
TABLE OF CONTENTS

Acknowledgments	i
Introduction	iv
Chapter 1: The Nature of Physical Education	
1.1 Definition of Physical Education	3
1.2 Mission Statement for Physical Education	3
1.3 The Dimensions of Physical Education	4
1.4 Rationale for Physical Education	7
1.5 Guiding Principles for Physical Education	12
1.6 The Contribution of Physical Education to the Essential Graduation Learnings	16
Chapter 2: A Curriculum Orientation in Physical Education	23
2.1 Adopting a Personal-Global Curriculum Orientation	24
2.2 The Personal-Global Curriculum Orientation	25
2.3 Implications for Teachers of Physical Education	27
Chapter 3: Curriculum Outcomes for Physical Education	33
3.1 General Curriculum Outcomes	33
3.2 Key Stage Curriculum Outcomes: Primary	35
3.3 Key Stage Curriculum Outcomes: Elementary	37
3.4 Key Stage Curriculum Outcomes: Intermediate	39
3.5 Key Stage Curriculum Outcomes: Senior High	41
Chapter 4: Design of the Physical Education Curriculum	
4.1 Curriculum Models in Physical Education	45
4.1.1 Suggested Curriculum Models of Physical Education	45
4.1.2 Program Design for Primary/Elementary Physical Education (Grades 1-6)	48
4.1.3 Program Design for Intermediate Physical Education (Grades 7-9)	49
4.1.4 Program Design for Senior High School Physical Education (Levels I-III)	51
Wellness	53
Physical Education 2100/2101	54
Physical Education 3200	55
Chapter 5: The Instructional Environment in Physical Education	59
5.1 Instructional Strategies in Physical Education	62
5.1.1 The Learner Within Physical Education	62
5.1.2 Young Children	63

5.1.3	Young Adolescents and Older Youth	66
5.1.4	Children with Special Needs	71
5.2	The Implementation of a Personal-Global Physical Education Program	77
5.2.1	The Role of the Physical Education Specialist	77
5.2.2	The Role of Non-Specialist Physical Education Teachers ..	78
5.2.3	The Role of School Administrative Staff	79
5.2.4	The Role of the Teaching Staff	80
5.2.5	The Role of the Non-Teaching Staff	80
5.2.6	The Role of Parents/Guardians	81
Chapter 6:	Assessment in Physical Education	85
6.1	Forms of Assessment	85
6.2	The Teaching - Learning - Evaluation Process	86
6.3	Assessing Student Performance	86
6.3.1	Adjusting the Criteria for Student Assessment	89
6.4	Adopting a Futuristic Strategy for Student Assessment	91
6.5	Assessment Instruments and Techniques	92
6.6	Reporting Progress	93
6.7	Teacher Self-Assessment	94
6.8	Self-Assessment of Critical/Reflective Qualities	95
6.9	Self-Assessment of Technical Qualities	97
6.10	Curriculum Improvement	98
6.11	Basic Components of Curriculum - Outcomes, Activities and Resources	98
6.12	Four Dimensions in Evaluation of Program Development	100
Appendices		
Appendix A		105
Appendix B		108
Appendix C		111
Appendix D		117
Appendix E		119
Appendix F		121
Appendix G		123
References		127

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*"It is teachers who in the end will change the world of school
by understanding it"*

(Lawrence Stenhouse cited in McKernan, 1991, p. 41)

INTRODUCTION

A Curriculum Framework for Physical Education: Adjusting the Focus is the result of a collaborative effort between the Division of Program Development of the Department of Education, and the School of Physical Education and Athletics, Memorial University of Newfoundland. This curriculum initiative was endorsed by the Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education which recommended:

That, with respect to curriculum development and revision, and as specified in this report, the Department of Education (1) establish the vision, (2) oversee the development of new curricula, (3) set level and program goals, (4) set grade and subject objectives and achievement standards, (5) develop evaluation guidelines, (6) recommend and authorize multiple learning resources and (7) publish curricula guides (Recommendation 91).

A curriculum framework is the first step in the sequence of curriculum development. **It establishes the vision and the foundation for the development of primary, elementary, intermediate and senior high programs.**

A Curriculum Framework for Physical Education: Adjusting the Focus identifies a new vision for physical education in Newfoundland and Labrador schools. The Framework is a blueprint to guide the development and implementation of physical education programs in this province. The document provides a new starting point for physical education teachers and other stakeholders, with the goal of developing physical education curricula that meet the unique needs

and interests of learners at the school-community level. Through a consensus-building, collaborative approach to curriculum development, a significant number of physical educators contributed to the preparation of this Curriculum Framework in the process of remaking the vision of physical education in our province. *A Curriculum Framework for Physical Education: Adjusting the Focus* is seen as a **starting point** rather than an **ending point** for curriculum development in physical education.

CHAPTER 1

THE NATURE OF PHYSICAL EDUCATION

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1.1 Definition of Physical Education

A Curriculum Framework for Physical Education: Adjusting the Focus builds on the belief that learners in a school setting have a fundamental need and desire for movement. This framework defines **Physical Education as that part of the educational experience which provides learners with the opportunity to become aware of and engage in physical activity that is whole-bodied, intrinsically valuable and personally meaningful within the context of the learners' social and environmental setting.**

1.2 Mission Statement for Physical Education

The Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education views the purpose of education as being inherently linked to the curriculum:

Of all the components of the educational system, the curriculum affects students most directly.... It reinforces social values, stimulates new thinking, prepares them to become participants in society, and helps them gain a critical awareness of their heritage, traditions and environment. It is through the curriculum that students come to know the forms of established disciplines, to become effective communicators and to learn the other skills they will need to confront and reshape the world they encounter.
(p. 295)

Chapter 1: The Nature of Physical Education

Physical Education fosters personal and community wellness by empowering students to attain healthy, lifelong attitudes and behaviours through physical activity as part of the total educational experience.

This mission is based on a Vision that sees:

Teachers of physical education working collaboratively to ensure that every learner attains personal wellness through planned, culturally and environmentally sensitive, daily physical activity.

Where there is no vision, people perish.

Proverbs 29:18

1.3 The Dimensions of Physical Education

The term "physical education" evolved from the more restrictive phrase, 'physical training', which has been in use in North America since the turn of the 20th century. Physical education denotes that the subject is a bona fide field of study in the public school system. The subject matter of physical education is **human movement**. This content distinguishes physical education as a critical and essential component of school curricula. Physical education, as a school subject, is directed toward understanding human movement, including the human and environmental factors that affect and are affected by movement. The ways in which people use this ability is related to other aspects of their functioning as whole persons.

Human movement can be viewed in three dimensions:

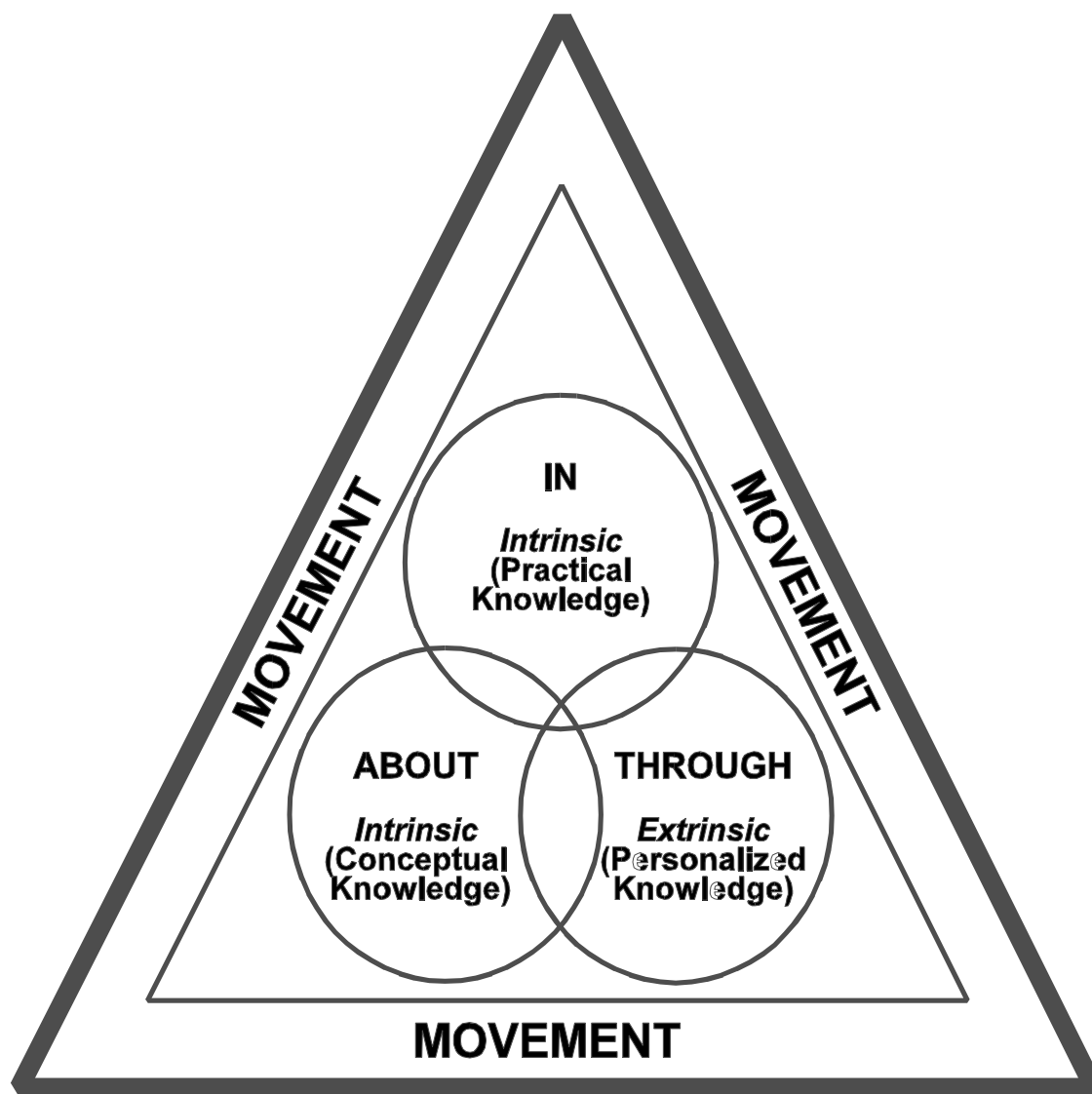
1. Education **about** movement involves the cognitive processes that are concerned with learning concepts, rules and procedures ranging from simple spontaneous movements to complex structured movements. Learners may draw upon games, sport, athletics, swimming, rhythmic and dance, and outdoor pursuits in combination with other disciplines such as anatomy, physiology, physics, psychology, or aesthetics to conduct study and inquiry. At the primary or elementary level, the theme of 'movement' might take on a project with references to pastimes and games. This may be conducted within a physical education unit or integrated with other subjects. Movement concepts such as running, jumping, throwing, catching, turning and twisting might be introduced, observed and practiced. At the intermediate and senior high levels, knowledge **about** movement may be broken down into specialty areas (anatomy, physiology, biomechanics, movement as culture, history of games) or integrated with other subjects. Education **about** movement is confined to the transmission and transaction of 'movement' knowledge.
2. Education **through** movement is concerned with the affective contribution of movement as a means to an end. In this dimension, movement is used to achieve outcomes such as moral values and conduct, aesthetic understanding and appreciation, social interaction and socialization, or the use of leisure time that may be extrinsic to any specific activity.
3. Education **in** movement is concerned with the qualities that are an inherent part of movement itself. In this dimension, movement provides an opportunity to participate in activities that are intrinsically valuable, holistic, culturally significant, and an important source of personal meaning and knowledge. Education **in** movement has to do with **knowing how** to move, engaging in physical activities

Chapter 1: The Nature of Physical Education

and having a direct, lived-body experience with movement that is intrinsic to any particular physical activity. While education **in** movement emphasizes the learner-as-mover, it relates to and draws upon the other dimensions at different times and in varying degrees according to the situation and setting. It is here, in **movement**, when the three dimensions meet, that education as transformation can take place in physical education.

(Adapted from Arnold, 1985, 1988)

Figure 1: A Three Dimensional Model of the Movement Curriculum



Viewed within these three dimensions, physical education is a form of human knowledge *in and about movement* that emphasizes content and process (the what and how of education). *Through movement*, learners can strive to achieve physical education outcomes that foster citizenship. All three dimensions are inter-connected (Arnold, 1988; Bain, 1988; Kirk, 1988) to encompass the entire physical activity experience that embraces the Canadian **cultural trademark¹ of Active Living**. Physical education, as a school subject, contributes to the promotion and building of Active Living Schools and Communities.

Authentic physical education means the use of physical activity as a medium in, through and about which students are informed and their minds opened.

(Kirk, 1988)

1.4 Rationale for Physical Education

The need for children and youth to engage in regular physical activity as a prerequisite for achieving optimum health has long been recognized. Regular physical activity results in mental and physical well-being. The best documented evidence indicates that:

1. Active children have more positive attitudes toward physical activity, school and themselves, and academic performance improves significantly.
2. Children who participate in regular positive physical activity programs, especially aerobic activities, have a more positive self-concept and develop high levels of self-

¹ One of Health Canada's long-term goals is to instill “Active Living” as a **cultural trademark** in the identity of Canadians.

Chapter 1: The Nature of Physical Education

esteem. They exhibit better concentration, show improvements in discipline, and are less aggressive.

3. Regular physical activity can alleviate stress as well as teach children how to recognize and prevent stress.
4. Regular physical activity is positively related to muscle strength, size and endurance.
5. Regular physical activity generally results in an increase in lean body mass and a decrease in body fat, without any significant change in body weight.
6. Regular physical activity, started in childhood, can increase the peak bone mass of early adulthood, and delay the onset of osteoporosis (bone loss).
7. Active and fit children have lower levels of triglycerides and higher HDL-cholesterol to total cholesterol ratios than less active children.
8. Active lifestyles are associated with an improvement of eating habits and with a decline in substance abuse such as smoking and drinking.
9. Physical exercise can result in additional years of life expectancy.

Source: Research Notes - Active Living Alliance for Children and Youth; Physical Activity and the Child: Review & Synthesis ; Simons-Morton et al. (1987).

Eighty-five percent of participants in Youth Focus Groups firmly agree with the importance of daily physical activity.

(Canadian Youth Foundation, 1990)

Students who are comfortable with their bodies tend to exhibit a general boost in confidence and soon become more willing to take risks in other areas of school life, including their academic studies.

(Bill Green, Principal, 1992)

According to the Gallup National Omnibus Physical Activity Study (1989), 94% of adult Canadians said that physical education in schools was important, while 67% thought it was very important. Over half (51.8%) felt that the subject was as important as subjects such as mathematics and reading. The Canadian Fitness and Lifestyle Research Institute states that, despite this widespread acceptance and support, quality physical education is not perceived as a high priority in most schools. Studies show a significant decline in both activity and fitness levels amongst Canadian children. The Campbell Survey on Well-Being (1988) indicated that only 10% of Canadian youth are active enough to maximize the wellness benefits associated with regular physical activity. According to a Canadian Health Promotion Survey (1990), the percentage of Newfoundlanders and Labradorians who participate in physical activity on a daily basis had decreased from 29% in 1985 to 22.9% in 1990.

How can we reverse this decline in physical activity and health?

As education in general has become both a national and provincial concern, health and wellness has also become a national and provincial concern. As our society is more health conscious, citizens are more concerned about personal well-being, the health of the planet and those who inhabit it.

This kind of renewed sensitivity and global caring has led to the development of the concept of ACTIVE LIVING, a way of life in which physical activity is valued and integrated into daily life.

(CAHPER, 1992)

Parents want their children to pursue active lifestyles as they move towards and into adulthood; we know that the physical education class is a setting where we can reach all children, regardless of skill or background.

Chapter 1: The Nature of Physical Education

Physical Education as a medium for **Active Living** in a school setting engages the 'whole' person ...

...physically --- through high level participation in appropriately selected activities

...mentally --- through concentration and intensity while learning new concepts and skills

...emotionally --- through the confidence that comes from enjoying established skills

...socially --- through associating with others, and

...spiritually --- through satisfaction, contentment, and a sense of inner peace.

Active Living contributes to individual wellness through the innate 'experience of the moment' and is reinforced on a daily basis through the knowledge, skills and feelings of enhanced self-esteem and wellness that develop over time. **Active Living** is a **way of life** in which physical activity is valued and integrated into daily living.

Active Living is anchored in three fundamental axioms that lead to the guiding principles for school physical education:

Individual: It recognizes that people are active for all sorts of reasons: work, play, challenge and achievement, health and personal development, contemplation and relaxation, creative and cultural expression, and social interaction.

Social: It focuses on the individual, but it also recognizes that social norms and values, available resources, influential learners and other factors affect our choices and opportunities for participation. Our choices, in turn, affect these factors.

Inclusive: It provides essential ways to express who we are as individuals or groups. It is a right of all Canadians, regardless of ability, age, gender, race, ethnic background, religion, socio-economic status, or educational achievement.

(Active Living Challenge, 1992; Focus on Active Living, 1992, Vol 1, No. 1)

Chapter 1: The Nature of Physical Education

Active Living is More than Personal Well-being

An Active Living philosophy acknowledges learners as being multidimensional persons in an interdependent world. Rooted in the Active Living axioms, a rationale for physical education must be conceptualized in a way that starts with a holistic view of learners within a societal and ecological context. This conception must identify the interdependence of personal health with societal health and environmental, or ecological health (Lawson, 1992). On an individual level, physical education, as an agent for health and wellness, can promote personal responsibility and control for active lifestyles. However, equally as important, physical education must focus students' attention toward understanding the problems of the social environment that may inhibit them and others from pursuing active lifestyles. The challenge for physical education is to engage learners in experiences which require them to take personal responsibility for active and healthy lifestyles, while critically examining how society and the environment influences individual health in both positive and negative ways. As examples, provision for outdoor play space in a school yard provides opportunities for Active Living, while offering rhythmic activities to females only in a school prolongs stereotyping and restricts male access to valuable movement experiences. School and district personnel, as well as students, need to critically examine the social and environmental factors within their specific school-community settings that both facilitate and impede student participation in physical activity.

Socialization² surrounding physical activity appears to occur at a very early age, with males and females encountering differential treatment. Through study and inquiry in physical education, teachers can encourage students to confront and reshape cultural norms and values about physical activity, countering the socialization of our students toward inequity and inactivity. As we adjust the focus of physical education in our

² The process by which individuals become involved in physical activity and the roles they adopt.

Chapter 1: The Nature of Physical Education

province we must begin to socialize our students toward developing active lifestyles which encourage all individuals, of all backgrounds, to be active on a daily basis.

A significant number of young Canadians are inactive - 15% of males and 23% females ages 10-14; 10% of males and 30% of females ages 15-19. Another 15% of males and 28% females ages 10-14; and 16% of males and 30% of females ages 15-19 are only moderately active.

(Campbell's Survey on the Well-Being of Canadians, 1988)

1.5 Guiding Principles for Physical Education

Based on the review of literature relative to the importance of physical education and physical activity in our society, a number of guiding principles have been developed to assist in adjusting the focus for a new curriculum framework. The guiding principles are statements of belief about physical education as a subject within the educational system of our province.

Physical Education, entrenched in Active Living

1. promotes a way of life in which physical activity is valued, enjoyed and integrated into daily life.
2. promotes the principle of individual choice by responding to learners' individual needs, interests and circumstances.
3. provides a unique contribution to lifelong development of all learners, enhancing their physical, cognitive, social, emotional and spiritual well-being.
4. facilitates learning processes which encourage critical thinking, thereby affecting the learners' personal wellness and the well-being of society.
5. nurtures individual self-reflection and consciousness which preserve human rights and the development of supportive and sustainable environments for all citizens.

6. assists in the development of a 'whole world view' and empowers the learner to become proactive within the local, regional and global contexts for Active Living.

Adjusting the Focus: A Quest for Quality Daily Physical Education

In adjusting the focus of physical education in Newfoundland and Labrador, the curriculum framework promotes the ideal of Quality Daily Physical Education as a means to achieving its purpose. Active Living, as a way of life in school settings, is turned into reality through Quality Daily Physical Education. Physical education on a daily basis establishes the foundations for Active Living by providing experiences which enhance the learner's knowledge, attitudes and skills toward a wellness lifestyle.

Mounting public concern for health and quality-of-life issues, and the way in which physical activity positively affects individuals, casts physical education into a leading role for changing personal lifestyles in our society.

Quality Daily Physical Education (QDPE) is a planned program of instruction and physical activity for all learners on a daily basis throughout the entire school year.

(CAHPER, 1993, p.8)

Quality Daily Physical Education programs are those which:

- ▶ are provided in a balanced and planned manner and are equitably taught to all learners throughout the entire school year as a valued and integral part of the entire educational process; and
- ▶ are facilitated by qualified physical educators, who are competent, enthusiastic and equitable in all respects. Physical education specialists³ serve as resource teachers in developing Active Living Schools. Through professional preparation,

³ A specially trained teacher of physical education, usually interpreted as having a "major" in physical education

Chapter 1: The Nature of Physical Education

teacher development and ongoing curriculum adaptation and modification, all teachers gain sound knowledge of the three dimensions of movement.

A program of Quality Daily Physical Education includes:

- ▶ an individualized learner-centered pedagogy;
- ▶ a wide range of experiences to meet the diverse needs, abilities and interests of all students;
- ▶ health related fitness activities and motor skill related fitness activities;
- ▶ fun, fair-play, successful outcomes;
- ▶ leisure/recreational/competitive opportunities through intramural and extramural programming;
- ▶ environmental and social awareness;
- ▶ opportunities for learners to take responsibility for designing, achieving and maintaining physical activity beyond the school year and into the future;
- ▶ supportive parents, staff and administration;
- ▶ 150 minutes or more of instructional time in the weekly timetable;
- ▶ adequate facilities and equipment.

(CAHPER, 1992)

If physical education is to achieve its goal of all students living actively, students must be engaged in meaningful learning activities. If Active Living Schools are being created **for** students, it makes sense for Active Living Schools to be created **with** students and be relevant to their lives and their futures.

*We're concerned with being taught in a modern, real life way,
not the old, usual, traditional way.*

(Student, A Cappella, 1990, p. 16)

Chapter 1: The Nature of Physical Education

An effective approach can be found in the Student Leadership Development Program, as initiated by the Canadian Intramural Recreation Association (CIRA). This program complements Quality Daily Physical Education, as instituted by the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD). In adjusting the focus to QDPE, our schools should call on the CAHPERD - CIRA partnership to network with other Active Living Schools throughout the nation.

Creating an Active Living Network of Schools and Communities

Active Living Schools are an integral part of a healthy community network which would see:

- ▶ school and community members reflecting on how physical activity enhances their personal and community wellness;
- ▶ school and community members integrating Active Living into all aspects of the school and the community;
- ▶ school and community members collaborating and cooperating as they build active and healthy learning and work environments;
- ▶ a province that strives to make Active Living a cultural trademark in all schools and all communities;
- ▶ Newfoundland and Labrador as a role model that links Quality Daily Physical Education and Active Living as a means of developing a society that values and cherishes academic, economic and social well-being.

1.6 The Contribution of Physical Education to the Essential Graduation Learnings

The Essential Graduation Learnings encompass all curriculum areas:

- 1) **Aesthetic Expression**
Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
- 2) **Citizenship**
Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context
- 3) **Communication**
Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.
- 4) **Personal Development**
Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
- 5) **Problem Solving**
Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.
- 6) **Technological Competence**
Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.
- 7) **Spiritual and Moral Development**
Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Chapter 1: The Nature of Physical Education

Physical Education, viewed as education in, about and through movement, contributes to these Essential Graduation Learnings as follows:

1. Personal Development

Graduates will be able to, for example:

- ▶ make appropriate decisions in relation to physical activity and take responsibility for those decisions;
- ▶ explore movement activities purposefully both independently and in groups;
- ▶ demonstrate understanding of the relationship between health and an active lifestyle;
- ▶ discriminate among a wide variety of active living career opportunities;
- ▶ demonstrate leadership and interpersonal skills in relation to active living programs;
- ▶ reflect critically on personal-global issues in relation to active living.

2. Citizenship

Graduates will be able to, for example:

- ▶ demonstrate understanding of the importance of rules and regulations in society through the application of rules and principles of fair play in game situations;
- ▶ demonstrate understanding of sustainable development and its implications for the environment;
- ▶ demonstrate co-operative group skills;
- ▶ demonstrate understanding of the need for social interdependence;

3. Communication

Graduates will be able to, for example:

- ▶ explore, reflect on, and express their own ideas, learnings, perceptions and feelings relating to movement;
- ▶ demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts, in relation to game or group activities;
- ▶ access, process, evaluate and share information relating to health and active living;
- ▶ present information and instructions clearly, logically, concisely and accurately for a variety of audiences;
- ▶ interpret, evaluate and express data in everyday language;
- ▶ critically reflect on and interpret ideas presented through a variety of media.

4. Problem Solving

Graduates will be able to, for example:

- ▶ identify, describe, formulate and reformulate movement problems;
- ▶ formulate tentative ideas, and question assumptions to solve movement problems individually and collaboratively;
- ▶ acquire, process and interpret information critically to make informed decisions related to active living;

Chapter 1: The Nature of Physical Education

- ▶ use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- ▶ frame and test hypotheses;
- ▶ ask questions, observe interpersonal relationships, make inferences and draw conclusions;
- ▶ identify, describe and interpret different points of view related to active living and distinguish fact from opinion.

5. Aesthetic Expression

Graduates will be able to, for example:

- ▶ use various movements as a means of formulating and expressing ideas, perceptions and feelings;
- ▶ demonstrate understanding of the contribution of movement to daily life, cultural identity and diversity, and the economy;
- ▶ demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various movement forms;
- ▶ demonstrate understanding of the significance of cultural resources such as gymnasiums and outdoor recreational facilities.

6. Technological Competence

Graduates will be able to, for example:

- ▶ demonstrate understanding of and use existing and developing technologies relating to health and active living;
- ▶ locate, evaluate, adapt, create and share information relating to active living, using a variety of sources and technologies;
- ▶ demonstrate understanding of the impact of technology on health and active living;
- ▶ demonstrate understanding of ethical issues related to the use of technology in a local and personal-global context.

7. Spiritual and Moral Development

Graduates will be able to, for example:

- demonstrate an understanding in game situations that rules of ethical conduct are for the good of society;
- demonstrate a commitment to an active living philosophy that is consistent with the pursuit of peace, social justice, and respect for the sacredness and dignity of human life;
- demonstrate an understanding that their actions involve the good of others as well as oneself.

Chapter 1: The Nature of Physical Education

This framework supports the Essential Graduation Learnings as the foundation for a formal education in which students are taught to view their world from a critical perspective. Students need to understand that their world is socially constructed, that all knowledge is historically, culturally and socially situated, and linked to their own personal histories and experiences. Through the process of personal development, students become active agents in re-creating or transforming the social conditions in their lives on a personal and global level. Methods of teaching foster dialogue and reflection, and create possibilities for action. Viewed in this context, the purpose of formal education is to facilitate critical reflection and self-awareness which strives to empower⁴ students to create a better, more just society.

Physical education is a social construct, "a selection from culture, which contains explicit and implicit values about appropriate missions, goals and objectives."

(Evans, 1988, p.2)

⁴

As a concept in the context of this Framework to 'empower' means empowerment-as-enablement rather than empowerment-as-authorization. See glossary for explanation.

CHAPTER 2

**A CURRICULUM ORIENTATION IN
PHYSICAL EDUCATION**

CHAPTER 2

A CURRICULUM ORIENTATION IN PHYSICAL EDUCATION

The major purpose of a curriculum framework is to clarify the educational orientation which will serve as the driving force for future curriculum development and implementation. Differing philosophical orientations toward education are the result of different values and beliefs about education, the learner and society. Any attempt to develop curricula must clarify and make explicit these particular values and beliefs. Clarification of values and beliefs can also assist school boards, schools and teachers in adapting programs that reflect the uniqueness of their school and community. The clarification of broadly held beliefs about education subsequently determines the extent to which a curriculum framework elicits the participation and support of other stakeholders in the creation of curricula.

Due to the uniqueness of each school-community system in Newfoundland and Labrador, offering a provincial physical education curriculum orientation that will meet the situational needs of every school-community in the province is a considerable challenge. **A Curriculum Framework for Physical Education: Adjusting the Focus**, and the curriculum models it describes, encourage curriculum developers to combine strong theoretical backgrounds with personal knowledge of local conditions to create curricula which can be implemented in a variety of local contexts. The curriculum framework also provides sufficient flexibility to permit teachers to adapt the curriculum for specific, local physical education needs.

2.1 Adopting a Personal-Global Curriculum Orientation

In devising a new curriculum orientation for physical education, it is important to recognize that every learner see their local environment in a global context. A Personal-Global orientation to physical education requires physical educators to re-define their role in education, uniting the field of physical education with other professions and integrating the subject of physical education with other subjects for both individual and societal betterment. In adopting a Personal-Global view of physical education, well-being (wellness) becomes the concern and responsibility of the school and community, as well as the individual, inviting the integration, collaboration and coordination of a broad range of disciplines across a number of political and professional boundaries (Draper, 1986; Minkler, 1989; Vertinsky, 1991).

Teachers of physical education may be viewed as one of many professional facilitators who share in the personal development of students. Students and teachers work together through physical activity in striving for personal and social wellness. This means that students and teachers would work together toward equity⁵, and inclusion of all students into physical activity, and that the class, school, community and natural environments would be regarded as important concerns for all. As an example, while benefitting from participation in cross-country skiing, the experience may also be used as an opportunity to discuss the impact of trail-cutting on wildlife, or the difficulty for some families to provide ski equipment for their children. The Personal-Global orientation to physical education intertwines individual and social responsibility for achieving a healthy community and a sustainable environment. Life-long learners must become collectively responsible for the

⁵ CAHPERD defines "equity" to mean "each individual having not only the opportunity to begin at the same starting line (equality), but also the opportunity to reach the same finishing line".

well-being of the global environment (Roszak, 1978, cited in Pike and Selby, 1991); physical education can play a significant role in the promotion of those ideals. This future-oriented perspective for Physical Education means curriculum development that seeks to establish personal wellness, critical thinking and social action⁶ through 'Active Living'. A Personal-Global orientation to the physical education curriculum can assist the 'learner adapt to the present while creating a future'.

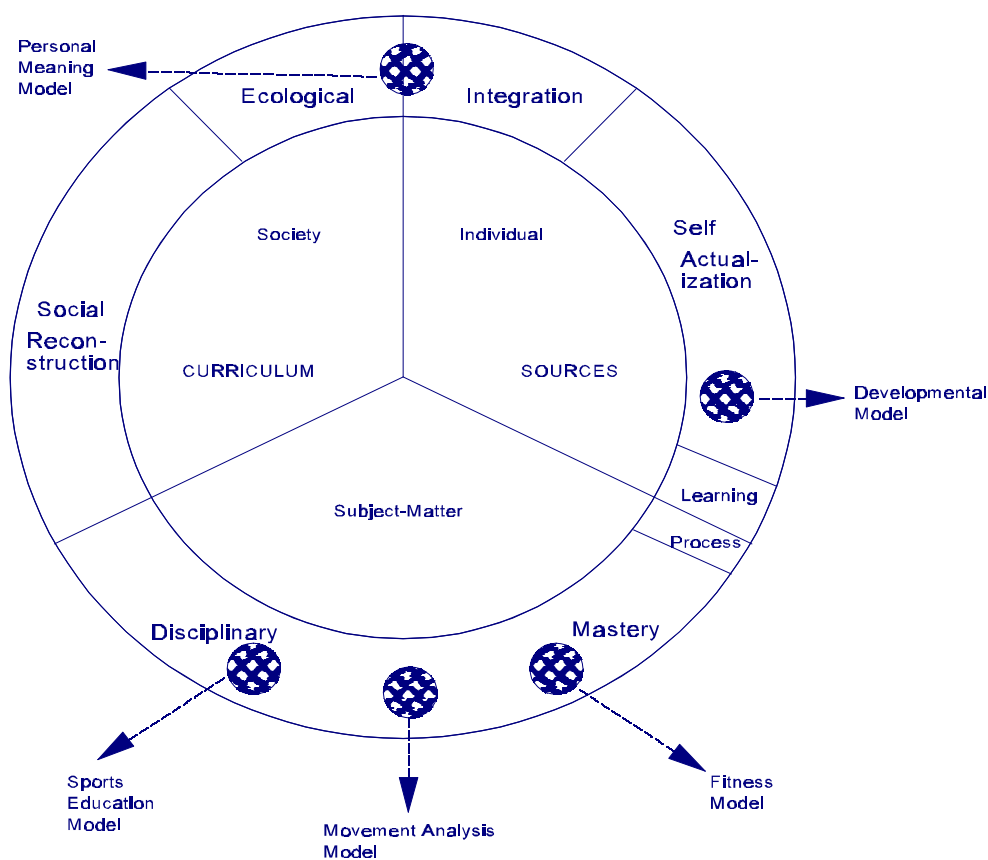
2.2 The Personal-Global Curriculum Orientation

The term "Personal-Global" has been suggested as a term to replace Jewett and Ennis' (1990) "Ecological Integration" orientation to curriculum (see Figure 2 below). The change in terminology reflects a search for a term which describes the connection of the students with all things around and within them.

The Personal-Global curriculum orientation is based on the assumption that each individual is a unique, holistic being, continuously in the process of becoming, seeking full personal integration in a changing environment. It advocates balanced priorities between individual [personal] and global societal concerns. It acknowledges the need for social change. (Jewett, 1994, p. 58)

⁶ The term "social action" within the context of a Personal-Global Physical Education Curriculum means "learners developing social and physical environments that encourage and support all citizens living actively". Social action means to "act responsibly within one's society".

Figure 2: Value Orientations and Curriculum Models



Jewett and Ennis (1990, p. 122) describe this curriculum approach as having four distinguishing characteristics:

- the emphasis on the personal search for meaning;

Chapter 2: A Curriculum Orientation in Physical Education

- the assumption that individual validity (and thus personal meaning) can be achieved only by integrating the natural and social environment;
- a commitment to a balance between societal needs and individual needs that prefers neither but acknowledges the importance of subject matter in fulfilling both;
- a future orientation.

Jewett and Ennis provide examples of curriculum goals for physical education programs that reflect a Personal-Global orientation:

- promote the "joy of effort" in activities and provide an element of fun and enjoyment through participation in such activities;
- develop a thorough understanding of the principles of movement and foster a greater awareness of and appreciation for the various aspects of human physical activity;
- provide differential competitive sports opportunities that consistently challenge the most gifted while motivating full and satisfying participation on the part of the least talented;
- develop confidence and appreciation of group support by meeting the challenges of survival and of adventure sports [adventure education] in the outdoors;
- construct group interaction in a way that reduces sexism and racism [or discrimination of any kind];
- create new games and physical recreation activities and discover new possibilities for intercultural communication through dance, sport and fitness activities.

(Jewett & Ennis, 1990, p. 125)

2.3 Implications for Teachers of Physical Education

What does it mean to a teacher of physical education who accepts "Personal-Global" as the curriculum orientation for physical education in Newfoundland and Labrador? To be able to feel comfortable in the teaching of physical education from a Personal-Global

Chapter 2: A Curriculum Orientation in Physical Education

orientation, the teacher must feel a sense of belonging with the values and beliefs that the orientation demands.

It is anticipated that the future teacher of physical education would be less involved with transmitting specific sport skills to students and be more involved with encouraging student participation in a broad range of life-long physical activities on a daily basis. The teacher would place less importance on measuring the physical performance of students than on teaching concepts related to health and wellness, and would spend more time facilitating individual student goal-setting, decision-making, problem-solving and problem-posing (Freire, 1971). Finally, the physical education teacher would be more involved with other members of the teaching staff in integrating physical education with other subject areas.

Some examples of how the teacher would be professionally engaged in teaching physical education from a Personal-Global perspective include:

1. **Primary-elementary level:** the teacher of physical education would be involved with teaching students movement concepts through their direct involvement in physical activity and the solving of movement problems. Students would be involved in exploring the movement potentials of their bodies, as well as learning about social relations, inclusion of everyone in all activities every day, learning games and activities of other cultures and developing themes which are integrated with other subject areas in the school or community (e.g., Winter Olympics, Year of the Family, Education Week).
2. **Intermediate level:** students at this level are in great need of activities (physical, cognitive and social) which explore and help create a stable identity. A Personal-Global orientation would direct students toward succeeding stages of self-control, involvement, self-responsibility and caring for others, as described by Hellison

(1985). Students would be engaged in individual, small group and large group activities that focus on the relationships which occur between the students while physically active. Traditional (basketball, volleyball, etc.) and non-traditional (cooperative games, initiative tasks, etc.) activities would be sequenced to provide a process of self-discovery and understanding related to physical activity preferences, strengths, limitations, identity and social acceptance (Personal-Global awareness).

3. ***High School level:*** at this level of education the student is able to accept an even greater responsibility for personal activity choices and preferences. The physical education teacher, depending upon the particular course being offered, would be primarily engaged in facilitating learning. In many instances the teacher would serve as a resource for ideas, learning strategies, content material and equipment, or specific technical literature. At other times, depending again upon the nature of the activity and the background of students, the teacher would be involved in direct instruction of physical activity skills (canoe strokes, overhand serve, weight lifting techniques). As well, the teacher would be involved in teaching cognitive material using various teaching strategies to support the learning potential of students. The nature of the course would determine to a large extent the demands placed on teachers and students.

Teachers of physical education, like all teachers, are faced with considerable challenges in dealing with sweeping changes in their profession. With its implementation, the Personal-Global curriculum orientation will establish a "meaning-in-use" interpretation which is accepted by the vast majority of physical educators.

CHAPTER 3

**CURRICULUM OUTCOMES FOR
PHYSICAL EDUCATION**

CHAPTER 3

CURRICULUM OUTCOMES FOR PHYSICAL EDUCATION

As part of the total school program, Physical Education contributes to the students' physical, cognitive, social, emotional and spiritual development through their active participation in a variety of physical activities and other learning experiences. A Personal-Global⁷ curriculum orientation in Physical Education encourages learners to explore active living opportunities within and outside the school.

Taken as a whole, and developed on a continuum throughout the school system, the outcomes of the physical education program encourage learners to develop physically, cognitively, socially, emotionally and spiritually, in, about, and through movement. The school can be a powerful agent in affecting healthy lifestyle change within the community. The empowerment of Physical Education programming can make it possible for learners to develop social and physical environments that encourage and support all citizens to live actively.

3.1 General Curriculum Outcomes

By the end of senior high school, Physical Education students will be expected to:

IN MOVEMENT

- I. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle;

⁷ See explanation of “Personal-Global” orientation in Appendix B.

ABOUT MOVEMENT

- II. Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movement;
- III. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community;

THROUGH MOVEMENT

- IV. Demonstrate socially responsive⁸ behaviour within the school and community;
- V. Exhibit personal responsibility for the social, physical and natural environment during physical activity.
- VI. Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity;

⁸ Within a Personal-Global orientation, physical education students may take part in leading community recreation programs, or in sponsoring an environmental clean-up as a part of their physical education activity program.

3.2 KEY STAGE CURRICULUM OUTCOMES: PRIMARY

By the end of grade 3 students will be expected to:

IN MOVEMENT

- | | |
|--|---|
| I. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle. | <ol style="list-style-type: none">1. Demonstrate a variety of locomotor movements.2. Demonstrate a variety of non-locomotor movements.3. Demonstrate a variety of manipulative movements.4. Demonstrate a variety of creative movements.5. Perform simple movement sequences alone and with others.6. Explore a variety of individual and group activities.7. Participate in a variety of warm-up and cool-down activities.8. Participate in activities in a variety of alternative environments.9. Demonstrate body and spatial awareness as it relates to movement. |
|--|---|

ABOUT MOVEMENT

- | | |
|---|---|
| II. Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement. | <ol style="list-style-type: none">1. Create simple movement sequences individually and with others.2. Solve simple movement problems.3. Create and explain simple games.4. Identify basic movement concepts. |
| III. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community. | <ol style="list-style-type: none">1. Recognize individual differences in performance.2. Identify changes that occur during activity.3. Discuss the principles of fair play.4. Identify good nutritional practices. |

Chapter 3: Curriculum Outcomes for Physical Education

By the end of grade 3 students will be expected to:

THROUGH MOVEMENT

- | | |
|---|---|
| IV. Demonstrate socially responsive behaviour within the school and community. | <ol style="list-style-type: none">1. Model socially responsive actions within the class.2. Demonstrate responsible behaviour while participating in activity. |
| V. Exhibit personal responsibility for the social, physical and natural environment during physical activity. | <ol style="list-style-type: none">1. Demonstrate a respect for others' space and equipment.2. Apply the basic rules of safety in a variety of environments.3. Listen to and follow directions. |
| VI. Exhibit personal development, such as a positive self-esteem, self-responsibility, leadership, decision making, co-operation, self-reflection, and empowerment during physical activity. | <ol style="list-style-type: none">1. Demonstrate an increasing attention span.2. Participate co-operatively.3. Share ideas, space and equipment.4. Exhibit increasing self-confidence. |

3.3 KEY STAGE CURRICULUM OUTCOMES: *ELEMENTARY*

By the end of grade 6 students will be expected to:

IN MOVEMENT

- | | |
|--|---|
| I. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle. | <ol style="list-style-type: none">1. Demonstrate a variety of locomotor movements.2. Demonstrate a variety of non-locomotor movements.3. Demonstrate a variety of manipulative movements.4. Demonstrate a variety of creative movements.5. Create and perform a variety of movement sequences.6. Apply basic motor skills to individual, dual and group activities.7. Use appropriate warm-up and cool-down activities.8. Participate in activities in a variety of alternative environments.9. Demonstrate body and spatial awareness during activities. |
|--|---|

ABOUT MOVEMENT

- | | |
|---|---|
| II. Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement. | <ol style="list-style-type: none">1. Solve movement problems individually.2. Solve movement problems in cooperative groups.3. Create simple, competitive and cooperative games.4. Identify and use principles of mechanics to analyze performance.5. Identify practices that promote personal fitness and a healthy lifestyle. |
| III. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community. | <ol style="list-style-type: none">1. Compare personal responses and behaviours in cooperative groups.2. Identify changes that occur during activity.3. Identify the principles of fair play.4. Identify relationships between good nutritional practices and physical activity.5. Identify the degree of participation in socially responsive activity programs within their class. |

Chapter 3: Curriculum Outcomes for Physical Education

By the end of grade 6 students will be expected to:

THROUGH MOVEMENT

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| IV. Demonstrate socially responsive behaviour within the school and community. | <ol style="list-style-type: none">1. Model socially responsive actions within the class and school.2. Participate in a number of socially responsive activity programs within their class and school. |
| V. Exhibit personal responsibility for the social, physical and natural environment during physical activity. | <ol style="list-style-type: none">1. Demonstrate respect for the social, physical and natural environment.2. Show concern for the comfort and safety of others.3. Demonstrate respect for rules and principles of fair play in games and activities. |
| VI. Exhibit personal development such as positive self-esteem, self-responsibility, leadership, decision making, cooperation, self-reflection and empowerment during physical activity. | <ol style="list-style-type: none">1. Reflect positive personal behaviours.2. Participate co-operatively.3. Assume responsibility for various leadership roles.4. Show increasing personal initiative, independence and decision making. |

3.4 KEY STAGE CURRICULUM OUTCOMES: *INTERMEDIATE*

By the end of grade 9 students will be expected to:

IN MOVEMENT

- | | |
|--|--|
| I. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle. | <ol style="list-style-type: none">1. Use appropriate body mechanics in a wide variety of movement activities.2. Apply principles of body mechanics to improve movement in all activity dimensions.3. Participate in a variety of activities combining movement and music.4. Participate in movement activities from a variety of cultures.5. Participate in a variety of cooperative and competitive group activities.6. Demonstrate cooperative and competitive strategies in a variety group activities.7. Demonstrate appropriate warm-up, work-out and cool-down activities.8. Apply movement skills and concepts to a variety of activities in alternative environments.9. Participate in a variety of personal fitness activities. |
|--|--|

ABOUT MOVEMENT

- | | |
|--|--|
| II. Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement. | <ol style="list-style-type: none">1. Pose and solve simple movement problems individually.2. Pose and solve simple movement problems in cooperative groups.3. Create competitive and cooperative games.4. Predict consequences of various actions on performance.5. Identify practices that promote personal fitness and a healthy lifestyle.6. Identify qualities required to pursue careers in physical education and recreation. |
|--|--|

Chapter 3: Curriculum Outcomes for Physical Education

By the end of grade 9 students will be expected to:

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|---|--|
| III. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community. | <ol style="list-style-type: none">1. Analyse personal responses and behaviours in cooperative groups.2. Identify the effect of growth patterns on movement.3. Analyze the principles of fair play.4. Analyse relationships between good nutritional practices and physical activity.5. Analyse the degree of participation in socially responsive activity programs within their school.6. Identify the effect of physical activity on the quality of life. |
|---|--|

THROUGH MOVEMENT

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|--|--|
| IV. Demonstrate socially responsive behaviour within the school and community. | <ol style="list-style-type: none">1. Model socially responsive behaviour within the school and community.2. Participate in socially responsive activity programs within the school and the community.3. Initiate socially responsive activity programs within their school. |
| V. Exhibit personal responsibility for the social, physical and natural environment during physical activity. | <ol style="list-style-type: none">1. Demonstrate respect for the social, physical and natural environment.2. Show concern for the comfort and safety of others in a variety of activity environments.3. Identify and follow the rules and principles of fair play in games and activities. |
| VI. Exhibit personal development including positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity. | <ol style="list-style-type: none">1. Reflect critically on their decisions and actions.2. Participate willingly in a variety of activities from all movement categories.3. Identify and demonstrate leadership skills.4. Identify and demonstrate cooperative skills.5. Demonstrate self-confidence.6. Demonstrate personal initiative, independence and decision making. |

3.5 KEY STAGE CURRICULUM OUTCOMES: *SENIOR HIGH*

By the end of Level III students will be expected to:

IN MOVEMENT

- | | |
|--|---|
| I. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle. | <ol style="list-style-type: none">1 Refine body mechanics in a wide variety of movement activities.2 Apply principles of body mechanics to improve movement in all activity dimensions.3 Participate in personally developed activity programs.4 Participate in student-led activity programs.5 Participate in a variety of personally developed fitness activities.6 Use appropriate strategies in game situations7 Demonstrate a commitment to personal wellness.8 Refine movement skills and concepts in a variety of alternative environments. |
|--|---|

ABOUT MOVEMENT

- | | |
|--|---|
| II. Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement. | <ol style="list-style-type: none">1. Pose and solve movement problems individually.2. Pose and solve movement problems cooperatively.3. Devise appropriate strategies in game situations.4. Demonstrate proper health and lifestyle practices.5. Demonstrate conflict management skills.6. Identify qualities required to pursue careers in physical education and recreation. |
| III. Assess attitudes and behaviors during activity in relation to self, the class, the school and the community. | <ol style="list-style-type: none">1. Evaluate personal responses and behavior in cooperative groups.2. Analyze the relationship between wellness and the quality of life.3. Analyze the degree of participation in socially responsive activity programs within their community.4. Evaluate the human impact on the environment as it relates to wellness. |

5. Analyze their degree of understanding of individual and group differences.
6. Assess how participation in physical activity can lead to multi-cultural understanding.

THROUGH MOVEMENT

IV. Demonstrate socially responsive behavior within the school and community.

1. Model socially responsive behaviour within the school and community.
2. Participate in socially responsive activity programs within the school and community
3. Initiate socially responsive activity programs within the school and community.

V. Exhibit personal responsibility for the social, physical and natural environment during physical activity.

1. Demonstrate understanding of the sociological, economic and environmental impact of physical activity on wellness trends.
2. Apply principles of safety and survival to a variety of activity environments.
3. Identify and follow appropriate etiquette, rules and principles of fair play.

VI. Exhibit personal development, such as a positive self-esteem, self-responsibility, leadership, decision making, co-operation, self-reflection, and empowerment during physical activity.

1. Reflect critically on their behaviors.
2. Refine leadership and co-operative skills.
3. Demonstrate socially and emotionally mature attitudes and behaviors.
4. Demonstrate positive social interaction.
5. Demonstrate nurturing behaviors such as support, encouragement and praise.
6. Plan, organize and implement cooperatively developed activity programs.
7. Demonstrate the ability to set meaningful personal goals.

CHAPTER 4

Design of the Physical Education Curriculum

Chapter 4

Design of the Physical Education Curriculum

4.1 Curriculum Models in Physical Education

Jewett and Bain (1985) outline seven physical education curriculum models which are currently in use. These models (see Table 1) represent widely differing perspectives on the place of physical education in the educational system, based on differing views of the learner, learning, educational intentions and fundamental beliefs about the role of schools in society. The Personal-Global orientation to physical education requires a combination of models of physical education in the implementation of a Personal-Global curriculum.

4.1.1 Suggested Curriculum Models of Physical Education

Within the Personal-Global Curriculum Framework, teachers may adapt one or more of Jewett and Bain's (1985) model(s) to best fit their local school context. Teachers and school districts are best able to determine the means to fulfilling the curriculum intentions outlined in this framework; they are able to adapt and implement curriculum models which best serve the needs of the local school-community environment. Decisions related to such areas as resource allocation, instructional strategies and activity choices are locally determined and implemented based on the particular needs and priorities of the school-community. Curriculum models should therefore be combined or modified to provide a curriculum that suits the particular characteristics of the school-community. An analysis of the various models and their potential application to primary/elementary, intermediate and senior high school physical education in the province is outlined below in **Table 1 - Comparison of Curriculum Models in Physical Education**. These models were identified by Jewett, A.E. and Bain, L.L. in *The Curriculum Process in Physical Education*, (1985) pp. 80-82.

TABLE 1
COMPARISON OF CURRICULUM MODELS IN PHYSICAL EDUCATION

	Developmental	Humanistic	Fitness
<i>Beliefs</i>	-Opportunity for maximum development -Development holistic with individual differences -Learning how to learn	-Individual uniqueness -Feelings more important than knowledge -Students best determines how and what to learn	-Unique role of physical education is its contribution to health
<i>Goals</i>	-Competence -Individuality -Socialization -Integration of experience	-Self-body-world connection -Sense of community -Active playful spirit	-Knowledge about fitness -Skills in activities with health benefits -Commitment to regular exercise
<i>Conceptual Framework</i>	-Developmental characteristics	-Stages of development in self-direction	-Components of health-related fitness
<i>Program Design</i>	-Developmental themes	-Expanding self-awareness and responsible choice	-Knowledge and activities related to fitness
<i>Dimension: Individual development</i>	-Expert diagnosis	-Self-directed	-Expert diagnosis
<i>Dimension: Social-cultural goals</i>	-Preparation for society and social change	-Social change	-Preparation for society
<i>Dimension: Subject matter content</i>	-Movement	-Play and fitness	-Fitness
<i>Value orientation</i>	-Self-actualization	-Self-actualization	-Disciplinary mastery

COMPARISON OF CURRICULUM MODELS IN PHYSICAL EDUCATION

Movement Education	Kinesiological Studies	Play Education	Personal meaning
-Individual uniqueness -Holistic integrity -Increasing independence	-Experimental learning of knowledge -Learning how to learn	-Play valuable as source of meaning -Quality play requires education	-Holistic purposeful beings -Education-the creation of meaning -Process skills essential
-Move skillfully -Aware of meaning of movement -Knowledge about movement	-Move skillfully -Knowledge about movement -Problem-solving ability	-Increase tendency and ability to play by a) increasing skill b) socializing into play environment	-Individual development -Environmental coping -Social interaction
-Framework and themes for movement analysis	-Structure of discipline	-Structure of play	-Potential meaning for participants
-Movement themes in games, dance, gymnastics	-Concepts integrated with activity	-Competitive and expressive activities	-Learning activities related to purposes and processes
-Expert diagnosis	-Expert diagnosis	-Personal meaning	-Personal meaning
-Preparation for society	-Preparation for society	-Preparation for society	-Preparation for society and social change
-Movement	-Movement	-Play	-Movement
-Disciplinary mastery and learning process	-Disciplinary mastery and learning process	-Disciplinary mastery	-Ecological validity and learning process

4.1.2 Program Design for Primary/Elementary Physical Education (Grades 1-6)

Primary/Elementary Physical Education should emphasize the Personal Meaning Model. Process skills are also emphasized in this model. This means children develop strategies to react to various situations, solve problems and make decisions. The curriculum will provide guidance for teaching these process skills through involving children in three fundamental program dimensions: Rhythmic Activities, Gymnastics and Games. For example, many small-sided games involve cooperation between team members and some competition against others, or with an object. The Personal Meaning Model may use such a game to teach processes such as communication skills, respect for rules, creating new strategies, as well as the usual physical and conceptual aspects of the game. This contrasts with the Movement Education Model, which could use the game to teach a concept, such as 'moving into space', but, while the game may still include processes such as communication skills and the creation of new strategies, these processes would not be intended learner outcomes. This example demonstrates the subtle, yet important different emphasis in the treatment of 'themes' in the Movement Education Model versus the Personal Meaning Model.

The curriculum guide for primary-elementary physical education entitled: *Moving Towards Quality Daily Physical Education* strongly endorses a "Movement Education" orientation for Primary/Elementary schools of Newfoundland and Labrador. This endorsement is supported, in part, by the Curriculum Framework because: 1) the Personal-Global curriculum orientation is broad and holistic, encompassing many aspects of the Movement Education Model, along with aspects from the Humanistic Model; 2) movement concepts and skills are the medium through which students develop personal meaning, group interaction and

environmental awareness; 3) the discovery-oriented teaching strategies usually employed in movement education curricula support the learner-centered decision making and problem solving principles of the Personal-Global orientation to curriculum; and 4) a Personal-Global curriculum is taught through a thematic approach and is learner-centered. Teachers of primary/elementary physical education should be familiar with the conceptual, discovery-oriented methodology associated with the model. **It is also imperative for both legal and safety reasons that teachers be thoroughly trained to offer gymnastics programs.**

4.1.3. Program Design for Intermediate Physical Education (Grades 7-9)

A curriculum model which has the potential to meet the needs of intermediate students of physical education, is the Humanistic Model proposed by Hellison (1973). This model has been further elaborated and developed in subsequent writings (Hellison (1978), Hellison (1985) and Hellison & Templin (1991)). Jewett & Bain (1985) describe humanistic physical education which *uses physical activity to assist the student in the search for personal identity. It places "student self-esteem, self-actualization, self-understanding and interpersonal relations at the center of the physical education teaching-learning act". (Hellison 1978, 1) ... The teacher does not prescribe and direct learning activities, but facilitates and counsels the student involved in self-directed learning.* (pp. 50-51, 53)

The Humanistic Model clearly corresponds with several general curriculum outcomes of the Personal-Global orientation to curriculum. The development of personal decision-making ability, as it relates to lifestyle choices and the enhancement of self-esteem, and the development of an outwardly moving concern for self and others, closely complement both the Personal-Global orientation, and the Comprehensive School Health program at the intermediate level.

Chapter 4: Design of the Physical Education Curriculum

*The personal and social skills that form the basis for this health promotion program are goal setting, decision making, communications (including assertiveness and refusal skills) and stress management. (Department of Education, **Adolescence: Healthy Lifestyles Intermediate Health and Personal Development Curriculum Guide**, p. 90).*

Adolescents experience rapid change in their physical, intellectual, social, spiritual and emotional development. These students are involved in a personal search for meaning, asking questions such as: Who am I? What should I do? Where do I fit in? A Personal-Global curriculum orientation guides students through Hellison's four successive stages of self-control, involvement, self-responsibility and caring for others. The developmental levels (see Table 2 below) contained in the Humanistic Model roughly correspond to the values and program needs that underlie many current discipline and motivation problems.

Table 2.

Levels	Needs
Level I: Self-Control	responds to the need for control in our classes and on our teams
Level II: Involvement	responds to the need for physical activity as a central feature of physical education and co-curricular programs, and to the need for day-to-day, routinized activities as one aspect of personal stability
Level III: Self-Responsibility	responds to the need for making responsible choices and to the development of a stable personal identity
Level IV: Caring	responds to the need for making creative, responsible decisions as a group member and to the need for a different approach to schooling

The Humanistic Model is also developmentally appropriate for the intermediate level student as it emphasizes individual uniqueness, while at the same time,

Chapter 4: Design of the Physical Education Curriculum

promoting peer interaction and sharing. The model is based on the idea that feelings, knowledge and physical development are equally important, and that learning activities are determined by a collaborative effort between the teacher and the student. The Humanistic Model places student self-esteem, self-actualization, self-understanding and interpersonal relations at the centre of the physical education teaching-learning environment. The teacher facilitates and counsels the student involved in self, peer and teacher directed learning. Physical activity is a vehicle to assist the student in developing a Personal-Global understanding.

The Intermediate Physical Education program is designed to enhance the self-esteem of all individuals. Due to individual growth differences and coordination concerns, students must have the opportunity to participate in activities at a level that is self-paced and non-threatening, and there should be no exit level skill requirements. Evaluation should be based on an individual and small group assessment, using contracts, self-reports and personal portfolios to assist in directing individual and small group activities.

4.1.4. Program Design for Senior High School Physical Education (Levels I-III)

The philosophy of the Senior High School Physical Education program further complements the Personal-Global orientation set out in this Framework. An explicit student-directed approach will be emphasized in each course at the senior high level. This approach promotes student self-actualization through involvement in self-selected, meaningful experiences. The senior high school Personal-Global Physical Education program has been designed to articulate with the Personal Meaning orientation of the Primary/ Elementary Physical Education program and the Humanistic orientation of the Intermediate Physical Education program.

Chapter 4: Design of the Physical Education Curriculum

The Personal-Global orientation of physical education in senior high school highlights curriculum outcomes that are focused on personal development, equipping the learner to be prepared to function and interact in an ever-evolving society. The Senior High School Physical Education Program provides the student opportunities to consolidate learning through combining theory and practice, within a medium of physical activity. Physical education exposes students to situations which assist in the development of emotional control, social adjustment, appreciation for physical activity as something that is personally exhilarating and empowering, and realizing the importance of physical activity in the maintenance of personal wellness.

The Senior High School Physical Education Program consists of two, two-credit courses and two one-credit courses, each having a distinct Personal-Global theme. Students will be able to select the courses in any sequence, depending on each student's own academic pattern and the course offerings of the school. To concur with the quest toward Quality Daily Physical Education, and to achieve the outcomes of the courses, senior high school physical education will be offered in a two-credit format. In high schools where courses are semesterized, courses may be offered in two parts to maintain the emphasis on daily physical activity.

Physical Education, on a daily basis, establishes the foundations for Active Living by providing students with the knowledge, skills, attitudes and experiences to develop wellness lifestyles.

Chapter 4: Design of the Physical Education Curriculum

The following is an overview of Wellness 1200, Physical Education 2100/2101 and Physical Education 3200:

WELLNESS 1200

Wellness 1200 will provide students with an opportunity to improve their personal wellness through completion of physical activities and other course content which concentrate on the enhancement of overall health. Attitudes towards physical education are evolving as individuals become more concerned with their own personal wellness. As competitive team games are no longer fulfilling the needs of many of these students, an individualized approach to the development of wellness will provide them with unique opportunities to make decisions concerning their own health and well-being.

While physical activity is essential to a healthy lifestyle, well-being has traditionally been associated with a physiological measure of fitness (cardio-respiratory efficiency, body composition, agility, flexibility and strength). The Wellness 1200 course, taught within a Personal-Global curriculum orientation, will not only concern itself with the physiological components of physical fitness, but also with the knowledge of how these components are affected by physical activity, the impact of "body ideals" in the culture, and the emotional, social and spiritual aspects of being well. This knowledge and understanding will be acquired through integration within physical activities and applied by students to personalized and individualized wellness programs.

Emphasis will be placed on wellness issues and an active lifestyle as described in the Personal-Global Framework. Wellness 1200 will provide students with opportunities:

- To acquire an understanding and appreciation of the mechanisms and practices that are conducive to personal wellness through participation in physical activities.
- To apply knowledge of wellness concepts to evaluate their own wellness, and develop a wellness program that will meet their own daily needs.

- To develop socially and emotionally mature attitudes and behaviours towards oneself and others.
- To apply critical thinking skills to understanding the sociological, economic and environmental impact of physical activity and wellness trends.

PHYSICAL EDUCATION 2100/2101

Physical Education 2100/2101 are based on the Humanistic and Personal Meaning Curriculum Models (Jewett and Bain, 1985), and focus on developing leadership skills through involvement in a wide variety of cooperative activities. Students will engage in a variety of experiences that are intended to encourage cooperation and leadership through physical activity, recreation and sport. Learning strategies will be employed which relate to the purpose and processes of developing cooperation and leadership skills as required to achieve curriculum outcomes. Practical involvement in leadership-oriented projects will further prepare students to recognize the value of working both cooperatively and independently, and the need for cooperation and leadership in our society.

The courses should be developed to encourage all students, regardless of physical ability or background to participate in physical activity. Traditional and innovative team-oriented activities will be utilized to instill an appreciation for working with others to solve problems, resolve conflicts, generate ideas and enhance personal growth. A cooperative student-student, student-teacher and student-school environment will be encouraged to foster positive feelings and outcomes concerning physical activity. The leadership component will offer students the opportunity to positively impact on the school environment by their participation in a range of meaningful personal experiences.

Chapter 4: Design of the Physical Education Curriculum

Physical Education 2100/2101 will provide students with opportunities:

- To develop leadership and cooperative characteristics such as trust, respect for others, self-confidence, self-esteem and responsible behaviour.
- To develop problem-solving and conflict management skills through a variety of group strategies and openness to new ideas.
- To explore personal goals with respect to the cooperation and leadership themes.
- To experience opportunities whereby they will assist classmates with developing knowledge and experiences about and within physical activity.
- To participate in the organization and management of activities that will be beneficial to the class, grade level or school (social development, organization of special events, budgeting, safety, etc.).

PHYSICAL EDUCATION 3200

Physical Education 3200 is designed to promote personal meaning, and self-fulfillment through accepting responsibility for making decisions, implementing actions and realizing results. Green (1978) said that "curriculum ought to be a means of providing opportunities for the seizing of a range of meanings by persons open to the world". Thus "personal meaning" is a vital component of any plan to increase participation rates in physical education programs, and to subsequently instill concepts of self-direction and discovery. The basic goals of a personal meaning curriculum are individual development, environmental coping and social interaction. Thus goal priorities, content selections and sequence decisions will be important determinants in the overall design of the course. A personal meaning curriculum allows a student to explore personal concepts of self-direction and discovery. For example, a person might not only run for fitness (well-being) but also to improve his or her personal best time (competence) and to experience a "runner's high" (transcendence). The meanings will depend on the individual's

Chapter 4: Design of the Physical Education Curriculum

characteristics, and experience, and the historical and social significance of the activity to the individual.

Physical Education 3200 will provide students with opportunities:

- To foster self-actualization through personal goal setting.
- To encourage self-expression and fulfillment through exposure to a range of experiences and adventures which can be personally exhilarating and empowering.
- To facilitate collective responsibility for planning and designing school/community active living programs.
- To develop critical awareness of the human impact on the environment, and of its relation to total well-being/wellness.
- To develop independence and balance in pursuing a healthy lifestyle, and the responsibilities that are associated with the development of that lifestyle.

CHAPTER 5

**THE INSTRUCTIONAL ENVIRONMENT IN
PHYSICAL EDUCATION**

Chapter 5

The Instructional Environment in Physical Education

Physical education is authorized for all students in Newfoundland and Labrador from Kindergarten through to Grade Twelve; however, in Levels I , II, and III, physical education is elective. According to MacKendrick (1989), a majority of the province's population support compulsory physical education at all grade levels. Through the physical activity benefits of a quality physical education program, students can become more productive, more attentive and, as a result, can develop a more positive outlook on school life.

The delivery of the physical education programs is shared by physical education specialist and non-specialist teachers in Newfoundland and Labrador. At the primary/elementary levels, non-specialist teachers are often responsible for teaching physical education, whereas at the intermediate and high school levels, physical education specialists are commonly used. Although schools and teachers may have slightly differing interpretations of physical education philosophy, the curriculum content and teaching methodologies in the province are well established. Physical education within the Newfoundland and Labrador school system has closely followed two curriculum models:

- a) At the primary/elementary level, "Developmental Education" has been the predominant curriculum model. This model accepts that all children pass through a predetermined and relatively consistent pattern of physical, cognitive and affective development. Thus, teaching strategies and learning tasks in physical education tend to follow developmental theory based on chronological age, largely demanding "mass instruction" strategies, whereby all students participate at the same time in the same activity or task. The

Chapter 5: The Instructional Environment in Physical Education

developmental education model of physical education is often supplemented with low, organized games at the primary level, and enhanced at the elementary level to include increasingly more advanced skill instruction and performance in traditional team games. The focus on traditional, competitive team games is then carried into the intermediate level; this focus is commonly referred to as the "Play Education Model" or "Sports Model" of physical education (Siedentop, 1986).

- b) At the intermediate and senior high levels, "Play Education" has been the predominant curriculum model, supplemented by a "Fitness Model". As described earlier, the "Play Education Model" focuses on the development of increasingly more refined skills in traditional, competitive team games, permitting the student/athlete the opportunity to participate in increasingly more complex and demanding "play environments". Many programs based on a "Play Education Model" have broadened their activity base to include numerous individual and expressive activities (e.g., golf, swimming, gymnastics).

The report of the Senior High School Curriculum Review Committee (Department of Education, 1992) has identified a decrease in the enrollment of students in the province for both the Level I and Level II Physical Education courses. This has become a concern for physical and health educators who see the reduction in the physical activity levels of students as threatening the general well-being of society. In many cases, students appear to want to enroll in physical education, but do not for such reasons as time-tabling, post-secondary entrance requirements, school resources, or physical education program content. The lack of physical activity, along with other societal trends which affect the wellness of our youth, will likely have a negative impact on the future well-being of both the school children, and subsequently, on the adult population of the province.

An equally distressing concern identified by the report is the low enrollment of females in comparison to males in high school physical education. This too, appears to be a national trend.

Chapter 5: The Instructional Environment in Physical Education

Compounded with reported increased incidence of smoking among young female Canadians, this pattern bodes poorly for future active, healthy lifestyles of Newfoundlanders and Labradorians.

To reverse these trends, the physical education curriculum in this province must be broad-based to expose students to active, healthy lifestyles through involvement in many forms of physical activity. While the Curriculum Framework promotes a common philosophy and intentions, implementation strategies must remain flexible at the local school-community level. It must be recognized that each Newfoundland and Labrador school has its own local culture, facilities, equipment, instructors and athletic traditions, and therefore may have to deliver the intentions of the Physical Education Curriculum Framework through differing implementation strategies. It is the role of government, school boards, administrators and teachers to ensure that all learners are given the opportunity to be full participants in a quality physical education program. It is important that students are given the opportunity to experience and understand the benefits which a quality physical education program can offer. To accomplish this, teachers must be competent in the instruction of physical education and realize the contribution of the program in the total school curriculum. Adequate pre-service and in-service training regarding curriculum orientations, models and teaching methodologies is therefore crucial for all teachers involved in the instruction of physical education.

Craigon (1989) reported that "every provincial ministry of education in Canada has endorsed [the ideal of] quality daily physical education in the schools" (p. 5). Quality daily physical education subscribes to: maximum active participation; a wide range of movement experiences; total fitness activities; qualified and competent teachers; adequate and appropriate equipment and facilities; the principles of child growth and development as the program base; opportunities to develop positive attitudes vis-a-vis activity; daily instruction; and suitable competition.

The current focus of physical education in Canada is on wellness (Robbins, 1990). The challenge for physical and health education programs is to meet the needs of each child regardless of gender, socioeconomic class and race. Ways of motivating students to become more involved in

Chapter 5: The Instructional Environment in Physical Education

physical education must be found; human movement must be made more meaningful; and technology must be utilized to enable teachers to remain current.

To ensure that physical education is successful in promoting wellness and quality daily physical education, there is a need to focus on the quality of program (Robbins, 1990). Scheduling, competition with other subjects, negative teacher attitudes and other areas of concern must be addressed. Obstacles can be removed through "cooperation, compromise, patience, perseverance, enthusiasm and commitment" (p. 7).

5.1 Instructional Strategies in Physical Education

5.1.1 The Learner Within Physical Education

The Curriculum Framework in Physical Education focuses on children and youth in three categories: Primary/Elementary children (age 5 through 11); Intermediate youth (age 12 through 14); and Senior High students (age 15 through 18). These groupings are not meant to be restrictive. Users of the Framework may find it appropriate and necessary to incorporate criteria other than those based on chronological age. Teachers should take into account the developmental stages of students to make physical education programs more sensitive to their individual needs, interests and abilities.

Children acquire the ability to move effectively through a program centering on both versatility and quality of movement. Goals for movement and competency are best realized when the teacher has a clear understanding of child growth and development, instructional strategies and class management techniques. To

understand children and to manage them in a productive learning environment are necessary prerequisites for effective teaching.

5.1.2 Young Children

Physical activity is vital to the normal growth and development of children; they participate in physical activity for the joy and thrill of movement. Their interest in activity is for enjoyment rather than the benefits of physical activity. Play, the central focus of their physical activity, requires the use of both the large and small muscles of the body. Young children prefer the freedom to investigate their natural curiosity by doing activities involving movement and manipulation, including initial attempts at the fundamental movements of walking, running, jumping, kicking, catching and throwing.

Educational programs are generally responsive to the needs of society. Physical education has passed through periods of change due to historical and cultural events. The sum total of these various forces, trends and issues result in a physical education program that is well balanced and offers something for all children. Perceptual-motor activities and wellness concepts are integrated in all lessons to enhance student understanding. Creativity and problem solving are incorporated in different teaching styles in an attempt to help students deal with personal needs and challenges. Today, no single phase of physical education can be ignored at the expense of another. Physical education must be a systematic and progressive program that reaches out to all children at all levels of the educational system.

In the Primary/Elementary Physical Education Program, the following three areas are emphasized to help young children gain personal meaning through physical activity:

Chapter 5: The Instructional Environment in Physical Education

i) Individual Development

Students will be involved in a variety of activities that provide personal meaning for them. This range of activities may mean moving away from games-related activities into outdoor, dance/rhythmics and individual activities. In the earlier grade levels, students will be given less choice about the range of activities, with the teacher making more decisions.

The student may develop personal meaning in many ways. Some areas which may be used to design specific themes are:

- ▶ enhancing self-esteem
- ▶ feeling good, stress release, catharsis
- ▶ joy of movement, joy of effort
- ▶ excitement
- ▶ coping with risk
- ▶ adaptability, perseverance

The Personal Meaning Model emphasizes connections between individuals and groups to integrate the needs of the individual with the needs of a group or community. Cooperating and competing in physical activities are important themes which may be used to teach such interrelationships.

Individual aspects of cooperative activities include:

- ▶ taking risks
- ▶ compromising
- ▶ contributing

Individual aspects of competitive activities include:

- ▶ respecting rules
- ▶ respecting boundaries
- ▶ spatial awareness

Chapter 5: The Instructional Environment in Physical Education

ii) Social Interaction

The Personal Meaning Model will provide the opportunity for the development of group skills. Competition and cooperation require both individual and group abilities. The group skills may involve playing alongside others, playing against others in different sized groups, and working with teammates against opponents. The program would provide for the deliberate teaching of such relationships between the individual and others, using movement as the medium.

Units may be organized around:

- ▶ playing together in cooperative activities
- ▶ cooperating with a partner against another pair

Communication and listening skills would be designed as specific themes in the program. Included under this would be:

- ▶ giving and accepting feedback and constructive criticism
- ▶ giving and accepting responses to winning and losing
- ▶ willingness to share ideas
- ▶ care about ideas of others

Students will gain an appreciation of the differing abilities of others within society.

The following activities may help students to recognize and develop acceptance of differing abilities:

- ▶ working with students of differing students abilities
- ▶ adapting activities to include all students
- ▶ mixed grade activities
- ▶ participating with community members

iii) Curricular Connections

The Personal-Global orientation attempts to make connections between local, regional and global communities. Relating the local community to

the world opens the gymnasium doors for cross-curricular connections between subjects/topics. Multicultural activities, such as games and dances from around the world, can be used to make global connections. Cultural activities closer to home should also be explored, such as the Labrador Winter Games and Inuit games, to make connections between local communities. Themes on multicultural physical activities lend themselves to connections with other subject areas.

Connections would also be made between physical activities and the natural environment through incorporating environmental curriculum materials such as Project Wild, participating in outdoor activities, and creating an awareness of environmental opportunities and concerns.

5.1.3 Young Adolescents and Older Youth

Youth prefer physical education programs that offer personal challenges and risks. They also enjoy programs that are less structured than Primary/Elementary programs, and that emphasize fun and participation. Dance or rhythmic, music, swimming and outdoor pursuits are some of the important elements in the lives of youth.

For the older youth, participation needs in physical education include high levels of social interaction, enjoyment, personal development and improvement of health through physical activity. Students are provided with increasing opportunities to select activities that meet their individual needs.

By late adolescence, the motivations for being physically active are quite diverse. They may include the need to experience competition, relief from stress, affiliation,

Chapter 5: The Instructional Environment in Physical Education

social recognition and interaction, wellness, better agility, flexibility, strength, a positive body image, as well as enjoyment of physical activity. Much of what has taken place in the first 15 to 18 years of life is consolidated into lifelong activity preferences that can range from social-recreational pursuits such as cycling, dancing, swimming and walking, to highly structured programs in individual and team sports such as basketball, figure skating and rhythmic gymnastics.

The Intermediate Physical Education Program follows Hellison's (1985) implementation strategies, resulting in a number of learning experiences:

1. Experiences to develop student self-control
 - exploring personal and general space
 - following class rules
 - respecting equipment
 - being on time
 - bringing appropriate clothing
 - demonstrating appropriate change room etiquette
 - self-officiating
 - respecting the 'talking bench'
 - planning and implementing conflict resolution
2. Experiences to develop student involvement
 - giving students an alternative
 - making tournaments optional
 - student choices
 - challenges
 - using play as a motivation
3. Experiences to develop student self-responsibility
 - identifying needs and interests
 - setting attainable goals
 - delivering on promises
 - setting and fulfilling contracts
 - developing a knowledge base to carry out goals

Chapter 5: The Instructional Environment in Physical Education

4. Experiences to develop student caring
 - cooperative games
 - reciprocal teaching
 - support groups
 - group challenges and projects
 - cross-age teaching
 - spotting
 - class, school and community projects
 - service and leadership

Students would be engaged in individual, small, and large group activities. These activities focus on the relationships between students while physically active, and their relationships with broader issues such as respect for the environment, inclusion, equity, and the role of students in their own education. Traditional and non-traditional activities would be sequenced to provide a process of self-discovery and understanding related to physical activity preferences, strengths, limitations, identity and social acceptance, leading to personal-global awareness.

The Intermediate Physical Education program is designed to involve students, under teacher supervision, in appropriate learning experiences whereby students:

1. Develop successive strategies for self-control by:
 - a) working to control their own behaviour
 - b) practicing self-discipline leading to self-responsibility
 - c) not interfering with other students' right to learn
2. Develop successive strategies for involvement in physical activity by:
 - a) accepting challenges, practising motor skills and training for fitness
 - b) recognizing the contribution their involvement makes to society
 - c) experiencing the "joy of effort"
3. Develop successive strategies for self-responsibility by:
 - a) working independently
 - b) identifying their own needs and interests
 - c) taking responsibility for their intentions and actions

Chapter 5: The Instructional Environment in Physical Education

- d) planning and executing their own physical activity programs through goal-setting
 - e) developing a strong and integrated personal identity
 - f) respecting the environments within which the students interact
4. Develop successive strategies for caring for self and others by:
- a) developing cooperation skills
 - b) developing confidence and appreciation of group support
 - c) helping
 - d) encouraging students to consider the outcomes of their actions on themselves, others, and the community, and thereby encouraging responsible decisions

Activities to develop themes will be organized in various dimensions. A quality program will incorporate as many activity dimensions as possible to allow the students a full and enriching educational experience.

These dimensions will include:

1. Individual and Dual Activities
2. Outdoor Activities
3. Fitness and Lifestyle Activities
4. Cooperative and Competitive Group Activities
5. Rhythmic Movement and Gymnastic Activities

Wellness 1200 includes five themes as follows:

- ▶ Physical Activity and Stress Management
- ▶ Physical Activity and Nutrition
- ▶ Physical Activity and Physiology
- ▶ Physical Activity and Substance Use Abuse
- ▶ Physical Activity and Spirituality (Holism)

Using the five activity dimensions, teachers will concern themselves with teaching through the integration of themes within a physical activity or activities. Teachers will use the activities selected in consultation with students to develop each theme. Students and the teacher will carefully choose activities which reflect the course outcomes.

Chapter 5: The Instructional Environment in Physical Education

Instructional activities will focus on the achievement of curriculum outcomes. Schools will design instructional activities based on student interest, available resources (e.g., equipment, facilities, cost), teacher expertise and other local conditions. A theme may be integrated into several activity dimensions, or several activities chosen from one dimension. Theme development through application and discussion will occur in all conceptual units, thereby enhancing student learning.

Physical Education 2100/2101 will facilitate the development of cooperation and leadership skills through a wide variety of experiences. Practical involvement in leadership activities will further prepare students to value the community atmosphere and the positive aspects that are associated with group interactions. The courses will be designed with a student-centered methodology, whereby students become involved in setting individual and group goals, and in the realization of those goals. Practical and theoretical content combine to create a process of cooperative and leadership enhancing experiences. For example, discussing last shot strategy in the lifelong team sport of curling, planning the menu for a backpacking trip or devising a new cooperative game in a group setting, all promote the realization of these goals. Activities will be organized around the two major themes of cooperation and leadership.

The teacher, through consultation with and cooperation of students, will be responsible for encouraging variety in the program. Activities would be selected from each of the five activity dimensions, and where possible, may be enhanced by the inclusion of other activities in the development of the theme. Students, in consultation with the teacher, would make activity choices and be responsible for justifying their lack of involvement should non-participation occur in certain selections.

Chapter 5: The Instructional Environment in Physical Education

Physical Education 3200 instruction will focus on “**in movement**”, outcomes, and will emphasize a commitment to helping students become increasingly reflective and responsible for their own decisions and actions. Students will be expected to take responsibility for directing their own participation in an interdependent society through self-selected activities, learning processes and personally empowering experiences.

Themes which will be developed within the self-direction and discovery concepts include:

- personal control over the achievement of curriculum outcomes.
- a balance (matching) between activity challenges and individual abilities.
- involvement in self-selected tasks.
- experiences in discovering oneself, the school and the community.
- developing a sense of wholeness (encouragement of students to remain task-oriented and include variety in programming).
- social/group self-esteem experiences (pride, confidence and competence).
The development of fully functional, self-directed individuals who have a sense of self-determination, self-awareness and awareness of others.

The physical education teacher, through consultation with, and the cooperation of students will be responsible for encouraging a variety of activities in the program. Activities should be selected from all program dimensions, thereby ensuring that a full range of movement opportunity is available to the student.

5.1.4 Children with Special Needs

The current emphasis of equality of education for all focuses attention on children with exceptionalities. The Special Education Policy Manual, Department of Education (1992) defines a child with exceptionalities as a child “whose behavioural, communicative, intellectual, physical, or multiple exceptionalities are such that she/he is considered by the program planning team of a school to need a

Chapter 5: The Instructional Environment in Physical Education

special education program. The term “exceptional” refers to both disabled and gifted students” (p. vii).

Schools, parents, guardians, and society at large play a dramatic role in shaping the attitudes and practices that underlie healthy, active lifestyles and leisure. Attitudes about what constitutes appropriate learning environments and teaching methods for children with special needs are changing and, will continue to do so, through physical education and home-school-community partnerships that support physical education and fitness.

Schools and school boards have responded to the needs of children with exceptionalities by providing physical education programs which are more inclusive through provision of adjusted, modified or alternate physical education curriculum to meet the needs of more children.

All physical education curriculum for children with exceptionalities must take into consideration age, experience with activity, special talents, parental/guardian support, health, social maturity and community experience. Appropriate activities and teaching methodologies are required to ensure that all children safely and successfully engage in the vigorous activities of the provincial physical education curriculum.

For some children the provincially prescribed physical education curriculum will be appropriate to meet their individual needs, interests and abilities through full participation in all activities of physical education curriculum.

Some children with exceptionalities will need a program planning process as outlined in Policy 2.D.2 of the Special Education Policy Manual, Department of

Chapter 5: The Instructional Environment in Physical Education

Education (1992) in order to address their individual needs in physical education. Successful programming depends on thorough assessment in consultation with the appropriate people. This process may begin with the physical education teacher (alone or in consultation with others) completing an objective assessment of the child's capabilities as well as an environmental assessment of the adaptability of the program, equipment and teaching methods.

As an outcome of assessment, individual children may require special considerations to be made in a way of additional support in order to participate in and meet provincially approved objectives in physical education or to be sufficiently challenged by the prescribed curriculum. The Provincial Report of the Policy Committee on Gifted Education (1990) also states that “The curriculum should provide challenges for students through differentiation by breadth, depth, rate and kind” (p. 5). Unless adaptations are made to learning resources, instruction, and/or evaluation procedures some children may not be successful in achieving approved physical education curriculum outcomes or may not be sufficiently challenged.

At this stage the provincially approved physical education curriculum is used as the basis for making decisions regarding adaptations to learning resources and instruction (learning environment, instructional techniques and evaluation procedures) in order to accommodate individual children's needs, interest and abilities. For these children there is no need to alter provincial outcomes and neither is the depth of treatment of outcomes changed from provincial expectations. The physical education teacher may decide to explore options that will enable physical education to meet the child's needs - this may or may not be in collaboration with the special education/resource teacher, classroom teacher or other professionals familiar with the child.

Chapter 5: The Instructional Environment in Physical Education

When children differ in the ways in which they learn, the teacher must adjust instructional practices and techniques accordingly (e.g., through provision of self-directed activities, opportunities for participation in addition to regular class such as extra classes or additional tutorials, varying the pace of activities so that there is time for children to complete assignments, simplifying the language of instruction and providing for varying ways of completing a task or presenting information such as taped answers or demonstrations).

Adjustments to the learning environment include provision of flexible grouping; (e.g., participation in small group activities, working with a partner and allowing for use of space other than the gymnasium).

It may be the case that the provincially recommended resources are inappropriate to meet the child's needs. Adjustments to equipment and resources include use of manipulative equipment such as use of a hockey stick for soccer, provision of easier level or audio taped reading materials and utilization of a student assistant to assist with individual activities.

Adjusted evaluation strategies include providing alternatives to written evaluation when this method is considered inappropriate for the child (e.g., oral responses to evaluation or provision of a resource teacher, volunteer or peer to scribe answers). Exam questions can be presented in large print, braille, sign language, interpreting and on audio tapes. The same test questions can be asked using simplified language. Evaluation would also be adjusted to reflect any adjustments to learning environment and instructional techniques. For example, if the child needs more or less time to complete a task, this should also be provided for when evaluating.

Chapter 5: The Instructional Environment in Physical Education

For some individual children adjusting learning resources, instructional and evaluation techniques as well as the environments will be insufficient to achieve the prescribed physical education outcomes. A program planning team meeting will be called when the physical education teacher in consultation with the special education teacher, the child, parents/guardians and other professionals (when necessary) have determined that the child is unable to achieve the approved physical education outcomes despite all possible adjustments to learning resources, instructional strategies or techniques, environment and evaluation procedures. A program planning team meeting may also be called when it is determined that the adjustments or adaptations do not provide the child with a sufficient level of challenge. For these children a modified physical education program may be required to meet individual needs. A modified physical education curriculum maintains the general goals or intent of the prescribed curriculum, but the depth of treatment has been altered and/or outcomes have been changed, deleted, reduced, added or extended to suit the needs of an individual child. The program planning team assumes responsibility for determining appropriate modifications to the outcomes and for planning an individualized program plan (IPP). According to Special Education Policy 3.C.1 an individual program plan, based on an assessment of the child's strengths and needs, will be designed and implemented for every child requiring outcomes that are different from those stated in the prescribed or approved curriculum. Because modifying entails a significant alteration to the prescribed physical education curriculum outcomes resulting in new outcomes for the child and necessitating the development of an individual program plan, the decision to provide this plan must become the responsibility of a program planning team and is not the sole responsibility of the physical education teacher. The physical education teacher may be part of the child's program planning team, is informed of the needs of the individual child and assists in developing an individual program plan in the area of physical education. The nature and extent of the

Chapter 5: The Instructional Environment in Physical Education

child's participation in physical education depends on the child's individual program plan.

Modified instruction may include additional activities such as leadership development and pursuit of community programs. Participation in activities by children with exceptionalities may require modification of equipment and facilities.

Many of the modified evaluation techniques would be similar to the adjusted evaluation strategies described earlier. Evaluation would be modified to correspond with modified curriculum outcomes while reflecting the child's needs and abilities. The **Senior High School Certification handbook, Department of Education** (1996) also suggests various ways of modifying evaluation such as modified content (p. 27).

For some individual children the program planning teams will determine that modified physical education curriculum is insufficient to meet individual needs thus necessitating the need for physical education that is alternate to the provincial curriculum. Alternate physical education is required when the majority of the curriculum outcomes have been deleted, replaced and/or the depth of treatment of content has been changed to such an extent that it does not resemble the provincially approved physical education curriculum for that grade. For some children with moderate and severe cognitive delays their alternate curriculum may address specific domains which need to be developed to meet individual needs (e.g., gross and fine motor). As with modified physical education, the decision to choose development of alternate physical education is the responsibility of the child's program planning team.

Chapter 5: The Instructional Environment in Physical Education

Only after the program planning team has been involved in the development of the child's adjusted, modified, or alternate physical education curriculum should they make a determination of the most appropriate environment(s) to support the child in meeting the physical education outcomes. As stated in Special Education Policy 3.C.2., “The individual program planning team is responsible for ensuring that all environments in which the program is implemented are appropriate and that support services are provided when necessary”.

5.2 The Implementation of a Personal-Global Physical Education Program

5.2.1 The Role of the Physical Education Specialist

Physical education specialists in this province have two major roles. One is to facilitate the delivery of Quality Daily Physical Education programs, and the other is to facilitate the creation of an active living school and healthy lifestyle.

Providing a program with a broad range of activities can assist in achieving this objective. Physical education specialists also take an active role in helping students understand the benefits of an active lifestyle, the importance of physical activity in their future endeavors, and the potential benefits of physical activity for the society. A Personal-Global physical education program would mean a greater facilitatory role for physical education specialists.

The Personal-Global orientation to physical education further requires that the physical education specialist be open to making connections between Physical Education and other curriculum areas, planning for and teaching content in collaboration with other teachers. Students engaged in physical education may be involved in "physically" solving mathematics problems, in learning the games or

dances of other cultures, in a walking field trip which studies water pollution, or in a project focused on the physiology of exercise, which requires library research and writing skills. The physical education specialist would be engaged more broadly in the total education of the student, but would be doing so through the medium of physical activity.

Finally, in the spirit of the Personal-Global orientation, physical education specialists, as well as the total teaching and administrative staff of each school, must be able to address their own personal wellness in the goal of creating a "Healthy and Active Living School".

5.2.2 *The Role of Non-Specialist Physical Education Teachers*

Currently, many primary/elementary schools in the province do not have a physical education specialist as a resource person. This requires non-specialist teachers to deliver a quality physical education program, without the resources normally available to the physical education specialist. Due to the personal background of some non-specialist teachers, the physical education setting can be threatening and uncomfortable. For some, teaching physical education could be as challenging as requiring an English Language specialist to plan a Chemistry laboratory experiment on mixing chemical compounds, or requiring a Physics specialist to teach a unit on Shakespeare. In both cases, because of the subject matter, the task would require the non-specialist teacher to expend a tremendous amount of time planning and implementing unfamiliar course material. This currently occurs in many subject areas, and physical education is no exception. Where non-specialist teachers are assigned to teach physical education, school boards and school administrators should provide strong professional development opportunities for the teacher, as well as the resources suitable for the implementation of a quality physical

Chapter 5: The Instructional Environment in Physical Education

education program. In some cases, assigning teachers who have a personal interest and commitment to physical activity and health may enhance the success of the program and the worklife of the teacher.

Primary and elementary teachers would ideally have access to a physical education specialist who can act as a resource teacher in developing a balanced physical education program. Adequate professional training and ongoing inservice should be provided for all teachers who are responsible for implementing Quality Daily Physical Education programs.

The non-specialist teacher of physical education should be supported by direct contact with a physical education specialist and district personnel responsible for physical education inservice, curriculum guides, resource manuals and educational media.

5.2.3 The Role of School Administrative Staff

School administrative staff should have a conceptual understanding of the intentions of the physical education program. Since the principal has the major responsibility for ensuring that a quality physical education program is provided in the school, they should understand the philosophy of physical education and its role in the curriculum. They must be aware of the benefits of the program, especially its value in relation to the students' overall development. They should ensure that all students have the opportunity to receive quality instruction and equitable opportunities for physical activity within the mandate of the school program. Ensuring that all schools have qualified physical education specialists, good facilities, adequate time-tabling, inservice opportunities and resources would help in the delivery of an effective physical education program. The development

Chapter 5: The Instructional Environment in Physical Education

of the school co-curricular program, including the physical activity program, is the responsibility of the school administration.

5.3.4 The Role of the Teaching Staff

A school's physical education program would benefit if it had the support of all staff members. Teachers are encouraged to become active participants in providing and promoting the importance of a healthy lifestyle throughout the Active Living School. This includes coaching, intramural and club supervision. It is desirable for all teachers to become exposed to the overall developmental benefits that a Physical Education Program can offer the school-community.

5.2.5 The Role of the Non-Teaching Staff

The non-teaching staff of a school include maintenance, custodial and secretarial staff as well as other support services personnel who interact with students and staff to ensure the smooth operation of a school. A supportive and congenial relationship between the physical education staff and the cleaning and maintenance staff ensure a safe and healthy environment for students and teachers in the gymnasium, classroom and outside spaces. Physical education teachers must be cognizant of the demands placed on non-teaching staff in the overall operation of the school; the non-teaching staff must be aware of the safety and health standards which permit the active and safe involvement of students in physical education. Open and clear communication of needs between all parties is mandatory for the efficient operation of a physical education program within the overall school context.

5.2.6 The Role of Parents/Guardians

Parents and guardians need to encourage their children to become and stay physically active. With an understanding of the impact of a physical education program on the overall development of their children, parents should support the role of physical education in the curriculum and the benefits it can bring to their children. They should therefore expect that teachers of physical education be well-prepared and qualified to create a positive learning environment. Parents and guardians ought to become informed about the physical education program, and how schools have adopted new and innovative programs such as Quality Daily Physical Education. The organizing of physical activity days, special events, class activities and tournaments involving parents, guardians and students will also help promote the potential of the physical education program.

CHAPTER 6

ASSESSMENT IN PHYSICAL EDUCATION

Chapter 6

Assessment in Physical Education

Assessment is a comprehensive process that implies an assessment of the participants and the curriculum with which they interact. Assessment in physical education serves many purposes and contributes to decision making about: classification, diagnosis and guidance, motivation, reporting progress and program improvement.

6.1 Forms of Assessment

This Curriculum Framework advocates three forms of assessment:

Student Performance: Students share in the assessment process. The needs of individual students are identified for the purpose of planning instruction; students are assessed for the purpose of selection and grouping; and parents/guardians are informed about students progress.

Teacher Self-Assessment: Teachers self-appraise their efficacy⁹ in planning and conducting lessons within the physical education, school and community contexts.

Curriculum Improvement: The suitability of instructional material and teaching methods are appraised to decide whether changes are needed. Inherent in curriculum improvement is an ongoing assessment of the curriculum improvement criteria.

⁹ The extent to which teachers have sufficient power to bring about physical, cognitive and social learning that empowers the learners in their charge.

Value orientations affect evaluative decisions. The Personal-Global orientation places equal emphasis on the learner, the facilitator, the activity, the knowledge base and the social context. Personal-Global evaluation guides students and teachers in learning how to deal critically and creatively with their educational settings, thus assisting in determining how to improve them. Teachers not only facilitate students' interaction during the physical education instructional periods, but also encourage the interaction to continue beyond the class setting. While broad social and environmental outcomes are stated, the process permits local\regional intentions to emerge.

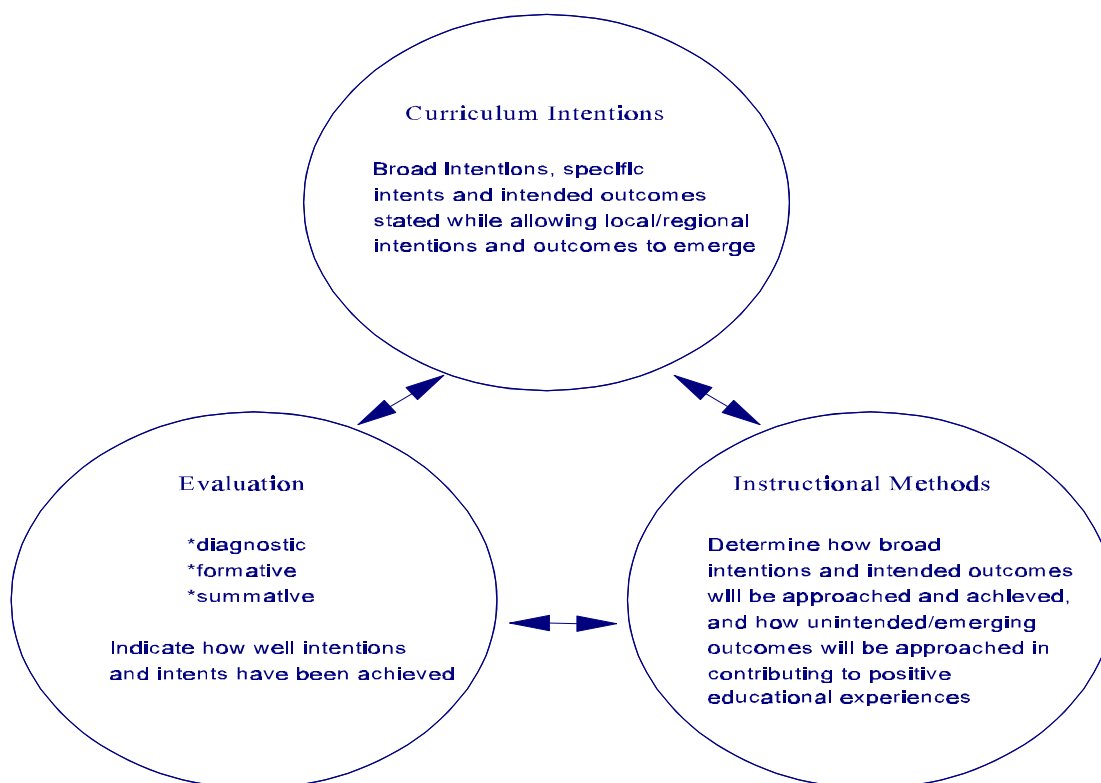
6.2 The Teaching - Learning - Evaluation Process

Student assessment is interconnected with outcomes, teaching methods and lesson planning. The Teaching-Learning-Evaluation Process implies that curriculum outcomes (intended or unintended), the selected teaching methods and student assessment are repeated throughout the teaching-learning-evaluation process. This Curriculum Framework recognizes diagnostic and formative assessment as being cumulative and guiding a summative assessment (See Figure 3 below).

6.3 Assessing Student Performance

Assessing student performance is a process of collecting and interpreting information about the acquired knowledge, experiences, skills, attitudes and behaviour of learners as they interact in and with the curriculum. Operating within a Personal-Global orientation, assessment of progress is viewed as a cooperative and collaborative venture, done for and with learners as they make meaning of the curriculum. As students mature within a class and throughout the program, they take on more responsibility for their own assessment as part of the teacher's on-going assessment of student performance.

Figure 3: The Teaching-Learning-Evaluation Process
(Adapted from: *The Evaluation of Students in the Classroom: A Handbook and Policy Guide*, 1990, p.5)



Learner outcomes **about, in and through** movement may be realized through activities that focus on learning processes, interlinked with self-actualization and social responsibility.

Learning Processes foster interactions, decision making, problem posing and problem solving. For example, in games at any level, students may work together in groups to discover and communicate a strategy to accomplish some specific goal. This could occur in a cooperative activity which requires a group to cross a spider's web; it could also work in a formalized game which requires a team to score a goal in scoop-ball or soccer. On a cognitive level the merit of a game or sport could be examined through dialogue with respect to it being cooperative while being competitive (e.g., participants agree to abide by formal, agreed upon rules and regulations, and follow a fair play code in pursuit of winning the contest).

Self-Actualization fosters success and increased feelings of self-concept and self-esteem. For example, students may be guided to set personal goals through participation in a fitness unit, an outdoor adventure activity, or a formal game situation. Feelings of success or accomplishment may be expressed through group selection, or the drawing of happy and sad faces at the primary and elementary grades. At the intermediate and senior high levels, a series of questionnaires may be designed to assess student self-satisfaction and feelings of accomplishment.

Social Responsibility fosters understanding and respect for others and the environment. Activities focus on becoming aware of inequity and injustice, and developing strategies for change. For example, students may reflect on formal games, pose problems and seek solutions related to inclusion and exclusion of classmates. Students may devise guidelines for the use and care of equipment, facilities and natural environmental settings, and set up ways to monitor the success of their action. For leadership projects, students may concentrate on their interests, and where and how they can make a positive contribution to their school and community.

Chapter 6: Assessment in Physical Education

Physical Education strives for the following **general curriculum outcomes**:

1. Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle;
2. Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movement;
3. Assess attitudes and behaviours during activity in relation to self, the class, the school and the community;
4. Demonstrate socially responsive¹⁰ behaviour within the school and community;
5. Exhibit personal responsibility for the social, physical and natural environment during physical activity.
6. Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity;

These outcomes are further specified in terms of more detailed **Key Stage Curriculum Outcomes** in Chapter 3.

6.3.1 Adjusting the Criteria for Student Assessment

Physical Education models, grounded in the Personal-Global orientation, place learners in an interactive role with the curriculum content and the environment. The Framework promotes a self-referenced and criterion-referenced approach founded on identifying educational intentions, and specific tasks that value and foster participation, involvement, responsibility and caring. Programs are student-teacher centered, in which flexible expectations with respect to activity

¹⁰ Within a Personal-Global orientation, physical education students may take part in leading community recreation programs, or in sponsoring an environmental clean-up as a part of their physical education activity program.

skills and activity options are planned collaboratively by teacher and student.

Personal-Global assessment advocates:

- evaluation that assesses the process as well as the product;
- involvement with feedback for active participation, not just performance;
- self-management and self-assessment of attitude and behaviour toward physical activity and lifelong learning;
- self-reflection and collective-reflection about learning and the learning environment.

Carefully planned programmes of formative assessment can have a wide range of positive impacts on learning and teaching.

(Nuttall, 1986)

The Personal-Global curriculum orientation recognizes the merit of both qualitative and quantitative methods in the assessment of student progress.

Assessment of personal meaning and social significance rely on qualitative methods. Teachers motivate learners to reflect on and record progress in interaction with others (cooperation, recognizing and resolving conflict), how specific lessons affect their attitudes, feelings, sense of self-esteem, and how specific activities affect their attitude and feelings about social and environmental conditions. Qualitative assessment methods allow new ideas and activities to emerge.

Assessment of student performance should rely on qualitative methods with quantitative methods supplementing or being used on occasion. Teachers may use qualitative and quantitative methods to assess the technical efficiency of the learner while performing the skill. In keeping with the collaborative nature as advocated by a Personal-Global orientation, teachers may have learners conduct technical assessments with their peers. Qualitative methods may also be

conducted during formal and informal games where assessment would focus on who controls the play, or who gets possession rather than the score or final result.

6.4 Adopting a Futuristic Strategy for Student Assessment

The Framework advocates participation and involvement with responsible decision making, behaviour and actions. Personal and social development serves as a starting point for developing a self-referenced and criterion-referenced approach to assessing participation and involvement (Hellison, 1985). Teachers and students should explore assessment alternatives to supplement or replace traditional performance assessment. Assessment based on participation and involvement will create opportunities for self-management and self-assessment. Participation and involvement may be assessed throughout an activity unit, school year and/or grade level. Opportunities for self-management and assessment can increase at each level from Primary through to Level III. Participation and involvement with responsible decision making, behaviour and actions provide a 'reference' for self-reflection and collective-reflection about personal development, and about issues of social and environmental significance in school-community settings. A self-referenced and criterion referenced approach that is student-teacher centered permits assessment to be conducted for and with learners as they interact in their physical education settings.

Chapter 6: Assessment in Physical Education

When designing student assessment procedures, teachers should take further guidance from the Department of Education publication, **The Evaluation of Students in the Classroom: A Handbook and Policy Guide (1990)**.

The full development of caring requires that students acquire a sense of purpose in life that extends beyond personal involvement and development to a commitment to bettering the world. It is essential to the well-being of an individual and society to progress from concern for self to concern for others to concern for all.

(Hellison, D. 1985, p. 132)

6.5 Assessment Instruments and Techniques

Contemporary assessment instruments may be adapted to implement a strategy for student assessment. Traditional performance tests become part of the process rather than being a summative result. Learners are taught how to use fitness and skill testing instruments, which they may select for self-assessment. To fully implement a humanistic strategy for student assessment, teachers and students must collaborate, experiment and reflect on new devices of assessment.

The notion of evaluation must be reconceptualized to mean the "process and progress of learning".

Wood, G., 1989, p. 31

A sample of instruments that teachers and students may select from include:

- interest inventories that survey interest and/or awareness within specific activities or topics. (inventories are used to plan level of detail and/or skill);
- observation gathered and recorded through checklists, anecdotal records and rating scales;

Chapter 6: Assessment in Physical Education

- individualized task cards;
- individualized and group progress charts and files;
- self assessment based on informal and formalized journals, activity and exercise diaries/log books and activity records;
- peer assessment in which students are guided to collectively reflect on their experiences, achievements and weakness/deficiencies (small and large groups may be adopted for this form of assessment);
- teacher - student conferences based on structured and unstructured interviews;
- contracts based on the self-referenced criteria and negotiated between the student and teacher;
- discussions with reflection and time for follow up questionnaires;
- formalized fitness and skill testing if deemed appropriate or requested by an individual student, group or class;
- portfolios;
- teacher made tests based on appropriate criteria.

Part of the ability to self evaluate is based on self reflection, which is an appropriate strategy for development of self assessment skills.

(Latham, A. M., 1992)

6.6 Reporting Progress

A Personal-Global orientation advocates qualitative progress reporting to supplement the traditional quantitative (letter or numerical) reporting. Students become active participants in completing progress reports which must be flexible in adapting to age and ability groups. Reports need to be grade/level specific, but individualized to indicate

progress in fitness, skill and movement, and include progress in practical projects and assignments where applicable. Specific to grade and/or levels, descriptive statements in the form of checklists or rating scales may be included to reflect participation, involvement, responsibility and caring, in balance with effort, improvement and achievement in skill and fitness.

Marks [alone] are misleading and incomplete at best; and at worst they are inhibiting and traumatizing.
(Malehorn, H., 1984)

6.7 Teacher Self-Assessment

The efficacy of teaching physical education may be considered as having two mutually intertwined components - (1) the outcomes to be achieved; and, (2) the extent to which the teacher creates a 'safe and friendly' educational environment consistent with the Personal-Global orientation. Teachers may personally assess their efficacy to empower students through two sets of qualities - critical/reflective qualities and technical qualities (Harris. J. C., 1993).

- **Critical/Reflective Qualities:** Teachers focus on the social context of their interactions with students and how these interactions are mediated in the day-to-day reality of the classroom, the gymnasium and other settings. Critical reflection relies on practical knowledge in the process of fostering empathy and empowerment of learners, and the promotion of change in society relative to physical education.
- **Technical Qualities:** Teachers focus on their knowledge of content, their day-to-day behaviour during the instructional periods, and how this knowledge and

Chapter 6: Assessment in Physical Education

behaviour affect student outcomes. It can also relate to coaching in school-community settings. The goal is to apply knowledge from pedagogy and sport science to improve the instructional process. The intent is to enhance physical activity, health and performance.

This Framework recognizes the need for physical educators to have knowledge and skill in both critical/reflective and technical areas. Teachers should cultivate their technical qualities to design and carry out efficient learning processes. They should also cultivate their critical/reflective qualities to examine the broader intentions of their instructional program and its relationship to society at large.

Perhaps the most outstanding feature of the professional is the capacity for self-evaluation and self-improvement through rigorous and systematic research and study of his or her practice. The image of the reflective teacher is an attractive one in which the problems of practice are open to reflection and inquiry.

(McKernan, 1991, p. 47)

6.8 Self-Assessment of Critical/Reflective Qualities

The Framework proposes three strategies for teachers to assess their critical/reflective qualities:

- **Increase Social Knowledge** - In order to better respond to the needs and interests of students, teachers should continue to acquire knowledge about the nature of social life as it relates to physical education, and to complementary fields such as

Chapter 6: Assessment in Physical Education

recreation and sport. Teachers are also encouraged to seek knowledge about the social construction¹¹ of physical education knowledge.

- **Enhance Academic/Practical Skills** - Teachers should continue to refine their literacy, numeracy, and communications skills and thinking to further their thinking or understanding about the social nature of physical education. Reflection emphasizes the application of principles in examining social issues in physical education. On becoming reflective, teachers learn to expose their thinking to others and open themselves to critique through dialogue and collaborative assessment.
- **Develop Skills in Critical Discourse** - Teachers should examine their taken-for-granted practices and beliefs about physical education and strive for an open and continual process of revision. They go beyond the generic theories of teaching and learning to value their own personal theories of action which evolve from critically examined beliefs and past experiences.

(Adapted from Ross, E. W. & Hannay, L. M. 1986)

Teachers of physical education, in collaboration with their peers, supervisors and students, may ask a series of critical/reflective questions about physical education programs and daily lessons:

1. Whose definitions of physical education, sport, play, and recreation are dominant and whose are discredited?
2. Which groups have traditionally benefited from the physical education class and the school program in general?

11 All knowledge in education has been constructed by the social conditions present in our culture. The idolization of male-dominated, elite, professional sport is an example of how knowledge in physical education has been constructed.

Chapter 6: Assessment in Physical Education

3. What are the relationships between physical education and other programs?
4. How can interactions during the physical education class make students aware of important moral and political questions such as equality and justice?
(See appendix E for a more complete list of critical/reflective questions about teaching physical education).

To be proficient in education in, through, and about the physical, a major outcome could be engendering critical consciousness about how and why physical education takes on its current form and content, which groups benefit from physical education and which groups are disempowered, and how physical education can be used for emancipatory purposes.

(McKay, J., Gore, J. M. & Kirk, D. 1990)

6.9 Self-Assessment of Technical Qualities

Teachers may use a series of questions based on the Teaching-Learning-Evaluation Process to self-assess their technical qualities:

- **Curriculum Planning** - Were the tasks planned progressively and developed in stages? Were lesson topics or activities sequenced appropriately?
- **Curriculum Content** - Did the learning tasks match the different levels of student ability? Were appropriate activities used?
- **Teaching and Learning Methods** - What teaching and learning strategies were applied? Did the strategies applied meet the differing needs of the learners? Were all learners provided with opportunities to progress?
(See Appendix D for an expanded list of questions to evaluate technical qualities of teaching)

The Personal-Global orientation encourages teachers to reflect on their self-assessment of technical qualities, and to become proactive in seeking a collaborative approach to teacher assessment.

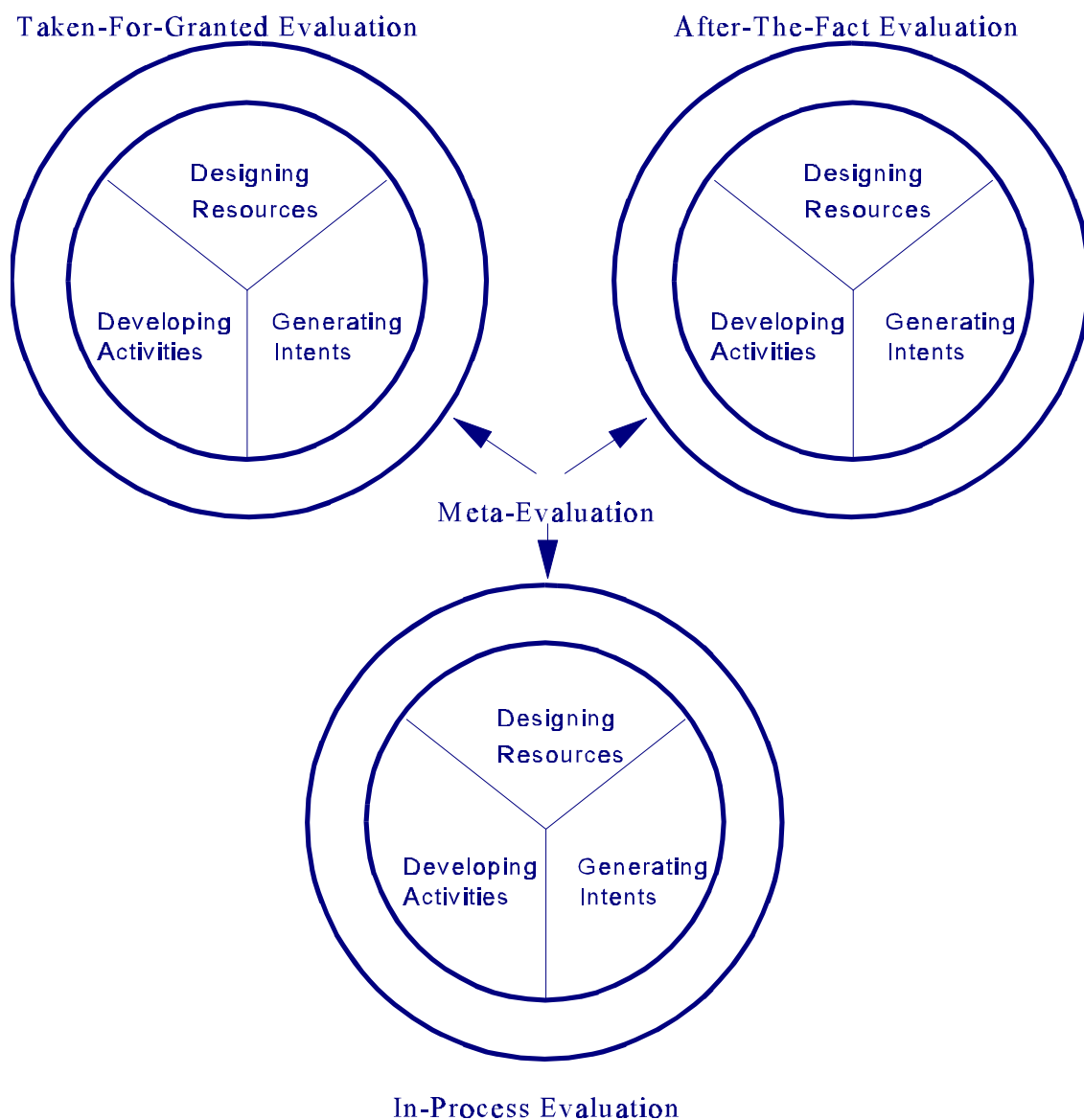
6.10 Curriculum Improvement

To evaluate a physical education curriculum in any particular setting, the program must be viewed as having three basic components which are interrelated with program development - outcomes, activities and resources. Figure 4 shows this relationship, and provides a visual overview of curriculum development and evaluation.

6.11 Basic Components of Curriculum - Outcomes, Activities and Resources

- **Outcomes** are the '*what*' of the curriculum. They are the intentions or purposes that provide focus, direction and guidelines for the experiences that learners encounter as they interact in and with the curriculum. Chapter 3 outlines the broad intentions as **general curriculum outcomes**, which are further specified in more detailed **key stage curriculum outcomes**, more specific intents or expectations are outlined in Curriculum Guides.
- **Activities** are the '*how*' of the curriculum. They are what teachers and students are supposed to be doing in order to achieve curriculum outcomes. These activities or tasks include teaching and learning strategies as outlined in Chapter 4.
- **Resources** are the '*with what*' of the curriculum. They constitute resource persons, situations and equipment (e.g. bats, balls, mats, music, video, textbooks, space). Resource materials for specific grades and courses are authorized and recommended by the Department of Education.

Figure 4: Program Development and Evaluation



(Source: Werner, W. & Aoki, T. 1979)

6.12 Four Dimensions in Evaluation of Program Development

Taken-for-granted evaluation is the making of implicit values, beliefs and assumptions explicit during the process of development. The choice of intents, activities and resource materials involves a selection process among a choice of alternatives, some of which are deemed better or having greater worth. This selection, an ongoing activity during curriculum deliberations, is a form of evaluation, but is implicit and usually 'taken-for-granted'. The role of curriculum developers in this dimension is to become aware of the taken-for-granted nature of selection, to make explicit and to question the criteria used in selecting intents, activities and resources.

In-process evaluation is the explicitly planned 'formative' judging of the curriculum while it is being planned. It is imperative that opportunities be provided for continuous contact and exchange of ideas from the beginning, and throughout the process. Various kinds of formative procedures may be used, such as the validation procedures used in the development of this curriculum framework. A group of teacher/practitioners were selected to react to and suggest further direction for the refinement of this Framework. Other procedures could include workshops, where curriculum developers from various disciplines share developments in their field, and are exposed to other projects and professional literature.

Pilot-testing has been frequently used as a form of "in-process" evaluation of potential learning resources, where portions of a curriculum are tested in various settings. Generally, during the development of curriculum guides, specific activities and resources are piloted to determine suitability at grade levels or in various settings. Teachers are asked to keep daily journals of their concerns and recommendations on curriculum materials, or complete questionnaires which are then used by the development team to revise the curriculum. A more appropriate formative evaluation of the curriculum process

calls for an involvement of the teacher/curriculum developer while engaged in teaching. This form of curriculum development calls for an in-process evaluation in which individuals stand back and critically reflect upon their work. Critical questions posed by teacher/curriculum developers or a group of teachers and students invite clarification and further refinement of the curriculum process. For a series of critical questions see Appendix F.

After-the-fact evaluation is that part of the development that occurs after the curriculum has been developed, piloted and implemented. This explicit 'summative' judging of the curriculum, while generally removed in time from the development phase, should be considered a continuation of the development process. In keeping with the view that evaluation is best undertaken as a cooperative and collaborative venture, the Framework advocates an "action research" approach to curriculum development and evaluation, where formative and summative evaluation merge into a series of reflective cycles (see Appendix G for an overview of action research). When curriculum development and evaluation is undertaken as action research, a cycle of collaborative renewal and reform may be possible in school and community settings.

Meta-evaluation is the evaluation of the evaluative design and method used for the in-process and after-the-fact evaluation. It is an assessment of the formative and summative assessments of intents, activities and resources. Evaluation of evaluation keeps developers/evaluators from being encapsulated within one specific orientation (Werner & Aoki, 1979). This Framework encourages professionals in the field (teacher-researcher) to explore meta-evaluation as part of the overall plan for curriculum reform and renewal in physical education.

APPENDICES

APPENDIX A

Recommended Resources

Primary/Elementary Level

Gender Equity Schools Initiative: CAHPERD

- teachers guide to creating gender equitable forms of play in school physical education programs

Moving to Inclusion: CAHPERD

- resource materials on including students with disabilities

Nichols, B. (1994). *Moving and Learning*: Third Edition. Times Mirror/Mosby

- third edition identifies many global/multicultural activities

Project Wild Activity Guide: Canadian Wildlife Federation

- integrated curriculum materials on environmental education, including physical education activities

Intermediate Level

Hellison, D. & Templin, T. (1991). *A Reflective Approach to Teaching Physical Education*. Champaign, IL: Human Kinetics.

Hellison, D. (1973). *Humanistic Physical Education*. Washington, DC: AAHPERD.

Hellison, D. (1978). *Beyond Balls and Bats*. Washington, DC: AAHPERD.

Hellison, D. (1985). *Goals and Strategies for Teaching Physical Education*. Champaign: Human Kinetics.

Senior High School Level

Wellness 1200

Bag, J. (1985). *Participation: Fitness*. Ontario: Krames Communications.

Byer, C. & Shainberg, L. (1991) *Living Well - Health in Your Hands*. New York: Harper Collins Publishers.

Appendices

Canadian Summit On Fitness (1986). *Fitness...the Future*. Government of Canada Ottawa, Canada.

Cooper, K. (1983). *The Aerobics Program For Total Well-Being*. New York: Bantam Books Inc.

Corbin, C. & Lindsay, R. (1985) *Concepts of Physical Fitness with Laboratories* Seventh edition. Dubuque IA. Wm. C. Brown Publishers.

Egar, S. (1987). *Wellness: The New Focus On Health*. CAHPER Journal, May/June p.19-23.

Floyd, P., Johnson, K., Mcleod, K., Scroggs, J. (1991). *Wellness: A Lifetime Commitment*. Winston-Salem: Hunter Books.

Friedman, N. & Cullinane, K. (1985). *Participation: Wellness-Taking of Your Life*. Ontario: Krames Communications.

Getchell, B. (1982). *Physical Fitness: A Way of Life*. Toronto: John Wiley and Sons.

Jewett, A. & Bain, L. (1985). *The Curriculum Process in Physical Education*. Dubuque, Iowa: Wm. C. Brown Publishers.

Pemberton, C. & Ellison-Sandler, Y. (1985). *Participation: Nutrition-Better choices for Wellness*. Ontario: Krames Communications.

Physical Education 2100/2101 (Cooperation and Leadership)

Active Living Alliance for Children and Youth (1992). Leaders' guide for active living - active learning: New dynamics for Canadian schools. Gloucester: Government of Canada.

Canadian Association for Health Physical Education and Recreation and Canadian Intramural and Recreation Association (1993). *Canadian Active Living Challenge: Leader's Resource Tool Kit - Program 1 - 2*. Ottawa: Author.

Canadian Intramural Recreation Association, (1990). *High School Student Leadership Manual*. Ottawa

Hellison, D. (1978). *Beyond Balls and Bats*. Washington, DC: AAHPERD.

Hellison, D. (1985). *Goals and Strategies for Teaching Physical Education*. Champaign: Human Kinetics.

Appendices

Mosston, M. & Ashworth, S. (1986). *Teaching Physical Education*. (3rd Ed.) Toronto: Charles E. Merrill.

Orlick, T. (1975). *Every Kid Can Win*. Chicago: Nelson.

Orlick, T. (1978). *The Second Cooperative Sports and Games Book*. New York: Pantheon.

Orlick, T. (1982). *Winning Through Cooperation*. Washington, DC: Acropolis Books.

Project Adventure Publications. P.O. Box 100, Hamilton, MA 01936

Physical Education 3200 (Self-Direction and Discovery)

Bain, L. (1982) *Human Adaptation: Coping Techniques in Education*. In *Education in the 80's: Physical Education*, C. Ulrich (ed.). Washington, DC: National Education Association.

Jewett, A. E. and Bain, L. L. (1985). *The Curriculum Process in Physical Education*. Dubuque: W.m.C. Brown.

Jewett, A.E. and Mullan, M.R. (1977). *Curriculum Design: Purposes and Processes in Physical Education Teaching-learning*. AAHPER, Washington, DC:

Jewett, A.E.(1981). *Purpose Process Conceptual Framework*. In *Proceedings of the Second Conference on Curriculum Theory in Physical Education*, W.M. Harrington (Ed.). Athens. University of Georgia.

Jewett, A.E.(1982). *Curriculum Designs for Fulfilling Human Agendas*. In *Education in the 80's: Physical Education*, C. Ulrich (Ed).Washington, D.C. National Education Association.

Jewett, A.E. (1985). *Participant Purposes for Engaging in Physical Activity*. In G.T.Barrette, R.S Feingold, C.R. Rees and M. Pieron (Eds), *Myths, Models and Methods*, (pp. 87-100). Champaign, IL: Human Kinetics.

Appendix B

A Summary of Major Curriculum Orientations

Curriculum orientations represent values that emerge from philosophical positions. The importance of making values explicit in curriculum work is now generally acknowledged (Jewitt, 1994, p. 56). Educational values guide decision making about curriculum intentions and potential learning outcomes. Brief outlines of the five major curriculum orientations for education are provided as background for the rationale concerning the curriculum orientation of choice. The five major orientations are disciplinary mastery, self-actualization, social reconstruction, learning process and personal-global.

1. The ***disciplinary mastery*** or academic rationalism orientation gives top priority to subject-matter content. A 'back to basics' approach to the acquisition of knowledge is believed to be the primary purpose of the curriculum with a focus on the 'what' of learning. This subject mastery emphasizes a concentration on selected knowledge directed towards preparation for the existing society. When this educational orientation is operationalized in physical education, the achievement and maintenance of high level fitness, the mastery of sport skills, the mastery of fundamental human movement knowledge such as Laban's movement concepts, and the mastery of theoretical knowledge based on exercise physiology and biomechanics are considered imperative.
2. The ***self-actualization*** or humanistic orientation gives top priority to nurturing personal growth. It is a child-centered approach to education in which self-understanding, autonomy and personal responsibility, combined with emotional and physical development of the learner are of primary importance. Content is viewed and selected as a means to enabling personal growth. Curriculum intentions are designed to provide the learner with

Appendices

opportunities to become responsible for identifying and setting personal goals.

Educational experiences challenge each learner to surpass previous limitations, cross boundaries and strive for a heightened awareness of self. Learning is purposeful and fulfilling in the view of the learner. Personal empowerment brought about by learner choice and decision-making leads to learner self-actualization. A humanistic physical education curriculum may consist of sport, fitness, cooperative and outdoor pursuits if perceived as enabling personal growth. Programs would focus on providing opportunities for the design and development of individualized and personalized physical activities that are self-directed and meaningful to the learner.

3. The ***learning process*** or technological orientation accepts that the information explosion makes it impossible to acquire all the knowledge and skills that are available in society. In response to an ever-expanding knowledge base and new technological skills, this orientation advocates an acquisition of process skills for life-long learning. 'Learning how to learn' is emphasized rather than the 'what' of learning. The priority is on both the learner and the subject matter. Within this orientation, physical education would focus on promoting problem solving skills of learners which could be transferred to new sets of circumstances. Movement education at the primary-elementary levels of education would provide necessary problem-solving opportunities for learners to transfer to higher levels of physical education knowledge and application. For example, at the high school level, a learning process skill would be learning how to design and apply personal wellness programs.
4. The ***social reconstruction*** orientation to education accepts as a fundamental belief that the mandate of education is the transformation of society. A social reconstructionist curriculum is viewed as a vehicle for creating a better society. This orientation values personal and collective reflection leading to an awareness of larger societal concerns, and would direct physical education to work toward social justice. Issues such as racism,

sexism, equity, fairness in sport, the inclusion of disadvantaged persons or groups, the impact of media and societal expectations on lifestyle would be addressed within a social reconstruction orientation toward physical education. Physical education activities and projects would engage students in critically examining the societal and environmental implications with the intent of becoming change agents that focuses on improving the school and community for all.

5. The *personal-global* orientation is equivalent to the ecological integration (Jewett & Ennis, 1990) approach to curriculum which evolved from Jewett & Bain's (1985) ecological validity orientation. The personal-global curriculum orientation integrates and synthesizes the beliefs and values of the learning process, self-actualization and social reconstruction orientations. This orientation advocates a balanced curriculum that strives for an equal consideration of learner needs, contextual opportunities or limitations and knowledge demands. A 'whole world view' is required to encourage the learner to participate responsibly in a globally interdependent society. Learners, as holistic persons, are integrated with their particular setting. Self-reflection and consciousness are integrated into self-directed and learning process activities. This perspective is future-oriented in which individual education is designed to assist in creating a better future. It is believed that opportunities for assuming personal responsibility, and the development of positive influential leadership, can create positive societal and environmental change. Within this orientation, physical education activities can be integrated with other subjects, disciplines and programs within the school and community, while maintaining its unique contribution to the education of the learner.

APPENDIX C

Glossary of Terms

Active Living: Active Living is a concept describing a way of life that values physical activity as an essential part of daily life. Active Living places physical activity within a broader perspective of total fitness or well-being. The nature, form, frequency and intensity of physical activity is relative to each person's ability, needs, aspirations and environment. The concept goes beyond the physiological aspects of physical activity to encompass the mental, spiritual and social dimensions that make up the entire physical activity experience. It is an integrated way of living

Assessment: A term that is associated with formative evaluation. It is a formal ongoing process of feedback that is concurrent with teaching and learning and is founded on curriculum intentions. Students may be active participants in the process as teachers guide the development and evaluation of individual and group goals.

Criterion-Referenced Assessment: Specific descriptions of achievement levels are determined as the evaluative criteria. Learner achievement is assessed in reference to the established criteria. Formative evaluation tends to rely on criterion referencing.

Critical: Within the context of this framework, critical means to deliberately question everything about ourselves and our settings, not to damage, but to reveal and challenge our values and principles and the taken-for-granted assumptions that guide and direct our everyday affairs. The ultimate purpose is to 'change', change that contributes to personal maintenance and growth that is in balance with our social and environmental settings.

Appendices

Curriculum Framework: A guide which is explicitly designed and written to assist school communities of teachers, students and parents in their curriculum decision-making about K-12 programmes (Marsh, C. J., 1992). A curriculum framework document usually includes:

- (a) a rationale or platform,
- (b) scope and parameters of curriculum area,
- (c) broad goals and purposes of subjects within the curriculum area,
- (d) guidelines for course design,
- (e) content,
- (f) teaching and learning principles,
- (g) guidelines for evaluation (students, teachers, program)
- (h) criteria for accreditation and certification of subjects,
- (i) future developments for the area.

By incorporating a strategic or futuristic orientation to long-term curriculum development, a curriculum framework provides a more comprehensive view of the collective direction of the subject area. A comprehensive physical education curriculum framework describes where the stakeholders want the physical education curriculum to be in the future, and provides the road map or guide for future physical education curriculum development.

Curriculum Reform: An intentional change that pursues an improvement to the curriculum by strengthening the good qualities while simultaneously attempting to remove the faults and weaknesses within the curriculum.

Empowerment: As a concept in the context of this Framework, to empower means empowerment-as-enablement rather than empowerment-as-authorization. Empowerment-as-authorization is based on 'a priori' knowledge and specific skills wielded by a single person or small group who bestows powers on students and/or teachers to work within a limited framework as provided by the individual or group. Empowerment-as-enablement differs in form, process,

Appendices

and intent. Teachers and students become empowered or enabled in different circumstances, for different reasons, and in different ways. Their power is created and realized by them -- not received or bestowed by others. Empowerment-as-enablement, once recognized, becomes a process begun but never completed. It is a lifelong journey in which lifelong learning becomes a reality. The empowerment of students '*in, through and about*' physical education enables them to recognize, create, and channel their own power on a personal level and collective level in their school and community, and eventually, on a global level. A learning environment that fosters enablement expects students to be active and responsible participants. (Adapted from Sears & Marshall, 1990, p.15-32)

Equity: The right of all individuals to equal opportunity in and equal access to participation in activities which allow development to one's potential regardless of gender, age, motor ability, race, religion or socio-economic level (CAHPERD, 1994).

Formative Evaluation: Evaluation that occurs during the teaching-learning process. It is the procedures used by teachers to develop interactions with students in order to obtain information regarding student progress in the curriculum. (Evaluation of Students in the Classroom, 1990)

Guiding Principles: The underlying beliefs and values that are inherent through this Conceptual Framework, and should be inherent in all actions emanating from the document.

Holistic: A term that acknowledges the intra-individual and inter-individual differences and similarities of human beings. It supports the need to be concerned with all aspects of the learner's life, requiring attention to be paid to the concepts of self, value, meaning, purpose and intention. (Shontz, 1975, cited in Schuster, 1980)

Intentions: Broad, clearly defined statements of curriculum intents (goals, aims, objectives, ends - the why of a program) describing things and actions to be accomplished in order to reach the desired future. Intents are based upon value decisions concerning what is worthwhile in the

Appendices

curriculum. For the participants, the curriculum intents provide focus, direction, and guidelines for the experience which they construct in their own meaningful way (Werner & Aoki, 1979).

Learners: Participants in the educational process. In a school setting, students become critical inquirers through teachers, who as models, facilitate learning. Students, in becoming inquirers, have a reciprocal effect on their teachers and extend that learning to their peers, other students, family, and community.

Mission: The quest or pursuit of the curriculum; its purpose or reason for being.

Mission Statement: A brief, clear statement describing the pursuit of the curriculum, including what, for whom and how.

Norm Referenced Assessment: Achievement levels are based on the concept of the normal curve distribution (bell shaped curve). Tables of norms are established. Learner achievement is assessed in reference or comparison to others in the established norms. Summative evaluation has traditionally relied on norm referencing.

Physical Activity: Any bodily movement produced by skeletal muscles and resulting in energy expenditure. It can be categorized to include activities ranging from low levels of intensity to high level intensity activities. The term exercise is often interchanged with the term physical activity. In the context of physical education, exercise is considered a subset of physical activity that is planned, structured and repetitive. The intent of exercise is to improve or maintain physical fitness. Physical fitness, as an aspect of health, may be one of any number of outcomes attributed to physical activity. (Adapted from Canadian Fitness and Lifestyle Research Institute: The Research File - No. 92-01)

Quality Daily Physical Education: A balanced, planned and meaningful content which is

Appendices

sequentially and equitably taught to all students throughout the entire school year by competent and enthusiastic educators as a valued and integral part of the entire educational process.

Quantitative and Qualitative Methods of Evaluation: Two paradigms (or ways of comprehending) of curriculum evaluation which subsume other forms of evaluation and assessment. Both types are empirical in that they observe phenomena and characteristics of participants who interact with each other and curricular programs. Quantitative methods use numerical comparisons focusing on the most easily observed characteristics in the curriculum, whereas qualitative methods use direct comparison to consider both observed characteristics and specific qualities perceived as personal forms of meaning. Quantitative methods tend to view interactions in the curriculum as personal choice, but largely determinate and unproblematic. Qualitative methods tend to view interactions as indeterminate and problematic in which qualities are seen as functions of perceptions and personal meanings that evaluators (students and teachers) bring to the curriculum settings. Quantitative methods aim at a general evaluative understanding of participants and programming, whereas qualitative methods aim at a particular evaluative understanding of participants and programming. (Willis, 1978)

Self-Actualization: A fulfillment of individual talents, capacities, and potentialities - an actualizing, or making real, of one's own abilities. In physical education, it can mean the cultivation of one's physical potential, or it can more indirectly mean experiencing one's expressive self through the medium of movement and physical activity (Gensemer, 1980).

Self-Referenced Assessment: Levels of achievement are negotiated for each individual student, and progress is individually assessed with reference to these levels.

Situational Analysis: An introspective review of the current status and the environment of where physical education is now. It is a 'snapshot' of the current status of physical education at a global and national level, followed by a focus on the physical education curriculum in Newfoundland and

Appendices

Labrador. The process is really a cultural analysis involving a review of physical education as being affected by the external (broad contextual issues) and the internal (immediate school environment) factors Marsh, 1992).

Stakeholder(s): Individuals and groups that have a vested interest in the curriculum.

Summative Evaluation: The judgement of learner achievement at the end of the instructional-learning process for the purpose of placement, promotion, and graduation. Data may be obtained from a variety of sources but referenced to a criteria. The Personal - Global orientation advocates a reliance on the formative evaluative process to determine the summative judgement of learner achievement.

Vision: A concise description of the preferred future of where the physical education curriculum is going. It is a description of how the stakeholders would like the curriculum to be at some future time.

Well-being: Well-being is a composite of psychological and physical well-being. Psychological well-being is the presence of positive emotions such as happiness, contentment, joy, and peace of mind and the absence of negative emotions such as fear, anxiety, and depression. Physical well-being is a self-rating of physical health and vitality coupled with a perceived absence of physical discomforts. (Reker and Wong, 1984, p. 24)

Wellness: Wellness is a lifestyle approach to personal development. It is a deliberate, conscious decision to pursue optimal well-being. It encompasses the body, mind and spirit. It is a positive choice, pursued because it is judged to be a richer way to be alive. (Ardell & Langdon, 1989, p. 33)

APPENDIX D

Technical Questions about Teaching Physical Education

1. Did the planned activity actually occur? If not, why not?
2. Were the intents realistic? Did other emerge during the lesson?
3. Did the learners' knowledge and skills correspond to my expectations? What discrepancies caused me to modify the lesson?
4. Did I cover what I planned? Did I plan too much or too little content to cover?
5. Did my methods and procedures work? If not, what went wrong?
6. Were specific curriculum outcomes achieved? If not, what went wrong? How can I utilize the unanticipated outcomes?
7. Did I provide sufficient resources? What else is needed?
8. Did I get adequate feedback during the lesson? What did I learn from the feedback? Did I give the learners sufficient feedback?
9. Was the time adequate for the lesson? Was the time used efficiently?
10. Were the follow-up activities done? Were they effective?

(Adapted from Posner, G. J., 1989, p. 136-137)

APPENDIX E

Critical/reflective Questions about Teaching Physical Education

1. What counts as knowledge in physical education? Whose definition of physical education, sport, play, and recreation are dominant and whose are marginalized or discredited?
2. How is knowledge in physical education organized, produced and distributed?
3. Which groups have traditionally benefited from physical education?
4. Which groups have been disempowered by physical education?
5. What are the relationships between physical education and other curricula?
6. What overt, hidden and null curricula can be discerned in physical education teaching?
7. In what ways do play, sport, recreation and physical education conform to or deviate from ideologies of powerful groups?
8. Could the form and content of physical education be defined, organized, produced and distributed differently?
9. How can physical education alert students about important moral and political questions such as equality, justice and emancipation?

(McKay, J., Gore, J. M. & Kirk, D. 1990)

APPENDIX F

Critical Questions to Guide In-process Program Evaluation

A series of critical questions to establish a generic in-process evaluation of physical education curriculum development.

1. Does the Curriculum respond to the needs of the learner?
2. Why or why not?
3. What information and knowledge do we have -- and need to get -- that bear upon the issue of physical education curriculum development?
4. Is there a need to revise the curriculum?
5. If so, how could it be modified?

(Adapted from Sirotnik, 1988, 1991)

APPENDIX G

An Overview of Action Research

Action Research is a form of educational research that is done *by* teacher (including students) *for* education. It generally follows a series of spirals that include planning, acting, observing, reflecting, and re-planning. The intent of action research is to improve educational practices in one or a combination of the ways: personal, professional, and political.

The following working definition provides a guideline to help teachers decide if their problem or project can be solved or improved through action research:

If yours is a situation in which:

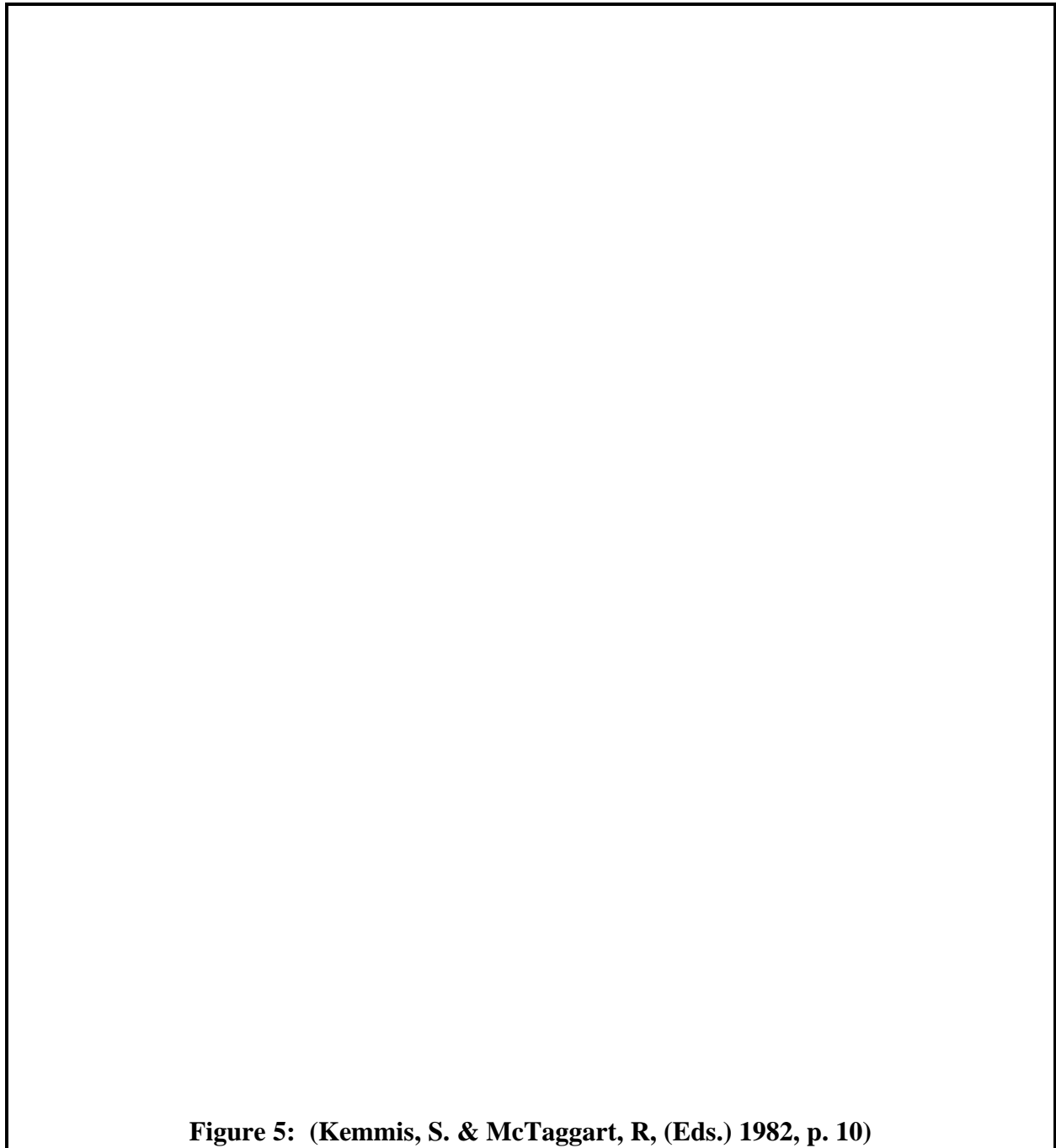
Teachers reflect and improve (or develop) their *own* work and their *own* situations by interlinking their reflection and action, and make their experiences public to other participants and to other persons interested in and concerned about the work and the situation (i.e. their theories and practices of the work and the situation); and if yours is a situation in which there is increasingly: Data-gathering by participants themselves (or with the help of others) in relation to their own questions; Participation (problem-posing and answering questions) in decision making; Power-sharing and the relative suspension of hierarchical ways of working; Collaboration among members of the group as a 'critical community'; Self-reflection, self-evaluation and self-management by autonomous and responsible persons and groups, Learning progressively (and publicly) by doing and by making mistakes in a 'self-reflective spiral' of planning, acting, observing, reflecting, and replanning; Reflection which supports the idea of the 'self-reflective practitioner'.

THEN Yours is a situated ACTION RESEARCH, and is worth pursuing.

(Altrichter, H., Kemmis, S., McTaggart, R. & Zuber-Skerritt, O. 1991, p. 8)

Appendices

Figures 5 and 6 depict the action research spiral of planning, acting, observing, reflecting, and replanning.



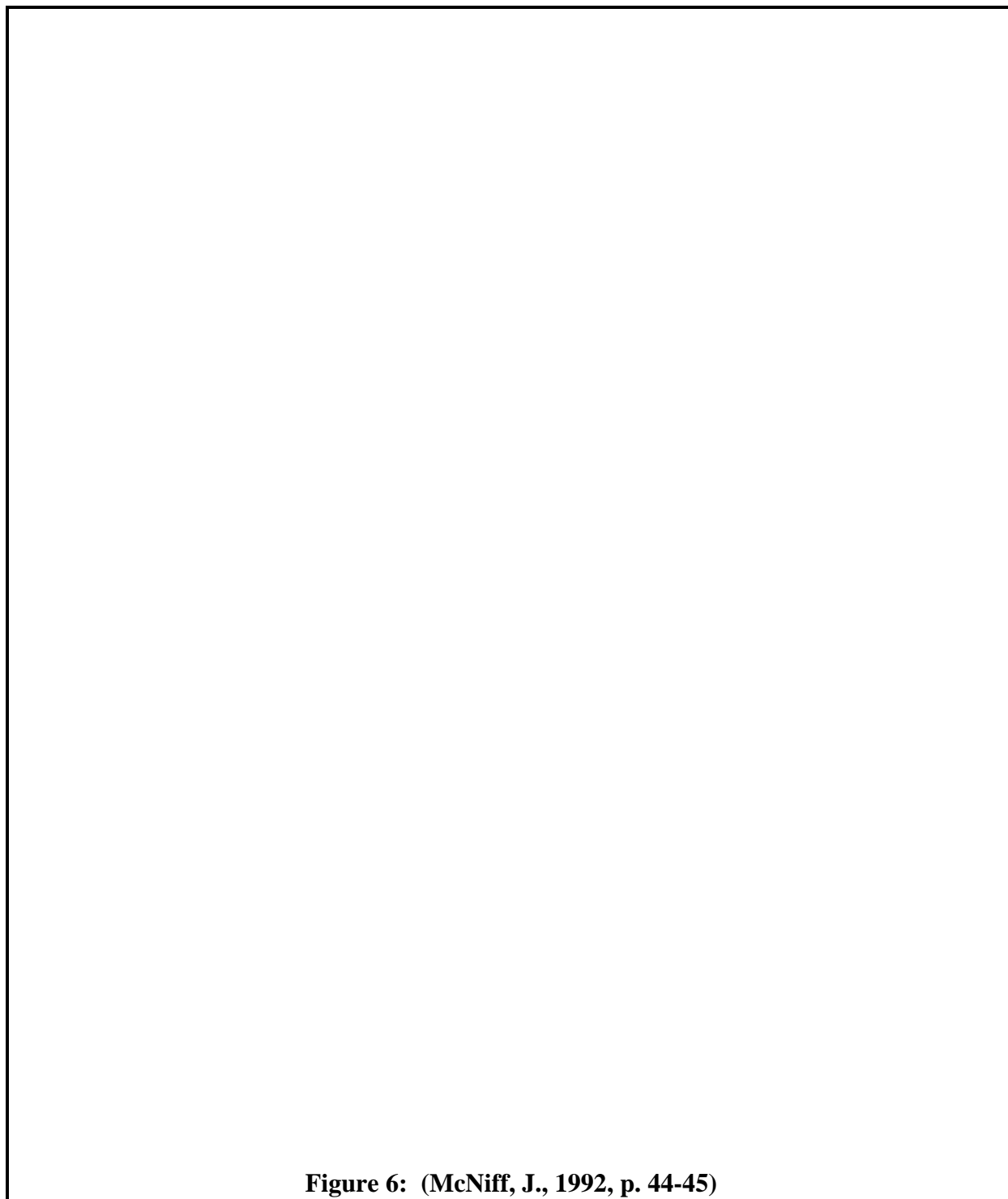


Figure 6: (McNiff, J., 1992, p. 44-45)

Appendices

The following sources provide a comprehensive introduction to Action Research:

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