A model to guide PE teachers to become changing agents

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AIESEP

- Since 1962
- International association focusing on research on sport pedagogy
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.
### Six phases of QPEi project in Madagascar (ICSP)

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<th>Collecting Infos on the present</th>
<th>Synthesis in the matrix</th>
<th>Critical analysis of the matrix</th>
<th>Recommendations</th>
<th>Follow-up and reporting</th>
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<td>Description of the PE/sport organization</td>
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Cloes et al. (2016)

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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 !!!


KAZAN ACTION PLAN

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.

Available on: https://unesdoc.unesco.org/ark:/48223/pf0000252725
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

Quality physical education
Extracurricular physical activity
Active transportation
Life environment
Physical activity in the classroom

PA school policy

Active school

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?
1st 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

Nicely done, but there is much to do.

2^d level – Inclusive Quality Physical Education

- The first pillar of an active school
Active school

Inclusive Quality Physical Education
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.

Motor competence
Physical fitness
Knowledge
Self-esteem
Self-confidence
Motivation
Pleasure
Participation

• 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

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

- **Physical literacy**
- **Societal transfer**

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12-11-20
**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)

- 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

Cloes (2017)
Societal transfer

- 5th 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)

Providing concrete learning that will be used outside the ‘gym’

Motor and sport culture

Knowledge of the human body

Social aspects

Autonomous active lifestyle

Transversal aspects

Development of the motor skills and physical qualities

Health and safety

Psychological aspects

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)
Health and safety

• 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 ...)

(Images of children playing basketball and an anatomical diagram of the body)
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 ...)

![Image of athletes and sports equipment]
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
Inclusive quality physical education (UNESCO)

- 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

McLennan & Thompson (2015)
Inclusive Quality Physical Education

• For each pupil/student
  - Individualizing
  - Integration
  - Inclusion

3rd level – The PAMIA Principles

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

Cloes (2017)
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)
Haerens (2013)
Preparing physically educated citizens in physical education. Expectations and practices
Preparar ciudadanos físicamente bien educados en Educación Física. Expectativas y prácticas
Marc Clos
University of Liege (Belgium)

Pleasure - Foster enjoyment by giving meaningfulness and positive climate
Achievement - Foster self-esteem and learning by guaranteeing «delicious uncertainty»

Movement - Foster activity by proposing situations that lead students to expand energy
Interaction - Foster contacts with others and with the environment

Autonomy – Foster learners’ opportunities to make decisions
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 auto-corrections. 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.
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)
4th level – The 3Ps’ questions and the loops

- The very last concept
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?

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.
Active school

*Take home message*
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
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.
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
References


