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Professional paper

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THE DEVELOPMENT OF QUALITY PHYSICAL EDUCATION RESPECTING ALL LEVELS OF ABILITY AND GENDER EQUALITY

INTRODUCTION

The inclusive term 'Physical Education and Sport' (PES) is used to refer to school-based structured, supervised physical activities that take place as a subject of study in the education system. The subject aims to systematically develop physical competence and confidence to enable all children to move efficiently and effectively, and with understanding. School-based provision forms a basis to access a wide range of movement competences and experiences.

The term „*Quality Physical Education and Sport (QPES)*” is well known in documents for some time. It became a widely spread developmental plan in the United States when there were focuses on policies to ensure the quality growth of physical education in school. The early stage of establishment indicated the desire to have better arrangement of curriculum, instruction, assessment and opportunities in learning. The QPES issue, when it came to UNESCO report in 2005, shifted from educational debate to essential criterion of establishment. The UNESCO report in 2005 indicated the desire to define QPES and outcomes, system development to support the establishment, training of professionals, research work on training, practices and collaboration, establishment of developmental and evaluation team to follow the QPES issues and environment building with special attention to gender issue, equality in learning, cultural practice and religious restriction. A time line was suggested with 2006 to 2008 focusing on the infrastructure for QPES in member states and the beginning of 2008 to 2015 focused on the development of QPES on different worksite:

„Quality physical education is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge

and understanding for life long participation in physical activity and sport.” (The Berlin Agenda for Action for Government Ministers, 1st World Summit on Physical Education, Berlin 1999)

Following the UNESCO Charter for PE and Sport and the Universal Declaration of the Rights of the Child: *„The practice of physical education and sport is a fundamental right for all.”* (UNESCO 1978)

Fundamental criteria for evaluation and review

- i. People
 - Governments support and disseminate PE and sport policy
 - Teachers of PE and sport have access to initial training and continuing professional development
 - Schools are linked to and supported by local, national and international networks
- ii. Programme
 - Shared understanding of what constitutes PE and sport
 - A systematic and developmental approach to learning and teaching
 - Curriculum time
 - PE and sport adopt inclusive and differentiated approaches for all students
- iii. Facilities and resources
 - Safe and clean space
 - Adequate equipment („adequate and sufficient facilities and equipment must be provided to meet the needs for safe and intensive participation...”)

PURPOSE

The International Committee of Sport Pedagogy (ICSP) is a working group of International Council of Sport Science and Physical Education (ICSSPE). The involved international associations are: AIESEP, FIEP, IAPESGW, IFAPA, and ISCPES. The committee shares the mission of ICSSPE and acts as an advisory body for the Council. Thus, the committee shall be an organization structured for the purposes of promoting, stimulating, and encouraging the study, research, and scholarly activity of sport and physical education. The word „Pedagogy” refers to the discipline of study in sport and physical education which deals particularly with the education to, for and through sport and physical activities. In the furtherance of this understanding, the Committee shall endeavor to carry out works in areas of:

Sport Development

Quality Physical Education and Sport

Teaching of Physical Education

Health Development and Education

Professional Development in Physical Education and Sport

Coaching and the Preparing of Youth from Novice to Sport Excellence
(ICSP working paper: *Work Matrix*).

QPES was brought to the ICSSPE Association Board and related working groups for discussion in 2006. The International Committee of Sport Pedagogy (ICSP) (working group of ICSSPE) was then advised to take over the project and general study was conducted since then to assist the development of QPES in regions. The presidential election 2008 at Guangzhou during the ICSEMIS meeting confirmed the position of Dr. Walter Ho from University of Macau as the ICSSPE Vice-President in education from January 2009 to December 2012. Since then, he has assumed leadership on the strategical development of QPES. Plan for QPES was systematically established through the working group of ICSP.

The plan of 2009 development focused on the discussion of benchmark and position statement in QPES. It intended to define QPES and identify important substances for QPES to develop. The 2010 work scheduled on the cultural understanding and the diversified practice of QPES in various states. Forums were advised in different regions to collect information on the following: what makes high quality physical education / school sport; what are the challenges for physical education / school sport; and how do member states manage those challenges?

In order to expand this and some other fundamentals, it seems to be a global necessity to push forward attitudes and reflective consciousness of stakeholders, politicians as well as educators to improve physical education teachers' education. In the sequence of various attempts towards this aim the International Council of Sport Science and Physical Education (ICSSPE) recently compiled a position statement (P.S.) on physical education (PE). It states that PE is the only school subject whose primary focus is on the body, physical activity, physical development and health. PE helps children develop the patterns of and interest in physical activity, which are essential for healthy development and which lay the foundations for adult healthy lifestyles.

Parallel to this, a „Statement of consensus” (S.C.) has been launched as an outcome of the first Global Forum for Physical Education Pedagogy 2010 (GoFPEP 2010) with attendance by more than 70 renowned educators, professionals, administrators, business leaders and policy makers from 25 countries and representation from 64 universities, institutions and schools. The meeting focused on teaching health and physical education in a holistic approach, and it developed some recommendations

for the improvement of physical education programmes and PE teachers' education in the 21st century. „The consensus statement calls for action by students, physical educators, health and leisure professionals, policy makers, citizens and business leaders to encourage programmes that promote a committed effort to enhancing and maintaining the health and well being of individuals,” said Cindy Sisson Hensley, president of HOPSports. (<http://globalpeforumgc.org/consensus-statement>).

Thus, QPES is one out of three priorities of the work of the ICSP members.

ICSSPE reaffirms the 1978 UNESCO International Charter on Physical Education and Sport and the Berlin Agenda for Governments, agreed at the 1st World Summit on Physical Education in 1999 in Berlin, and endorsed by the Declaration of Punta del Este at MINEPS III in the same year, which calls on governments' commitment to:

- *implement policies for physical education as a human right for all children;*
- *recognise that good quality physical education depends on well qualified educators and scheduled time within the curriculum, both of which are possible to provide even when other resources like equipment are in short supply;*
- *invest in initial and in-service professional training and development for educators;*
- *support research to improve the effectiveness and quality of physical education;*
- *work with international financial institutions to ensure physical education is included as part of their aid programmes in education;*
- *recognise the distinctive role of physical education in health, overall development and safe, supportive communities.*

(ICSSPE: *International Position Statement on Physical Education*).

AIM OF THE FORUM

The aim of this session is the development of still more relevant arguments by collecting global voices about the promoting and the hindering factors for quality physical education. The involved international associations (AIESEP, FIEP, IAPESGW, IFAPA, and ISCPES) decided to collaborate in this intention and provide forum discussions, round tables and symposia in the frame of their international conferences which are appointed on all different places around the world. The process of opinion making is structured by three questions:

From your perspective as a professional working in physical education / school sport:

1. What makes high quality physical education / school sport?

(E.g. – curriculum development, knowledge, skills and understanding for teachers, for children; engagement with life-long learning)

2. What are the challenges for physical education / school sport?
(*E.g. - facilities, resources, social stratification – gender, disability, cultural / religious diversity*)
3. How do you manage those challenges?
(*E.g. – strategies, interventions, policies*)

The promoting team is expecting to have authentic feedback by professionals in theory and practice in the field and will apply a qualitative analyzing method on the gathered answers. As it is the intention to get still more relevant impressions about these important factors, this qualitative research in which the data is collected from the audience will be used with semi-structured interviews. Once it is all gathered, the analysis will be done. The data will be classified in categories.

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ABSTRACT

The inclusive term ‘Physical Education and Sport’ (PES) is used to refer to school-based structured, supervised physical activities that take place as a subject of study in the education system. The subject aims to systematically develop physical competence and confidence to enable all children to move efficiently and effectively and with understanding. School-based provision forms a basis to access a wide range of movement competences and experiences. The aim of this session is the development of relevant arguments by collecting global voices about the promoting and the hindering factors for quality physical education. The involved international associations (AIESEP, FIEP, IAPESGW, IFAPA, and ISCPES) decided to collaborate in this intention and provide forum discussions, round tables and symposia in the frame of their international conferences which are appointed on all different places around the world.

Key words: *Quality physical education, criteria and fundamentals, benchmarks, global voices*