

# PEDAGOGICAL SHIFT

## PHYSICAL EDUCATION

### MULTI-ACTIVITY APPROACH

Often includes the following (Ennis, 1999):

- Short units
- Lack of educational sequences
- Skills that aren't applied to game play
- Minimal scaffolding of game play
- Lack of inclusivity
- Public displays of performance
- Teacher-directed instruction

3-5x

TYPICALLY REQUIRED TO BE EXPOSED TO ANY NEW LEARNING AT LEAST 3-5 TIMES BEFORE IT HAS A HIGH PROBABILITY TO BE LEARNED.



66 Days

APPROXIMATELY 66 DAYS OF REPETITION WILL FORM A NEW HABIT.

Sport Technique



One-Size Fits All



Often identified as the dominant pedagogical approach in PE.

### MODELS-BASED PRACTICE

- Contain non-negotiable features
- Can be applied to many contexts
- Can contribute to physical, affective, social, & cognitive learning outcomes
- Focuses on learning (e.g. active lifestyles) rather than activity (e.g. dance, games, & fitness)
- Well-researched & tested in a variety of school settings

Some Examples of Models-Based Practice

- SPORT EDUCATION
- COOPERATIVE LEARNING
- TEACHING GAMES FOR UNDERSTANDING (TGFU)
- TEACHING/TAKING PERSONAL & SOCIAL RESPONSIBILITY (TPSR)



ENJOYMENT

SATISFACTION

COMMUNICATION

UNDERSTANDING

MOVEMENT COMPETENCE



One model is not capable of delivering the learning required in PE.

FRAMEWORK

### UNIVERSAL DESIGN FOR LEARNING

- Engagement - *engage* students & sustain their interest
- Representation - *represent* instruction to make it accessible for all students
- Expression - give options to students for how they *express* their learning (CAST, 2018)



WHAT IS NECESSARY FOR A FEW IS HELPFUL TO MANY

Instead of designing to the average, design to the edges (Rose, 2015).

FRAMEWORK

### MEANINGFUL PE

- A framework informing how models are selected & implemented
- *Democratic principles* - supports a variety of learning needs; promotion of student agency & autonomy
- *Reflective principles* - opportunities to set goals & reflect on achievements; develop deeper understanding of experiences (Fletcher et al., 2021)



POSITIVE INTERACTIONS WITH OTHERS



OPTIMAL CHALLENGE



MOTOR COMPETENCE



HAVING FUN



PERSONAL RELEVANCE

Pedagogical decision-making is highly influenced by the quality & personal significance of students' experiences (Kretchmar, 2008).

