



Hong Kong PE Teachers Conference, 2019

Strengthening the Implementation of Six Strands in
the PE curriculum

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Objectives

1. To re-visit the six strands in the PE curriculum.
2. To re-think teaching philosophy, teaching behaviour and evaluation.
3. To study the current situations of PE teachers implementing six strands in their teaching.
4. To make recommendations on how to strengthen the implementation of six strands effectively in PE teaching.

Re-visit the Six Strands

Ultimate Aim of PE

PE is important for Students' whole-person development through providing a wide range of physical activities.

(CDC, 2017)



Curriculum Aims

PE curriculum aims to help students:

1. develop motor and sports skills and acquire knowledge through physical activity, and cultivate positive values and attitudes for the development of a habit of doing exercises;
2. acquire good health, physical fitness and body co-ordination through leading an active and healthy lifestyle;
3. promote desirable moral behaviour, co-operation in communal life, ability to make decisions and appreciation of aesthetic movements; and
4. become responsible citizens who contribute to the building of an active and healthy community

4.

(CDC, 2017)



The six strands are:

1. Motor and sports skills;
2. Health and fitness;
3. Sports-related values and attitudes;
4. Knowledge and practice of safety;
5. Knowledge of movement; and
6. Aesthetic sensitivity.

The six strands are inter-related and inextricably intertwined. Teachers must bear in mind that PE centres around physical activities, focuses on learning motor and sports skills, and is keen to develop physical fitness.

(CDC, 2017)

Re-think of Teaching Philosophy

Philosophy:

- * is a Greek word which means 'the love of wisdom' .
- * requires speculative thought. Speculation, is the challenging and forming of ideas.
- * is a form of critical inquiry, where we think about our ideas and our conduct in ways that challenges them, tests them and develops them.
- * is about engaging in a process that wrestles, at a deep level, with fundamental questions about how we live our lives, the nature of existence and how we gain knowledge.



Re-think of Teaching Philosophy

“a theory or attitude that acts as a guiding principle for behaviour”

(Oxford Dictionary, 2012)

A set of principles that guide an individual's practice

(Cassidy et al., 2009)



Values

“Values are the means through which individuals evaluate their experiences and lead to some things being more highly regarded than others”

“Values are general conceptions about what individuals find important in their world and, although they can change over time they are quite stable “

(Lyle, 2002, p. 165)



Why Importance?

“Philosophy underpins all aspects of teaching and by creating a formal philosophy teachers may improve their coaching effectiveness”

(Nash, Sproule, & Horton 2008)



How is a coaching philosophy formed ?

1. Formed from persons beliefs about what is important in sport teaching and underpinning values which can be gleaned from a variety of different learning experiences
2. Teacher development and learning occurs primarily through informal learning
3. Reflection is a key skill to develop as a teacher and develop a philosophy

Re-think Teaching Behaviour

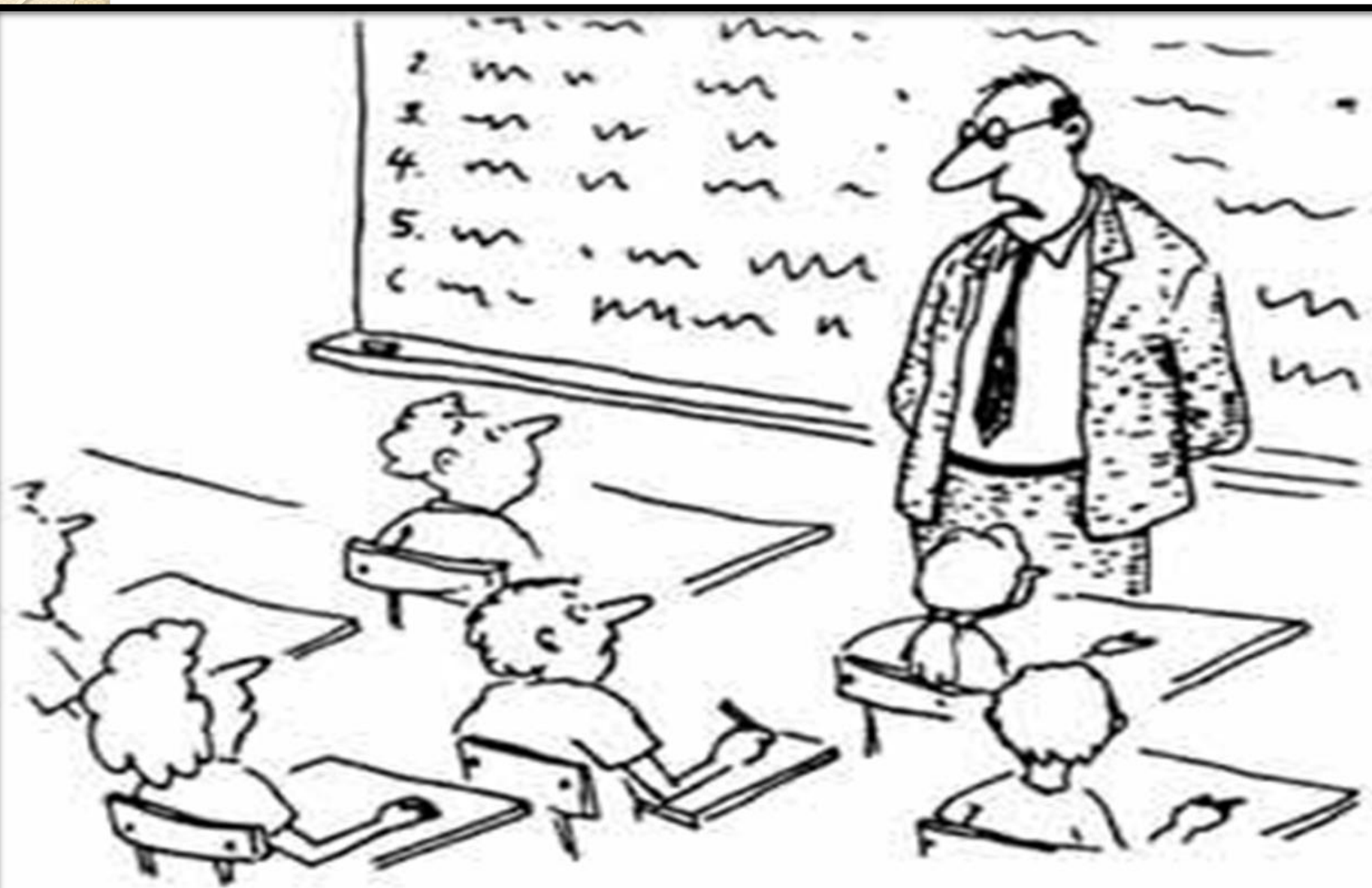
Teaching Context

Teaching involves two main elements.....both of which the teacher has to consider


1. What to teach?.....Teaching Contents
2. How to teach?.....

Teaching behaviour

The way we act or conduct ourselves, especially towards others




"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"



The following principles should be adopted to make the learning and teaching in PE more effective:

1. To provide safe environment for learning and teaching;
2. To have a high physical activity level and maintain sufficient active learning time in lessons;
3. To provide a wide range of activities to cater for learner diversity;
4. To have fun and enjoyable experience while taking part in physical activities;

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5. To arrange various activities to facilitate students to apply the skills and knowledge in PE;
 6. To enhance students' learning effectiveness, teachers should keep abreast of the latest development of PE and sports; and
 7. To adopt a life-wide learning approach and encourage students to participate in co-curricular physical activities

(CDC, 2017)

Re-think Assessment

Teachers should consider the following points when designing the assessment:

1. Use appropriate formative and summative assessments to facilitate student learning
2. Teachers, students, peers and parents are possible assessors
3. Adopt diversified modes of assessment to match students' ability, disposition and experience, and stimulate students' motivation in learning
4. Observation checklists, portfolios and project learning are examples of student learning records

(CDC, 2017)



A study on current situation of implementing the Six Strands

1. Survey by questionnaires (50 PE teachers)
2. Class Observation Analysis (3 PE lessons)

Questionnaire

Personal information: (50 subjects)

1. Gender: Male (28) ; Female (22)
2. School sector: Secondary (22) ; Primary (28)
3. Year of teaching experience:

1-5	6-10	11-15	16-20	21 above
8	6	11	7	18


4. PE training qualifications:

PGDE(Major)	PGDE (Minor)	Cert.	BEd.
6	1	17	26

1. How many strands of the PE curriculum you can name out without referring to any text?

Strands	0	1	2	3	4	5	6
No. of subjects (%)	4 (8%)	1 (2%)	3 (6%)	4 (8%)	15 (30%)	7 (14%)	16 (32%)

Name of strands	Motor & sport skill	Health & fitness	Sport-related values & attitude	Knowledge & practice of safety	Knowledge of movement	Aesthetic sensitivity
No. of times (%)	40 (80%)	40 (80%)	36 (72%)	27 (54%)	31 (62%)	26 (52%)



Name out wrongly	Examples
Four strands	Athletics, Ball games, swimming, Gymnastics
One of the five strands	Appreciation
One of the five strands	Learning diversity

Comments:

1. Around 2/3 out of 50 subjects are able to cite out 4 - 6 strands.
2. Relatively high percentage of subjects are able to cite out “Health & Fitness” and “Motor & Sport skills” with 80% out of 50 subjects.
3. Relatively low percentage of subjects are able to cite out “Safety” and “Aesthetic Sensitivity” with 54% & 52% out of 50 subjects.

2. a. Do you have your own teaching philosophy?

Yes	No
45	5

b. What are they?

The responses for “Yes” include

Teach skills, with vigorous intensity, safety, interest, fun,
love sports, acquire knowledge
Good attitude, positive thinking, build confidence, good
moral,
Respect others, never give up, sportsmanship
Problem solving skills, cooperation
Social development




The responses for “No” include

- For fun in Primary school
- Don't have enough time
- Same as what I have learned in BEd (PE)
- Follow school based curriculum

Comments:

1. Most teachers have their own teaching philosophy and they have similar or different among themselves.
2. It is interesting to note that 5 subjects are without their teaching philosophy. Do they know what is it about?



3. How do you know that you have achieved the six strands effectively?

- Teaching plan with six elements & implement them
- Observe students' performance, behaviour and emotion
- Peer evaluation and self reflection, Assessment
- Feedback from parents, other teachers and pupils
- Written examination

Comments:

Most subjects are able to provide appropriate and various instruments to measure the achievement of the six strands.

- 4.a. Which strand/s is / are the most difficult to achieve?

Name of strands	Motor & sport skill	Health & fitness	Sport-related values & attitude	Knowledge & practice of safety	Knowledge of movement	Aesthetic sensitivity
No. of times	1	3	17	1	4	21

Comments:


1. The strands of “Values & Attitude” (17 times) and “Aesthetic sensitivity” (21 times) are the most difficult to achieve among 50 subjects.

b. Why?

Strands	Reasons
Sport-related values & attitude	<ul style="list-style-type: none">- Students don't care- PE is not important and difficult- Difficult to evaluate- No assessment rubrics- Students' emotion are always changed.
Aesthetic sensitivity	<ul style="list-style-type: none">- Too abstract- Teacher has weak aesthetic sensitivity- Students have no interest- Students like skills and competitions- Teaching time is inadequate- It is not easy to implement

5. Do you think you need to strengthen your existing practices to achieve the six strands effectively?

Yes, I need	No, I don't need
46 Subjects	4 Subjects



6. Can you suggest some effective ways to strengthen the implementation of the six strands in your PE teaching?

- Attend 5-week course, professional training,
- Increase more lesson time
- Reduce non-PE workload
- Observe peer class teaching, lesson analysis
- Conduct more sharings
- Reflect regularly



Summary of the Questionnaires

1. Not all subjects (50 teachers) are familiarized with the six strands.
2. Most subjects are with teaching philosophy.
3. Most subjects are able to provide appropriate and various instruments to measure the achievement of the six strands.
4. The strands of “Values & Attitude” and “Aesthetic sensitivity” are the most difficult to achieve
5. Most of the subjects need help to strengthen the implementation of the six strands.
6. Most of the proposed ways for strengthening are valid.

Class Observation Analysis (1)

Strands	Teacher A, (15 yr teaching experience), Ball Dribbling with racket, P.3 ,	Comments
Motor & sport skill	Dribbling three times, two hands catching, dribbling with racket.	Highly achieved
Health & fitness	Move frequently	*Not obvious
Sport-related values & attitude	Obey instructions, praise	*Not obvious
Knowledge & practice of safety	Use of space	*Not obvious
Knowledge of movement	Stand side-way, ball dribbling at waist height, questioning	Achieved
Aesthetic sensitivity	Observe peer practice and show appreciation, observe demonstration	Achieved

Class Observation Analysis (2)

Strands	Teacher B, (12 yr teaching experience), Batting Ball and aiming target, P.3 ,	Comments
Motor & sport skill	Batting ball, how to bat correctly	Highly achieved
Health & fitness	Talk too much, low exercise intensity	*Not obvious
Sport-related values & attitude	Discipline, obey instructions, praise	Achieved
Knowledge & practice of safety	Use of space, batting direction, stand behind teacher not being hitting	Achieved
Knowledge of movement	Which colour ball is easily batted	*Not obvious
Aesthetic sensitivity	Nil.	*Completely not achieved

Class Observation Analysis (3)

Strands	Teacher C, (5 yr teaching experience), Skipping backward and forward, P.2 ,	Comments
Motor & sport skill	Skip backward and forward, demonstration	Highly achieved
Health & fitness	Talk too much, less practise	*Not obvious
Sport-related values & attitude	Obey, follow instructions, group coaching	Achieved
Knowledge & practice of safety	Use of space, demonstration	Achieved
Knowledge of movement	Nil.	*Completely not achieved
Aesthetic sensitivity	Nil.	*Completely not achieved



Summary on PE lessons analysis

1. It is not easy to achieve all six strands in ONE lesson
2. Degree of achievement is different among six strands.
3. “Health & Fitness” strand is not obviously achieved among three lessons.
4. “Aesthetic sensitivity” and “Knowledge of movement” strands are not easy to achieve.
5. Teaching experience of teachers may affect success of achievements but it should be aware that longer teaching experience doesn't equivalent to better teaching effectiveness.



How to strengthening the implementation of the six strands in the PE curriculum?

Resolutions:

Two recommendations are proposed

1. Teaching Behaviour, and
2. Evaluations

Make Recommendations

Teaching behaviour : Questioning

Meaningful and effective questioning

1. Benefits of questioning (Kidman, 2001)
2. Promotes high-order and low-order thinking (Kidman, 2001)
3. Techniques for effective questioning (Kidman, 2001)



Questioning techniques

Recall

E.g. where should your eyes be when they are dribbling?

Convergent

E.g. why should you stay between your opponent and the basket?

Divergent

E.g. what ways would you start a fast break off a steal?

Value

E.g. how do you react?

Siedentop & Tannehill (2000)

GROW model

Goal: what do you want?

Reality: Current situation?

Options: What could you do?

Will: What will you do?

(Whitemore, 1992)

Example: 2 Vs 1 in Basketball Attack

Goal: What do you want to want? (Shoot the basket.)

Reality: Current situation. (The defender gives you pressure, the basket is quite far away.)

Options: What could you do? (Wait until support, pass the ball to partner, keep dribbling the ball.)

Will: What will you do? (Pass the ball to partner.)

Evaluations

Lessons Analysis

Besides the current practices suggested by CDC, it is suggested to think of to make use of the followings:

1. Video Recording
2. Reflections

Evaluation

1. Video Recording

Video recording helps teachers increase their self awareness, change behaviour and provide the trigger for learning. Relying on teachers' thoughts and perceptions alone does not provide accurate measurements of what teachers actually do.

“ I thought my levels of instruction would be a lot less, this is quite surprising. It is obviously important to give some level of instruction. However, I wouldn't have thought my percentage would be so high.”

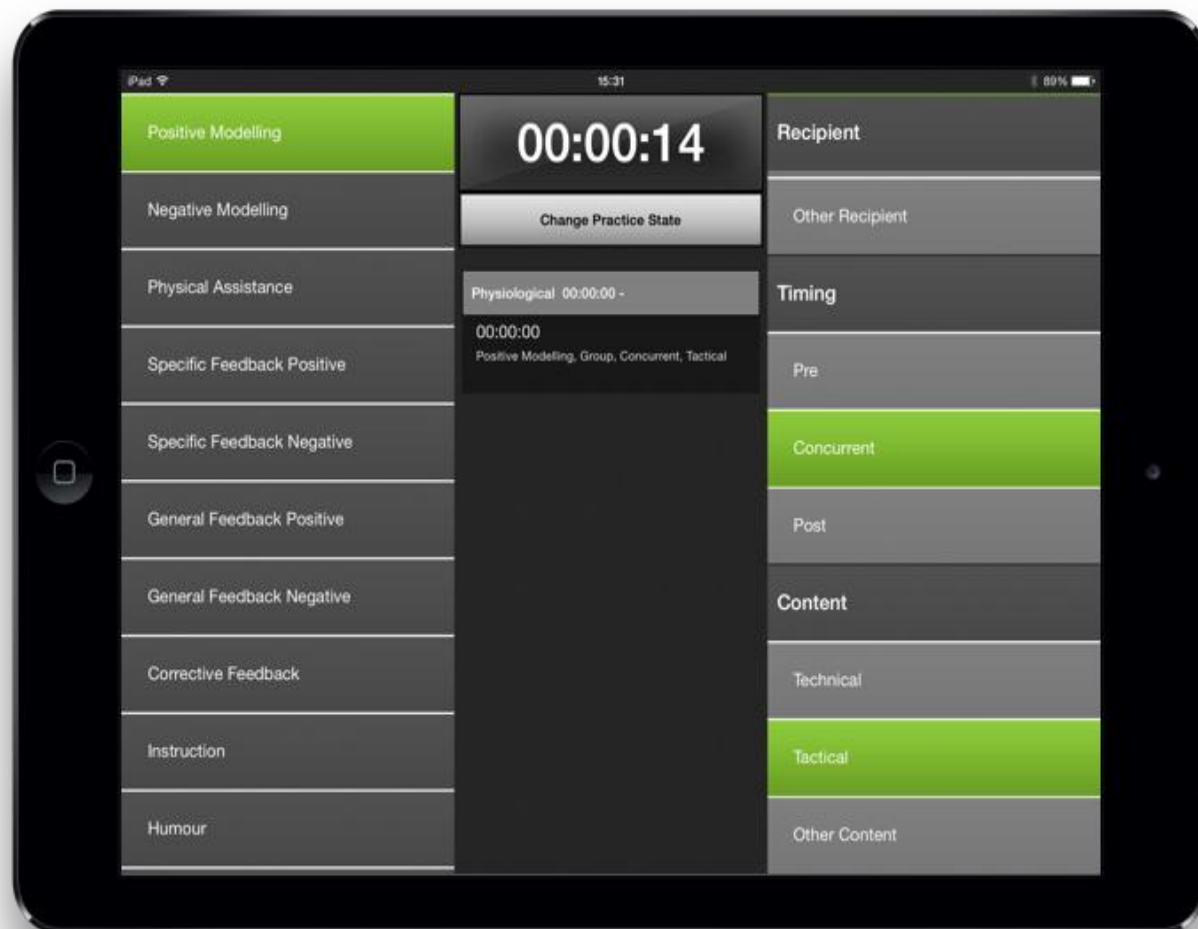
Partington & Cushion (2013)

Evaluation

Video Recording Instruments

1. Mobile phone
2. Video recorder
3. Coach Analysis Intervention System (CAIS)
It enables coaches to identify, develop and improve their coaching practices by providing reliable and objective data.

Coach Analysis Intervention system (Loughborough University)

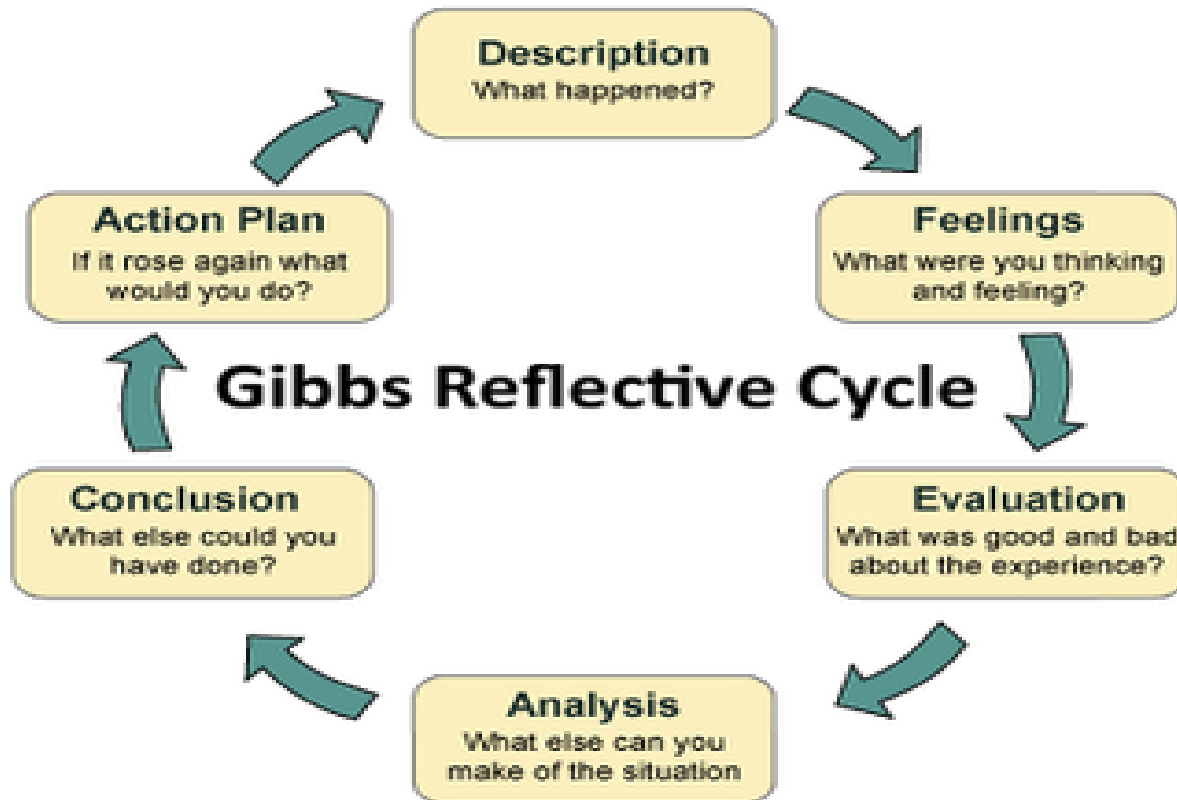


Reflection

In the survey, it is asked teachers to suggest effective ways to strengthen the implementation of the six strands in your PE teaching, it is noted that only ONE teacher out of 50 is able to name out “Reflection”.

Reflection is

1. a mindful consideration of action,
2. not casual speculation
3. integrates thought and action
4. focused on dilemmas of practice or critical incidents



Schon, D . A . (1983) .

Reflection

1. What do I now know that I didn't know before?
2. What was good about my coaching and engagement during the practical?
3. What areas do I need to improve on to enhance my coaching practice?
4. What difficulties did I face in using this coaching approach?
5. How will these aspects impact on my future coaching practice?
6. How will these aspects impact on the completion of my assessment?
7. What are my key areas for improvement prior to my next coaching session/coaching session for assessment?



“ Ten years of teaching without reflection is simply one year of teaching repeated ten times.”

Gilbert, W. D., & Trudel, P. (2006).

Conclusion

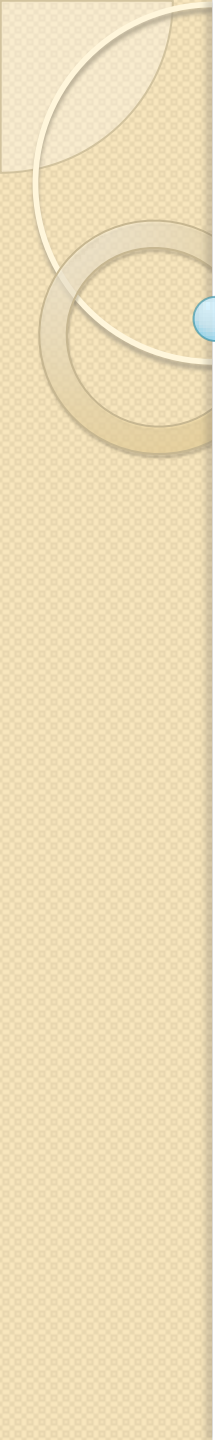
1. Following teaching philosophy to teach your PE lesson and evaluation is crucial.
2. It might not be feasible to achieve the six strands at one time in one PE lesson. We need to think of in a unit, in a semester or in a year.
3. Using questioning technique to strengthen the six strands during delivery of teaching contents
4. Adopting Video recording for lesson analysis and reflections of the lessons are strongly recommended strategies to strengthen the implementation of the six strands



Sharing my Belief

“Physical Education is a subject and yet more than a subject. It is to do with skills, yet perhaps more important, it is to do with the person.....there is a great danger of a PE teacher becoming a ‘subject’ instructor rather than pupil educator

(Syllabuses for PE (Forms I-VI) 1980, p.7)



THANK YOU