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GUIDING QUESTIONS

1. What is the intention of stating standards/aims for physical education?
2. What are the similarities between standards-based and outcomes-based curricula?
3. What are the distinctions between content standards and performance standards?
4. What are some of the differing levels to which countries demonstrate, through published curricula, what young people should know and be able to do in physical education?
5. In what ways does the similarity of stated standards/aims for physical education across different countries result in a shared consideration of appropriate main theme curriculum models?

International Perspectives on the Implementation of Standards

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This chapter explores the extent to which the aims, standards, or outcomes for physical education are somewhat similar regardless of where in the world physical education is being taught and practiced. Such aims, standards, or outcomes assist all those involved in teaching physical education to be accountable in providing meaningful, relevant, and worthwhile opportunities for young people that successfully demonstrate what they should know and be able to do. The intention in this chapter is not to consider whether one system is more effective than another but to provide a perspective on the international practices of physical education.

Standards-based curriculum development begins by recognizing the skills, knowledge, and dispositions that students are encouraged to demonstrate and then selecting a curriculum model and/or activities that will allow students to achieve them. There can be some resistance from teachers to support a standards-based curriculum when they believe that such a curriculum infringes on their right to choose what students should learn. I strive to illustrate in this chapter that published standards or aims related to a student's experience of school physical education are unlikely to compromise a student's learning in physical education. Indeed, the intention of stated standards or aims for physical education curricula is to improve what is done in the name of school physical education; that is, to give students the skills and knowledge they need to access and participate in lifelong physical activity. The standards, aims, and/or outcomes of any curriculum document tend to be sufficiently broad to allow each

school and teacher to accommodate the specific school context (e.g., expertise of the physical education staff, available facilities and equipment) and student characteristics (e.g., previous experience with physical activities, skill and ability levels, behavioral issues) with which they are dealing.

Not all countries are familiar or comfortable with the notion of a standards-based curriculum, in some instances solely due to the use of the term *standards* and its implications. Therefore, it is worth examining the power of terminology as we consider being accountable for student learning as well as our own professional practice.

Standards-Based and Outcomes-Based Curricula

Standards are defined as curriculum goals established at the national, state, or district level that identify the skills, knowledge, and dispositions that students should demonstrate. Similarly,

outcomes What students are expected to do and know as the result of participating in program activities.

outcomes-based education Starting with a clear picture of what is essential for student learning followed by organizing curriculum, instruction, and assessment components to assist students in achieving this learning.

outcomes are defined as what students are expected to do and know as the result of participating in the activities in a program (Tannehill, van der Mars, & MacPhail, 2015). If standards-based education is an attempt to clarify what schools and teachers are trying to accomplish, then this is similar to **outcomes-based education** (Lawson & Askeff-Williams, 2007; Spady, 1994):

Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens. (Spady, 1994, p. 1)

Similar to standards-based education, outcomes-based education is an approach to planning, delivering, and evaluating instruction that requires a focus on the desired results of education (i.e., results that are expressed in terms of individual student learning) (Killen, 2000). It is important to acknowledge the similarities between standards-based and outcomes-based education because it appears that teachers around the world use different language/terminology that leads to the same interests and practices in physical education. *Standards-based education* is the preferred term in this text, but this should not isolate those interested in pursuing an outcomes-based education from reading and applying the principles in the text. The two concepts are similar, both in the inherent interest in developing curricula by identifying activities and in the opportunities that will allow students to reach the intended goals. That is, standards and outcomes guide the development of the curriculum rather than teachers selecting activities because of their own preference or tradition.

Differing Terminology for Content Standards and Performance Standards

It is important to distinguish between **content standards** and **performance standards** to allow an international readership to determine the similarities between the types of standards (albeit not necessarily referred to as “standards”) available to them.

In the U.S. context, content standards specify what students should know and be able to do. In physical education (and health) curricula around the world, such standards can be synonymous with **content descriptions** (Australia), **key concepts** and **key processes** (England), **learning outcomes** (Ireland), and **achievement objectives** (New Zealand). In other countries, the equivalent to content standards are not explicit in the curriculum, but rather are embedded within the aspirations of the curriculum (Scotland). Examples of the range in which the equivalent of content standards is presented in each of these countries are provided in this chapter. Readers should be able to unpack the content descriptions, key concepts, and the like available for differing jurisdictions. This chapter works through a number of examples of unpacking the equivalent to content standards across a number of countries.

In the United States, performance standards indicate the levels of achievement that students are expected to attain in the content standards (i.e., the level at which students can demonstrate what they should know and be able to do). In the absence of performance standards, the United States employs the term **performance benchmark** to describe behavior that indicates progress toward a performance standard. In the English physical education curriculum, **attainment targets** of varying levels are listed for students within a particular age band, with the acknowledgement of what exceptional performance would look like. This is similar to physical education **achievement standards** in Australia.

content standards In the United States, these specify what students should know and be able to do.

performance standards In the United States, these indicate the levels of achievement that students are expected to attain in the content standards.

content descriptions In Australia, these specify what students should know and be able to do.

key concepts In England, these are the concepts that underpin the study of physical education that pupils need to understand in order to deepen and broaden their knowledge, skills, and understanding.

key processes In England, these are the essential skills and processes in physical education that pupils need to learn to make progress.

learning outcomes In Ireland, these specify what students should know and be able to do.

achievement objectives In New Zealand, these specify what students should know and be able to do.

performance benchmark In the United States, this describes the behavior that indicates progress toward a performance standard.

attainment targets In England, these describe the behavior that indicates progress toward a performance standard. Standards of varying levels are listed for students within a particular age band, with the acknowledgement of what exceptional performance would look like.

achievement standards In Australia, similar to attainment targets in England, these describe behavior that indicates progress toward a performance standard. Standards of varying levels are listed for students within a particular age band, with the acknowledgement of what exceptional performance would look like.

International Examples

Some countries have a **national curriculum** that is a set of subjects and standards used by primary and secondary schools so children learn the same things. In England, Wales, and Northern Ireland, the national curriculum identifies which subjects are taught and the standards children should reach in each subject. At the end of each **key stage** (blocks of years by which the national curriculum is organized), students' performance is formally assessed to measure their progress. Each school subject has a **programme of study** that describes what students should learn, and attainment targets are identified for each subject. The student receives a school report at the end of the year noting at what level he or she is performing (Gov.uk, n.d.). Curriculum

national curriculum A set of subjects and standards used by primary and secondary schools so children learn the same things.

key stage In England, blocks of years by which the national curriculum is organized.

programme of study In England, this describes what students should learn; attainment targets are identified for each subject.

for Excellence is the national curriculum for Scottish schools for learners from ages 3 to 18. A national curriculum for schools in all states and territories of Australia, from kindergarten to year 12, is being developed. In these three examples, physical education is included in the national curriculum, meaning there is a nationally shared perspective on the experiences and opportunities, as well as the standards, students should reach in physical education.

In the same way that states within the United States have control of their own education system and therefore develop their own standards, other countries have physical education curricula that differ across territories (Australia) and provinces (Canada). There are also international differences regarding the extent to which territories, provinces, and/or countries mandate to ensure standards are met.

A number of international physical education examples are now presented and discussed to encourage readers to appreciate the similarities across countries regarding the principle of standards-based curriculum development. There is a level of similarity in the skills, knowledge, and dispositions that students are encouraged to demonstrate as a consequence of their involvement and learning in physical education.

Table 2.1 denotes the differing levels to which countries demonstrate, through published curricula, what young people should know and be able to do in physical education. Level 1 is where curricula engage with the general aims, objectives/experiences, and outcomes of physical education as a school subject. Levels 2 to 4 then denote the progressive steps that each curriculum suggests to guide the delivery of school physical education. The remainder of the chapter notes the general aims, objectives/experiences, and outcomes of physical education across the countries (Level 1 column) before providing an example of how one could go about unpacking a general aim or standard.

Table 2.2 denotes the five National Standards for Physical Education (Society of Health and Physical Educators, 2014) and compares them with corresponding general aims for

Table 2.1 What Young People Should Know and Be Able to Do in Physical Education

	Level 1	Level 2	Level 3	Level 4
Australia: Australian Curriculum Health and Physical Education: (Foundation to Year 10)	General aims for health and physical education	Two interrelated strands as content structure: (1) personal, social, and community health, and (2) movement and physical activity	Three key ideas for each of the two strands organize the content and frame the development of knowledge, understanding, and skills.	Content descriptions and elaborations are provided for each year banding under the two strands before noting an achievement standard for students to reach on completion of the year band.
England: National Curriculum Physical Education (5 to 16 years of age)	General aims and objectives for physical education	Within the program of study for each of the four Key Stages (related to school years), key concepts, key processes, range and content, and curriculum opportunities are listed.	Attainment targets that pupils within the specified Key Stage can strive to achieve at varying levels, with acknowledgement of exceptional performance	
Ireland: Junior Cycle Physical Education Curriculum (First 3 years of postprimary)	General aims for physical education	Aims and objectives for junior cycle physical education	Aims, objectives, and learning outcomes are presented at the start of the sections outlining the various physical education areas of study within the syllabus.	
New Zealand: Health and Physical Education (Year 1 to Year 13)	Experiences identified for physical education component	Achievement objectives are listed for eight levels.	Each level presents achievement objectives related to (1) personal health and physical development, (2) movement concepts and motor skills, (3) relationships with other people, and (4) healthy communities and environments.	Outcomes are matched to components of sections 1 to 4. For example, personal health and physical development has outcomes related to personal growth and development, regular physical activity, safety management, and personal identity.

(continues)

Table 2.1 What Young People Should Know and Be Able to Do in Physical Education
(Continued)

Scotland: Curriculum for Excellence: Health and Well-Being (3–18 years of age)	Experiences and outcomes identified for health and well-being are intended to establish a pattern of daily physical activity.	Experiences and outcomes to lead to the four aspirations across all curricula areas that all children and young people should be (1) successful learners, (2) confident individuals, (3) responsible citizens, and (4) effective contributors
United States: National Standards for Physical Education (Kindergarten to Year 12)	Five standards	Standards are listed for every school year from kindergarten to grade 8 and then grades 9 to 10 and then 11 and 12 under the headings: (1) sample benchmarks and (2) assessment examples.

physical education in Australia and Scotland. The intention of Table 2.2 is to emphasize the similarity among the standards, aims, and experiences stated for physical education, regardless of geographical location (the Level 1 column from Table 2.1). The reader can see that there is a definitive number and foci of aims for physical education that are shared internationally. Subsequently, regardless of which country the reader resides in, the main themes of curriculum models are likely to be suited to most physical education curricula.

Australia

Box 2.1 presents the proposed general aims for health and physical education in Australia. The *Australian Curriculum Health and Physical Education: Foundation to Year 10* consultation document (Australian Curriculum, Assessment and Reporting Authority, 2012) presents two interrelated strands as content structure: (1) personal, social, and community health, and (2) movement and physical activity. Three key ideas for each of the strands organize the content and frame the development of knowledge, understanding, and skills. Content descriptions and elaborations are provided for each year banding under the two strands before noting an achievement standard for students to reach on completion of the year band.

Table 2.2 Standards and Aims for Physical Education

United States	Australia	Scotland
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns	Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings	Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance	Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings	
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	Engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes	Experience positive aspects of healthy living and activity for themselves Apply their physical, emotional and social skills to pursue a healthy lifestyle
Standard 4: Exhibits responsible personal and social behavior that respects self and others	Develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships	
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	Access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan	Make informed decisions in order to improve their physical, emotional and social wellbeing

Example 1: Unpacking the General Aims of Physical Education

One could argue that the third general aim listed in Box 2.1, “acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings,” encompasses Standards 1 and 2 of the National Standards, as denoted in Table 2.2. That is, the third aim listed in Box 2.1 entails the demonstration of competency in a variety of motor skills (Standard 1) and the concepts and strategies associated with movement and performance (Standard 2). Therefore, we suggest that the Skill Themes curriculum model would allow for the attainment of the third aim listed in Box 2.1, acknowledging that Skill Themes promotes the progression of skill development from mastery of basic skills to application of these skills in various physical activity settings. It is possible to

Box 2.1 General Aims for Health and Physical Education (Australia)**Aims**

The *Australian Curriculum Health and Physical Education: Foundation to Year 10* document aims to develop the knowledge, understanding, and skills to ensure students:

- Access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan
- Develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Source: Australian Curriculum, Assessment and Reporting Authority. (2012). Australian curriculum. Health and physical education: Foundation to Year 10. Draft for consultation. Retrieved from <http://www.achper.org.au/documents/item/152>

refine what Skill Themes would look like in the Australian context by considering either of the interrelated strands as content structure (Level 2 column in Table 2.1). In the instance of this particular aim of physical education, the movement and physical activity strand appears appropriate, particularly when the curriculum provides the key ideas of the strand to be “moving our body,” “understanding movement,” and “learning through movement.” Through Skill Themes, “moving our body” could focus on the acquisition and refinement of a broad range of movement skills across a range of physical activities, leading to students applying rules, movement concepts, strategies, and tactics to move with competence. “Understanding movement” may entail exploring and understanding how the body moves to the extent that students can enhance the quality of movement and physical activity performance. “Learning through movement” focuses on the personal and social skills that can be developed through participation in movement and physical activities, a critical component of the Skill Themes approach.

We now consider the fourth aim noted in Box 2.1, “engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.” Although this aim can be matched to United States National Standards 3 and 5 (maintaining a health-enhancing level of physical activity and fitness, and recognizing the value of physical activity for health) in Table 2.2, the wording provides a much richer context in which participating regularly in physical activity is to be considered. This draws our attention to Cultural Studies, where students are afforded the opportunity to develop as literate and critical consumers of sport, physical activity, and the movement culture. Such opportunities complement the

personal, social, cultural, environmental, and health lenses implied in reading the aim. In the instance of this particular aim of physical education, the “personal, social and community health” strand (see Table 2.1) appears appropriate, particularly when the curriculum provides the key ideas of the strand, “communicating and interacting for health and wellbeing” and “contributing to health and active communities.” The strand clearly complements Cultural Studies in that students learn not only about how to participate in sport and physical activity (“being healthy, safe and active”) but also how sport and physical activity contribute to individual and community cultures (“communicating and interacting for health and wellbeing” and “contributing to health and active communities”).

England

Box 2.2 denotes the generic aims and objectives for physical education in England. The National Curriculum in England covers four Key Stages (Key Stages 1 and 2 for primary students and Key Stages 3 and 4 for secondary students) and includes programs of study and attainment target-level descriptions for all Key Stage subjects. Within the program of study for each Key Stage, the following information is included:

Box 2.2 Generic Aims and Objectives for Physical Education (England)

Curriculum Aims

Learning and undertaking activities in physical education (PE) contribute to achievement of the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

The Importance of Physical Education

PE develops pupils’ competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others’ performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Source: Qualifications and Curriculum Authority. (2007). *Physical education. Programme of study for key stage 3 and attainment target*. London: Crown. Retrieved from <http://media.education.gov.uk/assets/files/pdf/p/pe%202007%20programme%20of%20study%20for%20key%20stage%203.pdf>

- Key concepts (e.g., competence, performance, creativity, and healthy, active lifestyles) that underpin the study of physical education. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills, and understanding.
- Key processes (e.g., developing skills in physical activity) that are the essential skills and processes in physical education that pupils need to learn to make progress.
- **Range and content** (e.g., outwitting an opponent in a games situation) that outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.
- **Curriculum opportunities** (e.g., experience a range of roles within a physical activity) that are integral to their learning and enhance their engagement with the concepts, processes, and content of the subject.

range and content In England, this outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

curriculum opportunities In England, these are experiences across a range of roles within a physical activity that are integral to students' learning and enhance their engagement with the concepts, processes, and content of the subject.

junior cycle physical education curriculum Called a syllabus in Ireland, this is for students in the first 3 years of secondary education. It denotes the specific aims and objectives of junior cycle physical education including objectives and learning outcomes.

Attainment targets that pupils within the specified Key Stage can strive to achieve at varying levels, with acknowledgement of exceptional performance, are also included.

Ireland

The **junior cycle physical education curriculum** (called a syllabus) in Ireland is for students in the first 3 years of secondary education. **Box 2.3** denotes the general aim of physical education noted in the Irish junior cycle physical education curriculum; **Box 2.4** denotes the specific aims and objectives of junior cycle physical education. Aims, objectives, and learning outcomes are presented at the start of the sections outlining the various physical education areas of study within the syllabus.

Example 2: Unpacking the General Aims of Physical Education

The postprimary physical education curriculum in Ireland is an example of the curriculum not only providing general aims for physical education but also providing aims, objectives, and learning outcomes for each of the physical education areas of study (e.g., dance, gymnastics, and health-related activity). This is different from some other countries presented in this chapter where teachers are expected to identify the activity areas that best address the curriculum standards or aims. That is, the physical education curriculum in Ireland is in no way restrictive about which main theme curriculum model is best suited to the area of study; rather, the teacher considers the aims, objectives, and learning outcomes for each area of study and makes a decision on the model. For example, certain learning outcomes listed for athletics draw the teacher toward the roles and responsibilities and culminating event features of Sport Education, for example, “apply the safety procedures associated with participation in athletic activities” (roles and responsibilities), “demonstrate knowledge and appreciation of the rules governing

Box 2.3 General Aim of Physical Education (Ireland)

The general aim of physical education is to contribute to the preparation of the student for a life of autonomous wellbeing. This aim will be pursued through the

- Enhancement of the student's sense of self through the development of skillful and creative performance of practical activities
- Development of the student's understanding of physical activity and awareness of the links between physical education and other curricular areas
- Motivation of the student to choose a lifestyle that is active, healthy and meaningful
- The personal enrichment of the student by developing personal and social skills, and encouraging positive attitudes and values in her/his interaction with others.

Source: Department of Education and Science/National Council for Curriculum and Assessment. (2003). *Junior cycle physical education*. Dublin: Stationery Office. Retrieved from <http://www.getirelandactive.ie/content/wp-content/uploads/2011/12/Junior-Cycle-PE-Curriculum.pdf>

Box 2.4 Aims and Objectives of Junior Cycle Physical Education (Ireland)

The aims of junior cycle physical education are to:

- Provide the opportunity for students to develop personally, socially, and physically through participation in physical activities in a safe, challenging and enjoyable environment
- Reinforce and further develop the physical education knowledge, understanding, skills, and competencies acquired at primary level
- Prepare students for the requirements of further programmes of study, of employment, or of life outside full-time education
- Provide an opportunity for students to critically reflect on physical activity through participation in a broad, well-balanced programme
- Develop in students an ability to make informed judgments in respect of physical activity
- Encourage an appreciation of physical activity and of the benefits of an active lifestyle
- Promote positive attitudes towards participation in physical activity and towards co-operation with others in that participation
- Enable students to take responsibility for the organisation and development of their learning within the framework provided.

Through their study of junior cycle physical education students will develop:

- Competence in the performance of a range of activities and the ability to analyse these in the context of technical, physiological, and biomechanical implications for the performer
- The ability to invent, compose, and choreograph physical activity in structured, imaginative ways
- The ability to make decisions relating to physical activity while appreciating consequences in both tactical and moral contexts
- An understanding of the principles, rules, and purpose of different categories of activity, and the criteria for mastery of each
- An understanding of the psychological, sociological, aesthetic and biological knowledge relevant to physical education
- An appreciation of the value of participation in selected physical activities as a lifelong endeavour
- An understanding of the principles of fairness and tolerance in interaction with others
- The desire and the capacity to acquire a positive sense of self

Source: Department of Education and Science/National Council for Curriculum and Assessment. (2003). *Junior cycle physical education*. Dublin: Stationery Office. Retrieved from <http://www.getirelandactive.ie/content/wp-content/uploads/2011/12/Junior-Cycle-PE-Curriculum.pdf>

participation in events” (roles and responsibilities and culminating event), and “set personal challenges and compare performance to previous personal attempts” (culminating event). The learning outcomes for games may encourage teachers to consider the delivery of a hybrid of the Sport Education and Teaching Games for Understanding (TGFU) models. For example, certain outcomes listed for games may favor a preference for TGFU’s focus on the problems posed by game situations and the solutions to these problems (e.g., “make appropriate responses to the particular problems posed by the game”). Other outcomes may have a preference for Sport Education’s focus on affiliation (e.g., “display an understanding of the dynamics of team efficiency”) and formal competition (e.g., “gain experience of various degrees of competitive play” and “develop knowledge of how to modify games to make them work, how to practise and how to prepare for competition”).

New Zealand

In New Zealand, health and physical education encompass three different but related subjects: health education, physical education, and home economics (Ministry for Education, 2007). These subjects share a **conceptual framework and achievement objectives**. The learning activities in health and physical education arise from the integration of the four concepts (Hauora, a Maori philosophy of health and well-being unique to New Zealand; attitudes and values; the socio-ecological perspective; and health promotion), four strands (personal health and physical development, movement concepts and motor skills, relationships with other people, and healthy communities and environments) and their achievement objectives, and seven key areas

conceptual framework and achievement objectives In New Zealand, this is a framework in which physical education and health learning activities reside; they revolve around the integration of four concepts.

of learning (mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education). **Box 2.5** denotes what the general focus for school physical education curricula is in New Zealand.

Box 2.5 Focus of School Physical Education (New Zealand)

In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people’s pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Source: Ministry for Education. (2007). *The New Zealand curriculum for English-medium teaching and learning in years 1–13*. Wellington: Ministry of Education. Retrieved from <http://nzcurriculum.tki.org.nz/Curriculum-documents>

Scotland

In Scotland, the Curriculum for Excellence positions physical education within **health and well-being**, the general aims of which are denoted in **Box 2.6**. Experiences and outcomes identified for health and well-being are intended to establish a pattern of daily physical activity. The experiences and outcomes revolve around the four aspirations that all children and young people should be successful learners, confident individuals, responsible citizens, and effective contributors. Although standards are not presented as explicitly as in other curriculum documents from other countries, it is evident what the intended outcomes of the curriculum are to be.

health and well-being In Scotland, the aims of the physical education curriculum are weighted toward healthy living and healthy lifestyles.

Example 3: Unpacking the General Aims of Physical Education

As one may expect when physical education is embedded within “health and wellbeing,” the aims of the physical education curriculum are weighted toward healthy living and healthy lifestyles (Box 2.6). Although these aims are somewhat aligned with United States National Standard 3 (Table 2.2), there is a difference in rhetoric regarding the extent to which health is to enhance physical fitness (National Standard 3) and prepare students for healthy living/lifestyles (Scotland). Both National Standard 3 and the two particular aims from the Scottish physical education curriculum could be explored through Fitness Education, which focuses on a student’s understanding of physical activity, physical fitness, and wellness. Alternatively, such nuances in the presentation of aims (i.e., physical fitness and healthy living/lifestyles) may lead to Fitness Education being considered appropriate for the delivery of National Standard 3, and Personal and Social Responsibility more appropriate for the focus on healthy living/lifestyles favored by the Scottish health and wellness curriculum in which physical education resides.

Box 2.6 General Aims of Health and Wellbeing (Scotland)

Learning through health and wellbeing enables children and young people to:

- Experience positive aspects of healthy living and activity for themselves.
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives.
- Make informed decisions in order to improve their physical, emotional and social wellbeing.
- Apply their physical, emotional and social skills to pursue a healthy lifestyle.
- Make a successful move to the next stage of education or work for some, open up opportunities to perform at high levels in sport or pursue careers in health or leisure industries.

Source: Scottish Executive. (2006). *A curriculum for excellence. Building the curriculum 1. The contribution of curriculum areas*. Edinburgh: Crown. Retrieved from http://www.educationscotland.gov.uk/Images/building_curriculum1_tcm4-383389.pdf

One could argue that the final aim noted in Box 2.6, “make a successful move to the next stage of education or work for some, open up opportunities to perform at high levels in sport or pursue careers in health or leisure industries,” does not clearly align with any of the U.S. standards or Australian aims noted in Table 2.2. Although the aim does imply components that are aligned with other standards/aims (e.g., values physical activity for a number of reasons), the career element of working in the sport, leisure, or health industry is noticeably different. A number of Sport Education’s short-term objectives come to mind when considering a related career element, and these include having the opportunity to (1) be successful outside of playing roles, (2) provide responsible leadership, (3) develop the capacity to make reasoned decisions, and (4) share in the planning and administration of sport experiences.

Summary

All physical education teachers are required to consider the extent to which the physical education curriculum and related practices in their jurisdiction can assist them to be accountable in providing meaningful, relevant, and worthwhile opportunities for young people that successfully demonstrate what they should know and be able to do. Published standards or aims related to a student’s experience of school physical education hold teachers accountable for what should be experienced by students in the name of physical education; that is, standards-based/outcomes-based education is an attempt to clarify what schools and teachers are trying to accomplish. There is a similarity among standards, aims, and experiences that are stated for physical education regardless of geographical location (i.e., there is a definitive number and foci of aims for physical education that are shared internationally). Subsequently, regardless of which country the reader resides in, the main theme curriculum models are likely to be suited to most physical education curricula.

Key Terms

outcomes

outcomes-based education

content standards

performance standards

content descriptions

key concepts

key processes

learning outcomes

achievement objectives

performance benchmark

attainment targets

achievement standards

national curriculum

key stage

programme of study

range and content

curriculum opportunities

junior cycle physical education

curriculum

conceptual framework and achievement

objectives

health and well-being

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