



## AEHESIS PROJECT: PE AREA YEAR II REPORT

Limerick, 3 September 2005



## PE AREA TEAM MEMBERS

Ken Hardman, University College Worcester

Francisco Carreiro da Costa, Technical  
University, Lisbon

Gilles Klein, Paul Sabatier University, Toulouse

Göran Patriksson, University of Gothenberg

Antonín Rychtecký, Charles University, Prague



## MEETINGS

1. Brussels 3-4 November 2004 (G. Klein)
2. London 13-14 January 2005 (PE Team)
3. Brussels 21-22 April 2005 (K. Hardman)
4. Toulouse 2-3 June 2005 (PE Team)
5. Paris 18-19 June 2005 (PE Team)



## ACTIVITIES

1. On-line Data Bases
2. Curriculum Model Development
3. Formulation of 6-Step Approach
4. Exploratory Survey
5. Study Programmes Contents & Learning Outcomes
6. Harmonisation of PE within Europe
7. Limerick and Year II Report



## On-line Data Bases

- **Modification (Simplification)**
- **Retention of Programme Curriculum Content ("Areas of Study")**
- **Expansion of 'Bank' of Participants**




## Curriculum Model Development

- **Formulation of 6-Step Model**
  - Professional Area
  - Standard Occupation
  - Activities
  - Competences
  - Learning Outcomes
  - Curriculum Model



## Exploratory Survey

- **Five Step Survey Questionnaire**
- **Main Findings**
- **Limitations**
- **Instrument Revision**

## Exploratory Survey Findings: Professional Area

**Standard Occupation**

- **School PE Teacher**
- **FE/HE Teacher/Lecturer**
- **PE Advisor**
- **PE Inspector**

**Number of Jobs**




## Standard Occupation

- **Occupational Activities & Skills**

**Defined as:**

- **Teaching PE (Activities)**
- **Broad & Balanced Curriculum**
- **Knowledge, Skills & Understanding**
- **Variations**
  - **Extra-curricular Sport**
  - **Health & Lifestyle**




## Activities

**Main Activities**

**Pervasive:**

- **Monitoring, Assessment & Evaluation**
- **Teaching PE (Activities)**

**Majority:**

- **Management**
- **Extra-Curricular Activity Engagement**
- **In-school & School-Community Relations**
- **Teaching Skills**




## Main Activities (Cont.)

**Others**

- **Promotion of Exercise Programmes**
- **Organisation of Sports Competitions**
- **Educational (Moral) Activity**
- **Health & Life-style Perspectives**
- **Advisory Guidance and Instruction**
- **Implementation of PE Regulations**
- **Establishment of Positive Learning Situations**
- **Democratic Teaching**




## Others (Cont.)

- **Promotion of Knowledge and Understanding PE**
- **Research Engagement**
- **Subject Knowledge**
- **Gender Perspectives**
- **Social Competence**
- **Knowledge of Student Development**
- **Safety Awareness**
- **PE as a Process**
- **Professional Development**
- **Aesthetic Dimension**
- **Cultural Dimension**





## Others (Cont.)

- Health & Life-style Perspectives
- Facilitation of Positive Learning Situation
- PE as a Process
- Role of PE in Schools
- Implementation of Official Procedures
- Project Participation
- Activity & Group Co-ordination




## Competences

**Pervasive:**

**Pedagogical & Didactical Interventions**

**Majority:**


- Curriculum Implementation (Teaching Activities)
- Knowledge of Legal Aspects
- Knowledge of Human Movement & Sport Science
- Extra-Curricular Activity Participation
- Management of Staff, Students & Resources




## Competences (Cont.)

**Minority:**

- Use Pedagogical Materials
- Project Participation
- Parent, School-Community Relations
- Organisational Qualities
- Research (Knowledge and Application)
- Knowledge, Skills & Understanding
- Progress Observation, Assessment, Evaluation & Recording
- Knowledge of Education Systems & Physical Activities




## Competences (Cont.)


**Others:**

- Promotion of Exercise Programmes
- Student Teacher Mentoring
- Strategic Leadership Development
- Professional Knowledge
- Curriculum Development
- Social Perception
- Mental & Creative
- Reflective Practice
- Sport Competition Management




## Others (Cont.)

- Mediate Gender Issues
- Body Concepts Knowledge & Appreciation
- Apply Official Regulations
- Education for Sustainable Development
- Partner Exchanges
- Subject Knowledge
- Collaborative Work & Planning
- Promotion of Positive Values, Attitudes & Behaviours






## Learning Outcomes

**General Learning Outcomes**

**Majority:**

- Knowledge and Understanding of PE & Health
- Professionalism as a Means of Fundamental Intervention







## GLO's (Cont.)

**Minority:**


- Responsibilities/Ethics
- Reflective Practice
- Technology Skills
- Citizenship
- Monitoring, Assessment & Evaluation
- Professional Development

## GLO's (Cont.)


**Others:**

- Management Skills
- Leadership Skills
- Humanitarian Qualities
- Tolerance
- Multi-culturism
- Social sensitivity
- Co-operation with Parents




## GLOs: Others (Cont.)

- Democratic Values
- Sustainable Development Education
- Sensitivity to Gender Issues
- Research Involvement
- Teaching/Class Management
- Independent/Team Teaching
- Organisational Skills

## Learning Outcomes



**Specific Learning Outcomes**

**Common:**

- Subject Knowledge & Understanding

**Majority:**

- Professional Values & Practice
- Reflective Practice

## Specific Learning Outcomes (Cont.)

**Minority:**

- Teaching & Class Management
- Extra-curricular Participation
- School Management
- Leadership & Team Work




## Specific Learning Outcomes (Cont.)

**Others:**


- Practical Knowledge
- Teaching/Planning Realisation
- Monitoring & Assessment
- Use of Technology
- Writing Skills
- Participation in School Organisation





## SLOs: Others (Cont.)


- Project Development
- Subject (History) Knowledge
- The Body & the Learning Process Knowledge
- Aesthetic Dimensions
- Ethical Codes
- Outdoor Pursuits & Cultural Dimension

## Questionnaire Limitations


### Problems

1. Language (Terminological Differences)
2. Mind-set Concepts (Cultural Interpretations)
3. Questionnaire Layout
4. Repetition/Duplication of Responses





## Language (Terminological Differences)

- "Competences" & "Learning Outcomes"
- "Activities" v. "Functions"
- **ACTION:**
- Incorporation of Definition of Terms




## Questionnaire Layout

- Open-ended Lay-out Format of Competences
- **ACTION:**
- Redesign Box Framework

## Repetition/Duplication of Responses

- "Activities" & "Competences"
- "Competences" & "Learning Outcomes"
- **ACTION:**
- Restructure Items' Framework




## Study Programmes' Contents & Learning Outcomes

- Need to establish Integrated Links
- Working Document on 'Areas of Study' and Learning Outcomes

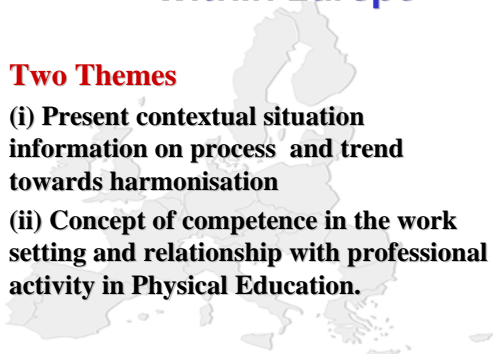




## Harmonisation of PE within Europe

- **Two Themes**

- (i) Present contextual situation information on process and trend towards harmonisation
- (ii) Concept of competence in the work setting and relationship with professional activity in Physical Education.



## Limerick and Year II Report

- **Preparation for Limerick**
- **Preparation of Year II Report**
- **AEHESIS Project Year III**

