Introduction

• The implementation of the Health and Physical Education in the New Zealand Curriculum (2007) and the New Zealand Curricula (1994) is a socio-critical humanism.

• These critical issues underpin how teachers develop physical education classes that can utilize pedagogical manifestations to implement the philosophical aims of the NZC (2007).

Research question

• Do teachers of physical education establish classes as learning communities? (How?)

Methodology

• This study was carried out within the interpretative paradigm, a qualitative case study.

• Data was collected by employing semi-structured interviews with physical education teachers. One teacher was selected for observation of classes and future group interviews with 6 students from year 9 and 3 year 12 classes conducted.

• Data analysis was conducted using the constant comparative method.

Analysis

From the data collection five significant themes developed:

• Characteristics of an altruistic class community
• Characteristics of an inquiry class community
• Characteristics of a learning community
• Characteristics of a class learning community
• Characteristics of an altruistic class community

Characteristics of a learning community

1.  The development of positive student/teacher relationships

• Teachers build positive relationships with students in a variety of ways.

Reciprocity, power sharing, and taking a personal interest in students creates opportunities for learning conversations

• The teachers deliberately shared something of themselves in an effort to create mutual spaces for conversations.

• Teachers engaged in conversations about their students' lives outside of school, building relationships.

2. Pedagogies for Inquiry learning

1. Learning about the social through social learning

• Teachers move up and down the continuum influenced by the characteristics they perceive in their students.

Students make...

In conclusion

The physical education classes in this study were fledgling learning communities. All teachers were engaged in inquiry. Learning positioned students centrally, and inquiry teacher centered and the inquiry knowledge generation continuum with some loops into student centered and the continuation of the educational process.

The Pedagogy

1. Learning about the social through social learning tasks

The explicit teaching of socio-moral learning outcomes

• The teachers' programme goals promoted empathy, moral reasoning, reciprocity, and making task evaluations which development of personal and social responsibility (John-lee, 2009; Sun, 2009; Harker, 2009; 2009). These goals are considered culturally appropriate.

• The teachers focused on altruistic values and values as part of their curriculum.

2. Pedagogies for Inquiry learning

Inquiry pedagogies

• Teachers move up and down this continuum by the strength and ability of the students to take responsibility for their learning.

• Teachers worked collaboratively with students to develop student agency, responsibility, and inquiry, moving the class forward towards an autonomous and collaborative learning environment.

Meta-learning and reflection

• In this study individual and collective reflection was an inherent and essential component for meta-learning, explicit within the experience learning cycle. Reflection was seen as the linking process between experiences, inquiry, development and a vision for the future (John-lee, 2009).

References


We make a difference

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