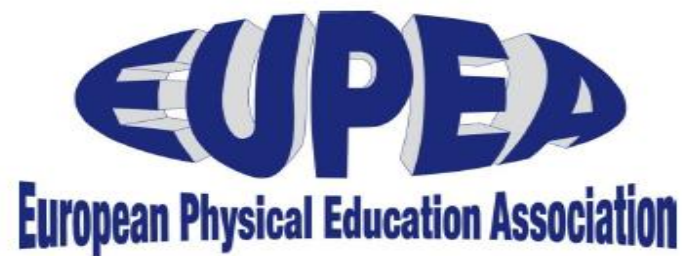


United Nations
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EUPEA

Seminar
Paris

Monitoring the Quality in PE in Europe: the project of the Observatory

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Monitoring the Quality in PE in Europe: the project of the Observatory

To study the conditions of the Physical Education (PE) and School Sport (SS) implementation and to obtain evident support to develop proposals related to the reality of PE and SS in national, regional and European levels

Monitoring the Quality in PE in Europe: the project of the Observatory

For that, we need:

- Indicators for Quality Physical Education (QPE)
- A systematic process of data collection and analysis
- A logistic (human resources and facilities) to assure the process

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Inspiring sources about QPE indicators or observatory:

- Former EUPEA experience in European PE surveys
- Statements from significant PE organizations
- Former experience from national associations
- Deliberations from Paris Seminar



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Former EUPEA experience in European PE surveys and Indicators for QPE

Holzweg, M.; Onofre, M.; Repond; R-M. & Scheuer, C. (2013). Physical education and school sport in Europe. *International Sport Studies*, vol. 35, 2, pp. 47-55 .

Holzweg, M.; Onofre, M.; Repond; R-M. & Scheuer, C. (2013). Schulsport in Europa aus Perspektive des Europäischen Sportlehrerverbands (EUPEA). *Sportunterricht*. 62, 229-234.

Onofre, M., Marques, A., Moreira, R., Holzweg, M., Repond, RM., & Scheuer, C. (2012). Physical education and sport in Europe: From individual reality to collective desirability (Part 1). *International Journal of Physical Education*, 49 (2), 17-31.

Onofre, M., Marques, A., Moreira, R., Holzweg, M., Repond, RM., & Scheuer, C. (2012). Physical education and sport in Europe: From individual reality to collective desirability (Part 2). *International Journal of Physical Education*, 49 (3), 31-35.



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Former EUPEA experience in European PE surveys and the Indicators for Quality in PE

e.g., “The minimum curriculum standard for PE: what do we have in each country, what do we wish for Europe?”

School Organization, PE & SS (Compulsory School Levels, Week allocated time, Student per Class, Subject name, Number of weeks lessons, Teaching Responsible, Facilities)

PE & SS School Curriculum (Programs/Syllabus, Assessment, Extra-curricular activities)

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Statements from significant institutions (e.g., Unesco, NASPE, ICSSPE, AIESEP) about the indicators for QPE:

- a) From **Unesco** Final Report on Expert Consultation (2013): consider **more indicators from the meso and macro levels** of School PE (parents involvement, good practices, PE curricular syllabus, PETE, curricular assessment); and to develop a **platform to share good practices**
- a) From **NASPE** position statement (2011): **standards for the physical educated person** and **criteria/conditions to achieve** these standards – opportunity to learn, appropriate instruction practices, student and program assessment

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Statements from significant institutions (Unesco, NASPE, ICSSPE, AIESEP,) about the indicators for QPE:

- c) From **ICSSPE** International Benchmarks for PE Systems (2010): criteria to appreciate the **PE system level of progress** (maturity); macro, meso and micro indicators dimensions (Policy, Curriculum, Schools, Teacher and Learners)
- d) From **AIESEP** report on the specialist seminar (2014): relationship between **QPE and QPETE**, norms for **ITT**, expertise for **PE teacher educators**, **universities/schools connections**

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The former experience from national associations about indicators for QPE and Observatories

e.g., SPEF/ULisboa partnership:

- conditions of the PE and the SS implementation
- curriculum development and learning evaluation process; good practices inventory,
- learning assessment

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Conditions of the PE and SS implementation

- Dimensions of the analysis:
 - Teachers (amount, education, age, other characteristics)
 - Facilities (quality and maintenance, versatility and equipping);
 - Timetables (total time allocated, weekly distribution of the curricular load)
- Data collection processed through an online questionnaire

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Curriculum development and assessment processes

- **Dimensions of the analysis**

Curricular processes (constraints, problems and difficulties of implementation of national PE syllabus)

Assessment processes (parameters and criteria for students' grading, evaluation protocols, constraints to the implementation of the reference standards for success, etc)

- **Data collection processed through an online questionnaire**

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Platform of good practices

- Sharing and dissemination of PE and SS good experiences carried out in countries/schools by the PE departments
- Alive archive of different forms of reports (written documents, videos, presentations ...) on curricular proposals, evaluation processes, organizational solutions, activities, actions representing good examples
- Allow other countries/schools to be inspired in concrete proposals to solve specific problems or develop projects, to increase the quality of the PE and SS implementation.
- Moreover, the synthesis and dissemination of this data will facilitate the emergence of teacher training proposals.

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In the next future: assessment of the students' outcomes (similar to PISA)

- To identify the students' learning level and physical fitness at critical moments in the PE curriculum and what is the drive to succeed in PE
- Stimulate reflection within the Association/PE departments supported by concrete data on students' learning should support innovative decisions concerning the curriculum development, evaluation/grading system of the students' learning
- Used during the pre and in-service teachers' training in order to improvement of the PE teaching quality
- To provide proposals to organize the observational process and brings together the results of each country/school and later sending the global summaries for all participating countries/schools

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The logistic process of the observatory implies :

- for its **credibility and operability**, the coalition with an European university recognized by their experience on QPE research
- for its **representativeness**, the alliance other organizations representing PE in Europe (e.g., FIEP Europe)
- and **Sponsorship** from organizations as Unesco



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OPOLE, IMPLEMENTATION OF THE PE OBSERVATORY

1st phase (until the end of September): protocol between EUPEA, FMH/University of Lisbon & others...., SPEF & others.....)



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OPOLE, IMPLEMENTATION OF THE PE OBSERVATORY

2nd phase (until the end of 2015): collection of data through an on-line questionnaire (English version:

<http://www.fmh.utl.pt/inqueritos/index.php/survey/index/sid/179344/newtest/Y/lang/en>) |

including the indicators used in the EUPEA survey on PE and SS, and the others from the work on PE Quality (Paris, Unesco).

These data will be provided by the responsible for the associations.

An open question will be use to collect the respondents opinions about other questions to be include in the on-line questionnaire, and to characterize the school system concerning the following characteristics: school levels, region, urban or rural school, religious or not, coeducation or separate education, private and public.

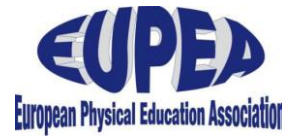
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OPOLE, IMPLEMENTATION OF THE PE OBSERVATORY

3rd phase (until the end of 2016): upgrade of the questionnaire by including the suggestions from associations responsible and other possible stakeholders. Application of the questionnaires in the to an stratified sample of 5% of the national schools (all school levels, region, urban or rural school, religious or not, coeducation or separate education, private and public....)

Quality Physical Education: outcomes from
the EUPEA Seminar in Paris 2014

Marcos Onofre
Rose-Marie Repond
Claude Scheuer
Martin Holzweg



Seminario di studio: "QUALITY IN PHYSICAL EDUCATION"
AULA MAGNA , ITC Schiapparelli
Milano, 17 ottobre 2014

Results: categories & narratives

PE advocacy

PE concept

PE context

PE school

PE teachers

PE curricula

PE lessons

PE assessment

Results: systemic view of the Quality PE indicators

Structure (ST)	<i>PE advocacy</i> <i>PE concept</i> <i>PE context</i> <i>PE teachers</i>
Process (PCS)	<i>PE curricula</i> <i>PE school</i> <i>PE lessons</i>
Product (PDT)	<i>PE assessment</i>

Results: categories & narratives

PE School

- Evaluation involving as participants
 - Students
 - Teachers (2)**
 - Appreciating Effects
 - Learning outcomes
 - Evaluation of teachers
- Evaluating Regularly
- Decisional Autonomy

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Results: categories & narratives

PE School - Evaluation involving as participants – Teachers

“To promote change in schools, a culture of discussion among colleagues is helpful”

“Self-evaluation of teachers or schools”

Results: categories & narratives

PE teachers

- Required Competencies
- Attending prerequisites from the anticipatory socialization
- **Defining rules for qualification IIT and CPD (8)**
- Structured Careers development (3)

Results: categories & narratives

PE lessons - Improve a good relationship climate

“developing good relationship to and understanding of children”

“Classroom climate and atmosphere: enjoyment of PE courses;
challenge for all students; change of the learning environment;
choice possibilities for students; learners are responsible for their
learning; positive learning environment”

Results: categories & narratives

PE assessment

- **In a formative way (3)**
- Focused on PE Competencies
- Grading the learning gains
- Assuring its Meaningful
- Using Physical Fitness Standardized test
- Including the Values

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Results: categories & narratives

PE assessment - In a formative way

"Portfolio for each child, documenting/tracking learning progress PE assessment"

"Standardized physical fitness tests can help to communicate progress to staff members, students and parents"