

## ARTICLE BY B. CRUM - FOUR LANGUAGES ABSTRACTS

(E)(F)(S)(P)

## 'EDUCATION THROUGH SPORT': AS LEADING MOTTO FOR SCHOOL PE A CUL-DE-SAC – A CONSTRUCTIVE ALTERNATIVE: SOME CHARACTERISTICS OF QUALITY PE

The article focuses on the effect of the slogan 'education through sport' on the pedagogical work in school physical education, and briefs some aspects regarding the pedagogical potentials of youth sport organized in clubs. The author also approaches the difficulties faced by PE in order to be justified as an obligatory school subject, discusses justifications strategies, presents the cul-de-sac of the 'education through sport' motto, and offers a brief outline of a constructive alternative based on the Gordijn's relational view of movement and its didactical elaboration. Finally, the author gives an idea of quality Physical Education by presenting a number of characteristic traits, such as the longitudinal planning and the constructivist didactics, and states that providing quality PE will certainly assure the survival of this discipline as an important aspect of the school curriculum.

Key words: school PE, school subject, relational view of movement, quality PE.

## « ÉDUCATION À TRAVERS LE SPORT » COMME DIRECTRICE POUR L'ÉDUCATION PHYSIQUE SCOLAIRE CUL-DE-SAC - ALTERNATIVE CONSTRUCTIVISTE : QUELQUES CARACTÉRISTIQUES DE L'ÉDUCATION PHYSIQUE DE QUALITÉ

L'article envisage l'effet du slogan 'éducation à travers le sport' dans le travail pédagogique de l'éducation physique scolaire, et résume quelques aspects liés au potentiel pédagogique du sport pour des jeunes gens organisé dans les clubs. Dans le texte, l'auteur aborde les difficultés affrontées par l'Éducation Physique pour être acceptée comme composante obligatoire du curriculum, discute les stratégies justificatives, présente le cul-de-sac du slogan 'éducation 'à travers le sport', et offre un résumé d'une alternative constructiviste basée sur la vision relationnelle du mouvement de Gordijn dans ses détails didactiques. À la fin, l'auteur présente une idée d'Éducation Physique de qualité et montre les traits caractéristiques, tels que le plan longitudinal et la didactique constructiviste, et il affirme que l'offre d'une Éducation Physique de qualité donnera l'assurance à la survie de cette matière comme un aspect important du curriculum scolaire.

Mots-clés : éducation physique ; matière scolaire ; vision relationnelle du mouvement ; qualité.

## "EDUCACIÓN A TRAVÉS DEL DEPORTE" COMO DIRECTRIZ PARA LA EDUCACIÓN FÍSICA ESCOLAR CUL-DE-SAC - ALTERNATIVA CONSTRUCTIVISTA: ALGUNAS CARACTERÍSTICAS DE LA EDUCACIÓN FÍSICA DE CALIDAD

El artículo plantea el efecto del eslogan 'educación a través del deporte' en el trabajo pedagógico de la educación física, y resume aspectos relacionados al potencial pedagógico del deporte para jóvenes organizado en los clubes. A lo largo del texto, el autor aborda las dificultades que hace frente la educación física para se justificar como componente de currículo obligatorio, discute estrategias justificativas, presenta el cul-de-sac del eslogan 'educación a través del deporte' y ofrece un resumen de una alternativa constructivista con base en la visión relacional del movimiento de Gordijn y en sus detalles didácticos. Al fin, el autor presenta una idea de Educación Física de calidad con varios rasgos característicos, como el proyecto longitudinal y la didáctica constructivista, y afirma que el ofrecimiento de una Educación Física de calidad asegurará la supervivencia de esta asignatura como aspecto importante del currículo escolar.

Palabras-clave: educación física; asignatura escolar; visión relacional del movimiento; calidad.

## 'EDUCAÇÃO ATRAVÉS DO ESPORTE' COMO DIRETRIZ PARA A EDUCAÇÃO FÍSICA ESCOLAR CUL-DE-SAC - ALTERNATIVA CONSTRUTIVISTA: ALGUMAS CARACTERÍSTICAS DA EDUCAÇÃO FÍSICA DE QUALIDADE

O artigo enfoca o efeito do slogan 'educação através do esporte' no trabalho pedagógico da educação física escolar, e resume alguns aspectos relativos ao potencial pedagógico do esporte para jovens organizados nos clubes. Ao longo do texto, o autor aborda as dificuldades enfrentadas pela Educação Física a fim de ser justificada como um componente curricular obrigatório, discute estratégias justificativas, apresenta o cul-de-sac do lema 'educação através do esporte', e oferece um breve resumo de uma alternativa construtivista baseada na visão relacional do movimento de Gordijn e em seu detalhamento didático. Ao final, o autor apresenta uma idéia de Educação Física de qualidade apresentando vários traços característicos, tais como o planejamento longitudinal e a didática construtivista, e afirma que o oferecimento de uma Educação Física de qualidade assegurará a sobrevivência desta matéria como um aspecto importante do currículo escolar.

Palavras-chave: educação física; matéria escolar; visão relacional do movimento; qualidade.

'EDUCATION THROUGH SPORT': AS LEADING MOTTO FOR  
SCHOOL PE A CUL-DE-SAC - A CONSTRUCTIVE ALTERNATIVE:  
SOME CHARACTERISTICS OF QUALITY PE

(E)

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1- INTRODUCTION AND SETTING OF THE PROBLEM

For Europeans like you and me – persons who have a strong interest in movement and sport – 2004 was an extraordinary year. Especially during the 2004 summer months it was hard to do your professional work in a disciplined way because there was always the TV to seduce and distract you. In my country from the beginning of June till the end of September the TV channels pampered us with a continuous series of spectacular sport events: Roland Garros in Paris, the European Soccer Championships in Portugal, Wimbledon in London, the Tour de France and as the crowning touch: the Olympic Games in Athens.

Given this situation it was not so much a surprise that the European community baptized the year 2004 as '*the year of education through sport*'. For, a better opportunity to sensitize national and local authorities as well as the public in general for the educational potentials of sport is almost unthinkable for opportunistic politicians. I assume that the initiators of the European year of Sport (to be found in an office in Brussels) had the idea that you should strike while the iron is hot. However, is the iron really hot? I'm afraid that the answer, at least for The Netherlands, is negative. Although the Dutch minister of Education and her colleague of Sports manifested themselves at the occasion of the opening of the European year of Education through Sport with the well-known rhetoric, at the same time the Dutch government announced severe budget cuts in the subsidies for the sports organizations.

Nevertheless, there are many sport officials, and (I'm afraid) also many physical educators, who get warm feelings when the European authorities announce the '*education through sport*' slogan. They see it as a confirmation of the relevance of their organizations and their profession. Many officials in the land of sport and physical education are rather eager (too eager in my opinion) to embrace such a slogan as a claim that gives recognition and status to the own business. However, the question is whether *education through sport* should be accepted as an intelligent and realistic claim. Is *education through sport* a useful and guiding motto for the pedagogical work in youth sport and more in particular for the pedagogical work in school physical education? In my argument of today I will elaborate on these central questions.

2- 'EDUCATION IN SPORT' IN STEAD OF 'EDUCATION THROUGH SPORT'

Because I want to concentrate on school physical education I confine myself to a few brief, thesis-like, points regarding the pedagogical potentials of youth sport organized in clubs.

(a) *It is rather naïve to expect that sport activity as such has positive pedagogical effects.*

Youth sport organized within sport clubs has the potential to be 'a sneaking poison' as well as a 'steady grace'. Whether sport contributes to a healthy development of youngsters on their way to adulthood depends fully on how the sport activity is staged, is arranged by coaches and trainers. It is short-sighted to assume that a sport activity as such produces always and automatically desirable outcomes. Sport is ambivalent. That is true regarding the promotion of health and it is also true regarding the development of character and personality. Participation in sport can enhance health but it can also be a threat for the health of the sporting person. Participation in sport might contribute to character and personality development but it can also damage the development of the youngster.

(b) *It is the coach, the trainer and the way he/she arranges the sport situation that are decisive for the realization of the pedagogical potentials of sport activities.*

Coaches hold quite different ideas about what sport is and should be and their interaction styles with youngsters substantially differ. The position chosen on the following dimensions can make the difference between heaven and hell:

- youth-orientation versus sport-orientation,
- a winning is the only thing mentality versus a fair play mentality,
- exclusion (selection) versus inclusion and solidarity,
- a coach with a command style versus a coach who provides opportunity for self-realization and self-responsibility,

These are examples of factors that determine the pedagogical climate of a sport setting

(c) *The outcomes of recent empirical research concerning the claim that the work with youngsters in sports clubs is beneficial for a healthy physical, psychical and social development of youngsters oblige to modesty.*

Captains of sport as well as politicians are usually inclined to claim that the participation of youngsters in sports clubs leads to all kind of desirable pedagogical effects. Well, recently my German colleague Wolf Brettschneider (University Paderborn) has published the results of a broad, longitudinal research project that was directed to the question how realistic such claims are. I leave details for what they are, but the bottom line is that it was impossible to determine a systematic influence of sports club membership on the physical, psychical and social development of youngsters. Brettschneider's general conclusion was: "Optimistic assumptions regarding the positive influence of the sports club on the development of youngsters must be relativized. In so far differences could be found between youngsters who were members and youngsters who were non-members, then these differences should probably be attributed to the fact that the sports club attracts in particular youngsters who have from the very beginning a stronger psychical and physical condition". (cp. Brettschneider & Kleine, 2003).

(d) *If the organized sport really wants to realize their potential to contribute to the education of youngsters, clubs need to (1) set realistic goals, (2) plan purposive interventions, and (3) invest in the qualification of competent coaches.*

For sports clubs the idea of 'Education *through* Sport' is something like a fata morgana. Just giving youngsters to do sport will not automatically lead to the desired pedagogical outcomes. 'Education *in* Sport' can be a realistic motto if the responsible officials realize themselves that it all depends on the quality of the coaches and the way youth sport is arranged.

In conclusion: Certainly there are educational potentials in organized youth sport. However, if it happens that these potentials are realized then they cannot be attributed to the sport activities as such. They are to be attributed to the interaction style of the coach and the way the coach arranges the sport situations. So: "education *in* sport" is a plausible motto, "education *through* sport" definitely not.

### 3- COMPETING JUSTIFICATIONS OF SCHOOL PE

In many countries PE has to fight a hard struggle with other school subjects to keep or to get teaching hours in the school time tables. Every subject has to be justified. However, some subjects have more need for justification than others. There are only few politicians or parents who question the legitimacy of mathematics or language as an obligatory school subject. For subjects like art, religion or physical education this might be different.

How can PE in a plausible way be justified as an obligatory school subject, as a part of the core curriculum? The German sport pedagogue Karlheinz Scherler (1994) distinguished three different justification strategies, which can easily be related to the different PE concepts that I have distinguished about 10 years ago (Crum, 1994). I summarize these distinctions in a table and then critical review each of the three.

Table 1: justification strategies (Scherler, 1994) and PE concepts (Crum, 1994)

The *intra-scholastic* justification of PE as a school subject starts from the conclusion that a child's school day is characterized by sitting, speaking, listening, reading and writing. PE is seen as a

necessary compensation for this immobility. A compensation that is considered more urgent in a by McDonalds and Coca Cola ruled era, in which youngsters play less and less on the streets and in the fields because they spend their after school time in front of the computer and the TV. On the basis of these perspectives we see pleas coming up for 'daily PE', 'active lesson breaks', 'a mobile and sporting school'. The bottom line of this way of arguing is that PE is seen as an activity that first and foremost has the task to improve the physical fitness of the children and youngsters. Consequently:

- the objectives of PE are formulated in terms of effects of training of anatomical and physiological variables (flexibility, cardio-vascular endurance, muscle strength, etc.);
- content description is in terms of exercises for the improvement of these variables (often the exercises are classified according to parts of the body);
- the main methodological principle is: keep them busy with a high level of exertion and frequent repetitions of simple exercises;
- pupils' tasks are formulated rather as training tasks (directed to biological adaptation of the body machine) than as learning tasks (directed to enlargement of personal competencies).

In my view this justification strategy fails to ensure a strong position of PE as a school subject.

I have two arguments for this contention. First: schools are institutionalized agencies designed to produce relevant learning and personal development in order to prepare youngsters for participation in society and culture. It is difficult to see how a subject that only aims at improvement of fitness can be regarded as a core part of a teaching-learning agency. If PE is arranged as fitness training it runs the risk to be rejected as a corpus alienum amidst the teaching/learning subjects of the school.

My second argument: the objectives of the 'PE as fitness training' concept are not realistic; they cannot be substantiated. Thanks to the body of knowledge of the exercise physiology we know what is needed to improve cardio-vascular endurance, muscular strength and flexibility. Each kid needs to be provided with a program of at least 3 times per week of 30 minutes activity time with a working load of 75% of the VO<sub>2</sub> max. With classes of 20-30 pupils, who are highly heterogeneous with regard to their physical condition, such a program can not be realized, even not by an experienced and well organizing physical educator. Not to speak about the disturbing effect on fitness training of the frequent and sometimes long holiday-breaks.

Now to the *extra-scholastic* justifications of PE as a school subject. Here Seneca's adage "non scholae, sed vitae discimus" (we teach for life and not for the school) is guiding. Two variants are competing: the *intra-sportive variant*, in which the central idea is that PE should contribute to the competencies of the youngsters that they need for sport participation, versus the *extra-sportive variant*, in which the central idea is that PE should use movement, play, dance and sport as means for general education (character and personality development). The competition between the two views has sometimes been very sharp. In the 1990ties the German PE and sport pedagogy community was in commotion because of the so called 'instrumentalization debate' and recently there have been signals that this debate is going to be re-opened (due to the new curriculum of North Rhine-Westfalia).

Leaving details aside the two positions can be characterized as follows:

(A) The *advocates of the intra-sportive variant* underline that sport forms an important part of modern culture; the part that can be labeled as 'movement culture'. Participation in movement culture is for many members of modern societies, in which new technologies lead to a certain neglect or denial of the body (think for example of developments in labor, transport and communication) an activity that substantially contributes to the quality of life. Participation in movement culture can give us experiences of joy, recreation, achievement, excitement, health, beauty and togetherness. However, a satisfying participation in movement culture requires competencies and these competencies must be learnt. Here lies, according to the *intra-sportive variant*, exactly the justification of PE as an important school subject. The PE lessons should give youngsters opportunities to learn to decide which domain of the movement culture is appropriate for them and to acquire the competencies that are needed for a lasting and satisfying participation. No nonsense: like in our schools English is taught so that youngsters learn to read, speak and write English in situations outside school, so are movement and sport taught in order to prepare youngsters for participation in movement culture outside the school. Therefore the motto is here '*education towards sport participation*'.

(B) The *advocates of the extra-sportive variant* underline that the *intra-sportive* way of thinking is not educational enough. With regard to the justification of PE as a school subject they see the need to emphasize the potentials of movement activities as means for objectives that transcend

the borders of a particular subject. They fear that a justification of PE only on the basis of participation in movement culture will fail in the eyes of educational authorities, who often see sport as a relative unimportant social domain. Therefore they push PE as a subject which extra-ordinary general educational potentials. They want to use movement and sport as instruments (therefore the term 'instrumentalization debate') for general educational objectives (e.g.: personal development with traits such as self-discipline, care, responsibility, social sensitivity). The underlying assumption is here that there is a kind of automatic transfer from sport situations to situations outside sport (e.g.: when someone has learnt to be cooperative within a soccer team, he will also be able to be a good team mate in situations at work). The advocates of the extra-sportive variant of justification want to give priority to sport transcending objectives and therefore they embrace the '*education through sport*' motto.

#### 4- THE CUL-DE-SAC OF THE '*EDUCATION THROUGH SPORT*' JUSTIFICATION

Of course, I have nothing against general educational outcomes of PE. It would be fine if PE could produce them. However, it must be emphasized that so far there is no empirical evidence in support of the transfer assumption. But this is not the main reason to reject the '*education through sport*' formula as a plausible justification. My rejection is founded on two considerations. First I formulate them in thesis-form and then I briefly elaborate on each of them.

Consideration 1: *The 'education through sport' motto fails as a starting point for didactical decisions. The 'education through sport' justification is a very weak fundament for the planning of a PE curriculum and the methodological arrangement of PE lessons.*

Consideration 2: *If the thinking about PE starts from a 'relational view of movement', then the teaching of movement is educational by definition and consequently the need to complete the 'education towards sport participation' idea with the 'education through sport' idea evaporates.*

First some explanations regarding my consideration 1. In fact the '*education through sport*' idea has old roots. They are founded in the pedagogical idealism of the Philantropinism which had a strong influence on the 'bildungstheoretische' line of thinking that has been so characteristic for Austrian and Germans PE concepts of the 20<sup>th</sup> century. In North America some 100 years ago it was Thomas Wood and Clark Hetherington who stood at the cradle of the '*education-through-the-physical*' ideology. As said before, here the basic assumption is that movement – in particular the traditional canon of gymnastics, play and dance – has a special potential for the cognitive, volitive, aesthetic and social development of youngsters. Therefore in this view the heart of the PE matter is not 'learning to move' but 'moving to learn'. Because it is almost impossible to make personality and character development operational and to formulate concrete teaching goals, the objectives remain rather abstract. The advocates of this view don't see this as a real problem because they assume, that the desired educational effects come automatically when the pupils take part in the movement activities that have a strong educational potential. The underlying idea is the concept of the so-called 'functional education'. This concept makes physical educators think that longitudinal curriculum planning is waste of time and that intentional, methodological arranged teaching is superfluous. They believe that they do their task well enough if they organize the movement activities with the assumed intrinsic educational potential in an orderly way and in a nice, child-friendly atmosphere. The result is then that physical education classes have rather the character of 'supervised recess' or 'entertainment' than of an intentional teaching-learning process. Consequently pupils and parents don't perceive PE as a real and important subject in which relevant competencies for life outside the school can be acquired. They experience and see PE either as a nice break of the real subjects or as a boring waste of time.

In times in which educational authorities require *accountability* and oblige schools and teachers to demonstrate clear learning output, PE that has 'entertainment' - in stead of 'teaching-learning'-character runs directly the risk to be deleted form the school time table. Since we live and work in such an 'accountability climate', I strongly warn for going into the cul-de-sac of the '*education through movement/sport*' idea. It is a rhetoric that might give some tail wind in the short term but that in the long run will return to our profession like a boomerang and will seriously damage PE as a school subject.

Now a longer explanation regarding consideration 2 (and I warn you because we are coming in rather philosophical, may be more or less unknown, waters).

The term *Physical Education* suggests that the physical, the body-as-a-thing, the body-object is in the center of the school subject in which we are so much interested. Indeed, in PE circles

the view of the body-as-an object has dominated and often is still pre-dominant. Under the influence of Cartesian philosophy – characterized by the dichotomy between body and mind – within the PE profession the body has traditionally been seen as an object, an unity of bones, muscles and nerves surrounded by skin. Consequently metaphors like 'the body-machine' or 'the body-instrument' or nowadays 'the body-computer' became popular. One of the consequences of the dominance of this 'substantial' view of the body was that anatomy and physiology became important subjects in PE teacher preparation programs and that PE teachers learnt to understand movement first and foremost as a biomechanical issue. Then human movement is interpreted as a mechanistic problem that has to do with displacement of the body or body-parts in a physical space.

I have been professionally educated in a different line of thinking. My source of inspiration, professor Carl Gordijn, already in the 1960s developed a view of human movement, which founded in Maurice Merleau Ponty's (a French phenomenologist) concept of the *body-subject* ('le corps sujet'). The idea of the body-subject underlines that we rather are embodied than that we have a body. "According to Merleau-Ponty, our lived experience of the body tell us that the body is not like other objects in the world. Whereas I move external objects with my body, I do not move my body in the same way. I do not move my body indirectly, but directly; or to put it another way: my body moves itself. Since it is always with me, it is my way of being situated in the world." (Tamboer, 1993, 35/36). The idea of the body-subject articulates the connectedness of 'body' and 'world'. Thanks to this interconnectedness and the inherent intentionality of our bodies we have the possibility to know and understand the world in action, e.g. when we move, play or do sport.

On the basis of the idea of the body-subject – which can be labeled as the '*relational*' view of the body - Gordijn developed a view of human movement in which movement is seen as a *dialogue* between a person who moves and the world that invites to move (Gordijn, 1958; 1968). He distanced himself from the within PE prevailing mechanistic view of movement and learnt us (then PE teacher students) to see human movement as a way of meaningful engagement with the world. We learnt to interpret movement as '*action*', as meaningful behavior in which 'motor meanings' (seen as 'in order to' relations – for example: 'in order to catch', 'in order to jump', 'in order to balance', 'in order to swim') are recognized and then actualized.

This relational view of movement opened new educational and didactical perspectives for PE, the school subject in which embodiment and movement are the central issues. Gordijn impressed us saying that you cannot educate the physical, that you can only educate a person, a child. When observing classes in the gym he pointed out that this was not about bodies moving around, but that the essential was children who move and a teacher teaching them to solve motor problems. He opened for us the window to see PE as 'introduction into the world of motor meanings' and to see 'making movement situations habitable for the pupils' as the essence of the profession.

Gordijn's relational view of movement was developed more than 40 years ago on the basis of phenomenological observations and interpretations. Meanwhile there is important empirical support for this view coming from the so called 'ecological psychology'. The North American psychologist J.J. Gibson (1977) and his followers developed a theory on human behavior in which the 'person-world' system is the central variable. In this theory human actions are interpreted as 'meaningful changes in the relation person-environment'. While the classic 'motor skill' theory assumes that motor skills can be analyzed in patterns of displacements of the body or its parts caused by muscle activity, the ecological psychology starts from the idea that human movement should be explained on the basis of 'action systems'. Such systems are task- and goal-oriented and are not biomechanical or physiological but ecological (that is: on the basis of the perception of the environment) defined. Gibson introduced the concept of '*affordance*', coming from the verb 'to afford' which is more or less synonymous with 'providing a possibility'. According to Gibson our world, our environment is full with 'affordances'. Each affordance is an option, an invitation to act. Actions are seen as realizations, actualizations of affordances.

As an illustration I present two striking quotes of Reed, today one of the leading scholars in the ecological psychology:

*"I argue that movements are not displacements of the body within a spatial framework (...). Animals and people do not move through space to find objects, but in their environment. The environment has a layout with structure."* (Reed, 1988, 48).

*"To learn to sit is not to learn to make certain displacements in three dimensional space, but to learn to solve a very specific environmental problem."* (Reed, 1988, 52).

If one starts from a mechanistic view of movement and sees teaching movement only as teaching of motor skills, than it is understandable that the need to complete such a 'poorly dressed' view of PE with the supplement of 'education *through* sport'. If a reductionist view of human movement is accepted as the basis, the physical educator needs this extra (movement as a means for character and personality development) in order to claim to be really educational.

However, such a supplement is totally superfluous if you (like I do):

- interpret human movement as a way-of-being-in-the-world,
- understand that the teaching of movement ought to result in a change in the way-of-being-in-the-world of the pupils, that it implicates more than only enhancement of technical and tactical skills,
- see the objectives of the teaching of movement in direct continuation of the objectives of education,
- accept that PE involves giving opportunities to acquire a personal movement identity as well as to teach the pupils to be at home in cultural defined movement situations,
- understand that the developmental aspect (individualization) and the aspect of a proper preparation for participation in movement culture (socialization) should go hand in hand,
- see that pedagogical (ethical) filters are needed when setting up movement situations in order to introduce the pupils into movement culture (once I proposed the principles of 'emancipation', 'solidarity' and 'ecological responsibility' – Crum, 1995).

In conclusion: if the teaching of movement and sport has quality, it is educational by definition.

##### 5- BRIEF OUTLINE OF A CONSTRUCTIVE ALTERNATIVE - "TO TEACH OR NOT TO BE"

In the Netherlands Gordijn's relational view of movement and its didactical elaboration, which has been done by former Gordijn students (I being one of them), is very influential in the domain of school PE. Today the official Dutch PE curriculum is based on the idea that PE has the mission to teach students to solve movement (environmental!) problems and to get at home in movement situations. '*Introduction into movement culture*' is seen as the umbrella objective for PE. Of course this umbrella is differentiated for the primary and the secondary school level. At the primary level the emphasis is on the development of a personal movement identity of each pupil and the acquisition of a basis of 'movement vocabulary' and 'movement grammar', whereas at the secondary level the Dutch movement culture is the point of reference for teaching and learning (note the analogy with teaching language, where vocabulary and grammar form the basis for teaching literature at the secondary level).

Finally I will try to give you an idea of *quality PE* by presenting a number of characteristic traits.

(I) Some *explanation regarding the learning objectives*. Starting point is the conviction that in modern societies an active lifestyle, participation in movement culture, contributes importantly to the quality of life. Such a life style, participation in movement culture, requires a repertoire of competencies and the acquisition of that repertoire demands organized teaching-learning processes. Therefore today the main rationale to include PE as a compulsory subject in the curriculum of schools lies in its potential to qualify youngsters for an active lifestyle, for an emancipated, satisfying and lasting participation in movement culture.

Consequently PE, like the other school subjects, should be a teaching learning-enterprise. With a wink at William Shakespeare I say: "*to teach or not to be*". If the PE profession don't succeed to profile itself as a teaching profession, the subject will eventually loose its place in the school curriculum.

Here two warnings seem to be in place. First, the idea that PE should be arranged to promote learning with *utility value* for participation in movement culture outside the school, does not mean that the compass needle should only be oriented to future participation. Whilst having relevance for the future, PE should also have meaning for the present of the youngsters. A consequence is that the current juvenile movement culture should be also a point of reference when content and themes are chosen.

The second warning: In PE classes the movement culture (as it is outside the school) should not just be reconstructed. The point is to arrange didactical (pedagogical) transformations of movement culture, in which exercise, play, sport are critically kept 'at arm's length'. The pupils should be invited to transcend the level of just exercising or playing. They must act as critical learners. However, there is the risk that the didactical transformation of the 'real' sport, the 'real' games (think

of the de-contextualization due to time and space conditions of normal PE classes) leads to boredom and lack of interest. A first consequence is therefore that the compulsory learning oriented classes are characterized by pleasure and fun and a second consequence is that the compulsory classes are supplemented with an optional school sport program that offer not only opportunities for further learning but also for the important experiences of excitement, competition, achievement, adventure, celebration and togetherness.

In conclusion: PE and school sport (and now I'm in particular thinking of the secondary level) have utility value, demonstrate quality as to the degree in which they contribute to:

- the pupils' development of a positive attitude towards movement, exercise, play, sport and dance (I label this domain as *affective learning*),
- the pupils' competence to solve a large range of *technomotor problems* (*technomotor learning* in which technical and tactical skills are at stake; e.g.: how to throw a handball, or to open a free passing line, how to play a zone-defense, how to balance on a higher plane, how to dance the csardanas, etc., etc.),
- the pupils' competence to deal with personal and interpersonal problems and conflicts that are so characteristic for movement and sport situations (*sociomotor learning* – to give help and to accept help, to win and to lose, to cooperate with better/weaker players, to solve a conflict about rules, etc., etc.),
- the growth of the pupils' knowledge and insights, which are necessary to understand the rules of movement, games and sports and to adapt them appropriately if so desired (*cognitive-reflective learning*) - some examples: pupils should learn (1) how to change rules if that is appropriate for the game situation, (2) the principles of fitness training and how to adapt them in a personal training program, (3) to act as critical consumers in the tricky market of sport, health and happiness, (4) to be critical to the often misleading messages about sport that come from the mass media.

(II) *Longitudinal planning*. Too often the content of PE classes is noncommittal and accidental. In the contrary, quality PE is based on a longitudinally planned curriculum. On the national level such a curriculum should have the character of a frame that leaves at the local level important degrees of freedom to schools. In the curriculum the teaching-learning content is thematically organized.

(III) *Constructivist didactic – methodology characterized by problem - and pupil-orientation*.

The constructivist theory of learning and teaching starts from the idea that pupils not only copy their teacher or just do what their teacher says, but that they are active themselves in constructing their reality. Therefore it is seen as important to provide pupils with learning situations – in our case these are movement situations – in which they get chances to construct their own meaningful reality (*pupil-orientation*). The teacher's first task is to arrange such a movement situation in which one or more movement problems are central (*problem-orientation*). Then the aim of the teaching act is to help pupils to find their own solutions for the presented movement problems. This can be done by structuring and, if desirable, changing the learning environment, the movement situation. '*Landscaping*' is an important methodo-logical technique. By introducing changes in the learning landscape (e.g.: changing a horizontal plane into an inclined plane in order to learn to roll, using a bigger and slower ball for make the catching problem less difficult, creating a 6 against 5 situation in a game in order to make it easier to find free passing lines), the teacher can make a learning task, a movement problem, less or more difficult or easier to understand.

(IV) *Institutional openness*. Schools in general and school PE in particular should have open windows to the community around the school. Institutional openness – e.g. collaborations with local sport clubs and other movement / exercise providing agencies at the local level – is especially important for the organization of the extra-curricular school sport activities.

(V) *Reflective teachers*. Quality PE can only be realized if our PE teachers are educated as *reflective professionals*. This means that they are competent to:

- a critical understanding of (the changes in) movement culture (including sport) and decide in how far changes should be represented in the PE curriculum,
- evaluate PE curricula and decide on values and goals of teaching PE,
- an understanding of what is to be learned and how it is to be taught,
- transform content knowledge (that is knowledge about movement, exercise, sport, performance skills and desired attitudes) into pedagogical representations and actions by the arrangement and modification of movement situations and by giving instruction and feedback (this called pedagogical-content knowledge),

- analyze and evaluate own teaching practice.

If our profession succeeds to provide schools and pupils with quality PE our subject will certainly survive as an important aspect of the school curriculum.

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