This paper reports findings from research undertaken in two countries on PE teachers’ career-long professional learning. The quality of continuing professional development (CPD) for teachers has been identified as central to school improvement. Yet, until recently, there has been little systematic research on CPD generally (Fishman et al, 2000) or on PE-CPD specifically (Armour, 2006). Existing research identifies broad areas of agreement on what constitutes effective CPD (WestEd, 2000) and what this means in the context of PE (Armour & Yelling, 2004). The two studies reported here both add to this knowledge. The first is an investigation into the nature and structure of PE-CPD in Greece; the second is an evaluation of the structure and impact of a national PE-CPD programme in England. Both studies have drawn on social constructivist theories of learning to address the research questions using mainly qualitative methods. In the Greek study, data were drawn from repeat interviews undertaken over one academic year with 10 PE teachers and 5 key CPD personnel, and also 58 open-ended profile questionnaires. In the English study, data derive from in-depth case studies involving 12 PE teachers, 8 CPD managers and 10 key CPD personnel. In both cases, a constructivist revision of grounded theory (Charmaz, 2006) was used to analyse data. As might be anticipated, the findings reveal some key differences between the two countries, reflecting national policies and priorities. Yet, although they are at different stages in their PE-CPD planning there is evidence that professional developers in both countries lack a clear understanding of how to engage PE teachers in meaningful and coherent learning experiences. Neither of these two countries is basing CPD planning and provision on a sound conceptual understanding of teachers’ career-long learning progression. This has profound implications for the effectiveness of PE-CPD strategies.


