

RESEARCHER OF THE MONTH

Kellie Baker has been an educator for 22 years in both K-12 schools and at Memorial University of Newfoundland. She is currently completing a Ph. D. focused on Models-Based Practice in Pre-Service Physical Education Teacher Education using Self-Study methodology. Kellie is a recent recipient of PHE Canada's Research Council's Emerging Scholar Award, has been recognized on a national level for her teaching, and has been invited to speak and facilitate professional learning across the country. As co-founder and president of the NLTA Health Education Council (www.healthednl.com) and past president of the NL PE Special Interest Council (www.pesicnl.com), Kellie co-chaired a recent PHE Canada National conference.



Kellie would like to thank Physical and Health Education Canada for being such an integral and continued part of her professional learning and development over the past 26 years - from a student learning from the PHE Journal, to a young professional encouraged to write for the journal and join Councils, to a mid-career educator on the Board of Directors - PHE Canada will always be home!

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

There is world class research being conducted in Canada in the areas of physical and health education and related fields. The PHE Canada Research Council provides an accessible space for the sharing and recognition to this work. Graduate students, emerging scholars, seasoned researchers, and practitioners from Canada and around the world are welcomed to contribute to and learn about the most recent advances in our fields. It connects us and our research so that we can build capacity within Canada and beyond our borders. We are supported by the Council, our colleagues, and the information shared through the Council, to advocate for physical and health education, recreation, dance, sport, and related fields.

Kellie's most recent publications:

- **Baker, K. & Fletcher, T.** (in review). Pre-Service Teachers' Experiences of Learning About and Through Models-Based Practice. *Teacher Learning and Professional Development*.
 - **Baker, K.** (2016). Models Based Practice: Learning from and questioning the existing Canadian physical education literature. *Canadian Journal for New Scholars in Education*, 7(2), 47-58.
<https://journalhosting.ucalgary.ca/index.php/cjnse/article/view/30633/pdf>
 - **Baker, K.** (2015). Confessions of a teacher with two left feet: Using self-study to examine the challenges of teaching dance in physical education teacher education. *Asia-Pacific Journal of Health, Sport, and Physical Education*, 6(3), 221-232. <http://www.tandfonline.com/doi/abs/10.1080/18377122.2015.1092719>
 - Fletcher, T. & **Baker, K.** (2014). Prioritising classroom community and organisation in physical education teacher education. *Teaching Education*, 26(1), 94-112.
<http://www.tandfonline.com/doi/abs/10.1080/10476210.2014.957667>
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