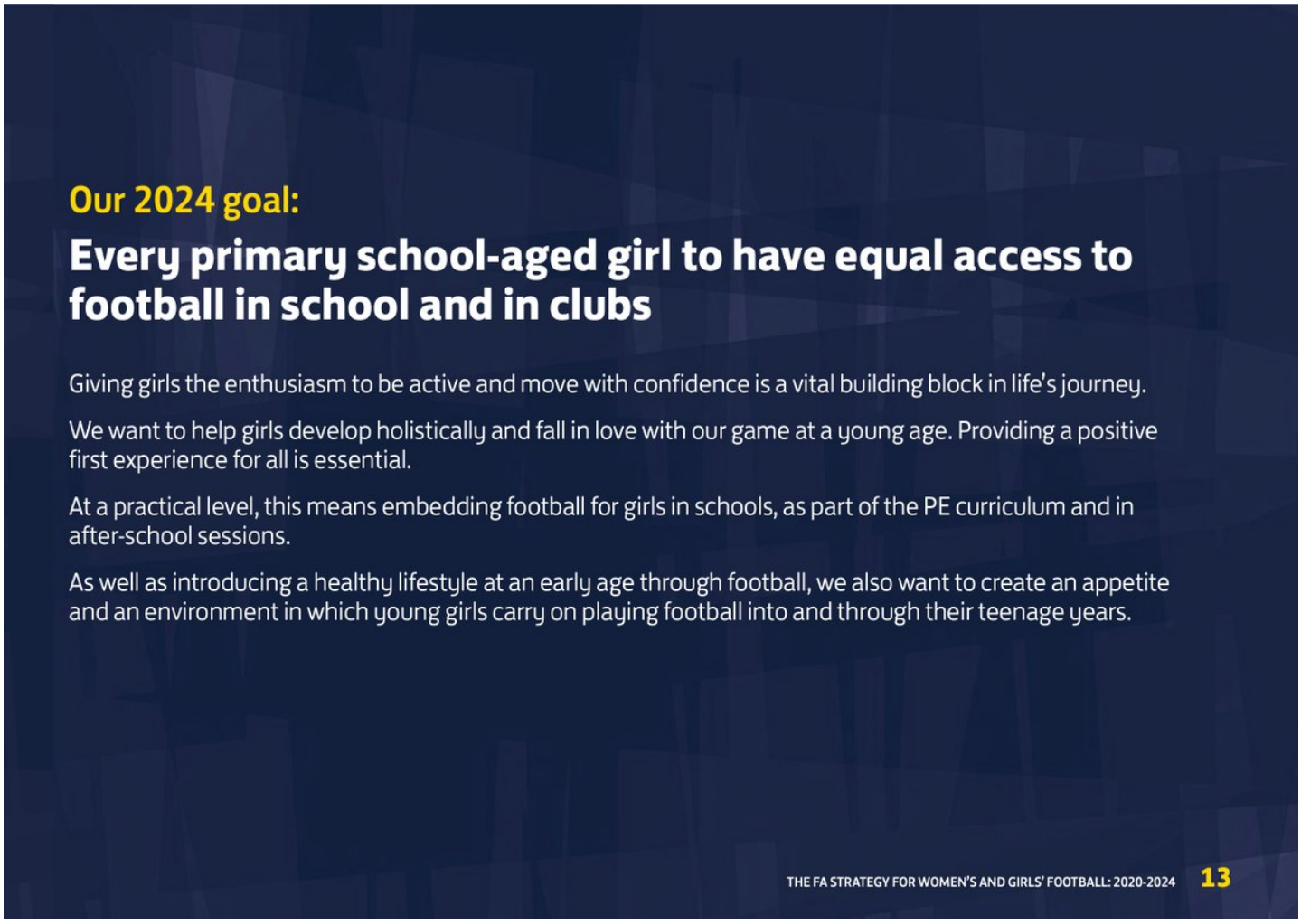
Twitter Thread by Greg Spencer

Greg Spencer
@SingleBlade1

Do our expectations of sport in schools reflect "folk wisdom" where we think "students will eventually engage with something they like, hopefully sufficiently to pursue it now or in their future"?

If so, shouldn't we working to get sport OUT of schools?

https://t.co/iHu30PC7tu

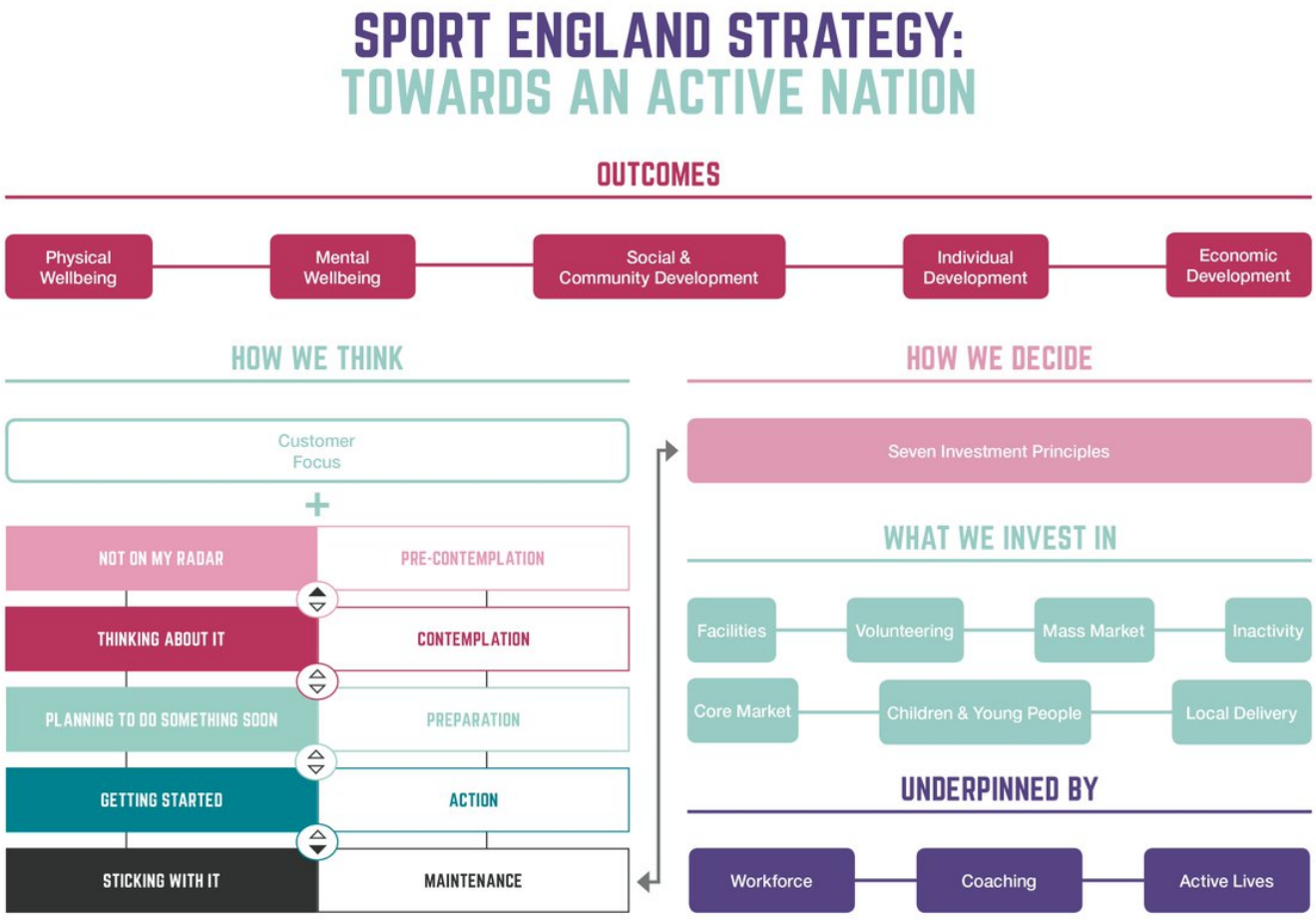


Backing up: some on the outside of schools & education might still anticipate finding engagement with a "Multi Activity Curriculum" that gives pupils a "bit-of-this" & a "bit-of-that"... perhaps because that's what so many of us genuinely experienced ourselves so very long ago!

Generic Multi-activity Program (MAP)

Term/Year Group	Year 7's	Year 8's	Year 9's
Term One	Fitness Testing Swimming Trials/Sports	Fitness Testing Swimming Trials/Sports	Fitness Testing Swimming Trials/Sports
Term Two	Athletics [Carnival]	Athletics [Carnival]	Athletics [Carnival]
Term Three	Volleyball Basketball	Badminton Touch	Cricket Hockey
Term Four	Netball Softball	Tennis Sofcrosse	Rec Options

Of course, if that had worked well back-in-the-day... we'd be a nation of sporting nuts, having each found our own way of making some sporting-pastime or another a major stabilising influence on our life - & the world would never have needed "Towards An Active Nation" & the rest.



Anyone not familiar with the context might want to glance at this piece by @pilly66 - which gets us a little way into why we might avoid getting school PE & sport delivered by sports coaches & in connection with a culturally dominant mainstream sport.

https://t.co/M1xoiIaiHh

Daryl Siedentop (1972) once wrote (and I paraphrase here) that **physical education isn't restricted to a subject called 'PE' in schools**, and cannot even be presumed in some PE programs because of the curriculum structure and student experience. Physical education can occur at a summer camp, a YMCA, or in a sport club program - and in some cases may even be more likely there than in a school PE program (to read more on Siedentop's analysis of PE, see here). In 2008 and in 2013, Ken Alexander offered similar thoughts in his papers and suggested that physical education should stop seeing school co/extra curricular activities as outside of the PE program but rather embrace them and explicitly target student engagement in these programs and activities beyond the school gate. This would necessitate what Ken called a **'connectedness pedagogy'** that abandons multi-activity programming to tap into more meaningful engagement in health enhancing and physical activity promoting education and the opportunities available to students within the school and beyond the school gate.
Connectedness pedagogy exists where content is relatable to the student world, both within and beyond the classroom. **For connectedness pedagogy to exist, there needs to be links with students prior knowledge and experience and to the opportunities that exist in the 'real world' beyond the school gate** (Churchill, 2011). As a 'productive pedagogy', **connectedness describes the extent to which content has value and meaning beyond the lesson context to the larger social context within which students live** (Education Queensland, 2004).

@coachnateb gets to one issue in this recent piece:

** PE, in a Democratic society, should not primarily be for Sport, Fitness, Movement Skill, or even a future “Physically Active” life **

Key thing: kids doing "sport" in school is NOT inherently good!

https://t.co/MJQKebQjua

Physical Education for enhanced BODYFULNESS

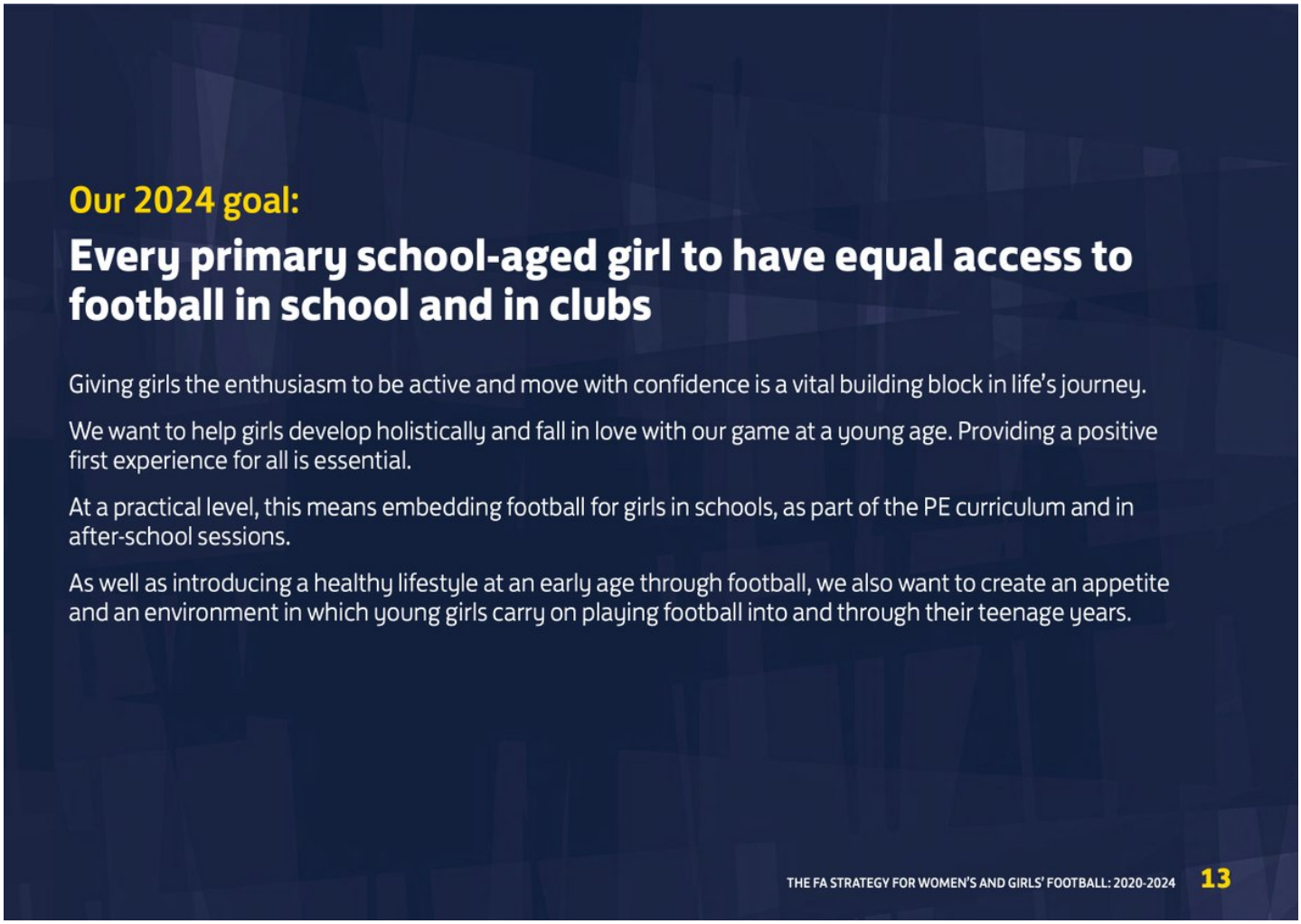
As an "Education" *of/through/with/in* the "Physical," P.E. should help cultivate functional solutions to the problems and possibilities of living an embodied and *embedded life. The problems and possibilities associated with such a life occur all day, everyday, and are always mediated through our desire to be and live well, together. They are not limited to the domains of sport or fitness. What I'm saying is that PE, in a Democratic society, should not primarily be for Sport, Fitness, Movement Skill, or even a future "Physically Active" life. Rather, it should be for BODYFULNESS, a Physical or Bodily Literacy if you will, that enhances our ability to sense and interact fluently and productively with our world[1] — and by "fluently and productively" I mean in accordance with Democratic Principles like Equality, Freedom, and Social Justice.

Is sport IN schools our priority? Or do we need to rally behind @justenoconnor, @Greg_Dryer, @ImSporticus & others working to help young people find meaning in movement & their way into pursuits for life beyond the school gate? To PE beyond Sport Coaching?
https://t.co/q3yoDtAhSE

Now we have a dystopian vision of the FA working to "help girls [...] fall in love with our game at a young age"...

That's "embedding football for girls in schools, as part of the PE curriculum and in after-school sessions" ■

Safeguarding alert: NGB GROOMING 5-11 year olds ■



The FAs (quite terrifying) "measure of success" is "90% of schools (primary/secondary) in England to be part of THE FA Girls' Football School Partnership network" - which means what, exactly, in terms of diversity of school PE & career paths for aspiring school teachers?

Measures of success

By 2024 we want to see:

- Equal football access for girls at in 90% of schools (primary/secondary), with 75% delivering football in PE lessons and after school;
- 90% of schools (primary/secondary) in England to be part of The FA Girls' Football School Partnerships network, supported by Barclays;
- A teenage-girl-specific national football programme rolled out across England;
- Over 1,000 clubs across England providing a complete pathway[1] for girls;
- The delivery of the female-friendly club training programme across the country;
- A female-specific offer within 75% of clubs with youth sections nationally;
- Ensure all under-12 to under-16 girls have easy access to an inclusive club with a suitable competitive pathway within easy access from home;
- Provision for disabled teenage girls to be involved in everything we do, whether in-school or in FA initiatives;
- Full compliance with FA safeguarding policy, procedures and safer working practice.





[1] **Complete pathway** = mirroring the provision that boys enjoy. A club will provide a minimum of two-year age bands for girls (under-8, under-10, under-12, under-14, under-16 OR under-7, under-9, under-11, under-13, under-15, under-17), but with an aspiration of age groups for every year.

How we'll achieve our 2024 goal

In parallel with the 'Early Participation' phase, working with schools, other education providers and football clubs is fundamental.

We'll support those asked to teach football with specialist training, complemented by physical resources and content. We'll also provide leadership training for girls at this important life stage.

Away from schools, we'll roll out teenage-specific football programmes to grassroots clubs and other football providers in the community. Our ambition is that all girls have access to an inclusive club with a suitable competitive pathway, mirroring the provision that boys enjoy today.

Encouraging as many people as possible to take our new FA Playmaker supported by BT course will be key to all our activity. It teaches the basics of running fun and safe football sessions and if individuals want to progress, it can lead to football coaching qualifications.

Particularly with this transformative age group, we want to harness football's power to build and maintain self-esteem, alongside keeping fit, making friends and having fun. These are ends in themselves, but we will also have a defined pathway in place to mitigate girls dropping out of football in their teenage years through lack of opportunity to keep playing.

In parallel with the 5-11 age group, there will be campaigns and initiatives to encourage teenage girls to make football their long-term sporting and lifestyle choice. Communicating with this age group will be supported by senior England and club players, influencers and role models who will showcase the game and help inspire confidence in the future.

Already, we have this sort of thing appearing: inspiring in the way it celebrates #thisgirlcan - but where are the big voices we might expect to see rallying around to support PE teaching staff in the midst of this corporate assault on their world?

https://t.co/pRaNw0NyW0



In fairness, many who know soccer very well (including @markstkhlm) are already embroiled in even greater battles as @FAIreland is proposing "putting unbelievable pressure on kids to give up other sports so they can train for soccer 3-4 night a week" ■

https://t.co/bHLS8D68XY

Many of us grew up in an era dominated by football hooliganism - eventually culminating in the Heysel Stadium disaster - but what we are now seeing is across football is vandalism with targets who are much more vulnerable - & being carried out by Boards in the name of the sport!

