

## Twitter Thread by Greg Spencer

Greg Spencer

@SingleBlade1



**How do we connect sense-makers around:**

- 1. A common respect for the voices of young people;**
- 2. The diverse experiences of those who have spent their lives helping others find meaning in movement?**

**As @ImSporticus notes, this CSJ paper is not the**

Does school-based sport have a place? Of course! For some, school sport will be a way of becoming entangled in the lives of others in ways which will lead to a pastime becoming a valued, stabilising influence throughout life. That's awesome!

#becausehuman

<https://t.co/Ti6GEWJIF8>

Sport is proposed as a panacea for individual, community and societal ills. It can save lives, strengthen communities, serve society, prevent crime, improve educational attainment and prepare for the world of work. That message makes me uncomfortable as someone who loves sport.

— Sporticus (@ImSporticus) [December 28, 2020](#)

But as @ImSporticus notes, it's not "sport" that has the impact. That's down to "good people intentionally designing positive experiences through sport" - which is not the same thing!

Ideal: those involved co-creating the positive experiences! #ownership

<https://t.co/WOMLG5Y83a>

Sports charity Made by Sports found that children and young people participating in in-school sports and clubs are 5.6 times more likely to report high resilience levels and 20 per cent less likely to suffer from a mental health disorder; and 25 per cent less likely to be at risk of anxiety and 11 per cent less likely to self-harm (girls).<sup>22</sup> The Department for Education has identified sport as one of the five key foundations for building character (resilience, determination, self-belief and fair play).<sup>23</sup>

Firstly because it sees the child as something that is broken, dysfunctional and in deficit and sport will fix them. Secondly because it isn't sport that will have the impact suggested, but good people intentionally designing positive experiences through sport that enrich lives.

— Sporticus (@ImSporticus) December 28, 2020

Talk of glue, shared interests & civic pride doesn't get us far. Public debate needs to start with a richer & more nuanced appreciation of aspiration & of wayfinding... & if we want "fewer stories like this" & "more stories like that" we need local sense-making & mapping ■■

People that volunteer are more likely to feel that they belong in their area<sup>26</sup> and are less likely to feel lonely,<sup>27</sup> whilst those that regularly turn up and experience live sport, especially when they support a specific team or athlete, enjoy greater community engagement.<sup>28</sup>

Yes, established pathways to finding meaning in movement are a lot more accessible / inviting for some than for others... & that's a tough area... but we're already way, WAY beyond prescribing "a more robust framework of expectations for school sport" ■

<https://t.co/URdj6gSckk>

Even those of us who love sport should recognise that "[...] if this trend towards the sportisation of physical education continues there is a danger that the unique identity & individuality of educational purpose for physical education may be affected" ■

<https://t.co/VJmWstx30S>

**Sport ideology.** The terms sport and physical education are often used interchangeably within school contexts. Green (1998) describes the process whereby sport and team games became 'the ideological high ground of the subject' and 'the epithet of 'traditional' PE' during the second half of the twentieth century. Team games continue to dominate physical education in schools. Green (2008) describes how sport has in many places continues as both the content and justification for physical education in schools (Hardman, 2008b). Caution has been expressed that if this trend towards the sportisation of physical education continues there is a danger that the unique identity and individuality of educational purpose for physical education may be affected (Penney, 1998; Green, 2008). Hardman (2007, 2008a) argues that the sport dominated frame of reference for physical education needs to be widened to promote active lifestyles in ways that are meaningful and relevant, and responsive to the needs of young people (Hardman, 2007, 2008b).

**Health/fitness ideology.** Concern with physical education as a vehicle for health promotion has rivalled sport for the ideological high ground (Green, 2008). This is reflected in policy and curriculum documents, where for example in Australia, physical education is now part of a Key Learning Area entitled Health and Physical Education. While a health-driven ideology of physical education has not succeeded in displacing sport as the dominant ideology of the subject area, it has certainly taken a significant portion of the market share from sport. Green (1998) describes how in the second half of the twentieth century physical education emerged as a solution to addressing societal health and fitness concerns with a resultant emphasis on preparation for leisure and promotion of lifelong participation in physical activity as a core purpose of physical education. Health and fitness justifications are often evident in pupils' understandings on the nature and purpose of physical education (Jones & Cheetham, 2001; Macdonald *et al.*, 2005).

Schools figure in strategic level discussion NGBs... but that's overwhelmingly structured around either scope for increasing participation or feeds for talent pathway systems. Do we even get discussion of intra-NGB (cross-sport) collaboration around school/community priorities? ■

The header features a large background image of a mountain range with clouds. On the left is a circular profile picture showing a person running on a beach at sunset. To the right of the profile picture are three circular icons: a menu (three dots), an envelope (email), and a bell (notifications). Further right is a blue button with the text "Following".

**Meaningful Sport**  
@MeaningfulSport Follows you

Explorations of meaning and value in sport and physical activity for everyone. Project led by [@NooraRonkainen](#)

[meaningfulsport.com](#) Joined July 2020

We've got people in NGBs & other bodies (e.g. [@Sport\\_England](#), [@\\_UKCoaching](#)) who are clued in... but they're mostly operating with school PE as a pretty marginal part of their brief... & hugely removed from the discussions taking place around [@meaningfulPE](#), [@MeaningfulSport](#), etc.





Are PE-based social learning spaces really central to the working lives of those with relevant roles within NGBs & Sport? Or are key players more likely to be in educationally-peripheral intra-sport spaces or coaching-spaces? Where does the @afPE\_PE fit in the wider landscape?



*Supporting the  
Workforce in  
Physical  
Education,  
School Sport &  
Physical Activity*



**Following**

## **Association for PE**

@afPE\_PE

Association for Physical Education (afPE). Official subject association for PE in the UK.  
Supporting the workforce in PE, School Sport & Physical Activity

📍 Worldwide 🔗 [afpe.org.uk](https://afpe.org.uk) 📅 Joined September 2010

Great work IS being done in this space by the likes of [@Greg\\_Dryer](#), [@HamblinDec](#) & [@ImSporticus](#) at [@CPESA\\_Kingston](#) (all strangely absent from the CSJ Paper) - but are WE ensuring they're on the radar in our NGBs & in the other places where we could really do with their input? ■



What might we do differently for 2021? Maybe building on the momentum of [@tobyjlowe's @SystemsHuman](#) work?

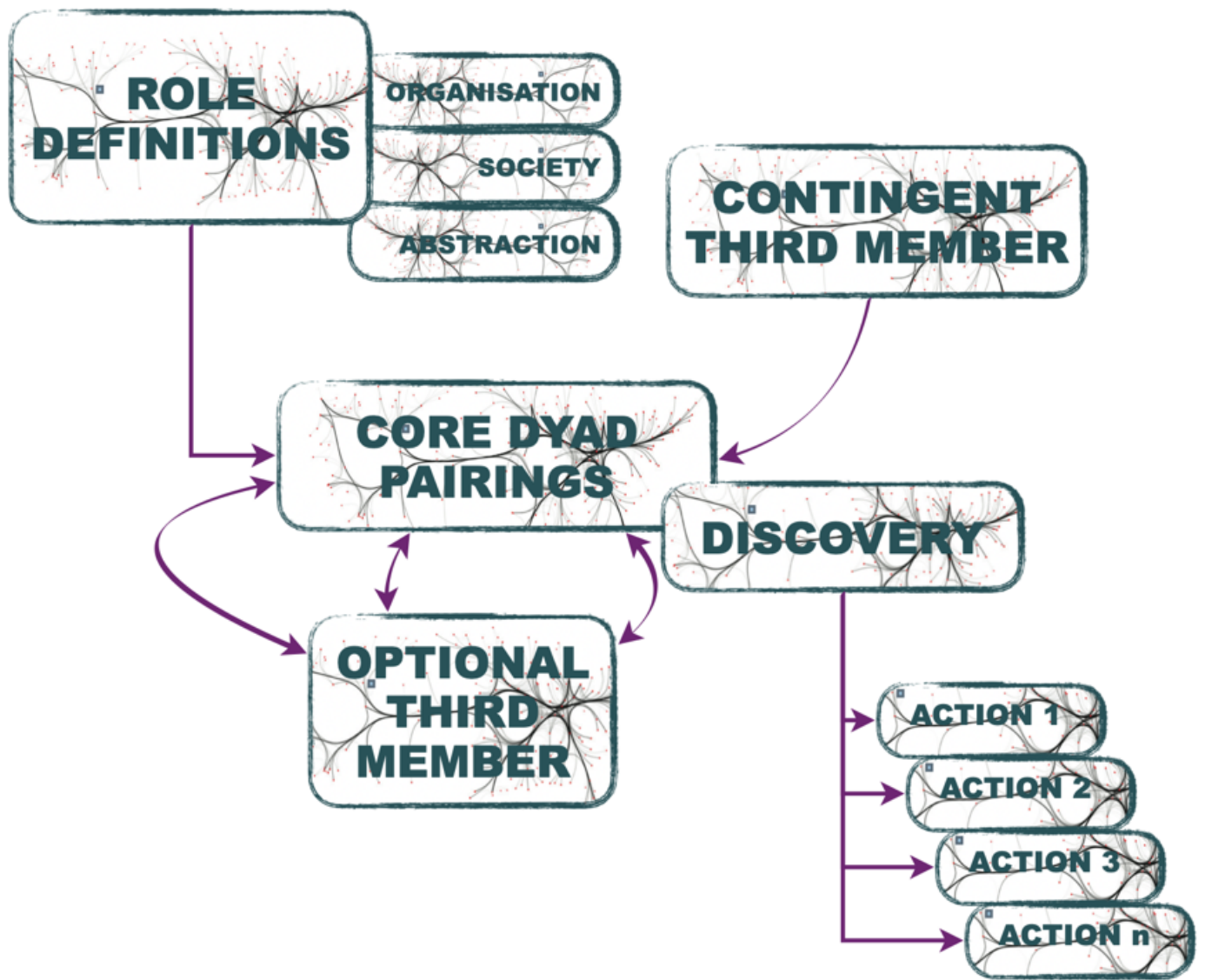
Might we "Help people discover & steer and own their own pathways for a change" with [@BethWatts494](#), [@CharlotWaite](#), [@Jendaffin](#) & [@NewSystemAlly](#)?

<https://t.co/LrBXWCNowt>

Practically, I'd like to pick up on two things for 2021 - the first being the strengthening of the informal networks in the space where this well-meaning CSJ paper falls so woefully short.

Recommended New Year's Resolution reading #1: this [@snowded](#) blog:

<https://t.co/Rc49Ed7Lwk>



Secondly, if we have aspirations for "improved leadership" in this area, can we go into 2021 committed to a more meaningful discussion about what we might mean?

Recommended New Year's Resolution reading #2: this [@snowded](#) blog (& others since Nov 10th) ■

<https://t.co/WL2refQwQj>





**Greg Spencer** @SingleBlade1 · Dec 5

...

"How do we change the environment of leadership development so it is less dependent on reflection & articulation of learning, & more based on process, interaction management, & also critically physicality"?

Treat yourself: @snowded's latest blogpost 📖

[cognitive-edge.com/leadership-in-...](https://cognitive-edge.com/leadership-in-...)



DAVE SNOWDEN 🇬🇧 🇪🇺

We're in a place which can witness the production (in all seriousness) of "A Level Playing Field: Equalising access to sport and exercise for young people after Covid-19"...

Like it or not, this is where debate is at. How do we move on from here? ■

<https://t.co/XZmg9V33H9>

6 Big Ideas:

1. The Daily Mile nation
2. A play friendly nation
3. Independent schools: charitable status and facilities sharing
4. School sports hubs
5. Amendment to the statutory framework for PE and moving youth sport to the DfE
6. Extending the School Day

— Sporticus (@ImSporticus) [December 28, 2020](#)

Does school sport have a place? Yes. Is it "sport" that has the impact? No! Can we move beyond prescribing "a more robust framework of expectations for school sport"? Maybe - but not if we carry on as we are at present!

A few reflections for 2020 action!

<https://t.co/joNXnimWCC>