixth paper explores the pedagogy of facilitation within physical education Professional Development from professional learning communities in the U.S. and Europe. This study highlights an alternative to the traditional “one-shot PD”, which is often a pre-packaged efficient delivery but presents non-contextualized content. The last paper of this edition highlights the area of inclusion and working with persons with disabilities, which is of immense importance to education and to our field. This research from Canada extends our understanding of disability simulations and their potential as a teaching strategy in Physical Education Teacher Education.

The first paper *Emotional Intelligence and Self-Efficacy Among Physical Education Teachers*, explores the connection between emotional intelligence and self-efficacy. The findings demonstrated positive correlations between Emotional Intelligence (EI) and self-efficacy, and discover that the “sociability factor” of EI can predict the teacher’s sense of efficacy. This research strongly advocates for the use of specific EI training for physical education teachers. Mouton, Hansenne, Delcour, and Cloes from Belgium remind us that there are many ways that emotions can be communicated consciously and unconsciously and that teachers may often attempt to mask their feelings, but students are often able to appraise the teacher’s emotional well-being.

In the manuscript, *Physical Education Teachers and Their Attitudes Towards Change: Implementation of the New Horizon Educational Reform*, Zach and Inglis add to our understanding of educational reform in physical education. Their research goals were to determine how the “New Horizon” educational reform agreement signed between the Israeli government and the Teachers’ Union (2008) was implemented among physical education (PE) teachers. The research also examined teachers’ attitudes towards the reform and to the changes entailed in implementing
the reform. Zach and Inglis provide information about the causes of resistance to the changes provoked by the reform, and the connection between this resistance and the process of implementation. In addition, their findings illuminate important new information for teacher educators that will enable them to better prepare pre-service PE teachers. This study highlights the complexities of new tasks that pre-service teachers will encounter in their practical work when they enter the school system.

Ferry and McCaughtry excavate teachers’ close connection to and infatuation with sport in relation to the “immense amount of control” teachers exercise over their programs. In their manuscript *Secondary Physical Educators and Sport Content: A Love Affair*, their findings reveal the deeply embodied biographies of teachers based on the emotional and intimate connections teachers have with sports. More specifically, they found that “teachers’ discussion of their emotional bonds with sports were very akin to how one might explain a love affair.” Sternberg’s (1986) Triangular Theory of Love and current literature are aptly utilized to articulate their position and discuss this love affair. Ferry and McCaughtry’s work extends our understanding of the powerful role of sport in physical education and what this may mean for all stakeholders concerned with curricula reform in secondary physical education.

Enright and O’Sullivan represent the voices of Irish students from an urban secondary school. *Now, I’m Magazine Detective the Whole Time: Listening and Responding to Young People’s Complex Experiences of Popular Physical Culture*, represents a carefully crafted narrative that strongly suggests scrapbooking has the potential to allow researchers to access, understand and respond to students’ perspectives on popular physical culture and their lives. They argue for teachers to be “supported in ‘authorizing’ students’ perspectives and supporting students’ critical engagement with the pedagogical work on/for the body undertaken by other pedagogical players.”

As typical of many states, the South Carolina Student Health and Fitness Act (2005) required that all state-funded elementary schools provide children with 60 minutes of specialist-taught physical education and 90 minutes of additional physical activity every week. Highlighting a growing world-wide dilemma, this manuscript studies the untrained generalist elementary classroom teachers’ (ECTs) perception of teaching 60 minutes of physical activity per week. In their paper *Elementary Classroom Teachers’ Adoption of Physical Activity Promotion in the Context of a Statewide Policy: An Innovation Diffusion and Socio-Ecologic Perspective*, Webster, Caputi, Perreault, Doan, Doutis, and Weaver provide an exploration of this dilemma. Their findings indicated that policy awareness predicted perceived school support, which in turn predicted perceived attributes and domain-specific innovativeness. They argue that ECTs who perceive the school environment as more supportive of the reform will be more likely to view it favorably in terms of its relative advantage, compatibility, simplicity, trialability, and observability. Their results add to our growing understanding of ECTs, who if they view the physical activity program as compatible with their teaching philosophies and skills, will be more likely to adopt PAPAC.

In *Meaningful Learning in Professional Development: Teaching Without Telling*, Patton, Parker and Pratt represented perspectives of 15 PD facilitators and 88 teachers from eight selected professional learning communities in the U.S. and Europe. They found that in successful PD programs facilitators utilize a strategy of
“teaching without telling.” In the “teaching without telling,” facilitators use multiple participant-centered pedagogical strategies to make PD meaningful contributing to the development of an environment that encouraged teachers to become active participants in the creation of knowledge and development of professional capital (Hargreaves & Fullan, 2012). The PD assisted teachers to view themselves as learners, that is, “requiring teachers to conceptualize learning as an intentional, dynamic, social, and active process.” Patton, Parker and Pratt reported that successful facilitation involved designing PD that was “both meaningful and informed by theories of teacher learning.”

In the seventh paper of this edition, Leo and Goodwin use in-depth analysis to explore the value of utilizing Pedagogical Reflections on the Use of Disability Simulations in Higher Education. Disability simulations have been critiqued (French, 1992) suggesting that it is not possible to simulate disability experience. Nonetheless, this study sought to examine the meanings given to disability simulations by undergraduate students in physical education. This narrative inquiry revealed hand-written stories that were analyzed thematically. The findings from this research highlighted the complexity of our understanding of experiential learning activities that may be positive, negative, or neutral. In addition, results suggested that not all participants respond to simulations in the same way. They recommend that faculty consider the complexity of experiential learning activities to ensure that students are provided with meaningful activities that meet the intended learning outcomes of the instructor and the individual needs of the students.

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