

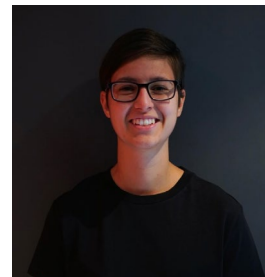
PE & HEALTH:

EXPLORATION OF STUDENTS' AND PE TEACHERS PERCEPTIONS OF A NEW CURRICULUM IN THE FRENCH COMMUNITY OF BELGIUM

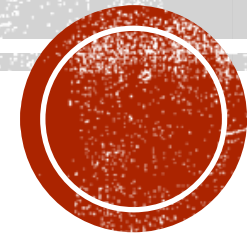
Mouton Alexandre



Remacle Maurine



De Raeve Robin



INTRODUCTION



French Community of Belgium

- About $\pm 4,500,000$ inhabitants
- About 800.000 pupils (<18)
- About 500 schools

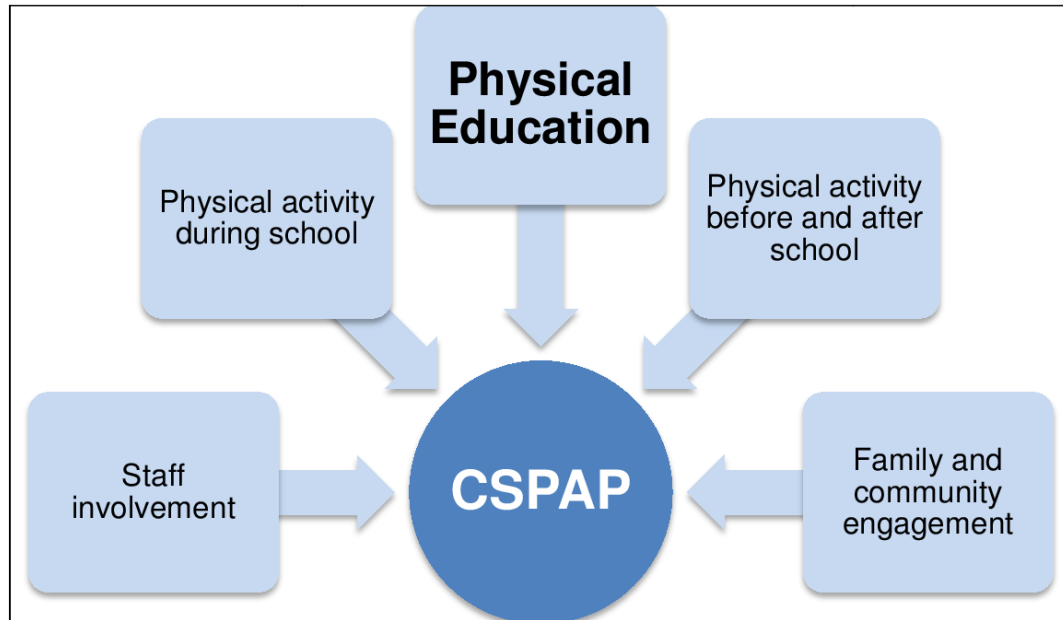
And also

- More than 250 breweries, 1500 different beers
- Best chocolate and fries,...

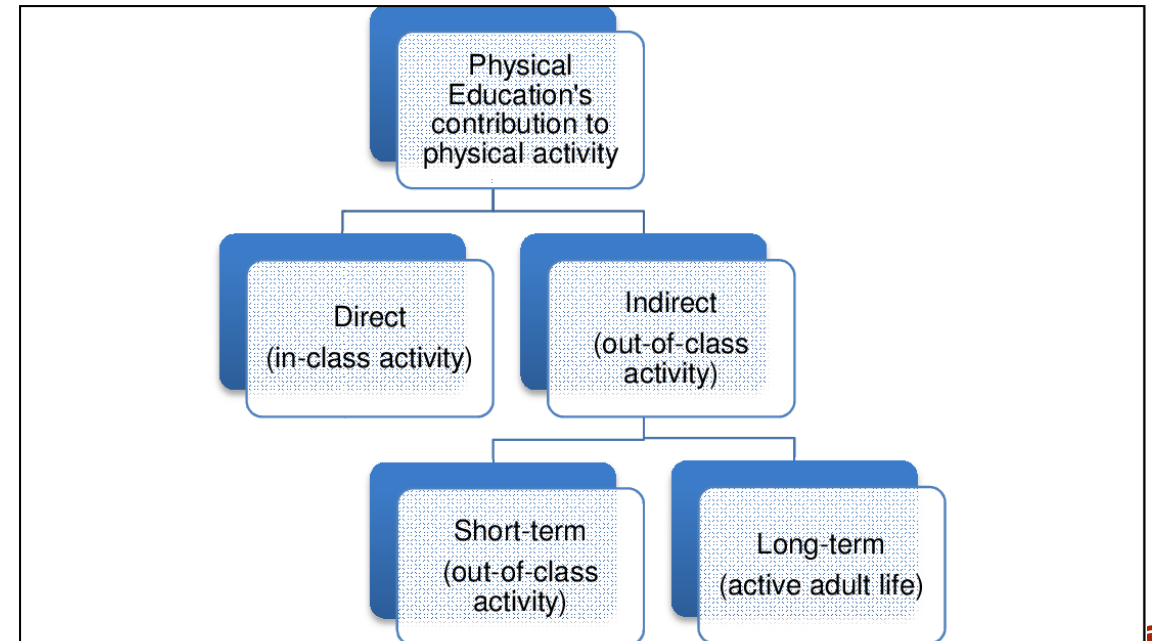


WHY PHYSICAL EDUCATION & HEALTH?

- *“Pupils valuing a physically active life, so that they learn to value and practice appropriate physical activities that enhance health and wellbeing for the rest of their lives.”* (Haerens, Kirk, Cardon, & De Bourdeaudhuij, 2011).



Comprehensive School PA Program model; Bowler, 2019



Adapted from Slingerland & Borghouts (2011)

WHY TRANSFER FROM PE TO DAILY LIFE?

2017, *Retos*, 31, 245-251

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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)



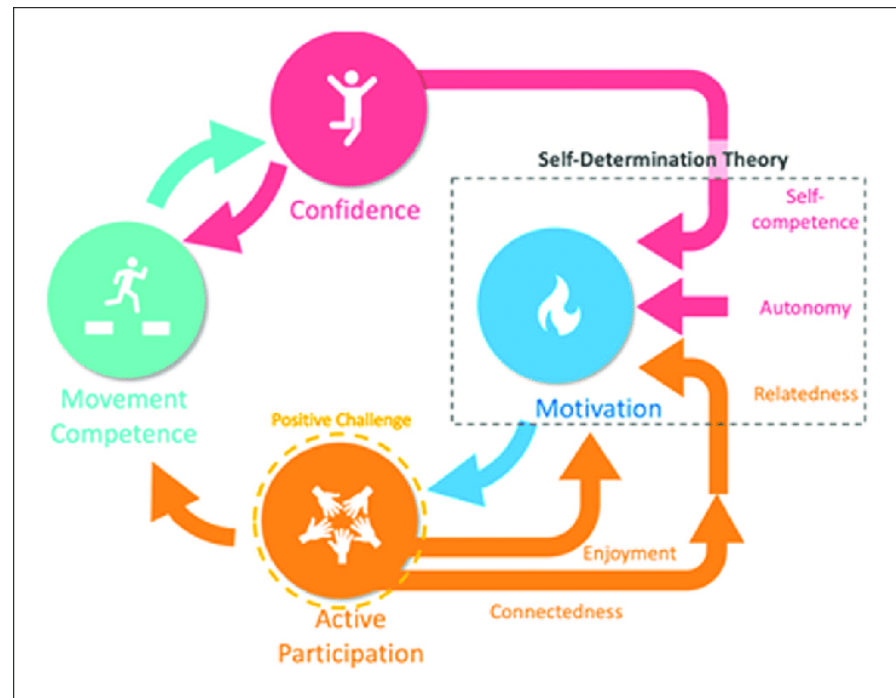
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who.int/publications/i/item/9789240049567

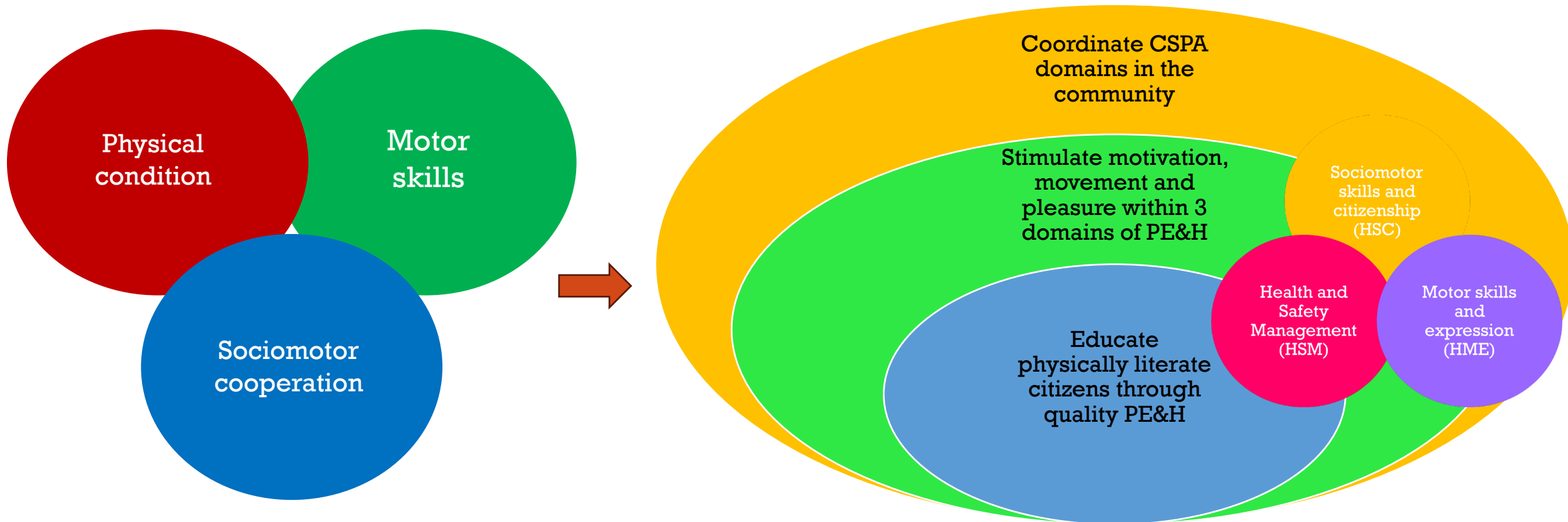
WHY TRANSFER FROM PE TO DAILY LIFE?

- *“Knowledge of facts, procedures, principles, and concepts and their cognitive and physical applications permit physically literate individuals to transfer knowledge to new contexts, solving previously unencountered problems in novel situations.” (Hennis, 2015)*



LOCAL PE CURRICULUM EVOLUTION

- From a motor...to a comprehensive approach of physical education



3 domains of PE competencies in the former PE curriculum

Comprehensive model of the new PE&H curriculum

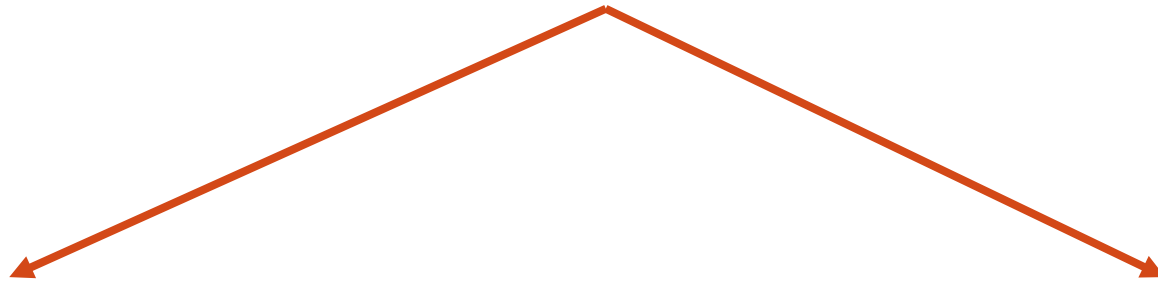
GOALS OF THE STUDY



1. Explore the perceptions of secondary school students about the curriculum change from physical education (PE) to PE and Health (PE&H) in the French Community of Belgium



2. Explore the perceived transfer of competencies from PE to daily life in



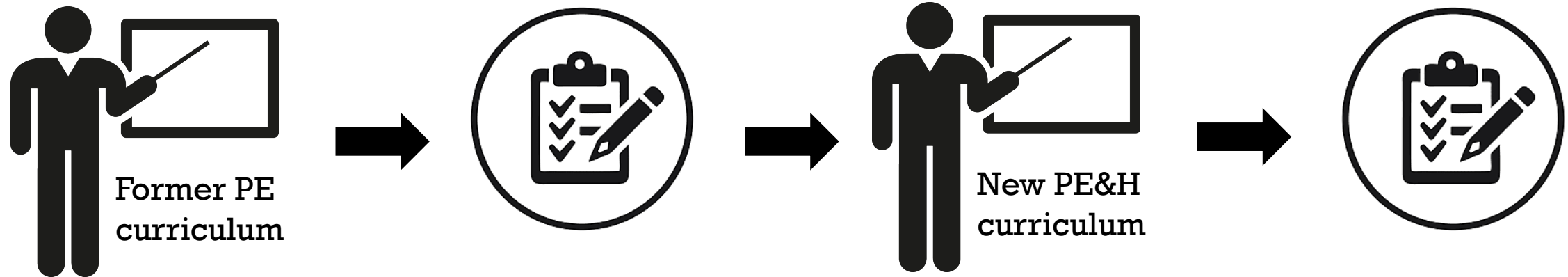
Secondary school students

PE teachers

METHODS – FIRST STUDY



- Two-steps study design



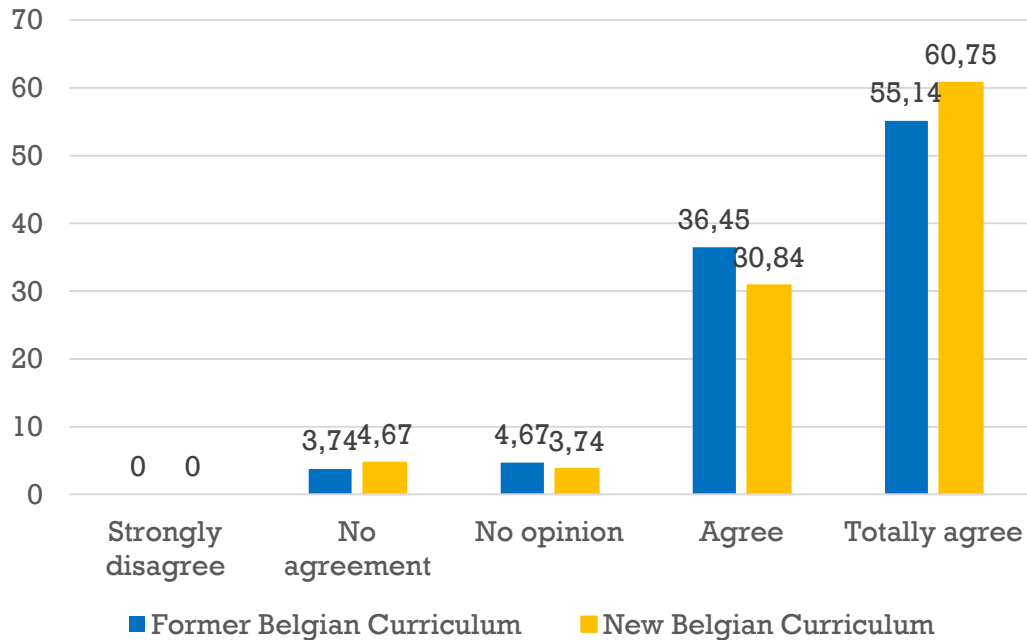
- Analyze of students' perceptions over:
 - Importance of the PE(&H) curriculum in the whole school curriculum
 - Motivation to participate in the PE(&H) curriculum
 - Contribution of PE(&H) for the development of physically-oriented outcomes
 - Contribution of PE(&H) for the development of psychosocially-oriented outcomes

RESULTS – FIRST STUDY

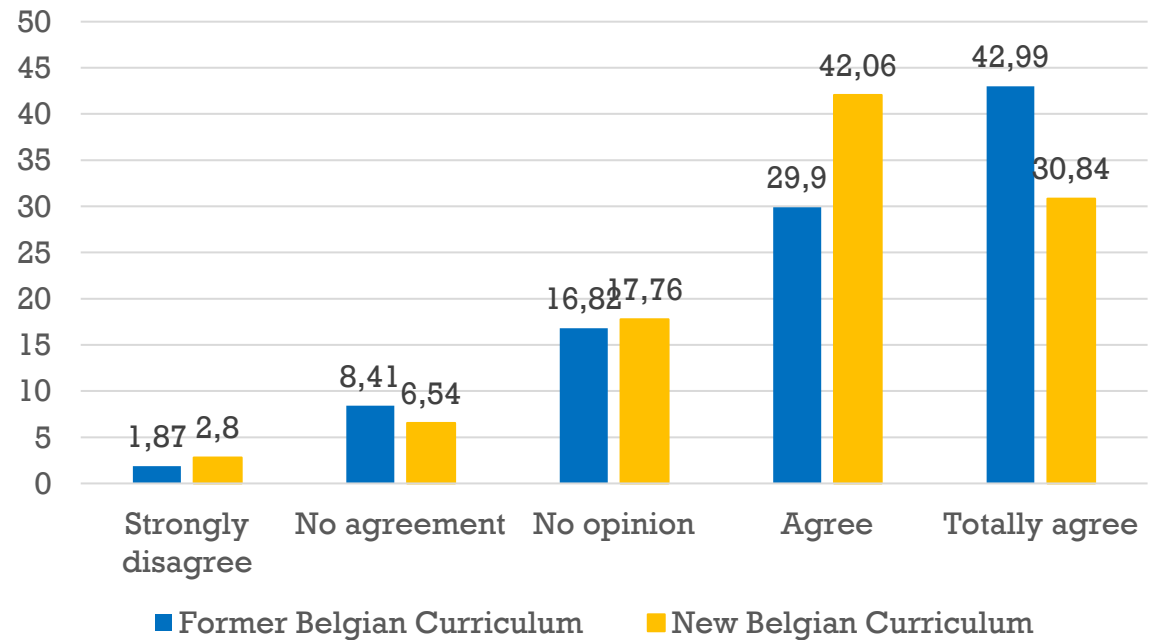


- Population: 107 students (mean age: 14,5 yrs; 42 ♀) – 4 schools - 4 classrooms

Importance of the PE(&H) curriculum in the whole school curriculum (in %)



Motivation to participate in the PE(&H) curriculum (in %).

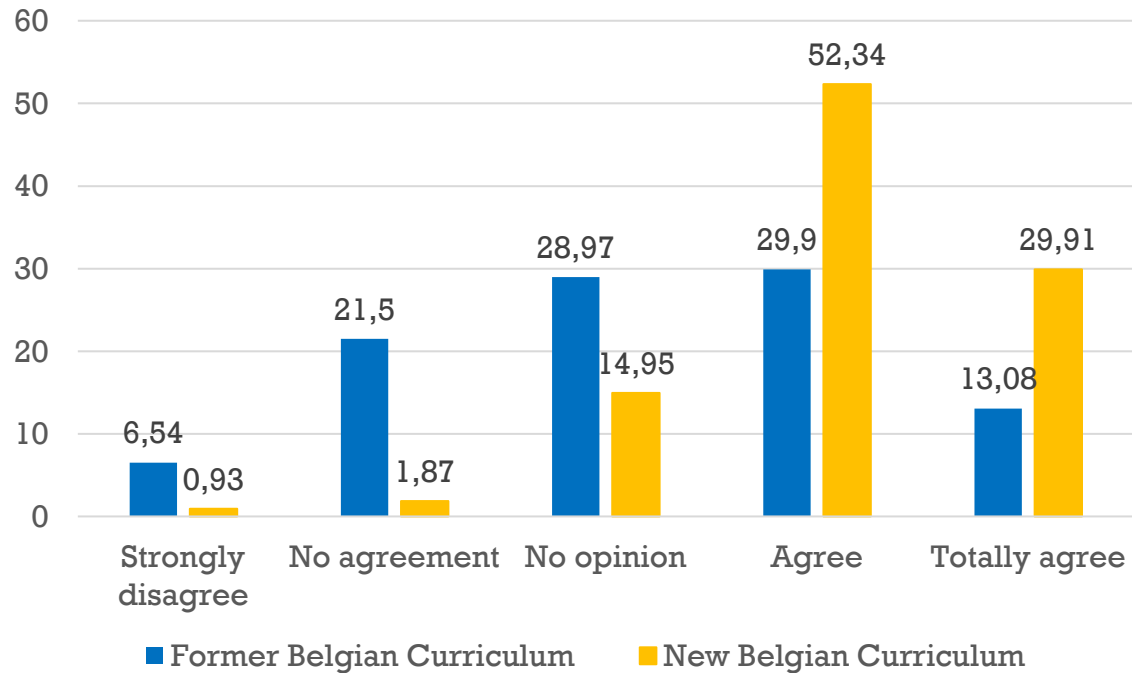


RESULTS – FIRST STUDY

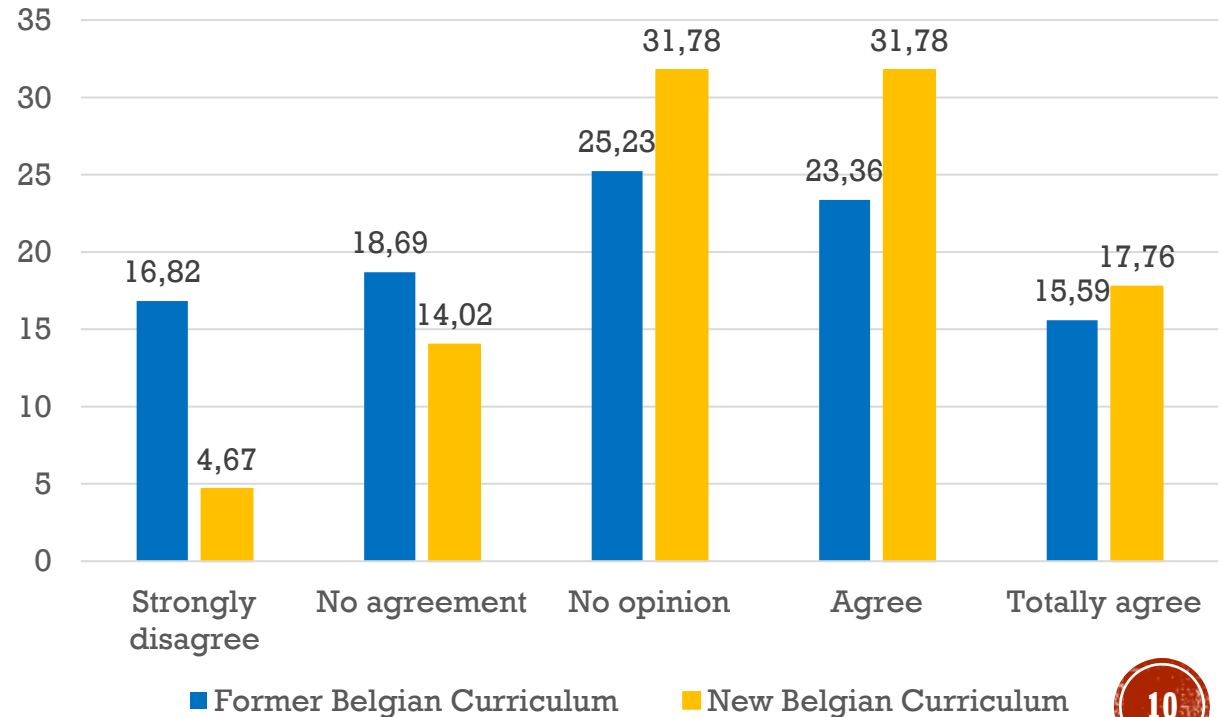


- More favorable perceptions' about the new PE&H curriculum

Contribution of PE(&H) for the development of physically-oriented outcomes (in %)



Contribution of PE(&H) for the development of psychosocially-oriented outcomes (in %).



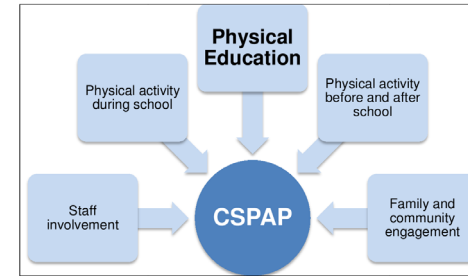
METHODS – SECOND STUDY



- Self-reported questionnaire for secondary school students and PE teachers



- Perceived CSPA' domains consideration



- Critical incident report (+ or -) related to transfer from PE(&H) to daily life

Le Goff (2003)

- Perceived CSPA' domains consideration

- Perceived role for transfer from PE(&H) to daily life



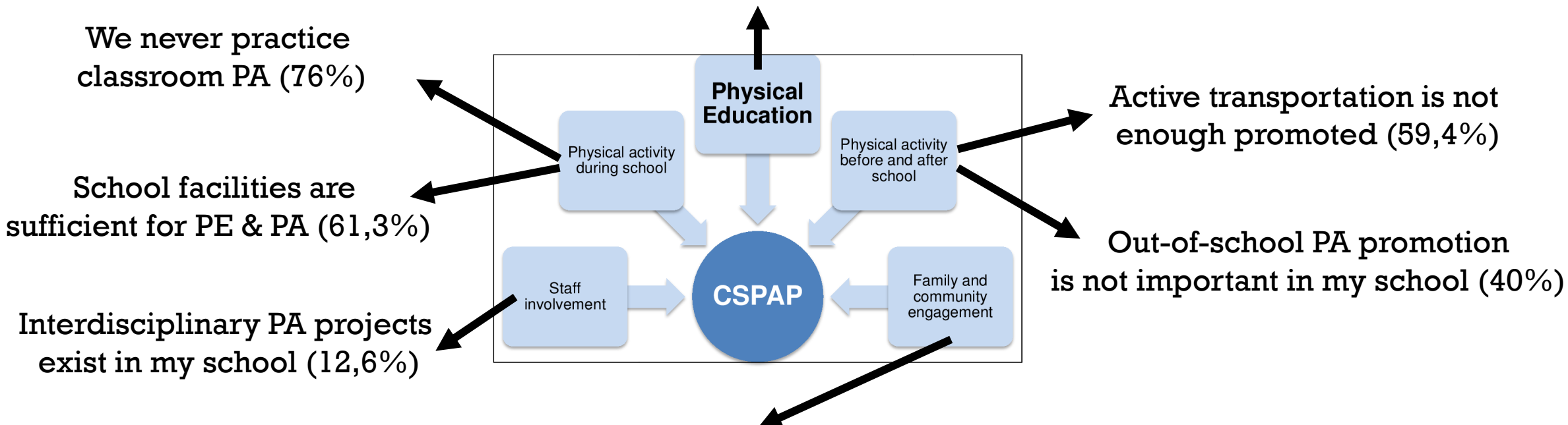


RESULTS – SECOND STUDY



- Population: 477 students (mean age: 16,5 yrs; 245 ♀)

PE is (at least) important (79,3%)



Perceived support for PA (/10; median [interquartiles .25-.75])

Family	Peers	PE teacher
7 [5-8]	6 [4-8]	5 [1-7]



RESULTS – SECOND STUDY



- Critical incident reports (n= 331) related to transfer from PE(&H) to daily life

89,7%



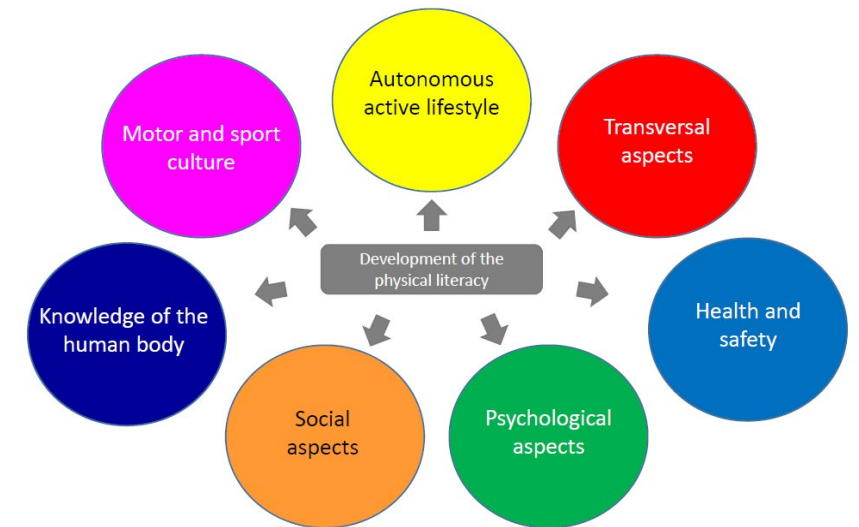
"I learned to manage my breathing in PE and when I had to go running with my family, I paid more attention to it."

"One time I went for a run and at one point I found it hard to breathe. I applied what I'd learned in PE and I felt better."

"I was able to put a friend in the lateral position of safety after a night of drinking."

"I'm failing in almost every school subject, but not in PE, which gives me confidence."

"We've learnt in PE the location of different muscles, which allows me to know which muscles I'm using when I make an effort."



7 dimensions of societal transfer (Cloes, 2020)



RESULTS – SECOND STUDY



- Critical incident reports (n= 331) related to transfer from PE(&H) to daily life



10,3%

"I've learned everything with the help of my family. PE at school did not provide me anything apart from a lack of self-confidence."

"In several PE classes, the teacher made unwelcome and inappropriate comments. She discourages or belittles (perhaps unintentionally) the students (girls). We do not want to go to the PE class, it isn't even fun."

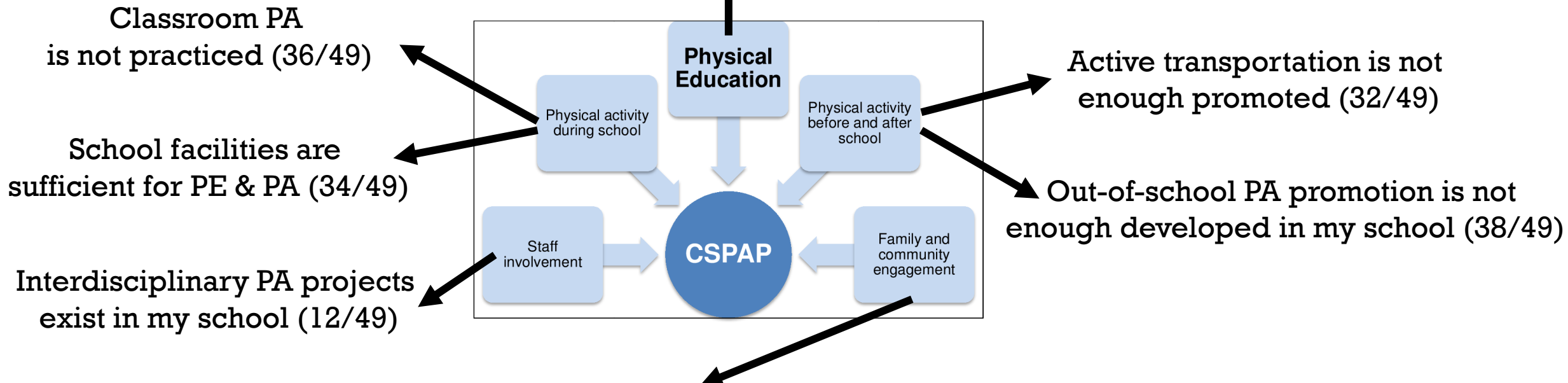


RESULTS – SECOND STUDY



- Population: 49 PE teachers (mean age: 44,24 yrs; 26 ♀)

PE is not part of the school educational project (28/49)



Perceived support for PE (important to very important)

Principal	Colleagues	Parents
27/49	36/49	11/49



RESULTS – SECOND STUDY



- perceived transfer of competencies from PE to daily life

	Important to very important /49
Your PE teacher role as « transfer facilitator » from PE to daily life	47/49
Your actual practice as « transfer facilitator » from PE to daily life	34/49
Do you formally check for the transfer of out-of-school PE matters ?	6/49
Do you explicitly teach how to use PE matters out-of-school?	28/49

"We're learning climbing. It's all about safety. Some people may work at height in their profession. So those competencies, and resuscitation, they'll be able to use it with their family, in the street or in their job."

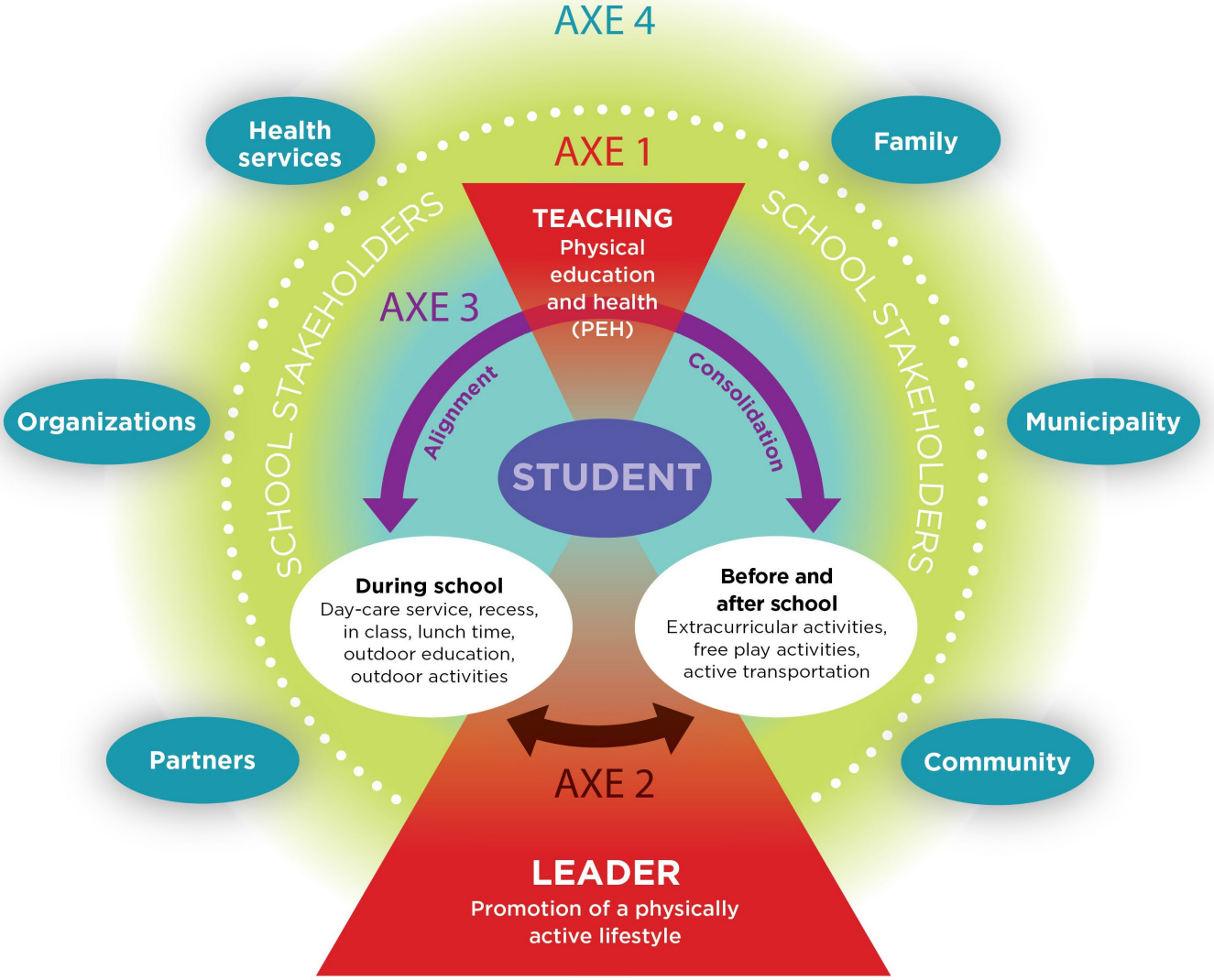
"Some vocational education classes aren't too interested in PE. It's a bit harder to make them aware of what we're saying, because basically they're less interested in PE lessons."

"When we're learning a sporting activity such as basketball, football, badminton ... there's very little connection with everyday life, apart from sports' clubs".

DISCUSSION

- Students are favorable to the introduction of a comprehensive model of PE&H in their curriculum
- ➔ Previous experiences of CSPAP approaches are positively perceived by students and PE teachers (Mulhearn, Kulinna, & Webster, 2020).
- Students and PE teachers agree on the current shortcomings in the application of the dimensions of the CSPAP within their environment
- ➔ Provides guideline for future curriculum and CSPAP development suited for the local context
- PE teachers are not yet recognised as the cornerstone of PA support and transfer in their daily lives
- ➔ Confirms previous studies exposing a reduced support of the PE teacher (Hardman, 2005; Dubuc et al. 2021)
- Most of PE teachers are not yet formally teach and follow the transfer of out-of-school PE matters
- ➔ Development of a guide for PE teachers to elaborate school PA promotion projects (Turcotte et al., 2019)

DISCUSSION



Model for an active school environment

Turcotte et al. (2021)

THANKS FOR YOUR ATTENTION !

• Mouton Alexandre



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Remacle Maurine



De Raeve Robin



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