PRESENTERS

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HOW DID WE END UP HERE?

- Wanted to think differently about course design – What is a ‘physically educated’ student?
- Concerned about an over-reliance on standards for course design
- Curiosity around scholarship (esp. students not taking PE)
- Pancake effect in interdisciplinary environments
- Concern that students physical education discipline knowledge is often siloed
TODAY WE HOPE TO.....

EXPLORE threshold concepts in PE together

And

CONSIDER the use of threshold concepts in senior PE course design
DEFINING THRESHOLD CONCEPTS

✓ Similar to moving through a portal or a door, which when opened reveals new and previously inaccessible ways of thinking about something.

✓ TCs stand on the boundaries of a students' genuine understanding of our subject.

✓ TCs are the ideas and mindsets crucial to students 'getting it'.

✓ When thresholds are crossed important interrelationships also begin to slot into place culminating in a deep and genuine understanding of what it means to be 'physically educated'. 
THRESHOLD CONCEPTS VS CORE CONCEPTS

CORE CONCEPTS = important bits of knowledge within a discipline

THRESHOLD CONCEPTS = refer to shifts in understanding that often allow for a learner to have a transformative understanding of the content and even the world.

Crossing a conceptual threshold usually requires the student to develop new learning dispositions as their mindsets are challenged and ultimately transformed - not necessarily the case for core concepts.
1. Transformative
2. Troublesome knowledge
3. Integrative
Liminal Space
Troublesome Knowledge
Getting it
Through the portal
Crossing the Threshold
Liminal Space
2 POSSIBLE EXAMPLES

1. The environment is a key defining feature in skill acquisition

2. Anyone can lead
The environment is a key defining feature of skill acquisition

*Liminal Space

Constant process of self-organising and adjusting

Constraints shape skill acquisition

Perception/action coupling
Liminal Space*

*Difficulty in understanding threshold concepts may leave the learner in a state of ‘liminality’, a suspended state of partial understanding, or ‘stuck place’, in which previous learning is challenged. Insights during this period may be unsettling and the student may oscillate between old and emergent understandings relating to the threshold concept.

- Muscle memory does not exist
- Learning is not a linear process
- Self-organising and adjusting is usually more effective than being told
- Isolated skill practice does not transfer into the performance environment
Troublesome Knowledge

Liminal space

Anyone can lead

Transformative because.....

Followship

Situational Leadership
Leadership skills and attributes different for different situations and contexts.

Shared/distributed leadership

Doesn't rely on one person. Considers skills and attributes of group
A PHYSICALLY EDUCATED STUDENT?

What might this student think like and understand by the end of Year 13?

How might their thinking differ from a student who was not ‘physically educated’ in the school system?
A PHYSICALLY EDUCATED STUDENT

- Social and educative benefits of physical activity
- Competent and confident in a range of movement contexts
- Developed leadership
- Understand the inter-dependence of the factors that contribute to hauora and the role of physical activity
- Inspire engagement in lifelong movement contexts
- Critical thinking and critical action
- Have confidence to undertake challenging and manage risk
- Understand how to use physical education and other discipline knowledge for a purpose e.g. develop fitness, improve performance
- Develop knowledge and understanding of learning in through and about movement
- Develop a joy of movement
- Understand the role of physical activity in society
- Celebrate and value diversity
- Appreciate the importance of fun in physical activity
- Develop understanding of the body in movement
- Develop knowledge and understanding of the role and place of physical activity in their lives
- Know how to work in groups and teams

A PHYSICALLY EDUCATED STUDENT
POSSIBLE PE THRESHOLD CONCEPTS

1. Movement is more than just a 'physical' experience
2. The body is not just a collection of discrete systems
3. Sport is socially constructed
4. The environment is a key defining feature of skill acquisition
5. There is no one truth about movement culture
6. The body is not a machine
7. The body seeks equilibrium (homeostasis)
8. Well-being is holistic
9. Interrelationships exist between the individual, others and society
10. Anyone can lead
11. There is no one way to move and all types of participation matter
12. Physical education knowledge and skills are transferable
ACTIVITY: A NEGOTIATION TASK

Definitely Not a TC
Possibly a TC
Definitely a TC
**Threshold Concepts in PE Course Design**

**Traditional**

- Senior programmes are driven by an assessment approach.
- Teaching and learning modules are designed around discrete NCEA standards and contexts.
- Learning is perceived as an accumulation of knowledge resulting in assessment performance.
- Teaching emphasises delivery.

**Potential**

- Senior programmes are driven by threshold concepts.
- Teaching and learning modules integrate NCEA standards and contexts.
- Learning is perceived as transformative and may require a shift in mindset.
- Teaching emphasises discovery.
CURRENTLY MANY PROGRAMMES CONSIST OF

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Anyone can lead

Liminal space

Troublesome Knowledge

Shared / distributed leadership

Followship

Transformative

because.....

Situational Leadership

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What might this look like in programme i.e a unit of work

Core Concepts

Liminal Space

Year 13
Level 3
Selecting appropriate skills and attributes to suit a context.
Comparing and contrasting the different leadership requirements for different situations

Year 12
Level 2
Leading self and leading others
Interpersonal skills: Managing groups, planning for action, reflection and evaluation

Year 11
Level 1
Co-operative learning
Interpersonal skills: Communication, negotiation, decision making

Taking action for a physical activity issue, or promoting health enhancing opportunities
Leading in the outdoors
Leading younger students in the outdoors
Comparing and contrasting leadership contexts i.e. coaching, outdoor leadership, organizing events, school students leaders

Leadership in action – leading in a physical activity context
e.g. coaching, working with students with disabilities
Organizing and running physical activity opportunities
Supporting school wide events

Leadership in action – leading in a physical activity context
Leadership in the outdoors
Leading self and leading others

Leadership in action – leading in a physical activity context
Leadership in the outdoors
Leading self and leading others

3.1 3.3, 3.6, 3.7

2.7 2.6 2.8 2.9 2.10

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Our Challenge
Re looking, re thinking and re imagining senior school PE programming

NZQA constraints esp Level 3.

School expectations on how courses are presented in “booklet”

Too many initiatives

School wide initiatives

Assessment activities available

Different way of thinking

Time to re look And re develop

Pressure from Senior leadership for results

Moderation expectations

Motivation to do

Would/might need to re develop teaching plan/resources/ideas

Willingness of staff to relook