



The Quality of Physical Education in the view of CEREPS

Claude Scheuer & Roland Naul

HIPE 2020

**BUDAPEST
HUNGARY**
16TH – 19TH NOVEMBER

CEREPS+ Summit 2020: Quality physical education
– What does it mean and how should it look like?

Quality Physical Education:

“What does it mean, and how should it look like?”

CEREPS+ Summit - HIPE 2020 – November 17th - 19th 2020



Overview



1. **CEREPS: European Council of Research in Physical Education and School Sports**
2. **The Quality of Physical Education**
3. **An Active School as a setting and a community network**
4. **Conclusions**



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CEREPS: European Council of Research in Physical Education and School Sports (PESS)

Der CEREPS hat zum Ziel die Förderung der Forschung und Entwicklung des Kinder- und Jugendsports in Schule, Betreuungseinrichtung und Verein und in entsprechenden nationalen und internationalen Forschungsinstituten und Fachverbänden für Schul- und Jugendsport in Europa.

(CEREPS Statutes)

- CEREPS is a non-governmental, non-profit organization according Luxembourg law (a.s.b.l).
- CEREPS offers individual and institutional memberships
- CEREPS is a body of co-ordination of research items/projects in all PESS settings, bridging gaps between different EU-based stakeholders in PESS
- CEREPS wants to become a major address for research applications and exchange of research items of PESS on inter-institutional and inter-cultural level of their members and for different partner bodies on a common EU-level

CEREPS Activities (1)



Meetings and summits

- Inaugural meeting in Luxembourg, 29th June – 1st July 2016 with 19 delegates from 13 European countries
- CEREPS Meeting 2017 in Brussels
- CEREPS Satellite Symposium at 12th FIEP European Congress, 13th – 16th September 2017
- CEREPS Summit 2018 in Lisbon
- CEREPS Summit 2019 in Prague
- CEREPS+ HIPE Summit 2020 in Budapest-Luxembourg



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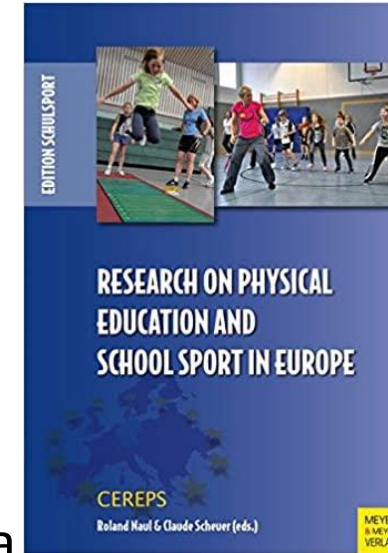


CEREPS Activities (2)



Publications

- Anthology **“Research on Physical Education and School Sport in Europe”**
 1. Part one: General items of development of PESS in Europe
 2. Part two: Selected country reports according given criteria (A to G)
 3. Part three: Comparative analysis of modern pathways in Europe
- CEREPS Summit 2018: Planned publication of the proceedings as a volume of the book series of the Portuguese Society of Physical Education: **“Monitoring Quality of Physical Education and Physical Activity in School Settings”**
- CEREPS Summit 2019 proceedings: **“Quality Criteria and outcome standards for Physical Education and School Sport”** Acta Universitatis Carolinae – Kinanthropologica, Vol. 56, No. 1



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Outlook

- Formal development of CEREPS as an organization with institution and individual members
- CEREPS and research: projects and counseling
- CEREPS Meeting 2021:

Bratislava (Slovakia), hosted by Comenius University Bratislava

28th of June – 1st of July 2021

Quality Physical Education during Corona Crisis

Visions for Future

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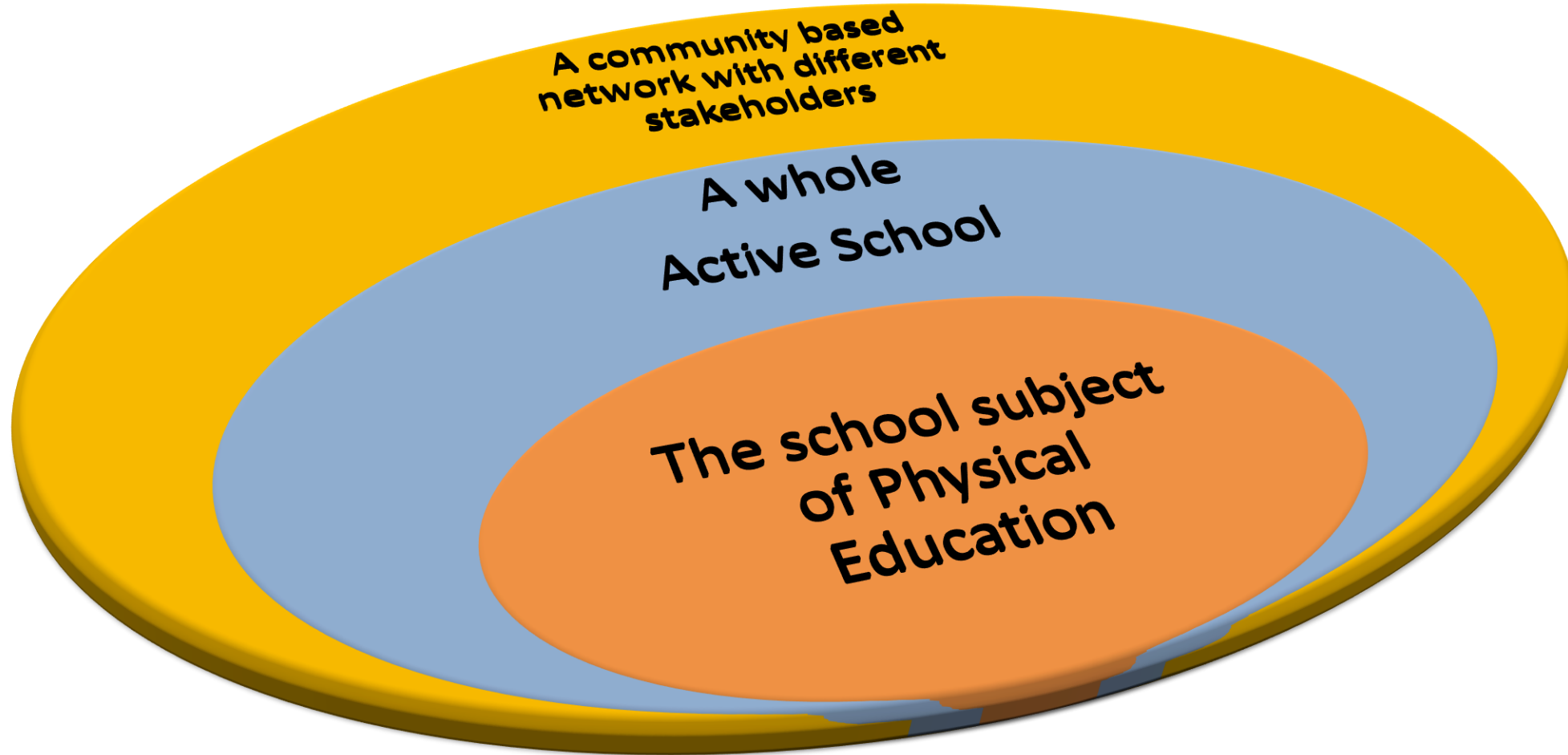
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The Quality of Physical Education



The Quality of Physical Education is defined by a socio-ecological model of three different levels:



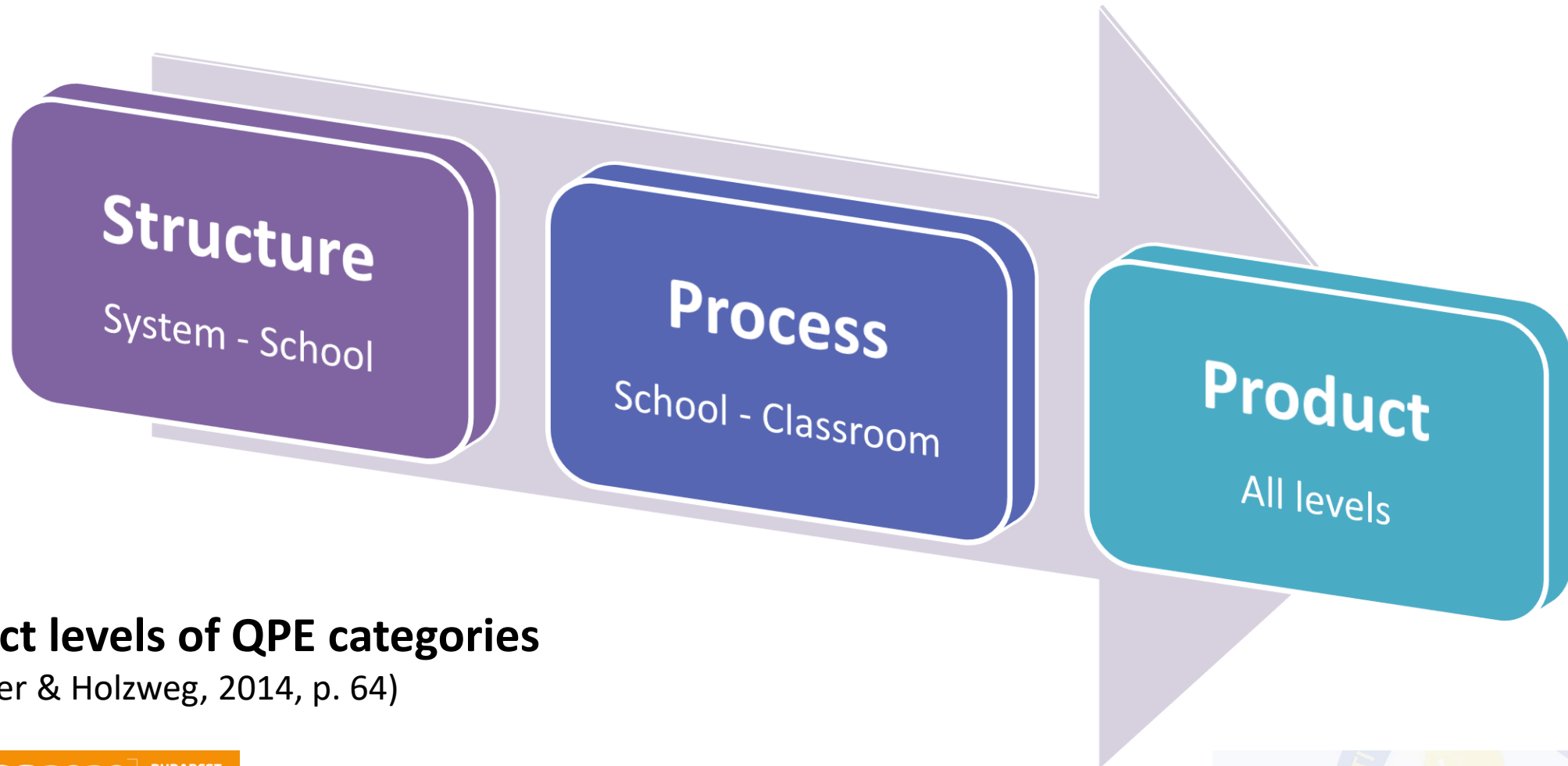
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The Quality of Physical Education



Impact levels of QPE categories

(Scheuer & Holzweg, 2014, p. 64)



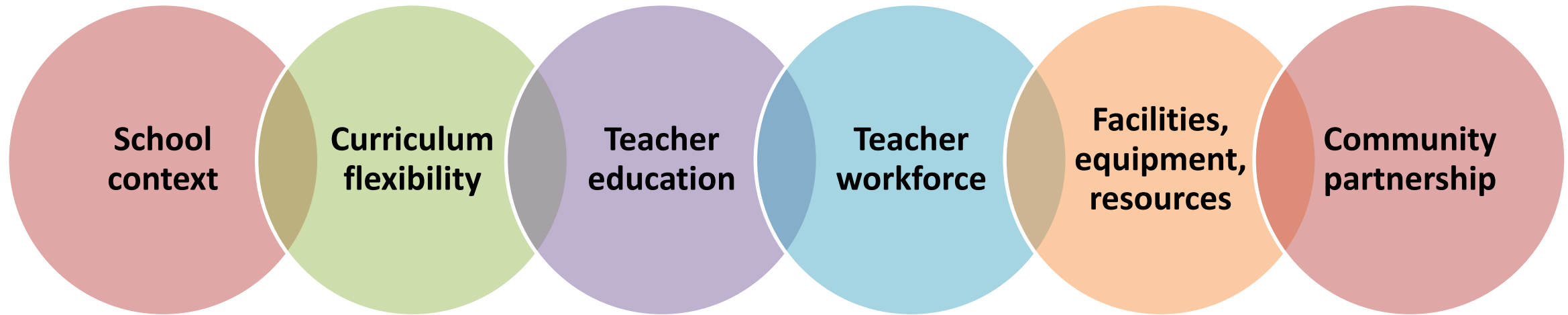
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The Quality of Physical Education: Structure



Dimensions of structure characterizing QPE

(Onofre et al., 2019)



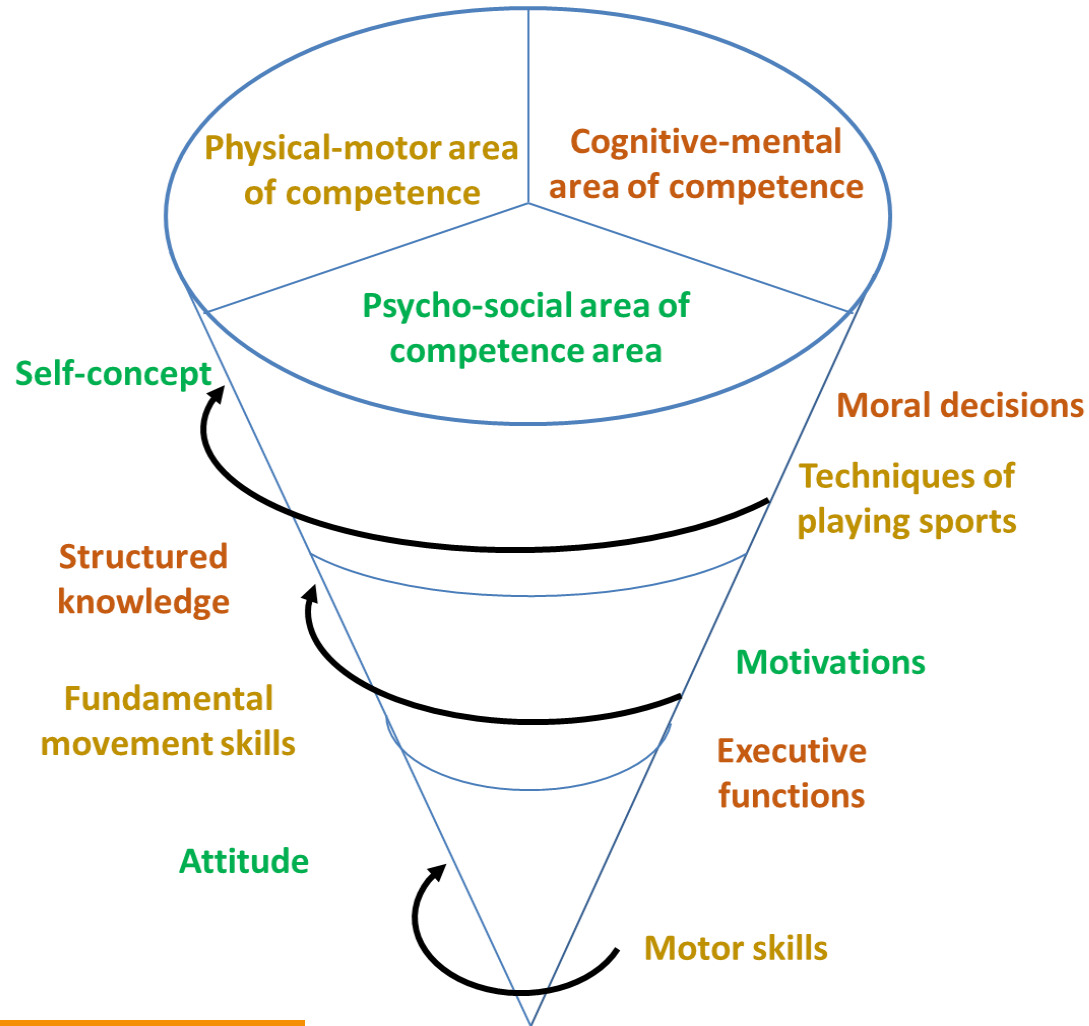
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The Quality of Physical Education: Process



Spiral development on three levels of competence, each initiated by

- **motor processes**
- **psycho-social development**
- **cognitive foundation**

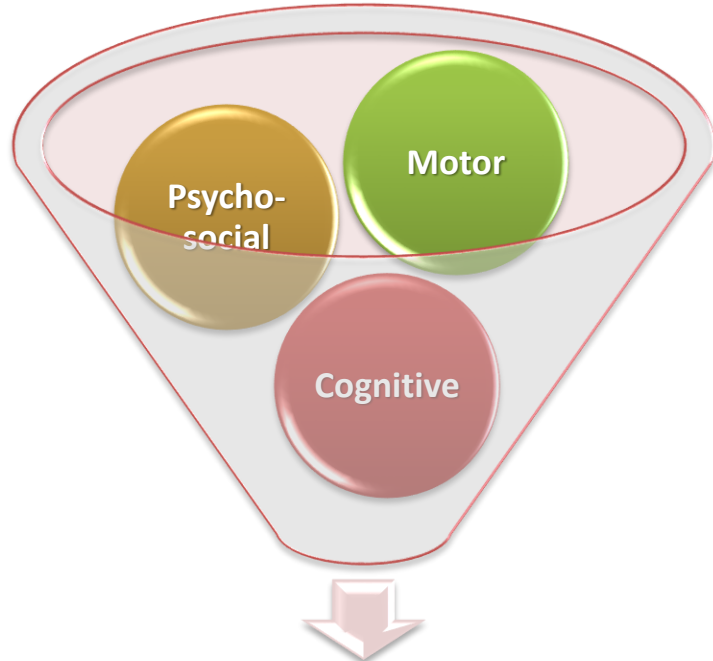
Spiral development of competences in physical education
(Naul, 2018)

The Quality of Physical Education: Product



Each dimension needs a benchmark for achievement of the quality (standard) based on the **structure** and the **process** of Physical Education.

Standards vary between types of school, context of school, country of school.



Learning outcome in PE

A physically well-educated person ?

A physically literate person ?

???



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The setting “School”



Four settings for PA delivery at an “Active School”



Active School

ACLE

Active learning in school lessons

PESS

Physical education and school sport

PARE

Physical activity in recess

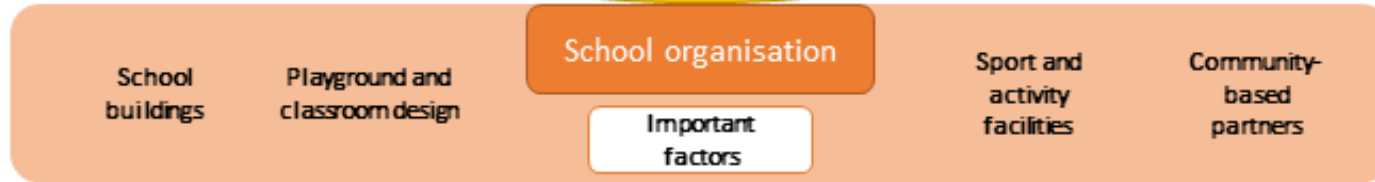
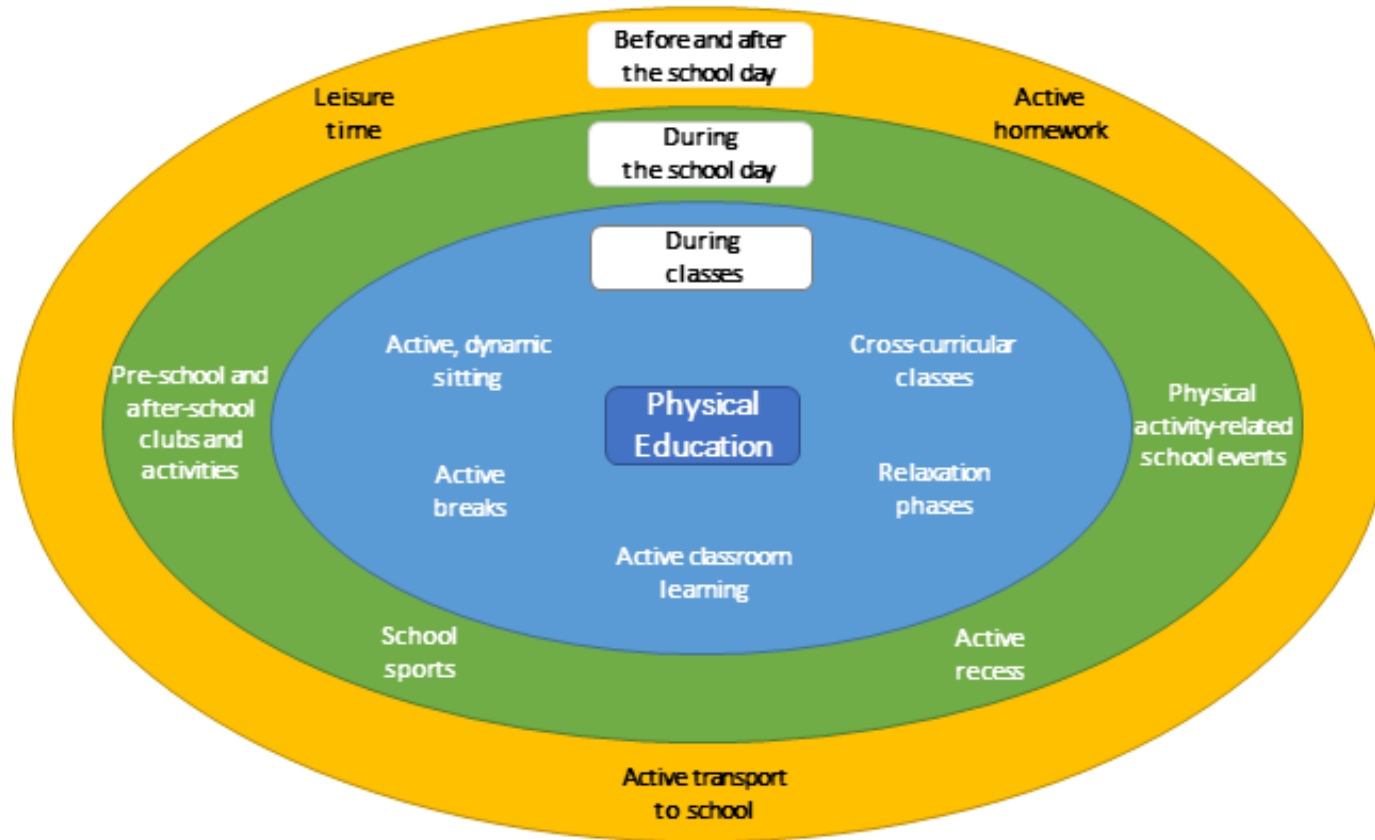
ASPO

After school programmes

The four physical activity settings in schools

(Scheuer & Naul, 2018, p. 66)

A model of an Active School



A model of an Active School
(Scheuer & Bailey, 2020, in press)

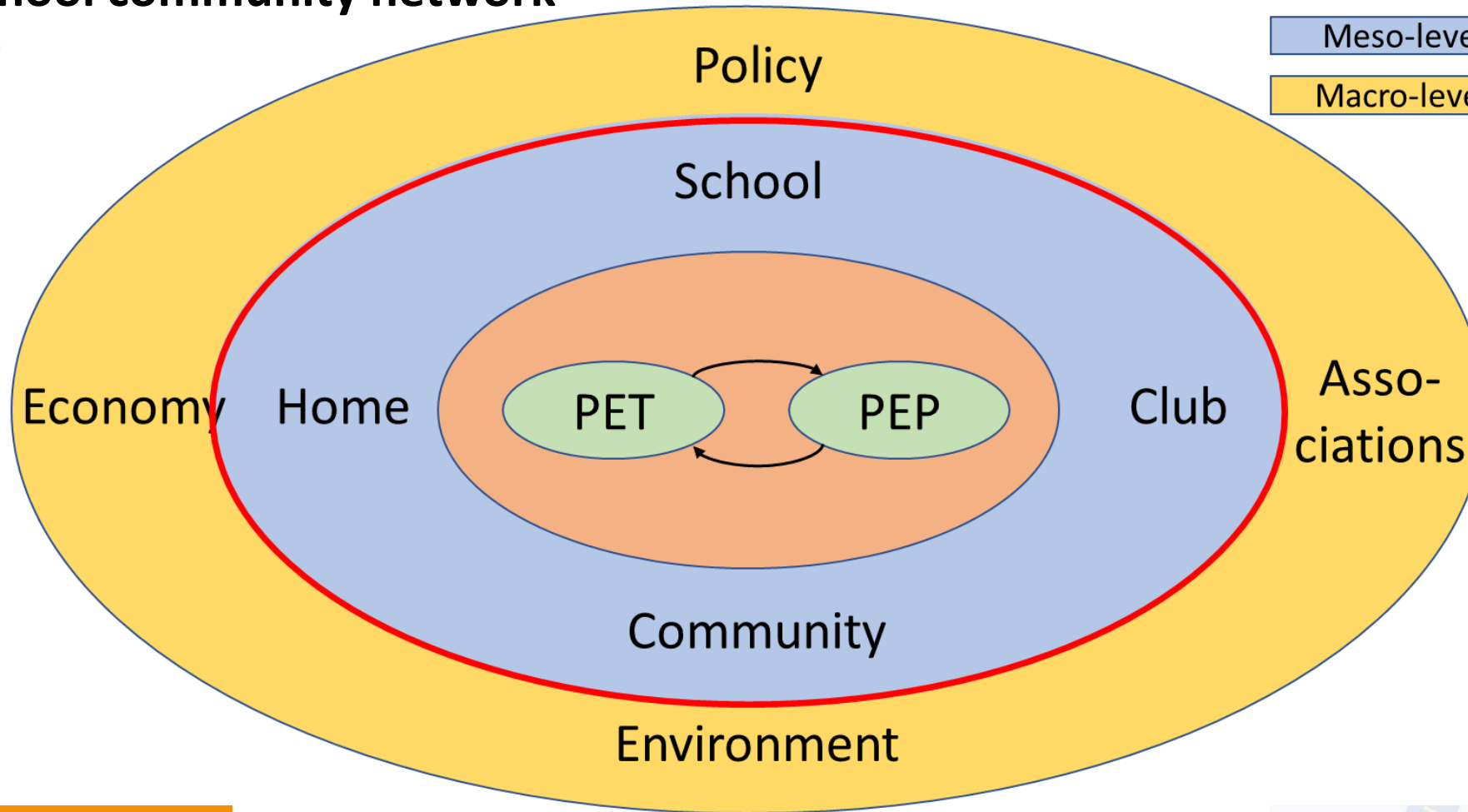


An Active School community network



Active school community network

(Naul, 2016)



Micro-level: In class

Meso-level: Settings

Macro-level: Systems



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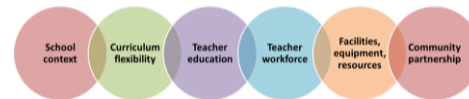
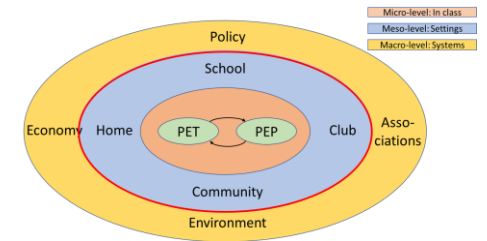
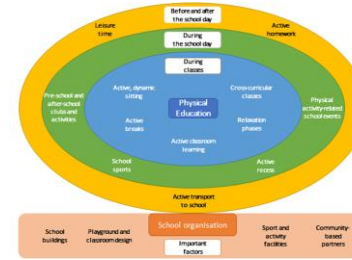
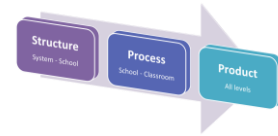
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Conclusions: The Quality of Physical Education



Is Physical Education more than a school subject?



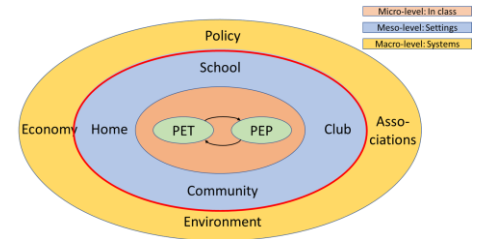
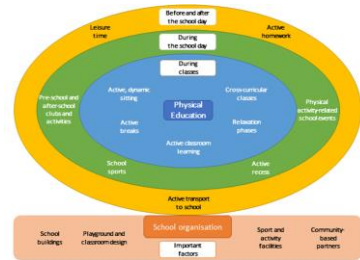
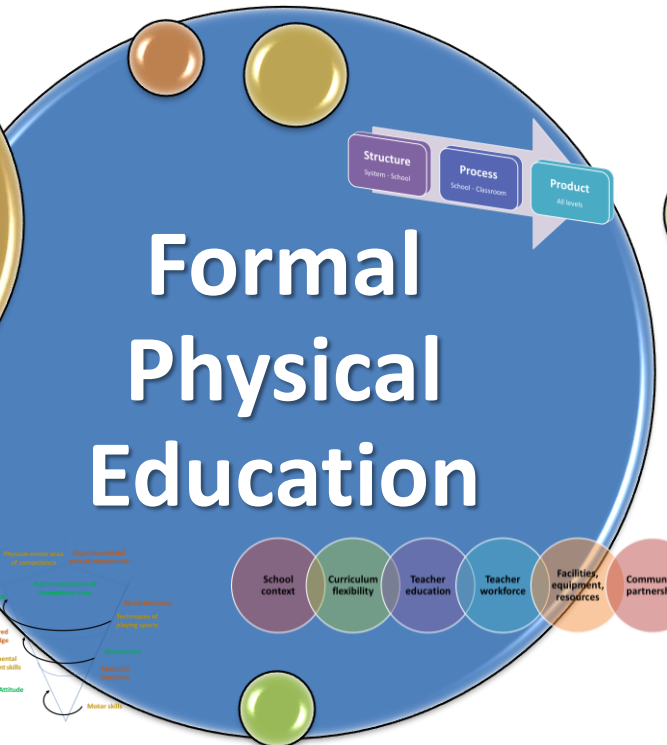
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Conclusions: The Quality of Physical Education



Non-formal Physical Education



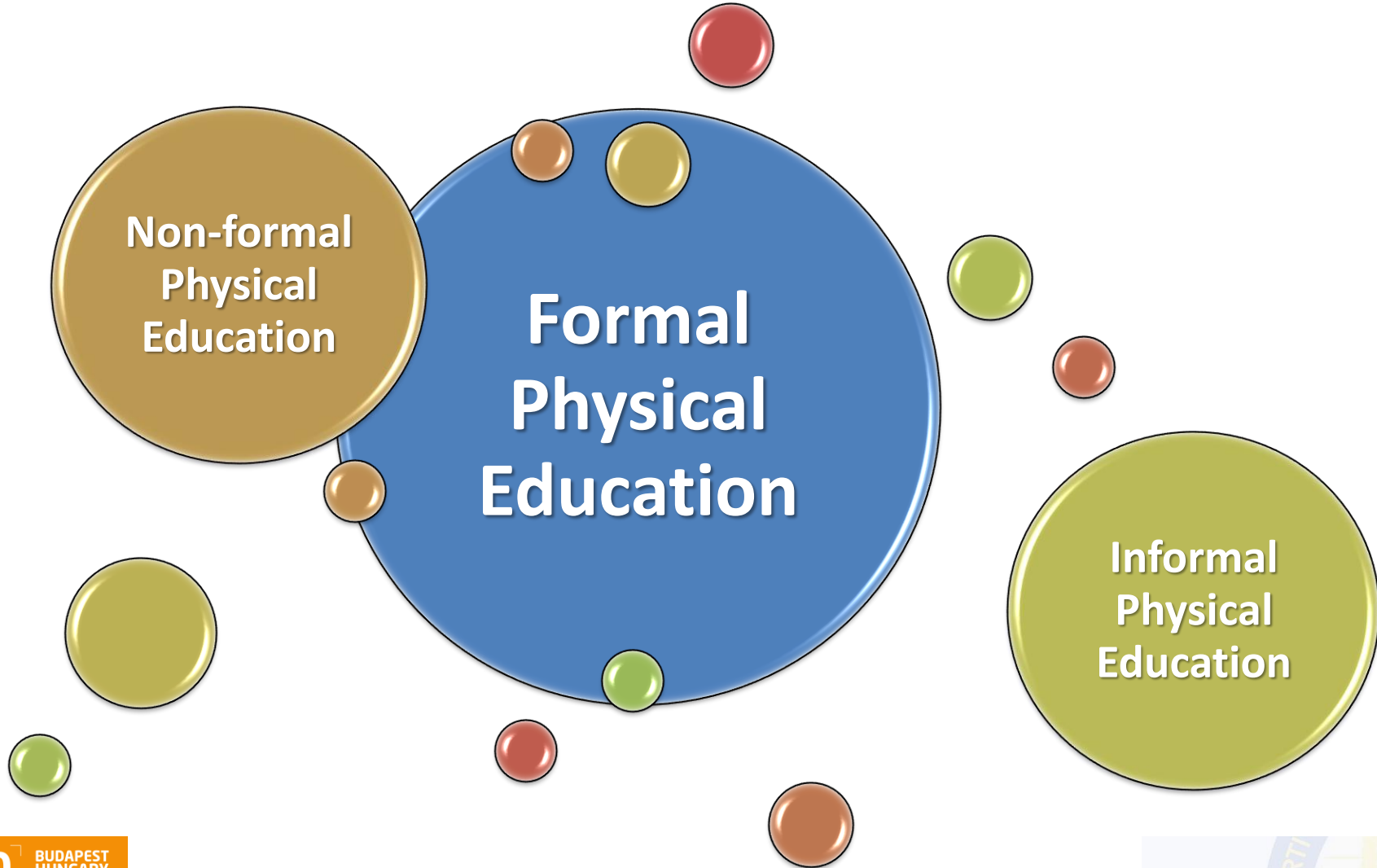
Informal Physical Education



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The Quality of formal, non-formal, informal Physical Education?



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Conclusions



The Quality of Physical Education

Physical Education is more than a school subject

Besides formal Physical Education, there is non-formal and informal Physical Education

Formal Physical Education as a school subject represents the core of this holistic, overarching perspective

From a macro-perspective, Physical Education involves many stakeholders, including school-external stakeholders

Terminology: Is Physical Education the right term for this?



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Thank you!



Thank you for
listening!

For more
information:

www.cereps.eu

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