



THE BRITISH INTERNATIONAL
SCHOOL, CAIRO

Physical Literacy & Health

Dr. Timothy Lynch

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PHYSICAL LITERACY & HEALTH

TEACH UP



SATURDAY 1ST OCTOBER 2022

9.00-12.00

\$10 FEE REGISTER TO ATTEND OR PRESENT
DULWICH COLLEGE (SINGAPORE)



KEYNOTE: DR TIMOTHY LYNCH
DEPUTY HEAD OF JUNIOR SCHOOL
(BRITISH INTERNATIONAL SCHOOL,
CAIRO). UNESCO EXPERT FOR
HEALTH AND WELLBEING.



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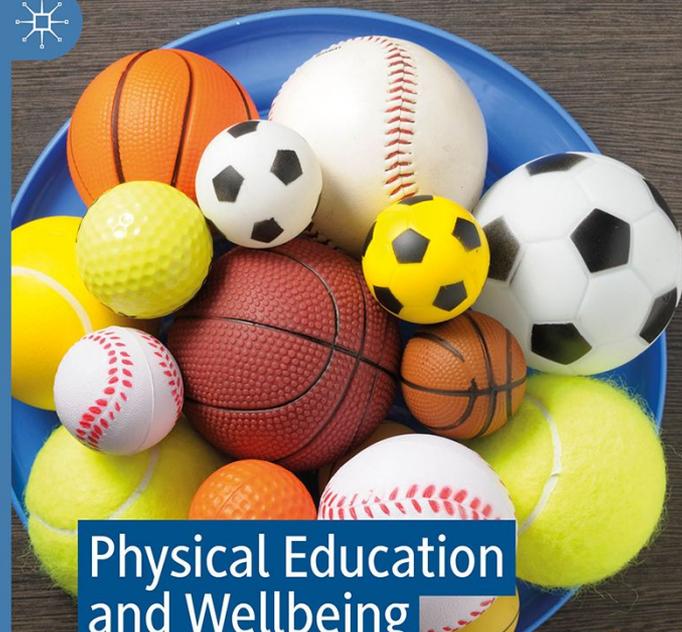
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Physical Education and Wellbeing

Global and Holistic Approaches to Child Health

Timothy Lynch

palgrave
macmillan

Background

This book sits within what Greenfield refers to as “deep thinking”, “content” or “meaning” (2012), also referred to as “ideas, thinking, and constructing” (Hattie, 2009, p. 26). That is, the book is a culmination of years of evidence-based qualitative research, practical experience and internal insight, carefully crafted to make meaning. Thus, the findings build upon the abundance of quantitative research supporting children’s wellbeing enhancement through holistic physical education. The physical dimension is a powerful pathway for children’s learning and holistic development. It cannot be stressed enough that learning through movement involves children from the very beginning of primary/elementary school truly belonging, being and becoming physically educated. Hence, PE is every teacher’s friend in enhancing children’s wellbeing now and in the future.

Problem

The problem that this research book builds upon and contributes towards is “how” PE can be successfully implemented in primary/elementary schools around the world. Cale and Harris (2019) argue the importance “to reflect critically on how best to promote active lifestyles for all children and young people” (p. 4). Quantitative research has examined the benefits of physical activities and literature has advocated QPE and the notion of lifelong physical activity in schools since the 1940s (Kirk, 2014). However, while it can be argued this has been achieved in various schools, sadly research suggests this has been far too few in number, including developed nations (Lynch & Soukup, 2017). Literature and research have indicated this flaw for many years, and despite more recent focused efforts, enacting policies continues to be a major barrier to children’s health and wellbeing (UNESCO, 2014).

Tradition of problems

Global research has found that PE in primary schools is often:

- taught by inadequately trained teachers;
 - has insufficient curriculum time allocation;
 - has a perceived inferior subject status;
 - has inadequate provision of facilities and equipment and teaching materials, frequently associated with under-funding;
 - has large class sizes and funding cuts; and
-
- in some countries, limited awareness of pathway links to wider community programmes and facilities outside of schools. (Hardman, [2008a](#), p. 5)

Asia

Within Asian nations supplementing the global concerns, there is:

- Limited space and equipment for PE and sports co-curriculum.
- Overcrowded classes of forty or more students in each PE class.
- Not a strong sports culture.
- Important decisions on PE and sports are often made by government officials, with no academic or professional qualifications in the discipline.
- PE and sports are commonly considered as “play” rather than subjects that develop the “thinking” capacity (UNESCO, 2008).

Summary of problems

Evidence points to deficiencies in teacher supply, particularly of physical education specialists, inadequate preparation of physical education teachers, especially, but not exclusively so, in primary/elementary schools and to negative attitudes and low levels of motivation of some teachers responsible for physical education delivery. Concerns about the quality of physical education teacher training, teaching and teaching resources, inadequate supervision of practice, lack of professionalism and appropriate ethics and impacts on the quality of school pupil experience are also globally evident. (UNESCO, 2014, p. 9)

Purpose

10

T. Lynch

this research book investigates QPE implementation in primary schools around the globe, offering realistic direction to universally enhance children's health and wellbeing.



Professor David Kirk
University of Strathclyde, Glasgow

History of Physical Education

“It has been my conviction for sometime and something that I’ve argued in public that most of us in health and physical education do not know the history of our field particularly well and this places us in a very precarious situation in terms of a readiness to face change” (Kirk, 2013).

Advice

“look to the **past** for lessons
about the **present** and where
we might be heading in the
future” (Hickey et al. 2014, p. 184).

Primitive man [sic] had to be very active physically to survive. (Duncan & Watson, 1960)





Spartans

(Ancient Greece -beginning of 700 BCE)

Warriors - gymnastics, running, jumping, boxing, wrestling

Similar educational experiences for males and females

The objective for women's PE – to enable them to produce healthy, strong and virile potential warriors (Willets, 1981; cited in Phillips & Roper, 2006)



Athenians - Holistic

“The explicit objectives of physical education in Athens, as of education more broadly, was to educate the mind and the body, to unite ‘the man of action’ with ‘the man of wisdom’, to produce a well integrated person.” (Phillips & Roper, 2006)

Balanced between music (including poetry) and gymnastics (boxing, discus, javelin, wrestling, pentathlon, running)

Physical Literacy & Health

Whipp encapsulates the historical and present implications of the HPE ideal closely associated with “wellbeing”.

In the past, the Greek ideal; “Mens sano in corpore sano”, stressed the importance of having a healthy mind within a healthy body... This communique highlights the importance of a comprehensive educationally-based and strategic approach to wellness that values the role of the health and physical educator. (2015, p. 111)

As addressed throughout the book, holistic HPE is not a new concept to education, but it has more recently been given greater recognition to the contribution that the learning area makes in developing the whole child and the important role the physical dimension plays in wellbeing.

Physical

Education

Education

5 The Meaning of "Education" in "Physical Education"

61

Education is derived from two Latin words: "educare" which means to train or mould and "educere" which means to lead out (Bass & Good, 2004). Bass (1997) supported that it was a balance between educare and educere, the passing on of knowledge and preparing students for the changes that they will face in the future that best represents the term "education", "The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally of preparing oneself or others intellectually for mature life" (<http://www.dictionary.com/browse/education>). This definition also indicates that education is a lifelong process, a concept that has been referred to as education's purpose for many years [constructivist approach] and also paramount to twenty-first-century lifelong learning skills.

Purpose of Education?



Understandings about how learning happens – framework/lens (aka theory – metaphorically represented by a model)

Psychological Perspectives –

biological (brain & nervous system/plasticity); **behavioural** (studying what people do); **cognitive** (metacognition); **psychoanalytic** (unconscious & hidden messages); **phenomenological/humanistic** (empowering the individual to be the best they can be)

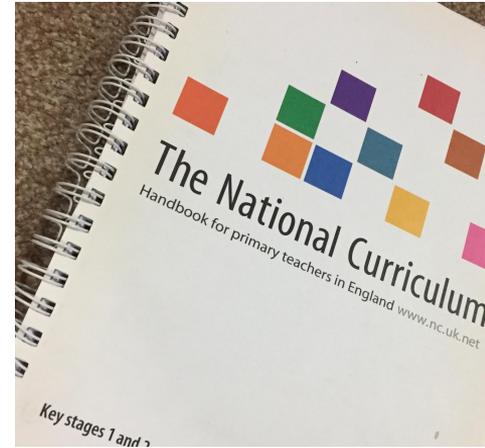
Educational approaches –

reflect teacher's belief about how children learn and are supported by families, communities and educators

EDUCATIONAL APPROACHES

BEHAVIOURAL

OLDEST & MOST DOMINANT, LINEAR, TEACHER CONTROLLED, SEPARATE SUBJECTS, SURFACE-NATURE OF KNOWLEDGE ACQUIRED, EXCLUSIVE IN NATURE, APPLICABLE IN A VARIETY OF CONTEXTS, COST & TIME EFFICIENT, REQUIRE FEWER RESOURCES (INCLUDING LESS QUALIFIED & SKILLED TEACHERS), UTILITARIAN PURPOSE — HELP A NATION'S ECONOMY BE MORE PRODUCTIVE, TOP-DOWN DIRECTIVE (HISTORY OF BEING UNSUCCESSFUL IN DEVELOPED COUNTRIES), ASSOCIATED WITH QUANTITATIVE DATA





CONSTRUCTIVIST

- Holistic (children learn across emotional, social, physical, spiritual and cognitive areas), active learning, play-based learning, , open-ended materials constructing new meanings, exploring their environment by building on their existing cognitive structures, process (rather than end result), understanding how we learn, careful planning for learning processes to meet the needs of the learner, learning is meaningful, teacher is a facilitator, individual and group work centred around problem solving and project work, concrete activities for young children and abstract thought reserved for older (social constructivism – knowledge is socially constructed, learning is a social process). Vygotsky's zone of proximal development – tasks are possible with assistance of more knowledgeable others

THE NATIONAL CURRICULUM IN ENGLAND

Key stages 1 and 2
framework document

September 2013

THIS PUBLICATION
IS FREE WHEN
PURCHASING A COPY
OF TAKING FORWARD
THE PRIMARY
CURRICULUM

Contribution of the key learning area to lifelong learning

The Queensland school curriculum is designed to assist students to become lifelong learners. The overall learning outcomes of the curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner.

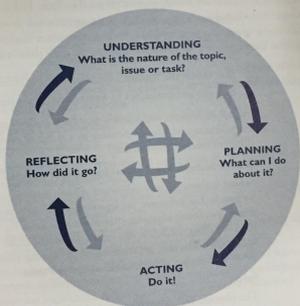
A lifelong learner is:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an effective communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner.

The Years 1-10 Health and Physical Education key learning area provides many opportunities for students to develop the valued attributes of lifelong learners.

Developing problem-solving and decision-making skills

The inquiry-based approach to learning and teaching, illustrated in the diagram below, can be used to design activities that help students to develop problem-solving and decision-making skills. This approach will also help in the design of activities through which students can develop the skills necessary to demonstrate the learning outcomes through performance in oral, written or physical tasks. The approach is comprised of four phases — understanding, planning, acting and reflecting. Within each activity, students' thinking can be developed as they attempt to *understand* the nature of the activity/issue, *plan* ways to complete the activity or deal with the issue, *perform (act)* the activity or implement the plan, and then *reflect* on and assess the activity/issue. Assessment could occur at any of the phases of the cycle; however, it is more likely to occur in the later phases.



An inquiry-based approach to learning and teaching

Within each phase the skills of recall, application, analysis, synthesis, prediction and evaluation play a role. These skills are used to inform the development of activities within each phase and may result in adjustments or modifications to actions throughout the process to deal with an issue or complete a task satisfactorily.

Each phase of the approach is integral to the successful completion of the

AN EVALUATION OF SCHOOL RESPONSES TO THE INTRODUCTION OF THE QUEENSLAND 1999 HEALTH & PHYSICAL EDUCATION (HPE) YEARS 1-10 SYLLABUS AND POLICY DOCUMENTS

- Lifelong learning
- Inquiry-based model – iterative cycle involves 4 stages (understand, plan, act & reflect)
- Learner centred approach
 - Learning as the active construction of meaning
 - Teacher as guide facilitator of learning

Education

“Indeed, Australia is one of only a few countries that combines the strands of health and physical education into one curriculum” (Australian Government, 2014, p. 203).

“Many countries require the study of physical education over all of the school years but generally speaking there is greater focus on physical activity than health and wellbeing” (Australian Government, 2014, p. 203).

A holistic HPE requires an inclusive, developmentally appropriate and progressive infrastructure beginning within early years of primary schools. Such an infrastructure will engage and challenge all children, subsequently enhancing individual and team success, provide diverse movement opportunities and ultimately optimise health and wellbeing. This concept was supported by the inaugural ICHPER-SD world congress 1958 theme, “Child Health and the School”. However, while this shift has been around for some time, it has been slow in its global traction.

Health within physical education (PE) has impacted many parts of the world as evidenced by curriculum policy. Hence, the Health, Wellbeing and Physical Education (H, W & PE) revolution has and continues to grow globally. Furthermore, the world-wide survey of school PE found that countries of “Best Practice” had a common theme relating to “promotion of health and healthy lifestyles” (UNESCO, 2014, p. 10). Hence, when considering QPE implementation in primary schools around the world, the promotion of health (holistic approach) is of major significance.

A growing number of nations have made the shift to a holistic HPE curriculum and these numbers are rising. Nations embracing H, W & PE include: Australia, USA, UK (Wales & Scotland), New Zealand, Singapore, Canada, China, Malaysia, Brunei Darussalam, Philippines, Japan, Nepal, Thailand, Cambodia, Indonesia, India, Sri Lanka, Finland, Ireland, Northern Ireland, Netherlands, Switzerland, Sweden, Cameroon, Nigeria, Uganda, Sudan, Malawi, Namibia, Tanzania, Afghanistan, United Arab Emirates, Cook Islands and Samoa.

Physical education programmes of study: key stages 1 and 2

National curriculum in England

appear to be circumstantial, as the previous national curriculum draft purported a holistic approach. It preceded the Rose Review and was suitably titled “Understanding Physical Development, Health and Well-being”. This holistic H, W & PE curriculum however was discarded in

2010 with the change of government (Griggs, [2012](#)). Notably, it can be argued that it has planted the seed for future reform.

Pp.
49-50

CRITICAL

REFLECTIVE APPROACH WHEREIN THE TEACHER IS NO LONGER AUTHORITATIVE BUT, AS AN INTELLECTUAL, ENABLES STUDENTS TO DEVELOP CRITICAL CONSCIOUSNESS OF THEIR OWN OPPRESSION AND TO ACT ON THE WORLD AS THEY LEARN IN ORDER TO CHANGE IT

SHARED RESPONSIBILITY FOR TEACHING AND LEARNING PROCESS, ALONG WITH TEACHER AND WHOLE GROUP

DIFFERENTIATES BETWEEN TRAINING (SKILLS & COMPETENCIES) AND EDUCATION (KNOWLEDGE AND UNDERSTANDING).
EDUCATION NOT SCHOOLING



Health, Wellbeing and Physical Education (H, W & PE) revolution

A shift towards a constructivist (and critical), socio-cultural approach in education has experienced a Health, Wellbeing and Physical Education (H, W & PE) revolution—described as a growing global curriculum reform, one that is in the best interest of the whole child. This is where PE is not seen as a single 45 minutes lesson that may occur once a week but rather where the physical education lesson is acknowledged as the platform to wellbeing, infused across all curricula and extra-curricular activities within school as well as the child's greater community. This includes the complex layers of relationships between individuals and groups, involving personal, interpersonal and environmental factors. However, research evidences that in many nations the H, W & PE revolution often only exists as policy and

WHICH APPROACH?

WE NEED TO INCREASE UNDERSTANDING WITH REGARD TO THE COMPLEXITIES SURROUNDING THIS ISSUE

SCHOOLS TEND TO COMMIT TO ONE APPROACH ALTHOUGH MANY EDUCATORS DO NOT

ONE APPROACH IN SOME SITUATIONS AND ANOTHER APPROACH IN OTHER SITUATIONS - CONTEXTUAL

THE PURPOSE OF EDUCATION – TO ACHIEVE ALL APPROACHES

1. DEVELOP PRACTICAL SKILLS, STRENGTHEN PRODUCTIVITY (UTILITARIAN) SINGAPORE
2. PREPARE AND DEAL WITH THE FUTURE (21 CENTURY LEARNING) SINGAPORE
3. DEVELOP THE CHILD (PERSONALISED LEARNING)
4. CRITIQUE SOCIETY (EQUITY AND SOCIAL JUSTICE).
5. INTRODUCE STUDENTS TO THE BEST THAT HAS BEEN THOUGHT AND SAID (ENCULTURATION)
SINGAPORE



Singapore

- Pedagogy Content Knowledge (PCK)
- Professional Learning Community (Lifelong Education)
- Collaboration
- Innovation
- Challenge
- Shift to teacher as facilitator
- Pupil as re-search ers
- Independence

Teachers are valued

Teachers have evidenced their ability and passion to be quality teachers

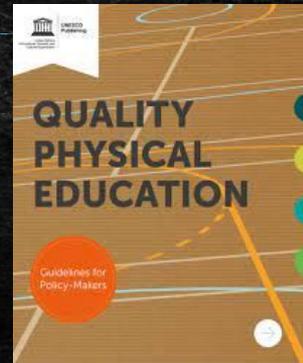
Ngee Ann Secondary School is a Future School. These schools encourage innovation and enterprise in teaching practice, and flexible learning environments with a special emphasis on the use of technology and digital media.

The twenty-first century lifelong learning skills :

- Communication skills
- Numeracy skills
- ICT skills
- Thinking skills and problem-solving
- Self-management and competitive skills
- Study and work skills
- Social skills
- Physical skills
- Aesthetic skills (UNESCO, 2019).

physical education, as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning gateway to grow the skills required for success in the 21st Century.

(UNESCO, 2015, p. 6)



Global Citizens - We are **KNOWLEDGEABLE**
We ...

Explore



Pussy Panda

Global Citizens - As **INQUIRERS**
We are ...

Curious



Kimmy Koala

Global Citizens - We are **BALANCED**
We take care of our ...

Wellbeing



Gordon Goat

Global Citizens - We are **PRINCIPLED**
We ...

Respect

others



Puppy Penguin

Global Citizens - As **RISK TAKERS**
We are ...

Resilient



Roxy Rhino

Global Citizens - We are **REFLECTIVE**
We ...

Reflect

to identify our
strengths &
weaknesses



Ruby Reindeer

Global Citizens - We are **CARING**
We are ...

Kind

to one another



Grace Giraffe

Global Citizens - As **THINKERS**
We are ...

Creative



Kip Cat

Global Citizens - As **COMMUNICATORS**
We respect, listen, use and are ...

Confident



Felix Fennec Fox

Global Citizens - We are **OPEN-MINDED**
We ...

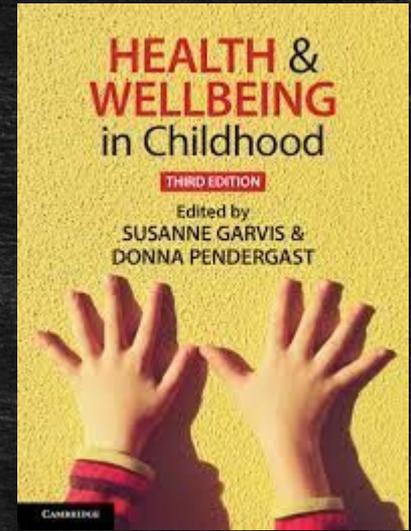
Accept

that everyone is
different & unique



Izzy Iguana

The physical dimension is significant within children's learning because it offers powerful and meaningful connections across all learning and development areas. The sociocultural perspective suggests that the curriculum ought to be connected to the child's world and everyday interests (Arthur et al., 2015). Since children have a natural play structure, learning through movement heightens their interest.



PHYSICALLY EDUCATED Developing children's health and wellbeing through learning in the physical dimension (Ch. 4)

Thoth - Layers of Learning (Pupil reflections)

I am challenged & I achieve.
I use Learning Values to be my best.

I am still **developing** my skills & I find it
challenging at times.

or

I understand my work but am not challenging
myself.

I am at the **beginning** of my learning and
understanding.



3

Thoth

2

Thoth

1

Thoth



All approaches have a place

Should not be a prevalence of certain approaches (and pedagogies embedded within) over others

Curriculums for geography, history, health and science all privilege inquiry-based and student centred teaching and learning (constructivism)

Initial instruction when dealing with new information should be explicit and direct (behavioural)

Maths - "the research clearly shows that teacher-directed learning is better suited. Needless to say, these basic skills must be firmly in place before students can approach problem-solving questions with any degree of competence" (Australian review, 2014, p. 126)

EVIDENCE-BASED RESEARCH ...

As research reminds
us...

Good teachers select, mix
and match, and combine
teacher-centered and
student-centered
instructional techniques.



RESEARCH...

NEED FOR KNOWLEDGE OF APPROACHES

- MODELS, PROGRAMMES & PEDAGOGY WITHIN



- Why do we do what we do?
- What works well?
- Is this curriculum reform? Is the change for improvement or change for change sake (curriculum change)?
- What best suits this context? Know the context.
- Know which areas of the curriculum suit which approaches – models, programmes & pedagogy



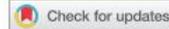
dateline

Why Singapore is Top of the Class



However, as previously mentioned literature suggests that there is global “significant ambiguity” (Griggs, 2015, p. 3) surrounding “the definition, usage and function of ‘health and well-being’ in the public policy realm and in the wider world”. Suggestions made in the opening paragraph that the implementation of quality physical education to enable holistic health is complex and multifaceted is heightened by many associated discourses (Garvis & Pendergast, 2014) and practitioner confusion is investigated in Chapters 7 and 8.

Classroom teachers are today required to be health and wellbeing experts, but not PE experts. This is a paradox and counteracts the premise of this book—*to be a health and wellbeing expert one must also be an expert in the physical dimension*. The issue of “how” the physical dimension is being supported and implemented within and outside of primary schools relates back to the reason for “why” primary schools must remain as the focus—schools are key to “inclusive QPE”.



Leading school recovery from the impact of Covid-19: two birds, one stone

Timothy Lynch 

Junior School, British International School, Cairo, Egypt

The key findings of this study were:

- Well-being is essential to curriculum recovery
- The leader's ability to communicate effectively is very influential to the success
- Curriculum change (and curriculum reform) is a long and complex process
- A whole school curriculum approach is vital
- Physical health is a key to the promotion of well-being
- Programmes such as the NPQSL need to be flexible and open to the most recent research findings in education
- Challenging deeper thinking is necessary for teachers (and not only children in schools)
- Leaders need to be inclusive to all teachers and teaching approaches
- Teachers as reflective practitioners are researchers, they just do not always realise they are

Post Covid 19

Statutory guidance

Physical health and mental wellbeing (Primary and secondary)

Updated 13 September 2021

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Health & Wellbeing priority (June, 2022)

The Labor Government will invest \$200 million to expand the successful Mental Health in Primary Schools program to every single government and low-fee non-government primary school in Victoria – 1800 school campuses.

Scaling up across the state from 2023, by 2026 every school will employ a Mental Health and Wellbeing Leader to implement a whole-school approach to wellbeing.

Whole School Approach (WSA)

Health Promoting School (HPS) Model

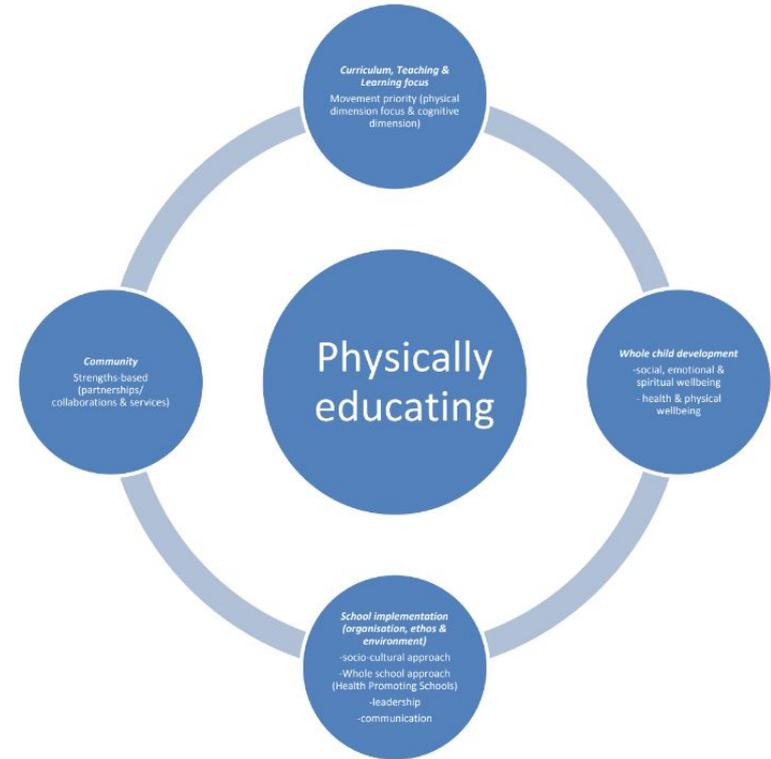
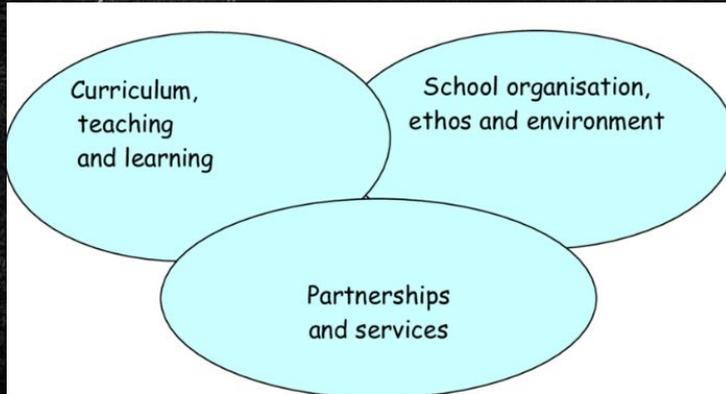


Fig. 1.1 Elements of quality physical education



Whole School Approach

“Specifically, a coordinated whole-school approach to teaching health would help young people connect learning across a range of subjects. In addition, we can adopt teaching approaches that help pupils relate their learning to themselves and their everyday lives” (Cale and Harris, 2019, p. 13)



WELLBEING –
Not one
single definition

(Garvis & Pendergast, 2014)

At minimum, *well-being* includes:

- the presence of positive emotions and moods (e.g. contentment, happiness)
- the absence of negative emotions (e.g. depression, anxiety)
- satisfaction with life,
- fulfillment
- positive functioning

<http://www.cdc.gov/hrqol/wellbeing.htm#three>





“a state of feeling good
about ourselves and the
way our lives are
going”

(Commonwealth of Australia, 2014)

1 - 10

How is your wellbeing right now?



Latest neuroscientific research...

“has confirmed the powerful role of emotions on children’s cognitive mastery, indicating that emotions can either facilitate or impede children’s learning process”

(Djambazova-Popordanoska, 2016, p. 1).

INNOVATIVE TEACHING AND LEARNING

Megatrends predict that in the future education departments need to be prepared for a quality of life with:

- Limited world resources
- World economy shifting from north to south, west to east
- Associated healthcare costs and the responses in lifestyles and services
- Rising importance of social relationships

(Hajkowicz et al. 2012)

Schools in England told not to cut days over energy price rises

🕒 16 August



PA MEDIA

The government has warned schools in England not to send children home to save on energy costs this winter.

It comes amid reports that some schools are considering three or four day-weeks to save money.

Olympic legacy: Did £1bn after 2012 get any more people doing sport?

© 17 August 2017



| Mo Farah wins gold in Men's 5000m, Lo

Five years ago this month, the London 2012 Olympic Games success for Britain - came to a close

At the time, the country was promised that the Games would mean the end of the success story, that sport participation.

But, in England at least, that promise was broken.

The government gave Sport England £1bn to invest in grassroots sports, and Jeremy Hunt, then Secretary of State for Culture, Olympics, Media and Sport, said the Games provided an "extraordinary chance" to "reinvigorate this country's sporting habits for both the young and the old".

Sporting Schools

Bringing schools and sports together to help Aussie children get active

A similar situation was experienced in Australia in the early 1990s, when government programmes were used to replace school PE curricula. The Aussie Sport education programme was used by schools to "justify the withdrawal of physical education from schools" (Moore, 1994, p. 26; Tinning, 1994). This funded government programme proved to be detrimental to schools rather than achieve the enhanced health outcomes as originally advocated. Subsequently, Emmel argued that programmes offered by the State and Federal governments should be a "logical and welcome extension to the curriculum, not a replacement for it" (2004, p. 17). This is also voiced by Lynch (2016) who suggests that the future of

Primary physical education (PE): School leader perceptions about classroom teacher quality implementation

Timothy Lynch   & Gregory J. Soukup Sr. | Ming-Dih Lin (Reviewing Editor)

Article: 1348925 | Received 07 Jan 2017, Accepted 25 Jun 2017, Accepted author version posted online: 03 Jul 2017, Published online: 23 Aug 2017

This research investigates school leader insights into how Quality Physical Education (QPE) is best implemented. The 73 principal [headteacher] participants were randomly selected to represent a cross-section of Government Primary School communities, in a region, where PE responsibility lies with classroom teachers. Data suggest school leaders desire long-term investment in teachers and quality education. This involves advocacy of Quality PE for lifelong well-being with a focus on inclusive “PE in schools”. This requires funding for PE specifically in higher education/teacher preparation and continued professional development. However, large sums of funding are instead being allocated to physical activity alternatives; QPE is being replaced by “physical literacy”, PE in schools by physical activity offered outside of schools, and qualified PE teachers by sports coaches. Subsequently, the important role schools play in QPE, teacher expertise and the teaching profession are devalued, and access for some children are denied.



IF WE DON'T UNDERSTAND
CONTEXT

IF WE CANNOT ADJUST
TO ECONOMIC CHANGE

IF WE CANNOT FORM
GENUINE PARTNERSHIPS

Influence of Health

History of Physical Education

Italian teacher

One of the first educators who introduced PE as an important part of an educational programme

Combined the humanist ideals of **body, mind, and spirit for the first time**
(develop the ideal citizen)

Vittorino da Feltre (1378 – 1446)



Used a number of ideas to develop his syllabus (teaching techniques and writings became the benchmark for PE)

Believed that the best way to develop **health** was through his **gymnastics** program

At the time, Germany, Sweden and Denmark PE was mainly for military purposes (not Health).

Johann Friedrich GutsMuths (1759-1839)





- Pioneered the teaching of PE in Sweden
- Promotion of 'health dimensions' of PE
- Established the medical and scientific benefits of exercise
- Similar curriculum to contemporary PE
- Subjects included (anatomy, educational psychology, first aid, **health**, history and philosophy, physiology, and sports skills)

Per Ling (1766-1839)

William G. Anderson

Nature of Health



- Conference organised by **William G. Anderson, M.D.** [doctor of medicine] on November 27, 1885
- a group of 49 people [mostly physicians –M.D.] made the first real attempt to develop, as a legitimate profession, physical education (Harris, 1890; Park, 1985)
- **Nature of Health** was deemed 'manifest in a balanced constitution [composition] (the body) and temperament [nature/ behaviour] (the mind and spirit)
- **Simply... prevention was better than cure** (Mechikoff & Estes, 2002, p. 192)



William G. Anderson Cont.



“considered the founder of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) in 1885.

2014 AAHPERD became
SHAPE America





- ICHPER was initiated by an idea first conceived in 1950 by the Board of the American Alliance for Health, Physical Education, and Recreation (AAHPER).
- ICHPER was founded in 1958 in Rome, Italy by the world's leading professionals in Health, Physical Education and Recreation (HPER)
- The theme of the first ICHPER world congress was
'Child Health and the School'

Kirk (1993)

- 1940's and 1950's PE was reorganised around wellbeing of the individual, enthusiasm and enjoyment (not discipline, obedience and military bearing)





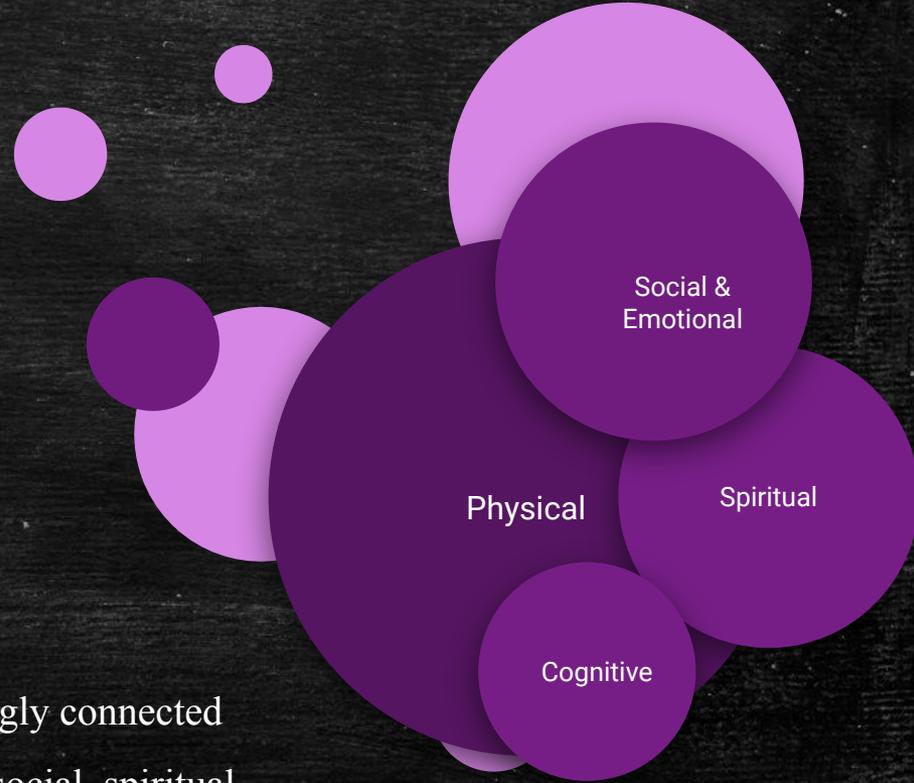
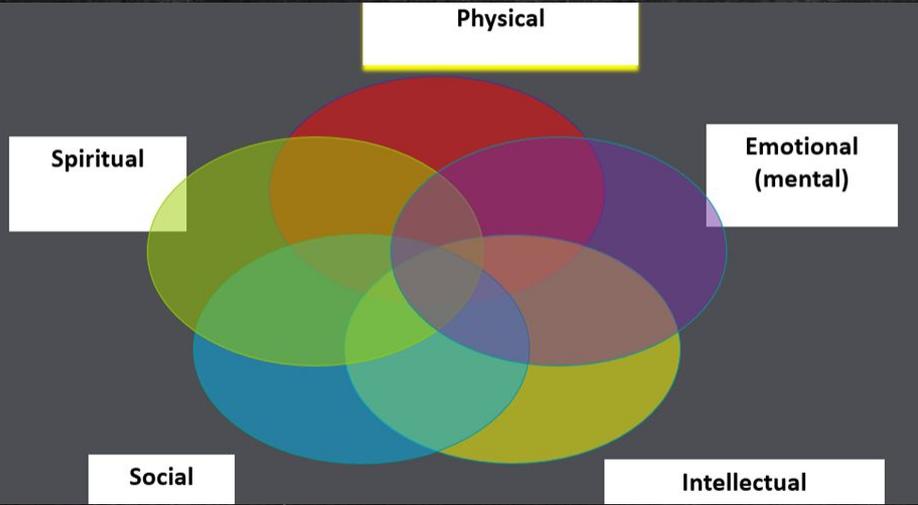
- ACHPER was formally known as Australian Physical Education Association (APEA)
- name change was a direct result of the ICHPER-SD first and only world congress to be held in Oceania (Sydney, 1970) - 'New Endeavours in Physical Education, Health Education and Recreation'
- Of international significance, the best attended conference in the history of APEA and a milestone for 'Health, Physical Education and Recreation' (Kirk & Macdonald, 1998).

Health and Physical Education

Elaine Murphy [ACHPER National President 1988-1993 and ICHPER-SD Vice President –Oceania] described this influence

*“Australians coming back from overseas, they were saying that associations over there are including these other streams (in health and recreation), and our description of physical education is just not adequate when **health is such a large component (of what we do)**... they wanted these words included otherwise they felt that physical education was too narrow.” (Kirk & Macdonald, 1998, pp. 6-7).*

Dimensions of Health



Robbins, Powers and Burgess (2011) establish seven strongly connected dimensions of wellness: physical, intellectual, emotional, social, spiritual, environmental and occupational.

Physical by name

- While the HPE learning area recognises and advocates for the development of all health dimensions, the core of HPE – as the nomenclature states – is the ‘physical’ dimension.
- For this reason, health and wellbeing associated with being physically educated is the key wellbeing development responsibility of HPE.

The literature acknowledging the “big picture” of health and the determinants which may or may not be in an individual’s control sits within the World Health Organization’s (WHO) definition of health; “a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being, without distinction of race, religion, political beliefs or economic and social condition” (WHO, 1948). Hence, the next element of quality physical



Wellbeing is rightfully embedded in health curriculum, as evidenced by the World Health Organization's (WHO) definition of health (cf. 36). Furthermore, there is "growing international recognition between

64 **T. Lynch**

the inter-relationship of education and health, which necessitates a more comprehensive approach to school health and coordinated action across sectors" (UNESCO, 2016, p. 6). However, it is argued that the introduction of the multidimensions of health within curriculums requires clarity. In the UK, Griggs (2015, p. 3) states "there remains significant ambiguity around the definition, usage and function of 'health and well-being' in the public policy realm and in the wider world".

Wellbeing, Wellness and Health

Globally, it is argued that Social and Emotional Learning (SEL) should be an essential aspect of children's formal education (Durlak & Weissberg, 2005; Hargreaves, 2000; Payton et al., 2008; Zins, Weissberg, Wang, & Walberg, 2004). This is supported by the latest neuroscientific research

Throughout history, PE has had different guiding principles or purposes which are often driven by the government or needs of society. Arthur, Beecher, Death, Dockett, and Farmer (2015, p. 429) refer to this as the philosophy of the discipline, “beliefs and values that underpin practice”. As previously discussed, historically, PE has been influenced by two philosophies:

1. The body viewed as an object (*relating to behavioural model in education/efficiency [top down]/governmentality/medical model in health & behavioural model in health*).
2. The view of the whole person: body, mind, spirit and wellbeing (Lynch & Soukup, 2016) (*relating to process/humanistic perspective/constructivist approach/learning across dimensions/social model of health*).

From the perspective where the body is viewed as an object, PE has been responsible for schooling the body, a “controlled body, one which is appropriately skilled with the capacities to meet the standards of acceptable social behaviour of any particular society and to make a productive contribution within the economic system” (Kirk, 1993, p. 13). Tinning and McCuaig share that in many countries often this has related to physical training, for

Physical education programmes of study: key stages 1 and 2

National curriculum in England

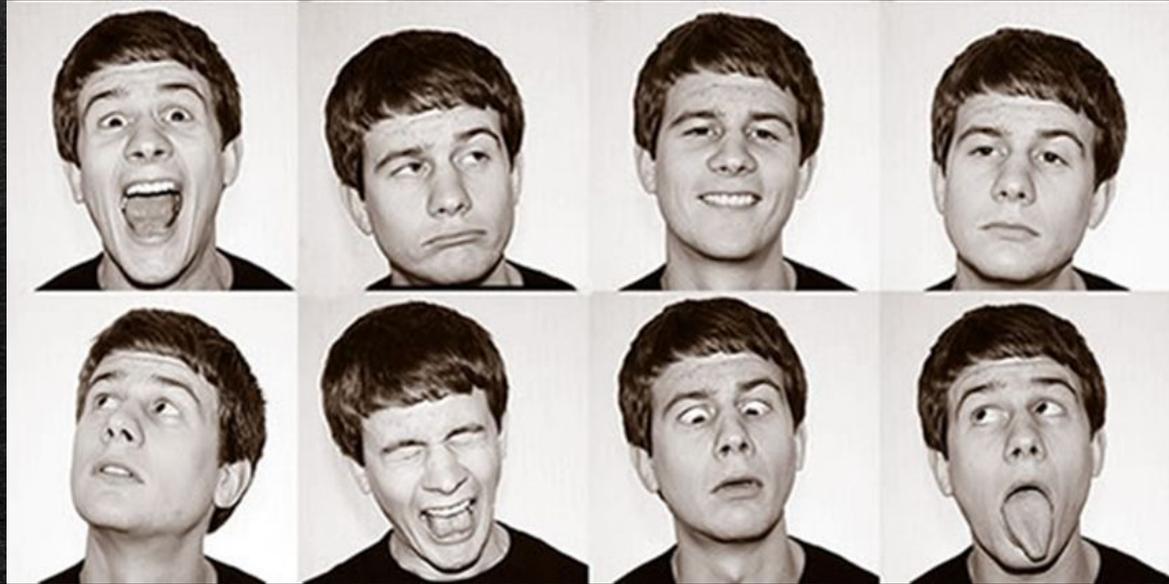
Furthermore, if we look at a country whose PE has an explicit focus on the physical dimension only rather than a holistic approach, “the UK ranked last for children’s wellbeing among 21 of the world’s richest countries in 2007, 16th among 29 in 2013 and 20th out of 35 of the richest countries in 2016” (United Nations Children’s Fund, 2007, 2013, 2016; cited in Cale & Harris, [2019](#)).

They argue that physical education, in many cases, not only fails to achieve many of the outcomes it espouses under the rhetoric of enhanced health, fitness, skill and self esteem, but often exacerbates the very problems it seeks to overcome (Tinning, Macdonald, Wright, & Hickey, 2001, p181).

They argue that where physical education is poorly or insensitively taught, it is more likely to have a negative influence on learners than a positive one (Tinning et al, 2001, p181).

Hidden Curriculum

- Students acquire knowledge & attitudes unintentionally while in the school environment (Kirk, 1992)
- Includes traits taught & learnt that teachers are so accustomed – hard to identify



Discourses & ideologies

Discourse
(message)

§ “Socially constructed ways of being, speaking, feeling and acting that represent particular values and world views.” (Arthur, Beecher, Death, Dockett & Farmer, 2015, p. 17)

Ideology
(beliefs that underpin practice)

system of ideas, beliefs, fundamental commitments, or values about social reality (Tinning, 1990)

Physical Education - hidden

- DISCOURSES (Messages)

Military

Scientific

Health

Sporting

IDEOLOGIES (Beliefs)

Sexism, Elitism,
Healthism,
individualism,
mesomorphism

Military



© The National Archives

- a time of *schooling* rather than education,
- ‘physical education was deeply implicated in the project of schooling the docile body, in knowing it and shaping it to meet particular circumstances and fulfil particular social and political projects’ (Kirk and Spiller, 1991, p. 108).

Scientific discourse

Sputnik 1 launched October 4,
1957



Schools not producing enough
scientists! Money allocated to science

Performance replaced humanistic
experiences (dance, outdoor,
non-competitive)

Bio Mechanics, Exercise Physiology,
Sports Medicine, Psychology of Sport,
History of Sport and so on (Kirk, McKay &
George, 1986)

Technocratically rationalised

Health discourse



- a belief that health can be unproblematically achieved through individual effort and discipline directed mainly at regulating the size and shape of the body (Crawford, 1980, p. 366).
- Appearance?? Judgement?? Morals?? Guilt??
- “Like a script, bodies tell us a story about the person they embody, they convey sets of ideas and values” (Kirk, 1993, p. 7)

Healthism - causes anxieties

- Unquestioning acceptance of the obesity discourses in PE helps to construct anxieties about the body (Gard & Wright, 2001)
- Blaming- takes the pleasure out of PA, marginalises PA that are not 'fat burning' (Gard & Wright, 2001)
- the body is associated with morally disciplined behaviour, and people experience guilt if they are considered undisciplined.

It is suggested that Health Education is currently guided by obesity discourses (Quennerstedt, Burrows, & Maivorsdotter, 2010) and “offers a resurgence of individualistic and instrumental notions of health” (Alfrey & Brown, 2013, p. 160). For example, children in the early years of primary schools in England are being informed that they need to exercise or else they will get fat. Intentional or not, viewing the body as an object to

be trained, places pressure on children, parents and school communities, often at the expense of enjoying movement. This chapter investigates why this is happening, beginning in the early years of British (English) primary schools, through exploring the educational and health approaches; in this instance, the “dominant performance-oriented curriculum with its accompanying behaviourist inclined pedagogical approach” (Thorburn, Jess, & Atencio, 2011, p. 393). This dominant behavioural approach reveals hidden messages (discourses) beneath the surface of the physical education (PE) national curriculum for England. It is argued that such discourses often exist in society without challenge and are having adverse effects on the “healthy active lives” the curriculum purports (Cale & Harris, 2019).

Hidden Messages

Some children in Reception class in south-east England state schools are bringing home a letter stating that they are overweight. This is because in England “Children are measured and weighed for their body mass index (BMI) in Reception class and in Year 6, under the government’s National Child Measurement Programme” (Ford, [2018](#)). In one example, a letter from Kent Community Health (NHS Foundation Trust) informed the parents that their child’s measurements taken (as part of the National Child Measurement Programme) suggested they were overweight for their age, sex and height. Also, that overweight children often become overweight adults (Head of School Health and Immunisation Service for Kent and East Sussex, Letter to parents, November 16, 2016).



Daisy, 11, also started skipping breakfast because of the letter.

Dorset schoolgirl 'lost confidence after fat letter'

A schoolgirl says she lost her confidence and passion for sport after receiving a so-called "fat letter".

Daisy, 11, from Christchurch in Dorset, received a Public Health England letter saying she was overweight after being weighed at school.

Children are measured and weighed for their body mass index (BMI) in Reception class and in Year 6, under the government's National Child Measurement Programme.

Daisy's mother Gill says she was not aware her daughter would be weighed but did not want to keep the results a secret from her.

Video Journalist: Emily Ford

You can see this story in full on BBC iPlayer. Out South at 19:30 GMT on Monday 12 February on BBC One, or via [iPlayer](#) for 30 days afterwards.

For more information and support about healthy eating [click here](#).

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Hidden Messages

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In another example, a Dorset schoolgirl, Daisy who is eleven years of age, “lost confidence”, and “was miserable and angry” after receiving the same “fat letter”. Her mother was not notified of the programme and unaware her daughter would be weighed at school. Daisy stated that after reading the letter she felt that “Because I was fat I didn’t fit in with all of the other people that were playing cricket”. Consequently, Daisy began skipping breakfast and it has taken weeks for her to return to playing cricket (Ford, 2018). Pressure on body image is also evident in advertisements for free summer school clubs in a primary school in Suffolk, listed under the West Suffolk weight management groups on the OneLife Suffolk website.

The advert reads “Fun packed clubs for those children aged 4-14 years who struggle with their weight”, and in 2016/2017, “over 200 children and their families successfully completed our child weight management programme” (One Life Suffolk, 2017).

While in each scenario the messages given may be done with best intentions, the question of what messages are being received within young minds needs to be identified and addressed by educators. Cale and Harris (2019, p. 11) assert “a key area to focus on is how recommendations for physical activity and health are promoted, interpreted and accepted by teachers, health professionals and parents”. For discourses and ideologies are not recorded in school curriculum documents, “but are traits taught and learnt through various mediums within society, often in what is termed the ‘hidden curriculum’” (Lynch, 2017, p. 80). How does the child identified as “fat” for the free summer school club feel? What impact will this label have throughout their lives? Also, it raises the question of what messages are being received by parents? For example, as a result of the letter that came home from Kent Community Health, the Reception child’s mother was left distraught and unnecessarily questioned her parenting skills (personal communication, June 20, 2017). Furthermore, Daisy’s mother questioned why there is not a holistic view of the child’s health; “you don’t get a chance to say what you are doing at home or what your child is doing regarding exercise” (Ford, 2018).

Young peoples engagement with healthism discourses may be facilitated by well-meaning but inadequately prepared teachers who themselves hold narrow, reductive views of health, fitness and physical activity. Such cases may result in schools falling well short of their potential to promote healthy, active lifestyles. (Cale & Harris, [2019](#), p. 13)

Sporting discourse

The 2012 Olympic Games held in London had a large influence on the planning of the national curriculum for England in PE. Griggs (2015) identified this occurrence as “policy by the way” (Dery, 1998)—he further explained this connection as where “dominant discourses and rhetoric are favoured and permitted often without understanding the appropriateness or impact that may result” (Griggs, 2015, p. 38). This chapter



Department
for Education

Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Does Sport Build Character in the Early Years of Primary Schools?

As mentioned earlier, the present national curriculum for England for physical education was influenced by the 2012 Olympic Games held in London. At the close of the Olympics, the Prime Minister, David Cameron, published the following statement; “any new national Physical Education curriculum which would follow the Games will now ‘require every primary school child to take part in competitive team sport like football, netball and hockey’” (Griggs, 2015, p. 38). Griggs refers to this curriculum as having a hegemonic position of sport (2015) with “increased focus on competition and in particular competitive teams now permeates [ing] down into Key Stage 1” (2015, p. 40).

These details suggest the latest curriculum may promote discourses and ideologies such as sporting, sexism and elitism and therefore need to be identified and addressed by educators. Furthermore, if there is limited education in teacher preparation it is very likely that such ideologies are influencing children now even earlier in life. Unfortunately, this is of major concern as Griggs suggests that PE in English primary schools is being delivered ineffectively (2012), thus increasing opportunities for cultivation.



Assumptions about Sport (Hickey, 1995)

- Being involved in sport, people naturally develop positive attitudes about healthy lifestyle
- Friendship, teamwork, sharing & cooperation occur for everyone
- Work hard & make sacrifices you can achieve what you want
- Boys & girls receive equal opportunity & recognition
- Students get most of their understandings through school curriculum

Concluding comment

Children in Reception class should be moving for enjoyment, because it comes naturally to them, and this should be exploited by teachers as a medium to enhance their learning across all areas. They shouldn't be exercising out of fear that they will get fat, nor should they be experiencing guilt for not meeting adult "health" expectations. It is wrong for children to be categorised as overweight and school leaders should not be allowing this within their schools. Hence, it is recommended that the global shift to a constructivist, holistic social-cultural approach be adopted for the national curriculum for England in PE, one which has a focus on the whole person philosophy: body, mind, spirit and wellbeing.

Sexism

Sexism exists due to taken for granted assumptions relating to physical ability and capacity, motherhood and sexuality (Scruton, 1990).

Results in male domination of facilities, resources and curricula and time given

Effects confidence

“Physical Education is consistently the most sex-specialised subject on the school curriculum” (Hargreaves, 1986, p. 173).

SPORT

AFLW star Sarah Perkins calls out body-shaming after social media trolling

Posted Tue 1 Mar 2022 at 2:20am, updated Tue 1 Mar 2022 at 5:23am



Sarah Perkins missed what would have been a game-winning shot on goal with 35 seconds left against the Saints. (Getty: Dylan Burns/AFL Photos)

Sportswomen share experiences of sexism and the reasons they do not report it

By Becky Grey
BBC Sport

🕒 14 August 2020 | Sport



Elitism



PE throughout history in schools

Responsible for schooling the body (object) –to be trained

Ideologies often give false messages

Media plays a large role in the cultural construction of the body & norms in society regarding body beautiful

School HPE plays a significant role in the cultural construction of the body

HPE has the ability & power to bring awareness of existing cultural messages to students (chn's) awareness

Choice to accept or reject messages

Socio-cultural approach (inclusive)

- recognises the physical, social, emotional, mental and spiritual dimensions of health, the interactions between the dimensions and that health is dynamic, a constantly changing state (QSCC, 1999).
- appropriate for promoting wellbeing which is multidimensional in nature (OECD, 2017).

Social — Relationships with others, ethnic customs, interpersonal and communication skills, sense of belonging

Physical — Wellness of the body, nutritional status, weight, fitness, effective body functioning

Emotional — Positive feelings about self, self-esteem, sense of purpose in life

Mental — Capacity to think logically and reason clearly

Spiritual — Sense of connection to phenomena and unusual events beyond self and usual sensory and rational existence; a sense of place within the universe

“Physical education”, “health and physical education”, “physical literacy” and “health literacy”: Global nomenclature confusion

Timothy Lynch  & Gregory J. Soukup | Wayne Usher (Reviewing Editor)

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The introduction of the sociocultural approach saw a philosophical shift using a “holistic” discourse in PE. This holistic view was influenced by an inclusive ideology and in some regions of the world was relabelled HPE. This shift has occurred on numerous occasions throughout history, but most recently began as a complex counter discourse to those associated with the “body as object” philosophy. The whole child view was “informed by critical pedagogues and pedagogy in Australia, the United Kingdom and New Zealand in the 1980s and 1990s” (Cliff, Wright, & Clarke, 2009, p. 165). This holistic discourse had important implications for PE teachers and students, “because its attention to social and cultural influences on health put it in opposition to notions which locate responsibility for health almost solely in the individual and their decisions” (Cliff et al., 2009, p. 165). This discourse changed perception of the body as a separate object, to that of the “whole person”; body, mind, spirit and well-being, along with their social and cultural context. Whitehead (2010) refers to this shift in PE in philosophical terms as “dualism” and “monism”, respectively, but prefers to use the word “literacy” rather than “education”.

The Health and Physical Education curriculum will draw on its multi-disciplinary base with students learning to question the social, cultural and political factors that influence health and wellbeing. In doing so students will explore matters such as inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice, and develop strategies to improve their own and others' health and wellbeing (Australian Curriculum, Assessment and Reporting Authority (ACARA), 2012, p. 5).

In the United Kingdom the Association for Physical Education (AfPE) define PE as:

the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both “learning to move” (i.e. becoming more physically competent) and “moving to learn” (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance. (2015)

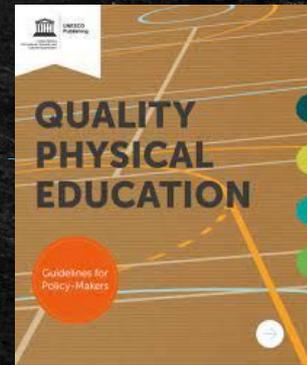
In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others’ health and wellbeing. (Australian Curriculum, Assessment and Reporting Authority, 2012, p. 2)

Quality Physical Education

- marriage of human movement and the socio-cultural approach
- QPE needs to be provided for all children
- all educators must understand how to provide inclusive practices in which correct movements can be mastered.

Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.

(UNESCO, 2015, p. 9)



Quality Physical Education (QPE) requires QUALITY TEACHING & LEARNING

requires Quality Teachers
(enthusiastic, confident &
competent) who think
through the mind of a child

learning that is age
appropriate, Enjoyable,
offers variety, Engaging &
challenging

all Children able to succeed
– develop optimistic views
about learning & motivated

a positive social experience,
maximum participation

cater for all needs & interests
(inclusive)

teachers adopting a socially
critical perspective in the
context of 'new times'

assigning open-ended tasks
that allow children to
progress as far as they can

groups/teams are much
smaller and everyone gets
more opportunities to
practise – classes require
enough equipment to
enable this pedagogy

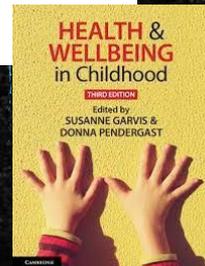
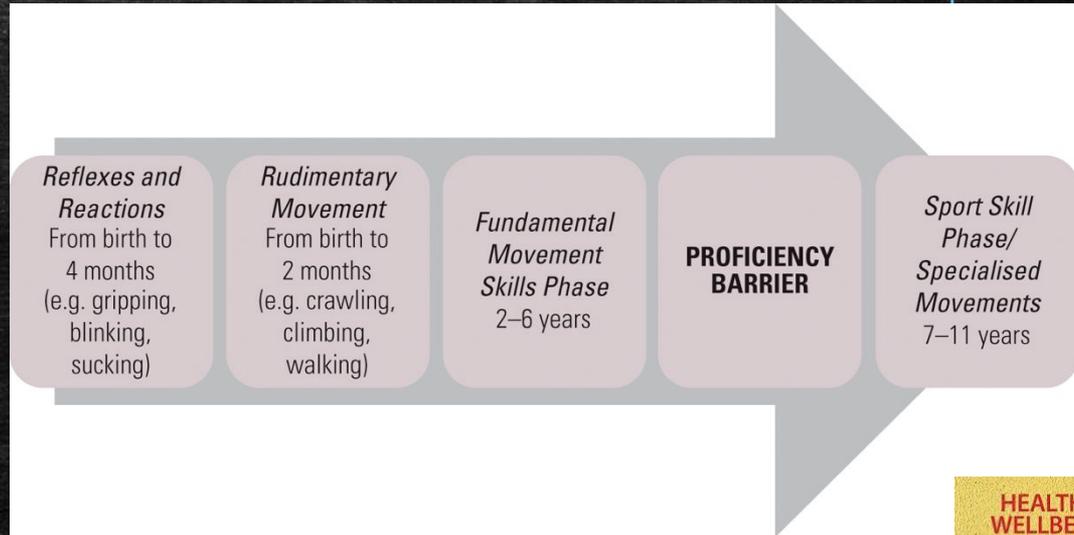
Lifelong process & not
confined to the boundaries
of schools

develops the whole child

interest in the child's learning
is shown by significant others,
fundamentals are developed
early

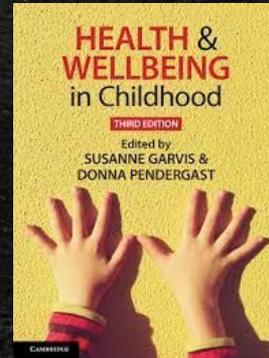
Knowledge

- Motor development is important (choose models, metaphors & analogies to enhance understanding)
- The proficiency barrier generally occurs around Year 3 at school (seven years of age, turning eight) and culminates with myelination, the production of the myelin sheath in the central nervous system. Myelination enables smooth coordinated and subsequently increased complexity in children's movement skills and it 'permits the transmission of nerve impulses and is not complete at birth' (Gallahue & Donnelly, 2003, p. 31). Hence, children's motor development is capitalised if FMS are mastered before Year 3 and myelination.
- Analogy of learning to read - FMS & DMP



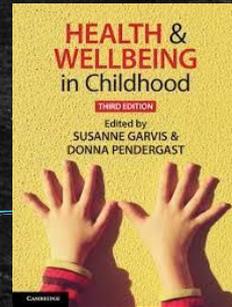
Learning experiences

- educators need to be experts in early movement if opportunities are to be provided for children to master
- For the same reasons that early years teachers are required to have developmentally appropriate phonics and numeracy expertise, schools need to provide expertise for learning in the physical area. Consistent with the socio-cultural approach and comparable to play-based pedagogy, learning motor skills requires scaffolding and guidance from an expert to assist the child to become competent. Scaffolding sits within Vygotsky's zone of proximal development (Lynch, 2017, p. 88), and expertise may involve family and community partnerships. While tasks may be initially challenging for the child, practising should be enjoyed regularly if the child is to master the skill.



- information processing model

- Feedback is vital
- Analogies - glide through the water ‘like an arrow’, long and straight with arms outstretched, or to have ‘long legs’ and ‘kick their socks off’ during the flutter kick. An analogy for landing safely in gymnastics is to ‘land on your motorbike’, with arms reaching forwards (holding the handlebars), legs bent and shoulder-width apart (sitting on a motorbike).
- no more than three cues be used so that children can retain the information (Anshell, 1990). For example, three cues for the underarm throw might be: swing back, step forwards (on opposite leg to hand holding the ball) and release.
- For a number of motor skills to be performed simultaneously – for example, skipping (locomotor) while dribbling a basketball – it is essential that at least one of the motor skills (either dribbling or skipping) is automatic. The information-processing model suggests ‘the ability to perform two motor tasks simultaneously means that at least one set of actions can be conducted automatically (without cognition)’ (Anshell, 1990, p. 19). Emphasis should be placed on correct practice because ‘ingrained, highly learnt errors in movement execution (or technique) may be extremely difficult, if not impossible, to correct’ (Abernethy, 1991, p. 93).



Evidence based feedback (ongoing process)

Provide instruction

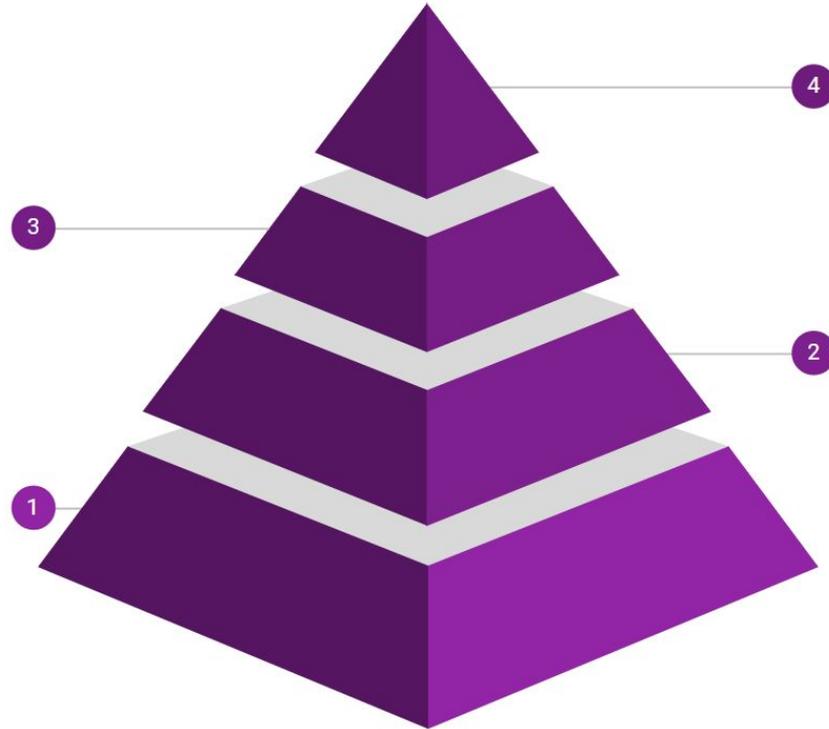
How does the learner get there?

What are the steps? (clarify)
AfL - adapt to meet all needs.

Goal setting

Where is the learner going?

What does success look like?
How will every child be challenged?



Improve performance

Child grows, succeeds, makes progress.

Gathering evidence

Where is the learner right now?

What evidence do we have of knowledge, skills & performance in relation to the goals?

ACQUISITION OF MOTOR SKILLS MODEL

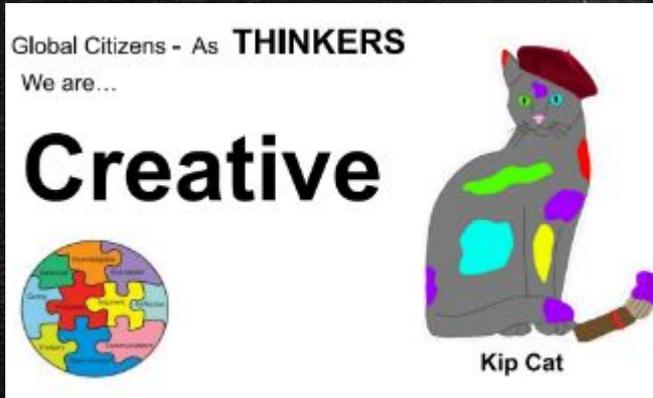
Fitts and Posner (1967)

1. Associative
2. Autonomous
3. Automatic

Speed increase

- When associating the acquisition of motor skills model to children's learning, the ideal is to have children performing motor skills automatically before placing them in more physically demanding situations, such as fun games before high-pressure matches during physical education. If children are able to perform the necessary skills during a gaming situation, without having to apply the thinking involved in the first two stages of Fitts and Posner's model, they are then able to focus on other aspects of the game, such as strategies.
- socio-cultural aspect of physical education of which educators need to be mindful, because it is not inclusive practice to play a game or modified sport when not all children have had opportunities to develop the skills required. Such practices in schools needs to be critically examined since the children who have had prior experiences are often favoured over those who have not.

Contemporary CHALLENGE for teachers



Educators are therefore challenged to be creative when implementing physical education by adopting a socio-cultural approach. At all times the aim should be to maintain inclusivity, by catering for the diverse needs of the class. This is easier said than done and is the greatest contemporary challenge for physical educators. The ability to implement strategies that cater for all needs, while enabling enjoyment, engagement and challenges, is evidence of a teacher's expertise as a QPE.

Findings and Recommendations

A constructivist (and critical), socio-cultural approach shift must continue across all nations for children to experience optimal wellbeing. For this to occur, it is essential that holistic HPE policy becomes deeply rooted curriculum reform in every school. The book's qualitative research findings suggest that for children's wellbeing to be optimised the following recommendations need to be enacted:

1. PE is prioritised—acknowledged as one of, if not the most important curriculum area in schools

A quality PE school programme rather than being neglected or relegated a minor place in the school curriculum, must play a dominant role in the development of the child from the early years of primary school.

2. PE must be Quality PE (QPE)

As recommended by global policy, QPE is the ideal pedagogical way to implement PE for enhancing all dimensions of health. Thinking through the mind's eye of a child, it is intrinsically natural for all children to enjoy movement engagement for the purpose of play, games, exploring, learning, developing fundamental movement skills (FMS) and dominant movement patterns (DMP). Children want to be included; to truly belong; to be acknowledged; and to discover exciting ways to feel good about themselves and their movement. Inclusive education requires access to QPE, to equipment/facilities and to opportunities to develop skills correctly with optimal participation. It involves developmentally appropriate content and experiences, a knowledgeable teacher who cares about each child's progress, who is interested in each child's movement and enjoys working with children generally.

3. The key wellbeing development responsibility of holistic H/PE is associated with being “physically educated”

Within the dimensions of health (physical, social and emotional, cognitive and spiritual) while it is acknowledged that all are significant, it is the “physical” explicitly named in the nomenclature, and the value of movement that forms the foundation of the Health and “Physical” Education learning area.

This is best captured in the Australian curriculum:

The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued. The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing. (Australian Curriculum, [2019](#))

4. QPE is the only label advocated

There has been global confusion among practitioners responsible for physical education implementation, caused by the labels and branding within PE: “Physical education”, “health and physical education”, “physical literacy” and “health literacy”. As published by Lynch and Soukup (2016), the ambiguous grey area surrounding the terms PE and HPE have seen the rise and traction of new terms to represent and replace the original meaning of physical education, such as “Physical Literacy”. This theory is supported by Jurbala (2015) who shares that physical literacy has become a replacement term for holistic development. Therefore, many of physical literacy characteristics are not new and have been borrowed from PE, specifically literature relating to “QPE” and “lifelong physical education”. It is recommended that QPE be the only label used within PE, enabling much needed global clarity among educators.

5. Community partnerships are essential now and in the future

Leading “curriculum reform” countries such as Australia and Finland, explicitly advocate partnerships to help enact their holistic H, W & PE curriculum. According to the United Nations, “partnerships” are essential for optimising children’s QPE experiences and continued efforts towards equality in health and wellbeing (Lynch, 2016). Data gathered suggest that community partnerships enhance children’s physical education experiences and ultimately their wellbeing, across all research projects. The most significant finding was that partnerships (priority 4 in the UNESCO national strategy) enabled more facilities, equipment and resources (priority 2 in the UNESCO national strategy) (2015, p. 23).

6. *A predominant behavioural approach to PE should be avoided as it does not acknowledge the whole child and can be harmful to children's wellbeing*

A behavioural approach to PE advocates a focus on the body as an object rather than the “whole” child, which throughout history has been underpinned by ideologies including sexism, elitism, healthism, individualism and mesomorphism. Literature and research suggest that the national curriculum for England in PE is heavily influenced by the behavioural, top-down governmental approach in education, being described as deliberate, systematic, planned attempts to change behaviour. Hence, such ideologies

are present in education systems, having short- and long-term detrimental effects on many children's wellbeing (Curran, 2014).

7. PE curriculum must be developed, implemented and evaluated-based on evidence-based research

Curriculum statements about sport and PE such as the ones located in the English national curriculum “purpose of study” for PE are assumptions. While they may be outcomes experienced at times by some children through sport, for many children, they contradict experiences. As supported by Ofsted, curriculum expectations and reform must follow evidence-based research regarding quality practice.

8. *“Teacher education, supply and development” is the key to enhancing children’s wellbeing*

‘Teacher education, supply and development’ are the first listed priority in the UNESCO national strategy for QPE. Critical socially just pedagogies necessitates teachers being trained and educated in this mode of teaching (Tinning, 2004). This requires educator knowledge and ideally expertise, in the bio-physical foundations of human movement and the inclusive socio-cultural approach to implementing. Hence, teachers of today require an understanding of how to provide inclusive practice in H, W & PE, knowledge of correct movements (i.e. human movement) and knowledge of how correct movements can be mastered by children of varying physical activity experiences and ability.

9. A whole-school approach needs to be adopted for HPE implementation

The data generated suggest that a whole school curriculum programme (WSCP) for HPE increases the likelihood of quality experiences for children in schools, as it increases the rate of developmentally appropriate activities. This results in enhanced student interest; a positive effect on students' attitudes towards physical activities and holistic dimension connections. "Healthy schools" or "health-promoting schools" approaches are used by some schools to help translate the whole-school approach into practice and to enhance health and educational outcomes of their pupils. (Lynch, [2017](#); Public Health England, [2014](#)).

10. Specialist teachers are associated with quality delivery of all dimensions of HPE

When principals were commenting on key attributes of a good HPE teacher—the top five responses were: HPE curriculum knowledge and developmentally appropriate pedagogy; planning/assessment and flexibility; rapport/communication and management skills; passion/interest/enthusiasm in HPE and children and that they are a good classroom teacher also. Principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable (83.2%). Only 2.4% of principals indicated that it would not be valuable. Principals very much valued PE teacher's expertise and there is a direct connection between limited HPE specialist teachers in rural and remote schools of Australia and these areas having a low sense of student belonging, relating directly to wellbeing (ACER, 2018, p. iii).

11. QPE enhances all children's development and learning.

The connection between the cognitive dimension (including metacognition) and the physical dimension has been clearly identified historically by the constructivist approach in education. "Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning" (Livingston, 2003, p. 3). This is supported by the latest findings in neuroscience where our brain connections, known as plasticity, actually get better with age (cf. p. 5), enabling increased cognition (thinking) capacity (Greenfield, 2012).

This book's research found that children believe that physical activities enhance their enjoyment of learning within the classroom in other key learning areas through relieving stress, enhancing motivation, self-esteem and increasing concentration. It was affirmed by some school principals' that PE led to improved academic performance and many children believed PE enables them to perform better in class.

12. Every primary school requires a tertiary qualified health and physical education teacher

Over the last 30 years (Cale & Harris, 2019; Commonwealth of Australia, 1992; Lynch, 2005) and recently in the Active Healthy Kids Australia (AHKA) report (2018), it is recommended “every primary school have a tertiary qualified health and physical education teacher who delivers

physical education classes to all students and supports classroom teachers to engage students in physical activity throughout the school day”. Courses that qualify teachers to specialise in Health and Physical Education and become a classroom teacher specifically for primary education are rare globally but must be prioritised.

It is recommended that pre-service primary teachers have the opportunity to specialise in HPE, specifically developmentally appropriate for the primary school. Such a course enables teachers passionate in health and wellbeing, and who want to specifically teach primary aged children, to develop appropriate pedagogy and a holistic health understanding across all strands. It is also recommended that a Bachelor of Education (Health and Physical Education) testamur and course be offered within universities/initial teacher education courses. This requires funding for H/PE specifically in higher education/teacher preparation and continued professional development for teachers.

Over the years, large sums of funding have instead been invested into short-term school-based physical activity programmes, after school sports or physical activity alternatives which have been ineffective in improving children's activity levels (BBC, 2017; Department for Culture Media & Sport, 2016; James & Brophy, 2019; Lynch & Soukup, 2017). It is time to invest for long-term health and wellbeing benefits for all children. Offering qualifications which enable primary classroom teachers to specialise in H, W & PE (holistic HPE) and be recognised for this is a present and future need.

13. School Leadership plays a vital role in optimising children's wellbeing
Implementation of H/PE is enhanced by HPE leadership, underpinned by clear communication (Lynch, 2017). The findings of this research book support Macdonald who argues that HPE is best led by the HPE specialist (Hickey, Kirk, Macdonald, & Penney, 2014, pp. 190–191). Principals [head teachers] need to facilitate the curriculum change socially complex process (Fullan, 2001; Sparkes, 1991). This can be achieved by providing learning experiences where teachers can exchange ideas, support one another, and share positive feelings about their work (Fullan, 2001). It is through questioning interests and ideologies impacting on curriculum documents which enable opportunities for teachers to consider the micropolitics of curriculum change (Glover, 2001). Furthermore, it is

inability to do this which often causes change to fail (Datnow, 1998; Dinan-Thompson, 2002; Sparkes, 1990).

3 Questions

1. Do we have to do it?
2. How are we doing it?
3. Can we do it better?

BLOG: Semantics: 'physical education' vs 'physical literacy'

11th Oct 16

by Timothy Lynch, Plymouth University (UK)

Is physical literacy (PL) a clever way to promote physical education (PE) or has it further confused teachers? A recent study by Lynch and Soukup (2016) found that labels such as 'physical literacy' are counterproductive in their efforts to promote movement in schools. The following is written using excerpts from this publication.



Quality Physical Education (QPE)

Quality Physical Education (QPE) is described by Lynch (2005) as: a lifelong process; not constrained to the boundaries of schools although PE is placed at the core of this approach; prioritises health; plays a dominant role in the development of the whole person; involves quality and diverse PE learning opportunities and instruction; requires enthusiastic, confident and competent teachers; interest in the child's activities are shown by significant others; children have positive and encouraging physical and social experiences enabling them to develop optimistic views and motivation for the physical (confidence and attitude); Fundamental Movement Skills (FMS) are developed in the early years of school; is developmentally appropriate; lessons and programme are engaging and enjoyable; and lessons are inclusive, enabling all participants to succeed (competence). The purpose and benefits of quality PE include; "Promoting intrinsic motivation, enhancing perceived physical competence, and creating a mastery-oriented environment will increase students' enjoyment of physical activity." (Alderman, Beighle & Pangrazzi, 2006, p. 41).

Introducing physical literacy

Physical literacy is not a new term with references made in the early 1900s and again in the late 1950s (Corbin, 2016). Earlier definitions of PL referred to being able to read or write (Corbin, 2016) but "in its broadest context 'literacy' means becoming educated" (Richards, 2016, p. 1). Physical education has been well known in the past as 'education through the physical' (Corbin, 2016, p. 14), hence, there are strong links between the semantics 'literacy' and 'education' (Lounsbury & McKenzie, 2015). Furthermore, the term 'literacy' is not unique to the physical dimension with labels such as science literacy, history literacy, geography literacy, numeracy literacy, religious literacy and even 'literacy literacy' being used in education circles.

Corbin warns of using such terms as physical literacy, health literacy, games literacy, movement literacy and sports literacy; "If one of the proposed benefits of the term physical literacy is to make the public more aware, the relationship between physical literacy and 'other' literacies must be clarified. Flooding the public with many different but related terms would seem to be confusing to the general public and to professionals." (Corbin, 2016, p. 19).

Quality PE components were reinstated as the key qualities of the new-old term PL. Common themes that are identified by Richards in literature are that "Physical Literacy is a lifelong process, that acquisition (competence) of fundamental movement skills is a core component, and that it embraces knowledge, attitudes and motivations that facilitate confident movement." (2016, p. 1). Understandably, PL would appear as an inspiring discovery for non-educationalists or those not familiar with the history of PE, specifically QPE. Lounsbury & McKenzie (2015, pp. 143-144) caution the use of physical literacy for it is perceived as supplementing the already unclear learning area.

the term physical literacy was adopted in the national K-12 PE standards [US] without either widespread consultation among professionals or market research. To date, its adoption has generally been substantiated on the bases that it will help to elevate the profession by providing increased clarity and by coming into line with current general education trends. We fully agree that PE needs clarity. However, to date there is no evidence that using and promoting the term physical literacy will help. There are currently very few peer review publications on physical literacy and none of these are data based.