

STANDARDS AND COMPETENCES – A NEW CORE CURRICULUM FOR PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN LUXEMBOURG

**The role of the
Physical Education Teacher**

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MINISTÈRE DE L'ÉDUCATION NATIONALE
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Service de coordination de la recherche
et de l'innovation pédagogiques et technologiques

Mission and objectives

Dual mission
of Educating PE

Education by movement,
play and sports

Education to a
responsible participation
in movement, play and
sports

Miscellaneous
perspectives

Reflection

Self-directed
autonomy

Competence areas

Concept of a multi-perspective PE as described by Dietrich Kurz in his concept of pedagogical perspectives (2000)

CA 1 Health and perception activities

CA 2 Social and integrative activities

CA 3 Skill and performance activities

CA 4 Play activities

CA 5 Creating and presenting activities

CA 6 Adventure and experience activities

Core competencies

Health and perception activities

- to interpret physical signals and act adequately
- to preserve and increase physical capability
- to rate constitutional and adverse health effects of movement and sports

Social and integrative activities

- keeping, changing and configuring agreements and rules
- communicating and cooperating
- taking and configuring different parts
- taking responsibility for oneself and for others

Skill and performance activities

- providing motivation and improve individual skills
- estimating the capacity of one's own and dealing responsibly with the capacity of others
- detecting, changing and configuring criteria for efforts in sports

Play activities

- configuring and reflecting games
- discovering and using responsibly facility for play
- changing, inventing and configuring creatively games

Creating and presenting activities

- working out, extending and presenting basic forms of movement and movement feats
- estimating basic forms of movement and movement feats
- turning music and rhythm into movement

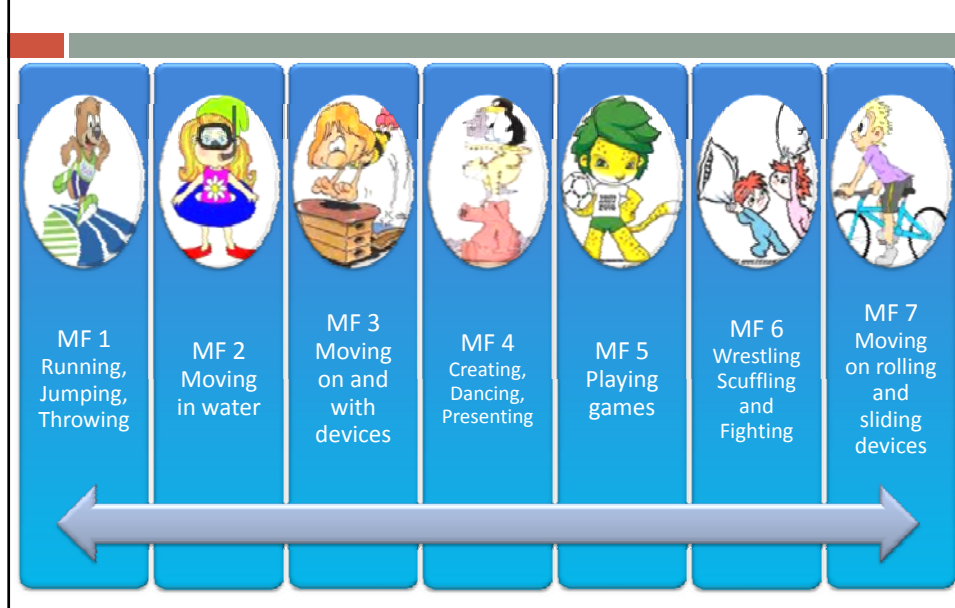
Adventure and experience activities

- estimating capacity and constraints and acting adequately
- detecting and estimating dangers and acting adequately
- configuring one's own movement activities sustainably

Competence Area 1 „Health and perception activities”

Core competences	Skill expectations		
	At the end of grade 9	At the end of grade 11	At the end of grade 13
	Students ...		
(3) to rate constitutional and adverse health effects of movement and sports	are aware of the importance of moving for the physical, mental and social well-being	deal health-consciously with their body on their own authority	counteract the negative impacts of specific (job-related) physical stress
		judge options to improve fitness	realize and reflect independently fitness improving measures
		learn basic relaxation techniques	reflect basic relaxation techniques

Movement fields in PE



Main characteristics

Core
curriculum

Minimum
standards

General-
comprehensive
standards

Subject-related
competence
model

Educating PE

Main characteristics – Changes

Core
curriculum

- national core curriculum fixing not every detail of PE

- school-based curriculum work has to take place
- PE teachers of any schools work out in cooperation their own individual school curriculum
- a cooperative development of pedagogical ideas in a subject-focussed perspective takes place in the schools themselves

Main characteristics – Changes

Minimum standards

- no rule standards on an average standard level
- but minimal exigencies which any pupil has to attend

- standard-orientated development of PE with as a main objective to help children and young people to attend the compulsory competencies described in the core curriculum

Main characteristics – Changes

General-comprehensive standards

- the standards and competencies are not focused on one precise physical activity
- general and comprehensive competencies (in the sense of potentially developable by any physical activity)

- a much broader interpretation of the different movement areas allows the PE teachers to focus not only on the promotion of precise and specific sportive skills
- development of social and transversal competences by the means of physical activities

Main characteristics – Changes

Subject-related competence model

- competence areas based on the concept of pedagogical perspectives of Kurz (2000)
- subject-based competencies that can only be worked out in Physical Education

- no need to adopt a competence model from outside of the subject

Main characteristics – Changes

Educating PE

- not a concept based on skill oriented sportive activities
- a pedagogical motivated concept of PE
- as an educating subject it can be described as innovative, modern and pedagogically ambitious

- together, both aspects of body movement culture and education by physical activities must be considered as completing one each other and have to be promoted in a same way

Thank you for your attention!

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<http://curriculum-sport.web.myschool.lu/>

<http://www.men.lu>