

MPHY106 Implementation of the Primary and Secondary Physical Education Curriculum

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 32

Overall Objectives and Outcomes

UNESCO has coined the term Quality Physical Education (QPE) and this unit will consider how more quality can be added to PE. Traditional PE lessons have often not considered learning with the result that PE can account for little transfer or very little impact on the population's active lifestyle. This unit will consider each of the Learning Areas – Individual Activity, Fitness and Outdoor and Recreation. (Invasion and Net Games are not included as they will be considered in another unit.) It will look at the challenges that teachers face when they are in schools, namely how to collaborate with other teachers, how to create a plan of facilities and resources for the specific sports in each Learning Area that is taught and eventually to presenting this to the students within a structure that is student-centred, and which leads to learning. Indeed, QPE needs to be practiced when learning is happening and seen to be happening. Course participants will also become conversant with each of the learning outcomes at both primary and secondary levels as they engage in practical sessions in specific topics from the 3 Learning Areas.

By the end of this module, the learner will be able to:

Competences

- Create schemes of work, lesson plans and activities that are in line with QPE.
- Identify how QPE can provide a more equitable and fun PE for all students.
- Formulate a PE which is more dynamic and inclusive.

Knowledge

- Describe how QPE offers a better version of PE to all students and is more inclusive than traditional PE;
- Critically debate the reforms that are required to develop a new form of PE;
- Identify how PE could engender more health issues and how PE could lead students to become increasingly active outside school so that the demarcation between what happens in school and what happens outside is reduced.

Skills

Applying knowledge and understanding

The learner will be able to:

- Design PE activities that are more fun, inclusive and dynamic;
- Plan PE schemes of work and lesson plans based on the Learning Outcomes Framework (LOF)
- Create PE which focuses on generating a physically active lifestyle and developing physical literacy.

Assessment Methods

This module will be assessed through: Essay Assignment, Resources and Reflection.

Suggested Readings

Core Reading List

1. Beni, S., Fletcher, T. & Ní Chróinín, D. (2017) Meaningful Experiences in Physical Education and Youth Sport: A Review of the Literature, *Quest*, 69 (3), 291-312.
2. Coldwell, M. (2017) Exploring the influence of professional development on teacher careers: A path model approach. *Teaching and Teacher Education*, 61, 189-198.
3. Crotti, M., Rudd, J., Roberts, S., Fitton Davies, K., O'Callaghan, L., Utesch, T., Foweather, L. (2022) Physical activity promoting teaching practices and children's physical activity within physical education lessons underpinned by motor learning theory (SAMPLEPE). *PLoS ONE* 17(8): e0272339.
4. Dudley, D. & Pearson, P. & Cotton, W. (2011) Effective physical education and school sport: A systematic review of physical education and school sport interventions targeting physical activity, movement skills and enjoyment of physical activity. *European Physical Education Review*. 14.
5. OECD (2019) Making Physical Education dynamic and inclusive for 2030. OECD
6. UNESCO (2015) Quality Physical Education – Guidelines for Policy Makers. UN: UNESCO
7. AAHPERD. Comprehensive School Physical Activity Programs: Helping All Students Achieve 60 Minutes of Physical Activity Each Day. *J Phys Educ Recreat Danc* [Internet]. 2013 Nov; 84(9):9–15. Available from: <https://www.tandfonline.com/doi/abs/10.1080/07303084.2013.838105>

Supplementary Reading List

Kirk, D., Macdonald, D., & O'Sullivan, M. (2006) *Handbook of physical education*. SAGE Publications Ltd.