

# A model to guide PE teachers to become changing agents



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*CEREPS+ Summit – HIPE 2020*

*Quality physical Education – What does it mean, and how should it look like?*

Campus Belval, Luxembourg – November 16-19, 2020

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**Specialist  
seminar  
2013  
Jyväskylä**

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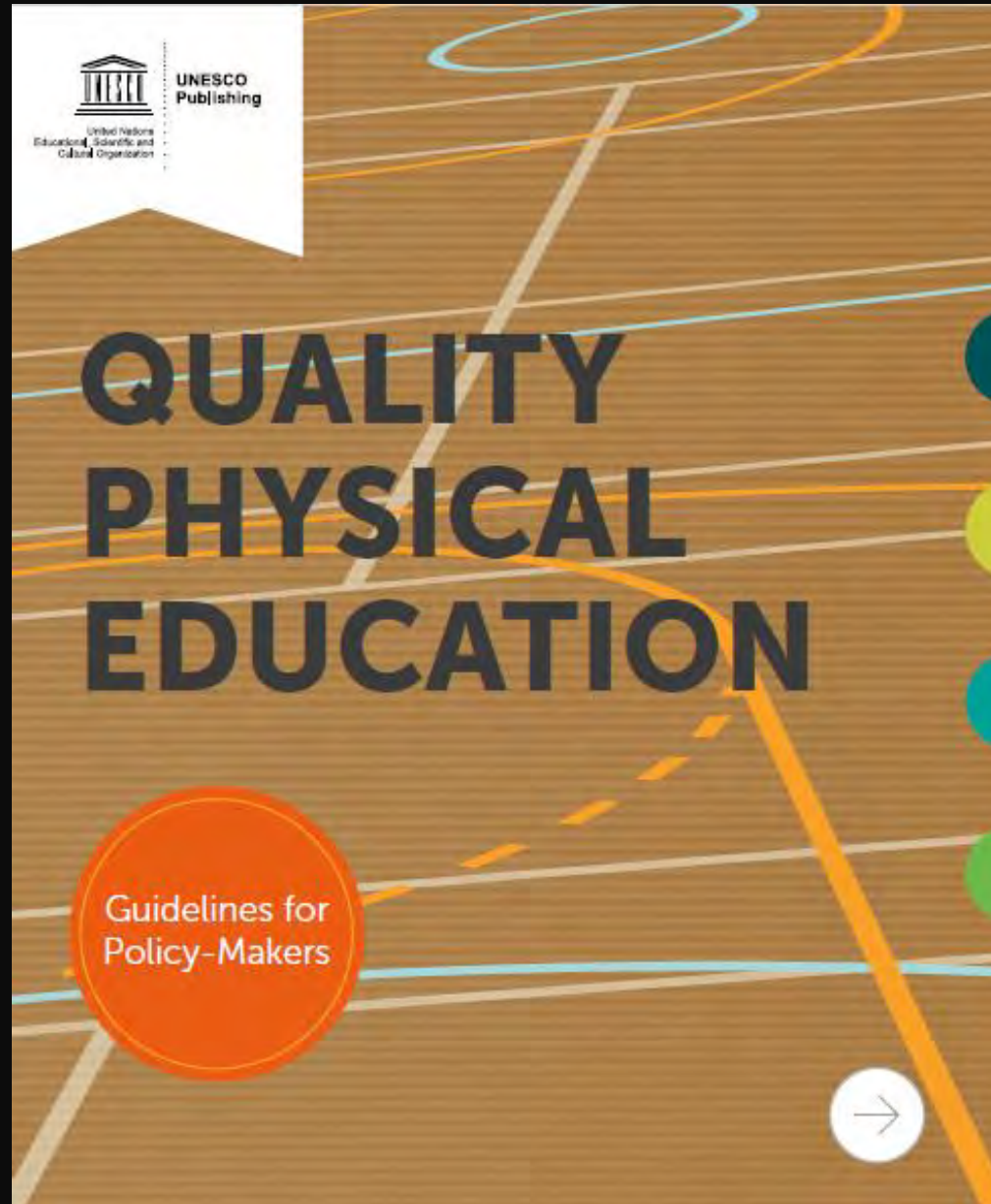
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## Position Statements

There has been inadequate attention to the questions of what constitutes quality in physical education and in physical education teacher education (PETE). Such questions include what we know about those charged with educating physical education teachers, what challenges are faced by the PETE community and how such challenges might be addressed. The purpose of the 2013 AIESEP Specialist Seminar was to bring together experts in physical education teacher education and related disciplines with a view to creating a space for reflection and discussion on quality physical education and quality PETE.

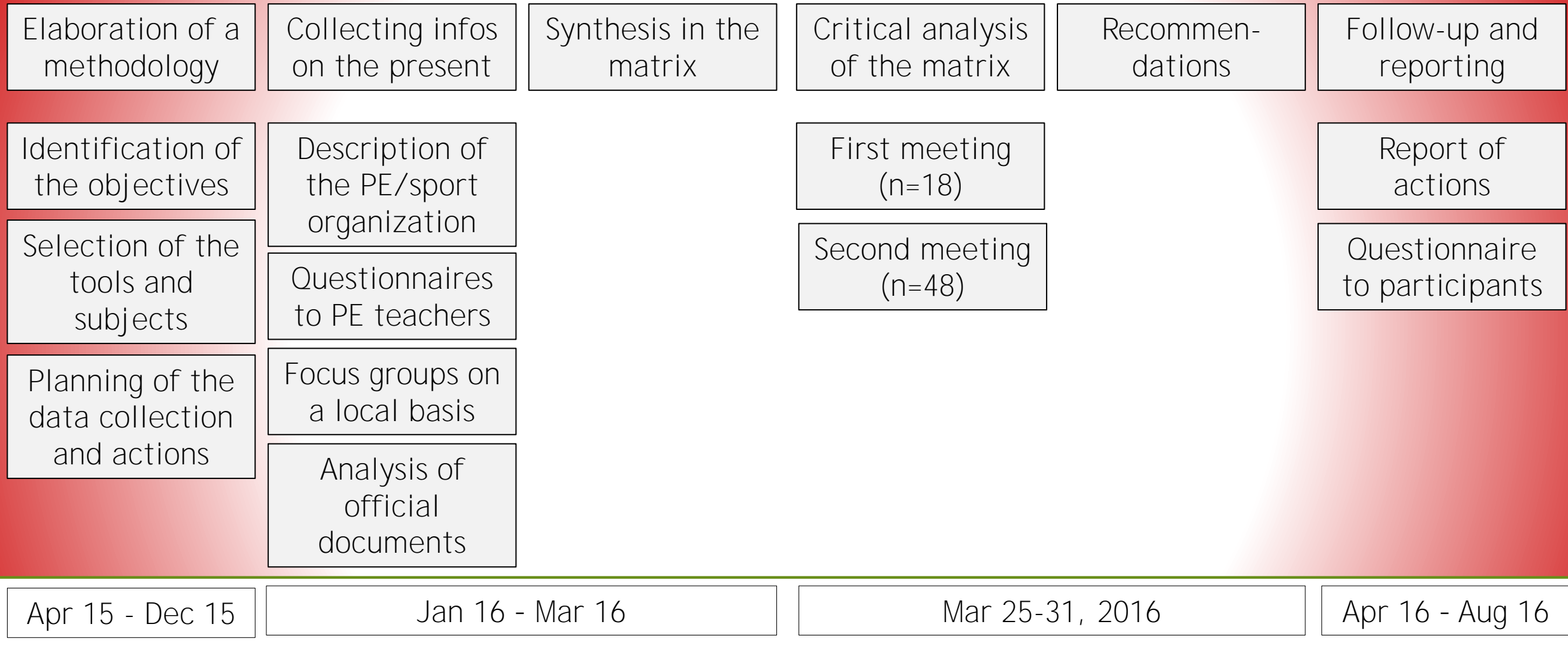
AIESEP defines **quality physical education**, at any level, as that which concerns the physical, affective, social and cognitive development of young people, exposing them to positive individual and collective learning experiences where they develop knowledge, skills and dispositions that allow them to be informed and responsible decision makers relative to engagement in physical activity and sport in their lives.

2014 AIESEP Position Statement on Physical Education Teacher Education

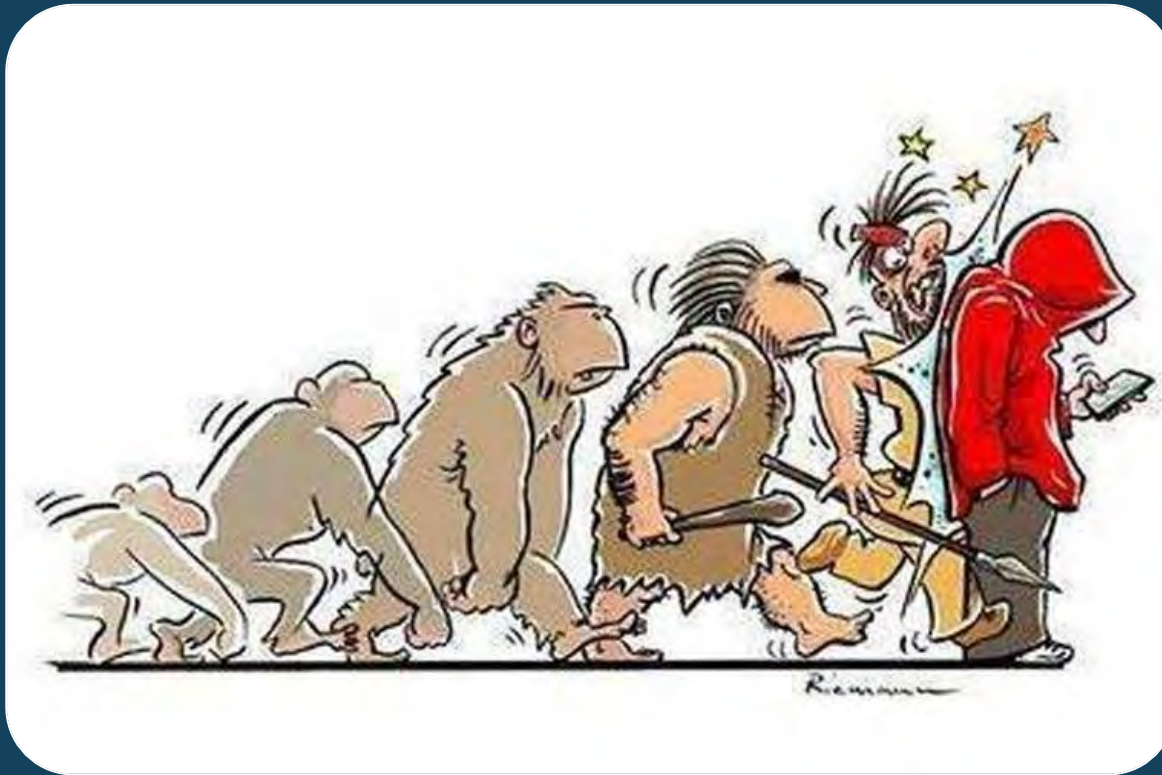


McLennan & Thompson (2015)

# Six phases of QPEi project in Madagascar (ICSP)







Growing importance of the concept





On 25/09/15, the United Nations adopted a set of sustainable development goals aimed at eradicating poverty, protecting the planet and ensuring prosperity every day through a new sustainable development agenda. Each specific objective to reach in the next 15 years => mission of society, mission of the school !!!

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

# KAZAN ACTION PLAN

*Worldwide policy!*

## I.3 Foster quality physical education and active schools

Active schools, in which physical activity is placed at the heart of the school, support the establishment of healthy lifestyles, behaviour and learning. In addition, quality physical education is a necessary component of primary and secondary education. It supports the building of physical skills and fitness, life skills, cognitive, social and emotional skills, and values and attitudes that frame socially responsible citizens. This is most attainable when it is fully resourced, respected and valued for its holistic merits. Fostering quality physical education and active schools needs provision that is varied, frequent, challenging, meaningful and inclusive. Learning experiences in physical education are most effective when they are positive, challenging and developmentally appropriate, to help children and young people acquire the knowledge, skills, attitudes and values necessary to lead a physically active life, now and in the future.

## And the goal of the PE becomes ...

To make young people valuing and appreciating physical activity for life so that they are (intrinsically) motivated to become/remain active outside PE



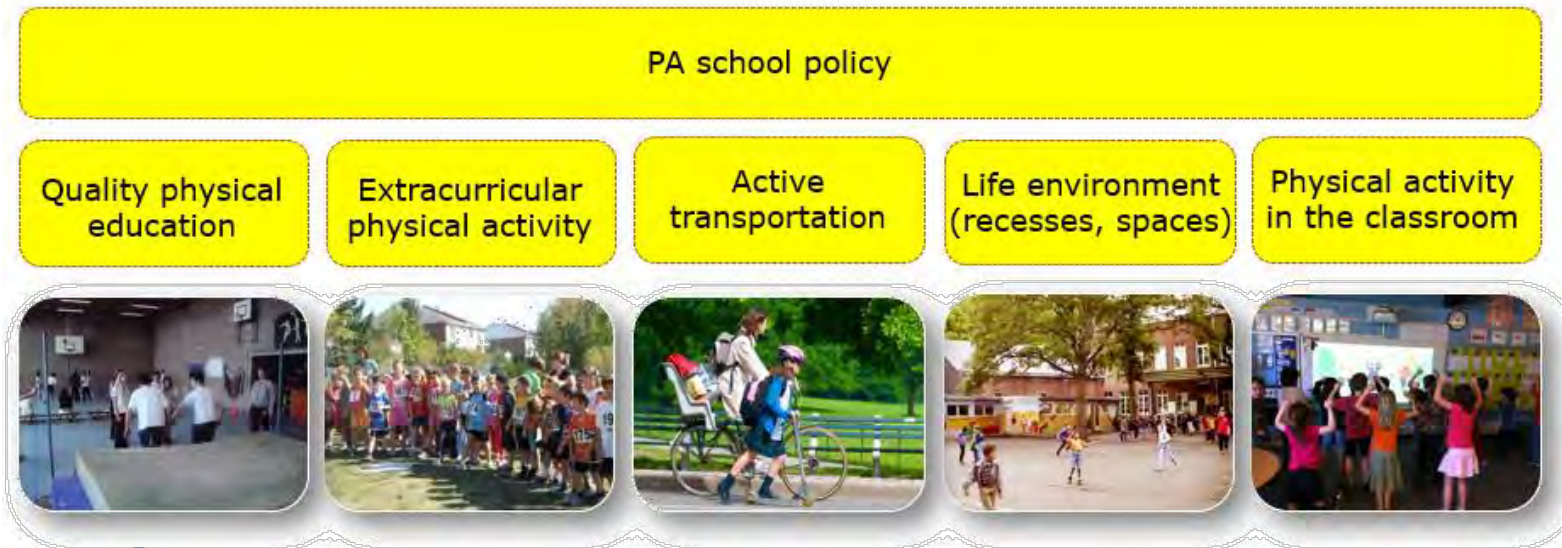


How to support such responsibility ?



A four level model: a maelstrom of concepts





Active school



PAMIA

3PQ & loops

**Performance:** What should I do to do well?

**Process:** What should I do to do well what I have to do?

**Product:** Did I do well what I had to do?

# 1<sup>st</sup> level – An active school is the starting point

- PE teachers coordinate the PA promotion at school
- They have to be involved in PE as well as in the other dimensions of PA at school
- They have to collaborate (they are not alone)





# Six dimensions of an active school

(Snyers et al. (2014)

PA school policy

Quality physical  
education



Extracurricular  
physical activity



Active  
transportation



Life environment  
(recesses, spaces)



Physical activity  
in the classroom





- The physical education teacher is therefore invited to:
  - invest him/her-self in the development of a school project focused on physical activity, well-being and health
  - act in his/her classes (quality physical education)
  - stimulate para- and extracurricular physical and sport activities
  - promote and strengthen active transportation
  - initiate changes to the school environment
  - foster collaborations in interdisciplinary activities



## 2<sup>d</sup> level – Inclusive Quality Physical Education

- The first pillar of an active school



## PA school policy

Quality physical  
education

Extracurricular  
physical activity

Active  
transportation

Life environment  
(recesses, spaces)

Physical activity  
in the classroom

# Active school



iQPE



# Inclusive Quality Physical Education





## Physical literacy

is the...



Physical  
literacy

Physical literacy

# Physical literacy

- Physical literacy

- ☞ Concept created in 1993 - Margaret Whitehead, Len Almond
- ☞ Profusion of interpretations
- ☞ *AIESEP Design Thinking Seminar (Liege 2020)*



L. Almond



M. Whitehead

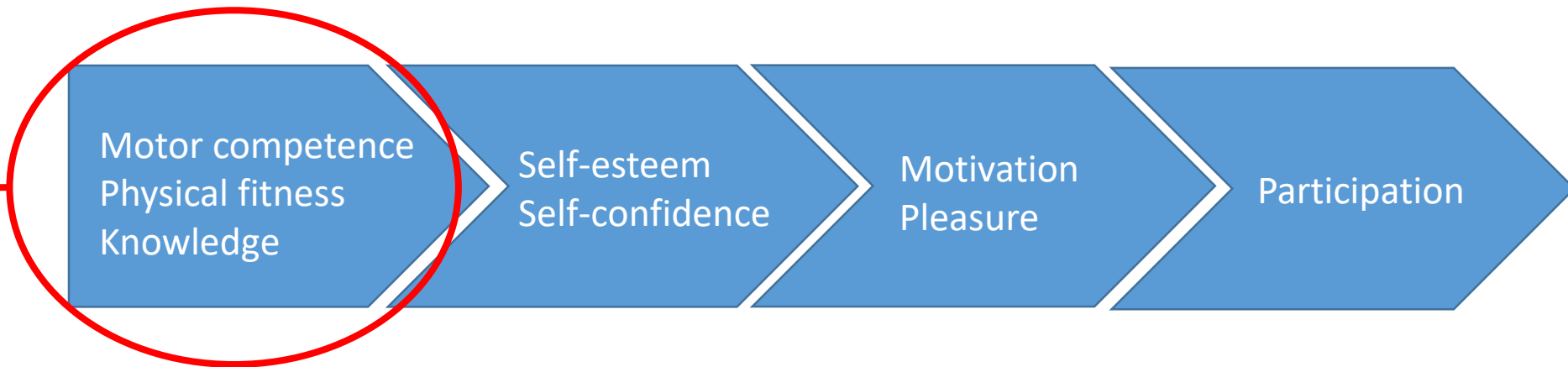
# Physical literacy

- Physical literacy is a fundamental and valuable human capability that can be described as a disposition acquired by human individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle



# Physical literacy

- Development of the motor skills (running, throwing, catching, jumping ...) and the fundamental physical qualities (endurance, strength, speed, flexibility) needed by all children
- Acquisition of the fundamental knowledge and development of positive attitude towards PA





# Fundamental developmental objectives

Domains	Objectives
Motor	Learning and/or mastery of motor and sport skills (laterality, identification of the dominant foot, running technique, tennis serve, breaststroke ...)
Fitness	Improving of the physical fitness, lifestyle habits, avoiding injuries, acquiring healthy attitudes (warming up, stretching, adapting the workload ...)
Cognitive	Improving the knowledge about sport, its rules and practice
Psychological	<b>Learning to control ones' emotions, stress, developing a sense of competence, improving motivation ...</b>
Social	Learning cooperation in a competitive context, develop character (respect, honesty, fair play, resistance to doping ...)
Health	Developing well-being, guaranteeing the maintenance of the mobility, weight control ...



Societal transfer

# Societal transfer

- Approach of teaching PE(H) ensuring that what is learned in the gym lesson can be practically used by students in their everyday life

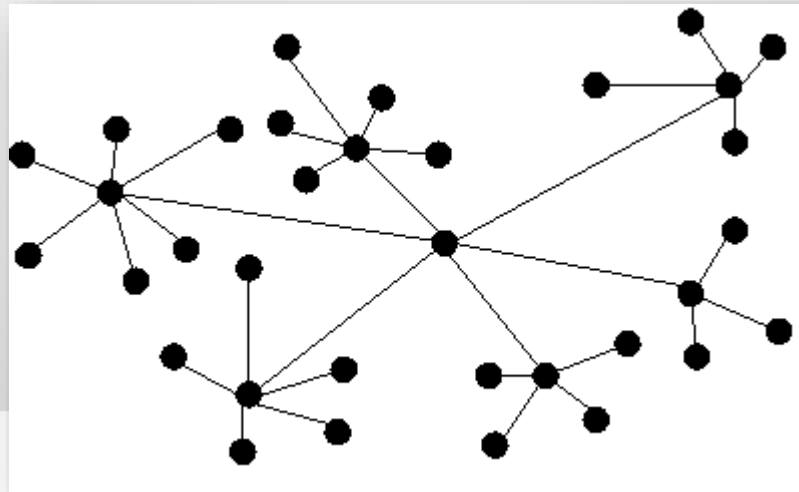
Cloes (2017)



# Societal transfer

Cloes (2017)

- It involves:
  - ☞ Linking learning to students' life contexts
  - ☞ Planning interventions in the short, medium and long term rather than react to opportunities
  - ☞ Promoting students' awareness of the possible concrete applications of what is learnt in PE





# Societal transfer

Cloes (2017)

- 5<sup>th</sup> level of the 'Teaching Personal and Social Responsibility model' (Hellison, 1995)

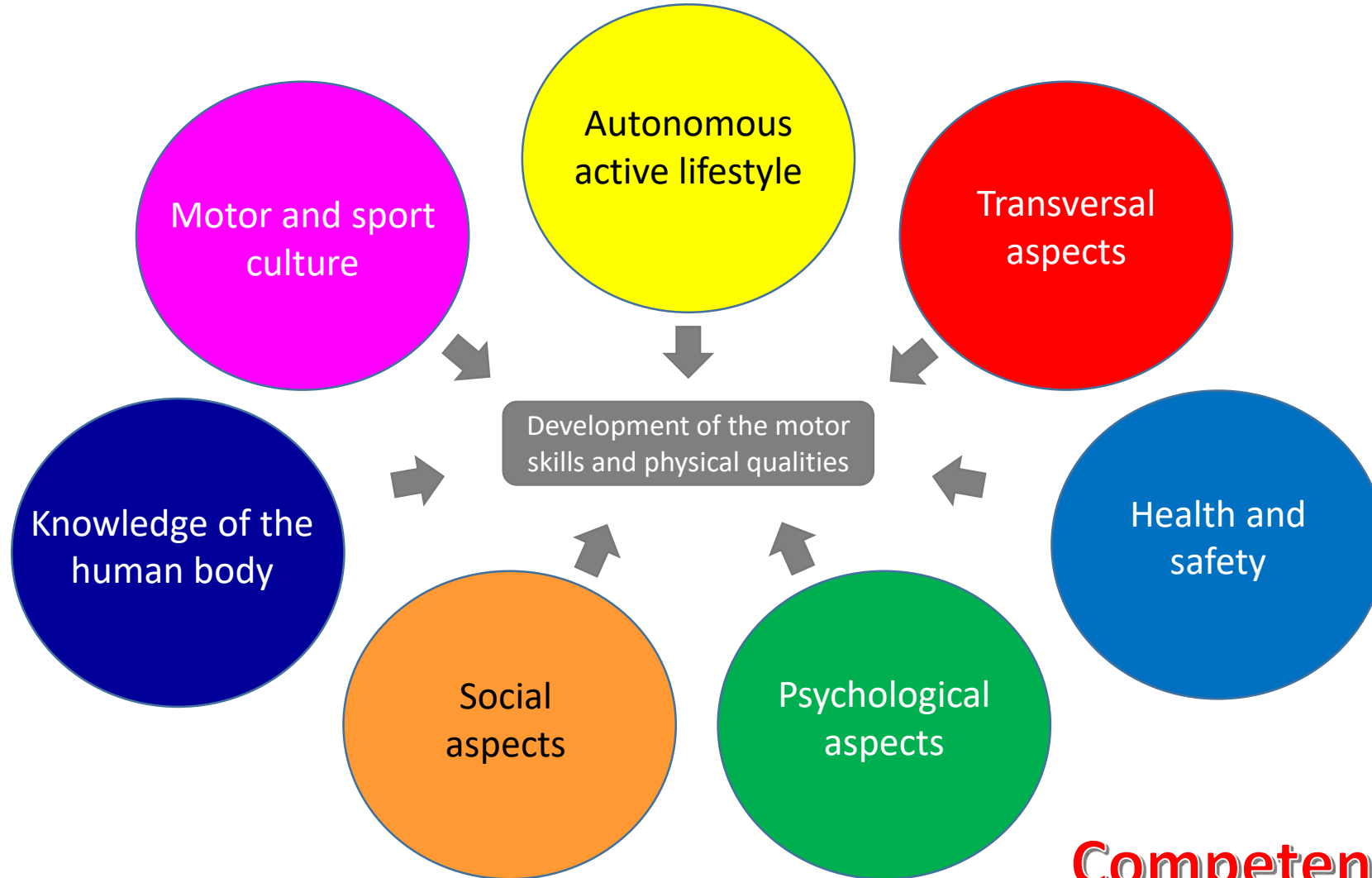
*'Transfers responsible behaviors to life settings outside the gym, personal responsibilities for actions''*

- Link to the concept of authentic instruction/connectedness (Newmann & Wehlage, 1993)
- Link with the 'transposition didactique' (Amade-Escot, 2006)



# Societal transfer

Providing concrete learning that will be used outside the 'gym'



**Competencies linked  
to the daily life**

# Autonomous active lifestyle



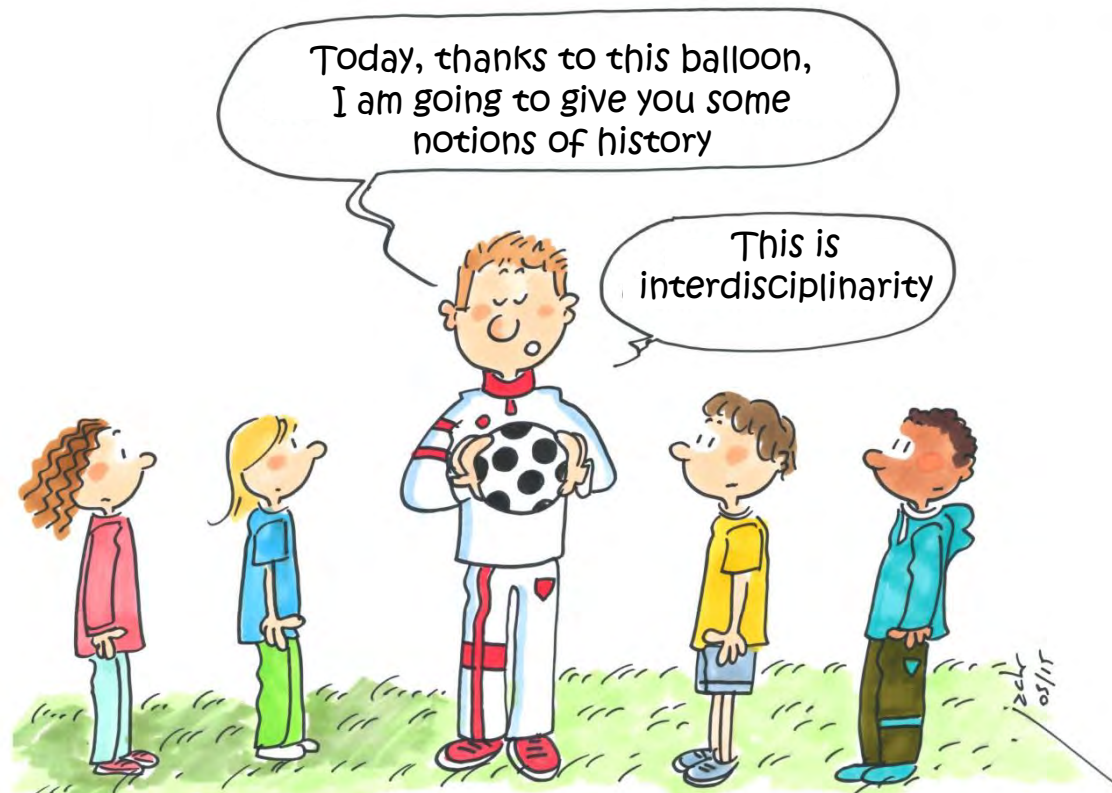
- Elements allowing the student to practice any physical activity and / or sport independently and responsibly (e.g. give a training plan for running)



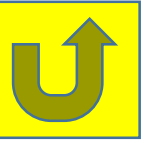
# Transversal aspects



- Elements that do not have a direct link with sports practice but can be used in everyday life (ICT, interdisciplinary activities, budget management, organization of an activity, information on geography or history, etc.). ) (e.g. proposing notions of the highway code)







- Elements allowing to acquire a better hygiene of life and to adapt oneself to different levels of danger (e.g.: to learn first aid, questions related to hydration during effort ...)



# Psychological aspects



- Elements allowing personal development (e.g. learning refereeing to develop self-confidence ...)



# Social aspects

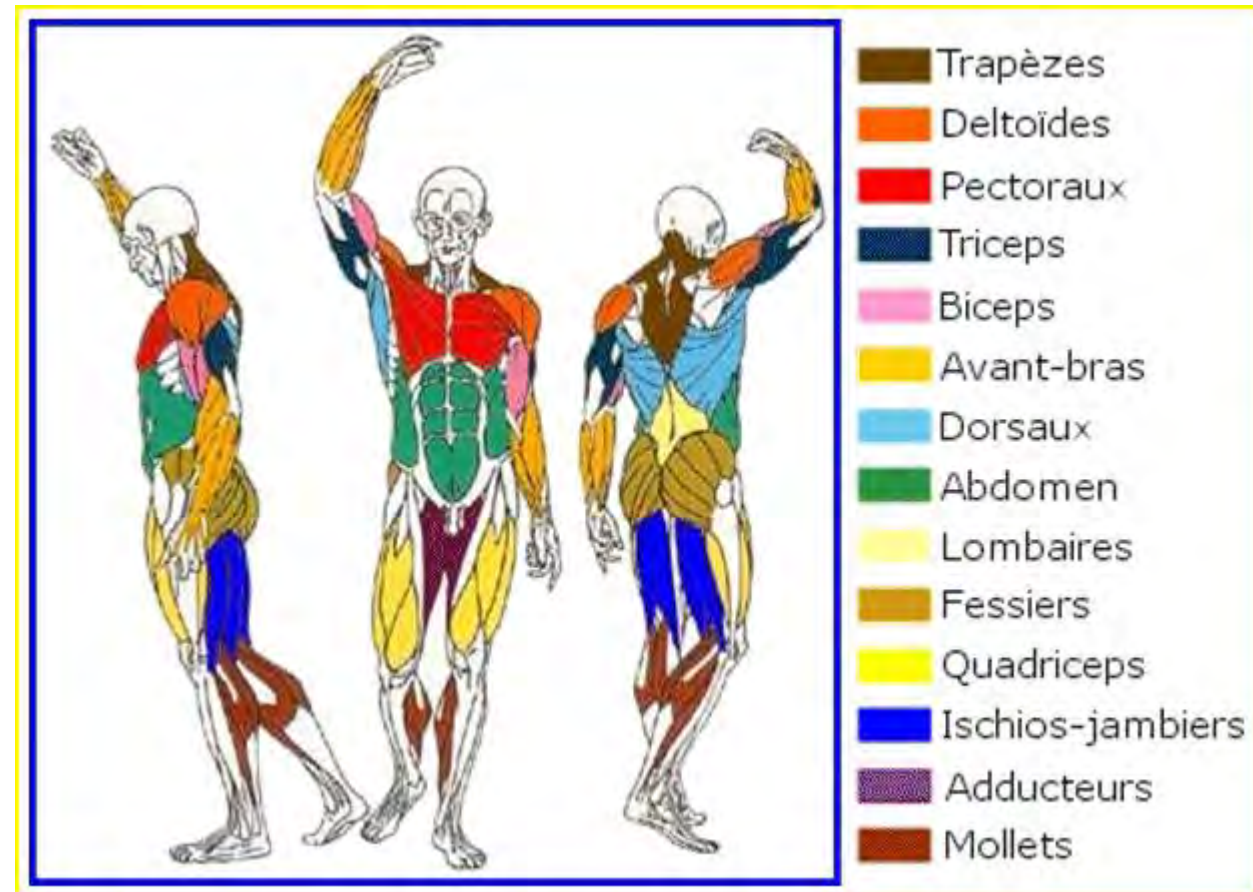


- Elements for improving social life and integration in society (e.g. working blind, collective challenges ...)



# Knowledge of the human body

- Elements allowing to understand the functioning of the human body (e.g. to explain to the students the stretched muscles ...)





# Motor and sports culture

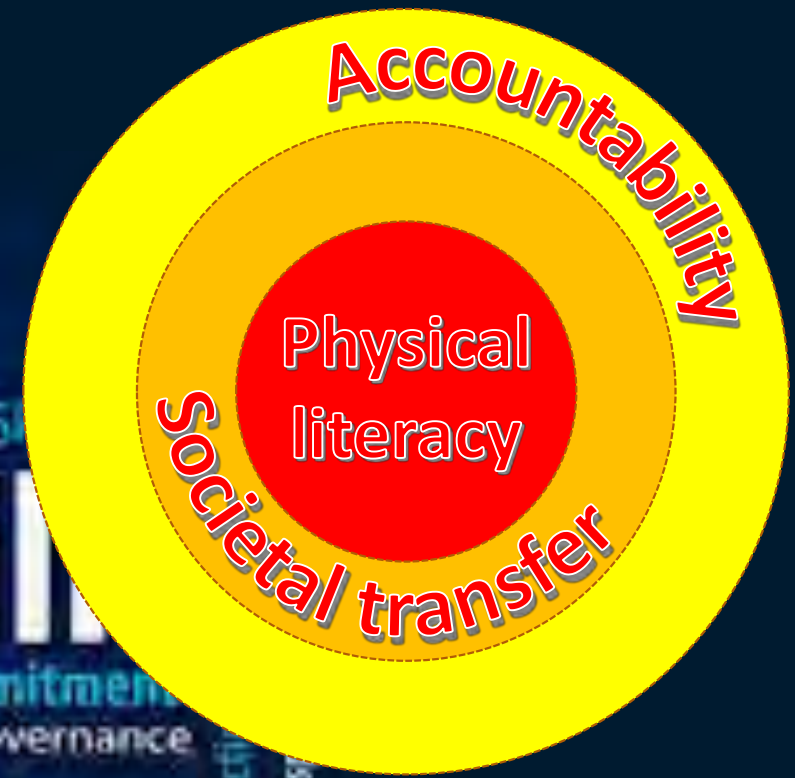


- Elements enabling the student to understand the field of physical and sporting activities (e.g. talking about famous athletes, the history of sport, its organization ...)



POINTS VERTS





# Accountability

- Production of concrete changes by the pupils/students = Impact of the teaching
- Direct link with the objectives
  - 👉 Motor, physical, cognitive, psychological, emotional, and social dimensions
  - 👉 Adoption of a healthy lifestyle

Pate et al. (2011)



# Accountability

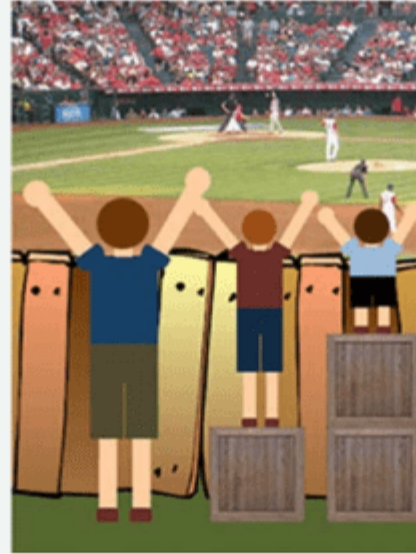
- Change of the philosophy of the teachers' work → *'Does my teaching bring real changes in pupils/students' life?'*
  - ☞ Implementation of the social transfer goals
  - ☞ Real planning with a strategy
  - ☞ Regular follow up
  - ☞ Use of a panoply of tools (questionnaires, personal diaries, tables of discussion ...)

## The PE teacher as a PA&H counselor





In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, the systemic barrier has been removed. The system is now designed so that everyone can see over the fence.



# Inclusive Quality Physical Education

# Inclusive quality physical education (UNESCO)

McLennan & Thompson (2015)

- This teaching philosophy of physical education brings a planned, progressive, and inclusive learning
- It acts as the foundation for a lifelong engagement in physical activity and sport
- It aims the acquisition by the students the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life



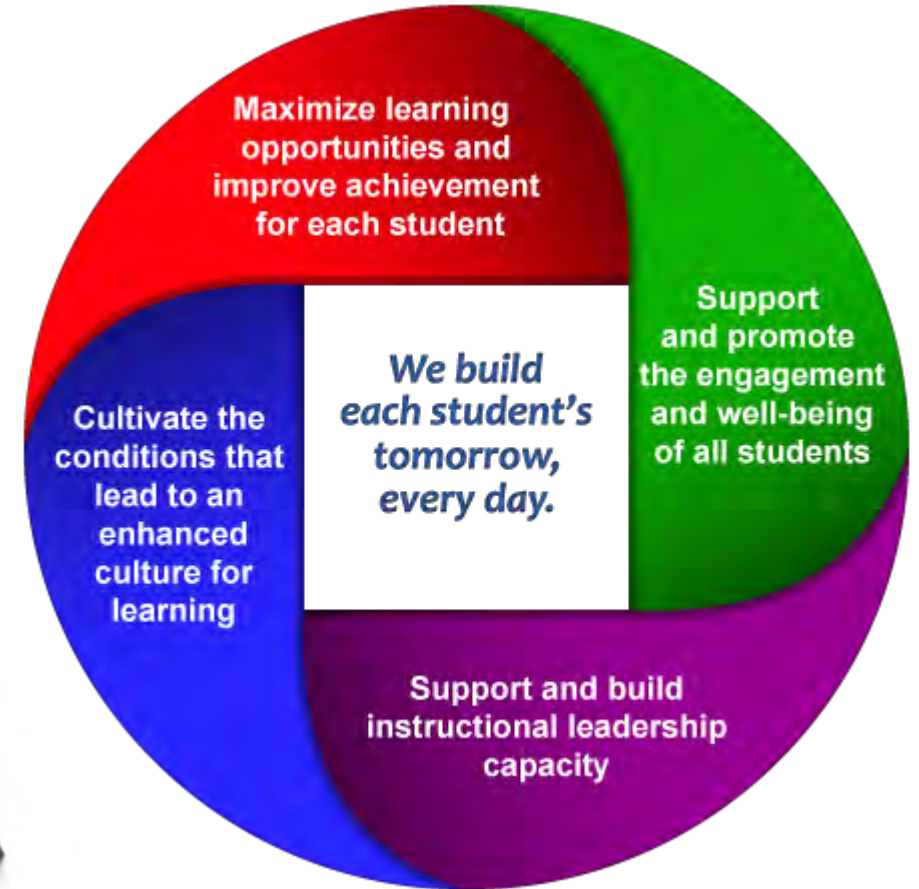
# Inclusive Quality Physical Education

- For each pupil/student

- ➡ Individualizing

- ➡ Integration

- ➡ Inclusion





# 3<sup>rd</sup> level – The PAMIA Principles

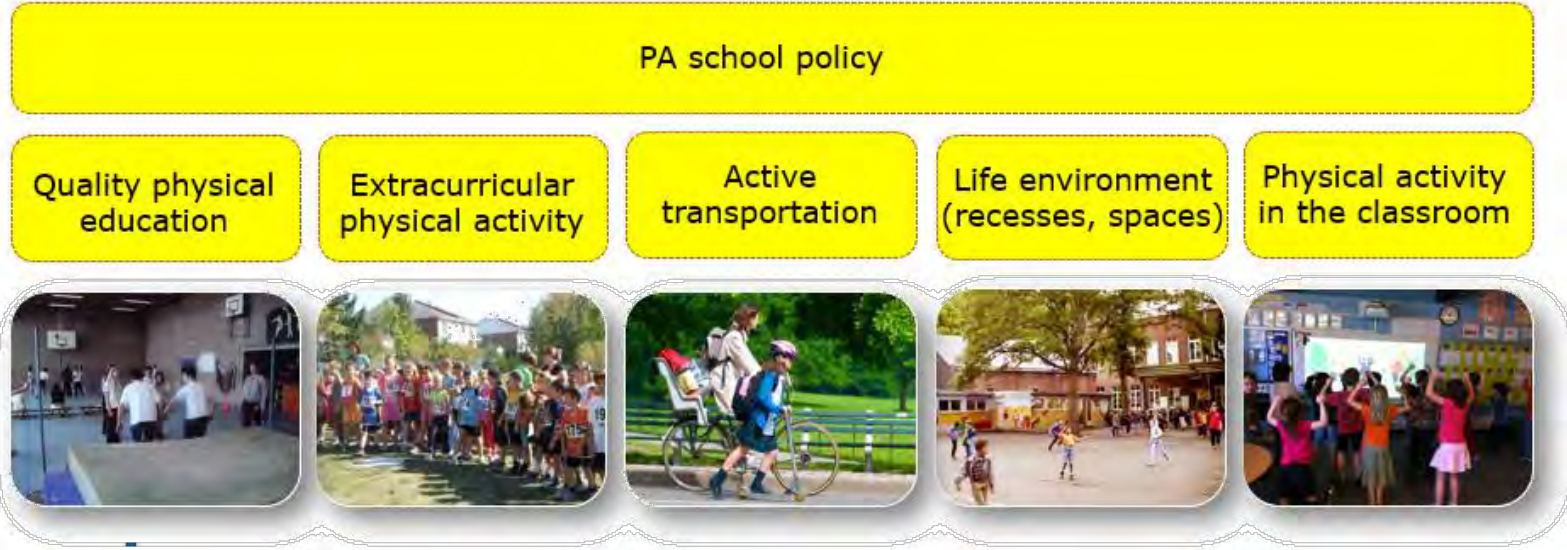
Cloes (2017)

- A way to plan, teach and reflect PE(H)

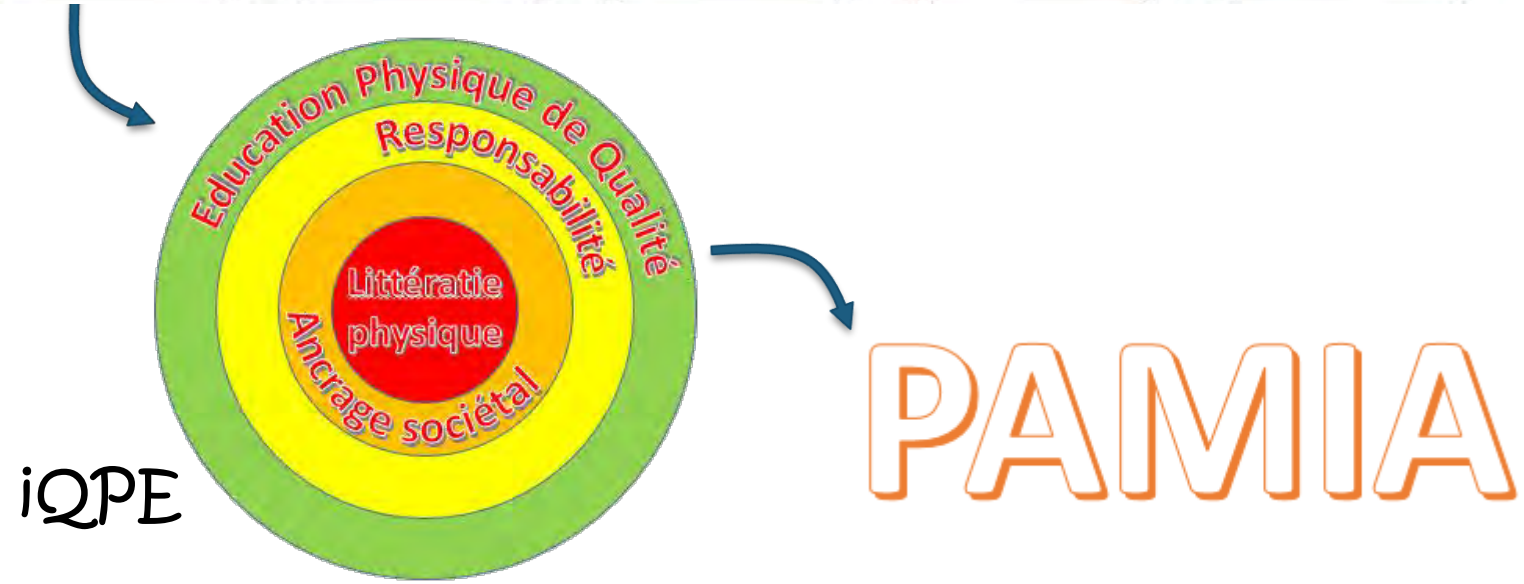
A hand with three fingers extended is on the left. In the center, the word "Approach" is written in a black serif font. A magnifying glass with a black handle and a grey lens is positioned over the word, specifically focusing on the letters "ppro".

Approach





Active school



# The Self-Determination Theory



Deci & Ryan (2000)  
Reeve et al. (2004)  
Sarrazin et al. (2006)  
Cox et al., (2008)  
Gillet et al. (2010)  
Haerens et al. (2011)  
Harens (2013)

# PAMIA

2017, *Retos*, 31, 245-251

© Copyright: Federación Española de Asociaciones de Docentes de Educación Física (FEADEF) ISSN: Edición impresa: 1579-1726. Edición Web: 1988-2041 ([www.retos.org](http://www.retos.org))

## **Preparing physically educated citizens in physical education. Expectations and practices Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas**

Marc Cloes

University of Liege (Belgium)



Pleasure - Foster enjoyment by giving  
meaningfulness and positive climate



PAMIA



# Achievement - Foster self-esteem and learning by guaranteeing «delicious uncertainty»



PAMIA



# Movement - Foster activity by proposing situations that lead students to expand energy



PAMIA



**Interaction - Foster contacts with others  
and with the environment**



**PAMIA**



# Autonomy – Foster learners' opportunities to make decisions



**PAMIA**





A questionnaire has been developed to analyze students/teachers' perceptions

Au cours de la séance ...

• J'ai eu des opportunités de pratique.	0	1	2	3	4	5
• Je me suis amusé(e).	0	1	2	3	4	5
• J'ai eu l'occasion de choisir mes objectifs d'apprentissage.	0	1	2	3	4	5
• J'ai appris des nouvelles connaissances sur la discipline.	0	1	2	3	4	5
• J'ai trouvé qu'il y a eu une bonne ambiance.	0	1	2	3	4	5
• J'ai eu l'occasion d'interagir avec l'assistant.	0	1	2	3	4	5
• Je me suis engagé(e) dans la séance.	0	1	2	3	4	5
• J'ai pu faire des autocorrections.	0	1	2	3	4	5
• J'ai eu l'occasion d'interagir avec les autres élèves.	0	1	2	3	4	5
• J'ai progressé au niveau des habiletés.	0	1	2	3	4	5

Before the lesson: the PE teacher can determine if what is planned respects the principles  
After the lesson: the PE teacher can determine if what was taught respects the principles  
the students can explain how they perceive their experience

# Student training





# First results

- Gymnastic unit to PE students
  - ☞ Principles used to plan the sessions
  - ☞ PAMIA questionnaires + interviews
  - ☞ Confirmation of the interest

Theunissen et al. (2020)

- Participation of overweight adolescents to PA a program
  - ☞ Principles used to plan the sessions
  - ☞ PAMIA questionnaires + interviews
  - ☞ Confirmation of the interest

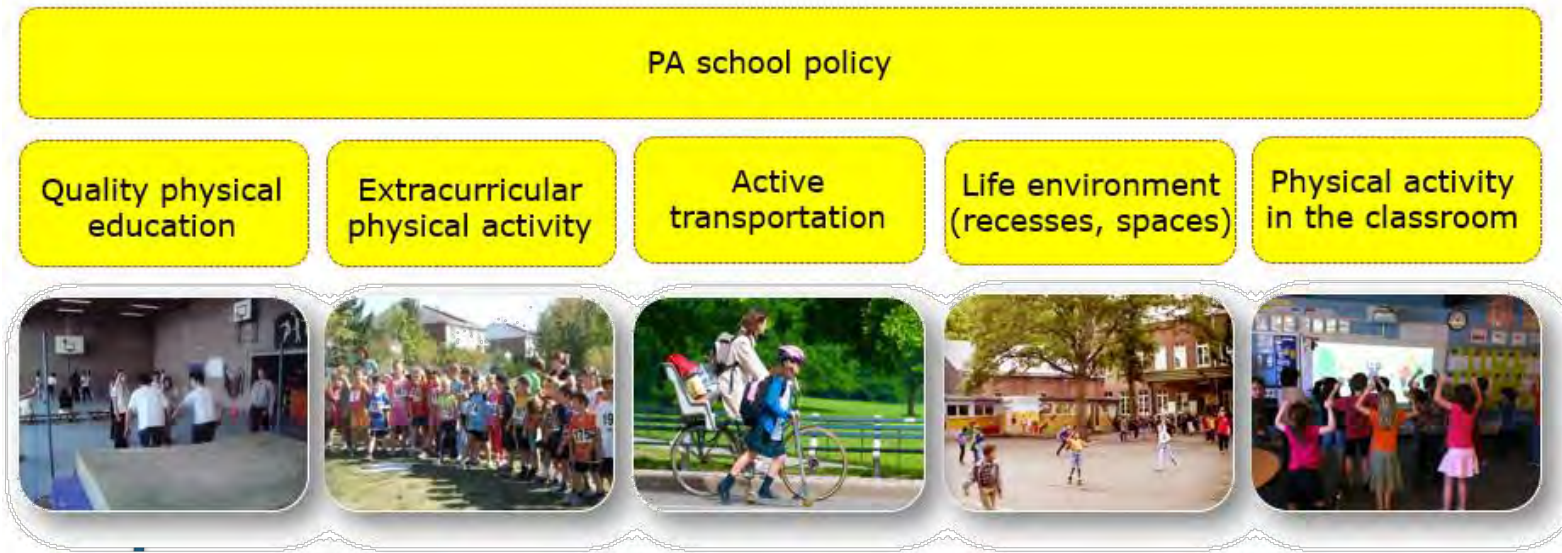
Rompen et al. (2020)



# 4<sup>th</sup> level – The 3Ps' questions and the loops

- The very last concept





Active school



PAMIA

3PQ & loops

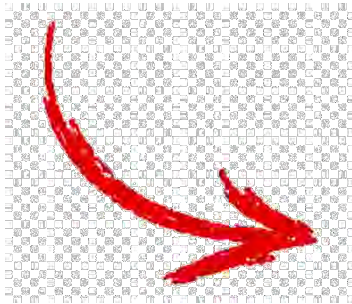
**Performance:** What should I do to do well?

**Process:** What should I do to do well what I have to do?

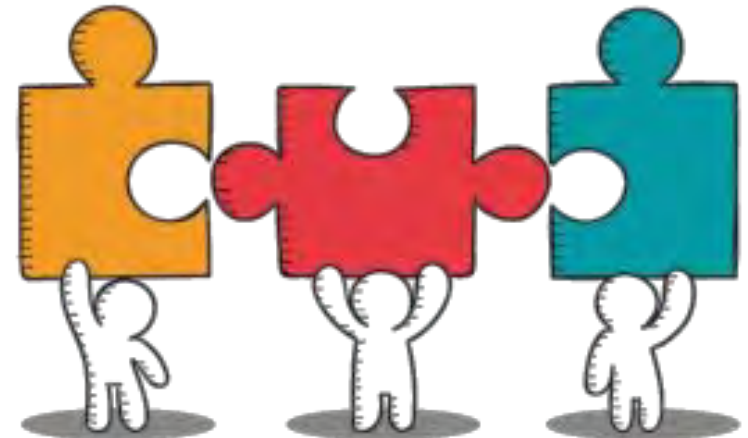
**Product:** Did I do well what I had to do?

# Learning tasks

- A task corresponds to any activity that the teacher proposes to reach the objectives
- But does the learner know 'the name of the game' ?
- If not, how to expect her/his involvement?



Mediating process paradigm  
Socio constructivism





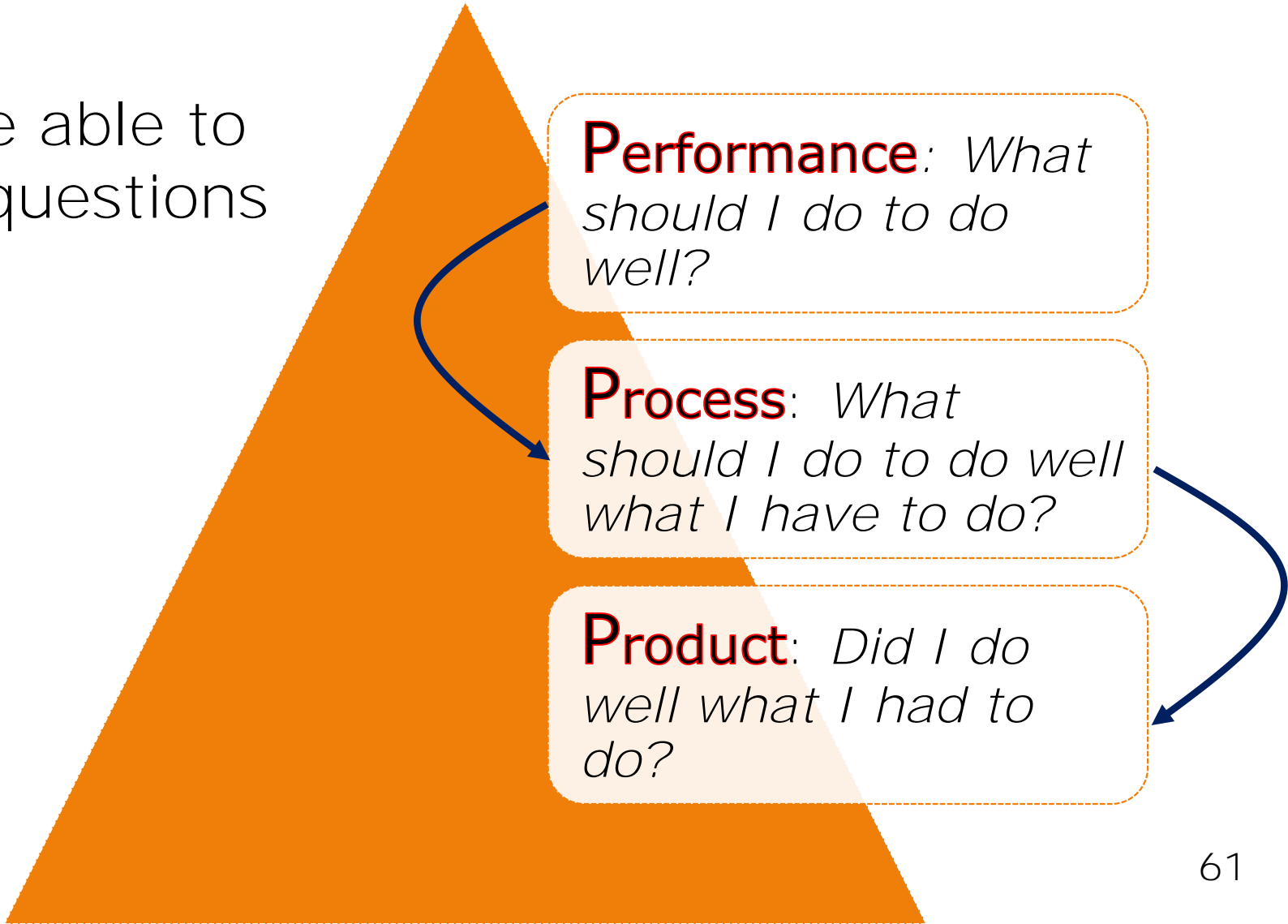


*As a PE teacher, do I give my students  
a chance to take benefit of each task?*



# When a pupil/student has to do a task ...

- He/She should be able to answer to three questions



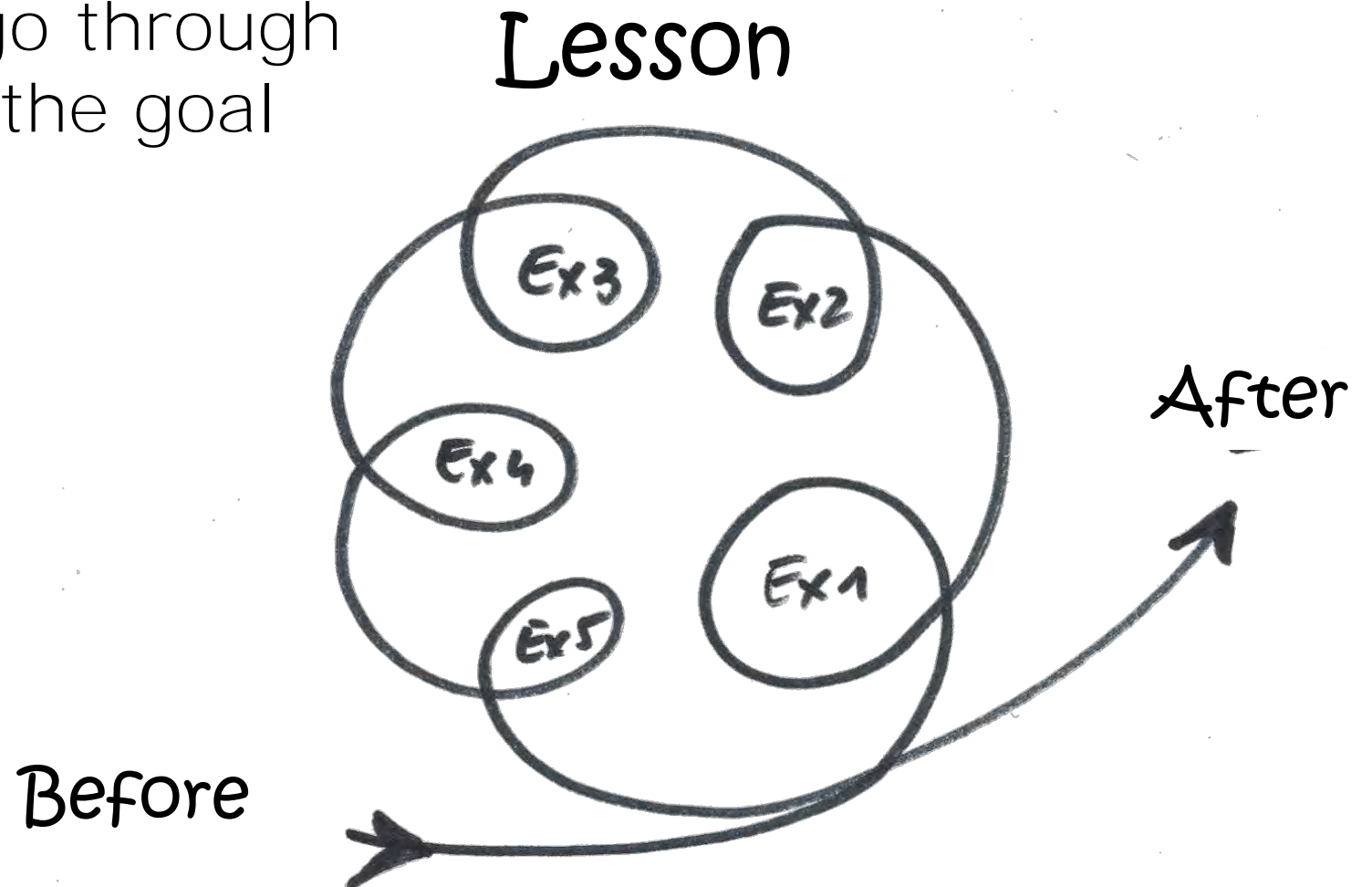
**Performance:** *What should I do to do well?*

**Process:** *What should I do to do well what I have to do?*

**Product:** *Did I do well what I had to do?*

# When a pupil/student follows a lesson ...

- He/She should go through a logical way to the goal



# 3Ps questions and the loops

- Why ?

Meaningfulness  
Self-esteem  
Relevance  
Involvement

# 3Ps questions and the loops

- Is it a new concept?

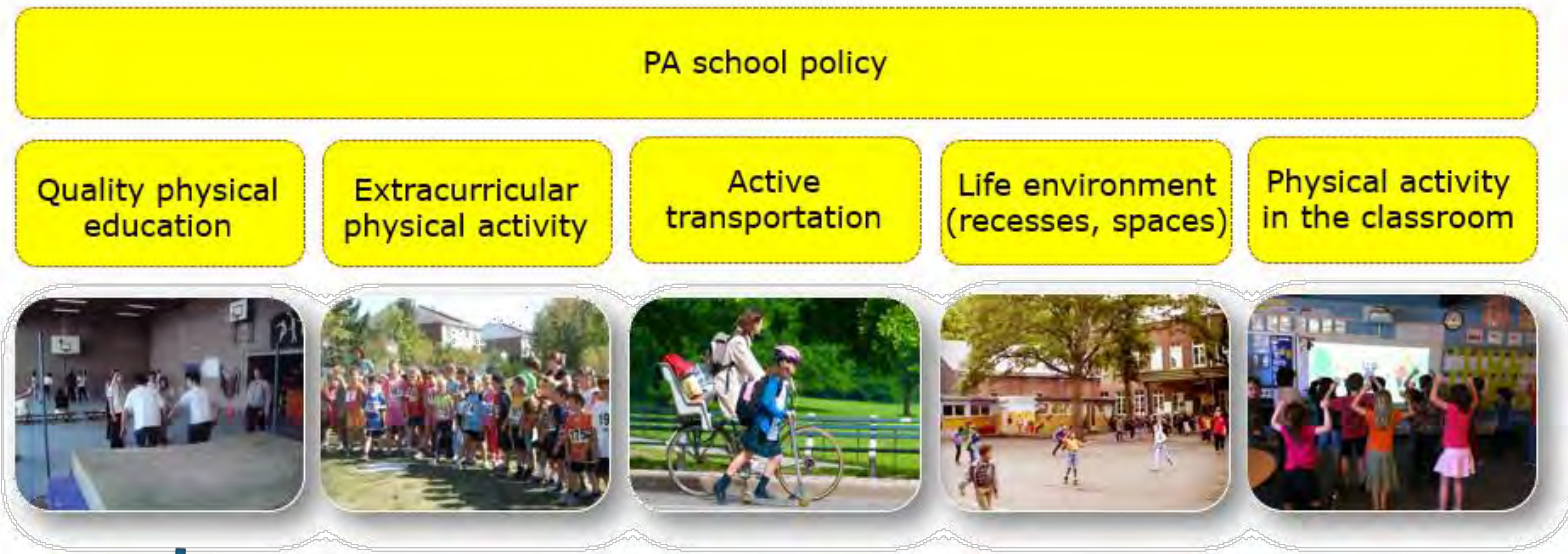
**No, but it seems that  
it is often forgotten**



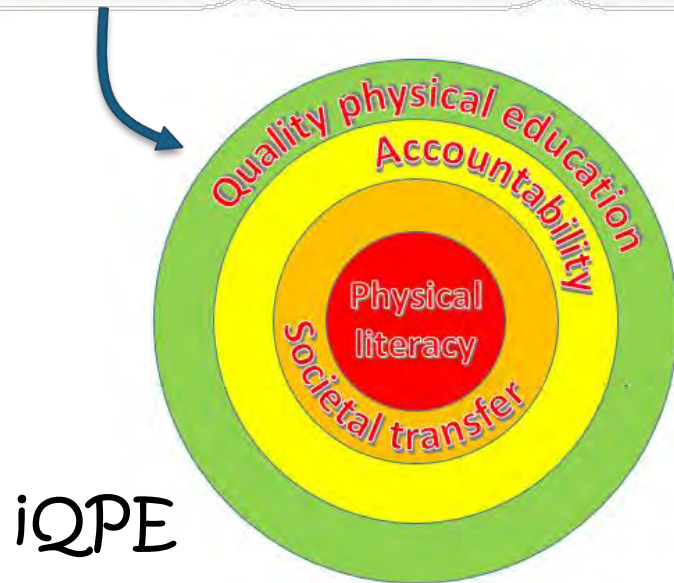




*\*Take  
home message*



Active school



PAMIA

3PQ & loops

**Performance:** What should I do to do well?

**Process:** What should I do to do well what I have to do?

**Product:** Did I do well what I had to do?

## Four key messages for PETE

- Presenting the model to PE students can help them to structure their approach of teaching
- In inservice training, teachers explain that the model allowed them to confirm their field observations
- Stakeholders and parents say that such vision of PE would have changed their own experience
- That is finally not a revolution but the realization that PE teachers can easily become agents of change



C'était un professeur, un simple professeur  
Qui pensait que savoir était un grand trésor  
Que tous les moins que rien n'avaient pour s'en sortir  
Que l'école et le droit qu'a chacun de s'instruire

Il y mettait du temps, du talent et du cœur  
Ainsi passait sa vie au milieu de nos heures  
Et loin des beaux discours, des grandes théories  
A sa tâche chaque jour, on pouvait dire de lui  
Il changeait la vie

He was a teacher, a simple teacher  
Who thought that knowing was a great treasure  
That all the second class people had to get away  
That school and the right of everyone to learn

He put time, talent and heart into it  
So spent his life in the middle of our hours  
And far from the rhetoric, the great theories  
To his task every day, one could say of him  
He changed the life



JJ Goldman



## Four key messages for researchers

- Promising findings about the effectiveness of the **principles' model should be confirmed**
- Studies focusing on their implementations by the practitioners are needed
- Theoretical support should be reinforced
- Adaptation according to the Covid-19 pandemic

# COVID-19

Resources for  
Health and Physical Education



TOOLS FOR CREATING AN  
**ACTIVE HOME**

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has*

Margaret Mead

Just find/be these persons!







<http://hdl.handle.net/2268/252485>



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