

University of Luxembourg

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Erasmus+ Projects in Physical Education in Europe

Dr. Claude Scheuer
University of Luxembourg
President of EUPEA & CEREPS



Overview

1. **EUPEA – European Physical Education Association**
2. **CEREPS - European Council of Research in Physical Education and School Sports**
3. **The Quality of Physical Education**
4. **EuPEO - European Physical Education Observatory**
5. **PRIME PETE - Primary Education Physical Education Teacher Education**
6. **QualiTePE - The Quality of Teaching in Physical Education**
7. **Active Schools**
8. **Conclusions**



EUPEA

European Physical Education Association

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EUPEA

European Physical Education Association



- Founded in 1991 in Brussels
- Declaration of Madrid 1991, amended in Brussels 2011

“No Education without Physical Education”

- The umbrella organization of the national Physical Education Associations in Europe
- Members in more than 30 countries in Europe
- Focus on promotion of and advocacy for Physical Education



EUPEA

European Physical Education Association

EUPEA Board

Executive Committee

Claude Scheuer, President, *Luxembourg*

Marcos Onofre, Vice President, *Portugal*

Chris Murphy, Secretary General, *England*

Martin Holzweg, Scientific/Project Advisor,
Germany

Bruno Cremonesi, responsible for development
and fundraising, *France*

Lucas Janemalm, Treasurer, *Sweden*

Rose-Marie Repond, Past President, *Switzerland*

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Lithuania

South: Viviana Zito, *Italy*; Joao Costa, *Portugal*

South-East: Yiannis Griparis, *Greece*; Biljana
Popeska, *North-Macedonia*

East: Peter Vlcek, *Czech Republic*; Jana
Vasickova, *Czech Republic*

Central: Elinor Steel, *Scotland*; Susan Marron,
Ireland

Representative of the institution members

Tamás Csányi, *Hungary*; Sandra Heck,
Luxembourg

Additional Board members

Avelino Acevedo, *Portugal*; Garret Coyle, *Ireland*

EUPEA's activities in Erasmus+

European Physical Education Association

- Active since the start of the programme in 2014: **PASS - Physical Activity Serving Society**
- In the beginning, participation in projects in the E+ Sport programme
- Since 2018, participation in projects in E+ KA2 School Education and Higher Education
- In 2021, two successful proposals in Small Strategic Partnerships in School Education:
 - **PAHLEPS – Physical Activity and Healthy Lifestyles in European Primary Schools**
 - **PAHLESS – Physical Activity and Healthy Lifestyles in European Secondary Schools**
- In 2021, partner in the successful proposal in the first call for Erasmus+ Teacher Academies:
PhysEd – Physical Education Teacher Academy
- In 2022, first submission of a proposal as main applicant: **EuPEO 2.0 – European Physical Education Observatory**

EUPEA's European project Matrix

European Physical Education Association

Advocacy for PE & SS	Teacher education	Monitoring & Assessment of PE & PA	Promoting PE & PA
<i>How to raise a project for PE Advocacy?</i>	<i>How to improve the teacher quality in PE teaching?</i>	<i>How to assess and promote QPE?</i>	<i>How to promote the participation on PE & PA?</i>
ASC - Active School Communities EU-PALS - European Label for Active Schools	PRIME PETE - Primary Physical Education Teacher Education	EuPEO - European Physical Education Observatory	DIPPE - Disentangling Inclusion in Primary Physical Education
AV - Active Voice	QualiTePE - Quality in Teaching Physical Education	BMC-EU - Basic Motor Competencies in Europe: BMC-EU DigPro - Basic Motor Competencies in Europe Digital Promotion	HEPAS - Healthy and Physically Active Schools in Europe
PASS - Physical Activity Serving Society PACTE - Promoting Active Cities Throughout Europe	GEM - Grassroots exchange and mobility-empowering youth sport professionals	FITBACK - <u>European Network</u> for the Support of Development of Systems for Monitoring Physical Fitness of Children and Adolescents"	SUGAPAS - Supporting Gamified Physical Activities in & out of Schools
PHYLIT - Physical Literacy PL4L - Physical Literacy for Life	PhysEd-Academy - Developing physical education teacher academy		DIPHE - Digital Inclusive Physical Health Education
SHAPE - Shaping the principles of Physical Education	IMPACT - Identifying and motivating youth who mostly need physical activity		ESSD - European School Sport Day

CEREPS

European Council of Research in Physical Education and School Sports

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CEREPS

European Council of Research in Physical Education and School Sports (PESS)



- CEREPS is a non-governmental, non-profit organization according Luxembourg law (a.s.b.l.)
- CEREPS offers individual and institutional memberships
- CEREPS is a body of coordination of research items/projects in all PESS settings, bridging gaps between different European stakeholders in PESS
- CEREPS wants to become a major address for research applications and exchange of research items of PESS on inter-institutional and inter-cultural level of their members and for different partner bodies on a European level

Scheuer & Naul (2018)

CEREPS Executive Board

European Council of Research in Physical Education and School Sports (PESS)

- President: Claude Scheuer
- Vice-President: Uwe Pühse
- General Secretary: Dana Masarykova

Committee leaders

- Research: Fiona Chambers
- Publications: Francis Ries
- Management and Administration: Roland Naul

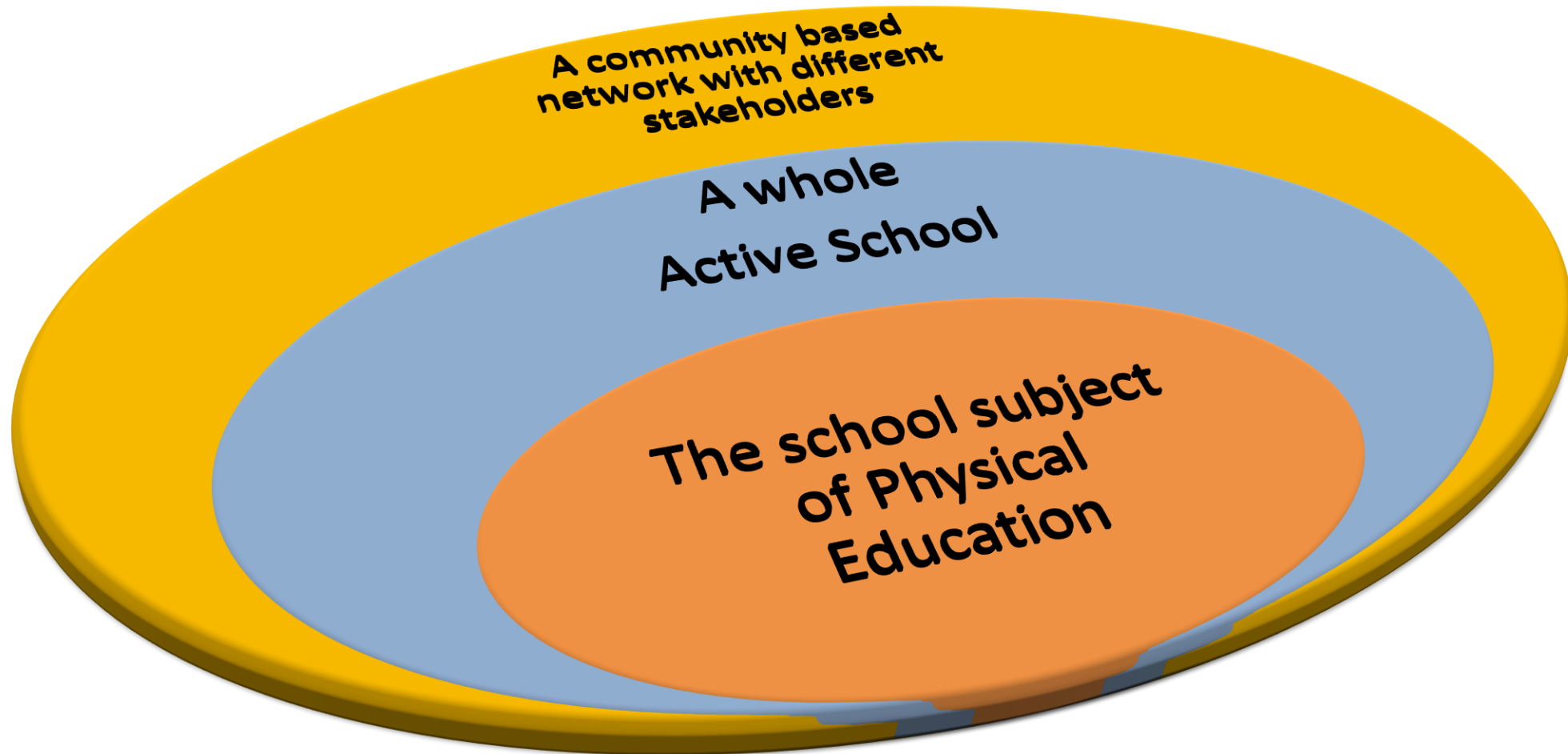


The Quality of Physical Education

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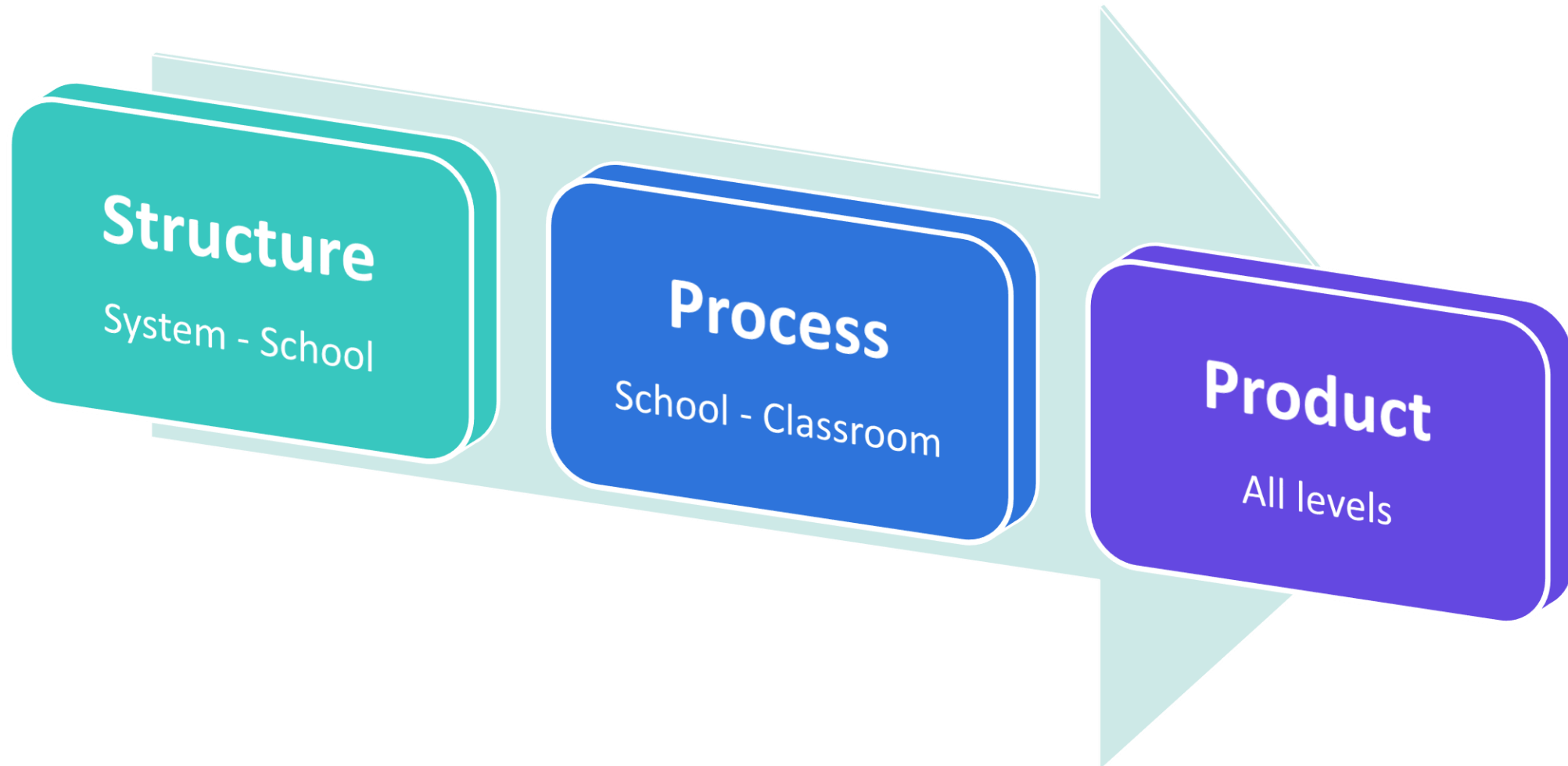
The Quality of Physical Education

A socio-ecological model of three different levels (Scheuer & Naul, 2020)



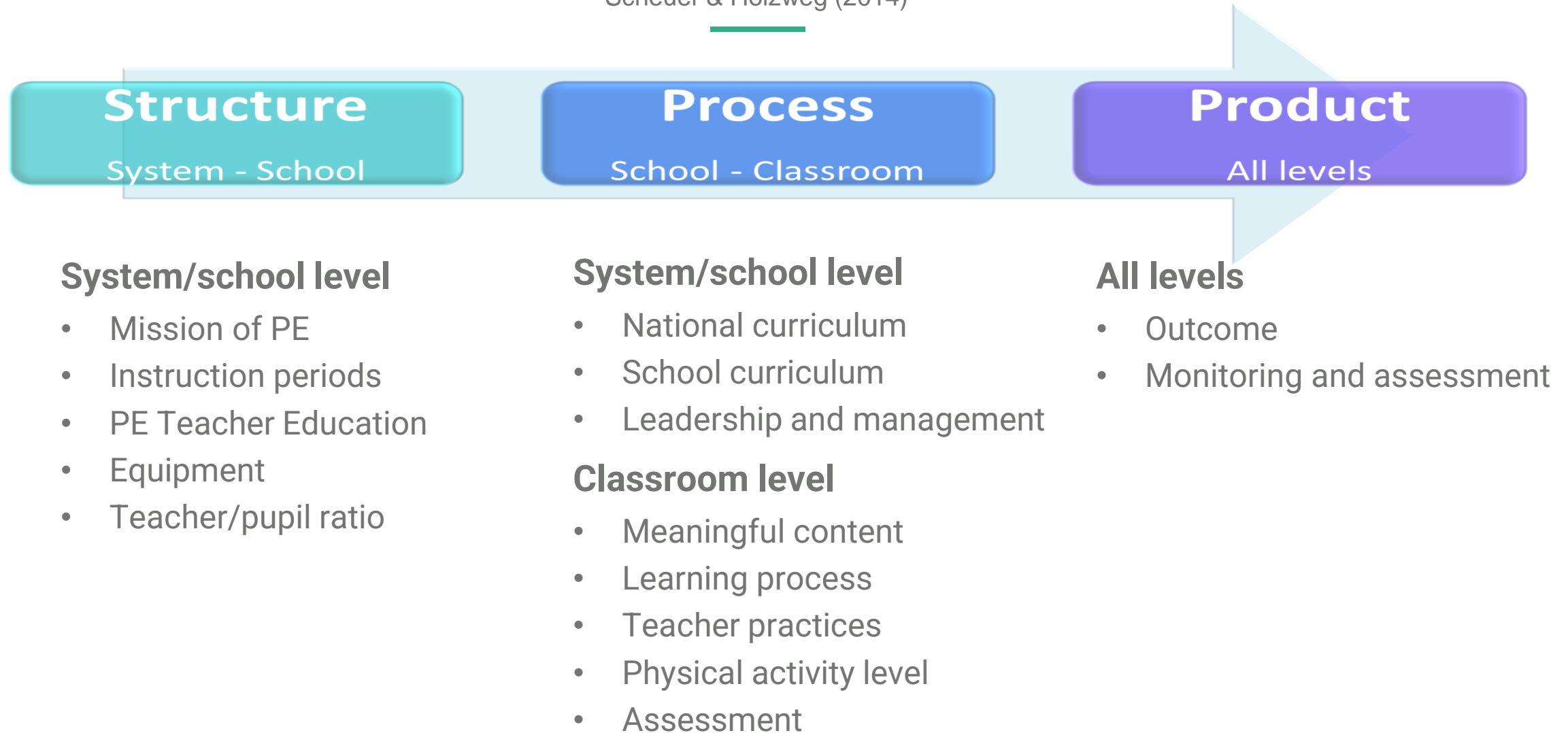
Impact levels of QPE categories

Scheuer & Holzweg (2014, p. 64)



Impact levels of QPE categories

Scheuer & Holzweg (2014)



Offer-Use-Model in School Effectivity Research

Gerlach & Herrmann (2020)

Context & Process

Input & Structure

- Mission & curriculum
- Number of lessons
- Teacher-student-ratic
- Resources
 - Financial
 - Personal
 - Curriculum & contents
 - Facilities & equipment

- School management
- School climate
- Organisation
- Meaningful content
- Instructional quality
- ...

Effects/Products

- Short term (= *Output*)
 - Middle term (= *Outcome*)
 - Long term (= *Impact*)
- Motor competence
 - Confidence
 - Interest
 - Knowledge
 - Intentions in PA, exercise & sport
 - Participation & PA
 - Active lifestyle
 - Transmission of cultural traditions
 - Health (physical, social, psychological)



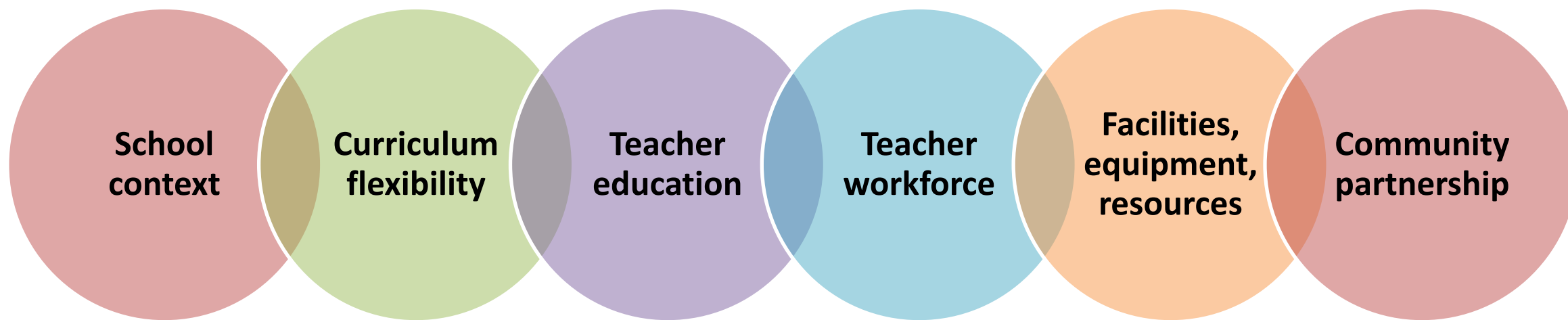
Quality of Instruction in PE

Gerlach & Herrmann (2020)

I. Classroom Management	II. Socio-emotional Support/ Social Climate	III. Cognitive & Motor Activation
<p>Discipline and time management</p> <p>Clarity of rules and objectives</p> <p>Smooth organization</p> <p>Ubiquity of the teacher</p> <p>Consideration of the competitive elements of sport</p> <p>Consideration of room and safety</p>	<p>Solicitousness of the teacher</p> <p>Readiness to help other students</p> <p>Positive Feedback</p> <p>Emotional Support</p> <p>Consideration of physical exposure</p> <p>Consideration of the multiperspectivity in PE</p>	<p>Challenging Tasks</p> <p>Structure</p> <p>constructive Feedback and Scaffolding</p> <p>Focusing on relevant aspects of the task</p> <p>Stimulation for information processing and interpretation</p> <p>Understandability in explanations</p>

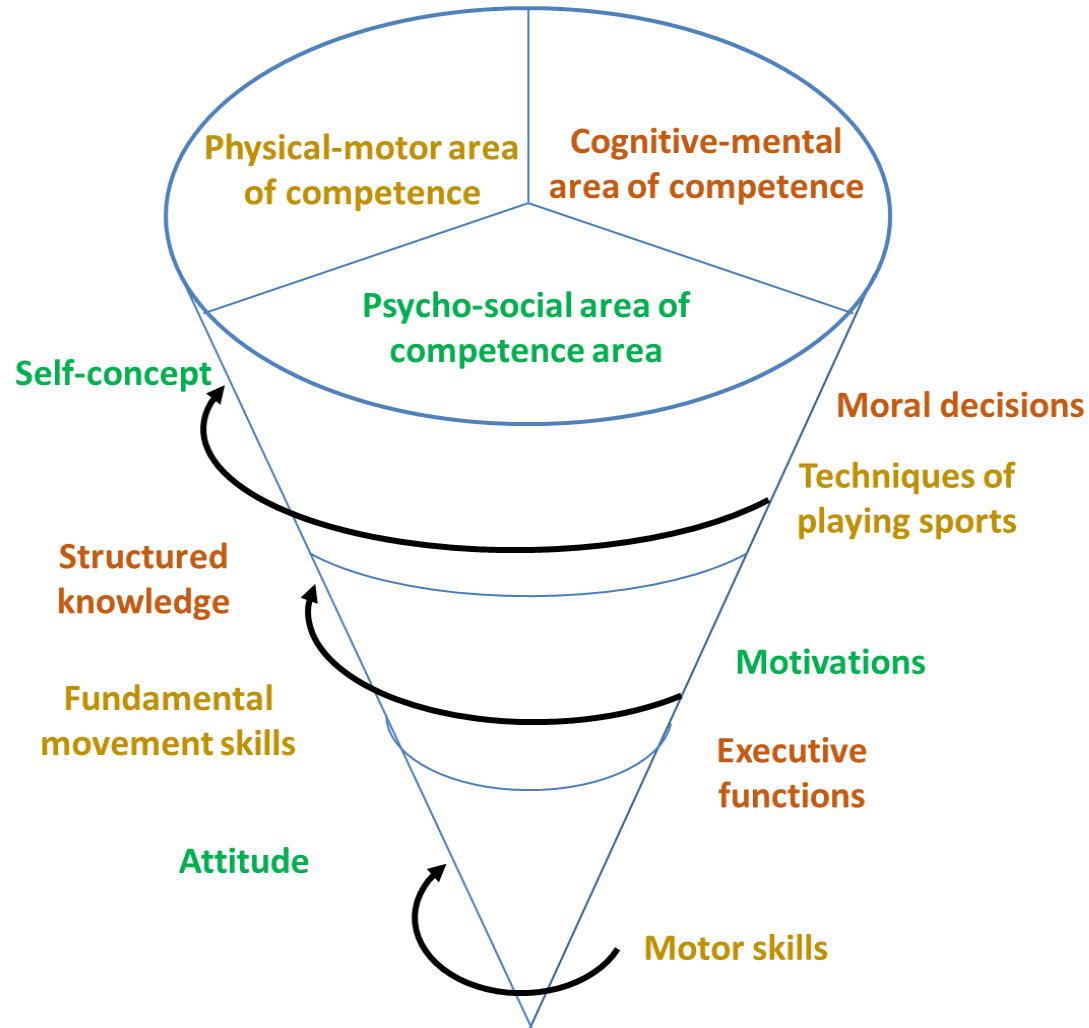
Dimensions of STRUCTURE characterizing QPE

Onofre et al. (2019)



PROCESS: Spiral development of competences in PE

Naul (2018)



Spiral development on three levels
of competence, each initiated by

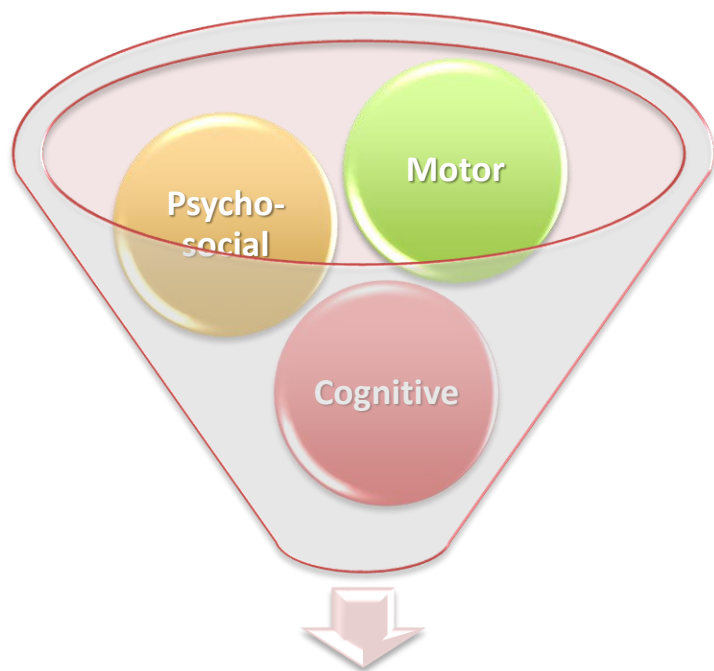
- **motor processes**
- **psycho-social development**
- **cognitive foundation**

PRODUCT: Learning outcome in PE

Scheuer & Naul (2020)

Each dimension needs a benchmark for achievement of the quality (standard) based on the **structure** and the **process** of Physical Education.

Standards vary between types of school, context of school, country of school.



Learning outcome in PE

A physically well-educated person ?

A physically literate person ?

???

EuPEO

European Physical Education Observatory

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EuPEO

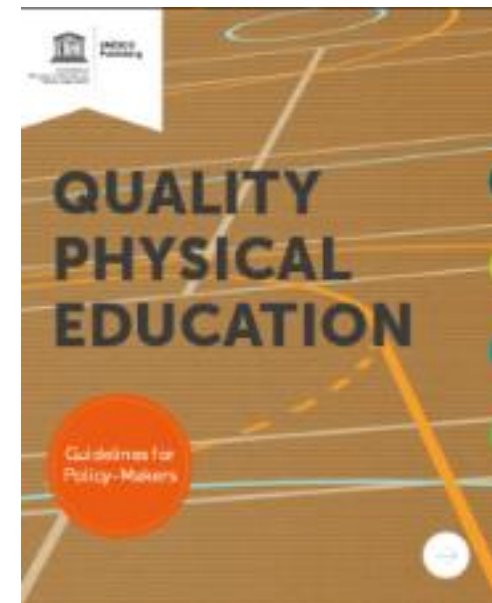
European Physical Education Observatory

European Physical Education Observatory

As **Quality Physical Education (QPE)** is a widely discussed topic, there are several inspiring sources about indicators for QPE:

- Narrative literature review on categories of QPE indicators
- Statements from significant institutions and organizations
- The deliberations from the EUPEA/UNESCO Seminar on QPE
- Former EUPEA experience in European PE surveys

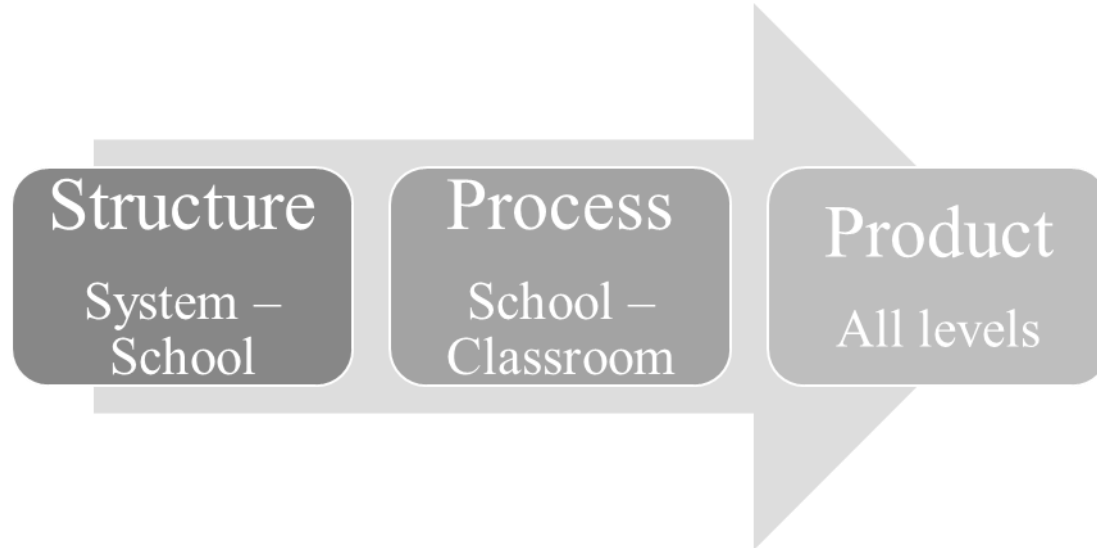
Antecedents of the EuPEO



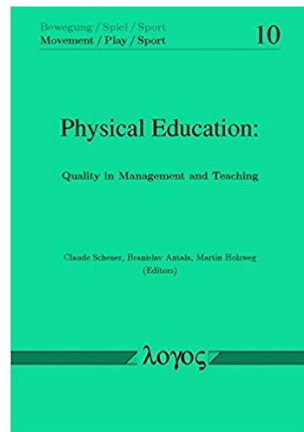
United Nations
Educational, Scientific and
Cultural Organization

EuPEO

European Physical Education Observatory



Impact levels of QPE categories (Scheuer & Holzweg, 2014, p. 64)



Scheuer, C., & Holzweg, M. (2014). Quality in physical education: an overview from the perspective of physical education teacher associations. In C. Scheuer, B. Antala, & M. Holzweg, *Physical Education: Quality in Management and Teaching* (pp. 62–71). Logos: Berlin.

In general, a lot of factors can have an impact on QPE. The following categories generally structure the different factors (Scheuer & Holzweg, 2014):

- Quality aspects in relation with input or human resources can be summarized under the category **Structure**;
- Quality aspects linked to the context and to the process are overlapping and can be brought together under the category **Process**.
- Quality aspects focused on outcomes or output and on objectives could be outlined as **Product**.



Antecedents of EuPEO

Statements from significant institutions and organizations

- **EU Physical Activity Guidelines (2008)**
- **ICSSPE (International Council of Sport Science and Physical Education):**
 - International Benchmarks for PE Systems (2010)
- **NASPE (American National Association for Sport and Physical Education):**
 - NASPE Standards (2011)
- **AIESEP (Association Internationale des Écoles Supérieures de Education Physique):**
 - QPETE Position statement (2014)
- **UNESCO**
 - QPE Guidelines for Policy Makers (2015)
- **EUC Expert Group “Health-enhancing physical activity”**
 - Recommendations to encourage physical education in schools, including motor skills in early childhood (2015)



| Antecedents of EuPEO

Conclusion

- Differences on the generalization level of PE
- Differences in the structure of the PE curriculums
- Different understanding of what Physical Education is or should be about (concept)
- Different focus depending on the school level and on the country
- Differences in the PE time allocation
- Enormous problems in Elementary PE in many European countries
- Situation in Europe regarding QPE on the different levels of structure, process and outcome of PE is very diverse
- In many European countries a lack of quality of different QPE indicators remains prevalent
- A European monitoring system to evaluate QPE on a regular basis is strongly needed
- Contribution from the scientific community that is engaged in the field of PE

**Establishment
of an
observatory
for QPE**

EuPEO

European Physical Education Observatory

Project coordinator:

Faculdade de Motricidade Humana/University of Lisbon (Portugal)

Project partners:

- European Physical Education Association (Switzerland)
- Sociedade Portuguesa de Educação Física (Portugal)
- Willibald Gebhardt Institute (Germany)
- Deutscher Sportlehrerverband (Germany)
- Federal Institute of sport/Bern University of applied sciences (Switzerland)
- Swiss National Physical Education Association (Switzerland)
- Faculty of Sport/University of Ljubljana (Slovenia)
- Faculty of Physical Culture/Univerzita Palackého v Olomouci (Czech Republic)
- Hungarian School Sport Federation (Hungary)
- Syndicat National de l'Éducation Physique (France)
- School of Education/University College Cork (Ireland)

Associated partners:

- Koninklijke Vereniging voor Lichamelijke Opvoeding (Netherlands)
- Mulier Institute (Netherlands)
- University of Münster (Germany)



EuPEO Products

Based on the Framework for Quality PE, SS and PA, 5 online questionnaires were developed in 7 languages:

- EuPEO Country Questionnaire (ECQ) - to be answered by the PE national/regional representative;
- EuPEO School Questionnaire (ESQ) - to be answered by the School Head of PE;
- EuPEO Pupil Questionnaire (EPQ) - to be answered by the pupils of the last compulsory school year;
- EuPEO Learning Assessment System (EuLAS) - to be answered by the PE national/regional representative;
- National External Learning Assessment System (NELAS) - to be answered by PE teachers and students.



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EuPEO Products – eupeo.eu

Based on the EuPEO Questionnaires' pilot application were developed 5 Intellectual Outputs written in 6 languages:

- IO1 - National Preliminary Reports
- IO2 - European Intermediate Report
- IO3 - Manual for External Assessment (MEA)
- IO4 - Toolkit for Internal Monitoring (TIM)
- IO5 - EuPEO Final Report



EuPEO Reporting Structure

Table 6 - EuPEO Reporting questions.









EUPEO PROJECT QUESTION	ASSOCIATED INDICATOR
What do pupils learn when completing their Highest Compulsory Educational Level?	No 1: Pupils Learning
What is the amount and nature of opportunities for school-based Physical Activity?	No 2: Amount and Nature of school-based PA
How do pupils experience school-based Physical Activity?	No 3: Pupils' Experience of school-based PA
How is the PE teaching workforce educated and organised in schools to support pupil's school-based PA?	No 4: Education and Organisation of PE Teachers
What partnerships do schools engage with to support pupils' school-based PA?	No 5: Focus and Importance of Community Partnerships
To what extent is PE structured in Educational Policy?	No 6: PE Structure in Educational Policy

EuPEO

European Physical Education Observatory

EuPEO Pilot Sample

Table 2 - Descriptive data of EuPEO pilot.

Country	Schools	Pupils	Teachers
Czech Republic 	6	Total=162 Girls 🧒=90 Boys 🧒=66	6 Head of PE 8 PE Teachers
France 	7	Total= 234 Girls 🧒= 111 Boys 🧒= 123	7 Head of PE 5 PE Teachers
Germany 	4	Total= 186 Girls 🧒= 110 Boys 🧒= 74	4 Head of PE 9 PE Teachers
Ireland 	4	Total= 63 Girls 🧒= 9 Boys 🧒= 54	3 Head of PE -
Portugal 	7	Total= 233 Girls 🧒= 104 Boys 🧒= 129	7 Head of PE 12 PE Teachers
Slovenia 	2	Total= 71 Girls 🧒= 38 Boys 🧒= 33	3 Head of PE 4 PE Teachers
Switzerland 	5	Total= 108 Girls 🧒= 51 Boys 🧒= 57	2 Head of PE 7 PE Teachers
Total 	35	Total= 1051 Girls 🧒= 513 Boys 🧒= 538	32 Head of PE 45 PE Teachers

EuPEO Sub-Indicator 1.1: Learning Achievement in Physical Education

EULAS T+P

- **Physical Activities (PA):** The scores are highest in **Games** and lowest in **Gymnastics**. This is due to the good performance of boys in Games and their low performance in Gymnastics, as girls perform average in all three PA's. Boys perform well as well in Athletics.
- Performances in **Games** are high in **FRA, POR and SLO**. Performances in **Gymnastics** are high in **FRA and POR**. Performances in **Athletics** are high in **POR** only.
- Performances in **Gymnastics** and **Athletics** are low in **SLO**.
- In **Aerobic Endurance (AE)**, students performed well in **GER and POR**.
- **Boys** have a higher **Physical Self-Perception (PSP)** as **Girls** in all participating countries. The difference between boys and girls is highest in SLO, FRA and IRE. In SWI, the level in boys and girls is almost equal.

EuPEO Sub-Indicator 1.2: Learning Outcomes in PE

- **Social learning outcomes (SLO)** rated highest.
- Followed by **behavioural learning outcomes (BLO)** and **health-related learning outcomes (HRLO)**.
- Somewhat surprisingly, **motor learning outcomes (MLO)** are not ranked among the highest. Interestingly, MLO are rated higher by boys than by girls.
- **Cognitive learning outcomes (CLO)** are rated lowest.
- SLO is rated highest in **FRA, GER, IRE and SWI**. In **POR, HLRO** are rated highest, whereas in **CZE and SLO, MLO** are rated highest.
- In CZE, MLO are rated highest by far, all other learning outcomes are rated lower on a similar level. In SLO, other learning outcomes follow close to MLO, especially HRLO.
- In all countries, CLO are rated lowest.

EuPEO Sub-Indicator 3.2: Pedagogical Principles

ECQ, EPQ

EuPEO

- Participating students experience **school-based PA** mostly as **safe (3.92), health-oriented (3.83) and inclusive (3.69)**. They perceive school-based PA less as being **developmentally appropriate (3.18), student-centred (3.16), learning focused (3.15) or holistic (2.68)**.
- Boys and girls rank these pedagogical principles in a similar way, but the **experiences are rated higher by boys** in all cases (+.06 to +.35).

EuPEO Sub-Indicator 3.2: Pedagogical Principles

ECQ, EPQ

Countries:

- **Inclusive** is rated among the three most experienced pedagogical principles in all participating countries, except SWI.
- **Socially** just is rated among the three most experienced pedagogical principles in GER and SWI, but among the three least experienced in POR.
- **Health-oriented** is rated among the three most experienced pedagogical principles in all participating countries.
- **Safe** is rated among the three most experienced pedagogical principles in all participating countries.
- **Reflective** is rated among the three most experienced pedagogical principles in SLO, but among the three least experienced in GER.

EuPEO Sub-Indicator 3.2: Pedagogical Principles

ECQ, EPQ

Countries:

- **Developmentally appropriate is** rated among the three least experienced pedagogical principles in GER, IRE and POR.
- **Learning focused** is rated among the three least experienced pedagogical principles in all participating countries, except POR.
- **Holistic** is rated among the three least experienced pedagogical principles in all participating countries, except GER and IRE.
- **Student-centred** is rated among the three least experienced pedagogical principles in all participating countries, except in GER, where it is ranked among the three highest.

PRIME PETE

Primary Education Physical Education Teacher Education

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PRIME PETE

Primary Education Physical Education Teacher Education



- Université du Luxembourg
- Libera Università di Bolzano
- Universidad de Sevilla
- Universidade de Lisboa
- Dublin City University
- Trnavská Univerzita v Trnave
- European Physical Education Association
and associated partners



PRIME PETE

Project objectives

- to bring together European HEI and other stakeholders active in Primary PETE and to foster their cooperation in PETE and mobility exchange
- to provide an overview of Primary PETE in Europe
- to inform and facilitate the formulation of **a profile of a primary PE teacher and a modular curriculum for Primary PETE** based on this profile and core principles
- to make this modular curriculum available for any interested stakeholders
- to foster the delivery of QPE in primary education by strengthening the primary PE teacher profession



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PRIME PETE

Project objectives

- Overview on Primary PETE in Europe
- Recommendations on Primary PETE
- Primary PE teacher profile
- Theoretical and methodological framework for primary PETE
- Modular primary PETE programme consisting of course modules and micro-modules
- Method and tool to evaluate the course modules and micro-modules
- Evaluation report
- Handbook and guidance material for the implementation of the primary PETE programme
- Open course platform



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PRIME PETE

Overview on Primary PETE in Europe

A Delphi (Consensus) Study Informing a Professional Framework for Primary PETE



PRIME PETE

Overview on Primary PETE in Europe

CALOHEE Framework

1st Cycle Descriptors	SQF domain dimensions Level 6	EQF descriptor knowledge	EQF descriptor skills	EQF descriptor autonomy & responsibility (Wider Competences)
<i>Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study</i>	DIMENSION 1. KNOWLEDGE MANAGEMENT AND CREATION	Advanced knowledge of major conceptual elements required of a teacher as knowledge manager and creator	Ability to develop different types of thinking and apply these to different situations determined by curricula, pedagogical and policy needs	Capacity to envisage consequences of position taking and commitment to act with intellectual consistency
	SUB-DIM. 1.1 ACADEMIC SUBJECT FRAMES OF THE TO BE TAUGHT	Advanced academic knowledge of their curricular subject(s) and subject matter and/or chosen specialisation	The ability to expand on their curricular subject and subject matter knowledge and/or chosen specialisation	Capacity and commitment to respond to the curricular needs within an educational institution based on the subject knowledge
	SUB-DIM. 1.2 EDUCATIONAL THEORIES	Advanced knowledge & a critical understanding of the theoretical foundations of pedagogy, psychology & their frontier sciences	The ability to use basic educational research, i.e. testing and applying existing theories and educational methods, in order to enhance their teaching	Capacity & commitment to influence the educational direction of an institution, having in consideration desirable impacts



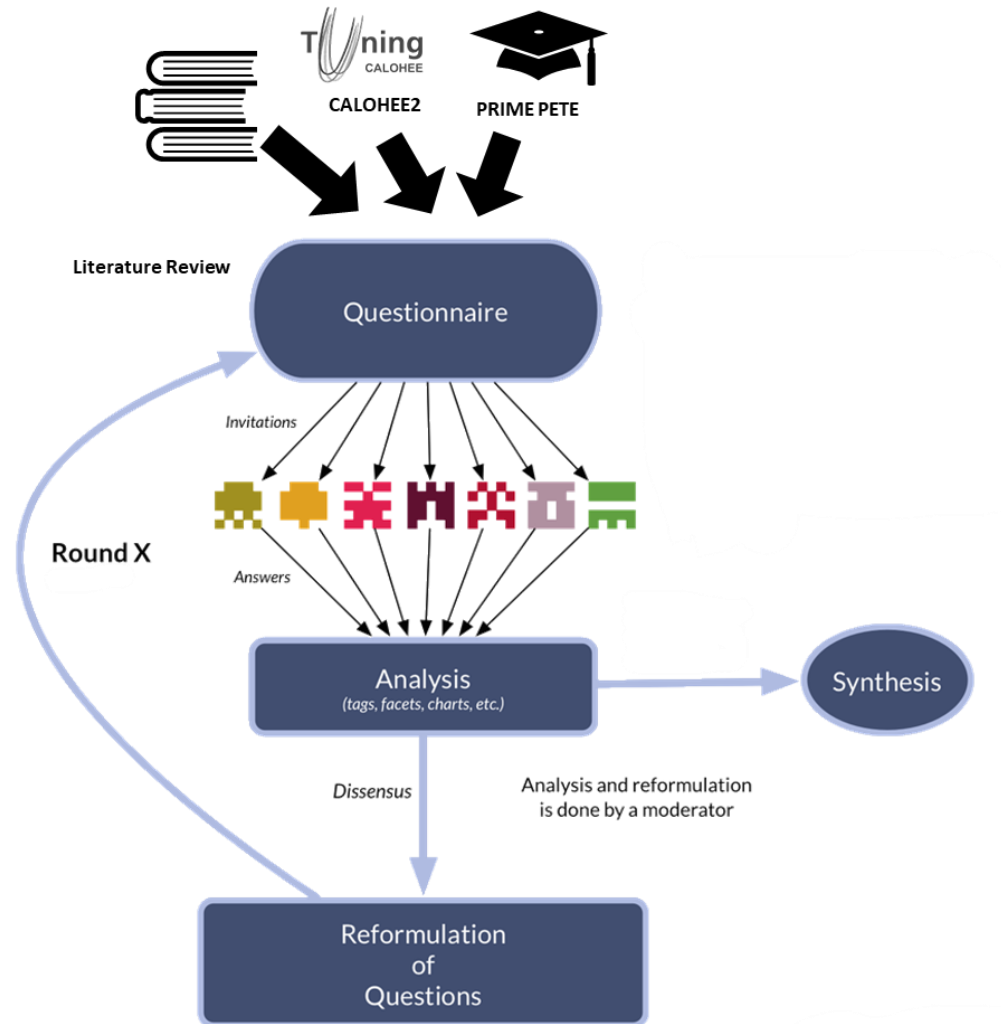
PRIME PETE

Overview on Primary PETE in Europe

Method Delphi Study

BASIC PROCESS

- Questionnaire: Gathering initial ideas
- Analysis
- Revised Questionnaire: Rating ideas
- Analysis
- Revised Questionnaire: Ranking ideas
- Analysis
- Synthesis



PRIME PETE

Overview on Primary PETE in Europe

Adapted Delphi Study

39 national / jurisdictional working groups from 37 European countries with 221 members in total answered the surveys in a collaborative effort. Ideally, working groups consisted of:

1. PETE educators
2. (PETE) researchers
3. Teachers
4. Student teachers
5. Local government representatives
6. School leaders



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PRIME PETE

Overview on Primary PETE in Europe

Adapted Delphi Study: Results (1)

CALOHEE 2 SYSTEM	PRIME-PETE SYSTEM
Dimension 1: Knowledge, management and creation	Dimension 1: Knowledge development and management
Dimension 2: Design and management of processes of learning, teaching and assessment	Dimension 2: Teaching, learning and assessment
Dimension 3: Learner empowerment, potential and creativity: Supporting learner holistic growth and development	Dimension 3: Learner empowerment, potential, diversity and creativity
Dimension 4: Values and social leadership: Ethics and social commitment	Dimension 4: Values, social leadership and communication
Dimension 5: Communication: Communication with different actors and in different contexts	
Dimension 6: Development as professionals and life-long learners	Dimension 5: Development as reflective professionals and life-long learners



PRIME PETE

Overview on Primary PETE in Europe



PRIME PETE
PRIMARY EDUCATION · PHYSICAL EDUCATION · TEACHER EDUCATION

Adapted Delphi Study: Results (2)

Knowledge development and management	Teaching, learning and assessment	Learner empowerment, potential, diversity and creativity	Values, social leadership and communication	Development as reflective professionals and life-long learners
Advanced knowledge and understanding of the development of fundamental movement skills	Ability to plan and teach quality physical education lessons	Capacity and commitment to support the learning and development of all students regardless of their ability levels	Capacity and commitment to the healthy development of primary school students Capacity and commitment to adhere to children's rights	Capacity and commitment to actively advocate for physical education in the school and beyond
Knowledge about children's overall development	Ability to provide a positive and safe learning environment	Capacity and commitment to motivate, inspire learners and support their empowerment	Ability to communicate effectively both verbally and non-verbally	
Knowledge of physical activity recommendations for children and young people	Ability to plan long-term and short-term physical education programmes based on students' developmental level and readiness	Capacity and commitment to create situations and climates in which learners increase their self-esteem and confidence	Ability to promote ethical behaviour in learners and foster a culture of valuing diversity within the classroom setting	

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QualiTePE

The Quality of Teaching in Physical Education

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QualiTePE

The Quality of Teaching in Physical Education

Erasmus+ KA2 project in Higher Education:

QualiTePE – The quality of teaching in Physical Education

- Project idea initiated during the CEREPS Summit 2020
- Coordinated by the University of Luxembourg
- 10 CEREPS members as project partners
- CEREPS as an associated partner

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QualiTePE
Quality of Teaching in Physical Education

QualiTePE: Partners

The Quality of Teaching in Physical Education

Nbr.	Main partners	Country
1	Université du Luxembourg (applicant)	<i>Luxembourg</i>
2	Universität Hamburg	<i>Germany</i>
3	Pädagogische Hochschule Zürich	<i>Switzerland</i>
4	University of Sevilla	<i>Spain</i>
5	Univerza V Ljubljani	<i>Slovenia</i>
6	Masarykova Univerzita Brno	<i>Czech Republic</i>
7	Université de Strasbourg	<i>France</i>
8	Goeteborgs Universiteit	<i>Sweden</i>
9	University College Cork	<i>Ireland</i>
10	Stichting Fontys Eindhoven	<i>Netherlands</i>
11	EUPEA	<i>Luxembourg</i>

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QualiTePE
Quality of Teaching in Physical Education

QualiTePE: Objectives

Project results

- R1: **Overview and knowledge base** on the quality of teaching in physical education in Europe
- R2: **Delphi consensus study** on the quality of teaching in physical education in Europe
- R3: Theoretical and methodological **QualiTePE framework**
- R4: Development of the **QualiTePE questionnaire**
- R5: Development of the **digital QualiTePE web-based application**
- R6: **Pilot implementation and validation study**
- R7: Implementation and **evaluation study report**
- R8: **Handbook and guidance material** for the implementation of the QualiTePE framework and instrument
- R9: **Teacher educator toolkit** supporting the implementation and the dissemination of the QualiTePE framework and instrument

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QualiTePE
Quality of Teaching in Physical Education

Current trends in PE didactics regarding QPE

Gerlach & Herrmann (2020)



- What is instructional quality in other subjects?
- What is instructional quality in PE?
- What are the similarities and differences?
- What does it mean for PE?

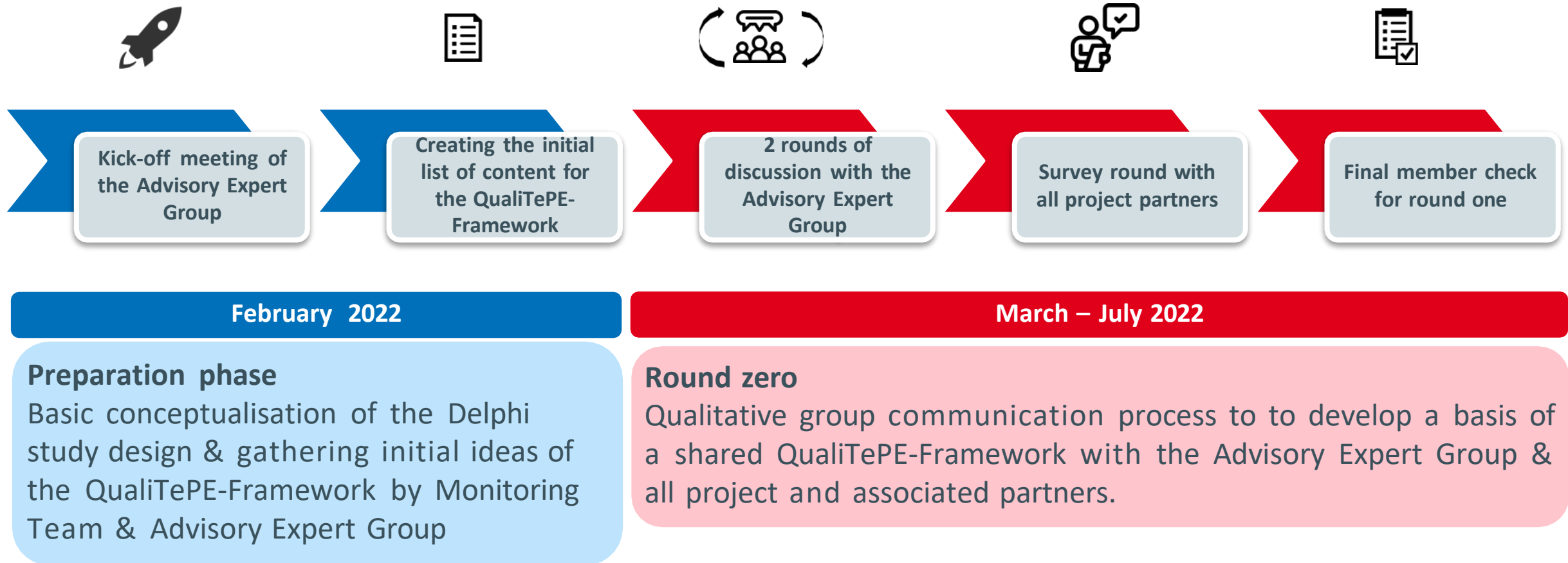
QualiTePE

Delphi Study

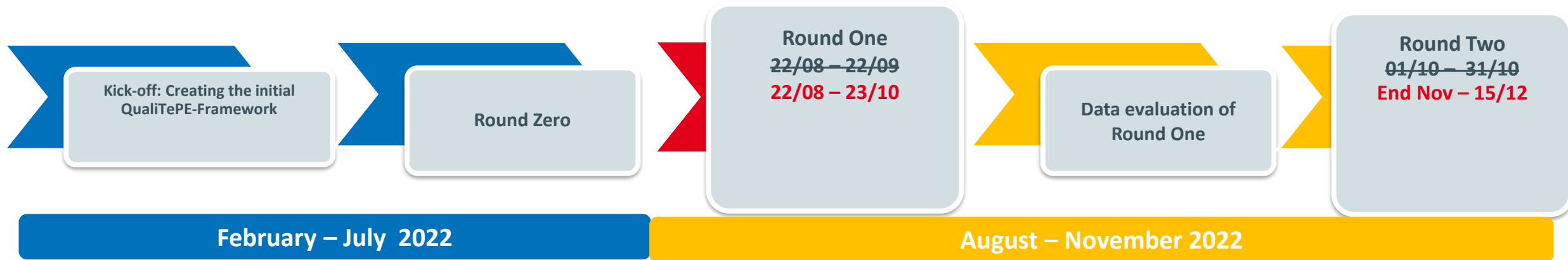
This is the current revised draft of the QualiTePE-framework based on the MAIN TEACH model (Charalambous & Praetorius, 2020) complemented by subject-specific aspects (Herrmann & Gerlach, 2020). In the following we focus on seven dimensions and corresponding subdimensions.

- Dimension 1: **Selection and presentation of content and addressing of related objectives**
- Dimension 2: **Classroom management**
- Dimension 3: **Socio-emotional support and social climate**
- Dimension 4: **Cognitive and motor activation**
- Dimension 5: **Supporting students' practise**
- Dimension 6: **Formative assessment**
- Dimension 7: **Support for active engagement**

QualiTePE Delphi study – Outline of time framework



QualiTePE Delphi study – Outline of time framework



Current participation by country

		University		PETE	HEI	person responsible in edu. Gov. in PETE	PE teacher as mentor	PE teacher	Total
		other	lecturer / professor	researcher	instructor				
Please indicate your country of work:	Czech Republic	2	6	2	0	0	0	10	20
	Sweden	0	2	2	0	0	1	5	10
	Switzerland	0	8	5	4	0	0	0	17
	Slovenia	0	6	1	0	1	2	2	12
	Greece	0	1	0	0	2	0	3	6
	Slovakia	0	1	0	0	1	0	2	4
	Finland	0	9	1	0	0	0	0	10
	France	2	11	6	2	4	5	7	37
	Germany	2	15	10	2	3	1	2	35
	Ireland	1	6	0	0	1	1	0	9
	Luxembourg	0	2	1	0	0	1	0	4
	Netherlands	6	3	1	3	0	2	2	17
	North Macedonia	0	1	0	0	1	1	2	5
	Spain	1	4	0	1	0	0	0	6
Total		14	75	29	12	13	14	35	192



Agreed target number & group

A pool of **20 experts** per country

This panel should ideally include experts of different levels of experience and expertise on quality of teaching PE, e.g.:

- PETE researchers / university teachers
- HEI-instructors
- Persons with responsibility in the educational government in the field of PETE
- Persons who are involved in practical PE teacher education (second phase of PETE)
- PE teachers who act as mentors or supervisors during the (PETE) students' internships
- ...

Delphi-Round 1 Switzerland



Country chapters:

Chapter 1: What are the missions of PE in your country?

Chapter 2: Definition of quality PE

Chapter 3: What are the structure-aspects/input-aspects in your country?
Which are important for QTPE and which are specific for your country?

Chapter 4: What are the process aspects of Quality of TEACHING in PE?

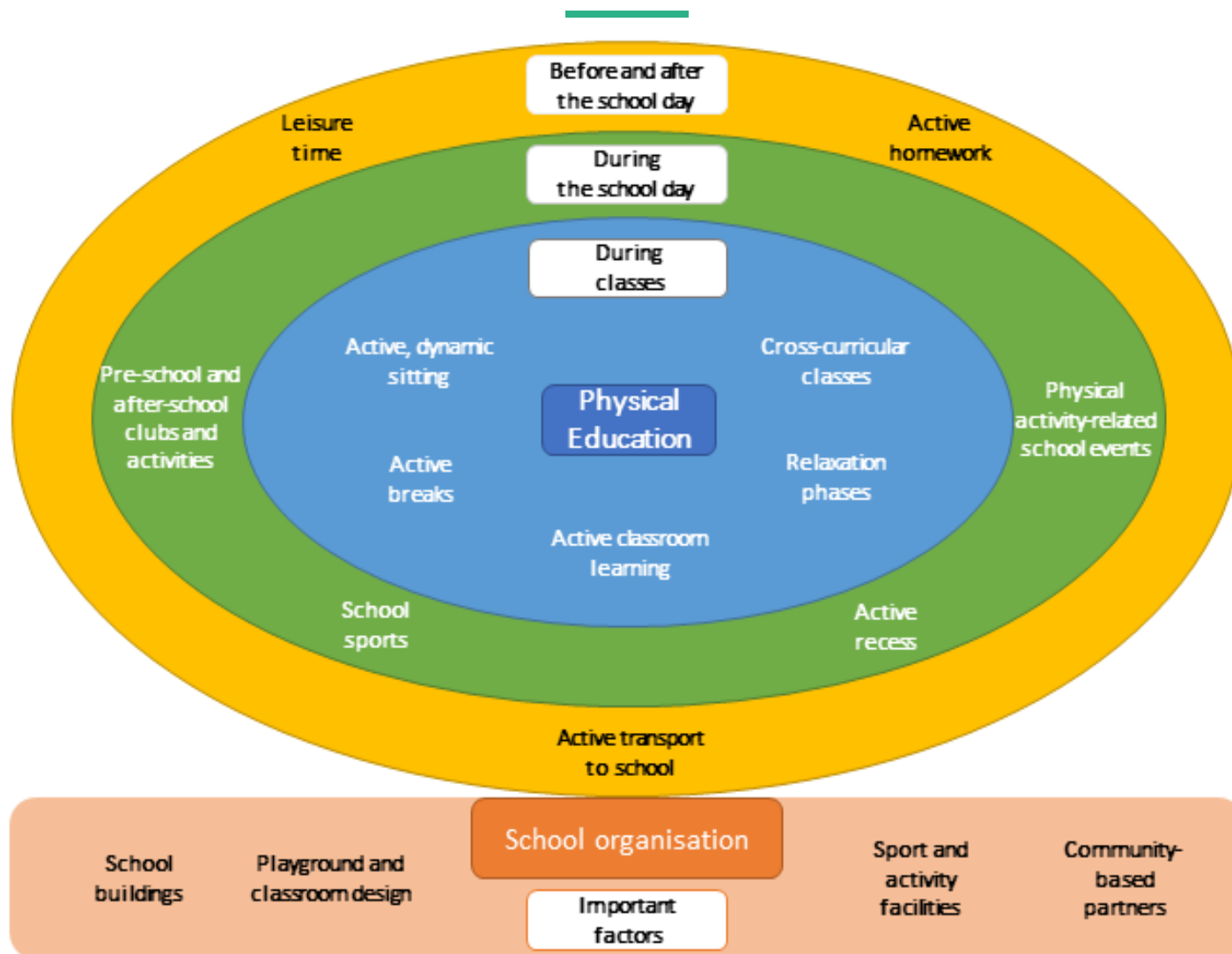
Chapter 5: Comparison with aspects of the MAIN TEACH Modell

Active Schools

8

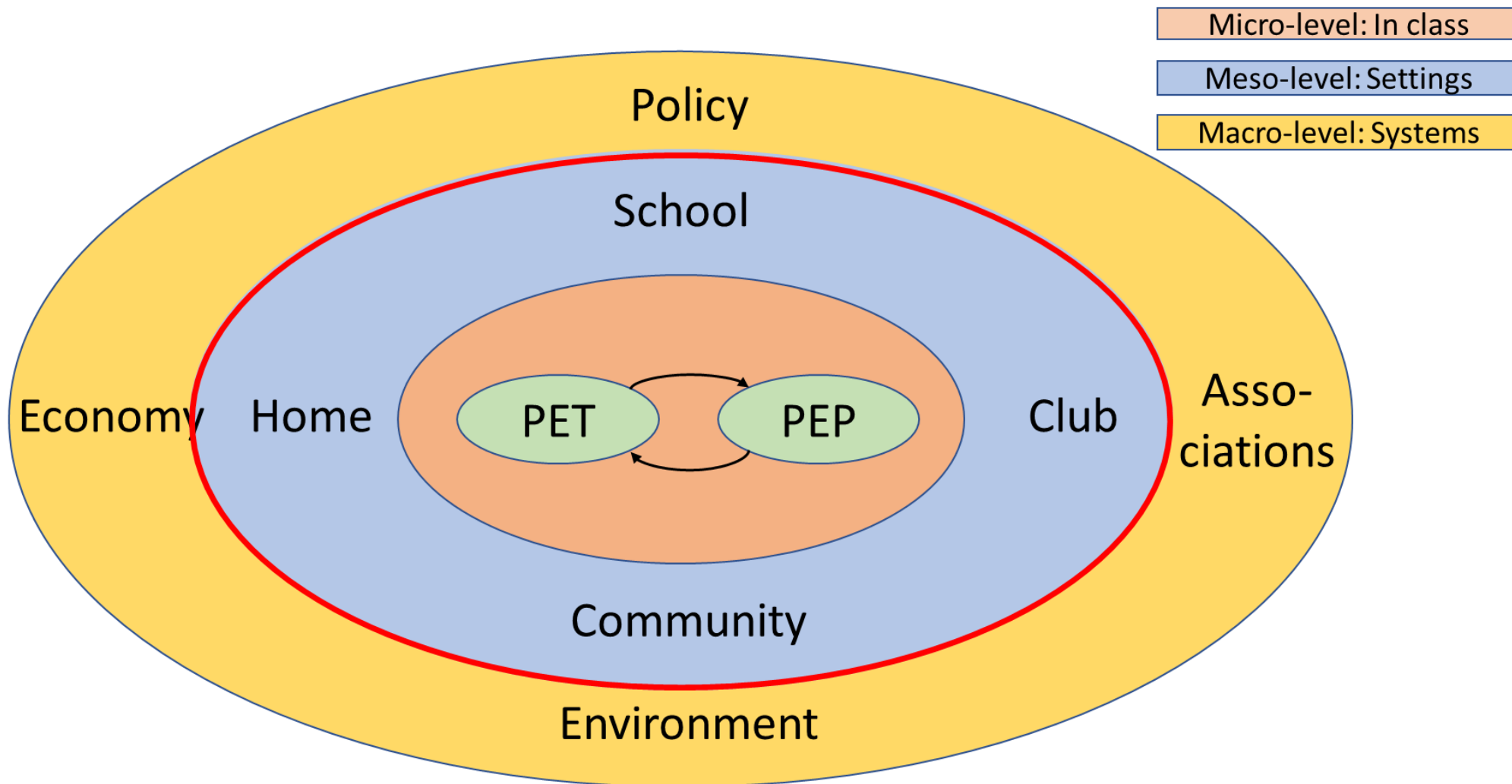
A model of an Active School

Scheuer & Bailey (2021)



Active school community network

Naul (2016)



HEPAS

Healthy and Physically Active Schools in Europe

Erasmus+ Key Action 2: Cooperation for innovation and the exchange of good practices

KA201 - Strategic Partnerships for school education supporting innovation

Healthy lifestyle and physically activity in school settings can be promoted through developments in four domains:



HEPAS – Objectives

Healthy and Physically Active Schools in Europe

The proposed project is aimed at building up capacity of school-related stakeholders - like teachers, educators, school headmasters – when it comes to the improvement of school-based physical activity for children and adolescents, as well as their healthy lifestyles in general.



HEPAS – Reviews & Delphi Study

Healthy and Physically Active Schools in Europe



An International Review of the
Contributions of School-based Physical
Activity, Physical Education, and School
Sport to the Promotion of Health-enhancing
Physical Activity

Richard Bailey, Jana Vašíčková, Petr Vlček, Andreu
Raya Demidoff, Uwe Pühse, Sandra Heck, & Claude
Scheuer

Co-funded by the
Erasmus+ Programme
of the European Union



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Literature reviews

- Active breaks
- Active learning
- Active recess
- Active transport
- Active homework
- Physical Education lessons and PA
- Physical Education Teacher Education and PA
- School sport and Physical Activity

Delphi consensus study

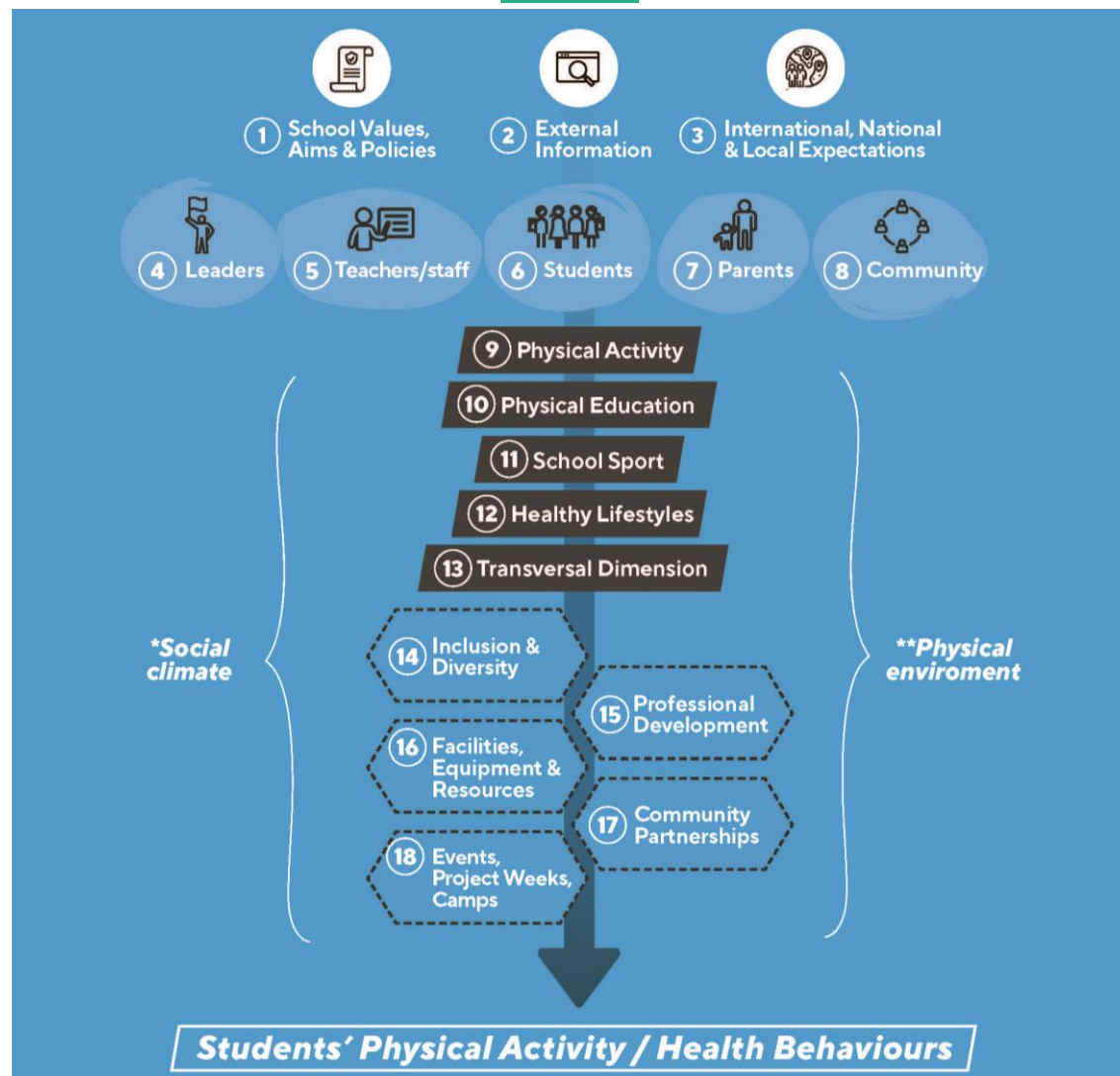
- Healthy lifestyle

**Effective Elements of School-based Provision
for the Promotion of Healthy Lifestyles:
A European Delphi Study**

Richard Bailey, PhD
Iva Glibo, MSc
Claude Scheuer, PhD

The HEPAS Model

Healthy and Physically Active Schools in Europe



The HEPAS Model

Physical Activity

5 Categories of Physical Activity:

We define Physical Activity in the HEPAS project as body movement and exercise done in the school context outside of Physical Education and School Sport, but still connected to the school environment. We identify the following 5 categories for Physical Activity in a school context.

1 Active Breaks

A short bout of physical activity performed as a break from academic instruction to increase or decrease students' activation.

2 Active Homework

Assigned physically active homework tasks that students can do on their own or with family members.

3 Active Transport

Travel that incorporates all modes of transport relying on human power for propulsion.

4 Active Learning

The use of physical activity lessons in which curriculum topics are delivered through movement.

5 Active Recess

The dedicated break time for school-based children to engage in spontaneous play (self-organised) or in structured play (active), but out of the formal subject-content curriculum.



The HEPAS Model

Physical Activity

The evidence:

Adding more active elements to an average school day can boost children's physical activity levels.

Active Breaks (strong evidence)

- increase students' PA levels
- contribute to healthier weight status, improved behaviour, enhanced cognition and greater enjoyment

Active Learning (strong evidence)

- cost-effective, enjoyable, motivating strategy to increase students' daily PA at school
- often enhances other educational outcomes.

Active Homework (weak evidence)

- positive outcomes for both girls and boys
- effects tend to be relatively small across the school week

Active Recess (moderate evidence)

- provide up to 40% of students' recommended daily PA
- greater benefits going to younger children and boys

Active Transport (strong evidence)

- important source of daily PA
- associated with increased MVPA (Moderate-to-Vigorous Physical Activity)
- Active Transport interventions are effective

The HEPAS Model

Physical Activity

Recommendations:

What schools can do to encourage more physical activity during the school day

Active Homework

- ✓ requires the support and engagement of parents
- ✓ regular meetings, shared information, effective means of communication
- ✓ help families identify accessible spaces and facilities
- ✓ establish cooperative relationships with local partners

Active Transport

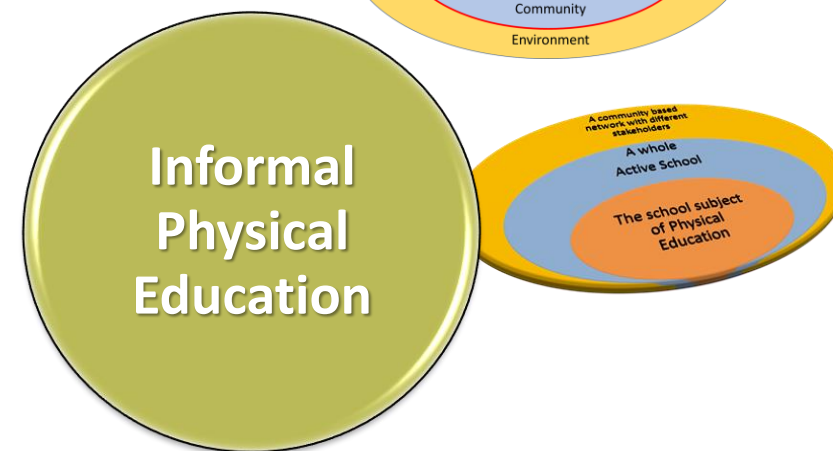
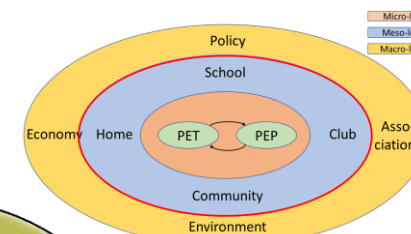
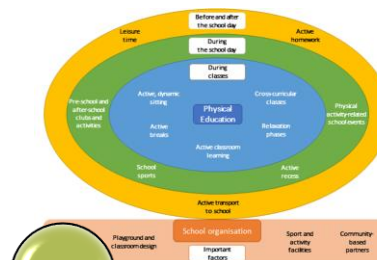
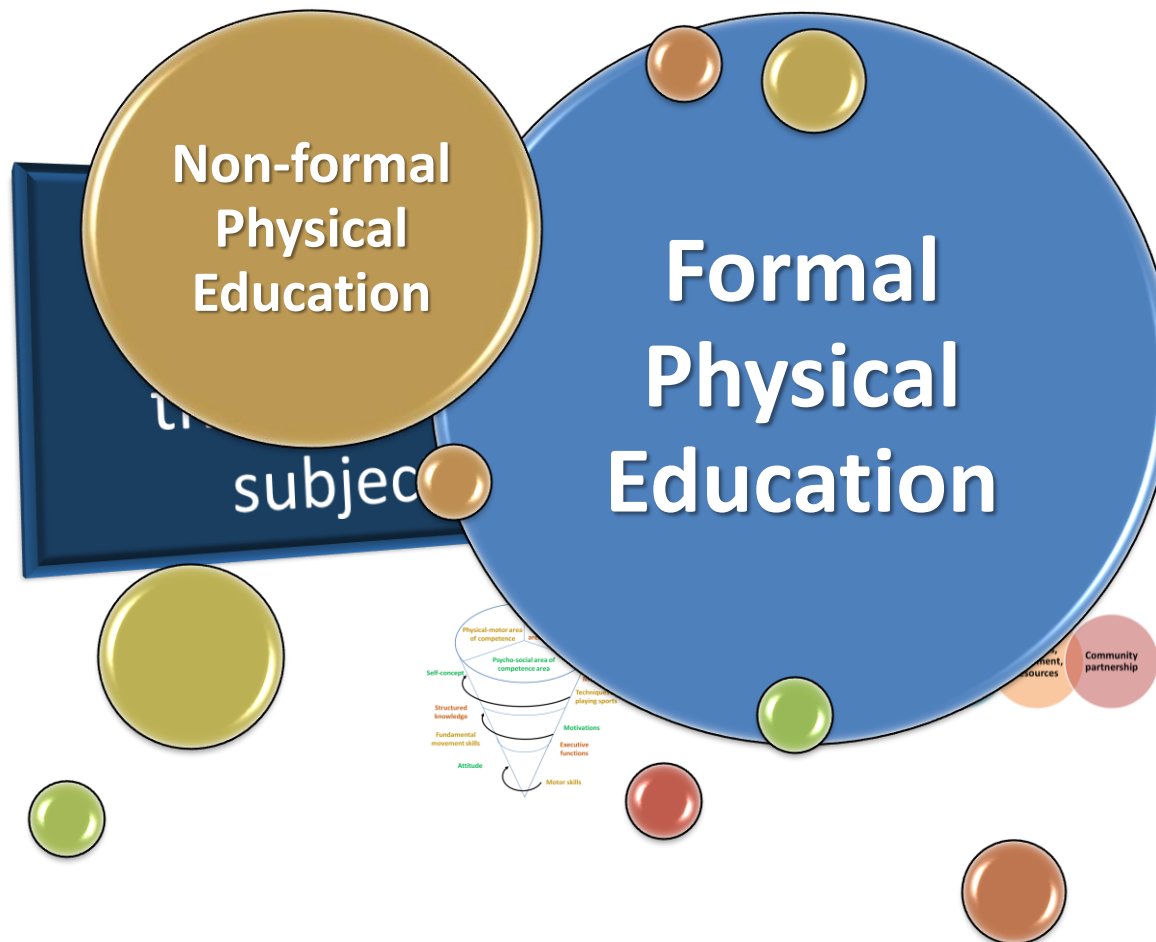
- ✓ establish safe and well-lit routes to school & places for securing students' vehicles
- ✓ communicate supportive messages, share guidance, initiate collaborative actions (e.g. 'walking buses' and group cycling)
- ✓ plan school projects exploring the local environment, surveying perceptions of safety in the local area, and calculating distances, speeds and times of different routes to and from school
- ✓ introduce bicycle education programmes

Conclusions

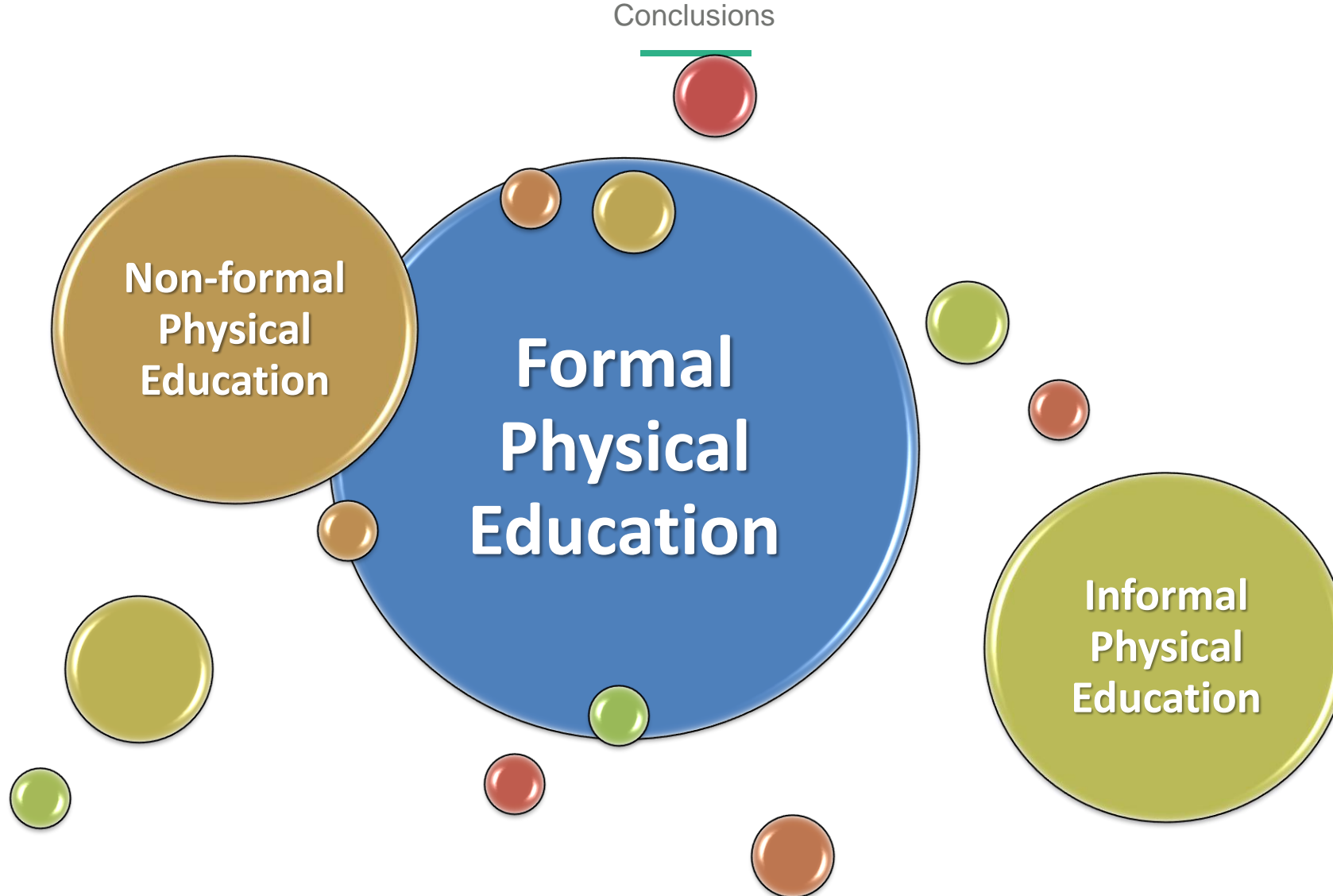
9

The Quality of Physical Education

Conclusions



The Quality of formal, non-formal, informal Physical Education?



The Quality of Physical Education

Conclusions

The Quality of Physical Education

Physical Education is more than a school subject

Besides formal Physical Education, there is non-formal and informal Physical Education

Formal Physical Education as a school subject represents the core of this holistic, overarching perspective

From a macro-perspective, Physical Education involves many stakeholders, including school-external stakeholders

Terminology: Is Physical Education the right term for this?

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