

Analysis of Physical Education Curricula: National Trends from Northern Neighbours

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AAHPERD National Convention & Expo: NASPE

Friday April 26th, 2013, 2:30pm





And yourselves?

What would you like to take away?

What's 'HOT' in PE curricula today?

What are the biggest challenges for PE curricula today?

What are the biggest curricular challenges in your particular role?

Any Canadian PE connections?

Agenda

CAN-US Curricular Context



Curricular Trends



Curricular Implications



Future Curricular Directions



LOOPHOLES STALLING PROGRESS IN PHYSICAL EDUCATION

ACROSS THE U.S.



74.5%
of states require students take physical education from elementary through high school



BUT

Inadequacies in state policies place challenging hurdles on the path to progress...

28 states
allow exemptions and waivers

NO PE!



ONLY 22 states
require schools allot a specific amount of time for physical education



ONLY 10 states
designate specific funding for professional development in physical education



and that's not all...

ONLY 6 states
require physical education in every grade:
IL, HI, MA, MS, NY, and VT.



ONLY 3 states
require schools to provide the nationally recommended*
150+ min.-per-week of PE in elementary school.



ONLY 3 states
require schools to provide the nationally recommended*
225+ min.-per-week of PE in high school.



PHE Canada

Physical & Health Education Canada

Yet, in Canadian schools today:

- Only 57% of Canadian schools meet the provincial requirements for allotted time devoted to physical education.
- Only 16 - 20% of Canadian children receive daily physical education, 41% receive one to two days per week, while 10% receive NO physical education at all! These percentages worsen as students advance through secondary grades; particularly for adolescent girls.
- Less than half (46%) of schools in Canada report having fully implemented policies to hire physical education specialists and 37% report not implementing a policy to hire physical education specialists.
- Approximately half of Canadian schools (53%) report that they have fully implemented policies to provide a range of physical activities to students (e.g., competitive, recreational, structured and unstructured). 21% of schools reported having no policy to provide a range of physical activities.

The Canadian Context



Canadian Physical Education Curriculum Documents



- Provincially-mandated
- Private Schools, Aboriginal Schools, and Francophone Schools
- No locally-developed curriculum
- HPE (3) and PE (7) Curricula

Canadian Physical Education Teachers

- Elementary
 - Some provinces have PE specialists but mostly generalists
- Secondary
 - Most provinces have PE specialists
- Education / Training
 - 4 year bachelor degree in Physical Education or Kinesiology
 - 1 or 2 year bachelor of Education degree
- Key difference – Coaches*

Factors Influencing Curriculum

- The Past
 - Individual & collective life history (“tradition”)
- Socio-Cultural Factors
 - Needs of society
 - Youth pop culture
- The Big Business of Sport
 - The Big Dream
- Health Industry
 - Health promotion vs. health care
- Politics & Power
 - What knowledge/skill is of most worth?
- The Education System as a Whole
 - Changing paradigms

Method

Document Analysis: All 10 provincial K-12 PE curriculum documents (2012)

General Analysis

- Curricular goal/aim statements
- Curriculum categories
- Curricular time & grad requirements

Learning Outcomes Analysis

Curricular outcomes reorganized into (N=10, 770):

- Fitness skills (N=811)
- Movement skills (N=5054)
- Living skills (N=4905)

Keyword grouping for codes:

- 12 Fitness Codes (e.g. F1 Strength)
- 28 Movement Codes (e.g. M1 Stability)
- 37 Living Codes (e.g. L1 Cognitive Processes)

Data analysis:

Descriptive statistics

Qualitative content analysis

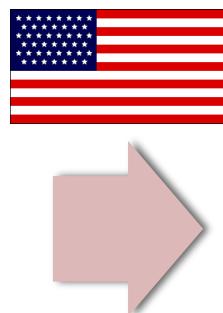
Curricular Goal(s)

Healthy Active Living



Physical Literacy

The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity (2004)



The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity (2011)

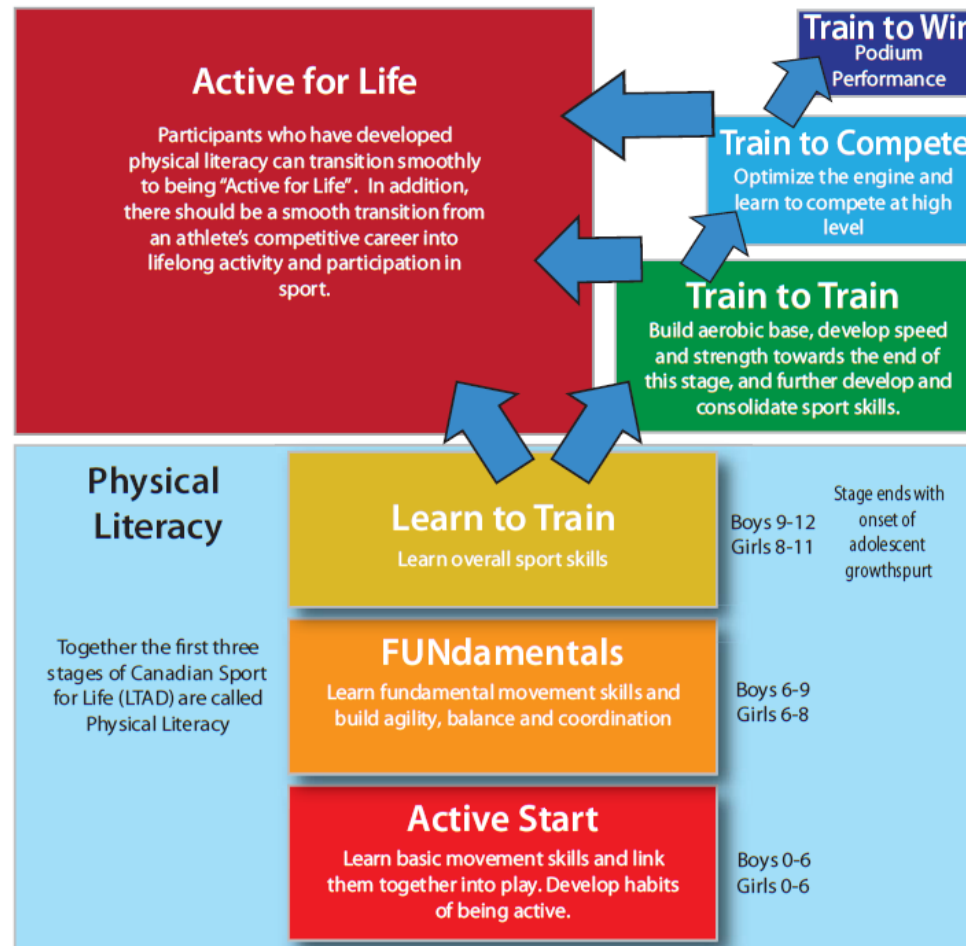
Canada's Physical Literacy Story



Long Term Athlete Development Model



Figure 1 illus



Canada's Definition of Physical Literacy

Individuals who are physically literate move with **competence** and **confidence** in a **wide variety of physical activities** in multiple **environments** that benefit the healthy development of the **whole person**.


Mandigo, Francis, Lodewyk and Lopez (2012)

What presence does physical literacy have in PE curriculum presently?


What presence *should* physical literacy have in PE curriculum? Why?

Is this simply an update of terminology or a significant philosophical shift?

Curricula Per Grade



ONLY
6 states
require physical
education in
every grade:
IL, HI, MA,
MS, NY, and VT.




	K-9	10	11	12
# of Prov. /10	10	9	8	5

Time Allocation




ONLY
22 states
require schools
allot a specific
amount of time
for physical
education





Province	Elementary
BC	150 min/wk
AB	10% (<i>PE & Health</i>)
SK	150 min/wk
MB*	11% (<i>75% PE, 25%HE</i>)
ON*	165 min/wk
QC*	120 min/wk
NB	100-150 min/wk
NS	60-70 min/wk
PE	5%
NL	~ 6%

Time Allocation

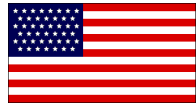


ONLY
3 states
require schools
to provide
the nationally
recommended*
150+ min.-per-week
of PE in elementary
school.



Min Per Week	% Curriculum
Range: 60-165 min/wk Average: 108 min/wk	Range: 6-11% Average: 8 %

Curricular Structure



NASPE STANDARDS

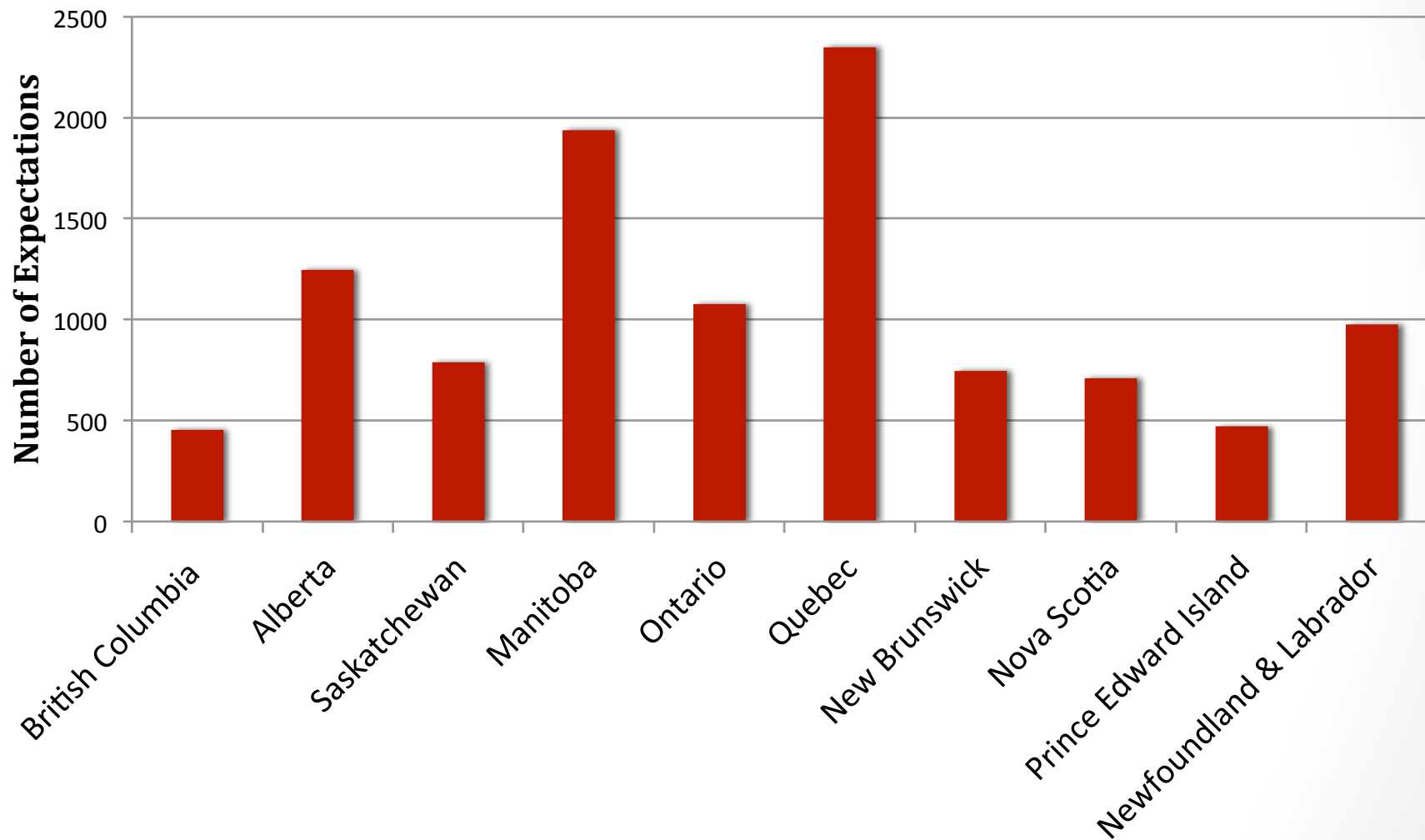
- **1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **3:** Participates regularly in physical activity.
- **4:** Achieves and maintains a health-enhancing level of physical fitness.
- **5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction



CURRICULUM CATEGORIES

- **Movement/Activity**
 - Fundamental movement skills
 - Application of fundamental movement skills
 - Variety of activities
- **Healthy Living**
 - Daily physical education/activity
 - Healthy decision making
 - Wellbeing, functional fitness, body image
- **Personal/Social Responsibility**
 - Positive attitude toward physical activity (through participation)
 - Fair play, cooperation, leadership
 - Safety
 - Relationships

Shapes and Sizes of Curricula



Shapes and Sizes of Curricula

EXAMPLE:

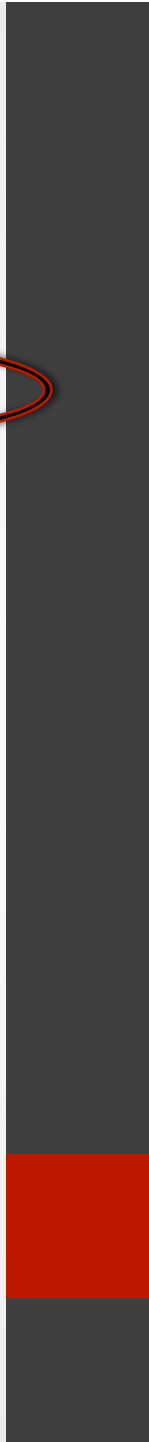
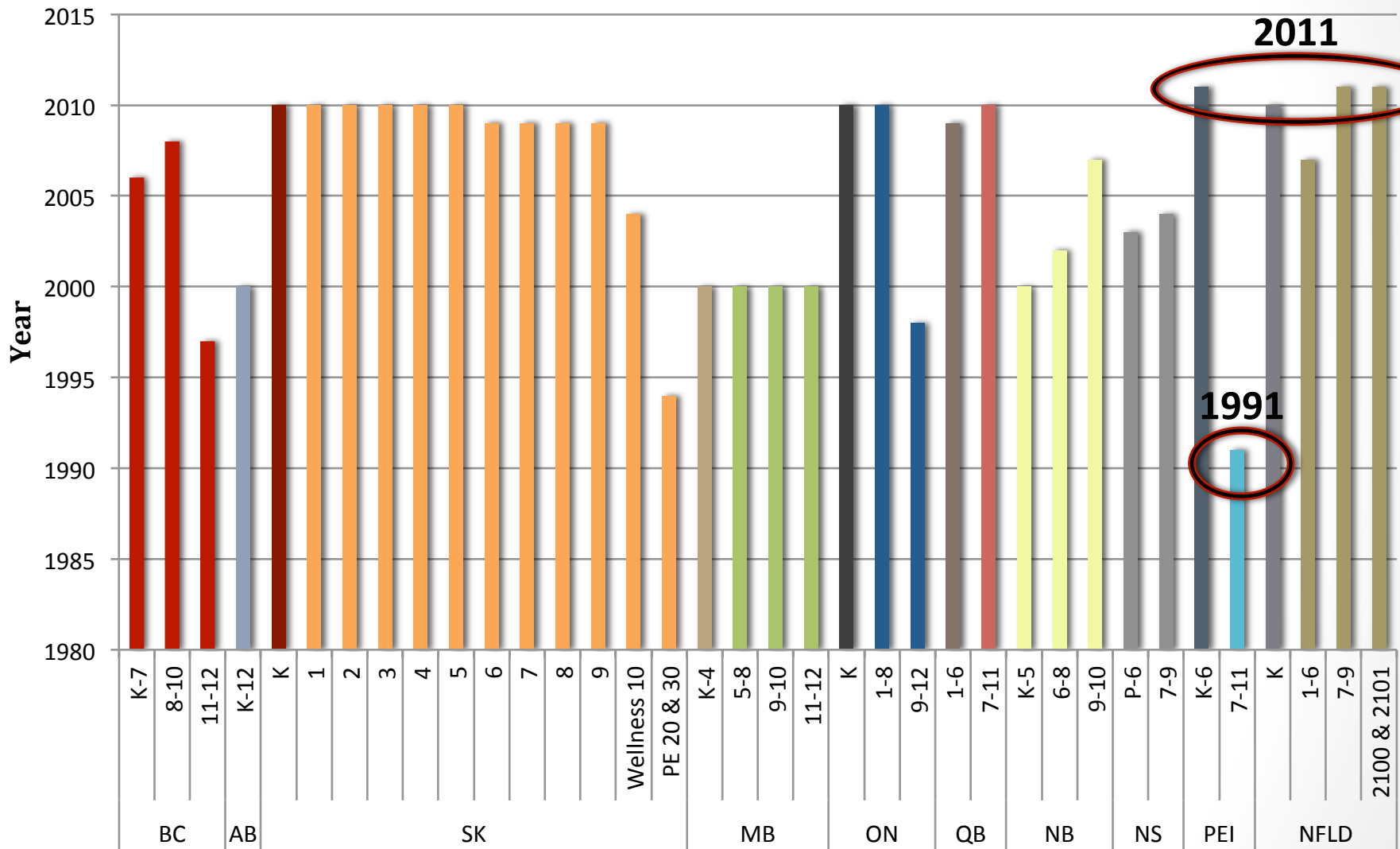
British Columbia

- Identify choices they can make to be more physically active

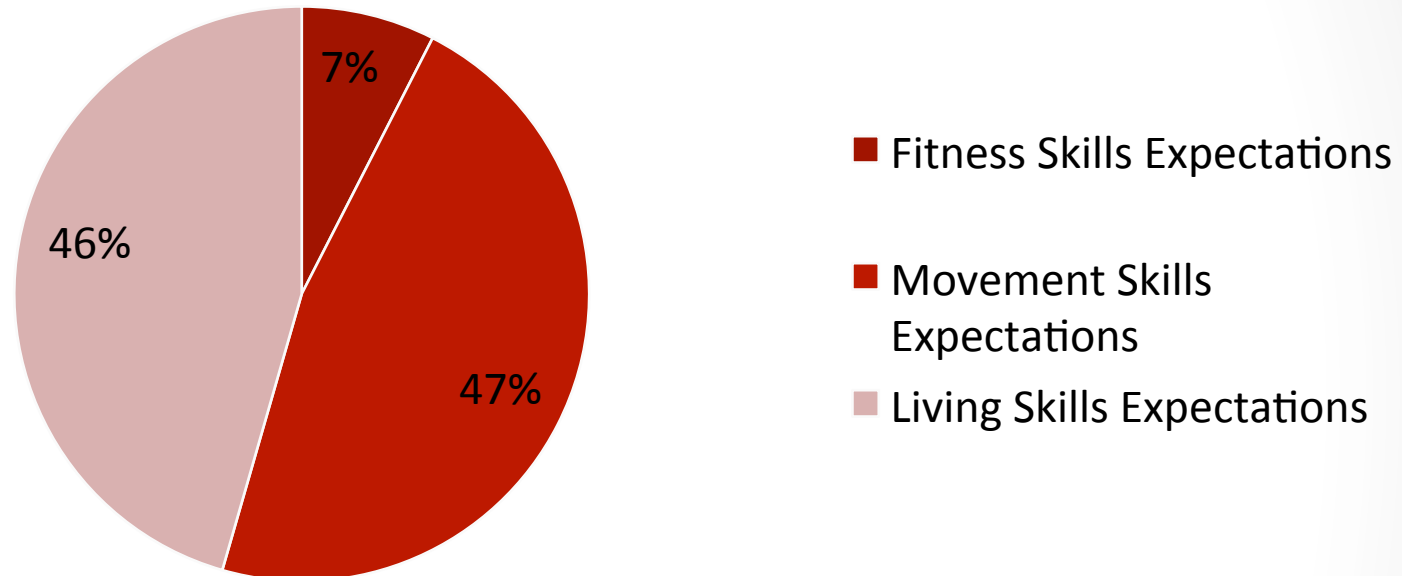
Ontario

- Demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities.

Curricular Publication Dates

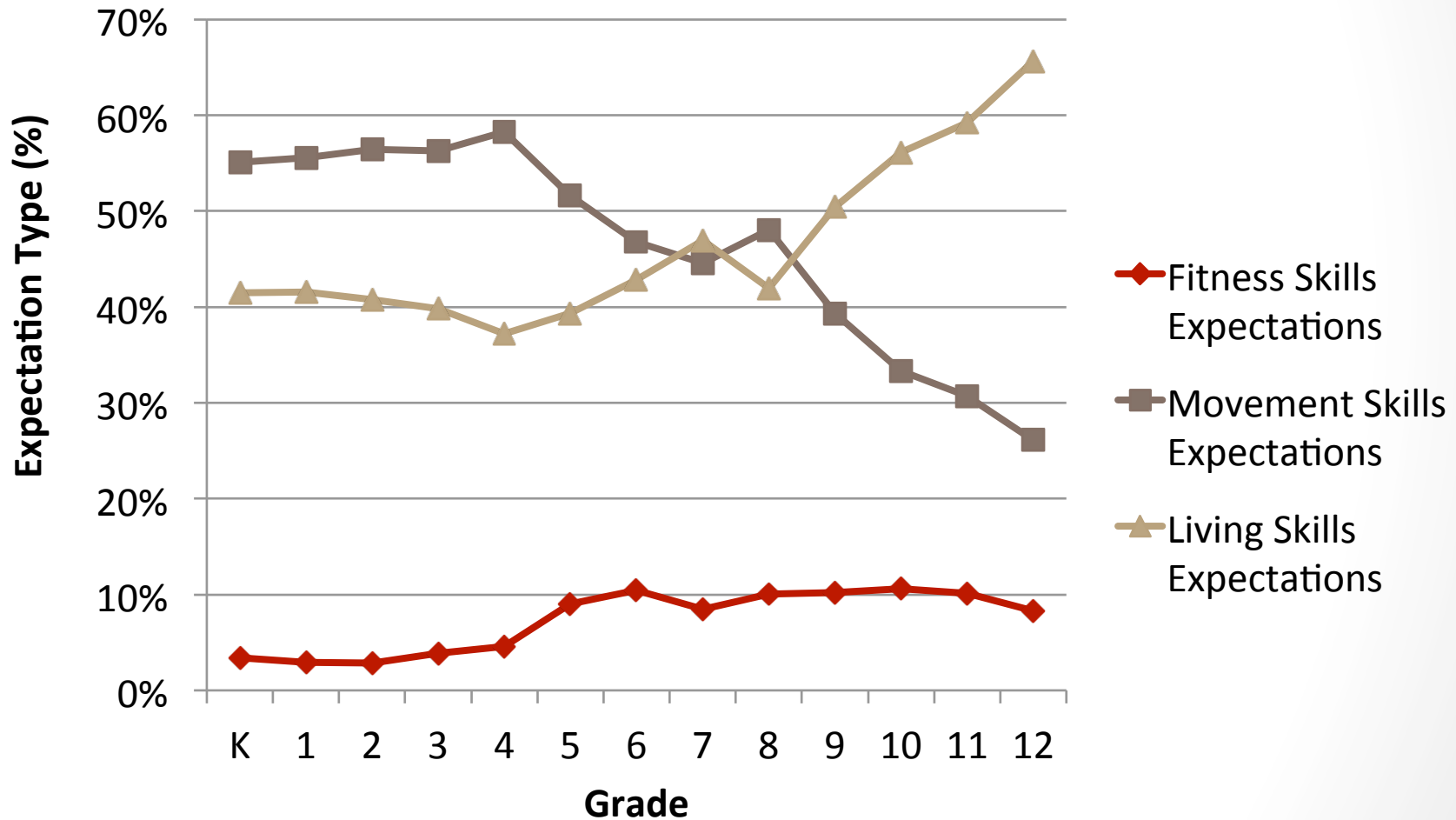


Distribution of Curricula



- Total: N= 10,770
- Fitness Skills Expectations: N= 811
- Movement Skills Expectations: N= 5054
- Living Skills Expectations: N= 4905

Distribution of Curricular Type By Grade



Top 5 Most Frequent Expectations

1. **Knowledge** of physical activity, movement and the body (N=780)
(i.e. terms, concepts, importance, benefits, factors, where to participate, injuries)
2. **Manipulation** (N=490)
3. **Understanding** of movement (N=475)
(i.e. terminology, activity rules, concepts, principles)
4. **Health** (N=400)
(i.e. hygiene, habits, lifestyle practices, substance use and abuse, sexuality)
5. **Cognitive** processes (N=391)
(i.e. reasoning, problem-solving, critical thinking, analysis)

Provincially Shared Expectations

Fitness Skills Expectations

- Components of fitness (i.e. strength, flexibility, endurance)
- Knowledge and principles of fitness
- Skills to self-monitor fitness

Movement Skills Expectations

- Fundamental movement skills
- Specialized movement skills
- Engaging in a variety of movement types (i.e. alternative activities)
- Rhythmic movement and Dance
- Movement concepts: Space, Effort, Relationships, Body Awareness
- Posing and solving movement problems (i.e. strategies, tactics)
- Participating in group physical activities
- Understanding movement

Provincially Shared Expectations

Living Skills Expectations

- Physical activity behaviour and attitudes
- Cooperation and social skills
- Affect
- Knowledge of physical activity, movement and the body
- Independent thought, action, initiative and leadership
- Safety
- Following directions and rules
- Fair play, etiquette, and ethical participation
- Self-assessment, introspection and reflection
- Health
- Respect and inclusion
- Personal skills (self-management, time management, organization)
- Alternative physical activity roles (i.e. officiating, leading, volunteering)

Unique Expectations

- Open skills (N=3)
- Help, aid, assist, support (N=3)
- Sustained Activity (i.e. 20 min minimum) (N=2)
- Aquatics (N=2)
- Wellness (N=2)
- Health Promotion (N=2)

Pedagogical and Curricular Implications

- Balance of physical education *through* and *of* the physical
- Lack of mandatory secondary curricula
- Physical literacy
 - Transference
- Disconnect?
 - Goal of Healthy Active Living 'on paper' but Games 'in reality'
- PETE Curriculum
 - Congruent or Disconnected?

Pedagogical and Curricular Implications

- Purpose?
 - 1960s Creativity
 - 1970s Movement concepts
 - 1980s Fitness
 - 1990s Wellness
 - Today Living skills and Physical Literacy?
- Why are we consistently striving to legitimize our subject?
What happened to the joy of movement?



“It is for all within the profession to address and debate what the futures of physical education should be and to ensure that policy and curriculum development then reflect the visions established, and facilitate their realization”

Penny & Chandler, 2008, p. 85

Future Directions

1. What action needs to be taken in the area of curricular research, policy, development, etc.?
2. What do PE offer the education system to make it appreciated, relevant, sustained, meaningful?
3. Do we need a different vision or definition?
4. Is it really about our curriculum documents and standards (the “what”) or is it more about “the how?”
5. What are the ramifications for PETE programs?
6. Is the privatized fitness industry going to take over PE?

NASPE Future Directions

- Elementary – focus on fundamental motor skills as the foundation for movement competency.
- Middle – focus on application of foundational skills and improving the balance of activities to retain interest of all students (dance, fitness activities, individual and team activities).
- Secondary – focus on fitness/wellness, lifetime activities and personal choice. De-emphasis on team sports which appeal mainly to highly skilled students.
- In addition, the task force seeks to:
 - Ensure that standards reflect the content we teach and what we expect students to learn.
 - Ensure standards and outcomes are measurable.
 - Parallel common core standards language/structure where possible (college/career readiness).
 - Produce material in formats that serve practitioners effectively, such as Web-based documents that are searchable by grade levels, skills, standards, and outcomes.

References

Province	Reference
BC	http://www.bced.gov.bc.ca/irp/irp_pe.htm
AB	http://education.alberta.ca/teachers/program/pe/programs.aspx
SK	http://www.education.gov.sk.ca/core-principles-time-credit http://www.curriculum.gov.sk.ca/#
MB	http://www.edu.gov.mb.ca/k12/cur/physhlth/index.html http://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/full_document.pdf http://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr11/full_document.pdf
ON	http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html http://www.edu.gov.on.ca/eng/curriculum/secondary/health.html
QC	http://www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/primaire/educprg2001h.htm http://www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/primaire/pdf/educprg2001/educprg2001-091.pdf
NB	http://www.gnb.ca/0000/publications/curric/Outdoor_Pursuits.pdf http://www.gnb.ca/0000/publications/curric/Leadership%20through%20Physical%20Education%20and%20Recreation%20-%20Course%20Outline.pdf http://www.gnb.ca/0000/publications/curric/WellnessThroughPhysicalEducation110.pdf http://www.gnb.ca/0000/publications/curric/MiddlePhysEd.pdf http://www.gnb.ca/0000/publications/curric/elementarypysed.pdf
NS	http://www.ednet.ns.ca/psp-lof.shtml http://www.ednet.ns.ca/pdffdocs/curriculum/ActiveHealthyLiving2005_sec.pdf http://www.ednet.ns.ca/pdffdocs/businessplan/accountability_report_2003-04.pdf
NL	http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/
PEI	http://www.gov.pe.ca/photos/original/eecd_Srpos12-13.pdf http://www.gov.pe.ca/photos/original/eecd_ElmPoS1213.pdf http://www.gov.pe.ca/photos/original/eecd_ipsam13-14.pdf

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Penney, D. & Chandler, T. (2000). Physical education: What future(s)? *Sport, Education and Society*, 5(1), 71-87.

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In Closing...

