

UNIVERSITY OF BRITISH COLUMBIA
EDCP 322A(301) Curriculum and Pedagogy in Physical Education:
Middle and Secondary
Wednesdays: 4:00-7:30 pm (Osborne Gym A & Classroom TBA)

Dept: Curriculum and Pedagogy	Term/Year: Sept-Dec 2012
Day/Time: Weds. 4:00-7:30	Location(s): Classroom TBA
Office Hours: Mon: 4-5, Weds: 12-1	Osborne Gym A
Instructor: Dr. Joy Butler	Office: 2204
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Description

This course covers a wide range of activities, which reflect the physical education curriculum as outlined in the IRP (Integrated Resource Package). The content focuses on understanding movement and how it pertains to the whole education of children. Classroom management strategies will be emphasized and practised in practical teaching situations. Planning, assessment and evaluation will be covered along with how to modify and adapt activities to meet the diverse needs of learners. Through the inquiry approach to teaching and learning, teacher candidates will be involved in the construction of knowledge through active involvement to develop information-processing and problem-solving skills.

Purpose of the Course

The purpose of this course is to prepare teacher candidates with the knowledge, attitudes and skills to enhance learning in the context of teaching physical education.

Course Objectives

The course aims to:

- question your own teaching practices to create the best learning experiences
- develop ethics of care and responsibility, justice and emancipation as a skilled teacher
- improve your abilities to communicate physical education using different models and strategies to foster inquiry, collaboration and engagement in physical activity settings
- stimulate learners' interests and meet their need
- expand your interest and curiosity about physical education, teaching and learning
- become a lifelong learner and contributor to the community of physical educators.
- demonstrate the use of assessment within the instructional process
- evaluate his/her effectiveness in planning, instruction and assessment strategies within the profession

By the end of the course teacher candidates should gain:

- familiarity with the new BC Physical Education curriculum (K-7 and or 8-10)
- working knowledge of textbooks and resources available
- experience using tech resources like apps for assessment in the gym, observations tools, and coach's eye
- familiarity with the BCPE, PHE-Canada, Actions Schools, LTAD and Legacy2010
- competence in teaching PE concepts with clarity, engagement, enthusiasm, art
- familiarity with cross-disciplinary approaches integrating PE with history, arts and culture, science and technology, multisensory and multimedia approaches
- experience at using 'stories' from eportfolio to support interview answers

All work in this course addresses the three principles of learning for the BC curriculum:

- Learning requires the active participation of the student
- People learn in a variety of ways and at different rates
- Learning is both an individual and a group process.

COURSE STRUCTURE

Module A (Weeks 1- 5): Assumptions, beliefs, intentions and actions in physical education

This first module is designed to help us revisit, unpack and question our assumptions, beliefs, intentions and actions in physical education. By doing so you will have a better understanding of the kind of teacher you want to be and what impact you want to have with the students you teach.

Objectives:

- Provide a background of curriculum knowledge and to examine the perspectives, paradigms and possibilities of the physical education field.
- Become familiar with the course structure and resources.
- Participate in building a classroom community.
- Examine personal assumptions that underlie your philosophy of teaching and learning.
- Locate and frame issues related to the teaching and learning of physical education, drawing on personal experience, your questions regarding physical education, and conversations with physical educators and students.
- Explore physical education issues through discussion and scholarly evidence

Module B (Weeks 5-9): Curriculum & Reflective Pedagogy: Supporting students' learning

In this module we will consider strategies for implementing the BC curriculum in three micro-teaching episodes, a year plan and unit plan. We will also consider what it means to adopt the ethics of care and responsibility, justice and emancipation in our planning and teaching.

Objectives:

- provide experiences in implementing activity in each of the three activity categories,
- target 2-3 pedagogical skills so that the reflections can be targeted and focused,
- to consider the rationale (includes curricular questions about what is worth knowing, considerations of diversity, gender, ability and school facilities constraints) and choice of

developmental and progressive activities for including in a year plan and unit plan,

- consider what kinds of movement content and activities enable students to acquire experiences that result in meaningful understandings of the world and the ability to act on that world?

Module C (Weeks 10-11): Gearing Up for the professional physical educator role

During this very short module teacher candidate will be able to synthesize all the work learned in this course in preparation for answering questions in a professional interview. Candidates will be able to draw on materials and experiences included from their eportfolios, resume, teaching and coaching experiences.

Course Outline

Week 1 (Sept 5th) – Module A: Assumptions, beliefs, intentions and actions in physical education	
Topic	Program expectations, reflecting upon our own experiences as learners and teachers
Guiding Questions	What are the expectations for teacher candidates’ learning process in this course? Who has had the biggest impact on you and in what ways? What experiences and beliefs have helped shaped the way that you think about the role of the physical educator in schools and in student learning?
Required Reading	<ul style="list-style-type: none"> • Course outline • IRP’s K-7 and or 8-10 grades • Available for viewing will be the NASPE assessment series
In-class activities: gym	IRP Activity Category: Games. Using a Teaching Games for Understanding (TGfU) approach to an Invasion games (Soccer) & Games Performance Assessment Instruments.
In-class activities: OSB Class	Course Orientation to PETE, Assignments, and organization for EDCP322A: Standards for PETE: IRP’s 8-10 grades Letter to teacher Developing Physical Literacy
Week 2 (Sept 12th) – Module A: Assumptions, beliefs, intentions and actions in physical education	
Topic	Reflecting upon our own experiences as learners and teachers – Observing ‘self’ in different teaching approaches

Guiding Questions	Why be a physical educator? What is the context of physical education? What are the conceptual lenses through which curriculum problems are perceived? What is the prevailing view of the way physical education is taught and why? What is the range of responses to curriculum problems? What was the curricular construct of the practical session from Sept 5th? How was this different from a more technique based curricular construct? How do curricular constructs impact teacher and learner perceptions of ability? How do we know that students have learned? In what ways can we gather evidence of assessment for, of and as learning? What assessment and evaluation strategies are used to effectively gather evidence of student achievement of the learning outcomes in Physical Education?
Required Reading	<ul style="list-style-type: none"> Melograno, V. (1997). Integrating assessment into physical education teaching. <i>Journal of Physical Education, health, Recreation and Dance</i>, 68, (7) 34-40
In-class activities: SCARFE 202	Visit from local teacher View video of assessment Compare grading system based on different weightings Prepare set inductions and organization for MT #1
Assignments	Micro-teaching #1 plan & Teaching Perspective Inventory for 19 th Sept.
Week 3 (Sept 19th) – Module A: Assumptions, beliefs, intentions and actions in physical education	
Topic	Reflecting upon our own experiences as learners and teachers – teaching biases
Guiding Questions	How did the Teaching Perspective Inventory represent your teaching style? How does this help you to be reflective about your teaching development? How does this help you to be reflective about the student learning process?
Required Reading	<ul style="list-style-type: none"> Hardin, B. (2000). Facilitating inclusion in educational gymnastics. <i>Teaching Elementary Physical Education</i>, 33-35. Nilges, L.M. (2002). Content specific pedagogy for effective teaching in educational gymnastics. <i>Teaching Elementary Physical Education</i>, 7-10. Pratt, D. (2002). Good Teaching: One size fits all? <i>New Directions for Adult and Continuing Education</i>, 93, 5-15.
In-class activities: gym	Educational Gymnastics and Olympic Gymnastics
In-class activities: OSB Class	Reflections of MT #1 – Set inductions Processing TPI profiles Revisit curricular constructs in terms of TPI's
Assignments	TPI
Week 4 (Sept 26th) – Module A: Assumptions, beliefs, intentions and actions in physical education	
Topic	Physical Literacy and examining the two epidemics facing developed countries: obesity & inactivity
Guiding	How do teacher candidates think about issues facing physical education such

Questions	as obesity and inactivity? What resources can you draw on? How does Physical Literacy contribute to the discussion about the purpose of PE?
Required Reading	<ul style="list-style-type: none"> • 2010 Legacies Now (2010). <i>Developing Physical Literacy</i>. Vancouver. • Stouffer, K., & Dorman, S. M. (1999). Childhood Obesity: A multifaceted etiology. <i>The International Electronic Journal of Health Education</i>, 2: 66-72 • Goodwin, D.L., Gustafson, P., & Hamilton, B.N., (2006). The experience of disability in physical education. In E. Singleton and A. Varpalotal (Eds). <i>Stones in the Sneaker: Active theory for secondary school physical and health educators</i>, pp. 43-70. Ontario, Canada, Althouse Press.
In-class activities SCARFE 202	Examine the cultural players and discourses that contribute to the childhood obesity crisis. Brainstorm similar contributions to a host of other issues in preparation for leading discussion on the assigned topic.
Assignments	
Week 5 (Oct 3th) – Module A: Assumptions, beliefs, intentions and actions in physical education	
Topic	Research on teaching PE and best practices
Guiding Questions	How does this help our practice? How do we consider the value of ‘best practices?’
Required Reading	<ul style="list-style-type: none"> • Rink, J. (2002). <i>Teaching physical Education for learning</i>. Chapter 3: Research on Teaching Physical Education, 40-65 • Rutledge, M. (2006). “Dancing is for sissies!” In E. Singleton and A. Varpalotal (Eds). <i>Stones in the Sneaker: Active theory for secondary school physical and health educators</i>, pp. 43-70. Ontario, Canada, Althouse Press.
In-class activities: gym	IRP Activity Category: Rhythmic dance activities
In-class activities OSB Class	Examining various research Discussion on relationship of research and best practices
Assignments Due	A Multifaceted Etiology of PE issues
Week 6 (Oct 10th) – Module B - Curriculum & Pedagogy: Supporting students’ learning	
Topic	Influences shaping the BC Physical Education curriculum
Guiding Questions	How will we engage the learners? How will we arouse interest in and create excitement about the topic? How will we find out what students already know about the topic? How will we decide what activities to include? What are the sources for the topics and approaches to physical education in the BC provincial curriculum? Has the curriculum changed in recent years – and if so, why? What are strategies and activities used to teach the outcomes from the three curriculum organizers?
Required	<ul style="list-style-type: none"> • Rink, J. (2002). <i>Teaching physical Education for learning</i>. Set

Reading	induction 240, 96-97, 252; organization 76-81; questioning
In-class activities: gym	Peer Micro-teaching #1 IRP Activity Category: Individual and dual Pedagogy focus - Set inductions, organization & questioning
In-class activities OSB Class	BC IRPs - Year Plans - designing learning experiences & tasks Multifaceted Etiologies (1 & 2)
Assignments Due	Multifaceted Etiologies (1 & 2) MT #1 Plan
Week 7 (Oct 17th) – Module B – Curriculum & Pedagogy: Supporting students’ learning	
Topic	Ethic of care - Developing & maintaining a learning environment
Guiding Questions	How does the ‘ethic of care’ contribute to the curriculum organizer of Safety, fair play and leadership? What management strategies are used to create a safe, inclusive and respectful environment? How do we adapt and modify activities to promote inclusion, gender equity and meet diverse ability levels? What activities can be used to promote higher level thinking and problem-solving skills?
Required Reading	<ul style="list-style-type: none"> • Singleton, E. (2006). This is the kind of experience I plan to encourage: Competition and fair play in high school physical education. In E. Singleton and A. Varpalotal (Eds). <i>Stones in the Sneaker: Active theory for secondary school physical and health educators</i>, pp. 43-70. Ontario, Canada, Althouse Press. • Inventing games packet – view on ‘connect.’
In-class activities: gym	Teaching Inventing Games: Hellison’s levels of responsibility and assessment in the instructional process
In-class activities OSB Class	Ethic of care - Developing & maintaining a learning environment. Multifaceted Etiologies (3 & 4) Preparation for MT #2
Assignments Due	Multifaceted Etiologies (3 & 4) MT #1 Reflections
Week 8 (Oct 24th) – Module B – Curriculum & Pedagogy: Supporting students’ learning	
Topic	Designing learning experiences & tasks
Guiding Questions	How will we engage the learners? How will we arouse interest in and create excitement about the topic? How will we find out what students already know about the topic? How will we decide what activities to include? How will we assess learning? What are some ways to promote cross cultural and cross curricular integration?
Required Reading	<ul style="list-style-type: none"> • Rink, J. (2002). <i>Teaching physical Education for learning</i>. Cues 101-108; demonstrations 98-100; positioning 163-166
In-class activities: gym	Peer Micro-teaching #2 IRP Activity Category: Games Pedagogy focus: Cues, demonstrations & positioning

In-class activities OSB Class	Unit plan designing learning exp. & tasks
Assignments Due	Year Plan for one grade level MT #2 Plan
Week 9 (Nov 14th) – Module B – Curriculum & Pedagogy: Supporting students' learning	
Topic	Liability issues and the law
Guiding Questions	How will we assess learning?
Required Reading	<ul style="list-style-type: none"> Dickinson, G. M. (2006). Teaching within the law: Liability for physical harm and the need for proper risk management. In E. Singleton and A. Varpalotal (Eds). <i>Stones in the Sneaker: Active theory for secondary school physical and health educators</i>, pp. 43-70. Ontario, Canada, Althouse Press.
In-class activities SCARFE 202	Observations and reflections from 2 week practicum Liability issues and the law Multifaceted Etiologies (5 & 6) Preparation for MT #3
Assignments	Multifaceted Etiologies (5 & 6) MT #2 Reflections
Week 10 (Nov 21st) – Module C – The Professional Physical Educator	
Topic	The Professional Physical Educator and professional development
Guiding Questions	How do we prepare for our role as physical educator in school? What do we need to demonstrate to show our competency and effectiveness as teachers? How do we prepare for interviews? What will we be asked in interviews?
Required Reading	<ul style="list-style-type: none"> Rink, J. (2002). <i>Teaching physical Education for learning</i>. Feedback 166-171; and refining tasks Rutledge, M. (2006). "Dancing is for sissies!" In E. Singleton and A. Varpalotal (Eds). <i>Stones in the Sneaker: Active theory for secondary school physical and health educators</i>, pp. 43-70. Ontario, Canada, Althouse Press.
In-class activities: gym	Peer Micro-teaching #3 IRP Activity Category: Rhythmic Dance Pedagogy focus – Feedback and refining tasks
In-class activities OSB Class	Preparation for interviews (stories)
Assignments	MT#3 Plan TPI #2 reflection
Week 11 (Nov 28th) – Module C – The Professional Physical Educator	
Topic	The Professional Physical Educator
Guiding	

Questions	
Required Reading	Preparation materials to be provided.
In-class activities: SCARFE 202	Preparation and set up The Professional Teacher (interviews) Interviews wrap up and course wrap-up
Assignments	Interview notes of the 2 stories MT#3 Reflection Unit Plan

Assessment and Assignments

There are five assignments for this course:

COURSE EVALUATION PROFILE

	Assignment	%	Dates	ASR Stds	PETE standards	Artifacts
A	Teaching Perspectives Inventory (TPI) & Reflections (parts 1 & 2)	10	Sept. 19 th Nov. 21 st	7, 8	G2	Reflection Professional development
B	Multi-faceted Etiology of a PE issue (in 3's)	20	Plan: Oct. 3 rd 1: Oct. 10 th 2: Oct. 17 th 3&4: Nov. 14	6	CK -B6	Critical analysis of PE issue
C	Micro-teaching (in pairs) & systematic observs.	30	Oct. 10 th Oct. 24 th Nov. 21 st	3, 5	PCK: B2, B3, B4, B5, B7, B8, B9, B10, B11, C2, C3, C4, D1, D2, D3	Observational instruments Reflections Lesson plans
D	Year Plan (in pairs)	10	Oct. 24 th	3, 5	PCK: A1, A2, A3, A4	Year Plan
E	Unit Plan (in pairs)	30	Nov 14 th (block plan) Nov. 28 th	3, 5	PCK: A1, A2, A3, A4 E1, E2, E3, E4 F1, F2, F3	Unit Plan
	TOTAL	100				

ASSIGNMENT GUIDELINES AND EVALUATION CRITERIA

A Teaching Perspectives Inventory (TPI) & Reflections (Due Sept. 19th) Part 1 (10%)

We will review the TPI and examine each of the perspectives and how each applies to you on

September 19th.

For this class you will need to:

- 1) Go to www.teachingperspectives.com and complete the teaching perspectives inventory. This will take about 20 minutes.
- 2) Download and read the following article: *Good Teaching: One size fits all?* From the TPI home page find Additional Information to the left and click on conferences, presentations and publication.
- 3) Write a reflection of your teaching perspectives inventory (1-2 pages). Does this profile reflect your teaching philosophy? Explain why. Make sure to include each of the perspectives and the internal scores for each perspective (beliefs, intentions and actions) in your discussion. Try to explain any discrepancies of more than 3 points amongst your belief, intention and action scores.

Part 2 (10%) – November 21st

- 1) Complete the teaching perspectives inventory for the second time by Nov. 21st.
- 2) Compare results from your first inventory and provide a comparative table. Write a reflection of this profile (1-2 pages), which incorporates your views of what you think is important in the learning and teaching of physical education.

B A Multifaceted Etiology of a PE Issue (10%) – October 3rd

Working in an assigned group of 3, you will work collaboratively on creating a diagram to show the players and discourses most prominent in the PE issue you have selected from the list below. Each group will present this diagram (as a handout or electronic attachment) on the assigned date and lead the discussion for 20-25 minutes.

‘Hall of Shame’ activities such as dodgeball, duck-duck goose
Inactivity in High/Middle schools
Throwing like a girl – gender issues
Single sex vs coed classes
Daily Physical Activity (DPA)
PE programs organized by seasons and athletic programs
Varsity sport to substitute for PE credit
Mr. ‘D’ Dumb jock teacher
Youth Sport Programs
Sport Specializations by age 8

C Micro-teaching (MT) and reflection (30%)

The purpose of these micro-teaching (MT) experiences is to provide practice in a variety of teaching competencies. There are three such opportunities. Each micro-teaching experience will have specific foci. You will be able to plan and teach each MT with a partner.

Primary focus **Secondary Focus** **Content (IRP)**

MT 1 (Oct. 10th): Set Induction Organization & questioning Individual & Dual

On the day of the micro-teaching provide the instructor with a plan detailing the objectives of the lesson and activities progressions for the beginning 15 minutes.

MT 2 (Oct. 24th) Instructional Cues Demonstrations Games

On the day of the micro-teaching provide the instructor with a plan detailing the objectives of the lesson and activities progressions for the 'middle/ or development section' 15 minutes.

MT 3 (Nov. 21st) Feedback Refining tasks Rhythmic Dance

On the day of the micro-teaching provide the instructor with a plan detailing the objectives of the lesson and activities progressions for 15 minutes of a designated part of the lesson.

Reflections and systematic observations

A week following the MT submit a summary of the following:

- i. brief description of the primary and secondary focus of your teaching drawing from systematic observations
- ii. Summary and analysis of your peer feedback and your own reflections

D Year Plan (10%) Due: October 24th

In pairs, plan and design a year plan suitable for one designated secondary grade level class. Ideally this curriculum will encompass the Ministry of Education requirements set out in the Physical Education IRP. We will discuss the year plan October 10th and I will share a template that you may choose to use.

This assignment should include:

- School calendar showing year plan (see example given in class, over one year or one term depending on school scheduling)
- Identify facilities
- Identify activity units using a legend to show percentages in each activity category
- Indicate number of lesson in each unit
- Provide a rationale for the sequencing of units

E Unit Plan (30%) Due: November 28th

In pairs, select and design a unit from your year plan that is suitable for the grade level you have selected and preferably one that you will be able to teach on your teaching practicum. Discuss this with your school advisor during 2-week practicum.

- Identify the aims and objectives of this unit (1 page).
- Briefly describe the rationale of the unit sequence (1 page).
- Outline in brief, the topics and number of lessons needed to successfully cover your unit. Include a block plan, which identifies 8-10 lessons. In each block identify topic, introductory, developmental, and culminating activities (1-2 pages) – **due Nov. 14th**
- Identify unit evaluation strategies that will help to improve the unit plan (1 page)
- Provide two formative assessments that you will use during the unit
- Identify ways for evaluating the unit aims and objectives.
- Indicate ways that this unit integrates subject areas across the curriculum (1-2 pages).
- Provide alternate plans (for 2 lessons) for weather (1 page).
- Provide a resource section that includes equipment needs, cost, manufacturers, ideas for home-made equipment, and list relevant books, journals, DVD's, websites, software etc (4-6 pages)
- Develop 2 lesson plans: i) the introductory lesson and ii) a lesson from the middle of the unit. Include learning outcomes, resources required, introduction, warm-up, safety

issues, application of principles of learning, management/organizational strategies, and **assessment and evaluation for learning.**

- Provide an example worksheet for this unit that would be suitable for a student portfolio.

Required Resource:

British Columbia Ministry of Education. Integrated Resource Package: Physical Education K-7 and/ or 8-10. at <http://www.bced.gov.bc.ca/irp>] (*New version*) (Grades 8-10)

Required materials for the class

- photocopying fee for additional resources
- active wear and runners for gym classes

FACULTY OF EDUCATION POLICES

Plagiarism

Please consult UBC's Regulation on Plagiarism at <http://www.vpacademic.ubc.ca/integrity/policies.htm>. As presented in the UBC Calendar, plagiarism is a serious "form of academic misconduct in which an individual submits or presents the work of another person as his or her own". Plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. You need to become familiar with the different forms that plagiarism can take, including accidental and intentional plagiarism. For more information see www.library.ubc.ca/home/plagiarism/for-students.doc. Whether intentional or not, plagiarism is a form of cheating that can lead to a failing grade for the course and to suspension from the University. Acknowledge your sources, including the Internet, using APA Style (American Psychological Association).

Students with Disabilities Please consult UBC's Academic Policy for Students with Disabilities at <http://www.universitycounsel.ubc.ca/policies/policy73.pdf>. Please let us know (or have the UBC Disability Resource Center let us know) if you have a disability documented with the UBC Disability Resource Centre and/or if you need any special accommodations in the curriculum, instruction, or assessment of this course to enable you to fully participate. We will respect the confidentiality of any information you share and support you so that your learning needs are met.

Review for Authenticity

All work submitted by students (including, without limitation, essays, dissertations, theses, examinations, tests, reports, presentations, and tutorial assignments) may be reviewed by the University for authenticity and originality. Without limiting the generality of the foregoing, such review may include the use of software tools and third party services including Internet-based services such as TurnItIn.com By submitting work, students consent to their work undergoing such review and being retained in a database for comparison with other work submitted by students. The results of such review may be used in any University investigation or disciplinary proceedings (see Student Discipline, p. 59)

Pass/Fail System in the Faculty of Education

The professional program in teacher certification at UBC is committed to a high level of performance among all teacher candidates. It is with this in mind that a pass/fail system has been instituted. While marks are assigned in a few elective courses, all mandatory courses are judged on a pass/fail basis. Achieving a passing mark in our courses is contingent on a high standard of performance in all learning experiences (e.g., courses, practica). Instructors use criterion-based assessment as a way of ensuring that all teacher candidates achieve a high level of performance in their learning experiences. Furthermore, attendance is essential to the experiential learning that permeates the B.Ed. program. Students who miss more than 15% of their course work (8.5 hours in a 6 credit course) for unexplained reasons are normally expected to repeat the course. For more information, please see the Bachelor of Education Student Handbook.

Attendance and Participation

Attendance and participation are essential to the experiential learning that is necessary within a professional program. Participation in class activities and discussions forms the basis of professional inquiry and development. The expectation is that students will not miss any more than 15% of class time (6 hours in a 3 credit course) due to illness, family emergencies or other unavoidable reasons. A student who has a pattern of absenteeism will be referred to the Teacher Education Office. If you are going to be absent, please inform your instructor by e-mail, by phone or in writing. Please note that a doctor's note should be provided for absences of more than two days. ***Please check the handbook for withdrawal dates which result in a W or F on your transcript***

The following website will give you additional information on the policies in Teacher Education. [Http://teach.educ.ubc.ca/](http://teach.educ.ubc.ca/) All TEO publications are found at <http://teach.educ.ubc.ca/publications/index.html> The Bachelor of Education Program Policy handbook and Practicum Guidelines are also available on the website.

PROFESSIONALISM

All students are expected to attend each class, be on time or early, participate actively in discussions and activities, complete all assignments as requested and act in collegial collaboration with colleagues. Using e-mail to communicate with the instructor and colleagues is recommended.

Satisfactory completion of a teacher education program at UBC leads to recommendation for initial teacher certification by the BC College of Teachers. Satisfactory completion requires satisfactory academic performance during coursework, satisfactory teaching performance during practica, and satisfactory professional conduct during both coursework and practica. The Faculty reserves the right to require a teacher candidate to withdraw from the Faculty if the teacher candidate is considered unsuited to proceed with the study or practice of teaching if he or she engages in unprofessional conduct during coursework or practica.

UBC's expectations of "professional conduct" are in line with:

- articles 1-6 of the professional standards as outlined in the most recent version of the *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia* of the College of Teachers. <http://bcct.ca/Standards/StandardOverview.aspx>, and

- the most recent version of articles 1 through 4 of the *Code of Ethics* of the BC Teachers' Federation <http://bctf.ca/ProfessionalResponsibility.aspx?id=4292>
- the standards for all students, faculty and staff at UBC as outlined in the most recent version of the *UBC Statement on Respectful Environment*

http://teach.educ.ubc.ca/sustainability/UBC_Respectful_Environment_Statement_July_4_2008.pdf

The faculty acknowledge that teacher candidates are still candidates and are in the process of learning to act in professional ways. The Faculty Advisors, School Advisors and others involved in instruction in the teacher education program have a particular responsibility in modelling professional conduct and, where necessary, in helping teacher candidates improve their professional conduct.

The Faculty will teach and assess the professional conduct of teacher candidates in the Faculty of Education during both practica and coursework. During practica, teacher candidates are subject to the *School Act* and they are expected to comply with standards of professional conduct followed by school personnel.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.

This is based on the British Columbia Human Rights Code R.S.B.C. 1996, c210 and the Canadian Charter of Rights and Freedoms, Part 1 of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (U.K.), c.11. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.

Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC policy 73 www.universitycounsel.ubc.ca/policies/policy73.pdf)

RESOURCES FOR PHYSICAL EDUCATION PROFESSIONALS

A. Journals:

Journal of Physical Education, Recreation and Dance, Reston, VA: American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD) (GV 107J6).

Journal, Vanier, ON: Canadian Association of Health Physical Education, Recreation and Dance (CAHPERD).

Journal of Teaching in Physical Education, Champaign, IL: Human Kinetics (JTPE).

Action: British Journal of Physical Education, London, UK: The Physical Education Association of Great Britain and Northern Ireland (LING) (GV 201P67).

Promotion, Vancouver, B.C.: Journal of the B.C. Physical Education Teacher's Association. (PEPSA).

Physical Education Lesson Aids, Vancouver, B.C.: British Columbia Teacher's Federation (BCTF).

Phi Delta Kappan, "The Physical Educator:", Indianapolis, IN

Runner: The Quarterly Journal of the Health and Physical Education Council of the Alberta Teacher's Association, Edmonton, AB: The Alberta Teacher's Association (ATA) (GV201A42H64).

The Physical Educator: (Phi Epsilon Kappa) Indianapolis, IN.

B. Resource Handbooks:

Instructor's Resource Manuals, Premier's Sport Award Program, Ministry of Municipal Affairs, Recreation and Culture, Province of B.C.

Basic Skills Series, Canadian Association of Health Physical Education and Recreation (CAHPER), Calgary Board of Education.

Activity Handbooks and Curriculum Guide (Physical Education Series) Surrey, B.C.: Hancock House.

Level 1 Coaching Certification Manuals, Ottawa, ON: National Coaching Certification Program of Canada and Fitness and Amateur Sport, Government of Canada.

C. Associations and Organizations:

PE – B.C., British Columbia Teachers' Federation, 100–550 West 6th Avenue, Vancouver, BC V5Z 4P2 Canada, phone: (604) 871-2283 toll free within BC: (800) 663-9163 fax: (604) 871-2294.

www.bctf.bc.ca/pepsa

PEBC

Physical Education Lesson Aids, Vancouver, B. C. British Columbia Teacher's Federation (BCTF)

OPHEA

Action Schools and Premier Sport's Award Program, #360-3820 Cessna Drive, Richmond, 1-800-565-2468 or 604-739-2468.

Promotion, Vancouver, B.C. Journal of the B.C. Physical Education Teacher's Association (PEPSA)

Sport BC , www.sport.bc.ca

Ministry of Education, www.bced.gov.bc.ca

Sport B.C., 1367 W. Broadway, Vancouver, B.C., V6H 4A9 Tel: 737-3000.

Canadian Action group of 40+ organizations supporting active living www.activeliving.ca

Canadian Association for Health, P.E. & Dance (CAHPERD) www.capherd.org

American Alliance for Health, P.E., Recreation and Dance www.aapherd.org See 6 different associations

particularly NASPE.

Canadian Association for the Advancement of Women in Sport (CAAWS) www.caaws.ca

Canadian Heritage (sport Canada) www.pch.gc.ca

Canadian Sport Center: National Sport and Active Living organizations in Canada www.cdnsport.ca

Sport BC www.sport.bc.ca

Go for Green www.goforgreen.ca

Alberta Center for Active Living www.centre4activeliving.ca

Great Outdoor Recreation Pages www.gorp.com

Canadian Parks and Recreation Association national voice www.cpra.ca

Sport Information Resource Centre (SIRC) www.sirc.ca

Sports Medicine and Science Council of Canada www.smscc.ca

Leisure Information Network www.lin.ca

Harassment and abuse in Sport www.harassmentinsport.com

Recommendations re: video fitness tapes www.videofitness.com

PE Central: current information for PE teacher from PE Program, Virginia Tech www.pe.central.vt.edu/

D. Education Websites

British Columbia Ministry of Education: curricula and learning resources www.bcedonline.bc.ca

Opportunities to tutor grades 10-12 on line (approx. \$10/hour www.mytutor.ca

Greater Vancouver Distance Education www.gvdes.ca

Alberta Ministry of Education and links to curriculum and lesson plans; www.learning.gov.ab.ca

BC Teacher's Federation and links to lesson aids and IRP's: www.bctf.ca

Canadian Teacher's Federation www.ctf-fce.ca

Education World: searches databases of 10,000+ educational websites www.education-world.com

Provincial Specialist Associations: www.bctf.bc.ca/PSAs

E. UBC Websites

Teacher education Office (TEO)

CUST Teacher Education Commons Web 2.0 <http://uvmedia.net>

Education Library www.library.ubc.ca/edlib/

Faculty of Education www.educ.ubc.ca

Use FOE to link to Teacher education Office (TEO) – lists ASRs

Graduate Studies home page www.grad.ubc.ca

F. Sport Media

Human Kinetics; largest publisher of HK & PE books, videos, indexes etc

www.humankinetics.com

Links to all Southam papers, Vancouver Sun, Province, National Post www.canada.com

CBS Sportsline: www.cbs.sportsline.com

Activity guidelines from magazines www.chatelaine.com

ESPN espn.go.com

Globe and Mail www.globeandmail.ca

Sport Quest – resource center for sport information www.sportquest.com

TSN www.tsn.ca

G. Olympic Information

Canadian Olympic Association www.coa.ca

International Olympic Committee www.olympic.org

2010 Olympics www.winter2010.com

Standards for the Education, Competence & Professional Conduct of Educators in British Columbia Fourth Edition, January 2012

1. Educators value and care for all students and act in their best interests.

Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students.

Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2. Educators are role models who act ethically and honestly.

Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

3. Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

4. Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from

planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

6. Educators have a broad knowledge base and understand the subject areas they teach.

Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French.

Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

7. Educators engage in career-long learning.

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

8. Educators contribute to the profession.

Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

**Kinesiology -Physical Education and Health Program /
EDCP Physical Education Teacher Education
Program
Standard Statements**

OPERATIONAL DEFINITIONS:

Physical Activity: movement of the body that expends energy; such as participation in formal and informal play, in recreational and organized sport and activity programs, in school-based physical education classes

Physical Education: learning opportunities for the development of skills, knowledge, and attitudes that will enhance opportunities for life long participation in physical activities

Physical Educators: are leaders, teachers, instructors and coaches who design, implement, and assess, developmentally appropriate, safe, and inclusive learning environments for physical activity in a variety of settings which include formal and informal play, in recreational and organized sport and physical activity programs, and in school-based physical education classes

Play: engaging in informal, unstructured, spontaneous, physical activity

Sport: physical activity involving large muscle groups, requiring strategic methods, physical training and mental preparation and whose outcome is determined, within a rules framework, by skill and chance Sport commonly occurs in organized, structured and competitive environments.

CONTENT KNOWLEDGE	Intro	Focus	Enhance
A.The Learner : Physical educators understand the developmental characteristics of learners and provide developmentally appropriate movement experiences to facilitate learning			
A1. Describe the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that influence developmental readiness to learn and refine movement skills and movement concepts in children and youth.	HK 284 →		
A2. Describe the characteristics of each of the stages in the development of Fundamental Motor Skills	HK 284		HK 369,366,415
A3. Describe the characteristics of selected physical and mental disabilities that influence learning in movement environments	HK 362 → PETE		
A4. Describe the various ways in which individuals learn	HK 230 PETE		HK 369.362
A 5. Describe the fundamental processes of human motor behaviour, skill acquisition, and	HK 230 →		

appropriate sequences for the purpose of improving learning.	PETE	
A 8. Identify developmentally appropriate learning experiences for diverse learners	HK 362,369 PETE	HK 362, 369, 366, 415
B. Foundations: Physical Educators understand the content of the foundational disciplines of physical education		
B1. Understand the basic structure and function of the human body	HK 190,191	
B2. Apply foundational knowledge of the human body to basic human movement and movement analysis	HK 251 115,215,369,366,415	HK 251, HK
B3. Describe the basic concepts regarding the role of exercise and physical activity on the cardiovascular, muscular, respiratory systems, and on the general well-being of children and youth	HK 103	HK 275, 366
B4. Describe how psychological factors influence participation in physical activity	HK 231	HK 231, 369
B5. Describe the historical, sociological, and philosophical development of physical education, physical activity, and sport in Canada and in British Columbia	HK 369	
B6. Understand and debate current issues regarding physical education and physical activity issues based on historical, philosophical, and sociological perspectives.	HK 369	PETE
C. Movement Knowledge: Physical Educators understand the skill and cognitive requirements for effective and efficient movement performance		
C1. Describe and apply biophysical (anatomical, physiological and biomechanical) and social-psychological concepts to skillful movement, physical activity and fitness.	HK 115,215	HK 369, 366,415
C2. Recognize correct performance and identify and correct performance errors	HK 251	HK 115,215,369,366,415
C3. Demonstrate competent motor skill performance in a variety of individual and team physical activities.	HK 115,215	→
C4. Demonstrate an understanding of the psycho-motor, physical, and cognitive factors that contribute to effective performance in selected physical activities	HK 115,215	HK 115,215
C5. Identify and describe appropriate progressions for skill and knowledge development	HK 115, 215	HK 369,366,415
C6. Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).	HK 115,215,103	HK 369,366,415
C7. Identify the risk factors associated with performance in selected performance areas and describe the steps that procedures that teachers must follow in order to minimize risk.	HK 115,215	HK 369,362,366,415
D. Movement Environments: Physical Educators understand the goals, characteristics, and the benefits of participation in a variety of movement environments		
D1. Describe the similarities and differences among play, physical education, physical activity, and sport environments	HK 366	
D2. Describe the role of play, theories of play, and the importance of play experiences for development	HK 366	
D3. Describe the characteristics, potential advantages and disadvantages organized youth sport programs	HK 415	
D4. Describe the advantages and disadvantages of specialization in youth sport programs	HK 415	

II PEDAGOGICAL CONTENT KNOWLEDGE		
Standard A: Curriculum Development		
Physical Educators have the ability to design play, physical activity, sport, and physical education programs, which meet acceptable, published standards.		
A1. Identify, develop, and implement appropriate program and instructional goals	HK 369,366,415 PETE	HK 400
A2. Develop long and short terms plans that are linked to both program and instructional goals and to students	HK 369,400	PETE
A3. Design scope and sequence of a physical education program	HK 369	PETE
A4. Develop unit and year plans	PETE	
A5. Identify the similarities and differences among selected curriculum models	HK369	PETE
Standard B: Planning & Instruction Learning Experiences		
Physical Educators have the ability to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on accepted standards.		
B1. Design safe, developmentally appropriate, and inclusive instructional environments for play, physical education, physical activity, and sport	HK 115,215 PETE	HK 369,366,415
B2. Develop and implement lesson plans	HK 369 PETE	HK 369, 366,415
B3. Identify, select and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	HK 115/215 PETE	HK 369,362, 366,415
B4. Identify and use current teaching resources and pedagogical research (i.e., best practices)	HK 115,215 PETE	HK 369, 366,415
B5. Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction	HK 115, 215	HK 369,366,415
B6. Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas	PETE	
B7. Implement safe, developmentally appropriate, and inclusive instructional environments for diverse student needs (includes modifications)	HK 362 PETE	HK 369,366,415
B8. Use effective demonstrations, explanations, appropriate cues and prompts	HK 115,215 PETE	HK 369, 366, 415
B9. Develop and use a variety of instructional styles and strategies, based of principles of learning	HK 369 PETE	HK 369, 366, 415
B10. Select and demonstrate developmentally appropriate augmented feedback strategies	HK 115,215 PETE	HK 369, 366/415
B11. Develop and utilize a range of low to high order questioning and inquiry skills	HK 369 PETE	PETE
B12. Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	HK 369 PETE	HK 366, 415

B13. Design risk management plans and understand the concepts of neglect and liability	HK 369 , PETE	HK 400
B14. Design and implement needs assessment	HK 400	→
B15. Design, organize, and administer intramurals, interschool, physical activity and sport programs	HK 400	→
Standard C: Communication Physical Educators use their knowledge of effective verbal, nonverbal and media communication techniques to enhance learning and engagement in all physical activity settings.		
C1. Identify and demonstrate appropriate verbal and nonverbal language	HK115,215 PETE	HK 369, 362, 366/415
C2. Demonstrate effective management and instructional communication strategies	HK 369	HK 369,366,415
C3. Identify and demonstrate sensitive communication (e.g. considerate of ethnic, cultural, socioeconomic, ability, gender differences)	HK 369 PETE	HK 369, 366,415
C4. Enhance communication amongst students	HK369	PETE
Standard D: Managing Resources Physical Educators use multiple resources to create safe environments and to effectively and efficiently organize space, time, equipment, and participants.		
D1. Identify and use developmentally appropriate and safe equipment for physical activity	HK 115,215 PETE	HK 369, 366, 415,400
D2. Use effective routines, space, formations, and group strategies	HK 115, 215 PETE	HK 369 ,366, 415
D3. Maximize active learning time	HK 115, 215 PETE	HK 369,366, 415
Standard E: Motivating Learners Physical Educators use an understanding of individual and group motivation and behaviour to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.		
E1. Develop and implement personal and socially responsible learning environments	HK 369/366/415	PETE
E2. Develop behavioural management plans	HK 369	PETE
E3. Develop critical thinking skills and discernment of ideas	HK369	PETE
E4. Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	HK 369, ,366,362,415	PETE
Standard F: Student Assessment Physical educators understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.		
F1. Identify and use authentic and traditional assessment tools to measure achievement of program and student learning outcomes	HK369,400 PETE	400, PETE
F2. Involve learners in self and peer assessment	PETE	→
F3. Use assessment results to inform curricular decision making	PETE	

Standard G: Professionalism		
Physical Educators practise and encourage active living, and foster relationships with colleagues, parents, guardians, and community agencies, to support the growth and well being of all participants.		
G1. Demonstrate the characteristics of a good role model	HK 115,215 PETE	HK 369,366, 362,415
G2. Utilize reflective teaching and implement a plan for professional growth	PETE	
G3. Utilize available professional resources (professional organizations, academic literature, interaction with colleagues)	HK 369 PETE	HK 369, 366,415,
G4. Identify strategies to become an advocate of physical education and physical activity in schools and communities	HK 369 PETE	PETE
G5. Actively participate in the professional community	HK 369 PETE	PETE
G6. Demonstrate knowledge of approved provincial and national content standards and local program goals.	HK 369 PETE	PETE
G7. Consider ethical practice in physical education environments	HK 400 PETE	HK 400
Standard H: Technology		
Physical Educators use information technology to enhance learning and to enhance personal and professional productivity.		
H1. Demonstrate knowledge of current information technologies and their application to PE	PETE	
H2. Design and implement student learning activities that integrate information technologies	HK103	PETE
H3. Use technology to communicate, network, access resources, and enhance professional development	HK369	PE TE

**Initial Physical Education Teacher Standards:
National Association for Sport and Physical Education (NASPE) / National Council
for Accreditation of Teacher Education (NCATE)**

Standard 1 --- Content Knowledge (6 outcomes)

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

Standard 2 --- Growth and Development (3 outcomes)

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social and emotional development.

Standard 3 --- Diverse Learners (2 outcomes)

Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

Standard 4 --- Management and Motivation (5 outcomes)

Physical education teachers use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 5 --- Communication (4 outcomes)

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

Standard 6 --- Planning and Instruction (10 outcomes)

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on state and national (NASPE K-12) standards.

Standard 7 --- Student Assessment (4 outcomes)

Physical education teachers understand and use assessment to foster physical, cognitive, social and emotional development of students in physical activity.

Standard 8 --- Reflection (3 outcomes)

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., learners, parents / guardians, fellow professionals) and seeks opportunities to grow professionally.

Standard 9 --- Technology (3 outcomes)

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

Standard 10 --- Collaboration (3 outcomes)

Physical education teachers foster relationship with colleagues, parents / guardians, and community agencies to support students' growth and well-being.