



# Foundation Document

*for  
Physical Education Curriculum K-12  
in  
Newfoundland and Labrador*

August 2025

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## Vision

The vision of the Department of Education ([2023-2026](#)) is:

*Effective and modern learning environments that foster inclusive and healthy communities for all learners in the province.*

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The Department of Education for Newfoundland and Labrador (NL) gratefully acknowledges the contribution of the writers and reviewers in the completion of this work:

## **Lead**

Kellie Baker  
Physical Education (K-12)  
Program Development Specialist  
Department of Education

Jacinta McGrath  
Physical Education Specialist  
Assistant Principal  
Baltimore School  
Ferryland NL

## **Advisory Committee**

Ashley Button  
Recreation and Sport Consultant  
Department of Tourism, Culture, Arts  
and Recreation

Rhonda McKinnon  
Program Implementation Specialist  
Comprehensive School Health  
NLSchools

Ash Casey  
Senior Lecturer/Associate Professor  
School of Sport, Exercise and Health  
Sciences  
Loughborough University, UK

Andrée Morin  
Conseillère pédagogique (M-12<sup>e</sup>)  
Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador

Ellen Coady  
Health, Family Studies and Home  
Economics (K-12)  
Program Development Specialist  
Department of Education

Peggy Orbasli  
Health Promotion Consultant  
School and Community Health  
NL Department of Health and  
Community Services

Jeff R. Crane  
Assistant Professor  
School of Human Kinetics and  
Recreation  
Memorial University

Andrew Poole  
Physical Education Specialist  
Assistant Principal  
Holy Cross School  
Eastport NL

Tim Fletcher  
Associate Professor  
Department of Kinesiology  
Brock University  
St. Catharines ON

Sherri Sheppard  
Program Implementation Specialist (7-  
12)  
ELA/Social Studies/Fine Arts/Physical  
Education  
NLSchools

Jessica Webb  
Program Development Specialist  
Safe, Caring and Inclusive Schools  
Department of Education

**Working Group**

Julie Dicker  
Physical Education Specialist  
Jens Haven Memorial  
Nain NL

Jacinta McGrath  
Physical Education Specialist  
Assistant Principal  
Baltimore School  
Ferryland NL

Tammy O'Brien  
Physical Education Specialist  
St. Kevin's Junior High  
Gould's NL

Andy Poole  
Physical Education Specialist  
Assistant Principal  
Holy Cross School  
Eastport NL

Paul Smith  
Physical Education Specialist  
St. Paul's Junior High  
St. John' NL

**Reviewers**

Sherra Robinson  
Program Specialist - Comprehensive  
School Health  
NLESD (Provincial K-12)

Ysabelle Hubert  
Conseillère pédagogique  
Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador

# Physical Education K-12

## Purpose of document

The Foundation Document for K -12 Physical Education in Newfoundland and Labrador (2025) provides a framework for physical education curriculum in our province. The primary purpose of this document is to inform curriculum writing. Curriculum writers use this foundation document to inform the development of physical education strands, targets, and indicators.

This document describes the;

- vision, rationale, nature, and curriculum focus of physical education;
- underlying principles and philosophy of physical education; and
- progression of learning targets.

## Vision

Every student actively engages in movement that is meaningful and personally relevant within a safe, welcoming, inclusive, and supportive environment.

## Rationale

Physical education programs that are inclusive, equitable, and based on the needs and interests of students have the potential to improve the quality of their lives now and in the future.

## The Nature of Physical Education

The nature of physical education is to:

- develop, promote, and encourage positive feelings about self and others in relation to physical activity;
- support the development of confidence, competence, and emotional connection needed to be physically active beyond the context of physical education;
- provide opportunity for students to discover and experience the ways that physical activity and movement enhance the quality of their lives at school and in the community; and
- provide opportunities that are accessible, equitable, personally meaningful, and adaptive within the context of the learners' social and physical environment.

## Curriculum Focus

The subject matter of physical education is directed towards valuing, engaging in, and understanding human movement. On an individual level, this includes the interactions of three educational domains, and corresponding strands, that influence and are influenced by movement

- Physical/Psychomotor - Strand A: Movement Development, Competence, and Engagement
- Cognitive - Strand B: Comprehension and Application
- Affective/Social - Strand C: Personal and Social Well-being

On a collective level this may include local and global cultural, environmental, historical, and social factors such as

- social norms and values;
- historical value of sports, competition, fitness, and fundamental sport skills as “the” physical education;
- cultural relevance/culturally relevant physical education:
- resources (e.g., venue accessibility);
- environment (e.g., air pollution, climate change, poor infrastructure); and
- social & cultural issues (e.g., colonization, decolonization, internationalization, social inequity, and technology).

The content of physical education supports the development of essential skills for life-long health, wellness, and quality of life.

Learning experiences are developed based on student-informed, research-informed, and practice-informed pedagogies.

## Learning Environment

The optimal learning environment allows for instruction [teaching and learning] that addresses the needs of every learner with attention to equity and continuous academic, social, and emotional growth and well-being. The optimal learning environment may be within the common learning environment, another learning environment, or a combination of both and varies by learner. Reflection on universal instruction, teaching and assessment practice, as well as student engagement should be considered, such that the needs of all learners can be met. The teaching and learning team and/or program planning team make decisions regarding the learning environment ([Responsive Teaching and Learning Policy](#), 2023, p. 9).

Inclusive and equitable learning environments are to be designed and maintained. The development of physically, socially, emotionally, and culturally safe and supportive learning environments must include student-centred pedagogies. Some examples include:

- pedagogical models;



- meaningful experiences in physical education; and
- land-based learning.

With the view of supporting students in developing transferable skills, knowledge, attitudes, and behaviours relevant to their lives, such learning environments must consider and include, but not be limited to:

- student needs and interests (i.e., voice and choice);
- accessibility;
- cultural relevance; and
- context.

An environment where students feel safe to advocate for themselves and others is a hallmark of a supportive learning environment.

## Instructional Design and Alignment

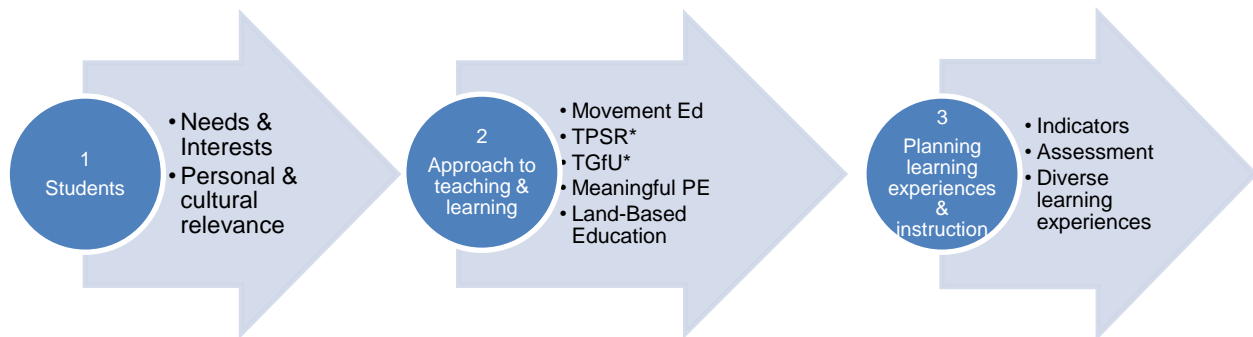
Purposeful learning is the goal of instructional design and alignment. In order to reach this goal, student-centred learning experiences across multiple educational domains through diverse content offerings which align curriculum, teaching, learning, and assessment must be designed. The following Association Internationale des Écoles Supérieures d'Éducation Physique (AIESEP) position statement elaborates on these ideas and also includes important considerations such as cultural and regional context when designing and aligning curriculum:

Physical education is not [only] about playing games or sport, nor is it about *simply* building fitness or accumulating a minimum amount of physical activity during lessons; the focus should be on purposeful learning [about and through movement]. Depending on the cultural and regional context, this learning includes objectives in the psychomotor, cognitive, social and affective domains. These objectives can be reached through various content offerings, for example sport and games, dance, fitness, and/or outdoor pursuits; or a combination thereof. Assessment in physical education should reflect the different domains and contents. Meaningful learning is achieved through teaching that reflects an alignment between intended learning outcomes, assessments that provide evidence of students' progression toward those outcomes, and the instructional practices employed to facilitate students achieving success. In other words, *effective teaching should demonstrate a match between what students are intended to know and be able to do, the opportunities they receive to practice and learn, and how we assess their learning progress*. In turn, this promotes more worthwhile and meaningful learning for students ([Borghouts et al., 2020](#)).

The process of instructional design and alignment within Newfoundland and Labrador K-12 physical education curricula is first and foremost guided by 1) the needs of the students to inform pedagogical decisions about; 2) the approach to

teaching and learning; and 3) the design of learning experiences and instruction through a backward design approach.

The figure below offers a visual representation of the instructional design and alignment process for physical education curriculum design both provincially and locally.



*Figure 1: Instructional design and alignment process*

*\*TPSR: Teaching Personal and Social Responsibility*

*\*TGfU: Teaching Games for Understanding*

Steps 1 and 2 will be covered more fully in the *Pedagogy* section that follows.

Step 3: **Planning** learning experiences and instruction should align with the concept of backward design (Wiggins & McTighe, 1998; Wiggins, Wiggins & McTighe2005).

1. **Indicators** – first, make an informed decision (i.e., student-informed, research-informed, practice-informed) on which indicators students will be supported in working toward. NOTE: There should be at least one indicator from each of the three strands.
2. **Assessment** – next, make informed decisions on relevant ways of gathering information on student progress toward goals (i.e., assessment).
3. **Content** – The last decision should be the physical activity content and diverse movement experiences through which students will be supported in progressing toward goals and indicators.

## Pedagogy

*Pedagogy* might be thought of as the relationship between curriculum, teaching, learning, and assessment (Casey & Kirk, 2021; 2024). This document provides guidance which informs pedagogical decisions about the construction and enactment of curriculum, teaching, learning, and assessment. For example, consideration must be given to Vision, Rationale, Learning Environment, and Instructional Design and Alignment when designing curriculum and instruction.

## Approaches to the Teaching and Learning of Physical Education

This foundation document is structured with a view to place learners at the crux of all pedagogical decisions. As such, decisions must be made about **approaches** to teaching and learning that will best meet the needs of the learners. **One approach “will not yield equitable opportunities for diverse students or yield desirable outcomes...”** (Lawson, 2018; [Lawson, 2020](#), p. 212). As such, pedagogical models, meaningful experiences in physical education, and land-based learning are highlighted as practice- and research-informed approaches to meet the diverse and changing needs of learners.

### Pedagogical Models

Pedagogical models are research-informed frameworks (Jewett & Bain, 1985; Metzler & Colquitt, 2021) that emphasise the symbiotic relationship between learning, teaching, subject matter, and context ([Casey & Kirk, 2021](#); Haerens et al., 2011). Each model provides a detailed map, including a rationale, planning, implementation, and assessment guidance (see Metzler & Colquitt).

Examples of pedagogical models include:

#### Cooperative Learning (CL)

Small (four to six people), diverse groups of learners work with each other (not just beside one another) in ways that support each others' learning in achieving a common goal (Metzler & Colquitt). The successful implementation of CL in physical education requires five critical elements: positive interdependence, individual accountability, interpersonal and small-group skills, promotive face-to-face interaction, and group processing ([Casey & Quennerstedt, 2022](#); Dyson & Casey, 2016).

#### Fitness for Life (FFL)

Designed to shift teens from dependence to independence with respect to lifelong healthy lifestyles (Le Masurier et al., 2017). Learners are engaged in the process of personal program planning for a variety of health behaviours including physical activity, fitness, and healthy eating. This evidence-based and standards-based program follows a pedagogically sound scope and sequence to enhance student learning and progress and presents the science of healthy living at age-appropriate levels ([Human Kinetics, 2023](#)).

#### Game Based Approaches (GBA)

Game Sense: Engages learners in minor and modified game strategies and concepts designed to provide opportunities to develop both skills and an understanding of the tactics of the game ([Australian Sports Commission](#), nd).

Teaching Games for Understanding (TGfU): “TGfU places an emphasis on the play, where tactical and strategic problems are posed in a modified game

environment, ultimately drawing upon students to make decisions” ([Pearson & Webb, 2008](#); [Webb, Pearson, & Forrest, 2006](#)). Approaching teaching and learning through a TGfU approach “taps into children’s inherent desire to play” as a medium through which deep cognitive, physical, and affective learning can take place ([OPHEA](#), nd).

#### Health-Optimizing Physical Education (HOPE)

The Health-Optimizing Physical Education model, “advocates a goal of providing moderate to vigorous physical activity for 50% of PE class time” ([Dudley et al., 2016](#), p. 325). According to Sallis et al., (2012), the model is “...designed to achieve several objectives: health-related physical activity; keeping students active during lesson time; engaging all students regardless of their physical ability; and significantly contributing to students’ overall physical activity participation, thereby improving their health” ([Dudley et al., 2016](#), p. 325).

#### Inquiry Learning

Learners are engaged in (often individual) problem solving through teacher questions and prompts – “Learner as Problem Solver” (Metzler & Colquitt, 2021, p. 327). What differentiates Inquiry Learning from other approaches is, “entire units of instruction are based on questioning strategies and question-asking is used nearly exclusively as the way to develop students’ intellectual, physical, and emotional abilities” (Metzler & Colquitt, p. 328). Companion Website - [Inquiry Learning Articles](#).

#### Movement Education

Success for all, Activity for all, and Contribution for all ([Chakrian, 2020](#)) are achieved through four main concepts of movement: body, space, effort, and relationship.

##### Four short podcasts

- [The Foundation of the Movement Education Model](#)
- [Concepts and Elements of the Movement Education Model](#)
- [From Theory to Practice: A Glimpse into the Movement Education Model](#)
- [Assessment within the Movement Education Model](#)

A Movement Education approach supports the application of movement concepts across educational domains (e.g., physical, cognitive, affective) ([Teaching Movement Education, Abels & Bridges, 2010](#)).

Problem solving is fundamental to teaching and learning through a Movement Education approach.

#### Outdoor (Adventure) Education (OAE)

Activities, experiences, and challenges in outdoor natural settings that situate decision-making, informed actions, and reflection as instrumental in the learning process (Ewert & Sibthorp, 2014; Quay & Seaman, 2015).

#### Peer Teaching (PT)

Structured learning experiences in which “some students assume and carry out many of the key operations of instruction, directly assisting other students” in a “I teach you, then you teach me” learning process (Metzler & Colquitt, 2021m p. 298).

#### Personalized System for Instruction (PSI)

Acknowledges that not all learners have the same interests, abilities, and/or skills. Learners progress at their own rate with some progressing faster and some taking additional time to form deep understandings ([Hannon et al., 2008](#); Metzler & Colquitt, 2021).

#### Play-Based Learning

Research supports play-based learning as benefiting both developmental learning (e.g., social-emotional learning skills, general cognitive development, self-regulation) and academic learning (e.g., literacy, mathematics) (see [Danniels & Pyle, 2018](#); [Pyle et al., 2020](#)). Play-based learning should include both free play and guided play to most effectively support children’s holistic development (Danniels & Pyle). As such, play-based learning may be thought of as a continuum in which “Child-directed activities (free play) are situated at one end of the continuum while teacher-directed play (learning through games) falls at the other end, with mutually directed play (collaboratively designed play) falling in the middle (Pyle & Danniels, 2017)” (Danniels & Pyle, p. 4).

#### Sport Education (SE)

Learners participate as members of teams for an extended period of time (e.g., 10 or more one-hour classes). Students take on active roles that are “evident in authentic sport settings such as captains, coaches, trainers, statisticians, officials, publicists, and members of a sports council” ([Durden-Myers, 2019](#)).

#### Socially Just Teaching Personal and Social Responsibility (SJ-TPSR)

An extension and re-conceptualization of Don Hellison’s (2011) Teaching Personal and Social Responsibility (TPSR) model, a SJ-TPSR approach ([Baker et al., 2023](#); Scanlon et al., 2022) opens possibilities and potentialities in which educators can learn to teach About, Through, and For social justice in activity contexts of physical education. Learning opportunities are designed to support student understanding of social justice matters through the medium of physical activity.

### Teaching Dance for Understanding (TDfU)

“The goal of TDfU is to provide students the opportunities to first build a movement vocabulary and a positive attitude and mindset toward dance (curiosity), and then build on the success by layering complexity toward a final performance” ([Levenberg](#) et al., 2020, p. 3).

*NOTE: TGfU was described under the aforementioned **Game Sense** heading*

### Teaching Personal and Social Responsibility (TPSR)

“The ultimate aim of [TPSR] is to help students develop themselves as people, learning to be responsible for the ways they conduct themselves and treat other people. Physical activity is used as a vehicle to teach students various life skills that they can practice in [physical education contexts and spaces] and transfer to other settings such as school, community, and home life” (TPSR Alliance, nd).

### Meaningful Experiences in Physical Education

Meaningful Physical Education is a pedagogical approach that was developed from the voices and perspectives of learners. As such, it places the meaningfulness of learners' experiences at the forefront of a teacher's pedagogical decision making (Fletcher et al., 2021). A Meaningful Physical Education approach aligns with the core purpose of physical education which is to support learners in seeking and becoming “aware of the personal meaning of movement through reflection” with “the aim of cultivating educative experiences that lead to the growth of further experience (Dewey, 1938)” ([LAMPE](#), 2021). An [infographic](#) and blogs on what Meaningful Physical Education [is](#) and [is not](#) provide further information (Beni, 2021a, 2021b; LAMPE, 2021).

This learner-centred approach consists of distinct characteristics, teaching and learning principles and strategies, and decision-making processes (see [Fletcher & Ní Chróinín, 2022](#)). For example, part of a Meaningful Physical Education approach includes being aware of common features that learners describe as contributing to meaningful PE experiences: Social Interaction, Challenge, Fun, Motor Competence, Personal Relevance. Importantly, these features serve as a starting point for discussions with learners, which means this list will expand based on learners' responses to further discussion.

Based on the ongoing experiences of learners, a Meaningful Physical Education approach is in constant development and redevelopment. The *Learning About Meaningful Physical Education* (LAMPE) website provides updates on the approach that are both practice-informed (with, by, and for learners and teachers) and research-informed: <https://meaningfulpe.wordpress.com/>.

## Land-Based Learning

The “intention behind Indigenous land-based learning is inherently decolonial and anti-capitalist” ([Nguyễn, 2022](#)). Land-Based Learning “is a powerful decolonizing tool that centres and honours Indigenous relationships with the land and all creation” ([Bowra et al., 2021](#), p. 132). This approach explores Indigenous practices and traditions such as teachings, stories, ceremony, song, and survival skills. For example, a land-based approach incorporates activities such as picking berries, harvesting traditional medicines, tanning hides and trapping – important life skills. *Wise land-based learning practice* consists of collaboration with community leaders, youth involvement, integration of traditional language, and sustenance practices (Bowra et al.). “In being on the land, Indigenous and non-Indigenous peoples are able to come together and draw strength from their ancestors, relationships, and histories in order to heal and transcend the trauma caused by past and present colonial processes” (Bowra et al., p. 132).

## Aligning Instructional Design and Pedagogy

Aligning instructional design and pedagogy requires pedagogical decision making. Some examples of a pedagogical decision making process are provided in the following tables.

Example 1	
STEPS	Pedagogical Decision-Making Process
1. Students	...want to learn to skate so they can use the outdoor space in the community
2. Approach to teaching and learning	Meaningful Experiences in Physical Education (MPE); Peer Teaching (PT)
3. Planning learning experiences and instruction	Indicators: Choose at least one indicator from each of Strand A, B, <b>and</b> C  Assessment: Self-monitored task progressions and reflections; Peer assessment checklists  Diverse learning experiences such as fundamental movement skills, body awareness skills, skating

Example 2	
STEPS	Pedagogical Decision-Making Process
1. Students	...need to develop personal and social responsibility



2. Approach to teaching and learning	Teaching Personal and Social Responsibility (TPSR); Cooperative Learning (CL)
3. Planning learning experiences and instruction	<p>Indicators: Choose at least one indicator from each of Strand A, B, <b>and</b> C</p> <p>Assessment: Rubrics (self and peer); Conferences (student-teacher; student-student); Journals</p> <p>Diverse learning experiences such as dance, gymnastics, dual/group activities, or...</p>

Example 3	
STEPS	Pedagogical Decision-Making Process
1. Students	...can participate in net/wall games but do not understand the strategies/tactics
2. Approach to Teaching and Learning	Game-Based Approaches such as Teaching Games for Understanding (TGfU)
3. Planning learning experiences and instruction	<p>Indicators: Choose at least one indicator from each of Strand A, B, <b>and</b> C</p> <p>Assessment: Game Performance Assessment Instrument (GPAI); Game Contribution Assessment Instrument (GCAI); Questioning</p> <p>Diverse learning experiences such as volleyball <b>and</b> speedminton <b>and</b> pickleball <b>and</b> wall-ball <b>and</b> squash &amp;/or...</p>



Example 4	
STEPS	Pedagogical Decision-Making Process
1. Students	...want to learn traditional and cultural practices of the Indigenous Peoples of Newfoundland and Labrador
2. Approach to teaching and learning	Land-Based Learning
3. Planning learning experiences and instruction	<p>Indicators: Choose at least one indicator from each of Strand A, B, <b>and</b> C</p> <p>Assessment: Projects; Exit cards</p> <p>Diverse learning experiences such as traditional and contemporary knowledges (e.g., similarities and differences in harvesting of food and medicines, navigation and survival skills, of Mi'kmaq of Newfoundland and Inuit of Labrador), and other land based physical activities and their connection to culture.</p>

Example 5	
STEPS	Pedagogical Decision-Making Process
1. Students	...want/need to engage in learning about sport from a variety of roles and perspectives
2. Approach to teaching and learning	Sport Education
3. Planning learning experiences and instruction	<p>Indicators: Choose at least one indicator from each of Strand A, B, <b>and</b> C</p> <p>Assessment: Apps (e.g., Coach's Eye); Videos; Portfolios</p> <p>Diverse learning experiences: Sports that require a variety of roles for performance or competition (e.g., CrossFit, dance, martial arts, striking/fielding, target, territorial games)</p>

# Curriculum Framework

## Introduction

Educators have a responsibility to support students' academic, social, and emotional learning. The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help educators address the needs of students.

- Curriculum guides must clearly articulate what students are expected to know, understand, and be able to do by the time they graduate from high school.
- There must be purposeful, ongoing assessment to inform responsive teaching and learning.

## Key Competencies

Newfoundland and Labrador Key Competencies are the attitudes, skills, and knowledge necessary to prepare learners for a complex and unpredictable future. Together with strong foundations of literacy, numeracy, and social-emotional learning, as well as disciplinary indicators, these six key competencies contribute to the development of well-rounded individuals. Global competencies are interdependent and interdisciplinary. They can be leveraged in a variety of situations and are developed over time.

## Strands, Targets, and Indicators

In addition to *Strands*, which represent broad areas of focus, the K-12 Physical Education Curriculum in Newfoundland and Labrador (2025) is further delineated into *Targets*. Targets are provided to more explicitly describe the intent of the three strands. For example, Target 1 focuses on developing movement competency, while Targets 2 and 3 emphasize critical and creative thinking skills.

### **Strand A: Movement Development, Competence, and Engagement**

Target 1 Diverse Movement Experiences

### **Strand B: Comprehension and Application**

Target 2 Critical and Creative Thinking

Target 3 Real-Life Connections

### **Strand C: Personal and Social Well-Being**

Target 4 Respect and Responsibility

Target 5 Well-Being and Quality of Life

*Indicators*, the next level of curriculum organization, delineate what students will know, understand, and apply as a result of engaging with learning experiences at a specific grade level. These must align with the foundation document and *can be found in the grade level curriculum documents*.

**NOTE: Key-Stage Indicators** are provided to support grade level curriculum development and learning progressions. These will not appear in the grade level curriculum documents.

<b>Strand A: Movement Development, Competence, and Engagement</b> Developing movement competencies through engagement in a diverse range of meaningful and relevant movement experiences across multiple contexts and settings		
Target	Key-Stage Indicators (KSIs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
1 Diverse Movement Experiences	Participate in activities designed to foster active lifestyles across multiple contexts and settings  Explore a variety of creative and expressive movements  Demonstrate body awareness and spatial awareness  Demonstrate a variety of locomotor and non-locomotor movements  Demonstrate manipulative skills with a variety of implements  Participate in activities relevant to the local and global culture	Participate in activities designed to enhance quality of life across multiple contexts and settings  Perform a variety of creative and expressive movements  Demonstrate body awareness and spatial awareness in relation to the movement concepts of effort and relationships  Combine locomotor and non-locomotor movements to create complex movement patterns  Demonstrate a variety of manipulative skills  Participate in personally meaningful and/or socially relevant local and global activities

<b>Strand A: Movement Development, Competence, and Engagement</b> Developing movement competencies through engagement in a diverse range of
--

meaningful and relevant movement experiences across multiple contexts and settings		
Target	Key-Stage Indicators (KSIs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
1 Diverse Movement Experiences	<p>Participate in physical activities designed to foster active lifestyles across multiple contexts and settings</p> <p>Demonstrate a variety of creative and expressive movements</p> <p>Perform complex movement sequences that integrate diverse combinations of movement concepts</p> <p>Combine locomotor, non-locomotor and manipulative skills to create complex movement patterns</p> <p>Participate in historical and cultural activities relevant to local and provincial communities</p>	<p>Participate in physical activities designed to enhance quality of life across multiple contexts and settings</p> <p>Explore a variety of creative and expressive movements across multiple contexts and settings</p> <p>Apply complex movement sequences to a diverse range of movement experiences across multiple contexts and settings</p> <p>Create complex movement patterns using locomotor, non-locomotor and manipulative skills</p> <p>Share movement experiences from a variety of personal and global contexts</p>

<b>Strand B: Comprehension and Application</b> Applying an understanding of physical education concepts to a variety of learning experiences and environments		
Target	Key-Stage Indicators (KSIs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
2 Critical and Creative Thinking	Solve movement problems and challenges by applying critical and creative thinking skills in a variety of contexts and settings	Compare solutions to movement problems and challenges in a variety of learning experiences and environments

3 Real-Life Connections	<p>Discuss opportunities to be active at school, home, and in the community</p> <p>Reflect on how participation in physical activity connects to quality of life</p>	<p>Analyze influences on physical activity participation to provide solutions to challenges of being active at school, home, and in the community</p> <p>Reflect on the connection between participating in activities within the community and quality of life</p>

### **Strand B: Comprehension and Application**

Applying critical and creative thinking skills to a variety of learning experiences and environments in ways that make connections between the value and relevance of curricular content and quality of life

Target	Key-Stage Indicators (KSIs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
2 Critical and Creative Thinking	Solve movement problems and challenges by applying tactical and strategic decision-making skills in a variety of learning experiences and environments	Design creative solutions to challenges of being physically active outside of school contexts
3 Real-Life Connections	<p>Explore opportunities to enhance quality of life at school, home, and in the community</p> <p>Relate curricular content to activities that enhance health and well-being</p>	<p>Develop and implement an action plan that supports quality of life</p> <p>Connect quality of life to engaging in community-based activities</p>

### **Strand C: Personal and Social Well-being**

Fostering and maintaining positive relationships with self and others through respectful and responsible interactions in a variety of contexts and across a range of activities from diverse cultures, and the development of strategies for managing personal health, well-being, and quality of life

Target	Key-Stage Indicators (KSIs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
4 Respect and Responsibility	<p>Show care, concern, and compassion for the well-being and safety of self and others</p> <p>Demonstrate respect for self and others.</p> <p>Develop positive attitudes toward the principles of fair play</p>	<p>Demonstrate care, concern, and compassion for the well-being and safety of self, others, and surroundings</p> <p>Demonstrate respect for personal and cultural uniqueness</p> <p>Communicate how a positive attitude toward fair play can have a positive influence on enjoyment</p>
5 Well-Being and Quality of Life	Demonstrate, with guidance, the ability to set basic goals relating to personal development	Set personally meaningful goals relating to health, well-being, and quality of life

### **Strand C: Personal and Social Well-being**

Fostering and maintaining positive relationships with self and others through respectful and responsible interactions in a variety of contexts and across a range of activities from diverse cultures, and the development of strategies for managing personal health, well-being, and quality of life

Target	Key-Stage Indicators (KSIs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
4 Respect and Responsibility	<p>Exhibit co-constructed guiding principles of care, concern, and compassion for self, others and surroundings</p> <p>Demonstrate awareness and sensitivity for cultural uniqueness</p> <p>Apply principles of fair play in ways that support inclusive and equitable participation by all</p>	<p>Relate to self, others, and surroundings in ways that are respectful and responsible</p> <p>Reflect on personal and societal inclusionary practices</p> <p>Create a safe, welcoming, inclusive, and supportive environment</p>

5 Well-Being and Quality of Life	Apply a variety of goal setting processes to create personally meaningful and relevant health and well-being strategies	Enact personally meaningful health and well-being goals that contribute to quality of life
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In addition to the direction provided in this document, Physical and Health Education Canada (PHE Canada) offers guidance in the form of [competencies](#) that are intended to:

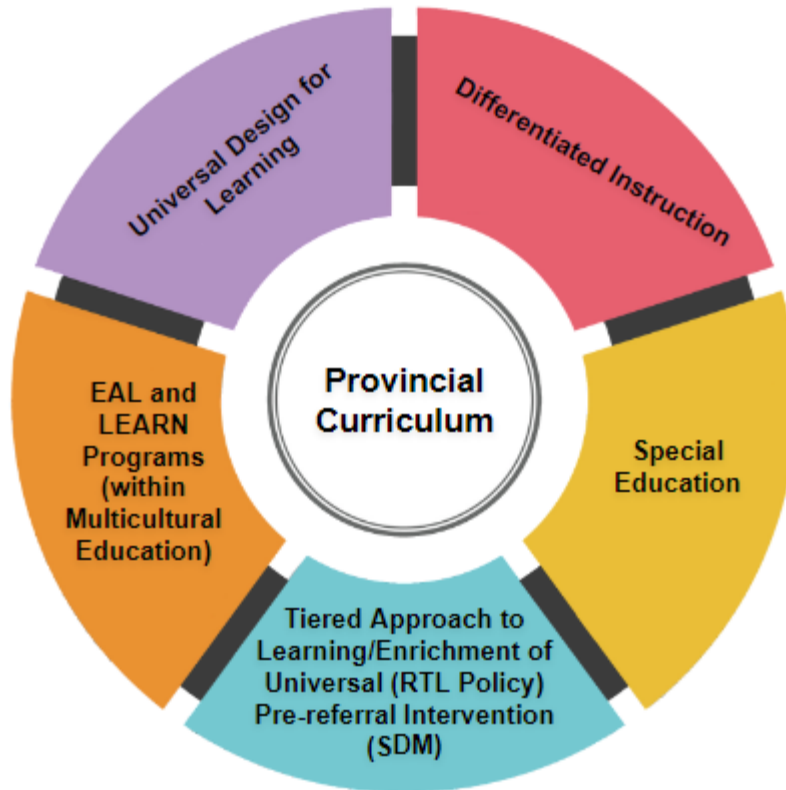
spark change and be a guiding light for those seeking to develop and deliver more inclusive, empowering, and meaningful physical and health education. The Canadian PHE Competencies offer the possibility of realizing the inherent value and efficacy of physical and health education across kindergarten to grade twelve (K-12) and CEGEP, and expand beyond dominant ways of thinking and doing to include wise practices and multiple ways of approaching these subject areas ([Davis et al.](#), 2023, p. 9).

## Learner Access to Physical Education Provincial Curriculum through Five Frameworks

Five frameworks support the teaching and learning of provincial curriculum to a diverse group of students (see [Teaching to Diversity: Special Education](#)). They are: universal design for learning; differentiated instruction; the tiered approach to learning; special education; and English Additional Language (EAL) or LEARN Programs.

All five frameworks support access to provincial curriculum by

- embracing the diverse nature of school communities;
- recognizing students learn in different ways; and
- seeking to support learners to achieve the most they possibly can.



*Figure 2: Five Frameworks that support teaching and learning on the provincial curriculum*

While they have much in common, the frameworks are also distinct. It is their **combined practice** that ensures the engagement of all learners with the provincial curriculum.

Five Frameworks Supporting the Teaching and Learning of Provincial Curriculum	
Universal Design for Learning	Anticipates that a diverse instructional environment is needed and incorporates adjustments at the outset. It applies to all students.
<a href="#">Differentiated Instruction</a>	Emphasizes formative assessment and makes adjustments in response to teaching and learning data. It applies to all students.
The Tiered Approach to Learning and Enrichment of Universal Instruction ( <a href="#">RTL Policy</a> only)	<p>The tiered approach to learning adjusts the time and intensity of foundational skills instruction. Universal instruction applies to all students on prescribed or modified prescribed, with a few students availing of the top two tiers.</p> <p>Enrichment of Universal Instruction occurs during universal</p>



Pre-referral Intervention	instruction and applies to a few students. Pre-referral intervention applies to a few students.
EAL or LEARN Programs (within Multicultural Education)	Supports students with culturally and linguistically diverse backgrounds who require support in English language or background academic skills in order to succeed with the provincial curriculum.
Special Education	Provides individualized programs and services for students whose learning profile, informed by comprehensive assessment, indicates a need for enrichment and/or skill development.

## Physical Education's Relationship to Other Provincial Curriculum and Policies

Curriculum development is also guided by other documents and policies, for example:

- [Dedicated to Diversity: A Framework for Multicultural Education in Newfoundland and Labrador](#)
- [Indigenous Education Framework](#)
- [Social-Emotional Learning Foundation Document](#)
- [Safe and Caring Schools Policy](#)
- Health Promoting Schools
- [Daily Physical Activity Policy](#)

## Multicultural Perspectives

Recognizing the variety of cultural experiences from which students are approaching their education and communities is important. Students' cultures are unique to their own values, beliefs, and perspectives. Cultural variations arise from differences between worldviews and cultural understandings. Variations are also attributed to the value placed on family, education, religion, gender, sex, and community and/or skill development. Providing a variety of pedagogical approaches within teaching and learning builds on diversity and provides a rich educational experience for all learners. For a more in-depth consideration of this topic refer to the Multicultural Curriculum Framework (2023).

## Indigenous Perspectives

The Indigenous Curriculum Framework (2019/2023) states that

The Department of Education (EDU) encourages a holistic approach to Indigenous education which prepares children for entering school, uses provincial curricula with appropriate cultural relevance, nurtures the academic, physical, social, and psychological needs of students and provides a supportive learning environment for all students (p. 1).

As such, curriculum should

reflect not only the diverse cultures of Indigenous peoples, but also the values, worldviews and ways of knowing and being that are integral to Indigenous societies. All students and educators in Newfoundland and Labrador will be exposed to the various Indigenous perspectives, cultures, and historical contributions made by Indigenous peoples (p. 1).

## Social-Emotional Learning

Education provides a critical context for building individual capacity through explicit teaching of social and emotional skills. When examining how to embed social and emotional learning into curricula, it is important to understand that health and well-being is more than the absence of problems and/or risk (e.g., a narrow focus on physical activity and disease prevention, [Wiklander et al., 2022](#)). In addition, it should be understood that well-being is influenced by the development of SEL skills, attitudes and behaviours, and their use within all environments. This shift in thinking focuses on the individual and their increased capacity to be healthy and well.

The Department of Education's [Social-Emotional Learning Foundation document](#) (2021) elaborates more fully on the nature of SEL, the focus for learning, guiding principles, rational, pedagogical considerations, and instructional design.

## Safe and Caring Schools Policy

This [policy](#) provides guidance to educational partners, particularly to schools, in the development and maintenance of a safe, caring and inclusive learning environment. As well, it outlines a structure for the collection and analysis of data to inform school development plans, to shape practice and to ensure accountability. Partners include the Department of Education, NLSchools, Conseil scolaire francophone provincial, school staff, parents/guardians and students, and other professionals and volunteers in our schools.

## Health Promoting Schools

In June 2022, the Government of Newfoundland and Labrador has adopted *Health Promoting Schools* to replace *Comprehensive School Health*. The change

aligns with work happening globally, links to the predominant language used in research and resources, and supports findings that this terminology is better understood with partners. In addition, Health Promoting Schools is more descriptive of the intention of the approach, which is to support population-based health promotion work in schools.

The World Health Organization (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO), along with other United Nations partners, have recommended that every school become a Health Promoting School. WHO and UNESCO have developed global standards and indicators for Health Promoting Schools and resources to support implementing and scaling up Health Promoting Schools initiatives.

## Daily Physical Activity

The Department of Education's [Daily Physical Activity Policy](#) / [Politique en matière d'activité physique quotidienne](#) (2023) informs curriculum development in that the reduction of sedentary behaviour is through physically active learning (PAL). Curriculum should support school administrators and educators providing "thirty (30) minutes of light, moderate and/or vigorous physical activity during the school day for students (K-12) during instructional time".

## Physical Education's Relationship to Other Curricular Areas

Connections can be made between and across all curriculum areas. The explicit teaching of concepts such as patterns, transformations, area and perimeter, properties of angles and triangles may be explicitly taught in math, for example. With some imagination, concepts such as these can be reinforced in physical education. Patterns can be reinforced through dance education (e.g., beats, formations) and the concept of transformations can be reinforced through jump turns in educational gymnastics. Language such as area and perimeter are used when setting up playing fields, while understanding angles is important when passing and shooting across a range of physical activities. Bernoulli's principle, explicitly taught in science, can be applied to disc throwing. A story or poem might be used as the impetus for creating a movement sequence. Physical education also offers dynamic spaces to teach and learn about, through and for social justice which has connections to social studies, history, geography, and religion.

As a broader example, multicultural education can be incorporated by introducing games, sports, and physical activities from multiple cultures. Particular attention might be paid to the cultures of students with culturally and linguistically diverse backgrounds. Physical education has the potential to provide a particularly

welcoming space for students who are learning English as an additional language, since their performance within the affective and physical domains is not always dependent on language, but rather can be supported through visual cues and modelling of movement patterns. When working with culturally diverse student populations, some special considerations relevant to the teaching of physical education may include an awareness of cultural similarities and differences in views on the role of movement and physical education for people of varying ages, genders, etc. and possible religious or cultural norms affecting students' participation in some activities.

## Assessment and Evaluation

Assessment and evaluation should also be guided by asking, “*What is in the best interest of the student(s)?*”. The continued focus on approaching provincial and local curriculum design through a student-centred lens requires balanced inclusion of student-constructed, -informed and -led assessment alongside teacher-constructed assessment, all of which contribute to informed evaluation, grading, and reporting.

Assessment: The process of gathering information on student progress and learning. Both student and teacher assessments should be gathered.

Evaluation: Making a judgement on assessment information. Both students and teachers should evaluate learning progress and use this information to make decisions on learning experiences that will support continued progress.

Grading: Assigning a value to the cumulative assessment and evaluation information (e.g., pass/fail, number/score, letter, etc.).

Reporting: Communicating the results of the cumulative assessment and evaluation information at a particular point in time.

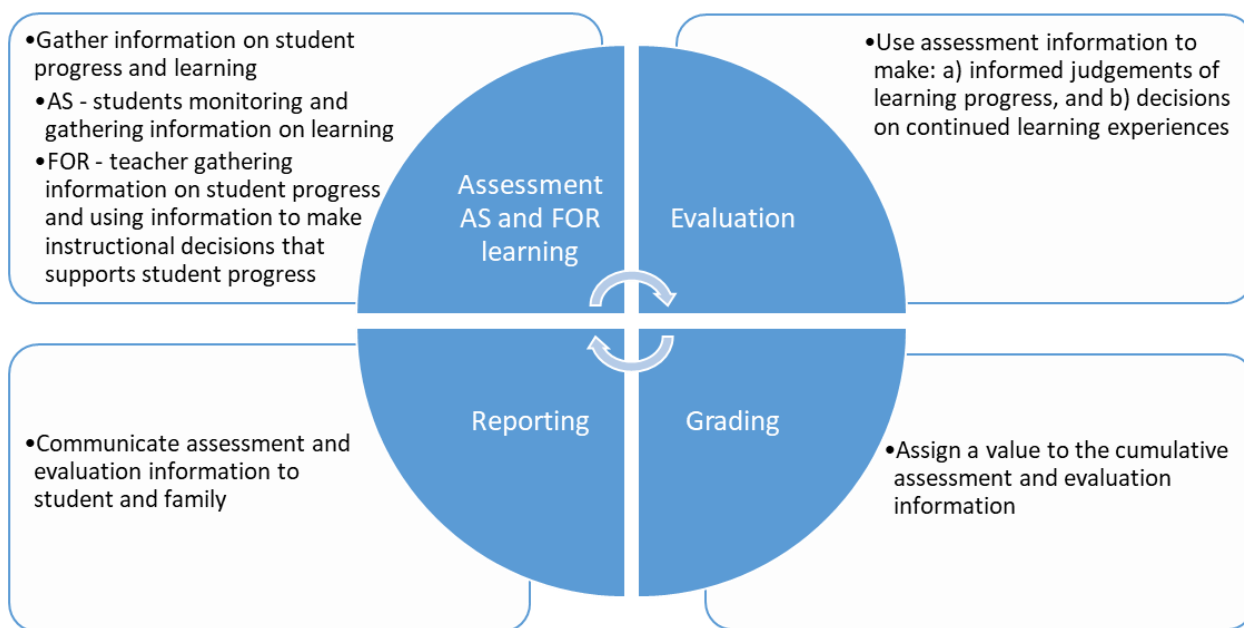


Figure 3: Assessment, Evaluation, Grading, and Reporting Cycle

## Guiding Principles (Assessment)

PHE Canada (2021b) offers relevant assessment information:

**Formative assessment:** When assessment information is used to gauge where students are in their learning and what can be done to help them improve, that is using assessment in a formative way. In other words, if the assessment information is used to inform where students are and what can help them improve, it is formative assessment (p. 3).

Assessment as learning and *for* learning are two types of formative assessment:

- **Assessment as learning:** Involves students monitoring and gathering information about their own learning. They do this through self and/or peer assessments to help understand how they are progressing in their learning, and what, if anything, they can do to improve. As students gather evidence of their current learning, they compare it with pre-established success criteria to better understand their area(s) of strength, and what they can focus on to improve their learning (p. 2).
- **Assessment for learning:** Involves teachers gathering and using information about what students currently know and can do to inform their instructional decision making. [Reflecting on this information] helps teachers to better understand the effectiveness of their chosen teaching strategies, and what, if any, adjustments could be made to further support each student in their learning. This information can be gathered through any formal and/or informal assessment activity occurring within the teaching and learning process (p. 2).

## Guiding Principles (Evaluation)

- Evaluation allows teachers to arrive at a judgement about students' progress toward learning goals. This could be pass/fail, number/score, letter, etc.
- Evaluation is more reflective of assessment *of* learning and summative approaches to assessment (often occurring at the end of a learning period/unit).
  - [Summative assessment](#): When assessment information is used to form a professional judgement and evaluate student learning achievement, that is using assessment in a summative way. In other words, if the assessment information is used to evaluate and summarize learning achievement (i.e., no more opportunities for growth), then it is summative assessment ([PHE Canada, 2021b](#), p.3).
- Although evaluation enables a judgement to be made, formative approaches can and should inform how these judgements are made. For instance, a 'high-stakes' summative item might not be an appropriate/accurate reflection of students' learning and in this way, formative approaches should help teachers make decisions about what is accurate in terms of students' learning.

## Sample Assessment Ideas to Support Informed Evaluation, Grading, and Reporting

PHE Canada ([2021a](#)) provides guidance on [co-constructing success criteria](#), [collecting evidence for learning](#), and [feedback](#) to support student-focused assessment and evaluation.

**Feedback:** In addition to what can be found on the PHE Canada website and through other internet searches, a short acronym may support the how of feedback. When improvement in movement patterns is the goal, think in terms of offering SIPs of feedback: Specific, Immediate, Positive, small doses.

- **Specific:** more than just "Good Job!", make it informative and meaningful;
- **Immediate:** think in terms of *timely*/as immediate as possible with a class full of learners;
- **Positive:** weave some positivity in with that constructive feedback; and
- **small doses:** give a little bit (one or maybe two aspects of the task), go away to allow the learner time to digest and try to incorporate the feedback, come back to offer more support if needed.

Examples:

While "Good work!" or "Great job!" *may* serve to motivate learners' effort, it does not provide the specifics needed to improve movement/movement patterns.

SIPs of feedback for a forward roll, for example, might sound like (depending on the developmental level):

- “Well done keeping that beanbag between your chin and chest. Remember to stay tucked the whole way through the roll so that beanbag doesn’t fall out.”
- “Great job keeping your chin tucked into your chest. Remember to look back through your legs.”
- “You are keeping your chin tucked into your chest. Way to go! Remember to look back through your legs and have the top of your back touch the mat first, not your neck.”

<b>Assessment Ideas</b> Choose a variety of teacher directed, self, peer, and portfolio type assessments with a view to support students in demonstrating their learning in diverse ways (e.g., oral, performance, video, written)			
Anecdotal Record	Case Study	Checklist	Conference
Demonstration	Exemplar	Interview	Journal
Matrix	Observation	Peer Teaching	Personal Plan
Podcast	Portfolio	Presentation	Project
Questioning	Quiz	Recording	Reflection
Role-Playing	Rubric		

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