Content of the presentation

- AIESEP Statement on Sport Pedagogy
- Current research in Sport Pedagogy
- From sport educator to physical activity promoter: The (r)evolution of physical education teachers
- Conclusions

AIESEP Specialist seminar
Birmingham – March 2012

- AIESEP (www.aiesep.org)
- Definition(s) of Sport Pedagogy
- Towards statements

AIESEP

- Since 1964
- International, non-governmental, non-profit, professional association
- www.aiesep.org

AIESEP Statement on Sport Pedagogy

Objectives

- To promote and contribute to the development of future specialists and researchers in the field of physical education and sport
- To engage in scientific research, professional preparation and professional practice in physical education and sport
- To organize scientific meetings and information dissemination mechanisms which facilitate the sharing of new knowledge with the international community
Sport pedagogy is ‘the description of the field of theoretical research or sub discipline of sport science which deals with the educational aspects of physical activity: sport, play, games, dance etc’ (p. 6) - Haag (1989)

Discipline aiming to provide scientific data about education and professionals’ preparation in the different contexts in the field of sport and physical activity (school, sport, active recreation) - Piéron (1993)

ARIS = Intervention

Any professional act implementing experimental and theoretical knowledge to serve a purpose in different fields of human movement (school, sports club, active recreation, rehabilitation, infant motor learning ...) to the benefit of various people, across the lifespan (Carlier & Delens, 1999)

Sport Pedagogy ...

Is an academic sub-discipline of the broader fields of Sport & Exercise Sciences, Kinesiology and Human Movement Studies

Takes its place alongside established sub-disciplines such as exercise physiology, sport and exercise psychology and sports biomechanics

Sport Pedagogy ...

Focuses on synthesizing knowledge to inform the pedagogical encounter defined as that precise moment where a teacher, coach or instructor seeks to support a learner in sport, physical activity or exercise settings

Sport Pedagogy ...

Is taking place key professional sites like PE teaching, sport coaching and exercise

Underpins teaching, coaching and instruction and transcends traditional barriers between different forms of practice in the field
**Towards statements**

- Sport Pedagogy ...
  - Supports the **needs of learners** in sport, and other forms of physical activity, wherever and whenever they seek to learn through the life-course.

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**Investigating the teaching-learning process**

- The model of research in PE Pedagogy
- The integrative model of teaching-learning process
- Research on Sport (& Exercise) Pedagogy

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**The model of research in PE Pedagogy**

- Silverman & Ennis (1996)

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**Research on Sport (& Exercise) Pedagogy**

- Topic of the papers presented in ARIS congresses

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Research on Sport (& Exercise) Pedagogy

Theoretical framework of the papers presented in ARIS congresses (Musard, Poggi & Wallian, 2010)

- Analysis of running programmes proposed to promote physical activity in their patients (Mouton et al., in review)
- Emotional competencies of the sport coach (Mouton et al., in review)

Purposes of the papers presented in ARIS congresses

- Description, explanation (81%)
- Modification, innovation (10.6%)
- Evaluation (9.7%)

Research on Sport (& Exercise) Pedagogy

- The leisure context, a forgotten topic of sport pedagogy? (Cloes, 2011)
  - Few papers
  - Competences of fitness instructors
  - Current needs of field workers involved in « social sport »
  - Identification of original actions aiming to support and stimulate the development of specific actions in this domain

Research on Sport (& Exercise) Pedagogy

- The leisure context, a forgotten topic of sport pedagogy? (Cloes, 2011)
  - Description of the teaching strategies that are used by the physical educators with youths who have dropped out the school
  - Analysis of running programmes proposed within physical activity promotion

Research on Sport (& Exercise) Pedagogy

- A new field in development = rehabilitation (Mouton et al., in review)
  - Very few papers
    - One poster in AIESEP World congress in A Coruna
    - Two posters in AIESEP Conference in Limerick
    - Emotional competencies of the sport coach working with multiple sclerosis patients
  - Representations of physiotherapists towards physical activity and their actions aiming to promote physical activity in their patients

Description, explanation

Modification, innovation

Evaluation
Research on Sport (& Exercise) Pedagogy

- Intermediate conclusions: Need of ...
  - Focus on all fields (not only PE)
  - More applied research (ecology)
  - Better diffusion of the findings to practitioners
  - Adapted communication towards the field
  - Transposition of theory within education (pre and in-service)

From sport educator to physical activity promoter

- Worldwide PE crisis
- (Physical) literacy
- Accountability
- Actions

Worldwide crisis


Worldwide crisis

- Pühse & Gerber (2005)

The (r)evolution of physical education
Worldwide crisis

- Pühse & Gerber (2005)
- Klein & Hardman (2007; 2008)

Serious concern (Hardman, 2005)
- Decline and marginalization of PE
- Curriculum time allocation, subject status, material, human and financial resources, inadequacies in facility and equipment supply, low remuneration of teachers
- Questions about PE quality
  - Teaching process
  - Inadequate school-community co-ordination
  - Focus on competition performance sport
  - Lack of interest on ‘basic human movement’

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Worldwide crisis

  - “If exercise is medicine, physical education is the pill not taken”
  - PE should be the cornerstone of the promotion of physical activity
- And ...
- Pühse, Gerber, Mouton & Cloes (2010)
  - Need of PE centred on current society needs and requirements
  - Sports and cultural physical activities = tools for general aims and not final objectives

Mckenzie (2004)
- “If exercise is medicine, physical education is the pill not taken”
- But ...

Worldwide crisis

- Whitehead (2007)
  - Physical literacy is the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life
- Mandigo et al. (2009)
  - Individuals who are physically literate move with competence in a wide variety of physical activities that benefit the development of the whole person

Finally, one can say that:
- Physical literacy is linked to the acquisition by the youth of knowledge, skills and attitude that will make them physically educated persons for their whole life
- It means that PE has a concrete mission to follow learning objectives that are useful and usable outside the school walls
- A determining aspect is the meaning of the content taught

(Physical) literacy

  - “If exercise is medicine, physical education is the pill not taken”
- But ...

(Physical) literacy

- PE for what?
  - PE ≠ Sport preparation
  - PE = Developing physically educated persons (NASPE, 2004)
    - Competency in motor skills
    - Understanding of movement concepts, principles
    - Regular participation
    - Health-enhancing level of physical fitness
    - Responsible personal and social behavior
    - Emphasis on health, enjoyment, challenge, self-expression, and/or social interaction

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Accountability

- PE for what?
- PE ≠ Recreational activity
- PE = Developmental activity
  - Motor dimension
  - Physical dimension
  - Cognitive dimension
  - Affective dimension
  - Social dimension
  - Concrete effects?

Acquisition of a healthy lifestyle

Accountability

- Russell et al. (2011)
  - The scientific literature addressing the public health effects of physical education is surprisingly limited
  - Students can be provided with significant doses of PA during physical education classes
  - The actual dose of PA provided during typical PE classes is not well established
  - The effects of physical education on health and fitness outcomes are poorly understood

Accountability

- Expectations towards school physical education are too seldom being met (Huts et al., 2005)
  - 57% of 182 adults and 49% of 1,730 students (Flanders)
  - 48.1% of the students with regard to the development of a physically fit and healthy lifestyle
  - 45.1% about the development of self-image and social functioning
  - 43.1% for development of motor competencies

Accountability

- Few students consider that school and PE contributed to develop their active lifestyle (Cloes et al., 2008)

<table>
<thead>
<tr>
<th>Schools</th>
<th>Desire to adopt an active lifestyle (% of total agreement)</th>
<th>Support to become physically active</th>
<th>Motivation to be physically active as an adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium (French)</td>
<td>1,6</td>
<td>3,9</td>
<td>2,3</td>
</tr>
<tr>
<td>England</td>
<td>6,7</td>
<td>22,2</td>
<td>8,9</td>
</tr>
<tr>
<td>Belgium (German)</td>
<td>2,0</td>
<td>0,0</td>
<td>2,0</td>
</tr>
</tbody>
</table>

Accountability

- But PE can also be related to positive effects
  - Motor and affective aspects in daily PE (Piéron et al., 1996; Cloes et al. 2009)
  - Physical activity at adulthood of daily PE (Trudeau et al., 1999)

Actions

- Towards ‘Quality PE’ in school/sport = act in order to bring the following outcomes in young people
  - Commitment to PE and sport (in and out of school)
  - Knowledge and understanding about the activity
  - Understanding of PE and sport importance within a healthy and active lifestyle
  - Confidence to get involved in PE and sport
  - Skills and control needed to take part in PE and sport

(DfES/DCMS, 2003)
Towards ‘Quality PE’ in school/sport = act in order to bring the following outcomes in young people:

- Participation in a large range of physical activities
- Reflection on ones activity
- Desire to improve and achieve regarding to the own abilities
- Requirements to maintain an active lifestyle
- Enjoyment in participation

(DfES/DCMS, 2003)

Scientific Statement from the American Heart Association Council (Pate et al., 2006)

- Physical education
- Active transportation
- Life environment (recesses, spaces)
- Sport at school
- Physical activity in the classroom

Under the umbrella of a strong school policy

Basic role of PE in the promotion of an active lifestyle (Cloes, 2010)

- Fight against inactivity (representations)
- Water safety; basic life support; automated external defibrillation
- Warming up; cooling down; stretching; fitness
- Ergonomic principles, respiratory control; relaxation
- Selection of ones working intensity; heart beats checking; muscles and body functioning
- Improvement of motor skills (balance, manipulative skills, work in high situation, running ...)
- And – of course – learning of sport activities!

Newer role of PE in the promotion of a healthy lifestyle (Cloes, 2010)

- Nutrition
- Sleep
- Stress
- Smoking, alcohol, drugs, medicine
- Sex, risk behaviours (driving)
- Hygiene

Health and Physical Education ??

Four pedagogical gaps in health/PA in PE (Haerens, 2012)

- Lack of pedagogical intervention studies with regard to HBPE (focus on sport rather on leisure activities)
- ‘Pedagogy of obesity’ (very limited studies)
- Issue of the transfer (lack of interaction between PE and community/home)
- Sedentary behavior (considered as an independent health risk behavior)

Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)

- Interdependence and irreducibility of learning, teaching, subject matter and context
- The central theme for the model as ‘pupils valuing a physically active life, so that they learn to value and practice appropriate PA that enhance health and wellbeing for the rest of their lives.’
Development of a Pedagogical Model for Health-Based Physical Education (Haerens et al., 2011)

- Requires that teachers’ beliefs about teaching and learning in PE are oriented toward self-actualization and social reconstruction
- Needs the prominence of the affective domain (valuing physical active) in planning for learning

Promotion all around the world

“*We Need More Physical Education*” (4:35)

http://bit.ly/WeNeedMorePE

(Lounsbury & McKenzie, 2012)
Conclusions

Many thanks for your interest

References


The challenges of Sport Pedagogy

- Research in all context of human movement
- Involvement of practitioners
- Ecological approach
- Dissemination of the knowledge