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

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



APPROXIMATELY 66

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)

SATISFACTION

MOVEMENT COMPETENCE

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

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)



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

MEANINGFUL PE

FRAMEWORK

- 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



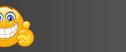
HAVING FUN



OPTIMAL CHALLENGE



COMPETENCE



PERSONAL RELEVANCE

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



downwithpe.com