**AIESEP Statement on Sport Pedagogy**

AIESEP (www.aiesep.org)

**Definition(s) of 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
**Definition(s) of Sport Pedagogy**

- **Haag (1989)**
  - 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)

- **Piéron (1993)**
  - 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)
  - Using descriptive, correlational, or experimental approaches, it is focused as much on the actors (learners and educators) than on the content offered or the programs’ organization in the perspective to improve the effectiveness of the practitioners and of their educators

**Towards statements**

- **Sport Pedagogy** ...
  - ARIS = Intervention
    - Any professional act implementing competences, 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

From sport educator to physical activity promoter

- Worldwide PE crisis
- (Physical) literacy
- Accountability

Worldwide crisis

- Hardman (1998)

Worldwide crisis

- Hardman (1998)
- Pühse & Gerber (2005)

15 countries
19

Worldwide crisis
- Hardman (1998)
- Pühse & Gerber (2005)
- Klein & Hardman (2007; 2008)

20

Worldwide crisis
- 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’

21

Worldwide crisis
  - “If exercise is medicine, physical education is the pill not taken”
- But ...
  - PE should be the corner stone 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

22

PE and public health
- Sallis & McKenzie (1991)
  - PE teachers should adopt a new role
  - Need of QPE

Prepare youth for a lifetime of PA
Provide them with PA during PE classes

23

PE and public health
- Sallis et al. (2012)
  - The gym is half full (support of PE; systematic analysis)
  - The gym is half empty (PE time; no consensus about QPE; lack of implementation)

*Health Optimizing PE
Physical Education's Role in Public Health: Steps Forward and Backward Over 20 Years and HOPÉ for the Future
James F. Sallis, Thomas L. McKenzie, Michael W. Beets, Aaron Belcher, Heather Enwar, and Sarah Lee
Mainly focused on MVPA

24

Development of (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
Physical literacy is the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life. 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.

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

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.

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

<table>
<thead>
<tr>
<th>Schools</th>
<th>Desire to adopt an active lifestyle</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>
Need of QPE

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)

What about ‘Quality Physical Education’?

Definitions

Towards a dreamland

How to define QPE?

Towards ‘Quality PE’ in school/sport = acting 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)

How to define QPE?

Towards ‘Quality PE’ in school/sport = acting 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)

Provision of QPE needs concerted efforts of all stakeholders

UNESCO (2013)
How to be a PA promoter?

How to define QPE?

- AIESEP Specialist Seminar in Jyväskylä (2013)
  - QPE reaches the objectives for all students
  - Objectives should reflect the specific cultural contexts
  - QPE classes should allow students to have positive individual and collective learning experiences where they develop knowledge, skills and dispositions that allow them to be autonomous and responsible decision makers relative to engagement in PA and sport in their lives

Role of the school in PA promotion

- The main dimensions
- The specific role of PE
- Some concerns

The main dimensions

- 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

The specific role of PE

- Basic role of PE in the promotion of an active lifestyle (Gues, 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!
The specific role of PE
- **Specific actions** of PE in the promotion of an active lifestyle (Cloes et al., 2009)
  - Diversified activities
  - Students’ notebook/portfolio
  - Out of school’s sport activities
  - Initiation into unusual sports

The specific role of PE
- **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

The specific role of PE
- Other examples
  - Students’ projects ...
  - Collaboration with other teachers/partners (PE = cornerstone)
  - Using technology (HRM, computers, video, iPad ...)

Some concerns
- Four pedagogical gaps in health/PA in PE (Haerens, 2012)
  - Lack of pedagogical intervention studies with regard to HBPE (focus on motor competence or MVPA; emphasis 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)

Current developments
- 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

Current developments
- 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

Goal: getting youngsters to value and enjoy physical activity for life so that they are (autonomously) motivated to become/remain active outside PE
**Current developments**
- Development of a Pedagogical Model for Health-Based Physical Education (Haens et al., 2011)

**How to prepare teacher for QPE?**
- Start with the teachers’ representations
  - Definition
  - Impact
  - Recommendations
  - Measure
  - Implementation
- Show the way to increase motivation
  - Presentation of basic principles (portfolio)
  - Illustration of original approaches (pentathlon)
  - Demonstration of the students’ pleasure (vid)
- Development and implementation of some projects in a collaborative way (COP)

**How to prepare teacher for QPE?**
- One-day training (Aelterman et al., 2013)
  - Theoretical background principles SDT
  - Overview of motivating/need-supportive teaching strategies illustrated by case studies and video images
  - Application exercise

**Current developments**
- Promotion all around the world
  “We Need More Physical Education” (4:35)
  http://bit.ly/WeNeedMorePE

(Lounsbery & McKenzie, 2012)
Conclusions

To show that what it is taught at school is useful for ‘outside’

To meet the youth’s expectations and values ➜ daring the change

To use up-to-date tools and approaches

References