

# SATIPS

Support and training in Prep, Primary and Senior Schools

Physical  
Education

## Editorial

Welcome to the spring edition of the SATIPS PE Broadsheet. We hope you had a great Christmas Holiday and are ready and raring to go for the new year ahead.

We are always on the look out for new contributors, so if you have something you want to publicise or even just to share some of your own or your school's success please get in contact, and we can get your article in our next edition.

**Liz Myers**  
Editor

## Featured Article

### Building Learning Power - Improving Teaching, Learning & Education

#### What is Building Learning Power?

Building Learning Power (BLP) is an educational philosophy that seeks to help young people become better learners, both within and beyond school education.

BLP aims to create a culture within classrooms and in the wider school that systematically cultivates attitudes and behaviours that enable young people to face difficulty and uncertainty calmly, confidently and creatively. This enables them to develop the resilience and independence to overcome barriers to learning and foster curiosity and interest in learning new and consolidating knowledge.

Building Learning Power's vision is for young people – who will be creative, energetic, and enterprising – who, in their school years, will develop the values, knowledge, and competencies that will enable them to live full and satisfying lives – who will be confident, connected, actively involved, in their education (Claxton, 2002).

Students who are confident in their own learning ability may be more likely to be able to become actively engaged in their own learning. Active engagement is a term used to describe the notion that students learn most effectively when they are interested, involved and appropriately challenged (DfES, 2004). This term has its academic routes in the concept of active learning, which is considered as the process in which learners strive for understanding and competence, and seek out knowledge about the world (Piaget, 1972; Rogers, 1975).

Building Learning Power aims to prepare young people for an uncertain future. Today's education system needs to be educating not just for exam results but for lifelong learning, developing wider skills and creating holistic and well-rounded learners. To thrive, or as some might say to survive, in the 21st century, it is not enough to leave school with an array of examination certificates. Young people need to have learnt how to be tenacious and resourceful, imaginative and logical, self disciplined and self-aware, collaborative and inquisitive, resilient and self-motivated.

#### Three Core Beliefs

Building Learning Power has developed three core beliefs that describes the core aims of it's pedagogical philosophy:

- BLP believes that the core purpose of education is to prepare young people for life afterschool; helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with uncertainty and complexity.
- BLP believes that this purpose for education is valuable for all young people and involves helping them to discover the things that they are good at, enjoy and wish to pursue in the future, whilst strengthening their will and skill to be able to pursue them.
- BLP believes this confidence, capability and passion can be developed since real-world intelligence is something that people can be helped to build up.

These three core beliefs are particularly relevant in societies that are full of change, complexity, risk, opportunity and individual opportunity for making your own way in life.

#### The Three Grounding Routes

BLP developed three grounding roots to give BLP a strong and stable foundation.

##### Root 1: Research into the nature of learning

In the last ten years or so a number of disciplines have come together under the banner of 'the learning sciences'. Geneticists, psychologists, developmental psychologists, neuroscientists, sociocultural researchers and academic philosophers are shaping a new image of the

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Reg. no. 890301 England.

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malleability of young minds and BLP tries to make as much use of these ideas as possible.

### Root 2: Practitioner research and experience

BLP is grounded in the reality of schools and classrooms, and what busy teachers find possible, practical and interesting to try out. Teachers are encouraged to see themselves as research partners in the BLP community of enquiry, and where possible to write up their experiments and small action research projects.

### Root 3: Commitment to a vision of education

BLP is rooted on a vision of education that grows out of the real demands, risks and opportunities of the 21st century; is appealing and accessible to all young people, not just the academically 'able' or inclined; which values, in reality as well as in rhetoric, more kinds of outcomes than literacy, numeracy and examination grades.

So BLP may appeal to anyone who wants to know how to get better results and contribute to the development of real-life learners. It is for anyone involved in formal and informal education. It particularly appeals to those who want more than sound-bites and quick fixes; who seek a satisfying approach that leads to cumulative growth in students' real-life self-confidence and ingenuity. Building Learning Power teaches young people to become effective learners and well-rounded individuals and goes beyond just teaching students content.

For more information, please see the Building Learning Power website at [www.buildinglearningpower.co.uk/](http://www.buildinglearningpower.co.uk/)

### References

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### About the Author

Liz Myers  
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## PE Pedagogy

### The Flipped Classroom - A Pedagogical Model

What is a flipped classroom? Why is it a useful pedagogical model? And how can it be used to enhance learning?

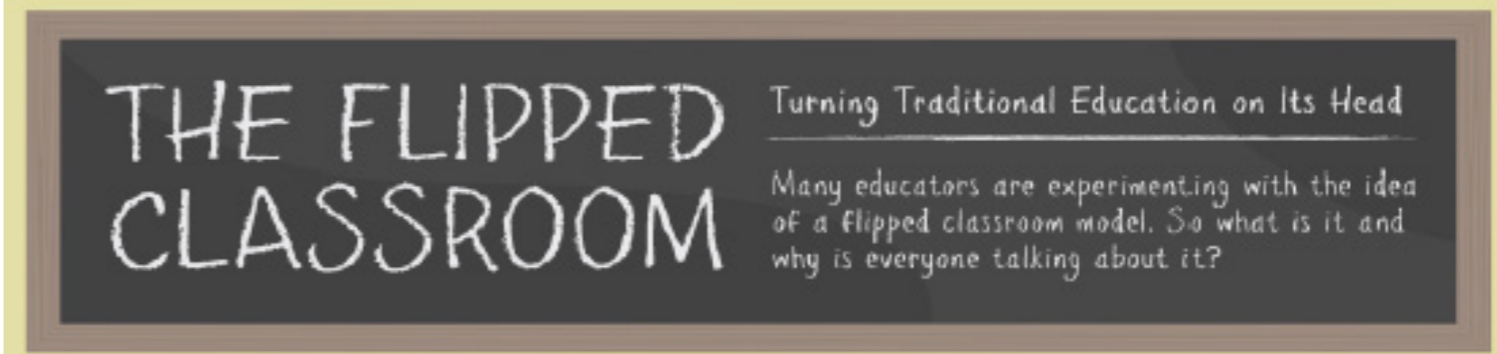
A flipped classroom may be an ideal pedagogical model for use within examination subjects such as A Level, GCSE or Btec. This model may aid the development of independent enquirers with the research skills and resilience to seek out new knowledge. This knowledge can then be consolidated within lessons and then developed further.

Do you, or have you used a flipped classroom in your own practice? What successes and difficulties have you discovered using this pedagogical model? What is your view on the flipped classroom? Please comment below, we would be very interested to hear your thoughts on this model.

### About the Author

Infographic created by *Knewton* and *Column Five Media*.

Liz Myers  
Editor 🍷



## WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom.

### THE INVERSION

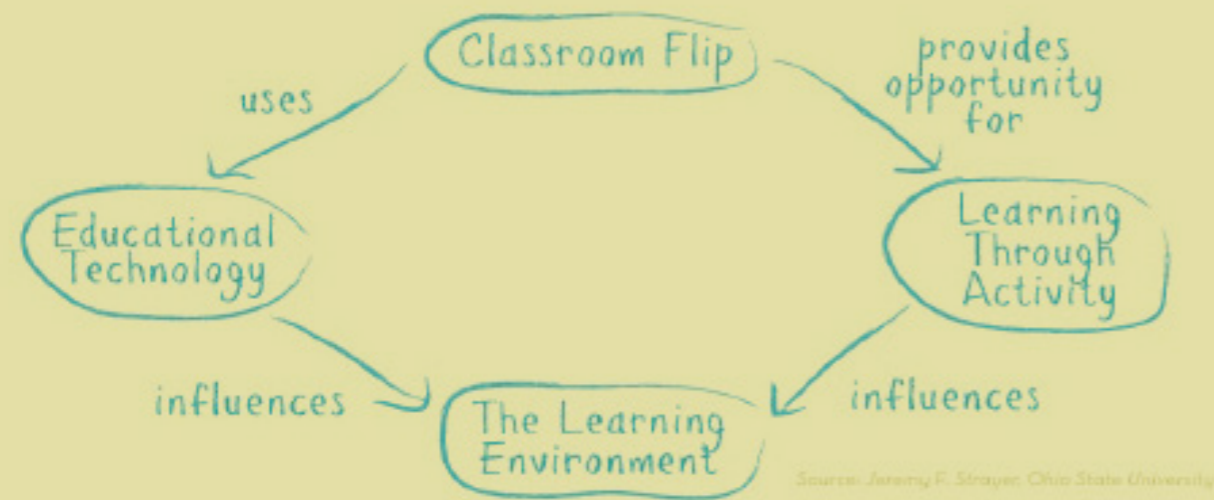


### WHAT A FLIPPED CLASSROOM MODEL DOES

- Students watch lectures at home at their own pace, communicating with peers and teachers via online discussions.
- Concept engagement takes place in the classroom with the help of the instructor.

## A THEORETICAL FRAMEWORK

Educational technology and activity learning are two key components of the flipped classroom model. They both influence student learning environments in fundamental ways.



## ITS INFANCY



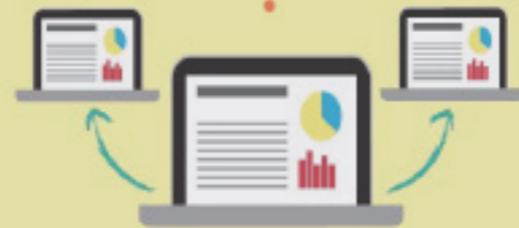
2007: Teachers Jonathan Bergman and Aaron Sams at Woodland Park High School in Woodland Park, CO, discovered software to record PowerPoint presentations



They recorded and posted their live lectures online for students who missed class.



Bergman and Sams were asked to speak to teachers around the country about their methods.



The online lectures started spreading.



Teachers began using online videos and video podcasts to teach students outside class, reserving class time for collaborative work and concept mastery exercises.

## ICT in PE

### 17 Reasons Why Students Should Blog

Blogging is such a powerful learning tool. Why? Well here's just 17 reasons for you...

- 1. It is FUN!** It provides students with the opportunity engage in learning using a different strategy.
- 2. Authentic audience** – no longer working for a teacher who checks and evaluates work but a potential global audience.
- 3. Accessible for different learning styles** – written, verbal and video blogs.
- 4. Increased motivation for writing** – all students will write and complete aspects of the post topic in writing. Many will add to it in their own time, comment on other blogs and reply to comments posted on their own blog.
- 5. Increased motivation for reading** – students will spend time browsing through fellow student posts and their global counterparts. Many will link their friends onto their blogroll for quick access.
- 6. Improved confidence levels** – a lot of this comes through comments and global dots on their cluster maps. It allows staff to often gain insight to how students are feeling and thinking. Students can set the topics for posts, this may lead to deeper thinking activities promoting independent enquirers.
- 7. Pride in their work** – students will want their blogs to look good in both terms of presentation and content.
- Blogs allow text, multimedia, widgets, audio and images which will encourage ICT literacy.
- Increased proofreading and validation skills.
- Improved awareness of possible dangers that may confront them in the real world, whilst in a sheltered classroom environment.
- Ability to share – part of the conceptual revolution that we are entering. They can share with each other, staff, their parents, the community, and the globe.
- Mutual learning between students and staff.
- Parents with internet access can view their child's work and writings – an important element in the parent partnership with the classroom.



14. Blogs may be used for digital portfolios and all the benefits this entails.

15. Work is permanently stored, easily accessed and valuable comparisons can be made over time for assessment and evaluation purposes.

16. Gives students a chance to show responsibility and trustworthiness and engenders independence.

17. Prepares students for digital citizenship as they learn cybersafety and netiquette.

As you can see, blogging is clearly a powerful learning tool!

### About the Author

**Liz Myers**  
Editor

### PE Research

Physical literacy is a holistic concept that recognises that all people are on a journey throughout life, but how can we chart progress on this journey? And why is it charting progress important anyway?

Margaret Whitehead has written previously about charting progress as being the most appropriate form of assessment of physical literacy (Whitehead, 2010). Each individual is on a unique and personal journey, therefore in order to track progress on this journey, we should engage in ipsative and individualised assessment (Edwards et al., 2016). This assessment has been called the 'The missing piece' within physical literacy research (Tremblay & Lloyd, 2010). It is an important step, as a clarified and standardised measure could provide empirical evidence for the claims, use and benefits of physical literacy. 🍌

Although some research is beginning to tackle the issue, it is by no means an easy task. The multifaceted nature of physical literacy makes the development of an assessment or charting progress tool a complex undertaking (Lloyd, 2016). Whilst preserving the philosophical integrity of the concept also presents a range of potential problems (Edwards et al., 2016). However, within England, physical literacy has been highlighted as a key performance indicator within the recent DCMS and Sport England strategies, as such; the development of an assessment or charting progress tool for physical literacy is now pressing if we are to achieve the government's vision for PE and physical activity in this country.

We are two researchers beginning a PhD with the aim of "Developing a Physical Literacy Assessment Tool for Primary School Children" and we are hoping to contribute to the physical literacy movement by creating a philosophically aligned assessment/charting progress tool, guided strongly by the work of Margaret Whitehead.

As part of our project, one of our first tasks has been to develop a short video, promoting the IPLA's definition of physical literacy. We wanted it to be a useful way to summarise a complex definition and a way to start conversations about physical literacy. We have so far used it in presentations, lectures and of course on twitter! (<https://www.youtube.com/watch?v=umMukVTCTaQ>)

We are keen to engage with a wider audience to discuss and promote the concept, so please comment on youtube, email, or tweet (using the hashtag #PL4Life) or contact us via Twitter (Cara Shearer – @Cara\_Shearer94 and Hannah Goss – @hannah\_goss).

## References

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## About the Authors

Cara Shearer and Hannah Goss are both PhD students studying at Liverpool John Moores University.

## Next Edition

If you would like to contribute to the broadsheet by sharing your ideas or best practice please feel free to submit an article by sending to the editors email address at [liz.myers@scholarly.com](mailto:liz.myers@scholarly.com) We would welcome any article contributions that pertains to the topic areas listed above. If you require more information on how to write an article or for guidance please feel free to contact the editor via email.

Have a great spring term and we look forward to sending out our Summer 2017 edition, see you in the summer.

**Liz Myers**  
**Editor**

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