

Dr. William (Bill) Walters is an Assistant Professor in the Faculty of Education at **Saint Francis Xavier University (StFX)**. He teaches physical education (PE) curriculum and instruction courses, as well as foundational teaching courses, to Bachelor of Education students. Bill also teaches in the Masters of Education program at StFX.

Bill came to StFX following a 33-year career teaching in high schools in Ontario. He was the recipient of the 2012–2013 National Award for Teaching Excellence in PE from PHE Canada and was also recognized by the Ontario Federation for Secondary School Athletics with the Pete Beach Award for commitment and leadership in school sport. In 2014 he began his doctoral studies at StFX, graduating in 2018. In 2015, he was hired to complete a series of limited-term contracts teaching in the Faculty of Education, leading to a tenure-track contract in 2020; during this time, he was nominated for an Outstanding Teaching Award. His journey culminated in the fall of 2021 when he was granted tenure and promoted to Associate Professor, effective September 2022. Active within physical education teacher associations in Ontario and Nova Scotia, Bill has also been involved as a curriculum writer, including developing a renewed physical and health education curriculum for St. Kitts and Nevis. In 2021, he was the recipient of several research grants, the foremost of which was an SSHRC Insight Development Grant to study equity, diversity, and inclusion (EDI) in physical education teacher education, PE, and sport, along with Dr. Wendy Barber and Dr. Lorayne Robertson from Ontario Tech University.



Bill has an active research program with much of his work focused on PHEWise, a digital lab supporting understanding and collaboration in EDI. He has an interest in assessment in PE, with an article soon to be published exploring the experiences of a pre-service teacher, an in-service teacher, and himself as a physical education teacher educator with assessment in PE over a 50-year time span. Relatedly, Bill is investigating the assessment experiences of pre-service teachers in PE to support their assessment knowledge and practice. Additionally, he is currently investigating the benefits to mentors involved in PHE Canada's Student Leadership program and researching PHE Canada's Game Changers, a participatory action research pilot project aimed at engaging students with disabilities in para/adapted/inclusive sport and empowering these same individuals to become leaders within sport. Bill is presently involved in a self-study with a critical friend determining how to embed Nova Scotia's Treaty Education Framework into physical education and work that will soon begin in Mi'kmaw Kina'matnewey schools assessing physical literacy. Other research nearing conclusion includes a study of the collaborative opportunities for physical educators and a chapter in an upcoming book focused on the Ph.D. journey of physical educators.

Why is it important to be connected to the PHE Canada Research Council?

As a classroom teacher questioning his practice, searching for the theoretical foundation of his beliefs as a physical educator, Bill could not find the bridge to relevant and applicable PE research. He now knows that this connection for anyone working in physical education, whether in the classroom, teacher education, or a researcher, can be found in the PHE Canada Research Council. The Research Council is our community of practice. Whether seeking to publish, attend the annual conference, or volunteer as an executive member, PHERC offers an opportunity to connect, network, and learn. The PHERC community is open, welcoming, and supportive. As physical educators we often work in isolation. The PHERC and annual conference provide the opportunity to connect with others in our field and build academic as well as personal relationships.

Some of Dr. Walters' recent publications include:

Walters, W., MacLaughlin, V., & Deakin, A. (2022). Perspectives and reflections on assessment in physical education: A narrative inquiry of a pre-service, in-service, and physical education teacher educator. (In press: *Curriculum Studies in Health and Physical Education*).

Barber, W., **Walters, W.**, Chartier, P., & Temertzoglou, C. (2020). Examining self-confidence and self-perceived competence in Canadian pre-service teachers (PSTs): the role of biographies in physical education teacher education (PETE). *Sport, Education and Society*. doi: 10.1080/13573322.2020.1844649.

Walters, W., Robinson, D.B., & Walters, J. (2019). Mentoring as meaningful professional development: The influence of mentoring on in-service teachers' identity and practice. *International Journal of Mentoring and Coaching in Education*. doi: 10.1108/IJCME-01-2019-0005.

Barber, W., Robertson, L., **Walters, W.**, & Whent, G. (2018). Inclusive and Accessible physical education for diverse populations. In M. Harkins, & S. Singer (EDS.), *Educators on diversity, social justice, and schooling*. Toronto, ON: Canadian Scholars.
