

CIDREE PHYSICAL EDUCATION EXPERT MEETING

15 -17 November 2017

Glasgow



Report from SUZANNE HARGREAVES

The meeting focused on learning, teaching and assessment. Specifically, what countries have in place to support professional judgement. Opportunities arose throughout the three days to discuss what we mean by 'understanding standards' and how each country supports teachers to develop their confidence, knowledge and skills to make professional judgements on performance.

The overall objective of physical education is to support young people to experience the joy of movement; to develop the skills, knowledge, capabilities and attributes that are the foundation for an active lifestyle and life-long enjoyment of physical activity. This meeting provided an appropriate forum for professional dialogue around these retrospective standards and whether they rightly reflect the rationale of each country's PE curriculum from a sport or health perspective.

Day 1 – Wednesday 15 November 2017

Suzanne Hargreaves, Senior Education Officer, Education Scotland welcomed the delegates to Glasgow. After introductions, she outlined the three day programme. Objectives of the meeting, ways of working and protocols were agreed. She then gave a presentation on 'The education context in Scotland'. This set the scene for the school visits on Day 2 – will the delegates see policy into action?

Dinner took place at the National Piping Centre where delegates were piped into the Centre before a tour of the bagpipe museum. Delegates had the opportunity to try the bagpipes which was much harder than it looks! It was a very enjoyable start to the evening. Juliet McAlpine, Assistant Director, Inspection and Review and Chair of CIDREE gave a warm welcome to the delegates at the dinner.

The meeting was off to a very fine start!

Day 2 – Thursday 16 November 2017

Day 2 started early with a minibus pick up from the hotel to South Lanarkshire for two school visits: to observe a primary PE lesson delivered by a non-specialist primary teacher followed by a visit to a secondary school to observe a PE lesson delivered by a secondary PE specialist teacher. The schools are identified below:

Chatelherault Primary School, Hamilton, South Lanarkshire

<http://www.chatelherault-pri.s-lanark.sch.uk/wordpress/index.php/staff-2/>

Calderglen High School, East Kilbride, South Lanarkshire

<http://www.calderglen.s-lanark.sch.uk/wordpressmain/>

Delegates were issued with a recording sheet to support their observations:

Establishment Visit

“If you can’t see it in the classroom, it is not there.”

Professor Richard Elmore, Harvard Graduate School of Education

What do you hope to see/learn during your visit today?

What questions might you like to ask during your visit?

The lessons provided much food for thought for the delegates and their observations and subsequent reflections elicited much professional dialogue. It was clear from both schools that the physical education experience was learning focused; using the Significant Aspects of Learning posters and visible displays of children and young people’s learning. The learners were fully engaged throughout the lessons. It was noted how the pedagogy in both schools allowed the learners to take responsibility for their learning. Other comments included:

- High levels of physical activity; minimal disruption from teacher interrupting learning. This was more evident in the primary school lesson.
- Instruction given once only, placing the responsibility to listen on learners. This has been a key pedagogical skill in driving change in the culture of learning and teaching in PE over the past six years: to develop children and young people’s ability to listen and develop their focus of attention. It is recognised that without these, children and young people cannot access optimal learning.
- Clear demonstration of positive teacher/pupil relationships
- Ethos in each lesson was supportive and encouraging between teacher and pupil and pupil to pupil. This was evident in pupils selecting a partner/getting into groups. No-one left out.
- Formative assessment embedded in practice
- Class management excellent in both schools
- Too much closed questioning particularly in the secondary school lesson. Did the class get a chance to think? Thinking time?

Delegates reported that they observed policy into action. From 2012-2016, Scottish Government invested heavily in PE; not only to increase the number of schools meeting the 2 hour/2 period target (2006 – 5%; 2017 -98%) but also to improve the learning experience for children and young people. The delegates had the opportunity to speak with the Head Teachers, teachers and learners from both schools on what they had observed and what they had learned about education in Scotland and ask further questions.

Education Scotland and the delegates were very appreciative of the hospitality and warm welcome given to the delegates throughout both school visits. An excellent morning on Day 2

The afternoon programme was given over to each country to present on 'Learning, teaching and assessment in PE' followed by a brief Q&A

The order of presentation was:

Sweden - The Netherlands – Ireland – Slovenia – Norway Bosnia and Herzegovina – France – Scotland.

The presentations were made available to all delegates.

Day 3 – Friday 17 November 2017

The final day was given over to professional discussion on teacher agency and a system-wide integrated and coherent strategy in support of physical education. It was recognised that in achieving an understanding of standards to support professional judgement then these two elements must be present for a successful implementation process.

In small groups, delegates were asked:

“If a country approached you and asked for advice on how to ensure ‘teacher agency’ as part of the implementation of a great physical education strategy – in terms of effective learning, teaching and assessment –what framework and key questions would you set out for them?”

Please see below a summary of responses:

- Collegiate time for teachers to get together and develop together – early adopters, developers, slow adopters. Key influential groups of teachers involved in co-constructing and delivering training
- Recognition that the biggest challenge is not getting staff to change, rather, it is asking staff to stop doing what they are doing despite them knowing it is not making a difference
- Who are the relevant stakeholders?
- Convince – relevance; incentivise – relate to their concerns. Bring together, recognise their efforts

- Key Questions: have you provided them with the tools to understand the framework? Time to reflect on the strategy? Time for consultation, implementation, piloting, review. All essential but recognition it is not easy.
 - Political changes drive change at all times. It is a challenge to keep up with this.
 - Financial support to 'support the implementation of the new curriculum'
 - Policy and documents easy to write, but implementation is the challenge
 - Investing time and training to build relationships with key group of 20 or 40 schools. The next step is key. Rolling out and up skilling people.
 - Standards 'teaching standards' Professional responsibility to engage.
 - Teacher contact time varies from country to country. This has an impact on what teachers are actually able to take on.
 - Role of the Head Teacher / school leader within each establishment is crucial. Systems, planning. Head teachers qualification was discussed. Work with Head Teachers to build relationships first. Get them on board and then get them to present to other Head Teachers/leaders.
 - Resources. These build identity and uniformity across the schools in the country.
 - Involving teachers in development process some for feedback and review (implementers in the field) for others they will be involved in writing. Empowering teachers to see that they are involved
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- Patience with those that are resistant to change. Include teachers in the process. Help to understand why they may not want change. Incentives to give teachers.
 - Contact with all stakeholders, the key figures. Teacher training institutes and those with extreme views. Make them part of the team.
 - Communication strategy is essential. Communication must be open and transparent throughout.
 - Development of change and challenge to those that have opposing views.
 - Challenges we all have faced are similar and we have lots to learn from each other.
 - Teacher agency 'can't impose a policy' All stakeholders around the table so they can 'see themselves in it'.
 - Ask teachers for feedback. What's working well? They are key in the process.
 - How do we motivate? Workload, time and other pressures. Teachers voice really helps.
 - Student voice helps understand the resisters. Powerful to have the student voice. What are the young people saying about the learning experience?
 - Gain and understanding of why the resisters are doing so.

“How do you achieve a system-wide integrated and coherent strategy in support of physical education?”

- Analysis of stakeholders and what they want to change.
- Create a narrative; what does PE look like at all levels in all sectors?
- Review of ITE . Change is then built in to what happens.
- Research on educational change. What do we know? Engagement in a process of change. Front end change needs to take time. Others need even longer.
- Professional Learning has a key role and ITE.
- Devolving training for example clusters of schools, time on the ground where it has real impact.
- Learning networks. Start with small steps.
- Time to work with staff. Ensure they are kept informed, and keep them involved in an on-going basis.
- Sustaining development without money is difficult. Time is a must.
- Challenge and support. Get the balance right. Teachers must be at the centre.

Coaching Sessions

The group work in the morning and the previous two days of endeavour had built a level of professional trust between the delegates. Despite the difference between countries it was clear that there was much in common. This provided the perfect backdrop to set up Coaching Sessions in the afternoon, using the GROW approach to coaching (see Appendix 1.) These sessions provided an opportunity for each country to coach and be coached reviewing their current strategy/approach.

Sweden coaches Scotland

The Netherlands coaches Bosnia and Herzegovina

Slovenia coaches Ireland

France coaches Norway

Bosnia and Herzegovina coaches Sweden

Norway coaches Slovenia

Ireland coaches The Netherlands

Scotland coaches France

The delegates thoroughly enjoyed these sessions being challenged to critically examine their Goal, Reality, Obstacles, Options and Way Forward.

Plenary

The discussion elicited the following points:

- Any future curriculum development requires a shift from piecemeal to system change – ELCC – Senior Phase
- Shift towards child at the centre
- Assessment is central to good learning and teaching
- 'Health' as a key part of the rationale for physical education
- Dedicated, protected time for core physical education
- Examination in PE – an opportunity or a hindrance?
- Validity of assessment and robustness of professional judgement
- We are at different stages of curriculum development/review. Exciting times ahead!
- The implementation process is key to success
- Shift away from 'activity' focus to activities as the 'context for learning'

It was decided that there was no need for a Wiki/online CIDREE PE platform as email contact was sufficient.

As a result of the PE Expert meeting in Glasgow 2017, the following outcomes were agreed:

- Greater understanding of the key skills, knowledge, capabilities and attributes in physical education
- Increased understanding of age/stage/level/ 'standards'
- Raised awareness of guidance and support for professional judgement in physical education
- Clarity on assessment and assessment methods within a practical subject
- Delegates from France offered to host the next PE Expert Meeting in the Spring 2019.



Appendix 1

- G** Goal The Goal is the end point, where the client wants to be. The goal has to be defined in such a way that it is very clear to the client when they have achieved it.
- R** Reality The Current Reality is where the client is now. What are the issues, the challenges, how far are they away from their goal?
- O** Obstacles There will be Obstacles stopping the client getting from where they are now to where they want to go. If there were no Obstacles the client would already have reached their goal.
- Options Once Obstacles have been identified, the client needs to find ways of dealing with them if they are to make progress. These are the Options.
- W** Way Forward The Options then need to be converted into action steps which will take the client to their goal. These are the Way Forward.