

William's Journal Entry

MOD 1

Journal Reflection on Personal Philosophy of Teaching

Read the article [Six Questions That Will Bring Your Teaching Philosophy into Focus](https://www.facultyfocus.com/articles/philosophy-of-teaching/six-questions-will-bring-teaching-philosophy-focus/). Briefly answer the six questions that are in the article. Reflect on your philosophy of teaching and what or who has made the biggest impact on your teaching practice. What do you hope to learn after this course?

Record your response in your journal.

<https://www.facultyfocus.com/articles/philosophy-of-teaching/six-questions-will-bring-teaching-philosophy-focus/>

One of the first thoughts I had was that continuing to learn new things helps me remember what it is like to be a student, as some of the concepts are hard and I do not get them right away. One difficulty that came to mind was when I was (still am) learning about buoyancy in scuba diving. I am not great with my buoyancy and I learn little adjustments every time I go out. At the start, I was not good at all and I had many issues underwater. Remembering how uncomfortable you are when you are not doing well, helps me to become a better teacher.

1. Describe the best learning experience you have had as a student.
Thinking back to my education, I cannot identify a lot of great learning experiences. I think the best examples I can think of involved a lot of choices, with little chance of failure. During my Master's program, my favourite type of learning was anything relevant and the topics in which I was interested. Also, being able to work around my schedule worked best for my learning.
2. Describe the best teaching experience you have had as an instructor.

One event was teaching ELP. Kids were laughing and having fun, as the structure was very loose and we included tons of movement. We worked on being better people, we had naps, and learning felt effortless to them.

3. What are you trying to achieve in your students with your teaching?
I am trying to make my students better people. My focus on curriculum comes secondary to helping students become the best versions of themselves. Teaching my students how to learn and to love learning.
4. Why is this important to you?
School is only a small portion of life. Creating a lifelong learner who can accomplish whatever they want is the bigger goal. Teaching our students to become great global citizens is important as we are all in this together.
5. How do you achieve the objectives you wrote down for question #3 above?
You create better people by focusing on the positives and betting students to understand their gifts. Creating lifelong learners is about learning how you learn and what you are interested in. Learning about your interests keeps engagement high.
6. Why do you use these particular teaching strategies as opposed to others that are available to you?
These strategies are more opened based and discovery led. Group discussions and choices on selecting artifacts to demonstrate their learning. Not a lot of paperwork. Why not? To me, it is boring. I use a lot of technology, smaller group discussions and group projects.

- an explanation of how the evidence you have included is a reflection of your learning

As I went through each module I thought about how I could best display my progress based on artifacts. It should be noted that the process of discovery is far more important than any one of my articles. Yet, as a collection, all the artifacts together provide insight into my learning process. The artifacts I selected were artifacts that I was most proud of because I created them with a specific intent based on what I learned.

- an explanation of how it will assist you in the future in your professional practice as well as a leader in your school and the H&PE community
- a reflection of your journey through this course, noting how the evidence included in your portfolio demonstrates a change in your teaching practices and/or your teaching philosophy from the beginning of the course until the end

Entry 2

JOURNAL Ethical Standards and Teaching Philosophy

Analyze critically the [Ethical Standards](#) at the OCT website.

Reflect on your teaching philosophy from the earlier task and choose which of these standards you feel is best reflected in your teaching philosophy. Think also about how it is represented.

Care, respect, integrity and trust.

I think the one that stands out the most for me is care. It is at the core of what I do. I feel if I care for students' best interests and well being, I can support students. When students know you care about the relationship, you can develop far beyond just being an educator. In my life, a few teachers who I felt cared about me made a huge impact on my life. I would have not completed university or beyond without some caring teachers and coaches in my life. The other 3 are just as important and, for example, without integrity, an individual is lost. Without trust, learning is hindered. Without respect, chaos ensues.

Entry 3

JOURNAL H&PE Pedagogy and Programs

Read the articles below—one from Canada and one from New Zealand.

[The Neglect of Physical and Health Education Programs](#) by PHE Canada at Physical & Health Education Journal

[Point of View: A Changing Landscape for HPE in Primary School](#) by Bevan C. Grant

Compare points made by each author and record in your journal.

The Neglect of Physical and Health Education Programs	Point of View: A Changing Landscape for HPE in Primary School
the average child today is spending upwards of 42 hours a week in front of a screen 1 in 3 children is now considered overweight or obese. each year 48,000 to 66,000 Canadians die from conditions linked to excess weight and obesity costs Canada between \$4.6 billion and \$7.1 billion annually in healthcare and lost productivity.” (2) The World Health Organization (WHO) has characterized the rising levels of physical inactivity as a pandemic (3) Today in Canada, there is a new diagnosis of type II diabetes every 20 minutes (4).	But this is not a new claim for sixty years ago Dick Bedggood (1954) argued how physical and health education (HPE) in New Zealand suffered from being taught by people with a lack of expertise and the subject struggled for legitimacy One global wide factor is an increase in sedentary behaviour, something highlighted in many documents including a special issue of the Journal of Physical Activity and Health. It was also suggested that schools were one of the most suitable sites to intervene The point to note is that successive governments continue to produce strategies intending to elevate the level of physical activity and impact the health behaviour of young people. However, these mostly lack any real political long term traction and soon fade into oblivion

PHE programs are often seen as secondary subjects to Math, English and Science.

In their news release on March 11, 2016, Queen's University justifies their decision by stating "changes in higher education and the health industry have resulted in a general trend away from physical education programs. Additionally, many universities are no longer accepting physical education as a "teachable" subject in teacher education programs." (6)

UNESCO states that policymakers need to: ensure QPE is a core part of school curricula; and invest in teacher education and professional development (7).

"Active kids are healthier and learn better." (12)

According to a 2011 report by People for Education, only 43% of elementary schools have a specialist PHE teacher and most of these specialists are only employed part-time (13).

Kids are getting more overweight and exercising less. The author calls for all HPE to action because of the seriousness of inactivity. Although there is not a lot about the causes of inactivity (only technology is mentioned) solutions to the obesity problem are clear, exercise and quality delivery of HPE programs. The author also mentions that HPE teachers are often seen as second class teachers and DPA is rarely adhered to. This is part of the problem. Another issue was that only 48% of elementary schools have an HPE specialist teacher and most are

only to be repackaged and relaunched at a later date, often under a new name.

One long-standing barrier to fully realizing such an outcome however is a lack of teachers with sufficient knowledge and expertise in HPE.

According to Petrie et al. (2014), there are currently more than 150 programmes and resources made available to schools by 'outside' providers.

Alternative hire outside.

When the Waikato DHB first funded Project Energize it was an action research project based in 62 schools. But a strong endorsement from schools coupled with positive results from the initial research leads to continued DHB support of the programme. Ten years on and Project Energize is offered in 242 schools and involves approximately 44,000 children in the greater Waikato region. Although the DHB contributes one million dollars per year, a cost analysis study suggests this equates to about forty-five dollars per child per year - very cost-effective (Rush et al., 2014)

Physical inactivity is increasing and health issues surround obesity are increasing. Costs of taking care of people who are overweight or obese are increasing. We need more qualified individuals and we need them in a hurry.

part-time. I know that on my board, students get HPE from a qualified teacher until grade 6. After that, it is left to homeroom teachers. I enjoyed reading that BC has mandatory HPE until grade 12. I believe that all school boards should have specialty HPE teachers and I also think that to take the AQ it should no longer be; Do you like sports? Welcome. There should be a selection process. Lives are at stake here.	
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2. Report of the Standing Senate Committee on Social Affairs, Science and Technology. Obesity in Canada: A Whole-of-Society Approach for a Healthier Canada. March 2016.

<http://www.parl.gc.ca/Content/SEN/Committee/421/soci/RMS/01mar16/Report-e.htm>

3. United Nations Educational, Scientific, and Cultural Organization (UNESCO). Quality Physical Education Guidelines for Policy Makers. 2015.

<http://unesdoc.unesco.org/images/0023/002311/231101E.pdf>

4. Report of the Standing Senate Committee on Social Affairs, Science and Technology. Obesity in Canada: A Whole-of-Society Approach for a Healthier Canada. March, 2016.

<http://www.parl.gc.ca/Content/SEN/Committee/421/soci/RMS/01mar16/Report-e.htm>

6. Queen's Gazette, Admission to Physical and Health Education program temporarily suspended, March 11, 2016.

<http://www.queensu.ca/gazette/stories/admission-physical-and-health-education-program-temporarily-suspended>

7. United Nations Educational, Scientific, and Cultural Organization (UNESCO). Quality Physical Education Guidelines for Policy Makers. 2015.

<http://unesdoc.unesco.org/images/0023/002311/231101E.pdf>

12. Ministry of Education. British Columbia. Building Student Success: BC's New Curriculum. 2015.

<https://curriculum.gov.bc.ca/curriculum/physical-health-education>

13. People for Education. Physical and Health Education: From the People for Education's Annual Report on Ontario's Publicly Funded Schools 2011.

<http://www.peopleforeducation.ca/wp-content/uploads/2011/07/Health-and-Physical-Education-in-Schools-2011.pdf>

14. People for Education. Physical and Health Education: From the People for Education's Annual Report on Ontario's Publicly Funded Schools 2011.

<http://www.peopleforeducation.ca/wp-content/uploads/2011/07/Health-and-Physical-Education-in-Schools-2011.pdf>

15. United Nations Educational, Scientific, and Cultural Organization (UNESCO). Quality Physical Education Guidelines for Policy Makers. 2015.

<http://unesdoc.unesco.org/images/0023/002311/231101E.pdf>

16. Report of the Standing Senate Committee on Social Affairs, Science and Technology. Obesity in Canada: A Whole-of-Society Approach for a Healthier Canada. March, 2016.

<http://www.parl.gc.ca/Content/SEN/Committee/421/soci/RMS/01mar16/Report-e.htm>

MOD 2

(Journal 1) The Five Fundamental Principles

The Ontario H&PE Curriculum Grades 1–8 and Grade 9–12 (2015) documents outline and describe the Fundamental Principles in Health and Physical Education.

p. 9 of [Ontario Curriculum: Grades 1–8 Health and Physical Education 2019](#)

p. 9 of [the Ontario Curriculum Grades 9–12 H and PE](#)

Read and briefly summarize the description of each principle listed.

Note this in your journal.

1. Health and physical education programs are most effective when they are delivered in healthy schools and when students' learning is supported by school staff, families, and communities.
2. Physical activity is the key vehicle for student learning.
3. Physical and emotional safety is a precondition for effective learning in health and physical education
4. Learning in health and physical education is student-centred and skill-based.
5. Learning in health and physical education is balanced, integrated, and connected to real life.

1. It takes a community to buy into health and PE, not just a class or a school. This buy-in includes parents and the community.

2. PA is very important for student learning. Sitting down nicely all day is not a good strategy for many students.
3. Emotional safety is essential for any learning. When you feel safe, you are ready to learn.
4. Student-centred and skill-based HPE provides more engagement and better results.
5. Based on real-life, an HPE program needs balance and integration into students' lives.

(Journal 2) The Five Foundations

The Ontario Curriculum: Grades 1–8 Health and Physical Education 2019 and Grade 9–12 (2015) documents outline and describe the Foundations for a Healthy School. This can be found on pp. 10–12 of the Grades 1–8 curriculum document and on pp. 10–11 of the Grades 9–12 curriculum document.

[Ontario Curriculum: Grades 1–8 Health and Physical Education 2019](#)

[The Ontario Curriculum Grades 9–12 H and PE](#)

Read and note any questions or concerns in your journal.

Curriculum, Teaching, and Learning •

School and Classroom Leadership •

Student Engagement •

Social and Physical Environments •

Home, School, and Community Partnerships

Very similar to the 5 principles. Also completely inline with OCT standards and graduate expectations. I don't have any concerns as the diagram on page 10 for grades 1 through 8 encompasses everything we do as physical education and health teachers. I like the push for emotional wellness. A lot of my health program growing up was about eating right, the four food groups, but we never really talked about mental health. In my HP program, I have added a unit for how to handle stress. I took a course from the Psychology Foundation of Canada to support student growth in this area.

(Journal) Engaging Students in H&PE

Reflect on your teaching practices that promote student engagement in the H&PE class and program at your school.

Read

[Engaging Middle School Students in Physical Education and Physical Activity Programs](#) by Sarah Doolittle

Analyze your current practices in comparison to the article. Based on the section [Six Ways to Increase Student Engagement in Physical Education and Physical Activity](#), note one method you execute well, and how you do it, and note one method that you feel you can improve upon, and how you can accomplish it.

Record your response to your journal.

To start the year with coming up with behaviours we want to see in our class. The class gets to select rewards and consequences. We also talk about what is good sportsmanship and what it looks like. We write all of this down on a presentation paper and we all sign the contract.

I enjoyed learning about the athlete of the month and good phone calls home.

1. Provide a Wide Variety of Activities.
2. Vary the Instructional Tasks
3. Use Instructional Tools and Technology that Students Like.
4. Pay Attention to People, Partners, Teams and Groups.
5. Take Advantage of Different Places to Enjoy Physical Activity.
6. Student-directed learning.

I do like in this article the author mentions that HPE is not a place to only work with high-level athletes or refine skills (you can do it but limited). The point of HPE is to get kids moving and enjoy what they are doing. One area of concern I have is how do we mark for effort/performance if we are not teaching performance?

MOD 3

(Journal 1) Tiered Assessments and DI

Tiering assessment is one component of DI. It involves creating more than one version of a task for all levels of learners or readiness. These assessments have the same learning goal but may have different structures, levels of complexity or required level of independence. To demonstrate your understanding, choose a learning task that you currently use, and create a tiered assessment that would be appropriate to the varying level of readiness of your students. **Record** this in your journal, be sure to include the original learning task.

Resources

[Knowing and Responding to Learners—A Differentiated Instruction Educator's Guide \(2016\)](#) EduGAINS

[Tiered Assessments and Flexible Groupings](#) on YouTube from BERStaffDevelopment

Task

B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day

All three tiers have accomplished the above task with different levels of complexity. Tier 1 students will find a resource, tier 2 students will create an artifact and share it with younger students, tier 3 students will make a DPA program.

Start with Tier 2. Students will create an artifact that demonstrates their participation and understanding of the importance of DPA. This will be shown to younger students. Students will participate with younger students in a DPA session (either made or selected).

Tier 1- Students will journal their DPA journey and write about the importance of DPA. Students will show a 20 minute DPA video for younger students and complete the DPA with the students.

Tier 3- Students will create their DPA activity and implement the activity with younger students. Students will include warmup, activity, and cool down. Students will teach younger students about the importance of DPA.

(Journal 2) Personalization of Assessment

In [Learning For All](#), personalization is an important element for learning and assessment. Choose a current assessment that you use and modify it to allow students to tailor it to their learning or motivational needs.

Note how this modification will personalize the assessment in your journal.

I feel that I mostly give students a fair bit of choice when deciding how to provide evidence of learning. Where I struggle is in providing more personalized learning opportunities. The example I used in a previous post was about DPA and creating multiple tiers of learning. Another example is our unit on stress. A tier one culminating task is where students define what stress and what coping strategies are. Next would be tier 2, where students talk about stress in their lives and how they cope. Students can think about how effective their coping strategies are. Tier 3, would be to create a journal of all the stressors, coping strategies, and effectiveness of their interventions. Last would be to create an artifact to teach others how to manage stress effectively. All three tiers address what is stress and how to manage stress but the level of complexity is varied. Another idea I just thought about was to get students to come up with new innovative ways to create an artifact about their stress and coping strategies.

(Journal 3) Reporting Policies

Research your school and/or board policies about reporting assessment and evaluation of students. How do the policies of the school and/or the board

align with the expectations outlined in [Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#)? It states that “information about the learning expectations and the student’s academic progress should be communicated to the student and parents on an ongoing basis” (p. 25).

Analyze your board policies. What works well and what can or needs to be improved?

Note your response in your journal.

Key points

Develop the whole child not just academically

Adhere to growing success

Use a variety of strategies regardless of learning challenges.

Information will be communicated regularly to parents outside of reporting requirements.

In cases of cheating, the school will determine the best course of action taking into account all factors.

Students will be given multiple opportunities to demonstrate learning

Marks will be bias-free and teachers will be given opportunities to refine their assessment and evaluation practices.

Report cards will also include teachers professional judgement

What works well? Most of the topics that are beneficial to student development and academic development are covered. The document provides a clear view of the direction that the school board wants to travel. The school board also adheres to the provincial government curriculum. Most

of the topics that are in the policy are similar to the topics of best practices we are learning about in this course.

Areas of concern- Some areas I worry about are equity. What about parents who are working shift work or those who do not have the internet? Our community is so multicultural that we do not have enough staff to communicate with parents in all of the spoken languages. This poses to be a bit of a problem for our ELL students. In the area of opportunity for teachers to build on their assessment and evaluation, I know that a lot are very stressed out around report card time because of the lack of time provided (one PD day). One area I always struggle with is accountability. It is not enough for teachers to teach the students. Parents are integral to a child's academic progress. How can you hold parents more accountable? I have taught at many schools and I can say that they are not all equitable. In my experience, students from the more affluent neighbourhoods have greater access to support and technology. It also appears that there are more students with IEPs in low-income neighbourhoods.

(Journal 4) Communication Tools

Think about the methods or tools that you use to report assessments and evaluations to both students and parents or guardians. What are the benefits and what needs to be improved upon?

Mostly, I have relied on phone calls (learn about making well-done calls), informal conventions, and my blog. The first two examples work well on a personal level but I cannot access all of the parents this way. The blog is a great way to share general information but not personal information. When COVID hit, I started to use more of Google classroom to communicate. There are a few new strategies I am using with Google. The first strategy I am using is getting students to create folders and share folders with their parents. Students get to put whatever work they are most proud of in their folder. Another new strategy that I am using is to put assignments into each Google Classroom and showing teachers how to set up Google to send an automatic email to parents at the end of the week for all incomplete work. The benefit of

my new strategies is that they save time for teachers and keep parents informed. The downside to my new strategies is that some parents do not read the weekly emails and/or do not ensure their children are completing their work.

Note your response in your journal.

MOD 4

(Journal 1) Student Needs and Instructional Strategies

Describe a specific instructional strategy or strategies that you use to effectively meet the needs of a student at risk in your class. Base your description of the information gathered in the previous task. Be sure to discuss what the student's needs are and how your strategy or strategies meet these needs.

Note your response in your journal.

One student I am thinking about has anger management problems and often hits others. Last year I worked as both an HPE teacher and a special education teacher. The student was in the primary grade and he had a difficult time managing emotions. One strategy was to get him to identify his emotions and to come up with a strategy to not hit others. Sometimes it worked and at other times, it did not. During some classes, if he harmed another he would have to sit out of the activity and draw what he was feeling. This is a unique circumstance because even during HPE time, I would support him in the special education room. After any major issues, we would come up with a plan to discuss how he was feeling and how he would make amends with his peers that he may have hurt. Allowing the student space to vent but holding them accountable for actions works in a lot of circumstances. Remembering that this journey is a marathon, not a sprint is one key factor that I always had to remind myself. I often initially look at challenges as problems. Now, I take a

moment and decide how I can accomplish the challenge. Once the challenge is complete, I reflect on what went well and what I can do to improve on it. Changing my mind from fixed to a growth mindset takes daily efforts. I will admit that sometimes I switch to my old ways and take feedback very personally.

(Journal 2) Components of a Growth Mindset

Watch Growth Mindset vs. Fixed Mindset from Sprouts.

Direct Video Link: [Growth Mindset vs. Fixed Mindset](#)

[opens in new window](#)

(5:03)

Note the key points of a growth mindset in your journal.

When my friend introduced me to the growth mindset years ago, I could not believe the endless difference it makes on your perception of an individual; People tend to live up to your expectations of them. One thing I learned was that for certain subjects, like art, I had a fixed mindset. Once I challenged the fixed mindset I had created some art that I was proud of. When applying this to a classroom, I think about all of my students. I never try to stop them from doing anything. Everyone in my class can be successful at HPE because the journey is their own.

(Journal 3) Critical Thinking in Practice

Explore the following articles:

[Help Your Child Learn To Think Critically](#) TVO Teach Ontario

NOTES: Asking students to copy notes from a board is a thoughtless task that has students passively receiving information," he says. "Asking students to select three *least* useful statements to *not* copy down would transform a note-taking exercise from a thoughtless to the critically thoughtful task. Everything we do with students from reading

for meaning, to decoding an image to writing a persuasive paragraph or creating a compelling poster are invitations to think critically."

- Do students have enough background knowledge of the subject at hand?
- Can they identify the criteria they need to guide their thinking?
- Do they understand the nature of the challenge before them?
- Do they have the thinking strategies to help them gather, organize, sort and see connections among the evidence?
- Do they have the dispositions of a good thinker, e.g. do they have perseverance, attention to detail and empathy?

Below, Gini-Newman shares his top tips for parents on how to hone critical thinking in kids at home.

- Avoid asking list questions e.g. what did you do in school today? Instead, invite a conversation with a provocative question like "What was the most useless thing you did in school today?" Explore why they found the learning useless. How could it have been more useful?
- Routinely invite children to identify and share the criteria they could use to help them make a reasonable decision.
- When helping with homework avoid the temptation to provide an answer. If stuck, provide 3 answers for your child to consider then discuss why your child thinks a certain answer is best.

[12 Strong Strategies for Effectively Teaching Critical Thinking Skills](#) Wabisabi Learning

1. Begin with a Question	2. Create a Foundation	3. Consult the Classics
4. Creating a Country	5. Use Information Fluency	6. Utilize Peer Groups
7. Try One Sentence	8. Problem-Solving	9. Return to Roleplaying
10. Speaking With Sketch	11. Prioritize It	12. Change Their Misconceptions

[5 Ways To Develop Critical Thinking Skills](#) by MacKenzie Masten

Accountable Talk

Essential Questions

Quick Write

Formative Assessment

Reflection

Reflect on your current practice. Based on the information you gained from the articles, what could be a change in your lesson or practice that would encourage critical thinking in the health class?

Note your response in your journal.

I do a lot of journal writing in my classes. I like the idea of accountable talk and just changing small things in the tasks I assign students. One new concept I will use is “what was most useful and least useful in today’s lesson”. Another idea is to get students to only copy the 5 most important things and 3 useless items if taking notes. Asking students to describe their thinking process, especially if the behaviour is not acceptable, is a great way to get kids to reflect and change bad behaviours.

(Journal) Social Critical Pedagogy

Read [HPE Teachers’ Understanding of Socially Critical Pedagogy and the New Zealand Health and Physical Education Curriculum](#) (log in with your Queen’s NetID).

Consider the concept of social critical pedagogy. In what ways does it promote equity and inclusion in the H&PE class?

Note your response in your journal.

“Socially critical teachers listen to student’s voices, challenge beliefs, assumptions and deficit thinking, and use inquiry-based teaching strategies (Smyth, 2014)”.

“... we have to consider that what passes for physical education in schools is also a social construction, and as such is inevitably a site of struggle over values and different conceptions of how the body, the individual and society ought to be, a contest in which individuals and interest groups may not all have the same opportunities or power to make their voices heard. (p.142)”

The article is more about holistic teaching and being aware and questioning everything we do to ensure we are promoting social critical pedagogy. Most teachers see the 4 dimensions as to teach in health (it is everywhere). Question society norms and challenge them or do something about it. A call to action is very important.

“Liberal humanistic education seeks to cater to the needs of the individual in a way that helps young people to interact with others in society in a holistic way (Miller, 2010). “

“An unintended consequence of focusing on well-being may be that HPE teachers are positioning physical health as being one’s personal responsibility, a perspective defined as ‘healthism’ (Crawford, 1980) rather than critically examining the socio-cultural structures that contribute to health”

MOD 5

(Journal) Pedagogical Practice

Review [A Systematic Review of the Effectiveness of Physical Education and School Sport Interventions Targeting Physical Activity, Movement Skills and Enjoyment of Physical Activity](#) by Dean Dudley and others in the European Physical Education Review. Answer the following questions:

- What are the three key ideas from the results of this article?
- What is one question you still have?

Note your answers in your journal

1 “the most effective strategies to increase children’s levels of physical activity and improve movement skills in physical education were direct instruction teaching methods and providing teachers with sufficient and ongoing professional development in using this physical education (PE) instruction methods.”

2 “Evidence was found that the most effective teaching strategy to increase children’s levels of physical activity and improve movement skill proficiency in primary schools was direct instruction, a prescribed curriculum, adopting a whole-school approach to physical activity and providing teachers with sufficient, ongoing professional development in using PE instruction methods and curriculum. For secondary schools, using a combination of prescribed PESS curriculum with elements of student choice and substantial teacher professional development combined with sufficient teaching resources have the potential to make important differences to levels of physical activity participation and should be promoted.”

3 “In other words, share the responsibilities of physical activity across the entire school community and across the curriculum.”

The question I have? “How can we ensure quality HPE in a system that often treats HPE as not a core/mandatory class?”

(Journal) Engaging Students in Phys. Ed.

According to Marzano and Pickering from *The Highly Engaged Classroom* (2011), students will be engaged in the classroom if the teacher engages in careful planning and execution of research-based strategies.

Read [Engaging Middle School Students in Physical Education and Physical Activity Programs](#) by Sarah Doolittle in the *Journal of Physical Education, Recreation & Dance* (July 2016). Choose one of the six methods of increasing student engagement mentioned in the article. For the method chosen, discuss how you have, or you can apply this to your class.

Note your response in your journal.

11- 14-year-olds drop out of sports.

Moderate to vigorous exercise drops from age 9-15.

Drop out of sports is similar to drop out rates of school for very similar reasons.

Six ways

1	Variance of activities
2	Vary instructional Tasks
3	Use instructional tools and tech that students like
4	Pay attention to people, partners, teams and groups.
5	Take advantage of different places to enjoy PE
6	Student-Directed learning

I honestly try to follow all of these. Most important I feel, are the variance of activities and student-directed learning. Allow students choice and give them a variety of activities to choose from equates to a better learning experience.

(Journal) Experiential Education

According to Jen Stanchfield in *Inspired Educator, Inspired Learner* (2014), “experiential education is active, involving learners emotionally, socially, intellectually and physically, as participants in learning experiences rather than just receivers of information.” (p. 16).

Explore the articles [Learning While Doing](#) by Daniel Porterfield and [Rescuing Education: The Rise of Experiential Learning](#) by Malcolm McKenzie (log in with your NetID for both articles).

Identify

- one benefit of experiential learning

It is meaningful to students and they will remember more when doing vs being told to do. One thing to keep in mind is not learning by doing, learning through doing. There is

- one challenge of incorporating experiential learning into your classroom

One challenge is “how does one shift the mindset of learning by learning through?”. “Where does one begin?” and “How to make the work meaningful and integrate the curriculum into the real world.”

- one question you still have about experiential learning

How do you structure experiential learning in different grades because maturity is very different?

Thoughts- School-wide DPA lead by intermediate students. HOW TO SHIFT TO LEARNING BY DOING TO LEARNING THROUGH DOING.

Ideas- Go to seniors' homes and deliver DPA while working with seniors.

Project PE to support special needs children by making videos with special needs children.

Paper 1 is more about directly inserting experiential learning and curriculum.

Paper 2 is more about getting out of the context of curriculum and marking and more DOING.

Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."

Note your reflection in your journal.

Additional Resources:

[DI Structures—Experiential Learning Card 7](#) EduGAINS

[DI Structures—Experiential Learning Card 8](#) EduGAINS

(Journal) Student Voice

Student voice in the classroom allows students to contribute to their own learning experiences. Look at the resource [Student Voice: Building Communities of Empowered Learners](#) from EduGAINS. Another resource for your use is [Student as Researchers](#) from EduGAINS.

Reflect on one of the discussion questions listed and think about how you can apply this in your classroom.

Note your reflection in your journal.

Ways to foster communities of learners

Student lead activities.

Not as individual learners. The community of learners.

Get students to complete their discovery projects.

Freedom to choose what you want to learn. Products that are meaningful for you and the world. Increase confidence and the teacher becomes a mentor. Group work. Increase communication skills. Discover their voice.

MOD 6

Journal Teacher to Leader

Reflect on your current practice and choose a mind-frame from the reading that you feel you can improve upon. Provide a specific strategy of how you can enhance your leadership in the school or community using this mind frame as a basis.

Note your response in your journal.

2: Teachers/leaders believe that success and failure in student learning are about what they, as teachers or leaders, did or did not do...We are change agents!

I struggled with this one because there is no space for student accountability and when I first read this statement I became defensive. When I become defensive that is my time to reflect. Get over the idea as a teacher as a facilitator but teachers are change agents. Students will learn regardless, we need to create a space where teachers can listen to their students. This all begins with school leadership. Keys to success “ warmth, empathy, and “non-directivity”. How can we achieve “non-directivity” is a system that wants students to have a direction? I think educators are coming to an impasse where policy, curriculum, and best interests of the kids are not congruent.

Journal- Student Leadership Opportunities

Reflect on the opportunities for student leadership that are available in your school: How are these opportunities advertised?

Describe one current student leadership program that is offered in your school and one leadership opportunity that should be implemented and why. What is your role in these programs or opportunities? You may use the resource Youth: [The Leaders of Today](#) from Ophea to assist you if you wish.

Note your thoughts in your journal.

Leadership opportunities- As the school, I am teaching at just recently opened. Our leadership opportunities were spread throughout the school. Students would give announcements and each month a different class was responsible to deliver the messages. We had an eco team this year where students went around promoted being environmentally aware. There were also learning buddies. This is where our older students would pair up with younger students for a variety of classes to help them learn. During COVID, learning buddies continued as the older student worked on projects they were interested in and learned as much as they could about their topics. The students then presented their topics to their learning buddies. The activity was motivational and students were engaged as topics were self-selected. How can I add a fitness leader? I am thinking of a school-wide DPA.

Journal Educators as Learners

Read or skim the monograph [Capacity Building Series: Dynamic Learning: Connecting Student Learning and Educator Learning](#).

Describe three to five key points of dynamic learning. Upon reflection, what is your process for the challenge of practice? In other words, how do you analyze your instructional practices and ensure they are meeting the student's needs?

Note your reflection in your journal.

1. The curriculum is greater than the sum of its parts.- Deep learning is better than superficially covering all topics
2. You get what you ask for- Feedback is important setting clear expectations of what you want if critical
3. Describe. Describe. Describe- when creating a rubric make sure students co-create it and use specific language students will understand

4. Quality classroom assessment is not a solo performance-develop self and peer assessment skills. The workload should not only be on the teachers as this is a community of learners.

Connect to students' needs- learn about teaching through learning about students learning.

FRAMING A CHALLENGE OF PRACTICE- Through discussion, we formulated an "If ... then" statement, as follows: IF we engage students by giving them opportunities for input and/or choices in how they communicate their learning about a topic or concept and provide time for meaningful sharing with others, THEN students will use the characteristics of the "text" form(s) they have selected to show their best critical thinking.

PURPOSE GUIDES THE WAY

CONTEXT IS KEY

ADAPTIVE WORK WITH MODELS AND FRAMEWORKS

Three kinds of knowing ...

- Knowing our students as learners by engaging in rich, wide-ranging classroom assessments.
- Knowing ourselves as learners by engaging in classroom-embedded inquiries that connect to student learning needs.
- Knowing what matters in the classroom by identifying the important challenges of practice for students. Three guiding principles ...
- Purpose guides the way (frameworks and models are just constructs).
- You frame the space based on student need (where students work and learn).
- Context is key (enabling an adaptive response).

There is no final certainty, so ...

- Look for patterns in your own thinking.
- Tune in to the questions that student learning and colleagues' comments have raised.
- Consider what new perspectives have been provided.
- Ask whether instructional practices have been effective. For which students? What new educator knowledge is needed now?

How do I ensure I meet my students' needs? Mostly I rely on asking my students and reflecting on my own practice. I sometimes hesitate to seek advice from others. Another way I try to meet the needs to by knowing the community I am in and becoming a part of that community. With regard to my pedagogy, I keep reading and trying new things. Some things work, others don't, but at least I try.

Journal Achieving Excellence

[Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#) is fundamental to education in Ontario. Through examining the document and reflection on current practices, teachers are able to design a pedagogy that will support the attainment of the goals of education in the classroom.

Examine the four interconnected goals outlined in the document:

- Achieving Excellence (4–7)

Students will engage in learning skills that will help them complete for the jobs of tomorrow.

Benefit from opportunities both inside and outside of school. With the technology available in the classroom.

Increase student engagement

Balance is needed in all areas of a child's life.

The world is full of distractions school needs to be a place of discovery, not just distractions.

Create a variety of opportunities for students to succeed. Create a space to first and develop higher-order thinking and skills needed for a lifetime.

- Ensuring Equity (8–13)

- Promoting Well-Being (14–16)

Support students to have a positive sense of self and strong relationships. Students who can manage emotions and health.

Foster resilience and go beyond supporting the students academically only. Supporting cognitive, emotional, social and physical well-being.

Create safe and welcoming environments. We need parents, government, communities, and businesses to all work together to provide for the families and students. Improve mental health and decrease bullying.

Commitment beyond the school day. The offering of engaging programs that are extracurricular. We need to work both inside and outside of the educational sector to ensure success. Support all students and staff in ways to develop leadership.

- Enhancing Public Confidence (17–19)

Choose two of the four goals from this document and summarize the key points.

Record this in your journal.