

# Changing the School

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# Structure

1. Physical education, school sport and physical activity
2. Change and quality
3. School autonomy
4. Physical activity and self-concept
5. Physical activity and academic achievement
6. Primary school physical education
7. Conclusions and summary

# 1. PE, school sport and PA

School sport

Physical education

Physical activity

Budde et al. (2015). The need for differentiating between exercise, physical activity, and training. *Autoimmunity reviews*. IF: 7.95

## 2. Change and quality

‘If you stop going forwards, you start going backwards’

‘The best’ or ‘the cheapest’?

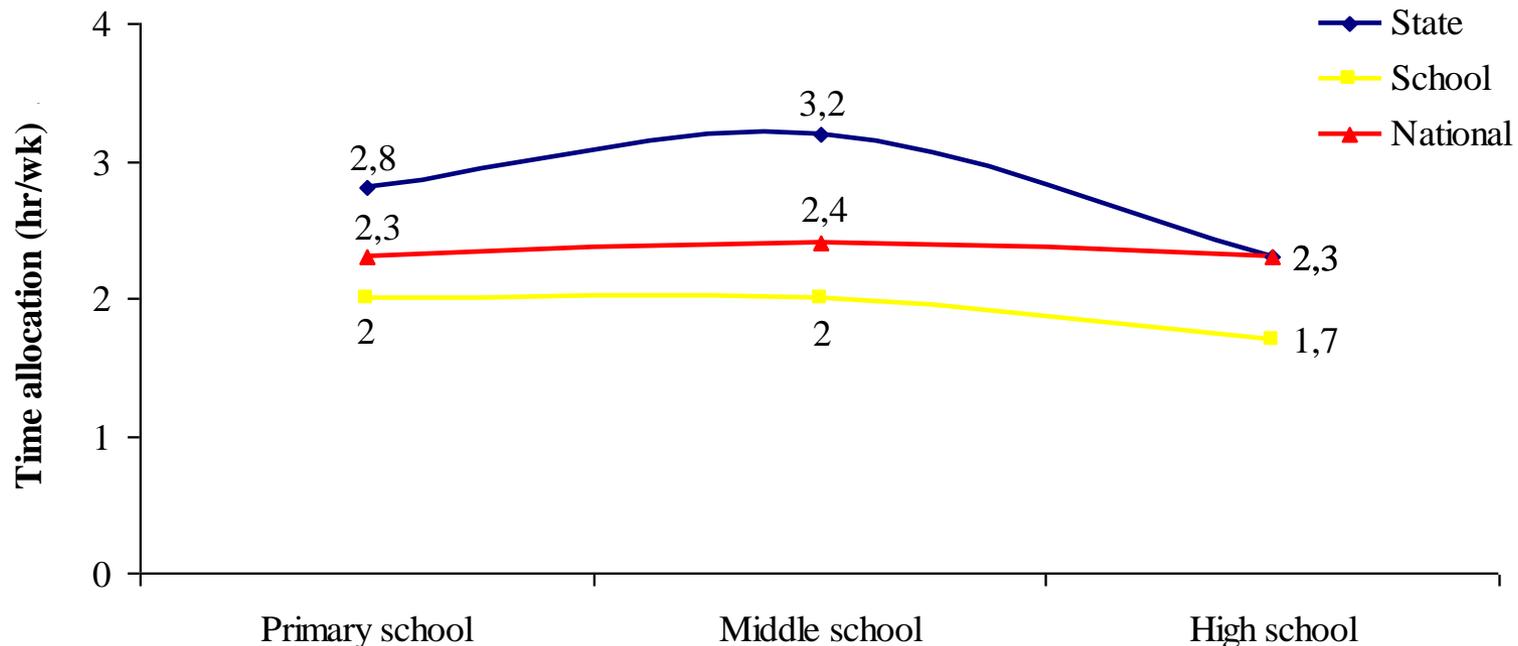
Empirical education science: paradigm shift from input to outcome orientation (compare e.g. TIMMS & PISA)

UNESCO QPE Guidelines (2015)

Evidence-based decisions (e.g. Aro et al. (2015). REPOPA – REsearch into POlicy to enhance Physical Activity).

# 3. School autonomy

## EUPEA study (Onofre et. al, 2012\*)



\* published in the International Journal of Physical Education (IJPE) 2/2012 and 3/2012

## 4. PA and self-concept

Bern research group  
(Conzelmann et. al)



‘Verdicality’ instead of ‘simply increasing’

## 5. PA and academic achievement

Budde et. al (2015\*)

ICSSPE Perspectives (Routledge): next edition  
'Neuroscience'

\* Budde et al. (2015). The need for differentiating between exercise, physical activity, and training. *Autoimmunity reviews*. IF: 7.95

## 6. Primary school PE

### World-wide surveys of school physical education (Hardman, 2014)

	Primary (%)		Secondary (%)	
	Generalists	Specialists	Generalists	Specialists
Global	79	53	23	90
Africa	84	34	67	51
Asia	95	30	5	95
Europe	80	57	15	94
LatAm/Caribbean	56	74	26	93
Middle East	71	57	14	100
North America	100	33	50	100
Oceania	100	-	50	100

## 7. Conclusions and summary

Clear definitions & clear descriptions of constructs and theoretical models

Aim: improve quality

Changes based on insights derived from empirical evidence

One focus on Primary schools



# Thank you for your attention!

For more information:

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