

1: Physical Literacy (ebook) by Margaret Whitehead |

Margaret Whitehead is a leading researcher in physical literacy. She is credited with bringing the concept of physical literacy to popular attention through her devoted efforts to detail precisely what it means to be physically literate.

What is physical education? Susan Capel and Margaret Whitehead 2. What is the education in physical education? What is Physical Literacy and how does it impact on physical education? What should pupils learn in physical education? Elizabeth Murdoch and Margaret Whitehead 5. Physical education and health? Lorraine Cale and Jo Harris 6. What is success in physical education and how can this best be achieved? Rethinking teacher knowledge in physical education: What do physical education teachers need to know? Daniel Tindall and Eimear Enright 8. Why do physical education teachers adopt a particular way of teaching? Susan Capel and Richard Blair 9. Are physical education teachers reflective practitioners? Who is physical education for? Dawn Penney and John Evans Who should teach physical education in curriculum and extra-curricular time? Richard Blair and Susan Capel Public perceptions of physical education? Conceptualising teaching as learning What is the future for physical education in the 21st Century? David Kirk Conclusion Conclusion Margaret Whitehead and Susan Capel.

2: Debates in Physical Education: 1st Edition (Paperback) - Routledge

Introduction Part I The nature of physical education Introduction to Part I 1. What is physical education? Susan Capel and Margaret Whitehead 2.

The reasons for both are related to the perceived significance of PE in schools by the public and its leadership. While both issues are complex and not wholly related, the end result is that there has been less emphasis on PE pedagogy the profession of teaching PE. Advocates of PE have an opportunity to mobilize with the emergence of a worldwide concept called physical literacy PL. Understanding PL can help enhance the profile and importance of quality daily PE in schools. Her work was primarily based on her holistic perspective of people, one where the body and mind were not considered separate. The ability and motivation to capitalize on a capacity to move to make a significant contribution to quality of life, subject to the culture in which we live and the physical abilities with which we are endowed. Movement with poise, economy and confidence in a wide variety of physically challenging situations with the ability to anticipate and adapt to the physical environment. A well-established sense of self and the ability to express oneself through non-verbal communication. Everyone is capable of achieving PL. Capacities such as agility, balance, coordination, flexibility, speed, strength, power, rhythm, spatial awareness, and endurance are unique to each individual. PL reinforces the importance of a holistic perspective and guides physical educators in their effort to help children develop a positive attitude about physical activity PA and healthy lifestyle choices. It also addresses the development of the whole child from the perspective of the physical, cognitive, social, and affective domains. The pure simplicity of having a positive, personally rewarding experience over a dozen years of PE classes is not always provided to every child in every school. A quality PE program coupled with a balanced lifestyle at home opens up a world of active opportunities in much the same way that learning to read and write does. Language literacy and numeracy are two core measures of success in any school district; equally important is the pursuit of PL that stems from having an enriching PE experience. A quality, daily, elementary school PE program coordinated by trained teaching specialists is the foundation for children to establish competency in basic movement patterns. Physical education should focus on providing opportunities for individuals to discover their own potential. Essentially, to become physically literate, children need to be able to perform basic movements within their own physical capacity , apply these in various situations, understand how they can learn more, and have the internal motivation to be independently active. The strong connection between childhood motor skill development and PA confidence and success throughout a lifetime requires that PE teachers must instruct with that connection in mind. Specifically, teachers must 1 teach with an emphasis on building movement confidence and competence; 2 begin as early as preschool; 3 emphasize individual progress and qualitative, rather than quantitative performance; 4 relate physical skills to play opportunities and other activities outside of class time; 5 make real connections between fundamental skills and participation in a variety of culturally valued sport, recreation, and leisure activities; and 6 weave physical skill development into the fabric of daily school life. A child-centred approach to early childhood movement experiences will provide the best opportunity to explore movement potential. Metzler sarcastically suggested that the reform in teacher education is never ending. When comparing beginner and experienced educators, researchers in the field of pedagogy have identified a number of characteristics that describe teaching expertise. The most proficient teachers tend to realize the needs of individual learners, have established and efficient classroom routines, use practical and dynamic long-term and medium-term plans, minimize transition time, embed assessment into daily instruction, present clear and concise content to students in a way they can comprehend, and personally evaluate their success or shortcomings on a regular basis. University PE programs are as diverse and unique as their department names. The term kinesiology describes the discipline and is regarded as an umbrella term that encompasses various professions and academic studies including PE, exercise science, sport and recreation, and outdoor education. Fostering PL should be the objective of every undergraduate kinesiology program. PL professionals who aspire to lead, organize, or coach will be well prepared if they understand and promote the concept. Marsden and Watson suggested that a starting point must be high-quality

elementary school physical education specialist teacher training that responds to the personal needs of the child; that reflects and celebrates a diversity of cultural and social values; that is embedded in the daily lives and experiences of all children; that does not acknowledge gender-specific qualities; that is concerned with the physical and social development of all children; that focuses on facilitating confidence and self-expression in movement; that provides children with self-assurance in their own physicality; that places the teacher in the role of facilitator and catalyst; and that seeks to motivate children through the intrinsic pleasure of the physical being. Haydn-Davies stated that the teaching approach should evolve from the needs of the participants: Many of the attributes of PL can be found in existing quality undergraduate PE programs already; however, it will be the well-designed pedagogical experiences along with the faculty commitment to the holistic nature of PL that will set the standard for excellence in the future. Nurturing PL in a kinesiology undergraduate program will provide future leaders with sound practical knowledge and qualities such as sensitivity, empathy, patience, appreciation of effort, and an encouraging and enthusiastic approach to work. PHE Canada is a leader in field of PE professional development and has identified four critical components of a PE program that help create an environment that cultivates the development of PL. Pre-service PE undergraduate students who are committed to embracing the philosophy of PL should regularly self-assess their practice by considering the following aspects that relate to their teacher training, based on the guidelines set forth by PHE Canada All students had equal opportunities to learn and be active e. A teaching space existed that was safe and encouraged risk taking without fear of ridicule; Transition times were minimized and activities flowed seamlessly; A variety of teaching methods were used to motivate children; Music was used to start and stop activity or inspire students; and Technology aids were used strategically. I showed enthusiasm about PA and teaching; Students were active right from the start of their lesson; I have made a personal commitment to PL and modeled that behaviour for my students; Regular self assessment and a commitment to lifelong learning are important to my teaching; I am confident in the knowledge, skills and attitude that I possess to teach PL concepts; and I know that every child is capable of achieving PL. The CAPL has four inter-related key elements that include: If successful, this measurement tool may help guide strategic programming, curriculum design, and government funding in an effort to combat the trend of childhood inactivity and sedentary behaviour. The holistic nature of PL has introduced a new way of thinking about the professional training of leaders in the field of kinesiology. The concept of PL may not be the silver bullet, but there is significant merit in the premise of emphasizing intrinsic motivation, FMS, confidence, and positive self-esteem in all children. Physical literacy has become an international phenomenon, a concept which has encouraged many PE professionals to reflect upon their current practice of PA. A guide for parents of children ages 0 to More Rhetoric or a New Reality? Reflections for action Hoboken, NJ: Physical and Health Education Canada. Leave a Reply Your email address will not be published.

3: Margaret Whitehead on physical literacy, the term she invented - Active For Life

Debates in Physical Education makes a timely and significant contribution to addressing current contentious issues in physical education. With its combination of expert opinion and fresh insight, this book is the ideal companion for all student and practising teachers engaged in initial teacher education, continuing professional development and.

Physical Literacy is Not Physical Activity. Representing my home province of Nova Scotia was a role I took very seriously while I served as a tenure track professor of physical education at St. Jamie Mandigo, approached the Board and suggested we adopt a definition of the term physical literacy. Mandigo and his colleagues Dr. Ken Lodewyk, and Dr. Ron Lopez at Brock University developed the following definition of physical literacy after speaking to Dr. Margaret Whitehead at length in addition to studying her work. Obviously, the vote was unanimous and the definition of physical literacy put forth was adopted by PHE Canada. It was an exciting time for physical education in Canada! Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment. Canada Sport for Life defines physical literacy a bit differently. Physical literacy is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations. Physical literacy is the cornerstone of both participation and excellence in physical activity and sport. Ideally, physical literacy is developed prior to the adolescent growth spurt. It has been adopted as the foundation of the Sport for Life concept in Canada. Competence, confidence, and a wide variety of environments While the definitions do vary, both agree that the following components are indeed important ones. I bring these topics up because I often hear folks using the term physical literacy interchangeably with physical activity and physical education. They are not the same. I thought I would focus this blog on one area of the definition to help demonstrate how the terms are different - although, they are each important to each other. When we develop curriculum or a yearly plan for our PE programs, we must ask ourselves the following questions if we care to have our program in line with the definition of physical literacy. Margaret Whitehead repeated to me last week via Skype she credited with bringing this term to the masses, by the way , physical literacy is a cradle to grave concept. Parents should be interested in it, too. I pulled my three-year-old out of dance this week. Not because it is a bad activity. Rather, they wanted me to sign her up from August until the recital in June. That is ten-months of one activity. So, we are doing winter activities. My two-year-old comes too and wow They fall a lot. They get back up. To be honest, does it really matter? She enjoys it very much! But, switching has been such a wise move. My girls are making new friends at public skate, they are gaining so much confidence while increasing their physical skills, we are enjoying some awesome time on the ice and on the playground outside the rink. To those who say, why not both? Consider different surfaces when planning activities organized or family activities and camps summer, spring break. There are lots of day camps available or activities to sign your child up for. When planning consider different surfaces and the types of activities that they include: This will allow them to gain the confidence in the different areas. Full disclosure, my kids will ask for a TV show when I want to go outside and play. Where is the technology in these images? It allows me to be with nature, and not just in nature. I heard a great talk by Dr. Nic Forsberg and Dr. While not a scientific term, the work is pretty tough to argue with. So, I get that technology is important to learning. I get that it helps student engagement. I totally agree it has its place. I also feel that there is a time and place to shut it off. To communicate in person rather than through twitter. A happy active child is not something I advocate messing with. You know your child. If this is indeed the case and, you are not just talking yourself into believing it is the case , be proud of how happy your child is and the opportunities that are presented. I

know a lot of teens who are doing a sport year round and look forward to it all the time. I do suggest finding ways to help them develop other muscles to avoid injury related to overuse. The aim of this post is to address a few pieces of this term to help folks better understand it. My awesome colleague, Bill Rider, welcomed a star field hockey player to play for our school soccer team even though we knew she would miss time due to her field hockey commitments. We enjoyed coaching her very much. She was a very positive leader and solid defender who contributed in any way we asked. Cradle to grave I have heard my amazing colleague Dr. Mandigo, as well as the incredible Dr. Whitehead speak about physical literacy being a journey. Whitehead reminded me just last week that she refers to it as a journey from cradle to grave. The reality is, there will always be someone better than your child in a particular sport. The goal might not be to raise an incredible sport specific athlete. Perhaps the goal is to raise a child who is active for life. The aim of physical education is certainly not to produce the best athletes in a single sport. However, focusing on physical literacy will undoubtedly help kids become more proficient in athletic movement. They will learn how to fall in addition to throwing and catching. Why does this matter? It gives us the competence to know how to respond in an environment that is a little bit different. It forces us to be creative in our movement and to be present in our activity. It gives kids a sense of confidence because of their enhanced skill development. Physical education and sport curriculum need to be designed with purpose. If physical literacy is to be the foundation, outcomes must support the physical literacy journey. This includes the development of competence and confidence in a wide variety of physical activity environments. Yet, physical literacy is certainly not just the acquisition of fundamental movement skills. PE teachers should be mindful of the physical literacy journey when developing yearly plans and parents should be mindful of supporting the journey through unstructured play and organized physical activity choices. I purposefully did not speak about assessing physical literacy in this post - that baby deserves its own space. In closing, in case you are wondering why we should care? Do you know how much the diet industry and health and wellness coaching professionals are making these days? The vast majority of adults do not feel they have the competence in physical activities. Thus, they are not confident enough to be physically active. Unfortunately, a truly unbalanced portion of respect is given to those who want to solve problems after they occur than those who want to prevent them in the first place. We will put our students, athletes, and children in situations where they learn how to fall - and, get back up, while being physically active. What might you change to make physical literacy more of a focus in your PE programs? Vincent Ong Great article, Amanda. If we want to address the global trend of increasing obesity and physical inactivity, we need to ensure that physical literacy is taken seriously. Like you, I too see the merits of developing our kids to be physically literate and exposed them to participate in many different sports and physical environment. I like to share with you this video I compiled of my youngest son, Anders: I think this blog draws attention to areas that really needed it. It was eloquently written and very direct about what needed to be said. One part that really spiked my interest was the section about having children in a various number of different activities to develop a vast array of skills. This is something that really goes against what we see now days in my opinion. Parents are paying large amounts of money for their child to play the same sport year round. Travel teams and private lessons are becoming the new way to get ahead in your specific sport.

4: Physical Literacy, charting individual journeys | ECIS Physical Education

The nature of physical education / Margaret Whitehead --How aims influence teaching / Margaret Whitehead --The reflective practitioner / Paula Zwozdiak-Myers.

Subjects Description Debates in Physical Education explores major issues physical education teachers encounter in their daily professional lives. It engages with established and contemporary debates, promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgements and argue their own point of view with deeper theoretical knowledge and understanding. In addition, concerns for the short, medium and long term future of the subject are voiced, with a variety of new approaches proposed. Key issues debated include: What are the aims of physical education? What should be covered in a physical education curriculum? How should we judge success in physical education? Is physical education really for all or is it just for the gifted and talented? Can physical education really combat the rise in obesity? What is the future for physical education in the 21st Century? Debates in Physical Education makes a timely and significant contribution to addressing current contentious issues in physical education. With its combination of expert opinion and fresh insight, this book is the ideal companion for all student and practising teachers engaged in initial teacher education, continuing professional development and Masters level study.

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5: Debates in Physical Education : Susan Capel :

A Practical Guide to Teaching Physical Education in the Secondary School. The nature of physical education. By Margaret Whitehead. Pages 8. Policies.

6: Debates in Physical Education - Susan Capel, Margaret Whitehead - HÃftad () | Bokus

Whitehead asks the question 'What is the education in physical education?' and does so by writing on the nature of education and presenting Arnold's (initial and original) vision (Arnold,) prior to undertaking a critical review of his work.

7: Teaching Physical Literacy | Centennial Reader Archive

Margaret Whitehead has spent her career in physical education, teaching and lecturing. Her study of existentialism and phenomenology confirmed her commitment to the value of physical activity for all.

8: Margaret Whitehead | ECIS Physical Education

Debates in Physical Education makes a timely and significant contribution to addressing current contentious issues in physical education. With its combination of expert opinion and fresh insight, this book is the ideal companion for all student and practising teachers engaged in initial teacher education, continuing professional development and.

9: PE lesson 1: Physical Literacy is Not Physical Activity. | Move Live Learn

Physical Education Matters Summer 61 Practice Matters Len Almond and Margaret Whitehead | the nature of physical literacy.

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