

Five Year Strategic Plan for Physical Education and Health at Concordia International School Shanghai

Developed by Sue Fletcher and Andrei Ghicu, January 2018

Introduction

This document, *Five Year Strategic Plan for EC-ES-MS-HS Health and Physical Education* is a proposal for the future development and growth of the PE Department at Concordia International School Shanghai. It was created with the purpose of defining a common vision for the PE Department, with the goal of supporting all students by providing them with the most up to date and meaningful curriculum, through best practice planning, teaching and assessing. The document also reflects the role that the PE department plays in the wider picture of the school, and how it supports the school in reaching its mission and vision.

This document can serve as a tool to bring and keep PE teachers, from all divisions, focused on the same goals, with a shared mission and vision. It can also help as a future reference for the administration team during the hiring process, as during the recruitment period our HR staff will know what we need in order to achieve our common goals. This document is meant to continually change as the department develops and moves to new stages in achieving school-wide goals, department goals and its vision. All PE teachers should have access to this document as we pursue better collaboration, and vertical alignment, through a more complete understanding of divisional needs.

We want to thank you for taking the time to read through this document and supporting our PE program.

EC-ES PE 5-year Strategic Plan **(Implementation start date: 2018-2021)**

Planning Sections

School's Mission and Vision

1. The Role of Health and Physical Education Program (PE) in the Curriculum – *Who and What?*

- 2. PE Dept. Strategic Plan Rationale – Why?**
- 3. Vision – Where do we want to go?**
- 4. Mission – How?**
- 5. Shared Values – What do we value?**
- 6. Goals – Plans for the future.**
 - Strengths and Weaknesses
- 7. Timeline – Accountability to self and team/s**
- 8. Taskforce – People involved in the process.**
- 9. Resources – Tools that help us achieve goals.**
- 10. Curriculum – The Taught and the Written Curriculum.**
 - General Lesson Guidelines
- 11. Implementation Steps – When and where do we start and when and where do we finish.**
- 12. Program Assessment - Self-assessing our plan at the end of the five-year implementation process.**
- 13. Addendum**
- 14. Research**

Concordia International School Shanghai Mission

At Concordia, we view every student as a gift from God, entrusted to us by parents and are committed in Christian stewardship to educate students holistically in a nurturing environment that includes comprehensive and challenging opportunities in academics, creative arts, spirituality, athletics, co- curricular activities and service.

Concordia International School Shanghai Vision

Concordia will be a global platform, fostering deeper learning and transforming lives to lead change in a dynamic and complex world.

The Role of Health and Physical Education Program (PE) in the Curriculum

The Health and Physical Education Program at Concordia International School Shanghai plays a fundamental role in the developmental growth of each student. With a focus on developing and improving students' healthy habits and well-being, the PE Program promotes knowledge, understanding, specific skills and critical thinking within a Curriculum of Excellence. The program does not run in isolation, rather in deep connections with all the other subjects in the school, in order to provide an integrated, holistic and meaningful experience for the students, where social, mental, physical, spiritual and emotional capacities are viewed as traits that go beyond the subject areas and reach into real life experiences.

PE Department Strategic Plan Rationale

As an international school in the 21st Century, we believe that in order to know where we are going we need to know where we are. From here, we create a vision and mission. In this process, we reflect, assess and document our improvements and challenges as we strive to meet our goals.

We also believe that a change of name is necessary. Health is an important and integral part of our mission and it should be articulated in our PE curriculum across divisions. Therefore, we suggest that the name of the department change to Health and Physical Education (HPE), to reflect the importance of teaching Health to the students.

Vision (EC-ES PE)

The EC and ES PE department is committed to supporting the school's mission and vision by using PE as a platform to develop specific skills and promote a healthy lifestyle, but also to foster deeper learning through a holistic approach.

Mission (EC-ES PE)

Our mission is to empower students and to promote international mindedness, such that outside of the classroom our students make healthy choices and are physically literate individuals equipped with 21st century skills. They are ready to respond to life's challenges and become proactive global citizens.

Shared / Core Values*

*(*They support the vision and the mission of the school)*

Educational Excellence - Teachers should dedicate their time and energy to provide the academic experiences, rich knowledge, skills and understanding that students need in order to fulfil their maximum potential.

Diversity — As professionals and international educators we acknowledge, encourage and celebrate human differences, including but not limited to race, ethnicity, gender, age, social class, physical ability or attributes, religious or ethical values, national origin, and language.

Faith — As a faith-based school, we believe and actively use Bible teachings in our daily lives while respecting every individual's personal belief.

Collaboration — Collaboration is the core of collective and individual improvement. We believe that it is essential for us to collaborate within the department, with all other subjects in the school and with the wider community, but most importantly, to collaborate with students as part of the learning process.

Relationships — As a foundation of all collaboration and work that takes place in an institution, we value relationships that promote trust and that make everyone feel safe to share, grow and make mistakes.

Accountability — Growth and development take place in a very close relationship with being supported and accountable to our colleagues, parents and students. Focus and goals can only be achieved if people support and help each other in the process.

International Mindedness - An internationally minded person is open-minded and looks beyond people's cultures, differences and beliefs, as it shows respect to all, seeking the best in all situations. The internationally minded person thinks globally and looks for ways to find solutions to the bigger problems of the world.

Growth Mindset – The world changes rapidly and requirements for the new generations have changed a lot. This is the reason why we need to cultivate and adopt a growth mindset in order to stay up to date with the best practices that can help us, and our students continue to develop and grow.

EC-ES PE Strategic Goals

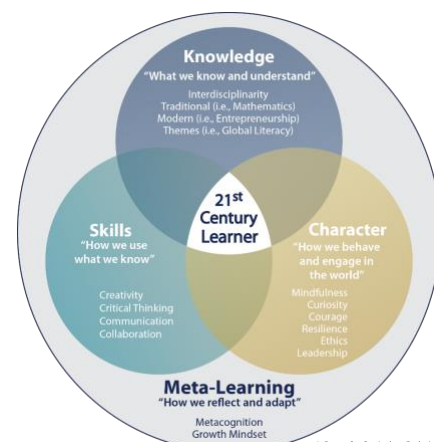
At Concordia International School Shanghai, the EC and ES PE Department is committed to continuous development, in order to provide our students with the most up to date physical education program, best teaching practices and to provide the best overall education experiences for our students. Therefore, we created a set of strategic goals for the next couple of years. In this process, we considered our strengths and weaknesses as a department.

Strengths:

- Richness of PE equipment (more to be ordered for implementation of the new Parkour units and proper Gymnastics for all levels -"not decided")
- Sufficient storage place
- Sufficient PE equipment vendors
- Addition of a new PE Teacher for ES
- Swimming Coordinator
- Additional office place
- Time to meet regularly and work on our units/plans/goals, etc.
- Modeling the Christian practices in our daily life
- Actively using the ESLR's and beginning to incorporate the Virtues in our teaching.
- Support from the ES Admin Team, Operations, Finance, etc.
- PD funds every year (used and directed to achieve the overall department goal)
- The ES PE department stays up to date with the latest research and promotes best teaching practices during all units and for all EC and ES grade levels

Weaknesses:

- Limited teaching space with the addition of the new teacher
- No teaching philosophy
- Report Cards framework not appropriate in order to provide a clearer description of students' achievements and weaknesses.
- Absence of a common vision
- No Head Department/Team Leader to ensure consistency across the department and to pursue the vision
- No common planning template and framework
- No scheduled planning time with the MS and HS in order to ensure vertical alignment throughout all units
- Need to define and use a variety of teaching models in the EC-ES/MS/HS.
- Coherent vision for all the 4 departments EC-ES/MS/HS.
- Lack of supporting and implementing student agency programs.
- Lack of agreements/rules for common space usage around school (MS Gym, MSR, Tennis Courts and Storage spaces).
- 21st Century skills effectively addressed during every PE lesson. (see visuals on next page)

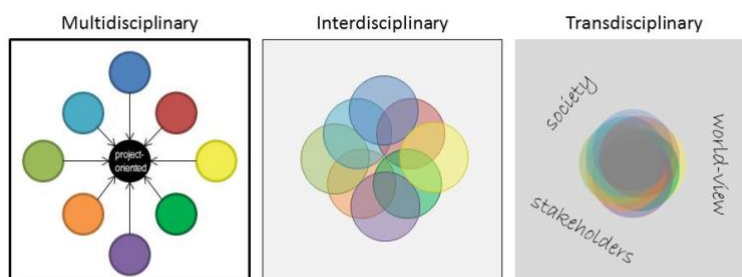


- Lack of clarity in understanding what integration is and how it works, no time set aside for meetings with the homeroom teachers and other specialists

We believe in integration – *It is a vital component in educational systems, curriculum and teaching practices because it removes the barriers of isolated teaching and rote memorization to promote understanding and connections among subjects and with the real world.*

Given this, an integrative approach to curriculum rather than separate subject isolation makes sense for students (Brazeal and Capelluti, 1995).¹

Multi- → Inter- → Transdisciplinary



- Integration:** Separated → Integrated → “Become One”
- Perspective:** ≥ 2 disciplinary → include stakeholders+
- Team’s Goals:** Project → Learning, New Ideas → Problem Oriented
- Leadership:** Varied Leadership → Rotating Leadership?

Notice regarding the goal

Any goal that will not be c

used on the next one. ing phase of the plan.

Goals will not be personal, set rather department-wide and will include different other teachers.

The Goals will be divided in **four** categories.

- Curriculum and Teaching & Learning
- Administrative
- Professional Development
- School-Wide

PE Strategic Goal and Timeline (The following goals are to be targeted over a period of 5 years. Some have been achieved by May 25 th , 2018)	Deadline	People Involved	Status as of May 25, 2018
Cat. 1: Curriculum and Teaching & Learning			
Develop the ES PE Philosophy for EC and Upper Elementary. Research and implement the latest and best physical educational practices in order to foster deeper learning, critical thinking and engage students in the best practices.	Dec. 30, 2017	Andrei Sue	In Process
Develop a list of essential 21 st Century skills which will have to be effectively promoted and used during every lesson. Assessment must address these skills as well. TBD for Concordia	2 Years	Andrei Sue	In Process

		Curriculum Leadership, Division Principals and all PE teachers	
Develop all the curriculum templates for all grade levels on Atlas / Google Docs / Word, etc. This should include a Year Overview, Unit Mapping and Weekly and Daily Planning on Concordia Official Templates, followed and used by all PE teachers in all divisions.	5 years	Andrei Sue Curriculum Leadership, Division Principals, and all PE teachers	In Process
Co-teach and promote various co-teaching models in the future years and provide more opportunities for students to take on leadership roles.	2 units/year	Andrei Sue	Done
Collaborate with the homeroom teachers. Meet at least two times a year with each grade level, and begin to create a common vision, goals, terminology, projects, etc. (Connections must be written in the EC-ES PE year overview for further reflection and new ways to connect and support students learning in the future). Link	1 year	Andrei Sue HR Teachers	Partially Done
Meet with the ELL Coaches and find ways in which we can collaborate and better support the ELL students at all levels in the EC-ES through the PE lessons. Meetings with all the ES-EC Coaches should be scheduled in order to discover the areas of the curriculum in which PE can support students learning in a more applicable way in order to promote understanding across all subject areas. Reflection at the end of the integrated units.	Every Year	All EC-ES Coaches, Division Principals, EC-ES PE teachers.	In Process
Explore new ways in which ES PE would cooperate more with MS and HS PE, in order to properly align the curriculum vertically, to share philosophy, to create common programs and to develop more opportunities for our students to take on leadership roles. This would also include resource sharing.	3 years	ES, MS, HS PE teachers	None
Provide an up-to-date inquiry driven, play-based curriculum, targeting the development of the whole child.	3 Years	Specialist Teams	Work in Process
In conjunction with the Curriculum Leadership, we will meet regularly with the other PE Teachers across divisions in order to ensure a coherent understanding of student learning outcomes, vertical alignment, teaching practices and latest research and trends in physical education for all teachers in all divisions.	3 Years	PE teachers, Curriculum Leadership	Planting Ideas
Research and implement the most up to date methodologies and practices in order to provide the students with the most efficient teaching practices and learning experiences in the class.	5 Years	Curriculum Leadership and all PE Teachers	Planting Ideas
Create a PE philosophy for each division that is progressive and aligned with the school's vision/mission.	1 Year	All PE Teachers	Planting Ideas
Promote critical thinking by employing a wide variety of age-appropriate thinking routines to target transferrable skills and understanding.	5 Years	PE Teachers Curriculum Leadership	In Process
Involve all EC-ES PE, Art and Music teachers in a Collaborative Inquiry Cycle in order to improve teaching practices, promote professional trust and start working on aligning curriculum horizontally and vertically.	1 Year	Specialist Teams	Planting Ideas
Through appropriate teaching practices, we will provide a smooth transition from Early Childhood (EC) to Elementary School (ES) and then to Middle School (MS).	3 Years	PE Teachers Curriculum Leadership	In Process
Maximize the time spent being active, while using different methodologies which promote and motivate students to learn and actively use different problem-solving skills and 21 st Century skills. Seek and start to create assessments for the skills.	5 Years	All PE Teachers	In Process
Through activities with multiple variations, place an emphasis on personal, social and emotional development.	5 Years	PE Teachers Curriculum Leadership	In Process

Promote different Concordia-organized CCAs or other after school programs that are aligned with our school philosophy and it's beneficial for our students.	Every Year	PE Teachers	In Process
Rigorously use different assessment tools in order to provide students with accurate feedback to better support their development and ensure that goals are met. (Assessments must be revised and reflected upon after every unit in order to provide accurate data.)	2 Years	PE Teachers Curriculum Leadership	In Process
Rewrite and align the EC-ES PE curriculum vertically and horizontally with the other teaching subjects in order to promote an integrated and progressive curriculum, helping students make meaningful connections across subject areas and divisions.	3 Years	Division Principals, Curriculum Leadership and all EC-ES PE Teachers	In Process
Revise the report Card format, introducing the blurb and specific pre-written and pre-approved detailed comments on every unit in order to make a better description of students' achievements/improvements in PE. Differentiate clearly between grades 1-4.	1 Year	Division, Principal, Curriculum Leadership and all EC-ES PE Teachers	

PE Strategic Goal and Timeline (The following goals are to be targeted over a period of 5 years. Some have been achieved by May 25 th , 2018)	Deadline	People Involved	Status as of May 25, 2018
Cat. 2: Administrative			
Look into the possibility of having a PE Head of Department.	1 year	ES, MS, HS PE teachers Admin	None
Set up official PE Department Meetings with specific and focused agendas.	1 Year	EC/ES PE Teachers	Done
Provide professional learning sessions on best teaching practices/curriculum/workshops for the PE department and encourage staff members to do so.	Once a month	All PE staff and Curriculum Leadership	None
Promote good stewardship by using equipment properly, make inventory list, of all the equipment and only order equipment that helps reaching department goals on a long term.	Ongoing	All PE Teachers and Principals	In Process
Maintain proactive and relevant communication with students, parents and the wider community. Must include professional presentations regarding PE program, updated TV/boards/websites every unit, including student work and work ahead.	Every Year, every unit	Division, Principal, Curriculum Leadership and all PE Teachers, Tech Department	In Process
Use space effectively before, during and after school. (Create rules for safety use of the spaces design for any sports activities)	6 Months (Revise Every Year)	Division, Principal, and all EC-ES PE Teachers	In Process

PE Strategic Goal and Timeline (The following goals are to be targeted over a period of 5 years. Some have been achieved by May 25 th , 2018)	Deadline	People Involved	Status as of May 25, 2018
Cat. 3 Goals: Professional Development			
Attend specific Professional Development courses/workshops/meetings/job-alike, in order to continue to develop as a department and individually. All the Professional Development must be aligned with our department vision and mission, targeting the school's mission and vision statement. PD opportunities must help teachers	5 Years	Curriculum Leadership All PE Teachers	In Process

improve practices and improve student learning, which is our ultimate goal.			
Use in house professional capital to provide and promote good practices and new teaching methods. (Possible once a month and including teachers from other subject area)	Every Year	All PE Teachers	In Process
Ask for time out in order to observe other subject teachers with a purpose of generating questions, which will lead to a Collaborative Inquiry Cycle with a focus on improving student learning.	Every Year	EC-ES PE (Hopefully all specialist and all PE teachers in all divisions)	In Process
Build relationships in order to create the proper atmosphere where everyone feels valued and included in order to promote Professional Trust.	5 Years	All PE Teachers	In Process On Going
Provide time to train the TAs about specific expectations during the PE lessons.	Every Year (during Orientation)	EC & ES PE Teachers and TAs	Not done

PE Strategic Goal and Timeline (The following goals are to be targeted over a period of 5 years. Some have been achieved by May 25 th , 2018)	Deadline	People Involved	Status as of May 25, 2018
Cat. 4 Goals: School-Wide			
Promote and support any student's agency, students international networking or student-initiated programs which help students develop leadership and independent learning skills.	Every Year	Division, Principal, and all EC-ES PE Teachers	In Process
Support and implement any initiative/program that helps our students develop and improve. (Recess, School Wide programs, After School, Outside Vendors) <i>Align the CCA Program with the PE expectations.</i>	Every Year	AD, CCA Coordinator ES PE Teacher (Andrei)	Done On Going
Looking at creating new year-long programs for students at all ages by collaborating with the outside clubs the CCA and AAD.	Every Year	Andrei, CCA and AAD	Done On Going

Timeline

Implementation date: 2018-2023

The complete timeframe is described in the Goals sections; however some goals have been achieved and others might be achieved by the time the Strategic Plan will be completely approved and implemented department-wide.

Task Force

EC-ES PE Teachers (Andrei and Sue) – Driving force.
EC, ES, MS, HS Principals – Assessing, giving feedback, supporting and implementing final decisions.
AD, CCA Coordinators – Help connect with the outside CCA providers.
Curriculum Leadership – Guidance and feedback through the process.
PSO – Support with different school or afterschool programs.

Resources

Human resources: An additional PE teacher was added to the team. (Shared vision and teaching philosophy is necessary in order to focus and achieve the same goals.)

Space: We will need three separate spaces for teaching considering the addition of a new division.

Storage Space: Inventory must be made in order to ensure that all equipment gets used and we do not over-order. Storage Space in the MS Gym will have to be divided in order to prevent unauthorized personnel from entering and abusing the equipment and space. Equipment will need to be shuffled in order to make space for the new equipment storage needs.

PE Specific Equipment: The needed equipment must be ordered only if it helps the department reach the short/long term goals and be used as a determinant tool in the process of achieving those goals. (Admin needs to ensure continuity of the program regardless of teachers' departing or new staff being hired).

Professional Development: Every PE must attend yearly conferences/workshops/job alike/specific meetings that support and help the department meet the set goals in relation to student's achievement. (Action must be supervised by the HOD/TL and the Division Principal).

Curriculum

Planning, Assessment and Delivery

In conjunction with the Division Principals and Curriculum Leadership, the EC-ES PE will develop and implement a new yearly overview template and a weekly/daily lesson template in order to reflect the new philosophy and teaching methodology that will help reach the department and school wide goals.

Planning

The department can use the general three templates:

Year Overview - Contains the units only

Unit Mapping - Contains details of each unit including hyperlinks if needed. (Must have a section on reflection)

Lesson Planning - Contains weekly and daily plans for every unit including hyperlinks to research and ideas.

The new templates must include and reflect:

1. The vertical and horizontal alignment and connections across subjects for promoting integration opportunities.
2. ESLR's and their basic implementations.
3. Links to the concepts, thinking routines, purpose of units, 21st Century skills (to be defined), research and assessment.

The chosen planning templates must be easy to read and understand by any staff member or outside authorized visitors (accreditation teams, teachers, parents), and must be adopted across the entire PE department (EC, ES, MS, HS).

Assessment:

Must address (not only) the SHAPE Standards and Benchmarks.

Different types of assessment must be used in order to collect data and help improving students' development.

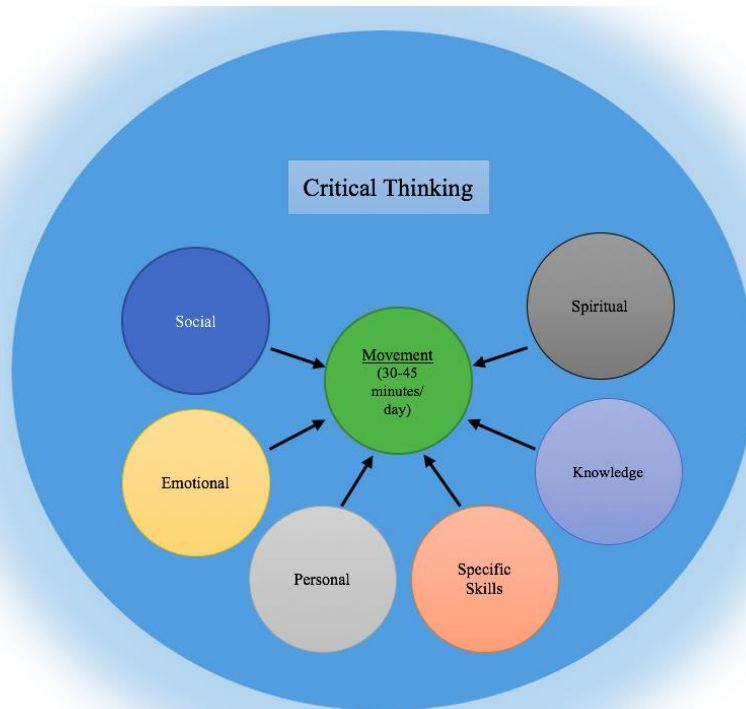
Basic understanding of assessments outlined in the following [link](#), however we strongly recommend that students will not only be assessed against the standards but individual progress will be measured across time.

Possible assessment tools: peer and self-assessment, anecdotal notes, checklist, written reports, quizzes, portfolio, presentations, exams, conceptual understanding tests, etc. (Note: Every part of the teaching process must be assessed in order to provide the teacher with meaningful data which will be used with the purpose of helping student continue to learn.)

Example of yearly overview template: [Here](#).

Lesson plans must be developed with the entire ES PE in order to make sure all students receive the same type of experiences and in knowledge in the class and to ensure that goals and targets are being met. *Note: In order to cover learning gaps, teachers make the ultimate decision to differentiate and meet student individual needs.*

Delivery (visual)



Key points and moments in every lesson

Preliminary Notes:

In every lesson, we should not only focus on developing specific Health and Physical Education knowledge and skills, but equally important is a focus on developing a culture of thinking critically, improve creativity, problem solving skills, communication skills, perseverance, teamwork, goal setting, self-reflecting and assessing, resilience, discipline, technology used as a tool, etc.

Through an inquiry-based approach, we want to promote critical thinking, independence, interpersonal skills and problem-solving skills, therefore we will try to stay away from teacher directed instruction, “spoon-feeding” and treating the body like a machine (reference to 1970s philosophy of PE ‘body as object’.)

Example of the outline of a lesson:

1. Invitation

The classroom set up should be a new invitation for students (Multiple materials in place ready to inspire and invite students in the atmosphere of learning.)

2. Every lesson should be started with a provocation, and challenge students to think and engage during their learning process. (This can be a special set up that leads students to start generating questions, thinking and making connections in order to start an inquiry process. It can include a special question which at this point students can't answer. More questioning and brainstorming can start happening at this point from student to student, teacher-student, student-teacher. This should activate prior knowledge and attempt to make new connections. Thinking routines can be used at this point to get students cognitively involved in building the next step of the lesson. ESLR's, attitudes/virtues/profiles big ideas, learning outcomes and lines of inquiry can be introduced and developed at this point. All the above should generate students' enthusiasm and desire to discover more.)

3. Integrations opportunities can be addressed again at this point in order to make meaningful connections with classroom learning or other specialists. Connection examples:

- Net and Wall Ball can be connected to the unit on Energy Transfer in grade 4
- Movement Patterns can relate to Music, Art, Math and Science in different grade levels

(address again later during lesson when situation arises for better understanding)

4. Lessons goals can be set at this point based on the student findings during the provocation time.

5. Warm up should be developed with the students, based on the provocation and connections made with previous warmups and activities.

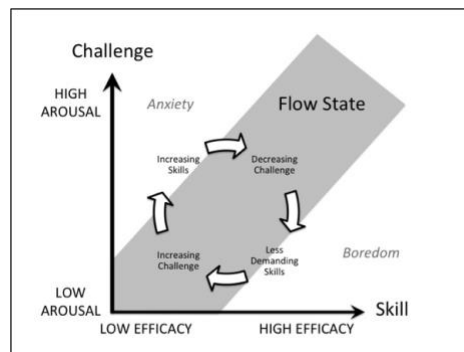
6. Peer discussions are encouraged at this point based on the parts of the warmup and why were they chosen, using thinking routines and open ended questions.

7. The group activities should be unpacked step by step with the students (and not always outlined from the beginning.) The rules and the equipment should continually change throughout the activity, in order to generate student driven questions or teachers using open ended questions to help students make connections within the activity and add to their prior knowledge. (Teacher questions: What does it look like, how it changed, what can we improve, what are the transferable skills, how did you use the ESLR's or attitudes/virtues/profiles, etc.)

Suggested methodologies:

- ▲ Guided and Open Inquiry ([Kath Murdoch's Inquiry Cycle](#))
- ▲ Teaching Games For Understanding (More info here: [TGfU Model](#))
- ▲ Game Sense (More info here: [Game Sense Approach](#))
- ▲ Sports Education
- ▲ Cooperative Learning
- ▲ TPSR ([Link](#))
- ▲ Teacher directed instruction (As minimum as possible)

In every activity the teacher must make sure to follow the Flow Theory based on student's level of skills and understanding.



8. Using open ended questions, thinking routines or simple observations, engage students in discussions based on activity findings/outcomes. Thinking routines can be used in order to make changes and test them out. (Think-Pair-Share, Analyze - Change - Apply, Planning, etc.)

9. Technology can be used at this point to record/analyze and go back to practice.
10. Integrations opportunities can be addressed again at this point to reinforce the connections with classroom learning or other specialists.
11. At this point it is advisable to modify rules of the games and focus on conceptual understanding.
(Example: *Change* is a simple concept that can be used to promote critical thinking and transferable skills, i.e., What if we change this rule? (less touches, different restrictions, etc.) How will the game change? What does it look like? Can we turn it into other game? What else would you change? etc.)
12. At this point, students can stop the main activity and have a reflection (groups/pairs, oral or written).
13. Ask students to go back to the goals and self-assess their result and how they used the ESLR's during the last activities. Think-Pair-Share with a friend about the goals and ESLR's.
14. "What would you want to focus on during the next lessons of this unit?" could be a question before students walk out.
15. Exit Ticket: Line up and a high five/goodbye/thinking routine/reflection (one word/action) would close the lesson on a very positive note.

Implementation Steps*

(*When and where do we start and when and where do we finish.)

1. Meeting with the ES Admin team to approve/refine the Strategic Plan Document.
2. Meeting with the Task Force Team and decide what are the next steps which need to be followed based on the outlined goals.
3. Set priorities based on the school wide goals and the priorities of the department.
4. Establish and use a general PE Yearly Overview and Planning Template.
5. Establish a coherent understanding of our Why, What and How related to Mission, Vision, Teaching Practices.
6. PE team meets and aligns the curriculum by creating a vertical alignment, and explicitly dovetailing transitions between divisions.
7. Use PD funds efficiently in order to help achieving school and department wide goals and ultimately improve student's development.
8. Meet as divisions and brainstorm about how we can connect with other subjects in school and become more integrated (Sports and Wellness Day of other divisions).

In every step we keep in mind that the student is the reason why we do all things, and that the students must be approached holistically and not as machines.

Program Assessment*

(*Self-assessing our plan at the end of five-year implementation process.)

The assessment of the program is one of the most important strategic steps, because it will provide us with valuable information regarding each goal and the effect of it on students, teachers and school-wide goals. It will also guide us into taking the next steps of the plan or make changes for the new plan. During the Program Assessment phase, the department must include the Division Principals, the Curriculum Leadership, and any other person involved in achieving that goal.

The program assessment will have two phases:

1. At the end of each goal and its implementation. (Micro Assessment)
2. At the end of the strategic five-year plan. (Macro Assessment)

Data and reflection need to be collected at the end of each of the steps in order to ensure that the department continues to develop and stays accountable to itself.

Addendum 1

The pieces included in this section are either achieved goals or document pieces that are linked to the document but needed to be printed for approval.

EC M&M Philosophy

ECM&M 2017-18

(Results of research undertaken into best practice)

Ultimately, the Concordia ECM&M program aims to develop INSIGHTFUL LEARNERS who will:

Ask questions and seek answers
Think, wonder, take risks, reflect
Observe, imagine, create

We believe:

Appropriate, purposeful music and movement experiences enhance early childhood development

All children have musical potential. Every child has the potential for successful, meaningful interactions with music. The development of this potential, through numerous encounters with a wide variety of music and abundant opportunities to participate regularly in developmentally appropriate music activities, is the right of every young child.

Children bring their own unique interest and abilities to the music learning environment. Each child will take away that bit of knowledge and skill that he or she is uniquely capable of understanding and developing. *Children must be left, as much as possible, in control of their own learning*¹. They should be provided with a rich environment that offers many possible routes for them to explore as they grow in awareness and curiosity about music.

Children come to early childhood music experiences from diverse backgrounds. Their home languages and cultures are to be valued and seen as attributes that enrich everyone in the learning environment.

Children should experience exemplary musical sounds, activities, and materials. ***Children's learning time is valuable and should not be wasted on experiences with activities of trite or questionable quality.***

Very young children can develop critical thinking skills through musical ideas. Children use thinking skills when making musical judgments and choices.

Children should not be encumbered with the need to meet performance goals. Opportunities should be available for children to develop accurate singing, rhythmic responses to music, and performance skills on instruments. *Each child's attainment of a predetermined performance level, however, is neither essential nor appropriate.*²

Children's play is their work. Children should have opportunities for individual musical play, as well as for group musical play, such as singing games. Children learn within a playful environment. *Play provides a safe place to try on the roles of others, to fantasize, and to explore new ideas.* Children's play involves imitation and improvisation.

Children learn best in pleasant physical and social environments. Music learning contexts will be most effective when they include (1) play, (2) games, (3) conversations, (4) pictorial imagination, (5) stories, (6) shared reflections on life events and family activities, and (7) personal and group involvement in social tasks. *Dominant use of drill-type activities and exercises and worksheet tasks will not provide the kind of active, manipulative, and creative musical environment essential to the development of young minds.*³

¹ *The environment, and the availability of resources, will be critical to achieving this.*

² *ECM&M is NOT a skills based program*

³ *ECM&M is a purposeful play program and is not about stand-alone 'music,' nor 'movement' activities thrust together in a meaningless pastiche.*

Diverse learning environments are needed to serve the developmental needs of many individual children. Children interact with musical materials in their own way based on their unique experiences and developmental stages.

Children need effective adult models. Parents **and teachers** who provide music in their child's life are creating the most powerful route to the child's successful involvement in school.

The role of the teacher in ECM&M:

The teacher should guide the musical and movement experiences of the young children in their care. The teacher should:

Love and respect young children

Value music and movement and recognize that an early introduction to both is important in the lives of children

Model an interest in and use of music and movement in daily life

Be confident in their own musicianship, realizing that within the many facets of musical interaction there are many effective ways to personally affect children's musical growth

Be willing to enrich and seek improvement of personal musical and communicative skills

Interact with children and music in a playful manner

Use developmentally appropriate musical materials, movement activities and teaching techniques

Find, create, and/or seek assistance in acquiring and using appropriate music resources and matching movement patterns

Cause appropriate music and movement learning environments to be created

Be sensitive and flexible when children's interests are diverted from an original plan

Addendum 2

Example of a unit and lesson plan description.

ADVENTURE CHALLENGE

Concordia International Shanghai

Elementary PE department

Why we should do Adventure Challenge...

1. Society values teamwork that promotes cooperation and cohesiveness over competition
2. Individuals achieve simply by experiencing the process of team building
3. Team building breeds success without any losers, as happens in competition
4. A success experience may be contributing an idea and being listened to
5. Roles change from passive to interactive.
6. Team building is a concept; physical challenges is a method of teaching it
7. Skills needed: listening, praising and encouraging/ communication, decision-making, conflict resolution, risk taking, and affirmation
8. Most physically skilled may find themselves in unfamiliar roles, perhaps dependent on their teammates

Activities appropriate for Year 1 – 4

Around the World

Put children into groups of 3 or 4. Give them 1 hoop each plus one hoop extra. Set up a course (straight line) about 20 m long. Tell them the learning objective is to get to the next island and back as fast as possible.

Rules

The hoops are the participants' 'boat.' Only one person in one hoop at one time. You can't put even a toe into the 'water' outside the boat because the sharks will eat you. No hands in the water either.

Level 1: Allow them to place the hoops wherever they want.

Level 2: Tell them the hoops must touch, so that the boat stays in one piece.

Level 3: Take away the one person in one hoop rule and give them only 2 hoops (regardless of team size).

Level 4: Take away the hoops and give them spots.

Level 5: Now they are caterpillars. We go back to the one hoop one-person rule, and they again have one hoop each plus one extra. Hoops must touch (as now you're a caterpillar). Spread color coordinated fluffy balls (food) around the gym (maybe 5 for each team). First team back 'home' with their 'food' wins.

Bird's Nest

Put children in groups of 2, 3 or 4 depending on numbers. Each group has a colored hoop (the bird's 'nest').

Addendum 3

ES PE Blurbs needed to be added to the report cards in order to provide a clearer picture for parents of the covered units throughout the year

Long Version

We started this year in PE with an introductory unit, aiming to develop students' confidence with PE routines, and we continued with units focusing on health-related activities, low organized games and ball activities. The health-related unit covered topics such as hygiene, safety in movement and social relationships. During the games unit we aimed to develop students' concepts of body control, spatial awareness and moving into space, while through ball activities we targeted skills such as: rolling, pushing, throwing, catching, bouncing, dribbling and kicking.

Short Version

This semester we have covered the following units: introduction to PE, health related activities, games and large balls activities. We aimed to develop students' concepts of body control and spatial awareness, using ball activities to target a wide range of skills.

Addendum 4: Rules for use of equipment and space ([link](#)).

Sources

Studies from different school systems around the world showing how important critical thinking skills are and how they should overarch anything that the students are part of at school.

Research into critical thinking

<http://www.pz.harvard.edu/projects>

Support for creating a culture of critical thinking in PE

[https://www.researchgate.net/post/What methods have you found effective for helping students improve critical thinking skills](https://www.researchgate.net/post/What_methods_have_you_found_effective_for_helping_students_improve_critical_thinking_skills)

Short extract

Critical thinking skills are essential to students' learning and are therefore a necessity in education. ..., most of us have conclude that critical thinking is about students thinking independently. Critically examining questions together with other peers and reframing prior knowledge, beliefs and assumptions adds to new knowledge and skills. I quite often use the following scaffold in encouraging my students in critical thinking:

- 1) Start with a question which you cannot answer with yes or no but a question which demands students to investigate and / or explore further.

PE example: What kind of warm up should we use before we start rock climbing today?

- 2) Activate prior knowledge. Read / discuss sources essential to the quest.

PE example: From the warmups we have done previously, which do you think is most similar to the warm up we should use for rock climbing? Why?

- 3) Discuss views, ideas, assumptions with other peers

PE example: Turn to your friend and ask them what they think rock climbing will be like.

- 4) Evaluate misconceptions or misalignments of assumptions / beliefs / ideas.

PE example: (Following the lesson...) What did you think about rock climbing before we began? What do you think now?

We have discovered that this basic approach really helps students' critical thinking skills.

http://laisumedu.org/DESIN_lbarra/pdf/smith.pdf

Short extract

A consistent finding and concern raised by studies of the American education system is that students at all levels are unable to think effectively. They cannot understand challenging texts or complex issues; their reasoning is often illogical, and they do not critically assess arguments; they solve problems in a rote formulaic way, rather than through creative strategies grounded in sound analysis; and their decisions reflect biased appraisals that satisfy no plausible norms of rationality. This concern is echoed in studies of management education and business school disciplines that urge programs to develop students' higher order thinking skills.

More Articles

https://www.researchgate.net/publication/235925838_Expression_of_children's_creative_thinking_through_physical_education_activities

<http://www.hanen.org/Helpful-Info/Articles/Teaching-Children-to-Think--Meeting-the-demands-of.aspx>

<http://www.ijsh.org/papers/598-C10005.pdf>

<https://www.sciencedirect.com/science/article/pii/S1871187117300068>

<http://edisdat.ied.edu.hk/pubarch/b16896208/Li%20Chung-E.pdf>

file:///Users/suefltcher/Downloads/Thinking_Skills_in_the_Early_Years_A_Guide_for_Pra.pdf

<https://repository.nie.edu.sg/bitstream/10497/393/1/TL-18-1-83.pdf>

http://eprints.whiterose.ac.uk/73999/1/Thinking_skills_in_early_years.pdf

Teaching methods in PE

<http://www.playsport.net/about-playsport/teaching-games-understanding-tgfu-approach>

http://www.meshguides.org/wp-content/uploads/2015/01/PE-2014.16.0-DAD_MESH_TeachingApproachesSubmitted.pdf

Historical development of PE and teaching methods.

<https://www.nap.edu/read/18314/chapter/7#201>

