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CHALLENGES AND OPPORTUNITIES IN PHYSICAL EDUCATION PROFESSION

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Abstract: Physical Education could become much more inclusive of it could shift from its current focus on preparing young people for the certificated curriculum. Make it the goal that every child that comes through your door achieves and feels positively about themselves and their relationship with physical activity and sport and you will have much to share with the rest of the educational world. I set out what I thought to be the some of the main challenges and opportunities facing the profession. As I explained at the conference there is a huge challenge to be faced by all of us in education relating to the fallout from the recession and associated reductions in public service budgets. I will not focus upon these here as I regard that to be an essentially non-productive line of enquiry — as opposed to focusing upon those things that we can change and over which we can actually have some control.

Here they are in no particular order of priority: (please note that these challenges and opportunities are not intended to be an exhaustive list)

Challenges in Physical Education Profession: Protectionism

There is a danger that the profession sees the target of 2 hours of high quality physical education as a charter for the profession – as opposed to an entitlement for children and young people. If we narrow the definition of high quality to be only something which can only be delivered by qualified PE teachers then it unnecessarily limits the huge potential support we can gain from others who have much to offer, e.g. primary class teachers.

Traditionalism:

I was once described as a "radical traditionalist" and was flattered by such an imaginative and oxymoron-is sobriquet. I believe there is much to be gained from reference to the values and standards which can be characterized as "traditional". However, if "traditionalism" is simply used as an excuse to limit children's experiences to what the teacher feels comfortable with then it becomes a significant barrier to progress.

Complacency:

The concept of 2 hours of high quality physical education is based upon a

premise/assumption that children's lives will be enhanced by exposure to such an experience. If the profession take such a time allocation for granted and does not engage in enhancing the quality, then it may be that at some later date—when research evidence possibly suggests that there has been no positive impact upon children's lives—that some other alternative mechanism for improving the health and wellbeing of children is devised, which may not depend to the same extent upon the profession.

Guidance reliance:

Arguably the physical education profession has seen Guidance teaching to be a route for progression. Whether one agrees with this or not there is a strong likelihood that the future of Guidance provision in Scotland will change radically over the next ten years. If this does happen then many in the profession, who would have previously seen this to be there preferred route, may have to look elsewhere.

Shallowness:

I've written before about the "mile-wide, inch deep" phenomenon. Such an arrangement runs counter to the principle of "deep

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learning" which underpins curriculum excellence.

Exclusive:

Has the profession unwittingly excluded a large number of children by seeing the core programme as being a precursor to the thing that really matters, i.e. the certificated programme?

Risk Averse:

Where are the thinkers, the writers, the innovators in the profession? If they are out there they are silent!

Opportunities in Physical Education Professssion:

Learning and Teaching

In the 1980's Physical Education was the one of the leading subject areas when it came to analysis, experimentation and development of teaching and learning approaches. This focus, exemplified by Muska Mosston's spectrum of teaching styles, enabled PE teachers in Scotland to reflect upon their practice as never before.

Yet in the last decade the subject area has been remarkably silent as Assessment is for Learning and other associated developments have been mainly located in other subject areas and the primary sector in particular.

It would seem to that there is a significant opportunity or the Physical Education profession to drive forward practice by engaging and promoting their pedagogy using the wide range of contexts available to them within the subject. I see no particular obstruction to the profession taking on a leading role in pedagogical development and sharing this expertise with other teachers and subject areas.

Sport and the Community:

Over the next decade the boundary between school and community will become As schools possibly become blurred. accountable to their communities the importance of sport and extra-curricular activity will be increased. There will be an opportunity for forward looking departments to engage vidyals people to experience the 107 of the community spots of the property of the community spots of the property of the community spots of the more closely with community sports groups provide an integrated sport and physic activity Bhoom

programme which meets the needs of people and the community

Leadership and Management:

In previous generations many Education teachers progressed to ma positions either due to their organ abilities, or through their ability to positively with young people which ofte management positions in Guidance.

Yet in the new millennium high teaching and learning within the I Education environment is excellent preparation for developing th and aptitudes necessary for a successful and manager within the wider world of edu If aligned with an intellectual rigour in ter reflecting upon that practice and an asso capacity to modify one's practice accord then Physical Education teachers should be placed to make a significant contribution t leadership of Scottish Education.

3-18:

teachers she Education Physical have a well-developed knowledge of the st. of child development and be able to relate the their practice and the associated currier programme. By sharing their expertise w primary class teachers and working in cla association with primary schools it should possible for PE to be a principal contributor the concept of a coherent 3-18 education experience as articulated within Curriculum f Excellence. This aspect has particular resonant in relation to promoting health and wellbeing as lifelong habit.

The key to capitalizing upon this opportunity wil be to look beyond what have traditionally beer the limits of responsibility for secondary school Physical Education teachers.

Deep Learning:

There are huge opportunities for the Physical Education profession to enable young

Special Issue: Vational Conference "Challege & Opto & Opportunities in Higher Education" 11" March, 2018 to the current way in which the curriculum is structured and offered in schools

Inclusive:

Physical Education could become much more inclusive of it could shift from its current focus on preparing young people for the certificated curriculum. Make it the goal that every child that comes through your door achieves and feels positively about themselves and their relationship with physical activity and sport and you will have much to share with the rest of the educational world

Innovative:

Take risks with your practice; imagine and implement, read, research and reflect, write and engage in dialogue, stand up and speak out. but above all make good use of the incredible flexibility which is afforded through Cornculum for Excellence

Conclusion

I concluded that the physical education profession is necessary in all schools, colleges, and universitys, and it is compulsory to make fit and healthful. The key to expetalizing upon this opportunity will be to look beyond what have traditionally been the lumits of responsibility for secondary school Physical Education teachers

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