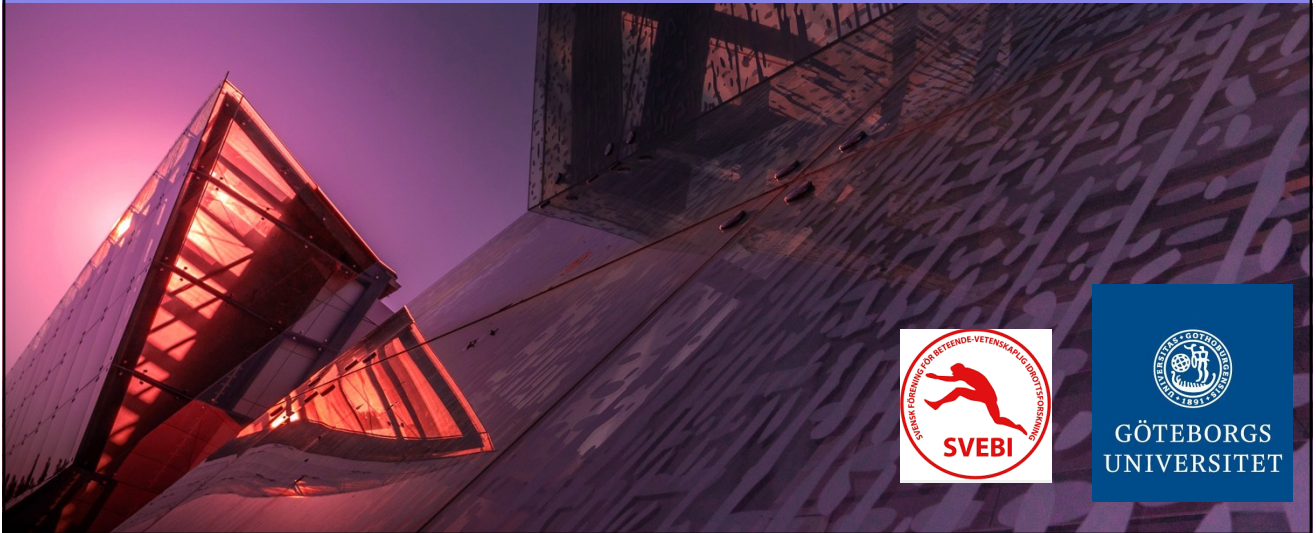


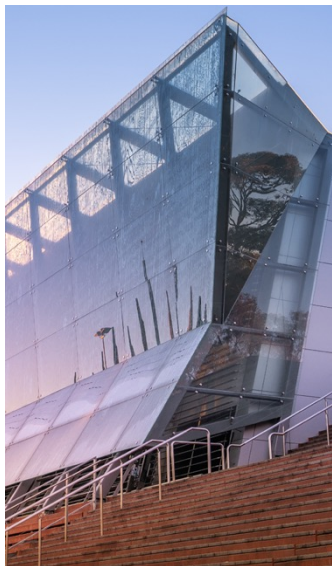
From 'what futures?' to sustainable and inclusive futures for Physical Education: Political will, policy work and pedagogical leadership

Dawn Penney



1

Acknowledgments



2

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Sport, Education and Society, Vol. 5, No. 1, pp. 71-87, 2000

Physical Education: What Future(s)?

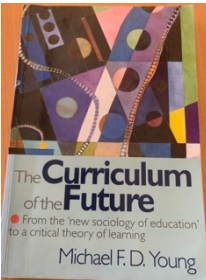
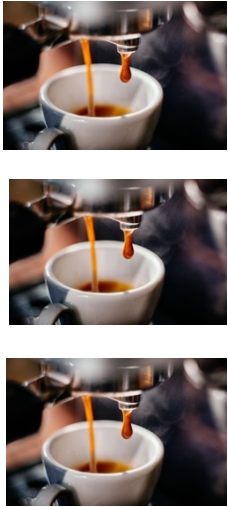
DAWN PENNEY^a & TIM CHANDLER^b
^aLoughborough University, UK and ^bKent State University, USA

- What Futures? – and Why?**
- Sustainability and Inclusion**
 - Inclusion and Inclusive practice(s) in Physical Education
- Towards sustainable and inclusive futures**
 - Informal sport as a health and social resource
- Expressions and representations of sustainable and inclusive futures...**
- What it will take to progress different futures?**
 - Political will, Policy work, Pedagogical leadership

3

2000

AUSTRALIA
ECU
EDITH COWAN UNIVERSITY

Sport, Education and Society, Vol. 5, No. 1, pp. 71-87, 2000

Physical Education: What Future(s)?

DAWN PENNEY^a & TIM CHANDLER^b
^aLoughborough University, UK and ^bKent State University, USA

4

In education and in physical education specifically, we are seeking curricula and pedagogical practices that are directed towards the development of critically informed citizens who are committed to playing a part in establishing **more equitable societies in which all individuals are valued; in which individual, social and cultural differences are celebrated as a richness of society; and in which knowledge is something to be collectively, collaboratively and creatively advanced, rather than pre-defined and 'delivered'**.

Sport, Education and Society, Vol. 5, No. 1, pp. 71-87, 2000

Physical Education: What Future(s)?

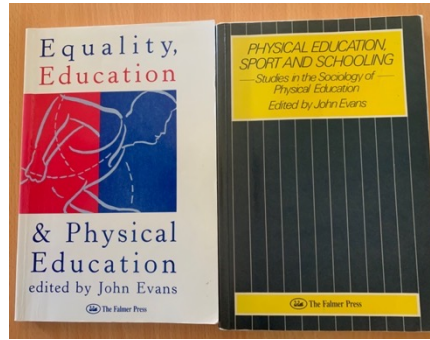
DAWN PENNEY^a & TIM CHANDLER^b
^aLoughborough University, UK and ^bKent State University, USA

5

WHY?



6



7

Sport, Education and Society
Vol. 14, No. 4, November 2009, pp. 421-442



Curriculum, pedagogy and assessment: three message systems of schooling and dimensions of quality physical education

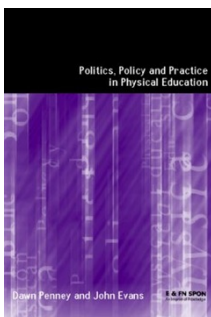
Dawn Penney^{a*}, Ross Brooker, Peter Hay^b and Lorna Gillespie^c
^aUniversity of Tasmania, Australia; ^bUniversity of Queensland, Australia; ^cPhysical Education New Zealand, New Zealand



Sport, Education and Society
Publication details, including instructions for authors and subscription information:
<http://www.tandfonline.com/loi/cses20>

Points of tension and possibility: boundaries in and of physical education

Dawn Penney^a
^aUniversity of Waikato, Aotearoa New Zealand
Published online: 14 Aug 2012.



Sport, Education and Society, Vol. 5, No. 1, pp. 71-87, 2000

Physical Education: What Future(s)?

DAWN PENNEY^a & TIM CHANDLER^b
^aLoughborough University, UK and ^bKent State University, USA



Journal of Education Policy

The politics of pedagogy: making a National Curriculum Physical Education

John Evans & Dawn Penney

To cite this article: John Evans & Dawn Penney (1995) The politics of pedagogy: making a National Curriculum Physical Education, *Journal of Education Policy*, 10(1), 27-44, DOI: 10.1080/026809395100100102
To link to this article: <http://dx.doi.org/10.1080/026809395100100102>



Asia-Pacific Journal of Health, Sport and Physical Education

Publication details, including instructions for authors and subscription information:
<http://www.tandfonline.com/loi/rasp20>

From policy to pedagogy: prudence and precariousness; actors and artefacts

Dawn Penney^a
^aFaculty of Education, University of Waikato, Aotearoa, New Zealand
Published online: 21 Jun 2013.

8

John Evans

Questioning **what** knowledges we recognise and value (or not) in and through our curriculum, pedagogy and assessment, always extends to **whose** knowledge and ways of knowing we privilege or marginalise in our physical education programs, lessons, and other 'opportunities' we offer for further engagement in physical activity and/or sport.

What constitutes (the) 'real knowledge'
in and of Physical Education?

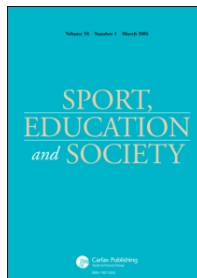
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Sport, Education and Society, Vol. 5, No. 1, pp. 71–87, 2000

Physical Education: What Future(s)?

DAWN PENNEY^a & TIM CHANDLER^b
^aLoughborough University, UK and ^bKent State University, USA

A curriculum framework privileging learning achieved in and via activity contexts, as compared to learning of activities...



Sport, Education and Society

Publication details, including instructions for authors and subscription information:
<http://www.informaworld.com/smpp/title-content=t713445505>

Physical education and physically active lives: a lifelong approach to curriculum development

Dawn Penney^a; Mike Jess^b

^a Edith Cowan University, Australia ^b University of Edinburgh, UK

Online publication date: 13 October 2010

10

WHY?



11



WHY?

Why and how have we come to think in the ways we do about what happens in the worlds of physical education and sport? - and about what we feel should happen in those worlds?

Biographies Matter !

12

'Do you swim here often? Can I join you?'

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UNIVERSITY

13

TRANSFORMING OUR WORLD:

THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

Sustainability and Inclusion

4 QUALITY EDUCATION
ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

A guide for ensuring inclusion and equity in education

3 GOOD HEALTH AND WELL-BEING **4 QUALITY EDUCATION** **5 GENDER EQUALITY** **10 REDUCED INEQUALITIES** **11 SUSTAINABLE CITIES AND COMMUNITIES**

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Fröberg, Wiklander and Lundvall (2023)



Borrowing from Wals (2019, p. 63)...

Sustainability learning in the context of sustainability implies and, indeed, **demands a certain freedom to explore alternative paths of development and new ways of thinking, valuing, and doing.** If we were to make an attempt to define **sustainability-oriented learning**, we might say that it is **an organic and relational process** of continuous framing, reframing, tuning and fine-tuning, disruption and accommodation, and action and reflection, **guided by a moral compass** of doing what is right **and inspired by an ethic of care.**



Sustainability-oriented learning in physical education and health (PEH)? A document analysis of the Swedish syllabi

Andreas Fröberg, Petter Wiklander & Suzanne Lundvall

Sustainability and Quality Education..



4 QUALITY EDUCATION



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured...

Sustainability and Quality Physical Education..

We need to be focused on skills, knowledge and understandings that enable *all students* to establish and sustain engagement in forms of movement, physical activity and sport that are personally meaningful, welcoming, and rewarding – and that will position them as valued members of - and contributors to – inclusive educational, sport, and wider communities.

4
QUALITY
EDUCATION



**ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND
PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL**

17

Inclusion



18

Inclusion and Inclusive practice(s) in Physical Education

... the most many [young people] ... learn [in and from physical education] is that they have neither ability, status nor value, and that the most judicious course of action to be taken in protection of their fragile educational physical identities is to adopt a plague-like avoidance of its damaging activities.

Evans, Davies, and Penney (1996, 167)

19

Inclusion and Inclusive practice(s) in Physical Education



International Journal of Inclusive Education



ISSN: 1360-2116 (Print) 1464-5173 (Online) Journal homepage: <https://www.tandfonline.com/doi/10.1080/13602116>

Re-theorising inclusion and reframing inclusive practice in physical education

Dawn Penney, Ruth Jeanes, Justen O'Connor & Laura Alfrey


...progressing inclusion within physical education requires concerted efforts to **disrupt traditional norms and accepted practices that remain embedded in dominant pedagogic and policy discourses** internationally.

Slee and Allan (2001, 117) 'inclusive education represents a **fundamental paradigm shift and needs to be presented and recognised as such**'

Noddings (1993) - inclusive policy needs to be enacted in the context of an **encompassing moral position on education** – and a theoretical base to guide developments...

20

Re-thinking inclusion




DeLuca's (2013) **dialogical** conception – foregrounds knowledge as rooted in the lived, cultural experiences of diverse students.

↓


Evans and Davies (1993) challenge to physical educationalists to **celebrate diversity as a resource that can enrich learning for all** while opening up learning opportunities in physical education to many students who would otherwise be marginalised or excluded.

↓


DeLuca's (2013) **transgressive** conception - **individual diversity is used as a vehicle for the generation of new knowledge and learning experiences.**



21



Towards sustainable and inclusive futures



22



23

Australian Research Council Linkage project (LP 180100038)

International Journal of Sport Policy and Politics
ISSN: 1940-4045 (Print) 1940-4053 (Online) Journal homepage: <https://www.tandfonline.com/doi/full/10.1080/19404045.2019.1679385>

Leisure Studies
ISSN: 0193-0193 (Print) Journal homepage: <https://www.tandfonline.com/doi/full/10.1080/01930193.2022.2081272>

monash.edu/education/research/projects

Managing informal sport participation: tensions and opportunities
Ruth Jeanes, Ramón Spaaij, Dawn Penney & Justen O'Connor

To cite this article: Ruth Jeanes, Ramón Spaaij, Dawn Penney & Justen O'Connor (2019), Managing informal sport participation: tensions and opportunities, International Journal of Sport Policy and Politics, 11(1), 79-95, DOI: [10.1080/19404045.2019.1679385](https://doi.org/10.1080/19404045.2019.1679385)
To link to this article: <https://doi.org/10.1080/19404045.2019.1679385>

Spatial justice, informal sport and Australian community sports participation
Ruth Jeanes, Dawn Penney, Justen O'Connor, Ramon Spaaij, Eibhlish O'Hara, Jonathan Magge & Lisa Lyndbery

To cite this article: Ruth Jeanes, Dawn Penney, Justen O'Connor, Ramon Spaaij, Eibhlish O'Hara, Jonathan Magge & Lisa Lyndbery (2022), Spatial justice, informal sport and Australian community sports participation, Leisure Studies, DOI: [10.1080/01930193.2022.2081272](https://doi.org/10.1080/01930193.2022.2081272)
To link to this article: <https://doi.org/10.1080/01930193.2022.2081272>

We use the term 'informal sport' to refer specifically to recognisable traditional sporting forms (e.g. cricket, soccer and basketball) that groups participate in informally without payment for membership or affiliation. Participation is flexible with the opportunity for individuals to drop in and out.

Many different forms – Incidental, facilitated, coordinated

Should not be assumed to be non-competitive: Competition is redefined

Shaped to fit participants' interests, values, abilities

Free or low cost

Self-managed and self-officiated

Offers flexibility to participants

Resourceful use of facilities/ space and adaptation of format and rules


All year round

Can intersect with and complement club-based sport

Significant in the context of COVID and amidst rising costs of living

24

What knowledge, skills and understandings are important to enable and sustain informal sport participation?



Some level of **movement proficiency** is important...

Social skills are vital!

...planning and organisational skills; goal-setting and self-management skills; verbal and non-verbal communication skills, digital technology skills...

...knowledge of environments and conditions that suit an individual's skill level; embodied knowledge of personal capability; how to access and plan inclusive participation opportunities...


... understandings of participation in a context of diversity; understanding belonging; understandings of space and place...

Article

Informal sport and curriculum futures: An investigation of the knowledge, skills and understandings for participation and the possibilities for physical education

Justen O'Connor
 Monash University, Australia

Dawn Penney
 Edith Cowan University, Australia; Monash University, Australia



European Physical Education Review
1-24
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DOI: 10.1177/1356336X20915937
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How many H/PE programmes or lessons currently direct attention to the skills, knowledge and understandings associated with making a space and an activity, meaningful, safe, and inclusive for everyone?

25

What sort of learning experiences and teaching approaches? What activities and environments?






Inquiry-based
Strengths-based
TPSR

Student-centred
Cooperative learning
Meaningful PE

Social justice pedagogies

Indigenous knowledges



*Building relationships
Teaching for social cohesion
Explicitly teaching about and acting
on social inequities*



26

Teaching for informal sport participation

Structure and support is vital – So is Context

Start with an activity that offers some familiarity - but make explicit the shift in learning focus, the intent and expectations

Share and support negotiation of the big picture

Consider - Are students ready for this focus and approach?

Use whole school approaches

Adapt groupings for challenge and support

Turn to activities and environments that illustrate alignment with values and focus but that may be less familiar

https://figshare.com/articles/educational_resource/Informal_Sport_Unit_Sequence_1_Skills_knowledge_and_understanding_for_Informal_Sport/13121726

https://figshare.com/articles/educational_resource/Informal_Sport_Unit_Sequence_2_Expanding_informal_participation_activities/13121753

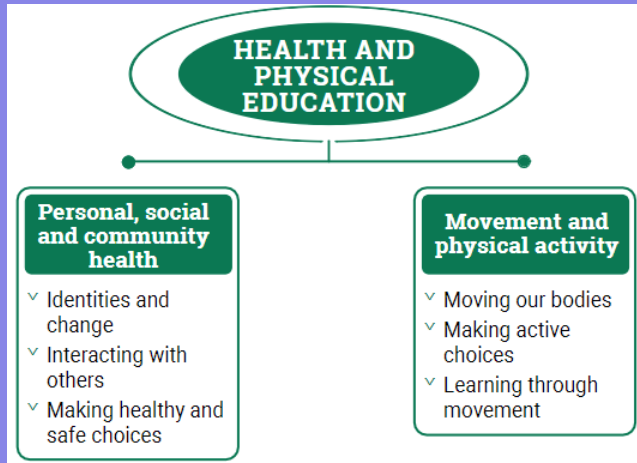
27

How would we recognise progress in learning – and design assessment to support and extend as well as evidence learning?



- Student agency in assessment
- Developing students' assessment literacy
- Self- and peer- assessment
- Authenticity in assessment – application within and beyond school-based participation
- Structure and support: Journaling, checklists, plans, reflections, e-portfolios
- Teacher judgements and input to shape ongoing learning - observations and conversations
- Homework

28



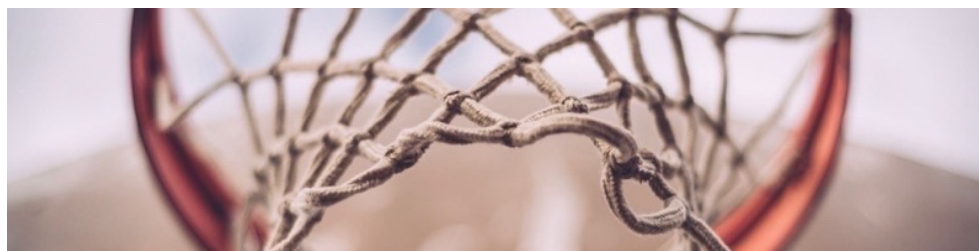
Expressions and representations of sustainable and inclusive futures:

What are they? Where are they?

29



Health and Physical Education **enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities.** In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a **healthy, safe, active and informed citizen.** It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.



30

Sport 2030 will provide significant benefits to Australians of all ages. By 2030, the goal is that:

- We have a diverse and inclusive sport and physical activity sector that supports more Australians to be more active more often, creating a stronger and healthier Australia where as many people as possible see and feel the benefits of sport and physical activity through every stage of their lives;
- Future generations will be more physically active and better prepared with the skills and knowledge to live healthy, active lives;
- Sport and physical activity organisations are connected into other sectors such as health, education and infrastructure to tackle challenges such as physical inactivity and leverage sport for social benefits;



31

propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.

plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives

participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces

participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others

investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation

devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills



Will enactments of the AC: HPE align with, respond to and support growth in informal sport participation?

32



What it will take to progress different futures ?

And to achieve more than tokenistic engagement with sustainability and inclusion agendas?

Political will - Policy work - Pedagogical leadership

33

Policy matters - but how we engage with it matters more

Curriculum texts are by necessity, **complex and often fraught settlements** (Luke et al., 2013)

– with the important caveat – that official curriculum texts, by design, present these settlements “as only ever partial and **to be further negotiated**” (Penney, 2013, p.192)

Curriculum texts – are as much about the discourses we bring to them, as about the discourses that are overtly present or privileged.



Asia-Pacific Journal of Health, Sport and Physical Education

Publication details, including instructions for authors and subscription information: <http://www.tandfonline.com/loi/rasp20>

From policy to pedagogy: prudence and precariousness; actors and artefacts

Dawn Penney^a



Research Papers in Education



ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/doi/10.1080/00131368.2019.1644444>

'It was just as political as it was pragmatic': the (in)formal roles and policy work of 'curriculum leaders' in a federated education context

Karen Lambert & Dawn Penney

34

Policy work for sustainable and inclusive futures



Recognise and embrace, that we are all policy actors

Be clear on what your stance is – how important are sustainable and inclusive futures to you? And what is your vision of and for such futures?


We won't all agree and there will be resistance

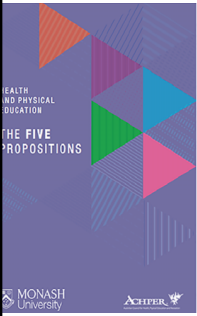

Political will is about micro-politics as much as national or state politics

Can (and will) HPE leverage the possibilities and help shape future participation trends, communities, and societies?

35

Implicit Policy and Pedagogical Leadership

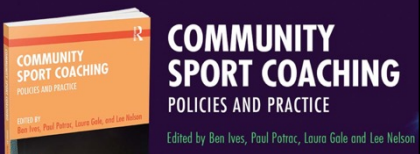


ITE (H/PETE)
Beginning teachers
Professional associations + networks
Students
Coaches
Other agencies

Accompanying formal curriculum policy documents are resource materials, approved textbooks and advisory documents – School system users of such documents, for the most part, do not make a distinction between what is required by policy and what is recommended, with the result that these documents constitute implicit curriculum policy.

(Connelly & Connelly, 2013)



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To Conclude



It takes **systematic, purposeful work** to make **things change** – [if we agree they should] – it takes time – but change **can happen by design** – and arguably won't happen without it. It isn't about just dismantling things – **it is about proposing and exploring alternatives and doing so in collaborative ways, so that we develop systems, policies and practices that are empowering and enabling for more people.**

37

Thank you

2023 is not 2000 BUT arguably, several of the points at the fore of that 2000 piece remain pertinent – not least that

there is not only *one* possible future for physical education. It is for all within the profession to address and debate what the futures should be and to ensure that policy and curriculum developments then reflect the visions established, and facilitate their realisation.

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