Strength-based Pedagogy and Game Based Approaches

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ACHPER (SA)
HPE Conference
Adelaide
April 16-17, 2018
Game Based Approaches to Physical Education

1. Designs and manages a physical learning environment (the modified game);
2. Emphasizes questioning to promote thinking and interaction;
3. Promotes inquiry by providing opportunities for collective solving of problems by formulating, testing, evaluating and modifying solutions to the problems that arise;
4. Establishes a supportive environment in which learners feel confident to take risks (and can be creative) and in which mistakes are seen as being necessary for learning.

(Light, 2014)
Health and Physical Education propositions (AC, 2018)

- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach
A strengths-based approach

Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. (AC, 2013)
Quality and focus of the Physical Education program (Traditional v GBA)
Matt’s Journey
Teacher concerns about GBAs

Management of class

Skill development

Student response
How to create a positive learning environment?

Antonovsky’s salutogenic theory and Sense of Coherence (SoC) model (1979; 1987)

Holistic, positive approach - emphasising social features

1. **Comprehensibility**  (learner understanding concepts)
2. **Manageability**  (level of challenge)
3. **Meaningfulness**  (engagement)

(Light, 2014)
How to achieve a positive, strength based learning environment through a GBA?

• Explore teacher beliefs
• The culture of the school/department
• Buy in from staff and students
• Professional learning
• Design
• Gradual introduction
• Student socialisation seeking feedback
• Ongoing GBA pedagogy development
• Peer mentoring
• Student voice
• Persistence leads to…
Affective Responses
Developing soft skills
Feedback
Define competencies you want demonstrated
Through positive PE we can change lives, so I ask each of you to reflect on how you currently teach PE and where you can improve.


