

## **In-Depth Full Summarised Lecture Notes**

(Overall Grade Received: **Distinction**)

### **Topic: Why do we want to teach PDHPE?**

#### **Foundations and objectives of Quality Physical Education**

- Quality physical education:
  - o The notion of inclusion
  - o Responsibility around civic engagement and we develop social responsibility
  - o Health – lifestyle choices, mental health issues
  - o Broader academic achievement – weaker point – they will do better in their other subjects if they do more PE

#### **Inclusion:**

- 'Accessible and flexible curricula, equipment and learning materials can serve as the key to creating inclusive schools'
- 'Physical education and sport can be used as a vehicle to promote the social inclusion of marginalised populations'
- Physical education has to be for all
- Connect students to a life long pursuit of good health

#### **Health:**

- Increase the total amount of MVPA (moderate vigorous physical activity) children receive
  - o Short term benefits are emotional and behavioural (well established) – a period of PA before entering the classroom – exits serotonin and better behaviour in the classroom – opportunity to regulate their chemistry
  - o Some short term physiological benefits too – small improvements in strength, and cardiorespiratory
- Increased FMS (fundamental movement skills) development (e.g. gymnastics, games, swimming – workshops) – how many skills can we give them through PA that can then benefit them in the long run e.g. teach how to throw so they aren't scared to try netball later
  - o When these skills are done in isolation they are of not much use, but when you piece these activities together they form games which turns to play → resulting in more opportunities for kids because they have more skills and confidence

### **Topic: Developing health and physical literacies**

What is a '**literacy**' = the ability to read and write and use written information in a variety of contexts; an individual's capacity to put the skills of reading and writing to work in shaping the course of their own life

Literacies are not subjects:

- Literacy is something embedded across all areas of the curriculum, encompassing:
  - o The knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions,

- present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school
- Literacy isn't a 'subject' it is a concept that must be embedded in other KLA areas
- How does literacy manifest in their behaviours of their everyday lives?
- The primary purpose of literacies are about:
  - Acquiring skill sets
  - Learning contexts
  - Learning processes
  - The discourse and power of language

### **Topic: Pedagogical models of physical education**

Pedagogy = the art and science of teaching; an approach or model of teaching supported by art and science

- What we do as teachers come from art and science
- Art and science coexist and inform each other
- We want to see our students as whole learners so we need them to have the understanding that art and science inform each other, rather than are in war with each other
- Professions where art and science were both idolised
  - Leonardo da vinci
- We want to see our students from all capabilities – classroom practices not just informed by the hard evidence (what we know works through scientific method) but also nurture and practice a creative/playful element – informed by science and art
- Teachers need to integrate art and science as does architects/doctors
  - Even the most clinical professions still require arts to communicate their practice
- Pedagogy → How we have a symbiotic relationship between art and science and what it is we do + neither one is more important than the other

What are approaches and models of teaching?

- NOT 'styles' of teaching or learning – not a scientific way of approaching it
- Pedagogy should be supported by what we think – theoretical
- ARE a comprehensive and coherent plan that include
  - A theoretical foundation
  - Intended learning outcomes
  - Teacher content knowledge expertise
    - Pedagogical models and allow you to connect it to your audience
  - Developmentally appropriate and sequenced learning activities
  - Expectations for teacher and student behaviours
  - Unique task structures and learning activities
  - Assessments of learning outcomes
  - Benchmarks for assessing the implementation of the model